SIT — SCHOOL FOR INTERNATIONAL TRAINING — STUDY ABROAD

SYLLABUS

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Cities of the Future
IDST-3050 (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 urban design, technology, and social equity intersect to shape sustainable, inclusive, and resilient cities. Through a comparative study of three cities, students will explore how they address urban challenges such as sustainability, mobility, and technology while promoting a thriving place for residents. The course focuses on understanding the role of urban design in improving quality of life and social equity, emphasizing the impact of green infrastructure, public spaces, and smart technologies. Students will engage critically with each city's vision and plans to balance innovation, inclusivity, and environmental responsibility.

Learning Outcomes

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

1. Forecast how present challenges and solutions will shape the future of the city.
2. Examine the impact of green infrastructure and sustainable practices on the environmental quality of cities.
3. Analyze the social equity impacts of urban development initiatives in Amsterdam, London, and Milan.
4. Compare the effectiveness of urban policies in Amsterdam, London, and Milan on community well-being and economic growth.
5. Evaluate the role of AI and smart technologies in enhancing urban sustainability and livability.
6. Critically assess the balance between technology, sustainability, and social equity in urban planning and design.

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.

- **Urban Soundscapes Podcast (35%)**
  Working in small groups, students will produce an original episode for the course Podcast, "Urban Soundscapes: Exploring Social Equity and Urban Design through Sound." Groups will be evenly distributed across programs sites. Once assigned a location, groups visit two contrasting neighborhoods within the city (affluent vs. working class; commercial vs. residential, etc.), and record ambient sounds with a smartphone. They will integrate these audio content into their podcast, comparing how the sound environment relates to urban design, social inclusion, and community well-being. The podcast should follow a set structure that includes these elements at a minimum:
  - Introduction, overview of neighborhoods, description of soundscape (5-7 minutes)
  - Comparative analysis of soundscapes with a connection to course themes (7-8 minutes)
  - Reflections on sound and the future of the city (2-3 minutes)

  While interviews with community members are not required, it is not restricted either.

  Note: consider recording sounds from each location at different times of the day over a period of a few days to get a more robust sample of the neighborhood soundscape.

- **Urban Postcard Series (45%, 3 series @ 15%)**

This assignment asks students to create a series postcards per city from their perspective as transient residents in Amsterdam, London, and Milan. Reflecting on their positionality and experiences within each city, students will explore how urban design, technology, sustainability, and inclusivity influence their sense of place, belonging, and well-being. Students will also envision the future of the city, imagining how urban policies and technological innovations could shape the urban environment for future generations.

Each series consists of 3 postcards with images and text. Postcards can be physical or digital, using original artwork and/or photographs. AI-generated images are accepted for the future-focused postcard in each series. Students will use the back of the postcard to identify their recipient and convey their impressions of the city. Here is a suggested series overview:
- o **Postcard #1:** a visual representation of a positive aspect of current urban life, focusing on a specific urban theme (e.g., green spaces, public transportation, social equity, or waste management) accompanied by reflective impressions to the addressee.
- o **Postcard #2:** a visual representation of a negative aspect of current urban life, focusing on a specific urban theme (e.g., green spaces, public transportation, social equity, or pollution) accompanied by reflective impressions to the addressee.
- o **Postcard #3:** a visionary representation of the city in 10-20 years, imagining how the city has evolved to meet the challenges of climate change, overpopulation, technology, migration, etc. The image is accompanied with speculative text that conveys to the audience the imagined reality of living as a transient resident of the city.

- **Gallery Walk and Talk (10%)**
  This assignment encourages students to engage with their peers' visions for the future city by participating in a gallery walk. Each student will showcase their Postcards from the Future for each city, and the class will move around the room (or digital space) to discuss each vision, offering feedback, questions, and ideas for further development. After the walk, students will engage in a class-wide discussion comparing their visions of urban life for a given city as well as their visions across cities.

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 course schedule is a suggested sequence of modules, topics, texts, and experiential learning opportunites where each location offers parallel learning cycles with a comparative focus. Lead and local faculty should appropriately adapt how these topics are taught and select 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: Introducing the City of the Future
Topics: EU strategy and the evolution of cities
- Overview of course themes across program cites and the continent.
- Defining livability as a construct and interrogating its contested politics.
- Introduction to EU's role in climate adaptation, green energy, and sustainable. development through EU-wide strategies and initiatives (e.g., EU Green Deal, Urban Agenda for the EU).

Readings:
- European Commission. (2018). *The European Green Deal*. In *Priorities and strategy 2019–2024*. Retrieved June 23, 2025, from https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en
- European Commission. (n.d.). *New European Bauhaus* [Webpage]. Retrieved June 23, 2025, from https://new-european-bauhaus.europa.eu/index_en
- European Urban Initiative. (n.d.). *Urban Agenda for the EU*. Urban-Agenda.Urban-Initiative.eu. Retrieved June 23, 2025, from https://www.urbanagenda.urban-initiative.eu/urban-agenda-eu
- van Dorst, M. (2012). Liveability. In: van Bueren, E., van Bohemen, H., Itard, L., Visscher, H. (eds) *Sustainable Urban Environments*. Springer, Dordrecht. https://doi.org/10.1007/978-94-007-1294-2_8

- Ahmed, N. O., El-Halafawy, A. M., & Amin, A. M. (2019). A critical review of urban livability. *European Journal of Sustainable Development*, *8*(1), 165-165. https://doi.org/10.14207/ejsd.2019.v8n1p165

Assignment: Form city teams for Podcast project; Amsterdam team starts planning the content and production schedule

Module #2: Urban Sustainability and Climate Resilience

Topics: Explore Amsterdam's strategies for climate resilience and sustainability, in alignment with EU goals. Examine how Amsterdam is addressing climate change impacts and EU directives on green energy and sustainable cities.

Readings:
- Council of the European Union. (2016, May 30). *Pact of Amsterdam: Declaration establishing the Urban Agenda for the EU* (adopted at the Informal Meeting of Ministers responsible for Urban Matters). EU Ministers
- Kaal, H. (2011). A conceptual history of livability: Dutch scientists, politicians, policy makers and citizens and the quest for a livable city. *City*, *15*(5), 532–547. https://doi.org/10.1080/13604813.2011.595094
- Arundel, R., & Ronald, R. (2015). The role of urban form in sustainability of community: The case of Amsterdam. *Environment and Planning B: Urban Analytics and City Science*, *44*(1), 33-53. https://doi.org/10.1177/0265813515608640

Learning on Location: Site visit to the Amsterdam Smart City project to discuss how the EU's climate resilience initiatives are integrated into the city's smart infrastructure.

Assignment: Amsterdam Podcast teams record soundscapes; all students work on Amsterdam Postcard Series

Module# 3: Green Infrastructure and Public Spaces

Topics: Amsterdam's approach to green infrastructure and how it aligns with EU goals for sustainability, green energy, and biodiversity.

Readings:
- Brears, R.C. (2023). Amsterdam Becoming a Blue-Green City Through Blue-Green Infrastructure. In: *Blue and Green Cities*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-031-41393-3_5
- Buijs, A. E., Mattijssen, T. J. M., van der Jagt, A. P. N., Ambrose-Oji, B., Andersson, E., Elands, B. H. M., & Møller, M. S. (2016). Active citizenship for urban green infrastructure: Fostering the diversity and dynamics of citizen contributions through mosaic governance. *Current Opinion in Environmental Sustainability, 22*, 1–6. https://doi.org/10.1016/j.cosust.2017.01.002

- Pellerey, V., & Giezen, M. (2024). More green but less just? Analyzing urban green spaces, participation, and environmental justice in Amsterdam. *Journal of Environmental Planning and Management*, 1–35. https://doi.org/10.1080/09640568.2024.2406858

Learning on Location: Walking tour of Vondelpark and other green spaces

Assignment: Amsterdam Podcast teams analyze soundscape recordings and start drafting script; all students work on Amsterdam Postcard Series

Module #4: Smart Cities and Technology Integration

Topics: Explore Amsterdam's use of artificial intelligence (AI) in urban management, smart infrastructure, and sustainability efforts. Examine how AI is being integrated into Amsterdam's Smart City initiatives for traffic management, energy efficiency, and public services. Discuss AI's role in optimizing city systems, reducing energy consumption, and enhancing urban sustainability.

Readings:
- Mora, L., Bolici, R. (2017). How to Become a Smart City: Learning from Amsterdam. In: Bisello, A., Vettorato, D., Stephens, R., Elisei, P. (eds) *Smart and Sustainable Planning for Cities and Regions*. SSPCR 2015. Green Energy and Technology. Springer, Cham. https://doi.org/10.1007/978-3-319-44899-2_15
- Noori, N., Hoppe, T., van der Werf, I., & Janssen, M. (2025). A framework to analyze inclusion in smart energy city development: The case of Smart City Amsterdam. *Cities, 158*, 105710. https://doi.org/10.1016/j.cities.2025.105710
- Mark, R., & Anya, G. (2019). Ethics of using smart city AI and big data: The case of four large European cities. *The ORBIT Journal, 2*(2), 1–36. https://doi.org/10.29297/orbit.v2i2.110

Learning on Location: guest speaker from local government or NGO to facilitate discussion on Amsterdam as a Smart City

Assignment: Amsterdam Podcast team produces and edits episode; all students work on Amsterdam Postcard Series

Module #5: Social Equity and Housing

Topics: Explore Amsterdam's social housing strategies and how they align with EU directives on urban social inclusion and affordability.

Readings:

- Jonkman, A. (2020). Patterns of distributive justice: social housing and the search for market dynamism in Amsterdam. *Housing Studies*, *36*(7), 994–1025. https://doi.org/10.1080/02673037.2020.1739232
- Jonkman, A., & Janssen-Jansen, L. (2017). Identifying distributive injustice Through housing (mis)match analysis: The case of social housing in Amsterdam. *Housing, Theory and Society*, *35*(3), 353–377. https://doi.org/10.1080/14036096.2017.1348392
- Uitermark, J. (2012). An actually existing just city?: The fight for the right to the city in Amsterdam. In *Cities for People, Not for Profit* (pp. 197-214). Routledge. https://doi.org/10.1177/1474474017706176
- Kramer, D. (2024). Airbnb, the city, and the drive for European integration. *European Law Open*, *3*(3), 500–528. doi:10.1017/elo.2024.30

Assignments:
- Amsterdam Podcast upload deadline
- Amsterdam Postcard series due

LOCATION #2: LONDON (weeks 6–10)

Module #6: Urban Sustainability and Climate Resilience

Topics: London's strategies for sustainability and how they are informed by EU regulations (despite Brexit), particularly in areas such as green buildings and sustainable energy. Explore the ongoing influence of EU sustainability goals on post-Brexit urban planning.

Readings:
- Delivorias, A. (2023, June 23). *Post-Brexit EU–UK relations on energy and climate* (EPRS Briefing No. 749.801). European Parliamentary Research Service. Retrieved from https://www.europarl.europa.eu/thinktank/en/document/EPRS_BRI%282023%2974980 1
- Cowell, R., Fischer, T. B., & Thakur, U. J. (2023). Planning and the environment in England, 2010–22: Cutting 'green crap', Brexit and environmental crises. In *Planning in a Failing State* (pp. 120–137). Policy Press. https://doi.org/10.51952/9781447365075.ch008
- Burns, C. British environmental foreign policy identity post-Brexit: environment and climate policy. *International Politics* (2023). https://doi.org/10.1057/s41311-023-00490-4
- Greater London Authority. (2018). *London Environment Strategy*. Retrieved June 24, 2025, from https://www.london.gov.uk/sites/default/files/london_environment_strategy_0.pdf

Learning on Location: Visit to Queen Elizabeth Olympic Park, a case study in sustainable urban regeneration

Assignment: London Podcast team starts planning the content and production schedule; all students start London Postcard Series

Module #7: Green Infrastructure and Public Spaces
Topics: London's green spaces and public areas, with a focus on how the city is aligning with EU policies around environmental sustainability and biodiversity.

Readings:
- Mell, I. (2021). 'But who's going to pay for it?' Contemporary approaches to green infrastructure financing, development and governance in London, UK. *Journal of Environmental Policy & Planning*, *23*(5), 628–645. https://doi.org/10.1080/1523908X.2021.1931064
- Mell, I. (2022). Examining the role of green infrastructure as an advocate for regeneration. *Frontiers in Sustainable Cities, 4*. https://doi.org/10.3389/frsc.2022.731975
- Peters, H., & Landström, C. (2021). The public and its assets: Performing appraisal and advocacy for blue and green infrastructure in London, England. *Environment and Planning E: Nature and Space*, *5*(4), 2193-2215. https://doi.org/10.1177/25148486211049912
- Kumari, S., Tessema, T. T., Husamaldin, L., Gupta, S. K., Cox, P., Mortimer, D., Benedetto, A., & Tosti, F. (2025). Resilient cities and urban green infrastructure: Nexus between remote sensing and sustainable development. In *Proceedings of the International Conference on Advanced Remote Sensing (ICARS 2025)* (Barcelona, 26–28 March 2025). MDPI. https://doi.org/10.3390/ICARS2025-03601

Learning on Location: Tour of London community garden to see how these spaces contribute to sustainability and health

Assignment: London Podcast teams record soundscapes; all students work on London Postcard Series

Module #8: Smart Cities and Technology Integration
Topics: Examine how artificial intelligence and other smart technologies are being used in London to manage complex urban systems such as transportation, energy, waste management, and health services. Integration of AI with London's existing infrastructure.

Readings:
- Tekin, H., & Dikmen, I. (2024). Inclusive smart cities: An exploratory study on the London smart city strategy. *Buildings, 14*(2), 485. https://doi.org/10.3390/buildings14020485
- Vitunskaite, M., He, Y., Brandstetter, T., & Janicke, H. (2019). Smart cities and cyber security: Are we there yet? A comparative study on the role of standards, third party risk

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management and security ownership. *Computers & Security, 83*, 313–331. https://doi.org/10.1016/j.cose.2019.02.009
- Yigitcanlar, T., & Cugurullo, F. (2020). The sustainability of artificial intelligence: An urbanistic viewpoint from the lens of smart and sustainable cities. *Sustainability, 12*(20), 8548. https://doi.org/10.3390/su12208548

Learning on Location: Visit to the Transport for London (TfL) headquarters to explore AI applications in public transport management

Assignment: London Podcast teams analyze soundscape recordings and start drafting script; all students work on London Postcard Series

Module #9: Housing and Social Equity
Topics: London's housing affordability and gentrification issues, and how EU policies and frameworks address social equity in urban development.

Readings:
- Todd, J., Musah, A., & Cheshire, J. (2022). Assessing the impacts of Airbnb listings on London house prices. *Environment and Planning B: Urban Analytics and City Science*, *49*(1), 206-222. https://doi.org/10.1177/23998083211001836
- Cao, M., & Hickman, R. (2019). Urban transport and social inequities in neighbourhoods near underground stations in Greater London. *Transportation Planning and Technology*, *42*(5), 419–441. https://doi.org/10.1080/03081060.2019.1609215
- Cooper, A. E., Hubbard, P., & Lees, L. (2020). Sold out? The right-to-buy, gentrification and working-class displacements in London. *The Sociological Review*, *68*(6), 1354-1369. https://doi.org/10.1177/0038026120906790

Learning on Location: neighborhood visit to Hackney

Assignments:
- London Podcast upload deadline
- London Postcard series due

LOCATION #3: MILAN (weeks 11–15)

Module #10: Urban Sustainability and Climate Resilience
Topic: Milan's climate resilience initiatives, including green buildings and mobility solutions, in alignment with EU climate adaptation and sustainability goals.

Readings:

- Maglio, M. (2022). Visions of cities beyond the Green Deal: From imagination to reality. *Journal of Urban Regeneration & Renewal, 15*(2), 176–192.
- Boschi, N. (2023). Urban climate forecasts: From risk to resilience. Milan Innovation District's key design aspects for buildings and infrastructures. *Frontiers in Climate*, *5*, 1130365. https://doi.org/10.3389/fclim.2023.1130365
- Baiardi, L., Bellintani, S., Celani, A., Ciaramella, A., Puglisi, V., & Tagliaro, C. (2019). The evolution in planning and designing new corporate headquarters in Milan: Perspectives for urban resilience. *IOP Conference Series: Earth and Environmental Science, 296*, 012045. https://doi.org/10.1088/1755-1315/296/1/012045

Learning on Location: visit Milano Fashion & Jewels to learn about sustainable fashion

Assignment: Milan Podcast team starts planning the content and production schedule; all students start Milan Postcard Series

Module #11: Green Infrastructure and Public Spaces
Topic: Milan's integration of green spaces and public infrastructure.

Readings:
- Ronchi, S., Salata, S., & Arcidiacono, A. (2020). Which urban design parameters provide climate-proof cities? An application of the Urban Cooling InVEST Model in the city of Milan comparing historical planning morphologies. *Sustainable Cities and Society, 63*, 102459. https://doi.org/10.1016/j.scs.2020.102459
- Staccione, A., Hrast Essenfelder, A., Bagli, S., & Mysiak, J. (2024). Connected urban green spaces for pluvial flood risk reduction in the Metropolitan area of Milan. *Sustainable Cities and Society, 104*, 105288. https://doi.org/10.1016/j.scs.2024.105288
- Tzortzi, J. N., Guaita, L., & Kouzoupi, A. (2022). Sustainable strategies for urban and landscape regeneration related to agri-cultural heritage in the urban-periphery of South Milan. *Sustainability, 14*(11), 6581. https://doi.org/10.3390/su14116581

Learning on Location: Tour of Parco Sempione and Bosco Verticale to explore Milan's urban green initiatives.

Assignment: Milan Podcast teams record soundscapes; all students work on Milan Postcard Series

Module #12: Smart Cities and Technology Integration
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:

- Cassinadri, E., Gambarini, E., Nocerino, R., & Scopelliti, L. (2019). Sharing Cities: from vision to reality. A people, place and platform approach to implement Milan's Smart City strategy. *International Journal of Sustainable Energy Planning and Management*, *24*. https://doi.org/10.5278/ijsepm.333
- Abdelfattah, L., Deponte, D., & Fossa, G. (2022). The 15-minute city: Interpreting the model to bring out urban resiliencies. *Transportation Research Procedia, 60*, 330–337. https://doi.org/10.1016/j.trpro.2021.12.043
- Stellacci, S., & Borsoi, G. (2025). The convergence of resilience culture and digital transformation in the cities of future: The case study of Milan and Rome. In *Swarm Intelligence Applications for the Cities of the Future* (pp. 166–186). CRC Press. https://doi.org/10.1201/9781032656786-10
- Fistola, R., & La Rocca, R. A. (2024). From smart city to artificial intelligence city. Envisaging the future of urban planning. *TeMA-Journal of Land Use, Mobility and Environment,* 18(3), 411-422. https://doi.org/10.6093/1970-9870/11081

Learning on Location: neighborhood tour of Milan's Chinatown to learn how technology integrates with cultural preservation and community engagement

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:
- Conte, V., & Anselmi, G. (2023). The Contradictions of Platform Urbanism: the Role of Corporate Property Managers in the Vacation Rental Market of Milan. *Fuori Luogo. Rivista di Sociologia del Territorio, Turismo, Tecnologia*, *17*(4), 63-74. https://doi.org/10.6093/2723-9608/9842
- Wolfgring, C., & Peverini, M. (2024). Housing the poor? Accessibility and exclusion in the local housing systems of Vienna and Milan. *Journal of Housing and the Built Environment, 39*, 1783–1819. https://doi.org/10.1007/s10901-024-10142-5
- Bricocoli, M., & Peverini, M. (2024). No city for workers: Housing affordability trends and public policy implications in Milan. *Urban Planning, 9*, Article 8654. https://doi.org/10.17645/up.8654

Learning on Location: neighborhood visit to NoLo

Assignments:
- Milan Podcast upload deadline
- Milan Postcard series due

Module #14: Comparative Synthesis and Future Visions
Topics: comparing visions for the future
Assignment:
- Gallery Walk & Talk