



Vancouver, June 2008 (Elvin Wyly). "As a newcomer to the city I spent a lot of time that summer walking and cycling around the city ... trying to get a feel for the city. On a tour of Granville Island and False Creek, I remember saying to David Ley that I thought Vancouver was 'unreal, too perfect, a chocolate box city.' I thought it resembled a 'city on Prozac.' It was the image of Vancouver that struck me initially, but I had much more to learn."
-- Loretta Lees.¹

THE UNIVERSITY OF BRITISH COLUMBIA



**Urban Studies 200/
Geography 250: Cities**

Urban Studies Program
#252-1984 West Mall
Vancouver, B.C. Canada V6T 1Z2

Urban Studies 200 / Geography 250: Cities

September-December 2011, 3 credits

Tuesdays and Thursdays, 3:30-5:00, Geography Room 200

Elvin K. Wyly, Associate Professor, Chair, Urban Studies Program

Office: Geography Room 252 Office hours: Tuesdays, 8:00 AM to noon

Contact: 778 899 7906, elvin.wyly@geog.ubc.ca

Course Web Page: <http://www.geog.ubc.ca/~ewyly/u200.html>

Short course description: An interdisciplinary introduction to the city in the context of contemporary globalization. Analysis of urban patterns and processes from the theoretical perspectives of various disciplines and methodologies.

¹ Loretta Lees (2001). "Towards a Critical Geography of Architecture: The Case of an Ersatz Coliseum." *Ecumene* 8(1), 51-86, quote from p. 57.

Welcome to the City!

Right about now, a majority of the world's population has become urban. There are four hundred cities in the world with a population of at least one million, compared with only eighty-six in 1950. Cities will account for all of the world's population growth for at least the next half-century.² Many of the most urgent, fascinating, and frustrating questions of our time have become *urban* questions.

And yet what is the "urban"? The obvious answer is that urban issues deal with events that take place in cities. But this answer soon raises other questions. Does urban studies include suburbs, for instance? Some experts say yes, because cities and suburbs are independent parts of large metropolitan regions; others say no, because many suburbs emerge and grow because of people who actively reject life in the city.

Disciplinary perspectives also matter: the "urban" means very different things to scholars and students working in various fields. For an economist, the city might best be defined as an intricate local web of interdependent incentives and opportunities for innovation, production, consumption, income and wealth, and the unique efficiencies of spatially clustered activities. For a sociologist, the urban is constituted by the distinctive ways that individuals fit into different groups and institutions in areas shaped by dense settlement and rich, evolving configurations of socio-cultural diversity. For a political scientist, the city is structured by the interactions between elite power and pluralist forms of participation in public affairs, and by the mix of continuity and change in allegiance, alliances, and tactical maneuvers of power. For geographers, the city is a setting in which social and environmental relations intersect and intertwine in space, even as space and place help to shape social, political, and economic relations. And there are other valuable perspectives, too -- from history, social work, public administration, history, planning, architecture, and many other fields. This multiplicity of perspectives has always been a source of amusement to those searching for simple ways to define the field. Years ago, William Alonso offered this easy recipe: "Take a physical planner, a sociologist, an economist; beat the mixture until it blends; pour and spread."³

This course is an interdisciplinary introduction to urban processes. We examine key questions about cities (and suburbs!) from the vantage point of different fields, highlighting how the questions (and answers) can be shaped by variations in method, history, philosophy, and style. We explore such topics as the history of urbanization, social relations and ideals of community, urban facets of migration and immigration, identity, social inequality, political power, and the role of space and place.

² Wolfgang Lutz, Warren Sandeson, and Sergei Scherbov (1997). "Doubling of World Population Unlikely." *Nature* 387, 803-804. Mike Davis (2004). "Planet of Slums." *New Left Review* 26, 5-34.

³ William Alonso (1971). "Beyond the Inter-Disciplinary Approach to Planning." *American Institute of Planners Journal* 37, 169-173, quote on p. 169.

Schedule and Recommended Readings

Below is a tentative schedule of lectures. For the most recent schedule updates, lecture notes, and suggested additional readings, you should keep an eye on the private section of the course website. Access details will be announced in class. See the “schedule” tab, or go directly to

<http://www.geog.ubc.ca/~ewyly/Private/u200schedule.html>

[Tuesday, September 6: UBC Imagine Day, all courses cancelled.]

Thursday, September 8. Course Introduction.

Read before class (rbc): notes on teaching, guidelines for written projects, a bragsheet for a few of the students who've taught me, and the course syllabus.

Saturday, September 10, or Sunday, September 11. An Introduction to Vancouver.

Walking tour...Further details will be announced a few days in advance, when the weather forecast is available.

Tuesday, September 13. Paths to Understanding the City.

rbc: Phillips, pp. 3-18.

Discussion: "The Seminar," and "The Shock of the New"

Thursday, September 15. Disciplines and the City.

rbc: Phillips, pp. 42-65.

Tuesday, September 20. Social Science, Debates, and Urban Studies.

rbc: Phillips, pp. 74-96.

Discussion: The Contemporary Relevance of Urban Archaeology

Thursday, September 22. Ancient and Preindustrial Cities.

rbc: Phillips, pp. 106-117.

Tuesday, September 27. Dubai case study (film), no written lecture notes.

Thursday, September 29. Contemporary Urbanization and Global City-Systems.

rbc: Phillips, Chapter 5.

Tuesday, October 4. Defining Urban Community.

rbc: Phillips, Chapter 6.

Thursday, October 6. Midterm examination.

Tuesday, October 11. Metropolitan Community.

rbc: Phillips, Chapter 7.

Discussion: "City Book Review" project option

Thursday, October 13. Suburbia.
rbc: Phillips, Chapter 8.

Tuesday, October 18. Things Pictures Don't Tell Us: Photography in the City.
rbc: Wyly, "Things Pictures Don't Tell Us: In Search of Baltimore."
Discussion: "Writing the City with Light" project option

Thursday, October 20. Immigration and the Metropolis.
rbc: Phillips, Chapter 9.

Tuesday, October 25. Race, Ethnicity, and Identity.
rbc: Phillips, Chapter 10.
Discussion: "City Media Analysis" project option

Thursday, October 27. Class and the City.
rbc: Phillips, Chapter 11.

Tuesday, November 1. First. Nation. City.
Discussion: Space and Place: The Case of the Vancouver Public Library

Thursday, November 3. Space and Place.
rbc: Phillips, pp. 520-521, 539-542, Chapter 17.

Tuesday, November 8. Frameworks of Urban Governance.
rbc: Phillips, Chapter 13.
Discussion: "Mapping Cities of the Mind" project option

Thursday, November 10. City Political Machines.
rbc: Phillips, Chapter 14.

Tuesday, November 15. Case Study: Harold Washington versus the Chicago Machine [Audio; no written lecture notes].
Discussion: "City Power Networks" project option

Thursday, November 17. Community Power.
rbc: Phillips, Chapter 15.

Tuesday, November 22. The Economist's City.
rbc: Phillips, Chapter 18.
Discussion: Advice on Projects, and Preparing for the Final Examination

Thursday, November 24. Guest Lecture: Pablo Mendez, Doctoral Candidate, UBC. Geography.

Tuesday, November 29. The Right to the City: "Creativity and the Capitalist City."

Thursday, December 1. Conclusions and Reflections: An Urban Future.
rbc: Phillips, pp. 657-678.



“**Cities.**” A small sample of one small library of urban books, July 2010 (Elvin Wyly). The dramatic “Cities” centerfold is from Ricky Burdett and Deyan Sudjic, eds. (2007). *The Endless City: The Urban Age Project by the London School of Economics and Deutsche Bank’s Alfred Herrhausen Society*. London and New York: Phaidon Press, pp. 52-53.

A Few City Quotes

“Like every such golden age of which we know, it was an urban age.”⁴

“As we collectively produce our cities, so we collectively produce ourselves. Projects concerning what we want our cities to be are, therefore, projects

⁴ Sir Peter Hall (1998). *Cities in Civilization*. New York: Pantheon, p. 3.

concerning human possibilities, who we want, or, perhaps even more pertinently, who we do not want to become. Every single one of us has something to think, say, and do about that.”⁵

“The destruction of the cities can be understood if put in old-fashioned cops-and-robbers terms -- there were a bunch of bad guys who stuck up the cities and rode away with the gold.”⁶

“The world has been experiencing an unusually expansive and reconfigured form of urbanization that has defined a distinctively global urban age -- one in which we can speak of both the urbanization of the entire globe and the globalization of urbanism as a way of life.”⁷

“Cities in Russia today are the products of czarist, Soviet, and post-Soviet Russian societies, as well as of the many different ethnic groups and cultures that inhabited the region for at least a thousand years.”⁸

“A city needs to be reinvented, again and again, from the evolving shared consciousness of its people. ... Today, more and more people are becoming aware of this and are taking part in a movement to save a few remaining relics of Hong Kong’s past -- an old street here, a clock tower or police station there. They may fail, of course, but in making the effort they help to keep alive a collective memory which, however fragile, will shape Hong Kong’s destiny.”⁹

“I know this place like the back of my heart.”¹⁰

⁵ David Harvey (2000). *Spaces of Hope*. Berkeley: University of California Press, p. 159.

⁶ Brian H. Boyer (1973). *Cities Destroyed for Cash*. Chicago: Follett Publishing Company, p. 4.

⁷ Edward Soja and Migeul Kanai (2007). “The Urbanization of the World.” In Ricky Burdett and Deyan Sudjic, eds. (2007). *The Endless City: The Urban Age Project by the London School of Economics and Deutsche Bank’s Alfred Herrhausen Society*. London and New York: Phaidon Press, pp. 54-69, quote from p. 54.

⁸ Beth A. Mitchneck and Ellen Hamilton (2003). “Cities of Russia.” In Stanley D. Brunn, Jack F. Williams, and Donald J. Zeigler, eds., *Cities of the World, Third Edition*. Lanham, MD: Rowman and Littlefield, pp. 223-253, quote from p. 250.

⁹ Leo Ou-fan Lee (2008). *City Between Worlds: My Hong Kong*. Cambridge: Harvard/Belknap Press, p. 280.

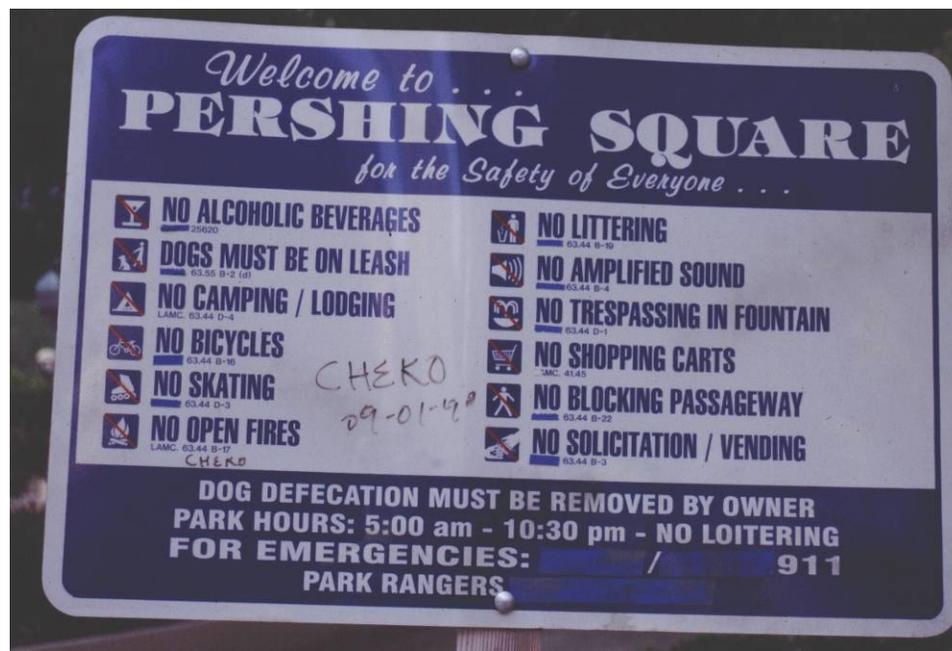
¹⁰ Quotation from an anonymous resident of Vancouver’s Downtown Eastside, which introduces Wendy Pedersen and Jean Swanson (2010). *Community Vision for Change in Vancouver’s Downtown Eastside*. Vancouver: Carnegie Community Action Project.



Hong Kong, Sha Tin, January 2010 (Elvin Wyly). “In stark contrast to the popular image of Hong Kong as an exemplifier of laissez-faire capitalism, in land and housing the Hong Kong government has always been an active and influential player ... government policies have helped shape an apparent paradox: the coexistence of an exceedingly high land and housing price regime and one of the largest public housing programmes in the world.” Si-ming Li (2009). *Housing and Urban Development in Hong Kong: Political Economy and Space*. Occasional Paper No. 94. Hong Kong: The Centre for China Urban and Regional Studies, Hong Kong Baptist University.

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 requires instructors to provide as much information as possible on the policies and procedures used in a course. So, on the following pages you’ll find the City Rules used in this course.

City Rules. Downtown Los Angeles, May 2000 (Elvin Wyly).



Textbook

I strongly recommend that you acquire this textbook:

E. Barbara Phillips (2009). *City Lights: Urban-Suburban Life in the Global Society*. Third Edition. Don Mills, ON: Oxford University Press Canada.
ISBN13: 9780195325034; ISBN10: 0195325036.

Textbook purchase is recommended, not mandatory. Even with the very best textbook, I've never been able to teach a course by marching straight through the chapters of a book written by someone else. I wish I could do that -- it would make things so much easier. But for better or worse, I have to make the material my own -- which means writing out lecture notes in full. These lecture notes are freely available to you. I'll certainly be reading through *City Lights* as I write my lecture notes. So I recommend you have a copy; but this is not an absolute requirement.

Evaluation and Marks

Course marks are based on three items:

- | | |
|--|------------|
| 1. Mid-term examination (multiple choice) | 20 percent |
| 2. Independent written projects | 40 percent |
| 4. Final examination (multiple choice and essay) | 40 percent |

The discussion sections are intended to provide a friendly, supportive setting where you can a) ask questions about topics covered in class, b) explore a few topics in greater depth, c) share ideas for the written projects, and d) get advice on preparing for the examinations. As you can see from the breakdown above, there is no specific percentage of the course mark allocated for the discussion sections. But participation does matter. Our Teaching Assistants will work hard in the discussion sections to provide ideas, guidance, and advice as you prepare for the examinations and for your written project. But when the deadlines approach, the TAs have no obligation to hold extra office hours or to respond to frantic emails from students who choose to skip the discussion meetings. And after the final exam when I'm making final decisions on course marks, I will ask the TAs to provide short evaluations of people's contributions to the discussion sections. Some extra credit may be awarded for students who do well on written projects and discussion section activities, but who have difficulty with the formal examinations.

The mid-term examination consists of multiple-choice questions based solely on my written lecture notes. The final examination consists of two sections: 1) a non-cumulative section of multiple-choice questions based solely on the lecture notes, and 2) a cumulative essay section. The essay section allows you to choose from a list of topics that will be announced in advance, and then asks you to write an essay that analyzes the issue from a variety of perspectives. Your essay should draw on whatever information you find most compelling and interesting from the textbooks and from other readings I'll suggest and make available. This means that you need to prepare for the examinations (and the written projects) with two very different approaches. For the simple, straightforward "right/wrong" mode of multiple-choice questions, all you need to do

is review my written lecture notes, alongside your own notes taken during class. For the written projects, and for the essay section of the final examination, you should choose a topic that interests you, and *read widely*. Read relevant sections from one or both of the textbooks. Explore the recommended readings I'll make available. Look for books published by reputable academic publishers. Search for articles on your chosen topic in a refereed¹¹ scholarly journal, such as *Urban Studies*, the *International Journal of Urban and Regional Research*, the *Canadian Journal of Urban Research*, *Urban Affairs Review*, *City & Community*, *City*, the *Journal of Urban Affairs*, or *Urban Geography*.

Deadlines

There are four deadlines for the course. Three are optional but firm. The fourth is decided by official University policy, and I have no authority to extend it to a later time.

1. Mid-term examination: Tuesday, October 6, in class.
2. Project Submission Date: Thursday, October 27, 11:59 pm.
3. Project Submission Date: Tuesday, November 15, 11:59 pm.

All first submissions must be submitted from a UBC email address, in a single file (either *.rtf, *.pdf, or *.doc not *.docx format) to the Teaching Assistant you see regularly in your discussion section:

Sage: caroline.ponder@geog.ubc.ca

Sarah: sarah.brown@geog.ubc.ca

UBC and provincial regulations do not allow us to communicate about grades or other confidential matters to a non-UBC email address, so if you want comments you must send your paper from a UBC address.

4. Final examination: December examination period. All projects not previously submitted should be submitted from a UBC email address, in a single file (*.rtf, *.pdf, or *.doc format) to either **caroline.ponder@geog.ubc.ca** or **sarah.brown@geog.ubc.ca** by 11:59 pm on the day of the final examination.

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.

¹¹ A 'refereed' journal is one where the articles have been through an extended process of review, revision, and eventual acceptance. Not all submissions are accepted and published, and indeed the most prestigious refereed journals get bragging rights by achieving the highest rejection rates. The referees are recognized experts with prominent national and/or international reputations in the subject area of the journal.

Mid-term. There are no make-ups for the mid-term. If you miss it, you should submit an additional written project. You can choose to miss the mid-term if you submit an additional project; but the exam is pretty easy, so I don't recommend this option.

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, 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. I do not.

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

Projects. Forty percent of the final course mark involves independent written work. You have considerable freedom in your topic, but detailed guidance and recommendations are currently available for five options: one is a book review essay; one involves a essay on an urban photograph; one gives you an opportunity to analyze how an urban issue is presented in newspapers and other media; one involves the creation of what are called 'mental maps'; and one gives you an opportunity to analyze networks among urban officials with political power. Guidelines for the projects will be discussed in class and in the discussion sections.

You should complete two projects. If you would like to spend more time on one topic, you do have the option to do a single, double-length project (with corresponding expectations of twice the length, depth, and quality of a regular project). If you choose this option, you should first ask your TA for permission and advice on doing a double-length project; **you must also state clearly at the top of the first page of your submission, "This is a double-length project, submitted for 40 percent of the course mark."**¹²

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.

The Teaching Assistants will provide detailed comments and criticisms on projects submitted on time, and the marked papers will be returned in approximately 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: anything received after the first project deadline will not be read until the second project deadline, and anything received after the second project deadline will not be read until the course final examination period, when all of the flurry of late submissions has been received. Late submissions will only be marked, and no detailed comments will be provided: if you want feedback, you must meet the deadlines specified above. There are no exceptions to this policy. Investments of time will be prioritized for those projects submitted on time and according to instructions. We cannot spend all of our time dealing with all the correspondence required to provide fair assessments of late penalties, to

¹² This means that you are not permitted to game the system by submitting a single project, and then attempting to claim double credit after the fact to avoid submitting a second project.

grant exceptions for individual hardships, and to keep track of all the details for the endless stream of late submissions that arrive in the hours, days, weeks, and months following every deadline.

There's another advantage to submitting your essay according to the deadlines and instructions noted above. If you are not satisfied with your mark, you may **revise and resubmit**¹³ your essay at the course final examination for a second review. Scholarship is a process, and it's also a conversation. The detailed comments provided by the TA on your first submission, therefore, offer you the opportunity to revise your work -- to read and re-read the text or other sources to gain a better understanding of key issues, to re-think your analyses and interpretations, or to revise the writing and presentation.

The Teaching Assistants read and mark 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 (i.e., your mark can only go up). If you choose to revise and resubmit, then **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. Do not submit revised submissions by e-mail. Staple the first submission behind your revised, new submission.**

Other Policies and Procedures

Here are some of the other specific policies the University encourages on course outlines. Regular attendance is expected. The last dates for withdrawal, with and without a W on your transcript, are listed in the screen capture from the calendar below.

Please 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. Do original work, and cite all sources you use: any plagiarism, recycling of old papers, papers for other courses, or others' work will result in a failing course mark. The University has detailed and comprehensive publications on these policies and procedures, which students are responsible for knowing and following.

¹³ 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 can all be understood as forms of *conversation*.

Elvin Wylie | Urban Studies at the University of British Columbia | UBC Student Services - Course

https://courses.students.ubc.ca/cs/main.js?sessionid=EA3BFAC4F418C1181F9850194313D48?pname=sub

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2011 Winter > UBC Vancouver > URST > URST 200 >

URST 200 101 (Lecture) [OUTLINE/SYLLABUS] [SAVE TO WORKLIST]

Cities
An interdisciplinary introduction to the city in the context of contemporary globalization. Analysis of urban patterns and processes from the theoretical perspectives of various disciplines and methodologies.

This course is eligible for Credit/D/Fail grading. To determine whether you can take this course for Credit/D/Fail grading, visit the [Credit/D/Fail](#) website. You must register in the course before you can select the Credit/D/Fail grading option.

Credits: 3
Location: Vancouver
Term 1 (Sep 06, 2011 to Dec 02, 2011)

Cr/D/F Grading Change Dates
Last day to change between Credit/D/Fail and percentage grading (grading options cannot be changed after this date): **September 20, 2011**

Withdrawal Dates
Last day to withdraw without a W standing : **September 20, 2011**
Last day to withdraw with a W standing (course cannot be dropped after this date) : **October 14, 2011**

Term	Day	Start Time	End Time	Building	Room
1	Tue Thu	15:30	17:00	Geography	200

Instructor: [Wyly, Elvin](#)

Note: this section is full

Seat Summary

Total Seats Remaining:	0
Currently Registered:	41
General Seats Remaining:	0
Restricted Seats Remaining*:	0

- Select one Discussion from sections L1A, L1B

Book Summary ⓘ:
Information for the books required for this section is not available.

Course Schedule Listing, showing withdrawal and grading change dates; the same details apply for Geography 250. Source: University of British Columbia (2011). *Course Calendar and Schedule, Vancouver, Winter Session 2011*. Vancouver: Office of the Registrar, University of British Columbia.

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 the interdisciplinary field of urban studies, 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, and if you're late, come in quietly through the back door. Please turn off cell phones and other technological distractions. I love it when my lectures are interrupted by interesting questions by real, live human beings -- but I'm not so thrilled about all the electronic beeps and rings (especially when people actually stop listening so they can take the call...!) To cut through our information-saturated environment, I ask for your most valuable possession: your attention. I hope you're able to make it to class, and to pay attention in a thoroughly low-tech, non-distance-

education way. UBC is not an on-line university.¹⁴ 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.¹⁵

Please read the general guidelines on written projects, at

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

Cite all ideas that are not your own.¹⁶ Footnotes are not counted in any of the word limits for projects in this course, so it's always better to include a footnote if you have any doubts. I am committed to critical pluralism when it comes to choosing acceptable sources for use in urban scholarship. In other words, cast a wide net but be a very cautious, critical consumer of information, knowledge, perspectives, analyses, arguments, and assertions. Begin with "core sources" from scholarly authorities -- the textbook, the additional readings, books from academic publishers, and articles from refereed journals. Then, after you've built a foundation with recognized scholarly sources, you're free to add vivid empirical detail and illustrations from non-academic sources. Consider using and citing articles from reputable newspapers, urban-oriented think tanks, and similar sources. On certain topics you may find it helpful to scan through some of the resources I've assembled on these pages:

<http://www.geog.ubc.ca/~ewyly/urban/resources/>
<http://www.geog.ubc.ca/~ewyly/data.html>

But you are *not* permitted to use only Internet web pages, and you are *not* permitted to uncritically, unthinkingly¹⁷ cite Wikipedia. There are many useful resources on the Web, but there are also many dangerous corners of what one critic once called the 'Infomercial Supersewer' -- and Wikipedia has been dissed by some of its own early pioneers and creative inspirations. The open-source creator Eric Raymond argues that Wikipedia is "infested with

¹⁴ Yet. Cf. <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. Not long ago, John Sperling, Phoenix's chief executive, 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.

¹⁵ It is amusing to be approached by students who ask, "Did I miss anything in last class?" or, even more curiously, "Did I miss anything *important* in last class?" Turn to your left, and introduce yourself. Turn to your right, and introduce yourself. Share e-mail addresses. Build a small network (not a big listserv that will fill your inbox with spam, but just a small community of friends and colleagues), and if you miss class, ask them for notes, advice, and suggestions.

¹⁶ Choose a recognized citation or reference style, be consistent, and use it extensively to cite everything that is not your own. I prefer footnotes in the style presented in this syllabus, but you can also use endnotes, the in-text Harvard style, or any other recognized citation format. Just be consistent. For further information, see "Plagiarism Avoided" available at <http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html>

¹⁷ This is simply a case of the rule that many rules can be broken, so long as you do so with knowledge, intention, sophistication, and hopefully a bit of flair. Consider my serial violation of the rule on split infinitives, and see William Strunk and E.B. White (1979). *The Elements of Style, Third Edition*. New York: Macmillan, p. 58, 78.

moonbats,” and one of the site’s early developers, Larry Sanger, described the recent evolution of content standards on the site this way: “Wikipedia has gone from a nearly perfect anarchy to an anarchy with gang rule.”¹⁸ Politically contentious topics generate violent virtual wars of edits and counter-edits, and in an online community with unlimited combinations of interests and pet peeves, almost anything can become politically contentious. There have been multiple cases of fabrication, libel, and self-serving edits by politicians seeking to polish entries on themselves. And yet Wikipedia has become deeply influential in today’s online culture, becoming a latter-day version of the landmark reference work launched in 1768 (the *Encyclopedia Britannica*). Not long ago, the site became the seventeenth most popular site on the net -- site traffic has been doubling every four months, sometimes hitting fourteen thousand viewers per second.¹⁹ Therefore, there’s a loophole to my prohibition on your use of Wikipedia for essays in this course: You are not permitted to *uncritically, unthinkingly* cite the site, but you can use it with a critical eye if you first read Stacy Schiff’s delightful analysis of its strengths, limitations, and curiosities.²⁰

Welcome to Urban Studies!

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 studies 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 have asked ever more detailed questions, or devised ever more creative excuses (“...but it was on time! I was on a plane, and we crossed the International Date Line!”).

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

¹⁸ Quoted in Stacy Schiff (2006). “Know it All: Can Wikipedia Conquer Expertise?” *The New Yorker*, July 31, 36-43, quotes on p. 42.

¹⁹ Schiff, “Know it All,” p. 36.

²⁰ Schiff, “Know it All,” op. cit. Jimmy Wales, the site’s founder, “is on a mission to ‘distribute a free encyclopedia to every single person on the planet in their own language,’ and to an astonishing degree he is succeeding. Anyone with Internet access can create a Wikipedia entry or edit an existing one. The site currently exists in more than two hundred languages and has hundreds of thousands of contributors around the world. Wales is at the forefront of a revolution in knowledge gathering: he has marshaled an army of volunteers who believe that, working collaboratively, they can produce an encyclopedia that is as good as any written by experts, and with an unprecedented range.” And yet this online community “is also no more immune to human nature than any other utopian project. Pettiness, idiocy, and vulgarity are regular features of the site. Nothing about high-minded collaboration guarantees accuracy, and open editing invites abuse. Senators and congressmen have been caught tampering with their entries; the entire House of Representatives has been banned from Wikipedia several times.” Schiff, ‘Know it All,’ p. 38. Reading press accounts about legislators tampering with their entries led a cognitive scientist who describes himself as a “disruptive technologist” to do something creative about it. Virgil Griffith, a visiting cognitive scientist at the Santa Fe Institute, spent two weeks in the summer of 2007 writing software for WikiScanner, at <http://wikiscanner.virgil.gr> The algorithm maps the relations between millions of Wikipedia entries and multiple networks of corporate IP addresses. Not surprisingly, quite a few dubious edits on topics related to large companies or corporate controversies can be traced to IP addressed from the companies’ own corporate networks. Is Wikiwashing the newest form of entrepreneurial public relations? Katie Hafner (2007). “Seeing Corporate Fingerprints in Wikipedia Edits.” *New York Times*, August 19.

story that merits discussion or raises questions. Let me know before class begins, and you can take a few minutes to share interesting items with everyone in the class.