

## **SOC/ AN 155: Sociology of Global Inequality and Development**

Term & Time: Spring 2026; MWF 9:15-10:20AM

Class Location: Winter Hall 212

Instructor: Kyra Davidson, Ph.D. (Dr. K. Davidson)

Email: [kdavidson@westmont.edu](mailto:kdavidson@westmont.edu)

Office: Deane Hall #208

Office Hours: Tuesdays from 3:00pm-5:00pm; Thursday from 2:00pm-5:00pm

Office Phone: 805-565-6844

### **Course Description:**

This course covers anthropological and sociological approaches to economic development and sociocultural change with a special focus on the context of the new nation-states created since colonialism ended in Africa, Asia, and Latin America. We will explore theoretical and historical contexts for development while examining the impacts of persistent and current forms of inequality and challenges to development around the world.

This course also aims to challenge presuppositions about the nature of inequality and preconceived notions about what life is like for those living in the "Global South". There are many ideas within our mainstream American society and even within our churches that paint Africa, Asia, and Latin America as homogenous, impoverished places in need of Western rescuing. By employing sociological and anthropological approaches, this course will offer insight into the complexities and nuance that exist in issues of global inequality and hopefully, equip students to think more faithfully about what empowerment looks like in the world we're called to care for.

### **Course Objectives:**

As a result of this course, all students will be able to:

1. Critically evaluate the ways in which their own culture has shaped their perceptions of people, nations, and regions outside of the Western context
2. Think more holistically about solutions to global inequality

3. Expand their ability to interpret complex global issues sociologically and anthropologically
4. Communicate the complexities of the global world more effectively with peers

### **Course Learning Outcomes:**

After completing this course, students should be able to:

| Course Learning Outcome                                                                                                                           | Program Learning Outcome                                                                                                                 | Assessment                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Identify and define the major theoretical and historical perspectives on modern global development                                                | Core Knowledge Competence                                                                                                                | Midterm and Final Exams, Weekly Reading Journals                |
| Compare and contrast various practical and theoretical Approaches to Global Development                                                           | Core Knowledge Competence, Oral and Written Communication                                                                                | Weekly Readings, Weekly Reading Journals, In-Class Discussions  |
| Write and present a research paper about a subtopic of global inequality of student's choosing                                                    | Core Knowledge Competence; Application of Course Knowledge Competence                                                                    | Inequality Case Study Paper, Inequality Case Study Presentation |
| Reflect on ethical and faith-related responses to the development challenges for various cultures, regions, and countries presented in the course | Core Knowledge Competence, Application of Course Knowledge Competence, Integration of Faith and Learning, Oral and Written Communication | Daily Class Discussions, Faithful Response Journals             |

### **Required Resources** (What You Need to Get for this Course)

As part of all your college courses, you are expected to purchase or rent the required books for this class. **You will need physical copies of the books for the course.** The bookstore will carry your textbooks for you to rent or purchase them. If you find that purchasing or renting the assigned readings for the class is a financial burden, please let me know and I can point you in the direction of cheaper ways to access the texts.

- *Challenging Global Inequality: Development Theory and Practice in the 21st Century* Alistair Greig, David Hulme & Mark Turner. (2007). Red Globe Press. London.

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- *Challenges of the Developing World*. 9<sup>th</sup> edition. Howard Handleman and Rex Brynen (2019). Rowman & Littlefield. London.
- Additional Assigned Readings Will be Available on Canvas

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### **Assessments and Graded Assignments:**

Attendance: Class role will be taken every class period. 0-3 unexcused absences for the semester will result in the full 100 points possible for attendance. 4 unexcused absences for the semester will result in 90/100 points. 5 unexcused absences for the semester will result in 80/100. 6 unexcused absences will result in 70/100 points. If you exceed 6 unexcused absences for the semester, you will be asked to withdraw from the course or be given an F. Coming to the course but failing to abide by the technology policies will result in being marked absent.

In order for your absence to be excused, you need to provide a written explanation to me via email as to why your absence should be excused within two class periods following the class you missed. Valid excuses include physical or mental health needs and care, a significant family emergency, or involvement in an official Westmont activity. All excuses should be submitted to me via email and are subject to approval. **(100 points total- 10% of your grade)**

Class Discussion and Participation: In addition to class role, class discussion and participation will be an important component of your grades in this course. Class discussion and participation involve active listening, being prepared with course materials, and actively participating in group discussion. You will be evaluated daily for class discussion and participation. **(100 points total- 10% of your grade)**

Exams- 1 midterm exam and 1 final exam. Each exam will be worth 50 points with 25 multiple choice questions (each worth 1 point) and 5 short answer questions (each worth 5 points). Exams will be administered in class on the day of the exam, and you will have the full class period to complete them. **(Exams: 2 exams x 50 points each= 100 points total, 10% of course grade)**

Weekly Reading Journals: Almost every week, a weekly reading journal will be assigned randomly throughout the week. In this assignment, you will be given 10 minutes of class time to respond to a question about the assigned readings for the day. Each reading journal should be around half of a page (4-5 sentences) of handwritten reflection. There are a total of 10 reading journals assigned for the semester. Each Reading Journal is worth 10 points. A full rubric will be provided on Canvas. **(Reading and Reflection Journals= 100 points total, 10% of course grade).**

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Faithful Response Journals: 4 times throughout the semester, you will complete what are called Faithful Response Journals. These are short, 2-page papers where you will reflect on the topics we've discussing and how those topics intersect with faithful, faith-filled responses. The Faithful Response Journals are designed to give you a space to contemplate the implications of what we're reading for those impacted by these issues, process through what you're learning as it relates to your faith and beliefs, and even provide you a way to look back at how your views have changed or evolved as a result of the course. Instructions and rubrics will be provided on Canvas **(Faithful Response Journals= 25 points each x 4= 100 points, 10% of your grade)**

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Inequality Case Study Paper: You will pick a topic of interest to you in global inequality or international development and write a 7-8 page research paper on that topic. You should examine that 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. This assignment will be scaffolded. Different components of the paper will be due throughout the semester to gauge your progress on the assignment. You will submit the following: 1) a short 150-word proposal, 2) an annotated bibliography, 3) an SFD (shoddy first draft), and 4) a final draft. Due dates and further details will be posted on Canvas.

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Proposal- 25 points; Annotated Bibliography- 125 points; SFD- 125 points; Final Draft- 125 points **(Total points 400= 40% of your grade)**

Inequality Case Study Presentation: After you submitted your SFD for your Inequality Case Study Paper, you will receive feedback on me on how to improve your paper. You will also be presenting some of the most important information from your paper to your classmates in the form of an oral presentation. These presentations are largely designed to allow you to share what you've been learning with your co-learners and to engage in discussion about your paper. You will have 15-20 minutes to present. A full rubric and instructions will be made available on Canvas. **(100 points, 10% of your overall grade)**

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## **Grading Scale**

Grades in this class will be given based on a letter/minus grading scale. A+ will not be given

| <u>Grade</u> | <u>Points Needed</u> |
|--------------|----------------------|
| A            | 940-1000             |
| A-           | 900-939              |
| B+           | 870-899              |
| B            | 830-869              |
| B-           | 800-829              |
| C+           | 770-799              |
| C            | 730-769              |
| C-           | 700-729              |
| D            | 600-699              |
| F            | 600 and below        |

## **General Education**

This course satisfies the "Thinking Globally" GE requirement. Westmont defines a Thinking Globally as an understanding of how experiences or processes occurring in one part of the world carry immediate and lasting implications across vast distances. The study of these implications, in turn, fosters a reflexive awareness of our situated-ness in a given context. Global thinking should rigorously examine multiple perspectives and multidirectional influences – not simply Western perspectives of 'others' or the impact of the West on the rest. Global thinking should inform discussions of international crises of various kinds, for example, inequalities of power, wealth, gender, race/ethnicity, and cultural influence; or war, epidemics, environmental crises and climate change, religious extremism, market failures, and cyber security.

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## **Policies**

### **Communicating with your Professor**

You can contact me outside of class by emailing me directly, sending me messages through Canvas, or stopping by during Office Hours! I will not respond to emails or messages sent on Sundays, but I will respond to emails as soon as possible throughout the week. Emails received late in the evening will likely not get a response until the following morning.

In your electronic communications with me, be sure to include the course number and times/days the course meets. Also, **double check to make sure that you're emailing the right Dr. Davidson!**

### Coffee/ Lunch with Your Professor

In addition to coming to Office Hours, you and I can also get coffee, breakfast, or lunch together! Westmont's College Student Association has a "Take Your Professor to Lunch Program" that allows students and professors to get free breakfast or lunch together. In my signature line of my email, you can see my appointment schedules for times when I'm available to meet! No meal plan? No problem! As long as you fill out the form provided in my signature line, we can both get a free meal on the WCSA! (This program also works for Ritchie's but students still have to pay in this case).

### Class Preparation

For this course, **bringing your readings with you will be essential**. You will be expected to bring the print copies of the day's readings with you in order to be able to fully participate in the course. I understand that things can get chaotic and you may forget your text- in this case, you will either be asked to go get your book or share with a neighbor. Multiple times of forgetting or failing to bring your texts will result in participation points deductions for that day's class session.

Unless specified by documented classroom accommodations, you will not be allowed to take notes electronically in this course (see Tech policy below). As a result, writing utensils and notebooks are essential for this course. I **highly recommend** that you get a three-ring binder with loose-leaf paper for this course. A binder will allow you to keep your class notes, your readings, and your paper resources all in one place. If you choose not to use a binder, be sure to have a folder that you use exclusively for this class that you bring with you every day.

### Classroom Behavior

Some of the concepts and topics discussed in this course will be complex and possibly sensitive to you or your classmates. In this class, I expect you to treat those around you and their viewpoints with respect, grace, and patience. The goal of this course is to deepen our understanding of these theorists and their perspectives, and while we may not always agree with the theorists, I expect you to engage with them with curiosity and a desire to learn more!

Additionally, I expect you to engage with your classmates as members of your learning community. This means coming prepared to class having read the assigned readings, engaging in discussion, and refraining from using your cellphone or laptop unless I permit you to.

### Technology Use in the Classroom

For this course, technology use such as laptops and cellphones is prohibited. At the start of class each day, you will be required to store your cellphone in the "Phone Hotel" at the front of the room. If you need special ARO accommodation requiring a laptop or other device to take notes, you will be allowed to use your laptop but may be expected to disconnect your device from the WIFI unless necessary software requires it. Additionally, use of headphones like AirPods is **not** allowed. If you are found violating these rules, you can be marked absent for the day or receive no participation credit for the class session.

### Academic Integrity

Westmont College holds all students responsible for maintaining academic integrity. Plagiarism, lying, unauthorized use of AI assistance, & using the work of another person (cheating) are all examples of academic integrity violations. Dishonesty of any kind may result in loss of credit for the work involved and the filing of a report with the Provost's Office. It is students' responsibility to be familiar with the College's academic integrity policy, found at: <https://www.westmont.edu/officeprovost/academic-program/academic-integrity-policy>.

If I suspect that you have intentionally committed academic dishonesty, I will request to meet with you directly about the assignment in question. If you are found to have used Generative AI (see below), plagiarized from another's work, or fabricated an assignment, I will automatically deduct 50% credit from the assignment for the first infraction. If you have a repeat offense, the next assignment will receive a 0% and you will be reported to the Provost's Office. A third offense will result in failure of the course.

### Academic Integrity and Generative AI

What You Can Expect of Me: You have the right to receive the full benefit of my expertise and engagement in this course. I will never use artificial intelligence to produce or provide feedback, assessments, or grades for work that you produce. I will never use AI to mediate or assist in my communications with you- any email, Canvas message, or other communication you receive from me has been created by me without the use of AI. I will never use AI to produce content that I teach.

What I Expect of You: In this course, you are permitted to use basic AI spell-check and grammar assistance, however, you are not allowed to use Generative AI. Because many programs which offer basic grammar assistance also come with Generative AI programs, it is better to avoid AI in its entirety with your written assignments for this course so that you are not tempted to use Generative AI. (Don't play with fire- Proverbs 6:27)

For all Westmont courses, Generative AI is not allowed for assignments unless explicitly stated by the professor in class and in the instructions of the assignment. Westmont's academic integrity policy prohibits us from "present[ing] another's work as our own." Generative AI tools such as ChatGPT attempt to do the work of writing, making, and other creative activities for their users. Therefore, **students should NOT substitute AI-generated content or ideas for original academic work.**

If you are suspected of Generative AI usage, you will be asked to meet with me in person. I will likely ask you "HOW did you do your work?" **With all written assignments, students are advised to document their process of completing each assignment from brainstorming through revision. You** should be able to narrate the process of assignment completion from start to finish and demonstrate how you are learning.

Please know that I uphold this policy against Generative AI, not because I want to torture you, but because protecting the fundamentals of critical thinking and communication recognizes your full human potential and honors your capabilities. It's easier to learn how to use ChatGPT than it is to learn how to think and communicate effectively, and you are capable of much more than you might believe.

If you have any confusion about what counts as academic dishonesty, you need help with citations or formatting, you feel anxiety about your writing, or you feel tempted to plagiarize or google things due to time constraints, please contact me before the due date. I am happy to answer questions and assist!

### Accessibility and Accommodations:

Students who have been diagnosed with a condition that meets the criteria of a disability are strongly encouraged to contact Westmont's Accessibility Resource Office (the ARO) as early as possible to discuss appropriate accommodation for this course.



Formal accommodations will only be granted for students whose needs have been verified by ARO. These accommodations may be necessary to ensure your full participation and the successful completion of this course. Please email [aro@westmont.edu](mailto:aro@westmont.edu) and see the website for more information. If your accommodations require the use of a laptop, you may be asked to disconnect your device from WIFI at the start of class. <https://www.westmont.edu/accessibility-resources>.

### Late Policies/ Make-up Work

**Attendance/Participation:** There is no make-up exception for missed attendance/participation points. I have built in enough grace days in the calendar that should you have to miss class, you should still have ample opportunities to earn participation points. However, if you do miss class, you are encouraged to ask a classmate to see their notes and worksheets to catch up on anything important you may have missed. I am also happy to meet with you to discuss topics you missed during Office Hours or over a meal or coffee.

**Assignment late policy:** Assignments are due at the times specified in the course calendar. The first day an assignment is late, 10% will be deducted from that assignment's grade. On the second day it is late, 50% will be deducted. No credit will be given after the third late day. Assignment deadlines are subject to change, however, I will never make them due sooner than listed below. I will give you ample notice (at least a week) if I extend the deadline.

**Exam Late Policy:** In the case of an absolute emergency, please contact me before test day if you cannot take the exam on the designated day. Exams are scheduled during Midterm and Finals week, and you are expected to be able to take them at that time. Accommodations for taking exams late or early will be considered on a case-by-case basis with proper documentation explaining why you could not take the exam (health issues, family matters, etc.). Being busy with other courses is not a valid excuse for missing exams. I reserve the right to give students a 0 if the exam is not taken on the designated day and students have not communicated with me ahead of time.

**Weekly Reading/ Reflection Journal Late Policy:** If you miss class the day that an in-class reading journal was assigned, you are eligible to make-up that assignment with 7 calendar days of the day it was assigned in class, but you must provide a valid written excuse for why you missed that day, and I must accept it prior to you making up the assignment. Reading Journals can be retaken with me during Office Hours or at another scheduled time with the Deane Hall Academic Assistant.

## **Student Resources** (Things to Help with Your Success and Wellbeing)

### **Physical and Mental Health Resources**

During your time at college, you might find yourself in need of medical attention or mental health support. College (and life in general) can be challenging at times, but resources are available. If you or someone you know is in immediate danger, call 911.

Important numbers to have in your cell phone include:

- Westmont Health Center (805-565-6164)
- Westmont Counseling Center (805-565-6003)
- Campus/Public Safety (805-565-6222)
- Santa Barbara Rape Crisis Center, 24hr Hotline (805-564-3696)

### **Library Resources**

If you need assistance with research assignments, Westmont librarians are available to advise and consult with you! You can drop by the Research Help Desk or schedule an appointment with a librarian assigned to your course. To identify a specific librarian and find subject-specific resources, consult Voskuyl Library's Research Guides or email [askalibrarian@westmont.edu](mailto:askalibrarian@westmont.edu).

### **Writers' Corner**

Writer's Corner, Westmont's writing center, is a creative space where student writers can find friendly "test readers" as they develop projects for professors, employers, and others. Peer tutors coach and collaborate with students as they mature into more skillful and confident writers. Come visit us in Voskuyl Library 215 or request an online tutorial. Clients with appointments are given first priority; drop-in clients are also welcome. All tutorials are free of charge. Make an appointment here:

<https://westmont.mywconline.com/>

### **Westmont's Emergency Procedures**

Please take a few moments at the start of the semester to review the information found at this link concerning Westmont's procedures during an emergency: <https://www.westmont.edu/emergency>.

### **Interacting with Immigration Officers on Campus**

All students, faculty, and staff are obligated to notify Campus Safety as soon as possible if he or she becomes aware that an immigration officer is expected to enter, or has entered, the campus to execute a federal immigration order. Agents should be immediately referred to Campus Safety to verify the presence

and validity of a judicial warrant. For students who are concerned about their immigration rights or who may be subject to immigration actions, contact Dr. Stu Cleek, Dean of Students, [scleek@westmont.edu](mailto:scleek@westmont.edu), (805) 565-6028. More information about your rights can be found at <https://www.westmont.edu/interacting-immigration-officers-campus>.

**Course Schedule** \*Subject to Change- All Changes Will Be Announced in Class, Via Canvas, or Both\*

| <b>Week 1: January 12-January 16- What We Think We Know About Inequality</b>                |                                                                                                 |                                             |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------|
|                                                                                             | <u>Reading Due</u>                                                                              | <u>Assignments Due</u>                      |
| Monday, January 12                                                                          | Syllabus                                                                                        |                                             |
| Wednesday, January 14                                                                       | "Talking About Poverty: Narratives, Counter-Narratives, and Telling Effective Stories" (Canvas) |                                             |
| Friday, January 16                                                                          | Greig et al., Chapter 1                                                                         | Faithful Response Journal #1 Due at 10:00pm |
| <b>Week 2: January 19-January 23: An Introduction to Development and Development Theory</b> |                                                                                                 |                                             |
|                                                                                             | <u>Reading Due</u>                                                                              | <u>Assignments Due</u>                      |
| Monday, January 19                                                                          | No Class- Martin Luther King Day                                                                |                                             |
| Tuesday, January 20                                                                         | Greig et al., Chapter 2                                                                         |                                             |
| Wednesday, January 21                                                                       | Greig et al., Chapter 3                                                                         |                                             |
| Friday, January 22                                                                          | Handleman, p. 1-17                                                                              | Paper Topic Proposal Due at 10:00pm         |
| <b>Week 3: Measuring Development and Underdevelopment</b>                                   |                                                                                                 |                                             |
|                                                                                             | <u>Reading Due</u>                                                                              | <u>Assignments Due</u>                      |
| Monday, January 26                                                                          | Greig et al., Chapter 4                                                                         |                                             |
| Wednesday, January 28                                                                       | Handleman, p. 19-29                                                                             |                                             |
| Friday, January 30                                                                          | Greig et al., Chapter 5                                                                         |                                             |
| <b>Week 4: Post-War and 21<sup>st</sup> Century Development Models</b>                      |                                                                                                 |                                             |
|                                                                                             | <u>Reading Due</u>                                                                              | <u>Assignments Due</u>                      |
| Monday, February 2                                                                          | Greig et al., Chapter 6                                                                         |                                             |
| Wednesday, February 4                                                                       | Greig et al., Chapter 7                                                                         |                                             |
| Friday, February 6                                                                          | Greig et al., Chapter 8                                                                         | Faithful Response Journal #2 Due at 10:00pm |
| <b>Week 5: Political Economy, Democratization and Development</b>                           |                                                                                                 |                                             |
|                                                                                             | <u>Reading Due</u>                                                                              | <u>Assignments Due</u>                      |
| Monday, February 9                                                                          | Handleman, Chapter 3                                                                            |                                             |

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| Wednesday, February 11                                | Excerpt from <i>The Quiet Violence of Empire: How USAID Waged Counterinsurgency in Afghanistan</i> (on Canvas)                                            |                                             |
| Friday, February 13                                   | Handleman, Chapter 4                                                                                                                                      | Annotated Bibliography Due at 10:00pm       |
| Week 6: Religion and Development                      |                                                                                                                                                           |                                             |
|                                                       | <u>Reading Due</u>                                                                                                                                        | <u>Assignments Due</u>                      |
| Monday, February 16                                   | Presidents' Day: No Class Today                                                                                                                           |                                             |
| Wednesday, February 18                                | Handleman, Chapter 5                                                                                                                                      |                                             |
| Friday, February 20                                   | Handleman, p. 155-172                                                                                                                                     |                                             |
| Week 7: Cultural and Ethnic Conflicts and Development |                                                                                                                                                           |                                             |
|                                                       | <u>Reading Due</u>                                                                                                                                        | <u>Assignments Due</u>                      |
| Monday, February 23                                   | Handleman, p. 173-186                                                                                                                                     |                                             |
| Wednesday, February 25                                | "Development and Developmentalism in Post-genocide Rwanda" (on Canvas)                                                                                    |                                             |
| Friday, February 27                                   |                                                                                                                                                           | Midterm Exam Today!                         |
| Week 8: Gender and Development                        |                                                                                                                                                           |                                             |
|                                                       | <u>Reading Due</u>                                                                                                                                        | <u>Assignments Due</u>                      |
| Monday, March 2                                       | Greig et al., Chapter 9; Sennett & Kane "Rights vs. Lived Realities: Women's Views of Gender Equality in Relationships in Rural South Africa" (on Canvas) |                                             |
| Wednesday, March 4                                    | Handleman, Chapter 7                                                                                                                                      |                                             |
| Friday, March 6                                       | No Class Today- Catchup Day                                                                                                                               |                                             |
| Week 9: Inequality and Poverty                        |                                                                                                                                                           |                                             |
|                                                       | <u>Reading Due</u>                                                                                                                                        | <u>Assignments Due</u>                      |
| Monday, March 9                                       | Handleman, p.221-232                                                                                                                                      |                                             |
| Wednesday, March 11                                   | Handleman, p.233-255                                                                                                                                      |                                             |
| Friday, March 13                                      | Excerpts from the 2025 Fordham Global Poverty Report (on Canvas)                                                                                          | Faithful Response Journal #3 Due at 10:00pm |
| Spring Break                                          |                                                                                                                                                           |                                             |
|                                                       | <u>Reading Due</u>                                                                                                                                        | <u>Assignments Due</u>                      |
| Monday, March 16                                      | Spring Break-No Classes These Days!<br>Have fun and be safe!                                                                                              |                                             |
| Wednesday, March 18                                   |                                                                                                                                                           |                                             |
| Friday, March 20                                      |                                                                                                                                                           |                                             |
| Week 10: Global Health Inequalities                   |                                                                                                                                                           |                                             |
|                                                       | <u>Reading Due</u>                                                                                                                                        | <u>Assignments Due</u>                      |
| Monday, March 23                                      | Ruger- "Ethics and governance of global health inequalities" (on                                                                                          |                                             |

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|                                                           | Canvas); Link & Phelan "Social Conditions as Fundamental Cause of Disease" (on Canvas)                                                         |                                                                     |
| Wednesday, March 25                                       | "Global health inequalities and the need for solidarity: a view from the Global South" (on Canvas)                                             |                                                                     |
| Friday, March 27                                          | "Mapping global health inequalities: challenges and opportunities" (on Canvas)                                                                 | Inequality Case Study- SFD due at 10:00pm                           |
| Week 11: Revolutions and Military in Development          |                                                                                                                                                |                                                                     |
|                                                           | Reading Due                                                                                                                                    | Assignments Due                                                     |
| Monday, March 30                                          | Handleman, Ch. 9                                                                                                                               |                                                                     |
| Wednesday, April 1                                        | Handleman, Ch. 10                                                                                                                              |                                                                     |
| Friday, April 3                                           | Good Friday- No Class                                                                                                                          |                                                                     |
| Week 12: Participation and Development                    |                                                                                                                                                |                                                                     |
|                                                           | Reading Due                                                                                                                                    | Assignments Due                                                     |
| Monday, April 6                                           | Easter Monday- No Class                                                                                                                        |                                                                     |
| Wednesday, April 8                                        | Greig et al., Ch. 10                                                                                                                           |                                                                     |
| Friday, April 10                                          | No Class- Professor out of town                                                                                                                |                                                                     |
| Week 13: In Class Presentations                           |                                                                                                                                                |                                                                     |
|                                                           | Reading Due                                                                                                                                    | Assignments Due                                                     |
| Monday, April 13                                          | Greig et al., Ch. 11                                                                                                                           |                                                                     |
| Wednesday, April 15                                       | None                                                                                                                                           | In-Class Presentations                                              |
| Friday, April 17                                          | None                                                                                                                                           | In-Class Presentations                                              |
| Week 14: Presentations                                    |                                                                                                                                                |                                                                     |
|                                                           | Reading Due                                                                                                                                    | Assignments Due                                                     |
| Monday, April 20                                          | None                                                                                                                                           | In-Class Presentations                                              |
| Wednesday, April 22                                       | None                                                                                                                                           | In-Class Presentations                                              |
| Friday, April 24                                          | None                                                                                                                                           | In-Class Presentations. Faithful Response Journal #4 Due at 10:00pm |
| Week 15: Reflections on Christian Responses to Inequality |                                                                                                                                                |                                                                     |
| Monday, April 28                                          | "First, Do No Harm"; "Voluntourism: The Economic Benefits and Societal Costs of Short-Term Missions Trips" (Both on Canvas)                    |                                                                     |
| Wednesday, April 30                                       | "Prayers for Sustainable Development"; "The Sustainable Development Goals in the Perspective of Christian Faith and Theology" (both on Canvas) | Case Study Papers Final Draft Due at 10:00pm                        |
| Friday, May 1                                             | None- Study Day                                                                                                                                |                                                                     |
| Finals Week                                               |                                                                                                                                                |                                                                     |
| Tuesday, May 5th                                          | Final Exam from 8:00am-10:00am                                                                                                                 |                                                                     |

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