

Course Last Updated 02/03/2024



Locating Social Inequality

Section I: Course Overview

Course Code: SOC335

Subject Area(s): Sociology

Prerequisites: None

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: None

Course Description

This course focuses on the experiences of cultural and socio-economic differences in Sydney and global comparative analyses. This includes applied social science approaches to inequality, diversity, community, sense of place, and environmental sustainability in the urban setting. There is an emphasis upon spatial literacy for social scientists in both the coursework and assignments (fieldwork, mapping, data analysis and place description).

Learning Objectives

Upon successful completion of this course, students are able to:

- Construct a portfolio on the urban impacts of social, economic and environmental processes
- Illustrate, using graphics and text, landscape and social change
- Evaluate the strengths and weaknesses of the different measures of social change
- Explain theories of inequality, diversity, community, sense of place and environmental sustainability
- Identify the competing political arguments regarding the impacts of global forces (immigration, globalization and environmental change).
- Analyse inequality in cross-cultural contexts.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: By Appointment

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Statistical Report - 20%

Individual Photographic Essay- 35%

Final Exam - 25%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Statistical report – 750 Words (25%): This task is based on the initial few weeks of content which focuses on socio-economic differences across Sydney. Students will be taught how to use Quickstats and to analyse census data as they explore the socio-economic variances across Sydney. The task will include a comparison of two suburbs and students will be guided in how to use quickstats and in their selection of suburbs. Quickstats is available online, meaning this task is suitable for online delivery.

Individual photographic essay – 1200 Words (35%): This essay involves a self-guided field trip to a Sydney suburb. This task enables students to explore and analyse a Sydney suburb with a focus on the benefits and challenges of multiculturalism. Students will be required to use images of spatial elements (unique architectural features, restaurants, multi-lingual signage etc) to use as additional evidence in their analysis.

For this assignment, students are asked to provide a written essay following their individual research. This will include scholarly source requirements and the use of three photographs as supporting evidence.

Final exam – 1000 Words (25%): The final assessment for this subject is a take-home (and therefore open-book) exam. Students have one week to complete and submit the take-home exam. It should take approximately 2 hours to complete.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Sydney suburb as part of preparation for Assessment 3: Individual photographic essay

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

Andersen, M.J., Williamson, A.B., Fernando, P., Eades, S. & Redman, S. (2018) ' "They took the land, now we're fighting for a house": Aboriginal perspectives about urban housing disadvantage', *Housing Studies*, 33:4, 635-660

Aubusson, K., 2013, 'Where is Australia's diabetes hotspot?', *Diabetes Educators Update*

Brand, E, Bond, C, and Shannon, C (2016). *Indigenous in the city: urban Indigenous populations in local and global contexts*. UQ Poche Monograph series. St Lucia, QLD, Australia: The University of Queensland.

Forrest, J., Gorman-Murray, A. and Siciliano, F. (2019), 'The geography of same-sex couples and families in Australia: an empirical review', *Australian Geographer*, vol 50, no 4, pp. 493-509.

Forsyth, A., (2015). What is a walkable place? The walkability debate in urban design. *Urban design international*, 20(4), pp. 274-292.

Helen Kendall, Linda Corkery, Susan Thompson, 2011, 'Ageing in place: providing supportive environments for older men', State of Australian Cities conference paper.

Holloway, D. (2002). Disparities in Internet access: a case study of the digital divide in Western Sydney. *Australian journal of social issues*, 37(1), 51-69.

Itaoui, R., (2016). 'The geography of Islamophobia in Sydney: mapping the spatial imaginaries of young Muslims'. *Australian Geographer*, 47(3), pp.261-279.

O'Neill, P., (2020), Where are the jobs? Part 1: Western Sydney's Short-lived Jobs Boom, Centre for Western Sydney, Western Sydney University, Parramatta

Randolph, Bill, and Andrew Tice. (2014) 'Suburbanizing Disadvantage in Australian Cities: Sociospatial Change in an Era of Neoliberalism.' *Journal of Urban Affairs: Urban Issues in Asia and the Pacific Rim* 36.S1, pp. 384-99

Waitt, G, McGuirk, P, Dunn, K, Hartig, K & Burnley, I (2000), 'Inequality between people and places', in *Introducing human geography: globalisation, difference and inequality*, Longman, Sydney, pp. 10-16.

Wolch, J.R., Byrne, J. and Newell, J.P., (2014). Urban green space, public health, and environmental justice: The challenge of making cities 'just green enough'. *Landscape and urban planning*, 125, pp. 234-244

Young, I.M. (1990), 'Chapter Two: Five Faces of Oppression', *Justice and the Politics of Difference*. Princeton N.J: Princeton University Press (pay particular attention to 'The faces of oppression' pp. 48-62).

Recommended

Babacan, A. and Babacan, H., (2007). 'New racism and fear: The Cronulla riots and racial violence in Australia'. *Uluslararası Hukuk ve Politika*, 3, pp.147-152.

Listerborn, C 2016, 'Feminist struggle over urban safety and the politics of space,' *European Journal of Women's Studies*, vol. 23, no. 3, pp. 251-264

Gorman-Murray, A. (2013), 'Straight-gay friendships: relational masculinities and equalities landscapes in Sydney, Australia', *Geoforum*, vol 49 , pp 214 - 223.

Gorman-Murray, A. and Bissell, D. (2018), 'Mobile work, multilocal dwelling and spaces of wellbeing', *Health and Place*, vol 51, pp 232 - 238

Course Calendar

Session 1

Topics	Introduction to concepts Young's 'five faces of oppression' Politics of place Spatial manifestations of inclusion/exclusion.
Activity	Lecture Discussion
Readings & Assignments	Waite, G, McGuirk, P, Dunn, K, Hartig, K & Burnley, I (2000), 'Inequality between people and places', in <i>Introducing human geography: globalisation, difference and inequality</i> , Longman, Sydney, pp. 10-16.

Session 2	
Topics	Socio-economic differences in Sydney Socio-spatial polarisation Deindustrialisation
Activity	Lecture Discussion
Readings & Assignments	Waite, G, McGuirk, P, Dunn, K, Hartig, K & Burnley, I (2000), 'Transforming cities: socio-spatial polarisation', in <i>Introducing human geography: globalisation, difference and inequality</i> , Longman, Sydney, pp. 403-19. Randolph, Bill, and Andrew Tice. (2014) 'Suburbanizing Disadvantage in Australian Cities: Sociospatial Change in an Era of Neoliberalism.' <i>Journal of Urban Affairs: Urban Issues in Asia and the Pacific Rim</i> 36.S1, pp. 384-99

Session 3	
Topics	Socio-spatial polarisation Socio-economic differences in the landscape Australian Bureau of Statistics data analysis
Activity	Lecture Discussion Statistical analysis
Readings & Assignments	O'Neill, P., 2020, <i>Where are the jobs? Part 1: Western Sydney's Short-lived Jobs Boom</i> , Centre for Western Sydney, Western Sydney University, Parramatta.

Session 4	
Topics	Race and the politics of place Colonial period Critical race theory and critical whiteness theory Public/private space, whiteness, institutional racism, and national identity in Australia Post-colonialism

Activity	Lecture Discussion
Readings & Assignments	Brand, E, Bond, C, and Shannon, C (2016). Indigenous in the city: urban Indigenous populations in local and global contexts. UQ Poche Monograph series. St Lucia, QLD, Australia: The University of Queensland. Andersen, M.J., Williamson, A.B., Fernando, P., Eades, S. & Redman, S. (2018) 'They took the land, now we're fighting for a house': Aboriginal perspectives about urban housing disadvantage', Housing Studies, 33:4, 635-660 Statistical Report due.

Session 5	
Topics	Cultural diversity White Australia Policy Multiculturalism
Activity	Lecture Discussion
Readings & Assignments	Collins, J. (2013) 'Rethinking Australian Immigration and Immigrant Settlement Policy', Journal of Intercultural Studies, 34:2, 160-177 Ozdowski, S. (2012) 'Australian multiculturalism: the roots of its success', Third International Conference on Human Rights Education: 'Promoting Change in Times of Transition and Crisis', Poland, 6-10 December 2012

Session 6	
Field class in preparation for Individual Photographic Essay Assignment	

Session 7	
Field class in preparation for Individual Photographic Essay Assignment	

Session 8	
Topics	Mapping spatial imaginaries Islamophobia Ghettoization Cultural inequality

Activity	Lecture Discussion
Readings & Assignments	Itaoui, R., (2016). 'The geography of Islamophobia in Sydney: mapping the spatial imaginaries of young Muslims'. Australian Geographer, 47(3), pp.261-279. Babacan, A. and Babacan, H., (2007). 'New racism and fear: The Cronulla riots and racial violence in Australia'. Uluslararası Hukuk ve Politika, 3, pp.147-152.

Session 9	
Topics	Socio-spatiality and health
Activity	Screening: Jamie Oliver's 'Food Revolution' Season 1, Episode 1 Discussion
Readings & Assignments	Aubusson, K., 2013, 'Where is Australia's diabetes hotspot?', Diabetes Educators Update Individual Photographic Essay Assignment

Session 10	
Topics	Gender, sexuality and place
Activity	Lecture Discussion
Readings & Assignments	Forrest, J., Gorman-Murray, A. and Siciliano, F. (2019), 'The geography of same-sex couples and families in Australia: an empirical review', Australian Geographer, vol 50, no 4, pp 493 - 509. Listerborn, C 2016, 'Feminist struggle over urban safety and the politics of space,' European Journal of Women's Studies, vol. 23, no. 3, pp. 251-264 Gorman-Murray, A. (2013), 'Straight-gay friendships: relational masculinities and equalities landscapes in Sydney, Australia', Geoforum, vol 49 , pp 214 - 223.

Session 11	
Topics	Social difference in the digital age
Activity	Lecture Discussion
Readings & Assignments	Holloway, D. (2002). Disparities in Internet access: a case study of the digital divide in Western Sydney. Australian journal of social issues, 37(1), 51-69.

Session 12	
Topics	Inaccessible landscapes Disability, ageing and wellbeing
Activity	Lecture Discussion
Readings & Assignments	Helen Kendall, Linda Corkery, Susan Thompson, 2011, 'Ageing in place: providing supportive environments for older men', State of Australian Cities conference paper. Gorman-Murray, A. and Bissell, D. (2018), 'Mobile work, multilocal dwelling and spaces of wellbeing', Health and Place, vol 51, pp 232 - 238

Session 13	
Topics	Guest Lecture

Session 14	
Topics	Exam Review Session

Session 15	
Topics	Sustainable spaces Walkability Productive spaces Green spaces
Activity	Lecture Discussion
Readings & Assignments	Wolch, J.R., Byrne, J. and Newell, J.P., (2014). Urban green space, public health, and environmental justice: The challenge of making cities 'just green enough'. Landscape and urban planning, 125, pp.234-244. Forsyth, A., (2015). What is a walkable place? The walkability debate in urban design. Urban design international, 20(4), pp.274-292 Final Exam

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.