

produce a research manuscript based on the analysis of secondary data, *or* on the critical analysis of the use of data by corporations, state institutions, or urban social movements. For examples of the work that has been produced in collaboration with students who have taken this course in previous years, see:

Elvin Wyly, Joseph Daniels, Tanaz Dhanani, and Christa Yeung (2018). “Hayek in the Cloud: Conservative Cognition and the Evolution of the Smart City.” *City* 22(5-6), 820-842. A presentation version with images is [here](#).

Rosenman, Emily, Sam Walker, and Elvin Wyly (2014). “The Shrinkage Machine: Race, Class, and the Renewal of Urban Capital.” In Horace R. Hall, Cynthia Robinson, and Amor Kohi, eds., *Shifting Demographics: A Cross-Disciplinary Look at Race and Class in 21st Century America*. New York: Peter Lang Publishing, 41-73.

Zip, Larissa, Rebekah Parker, and Elvin Wyly (2013). “Facebook as a Way of Life: Louis Wirth in the Social Network.” *The Geographical Bulletin* 54(2), 1-26.

Wyly, Elvin, C.S. Ponder, Pierson Nettling, Sophie Ellen Fung, Zachary Liebowitz, and Dan Hammel (2012). “New Racial Meanings of Housing in America.” *American Quarterly* 64(3), 571-604.

Ponder, C.S., and Elvin Wyly (2011). “Gender, Age, and Race in Subprime America.” *Housing Policy Debate* 21(4), 529-564.

Archives of various studio materials from previous years are available at

<http://ibis.geog.ubc.ca/~ewyly/g450.html>

This course is a combination of different styles of teaching and learning. Part of our work will involve traditional lectures, but we will also spend time in seminar-style discussions and workshop/laboratory collaboration to explore various facets of data and methods to measure urban inequalities. In our readings for seminar discussions, we will explore various topics in which quantitative, spatial-analytic methods are used in the urban research literature. Our hands-on exploration of data and methods in the laboratory, however, will focus on one topic: **racialized inequalities of urban policing in the United States**. In recent years, incidents of police brutality and killings have drawn widespread attention to the issues of racial profiling and the militaristic stance with which many police forces seem to approach urban communities of color. “I can’t breathe!” became a widely-recognized protest motto after cellphone video showed police officers wrestling an African-American man, Eric Garner, to the pavement in Staten Island, New York; Garner was well-known to police for the offense of selling untaxed cigarettes not far from the Staten Island Ferry terminal. On this particular day, however, Garner hadn’t committed any offense: he had just stepped away from breaking up a fight when a team of officers approached him. And this time Garner resisted — “I did not sell *nothing!*” he declared, out of frustration with always being harassed; “just leave me alone!” One of the

officers put Garner into a choke-hold — a dangerous physical maneuver that had been prohibited by police department policies for years because of its lethal risks — as he was taken down. As the officers piled on to him, he said, over and over, “I can’t breathe!” and then he lost consciousness; an hour after he was taken to the hospital, he was dead. “Hands up, don’t shoot!” became another widely-circulated protest mantra after Michael Brown, an 18-year-old Black man, was fatally shot by a White police officer in a suburb of St. Louis, Missouri; Brown was believed to have stolen a few packages of cigarillos from a nearby convenience store, and some

“But why do these killings happen? They are not to be blamed on the policemen alone. That is too easy. This is a problem of a system.”

Vijay Prashad (2016). “This Ends Badly: Race and Capitalism.” In Jordan T. Camp and Christina Heatherton, eds., *Policing the Planet: Why the Policing Crisis Led to Black Lives Matter*. London and New York: Verso, 283-297, quote from p. 284.

officer, Darren Wilson, for the shooting gave fresh energy to the #BlackLivesMatter movement — which had begun a few years earlier in the aftermath of yet another killing of an unarmed young Black man (Trayvon Martin), this time by a private security guard in a gated community in Florida. In Cleveland, Ohio, a 12-year old Black boy, Tamir Rice, was playing with a toy pistol in a city park; officers responded after a resident called the police about “a male sitting on a swing and pointing a gun at people,” but the caller repeated, twice, “It’s probably fake.” Two police officers responded in a squad car, and one of the officers fired two shots within seconds of arriving on the scene — even before the car came to a halt; Rice died the next day. Eric Garner, Michael Brown, Tamir Rice ... and there are so many others. Activists with #BlackLivesMatter claim that “every 28 hours a black man, woman, or child is murdered by police or vigilante law enforcement.”¹ At the same time, others defend contemporary policing, emphasizing that there’s no protest or press coverage of the innumerable times

witness reports (subsequently called into question) claimed that Brown had his hands raised when he was shot. Anger and activism in the wake of a grand jury’s refusal to indict the White police

“From the ashes of Ferguson rose the most radical and intersectional civil rights movement in African American history. The movement for black lives has put the world on notice that the Chokehold is not sustainable. The United States has been here before, with black-led resistance to slavery and the old Jim Crow. What African Americans do, every century or so, is to save this country’s soul. For blacks this has been tiresome and unrewarding work. Racial subordination has simply been refashioned from slavery to convict leasing to segregation to mass incarceration. Now is the time to disrupt the wretched cycle once and for all. Let this be the last time blacks reinvent this country without crushing white supremacy.”

Paul Butler (2017). *Chokehold: Policing Black Men*. New York: New Press, p. 228.

¹ Malcolm X Grassroots Movement (2014). *Operation Ghetto Storm: 2012 Report on the Extrajudicial Killing of 313 Black People by Police, Security Guards, and Vigilantes, updated to November 2014*. Baltimore / New York / Detroit: Malcolm X Grassroots Movement.

police officers have friendly, respectful encounters with civilians that enable crime prevention. Ray Kelly, New York City’s longest-serving Police Commissioner until he was replaced in late 2013, explained the logic: “Since 2002, the New York Police Department has taken tens of thousands of weapons off the street through proactive policing strategies. The effect this has had on the murder rate is staggering. In the 11 years before Mayor Michael Bloomberg took office, there were 13,212 murders in New York City. During the 11 years of his administration, there have been 5,849. That’s 7,383 lives saved — and if history is a guide, they are largely the lives of young men of color.”² Such statistics take on different meanings, however, when considering that violent crime was falling nationally during this period.³

What can we learn about urbanism, inequality, and violence from these stories? How can we make sense of the battle of data and statistics — between an interpretation that emphasizes an extrajudicial murder every 28 hours nationwide, on the one hand, versus a claim to have saved 7,383 lives just in one city? And how can we gather, organize, and analyze data to make our own contribution to these ongoing debates at the intersection of urban theory, law and public policy, and community activism?

Texts

Required:

Alexander, Michelle (2012). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: New Press.

Butler, Paul (2017). *Chokehold: A Renegade Prosecutor’s Radical Thoughts on How to Disrupt the System*. New York: New Press.

Camp, Jordan T., and Christina Heatherton, eds. (2016). *Policing the Planet: Why the Policing Crisis Led to Black Lives Matter*. London and New York: Verso.

Coates, Ta-Nehisi (2015). *Between the World and Me*. New York: Spiegel & Grau.

Ferguson, Andrew Guthrie (2017). *The Rise of Big Data Policing*. New York: New York University Press.

Gilmore, Ruth Wilson (2007). *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*. Berkeley: University of California Press.

Wacquant, Loïc (2009). *Punishing the Poor: The Neoliberal Government of Social Insecurity*. Durham, NC: Duke University Press.

² Kelly, Ray (2013). “The NYPD: Guilty of Saving 7,383 Lives.” *Wall Street Journal*, July 23, A17.

³ See Paul Butler (2017). *Chokehold: Policing Black Men*. New York: New Press, pp. 191-196.

Recommended:

- Brown, David O. (2017). *Called to Rise: A Life in Faithful Service to the Community that Made Me*. New York: Ballantine Books.
- Carr, Gwen (2018). *This Stops Today: Eric Garner's Mother Seeks Justice After Losing Her Son*. Lanham, MD: Rowman & Littlefield.
- Kohler-Hausmann, Issa (2018). *Misdemeanorland: Criminal Courts and Social Control in an Age of Broken Windows Policing*. Princeton: Princeton University Press.
- Lebron, Christopher J. (2017). *The Making of Black Lives Matter: A Brief History of an Idea*. Oxford: Oxford University Press.
- Maynard, Robyn (2017). *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Halifax and Winnipeg: Fernwood Publishing.
- McKittrick, Katherine, and Clyde Woods (2007). *Black Geographies and the Politics of Place*. Toronto: Between the Lines Press.
- McKesson, DeRay (2018). *On the Other Side of Freedom: The Case for Hope*. New York: Viking.
- Taibbi, Matt (2017). *I Can't Breathe: A Killing on Bay Street*. New York: Spiegel & Grau.
- Vitale, Alex (2017). *The End of Policing*. London and New York: Verso.
- Wacquant, Loïc (2009). *Prisons of Poverty*. Minneapolis: University of Minnesota Press.

Recommended References on Methods and Methodology:

- Kitchin, Rob (2014). *The Data Revolution: Big Data, Open Data, Data Infrastructures and Their Consequences*. Los Angeles and London: Sage Publications.
- Greene, Richard P., and James B. Pick (2011). *Exploring the Urban Community: A GIS Approach*. Upper Saddle River, NJ: Prentice-Hall.
- Walter, Maggie, and Chris Andersen (2013). *Indigenous Statistics: A Quantitative Research Methodology*. Walnut Creek, CA: Left Coast Press.
- Cadwallader, Martin (1996). *Urban Geography: An Analytical Approach*. Upper Saddle River, NJ: Prentice-Hall.
- Johnston, Ron (1978). *Multivariate Statistical Analysis in Geography: A Primer on the General Linear Model*. London: Longman.

Burt, James E., Gerald M. Barber, and David L. Rigby (2009). *Elementary Statistics for Geographers*. New York: Guilford Press.

Hinton, Perry R. (1995). *Statistics Explained: A Guide for Social Science Students*. London and New York: Routledge.

Abler, Ronald, John S. Adams, and Peter Gould (1971). *Spatial Organization: The Geographer's View of the World*. Englewood Cliffs, NJ: Prentice-Hall.

Harvey, David (1969). *Explanation in Geography*. London: Edward Arnold.

Evaluation

Marks are based on attendance and participation (one third), paper-in-progress writing submissions (one third), and a final research paper (one third). Attendance and participation entail preparation and oral presentation of short, one-page reading response papers, occasionally leading discussions of specific readings, and oral presentation of research results through the paper-in-progress submissions.

Beginning in the second week of class, one-page response papers engaging with the analyses and arguments in the required readings, are due in person at the beginning of each of our class meetings; one page is, quite literally, the least I can ask for. Submissions are not accepted by email except in cases of genuine emergency. Requiring an individual to actually, physically show up on time and to be prepared with a single page of engagement is the most effective way for an instructor to monitor attendance; it is also an effective way for a student to ensure steady progress on the final research paper. Indeed, as the course progresses, response papers should evolve *away* from narrow summaries of a single week's assigned readings, *towards* reflections and progress reports on your final term paper. From time to time students will be expected to write and execute a bit of SAS[®] code as part of their one-page response paper assignments (SAS[®] code is explained in more detail below).

Suggested dates for writing submissions on your research paper are January 21, February 25, and March 17. The first submission should be a one-page topic statement; the second submission should be about three pages either in the form of a i) detailed outline, ii) annotated bibliography, iii) preliminary empirical analysis and interpretation, or iv) preliminary draft of a section of the paper. The third submission should be a five-page excerpt, outline, annotated bibliography, or other update on the paper. One-page response papers are not due on those dates for which you submit paper-in-progress writing submissions.

“Suggested dates” is passive-aggressive language specifying that these deadlines are *optional* but *firm*. If feedback or comments are desired, it is suggested that you make the deadlines. If you are unable to do so, for any reason, submit at the next deadline; if you need a short extension, in other words, you have it. If you need a longer extension, speak to Faculty Advising professionals who have the authority to grant Standing Deferred or other status adjustments. Emails requesting extensions, requesting extensions for subsequent extensions, excuses for

missing previously requested extensions, and questions regarding the meaning of “deadline”⁴ will remain unanswered. Column entries on the grade worksheet for the varied components of the course mark will remain blank until such time as sufficient data is provided for evaluation.

Students may choose any relevant topic for a final paper, so long as there is some analysis of secondary data in relation to urban inequality, or a theoretical, political, and/or legal-institutional analysis of the role of data and/or quantitative techniques in an issue related to urban inequality. Students are strongly encouraged, however, to make use of the information on urban policing made available through the New York City Police Department’s Stop, Question, and Frisk dataset.

Final Papers are due no later than 5:00 PM, Friday, April 17, 2020. Papers should be approximately 3,500 words, not counting references; include an abstract of no more than 150 words. Papers *must* conform to general guidelines at

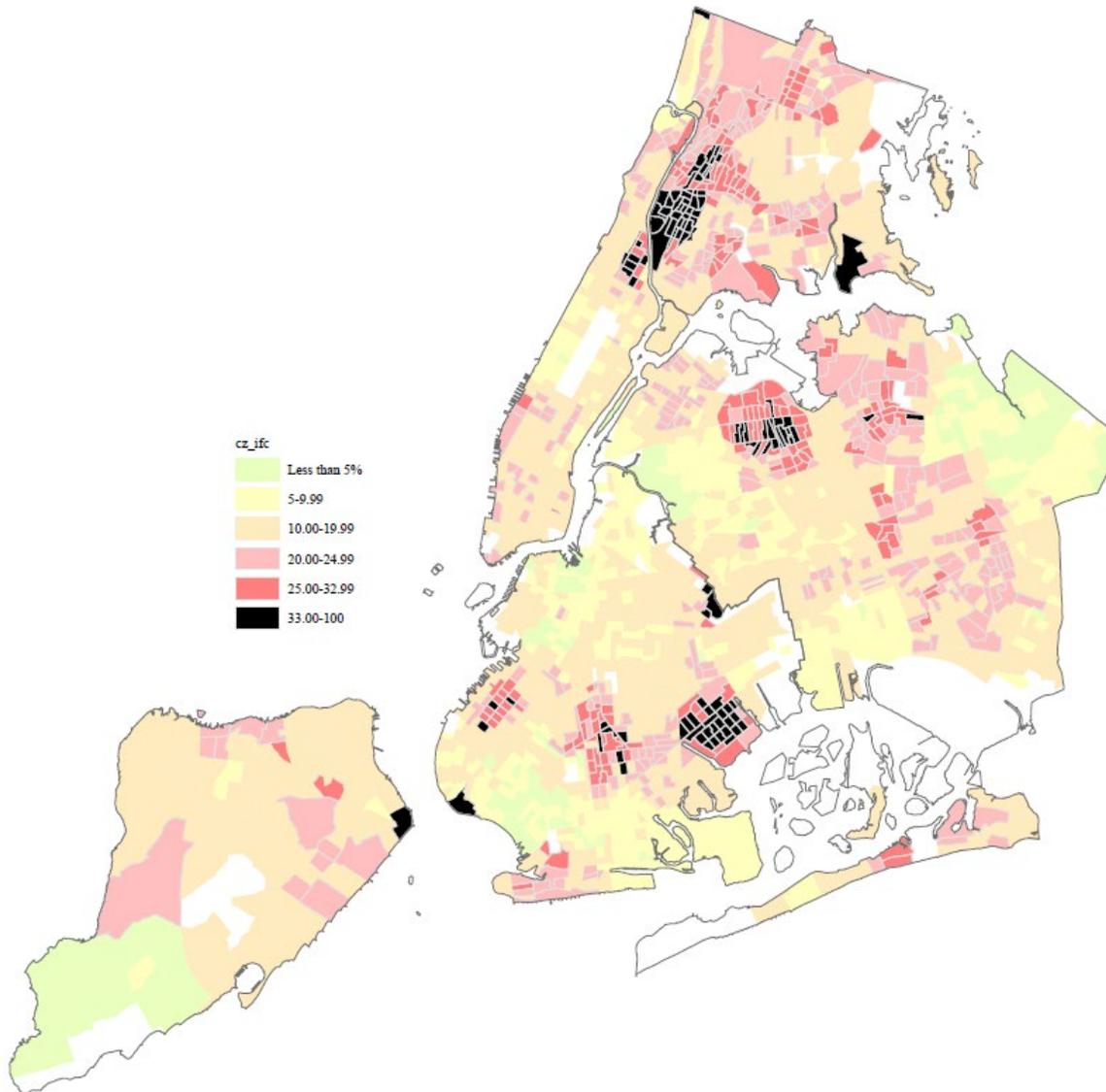
<http://ibis.geog.ubc.ca/~ewyly/guidelines.html>

⁴ “Does this mean I should wait for the next week’s reflection paper submission to submit my draft? Or should I wait for the next paper in progress submission date?” I have no idea. The goal for this class is for us to spend time reading, learning, talking, and writing; we need to minimize the time and attention devoted to marks, even though this institution does impose certain requirements on an instructor that require an evaluation translated into a quantitative form. At the beginning of the term, a grade worksheet is created with a series of columns. The columns are filled in as our colleagues in the studio submit reflection papers and SAS code exercises, contribute to the seminar discussions, lead discussions of readings, submit papers in progress, and submit a final paper. Column entries remain blank if insufficient information is available to adjudicate a numerical estimate. It is *possible* for students to do well even some of the columns remain blank for a while during the term, but it’s not guaranteed.



Interconnected Urban Worlds. Urban inequalities, methods, and theories are all interconnected when you learn to watch for the signs of linkages and relations. Not long ago, a research sabbatical provided the privilege of several months in Santiago de Chile. I had the opportunity for careful study of the roots of today’s cybernetic geographical technologies in the U.S. military industrial complex of the 1940s and 1950s, and the way urban gentrification is undergoing dramatic transformations; Jatinder focused her efforts on learning Spanish in a course and then with a tutor. Shortly after I delivered a lecture to the Facultad de Arquitectura y Urbanismo of Universidad de Chile — “The Evolution of Gentrification and the Gentrification of Evolution” — our host, Ernesto López-Morales, invited us to walk a few blocks to check out a demonstration. “It was only planned at the last minute,” he apologized, explaining that it would be very small, but we were welcome to join in. Soon we were walking down la Alameda in a crowd of some 15,000 in a March Against Gender Violence. Ernesto kept apologizing. “This is actually quite small,” he reflected; “there should be three times as many people here.” Ernesto is one of the world’s leading authorities on contemporary trends in local and transnational forms of gentrification; see, for example, Loretta Lees, Hyun Bang Shin, and Ernesto LópezMorales, eds. (2015). *Global Gentrifications: Uneven Development and Displacement*. Bristol, UK: Policy Press. Shortly thereafter, I finally got a chance to meet Jatinder’s Spanish tutor, an expatriate who had been living in Chile for many years; when he learned of my connection to Geography, Matthew, originally from Minnesota, happily recalled a course he began to take many years ago at the University of Minnesota. Matthew had been forced to drop that class due to some transportation and scheduling problems, but as he enthused about the exciting subject matter and the professor, it became clear that he got the introduction to John S. Adams’ “North American Cities,” a rigorous course that enrolled a blend of upper-division undergraduates as well as graduate students. Recall the earlier mention of “cybernetic geographical technologies” that have transformed so much of theory and practice? Many can be traced to the landmark of Geography’s ‘Quantitative Revolution’: Ronald Abler, John S. Adams, and Peter Gould (1971). *Spatial Organization: The Geographer’s View of the World*. Englewood Cliffs, NJ: Prentice-Hall. Further conversations with Matthew revealed one more connection with direct relevance to our subject matter in this course: Matthew’s mother worked at the same elementary school as Philando Castile, the man who was shot by a police officer on a traffic stop in a suburb just

outside St. Paul, Minnesota in early July, 2016; Castile's girlfriend, Diamond Reynolds, was with Castile in the car, and she live-streamed the immediate moments after the shooting on Facebook. The horrific violence unfolded as Reynold's four-year-old daughter watched from the backseat. If you're prepared for exposure to disturbing, traumatic events, a side-by-side combination of Diamond Reynolds' stream and the police-car dashcam video is [here](#). *Image above: 'Communists Against Gender Violence,' march in Santiago de Chile, November, 2016 (photograph by Elvin Wyly).*



Percentage of stops in which the civilian is innocent, and in which some kind of physical force is used by the police officer, by census tract, 2007-2013. *Source:* Map created by Elvin Wyly, using data from New York City Police Department (2008-2014). *Stop, Question, & Frisk Database.* New York: City of New York Police Department.

When classes are in session, all submissions must be on paper, printed on one side only of standard letter-sized (8.5 x 11.0 inch) paper, and submitted in person at the beginning of class. Please don't do The Vancouver Jam (the pervasive practice in which people in this town decide to cancel at the very last minute, sending an email or text message instead). If you have a genuine emergency and you can't make it, fine. But receiving and reading the in-person, on-paper submissions is my way of taking attendance: if you can't attend then you give up your

claim on the time that will be devoted to reading what has been received in class. Hold on to your submission until the next time we meet.

After the end of formal class meetings at the end of the term, then and only then we can and will use the convenience of email. The final term paper should be sent to ewyly@geog.ubc.ca as a single *.pdf attachment.

Note that our work in this course focuses on the use of existing secondary data without personally identifiable information. While some of the literature we'll read will include materials from interviews, focus groups, and similar methods, federal government and University regulations strictly prohibit research on 'human subjects' without first undergoing formal review and approval for behavioral research ethics. Given our time constraints, we will not be able to undertake these processes for this course; students interested in these research methods should consider Geography 371, Research Strategies in Human Geography.

Schedule Overview

The first two weeks are devoted to an introduction of the purpose of the course and the urban research project that will be used to illustrate various analytical techniques. Beginning in the third week, each meeting will be divided into three segments: discussion, laboratory, then lecture.

1. The **first** hour will be devoted to a roundtable discussion of the readings. Each student will prepare and submit a one-page response paper; this response should engage with the arguments and analysis presented in the required reading (in several cases, students will be assigned separate readings so that we can collectively cover more territory across multiple literatures). Be prepared to speak for a few minutes to summarize your response paper. Note that the paper-in-progress submissions substitute for your one-page response paper on those deadlines; complete the required readings on those days, but we will devote more of the panel discussion to conversations about your evolving research and writing.

Do not be intimidated if you find some of the readings difficult, or confusing, or contradictory. Urban research can be ... difficult, confusing, and contradictory! Do the best you can to engage with the arguments and evidence provided by various authors, and to offer your own assessment of the methods, data, and politics that seem to be involved.

2. The **second** hour will be devoted to laboratory demonstration of various analytical techniques. We will focus primarily on the NYPD dataset, although occasionally examples will be drawn from other databases. Many of the methods will be demonstrated in a powerful database and analytics package called SAS.[®] SAS[®] has extraordinary and wide-ranging capacities, but, again, you should not be intimidated: this is an *urban research* course, not a boot-camp focused solely on database design, statistics, data mining, and what is being called today "Big Data." We'll learn some methods and techniques, but by contemporary standards our work is rather Small Data. Still, it is worth learning about the history of how certain methods, techniques, and software tools have co-evolved with urban research.

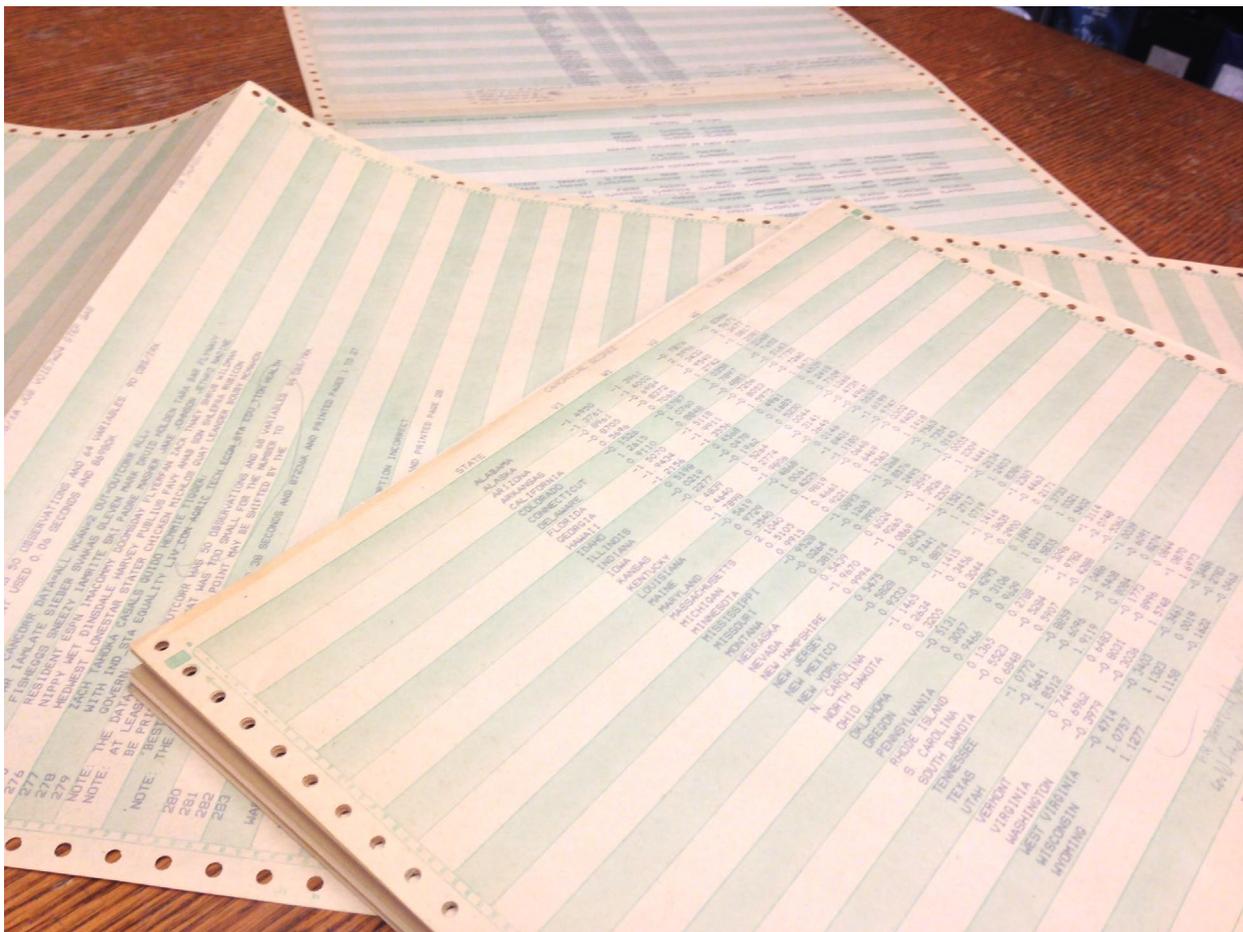
SAS[®] has an interesting history. SAS[®] grew out of efforts beginning in 1966 at North Carolina State University to develop a general-purpose statistical software package to analyze the exploding volumes of new data produced by several studies funded by the U.S. Department of Agriculture. The result — the ‘Statistical Analysis System’ (SAS) — then became popular among other researchers amidst the generalized growth in demand for tools to implement statistical analysis for all kinds of data and applications. The university’s innovations were spun off into a privately-held company established in 1976 “to help all sorts of customers — from pharmaceutical companies and banks to academic and governmental entities.”⁵ SAS[®] Canada, which opened physical operations in Canada in 1988, now has offices in Calgary, Montreal, Ottawa, and Toronto. The headquarters building in Toronto was Canada’s first new commercial office space building to gain certification by LEED[®] (Leadership in Energy and Environmental Design). SAS[®] World Headquarters, which employs more than 5,000 workers, is in the “Research Triangle” region of North Carolina, a sort of Silicon-Valley-esque constellation of corporate spin-offs from high-technology innovations developed in nearby universities. Given the migration of competitive, highly-paid technology workers from the Boston-Washington megalopolitan region of the Northeast, the town where SAS[®] is based — Cary, North Carolina — is sometimes described by old-school Southern locals as the “Containment Area for Relocated Yankees.” SAS[®] reported revenues of more than \$3 billion in 2013, and claims more than 70,000 business, government, and university site licenses — including 91 of the top 100 companies on the Fortune Global 500[®] list.

SAS[®] began as a software program that ran exclusively on the large “mainframe” computers — most of them made by the day’s dominant technology company of the day, International Business Machines, Inc. (IBM) — available only at large research universities. When I first began to learn how to write code in SAS[®] in the fall of 1985, things had just shifted from the “punchcard” system — which required a cumbersome device to translate commands onto physical paper cards to be fed into the computer as instructions for the machine — to the keyboards at terminals lined up in the Computer Center. Our Computer Science professor kept telling us how easy we had it with these fancy new ‘terminal’ thingies compared to the old punch-card torture *they* had endured. The Computer Center with all its new terminals was a large building on the other side of campus, seemingly situated as far as possible from the residence hall where I was assigned a room. The only way to use SAS[®] to complete the assignments for classes in Computer Science — and then later for the Spatial Analysis courses in Geography — was to go to the Computer Center. SAS[®] wasn’t yet available on the primitive personal computers that were just becoming available at the time (those huge, heavy mechanical beasts weren’t very ‘personal,’ and they really struggled to function as ‘computers’). At Penn State, getting to the Computer Center required stumbling through gently sloping snowdrifts on the edge of a few large parking lots. You’d type in your code on the terminal, submit it to the mainframe for processing, and then stand in line at the “output window” to wait for the printed output. The results would appear on big, green-and-white sheets of “tractor-feed” paper with holes along the edges that was spewed out by the dual wheels of the giant printing machines behind the counter. As you were standing in line you could see, in advance, if you had made a mistake. If you had omitted a semicolon in your program — something that SAS[®] in particular is very, very picky about — then the system would barf out multiple lines of **ERROR ERROR**

⁵ SAS Institute (2015). “SAS History.” Cary, NC: SAS Institute, available at <http://www.sas.com>

ERROR and do nothing else. That was a ‘thin’ stack that you would see as the attendant came to the window with your output.

But if you got things right then the attendant came towards you with a ‘thick’ stack of pages of the tables or model results that you had asked SAS® to produce. If you succeeded, then you’d pore over the results to evaluate how well a model aligned with the theoretical expectations you’d developed from your literature review. You’d look at the various diagnostics to see if there were any biases in the model used to organize the data. If you couldn’t make sense of things right away, you’d take it home and sift through the textbook, or you’d go to the library to find a book or article that would help you piece together a story. Tough puzzles required going to the professor’s office hours. The Computer Science faculty weren’t really accessible, so you had to search for the TA instead.



Tractor-Feed! Outputs from Canonical Discriminant Analysis in SAS, circa 1988. Source: Photograph by Elvin Wyly.

Things were usually better in the Department of Geography on the third floor of the Walker Building, where you’d find the office of the professor who taught Geography 454, *Spatial Analysis I*, in the fall, and Geography 455, *Spatial Analysis II*, in the spring: Peter R. Gould. Gould was happy to chat during office hours, although he was a rather tough customer who asked challenging questions, and could sometimes be a bit intimidating: his course syllabi made it crystal clear, for instance, that you were *never, ever* allowed to submit any of those giant sheets

of tractor-feed paper with your final term paper. To do so was a sign of poor planning and failed time management; it was *your job* to sift through the voluminous stacks of output, to make well-reasoned choices, and type up clear, concise tables presenting the most meaningful and important results of your tabulations and statistical analyses. And sometimes Peter wasn't available. When he was on a tight writing deadline you'd find a sheet of paper taped to the door that said something apocalyptic, like "Do not disturb unless fire or floodwater reaches the third floor." That always made me laugh.

Sending an email wasn't in the realm of possibility. Remember, this is back in the Dark Ages of 1985. That's the era of the very first high-speed connections between the large mainframe computers under the National Science Foundation's NSFNET initiative. Faculty approved for specialized research accounts on the expensive mainframe could sometimes get access to NSFNET to share data with professors at other universities, but undergraduate students would *never* have any chance of access to that expensive system. Getting 'time on the computer' was a sign of exclusivity and elite achievement, because the power of the computer's central processing unit was a rare, precious resource to be carefully rationed for only the most important purposes. Only the elite of the elite had access to anything remotely resembling what we could today call the 'Internet.' For us ordinary undergraduate students, there was just a very simple, primitive electronic bulletin board we'd see when we logged into our accounts via the terminals at the Computer Center. That's where we would find sample computer programs, and the data that we'd need to work on our assignments. If you still had trouble making sense of things after the lecture and seeing the sample code provided — or if you encountered that dreaded 'thin stack' at the output window — you'd have to go look in the thick software documentation books available at the Computer Center. There was a ton of information — the documentation set involved multiple volumes, each a few inches thick — but you had to sift through it to find what was relevant to the particular question, problem, or technical decision you confronted.

That was thirty years ago. Most of the skills learned in that old era seem to be completely, hilariously obsolete. But appearances can be deceptive, and we can acquire a critical perspective on these matters if we consider how tools like SAS[®] evolved, expanded, and adapted to each wave of transformation in hardware and software that have always defined the "Quantitative Revolution." "Quantitative Revolution...?" you ask. That's a phrase that has been used for a half-century now in Geography and other social sciences, to refer to a series of theoretical, political, and technological changes that changed the way scholars produce knowledge.⁶ But it's also a discourse that describes changes in today's fast-paced world of business competition: the corporate clients of SAS[®] at the top tier of the Fortune Global 500[®] list are these days reading all about 'Big Data,' 'Business @ The Speed of Thought,' the 'Code Halos' of torrents of data streaming from smartphones and tablets, and everything else that adds up to what one creative-capitalist data entrepreneur has described as a 'Dataclysm.'⁷ Today's devices are exponentially more powerful than what was available in the early years of SAS.[®] The smartphone in your pocket has more processing capacity and speed than those giant old room-sized mainframes.

⁶ See Rob Kitchin (2014). *The Data Revolution: Big Data, Open Data, Data Infrastructures, and Their Consequences*. London: Sage, especially Chapter 8.

⁷ Bill Gates (1999). *Business @ The Speed of Thought: Using a Digital Nervous System*. New York: Warner; Malcolm Frank, Paul Roehrig, and Ben Pring (2014). *Code Halos: How the Digital Lives of People, Things, and Organizations are Changing the Rules of Business*. Hoboken, NJ: Wiley; Christian Rudder (2014). *Dataclysm: Who We Are When We Think No One's Looking*. New York: Crown.

job was to produce automobiles, his new job was achieving military objectives and protecting a precarious colonial world order the U.S. inherited after the end of the Second World War — he never stepped back to question the political nature of those goals.

Likewise, there were plenty of powerful software applications used to implement all the sophisticated financial instruments that triggered “the worst financial crisis in global history”¹⁰ — the Global Financial Crisis that began in 2008. *That* crisis was all about estimating prices for new kinds of financial innovations, while ignoring the clear warnings that many of those risky ‘innovations’ had been specifically designed to make money from racist, deceptive, and exploitative practices.

In sum, we have learned that powerful tools can be used for good or evil. **It is just as important to understand the history and context of the tools you’re using as it is to master the technical details.**

This is why this little section introducing SAS[®] with all its “[®]” warnings of legalistic, corporate intellectual property, has morphed into such a long, tedious section of this course syllabus. I’m sorry! The point here is simple:

**we will use SAS[®]
but
we will not let SAS[®] use us.**

For many years, SAS[®] pursued an elite, ‘proprietary’ corporate subscription model — targeting those dominant nine-tenths of the top 100 companies on the Fortune Global 500[®] list. This meant that you had to pay (quite a bit) for access to SAS[®], and ‘access to’ meant *only the rights to use the software for a limited period of time*, and no further ownership privileges. SAS[®] site licenses (obtained through a cumbersome bureaucratic process through site license administrators in the University’s Information Technology Services department) expired each spring, making the final weeks of every spring semester a bit stressful as the software carried its urgent warnings of impending obsolescence. Every machine authorized to use SAS[®] required not just the initial cost of access to the software, but also the annual subscription renewal fee and tedious bureaucratic process of obtaining renewal codes. This made it impossible for me to use SAS[®] for this course, and instead I opted for a more affordable but much less powerful alternative (STATA).

¹⁰ U.S. Federal Reserve Chair Ben Bernanke, quoted in U.S. Financial Crisis Inquiry (2011). *Final Report of the National Commission on the Causes of the Financial and Economic Crisis in the United States*. Washington, DC: U.S. Government Printing Office, p. 354.

Recently, however, the expansion of the ‘open source’ software movement — the widespread popular demand among many computer programmers who argue that software should be a shared resource that everyone can freely use and contribute to in collective innovation, rather than a closely-guarded corporate asset — has presented a major competitive threat to the SAS[®] subscription model. To be sure, there are some curious paradoxes and myths of the open-source movement as giant corporations like Google have moved into this evolving ecosystem of creative code-writers and self-replicating algorithms. A lot of the software tools now offered for “free” are built on a different kind of business model that is not, in fact, entirely free: as one technology analyst memorably put it a few years ago on the tech site *MetaFilter*, “If you’re not paying for it, you are the product.”¹¹ For our purposes, however, what matters is that the leaders at SAS[®] World Headquarters have realized that the best way to ensure their survival in the face of competition from open-source alternatives (such as the statistical package called R) is to ensure a steady stream of hardworking, creative university graduates *like you* who know how to work with (and think in) SAS[®]. This led the company to introduce a limited, free version of the software called SAS[®] University Edition. This creates wonderful opportunities for us to learn how to write code in this class. SAS[®] is much easier to work with compared to the open-source alternatives like R, and on the other hand it’s much more powerful than inexpensive proprietary options like STATA.

3. The **third** hour will be a theoretical and methodological lecture designed to prepare us for the next week’s readings. There will be a balance between a) qualitative, legal, and political-geographical perspectives on the urbanization of race and policing, and b) positivist methodologies used to organize particular kinds of observable phenomena and to draw inferences on causal interrelations. This balance may change from week to week based on our evolving interests and the questions we find most interesting in the materials we read.

Weekly Schedule

Below is a generalized overview of our weekly plan for discussions and readings. We may make some slight revisions to this schedule as the course proceeds, and as events merit. The materials below, moreover, constitute the *minimum* expected readings. Additional recommendations and resources, as well as up-to-date details, should be consulted at

<http://ibis.geog.ubc.ca/~ewyly/Private/g450schedule.html>

January 7. Introductions.

Michael Kahn (1971). *The Seminar*. Santa Cruz, CA: Kresge College, University of California.

Student (2013). “The Automated Epistemology of an iParadigm Shift.” *Human Geography*, Comments & Debates Section.

¹¹ Goodson, Scott (2012). “If You’re Not Paying For It, You Become the Product.” *Forbes*, CMO Network, 5 March.

Elvin Wyly (2014). "Where is an Author?" *City* 19(1), 5-43. Just read the "Plagiarism frontiers..." section.

Rob Arthur, Taylor Dolven, Keegan Hamilton, Allison McCann, and Carter Sherman (2017). "Police Shoot More Than Twice as Many Americans as Previously Understood." *Vice News*, December 11.

Charles M. Blow (2019). "Bloomberg's Bogus, Belated Mea Culpa." *New York Times*, November 17.

The Nation (2012). *The Hunted and the Hated: An Inside Look at the NYPD's Stop-and-Frisk Policy*. New York: The Nation.

CBC News (2018). "Ken Lam: The Cop Who Arrested Alek Minassian Peacefully." *The National*, April 24. Ottawa: Canada Broadcasting Corporation.

January 14. What Counts?

Everyone reads:

Ta-Nehisi Coates (2015). *Between the World and Me*. New York: Spiegel & Grau; Part I, pp. 5-71.

Ray Kelly (2015). "Reasonable Suspicion." Chapter 16 in *Vigilance: My Life Serving America and Protecting its Empire City*. New York: Hachette, 270-282.

New York Civil Liberties Union (2015). *NYC: Stop-and-Frisk Down, Safety Up*. New York: New York Civil Liberties Union.

Peter R. Gould (1979). "Geography, 1957-1977: The Augean Period." *Annals of the Association of American Geographers* 69(1), 139-151.

Mei-Po Kwan and Tim Schwanen (2009). "Quantitative Revolution 2: The Critical (Re)Turn." *Professional Geographer* 61(3), 283-291.

Elvin Wyly (2009). "Strategic Positivism." *Professional Geographer* 61(3), 1-13.

Mark Ellis (2009). "Vital Statistics." *Professional Geographer* 61(3), 301-309.

Discussant Reports on:

Final section of Part 1 of Coates,
Between the World and Me,
pp. 39-71.

Part 2 of Coates, *Between the World and Me*, pp. 73-132.

Part 3 of Coates, *Between the World and Me*, pp. 133-152.

January 21. Old and New Politics of Data.

Topic statement due.

Everyone reads:

First, read Ruth Wilson Gilmore, *Golden Gulag*, “Prologue: The Bus,” “1. Introduction,” and “Epilogue: Another Bus.”

Richard Shearmur (2010). “A World Without Data? The Unintended Consequences of Fashion in Geography.” *Urban Geography* 31(8), 1009-1017.

Joe Sexton (2018). “In New York, Crime Falls Along with Police Stops.” *ProPublica*, January 16.

Discussant Reports on:

Gilmore, *Golden Gulag*,
“2. The California Political
Economy.”

Gilmore, *Golden Gulag*,
“3. The Prison Fix.”

Gilmore, *Golden Gulag*,
“4. Crime, Croplands, and
Capitalism.”

Gilmore, *Golden Gulag*,
“5. Mothers Reclaiming
Our Children.”

Gilmore, *Golden Gulag*,
“6. What is To Be Done?”

January 28. Sampling, Generalization, and Representation.

Everyone reads: Michelle Alexander, *The New Jim Crow*, “Foreword,” “Preface,” and “Introduction.”

Matthew Hannah (2001). "Sampling and the Politics of Representation in U.S. Census 2000." *Environment and Planning D: Society and Space* 19, 515-534.

Discussant Reports on chapters of Alexander, *The New Jim Crow*:

- _____ "1. The Rebirth of Caste."
- _____ "2. The Lockdown."
- _____ "3. The Color of Justice."
- _____ "4. The Cruel Hand."
- _____ "5. The New Jim Crow."
- _____ "6. The Fire This Time."

February 4. *Terry v. Ohio* and the Evolving Laws of Spatial Organization.

Everyone reads: Paul Butler, *Chokehold*, "Introduction: Broke on Purpose."

Chapter 2, "Legal Analysis of 'Stop & Frisk,'" in Spitzer, Eliot (1999). *The New York City Police Department's 'Stop & Frisk' Practices: A Report to the People of the State of New York from the Office of the Attorney General*. New York: New York Department of Law, pp. 15-44.

Discussant Reports on chapters of Butler, *Chokehold*:

- _____ "1. Constructing the Thug."
- _____ "2. Controlling the Thug."
- _____ "3. Sex and Torture: The Police and Black Male Bodies."
- _____ "4. Black Male Violence: The Chokehold Within."
- _____ "5. Do Brothers Need Keepers?"
- _____ "6. Nothing Works: Why the Chokehold Can't be Reformed."
- _____ "7. If You Catch a Case: Act Like You Know."

_____ "8. Woke:
Unlocking the Chokehold."

February 11. Correlations and Code in the Revanchist City.

Everyone reads: Andrew Guthrie Ferguson, *The Rise of Big Data Policing*,
"Introduction: Big Data Policing."

Discussant Reports on:

_____ "1. Big Data's Watchful Eye: The
Rise of Data Surveillance."

_____ "2. Data is the New Black: The
Lure of Data-Driven Policing."

_____ "3. Whom We Police: Person-Based
Predictive Targeting."

_____ "4. Where We Police: Place-Based
Predictive Policing."

_____ "5. When We Police: Real-Time
Surveillance and Investigation."

_____ "6. How We Police: Data Mining
Digital Haystacks."

_____ "7. Black Data: Distortions of Race,
Transparency, and Law."

_____ "8. Blue Data: Policing Data."

_____ "9. Bright Data: Risk and Remedy."

_____ "10. No Data: Filling Data Holes."

_____ "Conclusion: Questions
for the Future."

February 25. Multiple Regression, Multiple Regression: Analyzing the Multiple Dimensions of
Revanchist Urbanism.

Paper-in-progress, progress report due

Everyone reads:

Brian Jordan Jefferson (2018). “Predictable Policing: Predictive Crime Mapping and Geographies of Policing and Race.” *Annals of the American Association of Geographers* 108(1), 1-16.

Alex S. Vitale and Brian Jordan Jefferson (2016). “The Emergence of Command and Control Policing in Neoliberal New York.” In Jordan T. Camp and Christina Heatherton, ed., *Policing the Planet: Why the Policing Crisis Led to Black Lives Matter*. New York and London: Verso, 157-172.

March 3. ‘Punishing the Poor.’

Everyone reads: Loic Wacquant, *Punishing the Poor*, “Prologue: America as Living Laboratory of the Neoliberal Future.”

Discussant Reports on:

“1. Social Security and the Punitive Upsurge.”

“2. The Criminalization of Poverty in the Post-Civil Rights Era.”

“3. Welfare 'Reform' as Poor Discipline and Statecraft.”

“4. The Great Confinement of the Fin de Siecle.”

“5. The Coming of Carceral ‘Big Government.’”

“6. The Prison as Surrogate Ghetto; Engaging Black Subproletarians.”

“7. Moralism and Punitive Panopticism: Hunting Down Sex Offenders.”

“8. The Scholarly Myths of the New Law-and-Order Reason.”

“9. Carceral Aberration Comes to France.”

March 10. The Floyd, Davis, and Ligon Cases.

Everyone reads:

Jeffrey Toobin (2013). “Rights and Wrongs,” “The Preposterous Removal of Judge Scheindin,” and “The Last Word on Stop-and-Frisk?” *The New Yorker*, May 27, October 31, November 11.

Shira A. Scheindlin (2013). *Kelton Davis et al. v. The City of New York and New York City Housing Authority*, Opinion and Order 10 Civ. 699. New York, NY: U.S. District Court for the Southern District of New York.

Shira A. Scheindlin (2013). *Jaenean Ligon, et al., v. The City of New York, Raymond Kelly, Commissioner of the New York City Police Department, et al.*, Opinion and Order 12 Civ. 2274. New York, NY: U.S. District Court for the Southern District of New York.

Shira A. Scheindlin (2013). *David Floyd, et al., v. The City of New York*, Opinion and Order 08 Civ. 1034. New York, NY: U.S. District Court for the Southern District of New York.

March 17. Carceral Urban Ecologies.

Paper-in-progress, draft/excerpt due.

Everyone reads:

Matthew L. Mitchelson (2012). “The Urban Geography of Prisons: Mapping the City’s ‘Other’ Gated Community.” *Urban Geography* 33(1), 147-157.

March 24. ‘Policing the Planet.’

Everyone reads:

Martin Espada, “How We Could Have Lived or Died This Way,” “Introduction: Policing the Planet,” and “21. Poetry and the Political Imagination: An Interview with Martin Espada,” in Jordan T. Camp and Christina Heatherton, eds., *Policing the Planet*.

Discussant Reports on:

Robin D.G., Kelley, “1. Thug Nation: On State Violence and Disposability.”

Christina Heatherton,
“2. #BlackLivesMatter and
Global Visions of Abolition: An
Interview with Patrisse Cullors,”
and
Jordan T. Camp and Christina
Heatherton, “4. Ending Broken
Windows Policing in New York
City: An Interview with
Joo-Hyun Kang.”

Christina B. Hanhardt, “3. Broken
Windows at Blue’s: A Queer History
of Gentrification and Policing.”

Anjali Kamat, “5. The Baltimore
Uprising.”

Jordan T. Camp and Christina
Heatherton,
“6. Total Policing and the
Global Surveillance Empire:
An Interview with Arun Kundnani,”
and Christina Heatherton,
“8. Policing the Crisis of
Indigenous Lives: An Interview
with the Red Nation.”

Marisol Lebron, “7. Mano Dura
Contra El Crimen and Premature
Death in Puerto Rico.”

George Lipsitz, “9. Policing Place
and Taxing Time on Skid Row.”

Jordan T. Camp and Christina
Heatherton, “10. Asset Stripping and
Broken Windows Policing on LA’s
Skid Row: An Interview with
Becky Dennison and Pete White,”
and
Jordan T. Camp and Christina
Heatherton, “11. Broken Windows,
Surveillance, and the New Urban
Counterinsurgency: An Interview

with Hamid Khan.”

Ruth Wilson Gilmore and Craig Gilmore, “13. Beyond Bratton.”

Steven Osuna, “14. They’re Not Solving the Problem, They’re Displacing It: An Interview with Alex Sanchez,” and Jordan T. Camp and Christina Heatherton, “15. Resisting State Violence in the Era of Mass Deportation: An Interview with Mizue Aizeki.”

Justin Hansford, “16. Community Policing Reconsidered: From Ferguson to Baltimore.”

Jordan T. Camp and Christina Heatherton, “17. How Liberals Legitimate Broken Windows: An Interview with Naomi Murakawa,” and “19. We Charge Genocide: An Interview with Breanna Champion, Page May, and Asha Rosa Ransby-Sporn.”

Don Mitchell, Kafui Attoh, and Lynn A. Staeheli, “18. ‘Broken Windows is Not the Panacea’: Common Sense, Good Sense, and Police Accountability in American Cities.”

Rachel Herzing, “20. The Magical Life of Broken Windows.”

Vijay Prashad, “22. This Ends Badly: Race and Capitalism.”

March 31. Presentation and discussion of paper drafts.

April 7. Class cancelled (conference presentation by instructor at the annual meeting of the American Association of Geographers, Denver, Colorado).

Again, note that the detailed weekly schedule is available at

<http://ibis.geog.ubc.ca/~ewyly/Private/g450schedule.html>

Details in the schedule will change from time to time as we explore the readings and make decisions on what questions we find most interesting, relevant, and important. Please check the schedule regularly, and refresh your browser to clear the cache so that you're looking at the latest version (not the one that your browser has stored locally, depending on what kind of device you're using). I've tried to design the course web page to prevent caching, by inserting this HTML code into the header document:

```
<meta http-equiv="cache-control" content="max-age=0" />
<meta http-equiv="cache-control" content="no-cache" />
<meta http-equiv="cache-control" content="must-revalidate" />
<meta http-equiv="cache-control" content="no-store" />
<meta http-equiv="expires" content="0" />
<meta http-equiv="expires" content="Tue, 01 Jan 1980 1:00:00 GMT" />
<meta http-equiv="pragma" content="no-cache" />
```

...but for mysterious reasons it does not work on all browsers, all devices, or all operating systems. Apparently those challenges of the **ERROR ERROR ERROR** messages and the 'thin stack or thick stack' ruminations waiting in line at the output window are still with us!

Other Policies and Procedures

Here are some of the other specific policies the University mandates for inclusion in course outlines.¹² Regular attendance is expected. 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.

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.

¹² For recent updates on administrative deliberations on information disclosure and procedural regulations, see [http://ibis.geog.ubc.ca/~ewyly/teaching/UBC\(2018\).pdf](http://ibis.geog.ubc.ca/~ewyly/teaching/UBC(2018).pdf)

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 the **Centre for Accessibility** as soon as possible:

<https://students.ubc.ca/about-student-services/centre-for-accessibility>

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 bureaucrat. *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 urban geographical research, and by inspiring and revealing the brilliant urbanist that can be found deep in your soul. *Your job* is to help me to do my job. Please do your best to get to class on time. Please turn off any disruptive technological distractions. UBC is not an online university.¹³ 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.¹⁴ The *worst* way is to miss class and then send emails asking, "what did I miss in class?" This is not an online course.

¹³ 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>

¹⁴ 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 them for notes, advice, and suggestions.

Welcome to Urban Research!

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 research 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 for several reasons. Multiple offices of the university are constantly working to refine various rules and regulations over different aspects of life in the academy. Other disclosures are attempts to provide answers to all sorts of 'frequently asked questions'; over the years, stressed-out students who failed to plan ahead have sent many late-night emails asking ever more detailed questions, while devising ever more creative excuses ("...but it was on time! I was on an international flight, and we crossed the International Date Line, and ...").