City Life: Representations and Realities
EURO-3030 (4 credits)

Comparative Cities in Europe

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

This course examines how representations of iconic European cities and their cultural institutions popularized across the mediascape perpetuate dominant discourses of inclusion and exclusion in urban life. By contrasting idealized and commercialized narratives with the lived experiences of residents in the center and on the outskirts, students will explore how perceptions of the city and its denizens are constructed and challenged. Special attention will be paid to the role of underground cultural movements and marginalized communities in offering counter narratives. Through field visits, readings, and media analysis, students will contrast competing narratives of the city and its people, exploring how alternative stories challenge mainstream portrayals and reshape the identity of European metropolises.

Learning Outcomes

Upon completion of the course, students will be able to:

1. Analyze how perceptions of the city and its inhabitants are constructed through media and their impact social dynamics.
2. Compare commercialized narratives with the lived experiences of residents within the center and periphery of the city.
3. Examine the role of underground cultural movements and marginalized communities in challenging mainstream portrayals and offering counter-narratives that reshape urban identities.
4. Synthesize insights from field visits, readings, and discussions to develop a nuanced perspective of the ongoing evolution of the identity of European cities.
5. Reflect on positionality and ethical considerations when participating in city life, engaging with community members, and representing urban counter-narratives.

Language of Instruction

This course is taught in English.

Instructional Methods

SIT's philosophy of education is rooted in experiential learning model, which drives the design of this class. Each module allows for experience, reflection, and application. Experiences range from critical analyses of datasets to site visits and conversations with local experts. These experiences are framed by readings, multimedia texts, and class discussion. Reflection occurs throughout the learning process in various forms, such as verbal debriefs after learning on location experiences to reflexive components in papers/projects. Through reflection, students are encouraged to become aware of their process of learning, to make sense of their experiences, and connect the learning acquired on the program with previous experiences and information. Application activities reinforce learning by practicing communication skills, experimenting with theories, and preparing to transfer learning to future contexts.

Required Texts
- Book chapters and articles on Course Reserve

Assignments and Evaluation
- **Participation & Professional Engagement (10%)**
  Includes attendance, contribution to field discussions, cultural site visits, and group collaboration during workshops.
- **Experiential Learning Journal (30%, 3 entries @ 10%)**
  Many forms of experiential learning are embedded into this course (site visits, hands-on learning experiences, simulations, etc.) alongside more traditions methods of teaching (lectures, seminars, readings, etc.). To synthesize the learning from disparate forms of teaching and learning, students will reflect on their learning experiences through reflective journalling. Students will write entries detailing significant learning experiences, focusing on description of the experience, reflection on the experience, connection to existing knowledge or other sources of information, and application of the learning experience.

  Because of the cognitive benefits of writing longhand (improved memory, critical thinking, and creativity to name a few), this assignment is low-tech, using manual writing tools and paper. Exceptions are only allowable when a students has an explicit academic accommodation based on a documented learning difference. Illegible entries will receive no credit; if concernd about penmenship, write in all caps (it's not a sign of aggression, it's the way architects write so everyone can read and understand plans).

  Note: This assignment is shared with the Urban History of Europe course. For this course, the grade will be based on the entries dedicated to City Life experiences and concepts.

- **Counter-Narratives Photo Essay Project (60%)**

Students will create a multimedia counter-narrative that challenges mainstream portrayals of European cities by engaging with marginalized communities, alternative spaces, and overlooked stories. Students will be divided into city teams (Amsterdam, London, or Milan) to ensure a balanced representation of the locations in the projects; however, students will work independenly on their projects.

This staged assignment is composed of several components distributed across the semester:

1. **Photo Essay (30%)** on the primary city comprised of 10-12 original photos with 50-100 word captions. Accompanying the photos is a 200-300 word statement that frames the counter narrative.
2. **Community Perspectives (10%)** from the primary city. To amplify the authentic voices, students will conduct 1-2 short informal interviews (in person, via DM, or email) with local community members, artists, small business owners, or residents and integrate their quotes or paraphrased insights into the photo essay captions to amplify authentic voices.
3. **City Snapshots (10%, 2 @ 5%)** from the other program cities comprised of a single original photo and a 100–150 word caption or micro-reflection that identifies a visible tension between image and reality and/or mentions one specific space, person, or experience that challenged your expectations.
4. **Critical Reflection (10%)** in the form of a 5-7 minute presentation that addresses the following questions:
   a. How does mainstream tourism media shape public perceptions of each city?
   b. How did your own positionality (identity, background, assumptions) shape the way you saw and represented the city?
   c. How can digital storytelling be used responsibly and ethically?
   d. In what ways did your work challenge or reinforce the "tourist gaze"?
   e. How did the process of engaging with local voices or hidden spaces shift your understanding of urban life in Europe?

Note on Attendance and Participation: Due to the nature of this experiential program, full participation in all classes and program activities is required. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the Program Director or other designated staff person. Absences impact academic performance, which may impact grades. Excessive, unexcused absences could result in program dismissal. Alternative work for absences will be expected.

Note on Late Assignments: IHP programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in

assignments, reflections and experiences throughout the program. Extensions may be granted on a case-by-case basis with approval from the Program Director or other designated staff person. Requests must be made in writing and at least 12 hours before the posted due date and time. Students who do not submit their work within the extension period will receive a failing grade.

Grading Scale

94-100%	A		74-76%	C
90-93%	A-		70-73%	C-
87-89%	B+		67-69%	D+
84-86%	B		64-66%	D
80-83%	B-		below 64	F
77-79%	C+			

Program Expectations

In order to make the most of the opportunities presented in program, communicate respectfully, prepare for student success, and demonstrate best possible engagement, SIT has the following expectations of students:

- **Content Considerations:** The texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, I will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with me and/or seek help from counseling services.

- **Learning Community:** Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across differences and consider other perspectives with respect.
- **Presence.** Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.

- **Engage**. Ask questions in class. Interact with the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.

- **Be Honest.** Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).

- **Store Your Work:** Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.

- **Personal Technology Use**: Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable, especially during a guest lecture or presentation from a peer. You may be marked as absent for habitually using them for something other than classroom activities.

- **Course Communication:** Course documents and assignments will be posted on the learning management system, Canvas. Although the course calendar provides a broad overview and the general sequence of work and assignments for the course, what we accomplish in class will vary, and revisions to the calendar will be posted at the course site. You will need to check the course site regularly. You are responsible for letting me know about any network-related problems that prevent you from accessing or submitting assignments.

- **Recording Policy:** To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use. Documented academic accommodations may supersede this policy.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Accessibility Services](#), [Counseling Services,](#) [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

Course Schedule

Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs

Note: This is a suggested sequence of modules and topics where each location explores parallel modules with a comparative focus. Local faculty should appropriately adapt how these topics are taught and select local texts, case studies, guest speakers, and site visits that are relevant to the context and course themes.

LOCATION #1: AMSTERDAM (weeks 1–5)

Module #1: Imagining Europe
Topics: Overview of course themes across program cites and the continent. How are European cities romanticized, sanitized, sensationalized, and commercialized? How do media, literature, tourism, and social media create idealized versions of cities?

Readings:
- Boy, J. D., & Uitermark, J. (2016). How to study the city on Instagram. *PLoS ONE, 11*(6), e0158161. https://doi.org/10.1371/journal.pone.0158161
- Vinyals-Mirabent, S. (2019). European urban destinations' attractors at the frontier between competitiveness and a unique destination image: A benchmark study of communication practices. *Journal of Destination Marketing & Management, 12*, 37–45. https://doi.org/10.1016/j.jdmm.2019.02.006
- Vietti, F. (2022). The Tourist, the Migrant, and the Anthropologist: A Problematic Encounter within European Cities. In *Intersections of Tourism, Migration, and Exile* (pp. 170-186). Routledge.
- Richards, G. (2022). Urban tourism as a special type of cultural tourism. In *A research agenda for urban tourism* (pp. 31–50). Edward Elgar Publishing. https://doi.org/10.4337/9781789907407.00009

Assignment: Form 3 city teams for Counter-Narratives project.

Module #2: Cultural Heritage and Tourism
Topics: : Amsterdam's image as the liberal 'city of tolerance' and its history as a global cultural and intellectual hub.

Readings and Videos:

- I amsterdam. (2025, April 17). *Top 20 things to do in Amsterdam*. iamsterdam.com. https://www.iamsterdam.com/en/see-and-do/top-20-things-to-do-in-amsterdam
- Iamsterdam. (2025, April 1). *Top tips to beat the crowds in Amsterdam*. iamsterdam.com. https://www.iamsterdam.com/en/see-and-do/top-tips-to-beat-the-crowds-in-amsterdam
- DW Travel. (2024, June). *How Amsterdam is tackling mass tourism* [Video]. YouTube. https://www.youtube.com/watch?v=vwDR5J6dkgI
- Dai, T., Zhuang, T., Yan, J., & Zhang, T. (2018). From landscape to mindscape: Spatial narration of touristic Amsterdam. *Sustainability, 10*(8), 2623. https://doi.org/10.3390/su10082623
- Ariese, C. E. (2020). Amplifying voices: Engaging and disengaging with colonial pasts in Amsterdam. *Heritage & Society, 13*(1–2), 117–142. https://doi.org/10.1080/2159032X.2021.1901335
- Oskam, J.A. and Wiegerink, K. (2020), "The Unhospitable City: Residents' Reactions to Tourism Growth in Amsterdam", Oskam, J.A. (Ed.) *The Overtourism Debate*, Emerald Publishing Limited, Leeds, pp. 95-118. https://doi.org/10.1108/978-1-83867-487-820201008

Learning on Location: Guided visit to cultural institutions, such as Rijksmuseum, Van Gogh Museum, and Rembrandt House Museum.

Assignment: Experiential Learning Journal Entry #1

Module# 3: Alternative Amsterdam
Topics: Amsterdam's countercultures—from the Provo Movement to modern-day activism— how these groups resist or critique the idealized image of the city.

Readings:
- Owens, L. (2008). From tourists to anti-tourists to tourist attractions: The transformation of the Amsterdam squatters' movement. *Social Movement Studies, 7*(1), 43–59. https://doi.org/10.1080/14742830801969340
- Lohman, K. (2017). Punk lives on: Generations of punk and squatting in the Netherlands. In *The connected lives of Dutch punks* (pp. 61–101). Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-319-51079-8_3
- Mepschen, P. (2016). Sexual democracy, cultural alterity and the politics of everyday life in Amsterdam. *Patterns of Prejudice*, *50*(2), 150–167. https://doi.org/10.1080/0031322X.2016.1164426
- Lindner, C., & Meissner, M. (2014). Slow art in the creative city: Amsterdam, street photography, and urban renewal. *Space and Culture, 18*(1), 4–24. https://doi.org/10.1177/1206331213509914

- van Gorp, B., Béneker, T. Holland as other place and other time: alterity in projected tourist images of the Netherlands. *GeoJournal* **68**, 293–305 (2007). https://doi.org/10.1007/s10708-007-9085-9

Learning on Location: Street art tour

Assignment: Amsterdam team works on Photo Essays, London and Milan teams work on City Snapshots

Module #4: City Margins, Spatial and Social
Topics: superdiversity, multiculturalism, and migration in Amsterdam.

Readings:
- Müller, F. (2011). Urban Alchemy: Performing Urban Cosmopolitanism in London and Amsterdam. *Urban Studies*, *48*(16), 3415-3431. https://doi.org/10.1177/0042098010396241
- De Vidovich, L., & Tzaninis, Y. (2023). Emerging post-suburban blendscapes in metropolitan Milan and Amsterdam: Comparing Pioltello and Almere. *Built Environment*, *49*(1), 75–93. https://doi.org/10.2148/benv.49.1.75
- van Eck, E., Hagemans, I., & Rath, J. (2020). The ambiguity of diversity: Management of ethnic and class transitions in a gentrifying local shopping street. *Urban Studies*, *57*(16), 3299-3314. https://doi.org/10.1177/0042098019897008
- Kaag, M. (2024). Senegalese Muslims in Amsterdam: Trust and mistrust in the negotiation of place. In *Trust and trust-making in Africa's global connections* (pp. 37–50). Brill. https://doi.org/10.1163/9789004734777_004

Learning on Location**:** guided walking tour of Javastraat

Assignment: Amsterdam team completes Community Perspective interviews; London and Milan teams work on City Snapshots

Module #5: Gentrification and the City
Topics: Gentrification debates and the impact on communities and identity.

Readings:
- van Gent, W., Boterman, W., & Hoekstra, M. (2019). State-sponsored gentrification or social regeneration?: Symbolic politics and neighborhood intervention in an Amsterdam working-class neighborhood. In *The Routledge Handbook of Housing Policy and Planning* (pp. 330-343). Routledge.
- Beeksma, A., & De Cesari, C. (2018). Participatory heritage in a gentrifying neighbourhood: Amsterdam's Van Eesteren Museum as affective space of

negotiations. *International Journal of Heritage Studies*, *25*(9), 974–991. https://doi.org/10.1080/13527258.2018.1509230

- Pinkster, F. M., & Boterman, W. R. (2017). When the spell is broken: gentrification, urban tourism and privileged discontent in the Amsterdam canal district. *Cultural Geographies*, *24*(3), 457-472. https://doi.org/10.1177/1474474017706176 (Original work published 2017)

Assignment: Amsterdam team Photo Essays due; London and Milan team City Snapshots due

LOCATION #2: LONDON (weeks 6–10)

Module #6: Cultural Heritage and Tourism
Topics: London as the cultural capital of the British Empire, the luxury city, and the global center of tourism.

Readings and Videos:
- VisitLondon. (n.d.). *Visiting London for the first time*. VisitLondon.com. Retrieved June 17, 2025, from https://www.visitlondon.com/things-to-do/visiting-london-for-the-first-time
- Visit London. (2022, July). *Let's Do London* [Video]. YouTube. https://www.youtube.com/watch?v=hDOOMjDkMe0
- Foroudi, P., Akarsu, T. N., Ageeva, E., Foroudi, M. M., Dennis, C., & Melewar, T. C. (2018). Promising the dream: Changing destination image of London through the effect of website place. *Journal of Business Research, 83*, 97–110. https://doi.org/10.1016/j.jbusres.2017.10.003
- Murji, K., Cramer-Greenbaum, S., Yazici, E., Keith, M., Pile, S., & Solomos, J. (2024). Representing London: Making and claiming the city. *City, 28*(5–6), 793–811. https://doi.org/10.1080/13604813.2024.2419796
- Rozena, S., & Lees, L. (2021). The everyday lived experiences of Airbnbification in London. *Social & Cultural Geography*, *24*(2), 253–273. https://doi.org/10.1080/14649365.2021.1939124
- Ilbury, C. (2022). A tale of two cities: The discursive construction of 'place' in gentrifying East London. *Language in Society, 51*(3), 511–534. https://doi.org/10.1017/S0047404521000130

Learning on Location: cultural heritage tour of monuments, museums, and monarchy

Module #7: Alternative London
Topics: London's underground culture—how punk, grime music, and youth resistance movements shape the city's identity.

Readings:
- Kindynis, T. (2018). Bomb alert: Graffiti writing and urban space in London. *The British Journal of Criminology, 58*(3), 511–528. https://doi.org/10.1093/bjc/azx040

- Woods, M. (2019). Punk urbanism: insurgency, crisis, and cultural geography. *Social & Cultural Geography* , *22* (5), 666–685. https://doi.org/10.1080/14649365.2019.1619819
- Fatsis, L. (2018). Grime: Criminal subculture or public counterculture? A critical investigation into the criminalization of Black musical subcultures in the UK. *Crime, Media, Culture*, *15*(3), 447-461. https://doi.org/10.1177/1741659018784111 (Original work published 2019)
- Ruiz, P., Snelson, T., Madgin, R., & Webb, D. (2019). 'Look at what we made': Communicating subcultural value on London's Southbank. *Cultural Studies, 33*(3), 392–417. https://doi.org/10.1080/09502386.2019.1621916

Learning on Location: guided tour of Undercroft Skate Space

Assignment:
- Experiential Learning Journal Entry #2;
- London team works on Photo Essays, Amsterdam and Milan teams work on City Snapshots

Module #8: City Margins, Spatial and Social
Topics: marginalized communities, identity, and belonging in London.

Readings:
- Wessendorf, S. (2017). Migrant belonging, social location and the neighbourhood: Recent migrants in East London and Birmingham. *Urban Studies*, *56*(1), 131-146. https://doi.org/10.1177/0042098017730300
- James, M. (2015). Nihilism and Urban Multiculture in Outer East London1. *The Sociological Review*, *63*(3), 699-719. https://doi.org/10.1111/1467-954X.12219 (Original work published 2015)
- Clini, C., Hornabrook, J., & Keightley, E. (2021). Migration, arts and the negotiation of belonging: An analysis of creative practices within British Asian communities in London and Loughborough. *AmeriQuests, 16*(1). https://doi.org/10.15695/1zzgzg66
- Rhys-Taylor, A. (2016). The essences of multiculture: A sensory exploration of an inner-city street market. In *Ethnography, Diversity and Urban Space* (pp. 46-59). Routledge.

Learning on Location: neighborhood tour of Brixton

Assignment: London team completes Community Perspective interviews; Amsterdam and Milan teams work on City Snapshots

Module #9: Gentrification and the City
Topics: The realities of gentrification, social mixing, and politics of place. How does the process of gentrification and touristification impact communities?

Readings:

- Venerandi, A., Zanella, M., Romice, O., Dibble, J., & Porta, S. (2016). Form and urban change – An urban morphometric study of five gentrified neighbourhoods in London. *Environment and Planning B: Urban Analytics and City Science*, *44*(6), 1056-1076. https://doi.org/10.1177/0265813516658031
- Davidson, M. (2010). Love Thy Neighbour? Social Mixing in London's Gentrification Frontiers. *Environment and Planning A: Economy and Space*, *42*(3), 524-544. https://doi.org/10.1068/a41379
- Jackson, E., & Butler, T. (2014). Revisiting 'social tectonics': The middle classes and social mix in gentrifying neighbourhoods. *Urban Studies*, *52*(13), 2349-2365. https://doi.org/10.1177/0042098014547370

Learning on Location: neighborhood visit to Hackney

Assignment: London team Photo Essays due; Amsterdam and Milan team City Snapshots due

LOCATION #3: MILAN (weeks 11–15)

Module #10: Cultural Heritage and Tourism
Topic: Milan as the global fashion capital, symbol of luxury and design.

Readings and Videos:
- YesMilano [@visit_milano]. (n.d.). *Instagram profile*. https://www.instagram.com/visit_milano/
- DW Travel. (2023, November). *Is Milan in Italy really worth the hype?* [Video]. YouTube. https://www.youtube.com/watch?v=IOYF1hKMnYQ
- Codignola, F. (2016). Culture and creativity management: Milan as a global capital for value creation. *Symphonya. Emerging Issues in Management, (2)*, 102–112. https://doi.org/10.4468/2016.2.10codignola
- De Noni, I., Orsi, L., & Zanderighi, L. (2019). Stereotypical versus experiential destination branding: The case of Milan city. *City, Culture and Society, 17*, 38–45. https://doi.org/10.1016/j.ccs.2018.10.001
- Rorato, L. (2017). Re-writing complexity through fragments: mapping Milan in the twenty-first century. *Journal of Contemporary European Studies*, *25*(4), 495–509. https://doi.org/10.1080/14782804.2017.1339590
- Oliveira, E. (2015). Place branding as a strategic spatial planning instrument. *Place Branding and Public Diplomacy, 11*(1), 18–33. https://doi.org/10.1057/pb.2014.12
- Cimoli, A. (2022). "Decolonising" museums through experimental practices: the case of MUBIG, a neighbourhood museum in Milan. *Studia de Arte et Educatione*, *17*(365), 61-72.

Learning on Location: cultural heritage tour of monuments, museums, and fashion houses

Assignment: Milan team works on Photo Essays, Amsterdam and London teams work on City Snapshots

Module #11: Alternative Milan

Topic: Milan's social movements, youth, and culture. How do these countercultures challenge the city's glamorous image?

Readings:
- d'Ovidio, M., & Cossu, A. (2017). Culture is reclaiming the creative city: The case of Macao in Milan, Italy. *City, Culture and Society, 8*, 7–12. https://doi.org/10.1016/j.ccs.2016.04.001
- Tosoni, S., & Zuccalà, E. (2020). A Batcave in Via Redi: The music club enactment of Dark. In *Italian Goth Subculture* (pp. pp 87–121). Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-39811-8_5
- Pozzi, G. (2023). Very sneaky crimes: Squatting, urban security, and class anthropopoiesis in Milan (Italy). *Focaal: Journal of Global and Historical Anthropology, 101*, 96–110. https://doi.org/10.3167/fcl.2023.011701

Learning on Location: Guided tour of post-punk and dark Milan

Assignment: Experiential Learning Journal Entry #3

Module #12: City Margins, Spatial and Social

Topics: The realities of working-class, migrant, and multicultural neighborhoods in Milan. How does the city's transformation into a global luxury center affect its residents?

Readings:
- Morelli, N. (2024). Beyond the rhetoric of revanchism towards the metropolitan core: An analysis of symbolic representations of Milan from its peripheries. *Sociological Research Online, 30*(1), 116–135. https://doi.org/10.1177/13607804241249554
- Demirsu Di Biase, I., & Leonini, L. M. (2024). Translocational belonging in urban peripheries among the postmigrant generation: San Siro and the trap/drill subculture of Milan. *Journal of Ethnic and Migration Studies, 51*(7), 1789–1811. https://doi.org/10.1080/1369183X.2024.2321264
- Consolazio, D., Benassi, D., & Russo, A. G. (2023). Ethnic residential segregation in the city of Milan at the interplay between social class, housing and labour market. *Urban Studies*, *60*(10), 1853-1874. https://doi.org/10.1177/00420980221135592
- Manzo, L.K.C. (2023). Hybridity and Chineseness in the Global City. In: Gentrification and Diversity. The Urban Book Series. Springer, Cham. https://doi.org/10.1007/978-3-031-35143-3_3

Learning on Location: neighborhood tour of Milan's Chinatown

Assignment: Milan team works on Photo Essay; Amsterdam and London teams work on City Snapshots

Module #13: Gentrification and the City
Topic: Gentrification and urban regeneration and the city's evolving identity.
Readings:
- Tartari, M., Pedrini, S., & Sacco, P. L. (2021). Urban 'beautification' and its discontents: the erosion of urban commons in Milan. *European Planning Studies*, *30*(4), 643–662. https://doi.org/10.1080/09654313.2021.1990215
- Briata, P., & Di Vita, S. (2023). Alpha territorialisation in Milan: Framing a research agenda. *Human Geography*, *17*(3), 278-290. https://doi.org/10.1177/19427786231213279
- Gerosa, A., & Tartari, M. (2021). The Bottom-up Place Branding of a Neighborhood: Analyzing a Case of Selective Empowerment. *Space and Culture*, *27*(4), 384-401. https://doi.org/10.1177/12063312211032355
- Milan, C., & Milan, S. (2020). Fighting gentrification from the boxing ring: how community gyms reclaim the right to the city. *Social Movement Studies*, *20*(6), 722–739. https://doi.org/10.1080/14742837.2020.1839406

Learning on Location: neighborhood visit to NoLo

Assignment:
- Milan team completes Community Perspective interviews; Amsterdam and London teams work on City Snapshots
- All teams work on Critical Reflections

Module #14: City Stories and Counter-Narratives
Topics: City Stories presentations

Assignment:
- Milan team Photo Essays due; Amsterdam and London team City Snapshots due
- Critical Reflection presentations