



| <b>I. Course information</b> |  |          |           |          |           |
|------------------------------|--|----------|-----------|----------|-----------|
| Department                   | <b>Dirección de Cooperación Internacional</b>      |          |           |          |           |
| Course Title                 | <b>Social Inequality, Exclusion, and Democracy</b> |          |           |          |           |
| Prerequisites                |  |          |           |          |           |
| Weekly Schedule              | <b>4UD</b>   | In Class | <b>64</b> | Workshop | <b>NA</b> |
| Class Schedule               | <b>Tuesdays 14:00 – 16:30</b>                      |          |           |          |           |
| Professor                    | <b>Pablo Francisco Javier Barrientos Saavedra</b>  |          |           |          |           |
| E-mail                       | <b>pablofj.barrientos@gmail.com</b>                |          |           |          |           |
| Office Hours                 | <b>By appointment and through email</b>            |          |           |          |           |

| <b>II. Learning Results</b>  |
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| <p>By the end of the course, students will:</p> <ol style="list-style-type: none"> <li>1. Know and understand inequality, exclusion and democracy with a critical view of its complexities, paradoxes, and contradictions, from a conceptual and theoretical perspective, as well as its occurrence in world affairs over the past four decades.</li> <li>2. Be able to define and explain relevant concepts such as poverty, governance, citizenship, dictatorships, vulnerability and stratification, as well as have the technical skills to ask accurate questions to gain deeper knowledge about them.</li> <li>3. Identify social and cultural elements that shape national and regional identities and relate to the evolution of political and economic models applied during the last four decades.</li> <li>4. Comprehend historical differences and similarities among countries and regions, to compare them accurately and to deconstruct the usual stereotypes.</li> <li>5. Communicate relevant reflections and questions to develop significant knowledge around social inequality, exclusion and democracy, as well as help raise awareness on topics discussed throughout the semester.</li> </ol> |

| <b>III. Teaching Methodology</b>   |
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| <p>Classes during the semester will be based on assigned readings and study of diverse sources, with subsequent presentations by the professor, with the goal of understanding and explaining current issues related to social inequality, exclusion, and democracy. Students will be expected to complete the required reading each week and to participate in discussions to develop and present their own views on each case. The sources used for each class will conceptual, theoretical and applied aspects of each topic.</p> <p>A main aspect component of the class will be to study readings with a critical view on the current world and how history has been (and it still is) written. This will include academic and governmental documents, as well as reports published by international organizations such as the World Bank, the OECD, the ECLAC, the UNDP and the OAS. Points of view presented in these documents will be discussed in contrast with information from press articles, documentaries, lectures and primary information, both qualitative and quantitative. Surveys with online analysis tools will be used, such as <a href="http://www.Latinobarometro.org">www.Latinobarometro.org</a> and <a href="http://www.Worldvaluessurvey.org">www.Worldvaluessurvey.org</a>. World Country reports will be used, such as the <a href="https://www.bti-project.org/en/reports/country-reports/">https://www.bti-project.org/en/reports/country-reports/</a> and <a href="https://freedomhouse.org/report/freedom-world/freedom-world-2017">https://freedomhouse.org/report/freedom-world/freedom-world-2017</a></p> |

A weekly email will be sent by the professor after the classes, with the tasks students must complete before next class, as well as instructions and support material for upcoming evaluations. Assigned readings and other sources will be available through email and will be sent accompanied by 2 or 3 questions, prior to the class in which they will be analyzed. Students must read the sources and try to answer those questions based on what they've read and listened to, to participate in discussions and debates during class. Students may also present their own questions to be discussed in class, which can become the basis for their essays. Questions that students have arrived to could be answered from qualitative and quantitative data, as well as from academic sources and primary sources, including interviewing people from different Latin American countries.

| IV. Evaluation Methodology                   |  |         |     |
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| <b>Description of the methodology</b>        | <p>According to UVM policies, each evaluation will use a scale from 1.0 to 7.0 with 1 decimal, 7.0 being the highest possible score and 1.0 being the lowest. All evaluations will have a rubric that will be given to the students prior to the evaluation, to make the evaluation process and results as transparent as possible for everyone involved. The final grade of the class will be calculated according to the following values:</p> <ul style="list-style-type: none"> <li>• Class participation: 25%</li> <li>• 1<sup>st</sup> essay and peer-edition: 15%</li> <li>• 2<sup>nd</sup> essay and peer-edition: 15%</li> <li>• Exposition: 15%</li> <li>• Final Research Paper: 30%</li> </ul> <p>For essays, students may request an early evaluation if they submit their work a week before the deadline, to have a better understanding of what aspects need to be improved prior to the actual grading.</p> <p>Instructions and strategies for essay composition and writing can be obtained at:<br/> <a href="https://owl.english.purdue.edu/owl/resource/685/01/">https://owl.english.purdue.edu/owl/resource/685/01/</a><br/> <a href="http://writingcenter.fas.harvard.edu/pages/strategies-essay-writing">http://writingcenter.fas.harvard.edu/pages/strategies-essay-writing</a></p> |         |     |
| Evaluation Type                              | Learning Result being evaluated  | Date    | %   |
| Class participation (Auto and Co-evaluation) | <p>Class participation will include participating in discussions and debates with classmates, which will require students to have studied their assigned tasks. During the course, both the professor and students will assess participation on a monthly grade basis at the end of August, September, October and November. The best 3 grades by the students and the best 3 by the professor and the student will count for class participation final grade.</p> <p>Aspects that will be evaluated are:</p> <ul style="list-style-type: none"> <li>- Reading Weekly Materials</li> <li>- Reflecting on topics and materials</li> <li>- Participate actively and respectfully in class</li> <li>- Sharing experiences and ideas in class</li> <li>- Reading and responding to Weekly Emails in a timely manner, when require</li> </ul>   | Monthly | 25% |

|                                      |  |   |     |
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|                                      | - Asking pertinent and accurate questions about class topics and texts.  |   |     |
| 1st essay & peer-edition             | <p>Essays will require students to choose a topic or subject seen in class or included in the Syllabus and apply it to one or more country or region in the world. Bibliographical sources will be made available through email and Google drive to support the students' choice. Essays don't need to be longer than 5 or 6 pages and must include at least:</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• 5 lines abstract</li> <li>• Keywords</li> <li>• Introduction</li> <li>• Development of subject</li> <li>• Conclusion</li> <li>• Critical questions about the topic</li> <li>• Bibliography</li> </ul> <p>The first essay is completely depending on the students' decision for the central topic, country, as well as relevant actors and causes of the studied issues.</p> <p>Students must work with a peer to review and edit their essays.</p> | 10 <sup>th</sup> session                          | 15% |
| 2 <sup>nd</sup> essay & peer-edition | <p>The second essay must address one of the topics from Unit 3, Social Exclusion in the XXI Century:</p> <ul style="list-style-type: none"> <li>• Women's political and labor participation</li> <li>• Native peoples around the world</li> <li>• Discrimination, racism and migrations</li> <li>• Urban Exclusion</li> <li>• Other related topics (as LGBTQ exclusion, Child labour, Social exclusion of older people, among other)</li> </ul> <p>Students must work with a peer to review and edit their essays. This second essay must be presented during a session.</p>   | 18 <sup>th</sup> session                          | 15% |
| Exposition                           | <p>From the topic developed in the 2nd essay, students must prepare an exposition to their classmates. Exposition must include, at least:</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Development of the topic</li> <li>• Critical questions about the topic</li> <li>• Bibliography</li> </ul>   | From 19 <sup>th</sup> to 26 <sup>th</sup> session | 15% |

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| Final Paper | <p>The final paper will evaluate all learning results set in the course. It must show that students have followed all the discussions, reflected on their topics of choice as well as studied its historical, social and cultural background.</p> <p>Students must choose one of the essays that they have written during the semester and consider all observations made, as well as the information obtained as answers to the questions student have posed in their previous essays.</p> | 32nd session | 30% |

| <b>V. Course Rules</b>  |
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| <p>All Reading materials, presentations and other supports will be made available with anticipation to each class in a public access email box for all students of the course: socinequal@gmail.com. The password will be made available during the first class. Also, as students provide their emails addresses, materials for the semester will be shared through Google Drive and emailed weekly in advance.</p> <p>According to University policies, attendance will be required for at least 80% of the classes. For a missed session to not be counted for that percentage, students must present a doctor's note within one week from the absence, explaining the reason for that specific date. Students will have to send an email to the professor with a scanned copy of the doctor's note and request confirmation that the email has been received, to reschedule the evaluation. Rescheduling will not be completed until the professor has acknowledged receiving the email and communicated with the student to set a new date. Failure to present a doctor's note and/or to communicate with the professor will result in receiving a grade of 1.0. However, each student will have 5 days of grace-period throughout the semester.</p> <p>Failing to turn in the final paper will result in failure of the course.</p> <p>Reports and papers must be received by the professor (not sent by the students) at 17:00 on the days that have been set in the schedule. Students are advised to send reports and papers by email with enough time for it to be received at 17:00. All papers and presentations to be submitted will be sent as an email addressed to the professor, pablofj.barrientos@gmail.com, and with a copy to the course's email address, socinequal@gmail.com, so students can verify that the email has been received. Reports and papers that have not been received at 17:00 on the appointed days will be graded with 1.0.</p> <p>According to UVM's policies, students will not be allowed to take part in protests and demonstrations. Therefore, the research proposal will not require actual fieldwork and credit will not be given for taking part in activities that disobey the University's policy for international students. Taking part in protests or demonstrations is grounds for expulsion from Chile and will not be condoned or supported by the University. One of the main purposes of this course is to critically observe different social, cultural, political and religious aspects about the world and their evolution over recent decades, including arguments and perspectives with which students may possibly disagree. So, debates and dialogues during classes will require students to communicate their ideas with respect for other people's views and culture. Given that the course will focus on a subject within social sciences, it will be necessary for students to be tolerant and respectful of others, both their classmates and their professor. Intolerant, angry or abusive dialogue will not be accepted and will result in a 1-point deduction from the Class Participation final grade.</p> |

| VI. Class Schedule  |  |
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| Learning Results (LR)   | Units, or Modules (include topic content)  |
| <p>1. Know and understand inequality, exclusion and democracy with a critical view of its complexities, paradoxes, and contradictions, from a conceptual and theoretical perspective, as well as its occurrence in world affairs over the past four decades.</p> <p>2. Be able to define and explain relevant concepts such as poverty, governance, citizenship, dictatorships, vulnerability and stratification, as well as have the technical skills to ask accurate questions to gain deeper knowledge about them.</p> <p>3. Identify social and cultural elements that shape national and regional identities and relate to the evolution of political and economic models applied during the last four decades.</p> <p>4. Comprehend historical differences and similarities among countries and regions, to compare them accurately and to deconstruct the usual stereotypes.</p> <p>5. Communicate relevant reflections and questions to develop significant knowledge around social inequality, exclusion and democracy, as well as help raise awareness on topics discussed throughout the semester.</p> | <p><b>Unit 1: Introduction to Social Inequality, Exclusion and Democracy</b></p> <p>1.1. What is Social Inequality and why does it matter?</p> <p>1.2. Theories on Inequality</p> <p>1.3. Measuring Social inequality, Exclusion and Democracy. Concepts and indicators</p> <p>1.4. Global paradigms for Development and their impact</p> <p><b>Unit 2: Inequality, Poverty and Growth</b></p> <p>2.1. The Chilean Case</p> <p>2.2. Measuring and interpreting poverty lines</p> <p>2.3. Economic models around the world: Wealth distribution</p> <p>2.4. Social inequality and the role of education</p> <p><b>Unit 3: Social Exclusion in the XXI Century</b></p> <p>3.1. Women's political participation</p> <p>3.2. Indigenous peoples in Latin America</p> <p>3.3. Discrimination, racism and migrations</p> <p>3.4. Urban Exclusion and Gentrification</p> <p><b>Unit 4: Democracy and Political Scenarios</b></p> <p>4.1. Citizenship and Social Movements in Latin America</p> <p>4.2 Political coalitions and elections</p> <p>4.3. Dictatorships and (dirty) wars</p> <p>4.4. Corruption and transparency</p> |

| LR            | Unit | Session | Class Objectives   | Class activity, or evaluation   | Preparation for Class  |
|---------------|------|---------|--|---|--|
|               |      | 1-2     | Presentation of Syllabus, evaluations and class activities | Presentation of the class<br>Students' presentations and preliminary definitions of social inequality | N/A  |
| 1, 2, 3, 4, 5 | 1    | 3-4     | Discuss main relevant aspects of these topics              | Discussion about the questions: <i>What is Social Inequality and why does it matter?</i>              | Read Preface of <i>The Price of Inequality: How Today's Divided Society Endangers Our Future</i> (Joseph Stiglitz, 2012) |

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|---------------------------|---|-------|--|--|---|
|                           |   |       |  | Discussion on the ideas from the preface of Stiglitz (2012) <i>The Price of Inequality</i>   |   |
|                           |   | 5-6   | Analyze theories on inequality from diverse sources to have a general overview of its state and debates                                  | Discussion about theories on Inequality<br>Peer-edition work for 1st essay   | Read "Social Inequality: A Short History of an Idea" from: <a href="http://lib.oup.com.au/he/samples/habis_SIA2e_sample.pdf">http://lib.oup.com.au/he/samples/habis_SIA2e_sample.pdf</a>  |
|                           |   | 7-8   | Discuss about concepts and indicators to measure social inequality, exclusion and democracy, to identify how they affect people's lives. | Discussion about indicators for social inequality.<br>Class activity to understand the Gini Coefficient<br>Peer-edition work for 1st essay | Read Chapter IV of UN <i>Inequality Matters</i> : <a href="http://www.un.org/esa/socdev/documents/reports/InequalityMatters.pdf">http://www.un.org/esa/socdev/documents/reports/InequalityMatters.pdf</a>   |
|                           |   | 9-10  | Analyze different trends for Development and Inequality around the world.  | Discussion about Global paradigms for Development<br>1st Essay with Questions must be submitted.   | Read Chapter V of UN <i>Inequality Matters</i> and choose a solution to explain: <a href="http://www.un.org/esa/socdev/documents/reports/InequalityMatters.pdf">http://www.un.org/esa/socdev/documents/reports/InequalityMatters.pdf</a>                      |
| 1,<br>2,<br>3,<br>4,<br>5 | 2 | 11-12 | Analyze the Chilean case regarding inequality, poverty and growth.   | Discussion about Inequality, Poverty and Growth in the Chilean Case<br>Peer-edition work for 2 <sup>nd</sup> essay                         | Read "The Political Economy of Inequality at the Top in Contemporary Chile" (Diego Sánchez-Ancochea, 2017)  |
|                           |   | 13-14 | Analyze critically how figures of poverty are calculated and the different consequences that they may have.                              | Measuring and interpreting poverty lines<br>Peer-edition work for 2 <sup>nd</sup> essay  | Read "Declining Poverty in Latin America? A Critical Analysis of New Estimates by International Institutions" from: <a href="http://www.ase.tufts.edu/gdae/Pubs/wp/07-02LatinAmPoverty.pdf">http://www.ase.tufts.edu/gdae/Pubs/wp/07-02LatinAmPoverty.pdf</a> |
|                           |   | 15-16 | Observe economic inequality around the world   | Understanding economic models around the world: Wealth distribution  | Read chapter I of UN <i>Inequality Matters</i> : <a href="http://www.un.org/esa/socdev/documents/reports/InequalityMatters.pdf">http://www.un.org/esa/socdev/documents/reports/InequalityMatters.pdf</a>  |

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|                           |   |       |   | Peer-edition work for 2 <sup>nd</sup> essay  |  |
|                           |   | 17-18 | Analyze the role of education regarding social inequality.  | Social inequality and the role of education<br><br>2nd Essay with Questions must be submitted.                     | Read “The role of education for social inequality in modern societies (with a special perspective on EU Member States)”:<br><a href="http://nesetweb.eu/wp-content/uploads/2017/07/The-role-of-education-for-social-inequality.pdf">http://nesetweb.eu/wp-content/uploads/2017/07/The-role-of-education-for-social-inequality.pdf</a>  |
| 1,<br>2,<br>3,<br>4,<br>5 | 3 | 19-20 | Present the recent experience of women’s participation in both politics and policies in the Latin American region         | Students’ presentations about gender issues and women’s political participation in Latin America                   | Read Htun, M. and J. Piscopo (2014) Women in Politics and Policy in Latin America and the Caribbean. Social Science Research Council Working Papers. Conflict Prevention and Peace Forum CPPF Working Papers on Women in Politics: No. 2. Available at:<br><a href="http://webarchive.ssrc.org/working-papers/CPPF_WomenInPolitics_02_Htun_Piscopo.pdf">http://webarchive.ssrc.org/working-papers/CPPF_WomenInPolitics_02_Htun_Piscopo.pdf</a>   |
|                           |   | 21-22 | Present situations on indigenous peoples in Latin America from a human rights perspective.<br><br>Students’ presentations | Students’ presentations about Indigenous peoples in Latin America  | Read Grant, M. Gutierrez, A., Oropeza, J. and C. Stephens (2016) “Americas”, in Peter Grant (ed) <i>State of the World’s Minorities and Indigenous Peoples 2016:1 Events of 2015</i> , London: Minority Rights Group International, pp. 101-119. Available at:<br><a href="http://minorityrights.org/wp-content/uploads/2016/07/MRG-SWM-2016.pdf">http://minorityrights.org/wp-content/uploads/2016/07/MRG-SWM-2016.pdf</a>  |
|                           |   | 23-24 | Study the contrast between discrimination, racism and migrations  | Students’ presentations about discrimination, racism and migrations<br><br>Research and discussion for final paper | Read Black, R., Natali, C. and J. Skinner (2006) Migration and inequality, EQUITY & DEVELOPMENT, World Development Report 2006. Background Papers, Development Research Centre on Migration, Globalisation and Poverty, University of Sussex. Available at:<br><a href="http://siteresources.worldbank.org/INTWDR2006/Resources/477383-1118673432908/Migration_and_Inequality.pdf">http://siteresources.worldbank.org/INTWDR2006/Resources/477383-1118673432908/Migration_and_Inequality.pdf</a> |

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|                           |   | 25-26 | Analyze the past and current situation of urban exclusion, exemplified in the slums of Africa and gentrification | Students' presentations about Urban Exclusion and Gentrification<br><br>Research and discussion for final paper   | Read Slums as expressions of social exclusion: explaining the prevalence of slums in African countries <a href="https://www.oecd.org/dev/pgd/46837274.pdf">https://www.oecd.org/dev/pgd/46837274.pdf</a><br><br>Wharton, J. (2008) Gentrification: The New Colonialism in the Modern Era. <i>Journal of the Oxford University Round Table: Forum on Public Policy</i> , Summer 2008 ed. (January 2009), ISSN 1938-9809. |
| 1,<br>2,<br>3,<br>4,<br>5 | 4 | 27-28 | Examine the outlook of social movements in Latin America as well as how they shape citizenship.                  | Discussion about Citizenship and Social Movements in Latin America<br><br>Research and discussion for final paper | Read Eckstein, S. (2013) The Latin American Social Movement Repertoire. How It Has Changed, When, and Why. <a href="https://moving-the-social.ub.rub.de/index.php/Moving_the_social/article/view/54">https://moving-the-social.ub.rub.de/index.php/Moving_the_social/article/view/54</a>  |
|                           |   | 29-30 | Impact on democracy of Dictatorships and dirty wars  | Discussion about Dictatorships and (dirty) wars<br><br>Film presentation: 2004 Chilean movie "Machuca"            | Read Weeks, J. (2012). Strongmen and Straw Men: Authoritarian Regimes and the Initiation of International Conflict. <i>The American Political Science Review</i> , 106(2), 326-347. Retrieved from <a href="http://www.jstor.org/stable/41495081">http://www.jstor.org/stable/41495081</a>  |
|                           |   | 31-32 | Establish a global analysis of corruption its effects on politics and identity                                   | Discussion about Corruption and transparency<br><br>Final research paper must be submitted                        | Explore the website of Transparency International: <a href="https://www.transparency.org/what-is-corruption/">https://www.transparency.org/what-is-corruption/</a>  |

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