

University of Manitoba
Clayton H. Riddell Faculty of Environment, Earth and Resources
Department of Environment and Geography

GEOG 2640
Geographies of Culture and Inequality

Winter 2019, Tues/Thurs, 10:00-11:15.
St John's College 125

Instructor:

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Office Hours: Tuesdays 12:00-2:00.

Course Description:

While we often think of culture as something passed on from generation to generation, the reality is that culture is much more complex, and flexible, than we generally assume. Less a thing to be learned and passed on, more a set of values that are being continually shaped and contested, culture is the process through which we learn to make sense of, and use, the world around us. As such, culture is not just a shared set of values, but also the landscapes that have come to exist because of those beliefs (ie. churches, nation-states, shopping malls). This course aims to explore the relationship between culture and landscape, focusing specifically on the production of inequality. From segregation to gentrification, from slavery to global capitalism, inequality is both produced spatially and culturally. Understanding the geography of inequality helps illustrate the roots of inequality, as well as possible solutions.

The course also serves as an introduction to the field of cultural geography, which is the study of how space is given meaning. A starting point for each week will be a particular map that highlights a specific relationship of inequality that has become embedded into space. These maps will serve as an entry point for discussion and exploration of the issues at hand, including gender, race, globalization, neoliberalism, gentrification, and colonialism.

Goals and Objectives

If we see culture as a process, then our goal is not just to describe culture, but also to understand how it moves through the world and becomes a reality. This course asks you to approach culture and inequality critically, trying to understand contemporary inequalities as well as the histories of those inequalities. As a course that places a high value on the analytical approach, this course will encourage students to develop analytic skills that provide a deeper understanding of the relationship between space, culture and inequality.

In this course, students will:

1. Become familiar with important analytic models within cultural geography and the study of inequality (through lectures and readings);
2. Apply those models to case studies and to students' own experiences (through class discussions and assignments);
3. Critically evaluate theoretical perspectives and their advantages for understanding culture and inequality.

Course Requirements:

This course covers topics that may often fall close to home, debating issues and problems that we often feel very strongly about. These are important discussions to have and our goal in the classroom is to expand our understanding of both the issues and the different perspectives surrounding them. To help ensure the success of the course, the following ground rules are necessary:

1. **Arrive to class having done all of the readings** and be ready to comment on them.
2. **Engage with the class** – respect your peers, but feel free to challenge their ideas
3. **Remain focused in class** – if you use a laptop, use it only for class-related activities.

Like all courses, there is a significant amount of work required by students outside of the classroom time. Readings, assignments and preparation for the courses should take approximately an extra 4 hours a week.

Required Readings:

The first week's (Jan 9 & 11) readings are available on UML. The rest of the required readings are in a course pack available at the U of M bookstore.

These readings will form part of the discussion material for the course, so it is required that you have read them prior to the Tuesday class, and that you bring a copy to class.

Grading:

Reading Quizzes	- 10%
Letter to the Editor	- 15%
Mapping inequality	- 20%
Essay	- 30%
Final Exam	- 25%

Participation and Reading Quizzes

Each week 2-3 questions based on the next week's readings will be posted to the UML site. There will be a number of reading quizzes held in class based upon these questions. You are advised to be prepared to answer the UML questions each week.

Letter to the Editor – Due January 31st

The task of this assignment will be to articulate the spatial histories behind a particular news story. You will choose a current (from 2018) news article from a recognized newspaper and craft a letter to the editor on the subject. In your letter, you will illustrate how understanding the history of the topic and its spatial dimensions can help clarify the relationships of inequality that are in play. Your letter will be 400-600 words (much longer than any real letter to the editor is allowed) and draw upon at least one academic reference specifically on the topic of the letter.

Mapping Inequality – Due February 15th

Maps are increasingly becoming used as messages through news reporting, social media and policy documents. In this assignment, you will take one such map and explain how it presents a contemporary geography of inequality. Your analysis will present background information on the subject, explain the spatial distribution of inequality and then judge the map for how

well it explains (or doesn't) this relationship. The analysis will be 750-1000 words and use at least 4 academic sources specifically on the topic of the map.

Essay – Due March 29th

You will write an essay based upon your research of a public space in Winnipeg or the surrounding area. The essay will examine the production of space in the context of this location, focusing on some of the main themes of the course. The essay will conform to the standards of academic writing, including the use of scholarly references, proper documentation and the presentation of a reasoned and clear argument. Further details will be provided in class.

Final Exam (as scheduled by the University of Manitoba).

The final exam will consist of definitions, short answer and long answer questions. A detailed outline of the exam will be presented in the final week of class.

Grading, Assignment Submission, Lateness Penalties and Missed Tests

Grading: The grading scheme for this course is as follows:

A+	(90-100%)	is Exceptional
A	(80-89%)	is Excellent
B+	(75-79%)	is Very Good
B	(70-74%)	is Good
C+	(65-69%)	is Satisfactory
C	(60-64%)	is Adequate
D	(50-59%)	is Marginal
F	(0-49%)	is Failure

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment unless other arrangements are made.

Lateness Penalty: Assignments received later than the due date will be penalized 5% for every 24 hour period that it is late. Exceptions to the lateness penalty for valid reasons, such as illness, compassionate grounds, etc., may be granted by the Course Instructor. Please make every effort to contact the instructor *prior* to your assignment being late to make such arrangements.

Missed Tests: Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Feed Back: Evaluative Feed will be provided by the voluntary withdrawal deadline of March 20th (Specifically on the Letter to the Editor and Mapping Inequality assignments).

Class Communication

The University requires all students to activate an official University email account. For full details of the Electronic Communication with Students please visit: http://umanitoba.ca/admin/governance/media/Electronic_Communication_with_Students_Policy_-_2014_06_05.pdf

Please note that all communication between myself and you as a student must comply with the electronic communication with student policy (http://umanitoba.ca/admin/governance/governing_documents/community/electronic_communication_with_students_policy.html). You are required to obtain and use your u of m email account for all communication between yourself and the university.

Class Schedule and Required Readings:

Readings listed for each week should be read for Tuesday's class

January 8 & 10 – Introduction to Culture and Inequality

January 15 & 17 – The cultural turn

1. William Norton & Margaret Walton-Roberts – Introducing Cultural Geography. *Cultural Geography: Environments, Landscapes, Identities, Inequalities*. (2014), Don Mills, ON: Oxford, pp 1-27.
2. Jon Anderson – Counter-Cultures: Global, Corporate and Anti-Capitalisms. *Understanding Cultural Geography: Places and Traces*. (2009), New York: Routledge, pp. 68-88.

January 22 & 24 – Public and Private Space

1. Lynn Staeheli & Don Mitchell – Power, Politics and Regimes of Publicity. *The People's Property? Power, Politics and the Public*. (2008) New York: Routledge, pp 141-154.
2. Liz Bondi & Mona Domosh – On the Contours of Public Space: A Tale of Three Women. *Antipode*, 30(3), pp. 270-289. (1998)

January 29 & 31 – Difference, Power and Space

1. Eugene Robinson – On The Beach in Ipanema. *Washing Post Magazine*. (Sun, Aug. 1, 1999). **(UML)**
2. Katherine Hankines, Robert Cochran & Kate Derickson – Making Space, Making Race: Reconstituting White Privilege in Buckhead, Atlanta. *Social and Cultural Geography*, 13(4), pp. 379-397. (2012).

***Letter to the Editor due January 31st

February 5 & 7 – Globalization, Inequality and Culture

1. Stuart Hall – New Cultures for Old?, *The Cultural Geography Reader*, ed. Timothy Oakes & Patricia Price. Pp. 264-274. New York: Routledge
2. Lauren Langman – Globalization from Below, *The Wiley-Blackwell Encyclopedia of Globalization*. (2012). **(UML)**

February 12 & 14 – Commodity chains

1. “Planet Money Makes a T-Shirt”, National Public Radio, *Planet Money*, <http://apps.npr.org/tshirt/-/title> **(UML)**
2. Louise Crewe - Ugly beautiful?: Counting the cost of the global fashion Industry. *Geography*, 93(1), 25–33. (2008)

February 19 & 21 – Reading Week, no classes

February 26 & 28 – Migration and Labour in the Global Sphere

1. Daniel Brook – “How Dubai became Dubai.” *Nextcity*, (February 27, 2013), **(UML)** <http://nextcity.org/daily/entry/how-dubai-became-dubai>
2. Cynthia Gorney – “Far From Home.” *National Geographic Online*, (January 2014), **(UML)** <http://ngm.nationalgeographic.com/2014/01/guest-workers/gorney-text>
3. Elizabeth Lee, & Geraldine Pratt – “Migrant Lives, Migrant Stories.” In *Geographies of Mobility: Practices, Spaces, Subjects*. (2011), P. Merriman & T. Cresswell (eds), , pp. 225-238.

***Mapping inequality due February 28th

March 5 & 7 – Neoliberalism

1. David Harvey – Freedom is just another word... *A Brief History of Neoliberalism*. (2005), New York: Oxford University Press, pp. 5-19.
2. Samantha King – Pink Ribbons Inc: Breast Cancer Activism and the Politics of Philanthropy. *International Journal of Qualitative Studies in Education*, 17(4) pp. 473-492

March 12 & 14 – Transit spaces and urban inequalities

1. Joe Grengs, J. The abandoned social goals of public transit in the neoliberal city of the USA. *City*, 9(1), pp. 51-66. (2005).

March 19 & 21 – Movie – *Crash* (2004)

1. Giroux, S. S., & Giroux, H. A. Don't Worry, We are all Racists! *Crash* and the Politics of Privatisation. *Third Text*, 21(6), 745-759. (2007).

March 26 & 28 – Bringing it Home: Winnipeg's Inner City

1. Sarah Cooper – Housing for People, Not Markets: Neoliberalism and Housing in Winnipeg's Inner City. *State of the Inner City, 2011*, pp. 22-36.
2. Jim Silver – Winnipeg's North End: Yesterday and today. *Canadian Dimension*. (January/February 2010) Accessed at www.canadiandimension.com/articles/2674/ (UML)

***Essay due in class on March 28

April 2 & 4 – Winnipeg's Colonial Legacies

1. Mary Jane McCallum & Adele Perry – The City. *Structures of Indifference: An Indigenous Life and Death in a Canadian City*. (2018) Winnipeg: University of Manitoba Press, pp. 29-61.
2. David Hugill & Owen Toews – Born Again Urbanism: New Missionary Incursions, Aboriginal Resistance and Barriers to Rebuilding Relationships in Winnipeg's North End. *Human Geography*, 7(1), 69-84. (2014)

April 9 – Geographies of Equality

Readings TBA

Student Support and Conduct

[Writing and Study Skills Support](#)

The Academic Learning Centre (ALC) offers services that may be helpful to you as you fulfill the requirements for this course. Through the ALC, you may meet with a study skills specialist to discuss concerns such as time management, reading and note-taking strategies, and test-taking strategies. You may also meet one-on-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. Writing tutors can also give you feedback if you submit a draft of your paper online. (Please note that the online tutors require 48 hours, from Mondays to Fridays, to return your paper with comments.)

All Academic Learning Centre services are free for UofM students. For more information, please visit the Academic Learning Centre website at umanitoba.ca/student/academiclearning/

You can also talk to a member of the Academic Learning staff by calling 480-1481 or by dropping in at 201 Tier Building.

Student Accessibility Services

Student Accessibility Services (SAS) provides support and advocacy for students with disabilities of all kinds: hearing, learning, injury-related, mental health, medical, physical or visual. Students with temporary disabilities such as sprains and breaks are also eligible to use our services. SAS acts as a liaison between students and the faculty and staff of the University of Manitoba as well as support agencies within the province of Manitoba. Please phone: 474-6213 (voice) or 474-9690 (TTY) for service.

Student Counselling Centre

Student Counselling Centre (SCC) offers individual, couple or family counselling in individual and groups formats. Please phone: 474-8592 or visit SCC at 474 University Centre.

Policy on Respectful Work and Learning Environment

http://umanitoba.ca/admin/governance/governing_documents/community/566.html

Inappropriate and Disruptive Student Behaviour

http://umanitoba.ca/admin/governance/governing_documents/students/279.html

Accessibility Policy for Student with Disabilities

http://umanitoba.ca/admin/governance/governing_documents/students/281.html

Withdrawal from class

http://umanitoba.ca/student/records/leave_return/695.html

Academic Dishonesty: Plagiarism, Cheating and Examination Impersonation

Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty (e.g. suspension or expulsion from the faculty or university). Cheating in examinations or tests may take the form of copying from another student or bringing unauthorized materials into the exam room (e.g., crib notes, pagers or cell phones). Exam cheating can also include exam impersonation. (Please see Exam Impersonation, found in the Examination Regulations section of the General Academic Regulations). A student found guilty of contributing to cheating in examinations or term assignments is also subject to serious academic penalty.

To plagiarize is to take ideas or words of another person and pass them off as one's own. In short, it is stealing something intangible rather than an object. Plagiarism applies to any written work, in traditional or electronic format, as well as orally or verbally presented work. Obviously it is not necessary to state the source of well known or easily verifiable facts, but students are expected to appropriately acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables and the like, as well as to written material, and materials or information from Internet sources.

To provide adequate and correct documentation is not only an indication of academic honesty but is also a courtesy which enables the reader to consult these sources with ease. Failure to provide appropriate citations constitutes plagiarism. It will also be considered plagiarism and/or cheating if a student submits a term paper written in whole or in part by someone other than him/herself, or copies the answer or answers of another student in any test, examination, or take-home assignment. Working with other students on assignments, laboratory work, take-home tests, or on-line tests, when this is not permitted by the instructor, can constitute Inappropriate Collaboration and may be subject to penalty under the [Student Discipline By-Law](#).

An assignment which is prepared and submitted for one course should not be used for a different course. This is called "duplicate submission" and represents a form of cheating because course requirements are expected to be fulfilled through original work for each course.

When in doubt about any practice, ask your professor or instructor.

The Student Advocacy Office, 519 University Centre, 474-7423, is a resource available to students dealing with Academic Integrity matters.

- From the 2014-15 Undergraduate Calendar