Objectives

“Global inequality” is a term that refers to the systematic differences in the distribution of socially valued attributes such as education, income, information, health, and influence between people living in different areas of the globe. What kinds of inequalities exist? Why do they exist? How much global inequality is acceptable? How is global inequality different from domestic inequality, and how are they related?

This course explores areas of human existence where there are great disparities around the globe and the efforts being made to alleviate the inequalities in income, food, water, energy, health, mortality, literacy, and power. In this course, you will learn from four elements:

1) Reading course material drawn from sociological research about the causes of global inequality and the experiences of people who live in such situations, and
2) Working with an organization to address existing global inequalities.
3) Guest speakers from international organizations, NGOs and the U.S. government.
4) Field trips to events on global issues.

We will begin by discussing the types of global inequalities that exist. Then, we examine the reasons why they exist, focusing on cultural, historical, economic, institutional, and political reasons. We will discuss manifestations of inequality and approaches to addressing them, including: health disparities, human trafficking, poverty, water, human rights, and disaster relief. Our readings will be about what it feels like to experience these inequalities as well as analyses of current efforts to alleviate the inequalities. While we make our way through the readings together, you will also be interning at an organization. The readings have been chosen to help you understand the experiences of people in various situations of global inequality, what it’s like to be a recipient of the efforts to alleviate these inequalities and the larger social, political, and economic context in which these inequalities happen.

The learning objectives of this course are:
• To learn about the inequalities around the globe;
• To learn about ways that people are trying to address these inequalities;
• To think about global inequalities from the point of view of the disadvantaged person.
Internship Requirements and Community-Based Learning (CBL)

“At Georgetown University, community-based learning (CBL) is an academic course-based pedagogy that involves student work with disadvantaged and underserved individuals or groups (or organizations working with and for disadvantaged and underserved individuals or groups) that is structured to meet community-defined needs.” (Community Based Learning and Research Faculty Handbook, p. 18)

In this course, the CBL component is required. Student in the class must intern at an organization addressing global inequalities of their own choosing. It is important that you have ownership over every aspect of the internship, including choice of organization, the hours, and management of your relationship with it.

Requirements are:
• At least 40 hours of internship hours over 10 weeks of the semester (4 hours per week). Many organizations require more than that (some require 5–10 hours, others even more), so keep this in mind as you look for an organization to work with.
• You must have confirmation from the organization regarding the number of hours and the person you will be working with.

**Try to apply for your internship before class begins. You will need to have a confirmed internship by Jan. 22. Organizations that are looking for interns (or where students have interned in the past) include:

• **Abide Family Center** (abidefamilycenter.org/) is a social welfare organization based in Jinja, Uganda focused on the issues surrounding the care of orphaned children in southern Uganda. Contact: Megan Parker, abidefamilycenter@gmail.com

• **Aloetree Kids** is a social-justice venture start-up that is a collection of kid's products that inspires kids to be little citizens, and revolves around creating jobs for the vulnerable and survivors of sex trafficking in Southeast Asia, especially Cambodia. Contact: Anbinh Phan, Founder, anbinh.phan@gmail.com

• **Boat People SOS** (bpsos.org/) was founded in 1980 with voluntary missions to rescue boat people from sea and protect their refugee rights. Falls Church, VA. Contact: Miriam Song, miriam.song@bpsos.org

• **The Congressional Coalition on Adoption Institute** (CCAI) (ccainstitute.org/) is a non-profit organization that works in conjunction with the congressional policy makers to inform about children’s advocacy around the world as fact finders such as the latest statements on adoption tax or UNICEF policies in sub-Saharan Africa. Washington, DC. Contact: Allison Cappa, allison@ccainstitute.org

• **Counterpart International** (counterpart.org/) is an organization dedicated to promoting “sustainable, practical, and culturally appropriate” methods of humanitarian assistance. Arlington, VA. Contact: Russell Bernstein,
rbernstein@counterpart.org

- **FAIR Girls** (fairgirls.org/), a D.C. based international nonprofit organization, works to prevent human trafficking and sexual violence in the lives of youth, especially girls, around the world. FAIR Fund builds the capacity of communities to better identify and assist youth aged 11 to 24 who are at high risk or have been exploited via human trafficking and sexual violence. Dupont Circle.

- **The Global Playground** (theglobalplayground.org/), which has several missions, including building schools in developing countries, sending fellows to teach in those places, and building a dialogue between students of those different schools. Contact: Doug Bunch, sdbunc@gmail.com

- **The International Centre for Missing & Exploited Children** (ICMEC) (icmec.org/) works to help identify and coordinate a global network of organizations fighting child-sexual exploitation and abduction. Alexandria, VA. Contact: Eliza Harrell, eharrell@icmec.org

- **Human Rights Watch** (HRW) (hrw.org/) is an independent, non-profit, non-governmental human rights organization that conducts reports on human rights violations that occur worldwide.

- **Oxfam America** (oxfamamerica.org/) works in search of lasting solutions to global poverty and injustice. Oxfam focuses extensively on emergency aid, lobbying for legislation, amassing donations, and fighting corporations with a history of abuse.

- **United to End Genocide** (endgenocide.org/), the largest activist organization in America dedicated to preventing and ending genocide and mass atrocities worldwide. Washington, DC. Contact: Allyson Neville-Morgan, neville@endgenocide.org

**Graded and Required Elements**

1) 4 memos (1000 words each, 30%). Please answer the questions indicated in the syllabus. Memo questions ask you to relate readings and class discussions to your internship experience and your knowledge about the issues.

**Policies:**
- One free pass: five memos are assigned, but you only need to turn in four. (It is your responsibility to keep track of these.)
- No late memos accepted.
2) Introductory presentations (10%). During the first few weeks of class, you will make a 5-minute presentation to introduce your organization to the rest of the class. Please use Powerpoint, Prezi, or other presentation tool.

Questions to answer:
• How did you get the internship?
• Briefly describe the organization you are working with.
• What is the reason for your interests? (personal background, experiences, classes you’ve taken)
• Have you read anything on the topic? If so, what? Describe some recent/relevant news on the topic.
• Include photographs of the internship site; be as creative as you like

3) Short Film: “What I Wish Everyone Knew about Global Inequality” (30%). At the end of the course, you will make a final presentation, including an introduction, a short film, and questions and answers.

Tell a story about the inequality that you and your organization are dealing with. You may introduce the inequality by following the life of a specific person, for example (use your favorite chapter of Disposable People as inspiration). Then, you can use facts and figures to explain the larger systemic problems that lead to that specific type of inequality.

All films will be available for viewing on one or more of these sites: my website, the Sociology Department website, and/or Georgetown’s Center for Social Justice website.

Audience Favorite: As a class, we will also vote for an “Audience Favorite” that will receive a special prize.

You will be graded on how well you include the following elements:
• Handout (1-page; make this as visually interesting as you like). You may use the Sociology Department copier.
• Introduction (5 min; explain why you chose the theme, how you made your film, what inspired you to include the elements you did, and your favorite part of it)
• Screening of your 5-minute film
• Questions and answers

Answer the following questions:
• What causes the inequality to exist? What is the larger social context of the problem that the organization addresses (historical, institutional, economic, political, cultural)?
• Footage of your organization to give us a sense of your work there
• Interviews of people in your organization to illustrate your answers to some of the analytical questions
• Relate explicitly and in depth to one class reading
• What are some unintended consequences that may arise from your organization’s work?

4) Discussion, participation, and in-class assignments (30%). Class time will involve a mix of discussion, group work and solo reflection. For example, I might divide you into groups and ask you examine one of the maps in the Atlas, think about and discuss reasons why certain countries have the highest and lowest amounts of inequality, and come up with some bullet points to share with the class.

Attendance policy:
• 3 free passes: you can use these if you need to miss class or if you did not do the reading. However, beyond three absences, you will get a zero.
• Extra credit: 1 percentage point for those who attend every class.

5) Required for course credit
• Log of all your CBL hours (dates and times)
• Supervisor Form at the end of the semester

Readings


All other articles and readings will be posted on Blackboard.
Schedule
Be sure to read the assigned material before the class indicated. Our in-class activities and discussions will be designed with the assumption that you have done the reading. (*denotes dates when something is due)

Jan 10. Introduction to Global Inequality (no reading)

Jan 15. Modern-Day Slavery: Disposable People: Ch 1


*Jan 22. Amartya Sen, Development as Freedom: Introduction and Ch. 1

Internship and Student Agreement Forms due

Jan. 24. Field Trip: Lunch event at the World Bank, 12:30PM – 2:00PM (no reading)


Jan 29. Amartya Sen, Development as Freedom: Ch. 7, Famines and Other Crises

Jan 31. Introductory Presentations (no reading)

Feb 5. No class (substitute with trip to World Bank)

Feb 6. Field Trip: Afghanistan National Institute of Music Concert and speech by Jim Kim, President of the World Bank, 12:30PM–2:00PM.

Feb 7. Guest Speakers: Human Trafficking Legislation
Mallory Wilder, Division of Anti-Trafficking in Persons,
Elizabeth Sohn, Policy Analyst, Division of Children’s Services

U.S. Department of Health and Human Services
Administration for Children and Families, Office of Refugee Resettlement

Feb 12. Disposable People: Ch 2, Thailand


Feb 19. Guest Speaker: For-Profit Efforts for Previously Trafficked Women in Cambodia
Anbinh Phan, Founder, Aloetree (Georgetown Law 2010)

Aloetree is collection of children’s products that celebrate stories of caring and generosity. Aloetree products will be socially and environmentally sustainable.


Profits from the business will fund educational and job readiness programs that support vulnerable women and girls and survivors of sex trafficking. Initially, our partnership will be with Chab Dai’s Vietnamese prevention program based in Phnom Penh, Cambodia. Our long-term objective is to have graduates of Aloetree supported programs manufacture Aloetree products.


*Feb 26. Disposable People: Ch 3, Mauritania

**MEMO #1 (CULTURE) DUE:** Think about your organization’s cultural context. Compare what you have seen to what we have been reading and talking about in class. Answer these two questions: 1. How might it be easy for the organization to be biased? 2. What are unexpected consequences of the doctrines, ideals, or principles that are held?

Feb 28. Tutorial on Making Short Films, Gelardin New Media Center
MEET AT 8:00AM ON FIRST FLOOR OF LAUINGER

Mar 5. No class (Spring Break)

Mar 7. No class (Spring Break)

Mar 12. Economy and Society: Ch 4, Networks in the Economy

Mar 14. Field Trip: United States Agency for International Development (USAID)
- 7:45AM: meet in front of Car Barn to take cab over
- 8:20AM: meet at USAID security
- 8:30-9:15AM: speak with Michelle Yoon (Office of HIV/AIDS, Bureau for Global Health) and Nancy Leahy (Making Cities Work, Urban Poverty) about global health and urban poverty
- 9:15-9:45AM: Visit the USAID Disaster Operations Center of the Office of Foreign Disaster Assistance. This is manned 24 hours a day; when disaster strikes is focal center for gathering information on the evolving situation and coordinating relief operations.

Mar 19. Economy and Society: Ch 7, Economic Development


* Mar 26. Disposable People: Ch 4, Brazil
**MEMO #2 (ECONOMIC DEVELOPMENT) DUE:** Think about your organization’s place in the context of “development” and “underdevelopment.” Compare what you have seen to what we have been reading and talking about in class.

Mar 28. No class: Easter Break

**Apr 2. Disposable People:** Ch 5, Pakistan


*Apr 11.** Guest Speaker: Working for a World Free of Poverty: What Will It Take? Edward Hsu, Office of the President, World Bank

**MEMO #3 (HISTORY) DUE:** Think about your organization’s historical context. Compare what you have seen to what we have been reading about in class. How does its history affect the approach it takes? How does the historical background of the country/region of the organization or the country/region of the people it is trying to help affect things?


*Apr 18. (no reading)*

**MEMO #4 (POLITICS) DUE:** Think about your organization’s political context. Compare what you have seen to what we have been reading about in class.

Apr 23. Final presentations and short films

*Apr 25. Overview of Global Inequality

- **SUPERVISOR FORM DUE VIA EMAIL**
- **MEMO #5 (INSTITUTIONS) DUE:** Think about your organization’s institutional context. Compare what you have seen to what we have been reading about in class. Which factors seem to be especially significant to the approach it takes? Why?