



Vancouver. Downtown peninsula, looking West, May 2019 (Photograph by Elvin Wyly).

THE UNIVERSITY OF BRITISH COLUMBIA



**Geography 350:
Urban Worlds**

Department of Geography
1984 West Mall
Vancouver, B.C. Canada V6T 1Z2

Geography 350: Urban Worlds

September-December 2019, 3 credits

Tuesdays and Thursdays, 3:30-5:00, Geography Room 212

Elvin K. Wyly, *Professor, Chair, UBC Urban Studies Coordinating Committee*

Office: Geography Room 132, but also look for me in Room 126, the Urban Studies Commons

Telephone numbers: 604 682 1750 (home), 778 899 7906 (cell), email ewyly@geog.ubc.ca

Course Web Page: <http://ibis.geog.ubc.ca/~ewyly/g350.html>

Office Hours: <http://ibis.geog.ubc.ca/~ewyly/office.html>

Short course description: City systems and theories of urban location; internal spatial structure of the city; commercial and industrial location; social areas; neighbourhood and land use change; urban trends and public policy.

A bit more detail: We live in a rapidly urbanizing world: half of the world's population now lives in cities, and all trends point to the rise of scores of multi-million "megacities" and a dramatic increase in urban populations across Asia, Latin America, and Africa. The roster of

urban regions with more than twenty million inhabitants now includes Tokyo-Yokohama, Seoul, Mexico City, New York, Mumbai, Delhi, and Sao Paulo.¹ In China, ten million people move to existing cities each year, while the government plans to build more than 300 entirely new cities. China's rapid urbanization will continue for a generation or more: while the urban population share recently crossed the fifty-percent threshold, the level is only about three-fifths the urban share of the United Kingdom, Brazil, the United States, and Canada.² Several years ago, on an official visit to India, then-UBC President Stephen Toope met with China's Minister of Human Resources, who told him that the current pace of economic expansion would require the creation of about 800 new universities over the next decade — each with 60,000 students or more. "That is 800 new UBCs with 48 million new student spaces," Toope reflected, in a rapidly developing and urbanizing society where the ambition is "breathtaking," and "the striving, the competitiveness, is insistent."³

At one point, world's fastest-growing city — Lagos, Nigeria — was on pace to double its population within just five years, to more than 22 million people.⁴ Meanwhile, urbanization has nearly leveled off across most of Western Europe and North America, where the modern era of industrialization created the world's first majority-urban societies a century ago. In some cases, urbanization seems to have slipped into reverse. In 1950, the population of Detroit, Michigan topped 1.8 million; decline set in during the 1950s, however, and has continued ever since. Now the city is down to 673 thousand, and lost 40,982 people between April, 2010 and July, 2016 — that's a net loss of 546 people every month. This city, one of the greatest concentrations of middle-class upward mobility the world had ever seen, is now only slightly more than *one third* of the 1950 metropolis it had once been. Yet the broader metropolitan region, with its ring of wealthy and middle-class suburbs surrounding the distressed central city, continues to grow at a modest pace.⁵

"This may be the best of times to be an urban geographer. ... Never before has a critical spatial perspective been so widespread, so focused on cities and urban life, and so generative of new ideas about economics, politics, culture, and social change more generally. Today, no scholar of any stripe can afford not to be, to some degree, an urban geographer."

Ed Soja (2011). "Beyond Postmetropolis." *Urban Geography* 32(4), 451-469, quote from p. 451.

¹ Mitchell Beazley (2008). *Snapshot*. London: Octopus Publishing Group, p. 35.

² Beazley, *Snapshot*, p. 32, 34, 36.

³ Stephen Toope (2010). "There's No Room for Complacency in Today's World." *The Vancouver Sun*, Op/Ed, June 12, p. C5.

⁴ Beazley, *Snapshot*, p. 34.

⁵ U.S. Bureau of the Census (2017). *American Factfinder*. Washington, DC: U.S. Department of Commerce, available at <http://factfinder.census.gov>; also Southeast Michigan Council of Governments (2002). *Historical Population 1990-2000* by Minor Civil Division. Detroit: SEMCOG.



Detroit. The Ford Motor Company's giant River Rouge Plant, in Dearborn, Michigan, just outside the city of Detroit. The view is to the east, with the Renaissance Center and other downtown Detroit buildings on the horizon just right of center. Just west of downtown is the Ambassador Bridge, the busiest crossing between the U.S. and Canada, with Windsor, Ontario across the Detroit River on the right (Photograph by Elvin Wylie).

Cities highlight the best and worst of everything. They also reveal the most remarkable contradictions of our time. Globalization blurs the old borders of nation-states with transnational flows of money, people, goods and ideas. Yet urban centers are actually becoming *more* important in the face of globalization, either as control points in complex networks of capital investment and trade, or as meeting-points for upwardly-mobile immigrants, destitute refugees, footloose investors, maverick entrepreneurs, and tourists in search of a good time. Internet evangelists and venture capitalists travel between Toronto, New York, Hong Kong, Shanghai, London, Tokyo, Silicon Valley, and Las Vegas to attend lavish conferences celebrating technologies that hold out the promise of eliminating the hassle of traveling to expensive, congested cities (like Toronto, New York, Hong Kong ...) for face-to-face meetings. Meanwhile, central bankers and trade ministers travel from city to city to meet in fortified hotels to discuss the need for open borders for free trade and investment, while on the other side of the barricades alliances of activists march in the streets to protest corporate power, the destruction of labor rights, and environmental degradation. So now any city that hosts international trade meetings

must also host armadas of police, intelligence, and security officials who keep watchful eyes and comprehensive files on the protests and the protesters.⁶

How do we make sense of this dizzying blur of city stories? This course provides an introduction to theories of urban processes and urban change. We begin with theories of the origin, growth, and development of cities, and then we study their contemporary economic functions, spatial structure, and socio-cultural characteristics. We then turn to several current urban debates and public policy controversies. Throughout the course, we will examine the interplay between established or ‘classical’ theories of the city, and new efforts to understand new processes, new problems, and new opportunities. Most current issues have an explicitly urban dimension; many debates are impossible to comprehend without some appreciation of basic urban theory.

Some of the themes we’ll explore in this course involve the use of a few statistical techniques: urban geography was deeply influenced by a movement called ‘the Quantitative Revolution’ that reshaped geographical methods of analysis in the 1960s and 1970s. And, even today, some basic familiarity with quantitative methods is important in an increasingly competitive job market. But don’t panic! This does not mean you’ll be required to learn all the details of matrix algebra or perform regressions by hand. In this course we focus on very simple methods, with just a tiny sampling of how to interpret the results of more complex multivariate techniques. If you’re interested in the software used to generate some of these results, it’s called SAS, and we use it extensively in another course I teach in the Spring: Geography 450, the Urban Research Studio.⁷

As we explore the exciting dynamics of urban worlds past and present, I am deeply grateful to the Musqueam, Squamish, and Tsleil-Waututh nations, and other communities of the Coast Salish peoples. We are guests on their traditional, ancestral, and unceded territory. All of our working and learning in this region are only possible because of the kindness and generosity of generations of those who have lived here for thousands of years.

Schedule

Below is a general overview of the topics we’ll explore in the course. If you’re just skimming, “reading on the prowl”⁸ to decide whether to take this course, don’t panic as you look below.

⁶ See, for example, Eric Lichtblau (2003). “F.B.I. Scrutinizes Antiwar Rallies.” *New York Times*, November 23, A1, A18. See also some of the press coverage of the June 2010 G8 and G20 conferences in Toronto: United Press International (2010). “NORAD to Provide G8, G20 Security.” *UPI Newswire*, June 7. Washington, DC: United Press International. For even more vivid details of the literally trillions of digital representations of urban social life and individual behaviors monitored by intelligence agencies, see Glenn Greenwald (2014). *No Place to Hide: Edward Snowden, the NSA, and the U.S. Surveillance State*. New York: Metropolitan Books, especially pp. 110-169; see also Jeremy Scahill and the Staff of the Intercept (2016). *The Assassination Complex: Inside the Government’s Secret Drone Warfare Program*. New York: Simon & Schuster.

⁷ See <http://ibis.geog.ubc.ca/~ewyly/g450.html> SAS is proprietary corporate software with a fairly high price tag, but not long ago SAS release a limited-capacity version that is entirely free. It’s called SAS University Edition. For more details, see <http://ibis.geog.ubc.ca/~ewyly/Private/g450/sas/started.pdf>

⁸ This is a phrase introduced by the linguist Naomi Baron to describe the accelerated transformation of *reading* into something else entirely — a kind of speedy “power browsing.” See Naomi Baron (2015). *Words OnScreen: The Fate of Reading in a Digital World*. Oxford: Oxford University Press, especially pp. 22-23. If you don’t have time to read the entire book, consider the preface: “nl;pr: (Not long; Please read),” pp. ix-xv.

Most of the “volume” of the readings is in the category labeled “recommended.” The amount of *required* reading is quite reasonable. For the current version of the Schedule with specific dates and other details, see

<http://ibis.geog.ubc.ca/~ewyly/Private/g350schedule.html>

Each time you visit this site, make sure you refresh your browser so that you’re reading the latest updates.

- Tuesday, the first day of classes in September. **UBC Imagine Day.** All undergraduate classes cancelled. Read the syllabus, and browse a bit of the course web page.
- Thursday. **Course Introduction.** Pacione, Chapter 1.
- Saturday: the first Saturday following our first class meeting in September. **Walking Tour of Vancouver.** Optional, but I strongly recommend you join us if you can! Meet me at the intersection of Georgia & Granville Streets, right downtown, 9:00 am. Reach me on a voice call at 778 899 7906.
- **How Geographers Approach the City.** Pacione, Chapter 2. Recommended: Guy Debord (1955). “Introduction to a Critique of Urban Geography.” Reprinted in Harald Bauder and Salvatore Engel di Mauro, eds. (2008). *Critical Geographies: A Collection of Readings*. Kelowna, BC: Praxis e-Press, 23-27; Robert A. Beauregard (2012). “What Theorists Do.” *Urban Geography* 33(4), 474-487; Trevor J. Barnes (2015). “American Geography, Social Science, and the Cold War.” *Geography* 100(3), 126-132; Brian J.L. Berry (2002). “Big Tents or Firm Foundations?” *Urban Geography* 23(6), 501-502; Jennifer Wolch (2003). “Radical Openness as Method in Urban Geography.” *Urban Geography* 24(8), 645-646; Elvin Wyly (2009). “Strategic Positivism.” *Professional Geographer* 61(3), 310-322; Elvin Wyly (2011). “Positively Radical.” *International Journal of Urban and Regional Research* 85(5), 889-912; Elvin Wyly and others (2013), “Author Meets Critics.” *International Journal of Urban and Regional Research*, February; Neil Smith (2008). “Famous Marxist Geographer Neil Smith Sings the Socialist ABC.” Toronto / North York: Canadian Union of Public Employees, Local 3903 Strike Videos.
- **Urban Origins and Ancient Cities.** Pacione, pp. 37-44. Recommended: Norman Yoffee (2009). “Making Ancient Cities Plausible.” *Reviews in Anthropology* 38, 264-289; Andrew T. Creekmore III and Kevin Fisher, eds. (2014). *Making Ancient Cities: Space and Place in Early Urban Societies*. Cambridge: Cambridge University Press.
- **Cities of the European Renaissance.** Pacione, pp. 44-49, and Abraham Akkerman (2001). “Urban Planning in the Founding of Cartesian Thought.” *Philosophy & Geography* 4(2), 141-167.
- **The Industrial City.** Pacione, pp. 49-65. Recommended: Robert W. Lake (1997). “Chauncy Harris and Edward Ullman, ‘The Nature of Cities’: A Fiftieth Year

Commemoration.” *Urban Geography* 18(1), 1-3; John R. Borchert (1967). “American Metropolitan Evolution.” *Geographical Review* 57(3), 301-332; Risa Palm (2010). “John Borchert’s ‘American Metropolitan Evolution.’” *Geographical Review* 100(3), 308-311; Bob Ross and Don Mitchell (2004). “Neoliberal Landscapes of Deception: Detroit, Ford Field, and the Ford Motor Company.” *Urban Geography* 25(7), 685-690; Allen J. Scott (2011). “A World in Emergence: Notes Toward a Resynthesis of Urban-Economic Geography for the 21st Century.” *Urban Geography* 32(6), 845-870.

- **Case Study: “Detroit: Ruin of a City.”** Thomas J. Sugrue (2005). “Introduction.” In *The Origins of the Urban Crisis*. Princeton: Princeton University Press, pp. 3-14. Recommended: Kate Levy (2015). “Dan Cohen: The Mechanisms Behind Detroit Metro School Markets.” Detroit: Leonard Kaplan Education Collaborative for Critical Urban Studies, Wayne State University.
- **Theories of Urban Systems.** Pacione, Chapter 6. Recommended: Edward L. Ullman (1941). “A Theory of Location for Cities.” Reprinted in Nicholas R. Fyfe and Judith T. Kenny, eds. (2005). *The Urban Geography Reader*. New York: Routledge, 37-45; Brian J.L. Berry and Adam Okulicz-Kozaryn (2012). “The City Size Distribution Debate: Resolution for US Urban Regions and Megalopolitan Areas.” *Cities* 29(Supplement 1), S17-S23; Trevor Barnes and Claudio Minca (2013). “Nazi Spatial Theory: The Dark Geographies of Carl Schmitt and Walter Christaller.” *Annals of the Association of American Geographers* 103(3), 669-687.
- **Contemporary Restructuring of the Canadian Urban System.** Pierre Filion (2010). “Growth and Decline in the Canadian Urban System: The Impact of Emerging Economic, Policy, and Demographic Trends.” *GeoJournal* 75, 517-538; Recommended: David Bell and Mark Jayne (2009). “Small Cities? Towards a Research Agenda.” *International Journal of Urban and Regional Research* 33(3), 683-699; Mario Polese and Richard Shearmur (2006). “Why Some Regions Will Decline: A Canadian Case Study With Thoughts on Local Economic Development Strategies.” *Papers in Regional Science* 85(1), 23-46; Aurélie Lalanne (2014). “Zipf’s Law and Canadian Urban Growth.” *Urban Studies* 51(8), 1725-1740.
- **Eh, Y’all! Canada-U.S. Contrasts: Looking for the North American City.** Loretta Lees and David Demeritt (1998). “Envisioning the Livable City: The Interplay of ‘Sin City’ and ‘Sim City’ in Vancouver’s Planning Discourse.” *Urban Geography* 19(4), 332-359. Recommended: Kim England and John Mercer (2006). “Canadian Cities in Continental Context: Global and Continental Perspectives on Canadian Urban Development.” Chapter 2 in Trudi Bunting and Pierre Filion, eds., *Canadian Cities in Transition*. Don Mills, ON: Oxford University Press Canada, 24-39; Jason Hackworth (2015). “Why There is No Detroit in Canada.” *Urban Geography*, forthcoming.
- **Midterm Examination.**
- **Analyzing Metropolitan Economies.** Pacione, Chapter 14, and Ted Rutland and Sean O’Hagan (2007). “The Growing Localness of the Canadian City, or, On the Continued

(ir)Relevance of Economic Base Theory.” *Local Economy* 22(2), 163-185;
 Recommended: D. Michael Ray, R.H. Lamarche, and Maurice Beaudin (2012).
 “Economic Growth and Restructuring in Canada’s Heartland and Hinterland: From
 Shift-Share to Multifactor Partitioning.” *Canadian Geographer* 56(3), 296-317.

- **Models, Plans, and Markets: State-Socialist and “Post-Socialist” Cities.** Pacione, pp. 106-111, 182-186. Recommended: Eric Sheppard (2000). “Socialist Cities?” *Urban Geography* 21(8), 758-763; Tatiana Matejskova (2013). “The Unbearable Closeness of the East: Embodied Micro-Economies of Difference, Belonging, and Intersecting Marginalities in Post-Socialist Berlin.” *Urban Geography* 34(1), 30-52; Kam Wing Chan (2012). “Crossing the 50 Percent Population Rubicon: Can China Urbanize to Prosperity?” *Eurasian Geography and Economics* 53(1), 63-86; Mee Kam Ng and Wing-Shing Tang (1999). “Urban System Planning in China: A Case Study of the Pearl River Delta.” *Urban Geography* 20(7), 591-616.
- **Project Deadline 1.**
- **Urbanization in the Global South.** Pacione, Chapter 21, and Eric Sheppard, Helga Leitner, and Anant Maringanti (2013). “Provincializing Global Urbanism: A Manifesto.” *Urban Geography* 34(7), 893-900; Recommended: Richard Grant and Martin Oten-Abiabo (2012). “Mapping the Invisible and Real ‘African’ Economy: Urban E-Waste Circuitry.” *Urban Geography* 33(1), 1-21. In class, we’ll consider just an excerpt of this talk -- but if you have time, watch the whole thing: Ananya Roy (2012). “Poverty Capital: Microfinance and the Making of Development.” Vancouver: Liu Institute for Global Issues, University of British Columbia; Clifford Krauss and Keith Bradsher (2015). “China’s Global Ambitions, With Loans and Strings Attached.” *New York Times*, 24 July.
- **Mapping Global Cities and World-City Networks.** Pacione, Chapter 4. Peter Hall (2002). “Christaller for a Global Age: Redrawing the Urban Hierarchy.” in A. Mayer, R. Meurer, and J. Vogt, eds., *Stadt und Region: Dynamik von Lebenswelten*. Leipzig: Deutsche Gesellschaft für Geographie, 110-128; Recommended: Jonathan V. Beaverstock, Richard G. Smith, and Peter G. Taylor (2000). “World-City Network: A New Metageography?” reprinted in Nicholas R. Fyfe and Judith T. Kenny, eds. (2005). *The Urban Geography Reader*. New York: Routledge, 63-73; Susan Parnell and Jennifer Robinson (2012). “(Re)Theorizing Cities from the Global South: Looking Beyond Neoliberalism.” *Urban Geography* 33(4), 593-617; Thomas J. Sigler (2013). “Relational Cities: Doha, Panama City, and Dubai as 21st Century Entrepôts.” *Urban Geography* 34(5), 612-633.
- **Globalizing Vancouver.** Kris Olds (1998). “Globalization and Urban Change: Tales from Vancouver via Hong Kong.” *Urban Geography* 19(4), 360-385. Recommended: David Ley (1987). “Styles of the Times: Liberal and Neo-conservative Landscapes in Inner Vancouver, 1968-1986.” *Journal of Historical Geography*, 13(1), 40-56.

- **The City as a Real-Estate Growth Machine.** Pacione, Chapter 7. Recommended: Bob Jessop, Jamie Peck, and Adam Tickell (1999). “Retooling the Machine: Economic Crisis, State Restructuring, and Urban Politics,” reprinted in Nicholas R. Fyfe and Judith T. Kenny, eds. (2005). *The Urban Geography Reader*. New York: Routledge, 168-178. Elvin Wyly and C.S. Ponder (2011). “Gender, Age, and Race in Subprime America.” *Housing Policy Debate* 21(4), 529-564; Ian Young (2015). “Vocal Academic Isn’t Just an Observer of Vancouver’s Real Estate Industry -- He’s Part of It.” *South China Morning Post*, March 12; UBC History 482 Students (2015). “Blaming the Mainlander.” Vancouver: University of British Columbia, Department of History, Professor Henry Yu; Al Jazeera (2015). “The Stream: Vancouver’s Housing Crisis.” Doha, Qatar: Al Jazeera English, May 27.
- **Housing Markets and Neighborhood Change.** Pacione, Chapter 10. Recommended: Homer Hoyt (1939). *The Structure and Growth of Residential Neighborhoods in American Cities*. Washington, DC: Federal Housing Administration; selection reprinted in Nicholas R. Fyfe and Judith T. Kenny, eds. (2005). *The Urban Geography Reader*. New York: Routledge, 28-36; Markus Moos and Andrejs Skaburskis (2010). “The Globalization of Urban Housing Markets: Immigration and Changing Housing Demand in Vancouver.” *Urban Geography* 31(6), 724-749; Gold, Kerry (2015). “The Million Dollar Question.” *Vancouver Magazine*, September, 54-62.
- **Project Deadline 2.**
- **Hedonic Pricing Models of Urban Housing Markets.** Pacione, Chapter 11. Recommended: Allen C. Goodman (1978). “Hedonic Prices, Price Indices, and Housing Markets.” *Journal of Urban Economics* 5, 471-484; Steven Sheppard (1999). “Hedonic Analysis of Housing Markets.” In J. Vernon Henderson and Jacques-Francois Thisse, eds., *Handbook of Regional and Urban Economics*, Volume 4: Cities and Geography. Frankfurt: Elsevier, 1565-1635; Ian Young (2014). “A Vancouver Real Estate Cheerleader Crying ‘Racist’? Don’t Bother Kow-Towing in Gratitude.” *South China Morning Post*, June 4; Ian Young (2015). “Vocal Academic Isn’t Just an Observer of Vancouver’s Real Estate Industry -- He’s Part of It.” *South China Morning Post*, 12 March.
- **Social Area Analysis, I: Classical Models and the Quantitative Revolution.** Pacione, Chapter 18. Recommended: Robert Murdie, Jennifer Logan, and Richard Maaranen (2013). *Eight Canadian Metropolitan Areas: Who Lived Where in 2006?* Toronto: Cities Centre, University of Toronto; Elvin Wyly (1999). “Continuity and Change in the Restless Urban Landscape.” *Economic Geography* 75(4), 309-338. Recommended: Paul Knox (1991). “The Restless Urban Landscape: Economic and Sociocultural Change and the Transformation of Metropolitan Washington, DC,” *Annals of the Association of American Geographers* 81(2), 181-209.
- **Social Area Analysis, II: Geodemographic Marketing, Big Data, and the Transformation of Urban Social Space.** Jon Goss (1995). “We Know Who You Are and We Know Where You Live: The Instrumental Rationality of Geodemographic

Systems.” *Economic Geography* 71(2), 171-198; John Bellamy Foster and Robert W. McChesney (2014). “Surveillance Capitalism: Monopoly-Finance Capital, the Military-Industrial Complex, and the Digital Age.” *Monthly Review* 66(3), 1-31; Recommended: Jon Goss (1999). “Once-upon-a-Time in the Commodity World: An Unofficial Guide to Mall of America.” *Annals of the Association of American Geographers* 89(1), 45-75.

- **Race, Housing, and the Urban “Underclass.”** Pacione, Chapter 15. Recommended: Nik Theodore (2010). “Urban Underclass: The Wayward Travels of a Chaotic Concept.” *Urban Geography* 31(2), 169-174; Tom Slater (2010). “Ghetto Blasting: On Loïc Wacquant’s Urban Outcasts.” *Urban Geography* 31(2), 162-168.
- **Gentrification.** Pacione, pp. 211-216. Neil Smith (1996). “Class Struggle on Avenue B: The Lower East Side as Wild Wild West.” In *The New Urban Frontier*. New York: Routledge, 3-22. Recommended: Katherine Burnett (2014). “Commodifying Poverty: Gentrification and Consumption in Vancouver’s Downtown Eastside.” *Urban Geography* 35(2), 157-176; Tom Slater (2006). “The Eviction of Critical Perspectives from Gentrification Research.” *International Journal of Urban and Regional Research* 30(4), 737-757; Tom Slater (2014). “Planetary Rent Gaps.” Edinburgh: Department of Geography, University of Edinburgh (or the oral version, presented in Beirut, [here](#)). Loretta Lees, Tom Slater, and Elvin Wyly, eds. (2010). *The Gentrification Reader*. New York: Routledge. Elvin Wyly (2015). “Gentrification on the Planetary Urban Frontier: The Evolution of Turner’s Noösphere.” *Urban Studies*, forthcoming; Al Jazeera (2013). “The Stream: Gentrification Battle.” Doha, Qatar: Al Jazeera English, June 24; Tom Slater (2015). “Housing, Stigmatisation, and Ignorance: Revanchist Britain Under Austerity.” Presented at ‘Global Capitalism and Processes of Urban Regeneration: A Tribute to Neil Smith,’ Barcelona, Spain. Edinburgh, Scotland: Department of Geography, University of Edinburgh.
- **Homelessness.** Pacione, pp. 229-232. Don Mitchell (1997). “The Annihilation of Space by Law: The Roots and Implications of Anti-Homeless Laws in the United States.” *Antipode* 29(3), 303-335; Recommended: Don Mitchell and Nik Heynen (2009). “The Geography of Survival and the Right to the City: Speculations on Surveillance, Legal Innovation, and the Criminalization of Intervention.” *Urban Geography* 30(6), 611-632; Nik Heynen (2010). “Cooking up Non-Violent Civil-Disobedient Direct Action for the Hungry: ‘Food not Bombs’ and the Resurgence of Radical Democracy in the U.S.” *Urban Studies* 47(6), 1225-1240.
- **Carceral Urbanism, Legal Geographies, and the “Zero Tolerance” City.** Wacquant, Loïc (2012). “The Punitive Regulation of Poverty in the Neoliberal Age.” *Criminal Justice Matters* 89(1), 38-40; Recommended: Wacquant, Loïc (2014). “Marginality, Ethnicity, and Penalty in the Neoliberal City: An Analytical Cartography.” *Ethnic & Racial Studies* 37(10), 1687-1711; Kelling, George L., and James Q. Wilson (1982). “Broken Windows: The Police and Neighborhood Safety.” *The Atlantic*, March 1982; Smith, Neil (1998). “Giuliani Time: The Revanchist 1990s.” *Social Text* 57, 1-20; Mountz, Alison, and Winifred Curran (2009). “Policing in Drag: Giuliani Goes Global With the Illusion of Control.” *Geoforum* 40(6), 1033-1040; Public Science Project

(2012). “Stop and Frisk in the South Bronx.” New York: Morris Justice Project / The City University of New York / The Illuminator; Malcolm X Grassroots Movement (2013). *Operation Ghetto Storm: Annual Report on the Extrajudicial Killings of Black People*. Atlanta / Washington: Malcolm X Grassroots Movement; Stop and Frisk in New York City: Class Project for Geography 450, Urban Research.

- **Cities of the Future.** Pacione, Chapter 30. Elvin Wyly (2013). “The City of Cognitive-Cultural Capitalism.” *City* 17(3), 387-394; Recommended: Barney Warf (1995). “Telecommunications and the Changing Geographies of Knowledge Transmission in the Late 20th Century.” *Urban Studies*, reprinted in Nicholas R. Fyfe and Judith T. Kenny, eds. (2005). *The Urban Geography Reader*. New York: Routledge, 353-363; Nicholas Fyfe and Jon Bannister (1995). “City Watching: Closed-Circuit Television Surveillance in Public Spaces.” *Area*, reprinted in Nicholas R. Fyfe and Judith T. Kenny, eds. (2005). *The Urban Geography Reader*. New York: Routledge, 364-372.

Textbooks

Required:

Michael Pacione (2009). *Urban Geography: A Global Perspective*. Third Edition. New York: Routledge.

Optional:

Loretta Lees, Tom Slater, and Elvin Wyly, eds. (2010). *The Gentrification Reader*. New York: Routledge.

Nicholas R. Fyfe and Judith T. Kenny, eds. (2005). *The Urban Geography Reader*. New York: Routledge.

Parker, Simon (2015). *Urban Theory and the Urban Experience: Encountering the City*. London: Routledge.

Evaluation and Marks

Course marks are based on three items:

1. Mid-term examination (multiple choice)	20 percent
2. Independent written project (approximately 3,000 words)	40 percent
3. Final examination (multiple choice or essay)	40 percent

Deadlines

1. Mid-term examination: Tuesday, October 8, in class.
2. Project Submission Date 1: Thursday, October 17, in class.

3. Project Submission Date 2: Tuesday, November 5, in class.
4. Final examination: December examination period. All projects not previously submitted must be submitted in person at the examination.

Projects must be submitted in person, typed on 8.5 x 11 inch paper. You must include your name, student number, course number, and your preferred contact information on the first page. Revised and resubmitted projects must be delivered in person at the final examination, including the first version with TA comments as well as the new, revised version. E-mail submissions are only accepted in genuine cases of serious emergency.

You will note that while the course requires only one written project, there are multiple submission dates. This policy is intended to give you maximum flexibility in planning your coursework and various deadlines. Please note, however, that “maximum flexibility” means that no further extensions can be provided: all communications regarding excuses or requests for extensions will be ignored. See further information on deadlines below.



City Rules. Kowloon Park, Hong Kong, February 2010 (Elvin Wyly).



Hong Kong, Central, with Bank of China building in center and lower left, March 2010 (Elvin Wyly). “...the Bank of China engaged I.M. Pei -- a native of China whose father was himself a prominent banker — to design a new seventy-floor tower on Garden Road behind the old building. It was completed in 1989 and opened for business in 1990. At 1,209 feet (including its two masts) it was the tallest building in Hong Kong and in all of Asia until the Central Plaza building in Causeway Bay was completed in 1992. ... Its reflective glass on the back side is said to hold the image of Government House (the official abode of the governor) in captivity. In the 1990s, as the handover of Hong Kong loomed, the political symbolism of this Chinese bank towering over [the] bastions of British colonial power was hard to miss.” Leo Ou-fan Lee (2008). *City Between Worlds: My Hong Kong*. Cambridge, MA: Harvard University Press, p. 47-48.

The rest of this syllabus specifies various policies and procedures. I am very sorry for all the detailed regulations: if rules are rabbits, UBC is a bunny farm. The University has numerous policies and procedures, and one rule requires instructors to provide as much information as possible on the policies and procedures used in a course.⁹ So, on the following pages you’ll find the City Rules used in this course.

Mid-term. There are no alternate times for the mid-term except in documented cases of emergency or other provisions specified in formal University policies and regulations. If you miss the exam without a formally approved excuse, then submit an additional written project.

Final. The final course examination date announced by the University is firm and non-negotiable. Instructors are required to submit final course marks promptly after the examination,

⁹ For the latest proposals on the frontiers of syllabus disclosures, reporting, and regulation, see UBC Senate (2018). *Proposal for New Policy V-130: Content and Distribution of Course Syllabi*. Draft Version 1.8.6, June 12. Vancouver, BC: Senate Academic Policy Committee, The University of British Columbia. Copy available at [http://ibis.geog.ubc.ca/~ewyly/Private/teaching/UBC\(2018\).pdf](http://ibis.geog.ubc.ca/~ewyly/Private/teaching/UBC(2018).pdf)

and instructors do not have authority to grant standing deferred. If you find yourself in impossible circumstances when the final arrives, talk to one of the dedicated professionals in your Faculty advising office. They have the authority grant standing deferred.

University policy allows for make-up final examinations in the case of documented schedule conflicts -- but since University policy also mandates speedy grade submissions, this means that makeup final examinations can only be scheduled earlier than the regular announced exam.

Projects. Part of the course mark involves independent written work. You can choose any topic related to any of the major themes of the lectures and/or readings. On various sections of the course web site you'll find examples of papers submitted by students in previous years. For several published articles that developed out of course term papers, see

Larissa Zip, Rebekah Parker, and Elvin Wyly (2013). "Facebook as a Way of Life: Louis Wirth." *Geographical Bulletin* 54, 77-98.

[http://ibis.geog.ubc.ca/~ewyly/Private/g350/Zip\(2013\).pdf](http://ibis.geog.ubc.ca/~ewyly/Private/g350/Zip(2013).pdf)

Julie Silva and Elvin Wyly (2001). "Between Africa and the Abyss: Globalization, Media, and the Invisibility of a Continent." *The Geographical Bulletin* 43(1), 36-46.

[http://ibis.geog.ubc.ca/~ewyly/Private/g350/Silva\(2001\).pdf](http://ibis.geog.ubc.ca/~ewyly/Private/g350/Silva(2001).pdf)

Katherine McCallum, Amy Spencer, and Elvin Wyly (2005). "The City as an Image-Creation Machine: A Critical Analysis of Vancouver's Olympic Bid." *Yearbook of the Association of Pacific Coast Geographers* 67, 24-46.

[http://ibis.geog.ubc.ca/~ewyly/Private/g350/McCallum\(2005\).pdf](http://ibis.geog.ubc.ca/~ewyly/Private/g350/McCallum(2005).pdf)

One paper idea: use the Zip et al. (2013) article as a model for how to analyze the biography and intellectual contributions of a prominent urban scholar from a previous generation to understand today's fast-proliferating technological worlds of urban transformation. If you choose this option, you should identify a prominent urban scholar who died at least a decade ago, and read enough of their written scholarship to use their theories to analyze a major, fast-changing technological trend that is currently reshaping cities and urban life. Another paper idea: use the media analysis methods described in Silva's article to address a contemporary urban process, political struggle, or policy debate. There's been a dramatic methodological revolution in media analysis techniques in recent years — which perhaps make the newspaper-database used in that 2001 article look a bit dated. Still, data analytics are only as good as the theoretical framework you use to interpret the empirics. For one updated, web-based approach to mining and measuring certain kinds of media discourses, see the "Data and Methods" section, on pages 13 to 16, of

Elvin Wyly (2017). *Conspiracy Capital: Cognitive Capitalism, InfoWars America, and the Evolution of Sustainable Finance*. Unpublished working paper. Vancouver, BC: Department of Geography, University of British Columbia.

http://ibis.geog.ubc.ca/~ewyly/research/conspiracy_capital_v1.pdf

Please note: Many of the exciting readings we'll explore in this course were written by scholars or journalists who interviewed people in various cities, and who used these interviews, conversations, and other direct interventions with urbanites in order to tell fascinating stories about the rich, complex details of life in the metropolis. Unfortunately, you are not allowed to talk to anyone or use any kind of similar social research methods for your term paper. This is because of strict UBC regulations that require any kind of research involving "human subjects" to first be approved by a formal "Behavioural Research Ethics Board" application and review process. The labor and time required for this review, which includes extensive legal and regulatory provisions on every step of the work, makes approval impossible for this course.

For other ideas and suggestions, see the "Projects" tab on the course web page. There, you'll find guidance on recommendations for five different kinds of urban-geographical inquiry. One involves an analysis of the changing occupational and/or industrial structure of a metropolitan area. Another allows you to study population gains and losses among Canada's largest cities and smaller urban centers. A different project involves studying the connections between globalizing cities. Then there's one that allows you to compare and contrast urban conditions in Canada and the United States. And another option is to investigate the changing neighborhood patterns of social conditions in Vancouver neighborhoods. Additional information and recommendations on term papers will be presented in class.

You are required to follow the general guidelines on written projects, at <http://ibis.geog.ubc.ca/~ewyly/guidelines.html>

Note especially that papers without the required signed certification specified in Guideline #1 will not be read or graded; the mark will remain "0" until such time as the written certification is provided and signed.

The written project submission dates are optional but firm. If you'd like comments on the strengths and weaknesses of your thinking and writing, we're happy to provide detailed feedback and suggestions — but only for those who meet the specified deadlines. Our Teaching Assistant will provide detailed comments on projects submitted on time, and the marked papers will be returned within one week. There is no penalty for submitting projects late. Submissions will be accepted any time until the course final examination. But late submissions will be graded late, with only a numerical score — no detailed comments.

For essays submitted on time in one of the in-class deadlines, you are permitted to **revise and resubmit**¹⁰ your essay for another evaluation. Scholarship is a process, and it's also a conversation. The comments provided by the TA on your first submission offer you the opportunity to revise your work — to re-read scholarly sources to gain a better understanding of

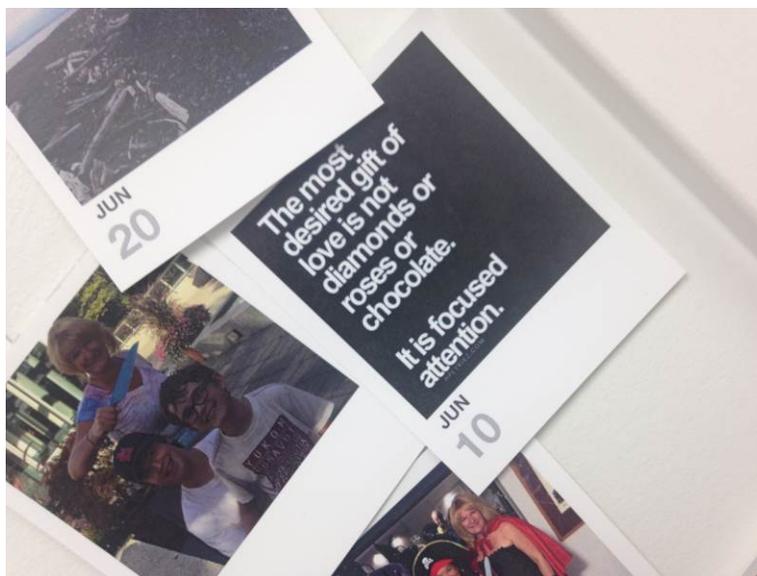
¹⁰ Please do not overlook the first part of the phrase. In previous years, some students just re-submitted papers, without making any changes whatsoever, in the hopes that I would be an easier mark than the T.A. This is not a good idea. *Revise* your paper, considering the T.A.'s comments, questions, and recommendations. Teaching, learning, and scholarship should all be understood as forms of *conversation*.

key issues, to re-think your analyses and interpretations, or to improve your writing skills. Our Teaching Assistant reads and marks all first submissions; I read and mark all re-submissions. If you re-submit a project, your mark will be the highest score of your first and revised submissions. If you choose to revise and resubmit, **you must include the marked copy of your first submission when you turn in your revision, in person, typed on standard letter-sized paper, at the beginning of the final examination. Staple the first submission behind your revised, new submission.**

Essays must be submitted in person. E-mail submissions are only accepted in genuine cases of serious emergency.

Other Policies and Procedures

Here are some of the other specific policies the University encourages on course outlines. Regular attendance is required. Do not make travel arrangements for December until the final examination schedule is announced by the University. The University accommodates students with disabilities who have registered with the Disabilities Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let the instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated. Please review the UBC Calendar “Academic regulations” for the university policies on academic dishonesty, and visit www.arts.ubc.ca for useful information on correct documentation and avoiding plagiarism. Violations of academic integrity will result in severe sanctions.



Inspiration at the doctor's office! (Photograph by Elvin Wyly)

Pursuant to UBC Senate requirements on *Content and Distribution of Course Syllabi*, please note that this course is governed by the following principles, policies, and procedures.

Students are responsible for understanding and complying with the University's policies on **Academic Honesty and Standards**, described at

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0#15620>

which specifies that

“Academic honesty is essential to the continued functioning of the University of British Columbia as an institution of higher learning and research. All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action.

It is the student's obligation to inform himself or herself of the applicable standards for academic honesty. Students must be aware that standards at the University of British Columbia may be different from those in secondary schools or at other institutions. If a student is in any doubt as to the standard of academic honesty in a particular course or assignment, then the student must consult with the instructor as soon as possible, and in no case should a student submit an assignment if the student is not clear on the relevant standard of academic honesty.

If an allegation is made against a student, the Registrar may place the student on academic hold until the President has made his or her final decision. When a student is placed on academic hold, the student is blocked from all activity in the Student Service Centre.”

All teaching and learning activities at the University are governed by the **Policy on Academic Freedom**, available at

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0>

which specifies that

“The members of the University enjoy certain rights and privileges essential to the fulfilment of its primary functions: instruction and the pursuit of knowledge. Central among these rights is the freedom, within the law, to pursue what seems to them as fruitful avenues of inquiry, to teach and to learn unhindered by external or non-academic constraints, and to engage in full and unrestricted consideration of any opinion. This freedom extends not only to the regular members of the University, but to all who are invited to participate in its forum. Suppression of this freedom, whether by institutions of the state, the officers of the University, or the actions of private individuals, would prevent the University from carrying out its primary functions. All members of the University must recognize this fundamental principle and must share responsibility for supporting, safeguarding and preserving this central freedom. Behaviour that obstructs free and full discussion, not only of ideas that are safe and accepted, but of those which may be unpopular or even abhorrent, vitally threatens the integrity of the University's forum. Such behaviour cannot be tolerated.”

An essential element of this academic freedom involves UBC's **Policy on Freedom from Harassment and Discrimination**, available at

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,87,0>

which notes that

“The University of British Columbia is committed to ensuring that all members of the University community - students, faculty, staff, and visitors - are able to study and work in an environment of tolerance and mutual respect that is free from harassment and discrimination.”

UBC's Policy on accommodations for students **whose responsibilities conflict with religious observances**, along with procedures for notification, is outlined at

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0>

UBC's **Policy on Accommodation for Students with Disabilities** is available at

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,34,0,0>

and provides that

“The University of British Columbia recognizes its moral and legal duty to provide academic accommodation. The University must remove barriers and provide opportunities to students with a disability, enabling them to access university services, programs, and facilities and to be welcomed as participating members of the University community. The University's goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles.”

Students with a disability who wish to have an academic accommodation should contact **Access and Diversity** as soon as possible:

<https://students.ubc.ca/about-student-services/access-diversity>

UBC Policy No. 131 specifies that “UBC has a responsibility to maintain a respectful environment where its members can study, work, and live free from sexual misconduct.” Further details on UBC's **Policy on Sexual Assault and Other Sexual Misconduct** are available at

https://universitycounsel.ubc.ca/files/2017/05/policy131_final.pdf

Resources for the prevention of sexual violence, and for support for survivors, is provided at UBC's **Sexual Violence Prevention and Response** office, at

<https://svpro.ubc.ca/>

Now let's translate this bureaucratese. *My job* is play a small role in expanding your education in the Arts, by showing you a bit of the scope and significance of the influential field of urban geography, and by inspiring and revealing the brilliant urbanist that can be found deep within your soul. *Your job* is to help me to do my job. Please do your best to get to class on time, and if you're late, come in quietly through the back door. Please turn off any disruptive technological distractions. I love it when my lectures are interrupted by interesting questions from real, live human beings — but I'm not so thrilled about all the electronic beeps and rings that are constantly invading our lives. To cut through our information-saturated environment, I ask for your most valuable asset: your attention. Please come to class, and pay attention in a thoroughly low-tech, non-distance-education way. UBC is not an on-line university.¹¹ I will make a number of materials available on the course web site, but please do *not* regard these as substitutes for attendance. The best way to know what happened in class is to be there. The second-best way is to ask someone you know, and whose judgment you respect, who was there.¹²

¹¹ Yet. Compare with the digital predatory innovations of the University of Phoenix, at <http://www.phoenix.edu>. The Vancouver division, established in 1998, is their first international campus. Their combination of on-campus and on-line resources is called FlexNet®. My combination of in-person interaction and on-line resources is called Common Sense, but I have not yet applied for trademark protection. Stay tuned. Be forewarned, however, if the University of Phoenix succeeds with its heavy advertising budgets in convincing you to pursue your studies there. Several years ago, John Sperling, Phoenix's Chief Executive Officer, summed up their mission: "This is a corporation, not a social entity. Coming here is not a rite of passage. We are not trying to develop [students'] value systems or go in for that 'expand their mind' bullshit." Quoted in Terri A. Hasseler (2006). "Fomenting Dissent on Campus." *Academe*, May-June, 20-23, quote on p. 21. Equating mind expansion with 'bullshit' is a serious threat to those values of humanity that are sometimes labeled "civilization." See, for example, the course materials developed at the University of Washington, Seattle, by Carl T. Bergstrom and Jevin West, *Calling Bullshit*, available at <http://callingbullshit.org>. More recently, an entrepreneur whose innovations included launching a predatory, deceptive scheme given the label "University" went on to describe immigrants from Mexico as rapists and murderers, to declare global warming a hoax by the Chinese, to advocate a religious test for admission to the U.S., and to agree with the 'shock jock' Howard Stern that the entrepreneur's own daughter was "a piece of ass." The online reach of this entrepreneur is impressive: with more than 50 million followers, he once described himself as the "Ernest Hemingway of Twitter." This is a reference, of course, to Donald J. Trump and Trump University, which was heavily promoted with promises that everyone could get rich from real estate by learning The Donald's amazing business secrets. The scheme was the subject of class-action lawsuits over high-pressure sales tactics and deceptive, costly programs. Trump settled the lawsuits immediately after winning the 2016 U.S. Presidential election. See Michael Barbaro and Steve Eder (2016). "At Trump University, Students Recall Pressure to Give Positive Reviews." *New York Times*, March 11; Steve Eder (2017). "Trump University Lawsuits May Not Be Settled After All." *New York Times*, March 6. The point of this entire footnote? Beware the "innovations" of an online world that is becoming increasingly predatory. See also Student (2013). "The Automated Epistemology of an iParadigm Shift." Human Geography, pre-publication distribution version at [http://ibis.geog.ubc.ca/~ewyly/Private/g350/Student\(2013a\).pdf](http://ibis.geog.ubc.ca/~ewyly/Private/g350/Student(2013a).pdf), and then see http://ibis.geog.ubc.ca/~ewyly/Private/Redish_Letter_2015.pdf, which deals with the evolutionary dialectical epistemological violence between the cognitive predator drone turnitin.com and human capital ponzi schemes like <https://www.acemytermpaper.com>

¹² Among the most frequently asked questions is, "Did I miss anything in class?" or, even more curiously, "Did I miss anything important in class?" Turn to your left, and introduce yourself. Turn to your right, and introduce yourself. Share contact information, and if you miss class, ask your colleagues and friends for notes, advice, and suggestions.

Welcome to Urban Geography!

I think that's all the detailed rules and regulations. If you've read this far, I am truly very sorry for all the bureaucratic and legalistic stuff. Really, honest, I am an easygoing person, and I just love urban stuff and hope to get you excited about it too. Urban geography is fascinating and engaging, and this class is pretty easy if we all do our jobs properly. The syllabus has become so detailed and strident because, over the years, stressed-out students who left things to the last minute have sent so many late-night emails asking ever more detailed and litigious questions, or devised ever more creative excuses (“...but it was on time! I was on an airline flight, and we crossed the International Date Line, and ...”).

One more thing: the first five minutes of every lecture are yours, if you want them. Perhaps you've recently visited another city, and you took a photograph of something that illustrates one of the theories and processes we're studying in class. Perhaps you've stumbled across a news story that merits discussion or raises questions. Come up to the front of the room before I begin the day's lecture, and you can take a few minutes to share interesting items with everyone in the class.