

The Urban Planet

SCALING UP THE URBAN AT TRINITY, IN HARTFORD, AND GLOBALLY

Inside this issue:

INTRODUCTORY REMARKS:

By Dean Xiangming Chen

The sixth issue of this Newsletter marks a timely occasion for reporting on the scaling up of Trinity’s urban studies and engagement in Hartford and globally at, or in connection with, the Center for Urban and Global Studies (CUGS). To lead off, Professor Davarian Baldwin serves up an interesting and informed essay on how Arizona State University (ASU) has acted as a growth machine in the expansion of downtown Phoenix. As more universities and colleges become more active and powerful players in American cities, Professor Baldwin’s research demonstrates both the expected mutual benefit and actual tension between ASU and Phoenix that carry implications for rethinking

the university-city relationship and for how Trinity can be more strategically and effectively engaged with the city of Hartford. Professor Garth Myers unveils the new Urban Studies program and major at Trinity, now one of the handful liberal arts colleges in the country and the only one in NESCAC offering this major. Dean Xiangming Chen introduces CUGS’ new book on Hartford, due out this month, and a variety of programming activities funded by a major grant from the Henry Luce Foundation. The rest of the Newsletter contains other news items on CUGS’ recent progress and accomplishments in advancing Trinity’s urban-global educational mission. If you have any comments and suggestions for our newsletter, please email them to cugs@trincoll.edu.

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Photo: www.microsoft.com

PHOENIX RISING? ARIZONA STATE UNIVERSITY AS AN URBAN GROWTH MACHINE

By Davarian Baldwin, Paul E. Raether Distinguished Professor of American Studies, Trinity College

They say it all began on the back of a napkin. In 2003, then-Mayor Phil Gordon and Arizona State University (ASU) president Michael Crow met at a popular breakfast spot on Camelback Road to plan the future of downtown Phoenix. Three years later, Phoenix passed a \$233 million dollar bond to build ASU a downtown campus. But like most epic tales, the realities surrounding the rise of a downtown ASU campus are far more interesting than the official reports. Phoenix was most known for its “anti-urban” design; from its sprawling highway system and insatiable appetite for low-density suburban homebuilding to its urban core littered with vacant lots. Based on sixty interviews conducted in the metropolitan area, this essay explores how Phoenix—the model for America’s suburban sprawl—turned to a downtown university campus project as the driving engine for urban growth and revitalization. What can the ASU-Downtown project teach us as US cities attempt to develop new urban growth models at the backdrop of a suburban sprawl legacy that has guided metropolitan planning for the last half century?

The ASU-Downtown campus initiative sits as part of a larger global trend of Constructing, what I call, UniverCities. Colleges, universities, and their medical centers (the “meds and eds”) have become the dominant employers, real estate holders, policing agents, and health care providers in all of the country’s major metropolitan areas. Rapidly shrinking government assistance finds both public and private colleges and universities out in surrounding neighborhoods looking for alternative revenue streams. At the same time, cities desire a coffee shop/art gallery/fully-wired and dense “walkability”—things largely associated with college life—in order to attract the tax dollars of young professionals, empty nesters, and tourist families. (Cont’d on page 2)



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Phoenix Rising? Arizona State University as an Urban Growth Machine

Davarian L. Baldwin, Paul E. Raether Distinguished Professor of American Studies, Trinity College

The UniverCities framework highlights this point at which the interests of municipal government and higher education converge, whereby the “meds and eds” take control of the planning and development of city neighborhoods. Higher education is still largely understood as simply a pillar of the public good. But the notion of UniverCities engages urban higher education as an industry with private interests central for today’s “knowledge economy.” The emergence of ASU-downtown as a growth machine confirms the extended reach of UniverCities as an urban planning trend. But the largely suburban history of metropolitan Phoenix presents a unique case study as a city more like the rest of America, at an accelerated and more excessive scale.

Phoenix is the sixth largest city in the country but with no urban culture that is distinctively “Phoenix.” The city has followed every trend in urban growth machine planning with the belief that mega real estate building projects will increase the value of land and growth will pay for itself. From the early 1970s on, whole neighborhoods were bulldozed to make room for the convention center, hotels, sports stadiums, and retail developments that blanket the city skyline with super-block complexes. Almost all of these privately owned developments were funded by GPLETs—Government Property Lease Excise Tax—that remove the obligation to pay property taxes and instead negotiates a less significant excise tax and lease rate for approximately twenty-five years. This focus on large-scale development placed a premium on squeezing as much value from square footage above and beyond any concerns with urban design or living. The consequence is that 8-11% of total land in the urban core lay vacant because real estate speculation found property owners “land banking”—refusing to build until land values increase to a highly profitable amount. Some argue that with the absence of an “idle land tax,” the Maricopa county tax code also encouraged vacancy by providing an approximately 15% discount for undeveloped land. However, the Great Recession and its housing crisis forced many to rethink the developer driven, fast-growth ethos of mega projects. City leaders began to listen to local residents calling for a more fine grain, higher density vision of the urban core to shape a distinctive Phoenix identity.

Demands for an alternative model of urban living helped set the stage for passing the educational bond allowing the city to acquire and assemble 18 acres of land and build the ASU-downtown campus. ASU insiders whispered that the “educational” title was mostly cover for a bold land grab. Still, many talked hopefully that a downtown ASU could provide the research and development labor for the city-subsidized biomedical campus built on nearby vacant lots. While locals, fed up with big box development, were enticed by ASU discussions of a downtown campus, “like NYU or Georgetown,” with buildings dispersed all throughout the urban core. Here a projected 15,000 students would anchor a distinctive downtown Phoenix lifestyle by serving as a captive market of consumers patronizing local restaurants, the burgeoning art scene, higher density housing stock, and the newly opened light rail system. However, the threat of eminent domain

was used to clear out small businesses and make way for a final project more often described as a tightly bound city within the city sitting on largely self-contained superblocks.

Higher education became the engine of growth and the final architectural design of ASU-Downtown as a moated campus, reflected the struggle between local citizens and university officials seeking to capture the value of student consumers as the key captive market. University officials appealed to security when they explained the bounded nature of the campus, justified the contracts they offered to national food chains to keep students on campus, and rationalized the need for an ASU-only trespassing policy within university controlled buildings. Local stakeholders cried foul. The university was keeping the public off a publicly owned and funded campus. Local advocates protested that people do not come downtown to eat at fast food chains they can patronize at home and then ASU gave contracts to such franchises in downtown campus buildings; arguing that only recognizable franchises, on a secure campus, will draw students and their families. Moreover, the food service contract the main campus held with ARAMARK also applied to ASU-Downtown, whereby students were required to buy meal plans, leaving little disposable income to patronize local restaurants. Finally, between university buildings and the various GPLET funded mega-projects, over 50% of downtown land ownership is controlled by non-property tax paying entities; thus small businesses pay exorbitant rates to fund basic social services like police, fire, and public schools.

Despite the pitfalls of the pro-growth legacy, many urban stakeholders remain hopeful that ASU-downtown will benefit the urban core beyond big land developers and national franchises. Phoenix urban advocates call for more public oversight over publicly funded urban projects. Some politicians hope to target the tax-exempt status of both GPLET projects and universities to argue for more local responsibility. Downtown residents push to make mixed-income housing a central component of the urban growth vision. Many push for the downtown campus to break the contract with ARAMARK and bring more local events and amenities to campus; highlighting a larger conversation about what makes a distinctly urban campus versus relying on suburban development assumptions. Ultimately, the building of ASU-Downtown points to the enduring legacy of the urban growth machine model while crystalizing the challenges that most urban locales will face in the nationwide push to build viable UniverCities.



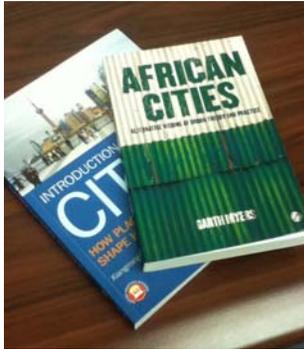
Arizona State University campus as seen from Hayden Butte.

http://en.wikipedia.org/wiki/File:Asu_campus_1.jpg

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URBAN STUDIES MAJOR—LAUNCHING IN OCTOBER 2013!

By Garth Myers, Director, Urban Studies Program



Trinity's new Urban Studies major builds an interdisciplinary understanding of how urban dynamics shape both global interdependence and local spaces. Trinity is now one of only a handful of liberal arts colleges in urban environments in the country - and the only school in the NESCAC - with an urban studies major. The major - like other interdisciplinary programs at Trinity in International Studies, Environmental Science, and Public Policy and Law - resides in its own autonomous program. Students can enroll in urban courses on the Trinity campus offered by the Urban Studies program and by more than a dozen other programs or departments, including community learning courses. They can also take specific approved urban-related courses at UConn's Hartford campus or at the University of Hartford, or courses on a study-away program, whether internationally or in Trinity-affiliated urban study away programs in New York and Chicago.

Twenty Trinity students have already declared the urban studies major since its Spring approval - 6 seniors, 12 juniors, and 2 sophomores. While 6 of these students are strictly majoring in urban studies, it is a true testimony to the interdisciplinary nature of urban studies that the other 14 new majors are double-majoring (and in 2 cases, triple-majoring) in 9 different fields which range from Art History to Engineering (other majors represented include American Studies, Economics, Political Science, French, Public Policy and Law, Sociology, and Environmental Science).

To complete the major, a student must take at least 12 courses, including: 4 core courses (URST 101, 201, and 401, plus any community learning course); 4 courses in a thematic cluster (urban architecture and the built environment; urban culture, history, society, and economy; or environmental policy and sustainable urban development); and 4 other urban studies courses. Students also are required to complete an integrating exercise that synthesizes earlier urban studies work in the major (such as a seminar paper or the completion of an urban-focused independent study).

The urban studies major is important and timely: it highlights Trinity's indelible links with Hartford as a distinctive asset; it provides a boost to the College's urban-global mission and curricular emphasis; it draws upon the teaching expertise from Hartford-based urban practitioners; and it builds off of the momentum from the 2012-13 Mellon Foundation-funded co-curricular initiative on cities, in which 103 Trinity students enrolled. The new Henry Luce Foundation grant will also energize the launch of the major. Students and faculty are encouraged to help us celebrate the official launch of the urban studies major and program on Tuesday, October 24 at 12:15, at the Center for Urban and Global Studies (70 Vernon Street). For more information, visit the [Urban Studies Major](#) webpage!



Old and New Shanghai



Wealth and Poverty in Sao Paulo

THE LUCE FOUNDATION GRANT

By Dean Xiangming Chen

Trinity College was awarded a four-year (2013-16) grant by the Henry Luce Foundation to expand its study abroad, internship, field research, and exchange opportunities in Asia. Building upon the popular [River Cities of China/Asia](#) summer program that has been running annually since 2009, Trinity is using the grant to enhance it as a permanent hub at Fudan University with excursions to secondary cities in the Yangtze River Delta region, and a second base linking the regional hub cities of Chongqing and Kunming in southwestern China and the Greater Mekong Subregion, especially Cambodia, Laos, and Myanmar. The China and Southeast Asia programs are led by Professors Xiangming Chen (Urban Studies, Sociology, and International Studies), Michael Lestz (History and Asian Studies), Joan Morrison (Biology and Environmental Science), Beth Notar (Anthropology), and other faculty in Economics, Engineering, Environmental Science, and Language and Culture Studies. More than just a platform for study-abroad, these outposts allow Trinity faculty and students to conduct data-driven environmental and urban research with local scholars in China and other Asian countries. They also encourage students to learn outside of the classroom through field research, internships, and community engagement with local NGOs and urban planners. History Professor Jeffrey Bayliss and Environmental Science Professor Jonathan Gourley are developing a similar program in the Tokyo region linked with northeastern Japan that will focus on the economic and environmental challenges of rebuilding in the wake of earthquakes and tsunamis. To increase interaction with Asian environmental issues even for faculty who do not teach abroad, Trinity will host a Luce visiting scholar from Fudan University, Tongji University, or elsewhere in Asia each year and will send faculty to selected academic conferences focused on Asian environmental issues. Computer scientist Trishan de Lanerolle is playing the key role in building a Web-based platform, called [Digital Cities](#), for varied information and documents related to the above funded activities.



A Trinity student in a Shanghai neighborhood in transition

Discussion with Planners in Chongqing

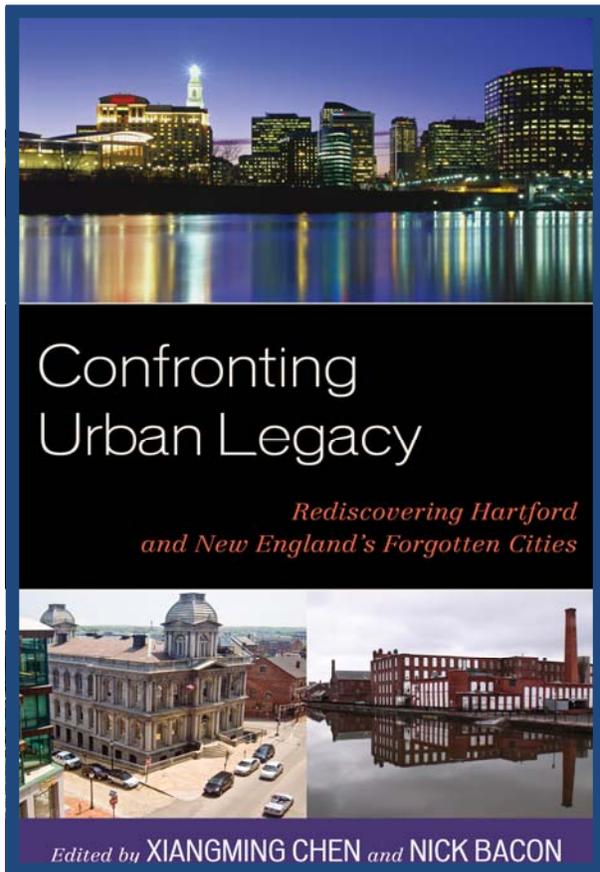


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PUBLICATIONS



A NEW BOOK ON HARTFORD

By Dean Xiangming Chen

Following its first book *Rethinking Global Urbanism: Comparative Insights from Secondary Cities* (edited by Xiangming Chen and Ahmad Kanna, Routledge, 2012), CUGS is bringing out [*Confronting Urban Legacy: Rediscovering Hartford and New England's Forgotten Cities*](#) (edited by Xiangming Chen and Nick Bacon '10, Lexington Books) in October 2013. In a field saturated with research on global cities and megacities, *Confronting Urban Legacy* is the first academic book to analyze specifically small cities and regions in New England. Focusing on the dynamic urban/global legacy of Hartford, Connecticut, the volume is bolstered by comparative chapters on Portland, Maine, Lawrence, Massachusetts and Springfield, Massachusetts. The contributors to the book include six Trinity faculty members, one Trinity staff member, two recent Trinity graduates (one of whom is the book's co-editor and a contributor to four chapters), one Trinity alumnus from the 1970s, two scholars from other institutions, and three prominent government, media, and business leaders from the city of Hartford.

REVIEWS...

JAMES F. JONES JR,
President,
Trinity College

“What is striking about this latest book from Trinity’s Center for Urban and Global Studies is the breadth of the offerings: the fascinating chapters that delve into the complexities of urban life as it has unfolded in Trinity’s home city of Hartford over time...”

SHARON ZUKIN,
Prof. of Sociology,
CUNY, NY

“This region is thoroughly global and highly problematic, divided between poor cities and rich suburbs; ethnic groups representing the Caribbean, Africa, and the US South... Here, in a microcosm, is urban society.”

BRUCE KATZ,
Vice President,
Brookings

“...Chen and Bacon compile a rich and original set of research that positions Hartford and similar small New England cities firmly on the global stage. This is a great platform for rebirth and renewal.”

PEDRO E. SEGARRA,
Mayor,
City of Hartford

“Given the current challenges facing cities like Hartford, the content of this volume provides ample fuel for further research and public discussion on the twenty-first century futures of cities like Hartford.”

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HARTFORD IN TRINITY



THE TRINITY-SINA CONNECTIONS

By Melvyn Colon,
Executive Director

Southside Institutions Neighborhood Alliance (SINA) has been a part of the Trinity College community for over 35 years. Trinity was one of the first liberal arts colleges in the US to reach out to its surrounding community by creating an organization that would work to improve the well-being of its neighbors. This innovative strategy was strengthened when Trinity College and SINA reached out to the other institutions in the neighborhood to mobilize additional resources for the benefit of community residents. Currently SINA is a partnership between Trinity College, Hartford Hospital and the Connecticut Children’s Medical Center. In the late 1990’s this partnership launched an innovative approach to urban development that came to be known as the Learning Corridor. The project, which brought national attention to the neighborhood, is a 16-acre campus that houses four magnet schools as well as

gallery, performance and community spaces on what had been one of the most blighted and environmentally contaminated properties in the city.

Over the summer SINA completed a new strategic plan for the next five years. Current priorities include strengthening homeownership and supporting educational efforts in the public schools. SINA has developed sixty new affordable homes, most recently at 235 and 237 Zion Street. In addition, SINA has awarded 120 college scholarships to local students and has worked with Hartford Public Schools to organize the yearly STEM Expo (science fair). In 2013 the STEM Expo was held on the Trinity College campus at the Koeppel Community Sports Center.

SINA strives to be a laboratory for big and small ideas that will improve the lives of residents and promote the development of the surrounding neighborhoods. This year SINA will focus on generating ideas for economic development along Broad, Zion and Washington streets. Bring your ideas to our office at 207 Washington Street or email us at mcolon@sinainc.org.

TRINITY AND TC4

By Christina Gademsky, Director

Since its inception in 1985, Trinity College Community Child Center has provided high quality early care and learning services to families and their children ages 6 weeks to 5 years. While close to 50% of our children are Hartford residents, our focus and goal is to bring together children of different races, ethnicities, and socioeconomic backgrounds to create an academic environment where all children learn from each other.



Our location on the beautiful campus of Trinity College provides the opportunity for our children to experience nature in an urban setting. We provide childcare for Trinity College faculty and staff as well as employment opportunities to Trinity College students during their time on campus. Each day our children and our college students share their love of learning with each other. As stakeholders in the continued growth of both the Trinity College and Hartford community, we have partnered with many community groups including the Hartford Police Department Mounted and Canine Patrol Units, Hartford Public Library, Hispanic Health Council, and CT Science Center to provide dynamic educational opportunities for our children. Our enthusiastic teaching staff, who exceed state of CT education requirements, are what keeps us in the forefront of leadership in the Hartford Early Care and Education community. For additional information, visit us at TC4.org.



OISS STAFF NEWS—INTRODUCING KATIE CLAIR—THE NEW OISS COORDINATOR

By Ann E. Reuman, Associate Dean of Students

Katie comes from Western New England University where she served as the international student coordinator in the newly created International Programs Office. At Western New England, she implemented the celebration of International Education Week, expanded international orientation to a two day event, and developed the first international student guide. She earned her undergraduate degree magna cum laude in International Studies from Elon University and her M.Ed. in Higher Education Administration from Kent State University. She has studied in London, worked in Bulgaria, created international orientation programs that strive to assist students in adjusting to the new community and culture of the university and the United States while remaining informative and fun, and advised students on maintaining immigration status. She has also worked more broadly in Student Life as an academic adviser and resident assistant and collaborates well with a wide range of people to help students gain confidence through accomplishment and make the most of their full college experience. Katie brings experience, enthusiasm, energy, maturity, and a constructive attitude to Trinity. In her leisure time, Katie is a film enthusiast with a love for trying new foods, sports especially football (or soccer, in the US), travel, and trivia. One of her life goals is to visit every continent in the world. Please join me in welcoming her!

MEET OUR 2 NEW VISITING SCHOLARS

By Dean Xiangming Chen

During the 2013-14 Academic Year, CUGS is hosting two visiting scholars who are jointly supported by the Institute of International Education (IIE) and the Scott Johnson Memorial Fund at Trinity College. The first scholar is Dr. Abbās Varij Kāzemi. With a Ph.D. in cultural and theoretical sociology from Tehran University, Iran, Dr. Kāzemi’s research and teaching are focused on media and cultural studies, sociology of Islam, sociology of intellectuals, everyday life and popular culture. He will teach a course “Sociology of Iran: Society, Culture, and Politics” in spring 2014 for the Department of Sociology and the International Studies program. The second visiting scholar is Dr. Mustafa Ibraheem from Iraq. He received his doctoral degree from and has been working at the Institute of Urban and Regional Planning for Graduate Studies in Baghdad, Iraq. With teaching and research experience in urban and regional planning and the use of geographic information systems (GIS), Dr. Ibraheem will teach a course related to GIS and spatial analysis for the Urban Studies and Environmental Science programs in spring 2014.

INTERNATIONAL STUDENTS GROWTH AT TRINITY COLLEGE

The number of international students at Trinity College has been growing rapidly over the last few years, reaching a historical record for the Class of 2017 in which 67 international students, excluding Exchange Students, make up 11% of the class. With this bumper class, the total number of international students at Trinity now stands at 215 and represents 57 countries. The geographic regions of the international students are Asia (50%), Europe (17%), Africa (13%), North America (12%), South America (4%), Middle East (2%), Central America (1%), and Oceania (1%). The growing number of international students has greatly enriched the intellectual and cultural diversity of the Trinity community.

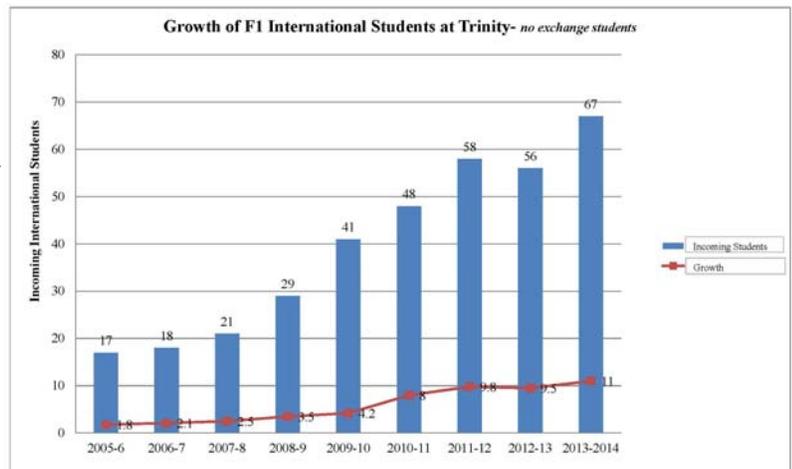


Chart Provided by Katie Claire, OISS Coordinator

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For
Students!!

Fellowships and Grants Deadlines

January

1 Via CUGS: [The Davis Projects for Peace](#)

15 Senior Year Nomination: [Carnegie Endowment for International Peace](#)

February

1 Junior Year Nomination: [Harry S. Truman Scholarship](#)

March

1 Junior Year Nomination: [Beinecke Scholarship](#)

April

**Check
Trinity
Today** Via CUGS: [Grossman Fund for Global Studies Grant and Senior Thesis Prize](#)
Via CUGS: [Levy Fund for Urban Studies Grant and Senior Thesis Prize](#)
Via CUGS: [Tanaka Student Research Grant](#)
Via CUGS: [Technos Japan Tour](#)

October

1 Senior Year Nomination: [Marshall \(UK\) Scholarship](#)
Senior Year Nomination: [Mitchell \(Ireland\) Scholarship](#)
Senior Year Nomination: [Rhodes Scholarship](#)

15 Senior Year Nomination: [Fulbright U.S. Student Scholarship Program](#)
Senior Year Nomination: [Gates Cambridge Scholarship](#)

- ◆ For information on **Fellowships**, contact Anne Lundberg, Director of Urban Programs & Fellowships, x4242
- ◆ For information on **Graduate Fellowships** in the sciences, contact Alison Draper, Director, Center for Interdisciplinary Science, x5189
- ◆ For information on **CUGS Grants and Prizes**, visit the Center's website at:

<http://www.trincoll.edu/UrbanGlobal/CUGS/students/Research/Pages/>

FOR FACULTY

Request for CUGS Arts Grant Proposals – Due Tuesday, October 8, 2013

The Center for Urban and Global Studies (CUGS), under the direction of Dean Xiangming Chen, has provided funding to highlight creative expression that engages urban and global themes and also forges stronger connections between the communities of Hartford and students, faculty and staff at Trinity. Although the Arts Initiative has a modest budget, it is the largest single allotment of unrestricted funds within the CUGS budget. As part of this process, the CUGS Arts Committee is issuing a call for proposals that fulfill these goals. For the Academic Year 2013-2014, there will be a call for proposals at the beginning of the Fall 2013 and Spring 2014 semesters. Any member of the Trinity faculty (including those retired) may submit a proposal. For more information, please visit the Center's website at:

<http://www.trincoll.edu/UrbanGlobal/CUGS/Faculty/Grants/Pages/CUGS-ARTS.aspx>

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IN THE COMMUNITY

CITIES ORIENTATION—THE AMAZING RACE

By Jason Rojas, Director, Community Relations

The Center for Urban and Global Studies and Office of Community Relations collaborated to conduct a pre-orientation program for a group of 30 incoming freshman. The goal of the program was to provide a fun and engaging introduction to Hartford while getting information about places they could get internships and jobs as well as recreational and social in Hartford.



The program was carried out over two days with the first day consisted of team building activities at Riverfront Recapture's Adventure Course followed by the Amazing Race Hartford where five teams of students raced around the city looking for the answers to the 13 clues they were given throughout the day. Along the route they discovered public art, met Mayor Segarra, did a scavenger hunt at the Old State House and Museum of Connecticut History, climbed the Sailors and Soldiers Memorial Arch, toured the Ancient Burying Ground, rode the Carousel in Bushnell Park and ate lunch at City Steam Restaurant. It was a long but informative, memorable and exciting day based on evaluations from the student's.



On the second day we teamed up with faculty from the Cities Program to provide a bus tour of the city where we visited ten of the city's fifteen neighborhoods. As we toured we were provided with detailed information from our Hartford expert-in-chief Professor Andrew Walsh. During the tour we were able to gain exclusive access to the Colt Buildings Blue Onion Dome, we spent some free time and had lunch at the Wadsworth Antheneum and toured the State Capitol where our area State Representative Angel Arce greeted and spoke to the class in the historic House Chamber. 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.



TRINFO.CAFE: BUILDING THE COMMUNITY IN COMMUNITY TECHNOLOGY CENTER THROUGH STUDENT LEADERSHIP

By Carlos Espinosa, Director, Trinfo.Cafe

Evolving from it's narrow origins as a computer center for the Hartford community in 1999, Trinfo is now a nexus point bridging the neighborhood and college communities where students and residents have a place to engage in activities of mutual interest. On Saturday September 21, 2013 the student groups Men of Color Alliance and the Trinity College Students Without Borders garden group hosted their annual Back to School BBQ & Harvest Festival. Joined by the Shondaa Steppers dance troop, the event symbolized Trinfo's ongoing transformation beyond technology into a hub for student and community engagement.

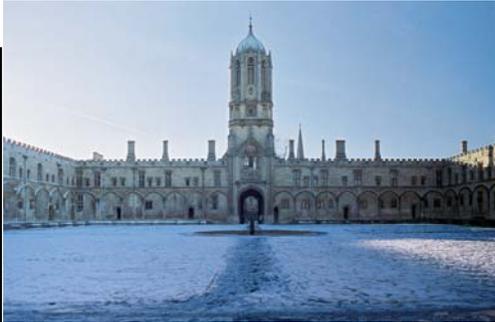
The event culminated a summer-long effort by the Students Without Borders garden team to work with neighborhood families to build sustainable urban farming activities. With a focus on building a neighborhood leadership, two Trinity students – Eddy Oketch '14 and Valerie Valez '14 successfully recruited families to participate in the garden and worked with a small team of residents to establish a leadership team to manage the garden's operations. Residents provided a portion of their harvest, including tomatos, lettuce, and cabbage to the BBQ.



Inside Trinfo, Trinity students continue their own leadership development this summer through teaching computer literacy workshops for adults in English and Spanish and technology-centered youth programs with children from the Montessori School and the Environmental Sciences Magnet School at Mary Hooker. Trinity students working in teams designed lessons plans for teaching units linking art with technology through comic strips, as well as a teaching unit using Power Point to learn about Japan and Australia by investigating cultural topics.

THE OXFORD CONNECTION

By Gaurav Toor, '14

Photo : <http://en.wikipedia.org/wiki/>

This short piece is motivated by a very peculiar trend of CUGS' student workers. For the past four years, a CUGS student worker has ended up studying at Worcester College, Oxford during its junior year abroad. Chang Liu '12 from Beijing went to England in 2010, Shuyang Zhu '13 from Nanjing, China in 2011, 2012 was my year, and now, Bojun Zhu '15 from Qingdao, China is headed there for this academic year. Why are CUGS workers attracted to Oxford and how have they used their experiences to better themselves in both institutions?

Regardless to say, the name Oxford ushers in a certain weight, courtesy of its history. Residents of countries colonized, even partially, engender a sense of Oxford's superiority. Growing up in India, reaching Oxford seemed as if it would make my blood royal as soon as I would step in the university. In China, the word *Niu Jin* still draw frowns, smiles, and sometimes, even tears. Going to Oxford has more than academic connotations. Added to such an upbringing, the legacy of CUGS' student workers, who have supported and guided those in lower grades, makes Oxford this romanticized space of a convergence of these forces. The four of us from different countries, ultimately ended up working at CUGS with an amazing line of scholars and staff members, double majoring with at least one social sciences major, and becoming close friends.

I enjoy working at CUGS because of its systematic use of student workers to work in Mandarin and/or English pieces of research, coauthor works with scholars at the Center, permanent and visiting, and partake in academic talks through the Global Vantage Point Series. A Center with a rich structure of immersing its student workers and the student body at large to research and exposure at such a young age is nothing but an institutionalized space for Trinity students. It is no surprise that four of us feel prepared for the arduous work at Oxford. Those of us who have already been to Oxford maintain a consensus that writing three ten-page papers every two weeks prepared and improved our critical writing skills, but in terms of difference in quality given Oxford's stature, we did not find a marked difference from Trinity's educational quality. Partly, I believe, the reason is the work we have done for scholars at CUGS and in the college. The critical and analytical skills we developed by simply by reading, editing, criticizing, and sometimes, writing scholarly article had already prepared us for a similar kind of setup at Oxford. CUGS has provided us with a scholarly preparation for further studies, let alone Oxford. Chang, for instance, fondly remembers his time at CUGS because now in Harvard Law, he considers the skills he learnt in CUGS and Oxford to be of indispensable use.

Most importantly, I think, by working at CUGS, we have been exposed to field research opportunities and guidance. Chang, for instance, two years ago, was in Chongqing doing research for the Tanaka grant. He also got the Levy grant to pursue fieldwork in the coastal regions of China. He has coauthored two papers with Dean Chen. Similarly, Shuyang got a Grossman grant to further her knowledge about Nanjing. Bojun also followed in our footsteps to study a city far away from her hometown, Shanghai. I also got the Tanaka grant to study migration from rural areas of Chongqing and this summer, I flew from London to pursue thesis research for political science in Kenya. Regardless to say, four of us have been shown an allowed to immerse ourselves in a world of opportunities. Besides Bojun, we have done fieldwork on both sides of our Oxford experience, and we find no marked difference between the two, all courtesy of CUGS and our respective professors at Trinity.

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EVENTS PAGE

GLOBAL VANTAGE POINT LECTURE SERIES PRESENTED BY THE CENTER FOR URBAN AND GLOBAL STUDIES

Thursday, September 26 *The City as Story: Crossroads of Rhythm and Power*
Daniel José Older, Writer, Composer, Paramedic

Thursday, October 10 *Hartford and Tanzania: Engineers Local and Global*
Vishal Bharam, '14, Bicky Shakya, '14, and Mark Yanagsawa'14

Thursday, October 24 *Urban Studies Major Launch*
Professors Garth Myers, Janet Bauer, & Andrew Walsh, and Nick Bacon, '10

Thursday, November 14 *Detroit and Boston: Cities in Crisis*
Crystal Rosa, '14 and Alex Gray, '14

Thursday, November 21 *Uganda: ADC Building Grinding Mills*
Madeleine Sukhurani, '14

Thursday, December 5 *Garbage, Cities, and Nature in Coastal Yucatan, Mexico*
Anne-Marie S. Hanson, McGill Visiting Professor

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

The Center for Urban and Global Studies
at Trinity College Proudly Presents:

Daniel José Older

The City as Story:
Crossroads of Rhythm and Power



Storytellers have always found inspiration in the ebb and flow of urban life. We wrap narratives around the buildings and backalleys, trying to catch those tiny moments that bring a place to life, that make setting into character. The city looms large in the writer's imagination because it is a focal point of power, a messy, often disastrous intersection of life and death, poverty and wealth, spirituality, violence, culture and commerce. When we listen to the city, these powerlines reveal themselves: the beat and moan of daily life and sudden conflict that make literature great. How do we unravel these tangled histories into stories that matter?

When: Thursday, September 26, 2013
Time: Common Hour - 12:15-1:30
Where: 1st Floor, 70 Vernon Street
Pizza will be served

Daniel José Older is a Brooklyn-based writer, composer and paramedic. *Sofia Nocturna*, Daniel's debut ghost noir collection, was hailed as "striking and original" by Publishers Weekly. He has facilitated workshops on storytelling, music and anti-oppression organizing at public schools, religious houses, universities, and prisons. His short stories have appeared in *TOP, PANK, Strange Horizons*, and *Crossed Genres* among other publications. He co-edited the anthology *Long Hidden: Speculative Fiction From The Margins Of History*. You can find his thoughts on writing, read his ridiculous ambulance adventures and hear his music at ghoststar.net/ and @djolder.



DANIEL JOSÉ OLDER

On Thursday, September 26, 2013 The Center for Urban and Global Studies at Trinity College proudly presents a lecture by Daniel José Older entitled, "The City as Story: Crossroads of Rhythm and Power." Daniel José Older is a Brooklyn-based writer, composer and paramedic. *Salsa Nocturna*, Daniel's debut ghost noir collection, was hailed as "striking and original" by Publishers Weekly. He has facilitated workshops on storytelling, music and anti-oppression organizing at public schools, religious houses, universities, and prisons. His soul band Ghost Star performs original multimedia theater productions about New York history around the city and he's composed scores for nationally known filmmakers, puppeteers and choreographers. His short stories and essays have appeared in *The New Haven Review*, *TOR*, *PANK*, *Strange Horizons*, *Crossed Genres*, *Mothership: Tales Of Afrofuturism And Beyond* and *The Subversion Anthology* among other publications. Daniel is working towards his MFA in creative writing at Antioch University, Los Angeles and is represented by Eddie Schneider at JABberwocky Literary Agency. He is currently co-editing the forthcoming anthology, *Long Hidden: Speculative Fiction From The Margins Of History* with Rose Fox. You can find his thoughts on writing, read his ridiculous ambulance adventures and hear his music at ghoststar.net/ and @djolder on twitter.

THE CITY AS STORY: CROSSROADS OF RHYTHM AND POWER

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The Urban Planet

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