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 institution 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, new student research initiatives, collaborative grant-writing, and joint research projects on urban life and sustainability.

The 2010-2011 grant year was the second year of student and faculty exchanges between partner institutions. Portland State University sent two students to the University
of Bologna and three to the University of Nottingham. The University of Denver sent three students to the University of Bologna, and none to the University of Nottingham. Portland State sent two faculty members to Nottingham. The University of Denver sent one faculty member to Bologna. A second faculty member was awarded funding to travel to Nottingham but could not make timely arrangements with peers at the Nottingham end. He will reschedule his visit for 2011-12.

The University of Denver received two students from Bologna and Portland State received two students from Bologna. No students came to either American partner from the University of Nottingham.

The most significant shortcoming of the project so far has been the limited number of student exchanges with the University of Nottingham. Nottingham is in the partner mix because of its prior established relationship with the University of Bologna. No prior relationship existed between the American partners and Nottingham. The three Portland State students and two faculty members who traveled to the University of Nottingham in 2010-2011 gave very positive reports of their experiences there. In addition, the program director at Portland State traveled to Nottingham in November 2010 to assess the students’ experience and to discuss a continuing exchange agreement between the two universities at the conclusion of the grant period.

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?

At the University of Denver faculty from several departments across the Arts and Sciences have offered up an excellent array of courses and internship opportunities for visiting EU students. Our project’s major challenge continues to be student recruitment
given stiff competition from the university’s “Cherrington Global Scholars” study abroad program. The Cherrington program offers all first quarter juniors at DU an extensive menu of study abroad opportunities, each of which is fully subsidized by the institution. DU’s Study Abroad Office has, however, worked with us to integrate the Atlantis and Cherrington programs in a way that allows students having an interest in the city to partake of the benefits of both programs.

Portland State is also getting excellent contributions from faculty and staff, most notably in the form of a “Portland Seminar” specially designed for Atlantis students. The university is making in-kind contributions to match effort expended on the project by campus coordinator Kathi Ketcheson and by faculty and staff in Italian Studies, University Honors, and the Office of International Studies.

**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.

The University of Denver sent three students to the University of Bologna in 2010, and is sending six in 2011. This will bring its total for the grant period to nine. Portland State sent two students to Bologna and three to Nottingham in 2010. In 2011 it is sending five students to Bologna, which will bring its total for the grant period to twelve.

The University of Denver recruits students for the Bologna exchange through a variety of means including: 1) participation of project staff in the annual Study Abroad Fair; 2) announcing the grant and emailing application forms to students enrolled in the Italian program and Urban Studies minor; 3) distributing flyers advertising the grant opportunity to Italian professors and Italian classes, as well as to Urban Studies professors and classes;
4) visiting Italian classes and classes having urban studies themes; and 5) promoting the opportunity in conjunction with the Study Abroad Advisors for Italy and England in the Office of Internationalization.

Colleagues at Portland State University recruit on the university’s Education Abroad web page, through the Education Abroad Fair held annually in Winter Quarter, and through contact with faculty in departments across the university, especially International Studies, Foreign Languages, University Honors, University Studies, and Sociology. The best strategy at PSU is to ask individual faculty to nominate students for the program.

To support mobility when the funding runs out faculty from PSU and DU will continue to cultivate formal exchange agreements with Bologna and Nottingham. Kathi Ketcheson traveled to Nottingham in fall 2011 and in November hosted Franco Minganti from Unibo to discuss continuing the exchange agreements at the conclusion of the grant period. Project staff will continue to establish faculty exchanges that can result in continuing relationships with the two universities.

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

The Italian Section in DU’s Department of Languages and Literatures develops Italian language proficiency across the four skills (reading, writing, listening and speaking), and literary and cultural awareness in the Italian context. It fosters student engagement both inside the classroom and in Italian communities by providing service learning opportunities. Goal 3, Objective 3A of our Evaluation Plan states that students’ non-native language skills will improve and that students will increase their ability to communicate in
a non-native language, both orally and in writing. In fall 2011 DU and Portland State students bound for Bologna, both with and without Italian language background, will enroll in an intensive Italian language course at the University of Bologna’s language school (CILTA) before the beginning of the academic term. They will be evaluated on a Pass/Fail basis through that program. In addition, prior to departure the three students in the Italian Program will be pre-tested to determine their linguistic skills and levels by completing (1) an Oral Proficiency Interview (OPI) with a professor of Italian; (2) an Italian writing sample developed by the Italian Section of the Department of Languages & Literature; (3) a grammar-based test developed by the Cultura Italiana in Bologna, Italy; and (4) the DU Italian Language Placement Exam. Upon completion of the program, these four measures of linguistic assessment will be repeated to determine in which areas linguistic gains have occurred. The scores will be recorded in the project database. In addition the three students who had no Italian language background will be tested on two of these measures: (1) the OPI and (2) the Cultura Italiana exam, to determine if they made any linguistic gains during the period of the exchange. The scores will be recorded in the project database.

Bologna students traveling to DU are required to take the TOEFL exam and demonstrate their linguistic skills in English prior to acceptance into the program. The TOEFL is waived for students traveling to Portland, but language competence is assured through the application and interview process with Unibo faculty. Two Italian students studied at Portland State University in fall 2010. Both had strong written and oral communication skills in English and performed at a high level in their courses. Intensive interaction with other international students in residence hall and social circles helped advance their language skills during the term. Both students frequently commented on how
much they liked the PSU course format and the engagement they had with faculty and other students, and how much they enjoyed the subject matter.

One change planned by Portland State for Fall 2011 is to enroll Unibo students in courses designated as “community-based learning courses," rather than the more structured Senior Capstone, which is a service learning course that represents the fourth year of the University Studies general education program at Portland State. Because the Capstone continues a pedagogy begun in the first and second years of the general education program—which is fairly structured—it was difficult for the Italian students to drop into the course without the benefit of the program’s overall context. The CBL courses will provide a community learning experience without the formal service learning structure used by the Capstone. It should be noted that Portland State does not have a central office that coordinates internships for students; internships are posted in the Career Center and other departmental locations, but students are on their own to seek out and apply for these experiences.

Portland State's Department of World Languages continues to be involved in assessing outgoing students’ abilities and in prepping them for their experience in Italy. During the summer DU and Portland State Italian Studies faculty will confer on the assessment plan to be used during 2011-2012.

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 2010 used existing curricula plus the previously developed Unibo “Exploring Bologna” course for American students and PSU’s “Portland Seminar” for EU students. Both courses serve to introduce Atlantis students to their host city and are
designed to be taught by different faculty. At DU, the “Culture and The City” course required for all Atlantis students continued to serve as an introduction to Denver and the urban sustainability problems facing the city.

Project staff at DU and PSU are working with faculty at both institutions to expand the menu of course offerings and/or develop new courses having urban themes that could be offered to exchange students. All partners still have considerable work to do as regards melding our course offerings into a clearly recognizable and sustainable shared curriculum.

**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?

Faculty teaching courses on the city at both DU and PSU have been very generous in submitting their courses to our curriculum list and working to accommodate the learning styles and other academic needs of European students traveling to the US.

With respect to faculty exchanges, in 2010-2011 the University of Denver sent one faculty member from the Josef Korbel School of International Studies (Joseph Szyliowicz) to Bologna. One faculty member from the College of Business (Pallab Paul) was scheduled to go to Nottingham but couldn’t make timely arrangements and has postponed his trip until the 2011-12 academic year. Portland State sent Dr. Bowen McBeath, a faculty member in the School of Social Work, and Dr. Jennifer Allen, a faculty member in Public Administration, to the University of Nottingham. For 2011-2012, Portland State will send two faculty members to either Unibo or Nottingham. The deadline for applications is June 15, 2011. The University of Denver is still soliciting applications for the 2011-12 Faculty Exchange.
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?

Internship experiences continue to be the educational highlight for Bologna students studying at DU. In Fall 2010 one student worked at The Gathering Place, Denver’s only daytime drop-in center for women, their children, and transgender individuals experiencing homelessness and poverty. The experience, in the words of the student,

“...allowed me to see in the real world ideas we talked about in several of my classes. I was able to understand the economic difficulties that we talked about in my Social Inequality class. I was able to see how social change would be difficult and the steps that would be needed from my Leading Community Change class. The people I met were amazing and they were so welcoming. It made me feel like this is my home too. I would recommend this site to anyone interested in homelessness, women and issues of poverty.”

The other Bologna student in Denver started at the Somali Community Center for refugees. However, difficulties getting to the site by public transportation forced a change to The Bridge Project, an after-school tutoring program for low-income children. This student also volunteered at Café 180, a community kitchen dedicated to eliminating hunger and the social barriers associated with food by feeding all people regardless of their ability to pay. The student had never seen such a restaurant before and was hugely impressed by the idea.

The two Bologna students studying at Portland State participated in a Senior Capstone course that involved them with community partners engaged in sustainability-related activities such as recycling and urban farms. These activities are central to the City
of Portland’s identity as a “green city” and helped introduce the students to the deep level of community commitment to sustainability in Portland. The students were able to compare and contrast the implementation of sustainability practices in two cultures, American and Italian, and indicated that they would take home some of the things they learned that were most applicable to their own social and cultural context.

*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 list serves. At both DU and PSU reports are regularly submitted to senior leadership and communication made with interested faculty via email. At PSU announcements are published in the university’s online newsletter.

At the University of Denver project leaders maintain a “Portfolio Community” webpage containing all sorts of information relating to the project, including application forms, course descriptions, and student and faculty reports and testimonials. The site is located at: [http://portfolio.du.edu/atlant](http://portfolio.du.edu/atlant).

To the extent that the Global Cities project is intended to “promote multiple disciplinary perspectives on urban problems in hopes of achieving better—and perhaps novel—interdisciplinary solutions”, a significant achievement of the past year was the development of a spin-off project in “Contemporary Urban Anthropology” (CUA) linking DU’s Department of Anthropology and Daniels College of Business. CUA is a conceptual approach to real estate development and urban planning that considers a community’s cultural characteristics alongside its physical context (topography, geology, hydrology,
climate) and current economic realities. It seeks to formulate sustainable and “culturally-appropriate” practices in urban design and development. This project originated when a faculty member in the College of Business audited the foundational “Culture and The City” course and found the material to be especially pertinent to supporting new directions of thinking and practice in the field of Real Estate and Construction Management. The resulting collaboration has produced a website located at

http://www.contemporaryurbananthropology.com. Participating faculty also view CUA as a contribution to the evolving interdisciplinary field of “intercultural urbanism.”

Intercultural Urbanism takes stock of the cultural values that shape how ethnically diverse groups of citizens create, use, and respond to the urban built environment. The hope is that CUA will develop into a “Center for Intercultural Urbanism” at DU that is dedicated to interdisciplinary research and teaching aimed at building more inclusive, viable, and sustainable cities. Project members have already published opinion pieces for three Colorado Front Range newspapers (archived on the website) and have just submitted a summer 2011 research grant proposal to DU’s Institute for Enterprise Ethics entitled “Front Range Urbanism and Hydro-Sustainability.” In short, the CUA initiative represents one promising way that the Global Cities/Global Citizenship project will be sustained after the grant expires.

We are also alerting colleagues in our personal networks of professional contacts to the value of the project. Kathi Ketcheson, program director at Portland State, will present a poster session on the student exchange experiences at the European Association for Institutional Research Forum in Warsaw, Poland, in August 2011.