



**Vancouver**, May 2019 (Photograph by 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 (2001). “Towards a Critical Geography of Architecture: The Case of an Ersatz Coliseum.” *Ecumene* 8(1), 51-86, quote from p. 57.

## THE UNIVERSITY OF BRITISH COLUMBIA



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

**Urban Studies Program**  
Department of Geography  
1984 West Mall  
Vancouver, B.C. Canada V6T 1Z2

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

September-December 2019, 3 credits

Tuesdays and Thursdays, 11:00-12:30, Geography Room 100

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Course Web Page: <http://ibis.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.*



## Welcome to the City!

Sometime in 2006 or 2007, a baby born in a city, or a migrant moving from the countryside to a city, brought us across an unprecedented threshold: it was at this point that the urban share of the world's population, which had been rising for centuries, finally crossed the fifty percent line. For the first time in history, a majority of the world's people now lives in cities. While urbanization has a long history, and while some cities can be traced back thousands of years, at the global scale we've never seen anything quite like this. You and I are part of the first generation to have ever lived in an *urban world*. Urbanization has become the defining essence of our time: whereas in 1900 there were only a dozen "millionaire" cities — cities with populations over a million — that figure jumped to 86 by 1950, and is now close to 500. Today, some of the world's giant city-regions have populations exceeding 20 or 30 million: Japan's Tokyo-Yokohama 'megapolis' has as many people as all of Canada. Cities are projected to account for nearly all of the world's net population growth for at least the next half-century. Nearly all of the most urgent, fascinating, and frustrating questions of our time are quickly becoming *urban* questions.

And yet what is the "urban"? The easy answer is that "urban" refers to events that take place in things we call "cities." But this answer quickly raises other questions. Does urban studies include "suburbs"? Some experts say no, because many suburbs were created from processes that involved the active rejection of urban ways of life. Other experts, however, emphasize how cities and suburbs have been woven into vast, interdependent regions — metropolitan regions and vast "megapolis" patchworks of overlapping cities — that are themselves shaped by dynamic, global influences. Indeed, a growing number of urbanists now see the world through the eyes of the late urban philosopher Henri Lefebvre, who predicted as early as 1967 that we were headed for an era of "planetary urbanization." Lefebvre wasn't saying that the entire planet would be a single city; but he *was* saying that almost every part of the world would eventually be shaped by the processes of concentration, diversity, and creative change that constitute urbanization. Rural agricultural regions across Africa, Asia, and Central America produce cash crops for the industrial agribusinesses that supply grocery stores in Bogotá, in London, in Hong Kong, and in Vancouver. Small-town businesses in Manitoba and Montana find themselves competing with WalMart and Amazon's planet-spanning supply networks connected to the "workshop of the world" — the assembly factories in the Pearl River Delta north of Hong Kong between Guangzhou and Shenzhen, in a giant city-region with more than 40 million people. Every year, the power elites who travel between the world's most powerful "global cities" also gather in tiny small-town and rural spots — the World Economic Forum in Davos, Switzerland, and the annual gathering of central bankers from around the world in Jackson Hole, Wyoming — that highlight the profoundly interconnected essence of a world that continues to urbanize. Lefebvre died in 1991, but there can be no doubt that we are living in the world of planetary urbanization he foresaw.

But there's another fascinating dimension to the question of what the "urban revolution" means. Different disciplines — the many changing fields of study you'll find in any large university like UBC — have very different ways of defining and understanding urbanism. 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 the dense concentrations of rich, evolving configurations of humanity's 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 strategic advantage. For geographers, the city is a setting in which social and environmental relations work themselves out in space, even as space and place help to shape social, political, and economic relations. And there are other valuable perspectives, too — from history, psychology, social work, public administration, planning, art, architecture, science fiction, cinema, and

**“The words ‘urban revolution’ do not in themselves refer to actions that are violent.**

**Nor do they exclude them.”** — Henri Lefebvre (1970). *The Urban Revolution*, reissued and translated by Robert Bononno (2003). Minneapolis: University of Minnesota Press, p. 3.

many other fields. This multiplicity of perspectives has always been a source of amusement to those searching for simple definitions. Many years ago, for example, the economist William Alonso joked that there was an easy recipe for how to make a city planner: “Take a physical planner, a sociologist, an economist; beat the mixture until it blends; pour and spread.”<sup>1</sup>

**“Welcome to the urban age, the urban**

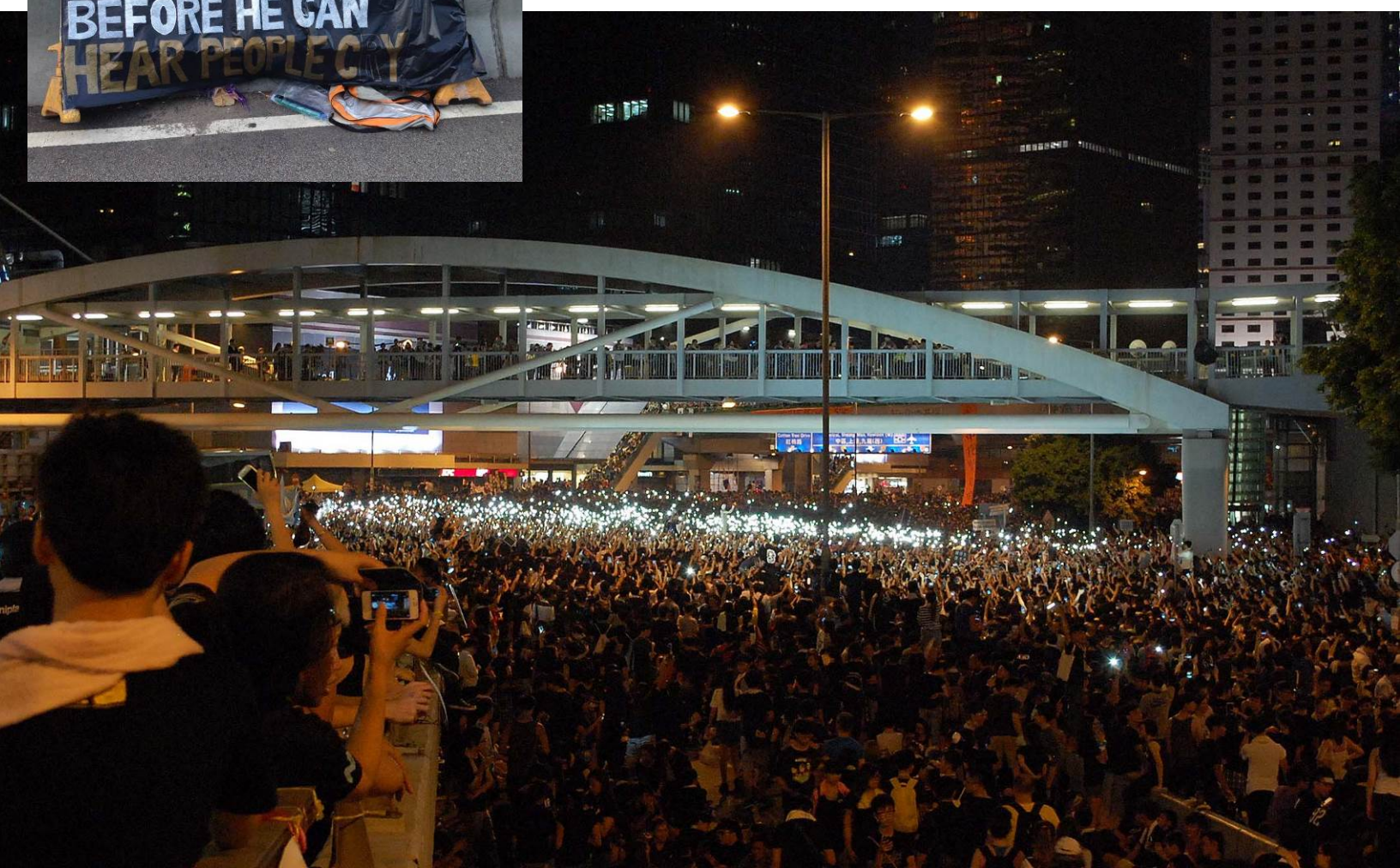
**century ... cities are about choices — they’re not pre-ordained — and you better make the right choices.”** — Mike Harcourt, former Vancouver Mayor, former B.C. Premier, now Associate Director of the UBC Continuing Studies Centre for Sustainability, quoted in Moira Wyton (2017). “Canada 150: UBC is a Place of Mind for Politics.” *The Ulysses*, 25 July.

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.

**Next page: Where is Hong Kong?** Cities have absolute physical locations, but they are also positioned in a dynamic, constantly shifting world of interdependencies, flows, and influences. Hong Kong is at 22.4 degrees North latitude and 114.1 degrees East longitude, but it’s also located at a changing position of geopolitical past and present, West and East. A British colonial possession for 156 years, Hong Kong was returned to China in 1997, under a fifty-year agreement to allow the continuation of Hong Kong’s distinctive blend of Eastern and Western laws and social relations. The fifty-year agreement is known as the “One Country, Two Systems” policy, and in the P.R.C.’s administrative hierarchy Hong Kong is classified as a “Special Administrative Region.” In recent years, there have been rising tensions over Beijing’s rules for elections to Hong Kong’s Legislative Council and restrictions on press freedoms. In the fall of 2014 this led to a broad protest and social movement, “Occupy Central With Peace and Love.” Cities are sites of creativity and innovation, and they are also centers of debate, activism, and struggle — so that, in a world of relational spaces, we always have to look anew to find out “where” a city is. *Sources:* Photographs by Elvin Wyly (top), User ‘Citobun,’ 29 September 2014 (bottom), User ‘RG72,’ 20 October 2014 (inset), distributed by Creative Commons Attribution / Share Alike 4.0 International license, via Wikimedia Commons.

<sup>1</sup> William Alonso (1971). “Beyond the Inter-Disciplinary Approach to Planning.” *American Institute of Planners Journal* 37, 169-173, quote on p. 169.









**Where is Hong Kong?**, continued. The relative position of Hong Kong in the PRC's "One Country, Two Systems" arrangement became more complex in 2018 and 2019. Carrie Lam, the Hong Kong Chief Executive who had the strong backing of conservative business interests as well as Beijing, began a somewhat secretive effort to restructure Hong Kong's laws on sedition, secession, and treason. In November, 2018, Lam and her top assistants traveled to Beijing, where Xi Jinping gave a long speech essentially warning them that they could not indefinitely postpone the effort to bring Hong Kong's laws into line with the mainland; a previous effort had been thwarted in 2003, when some 500,000 people protested peacefully against a proposed national-security law. This time around, Lam decided to propose a short bill focused on extradition, seizing upon the case of a young woman allegedly killed in Taiwan by her boyfriend, who then returned to Hong Kong; Lam portrayed the lack of an extradition treaty between Hong Kong and Taiwan as a loophole encouraging widespread criminal behavior — but Taiwanese authorities explicitly denounced the effort when they saw how this single case was being used as a pretext. Just before the Chinese New Year holiday, Lam's short legislation, just 10 articles, was brought to the Executive Council, a top advisory body dominated by pro-Beijing lawmakers; it was approved with almost no discussion. When Lam announced the legislation the next week, observers began to scrutinize its provisions more closely. Key features would allow mainland security agencies to request asset freezes of individuals and companies in Hong Kong as part of investigations. This terrified even the most conservative business officials in Hong Kong, since doing business on the mainland often requires bribes and kickbacks to *local* government officials; as Xi Jinping consolidated his national power through an anti-corruption drive that swept up local officials, Beijing business operators understood that they, too, could be at risk if any of their actions were seen as insufficiently supportive of Xi's priorities. The extradition law would also apply to foreign citizens. "That horrified the influential chambers of commerce that represent the West's biggest banks," one journalist reported, "which almost all have their Asia headquarters in Hong Kong, as well as some of the West's biggest manufacturers, which keep staff in Hong Kong while overseeing factories on the mainland." Everyone recalled the fear of 2015, when several booksellers specializing in gossip and political books about Beijing officials were kidnapped — from Hong Kong, and in one case from Bangkok, Thailand — and then appeared in police custody on the mainland. Citizens in Hong Kong, as well as millions among the Chinese diaspora in cities around the world, also came to understand that this provision could mean detention and rendition to a mainland prison even for short-term visitors passing through Hong Kong. Protests began in the summer of 2019, and grew larger and more politically heterogeneous than the 2014 'Umbrella' movement (so named when protesters discovered that umbrellas could be used as protective shields from streams of tear gas fired by police officers). By early June, nearly two million of the city's estimated seven million people had taken to the streets. Protesters quickly learned the importance of wearing face masks while in the crowd, as a way of evading the authorities' use of increasingly sophisticated facial recognition technologies to track protesters as part of investigations and prosecutions. After intense weeks in which Lam compared protesters to spoiled children and denied that Beijing had any influence on the



legislation — “I have not received any instruction,” she declared — while Chinese state media blamed the protests on “foreign forces ... seizing the opportunity to advance their own strategy to hurt China by trying to create havoc in Hong Kong,” Lam finally relented and put the bill on hold. The legislation was not formally withdrawn, however, and thus protests continued over Beijing’s increasing intrusions into Hong Kong’s autonomy, pushing for direct elections of Legislative Council members, and calls for independent investigations of excessive force by police (including charges that officers fired tear gas at retreating protesters). By early August protesters had mobilized to call for a general strike: “Antigovernment protesters in Hong Kong mounted their fiercest challenge to the authorities on Monday,” a *New York Times* correspondent wrote, “disrupting more than 200 airline flights, occupying malls and blocking roadways and rail lines to snarl the commute for hundreds of thousands of workers.” At a press conference, “Lam made it clear there would be no compromise, repeatedly referencing the popular protest slogan, ‘Liberate Hong Kong; revolution of our times’, along with almost daily violence and lawlessness, as evidence that the movement had gone beyond its original opposition to the now-abandoned extradition bill and escalated into an anti-national campaign.” Protests continued to escalate in August, with increasingly aggressive police actions in firing tear gas at protesters inside subway stations, while mainland authorities dropped hints that People’s Liberation Army troops might be called in to put down the uprising. The question of ‘where’ cities are located becomes even more complex and fascinating when traveling between cities while paying attention to news coverage and public discussion of urban events of the present and the past: cities are more than physical locations and concentrations of people, buildings, and other infrastructure: they are nodes in dynamic networks that the urban sociologist Manuel Castells theorizes as the “space of flows.” Thus the question of ‘where’ a city like Hong Kong is located today — how its freedoms of speech and press are entangled with the evolving histories of Western colonialism and the economic and geopolitical ascendance of the PRC — become ever more contentious far beyond the coordinates of 22.4 degrees North latitude and 114.1 degrees East longitude. By mid-August, a demonstration in Hong Kong with some 1.7 million marchers was echoed by vigils in cities in the U.K., France, the U.S., Australia, and Canada. In Vancouver, hundreds supporting the Hong Kong democracy movement gathered outside the P.R.C. Consulate with prominent banners (‘FREE HONG KONG,’ ‘DO NOT SHOOT US,’ ‘STOP HK POLICE BRUTALITY’); this prompted a counter-demonstration of pro-Beijing advocates with posters in Chinese and English, declaring ‘LOVE CHINA. LOVE HONG KONG. NO SECESSION. NO RIOT/VIOLENCE.’ When Hong Kong democracy advocates went to a prayer vigil at a Vancouver church, the meeting was suddenly “swarmed by pro-China supporters for the duration of the gathering,” and several Chinese-born Canadians told journalists of receiving threats of violence for expressing pro-democracy sentiments on WeChat. Observing the pro-Beijing supporters in Vancouver, the former chair of the United Chinese Community Enrichment Services Society (S.U.C.C.E.S.S.) highlighted the paradox: “Interesting ... that they cannot do this protest in China, and we are here to show them how free we are.” More ominous, as one journalist reported, Vancouver police had to provide extra security when some counter-demonstrators posted threats on social media “claiming they would bring knives, stones, bricks, and even an axe and a pellet gun to the Broadway SkyTrain station and outside the Chinese consul general’s home and urging others to do the same”; no direct violence occurred, but many pro-Beijing protesters boldly walked up to protesters and used their smartphones to take close-up photographs of the demonstrators. Given the comprehensive databases and infrastructures of state surveillance of friends and family members on the mainland, such aggressive, personalized photography marked “the first time after 30 years that we are scared about speaking our minds,” explained Fenella Sung, an organizer with the Vancouver Society in Support of Democratic Movement, speaking to the veteran *Vancouver Sun* journalist Daphne Bramham. Father Richard Soo described the fears of those who had gathered to pray for peace and human rights in Hong Kong when the crowd of counter-demonstrators surrounded the church: “A lot of people were a bit traumatized.” Media reports documented physical altercations on university campuses in Australia between pro-Beijing students and those expressing support for the Hong Kong demonstrators; at Simon Fraser University there have been conflicts over a ‘Lennon Wall’ of post-it notes expressing support for the Hong Kong protesters. Cities concentrate everything — including difference, disagreement, and debate — and this helps us to understand how events in one city can become flashpoints in seemingly unrelated occurrences throughout many other cities around the world. In the days after 1.7 million took to the streets in Hong Kong, for example, in Montreal, Quebec, a group of LGBT supporters from a group called ACTION Free Hong Kong were told by police to stay away from a Pride Parade that included Prime Minister Justin Trudeau, NDP Leader Jagmeet Singh, Green Party Leader Elizabeth May, and Quebec Premier Francois Legault; police told the parade organizers that there had been credible threats of violence and “a potential attempt to sabotage the parade by pro-Communists.”

Current and former students on the mainland tell me that news coverage there portrays Hong Kong protesters as ungrateful, spoiled, immature peoples stirred up by toxic Western influences; some state news reports have carefully edited images and videos to create the impression that protesters are paid provocateurs. Fang Kecheng, an Assistant Professor of journalism at the Chinese University of Hong Kong, describes how the PRC has “been able to create a parallel universe of narratives” through the tight information controls on mainland state media, blocking overseas internet sources, and aggressive policing of user comments on social media; this information control system is widely known as the ‘Great Firewall of China.’ When large protests began in June, mainland authorities at first suppressed all news, images, and discussion of the events. When demonstrators reached Hong Kong’s Legislative Council chambers on July 1, however, mainland state news authorities shifted, with heavy coverage portraying the demonstrations as the early stages of terrorism promoted by the West (CCTV state television promoted the social media hashtag, “What is America Up To?”). Strangely enough, U.S. President Trump echoed the standard PRC refrain, calling the demonstrations “riots” and telling reporters, “That’s between Hong Kong and that’s between China, because Hong Kong is a part of China”; at another point he said, “I hope it works out for everybody, including China, by the way.” Mainland censors have encouraged and allowed raging anti-Hong Kong sentiment on Weibo: “Beating them to a pulp is not enough,” wrote one

user in reference to police beatings of protesters; “They must be beaten to death. Just send a few tanks over to clean them up.” “Since China’s censors have the ability to quickly remove offending comments,” analysts observed, the proliferation of anti-Hong Kong comments “suggests that the government is willing to tolerate the warning they deliver, however ominous it sounds.” Meanwhile, any “efforts to contextualize the situation or express sympathy for the protesters” are “swiftly purged from social media.” Hong Kong protesters express frustration at the “power imbalance, from an information-warfare point of view,” as they attempt to outline their calls to protect the territory’s distinctive legal system and press freedoms that have evolved over more than a century of geopolitical change; mainland authorities are, above all, controlling the narrative to forestall any repeat of the youth social movement that led to the Tiananmen Square protests and subsequent massacre on June 4, 1989. (It was that event that led Fenella Sung to organize the Vancouver Society in Support of Democratic Movement.) Yet, at least for now, Hong Kong remains outside the controls of the Great Firewall of China, and thus journalists describe its location as “sitting along one of the world’s most profound information divides.” Such informational divides are not just a feature of the present: as the reference to Tiananmen reminds us, they also operate through the power of individual and collective memory as filtered through Manuel Castells’ media-driven “space of flows.” I read about the Hong Kong protesters’ calls for a general strike only a few days after returning from Manitoba, where we had taken a tour of historic sites in the centennial of the Winnipeg General Strike of 1919. That strike had been a demand by workers for higher wages — there had been a massive increase in inequality during the First World War even as growth had produced highest per-capita rate of millionaires in all of Canada — but business owners worked to discredit strike organizers as ‘foreign agitators’ and Communists seeking a violent revolution. Business owners even managed to get the government in Ottawa to change immigration laws in an attempt to deport strike organizers. Eventually, police on horseback fired into a crowd, killing and injuring several strikers and bringing the strike to an end. More recently, a conservative analyst and political hopeful wrote an editorial on the centennial of the end of the strike, trying once again to equate the call for higher wages with the evils of state Communism: “the kind of dictatorship sought by the strikers, when attempted elsewhere, resulted in horrors like Tiananmen Square.” *Sources:* Photograph by *Daily Mail*, distributed via Wikimedia Commons; journalist quotes from, respectively, Keith Bradsher (2019). “How Hong Kong’s Leader Made the Biggest Political Retreat by China Under Xi.” *New York Times*, June 15, and Austin Ramzy, Mike Ives, and Tiffany May (2019). “Hong Kong Strike Sinks City Into Chaos, and Government Has Little Reply.” *New York Times*, August 4; South China Morning Post reporters (2019). “Anti-Government Protesters Unleash Chaos Across Hong Kong in Unprecedented Citywide Rampage.” *South China Morning Post*, August 6; Cherise Seucharan (2019). “Hong Kong Drama Brings Passion.” *Star Metro Vancouver*, August 19, 8-9; Jenny Peng (2019). “Canadians Face Backlash for Hong Kong Sympathy.” *Star Metro Vancouver*, August 19, 1; Daphne Bramham (2019). “Growing Fear of Retaliation Grips Hong Kong Supporters.” *Vancouver Sun*, August 23, A1, A2; Steven Lee Myers and Paul Mozur (2019). “China is Waging a Disinformation War Against Hong Kong Protesters.” *New York Times*, August 13; Jenny Motkaluk (2019). “Let’s Not Romanticize the 1919 Winnipeg General Strike.” *National Post*, June 26. Images below: ‘Bloody Saturday,’ a recently-completed memorial to the 1919 Winnipeg General Strike, and part of an interpretive wall describing the history of the Strike. The sculpture symbolizes the moment replacement workers (‘scabs’ brought in to break the collective power of the strike) drove a streetcar through a crowd of striking workers. The crowd began rocking the streetcar from side to side, threatening to capsize it; this was the event that prompted police officers on horseback to open fire on the crowd. (Photograph by Elvin Wyly). See also Darren Bernhardt (2019). “Streetcar Sculpture Brings 1919 Winnipeg General Strike to Life.” *CBC News*, June 3.





WHILE THE HORRORS OF WORLD WAR I ENDED IN

NOVEMBER OF 1918, THE WINTER AND SPRING OF 1918-19 SAW THE SPANISH INFLUENZA KILL MORE THAN 50 MILLION PEOPLE WORLD-WIDE, INCLUDING 825 IN MANITOBA. THE POST-WAR ECONOMY STRUGGLED, WITH INCREASING INFLATION AND RISING UNEMPLOYMENT. WINNIPEG'S LARGEST UNIONS, SEEKING MODEST PAY RAISES, WERE REBUFFED IN THEIR NEGOTIATIONS WITH BUSINESS OWNERS.

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LES 20 MOIS QUI PRÉCÉDÈRENT LA GRÈVE GÉNÉRALE DE WINNIPEG FURENT MARQUÉS PAR LE TROUBLE, LE STRESS ET LA PEUR. EN 1917, LA RÉVOLUTION RUSSO-CHINOISE

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**Occupy DC** (Photograph by Elvin Wyly). In the Fall of 2011, in response to catastrophic inequalities in the aftermath of a worldwide financial crisis triggered by speculative practices of wealthy and powerful banks, the Vancouver-based countercultural magazine *Adbusters* proposed an insurgent idea: why not “occupy” Wall Street, the power center associated with all those financial “innovations” that had caused so much pain for so many millions of the world’s poor and unemployed? A group of committed activists in New York took the suggestion literally, and established a small camp near the Wall Street financial district. Soon “occupy” camps began to spread to dozens, then hundreds of cities across the United States and in several other countries around the world. In October, 2011, I was honored to be part of a panel discussion at Georgetown University School of Law in Washington, DC, commemorating the twentieth anniversary of Anita F. Hill’s testimony on the sexual harassment she endured from Clarence Thomas — who was eventually confirmed as a Justice of the U.S. Supreme Court. The morning after the symposium, as I prepared to head to the airport, I turned on the television and saw a live broadcast from the “Occupy” camp that had just been set up on “Freedom Plaza,” next to the Ronald Reagan International Trade Center. That was just down the street from my hotel. I packed up quickly and grabbed my camera, to catch a few images of the extraordinary diversity of the protest messages — people carrying “We are the 99%” placards to highlight the fact that nearly all of the last generation’s wealth gains have gone to the top 1%, activists with giant mock drones to protest the U.S. military’s continued use of ‘unmanned aerial vehicles’ to carry out targeted assassinations in Afghanistan and Iraq, and then a large contingent with a giant banner: “President Obama, Yes You Can: Stop the Keystone XL Pipeline.” That was a demand for Obama to stop the company that was planning to build a new pipeline connecting Canada’s “oilsands” in Alberta to the U.S. petroleum export networks on the Gulf of Mexico. I captured as many images as I could (see <http://ibis.geog.ubc.ca/~ewyly/windowseats/occupydc/>), and then headed to the airport. By the time the plane landed at YVR, a small camp had been established at Library Square in downtown Vancouver. It continued to grow, and a few days later, on a sunny Saturday in mid-October, the crowd at Occupy Vancouver had swelled to about 4,000 people.





Occupy Vancouver (Photograph by Elvin Wyly).

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

## Schedule

Below is a provisional schedule, subject to revisions, updates, and additions. For the latest version with specific dates, required and recommended readings, and other details, see

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

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

- Tuesday, the first day of classes in September. **UBC Imagine Day.** All undergraduate classes are cancelled. Read the syllabus, and browse a bit of the course web page.



- Yes, we will be holding discussion sections in the first week of class. Attendance and participation in the discussion sections comprise a significant share of your final grade. Beginning in the second week of the course, you are required to come to each discussion meeting with a short, 100-word response to the week's assigned reading, submitted in person, printed or handwritten on paper. This will not be graded (so you don't need to be anxious about writing a "perfect" essay), but your attendance and participation mark will suffer if you repeatedly miss discussion sections without a legitimate reason or fail to submit anything. **E-mail submissions are only accepted in genuine cases of serious emergency.**

Before coming to the first discussion section, take a look at the two readings below, as noted on the Schedule, at <http://ibis.geog.ubc.ca/~ewyly/Private/u200schedule.html>

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.

- Thursday. **Course Introduction.** Phillips, pp. xxiii-xxix. Recommended: Richard LeGates and Frederick Stout, "Introduction," in LeGates and Stout, *The City Reader*.
- Saturday: the first Saturday following our first class meeting in September. **Walking Tour of Vancouver.** Optional, but I strongly recommend you join us if you can! Bring both sunscreen and an umbrella. Meet me at the intersection of Georgia & Granville Streets, right downtown, at 9:00 am. If you need to reach me, my cell number is 778 899 7906.

While we will use some Vancouver examples to illustrate key urban themes, this course is not focused solely on this city. But if you're interested in reading more about Vancouver, consider Lance Berelowitz (2005). *Dream City: Vancouver and the Global Imagination*. Vancouver: Douglas & McIntyre; Graeme Wynn and Timothy Oke, eds. (1992). *Vancouver and Its Region*. Vancouver: University of British Columbia Press; or Charles Demers (2009). *Vancouver Special*. Vancouver: Arsenal Pulp Press.

- **Paths to Understanding the City.** Phillips, pp. 3-18. Recommended: Richard LeGates, "How to Study Cities," in LeGates and Stout, *The City Reader*.
- Discussion: Lewis Mumford, "What is a City?" in LeGates and Stout, *The City Reader*.
- **Disciplines and the City.** Phillips, pp. 37-44, selections from pp. 45-65.
- **Social Science, Public Debate, and Urban Studies.** Phillips, pp. 74-96.
- Discussion: V. Gordon Childe, "The Urban Revolution," in LeGates and Stout, *The City Reader*.



- **Ancient and Preindustrial Cities.** Phillips, pp. 106-115. Recommended: Kingsley Davis, "The Urbanization of the Human Population," in LeGates and Stout, *The City Reader*.
- **Contemporary Urbanization and Global City-Systems.** Phillips, pp. 148-162. Recommended: Peter J. Taylor, "Global City Network," in LeGates and Stout, *The City Reader*.
- Discussion: United Nations Human Settlements Programme (UN-HABITAT), "Key Findings and Messages," in LeGates and Stout, *The City Reader*.
- **Defining Urban Community.** Phillips, pp. 166-189. Recommended: Jane Jacobs, "The Uses of Sidewalk: Safety," and Robert D. Putnam, "Bowling Alone: America's Declining Social Capital," in LeGates and Stout, *The City Reader*.
- **Writing the City With Light: Urbanism and Photography.** Elvin Wyly (2010). "Things Pictures Don't Tell Us: In Search of Baltimore." *City* 14(5), 497-528.
- Discussion: Louis Wirth, "Urbanism as a Way of Life," and Frederick Stout, "Visions of a New Reality: The City and the Emergence of Modern Visual Culture," in LeGates and Stout, *The City Reader*.
- **Suburbia.** Phillips, pp. 218-227. Recommended: Kenneth T. Jackson, "The Drive-In Culture of Contemporary America," and Robert Fishman, "Beyond Suburbia: The Rise of the Technoburb," in LeGates and Stout, *The City Reader*.
- Midterm Examination.
- **Community in the Exploding Megalopolis.** Phillips, pp. 196-203. Recommended: Michael Dear, "The Los Angeles School of Urbanism: An Intellectual History," and Daphne Spain, "What Happened to Gender Relations on the Way from Chicago to Los Angeles?" in LeGates and Stout, *The City Reader*.
- **Case Study: Smart Cities? Cities, Smartphones, and Social Networking.** Larissa Zip, Rebekah Parker, and Elvin Wyly (2013). "Facebook as a Way of Life: Louis Wirth in the Social Network." *The Geographical Bulletin* 54, 77-98.
- Discussion: Manuel Castells, "Space of Flows, Space of Places: Materials for a Theory of Urbanism in the Information Age," in LeGates and Stout, *The City Reader*.
- Additional Recommendation: Samuel Johns (2012). "Urban Life in the Age of the Screen." *Cities* lecture, 18 October. Vancouver: Urban Studies Program, University of British Columbia.
- **Project Deadline 1.**

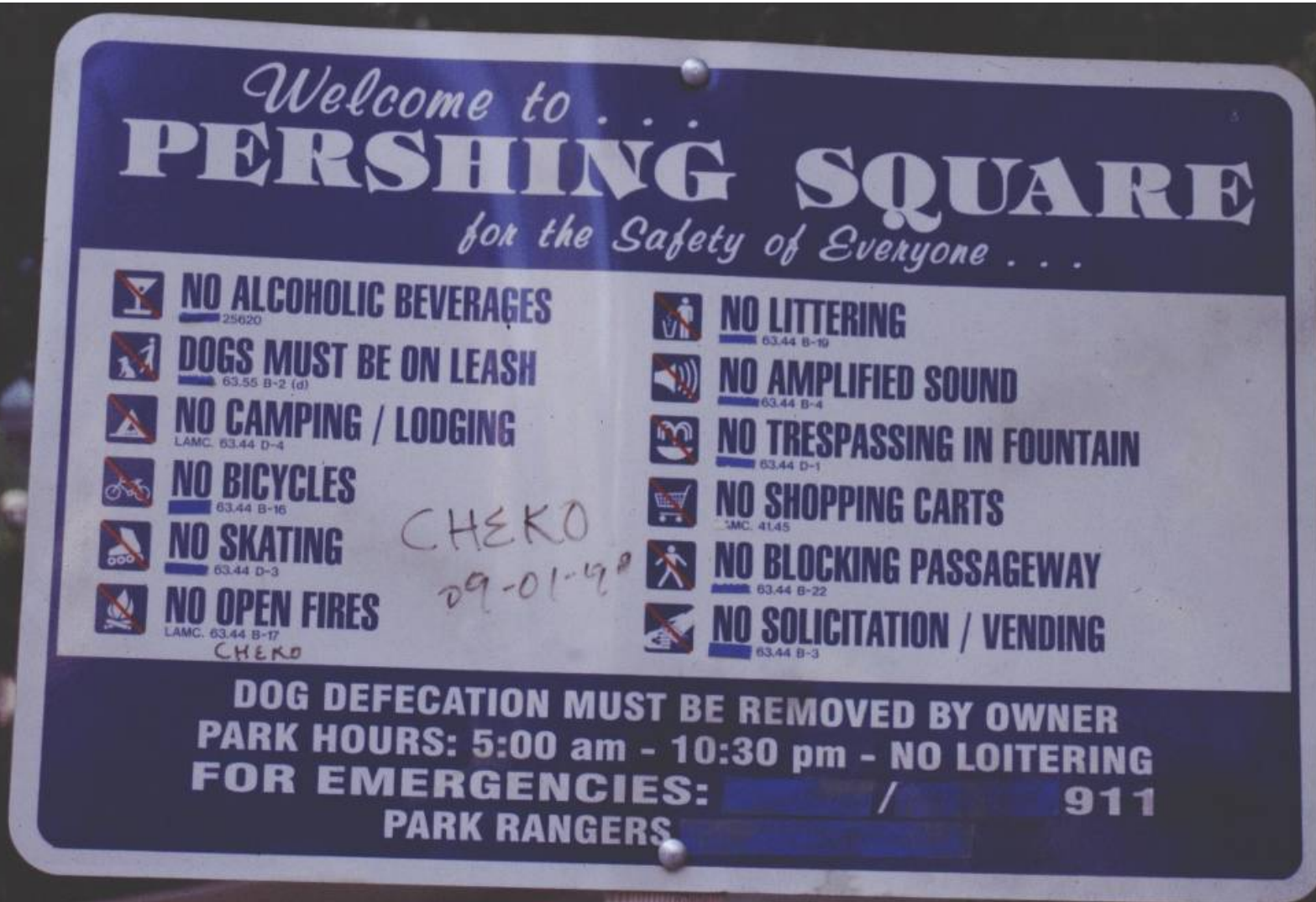


- **Case Study: “American Revolutionary: Grace Lee Boggs.”** Recommended: Chapter 1, Grace Lee Boggs (2012). *The Next American Revolution: Sustainable Activism for the Twenty-First Century*. Berkeley: University of California Press.
- **Race, Ethnicity, and Urban Identities.** Phillips, pp. 300-316. Recommended: Albert M. Camarillo, “Cities of Color: The New Racial Frontier in California’s Majority-Minority Cities,” in LeGates and Stout, *The City Reader*.
- Discussion: Ali Madanipour, “Social Exclusion and Space,” in LeGates and Stout, *The City Reader*.
- **Immigration and the Metropolis.** Phillips, pp. 261-270, pp. 283-285. Recommended: Doug Saunders, “The Place Where Everything Changes,” in LeGates and Stout, *The City Reader*.
- **Class and the City.** Phillips, pp. 341-359. Recommended: Friedrich Engels, “The Great Towns,” and Mike Davis, “Fortress L.A.,” in LeGates and Stout, *The City Reader*.
- Discussion: World Commission on Environment and Development, “Towards Sustainable Development,” in LeGates and Stout, *The City Reader*.
- **First. Nation. City.** Evelyn J. Peters (2015). “Aboriginal People in Canadian Cities.” In Pierre Filion, Markus Moos, Tara Vinodrai, and Ryan Walker, eds., *Canadian Cities in Transition: Perspectives for an Urban Age*. Don Mills, ON: Oxford University Press, 364-378.
- **Project Deadline 2.**
- **Nature’s Metropolis.** Read the first three pages of Erik Swyngedouw (2006). “Circulations and Metabolisms: (Hybrid) Natures and (Cyborg) Cities.” *Science as Culture* 15(2), 105-121.
- Discussion: Lawrence Vale, “Resilient Cities: Clarifying Concept or Catch-All Cliché?” in LeGates and Stout, *The City Reader*.
- **Frameworks of Urban Governance.** Phillips, pp. 423-444. Recommended: Myron Orfield, “Metropolits and Fiscal Equity,” in LeGates and Stout, *The City Reader*.
- **City Political Machines, I: History and Theory.** Phillips, pp. 464-482. Recommended: Harvey Molotch, “The City as a Growth Machine: Towards a Political Economy of Place,” in LeGates and Stout, *The City Reader*.
- Discussion: David Harvey, “The Right to the City,” in LeGates and Stout, *The City Reader*.



- **City Political Machines, II: Case Study, Harold Washington versus the Chicago Machine.**
- **Community Power.** Phillips, pp. 493-512.
- Discussion: Sherry Arnstein, "A Ladder of Citizen Participation," in LeGates and Stout, *The City Reader*.
- **Transit World City: Transportation Planning and Globalizing Cities.** Congress for the New Urbanism, "Charter of the New Urbanism," and Frederick Stout, "The Automobile, the City, and the New Urban Mobilities," in LeGates and Stout, *The City Reader*.
- Discussion: Sikee Liu and Nicholas Blomley (2013). "Making News and Making Space: Framing Vancouver's Downtown Eastside." *The Canadian Geographer* 57(2), 119-132.
- **Imaginative Cities: The Case of Vancouver.** Katherine McCallum, Amy Spencer, and Elvin Wyly (2005). "The City as an Image-Creation Machine: A Critical Analysis of Vancouver's Olympic Bid." *Yearbook of the Association of Pacific Coast Geographers* 67, 24-46.

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





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.<sup>2</sup> So, on the following pages you'll find the City Rules that govern this urban course.

## Required Texts

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

Richard T. LeGates and Frederic Stout, eds. (2016). *The City Reader*. Sixth Edition. New York: Routledge.

## Evaluation and Marks

Course marks are based on four items:

1. Mid-term examination (multiple choice)	20 percent
2. Discussion section attendance and participation	20 percent
3. Independent written project (approximately 2,000 words)	20 percent
4. Final examination (option: multiple choice or essay)	40 percent

The discussion sections are intended to provide a friendly, supportive setting where you can ask questions, explore interesting topics with your colleagues, and get advice as you work on your independent project.

## Deadlines

1. Mid-term examination: Tuesday, October 8, in class.
2. Project Submission Date 1: Thursday, October 17, in class.
3. Project Submission Date 2: Tuesday, November 6, in class.
4. Final examination: December examination period. All projects not previously submitted must be submitted in person at the examination.

**Projects must be submitted in person, typed on 8.5 x 11-inch paper. You must include your name, student number, course number, and your preferred contact information on the first page. Revised and resubmitted projects must be delivered in person at the final examination, including the**

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<sup>2</sup> For the latest proposals on the frontiers of syllabus disclosures, reporting, and regulation, see UBC Senate (2018). *Proposal for New Policy V-130: Content and Distribution of Course Syllabi*. Draft Version 1.8.6, June 12. Vancouver, BC: Senate Academic Policy Committee, The University of British Columbia. Copy available at [http://ibis.geog.ubc.ca/~ewyly/Private/teaching/UBC\(2018\).pdf](http://ibis.geog.ubc.ca/~ewyly/Private/teaching/UBC(2018).pdf)

**first version with TA comments as well as the new, revised version. E-mail submissions are only accepted in genuine cases of serious emergency.**

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

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

Final. The final course examination date announced by the University is firm and non-negotiable. Instructors are required to submit final course marks promptly after the examination, 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 since University policy also mandates speedy grade submissions, this means that makeup final examinations can only be scheduled earlier than the regular announced exam.

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

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

[http://ibis.geog.ubc.ca/~ewyly/Private/u200/Zip\(2013\).pdf](http://ibis.geog.ubc.ca/~ewyly/Private/u200/Zip(2013).pdf)

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

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

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

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

One paper idea: use the Zip et al. (2013) article as a model for how to analyze the biography and intellectual contributions of a prominent urban scholar from a previous generation to understand



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

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

[http://ibis.geog.ubc.ca/~ewyly/research/conspiracy\\_capital\\_v1.pdf](http://ibis.geog.ubc.ca/~ewyly/research/conspiracy_capital_v1.pdf)

If you choose this option you'll have to plan ahead to ensure that you have enough time to learn how to use several different software applications.

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

Additional guidance and recommendations are available at the "Projects" tab on the course web site, describing several other term paper ideas. One is a book review essay; another involves a essay on urban photography; there's a project that gives you an opportunity to analyze how an urban issue is presented in newspapers and other media; another involves the creation of what are called urban 'mental maps'; and, finally, one encourages you to analyze networks among urban officials with political power.

Please read the general guidelines on written projects, at

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

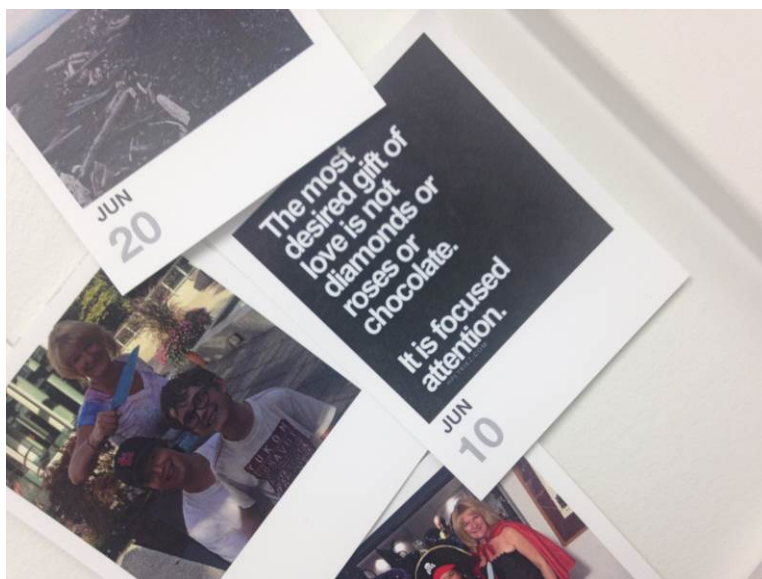
**Note especially that papers without the required signed certification specified in Guideline #1 will not be read or graded; the mark will remain "0" until such time as the written certification is provided and signed.**

The written project submission dates are optional but firm. If you'd like comments on the strengths and weaknesses of your thinking and writing, we're happy to provide detailed feedback and suggestions — but only for those who meet the specified deadlines. The Teaching Assistants will provide detailed comments 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, with only a numerical score, no detailed comments, and no opportunity for revision.

For essays submitted on time in one of the in-class deadlines, if you are not satisfied with your mark, you may **revise and resubmit**<sup>3</sup> 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 offer you the opportunity to revise your work — to re-read scholarly sources to gain a better understanding of key issues, to re-think your analyses and interpretations, or to improve your writing skills. 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. If you choose to revise and resubmit, **you must include the marked copy of your first submission when you turn in your revision, in person, typed on standard letter-sized paper, at the beginning of the final examination. Staple the first submission behind your revised, new submission. Essays must be submitted in person. E-mail submissions are only accepted in genuine cases of serious emergency. If you write your final exam through the Centre for Accessibility, then you may submit your term paper to the advisors at the Centre when you write the exam.**

### Other Policies and Procedures

Here are some of the other specific policies the University encourages on course outlines. Regular attendance is expected. 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.



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

<sup>3</sup> 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*.



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](http://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.

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

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

which specifies that

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

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

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

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

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

which specifies that

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

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

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

which notes that

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

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

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

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

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

and provides that

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



accordance with their distinct needs and in a manner consistent with academic principles.”

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

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

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

[https://universitycounsel.ubc.ca/files/2017/05/policy131\\_final.pdf](https://universitycounsel.ubc.ca/files/2017/05/policy131_final.pdf)

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

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

Now let’s translate this bureaucratese. *My job* is play a small role in expanding your education in the Arts, by showing you a bit of the scope and significance of the 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 any disruptive technological distractions. I love it when my lectures are interrupted by interesting questions from real, live human beings — but I’m not so thrilled about all the electronic beeps and rings that are constantly invading our lives. To cut through our information-saturated environment, I ask for your most valuable human asset: your attention. Please come to class, and pay attention in a thoroughly low-tech, non-distance-education way. UBC is not an online university.<sup>4</sup> I will

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<sup>4</sup> 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

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.<sup>5</sup> The *worst* way is to miss class and then send emails asking, “what did I miss in class?” This is not an online course.

## Welcome to Urban Studies!

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 who failed to plan ahead have sent so 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, so ...”).

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

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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](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>

<sup>5</sup> 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.