1. **Attendee List**

- Gia Grier McGinnis  Assistant Director for the Center for Social Concern (CSC)
- Marsha Shachtel  Senior Fellow, Institute for Policy Studies
- Mary Nguyen  Graduate CBL Assistant in CSC
- Amy Bachman  Americorps*VISTA-JHU Campus Kitchen Coordinator, CSC
- Kimmy Puccetti  Applied Experience Coordinator, Public Health Studies
- Mary Ellen Beaty-O’Ferrall  Faculty, School of Education
- Mindi Levin  Director, SOURCE (Student Outreach Resource Center)
- Tristan Davies  Faculty, Writing Seminars
- Jim Goodyear  Associate Director and Faculty, Public Health Studies Program
- Lee Bone  Faculty, Bloomberg School of Public Health
- Erin Galloway  Office of the Dean, School of Education

2. **Reviewed Status of Urban and Community Studies (UCS) Proposal**
   a. Dean David requested a 2-page action memo regarding UCS. He was generally supportive and asked the working group to consider what the minor would actually look like.
   b. UCS has the potential to achieve all three cross-cutting agendas: Dean David is interested in the CBL aspect of the program; Dean Newman wants to expand role of humanities in the realm of social science projects and especially inter-institutional projects with UMBC, MICA, etc.

3. **Discussed potential program model for UCS**
   a. Generally minors at JHU comprise at least 6 courses, and sometimes can expand to 10 courses with other courses (e.g. language) that aren’t in the specific purview of the discipline
   b. Possible model (largely structured off the Stanford minor, see attached). Potential core courses include:
      1. Introduction to Urban and Community Studies (historical, but also an overview of many disciplines and their approach to urban and community work; perhaps a team-taught course)
      2. CBL/Field Experience (students choose one course)
      3. Cities and Communities in Comparative Perspective

4. **Issues Raised**
   a. What would an introductory course look like? Some minors require 2 intro courses, would this fit?
      - One suggestion is to base the class off the book *Triumph of the City* by Edward Glaeser, [or Neil Hertz’s class years ago *Cities Under Stress*] which would provide students a historical and comparative perspective on cities at the start of the course. Then the course could introduce students to different disciplines comprising Urban Studies by bringing in professors from the different UCS concentrations to teach different lectures. This would guide students in future course and concentration selections.
      - The course would need to balance both Baltimore and international viewpoints, and can also draw on faculty from different schools, e.g. International health
      - Can we incorporate CBL into this intro UCS class? The course could start with a set of 4-5 planned partners and introduces students to social justice issues with a surface community-based project, and sets the foundation for more engaged CBL courses later in the minor.
1. **Con:** If CBL is in the intro urban course, the class size must be limited. There would not be enough staff or TAs—so a stand-alone requirement might work better.
2. **Pro:** Sends the message that the program is truly CBL rich from the start
   - A separate 2-credit preparation for community entry course can be an online stand-alone course or the introduction to the CBL required course.

b. What kind of competencies/analytical skills do we want students to gain? This should structure the courses students should take in the core required elements and concentration.
   - For example, would Baltimore (historical and today) be a specific competency for this program?
   - Should Baltimore be a separate concentration for the program?
   - Should the electives be structured around these specific competencies, or around themes (like the Stanford concentration areas)?

c. How do we ensure this program appeals to both the humanities and the public policy type student?
   - This program would achieve more salience if there were a humanities element. This could be incorporated with the design of the introductory course, or as a concentration.

d. How do we ensure students own this program? They might not necessarily conceive the minor from the top with an intro course and could have taken many courses before discovering an interest in UCS.
   - Should there be a sequential order of classes (you must take the Intro class first before declaring minor)?
   - We should convene a student advisory group to see what got them interested, what worked for them, how would they like to see a minor program played out

e. Is KSAS the appropriate home for UCS? Who will be the core faculty board to govern this program?
   - If yes, who will the core faculty be? Many urban scholars at JHU have retired.
   - Would it be a smaller CBL group or a distinct board of faculty?
   - There are still many faculty missing from the table, e.g. Political Science, Economics. They could help establish the learning objectives and competencies

f. How do we have the funds necessary to create the new courses we need?
   - There are some potential donors, but ideally this initiative must be included in the university’s fundraising Campaign. This is needed to build more CBL courses because there are currently too few to support an academic requirement.

**Next Steps:**

- Tristan will let Dean David know that we are working on a sample minor and will develop a structure that might appeal to a humanities student and send to Gia and Marsha
- Marsha will look at a structure that might appeal to more of the social science/policy oriented student
- Will try to combine the two structures, and then use the summer to get feedback from faculty and students who have taken CBL courses

**September:** CBL Working Group will re-convene, with additional KSAS faculty invited.
**Attachment: Stanford’s Urban Studies Minor Program Model**

<table>
<thead>
<tr>
<th>Stanford University Urban Studies Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>“An interdisciplinary, undergraduate program at Stanford that combines academic approaches with real-world experience to understand cities. If you've ever wondered why people live in cities (or suburbs), how the physical environment influences behavior, or how to address seemingly intractable problems like urban poverty, homelessness, or troubled schools, Urban Studies may be for you.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Template</strong></th>
<th>1. 4 core classes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. 3 concentration classes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Core</strong></th>
<th>4. Introduction to Urban Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5. The Urban Underclass</td>
</tr>
<tr>
<td></td>
<td>6. Intro to Urban Design</td>
</tr>
<tr>
<td></td>
<td>7. Cities in Comparative Perspective</td>
</tr>
</tbody>
</table>

| **Concentration 1**               | “Approximately half of the world’s population now lives in cities, and the proportion grows greater every day. Urban issues cannot be understood in the context of a single nation or a single moment in time. This concentration draws on disciplinary approaches including anthropology, archaeology, art history, geography, and history to help students understand how cities have developed and how they relate to each other today. By placing urban issues in perspective, students improve their comprehension of the United States as well as the world, and of the present as well as the past.” |
| **Cities in Comparative and Historical Perspective** |                                   |

| **Concentration 2**               | “Providing education that is both high in quality and fair to all is one of the greatest challenges facing cities today. This concentration prepares students for careers in educational policy and practice.” |
| **Urban Education**               |                                   |

| **Concentration 3**               | “Many students are drawn to Urban Studies by their desire to understand and address the unique problems confronting cities today. This concentration focuses on issues in contemporary urban society, and on the tools and concepts that can bring about change to improve urban life. Courses focus on a diverse range of issues, from environmental degradation to racial and class inequality. Students also learn how community action, urban planning and design, and organizations in nonprofit, for-profit, and government sectors address these challenges.” |
| **Urban Society and Social Change** |                                   |