GLOBAL CITIES/CITIZENSHIP: TRANSFORMATIONS OF URBAN AREAS IN EUROPE AND THE USA

Objectives. What were the original objectives of the project? For each objective list the activities that have taken place. Discuss the reasons for any setbacks or shortcomings and describe any significant changes that occurred (changes in leadership, staffing patterns, strategies, activities).

The primary objective of the project is to develop, with partner institutions Portland State University, the University of Bologna, and the University of Nottingham, an undergraduate curriculum dealing with the social (cultural) and natural (ecological) problems and challenges facing European and American cities in the new “Metro Millennium.” The idea is to integrate courses from the partnering institutions into a shared curriculum that is broader and stronger than any one institution could offer on its own. The grant money supports student and faculty exchanges between partners. Students go to a European partner to study for the fall term, and faculty visit for shorter periods throughout the academic year to provide lectures or seminars on specific topics. The project is intended to promote multiple disciplinary perspectives on urban problems in hopes of achieving better—and perhaps novel—interdisciplinary solutions. The resulting shared curriculum will integrate not only the sciences and humanities, but also European and American approaches to understanding the city. We anticipate that exchanges will produce new courses, student research initiatives, collaborative grant-writing, and joint research projects on urban life and sustainability.

This first year of the grant has largely been spent developing a Memorandum of Understanding between the partners. We have also identified complementary institutional strengths and opportunities and clarified what the student and faculty exchanges will look like in
practice. Partners have had periodic meetings and been in frequent communication by email throughout the year. We identified courses that exchange students can take beginning in the second year of the grant, 2009-10. We have identified very strong interdisciplinary curricula at both DU and Portland State to suit the variety of interests that students from Nottingham and Bologna will bring to our campuses.

**The curriculum at the University of Denver** draws from courses in Anthropology, Sociology, Geography, Political Science, International Studies, and the Leadership Program. It includes the following recommended courses from which students will choose a full course load:

- **ANTH 3500 Culture and The City.** This course is recommended as a “core” course for students coming from Europe. It examines the past and future of the city as a human built environment that reflects and reproduces social, political, economic, and cultural forces and ideals. It begins with the origin of cities in antiquity and ends with contemporary urban landscapes. Analysis is sensitive to both the technologies and aesthetics of urban form. Emphasis is on the possibilities for urban redesign to meet the problems of 21st century city life. **This course combines with Independent Study ANTH 3991 to form a semester length course/internship experience.**

- **LDRS 2040: Leading Community Change.** This course explores the understanding of community and citizenship. It teaches students to think strategically and act purposefully to make change happen in a community context. We will examine and practice key collaborative leadership concepts including passion, power, collaboration, and public and private relationships. We will also practice specific leadership strategies, including interviewing techniques, issue and community research, developing mission
statements and action plans. This course combines with Internship COMM 3999 to form a semester length course/internship experience.

• **GEOG 3400 Urban Landscapes.** Urban geography is concerned with the spatial interpretation of areas containing city-centered populations. There are two broad areas of interest: interurban geography and intraurban geography. The interurban section deals with linkages and interaction between cities on a regional, national and global scale. The intraurban portion concentrates on the urban form of the individual city and how transportation, housing and economics shape the individual city. By studying these different areas students gain a greater understanding of the forces that shape urban areas and the complexity found within these areas.

• **INTS 3705 Urbanization and Environmental Health.** This course presents a framework to analyze the impact of urbanization on environmental safety and public health in a comparative context of major urban centers in the developed and developing world. We will examine urbanization through a theoretical framework of human development, environmental health, and environmental law. We will explore how public policy and urban planning can create short- and long-term impacts on both environmental and human health outcomes. We will focus on how public health and law inform each other in the formation of policy and legal challenges which seek to improve environmental health. Our specific case studies will look at the megalopolis of Los Angeles and Mexico City and specific regulatory and health challenges impacted through the implementation of NAFTA.

• **CORE 2485 Sustainable Living.** In light of today's global environmental exigencies, and in keeping with the DU’s new sustainability priorities, this course challenges students
to work out the sustainable provisioning of shelter, power, water, and food at the residential level. Students examine the ways in which our current practices are unsustainable, explore more sustainable alternatives, and explore the politics and policies that hinder or help the movement toward these more sustainable alternatives. Material is presented in the form of readings, field trips and campus walks, and hands-on learning in workshops. This course is Writing Intensive.

• **HIST 2702: Topics: History of New York City.** This course surveys New York City's history from its beginnings as a Dutch outpost to its emergence as a global city. The focus is on physical expansion, economic transformation, social experience, and cultural expression. Students will use primary sources (texts and images) to explore the city's multifaceted history.

• **GEOG 2500 Sustainability and Human Society.** *Sustainability* is a concept that has been much used in recent years as human societies recognize the finite nature of many resources and the lingering ill effects of pollution and poorly planned land uses. Sustainability is defined as meeting the needs of the current generation without compromising the ability of future generations to meet their own needs, and to do so while maintaining ecological processes, functions, biodiversity, and productivity into the future. In this course we will address definitions of sustainability, metrics used to analyze and evaluate sustainable resource use, the theory and principles behind sustainable practices, threats to environmental, social, and economic sustainability, and the issues surrounding the creation of a healthy environment, a dynamic economy, and a just society at local, regional and international scales.
• **CORE 2616 Globalization and its Discontents.** This course examines the expansion of the world economy in comparative historical perspective and draws on the disciplines of Economics, History and Political Science. The course begins by introducing the current popular/journalistic debates using social science and historical arguments and evidence. The purpose is to provide the students with tools for critical analysis and a conceptual map to understanding the debate.

• **SOCI 2420: Social Inequality.** This course explores dimensions of social class and its effect upon economic, political, and social institutions and style of life.

**The curriculum at Portland State University** draws from Urban Studies, Geography, Architecture, and University Studies.

All exchange students will take a special 2-credit core course (**USP 399 Atlantis Discussion Section**). They will be encouraged to enroll in at least one of the following two classes:

• **USP 311U Introduction to Urban Planning.** An interdisciplinary perspective on planning theories, principles, and practice. Focuses on the planning process, particularly at the local level. Explores the political, economic, social, and legal forces that influence the planning function and the roles of planners. Changing concepts in practice are also considered.

• **GEOG 332 Urban Geography.** Introduction to the geographical factors affecting the development of the modern city. Topics include urban systems and the location of cities; residential, commercial, and industrial structure; social and physical characteristics of cities; the built environment; the urban economy; and planning the urban environment.

Other courses that will be available in fall 2009 include:
- **USP 425U Community and the Built Environment.** Application of psychological and social concepts to understanding community and its relationship to the built environment and urban design. The use of space in interpersonal relations (personal space, territoriality, privacy); the impact of crowding and density on social relations. The functioning of social networks in the city: types of communities, creating intentional communities.

- **USP 313U Urban Planning: Environmental Issues.** Environmental issues and problems are evaluated in the context of planning alternatives. Particular emphasis on the economic and social implications of environmental problems. The planner’s concern for achieving balance between these factors is explored through an analysis of various planning approaches, e.g., environmental impact studies, land use controls, and resource analysis.

- **ESR 428 Urban Ecology.** Study of ecological processes in urban environments. Emphasis on responses of flora and fauna to changes in climate, hydrology, geomorphology, geochemistry, soils and available habitat in urban areas. Includes issues of species conservation, ecosystem management and sustainability in urban systems.

- **ARCH 367U Foundations of Environmental Design.** Basic concepts of climate and impacts on personal comfort. Thermal, lighting, and acoustical topics covered. Design approaches and concepts discussed from large urban siting projects to individual buildings in order to minimize mechanical systems and reduce energy use. Alternative energy sources and building materials introduced.
In addition, students will enroll either in a Capstone course ([http://www.pdx.edu/unst/senior-capstone](http://www.pdx.edu/unst/senior-capstone)) or develop an internship to be completed after the end of the term. Students are responsible for locating internships on their own, but will be supported in finding a suitable placement.

**Institutional Resources.** Describe how the project is being implemented at each institution. Describe the work of the faculty in carrying out the project. What institutional contributions are being made to the project?

The DU administration has adjusted our established study abroad rules so that DU students participating in the FIPSE exchange (as well as regular Bologna students) will be eligible to take courses offered by the DU resident faculty director at our International Center for Civic Engagement in Bologna. This will facilitate cross-fertilization of student experiences and ideas, which is precisely what the grant is intended to accomplish. Our Study Abroad Office was very helpful in developing and collecting student application forms for the FIPSE exchange. A one course release was granted to the DU Project Director (Saitta) in winter 2009 so that he could administer grant activities.

**Student Selection and Recruitment.** What strategies for student recruitment are the most effective? If you did not meet your annual target for student mobility, please explain why. Please explain how your consortium is making plans to continue to support student mobility when federal funding runs out.

No students were exchanged in the first year of the grant. For year two (2009-10) we are likely to have 2 students traveling to Bologna from Portland State, and 1 from DU. No students are scheduled to travel to Nottingham, as we are still working out the details of that exchange. We intend to have a full contingent of students traveling to Nottingham in fall 2010.

The University of Denver recruited students for the Bologna exchange through a variety of means, including: 1) announcing the grant and emailing application forms to students enrolled in the Italian program and Urban Studies minor; 2) distributing flyers advertising the grant
opportunity to Italian professors and Italian classes, as well as to Urban Studies professors and classes; 3) promoting the opportunity in conjunction with the Study Abroad Advisor in the Office of Internationalization.

Because of this year’s priority on MOU development, DU was able to begin serious recruiting only after most DU students had already chosen their study abroad sites in Italy for 2009-10. Students looking seriously at Bologna were prepared to spend a quarter (10 weeks) abroad and not a semester, which is what the FIPSE grant supports. In some cases, students had chosen the Bologna program so that they could fulfill university Core course requirements and Italian classes that were not initially part of the FIPSE offerings. Next year we will be better prepared for the fall advertising and recruitment cycle, and the process of recruiting students for FIPSE should be much easier.

Colleagues at Portland State University worked with their Education Abroad unit to develop student application materials and an Atlantis exchange web site. The site is at http://oia.pdx.edu/ea/details/psu_atlantis_project_urban_sustainability_exchange_to_bologna_italy_or_no/.

**Language and Cultural Instruction. Describe the language plan. How are students assessed for language skills? Summarize the results of the language testing.**

FIPSE students studying in Bologna will take a pre- and post-study abroad Italian placement exam that has been developed by the Italian section of the Languages and Literatures department at the University of Denver. The diagnostic exam places students into various levels of Italian—from first year to third year—and measures the following linguistic competencies: grammar, reading, listening and speaking. A variation of the exam will be administered upon students'
return from Bologna to measure linguistic progress. The exam has been developed using content that reflects the rich cultural life of contemporary Italy.

**Curriculum Development. What progress is being made in curricular development? What new or modified courses or instructional materials are being developed and implemented?**

Exchanges in fall 2009 will use existing curricula. We will begin looking at new course development in Fall, 2009. This will depend on continued conversations with our partners to see where gaps exist in the menu of courses that the partners are already prepared to offer.

The partners had four meetings during the 2008-09 academic year:

1. All partners met in Bologna in November 2009 to get acquainted and share understandings and aspirations for the project.

2. Bologna, Denver, and Portland State partners met in Denver in March 2009. At this meeting we worked on the project MOU and discussed development of core courses for exchange students between Bologna and Portland and Bologna and DU. We discussed the assessment plan and data collection instruments.

3. Denver and Bologna partners met in Bologna June 10, 2009 to discuss curriculum course readings and plan for the FIPSE meeting in Boston in October, 2009.

4. Portland and Bologna partners met in Bologna June 22, 2009 to discuss curriculum, core course readings, and planning for the Boston meeting.

**Faculty Development. Describe in what ways the development and implementation of your project has been supported by the participating faculty members. What faculty development activities occurred and what faculty exchanges took place? Were there any programmatic, departmental, or institutional changes that occurred as a consequence of faculty involvement in the program?**

No faculty exchanges occurred in our first year, but faculty at DU and Portland State have been very generous in stepping up to participate in curriculum development and we have had several expressions of interest in the faculty exchange. DU and PSU both developed application forms
for the faculty exchanges beginning in academic year 2009-10. Portland partners coordinated with the Portland/Bologna Sister City Association (PBSCA) to develop a combined call for proposals for the faculty exchange. In addition to Atlantis funding, a $1,500 grant from PBSCA has been offered to faculty wishing to complete a longer stay in Bologna. A proposal review process has been developed in collaboration with PBSCA. Portland State has identified one faculty member for exchange to Bologna in spring 2010. DU has discussed the exchange with four potential applicants, and one application for Nottingham has been received. A second application for Bologna is forthcoming.

**Impact on educational practice.** How has the project impacted teaching and learning at the partner schools? If the project involved internships or work placements, how successful are these? How are these experiences integrated into the program of study? What lessons are being learned from this experience? If the project involves the use of technology, Web-based learning, or other electronic resources, describe the development and implementation of this approach and the lessons learned. How does the evaluation inform decision-making among the partners?

These are still open questions that we will be able to answer after the AY 2009-10 exchanges have taken place.

**Project outreach.** Describe the outreach activities you and your partners are taking to make your project better known inside and outside your consortium. What is the current status of the project at your institution and the partner schools?

The partners have been disseminating information about the project via email and through university listserves. A FIPSE/ATLANTIS web page is in development.