

NYU Accra
Inequality
UNDSW-US 9110
Instruction Mode: Blended
Time zone: GMT

Fall 2020

We know that you may be taking courses at multiple locations this semester. If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for this course site, please make sure that you've completed the online academic orientation via NYU Classes so you are aware of site specific support structure, policies and procedures. Please contact Dr. Nicholas Okai (nno211@nyu.edu) and Ms. Sharon Agbemenya (sa158@nyu.edu) if you have trouble accessing the NYU Classes site.

If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.

Instructor Information

- Doris A. Boateng, Ph.D.
- Room 2, NYU Accra Centre, Labone.
- By Appointment

Course Information

- Pre-Requisite: None
- Tuesdays: 09:00 - 11:30pm on Zoom
- Blended (see Zoom link above)

Course Overview and Goals

This course is centered on two themes. First, it explores the economic and social-cultural factors that contribute to inequality in Ghana. Secondly, it explores the historical and contemporary implications of inequality in Ghana, drawing comparisons with industrialized countries like the United States. We will use both an intersectional and multi-disciplinary lens to explore both the complexities of inequality and the myriad ways in which it continues to be reproduced in society at an individual and community level. Students will be encouraged to

interrogate the systemic and structural aspects of inequality and examine the effectiveness of existing inequality-reducing movements while proposing alternative strategies of their own.

Upon completion of this course, students will be able to:

- demonstrate a basic understanding of the historical precedents, socio-cultural and systemic factors that contribute to inequality in Ghana
- adopt a multidisciplinary approach in discussing inequality across and within different contexts
- analyze issues as they relate to the effect of systems based on race, gender, class, and sexuality
- propose strategies for reducing inequality and promoting social justice.

Course Requirements

Class Participation

You are expected to attend class in person or remote synchronously. Your active participation in class and attendance will be reflected in this part of the course requirements.

Students are responsible for making up any work missed due to absence. Absences are only excused if they are due to illness, religious observance or family emergencies. Students observing a religious holiday during regularly scheduled class time may class without any penalty to their grade. However, **Students must notify the professor and the Office of Academic Support in writing via email in advance before being absent for this purpose.** Accommodations would be made to allow students who have been absent for religious reasons to make up any missed work.

The course will be by lectures, class discussions and e-case studies. You will be expected to read the assigned reading materials before class and be ready to actively participate in class discussions.

Classroom conduct

Students have an obligation to exhibit honesty and to respect the ethical standards of the social work profession in carrying out all academic assignments. As we may discuss challenging or controversial issues, communicating in a respectful and emerging professional manner is expected.

Discussion Questions

You are expected to come to class with at least 2 discussion questions generated by your reading of the material assigned for class that week. These questions will serve as guiding questions for our discussion each week. You will submit your best discussion questions for any 5 weeks, which will be compiled and graded as part of your course work. You will earn 15% of your total grade for the discussion questions.

Reflection Papers

Each student is expected to write 4 reflection papers on specific topics that tie your reading materials and class discussions to observations you make. These observations could be newspaper reports, television reportage, radio discussions, videos watched in class, field trips or class discussions. Your grade in each of these papers will be dependent on your level of analysis/insightfulness. The reflection papers should be sent to me online at boatengabena@yahoo.com. Reflection papers are worth 60% of the total grade for the semester.

Term Paper (Min 5 pages, Max 10 pages)

Choose one issue of inequality which is common to both Ghana and the United States. Compare how the issue is manifested in countries, highlighting similarities and differences. Discuss efforts that have been taken to address the issue over the past five years. What appears to be working and what is not? How have various social, economic and political factors played a role in the evolution of the issue in the U.S. context and how have they played out differently in Ghana or vice versa? What recommendations would you make for a sustained resolution to the issue?

- In awarding marks for the term paper, the instructor takes into account the quality as well as the content of your work:
 - Clarity of writing, organization of ideas/arguments with supporting evidence, synthesis of information, critical analysis and a conclusion that ties the major ideas of the paper together.
 - Use legible font styles such as Times New Roman or Arial. Referencing must be accurate. All work cited must properly be referenced at the end of the document. Citations for direct quotes and paraphrasing must be provided. Plagiarism will not be tolerated. Avoid jargons, acronyms must be written in full. Proofread for typographical errors before submitting.

Grading of Assignments

The grade for this course will be determined according to the following formula:

The grade for this course will be determined according to the following formula:

| Assignments/Activities | % of Final Grade | Due |
|-------------------------------|-------------------------|----------------------------------|
| Discussion Questions | 15% | |
| Reflection Papers | 60% | September October November |

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| Term Paper | 25% | December |
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Letter Grades

Letter grades for the entire course will be assigned as follows:

| Letter Grade | Points | Percent |
|--------------|--------|----------|
| A | 4.00 | 94-100 |
| A- | 3.67 | 90-93 |
| B+ | 3.33 | 87-89 |
| B | 3.00 | 84-86 |
| B- | 2.67 | 80-83 |
| C+ | 2.33 | 77-79 |
| C | 2.00 | 74-76 |
| C- | 1.67 | 70-73 |
| D+ | 1.33 | 67-69 |
| D | 1.00 | 65-66 |
| F | .00 | Below 65 |

View Grades

Grades will be available on the NYU Classes site.

Course Schedule

Tuesdays 9:00 am – 11:30 am on Zoom @ <https://nyu.zoom.us/j/96008157578>

| Week/Date | Topic | Reading | Assignment Due |
|----------------------------|---------------------------------------|---|---------------------------------------|
| Session1 Sep 08, 2020 | Overview of inequality in Ghana | <p>Ghana-UNICEF Inequality Briefing Paper FINAL DRAFT Apr 2014.pdf</p> <p>Osei-Assibey, Eric. 2014. Nature and Dynamics of Inequalities in Ghana. <i>Development</i>, 57(3 – 4), 521 –530.</p> | |
| Session 2 Sept 15, 2020 | Foundational theories of Inequality | <p>Chapter 2: Karl Marx: Classes in Capitalism and Pre-Capitalism. In Grusky, David B., and Jasmine Hill (eds). 2018. <i>Inequality in the 21st Century: A Reader</i>. Boulder, CO: Westview Press, 12 – 19.</p> <p>Chapter 5: Charlotte Perkins Gilman: Women and Economics in Grusky, David B., and Jasmine Hill (eds). 2018. <i>Inequality in the 21st Century: A Reader</i>. Boulder, CO: Westview Press, 30 – 33.</p> | |
| Session 3 Sept 22, 2020 | Historical determinants of inequality | <p>Thomas, R. 1973. Forced Labour in British West Africa: The Case of the Northern Territories of the Gold Coast 1906-1927. <i>Journal of African History</i> 24 (1): 79 – 103.</p> <p>Whitehead, Ann. 2006. Persistent Poverty in North-East Ghana. <i>Journal of Development Studies</i> 42 (2): 278–300.</p> <p>Bening, Raymond Bagulo. 1990. <i>A History of Education in Northern Ghana 1907-1976</i>. Accra: Ghana University Press</p> | Reflection Paper One due today |

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| Session 4 Sept 29, 2020 | Discrimination, prejudice and stereotyping | <p>David Wilson. 2009 Introduction: Racialized Poverty in U.S. Cities: Toward a Refined Racial Economy Perspective, <i>The Professional Geographer</i>, 61:2, 139-149, DOI: 10.1080/00330120902736393</p> <p>Gans, H. J. 2011. The challenge of multigenerational poverty. <i>Challenge</i>, 54(1), 70-81.</p> <p>Chen, Z., Eastwood, D. B., & Yen, S. T. (2007). A decade's story of childhood malnutrition inequality in China: Where you live does matter. <i>China Economic Review</i>, 18(2), 139-154.</p> | |
| Session 5 Oct 06, 2020 | Gender Inequality | <p>Oduro, Abena, D., Baah-Boateng, William and Louis Boakye-Yiadom. 2011. Measuring <i>the Gender Asset Gap in Ghana</i>. Accra: Woeli Publishing Services, Accra. Chapter 3: Families as the crucible of gender inequality. In Kenschaft, L. Clark, R. & Ciambrone, D. (2016). <i>Gender Inequality in our changing world : A comparative approach</i>. New York: Routledge</p> | |
| Session 6 Oct 13, 2020 | Migration | <p>Abdul-Korah, G. 2007. "Where Is Not Home?": Dagaaba Migrants in the Brong Ahafo Region, 1980 to the Present." <i>African Affairs</i> 106: 71 – 94</p> | Reflection Paper Two due today |
| Session 7 TBA | Fall Break | <i>While the Fall Break has been tentatively inserted in Week 7, the date will be</i> | |

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|----------------------------|-------------------------|--|---|
| | No Class | <i>announced in due course. The Schedule will thus be adjusted accordingly</i> | |
| Session 8 Oct 27, 2020 | Sexuality | <p>Darkwah, Akosua K and Alexina Arthur. 2006. (A) Sexualising Ghanaian Youth?: A Case Study of Virgin Clubs in Accra and Kumasi <i>Ghana Studies</i> 9: 123-149.</p> <p>Dankwa, Serena, Owusua. 2009. It's a Silent Trade: Female Same Sex Intimacies in Post-Colonial Ghana. <i>NORA- Nordic Journal of Feminist and Gender Research</i> 17 (3): 192-205.</p> <p>Banks, William. 2011. This Thing is Sweet: Ntete and the Reconfiguration of Sexual Subjectivity in Post-Colonial Ghana. <i>Ghana Studies</i> 14: 265-290.</p> | |
| Session 9 Nov 03, 2020 | Income Inequality | Grant, R. 2005. The emergence of gated communities in a West African context: Evidence from Greater Accra, Ghana. <i>Urban Geography</i> , 26(8), 661-683. | |
| Session 10 Nov 10, 2020 | Poverty and its effects | <p>Theis, D. 2013. <i>Remarkable declines in global poverty, but major challenges remain</i>. World Bank.</p> <p>Kharas, H., Hamel, H., & Hofer, M. 2018. <i>Rethinking global poverty reduction in 2019</i>. The Brookings.</p> | Reflection Paper Three due today |

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| Session 11 Nov 17, 2020 | Health & Environmental Inequality What is the relationship between health and environmental factors? | Schlosberg, D., & Carruthers, D. (2010). Indigenous struggles, environmental justice, and community capabilities. <i>Global Environmental Politics</i> , 10(4), 12-35. | |
| Session 12 Nov 24, 2020 | Intersectionalities Gender and ethnicity Gender, disability and Inequality | Awumbila, Mariama and Elizabeth Ardayfio-Schandorf. 2008. Gendered Poverty, Migration and Livelihood Strategies of Female Porters in Accra, Ghana. <i>Norwegian Journal of Geography</i> 62 (3): 171-179. | |
| Session 13 Dec 01, 2020 | Social Protection | Abebrese, Joyce. 2011. <i>Social protection in Ghana: An overview of existing programmes and their prospects and challenges</i> . Friedrich Ebert Stiftung. Devereux, S., & Sabates-Wheeler, R, 2004. <i>Transformative social protection</i> . IDS Working Paper 232. | Reflection Paper Four due today |
| Session 14 Dec 08, 2019 | Review Session | | |

Course Materials

Required Textbooks

- None

Recommended Textbook

Grusky, David B., and Jasmine Hill. (2018). *Inequality in the 21st Century: A Reader*. Boulder, CO: Westview Press

Resources

- **Access your course materials:** [NYU Classes](https://nyu.edu/its/classes) (nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](https://library.nyu.edu) (library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](https://nyu.mywconline.com) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](https://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

Course Policies

Hygiene/Physical Distancing policies

- Students will be assigned/choose a seat on the first day of class. For NYU COVID-19 Safety protocols, please use the same seat for the duration of the semester.

Attendance and Tardiness

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers or online through NYU Classes is expected promptly when class begins. Unexcused absences will affect students' semester participation grade. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to discuss where at the Academic Center the remote course can be taken. Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure.

SITE SPECIFIC ABSENCE REPORTING POLICY

Students are responsible for making up any work missed due to absence. This means they should initiate email and/or office hour discussions to address any missed lectures and assignments and arrange a timeline for submitting missed work.

Classroom Etiquette/Expectations

Things to consider:

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary)

- If deemed necessary by the study away site (i.e. COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class. Consider using the chat function or “raise hand” function in order to add your voice to class discussions especially if leaving the video on presents challenges.

Incomplete Grade Policy

An “incomplete” is a temporary grade that indicates that the student has, for good reason, not completed all of the course work. This grade is not awarded automatically nor is it guaranteed; rather, the student must ask the instructor for a grade of “incomplete,” present documented evidence of illness, an emergency, or other compelling circumstances, and clarify the remaining course requirements with the instructor.

In order for a grade of “incomplete” to be registered on the transcript, the student must fill out a form, in collaboration with the course instructor and the academic administration at the site; it should then be submitted to the site’s academic office. The submitted form must include a deadline by which the missing work will be completed. This deadline may not be later than the end of the following semester.

Academic Honesty/Plagiarism

As the University’s policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." **Students at Global Academic Centers must follow the University and school policies.**

The presentation of another person’s words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. All your written work must be submitted as a hard copy AND in electronic form to the lecturer. Your lecturer may ask you to sign a declaration of authorship form.

It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you **MUST** inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Library Guides](#)

Religious Observances

Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday.

Students must notify their professor and the local Academics team in writing via email at least 7 days before being absent for this purpose.

Inclusion, Diversity, Belonging and Equity

NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, “...not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities.” At NYU, we are committed to creating a learning environment that:

- fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and
- promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavours.

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosecsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center **as early as possible in the semester for assistance**. Accommodations for this course are managed through the site sponsoring the class once you request it.

Instructor Bio/About Your Instructor

Doris Akyere Boateng, Ph.D

Research interests: Gender issues, women's empowerment, mental health

Doris is a Lecturer at the Department of Social Work at the University of Ghana. She is also a courtesy faculty at the School of Social Work, University of South Florida, USA. She serves on the Ghana Mental Health Board and is a founding member of the University of Ghana Carnegie Scholars Network (UG-CSN), a network of academics committed to promoting research and career development of young academics by fostering inter-disciplinary exchange of ideas and experiences, knowledge sharing and building understanding in Ghana, Africa and globally. She is also an affiliate of the Centre for Gender Studies and Advocacy at the University of Ghana.