

## SEMESTER AT SEA COURSE SYLLABUS

### Colorado State University, Academic Partner

<b>Voyage:</b>	Fall 2019
<b>Discipline:</b>	Sociology
<b>Course Number and Title:</b>	SOC 330 Social Inequality
<b>Division:</b>	Upper
<b>Faculty Name:</b>	Garth Massey
<b>Semester Credit Hours:</b>	3

**Prerequisites.** One (1) introductory or general Sociology course

### COURSE DESCRIPTION

Social inequality is the key structural feature of a society. It is the main determinant of how social life goes on – from how valued resources are distributed to the most intimate details of social interaction and personal identity. This upper-division course explores the historical and contemporary contours of social stratification and mobility in the United States and in several other nations. Richer and poorer regions and nations have been tied together from the era of mercantilism to today's late-stage capitalism, making global inequality a fundamental part of the course. Semester at Sea offers a unique opportunity to see first-hand myriad forms of inequality. The course will use these experiences along with readings, discussions, and writing to understand inequality: what it is in its various forms; its historical development and maintenance; and its consequences for individuals and societies. In addition, it will examine in comparative perspective various responses to inequality and efforts to mitigate its most problematic features through political, cultural, organizational, and economic policies and practices.

### LEARNING OBJECTIVES

1. To gain knowledge about the forms (class, gender, race, etc), extent, and consequences of inequality in the U.S. and in other countries, as well as inequality as a global phenomenon;
2. To understand social inequality as a historically developed structural phenomenon linked to power in society, through the theoretical perspectives put forward in the last two centuries and current today;
3. To see first-hand and seek to make sense of the diverse forms social inequality takes in a variety of cultures and economies, supported by an array of institutional power, as well as the paths for – and obstacles to – social mobility;
4. To acquire the capacity to critically think about arguments regarding social inequality by examining the claims and explanations put forward in defense of and in opposition to social inequality;

5. To become acquainted with efforts to mitigate (through legislation, judicial action, mass movements, etc.) not only extreme social inequality but its consequences for quality of life and life chances, interpersonal interaction, organizational behavior, and societal well being.

## REQUIRED TEXTBOOK

AUTHOR: David B. Grusky and Katherine R. Weisshaar (eds.)  
TITLE: *Social Stratification (Class, Race, and Gender in Sociological Perspective)*  
PUBLISHER: Westview Press  
ISBN #: 978-0-8133-4671-7 (paperback) OR 978-0-429464-2 (eBook)  
DATE/EDITION: 2014

I recommend students purchase the eBook rather than the 1173-page paperback edition. Other required readings for class are in the onboard library and course file [CF].

## TOPICAL OUTLINE OF COURSE

### Depart Amsterdam, The Netherlands – September 9

#### A1—September 11: *How Do We Think About Social Inequality?*

Read before class and discuss **Claude Fischer et al's** *Inequality by Design* [Pp. 39-41 in G&W]

#### A2—September 13: *Inequality in the Post-State-Socialism Era*

**Max Weber.** “Class, Status and Party” [#18 in G&W]

**Victor Nee.** “Post-Socialist Stratification” [#126 in G&W]

**Maria Ivanova.** “Inequality and Government Policies in Central & Eastern Europe” [CF]

### Gdansk, Poland – September 15-20

#### A3—September 21: *The Demographics of Wealth and Income*

**Emmanuel Saez.** “Striking It Richer: The Evolution of Top Incomes in the U.S” [CF]

**Eduardo Porter.** “Inequality in America: The Data is Sobering” [CF]

**Eduardo Porter.** “It’s an Unequal World: It Doesn’t Have to Be” [CF]

**Rachel Sherman.** “Conflicted Cultivation: Parenting, Privilege, and Moral Worth” [CF]

**Seeing Inequality:** We will, as a class, begin to develop a “Seeing Inequality” template, based on our time in Gdansk and Poland.

#### A4—September 23: *Explaining Growing Inequality in the U.S.*

**Kwame Anghy Appiah.** “Red Baron” [CF]

**Mathew Stewart.** “The Birth of a New American Aristocracy” [CF]

**Hacker and Pierson.** “Winner-Take-All Politics” [#11 in G&W]

**Writing Assignment:** Before the next class period, write and turn in a 2-page narrative addressing the *most important point* you want to make about income and wealth inequality, explaining why it is - or is not - important. (5% of course grade)

**A5—September 25:** *Social Mobility and Life Chances*

Raj Chetty et al. “Economic Mobility” in *Pathways: Poverty and Inequality Report 2015* [CF]

Miles Corak. “Economic Mobility” in *Pathways: Poverty and Inequality Report 2016* [CF]

Annette Lareau. “Unequal Childhoods” [#116 in G&W]

**Seeing Inequality:** First drafting – as a class - of our “Seeing Inequality” template to record what you will observe in Lisbon/Cadiz.

**Lisbon, Portugal – September 26-28**

**Cadiz, Spain – September 29 – October 1**

**A6—October 3:** *Inequality in Historical Perspective*

Grusky and Weissnar. “A Compressed History of Inequality” [#5 in G&W]

Karl Marx. “Classes in Capitalism and Pre-Capitalism” Pp. 131-141 **only** [#14 in G&W]

William Julius Wilson, “The Declining Significance of Race” [#89 in G&W]

**A7—October 5:** *Inequality in Historical & Comparative Perspective*

David Grusky et al. “Executive Summary of Poverty and Inequality Report.” Pp. 4-9 **only**.  
*Pathways Special Report 2016* [CF]

Atkinson, Piketty and Seaz. “Top Incomes in the Long Run of History” [#7 in G&W]

Amartya Sen. “Quality of Life: India vs. China” [CF]

**Seeing Inequality:** Go over the “Seeing Inequality” template to focus on and record what you will observe in Croatia.

**Writing Assignment:** Before the next class period, write and turn in a 2-3 page discussion of your current understanding of social inequality. (5% of course grade)

**Dubrovnik, Croatia – October 6-10**

**A8—October 12:** *Global Income and Wealth Inequality*

Fecundo Alvaredo et al. “Executive Summary” pp. 8-20 of *World Inequality Report 2018* [CF]

Fisher and Smeading. “Income Inequality” in *Pathways: Poverty & Inequality Report 2016* [CF]

Gabriel Jucman. “Wealth Inequality” in *Pathways: Poverty and Inequality Report 2016* [CF]

**A9—October 14:** *The Modern World System and Globalization*

Immanuel Wallerstein. “Class Conflict in the Capitalist World Economy” [#17 in G&W]

Harold Kerbo. “Characteristics of the World Stratification System” Pp. 428-435 in his *Social Stratification and Inequality* [CF]

Joseph Stiglitz. “Globalism’s Discontents.” [#131 in G&W]

**Casablanca, Morocco – October 15-20**

**A10—October 22:** *Seeing and Explaining Inequality – Review*

**Seeing Inequality:** We will evaluate the “Seeing Inequality” template and edit for improvements.

**Study Day 10/24**

**A11—October 25: Mid-term Exam**

The exam is identification, short-answer and discussion questions. (20% of course grade)

**A12—October 27: *The Social Construction of Race***

**W.E.B. DuBois.** “The Conservation of Races” [CF]

**Omi and Winant.** “Racial Formations” [#79 in G&W]

**Edward Bruner:** *Tourism in Ghana: The Representation of Slavery and the Return of the Black Diaspora* [CF]

**Tema, Ghana – October 28-30**

**Takoradi, Ghana – October 31 – November 1**

**A13—November 3: *Racial-Ethnic Inequality***

**Linda Burton et al.** “Poverty” in *Pathways: Poverty and Inequality Report 2017* [CF]

**Thomas Shapiro.** “Wealth” in *Pathways: Poverty and Inequality Report 2017* [CF]

**William Julius Wilson.** “Being Poor, Black and American.” [#40 in G&W]

**Ta Nehisi Coates.** “The Black Family in the Age of Mass Incarceration” [CF]

**Seeing Inequality:** Evaluation of the “Seeing Inequality” template, referring to our time in Ghana.

**A14—November 6: *Racial-Ethnic Discrimination***

**Devah Pager.** “Mark (of a Criminal Record)” [#88 in G&W]

**Bertrand and Mullainathan.** “Are Emily and Greg More Employable than Lakisha and Jamal?” [#86 in G&W]

**Film:** “Coffee: A Sackfull of Power.” A comparison of Brazil’s and Costa Rica’s history of sugar.

**A15—November 8: *Inequality in Brazil***

**Fecundo Alverado.** “Income Inequality in Brazil” Part 2.11 (Pp.145-150) of *World Inequality Report 2018* [CF]

**Thomas Skidmore.** “Discovering a Racial Problem in Brazil” [CF]

**Claudney Pereira.** “Ethno-Racial Poverty and Income Inequality in Brazil” [CF]

**Field Class.** We will discuss the upcoming field class. An assignment handout will be provided.

**Salvador, Brazil – November 10-15**

**A16—November 16: *Gender Inequality: Brazil and Beyond***

**Solange Simões and Marlise Matos.** “Modern Ideas, Traditional Behaviors, and the Persistence of Gender Inequality in Brazil” [CF]

**Anderson and Hill Collins.** “Why Race, Class and Gender Matter” [#109 in G&W]

**Ehrenreich and Hochschild.** “Nannies, Maids, and Sex Workers in the New Economy” [CF]

**Writing Assignment:** Before the next class period, write and turn in a 4 to 5-page discussion of your Field Class experience. (20% of the course grade, based on your participation in the Field Class and this paper)

**A17—November 18:** *Evaluation of the Social Inequality Field Class*

**A18—November 20:** *Poverty in the U.S.*

K. Edin and R. Kissane. "Poverty and the America Family: A Decade in Review" [CF]

Edin, Nelson and Reed. "Low-Income Urban Fathers and the 'Package Deal' of Family Life" [#39 in G&W]

**A19—November 23:** *Poverty in Comparative Perspective*

J. Gornick and M. Jantti. "Poverty" in *Pathways: Poverty and Inequality Report 2016* [CF]

H. L. Shaefer, P. Wu and K Edin. "Can Poverty in America be Compared to Conditions in the World's Poorest Countries?" [CF]

Amartya Sen. "From Income Inequality to Economic Inequality." [#29 in G&W]

**Port of Spain, Trinidad and Tobago — November 24**

**A20—November 26:** *Theorizing Class Formation and International Development*

John Isbister. "Modernization, Dependency Theory, and Marxism" Pp. 34-59 in his *Promises Not Kept* [CF]

**Writing Assignment:** Before the next class period, write and turn in a 3-page discussion of your understanding of social inequality at this point in the term, with special attention to what you wrote in your assigned paper of October 5. (5% of course grade)

**A21—November 28:** *The State and Social Inequality: Comparative Perspectives*

John Schmidt. "Inequality as Policy" [CF]

Gosta Esping-Anderson and Myles. "The Welfare State and Redistribution" [#6 in G&W]

Karen Jusko. "Safety Net" in *Pathways: Poverty and Inequality Report 2016* [CF]

**A22—December 1:** *Social Inequality and Latin American Social Movements*

Houghton and Bell. "Latin American Indigenous Movements and Globalization" [CF]

Nicholas Casey and Clifford Krauss. "Costly Dam Tethers Ecuador to China" [CF]

Peter Wade. "Black and Indigenous Social Movements" Pp. 112-121 of his *Race and Ethnicity in Latin America* [CF]

**Seeing Inequality:** Using the "Seeing Inequality" template in preparation for out time in Ecuador.

**Writing Assignment:** Before the next class period, write and turn in a 3-page critical evaluation of your use of the "Seeing Inequality" template. (5% of course grade)

**Guayaquil, Ecuador — December 2-7**

**A23—December 9:** *Confronting Growing Inequality*

**B. Western and J. Rosenfeld.** “Union Norms and the Rise in U.S. Wage Inequality” [#9 in G&W]  
**James Heckman.** “Skill Formation and the Economics of Investing in Disadvantaged Children” [#48 in G&W]  
**Badger and Bui.** “Detailed Maps Show How Neighborhoods Shape Children for Life” [CF]  
**Paula England.** “The Gender Revolution: Uneven and Stalled” [#111 in G&W]  
*The Economist.* “Behind Closed Doors” [CF]

**Puntarenas, Costa Rica – December 11-15**

**A24—December 16** *Understanding Inequality – Review*

**A25—December 19: Final Exam**

The exam is identification, short-answer and discussion questions. (20% of course grade)

**Arrive San Diego, California – December 23**

## **FIELD WORK**

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

### **Field Class & Assignment**

The field class for this course will be on **November 10<sup>th</sup> in Salvador, Brazil.**

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Plans for the Field Class will be discussed several days before we reach port. Students will have an opportunity to contribute to a Field Class Assignment handout that will be provided at least one day before we disembark. This is a learning experience, hence your 4-5 page paper, due November 18, will reflect what you have learned in light of what we have been reading and discussing. You will be evaluated in terms of your articulation of the learning goals for the Field Class as well as the quality of writing.

**Field Class Title: Class, Gender and Ethnic Inequality: Seen and Unseen**

**Country: Brazil**

Brazil has for decades been one of the most economically unequal societies in the world. As a middle-income country and one of the BRIC (Brazil, Russia, India and China) “breakout” economies, many people have seen a significant increase in their standard of living, while many more –

especially those living in rural areas and urban *favelas* – have not. The 2014 World Cup (early matches were played in Salvador) brought attention to the violence but also the strength of communities in Salvador’s *favelas* . This field course offers an opportunity to see first-hand, the physical layout of extreme inequality, and to compare it to that in the U.S. and what students saw in Ghana, Portugal, and elsewhere. Brazil also offers an excellent opportunity to focus on the ethnic and gender dimensions of social inequality. With the help of a local expert in gender inequality, we will take this opportunity to examine women’s place in the official and gray economies and women’s lack of equal political representation. We will focus attention as well on reproductive rights and violence against women, two areas of controversy that expose the clash between secular modernization and traditional values and practices in Brazil and Latin America more generally.

### **Objectives:**

1. Students will see extreme social stratification as reflected in the urban geography of Salvador and be able to compare this to other sites they have seen and know.
2. Students will begin to locate social class inequality in a complex matrix of ethnicity, history, culture, and gender.
3. The focus on women and inequality in Salvador provides a valuable comparative illustration of both the contours of, and the obstacles to overcoming inequality that lie in both traditional culture and modern institutions, many of which benefit from patriarchy and gender inequality.

Your Field Class paper, due November 18 – three days following our departure from Salvador as shown in the course outline – is the basis for evaluating your experience. Your application of the “Seeing Inequality” template will help structure your paper. You will be evaluated in terms of your articulation of the learning goals for the Field Class as well as the quality of writing. A more detailed handout describing expectations for this paper will be provided prior to our docking in Salvador.

### **Independent Field Assignments**

Travel in unfamiliar territory heightens the senses. You will take advantage of this to enhance your understanding of social inequality in comparative perspective. A good ethnographer or fieldworker develops a systematic way to experience and gain information about a study site that is both structured and flexible. We will, as a class, develop our own way of doing field-work in the countries we visit, with the aid of a “Seeing Inequality” template or guidelines. Less than a manual but more than a set of questions to answer, it will evolve through the semester from a rough draft into a document you will use to enhance your in-port experience. By systematically gathering and analyzing first-hand data you will, throughout the course, become better at not only recognizing but understanding social inequality.

Your development and use of the “Seeing Inequality” template will be part of your course grade in three ways. On December 9 you will turn in your own “Seeing Inequality” guidelines with a critical evaluation of its strengths and limitations. In the Field Class in Salvador, Brazil, you will use your “Seeing Inequality” guidelines in order to successfully complete the project. As importantly, our in-class discussions of social inequality will be informed not only by the readings but by your experiences in the sites visited on the voyage. The “Seeing Inequality” guidelines will greatly add to

your participation in these in-class discussions that will be part of the determination of your final course grade.

## **METHODS OF EVALUATION**

Informed class participation is an important component of the course. This will be discussed the first day of class. Twenty percent of your course grade will be based on informed class participation.

As indicated in the Course Outline, your final course grade will be determined by the following:

- 5 % Writing assignment Due 9/25
- 5% Writing assignment Due 10/12
- 20% Mid-Term Exam 10/25
- 20% Field Class assignment Due 11/18
- 5% Writing assignment Due 11/28
- 5% Writing assignment Due 12/9
- 20% Final Exam 12/19
- 20% Informed Class Participation

## **GRADING SCALE**

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

## **ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM**

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

## **LEARNING ACCOMMODATIONS**



Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to [academic@isevoyages.org](mailto:academic@isevoyages.org) as soon as possible, but no later than two months prior to the voyage. More details can be found within the Course Registration Packet, as posted to the [Courses and Field Classes page](#) no later than one month prior to registration.

## STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

## RESERVE BOOKS FOR THE LIBRARY

AUTHOR: John Isbester  
TITLE: *Promises Not Kept*  
PUBLISHER: Kuarian Press  
ISBN #: 1-56549-078-9 or later edition  
DATE/EDITION: 4th (1998) or later edition

AUTHOR: David Grusky and Jasmine Hill (eds.)  
TITLE: *Inequality in the Twenty-First Century*  
PUBLISHER: Routledge  
ISBN #: 9780813350646 (paperback)  
DATE/EDITION: 2018

AUTHOR: Harold Kerbo  
TITLE: *Social Stratification and Inequality*  
PUBLISHER: McGraw-Hill Publishers  
ISBN #: or 978-0-0733-8007-0 or 978-0-0781-1165-5  
DATE/EDITION: 7<sup>th</sup> (2009) or 8<sup>th</sup> (2011)

AUTHOR: Peter Wade  
TITLE: *Race and Ethnicity in Latin America*  
PUBLISHER: Pluto Press  
ISBN #: 978-0-7453-2948-2  
DATE/EDITION: 2<sup>nd</sup> (2010)

AUTHOR: Garth Massey and Tim O'Brien (eds.)  
TITLE: *Readings for Sociology*  
PUBLISHER: W.W. Norton  
ISBN #  
DATE/EDITION: 2019/9th

## FILM REQUEST

Title of Film: "Coffee: A Sackfull of Power"  
Distributor: Produced by In Fine Films (New York, NY: Filmmakers Library, 1999)  
Directed by Alexandre, Valenti. 55 minutes

Title of Film: "The End of Poverty? (An Exploration of World Poverty)"  
Distributor: Originally produced by Cinema Libre Studio in 2010.  
Directed by Philippe Diaz, 106 minutes

Title of Film: "Priced Out: 15 Years of Gentrification in Portland, Oregon"  
Distributor: Available through Multnomah County Library (Portland, OR) library via Kanopy.  
Directed by Cornelius Stewart  
Can be purchased at <https://www.pricedoutmovie.com/purchase-priced-out/>.

## ELECTRONIC COURSE MATERIALS

AUTHOR: Maria Ivanova  
ARTICLE/CHAPTER TITLE: "Inequality and Government Policy in Central and Eastern Europe"  
JOURNAL/BOOK TITLE: *East European Quarterly* 41 (2)  
DATE: 2007 (Summer)  
PAGES: 167-204  
[I have an edited version of this article that the students will read.]

AUTHOR: Emmanuel Saez  
ARTICLE/CHAPTER TITLE: "Striking It Richer"  
JOURNAL/BOOK TITLE: *Inequality in the 21<sup>st</sup> Century*  
DATE: 2018  
PAGES: 39-44

AUTHOR: W.E.B. Dubois  
ARTICLE/CHAPTER TITLE: "The Conservation of Races"  
JOURNAL/BOOK TITLE: *Inequality in the 21<sup>st</sup> Century*

DATE: 2018  
PAGES: 27-30

AUTHOR: Eduardo Porter  
ARTICLE/CHAPTER TITLE: "Inequality in America: The Data is Sobering"  
JOURNAL/BOOK TITLE: *The New York Times*  
DATE: July 31, 2013  
PAGES: B1 & B9  
AVAILABLE AT: <https://search-proquest-com.libproxy.uwyo.edu/pdnnewyorktimes/docview/1932802513/596C0F7C2DC84CE6PQ/2?accountid=14793>.

AUTHOR: Eduardo Porter and Karl Russell  
ARTICLE/CHAPTER TITLE: "It's an Unequal World: It Doesn't Have to Be"  
JOURNAL/BOOK TITLE: *The New York Times*  
DATE: December 14, 2017  
AVAILABLE AT: <https://www.nytimes.com/interactive/2017/12/14/business/world-inequality.html>.

AUTHOR: Rachel Sherman.  
ARTICLE/CHAPTER TITLE: "Conflicted Cultivation: Parenting, Privilege, and Moral Worth in Wealthy New York Families"  
JOURNAL/BOOK TITLE: *Readings for Sociology*, 9<sup>th</sup> edition (Garth Massey and Tim O'Brien, eds.)  
PAGES: (forthcoming)

AUTHOR: Ta-Nehisi Coates  
ARTICLE/CHAPTER TITLE: "The Black Family in the Age of Mass Incarceration"  
JOURNAL/BOOK TITLE: *Readings for Sociology* 9<sup>th</sup> edition (Garth Massey and Tim O'Brien, eds.)  
DATE: 2019  
PAGES: (forthcoming)

AUTHOR: Mathew Stewart  
ARTICLE/CHAPTER TITLE: "The Birth of a New American Aristocracy"  
JOURNAL/BOOK TITLE: *The Atlantic*, 321 (5)  
DATE: June 2018  
PAGES: 48-63

AUTHOR: Kwame Anthony Appiah  
ARTICLE/CHAPTER TITLE: "The Red Baron"  
JOURNAL/BOOK TITLE: *New York Review of Books*  
DATE: October 11, 2018  
PAGES: 22-24

AUTHOR: Emily Badger and Quoc Trung Bui  
ARTICLE/CHAPTER TITLE: "Detailed Maps Show How Neighborhoods Shape Children for Life"  
JOURNAL/BOOK TITLE: *New York Times*  
DATE: October 1, 2018  
AVAILABLE AT: <https://www.nytimes.com/2018/10/01/upshot/maps-neighborhoods-shape-child-poverty.html>.

AUTHOR: Claudiney Pereira  
ARTICLE/CHAPTER TITLE: "Ethno-Racial Poverty and Income Inequality in Brazil"  
JOURNAL/BOOK TITLE: CEQ Working Paper #60. Tulane University  
DATE: 2017  
AVAILABLE AT:  
[http://www.commitmentoequity.org/publications\\_files/Brazil/CEQ\\_WP60\\_Pereira\\_Nov23\\_2016.pdf](http://www.commitmentoequity.org/publications_files/Brazil/CEQ_WP60_Pereira_Nov23_2016.pdf).

AUTHOR: John Schmidt  
ARTICLE/CHAPTER TITLE: "Inequality as Policy"  
JOURNAL/BOOK TITLE: Center for Economic Policy and Research Paper  
DATE: 2009  
AVAILABLE AT: <http://cepr.net/documents/publications/inequality-policy-2009-10.pdf>.

AUTHOR: Kathryn Edin and Rebecca Kissane  
ARTICLE/CHAPTER TITLE: "Poverty and the American Family: A Decade of Review"  
JOURNAL/BOOK TITLE: *Journal of Marriage and the Family*, 72  
DATE: June 2010  
PAGES: 460-479

AUTHOR: Nicholas Casey and Clifford Krauss  
ARTICLE/CHAPTER TITLE: "Costly Dam that Tethers Ecuador to China"  
JOURNAL/BOOK TITLE: *New York Times*  
DATE: Tuesday, December 25, 2018  
PAGES: A1, 10-11  
AVAILABLE AT: <https://www.nytimes.com/2018/12/24/world/americas/ecuador-china-dam.html>.

AUTHOR: Shaefer, Wu and Edin  
ARTICLE/CHAPTER TITLE: "Can Poverty in America Be Compared to Conditions in the World's Poorest Countries?"  
JOURNAL/BOOK TITLE: *American Journal of Medical Research* 4 (1)  
DATE: 2017  
PAGES: 84-92

AUTHOR: *Economist*/Anonymous  
ARTICLE/CHAPTER TITLE: "Behind Closed Doors"  
JOURNAL/BOOK TITLE: *Economist*  
DATE: September 29, 2018  
PAGES: 59-61

AUTHOR: Peter Wade  
ARTICLE/CHAPTER TITLE: Chapter 6: "Black and Indigenous Social Movements"  
JOURNAL/BOOK TITLE: *Race and Ethnicity in Latin America* 2<sup>nd</sup> edition  
DATE: 2010  
PAGES: 112-121 *only*

AUTHOR: J. Houghton and B. Bell  
ARTICLE/CHAPTER TITLE: "Latin American Indigenous Movements and Globalization"  
JOURNAL/BOOK TITLE: Global Policy Forum  
DATE: 2004  
AVAILABLE AT: <https://www.globalpolicy.org/globalization/cases-of-globalization/28089.html>

AUTHOR: John Isbister  
ARTICLE/CHAPTER TITLE: "Modernization, Dependency Theory, and Marxism"  
JOURNAL/BOOK TITLE: *Promises Not Kept* 4<sup>th</sup> edition  
DATE: 1998  
PAGES: 34-59

AUTHOR: B. Ehrenreich and A. Hochschild  
ARTICLE/CHAPTER TITLE: "Introduction"  
JOURNAL/BOOK TITLE: *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*  
DATE: 2002  
PAGES: 1-13

AUTHOR: S. Simões and M. Matos.  
ARTICLE/CHAPTER TITLE: "Modern Ideas, Traditional Behaviors, and the Persistence of Gender Inequality in Brazil"  
JOURNAL/BOOK TITLE: *International Journal of Sociology* 38 (4)  
DATE: 2008-9  
PAGES: 94-110

AUTHOR: Thomas Skidmore  
ARTICLE/CHAPTER TITLE: "Discovering a Racial Problem in Brazil"  
JOURNAL/BOOK TITLE: Kellogg Institute Working Paper #173  
DATE: 1992  
AVAILABLE AT: [https://kellogg.nd.edu/sites/default/files/old\\_files/documents/173\\_0.pdf](https://kellogg.nd.edu/sites/default/files/old_files/documents/173_0.pdf)

AUTHOR: Harold Kerbo  
ARTICLE/CHAPTER TITLE: "Development and Characteristics of the World Capitalist System"  
JOURNAL/BOOK TITLE: *Social Stratification and Inequality*, 8<sup>th</sup> edition  
DATE: 2011  
PAGES: 428-436

AUTHOR: Edward Bruner  
ARTICLE/CHAPTER TITLE: "Tourism in Ghana: The Representation of Slavery and the Return of the Black Diaspora"  
JOURNAL/BOOK TITLE: *American Anthropologist* 98 (2)  
DATE: 1996  
PAGES: 290-304

AUTHOR: Fecundo Alvaredo et al.  
ARTICLE/CHAPTER TITLE: "Executive Summary"  
JOURNAL/BOOK TITLE: *World Inequality Report 2018*

DATE: 2018

AVAILABLE AT: <https://wir2018.wid.world/files/download/wir2018-summary-english.pdf>

AUTHOR: Amartya Sen

ARTICLE/CHAPTER TITLE: "Quality of Life: India vs. China"

JOURNAL/BOOK TITLE: *New York Review of Books*

DATE: MAY 12, 2011

AVAILABLE AT: <https://www.nybooks.com/articles/2011/05/12/quality-life-india-vs-china/>

AUTHOR: Luke Shaefer and Kathryn Edin

ARTICLE/CHAPTER TITLE: "The Rise of Extreme Poverty in the United States

JOURNAL/BOOK TITLE: *Pathways. "Jobs and Joblessness" Special Issue*

DATE: 2014

PAGES: 28-32

AVAILABLE AT: <https://inequality.stanford.edu/publications/pathway/jobs-joblessness>

AUTHOR: David Grusky et al.

TITLE: *Pathways: Poverty and Inequality Report, Special Issue 2016, 2017, and 2018*

PUBLISHER: Stanford Center for Poverty and Inequality

AVAILABLE AT: <https://inequality.stanford.edu/publications/pathway/state-union-2018>

AVAILABLE AT: <https://inequality.stanford.edu/publications/pathway/state-union-2017>

AVAILABLE AT: <https://inequality.stanford.edu/publications/pathway/state-union-2016>

AUTHOR: Natalie Kitroeff and Robert Gebeloff

TITLE: "Government Shutdown Shakes Stability of Jobs That Are Often the Best Around"

Original print edition title: "In Small Towns, Shutdown Has Ripple Effects"

JOURNAL/BOOK TITLE: *New York Times*

DATE: January 16, 2019

PAGES: A1+

AUTHOR: *Economist*/Anonymous

ARTICLE/CHAPTER TITLE. "All Politics is Identity Politics."

JOURNAL/BOOK TITLE: *The Economist*

DATE: November 3, 2018

PAGE: 85

AVAILABLE AT: <https://www.economist.com/graphic-detail/2018/11/03/how-to-forecast-an-americans-vote>.

## ADDITIONAL RESOURCES

Lorenz Curve and GINI Coefficient on YouTube. 5 minutes

<https://www.youtube.com/watch?v=yN1aITAMo3w>.

Population Reference Bureau (PRB) has up-to-date programs. Also good on demographics and graphics. <https://www.prb.org/inequality-and-poverty/>.

PRB's "The Demography of Inequality in the United States" is a **webinar** with many good charts and maps. Lasting 45 minutes, it's an excellent introduction. Note esp. trends and the linking of rise of poverty-to-inequality county-by-county in the US. 45 minutes, could use sections of this webinar, at: <https://www.prb.org/united-states-inequality/>.

Wealth Inequality in America, Perception and Reality"  
<https://www.youtube.com/watch?v=ATI6ZN6gAeQ>.

Al Jazeera Talks with Lenin Moreno, President of Ecuador.  
<https://www.aljazeera.com/programmes/talktojazeera/2019/01/lenin-moreno-establish-ideology-190103060748796.html>.

Taxing the Rich: Personal Income Tax History of the U.S. Weekend Edition Saturday  
<https://www.npr.org/2019/02/02/690916819/the-history-behind-the-highs-and-lows-of-the-marginal-tax-rate>.

Expunging the 'mark' of a criminal record. NPR "Morning Edition" Tuesday, February 19, 2019.  
<https://www.npr.org/2019/02/19/692322738/scrubbing-the-past-to-give-those-with-a-criminal-record-a-second-chance>.

"All of the World's Money and Markets in One Visualization." Jeff Desjardins. October 2017  
<http://money.visualcapitalist.com/worlds-money-markets-one-visualization-2017/>