

The Urban Planet

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OPENING REMARKS

BY PRESIDENT JOANNE BERGER-SWEENEY



The Center for Urban and Global Studies (CUGS) at Trinity College is a jewel. The Center is a perfect combination of the theoretical understanding of cities and urban centers and the practice of making life in the city better.

Many factors came into play when I decided to come to Trinity College as the new president this year.

Two stood out from the rest: I wanted to be in Hartford, at an institution of higher education with an urban pulse and true, strong connections to the community, and I believe in the liberal arts in higher education.

I will start with Hartford. I enjoy living in urban areas. I am a native of Los Angeles, and I have lived and worked in cities in the U.S. and around the world including, Baltimore, Edinburgh, Oakland, Paris, and Zurich, to name a few. Therefore, living and working in the vibrant city of Hartford appeals to me.

Hartford affords the educational opportunities of being a part of a diverse environment, with people from all backgrounds and all walks of life. I want to understand better what makes this city tick. As more and more of our world population is moving back into cities, the potential for the revitalization of cities is enormous. I would love to help Trinity College be a part of the revitalization of Hartford. If I care about Trinity College, I care about Hartford.

Trinity knows the value of its urban location, and we are constantly working to find additional ways to connect our students with Hartford and cities around the globe. I look forward to another exciting and dynamic year of CUGS research and action.

INTRODUCTION

Dean Xiangming Chen

The eighth issue of this Newsletter coincides with and helps mark the dawn of a new era for Trinity College defined by the arrival and inauguration of Joanne Berger-Sweeney as the college’s 22nd President. We are grateful for President Berger-Sweeney’s thoughtful and inspiring opening remarks that express her strong support for strengthening Trinity’s curricular distinction in linking urban and global studies to close engagement with the city of Hartford. This rich issue of the *Urban Planet* includes features, updates, and announcements. Should you have any questions or comments, please write: CUGS@trincoll.edu.



NEWS FROM THE DIRECTOR OF THE URBAN STUDIES PROGRAM

By Garth Myers, Director, Urban Studies Program

Both the Urban Studies major and minor continue to grow. In Spring 2014, the first seven official Urban Studies majors graduated; this year's senior class (class of 2015) has eleven majors, and there are already seven juniors and four sophomores who have declared their Urban Studies majors, with many others set to do so by Spring 2015. Another four seniors are completing Urban Studies minors this year, alongside three juniors. With 22 majors on campus, Urban Studies is now almost exactly in the middle of the list among Trinity's 39 departments and programs in terms of numbers of majors – this in only our second year in existence! But Urban Studies is equally proud of the quality of our students. Three of our majors graduated with Honors in Urban Studies in Spring 2014 (Shaun McGann, Alex Gray, and Julia Rivera). The rough average GPA of our senior class is above 3.6, with three students above 3.8. Several of our senior majors earned the honor of participating in the year's Community Learning Initiative Research Fellows program (Chloe Shiras and Salima Etoke), and one, Salima Etoke, earned the first Truman Scholarship for a Trinity Student in the last 28 years of trying. Our majors and minors are leaders across the campus in terms of athletics, cultural groups, and social life as well. I look forward to the major's continued steady growth and to upholding the high standards for quality – our first few classes of majors have set that bar quite high!

CAPITAL CITIES PROJECT

By Garth Myers, Director, Urban Studies Program

Taking its cues from the research findings in the 2013 CUGS book on Hartford, *Confronting Urban Legacy*, the Urban Studies Program has launched a long-term comparative urban research project on mid-sized state capital cities in the US. Using census data, we have zeroed in on other state capitals with comparable city sizes and metropolitan area dynamics to Hartford (e.g. cities with less than 250,000 people in metro areas with more than 750,000, essentially). Are there lessons from policies or urban dynamics in these other cities – for example, about two very hot topics of the moment in Hartford, bus rapid transit and minor league baseball - which we might apply in Connecticut? Do these cities have urban policies which work in the interests of the city's people, from which Hartford can learn? This research will continue and evolve over the next decade with continuous Trinity student input. For Fall 2014, seniors Ned Mandel and Pierce Classen are researching the other mid-sized state capitals with AA Minor League Baseball stadiums (Harrisburg, Jackson, Little Rock, Montgomery, Richmond and Trenton) to assess the benefits and down-sides to the stadiums as engines of urban development. As “agnostic” scholarly analysts, we intend to present the comparative findings to the Hartford City Council for their consideration in ongoing deliberations, hoping that the research will inform reasoned debate and sound decision-making. In future semesters, we look forward to Urban Studies students engaging in similarly interdisciplinary policy-relevant research within this comparative framework.



Chinese Language School
of Greater Hartford

哈特福中文學校



THE CHINESE LANGUAGE SCHOOL OF GREATER HARTFORD AT TRINITY COLLEGE

By Xinyi Liu, Class of 2017

Xinyi Liu (Ellen) is interning for a wonderful program here at Trinity, the [Chinese Language School of Greater Hartford](#), through her Organizing by Neighborhood (URST-206) class. She contacted the school via email and was given the opportunity to be a TA for B2 level students who range between the ages of 7 to 12. Currently, there are 153 students at the school comprising of Asian, African American, White, and mixed nationalities.

Xinyi is excited about working at the school because she loves working with children and teaching language and this internship provides her the perfect opportunity to do both. More importantly for her, many of the Chinese students attending the school are adopted, and she feels strongly that these children should know their culture and heritage. She is personally honored to be able to impart her knowledge with these students, as well as with the other students in the program.

The study of language is more than just learning the language itself. It is also about teaching the culture. When you combine both, children are given a broader perspective about the world.

She was surprised that Chinese Language School of Greater Hartford opened her eyes to an issue she had not expected to encounter. She had believed that students in America had more free time than students in China. Noticing how parents rush their children out the door at the end of class to attend other activities, she has come to realize that is not the case. The world is getting more competitive, and parents are recognizing that change. They are pushing their children to do more and learn more in order to participate in that competitive world. And with language-learning shifting from Spanish to Chinese, people are recognizing that Chinese is vital to a globalized economy because of China's rapid development.

Having this program on campus provides Trinity with an added cultural flavor. When the students are here, the campus is livelier. Festivals, picnics, and games are held in the quad, and one can hear the children playing outside on any given Sunday. Personally, Xinyi finds it relaxing and satisfying. When the children learn something new, she feels a sense of pride. What she has come to realize is that the study of language is more than just learning the language itself. It is also about teaching the culture. When you combine both, as this school does, children are given a broader perspective about the world.

She believes that language schools, such as the Chinese Language School of Greater Hartford, may help with eliminating discrimination. When you have students from different nationalities coming together for a common goal - learning a language and a culture different from their own - that goal creates a need to work with each other and to gain a deeper understanding of what makes us unique. Xinyi sincerely appreciates the people who put this program together, and she is privileged to be a part of it.

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FROM HARTFORD TO SHANGHAI AND BEYOND

Professor Michael Lestz, History Department



Under the aegis of the Center for Urban and Global Studies (CUGS) an interdisciplinary program combining environmental studies, urban sociology, and Chinese history was mounted in June in Shanghai and other cities in southeastern China. This was the sixth iteration of such summer programming and, once again, the Henry Luce Foundation, the Thomas Urban China Summer Studies Endowment, the O'Neill Asia Cum Laude Endowment, and the Charlotte Riggs Scholarship fund provided generous support for this effort. As in previous years, after initial field study in the Hartford region, 15 Trinity students, led by Professor Joan Morrison of the Environmental Science

Program, and Associate Professor Michael Lestz of Trinity's Department of History, traveled Shanghai to investigate the challenges posed by rapid development of China's urban landscape.

After their arrival at Fudan University, Trinity's academic partner in Shanghai, students visited traditional *lilong* (stone-door alleyway) neighborhoods, the French Concession, the Bund, and other sites linked a rich past that continues to inform the present. On walking tours led by Professor Lestz, they took to the field to understand the evolution of the city and also new frontiers of development. Visits, for example to the Gensler engineering firm, which is constructing the Shanghai Tower and also the skyscraper landscape of Pudong, suggested the remarkable architectural dimension of change. Lectures by Professors Jing Gan of Tongji University and Yuan Ren of Fudan University, both of whom have visited Trinity, provided insight into sustainability concerns and the dynamics of population growth.

Moving to the garden city of Suzhou, with Professors Morrison and Lestz directing instruction, visits followed to dynamic new industrial sites, like the MTD Asia Factory, a family business directed by Charles Moll, '93. In Nanjing, which was the group's next destination, a strong historical emphasis was woven into the program as the group visited traditional gardens, the Grand Canal, the Nanjing city wall, and the Nanjing Massacre Museum. Subsequently, leaving cities temporarily behind, a hike to the ridgeline Huang Shan (Yellow Mountain) in Anhui Province, gave a sense of the beauty of the Chinese landscape and some of the challenges of ecotourism. Before returning to Shanghai, the group visited the colossally prosperous city of Wenzhou, which has grown into a megacity with an economy based on small industry, shoe factories, and cigarette lighters.

During the final week of the program, the students were fortunate enough to be able to meet with Ben Wood, the key designer of the Xintiandi project, a renewal project akin to his Quincy Market effort in Boston. The group also toured the colossal Carrier plant (see photo above) that makes air conditioning and heating units for the skyscrapers and malls that are a ubiquitous feature of China's urban landscape. The student research papers that eventuated from this experience covered an ambitious set of topics from Soochow Creek's clean-up, to bicycling in Shanghai, to the make-up of the rural work force now employed in Shanghai, and People's Square as a sample of the symbolic nature of public space.

At the end of the program, Johanna German '15, Soham Madnani '17, and Chinmay Rayarikar '17 (both from India) stayed behind in Shanghai for a month during which they carried out a field research project supported by the Henry Luce Foundation, while Jeremy Dam '17 returned to his hometown of Hanoi and completed a Luce-supported research project there.

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THE AMAZING RACE AT TRINITY COLLEGE

By Jason Rojas, Chief of Staff

IN THE COMMUNITY - OCR



Hartford Mayor Segarra with Trinity Students

For a second year the Center for Urban and Global Studies (CUGS) and Office of Community Relations (OCR) collaborated to conduct a pre-orientation program for a group of 25 incoming freshmen. The goal of the program was to provide a fun and engaging introduction to Hartford while providing them with information regarding internships, jobs, cultural attractions as well as social outlets in Hartford.

The program took place over 2 days with the first day consisting of team building activities at Riverfront Recapture's Adventure Course followed by the Amazing

Race Hartford. During the race five teams of students navigated the city looking for answers to 13 clues. Along the route they discovered public art, took pictures with Mayor Segarra in his office, did a scavenger hunt at the Old State House as well as the Museum of Connecticut History, they visited the Hartford Stage, found Thomas Hooker's (the founder of Hartford) gravesite at the Ancient Burying Ground, rode the Carousel in Bushnell Park and ate lunch at the Front Street Entertainment District. It was a long but informative, memorable and exciting day based on student evaluations.

On the second day we teamed up with local historian Bill Hosley to provide a bus tour of the city where we visited ten of the city's fifteen neighborhoods. During the tour we were able to gain exclusive access to the Colt Buildings Blue Onion Dome, we toured the Church of the Good Shepard where a Trinity alum Jack Hale '70 welcomed us, we spent some free time at the Wadsworth Atheneum, ate lunch at the Hartford Public Library, toured the State Capitol where our area State Representative Angel Arce greeted and spoke to the class in the historic House Chamber. Also joining us at the Capitol was Trinity alum, Board of Trustee Member and Advisor to Governor Dannel P. Malloy, Paul Mounds '07.

As one of the main connections to the city and neighborhood CUGS and the OCR were pleased to have been awarded a pre-orientation grant to plan and carryout the program for our freshman participants.



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TRINFO'S TRANSFORMATION CONTINUES: EXPANDING RELATIONSHIPS THROUGH STRATEGIC PARTNERSHIPS

By Carlos Espinosa, Director, Trinfo.Café



The Trinfo.Café, Trinity's neighborhood cybercafe, has entered a new development phase by transforming its space beyond technology into a broader community space. The original expansion began three years ago with the creation of a community garden by Trinity's engineering club, Students Without Borders. This initial development phase was geared towards rethinking the function of Trinfo's current space into one that leveraged its location in the neighborhood to embark on new kinds of programming beyond its core mission of access to technology, adult computer literacy workshops, and tech-based youth programs. In order to accelerate the transformation, key goals were developed to focus on developing partnerships with several internal and external constituencies, principally urban programs and their gatekeepers at Trinity.

The Center for Urban and Global Studies (CUGS) houses not just Trinfo.Café, but the Office of Community Relations, the Community Learning Initiative (CLI), and now the Director of Urban Educational Initiatives and his work with the Hartford Magnet Trinity College Academy (HMTCA). Based on the recommendations that emerged from CUGS strategic planning process, Trinfo is working closer with the urban offices under CUGS on a variety of activities and programs. Trinfo is expanding key partnerships with Trinity student groups like Men of Color Alliance who just hosted their 7th annual Back to School Community BBQ and Harvest Festival at Trinfo and student leaders in administrative programs like P.R.I.D.E.

Externally, Trinfo has identified the Learning Corridor as the epicenter for partnerships with the community organizations running after-school and summer programs at the Montessori School and HMTCA, as well as the Boys and Girls Club who are all using Trinfo's facility for technology programming and their own programs linked to the community garden. Moving into the neighborhoods surrounding the College, Trinfo has active programming arrangements with Organized Parents Make a Difference (OPMAD) who run after-school and summer programs at several other neighborhood schools.

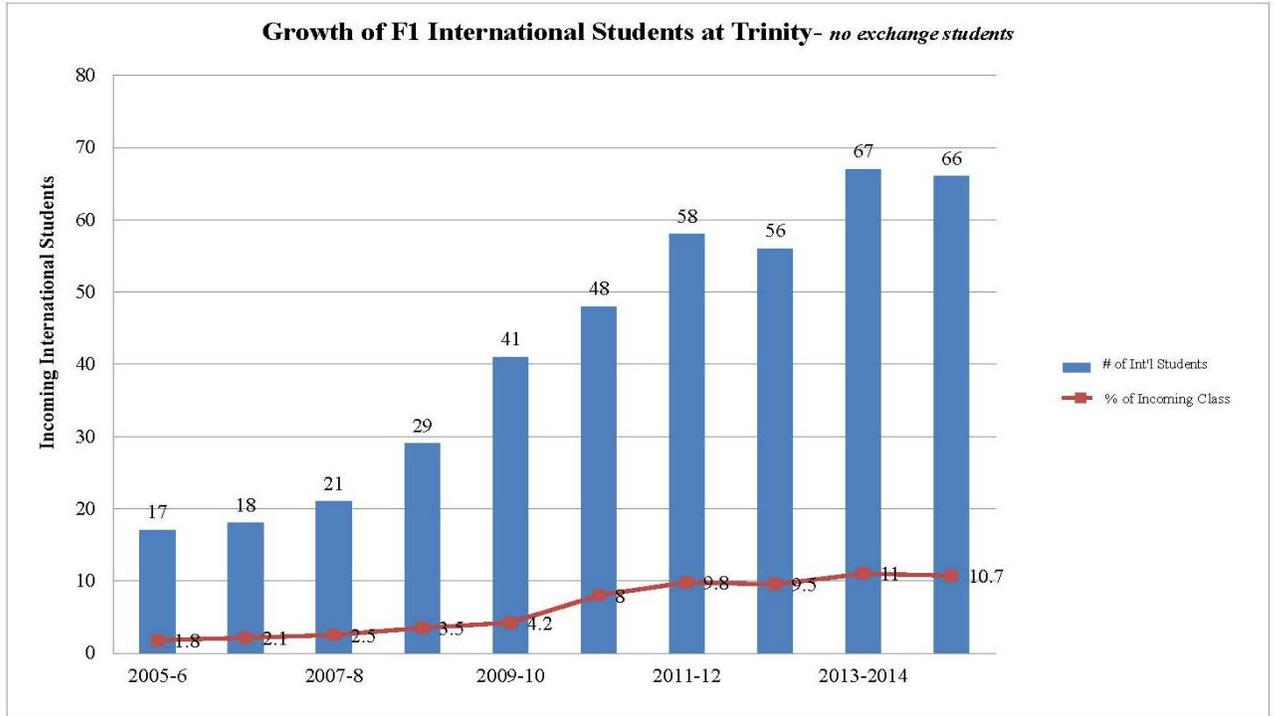
The community garden best illustrates these collaborations between internal and external constituencies. This spring and summer, faculty members led by Professor Susan Masino worked alongside neighborhood families, Trinity staff members, and children from HMTCA and the Boys and Girls Club's summer programs growing a variety of crops for themselves and for general community distribution. This semester, professors Dario Del Puppo and Johannes Evelein have students from their Freshman Seminar working with families on planting fall crops using new extended grow kits, as well as planning activities and events for the next growing season.

Trinity students are central to the activities happening at these on-site and off-site locations. They are developing and teaching all of Trinfo's youth programs, as well as the adult computer literacy workshops in English and Spanish. They are organizing movie nights and community cook-outs, growing food in plots next to families from the neighborhood, and conducting research for their class assignments, projects, internships, and independent studies. It is the cumulative effort of Trinity students, faculty, and staff that are helping transform Trinfo into a broader community space that is predicated on relationship building and mutually beneficial partnerships.



INTERNATIONAL STUDENTS GROWTH AT TRINITY COLLEGE

By Katie Clair, Coordinator, Office of International Students and Scholars



The Class of 2018 includes 66 international students, excluding exchange students, and comprises 10.7% of the class. Across the student body, the total number of international students at Trinity now stands at 251 and represents 64 countries. Geographic regions represented include Asia (52%), Europe (17%), Africa (11%), North America (12%), South America (3%), Middle East (3%), Central America (1%), and Oceania (1%).



2013 Trinity College International Student Orientation

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THE HARTFORD MAGNET TRINITY COLLEGE ACADEMY

By Robert Cotto Jr., Director, Urban Educational Initiatives

HARTFORD AT TRINITY

This semester, Trinity College expanded several existing urban educational initiatives with local public schools in the City of Hartford. In particular, the College and Hartford Magnet Trinity College Academy (HMTCA) advanced our unique partnership. Additionally, many courses that participate in Trinity's Community Learning Initiative expanded work with local partner organizations.

Started in 2011 through the Dean of Faculty's Office, the Trinity-HMTCA initiative intends to develop a unique "early college" experience by partnering a local magnet high school with Trinity College. HMTCA is located on the Learning Corridor campus and enrolls half of its students from Hartford and half from surrounding towns.

Over the last four years, rising 9th grade students at HMTCA have attended a summer writing academy and 10th grade students have attended a summer science academy on Trinity's campus. In addition to these programs, HMTCA students and staff have participated in events on Trinity's campus such as the National Honors Society induction ceremony, concerts, and other academic activities.

This semester, the partnership moved into a new phase. As part of the agreement between HMTCA and Trinity College, a small number of selected and qualified HMTCA students in the senior class now attend introductory-level Trinity College courses. This semester, 12 HMTCA students enrolled in Trinity classes that include Calculus, Philosophy, Computer Science, and Psychology. Trinity College is also hosting two HMTCA senior-level courses this semester on campus: HMTCA Senior English and Senior Project (CAPSTONE).

Courses related to Trinity's Community Learning Initiative continue expanding. For example, Educational Studies 200: Analyzing Schools (ED200) asks Trinity students to participate and observe in local public schools. This semester, we are offering two sections of ED200 for the first time. School-based coordinators matched students with local teachers to participate and observe eight (8) class sessions at each school. As a result of the higher enrollment, the number of partner schools for ED200 grew this year to seven schools, adding Breakthrough Magnet, Environmental Sciences Magnet School at Mary Hooker, as new partners, joining Burns Latino Studies Academy, Montessori Magnet, HMTCA, Moylan Elementary, and McDonough Middle School.

Introducing Robert Cotto, Jr. Director of Urban Educational Initiatives

Since joining Trinity College in April 2014 as the Director of Urban Educational Initiatives at Trinity College, I have enjoyed working with colleagues in various academic departments and the Center for Urban and Global Studies (CUGS). So far, I have worked on several research projects in K-12 education policy with Trinity faculty and students. In particular, this research addresses gaps in knowledge about how school choice, accountability, and state policy impact education in Connecticut's cities. You can follow some of this work at the *Cities, Suburbs, and Schools Project* website: <http://commons.trincoll.edu/cssp/>. In addition to this work, I have enjoyed collaborating with a team of Trinity faculty and staff to implement a unique partnership with the Hartford Magnet Trinity College Academy (HMTCA). Over the course of the next year, I look forward to helping advance the work of the Center for Urban and Global Studies through strengthened and expanded urban educational initiatives, as well as teaching in the Educational Studies program. Robert just gave a talk on the connections between the global education reform movement (G.E.R.M) and CT Schools at CUGS on October 7, 2014.



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CLEAN, ACCESSIBLE, AND SAFE DRINKING WATER

By Miriam Atuya, Class of 2016



Fig 1; Water Treatment Site.

The maintenance and operation of these water treatment businesses is funded by revenue from the sale of drinking water, while the capital and training necessary to establish them is generated from [CWS fellowship program](#). As a fellow, I was responsible for fundraising \$2,950 program fee that went towards the capital necessary to build the water treatment.

CWS has most of its projects in Northern Region of Ghana. Some parts of Northern region of Ghana, like Tamale, lack access to clean water. Most villages in Tamale drink water from nearby dugouts - the term for small man-made ponds that collect rainwater. Upon arriving in Ghana, we 19 fellows were grouped into units of 5 with each team working on a different village in Tamale, Ghana. The 5 teams were then equipped with the necessary skills of cleaning the dug out water using alum powder and chlorine tablets. These are the skills that the teams will pass on to the ladies in the community.

My team and I were assigned to Namdu village in Tamale. Namdu is a homestead to 40 households with each household having about 5-10 people. The community members in Namdu have been drinking water from a nearby dug out for as long as they can remember. We set up the water treatment site and I was charged with coaching our three women entrepreneurs: Hawa, Feseina and Labo on how to clean the water

using alum and chlorine as discussed above and also how to manage the money they get from sales of water. After training my team and I administered monitoring in Namdu village for about 1 and half weeks, collecting water samples for testing to see if the community members were complying with drinking clean water.

The outcome of the 3 week fellowship program was that the 5 teams were able to reach 5 villages and supply clean, safe drinkable water to about 2608 people. The project was able to empower 13 women entrepreneurs who were charged with running these treatment sites. The experience and impact in Tamale, Ghana was possible thanks to the Levy grant given to me by the Center for Urban and Global Studies.



Fig 3: Training the entrepreneurs on how to treat the water using alum and chlorine tablets.

I am Miriam Atuya, Economics Major and French minor at Trinity College. For the winter break 2013 -2014, I was selected to participate as a fellow with Community Water Solutions (CWS). Community Water Solutions is a non-for-profit social enterprise that partners with rural communities in Ghana to establish sustainable water treatment businesses. These businesses are owned and operated by the communities that they serve, and use simple, affordable technologies to enable the treatment, distribution, and storage of clean, safe drinking water. The



Fig 2: A community member happily drinking the clean water

XINYI LIU (ELLEN) '17

Since starting with the Cities Program in my freshman year, I have enjoyed the experience of studying cities in historical, social, and architectural perspectives. Throughout the school year, discussions I had with the professors and other members in the program furthered my enthusiasm in studying world cities. Later in the school year, I began working with a small group of students on the Asian Cities research project at the Center for Urban and Global Studies (CUGS). Coming from Beijing, I found it interesting to examine cities closer to home and far away at a deeper level. Starting this year, I am working with Tom Rice to co-ordinate the Global Vantage Point Lecture Series started by former a former visiting scholar at CUGS and a Trinity student. Also, we have just begun working on building a new student urban research website that will be a pioneering experience for us. I am grateful for the opportunity to be involved in CUGS and look forward to see some results of our current projects.



THOMAS RICE '17

I am enjoying many opportunities to be involved with the Center for Urban and Global Studies (CUGS), starting with my enrollment in the Cities Program last year. When I first learned about the Cities Program, I knew it would be something geared toward my interests. I've enjoyed studying our local urban environment here in Hartford and comparing it to my hometown of Providence, RI. I have learned a lot about American cities, and about cities across the world. This past summer I went to China with the CUGS program studying sustainable urban development in Shanghai and the Yangtze Delta Region. Now I am involved in the Asian Cities research project, working with Ellen Liu coordinating the Global Vantage Point Lecture Series, and developing a new student urban research website. I'm really glad to be involved in these learning opportunities that connect my Trinity education closely to the Hartford community and some world cities.



GLOBAL VANTAGE POINT LECTURE SERIES

- September 23, 2014 *“Planning for the Dead Sea, Jordan”*
 Mitch Glass, Adjunct Faculty, Boston Architectural College and Practicing Urban Designer
- October 7, 2014 *“Connecticut Schools Catch a Case of the G.E.R.M. (Global Education Reform Movement)”*
 Robert Cotto, Jr. Director of Urban Educational Initiatives, Trinity College
- November 4, 2014 *“Sexing the Andes: Erotic Economies, Gendered Bodies”*
 Ronnie Shepard, Ph.D. Candidate and Instructor, UCONN, Anthropology
- November 11, 2014 Students’ Summer Program Presentations—Tanaka Student Research Grantees
 Jay Jang, ‘15 and Chi Nguyen, ‘15
- November 18, 2014 Student’s Summer Program Presentations—Luce Foundation Grantees
 Jeremy Dam, ‘17, Johanna German ‘15, Soham Madnani ‘17, and Chinmay Rayarikar ‘17

All Talks will be held during the 12:15-1:30 Common Hour at 70 Vernon Street

CO-SPONSORED EVENTS

- October 1, 2014 Lecture, Reception, and Film Viewing: “The Social Imaginary: Society, Gender, and Politics in Iranian Documentaries.”
 4:30 PM at Sponsored by the International Studies.
 CineStudio
- November 18, 2014 “Karla Lara: Honduran Feminist Singer.”
 7:00 PM at the Sponsored by the Women & Gender Resource Action Center and
 Washington Room the History Department.

EVENTS AT TRINFO

Event	Date
Hispanic Heritage Month with LVL <i>“Exploring the Portrayal of Hispanic Culture in film through ‘Mi Familia’”</i>	Oct. 03, 2014 @ 6-8pm
Event with the International House “Life in a Day”	Oct. 13, 2014 @ 6-8pm
Movie Night with Stop the Raids <i>“Tambien La Lluvia”</i>	Oct. 16, 2014 @ 6-8pm
Halloween Movie Night at Trinfo Café	Oct. 29, 2014 @ 6-8pm

For Faculty: Call for Arts Proposals!

The CUGS Arts Committee is accepting proposals for the Fall 2014 and Spring 2015 semesters.

Deadline: November 7, 2014

For more info, visit: <http://www.trincoll.edu/UrbanGlobal/CUGS/Faculty/Grants/Pages/CUGS-ARTS.aspx>

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Xinyi Xiu, Class of 2017
Thomas Rice, Class of 2017

We would like to express our sincerest appreciation to everyone who contributed to this issue.

Welcome to the new CUGS Faculty Advisory Board:

Janet Bauer, Associate Professor of International Studies
Lin Cheng, Associate Professor of Engineering
Andrea Dyrness, Associate Professor of Educational Studies
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