

Politics of Inequality and Identity

Y490

Section 8181

Spring 2016

Wednesdays 10:10 a.m. -12:40 p.m.

Ballantine Hall 235

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Office hours: Mondays 10:00 a.m. – 12 p.m.; and by appointment.

Course Description:

The objective of the course is to explore the politics of inequality and identity around the world. Inequality is rising in many countries, but not all. Is this a problem if the 1% get richer, while the rest gets poorer?

We will begin the course by comparing how different societies think about, mobilize around, and respond to inequality and various identities. Then, in the second section of the course, we will investigate how inequality may intersect with identities of race, ethnicity, indigeneity, and sexual orientation. For example, we will highlight the intersection of race, gender, and poverty with the critique of “welfare queens” and the retrenchment of the welfare state in the U.S. or the overlap between income inequality, race, language, and space in post-apartheid South Africa. In the final section of the course, we explore state and societal responses to inequality. Topics include: public policy debates about whether and how to mitigate inequality through tax and student loans; discussions about inequality of campaign finance and voting rights; policing and state repression in urban America and South Africa; and the politics of protest; the politics of exit by migrants and refugees from Syria.

The course is designed to be explicitly comparative and will include empirical research from several countries and regions of the world. The course readings will be primarily from political science but also include some scholarship in economics, history, anthropology, sociology, geography and public health. Readings also include journalistic accounts from the news, policy reports produced by think tanks and inter-governmental organizations, as well as one fictional novel written by an American Indian writer. Several films will be showed throughout the course and are considered integral to the objectives of the class.

Course Objectives:

This course has several objectives. First, the course is an intensive writing seminar so it is designed explicitly to give students the opportunity to build and improve their writing skills. In particular, the class will give students practice in sustaining a longer written argument and revising one written product more than one time. Second, the course aims to strengthen other foundational skills such as reading scholarly

sources critically, conducting secondary and primary source research, and presenting oral arguments to a group. Developing these skills is not only useful for students while at IU but in many prospective careers for political science majors. Third, this course is generally recommended for more advanced students later in their undergraduate studies so that students can apply the concepts learned earlier in other political science classes to a new topic. Fourth, this course is deliberately small to facilitate a highly participatory and interactive environment, where students can engage with and get to know a faculty member as well as their fellow students.

Course Requirements:

The course requirements include:

1)Class Participation and First Pass Assignments.

Attendance is obviously crucially important in this class as we only meet one time per week. Please keep in mind that missing just one class is the equivalent of two or three absences in a regularly scheduled course. Treat this class as you would a job. Please arrive on time; do not leave early unless it is an absolute emergency and/or you have cleared this in advance with me; do not bring food into class; and remember to turn off cell phones and any non-class related web-access during class so we can all focus and concentrate on our discussion. I will ask any student who cannot behave professionally to leave our class. If you would like to use a laptop for note-taking, please use it strictly for class purposes. Any inappropriate use of the laptop is not only distracting to your concentration but to everyone sitting behind you. Please e-mail me well in advance of our class time if there is a legitimate reason for you to miss class, such as a documented illness or family emergency.

For all communication, use a proper form of address, and appropriate language, grammar and punctuation. In professional environments, such as our class, it is better to err on the side of formality than informality. Also, please note that I may not be available after normal day time business hours due to the demands of caregiving for my family. Our work and sleep schedules will likely not align perfectly so please plan ahead and send your questions well in advance of any due date. I will try my best to respond within 24 hours but it may be impossible due to meetings and other university commitments so the bottom line is to stay organized and plan ahead.

Participation in class is obviously a critical component of doing well. No matter what your background or area of expertise, your participation is important and valued. Every one of us needs to listen respectfully and tolerate the differences of opinion that will undoubtedly be present in our group. This mutual respect and tolerance does not preclude lively debate, questions, and even challenges, but all of this should be done appropriately.

In order for any of this to happen, you must come to class PREPARED to discuss the readings. While there are many, many more articles and books that I think are terrific, I have tried very hard to trim the reading to several good pieces so that we can better focus our time and effort.

Our “First Pass” assignments are the critical preparation for our class discussion. These are formal assignments—that is, they must be typed and a hard copy must be turned in by you via Canvas AND personally at the beginning of our class. But “First Passes” are “write to learn” assignments. Think of these as ‘your first try at understanding the reading on your own.’

First Pass assignments are worth 10% of your course grade and will be graded on a binary scale: you'll receive a "check" (✓) and 1% if you have done the work satisfactorily (demonstrating fully that you've read the material and answered the question thoughtfully), and typed and submitted the First Pass on time via Canvas AND in person; First Passes earn a "zero" if you have not fulfilled these requirements or have turned the FP in late. The Canvas assignment will close for submissions at the date and time of our class session. Once the First Pass due date is past, the window of opportunity is closed definitively. No late First Pass assignments will be accepted. And no Canvas-only First Pass assignments will be accepted. You must hand-deliver a hard copy of the First Pass assignment in addition to the Canvas e-submission. In rare circumstances, a student may write such an outstanding First Pass that they earn a check plus, thereby receiving one extra credit point. This work must be done completely independently based on the student's individual understanding of the reading. No group work or sharing of answers is permitted for these assignments.

You are required to submit TEN First Pass assignments out of the 13 possible weeks with readings due during the semester. You are responsible for ensuring that you have completed ten total First Pass assignments.

Our First Pass Checklist:

1. The discussion facilitator(s) will pose five questions from the reading. Students will choose one of these to answer in a First Pass response but will think about all five in advance of class. These questions will be posted via Canvas with e-mail notification to all participants by 12 p.m. noon on the Sunday before our Wednesday seminar. At the bottom of the above list of five questions, the discussion facilitator will share his or her First Pass response to one of the questions.
2. Students will answer one of the discussion facilitator's questions briefly in a First Pass response of no more than one paragraph of text. Students will submit an electronic copy of the First Pass on the Assignments section of Canvas any time prior to class.
3. Students will bring a typed, hard copy of their First Pass assignment in person to class. First Passes can ONLY be submitted in person in class unless you have communicated in advance about a documented illness or other legitimate emergency.

2) Discussion facilitator. You will sign up on the first day of our class to assist in leading the class discussion one time. The discussion facilitators will get our group discussion going and attempt to keep it lively, productive and interesting. Discussion facilitation is an important skill but can be challenging. Remember: everyone will have a turn at facilitating discussion so if you make it easy for your peers by getting involved, they should reciprocate!

Discussion facilitator checklist:

1. As discussion facilitator, you will finish the readings well in advance and meet with the other co-facilitator by the end of the week before our class on Wednesday morning. During your meeting, the co-facilitators should work together to identify one list of five questions, important discussion themes, and possible activities to spur their week's discussion. The co-facilitator should then send me your draft reading questions, themes, and class activity ideas via email OR bring a hard copy in person to my office hours from 10 am – 12 pm on the Monday before the class. I must see the

draft reading questions by 12 pm Monday at the latest in order to give feedback for the official class distribution below.

2. By Monday at 2:30 pm at the latest, you will distribute a list of five questions about the readings via Canvas message notification to the entire class. At the bottom of the above list of five questions, the discussion facilitator will share his or her First Pass response to one of the questions. The facilitators will think strategically and present the list of questions in the order he/she believes will stimulate and build the most productive discussion. The questions can range from mundane and minute to extraordinary and cosmic. In devising your list, think about the sorts of questions (and question order) that help guide your reading and stimulate your thinking and discussion in other classes. Be sure that the questions are answerable, for example, by thinking through your own responses to your own queries.

Some broad themes to consider for your First Pass/discussion questions include: what is the puzzle being explained in this work?; what is the hypothesis or rival explanations considered?; what is the argument being put forth? what types of data are used? what was the logic of the research design -- which cases (people, places, time periods, policies, etc.) were selected for investigation and why? how does the empirical context of this work shape the theory generated? how is X key concept theorized or measured?; how does this theoretical work support or challenge this empirical work? How does the empirical study approach theory? How does this work relate to X or Y other theory, time period, place, etc., that we have already discussed? What is left unexplained? How would you do X or Y (or address X or Y critique) in a more efficient, effective or compelling manner?

3. During our class session, the discussion facilitators will take the lead in posing questions, probing students and/or initiating group activities. Generally, I will take some of the beginning class time to present some background material for the discussion and then allow the discussion facilitators to take the lead. Of course, I will also jump in when it might be helpful.

4) Statement of the research question and the theoretical significance of the paper. (>1 page. Due 2/3/16.) You will write one paragraph describing the research question for your paper, and how it contributes to what we know about the politics of inequality and identity in the world. A more detailed assignment will be distributed and discussed in class.

5) Research paper written, revised, and completed in three stages. 10-12 pages total. (See detailed assignments posted on Canvas.)

a) Stage 1: Introduction and Explanations from the Theoretical Literature (approx. 3 pages; due 2/3/16).

b) Stage 2: Revised Introduction and Theoretical Explanations + Analysis of Outcome(s) to be Explained (approx. 6 pages; due 4/6/16).

c) Stage 3: Final Paper = Revised Introduction, Theoretical Explanations, Analysis of Outcomes to be Explained + Your Paper's Explanation/Argument with Evidence (10-12 pages; due 4/27/16).

Grading:

- 1) Class Participation and First Pass Assignments (10%)
- 2) Discussion facilitator (5% for posting 5 questions plus own First Pass; 5% for facilitation in class)
- 3) Midterm Exam on Films and Readings (15%; 3/9/16)
- 4) Final Exam on Films and Readings (20%; 5/4/16)
- 5) Statement of the research question and the theoretical significance of the paper (10%; due 2/3/16).
- 6) Research paper completed in three stages:
 - a) Introduction and Explanations from the Theoretical Literature (10%; due 2/22)
 - b) Revised Introduction and Theoretical Explanations + Analysis of Outcome(s) to be Explained (10%; due 3/29)
 - c) Final Paper = Revised Introduction, Theoretical Explanations, Analysis of Outcomes to be Explained + Your Paper's Explanation/Argument with Evidence (15%; due 4/26)

There is no grading curve in this class. Therefore, it is possible that every single student in the class could earn an A+, and you have every incentive to cooperate.

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|----|---|-------------|---|
| A+ | = | 97-100 | Truly exceeds expectations in numerous ways; innovative, insightful, etc. |
| A | = | 93-96 | Very exceptional or outstanding work. |
| A- | = | 90-92 | Excellent work of an unusually strong quality. |
| B+ | = | 87-89 | Very good work. |
| B | = | 83-86 | Good work that goes beyond meeting the basic requirements. |
| B- | = | 80-82 | Good work but may miss an occasional key point/concept or application. |
| C+ | = | 77-79 | Slightly better than average work. Commendable. |
| C | = | 73-76 | Average work. Meets the basic requirements. |
| C- | = | 70-72 | Weaker than average. Significant shortcomings or mistakes. |
| D+ | = | 67-69 | Poor work; shows little effort but is passing. |
| D | = | 63-66 | Very poor work; shows almost no effort. |
| D- | = | 60-62 | Very close to failing. |
| F | = | 59 or below | Failing |

Your grades will be posted after each assignment is graded and returned to you in class. It is your responsibility to make sure that each of your assignments has been successfully received and graded.

Required books and readings:

The only book that you are required to purchase for this class is:

- 1) Sherman Alexie. 2007. *The Absolutely True Diary of a Part-Time Indian*. (novel)

This book will be available for purchase at the IU Bookstore, but if you have the time and energy, less expensive, used copies can also be found pretty readily. A wonderful website that I use to compare and find the least expensive price for books is AddAll [<http://www.addall.com/>].

All other readings are article and book chapters that will be available on the Assignments tab of Canvas. If you cannot find a reading on Canvas, please try finding it on your own. As IU students, you have electronic access to many journals and can download the article directly from an IU computer or from your VPN. If this search is fruitless, then contact one of your classmates. If neither of you is successful, please notify Professor MacLean as soon as possible.

** Please note. I reserve the right to change any readings, dates and requirements listed in this syllabus. If this occurs, every effort will be made to announce the changes well in advance. You are responsible for any changes made and announced in class or via e-mail. **

Framework for guiding your reading

As you read, be sure to answer and take note of the following four key questions in your own words:

- 1. What is the *question* being asked in the article?** What is the problem or “puzzle” that the author addresses? Remember that the topic of the article is not the same as the research question.
- 2. What is the author’s *argument* or *thesis*?** (How does s/he answer the question in #1?)
- 3. What *evidence* does the author present to support his/her thesis?** What does this evidence tell us? Why is it important for the argument? In this memo, you may not have the space to provide summarize all major pieces of evidence. For our purposes, try to highlight what you think is the most compelling evidence offered by the author.
- 4. What is your *evaluation* of the article?** Are you convinced? What questions or criticisms does the author’s argument or use of evidence raise in your mind? If there are problems or weaknesses, try to offer a constructive solution for resolving the issue or strengthening the scholarship in the future.

Writing Tutorial Services

For free help in any phase of the writing process—from brainstorming to polishing the final draft—call Writing Tutorial Services (WTS, pronounced “wits”) at 855-6738 for an appointment. When you visit WTS, you’ll find a tutor who is a sympathetic and helpful reader of your prose. We actually have a course-specific tutor who is specially designated by WTS and is familiar with the objectives of this class. It may not always be possible to meet with that tutor depending on your schedules, but, to have the best chance, please call in advance.

WTS is in the northeast corner of the Learning Commons in the Wells Library. Tutoring at all locations begins during the second week of each semester and continues through the Thursday of finals week. Tutoring hours are generally Monday—Thursday 10:00 a.m. to 8:00 p.m. and Friday 10:00 a.m. to 5:00 p.m. WTS is also available in the Academic Support Centers in Briscoe, Forest, and Teter residence halls, open Sunday—Thursday 7:00 p.m. to 11:00 p.m.

Academic Integrity: All Indiana University policies regarding academic honesty will be strictly enforced. Plagiarism, cheating or academic misconduct in any manner will not be tolerated. While most examples of misconduct are blatantly obvious (i.e., you may not pay someone to take your final exam for you!), knowing when and how to acknowledge and appropriately cite sources is something you may have to learn. For example, even if you acknowledge the source, you can not stay too close to the language of the original source when paraphrasing. If you are not sure about anything, please do not hesitate to see me, and we can go over it together. Additionally, you may find the Campus Writing Program’s information useful: <http://www.indiana.edu/~wts/wts/plagiarism.html>.

Please note that several commercial services have approached students regarding selling class notes/study guides to their classmates. Please be advised that selling a faculty member’s notes/study guides

individually or on behalf of one of these services using IU email, Canvas, or Oncourse violates both IU information technology and IU intellectual property policy. Selling notes/study guides to fellow students in this course is not permitted. Violations of this policy will be considered violations of the *Code of Student Rights, Responsibilities, and Conduct* and will be reported to the Dean of Students as a violation of course rules (academic misconduct).

I have and will continue to uphold IU's Code of Conduct. This is vital for the health of our institution and for the value of your future degree. Any violations can result in a range of disciplinary action, including any combination of the following: a failing grade on the assignment; failing grade for the course; filing an official report for the student's academic record. Depending on the nature of the case, my sanction for the course may also be followed up at higher levels with broader university sanctions which include academic probation and expulsion. This is serious. I would encourage you to read Section 3 of IU's Code of Student Rights, Responsibilities and Conduct, which describes what constitutes academic misconduct and can be found at: <http://dsa.indiana.edu/Code/index1.html>.

Students with Disabilities:

Students with any disability or special learning needs should contact me as soon as possible and/or Disabilities Services for Students (Franklin Hall 096; 812-855-7578) so that any necessary arrangements can be made.

Class Schedule and Assignments:***Section 1: Contested Concepts of Inequality and Identity*****1. Wednesday, January 13 INTRODUCTION****Discussion topics:**

Introduction to and preview of course topics; discussion of course requirements and syllabus; sign up for discussion co-facilitator roles.

Films in class:

Richard Wilkinson (Yale University) “How Inequality Harms Society.” [16.47 minutes]

https://www.ted.com/talks/richard_wilkinson?language=en

Nancy Folbre (University of Massachusetts at Amherst) “Monsters of the Economic: Inequality, Fear and Loathing in America.”

Emotional consequences of inequality. Fleshes out some of the monsters lurking behind economic policy debates; vivid cultural screen portraying conflicts between vampire and zombie; robot and werewolf; superhuman and subhuman...

Patten Lecture website.

Assignments due: None!

Readings due: Read Y490 syllabus in its entirety.

**2. Wednesday, January 20 CONTESTED DEFINITIONS AND CONCEPTS: WHAT IS
INEQUALITY? WHAT IS RACE AND ETHNICITY,
INDIGENEITY, GENDER, AND SEXUAL ORIENTATION?**

Invited Guest from the Campus Writing Program

Leads discussion on reading and note-taking.

Discussion topics:

Topics vs. research questions;

Disputes over definitions of inequality, race, ethnicity, indigeneity, gender, and sexual orientation; mapping of causes and consequences of inequalities and identities;

Readings due:

Marx, Anthony. 1996. "Race-Making and the Nation-State." *World Politics* 48 (2): 180-208.

Posner, Dan. 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi." *APSR* 98 (4): 529-545.

Van Ginkel, Rob. 2004. "The Makah Whale Hunt and Leviathan's Death: Reinventing Tradition and Disputing Authenticity in the Age of Modernity." *Ethnofoor* 17 (1/2), (journal of anthropology from the Netherlands; special issue on authenticity), p. 58-89.

United Nations Department of Social and Economic Affairs. 2004. "The Concept of Indigenous Peoples." (one page)

Hawkesworth, Mary. 2013. "Sex, Gender and Sexuality." In Georgina Waylen, Karen Celis, Johanna Kantola, and Laurel Weldon, eds., *Oxford Handbook of Gender and Politics*. Oxford: Oxford University Press.

3. Wednesday, January 27 INEQUALITY ---

Invited Guest: Nicholas Wyant, Head, Social Sciences, Wells Library

Leads discussion on creatively finding and critically evaluating sources for your research papers – it’s more than just a “Google” search.

Discussion topics:

What theory is “good for”; creative and critical research strategies;

The concept and measurement of inequality; inequality over time; causes and consequences of inequality; spatial concentration of inequality

Film in class:

Thomas Piketty. “New Thoughts on Capital in the 21st Century.” TED talk.

https://www.ted.com/talks/thomas_piketty_new_thoughts_on_capital_in_the_twenty_first_century?language=en

Readings due:

“Income Inequality: Poverty Falling Faster than Ever but the 1% are Racing Ahead.” *The Guardian*. March 27, 2015.

<http://www.theguardian.com/news/datablog/2015/mar/27/income-inequality-rising-falling-worlds-richest-poorest>

SKIM: Sommeiller, Estelle and Mark Price. *The Increasingly Unequal States of America, Income Inequality by State, 1917-2012*. Economic Analysis and Research Network, January 26, 2015.

www.voicesforflorida.org/wp-content/uploads/pdfs/2015/IncreasinglyUnequalStatesofAmerica1917to2012.pdf

Picketty, Thomas. 2014. “Introduction.” *Capital in the 21st Century*. P. 1-38.

Stiglitz, Joseph. *The Price of Inequality: How Today’s Divided Society Endangers Our Future*. Chapter 5.

Weir, Margaret. “The Politics of Spatial Inequality.” *The Cities Papers* – an essay collection from The Decent City Initiative. Social Science Research Council.

www.citiespapers.ssrc.org/the-politics-of-spatial-inequality

4. Wednesday, February 3 THE SOCIAL CONSTRUCTION OF RACE AND ETHNICITY -

Discussion topics:

The rationale and requirements for an annotated bibliography
Primordial versus social construction of race and ethnicity; indigeneity;
Representation of others' identities and self

Films in class:

“Schoolhouse Rock: Elbow Room”

<http://www.youtube.com/watch?v=twFs9Vk6F0A&feature=related>

Excerpt from “Bury My Heart at Wounded Knee” [2007; 1:41]

Excerpt from “Shouting Secrets” [2011; 2:18]

Assignment due: Statement of Research Topic, Question and Theoretical Significance

Readings due:

Alexie, Sherman. 2007. *The Absolutely True Diary of a Part-Time Indian*. (novel)

Egan, Timothy. 1998. “An Indian Without Reservations.” *New York Times Magazine*.

<http://www.nytimes.com/1998/01/18/magazine/an-indian-without-reservations.html?pagewanted=print>

5. Wednesday, February 10 GENDER IDENTITIES

Discussion topics:

Sex versus gender; gender and inequality; representation; intersectionality

Films in class:

Excerpt from “Suffragette” [2014; Focus Features]

Excerpt from “In Women’s Hands” [Directors: Rachel Field and Juan Mendelbaum, 1993; 60 minutes]

Documentary focused on “the women of Chile and how political and social changes since the 1970's have changed the traditional role of women. Women have become a new force, changing families, their communities and their country.”

Excerpt from “Ayanda” [2014]

<http://www.filmafrica.org.uk/ayanda/>

Explores gender in the vibrant melting pot of the New South Africa as well as universal themes of loss, remembrance, and determination.

Readings due:

SKIM: Entmacher, Joan, Katherine Gallagher Robbins, Julie Vogtman, and Anne Morrison. *Insecure and Unequal: Poverty and Income among Women and Families, 2000-2013*. Washington, DC: National Women’s Law Center.

http://www.nwlc.org/wp-content/uploads/2015/08/final_2014.nwlc_poverty_report.pdf

Fraser, Nancy. 2000. “Rethinking Recognition.” *New Left Review* 3 (May-June): X-X.

www.newleftreview.org/11/3/nancy-fraser-rethinking-recognition

Nancy Folbre. 2001. *The Invisible Heart: Economics and Family Values*. New York: New Press. Chapter 1.

Green, Joyce. 2001. “Canaries in the Mines of Citizenship: Indian Women in Canada.” *Canadian Journal of Political Science* 34 (4): 715-738.

Jordan-Zachery, Julia S. 2007. “Am I a Black Woman or a Woman Who is Black? A Few Thoughts on the Meaning of Intersectionality.” *Politics & Gender*, Issue 2: 254-263.

Section 2: Intersections between Inequality and Identities

6. Wednesday, February 17 WELFARE QUEENS AND THE DECLINE OF THE WELFARE STATE

Invited JoAnn Vogt from Campus Writing Program

Leads discussion on how to incorporate sources in your writing.

Discussion topics:

topics vs. question; hypothesis and rival hypotheses
intersectionality; political economy; the welfare state; retrenchment; race and gender and the welfare state; race, income inequality, and wealth gaps

Film in class:

Mark Blyth (Brown University) on “Austerity.” [5.34 minutes]

www.youtube.com/watch?v=go2bVGi0ReE

Excerpts from Uncommon Common Ground: Race and America’s Future.

www.uncommoncommonground.org

Readings due:

“The Truth behind the Lies of the Original Welfare Queen.”

<http://www.npr.org/sections/codeswitch/2013/12/20/255819681/the-truth-behind-the-lies-of-the-original-welfare-queen>

Ann Orloff. 2011. “Policy, Politics, Gender: Bringing Gender to the Analysis of Welfare States.” In the Symposium “Gender and the Welfare State: A Feminist Debate.” *Sociologica*.

<http://www.sociologica.mulino.it/journal/article/index/Article/Journal:ARTICLE:462/Item/Journal:ARTICLE:462>

Conley, Dalton. 1999. “Being Black and Living in the Red: Race, Wealth, and Social Policy in America.” In Dalton Conley, ed., *Wealth and Poverty in America: A Reader*. New York: Wiley Press, p. 83-95.

Fording, Richard, Joe Soss, and Sanford F. Schram. 2011. “Race and the Local Politics of Punishment in the New World of Welfare.” *The American Journal of Sociology* 116 (5): 1610-57.

Mckernand, Signe-Mary et al. 2013. *Less than Equal: Racial Disparities in Wealth Accumulation*. Washington, DC: The Urban Institute. April 2013.

7. Wednesday, February 24 INEQUALITY AND RACE IN A POST-APARTHEID SOUTH AFRICA

Discussion topics:

sovereignty; multi-culturalism; colonialism; authenticity; research design vs. methods; discussion of any outstanding questions for assignment due next week

Assignment due: Paper Part I: Introduction and Explanations from the Theoretical Literature

Film excerpts in class:

“Apartheid 46 Years in 90 Seconds” [BBC News, 12/6/2013]

“Few winners in South Africa Economy” Financial Times [4:59; 10/23/13]

“Inequality in South Africa” Adam Habib, University of Praetoria. [4:57; 6/5/14]

“Racism in South Africa after Apartheid.” [Bahador Alast; 27:46, 2/18/15]

“Poor White South Africans Blame Reverse Discrimination” [WorldFocusOnline; 2/26/09]

Readings due:

Seekings, Jeremy and Nicoli Natrass. 2001. “‘Two Nations’?: Race and Economic Inequality in South Africa Today.” *Daedalus* 130 (1): 45-70.

Leibbrandt, Murray, Arden Finn, and Ingrid Woolard. 2012. “Describing and Decomposing Post-Apartheid Income Inequality in South Africa.” *Development Southern Africa* 29 (1): 19-34.

Campbell, John. 2014. “Black and White Income Inequality in South Africa and the United States.” Council on Foreign Relations, September 12, 2014. (3 pages)
<http://blogs.cfr.org/campbell/2014/09/12/black-and-white-income-inequality-in-south-africa-and-the-united-states/>

Steingo, Gavin. 2005. “South African Music After Apartheid: Kwaito, The Party Politic” and the Appropriation of Gold as a Sign of Success.” *Popular Music and Society*. 333 – 357.

Holmes, Carolyn. 2015. “Marikana in Translation: Print Nationalism in South Africa’s Multilingual Press.” *African Affairs* Available:
<http://afraf.oxfordjournals.org/content/early/2015/03/03/afraf.adv001.full.pdf+html>

8. Wednesday, March 2 DEBATES OVER LGBT RIGHTS IN THE US, SOUTH AFRICA AND UGANDA -

Discussion topics:

understanding causal processes and beginning to make an argument
 LGBT representation and rights; public opinion about LGBT rights; LGBT movement; LGBT opposition comparatively

Film in class:

“Last Week Tonight with John Oliver: LGBT Milestones in US vs. Uganda – Pepe Julian Onziema” [17.33]

www.youtube.com/watch?v=G2W41pwZs0

Readings due:

Reynolds, Andrew. 2013. *Out in Office: LGBT Legislators and LGBT Rights Around the World*. UNC Chapel Hill: LGBT Representation and Rights Initiative. [Especially p. 8-13; 16-24]
http://www.globalstudies.unc.edu/files/2013/11/Annual-Report_May20FinalVersion.pdf

Baunach, Dawn Michelle. 2012. “Changing Same-Sex Marriage Attitudes in America from 1988 Through 2010.” *Public Opinion Quarterly* 76 (2): 364-378.

Bosia, Michael J. 2014. “Strange Fruit: Homophobia, the State and the Politics of LGBT Rights and Capabilities.” *Journal of Human Rights* 13 (3): 256-273.

Sadgrove, Joanna, Vanderbeck, Robert M., Andersson, Johan, Valentine, Gill, and Kevin Ward. 2012. “Morality Plays and Money Matters: Towards a Situated Understanding of the Politics of Homosexuality in Uganda.” *Journal of Modern African Studies* 50 (1): 103-129.

Oswin, Natalie. 2007. “Producing Homonormativity in Neoliberal South Africa: Recognition, Redistribution, and the Equality Project.” *Signs* 32 (3): 649-669.

Section 3: Responses to Inequalities and Identities

9. Wednesday, March 9 THE POWER OF PUBLIC POLICY: “NOTHING IS CERTAIN BUT DEATH (Student Loans?) AND TAXES.” - DISPUTES OVER THE ROLE OF THE STATE IN CREATING AND MITIGATING INEQUALITY

Discussion topics:

Topics vs. research question; what theory is “good for”; the role of the state in causing or mitigating inequality; debates over tax policies including income tax and inheritance tax; debates over minimum wage and subsidies for education; debates over social security and Medicare entitlement programs;

Assignment due: Midterm exam during first half of the class.

Film in class:

“Who Doesn’t Pay Federal Taxes?” [Tax Policy Center; 4.37]

www.taxpolicycenter.org/taxtopics/federal-taxes-households.cfm-TPC

“Student Loans Force Generation into Debt” [ABC News; 3.11; 10/25/11]

Exploration of UN Millennium Development Goals on www.unorg/millenniumgoals

Readings due:

Jennifer Hochschild. *What’s Fair; American Beliefs about Distributive Justice*. Cambridge, MA: Harvard University Press, Chapter 1.

Chattopadhyay, Raghavendra and Esther Duflo. 2004. “Women as Policymakers: Evidence from a Randomized Policy Experiment in India.” *Econometrica* 72 (5): 1409-1443.

2014. *Opportunity for All*. P. Multiple authors. Washington, DC: American Enterprise Institute. March 14, 2014. P. 1-17; 27-44.

<http://www.aei.org/publication/opportunity-for-all-how-to-think-about-income-inequality/>

2015. *A New Majority: Low Income Students Now a Majority in the Nation’s Public Schools*. Research Bulletin. Southern Education Foundation. January, 2015.

<http://www.southerneducation.org/>

Cascio, Elizabeth U. and Diane Whitmore Schanzenbach. 2014. *Expanding Preschool Access for Disadvantaged Children*. Washington, DC: Brookings Institution. (1 page)

<http://www.brookings.edu/resaerch/papers/2014/06/19-expanding-preschool-access-disadvantaged-children-cascio-schanzenbach>

Rosenberg, Tina. “Upward Mobility for the World’s Destitute.” *New York Times*, May 15, 2015.

<http://opinionator.blogs.nytimes.com/2015/05/15/upward-mobility-for-the-worlds-destitute/>

SPRING BREAK! NO CLASS MARCH 16!

10. Wednesday, March 23

THE POWER OF THE VOTE: INEQUALITY AND IDENTITIES IN ELECTIONS AND CAMPAIGN FINANCE

Discussion topics:

supporting your argument with evidence;
relationship between economic inequality and political inequality; inequalities in elections and campaign finance; gender gap; descriptive and substantive representation; race and voting rights

Films in class:

Larry Bartels on his book *Unequal Democracy* [WW Norton]

Exploration of Demos website for Callahan, David and J. Mijin Cha. 2014. *Stacked Deck: How the Dominance of Politics by the Affluent and Business Undermines Economic Mobility in America*. Demos.

Readings:

Page, Benjamin, Larry M. Bartels, and Jason Seawright. XXX. "Democracy and the Policy Preferences of Wealthy Americans." *Perspectives on Politics* 11 (1): 51-73.

Kirp, David L. 2015. "What Do the Poor Need?: Try Asking Them." *New York Times*, August 8, 2015. http://www.nytimes.com/2015/08/09/opinion/sunday/david-l-kirp-what-do-the-poor-need-try-asking-them.html?_r=0

Inglehart, Ronald and Pippa Norris. 2003. "The Gender Gap in Voting and Public Opinion." In *Rising Tide: Gender Equality and Cultural Change around the World*. New York: Cambridge University Press, 75-100.

Tripp, Aili Mari and Alice Kang. 2008. "The Global Impact of Quotas: On the Fast Track to Increased Female Legislative Representation." *Comparative Political Studies* 41: 338-61.

Reynolds, Andrew. 2013. "Representation and Rights: The Impact of LGBT Legislators in Comparative Perspective." *American Political Science Review* 107 (2): 259-274.

"Race and Voting Rights in Ferguson." *New York Times*, January 4, 2015, <http://www.nytimes.com/2015/01/05/opinion/race-and-voting-rights-in-ferguson.html>

Frey, William H. 2015. *Voting Rights, Minority Turnout, and the Next Election*. Washington, DC: Brookings Institution. August 5, 2015. <http://www.brookings.edu/blogs/the-avenue/posts/2015/08/03-voting-rights-minority-turnout-next-election-frey#.VddLVPK5df0.email>

11. Wednesday, March 30 ** NO CLASS TODAY - ONLINE ASSIGNMENT DUE INSTEAD **

THE POWER OF PROTEST: THE GLOBALIZATION OF CAPITALISM, INDIGENOUS HUMAN RIGHTS AND TRANSNATIONAL NETWORKS IN ECUADOR

Discussion topics:

neoliberal globalization; transnational advocacy; norms of human and indigenous rights;

Assignment due:

- 1. Watch film on your own: “Crude: The Real Price of Oil” [Director: Joe Berlinger, 2009; 104 minutes total; available online; documentary focused on indigenous group’s fight against Chevron oil development in the Ecuadorian Amazon]**
- 2. Do readings below.**
- 3. Answer the film/readings questions by 2:30 p.m. on 3/30 on the Assignments tab of Canvas.**

Assignment due:

Readings due:

Keck, Margaret and Kathryn Sikkink. 1999. “Transnational Advocacy Networks in International and Regional Politics.” *International Social Science Journal* 51 (159):89-101.

Baldez, Lisa. 2002. “Why Women Protest: Tipping, Timing and Framing.” In *Why Women Protest: Women’s Movements in Chile*. New York: Cambridge University Press, 1-20.

<http://www.catdir.loc/gov/catdir/samples/cam031/2001052842.pdf>

Yashar, Deborah J. 1998. “Contesting Citizenship: Indigenous Movements and Democracy in Latin America.” *Comparative Politics* 31 (1): 23-42.

**12. Wednesday, April 6 THE POWER OF INTEREST GROUPS AND SOCIAL MOVEMENTS:
FROM THE ZAPATISTAS TO “THE OCCUPY” MOVEMENT**

Discussion topics: interest groups; social movements; socioeconomic class versus cultural identity;

Film in class: “A Place Called Chiapas” [Director: Nettie Wild: 1998; 90 minutes]

Assignments due:

**Paper Part II: Revised Introduction and Theoretical Explanations + Analysis of Outcome(s)
to be Explained**

Readings due:

Strolovitch, Dara. 2008. “Do interest groups represent the disadvantaged?: Advocacy at the intersections of race, class, and gender. *Journal of Politics* 68 (4): 894-910.

Rimmerman, Craig. 2008. *The Lesbian and Gay Movements: Assimilation or Liberation*. Boulder, CO: Westview Press, p. 11-29.

Trudell, Megan. 2012. “The Occupy movement and Class Politics in the U.S.” *International Socialism*, January 9, 2012.

<http://Isj.org.uk/the-occupy-movement-and-class-politics-in-the-us/>

Maharawal, Manissa McCleave. 2013. “Occupy Wall Street and a Radical Politics of Inclusion.” *The Sociological Quarterly* 54 (2): 177-181.

SKIP Berger, Mark T. 2001. “Romancing the Zapatistas: International Intellectuals and the Chiapas Rebellion.” *Latin American Perspectives*, Vol. 28, No. 2, The Indigenous People of Chiapas and the State in the Time of Zapatismo: Remaking Culture, Renegotiating Power (Mar., 2001), pp. 149-170.

13. Wednesday, April 13 THE POWER OF THE POLICE AND THE POLICED: RACE AND POLICING IN THE US AND SOUTH AFRICA

Discussion topics:

discussion of any outstanding questions regarding the assignment due next week
 revolution; minority rights and representation;

Films in class:

“South African Police Shoot and Kill a Man After Robbery” Belfast Telegraph [1:18; 3/11/15;]

“Africa Investigates – South Africa: Echoes of Apartheid” AlJezeera English

Exploration of website #PoliceBrutality

Readings:

Castaneda, Ruben. “Washington’s Ferguson Next Door: Lesson’s from Prince George’s County’s history of policy brutality.” *Politico* September 8, 2014.

www.politico.com/

Jonsson, Patrik. “Anti-police violence as hate crime: Do officers need more legal cover?” *The Christian Science Monitor*, January 6, 2015.

Jensen, Steffan. 2014. “Conflicting Logics of Exceptionality: New Beginnings and the Problem of Police Violence in Post-Apartheid South Africa.” *Development and Change* 45 (3): 458-478.

Wolff-Piggott, Timothy. 2015. “Stepping up and forward as a white student was imperative.” Opinion, *Mail & Guardian*, October 27, 2015.

<http://mg.co.za/article/2015-10-27-stepping-up-and-forward-as-a-white-student-was-imperative>

SKIP Bell, Jeannine. 2007. “Hate Thy Neighbor: Violent Racial Exclusion and the Persistence of Segregation.” *Ohio State Journal of Criminal Law* 47 (fall).

14. Wednesday, April 20 THE POWER OF EXIT AND GATEKEEPING: MIGRATION AND REFUGEE FLOWS FROM SYRIA AND BEYOND

Discussion topics:

any outstanding questions for final paper assignment due next week
 inequality, migrants and refugees; refugee movements; refugee settlement repatriation; inequality of access with refugee status;
 Final exam study guide distributed in class.

Film in class:

“Hope” (FilmAfrica; Director: Boris Lojkine)

www.filmafrica.org.uk/hope/

About the desperation and violence facing migrants voyaging north from West Africa.

Exploration in class of World Vision website on Syrian refugee situation.

World Vision. “What you need to know: Crisis in Syria, refugees, and the impact on children.” December 4, 2015.

www.worldvision.org/news-stories-videos/syria-war-refugee-crisis

Readings due:

Balsari, Satchit, Josyann Abisaab, Kathleen Hamill, Jennifer Leaning. 2015. “Syrian Refugee crisis: When aid is not enough.” *The Lancet* 385 (9972): 942-43.

Icduygy, Ahmet. 2015. *Syrian Refugees in Turkey: The Long Road Ahead*. Washington, DC: Migration Policy Institute. (17 pages)

www.labs.ozyegin.edu.tr/ozumigs/files/2015/05/TCM-Protection-Syria.compressed.pdf

Remnick, David. 2013. “City of the Lost.” *The New Yorker*. August 26, 2013.

<http://www.newyorker.com/magazine/2013/08/26/city-of-the-lost>

Greenhouse, Steven. 2013. “The Workers Defense Project, A Union in Spirit.” August 10, 2013.

www.workersdefense.org/wp-content/uploads/2013/08/Reworking-Labor.pdf

Additional resources:

SKIP Nafziger, E. Wayne and Juha Auvinen. 2002. “Economic Development, Inequality, War, and State Violence.” *World Development* 30 (2): 153-163.

SKIP Parkinson, Sarah E. and Orkideh Behrouzan. 2015. “Negotiating Health and Life: Syrian Refugees and the Politics of Access in Lebanon.” *Social Science & Medicine* 146: 324-331.

15. Wednesday, April 27 IN-CLASS FINAL EXAM AND CONCLUSIONS**Discussion Topics:**

Final exam in class.

Written vs. visual vs. oral presentation of arguments.

Brief 5 minute oral presentation of research paper.

Big picture discussion of skills and content from the course.

Readings due: None.

Monday, May 2 by 4:00 p.m.

Paper Stage III: Final Paper due = Revised Introduction, Theoretical Explanations, Analysis of Outcomes to be Explained + Your Paper's Explanation/Argument with Evidence