

Social Inequality (SOCI 361)
University of British Columbia
Instructor: Autumn Knowlton
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Course meeting times: Tuesday and Thursday, 2:00-3:20 PM in ANSO 207
Office hours: Tuesdays and Thursday, 5:30-6:30 PM (or by appointment)
Office location: TBA

Course Description

In this course we consider individual, systemic, and institutional facets of social inequality. We pay special attention to the Canadian context, but we also look at the intersection of local and national issues with broader global trends in order to contextualize the social, political, and economic relationships that shape inequality on multiple scales. We consider a variety of sociological theories that develop the role of gender, class, nationality, religion, citizenship, and other factors in the creation and maintenance of inequalities. Nancy Fraser's three dimensions of justice- redistribution, recognition, and representation- provide a key element of our conceptual framework throughout the course, in relation to solutions to social inequality proposed by diverse actors such as the World Bank, First Nations communities, social theorists, and activists. Through our in-class discussions, written assignments, and online discussion board we respond to novels, news coverage, guest speakers, academic research, and social theory.

Your final mark in the class will be based on the following:

Attendance and participation	20%
Event write-up (2-3 pages)	10%
Editorial response to news article (2-3 pages)	10%
Online discussion board	10%
Reading discussion questions	10%
Final research paper (8-10 pages)	40%

Required Texts

- Alexie, Sherman. (2009). *The absolutely true diary of a part-time Indian*. New York: Little, Brown and Company.
- Fraser, Nancy. (2010). *Scales of justice: Reimagining political space in a globalizing world*. New York: Columbia University Press.
- The majority of the other readings are available electronically at the UBC Library; I'll post electronic copies of the others on Connect.

Requirements for Written Assignments

All assignments need to be submitted as a hard copy to the instructor in class on the due date.

All written assignments must:

- be in 12 point Times New Roman or Arial font
- use 1" margins

- be double spaced
- contain the title of your paper, your name and student ID, and the date you are submitting the paper
- have page numbers in the bottom right hand of each page
- follow the citation guidelines for the American Psychology Association (APA)
(For basic guidelines see <https://owl.english.purdue.edu/owl/resource/560/01/>)

If you are absent from class the day an assignment is due, you must submit a digital copy of the assignment by the end of class that day and a hard copy the following class. I will deduct 5% from the total mark for each day an assignment is late. An exception may be made if a student provides a doctor's note to account for their absence.

Course Requirements

Attendance and participation: Every student's regular attendance and active engagement with the class materials is essential to making this course a success. Come to each class prepared to contribute to the discussion.

Event write-up: Once during the term students are required to attend an event (lecture, art exhibit, conference, etc.) related to social inequality. The 2-3 page (12 font, DS, APA reference style) event write-up should include the details of the event itself, as well as your reflections on the broader implications of the topics under discussion. Students should explicitly address how they see their own role/responsibilities in relation to the topics being discussed at the event. The assignment is due on **November 3rd**, but I recommend that you turn it in as soon as possible after attending the event so as not to forget the details. I will post events on the course Connect site throughout the semester.

Editorial response to news article: On **September 29th** students will turn in a 2-3 page (12 font, DS, APA reference style) editorial response to a recent (within the last month) news article on an issue related to course topics.

Online discussion board: Your contribution to on-line discussions on Connect is an important element of your participation in class discussions. Students need to post at least two questions/reflections and two substantive responses (50-100 words) to others' posts between Weeks 2 and 12. Use this space as an opportunity to bring up issues we don't get around to discussing in class, to add thoughts that occur to you after class, or just to respond to others' comments. You should expect to spend approximately one hour per week reading others' posts and writing your own. At the first class each week I'll expect everyone to be caught up on the previous week's posts.

Between Weeks 2 and 12 each student is also responsible for sharing one media item (video clip, newspaper article, magazine article) on Connect related to the class. When you post a media item you should explain why you think it's relevant and interesting.

Reading discussion questions: Twice during the term each student will prepare 3 thought-provoking discussion questions on a course reading. Questions should be posted on the Connect site two full days before we'll discuss the reading in class. These questions will make an important contribution to the discussions we'll have as a group, so they should reflect a careful reading of the material. Students will sign up in advance to prepare questions on specific readings.

Final research paper: At the final class on **December 3rd** students will turn in an 8-10 page (12 font, DS, APA reference style) research-based paper on a topic related to the course material. Students can turn in a traditional paper or they can explore alternative paper formats, such as a policy paper. The paper needs to draw on at least 3-5 course readings as well as other academic sources.

On **October 20th** students need to turn in a detailed paper proposal (1-2 pages) with at least three academic sources for the final paper in order to receive instructor approval.

Class Schedule and Assigned Readings

All readings need to be completed before class the day they are listed in the course outline.

September 8th NO CLASS (UBC IMAGINE DAY)

The global dimensions of social inequality

September 10th

- Overview of course materials, assignments, expectations

September 15th

- Harvey, D. (2008). Introduction. In K. Marx & F. Engels, *The communist manifesto* (pp. 1-30). London: Pluto Press (ebook)
- Marx, K. & Engels, F. (2008) Manifesto of the communist party. *The communist manifesto* (pp. 31-84). London: Pluto Press (ebook)

September 17th

- Appadurai, A. (2004). The capacity to aspire: Culture and the terms of recognition. In V. Rao & M. Walton (Eds.), *Culture and public action* (pp. 59-84). Washington, DC: World Bank Publications (ebook)

Social inequality in Canada

September 22nd

- Mackey, E. (2002). Introduction. *The House of Difference: Cultural politics and national identity in Canada* (pp. 14-35). Toronto: University of Toronto Press (ebook)
- Gilmore, S. (January 22, 2015). Canada's race problem? It's even worse than America's. *Macleans*. <http://www.macleans.ca/news/canada/out-of-sight-out-of-mind-2/>

September 24th

- Varadharajan, A. (2000). The “repressive tolerance” of cultural peripheries. In M. Battiste (Ed.), *Reclaiming indigenous voice and vision* (pp. 142-149). Vancouver: UBC Press (ebook)
- Bannerji, H. (2000). Chapter 3, On the dark side of the nation: Politics of multiculturalism and the state of “Canada”. In *The dark side of the nation: Essays on multiculturalism, nationalism and gender* (pp. 87-124). Canadian Scholars’ Press and Women’s Press (ebook)

September 29th

- Razack, S. H. (1998). Introduction and Chapter 1. In *Looking white people in the eye: Gender, race, and culture in courtrooms and classrooms*. Toronto: University of Toronto Press (pp. 3-35) (ebook)
- Nason, D. (February 12, 2013). We hold our hands up: On indigenous women’s love and resistance. *Decolonization: Indigeneity, Education & Society*.
<https://decolonization.wordpress.com/2013/02/12/we-hold-our-hands-up-on-indigenous-womens-love-and-resistance/>

**EDITORIAL RESPONSE TO NEWS ARTICLE DUE

October 1st

- Barnholden, M. & Newman, N. (2007). Street stories: 100 years of homelessness in Vancouver. In M. Barnholden, N. Newman & L. Mearns, *Street stories: 100 years of homelessness in Vancouver* (pp. 9-43). Vancouver: Anvil Press (ebook)
- McCue, D. (July 22, 2014). Vancouver's Oppenheimer Park protest raises question of aboriginal title to urban centres. CBC News.
<http://www.cbc.ca/news/aboriginal/vancouver-s-oppenheimer-park-protest-raises-question-of-aboriginal-title-to-urban-centres-1.2714731>

The absolutely true diary of a part-time Indian

October 6th

- Alexie, S. (2009). *The absolutely true diary of a part-time Indian*. New York: Little, Brown and Company, 1-117

October 8th

- Alexie, S. (2009). *The absolutely true diary of a part-time Indian*. New York: Little, Brown and Company, 117-229

Scales of justice

October 13th

- Fraser, N. (2010). *Scales of justice: Reimagining political space in a globalizing world*. New York: Columbia University Press, 1-29

October 15th

- Fraser, N. (2010). *Scales of justice: Reimagining political space in a globalizing world*. New York: Columbia University Press, 30-47

(When) is recognition enough?

October 20th

- Kymlicka, W. & Marín, R. R. (1999). Liberalism and minority rights. An interview. *Ratio Juris*, 12(2), 133-152.
- Rutherford, S. (2010). Colonialism and the Indigenous present: An interview with Bonita Lawrence. *Race & Class*, 52(1), 9-18.

**FINAL PROJECT PROPOSAL DUE

October 22nd

- Ahmed, S. (2007). Multiculturalism and the promise of happiness. *New Formations*, 63(1), 121-137.
- McLaren, P. (1994). White terror and oppositional agency: Towards a critical multiculturalism. In P. McLaren (Ed.), *Critical pedagogy and predatory culture: Oppositional politics in a postmodern era* (pp. 117- 143). New York: Routledge (ebook) (focus on pages 117-132)

October 27th

- Yancy, G. (2012). Chapter 6, Looking at whiteness: Tarrying with the embedded and opaque white racist self. In *Look, a White! Philosophical essays on whiteness* (pp. 152-175). Philadelphia: Temple University Press (ebook)
- McIntosh, P. (1988). White privilege: Unpacking the invisible knapsack. <http://www.deanza.edu/faculty/lewisjulie/White%20Priviledge%20Unpacking%20the%20Invisible%20Knapsack.pdf>

October 29th

- Coulthard, G. S. (2007). Subjects of empire: Indigenous peoples and the 'politics of recognition' in Canada. *Contemporary Political Theory*, 6, 437-460.

The dark side of tolerance

November 3rd

- Brown, W. (2006). Tolerance as a discourse of depoliticization. *Regulating aversion: Tolerance in the age of identity and empire* (pp. 1-24). Princeton, NJ: Princeton University Press.

** EVENT WRITE-UP DUE

November 5th

- Brown, W. (2006). Tolerance as a discourse of power. *Regulating aversion: Tolerance in the age of identity and empire* (pp. 25-47). Princeton, NJ: Princeton University Press.

Violence, poverty, and development

November 10th

- Farmer, P. (2004). An anthropology of structural violence. *Current Anthropology*, 45(3), 305-325.

November 12th

- World Bank. (2014). The World Bank: Promoting opportunity, growth, and prosperity. *World Bank Annual Report 2014* (pp. 14-28). Washington, DC: World Bank. <http://www.worldbank.org/en/about/annual-report>
- Read one regional report from the *World Bank Annual Report*

November 17th

- Sen, A. (2000). Introduction, Chapters 1 and 2. In *Development as freedom* (pp. 3-53). New York: Anchor Books.

November 19th

- Harvey, D. (2007). Uneven geographical developments. *A brief history of neoliberalism* (pp. 87-119). Oxford: Oxford University Press (ebook)

November 24th

- Einbinder, N. & Nolin, C. (2010). Voices from the edge. *Cultural Survival Quarterly*, 34(3), 28-33.
- Imai, S., Maheandiran, B. & Crystal, V. (2014). Access to justice and corporate accountability: A legal case study of HudBay in Guatemala. *Canadian Journal of Development Studies/Revue canadienne d'études du développement*, 35(2), 285-303.
- Look at map of mining conflicts involving Canadian companies in Latin America <http://www.montrealgazette.com/news/pascua-lama/conflicts.html>

Watch *Defensora* in class (documentary)

Proposals to end inequality

November 26th

- Sharp, J. P., Routledge, P., Philo, C. & Paddison, R. (2003). Entanglements of power: Geographies of domination/resistance. In J. P. Sharp, P. Routledge, C. Philo & R. Paddison (Eds.), *Entanglements of power: Geographies of domination/resistance* (pp. 1-42). New York and London: Routledge (ebook)
- Coulthard, G. (November 5th, 2013). For our nations to live, capitalism must die. <http://nationsrising.org/for-our-nations-to-live-capitalism-must-die/>

December 1st

- TBD

December 3rd

**FINAL PAPER DUE