

**Geography 465/565: Social Geography:  
Difference, Inequality, and Justice**

PH1 222

Tuesday & Thursdays 2:00 – 3:15

Fall 2018

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Office hours:	Tuesday and Thursdays 11:30 – 12:30; and by appointment.

*“Hope has two beautiful daughters. Their names are anger and courage:  
Anger at the way things are, and courage to see that they do not remain the way they are.”*  
–St. Augustine

**COURSE DESCRIPTION:**

Social Geography is the analysis of the interrelationship between space and society. Understanding how societies are organized from a spatial perspective, what role space plays in social interaction, and how space positively *and* negatively reinforces difference, inequality, and (in)justice are fundamental questions of social geography. In this course, we are concerned with the intersection of space, society, and practice and its implications for how spaces are organized to reflect difference, inequality, and (in)justice.

Space is produced by social practice (people acting) that in turn enable and constrain those very actions. Space and society are related in that society refers to the collective sense of connectivity and social relations among individuals within or across a given space. Increasingly, space can no longer be understood as something coterminous with national-level political boundaries. Today, globalization, like the Industrial Revolution before, is dramatically accelerating connections and radically transforming human societies. For some, like neoliberals, globalization is eliminating geographical space, universally reducing inequality, improving the lives of the poor and ushering in a more equitable & just global society. For others, such as the social democrats, geography still matters, with the resilience of older social structures that deepen inequality, injustice, and leave many less well off. For social geographers, the quest is to understand these processes in order to organize better our social world to meet the needs of marginalized populations.

Our primary focus in this course will be on the United States and how the intersection of space, society, and practice has changed our basic social institutions *and* how we react to these changes. While we emphasize the United States, we do not ignore the other side of the global equation but integrate our discussion within the broader global world in which we find ourselves.

## OUTCOMES and GOALS:

By the end of the course, you will be able to:

- Conceptual:** Summarize the basic principles of social geography.
- Connections:** Identify and analyze how the intersection of space, society & practice affects patterns of difference, inequality, and justice.
- Analysis:** Critically evaluate the role of institutions, ideas, and people in generating, sustaining, and altering difference, inequality, and justice.
- Application:** Apply theoretical perspectives to explain how global (transnational) and local (national and sub-national) level forces interact to create specific spatial characteristics.
- Understand:** Understand the spatial specificity of difference, inequality, and justice.
- Describe:** Describe the complex multilayered and interactive process between structure and agency that produced difference, inequality, and justice.
- Analysis:** Analyze how and why groups and classes respond to changing conditions to pursue justice.

## COURSE FORMAT:

Sessions combine lecture with discussion. In order for this course to work, **everyone must read before class and contribute** by raising questions and/or reactions to the readings and our ongoing discussion.

## COURSE REQUIREMENTS:

Evaluation will be based on discussions, analysis, synthesizing, comparing, and writing.

### ❖ Readings:

Readings are **DUE** on the date indicated and **REQUIRED** prior to class.

### ❖ Beachboard:

Many of the required readings and other course material are available *only* on beachboard. **BE SURE** to check beachboard regularly.

### ❖ Short Exams:

We will have two in-class exams that will comprise 5 or 6 short answer questions based on the readings as indicated in the syllabus.

<b>Quizam I:</b>	<b>September 25:</b>	<b>20% of course grade</b>
<b>Quizam II</b>	<b>December 11:</b>	<b>20% of course grade</b>

A study guide will be posted a week before each Quizam.

### ❖ Take-Home Exam:

There is one take-home exam that will require you to respond to several interrelated questions drawing from the reading materials, lectures, films, and discussions.

**Take-home essay counts for 25% of the course grade.**

<b>Distributed:</b>	<b>October 18.</b>
<b>Due:</b>	<b>November 1.</b>

## ❖ Community Organization Project:

The object of this assignment is to learn something about how faith-based, community, or labor organizations address challenges linked to difference, inequality, and justice. **Each student must meet with the instructor to discuss the project and get approval no later than September 13.**

### Requirements:

- **Identify:** identify and contact **one** local community-based organization. Get approval and submit the organization's name and contact information (person & phone number/email & website) to me by the above due date. (Hand written page is acceptable)
- **Volunteer:** volunteer a minimum of **12 hours** with the organization; for example, assist with the planning and implementation of an event, such as a cultural or social event, protest, fundraiser; get-out-the-vote....etc. Document your hours using the time sheet (posted to beachboard) and signed by a staff member from the organization.
- **Journal:** Keep a journal to document and reflect upon your experience to use in writing your paper.
- **Interview:** *briefly* interview someone from the organization or group about the organization.
- **Report:** write a **6-7 page report** (double-spaced; 12 pt times times new roman font) reflecting on what you learned about the organization **and** the connections to ideas and themes discussed in class.

### Questions to address in the paper:

- **History:** what is the history of the organization; the mission of the organization; why did it emerge, who founded it; and etc.?
- **Goals & Strategies:** what are the organization's goals; what are the strategies to achieve the goals; what are some key accomplishments; what are some key challenges?
- **Actions:** What are the activities, program or projects central to the organization's work?
- **Civic Identity:** What did you learn about yourself as it relates to a sense of civic identity?
- **Personal Action and Reflection:** What did you learn about how your actions affect others and the wider community?
- **Social/community Issues:** What did you learn about how individuals, organizations, and groups define and mobilize for justice?
- **Context and Space:** What did you learn about how the context/structure and space shape the work of the organization?
- **Course Connections:** What are the connections between the organization its mission and activities and the course material? How did **your** specific experience relate to course themes and ideas? **Be specific here.**

### Summary:

- At the end of the semester, you will share your experience with the class in a brief (3-5 minute) summary of your project (e.g., the organization, what you did, what you learned...).

**Community Project is worth 25% of total course grade.**

<b>Deadlines:</b>	<b>September 13:</b>	Organization Approval (1%).
	<b>December 13:</b>	Hours (3%)
	<b>December 13:</b>	Project Due (20%).
	<b>December 13:</b>	Project Summaries (pass/fail) (1%).

❖ **Attendance/Class Participation:**

Everyone is required to attend class and to participate to the best of their abilities. Spirited, but friendly, debate is critical to the success of the course as well as intellectual development and understanding of the material. **DO NOT** assume you will receive full credit for participation *even if* you attend every class. Learning *is not* a spectator sport; your grade will be **heavily** based on **active** participation (e.g., raising questions and providing input regarding the issues and ideas we cover). Therefore, it is imperative that you *read prior to class* and actively participate *during* class.

**Attendance/participation is 10% of course grade.**

**PLEASE NOTE:** *Attendance alone* will count for **NO MORE** than **TWO-THIRDS** of your participation grade. Random attendance—at the beginning of class—will be taken as one part of your grade. Thus, Please be on time.

**Geography 565: Graduate Students:**

For graduate students enrolled in 565, you ARE NOT required to take EXAM II; instead, you will have two additional assignments.

**Discussion:**

Facilitate a discussion focusing on the Neoliberal and Social Democracy material (September 13-20), **or** the Arlie Hochschild and Jill Fraser readings (October 23). I will meet with you during the first two weeks of the semester to flesh out the details.

**Facilitation is worth 15% of total course grade**

**Community Project:**

Building upon the above requirements for the undergraduate community project, you are to

- 1) Develop a data-driven description of the problem/challenge of which the organization is primarily concerned and delineate the geographical boundaries (e.g., homelessness in LA).
- 2) Analyze and explain *why* this geographical area has this particular challenge.
- 3) Discuss the consequences for those who live there.
- 4) Describe *and* critically evaluate the organization's solution(s) to the problem. Here you may wish to include a comparative analysis.

**Sources:** Use a minimum of **10** academic sources (journal articles, books, interviews, databases, etc.).

**Report** is to be 15-20 pages (typed, double-spaced, 12 pt new times roman font; **worth 30% of total course grade.** (**Note:** This includes the same percentage distribution as the undergrad assignment.)

❖ **REQUIRED BOOK:**

The following required book is available for purchase at the CSULB bookstore. (You may also find the book at **Gatsby Books**, 5535 E Spring St in Long Beach. (562) 208-5862. <http://www.gatsbybooks.com>) All other readings are posted to Beachboard.

- Donald Barlett and James Steele. 2012. The Betrayal of the American Dream. N.Y.: Perseus Books.

**Note:** You may also wish to purchase the following two books:

- Vincent Del Casino. 2009. Social Geography. Wiley-Blackwell Press. An excellent reference book on social geography.
- Gary Hytrek and Kris Zentgraf. 2007/8. America Transformed: Globalization, Inequality, and Power. Oxford University Press. One of the first analyses of the effects of globalization and financialization on the US.

We'll read sections of both books during the course, but neither is required for purchase.

## ❖ GRADING:

The Final grade will be based on the following distribution:

### Undergraduate Section:

<i>Class Participation:</i>	10% - 50 points
<i>Take home exam</i>	25% - 125 points
<i>Community Org Project:</i>	25% - 125 points
<i>Quizams I &amp; II:</i>	40% - 200 points
<b>Total:</b>	<b>100% - 500 points</b>

### Graduate Section:

<i>Facilitation:</i>	15% - 75 points
<i>Class Participation:</i>	10% - 50 points
<i>Take home exam</i>	25% - 125 points
<i>Community Org Project:</i>	30% - 150 points
<i>Quizam I</i>	20% - 100 points
<b>Total:</b>	<b>100% - 500 points</b>

### **Grading Scale:**

**90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 0- 59 = F**

## **ADDITIONAL INFORMATION:**

**Accommodations:** It is the responsibility of students to notify me in writing, in advance, of any special accommodation for a disability, as verified by the University.

**Late Assignment or Make-ups:** Make-up assignments will be granted for University approved “excused absences” (e.g., serious illness or death in the immediate family, team sports away games, etc.).

Documentation will be required. Please ask if you have questions about this policy.

In the event of a missed assignment or exercise, please contact me at your earliest opportunity to arrange an alternate date to complete the assignment.

### **Deductions unexcused for late work:**

One day to seven days:	15%
Eight to fourteen days:	25%
After fourteen days:	50%

**Course Withdrawal:** University policy on dropping and withdrawal from classes is set forth in the Schedule of Classes. *Students are obligated to withdraw officially from their courses even if they have not attended them.* Depending on when you drop a course, withdrawals may require the signature of the instructor, chairperson, and the dean of the college. Drops are not permitted during the last three weeks of instruction, except under extremely extenuating circumstances such as grave illness or injury. Students who withdraw from the course have the responsibility of obtaining proper signature(s) and completing necessary paperwork; otherwise, their names will appear on the grade sheet and I will be required to enter a grade.

**Cheating and Plagiarism:** The University policies on Cheating and Plagiarism will be followed strictly. (See Schedule of Classes.) If you have any questions or uncertainty regarding this policy, you are responsible for meeting individually with me to discuss your concerns. Penalties for cheating or plagiarism include failing the student for the course and reporting him/her to Judicial Affairs for possible probation, suspension, or expulsion.

**Please note:** As easy as it is for students to utilize other information as their own, it is equally as easy for me to find the source of such misappropriated information.

**NOTE:** If you have ANY questions, problems, or issues regarding ANY aspect of the course that isn't addressed during class or isn't clear enough to you, please make sure to speak to me either in or out of class.

**PART I: OVERVIEW OF SOCIAL GEOGRAPHY & HOW WE GOT HERE.**

**August 28: Introduction to Course.**

**August 30: What is Social Geography?**

**Readings:**

Del Casino: "What we Study." Pp. 1-3, and "Social Geography? What's That?" **Beachboard.**

Paul Knox and Steven Pinch: "Social Geography" and the "Sociospatial Dialectic." **Beachboard.**

**Additional/background Material:**

Del Casino: "Social Geography in Three Acts and an Epilogue." **Beachboard.**

Paul Knox and Steven Pinch: "The Changing Economic Context of City Life." **Beachboard.**

**Video Clip:** "Geography."

**September 4: Creating Contemporary Spaces: The Polanyian Framework**

**Readings:**

Fred Block: "Introduction." The Great Transformation. **Beachboard.**

Hyttek and Zentgraf: "Countermovements and Community." **Beachboard.**

**Additional/background Material:**

Karl Polanyi. 1944. (2001). The Great Transformation. Boston: Beacon Press.

[http://inctpped.ie.ufrj.br/spiderweb/pdf\\_4/Great\\_Transformation.pdf](http://inctpped.ie.ufrj.br/spiderweb/pdf_4/Great_Transformation.pdf)

**Sept. 6 & 11: Creating Contemporary Spaces: The Historical and Intellectual Context.**

**Readings:**

Hyttek and Zentgraf: "Globalization and Change in America." **Beachboard.**

PATCO: <http://www.youtube.com/watch?v=2xqFjFX-kw>

Christopher Martin: "How Labor Gets Framed: Labor at the Millennium." (pp. 32-43). **Beachboard.**

**Film Clip:** "Commanding Heights." 75 minutes. 2002.

**Sept. 13, 18 & 20: The Movements: Neoliberalism and Social Democracy.**

**Discussion:** Group discussion will focus on the questions posted to **Beachboard** (in assignments).

**Readings/Video Material:**

David Harvey: "Neoliberalism." **Beachboard.**

Jan Aart Scholte: "Sources of Neoliberal Globalization." **Beachboard.**

"Elements of the Ideology of Social Democracy." **Beachboard.**

Social Democracy film clip: <https://www.youtube.com/watch?v=OvJ8YDma7Wk>

Social Democracy & the Welfare State: <https://www.youtube.com/watch?v=Jv3hMfTTCfY>

**Additional/background Material:**

Elizabeth Martinez and Arnoldo Garcia: What is Neoliberalism?

<http://www.corpwatch.org/article.php?id=376>

**\*\*\*Community Organization Approval: September 13\*\*\***

## **PART II: SOCIO.SPATIAL DIALECTIC: DIFFERENCE & INEQUALITY IN THE U.S.**

### **Sept. 25 & 27: Overview.**

#### **Readings:**

Hyttek and Zentgraf: "Globalization and Stratification." **Beachboard.**

Barlett and Steele: "Assault on the Middle Class."

**Film Clip:** "Not Just a Paycheck." Unnatural Causes: Inequality Making. 20 minutes. 2008.

\*\*\***Exam I:** Covers material from August 30 - September 20. (20% of course grade). **September 25\*\*\***

### **Institutional Shifts & Difference & Inequality.**

#### **Oct. 2 & 4: Economics & Technology.**

##### **Readings:**

Hyttek and Zentgraf: "Globalization and Work," and "Globalization and Immigration." **Beachboard.**

Barlett and Steele: "Made in American," "Phantom Jobs." Pp. 99-121."

Louis Hyman. 2018. "Where are all the Uber Drivers?" LA Times. **Beachboard**

Molly Hennessy-Fiske: "Factory Shift: Manufacturers Struggle to Fill Highly Paid Jobs."

##### **Beachboard**

Derek Thompson: "The End of Work?" **Beachboard.**

Jeffrey Sachs: "Robots and Work." **Beachboard.**

#### **Oct. 9 & 11: Politics & Ideology.**

##### **Readings:**

Beth Rubin: "The Changing role of Government." **Beachboard.**

Barlett and Steele: "The Cost of Free Trade," "The Great Tax Heist" (pp. 129-153), "The End of Retirement," and "Deregulation: Economic Chaos."

#### **Oct. 16 & 18: Family, Work & Poverty.**

##### **Readings:**

Martin Carnoy: "The Family, Flexible Work, and Social Cohesion at Work." **Beachboard.**

Ann Simmons. 2017. "Young American women are poorer than their moms and grandmas, and more likely to commit suicide." LA Times. **Beachboard.**

**Film Clip:** "Place Matters." Unnatural Causes: Inequality Making. 2008.

#### **Additional/background Material:**

**Geography of Poverty:** <http://www.msnbc.com/interactives/geography-of-poverty/index.html>

\*\*\***Take-home Exam Posted: October 18\*\*\*\***

**Oct. 23:** **Work, Relationship & Health.**

**Discussion:** Group discussion of the readings will focus on the questions posted to assignments in **Beachboard.**

**Readings:**

Arlie Hochschild: "Emotional Life on the Market Frontier." **Beachboard.**

Jill Fraser: White Collar Sweatshop, chs. 1 & 4 (part of chapter 6). **Beachboard.**

**Additional/background Material:**

World Health Organization: "Impact of Economic Crises on Mental Health." **Beachboard**

**Oct. 25 & 30:** **Summary.**

**Readings:**

No additional readings

**Film:** "Inequality for All." 90 minutes. 2013.

### **PART III: COMMUNITY-BASED RESPONSES: THE SEARCH FOR JUSTICE.**

**Nov. 1:** **Countermovements: Seattle and the Aftermath.**

**Readings:**

No additional readings.

**Additional/background Material:**

"Born in Brasil." **Beachboard.**

World Social Forum Origins. **Beachboard.**

Hammond. "The World Social Forum and the Rise of Global Politics." **Beachboard.**

World Social Forum, 2009. **Beachboard.**

**Film:** This is What Democracy Looks Like." 60 Minutes. 2000.

**\*\*\*Take-home Exam DUE: November 1\*\*\*\***

**Nov. 6 & 8:** **The Alinsky Model and Social Capital.**

**Readings:**

Readings on Saul Alinsky. **Beachboard.**

Robert Putnam: Introduction and Chapter 1. **Beachboard**

**Film Clip:** "The Democratic Promise." 1999.

**Additional/background Material:**

History of the Back-of-the-Yards Neighborhood Council: <http://www.bync.org/about-us/history>  
Zizumbo-Colunga, Zechmeister, and Seligson: "Social Capital and Economic Crisis in the United States." **Beachboard**

**Nov. 13:** **NO CLASS: Veteran's Day**



**Nov. 15: Labor & Community Coalition Building in Los Angeles County.**

**Readings:**

Edward Soja: "Seeking Spatial Justice in Los Angeles." **Beachboard.**

**Additional/background Material:**

Hytrek: "Election 2012." **Beachboard**

Los Angeles Alliance for a New Economy: "How We Win." **Beachboard**

Fletcher and Gapasin: "US Labor Movement." **Beachboard.**

<http://www.fairhotel.org/fair-hotels-program>

<http://www.fairhotels.ie/why-fair-hotels-in-ireland.245.html>

Garment Worker Center: <https://www.youtube.com/watch?v=V8MkOsyVG10>

Pastor: "LA Rising." **Beachboard.**

Meyerson: "L.A. Story." **Beachboard.**

Bobo: "Religion and Labor Partnerships." **Beachboard.**

Luce: "The U.S. Living Wage Movement." **Beachboard.**

Pollin: "Making the Federal Minimum Wage a Living Wage." **Beachboard.**

Samuel: "Living wage Campaigns Become a Movement." **Beachboard.**

**Nov. 19 - 23: FALL BREAK & THANKSGIVING**

**Nov. 27 Finish Labor & Community Coalition Building in Los Angeles County.**

**Readings:**

No additional readings.

**Nov. 29: Consumer Advocacy Networks & Movements.**

**Readings:**

Hytrek: "What is a Code of Conduct?" **Beachboard.**

Martin Conroy: "Can Advocacy-Led Certification Systems Transform Global Corporate Practices?" **Beachboard.**

Caitlin Dewey: "Lots of 'Craft' beer is brewed by Anheuser-Bush..." **Beachboard.**

Tom Rotunno: "Craft Brewers Assert their Independence as Fireworks Erupt Over Who's Making the Beer." **Beachboard.**

**Additional/background Material:**

Kuttner: "Can Unions save lives." **Beachboard.**

Kimeldorf, et. al: "Consumers With a Conscience: Will They Pay More?" **Beachboard.**

<https://www.youtube.com/watch?v=uI0itS3gQFU>

<https://www.youtube.com/watch?v=0eUeL3n7fDs>

Featherstone: "A New Student Movement." **Beachboard.**

Ross: "The Making of the Second Anti-Sweatshop Movement." **Beachboard.**

**Certifying and related websites:**

Brewer's Association: <https://beerconnoisseur.com/articles/brewers-association-launches-independent-craft-seal>

Craft Beer: <https://www.craftbeer.com/breweries/independent-craft-brewer-seal>

Green Seal: <http://www.greenseal.org/>

EcoLogo: <http://www.ecologo.org/en/>

Green Guard: <http://www.greenguard.org/en/index.aspx>

Environment Working Group's Skin Deep: <http://www.ewg.org/skindeep/>

U.S. EPA: <http://www.epa.gov/dfe/pubs/projects/formulat/label.htm>

ILO: <http://www.laborrights.org/creating-a-sweatfree-world/ethical-consumerism>

United Students Against Sweatshops: <http://usas.org/>

**Dec. 4 & 6: Transnational Advocacy Networks & Movements: Clayoquot Sound.****Readings:**

Tzeporah Berman: "Takin' it Back." **Beachboard.**

Christopher Hatch: "The Clayoquot Protest: Taking Stock one Year Later." **Beachboard.**

David Tindall: "Twenty Years after the protest, what we learned from Clayoquot Sound."

**Beachboard.**

Justine Hunter: "Final Agreement Reached to Protect B.C.'s Great Bear Rainforest." **Beachboard.**

**Film:** "Buyer Be Fair." 60 minutes. 2005.

**Dec. 11: Course Wrap-Up.**

\*\*\***Exam II:** Covers material from November 1 – December 6. (20% of course grade).\*\*\*

**Final Period: December 13; 12:30 – 2:30**

**Summaries:** Community Organization Projects.

\*\*\*Community Organization Projects Due.\*\*\*