

# **Race and Global Inequality**

**C. Richard King**  
**111B Wilson-Short Hall**  
**Phone: 335-2605**  
**Email: crking@wsu.edu**

**T/Th 12:00-1:15, Spring 2010**  
**416 CUE**  
**Office Hours:**  
**Thursdays 10:30-12:00**  
**and by appointment**

## **Course Overview**

This course is designed to familiarize students with the institutions, practices and policies that constitute “globalization,” stressing the centrality of racial, economic, and social inequality to it. Class readings and discussions seek to foster debate and reflection about the historic structures of global inequality and the ways in which people live them in distinct cultural contexts. As such we ask big questions about the changing nature of the world and look to small, local worlds to consider the affects of these changes. Over the course of the semester we compare competing perspectives on globalization and inequality.

This course is designed to familiarize students with the institutions, practices and policies that constitute “globalization,” stressing the centrality of racial, economic, and social inequality to it. Class readings and discussions seek to foster debate and reflection about the historic structures of global inequality and the ways in which people live them in distinct cultural contexts. As such we ask big questions about the changing nature of the world and look to small, local worlds to consider the affects of these changes. A consideration of disposability—waste, lives deemed unimportant and unworthy, people used and refused—and justice stands at the thematic core of our discussion. Topics examined include contemporary forms of slavery, sweatshops, hunger, health, and xenophobia.

This course has four objectives. First, it endeavors to offer a more nuanced account of globalization. Second, it seeks to enhance understandings of the scope and significance of inequality in an increasingly globalized world. Third, it strives to enable students to locate themselves within the processes of globalization. Fourth, fostering self-reflection and critical social perspectives, it also aims to create a learning environment in which students seriously and sensitively engage race and ethnicity.

## **Learning Goals**

The following Learning Goals will be addressed in the course:

Research Skills

Synthesis

Global Understanding

Oral and Written Communication

## Course Requirements

### **Participation (15%)**

This class will consist almost exclusively of discussion, I will expect you to come to class 1) having completed all the readings assigned for that day, and 2) with a willingness to respond thoughtfully and respectfully to the topics discussed, to me, and to your peers. I will be looking for quality and quantity in your contributions to class discussion.

### **Blog Posts (45%)**

Students will maintain over the course of the semester, devoted to a single thematic issues related to the core concerns of the course. During the course of the term, student will make at least 9 posts to their blogs. Assignments will range from open to the use of specific technologies to answering particular questions. Detailed assignments as well as procedures will be forthcoming.

### **Peer Assessment and Interaction (15%)**

Across the semester, students will assess the work others and offer regular commentaries on others' blogs.

### **Final Project (25%)**

Each student will be required to complete and post a multimedia project, posted on her/his blog. It must have a discernible database, such as transcripts of interviews, fieldnotes, library references, visual images, or sound recordings. These should accompany the final draft where appropriate. The final project must demonstrate critical thought, integrating key concepts from the class, and engaging the ideas learned in class.

The project must go beyond the scope of this class, and should represent a semester's worth of work. Comparative work is encouraged. Grading will be based on CONTENT (clarity and cohesiveness of argument, analysis, textual evidence, integration of source material, interpretation and uniqueness), QUALITY OF WRITING (grammar, punctuation, format, paragraphing, title, sentence variety), ADHERENCE TO THESE GUIDELINES, and EFFORT. Grading will be broken down into three categories:

### **Texts**

The following are available for purchase at the Bookie and Crimson and Grey. Alternatively, students might consider booksellers on the internet (including [half.com](http://half.com) or [www.abebooks.com](http://www.abebooks.com)) to find better values. Additional readings will be available as a coursepacket at Cougar Copies and placed on reserve in the CES office.

Kevin Bales, *Understanding Global Slavery*

Zygmunt Bauman, *Globalization: The Human Consequences*

Paul Farmer, *Pathologies of Power*

Melissa W. Wright, *Disposable Women and Other Myths of Global Capitalism*

## **Expectations and Policies**

This course emphasizes active learning. It stresses discovery, analysis, and application through listening talking, reading, reflecting, and writing. It sets aside lecturing in favor of interaction and discussion. Given the subject of the class, our explorations demand respect and sensitivity; open and honest communication is essential to understanding. All participants are expected to come to class prepared, to be engaged and open once in class and to contribute to our ongoing discussions. A few points of etiquette warrant reiteration:

- **Treat others with respect and courtesy.**
- **Show up to class on time.** Students arriving late or leaving early disrupt the class and should not anticipate receiving credit for attendance.
- **Do the readings and assignments.**
- **Do not have private conversation in class.**
- **Do not read the paper or work on assignments for other classes.**
- **Turn your cell phones off.**

This is a reading intensive, discussion oriented class, thus I expect each student to carefully read and think critically about the assigned readings and come to class prepared to actively participate in class discussion, group activities, and individual writing assignments. Student participation will be evaluated on quality as well as quantity. If you remain quiet throughout the semester or rarely express yourself, you can expect to your participation grade to suffer accordingly. Of course, one cannot participate, if s/he does not attend class. Students are expected to attend every class and will be awarded points for each day that they do. Missing class for legitimate, documented reasons will be excused; oversleeping, job interview, work, dental visit and the like are important to be sure, but not legitimate reasons to miss class.

## **Academic Integrity**

In all instances, you must do your own work. There is no excuse for plagiarism, or for submitting another's work, ideas, or wording as your own. In simple terms, plagiarism is the act of using another person's words or work without giving them credit for it. If you do not understand the seriousness of plagiarism, and the importance of avoiding it, I would recommend that you read WSU's Academic Integrity Policy (WSU Student Handbook, WAC 504-25-015 ACADEMIC DISHONESTY). Plagiarism, whether intentional or unintentional, may result in a grade of "F" for the assignment in question, or a grade of "F" for the entire course. Thus, claiming ignorance (e.g., "I did not know what plagiarism was," or "I did not know that doing this constituted plagiarism," etc.) will not save you from penalties.

## **Disability Accommodation**

Students with disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations **MUST** be approved through the DRC (Washington Building, Room 217). Please stop by or call 509 335-3417 to make an appointment with a disability specialist.

## Campus Safety Plan/Emergency Information

In the interest of campus safety and emergency procedures, please become familiar with the information available on the WSU-provided websites.

- <http://safetyplan.wsu.edu> Campus Safety Plan
- <http://oem.wsu.edu/emergencies> Emergency Management website
- <http://alert.wsu.edu> WSU Alert website
- "[Safety on Campus](#)" Warwick M. Bayly, Provost, August 10, 2009

## Tentative Schedule

\*\*Subject to Change\*\*

### \*Supplemental Reading

12 Jan	Introductions & Objectives
14 Jan	Un/Natural Disaster: Katrina  Giroux, The Politics of Disposability <a href="http://www.dissidentvoice.org/Sept06/Giroux01.htm">http://www.dissidentvoice.org/Sept06/Giroux01.htm</a>  Cutter, The Geography of Social Vulnerability <a href="http://understandingkatrina.ssrc.org/Cutter/">http://understandingkatrina.ssrc.org/Cutter/</a>  Dominguez, Seeing and Not Seeing <a href="http://understandingkatrina.ssrc.org/Dominguez/">http://understandingkatrina.ssrc.org/Dominguez/</a>  Smith, There's no such thing as a Natural Disaster <a href="http://understandingkatrina.ssrc.org/Smith/">http://understandingkatrina.ssrc.org/Smith/</a>
19 Jan	Farmer, pp. 23-90.
21 Jan	Workshop
26 Jan	Watch <i>No Logo</i> in class
28 Jan	Discuss <i>No Logo</i> + Bauman, New Poor*
2 Feb	Bauman, 1-2
4 Feb	Watch, <i>Life and Debt</i>
9 Feb	Bauman, 3-4
11 Feb	Bauman, 5 + his Collateral Casualties of Consumerism

16 Feb	Wright, 1-2
18 Feb	Wright, 3-4
23 Feb	Watch <i>Letters from the Other Side</i>
25 Feb	Discuss <i>Letters</i> + Wright 5
2 March	Watch <i>Thirst</i>
4 March	Farmer, 5
9 March	Farmer 6 + 8
11 March	No Class
16 March	Spring Break. No Class.
18 March	Spring Break. No Class.
23 March	Watch <i>Lives for Sale</i>
25 March	Discuss <i>Lives for Sale</i> + selections from Bales
30 March	Bales, selections
1 April	Open
6 April	Watch <i>Buyer Be Fair</i>
8 April	Discuss <i>Buyer Be Fair</i>
13 April	Nike Boycott
15 April	No Class
20 April	Culture Jamming
22 April	Project (Red)
27 April	Wright, 7 + selections from Bales
29 April	Ending: evaluations
4 May	Final Due