

**WRDS 150A/(BIE Sections)**  
**Inequity and Difference within the Global Economy**

Instructor: Dr. Tara Lee  
Email: tara.lee@ubc.ca  
Office hours: XXX

Please make an appointment reservation via Canvas calendar. Please email me (or talk to me after class) for an appointment outside of the office hour times.

**ACKNOWLEDGEMENT**

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

**DELIVERY FORMAT**

Winter Term 1: XXX  
Scheduled meeting times: XXX

Week 1 will be entirely in-person. Starting from Week 2, on Mondays and Wednesdays, the course will be delivered in-person. For the first few weeks of class, to accommodate those arriving late for legitimate reasons, in-class lectures will be recorded and available via Canvas (Zoom tab's recordings)

On Fridays, we will meet on Zoom (found on our Canvas page) to do writing activities. If you need a place to go for the Zoom class, our booked classroom will be available. If you wish, you can also complete the Friday writing activity asynchronously.

When we start doing presentations in Week 12, Fridays will be in-person.

I will revisit this structure as the term progresses depending on the COVID situation and our own particular class context.

**COURSE DESCRIPTION**

The COVID-19 pandemic has revealed significant disparities across the globe when it comes to health care access, production autonomy, and economic stability. It has also highlighted the interconnectedness of countries, and the potential, both positive and negative, for change to be enacted on a domestic and a world-wide scale. This course examines research by scholars in a variety of disciplines who theorize questions surrounding national/global inequity and strategies for mitigating and combating disparities connected to the speed of economic development, international trade dynamics, and even the repercussions from certain types of resource extraction and labour use. As you examine and discuss relevant scholarly articles, you will become

acquainted with the conventions of scholarly discourse, disciplinarity, as well as the production of new research knowledge within your field. Ultimately, the goal is for you to increase your critical engagement with the global world around you, in addition to cultivating your skills and confidence as an academic writer and researcher.

## LEARNING OBJECTIVES

### **1. Working with scholarly sources to read and interpret academic discourse in context**

You will work with scholarly articles to recognize how the conventions of communication within academic disciplines, including forms of argumentation and what counts as evidence, reflect and shape the types of knowledge associated with research cultures in the university. This will be done by:

- a. Reading, summarizing, comparing, and critically evaluating scholarly articles, retaining the key arguments/findings and emphases of the originals.
- b. Recognizing forms of argumentation and identifying the rhetorical moves made by members of specific academic research disciplines, including practices of positioning, definition, attribution, hedging, and presupposition/assertion.
- c. Recognizing the goals, methods, and citation practices of specific academic research disciplines.

### **2. Engaging in apprentice scholarly research**

You will participate as apprentice members of academic research communities by identifying and tracing the scholarly conversation around a research problem and by developing questions, collecting evidence, and constructing arguments through ethical and collaborative practices of scholarship. This will be done by:

- a. Developing a research project that addresses a gap in knowledge within a particular research community, and which implements relevant discursive features and rhetorical moves in a variety of genres, including a research proposal and working bibliography, a presentation, and a final paper.
- b. Gathering relevant and credible primary and secondary sources, using appropriate tools and methods, including UBC Library resources.
- c. Engaging responsibly with and within research communities, using appropriate citation practices that meet the expectations of academic integrity and adhering to ethical standards of data collection with research collaborators.
- d. Engaging in constructive and collaborative practices of knowledge production, including performing peer review and integrating feedback.

## TEXTS

- Giltrow, Janet, et al. *Academic Writing: An Introduction*. 4th edition (NOTE: supplementary, not required)
- Various scholarly articles (available through Library Online Course Reserves on our Canvas worksite)
  - ACCOUNTING: Clarke, T., Jarvis, W., & Gholamshahi, S. (2019). The impact of corporate governance on compounding inequality: Maximising shareholder value and inflating executive pay. *Critical Perspectives on Accounting*, 63, 102049. <https://doi.org/10.1016/j.cpa.2018.06.002>
  - ECONOMICS: Zampelli, E. M., & Yen, S. T. (2021). Individual attitudes toward government's role in redistributing income in the United States: Analysis by ideological subgroups. *Journal of Economic Inequality*, 19(1), 115-137. <https://doi.org/10.1007/s10888-020-09462-7>
  - ECOLOGICAL ECONOMICS: Venghaus, S., & Selbmann, K. (2014). Biofuel as social fuel: Introducing socio-environmental services as a means to reduce global inequity? *Ecological Economics*, 97, 84-92. <https://doi.org/10.1016/j.ecolecon.2013.11.003>
  - MARKETING: Popa Sârghie, M. M., & Pracejus, J. (2021). Alleviating inequity and promoting a moral economy through fair trade: How can reluctant consumers become part of the solution? *Journal of Strategic Marketing*, 1-18. <https://doi.org/10.1080/0965254X.2021.1922488>
  - BUSINESS ETHICS: Alamgir, F., & Alakavuklar, O. N. (2020). Compliance codes and women workers' (mis)representation and (non)recognition in the apparel industry of Bangladesh. *Journal of Business Ethics*, 165(2), 295-310. <https://doi.org/10.1007/s10551-018-4080-2>
  - INTERNATIONAL RELATIONS: Langan, M., & Price, S. (2020). Imperialisms past and present in EU economic relations with North Africa: Assessing the deep and comprehensive free trade agreements. *Interventions (London, England)*, 22(6), 703-721. <https://doi.org/10.1080/1369801X.2020.1718540>

## SCHEDULE

DATE	TOPICS	READINGS TO BE COVERED	GRADED ASSIGNMENTS
Week 1 (Sept 8-10)	Intro to course, genre, and university writing	Chapter One of AW: "Introducing Genre" (supplementary)	
Week 2 (Sept 13-17)	Intro to Summary; Intro to disciplinarity; IMRD (structure)	Chapter Two of AW: "Citation and Summary" (supplementary)  "Individual attitudes toward government's role"	

Week 3 (Sept 20-24)	Citation and integrity; Orchestrating voices	Chapter Three of <i>AW</i> : “Summary” (supplementary)  Chapter Six of <i>AW</i> : “Orchestrating Voices” (supplementary)	
Week 4 (Sept 27-Oct 1)	High and low level info; Figures and tables	Chapter Four of <i>AW</i> : “Challenging Situations for Summarizers” (supplementary)  “Compliance codes and women workers’ (mis)representation”	In-class summary assignment Sept 27
Week 5 (Oct 4-8)	Genre analysis; Research ethics	Chapter Twelve of <i>AW</i> : “Scholarly Styles III: Visual Rhetoric”  “The impact of corporate governance on compounding inequality”	
Week 6 (Oct 13-15, no class Oct 11)	Methodology and Proposals; Library and research skills	Chapter Thirteen of <i>AW</i> : “Making and Maintaining Knowledge I” (supplementary)	
Week 7 (Oct 18-22)	Proposals continued; Academic style	Chapter Ten of <i>AW</i> : “Scholarly Styles I: Nominal Style” (supplementary)  Chapter Eleven of <i>AW</i> : “Scholarly Styles II: Messages about the Argument” (supplementary)  “Imperialisms past and present in economic relations”	Genre analysis due October 18
Week 8 (Oct 25-29)	Modality; Visual design and conference posters	Chapter Fourteen of <i>AW</i> : “Making and Maintaining Knowledge II” (supplementary)	Research proposal due October 25
Week 9 (Nov 1-5)	Definitions, theories; Review of paper tenses; Paper	Chapter Seven of <i>AW</i> : “Definition” (supplementary)  “Biofuel as social fuel”	

	formatting and numbers		
Week 10 (Nov 8, no class Nov 10 and 12)	Intros and conclusions	Chapter Eight of <i>AW</i> : “Introductions” (supplementary)  Chapter Fifteen of <i>AW</i> : “Conclusions and the Moral Compass of the Disciplines” (supplementary)	
Week 11 (Nov 15-19)	Editing strategies; Recapping genre and academic style; Review of paper structure	“Alleviating inequity and promoting a moral economy”	
Week 12 (Nov 22-26)	Feedback sessions  Presentations start on Nov 26		
Week 13 (Nov 29-Dec 3)	Presentations		
Week 14 (Dec 6)	Presentations		Research paper due Dec 6

### ASSESSMENTS OF LEARNING

- In-Class Summary Assignment: 15%**  
 You will be assigned a scholarly article and will be asked to summarize its main points in 400 words. You will be evaluated for your ability to isolate the gist of the article, differentiate between high and low level details, and demonstrate clear and effective structuring of your points.
- Genre Analysis: 15%**  
 You will be given an excerpt of a scholarly article and will be asked to analyze its effectiveness in conveying its content, paying attention to the ways that it uses writing and argumentative strategies that are distinctive to academic writing. You should also consider the specific discipline of the article and how this research location affects the excerpt.
- Proposal for Research Paper: 15%**  
 In preparation for the final research paper, you will submit a proposal of your intended research topic, outlining the state of knowledge, knowledge gap you

intend to fill, your methodology, and your intended research contribution. You must also submit an annotated proposed bibliography – 100 words per entry.

- **Research Presentation: 15%**  
You will present your research (with accompanying slides) as if at a scholarly conference.
- **Research Paper (2000 words): 30%**  
After approval of your proposal, you will then proceed to performing both primary and secondary research on your topic. In your paper, you will incorporate a minimum of 5 relevant academic sources and demonstrate your understanding and fluency in academic style and form, including APA citation and formatting.
- **Engagement and Participation: 10%**

### GRADING POLICY

All grades will be given based on UBC's required grading schema:

Letter Grade	Range
A+	90% - 100%
A	85% - 89%
A-	80% - 84%
B+	76% - 79%
B	72% - 75%
B-	68% - 71%
C+	64% - 67%
C	60% - 63%
C-	55% - 59%
D	50% - 54%
F	0% - 49%

### LATE PENALTY POLICY

No extensions will be granted unless due to medical reasons or exceptional circumstances (preferably with documentation). Late papers will be subject to a **penalty of 3% per day**, including weekends and holidays.

### ENGAGEMENT AND PARTICIPATION

Generally, regular course engagement is the most crucial factor determining success in this course. Regular attendance, coupled with informed and active engagement during class, is a crucial factor in your success. It is also an important way to uphold your responsibility to your academic community, as we learn and produce knowledge together. Missing classes puts you at risk of not passing the course. For these reasons, I urge you to come to each class.

However, I also recognize that there may be times when coming to class is not possible, especially given the fact that some of you might not be able to attend early classes due to quarantine or delays in getting your study visa. In addition, BC residents are still contracting COVID-19. I ask that you contact me if you are not able to attend during the first week or two of the course and that you **do not** come to class if you are feeling ill, or if a roommate, partner, or family member with whom you reside has tested positive for COVID-19 and/or you are in close contact with someone who has tested positive for COVID-19. If any of these health-related situations applies to you, email me letting me know that you can't come to class because of illness (no further clarification is necessary).

Having said that, I also want you to know that I have put in place supports and resources so that you can continue to participate and engage in the course even if, on occasion, you are not able to attend class physically:

- I will post lecture slides on Canvas at the end of every week.
- In-person lecture recordings will be available for the first few weeks of class via Canvas (Zoom tab: Recordings).
- I post assignment instructions on Canvas.
- The course schedule details readings and due dates for assignments.
- I hold some office hours online using Zoom.

The main thing is to talk to me (or email me) so that we can come up with a plan for you to continue to participate and stay up-to-date with the course content.

(Adapted from Source: Jaclyn Rea)

Otherwise, your participation and attendance mark will be determined as follows:

A range = very actively participated (e.g., discussion, class activities, writing exercises); came to class very well prepared

B range = participated solidly; (e.g., discussion, class activities, writing exercises); came to class prepared

C range = very little engagement; came to class ill-prepared

D/F range = failed to participate in the course adequately. Little to no course participation.

### MASK POLICY

COVID-19 Safety: You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms

and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment. [UBC Respectful Environment Statement](#).

### ILLNESS POLICY

**If you are sick, it is important that you stay home.** Complete a self-assessment for COVID-19 symptoms here: <https://bc.thrive.health/covid19/en>  
In this class, the marking scheme is intended to provide flexibility so that you can prioritize your health and still succeed.

#### **If you miss class because of illness:**

Make a connection early in the term to another student or a group of students in the class. You can help each other by sharing notes.

Consult the class resources on Canvas.

Attend office hours.

If you are concerned that you will miss a key activity due to illness, contact me to discuss.

### ACADEMIC CONCESSION

This will more than likely be a difficult and changeable term, requiring all of us to be flexible, including me. Please contact me if anything arises that makes it difficult for you to complete particular assignments (on time).

Please contact both myself and Arts Academic Advising if you seeking an academic concession. <https://www.arts.ubc.ca/degree-planning/academic-performance/academic-concession/>

You must apply for deferred standing (an academic concession) through Arts Academic Advising. Students who are granted deferred standing (SD) will complete work at a later date.

### ACADEMIC INTEGRITY

We—your instructors, WRDS, UBC and the scholarly community at large—share an understanding of the ethical ways that we use to produce knowledge. A core practice of this shared value of academic integrity is that we acknowledge the contributions of others to our own work, but it also means we produce our own contributions that add to the scholarly conversation: we don't buy or copy papers or exams, or have someone else edit them. We also don't falsify data or sources, or hand in the same work in more than one course.

Because it is so important that research be done ethically, I expect WRDS 150 students to meet these expectations. The University requires that any instance of cheating or



taking credit for someone else's work, whether intentionally or unintentionally, will result in at minimum a zero for the assignment, and these cases will be reported to the First-Year Programs Chair and the Faculty of Arts Associate Dean, Academic. See the UBC Calendar entries on "Academic Honesty," "Academic Misconduct," and "Disciplinary Measures," and check out the Student Declaration and Responsibility. See "Tips for Avoiding Plagiarism" from the Chapman Learning Commons, and bookmark the OWL website for how to use APA citation style.

You will only receive academic credit for work that is the product of your own effort and insight. It is your obligation to inform yourself of the applicable standards for academic honesty. Standards at UBC may be different from those in secondary schools or at other institutions. Penalties will be imposed in instances where it is clear that you are submitting work as your own that has been done, in whole or in part, by others. No such penalties would apply in clearly defined situations where collaborative work is authorized. If you are in any doubt regarding standards of academic honesty for an assignment, you should consult me before submitting any work.

An assignment that does not give complete and accurate credit for directly quoted material or ideas and arguments you have summarized from another source will receive a grade of zero. An assignment edited or revised by a "tutoring service" will also receive a grade of zero. For more information, see: <http://help.library.ubc.ca/planning-your-research/academic-integrity-plagiarism/>

Criteria for Evaluating Internet Resources: <http://www.library.ubc.ca/home/evaluating/>  
Policy re: Student Discipline: <http://www.calendar.ubc.ca/vancouver/?tree=3.54.0.0>

## THE USE OF TUTORING SERVICES AND ACCOMMODATIONS

Some students hire tutors or use a tutoring service on an occasional basis to assist them with specific assignments. Others work with a tutor on a regular basis. While I recognize that tutors are sometimes helpful, I have also observed that some tutors misdirect WRDS 150 students and thus impede their learning, as well as their success in the course. Using tutors may even inadvertently result in questionable academic conduct. I therefore encourage you to seek support from these agencies if you are interested in tutoring:

\* **UBC Centre for Writing and Scholarly Communication (CWSC).** The CWSC offers online writing feedback from peer writing consultants. Visit their website to request written feedback on your work (asynchronous) or book an appointment for a virtual consultation (synchronous):

<https://learningcommons.ubc.ca/improve-your-writing/writing-consultations/>

\* **WriteAway, UBC's eTutoring platform:**

<https://ikblc.ubc.ca/resources/write-away/>

\* **UBC Centre for Accessibility.** If you have an ongoing medical condition or disability that impacts your campus activities, or if you have received academic or other disability-related accommodations at another educational institution, then the Centre for Accessibility can assist in removing barriers to your learning at UBC. They are

currently conducting appointments via phone or Skype and can be reached at [info.accessibility@ubc.ca](mailto:info.accessibility@ubc.ca) and at: <https://students.ubc.ca/about-student-services/centre-for-accessibility>  
(Source: Katie Fitzpatrick)

## RELIGIOUS ACCOMMODATION PROVISIONS

Recognizing the religious diversity of the UBC community, UBC permits students who are scheduled to write assignments on holy days of their religions to make up the work at a later date. Please notify me in advance of the holy day of your wish to observe it by absenting yourself from class or an in-class assignments. I will provide an opportunity for you to make up work or in-class assignments missed without penalty. To learn more about religious accommodation please see: <http://universitycounsel.ubc.ca/files/2010/08/policy65.pdf>

## WELL-BEING

University is demanding at the best of times. Now, during the COVID-19 outbreak, you may be facing new stressors and mental health challenges. Be sure to take care of yourself and look out for each other. UBC offers many types of support for students for a range of concerns:

\* **Wellness Centre:** The Wellness website offers a range of resources to help you learn how to manage your mental health during the COVID-19 outbreak. These are available here: [students.ubc.ca/health](https://students.ubc.ca/health)

\* **UBC Counselling Services:** is currently offering individual appointments via phone. Call 604-822-3811 to book an appointment. They are also offering online group counselling programs. Visit [students.ubc.ca/health/counselling-services](https://students.ubc.ca/health/counselling-services)

\* **Empower Me:** UBC students also have free access to Empower Me, where, according to their website, you “can get support for issues of any kind, including relationships, family care, depression, anxiety, addictions, stress, work conflicts, and much more. Empower Me also offers a full suite of academic life services, such as life coaching, financial planning, and nutritional counselling.” Call the 24-7 helpline at 1-844-741-6389 or visit

[http://www.studentcare.ca/rte/en/UniversityofBritishColumbiaAMSGSS\\_EmpowerMe](http://www.studentcare.ca/rte/en/UniversityofBritishColumbiaAMSGSS_EmpowerMe)

\* **LGBTQ+ Students:** Resources for sexually diverse students: <https://students.ubc.ca/campus-life/diversity-campus/sexual-diversity>

\* **Trans and gender diverse students:** <https://students.ubc.ca/campus-life/diversity-campus-o/trans-gender-diversity>

If I am concerned for your wellbeing, I will reach out. I may also report my concerns to *Early Alert*, which is a UBC program that quickly connects students with support services. The information I provide is kept confidential and is sent because I wish to support your wellbeing and academic success, which I can do best by helping connect you to helpful resources. For more information on *Early Alert*, see: [earlyalert.ubc.ca](http://earlyalert.ubc.ca).

(Source: Katie Fitzpatrick)

## NETIQUETTE EXPECTATIONS

Netiquette, or internet etiquette, is a set of guidelines for acting appropriately online. I am providing you the following guidelines to empower you to successfully communicate in our online learning environment.

I encourage you to....

- Be clear when expressing thoughts and information, remember that other users cannot not see your facial expressions or hear tone of voice. Thus, it is important to be wary of using humour and sarcasm.
- Remember that humans are on the other end of correspondence. Do not say anything that you would not say in person. Before you send something, ask yourself... how would I interpret this if I received it? Should I send it? Is the content better discussed over the phone, video chat, or in person?
- Respect other people's time. Make the subject line of a post specific to your message. Avoid tangents and stick to one subject per posting.
- Don't expect instant responses from peers or the instructor.
- Be forgiving and supportive of other learners.
- Understand that grammatical and spelling errors will happen and do not judge.
- Be sure to respond to your classmates' comments on your posts, just like you would in a face-to-face conversation.
- Remember everyone is from different cultures and may bring different perspectives. Embrace diversity.
- Provide sincere and constructive comments of praise and feedback
- Respect the fact that everyone has different levels of technical competency and different learning styles
- Before entering a discussion, be sure to observe and review before leaping in to respond; avoid repetition. Also, take some time to consider your response to ensure it is well thought-out.
- Refer to your classmates' posts and comments when you contribute to the discussion to show that you acknowledge their thoughts.
- Do not use capital letters (this means someone is shouting). To emphasize a word, use asterisks in the following manner: \*word\*.
- Include your name at the end of each posting/comment.
- Cite all sources incorporated in posting using APA format and use a direct link when possible.
- Proofread all postings before submitting. Avoid using abbreviations and foul language; and BE SURE to use proper capitalization.
- Fundamentally, just as with your assignments or participation in other classes, remember that your posts and contributions in our online environment represent YOU. Be the best version of yourself in all ways possible. Go the extra mile to be a great contributor to the online environment.

(Source: Netiquette by Jaimie Hoffman is licensed under a Creative Commons Attribution- NonCommercial 4.0 International License.)

## LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using various learning technologies (e.g. Canvas, Zoom, ComPAIR, CLAS). Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
- Track your progress in order to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course
- Track participation in discussion forums
- Assess your participation in the course

## COPYRIGHT

All materials of this course (course handouts, recorded lectures, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.