

**Sustainable Europe: An International  
Summer Program for Students from North America  
UAP 3954/UAP 5954/PLAN 5500, June 26 – July 20, 2012  
Riva San Vitale, Switzerland. Credits: 6**

This course is offered jointly by faculty from the School of Public and International Affairs at Virginia Tech and Urban and Environmental Planning the University of Virginia. The instructors are Ralph Hall and Derek Hyra from Virginia Tech and Frank Dukes from the University of Virginia.

**Course overview**

This course will provide a rich review of the concept of sustainable development, and will enable students to specifically explore the social dimensions of sustainability. The class is designed around a sequence of three interrelated modules.

The first module will begin by discovering the emergence of sustainable development through the lens of key international conferences and publications, often referred to in discussions of sustainability. We will also review and discuss several critical ideas frequently used when describing the concept. From this foundation, we will consider the inter-relationship of global economic changes, employment, worker health and safety, and environment in the context of theories of development, trade, technical and organizational innovation, and employment. Mechanisms for resolving the apparent conflicts between these elements will be discussed. The module will conclude with an analysis of the Swiss government's approach to sustainable development.

The second module of the course will focus on the social equity component of sustainability by interrogating notions of ethnic/racial diversity, social exclusion, and neighborhood regeneration within metropolitan areas in Europe and the United States. The module explores cross-nationally the redevelopment of neighborhoods that suffer from physical and social deprivation. We will investigate the relationships among race/ethnicity, social housing initiatives, and economic development policies, and explore how these relationships in different contexts contribute to and shape the redevelopment of socially-excluded communities. We will assess the ways in which a range of nation-state policies contribute to circumstances in socially-excluded neighborhoods, and explore different nation-state policies that have attempted to alleviate ill conditions through facilitating the creation of socially integrated, mixed-income communities.

In the final module, we will examine how European communities are addressing the conflicts that efforts to promote sustainability engender, through conflict transformation and collaborative planning processes. As populations grow and economies suffer, pressures on historic and natural resources mount. These issues offer particular challenges because of their impacts on multiple communities and levels of government, and on so many inter-related issues – health, community development, immigration, housing, transportation, water, and

beyond – and because the consequences of these issues are so profound to individual and community life. We will focus on case studies in three very different EU countries where sustainability also encounters complicating issues – Marseilles, France (immigration and multi-culturalism); Zurich, Switzerland (integrating old with new); and Belfast, Northern Ireland (legacies of conflict) – and that are confronting these challenges through collaborative planning and conflict transformation.

### **Learning Objectives**

Having successfully completed this course the student will be able to:

- articulate the history and evolution of sustainable development;
- describe core theories related to sustainable development;
- analyze development/growth strategies in the context of sustainable development;
- assess housing and community development policies related to (in)equitable growth patterns in socially excluded communities;
- develop a deeper understanding of how various states and cultural contexts reproduce, and yet attempt to address, place-based social inequality;
- describe the challenges and benefits to sustainability that immigration, multi-culturalism, and legacies of conflict and violence bring; and
- design a collaborative planning process that addresses diverse and conflicting interests and promotes sustainable decisions.

### **Reading Materials**

Readings will be made available online at <https://scholar.vt.edu>.

### **Grading**

The following weighting system determines overall course performance:

- 10% Active participation in discussions (Q&A) on field trips and contribution to Riva Blog.
- 30% Module 1 (led by Ralph Hall)
  - Class participation (20%)
  - Class presentations (30%)
  - Individual assignment (50%)
- 30% Module 2 (led by Derek Hyra)
  - Class participation (20%)
  - Class presentation (20%)
  - Individual paper (60%)
- 30% Module 3 (led by Frank Dukes)
  - Active class participation, attendance, demonstration of mastery of readings (40%)
  - Case presentations for three case studies (10%)
  - Conflict assessment and process design (group presentation) (50%)

We will assign grades as follows:

- A 94-100 points
- A- 90-93.99 points
- B+ 87-89.99 points
- B 82-86.99 points
- B- 78-81.99 points
- C+ 75-77.99 points
- C 70-74.99 points
- Fail< 70 points

### **Field Trips**

During this class we intend to go on two or more field trips with overnight stays. There are also multiple short day trips to nearby cities such as Zurich.

Traveling in a large group requires students to be punctual. For each trip you will receive an itinerary. **Students are expected to be on time for all appointments and for all trains.** This is especially important for long distance intercity train trips. Late students may result in the entire group missing important train connections and may result in additional costs to the entire group (e.g., rebooking fees, additional nights at hotels, cancellation fees, etc.).

### **Late Policy**

Generally, assignments and presentations are due at the *beginning* of each class session and are expected to be handed in on time. Late assignments are penalized by a drop of one letter grade per 24h period. If you cannot hand in an assignment on time or are unable to give a scheduled presentation please speak with the instructor about your situation at least *one day prior* to the deadline.

### **Texts**

There are a number of useful documents on the web, which will be made available to you. A class webpage is available on *Scholar* (<https://scholar.vt.edu>). Please make sure that you have access to this webpage. Required readings are listed in this syllabus. Each class session builds on the knowledge of the reading for that session. Thus, you should have read the text prior to class.

### **Graduate Honor Code**

The tenets of the Virginia Tech Undergraduate and Graduate Honor Codes will be strictly enforced in this course, and all assignments shall be subject to the stipulations of the Undergraduate and Graduate Honor Codes as outlined in the Undergraduate and Graduate Catalogs. For more information on the Graduate Honor Code, please refer to the GHS Constitution, located online at <http://fbox.vt.edu/studentinfo/gradhonor>. Please contact the instructor immediately if you have questions.

**Student Conduct**

We will be guests in the Villa Maderni, in Riva San Vitale, in Switzerland and in Europe and need to respect local culture and traditions. We are there to learn and enjoy the European way of life. But students and faculty also represent Virginia Tech, the University of Virginia, and the United States of America and should be at their best behavior in and outside of the classroom.

**Special Accommodations**

Students with special needs or circumstances are encouraged to meet with an instructor well in advance to traveling to Riva San Vitale. In all cases, please contact an instructor should you have any questions.

**Timeline Overview**

<b>Date</b>	<b>Instructor</b>	<b>Activity</b>
Sunday, June 24, 2012	Hall	Ralph Hall arrives at CESA.
Monday, June 25, 2012	Hall	Students arrive at CESA.
Tuesday, June 26, 2012	Hall	Classes at CESA. Video conference with Professors Hyra and Dukes.
Wednesday, June 27, 2012	Hall	Classes at CESA.
Thursday, June 28, 2012	Hall	Classes at CESA.
Friday, June 29, 2012	Hall	Classes at CESA.
Saturday, June 30, 2012	Hall	<i>Free time.</i>
Sunday, July 01, 2012	Hall	Morning: <i>Free time.</i> Afternoon: Travel to Bern.
Monday, July 02, 2012	Hall	Meet with the U.S. Ambassador to Switzerland. Meet with members of the Federal Department of Foreign Affairs (FDFA) and the Department of the Environment, Transport, Energy, and Communications (DETEC).
Tuesday, July 03, 2012	Hall	Morning: Meet with Fabian Streiff at the University of Bern. Afternoon: Travel back to Riva.
Wednesday, July 04, 2012	Hall/Hyra	Classes at CESA.
Thursday, July 05, 2012	Hyra	Classes at CESA.
Friday, July 06, 2012	Hyra	Classes at CESA.
Saturday, July 07, 2012	Hyra	<i>Free time.</i>
<i>Sunday, July 08, 2012</i>	Hyra	<i>Free time.</i>
Monday, July 09, 2012	Hyra	Classes at CESA.
Tuesday, July 10, 2012	Hyra	Classes at CESA.
Wednesday, July 11, 2012	Hyra	Classes at CESA.
Thursday, July 12, 2012	Hyra	Travel to Marseille and dinner.
Friday, July 13, 2012	Hyra/Dukes	Morning: Tour of Rue de la Republique. Afternoon: Exploration of Marseille's port and gentrifying neighborhoods.
Saturday, July 14, 2012	Dukes	Free time and return from Marseille.
Sunday, July 15, 2012	Dukes	Classes at CESA.
Monday, July 16, 2012	Dukes	Classes at CESA.
Tuesday, July 17, 2012	Dukes	Day trip to Zurich. Meet with Sigrun Rohde, planner.
Wednesday, July 18, 2012	Dukes	Classes at CESA.
Thursday, July 19, 2012	Dukes	Classes at CESA. Video conference with Professors Hall and Hyra.
Friday, July 20, 2012	Dukes	Students depart.

## **Module 1: Sustainable Development and Europe**

Like other courses with the word ‘sustainability’ in the title, the motivation of this course stems from a dissatisfaction with the current state of the world and from a desire to identify more positive – i.e., less environmentally and socially destructive – development pathways. It could be argued that the main driving forces that have sent us in the wrong (unsustainable) direction are the same forces, but differently fashioned and designed, that could be used to reverse course and improve the state of the world.

Since the late 1980s, the idea of sustainable development has received growing attention from government agencies, businesses, non-government organizations, and civic groups. As a result, it can now be found behind many public policy initiatives and business activities in virtually all sectors of the economy. Yet, people using the idea often lack a firm grasp of the origins of the concept.

This first module will lay the foundation for a common understanding of sustainable development. We will explore the emergence of sustainable development and will review and discuss several critical ideas frequently used when describing the concept. Further, given the importance placed on innovation as an engine of “green” growth/development, we will review the idea of innovation and the role of businesses and government in promoting innovation for sustainability. Each student will then apply their knowledge of sustainability to critically evaluate the Swiss government’s approach to sustainable development.

This module will consist of lectures, classroom discussions, and group/individual activities based at the Riva facility. During the module, the group will travel to Bern to meet with key actors in the area of sustainable development in Switzerland and the EU.

Having successfully completed this module, students will be able to:

- articulate the history and evolution of sustainable development;
- describe core theories related to sustainable development; and
- analyze the Swiss development/growth strategies in the context of sustainable development.

This module accounts for 30% of the overall grade. The percentage distribution of the grade for this module is as follows:

- Class participation (20%)
- Class presentations (30%)
- Individual assignment (50%)

Readings will be made available online and students will have to research their own case study.

## Module 1: Sustainable Development and Europe

Date	Time	Description	Reading Material
Tuesday, June 26	9:00-10:40	<b>Introductions</b> 'Get to know you' exercise Student photos Introduction to student blogs	Required: <ul style="list-style-type: none"> <li>Ashford and Hall (2011) <i>Overview – Technology Globalization, and Sustainable Development. Read pages 1-15.</i></li> <li>Dernbach (2011) <i>Creating the Law of Environmentally Sustainable Economic Development. Read pages 614-617.</i></li> <li>Sustainability Timeline, 1951-2012.</li> </ul>
	10:40-11:00	Break	
	11:00-12:00	<b>Defining and Measuring Development and Sustainable Development (your perspectives)</b>	
	12:00-13:00	<i>Lunch</i>	
	13:00-14:00	<b>Group Discussion of Development and Sustainable Development</b> The importance of framing and understanding <i>your</i> own perspective on development	
	14:00-16:00	<b>Daniela Doninelli: Introduction to the Villa and tour of Riva</b>	
	16:00-17:00	<b>Review of Syllabus and Skype conference with Derek Hyra and Frank Dukes</b>	
	Evening	<b>Reading Assignment</b> 20:00 – 21:00 Dr. Hall will be available in the main classroom to help students set-up their individual blogs	
Wednesday, June 27	9:00-10:30	<b>The Emergence of Sustainable Development</b> The transition from conventional development to sustainable development	
	10:30-10:50	<i>Break</i>	
	10:50-12:00	<b>Video - Rachel Carson's Silent Spring (followed by group discussion/debate)</b>	

Date	Time	Description	Reading Material
	12:00-13:00	<i>Lunch</i>	Each student will assigned an individual set of readings as part of the "Sustainability Concepts" exercise
	13:00-14:30	<b>Video – Tim Jackson’s Prosperity Without Growth (Followed by group discussion/debate)</b>	
	14:30-14:50	<i>Break</i>	
	14:50-17:00	<b>Globalization and Sustainability</b>	
	<b>Evening</b>	<b>Reading Assignment</b>	
<b>Thursday, June 28</b>	9:00-9:30	<p><b>Discussion of the Student Exercise on "Sustainability Concepts"</b></p> <p>Concepts that may be reviewed by students include:</p> <ol style="list-style-type: none"> <li>1. Externalities: The polluter pays principle, the Coase theorem, and the tragedy of the commons</li> <li>2. The precautionary principle</li> <li>3. The Environmental Kuznets Curve (EKC)</li> <li>4. Weak versus strong sustainability</li> <li>5. The capital model</li> <li>6. The steady-state economy (SSE)</li> <li>7. Decoupling</li> <li>8. Closed-loop thinking (William McDonough)</li> <li>9. Perspectives on equity/equality (Rawlsian versus utilitarian thinking)</li> <li>10. The importance of integrated thinking</li> <li>11. The "green" economy (as defined by the Rio+20 literature)</li> <li>12. The role of innovation in achieving sustainable development</li> <li>13. The role of government in promoting innovation/change for sustainable development</li> <li>14. Sustainable employment</li> <li>15. Peak oil</li> </ol>	
	9:30-12:00	<b>Individual/Group Work (reading and research on assigned concept)</b>	

Date	Time	Description	Reading Material
	12:00-13:00	<i>Lunch</i>	Required: <ul style="list-style-type: none"> <li>• The Swiss Government's Sustainable Development Strategy 2012-2015.</li> <li>• The Swiss Government's Guidelines for Sustainable Development Policy</li> </ul>
	13:00-14:00	<b>Individual/Group Work (reading and research on assigned concept)</b>	
	14:00-15:30	<b>Individual/Group Work (reading and research on assigned concept)</b>	
	15:30-15:50	<i>Break</i>	
	15:50-17:20	<b>Individual/Group Work (reading and research on assigned concept)</b>	
	Evening	<b>Reading Assignment</b> 20:00 – 21:00 ( <i>If needed</i> ) Dr. Hall will be available in the main classroom to help students set-up their individual blogs	
Friday, June 29	9:00-10:30	<b>Student Presentations/Discussions of " Sustainability Concepts"</b>	
	10:30-10:50	<i>Break</i>	
	10:50-12:00	<b>Student Presentations/Discussions of " Sustainability Concepts"</b>	
	12:00-13:00	<i>Lunch</i>	
	13:00-14:30	<b>Student Presentations/Discussions of " Sustainability Concepts"</b>	
	14:30-14:50	<i>Break</i>	
	14:50-17:00	<b>Student-led Discussion on the Swiss Government's Sustainable Development Strategy 2012-2015</b>  <b>Group Exercise: Development of questions for the Federal Department of Foreign Affairs (FDFA) and the Department of the Environment, Transport, Energy, and Communications (DETEC) on the Swiss Government's Sustainable Development Strategy 2012-2015</b>	
Evening	<i>Free time</i>		
Saturday, June 30	-	<i>Free time</i>	
Sunday, July 01	Morning	<i>Free time</i>	

Date	Time	Description	Reading Material
	<b>Afternoon</b>	Travel to Bern	
<b>Monday, July 02</b>	<b>10:00-11:00</b>	<b>Meet with the U.S. Ambassador to Switzerland</b>	Required: <ul style="list-style-type: none"> <li>• Swiss Cleantech Report (2011)</li> </ul>
	<b>12:30-14:30</b>	<b>Meet with the FDFA and DETEC</b>	
	<b>Evening</b>	<b>Reading</b>	
<b>Tuesday, July 03</b>	<b>Morning</b>	<b>Meet with Fabian Streiff at the University of Bern</b>	
	<b>Afternoon</b>	Travel back to Riva	
	<b>Evening</b>	<b>Work on Individual Assignment</b>	
<b>Wednesday, July 04</b>	<b>9:00-17:00</b>	<b>Work on Individual Assignment at the CESA Facility</b> During the day, I will hold a 20-minute consultation with each student to discuss your progress on your individual assignment.	
	<b>Evening</b>	<b>Finalize individual assignment and submit by 11pm.</b>	

## **Module 2: Sustainable and Equitable Neighborhood Development**

Having formed a solid foundation on the concept of sustainable development, the second module will focus on the social equity component of sustainability by interrogating notions of ethnic/racial diversity, social exclusion, and neighborhood regeneration within metropolitan areas in Europe and the United States. The module explores cross-nationally the redevelopment of neighborhoods that suffer from physical and social deprivation. We will investigate the relationships among race/ethnicity, social housing initiatives, and economic development policies, and explore how these relationships in different contexts contribute to circumstances in socially-excluded communities. We will not only assess the ways in which a range of nation-state policies contribute to creation of socially-excluded neighborhoods but we will also explore different nation-state policies that have attempted to alleviate ill conditions through forming socially integrated, mixed-income communities.

In this module we investigate and compare urban areas in France and the US. These countries are ideal settings to investigate and compare social exclusion and neighborhood regeneration for at least two reasons. First, despite having different notions of citizenship, welfare states, and immigration histories, since the mid-20<sup>th</sup> century, both countries have had an increase in the number of disadvantaged minority neighborhoods, and these distressed areas have spawned civil unrest. Second, both countries in the 2000s have attempted to improve these disadvantaged areas, with various housing and community development policies, in an attempt to produce more sustainable, integrated and equitable neighborhoods.

Having successfully completed this module, students will be able to:

- understand how various states and cultural contexts reproduce, and yet attempt to address, place-based social inequality;
- describe and assess various housing and community development policies associated with the creation of, and conditions in, socially excluded communities; and
- articulate the ways in which race and ethnicity relate to circumstances in, and the redevelopment of, socially excluded neighborhoods in Western Europe and the United States.

This module accounts for 30% of the overall grade. The percentage distribution of the grade for this module is as follows:

- Class participation (20%)
- Class presentations (20%)
- Individual paper (60%)

Readings will be made available online.

**Module 2: Sustainable and Equitable Neighborhood Development**

Date	Time	Description	Reading Material
Thursday, July 05	8:00 – 9:00	<i>Breakfast</i>	Campbell 1996; Hyra 2012a  de Laforcade 2006; Pan Ke Shon 2010; Murray 2006; Murphy 2011; Mitchell 2011
	9:00 – 11:30	<b>Introduction to the Topics of Social Equity, Housing and Neighborhood Development</b>	
	11:30 – 13:00	<i>Lunch</i>	
	13:00 – 15:00	<b>Housing Segregation and the 2005 Riots</b>	
	15:00 – 16:30	<b>Reading Period</b>	
	17:00 – 18:00	<i>Dinner</i>	
Friday, July 06	8:00 – 9:00	<i>Breakfast</i>	Wacquant 2008; Dikec 2007
	9:00 – 11:30	<b>Comparing the US Black Belts and the French Red Belts</b>	
	12:00 -	<i>Free Time.</i>	
Saturday, July 07	All Day	<i>Free Time.</i>	
Sunday, July 08	All Day	<i>Free Time.</i>	
Monday, July 09	8:00 -9:00	<i>Breakfast</i>	Preteceille 2007; Sibalis 2004 Megerle 2008; Ingram 2009  Joseph 2007; Bacque et al. 2011; Kleinhans 2004; Talen 2012; Hyra 2012b
	9:00 – 12:00	<b>Gentrification in France</b>	
	12:00 – 13:00	<i>Lunch</i>	
	13:00 – 15:30	<b>Mixed-Income Neighborhoods, Equity and Sustainability</b>	
	16:00 – 17:00	<i>Dinner</i>	

Date	Time	Description	Reading Material
<b>Tuesday, July 10</b>	8:00 – 9:00	<i>Breakfast</i>	
	9:00 – 11:30	<b>Discussion of Final Paper Topics and Individual Research</b>	
	12:00 – 13:00	<i>Lunch</i>	
	13:00 – 16:00	<b>Individual Research for Final Papers (cont.)</b>	
	16:30 – 17:30	<i>Dinner</i>	
<b>Wednesday, July 11</b>	8:00 – 9:00	<i>Breakfast</i>	
	9:00 -11:30	<b>Individual Research for Final Papers (cont.)</b>	
	12:00 – 13:00	<i>Lunch</i>	
	13:00 -16:00	<b>Student Presentation on Papers</b>	
	17:00 -18:00	<i>Dinner</i>	
<b>Thursday, July 12</b>	7:30 – 8:30	<i>Breakfast</i>	
	8:30 -	<b>Depart for Marseille, Hostel Check-In and Dinner</b>	
<b>Friday, July 13</b>	8:00 – 9:00	<i>Breakfast</i>	
	9:00 – 12:00	<b>Tour of Rue de la Republique</b>	
	12:00 – 13:00	<i>Lunch</i>	
	13:00 – 16:00	<b>Guided Tour of Port and Gentrifying Neighborhoods or Northern Quarters</b>	

### **Module 3: Sustainability and European Practices of Conflict Transformation and Collaborative Planning: Challenges of Immigration, Multi-Culturalism, and Post-Conflict Development**

In the final module, we will examine how European communities are addressing the conflicts that efforts to promote sustainability engender, through conflict transformation and collaborative planning processes. As populations grow and economies suffer, pressures on historic and natural resources mount. These issues offer particular challenges because of their impacts on multiple communities and levels of government, and on so many inter-related issues – health, community development, immigration, housing, transportation, water, and beyond – and because the consequences of these issues are so profound to individual and community life.

The President’s Commission on Sustainable Development has found that such conflicts “increasingly are exceeding the capacity of institutions, processes, and mechanisms to resolve them. Adversarial administrative, legal, and political processes ... typically stress points of conflict, dividing communities and neighbors. What is usually missing from the process is a mechanism to enable the many stakeholders to work together to identify common goals, values, and areas of interest through vigorous and open public discussion.” Sustainable solutions, then, require overcoming the barriers of fragmented knowledge and governance – the disconnections within and among science and government and the public sphere – as well as the barriers of race, ethnicity, class, and other elements of communal conflict.

We will include case studies in three very different EU countries where sustainability encounters these complicating issues – Marseilles, France (immigration and multi-culturalism); Zurich, Switzerland (integrating old with new); and Belfast, Northern Ireland (legacies of conflict). For each of these cases we will examine how they are confronting these challenges through collaborative planning and conflict transformation.

Having successfully completed this module, students will be able to:

- describe the challenges and benefits to sustainability that immigration, multi-culturalism, and legacies of conflict and violence bring; and
- design a collaborative planning process that addresses diverse and conflicting interests and promotes sustainable decision.

This module accounts for 30% of the overall grade. The percentage distribution of the grade for this module is as follows:

- Active class participation, attendance, demonstration of mastery of readings (40%)
- Case presentations for three case studies (10%)
- Conflict assessment and process design (group presentation) (50%)

**Module 3: Globalization, Immigration, and Post-Conflict Rebuilding**

Date	Time	Description	Reading Material
Friday July 13	TBA (mid-afternoon)	Case Study One: Marseilles (immigration and multi-culturalism)	"Marseille's Melting Pot", <i>National Geographic</i> . <i>Living Together</i> . (scan the document; read the portions relating to Marseille)
Saturday, July 14	-	<b>Bastille Day</b> Free time, return to Riva San Vitale	
<u>Sunday, July 15</u>	8:30–13:00	<i>Morning free</i>	
	13:00–14:00	<b>Immigration, Diversity and La Ligue des droits de l'Homme (League of Human Rights) in France</b>	
	14:00–15:00	<b>Students prepare presentations about Marseille</b> Share key items from blog: questions, concerns, lessons.	
	15:00–15:20	<i>Break</i>	
	15:20–16:30	<b>Student presentations about Marseille</b>	
	Evening	<b>Work on individual assignment as needed</b>	
Monday, July 16	9:00 – 10:00	<b>The Nature of Divided Societies</b>	Scott Bollens. <i>City and Soul in Divided Societies</i> . Pages 3-20
	10:00-12:00	<b>Exercise 1: Dialogue vs. Debate</b>	"From Diatribe to Dialogue". Chasin et al.
	12:00-13:00	<i>Lunch</i>	
	13:00-13:30	<b>Principles of Conflict Transformation</b>	Saunders, H. and Slim, R. "Dialogue to Change Conflictual Relationships." Various Dukes writings.

Date	Time	Description	Reading Material
	13:30-14:30	<b>Exercise 2: Role Play</b>	
	14:30-14:50	<i>Break</i>	
	14:50-17:00	<b>Group project work.</b>	
	Evening	Individual assignments.	
Tuesday, July 17	early - TBA	<b>Travel to Zurich: Public engagement for sustainability planning</b>	
	TBA.	<b>Case Study: Zurich</b> (integrating old with new) Meet with Sigrun Rhode, who works on sustainability and public participation processes in the City of Zurich.	<i>Community Participation: Who Benefits?</i> Skidmor et al.
	TBA.	Return to Riva San Vitale in evening	
Wednesday, July 18	8:30-9:40	<b>Student presentations about Zurich</b> Share key items from blog: questions, concerns, lessons.	
	9:40-10:00	<i>Break</i>	
	10:00 a.m.	<b>Legacies of Conflict: Righting Unrightable Wrongs</b> <b>Case Study: Belfast, Northern Ireland.</b>	"Walls Apart." Claire Hackett. <i>The Troubles</i> . Tim Pat Coogan, Chapters One and Two. <i>Communities in Transition</i> , INCORE Research Report. "Dealing with the Past." Leah Wing.
	12:00-13:00	<i>Lunch</i>	
	13:00-14:10	<b>Continue Belfast case</b>	
	14:10-14:30	<i>Break</i>	
	14:30-16:00	<b>Exercise 4: Conceiving and Conducting a Collaborative Process</b>	
	Evening	Individual assignments.	

Date	Time	Description	Reading Material
Thursday, July 19	9:00-10:00	<b>Student presentations about Belfast</b> Share key items from blog: questions, concerns, lessons.	
	10:00-11:00	<b>Building the Collaborative Community/Collaborative Governance</b> Is collaborative governance possible? Is collaborative democracy real? What is the future of collaboration in Europe and how is that linked to sustainability?	Dukes, "The Promise of Community-Based Collaboration: Agenda for an Authentic Future." In Dukes, Firehock and Birkhoff.
	11:00-12:00	<b>Preparation for student group presentations</b>	
	12:00-13:00	<i>Lunch</i>	
	13:00-15:00	<b>Final Group Presentations</b>	
	15:00-15:30	<i>Break</i>	
	15:30-16:00	<b>End of course video conference with Professors Hall and Hyra</b>	
	Evening	<b>Celebration</b>	
Friday, July 20		<b>Leave Riva</b>	