

Statement of Rationale

SOC/AN-155 Sociology of Global Inequality and Development

GE Certification for Thinking Globally

Certification Criteria

1. *demonstrate substantial engagement of trans-regional connections*

- Readings: *Challenging Global Inequality: Development Theory and Practice in the 21st Century*; *Challenges of the Developing World*. 9th edition.
- Weekly Reading Journals: Students will write weekly in-class reflections on the assigned textbook texts for the week. These textbooks feature extensive examples and analysis for global issues across various regions in Africa, Asia, and Latin America (the “Global South”). They also provide theoretical and historical frameworks for the ways in which colonization and globalization have inextricably tied regions together developmentally.
- Inequality Case Study Paper: Students will research and write about an issue in the context of a particular country or region in Africa, Asia, or Latin America. Topics may include issues related to health, gender, political and economic instability, religion, or some other relevant subfield of study to global inequality and development.

2. *include multiple perspectives arising from these connections*

- Readings: *Challenging Global Inequality: Development Theory and Practice in the 21st Century*, “Talking About Poverty: Narratives, Counter-Narratives, and Telling Effective Stories”, “Global Health Inequalities and the Need for Solidarity: A View from the Global South”, “Rights vs. Lived Realities: Women’s Views of Gender Equality in Relationships in Rural South Africa”, “The Sustainable Development Goals in the Perspective of Christian Faith and Theology”
- Class Lectures and Discussions: The above readings are designed to challenge students to think outside of an ethnocentric framework when it comes to understanding and addressing issues of global inequality. Class lectures and discussions will emphasize the alternative frameworks provided in the readings.

3. *evaluate the impact of global processes on various world contexts and life experiences*

- Readings: “Development and Developmentalism in Post-genocide Rwanda”, “Rights vs. Lived Realities: Women’s Views of Gender Equality in Relationships in Rural South Africa”, “Social Conditions as Fundamental Cause of Disease”, “Global Health Inequalities and the Need for Solidarity: A View from the Global South”, “Mapping Global Health Inequalities: Challenges and Opportunities”, “Fordham’s Pope Francis Global Poverty Report (2025)”
- Inequality Case Study Paper: Students will research and write about an issue in the context of a particular country or region in Africa, Asia, or Latin America. Topics may include issues related to health, gender, political and economic instability, religion, or some other relevant subfield of study to global inequality and development.

4. *explore the ethical demands for Christians in light of the topic under study.*

- Readings: “Talking About Poverty: Narratives, Counter-Narratives, and Telling Effective Stories”, “Ethics and Governance of Global Health Inequalities”, “First, Do No Harm”, “Voluntourism: The Economic Benefits and Societal Costs of Short-Term Missions Trips”, “Prayers for Sustainable Development”, “The Sustainable Development Goals in the Perspective of Christian Faith and Theology”, “Fordham’s Pope Francis Global Poverty Report (2025)”
- Faithful Response Journals: Four (4) journals will be assigned at quarterly stages in the semester to allow students to reflect on how their faith convictions intersect with the materials being covered in class and throughout the readings. These are designed to challenge students to think critically and empathetically about issues of global inequality and to motivate them to actively reflect on the challenges of a faithful and faith-filled response to the complexities of these issues.

Student Learning Outcome:

Students will be able to describe and analyze the dynamics of a particular artistic, economic, political, scientific, or social connection across cultural or regional boundaries.

- Daily discussions; Weekly Reading Journals – Students will identify economic and social connections of inequality and development of the “Global South”

- Inequality Case Study- Students will research and analyze the causes and impacts of a particular form of inequality in a region or country of their choice
- Inequality Case Study Presentation- Students will present their theoretical insight and anthropological/sociological findings to their peers through a 10-15 minute presentation.