AAC&U WEBINAR

Fostering Civic Consciousness through Creativity-Based Pedagogy

Thursday, November 14, 2019
Livestreaming at 1:30 p.m. ET
Use Q&A for:
Panel discussion

Use Chat for:
Technology support

#AACUcivic

Slides and recording will be posted online:
www.aacu.org/webinar/fostering-civic-consciousness-through-creativity-based-pedagogy
Webinar Presenters

Moderator

Carol-lynn Swol
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Overview of the Presentation

This webinar is divided into three sections with the last section being a Q&A section

- Today you will learn how faculty teaching in the creative majors are fostering a civic consciousness through departmental design and though course projects that can be models for adoption by faculty seeking to foster civic ideals in a new way.

- You will learn how an art core curriculum program was reconceived and restructured to foster an attention to big ideas and social impact setting the stage for a sustained focus on important issues.

- You will learn how an intro-level project-based course with ~150 students is managed for high-impact learning experiences as students consider the social impact and civic engagement needed to design and create physical space.

- You will learn how a focus on diversity has been integrated into the art and design major as a part of a campus strategic plan teach from an intersectional point-of-view.
Methods to Infuse Creativity into Project-based Curriculum

Shaping society through civic LEARNING

Content
- Curiosity
- Self-initiated
- Internal catalyst

Values & Collective Action

Dialogue
- Iterative process
- Critique / discussion
- Public presentation

CREATIVE ENERGY

Ambiguity
- Coherence
- Risk-taking
- Building trust

Technical SKILLS specific to focus / discipline
Part One

Fostering a civic consciousness in the project-based art/design studio courses - sharing the why and the how with three campus examples.
James Enos
Assistant Professor of Art; Area Chair of Studio Art Core;
University of Georgia, Lamar Dodd School of Art
james.enos@uga.edu
WHAT IS IT for WHAT IS IT replacing

Designed for program wide impact—
Shifting from Foundations to Studio Art Core

- INTRODUCING IDEAS AS MEANS
- BECOMING MORE RELATIONAL
- SPANNING ALL AREAS

SHARED VALUES
Conceptual development directions
Alternative forms of process
Self-directed project origination
Diversifying dialog across all areas of study
Exploring contemporary themes via practice
Making, thinking, and meaning in concert
Recursion, iteration, and refinement

SIMILAR GOALS
Assisting young creatives in generating sustainable future practices
(ultimately of their own design / antagonism / pleasure / agency)
Investigating issues of social responsibility and citizenship
Increasing critical intent within undergraduate education
CENTRAL questions

- how might student interests, personal histories, and roles within much larger societal systems of production—as they come into question—serve to provide responses to unknowns and labor to develop agency while embracing uncertainty?

- rather than worrying entirely about an artwork (as a finished product), how might foundational pedagogy better emphasize approaches to both collaborative and process-based work via reflection, mapping, taxonomy, conversational cuing and instructional gaming?
## Circuit of Methodological Studios

<table>
<thead>
<tr>
<th>OBJECT</th>
<th>TIME</th>
<th>SURFACE</th>
<th>SPACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
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<td>A</td>
<td>B</td>
<td>C</td>
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<td>B</td>
<td>C</td>
<td>D</td>
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</tbody>
</table>

**Thematic Units**
- Personification
- Narrative
- Digression
- Labor/Systems

**Exhibition**

**Group**
- McClellan
- Kelly
- Britton
- Enos

**Final Week**

**Instructor of Record**

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**AAC&U Webinar**

Fostering Civic Consciousness through Creativity-Based Pedagogy
People, Planet and Profit: Building Sustainable Places

“We do not inherit this land from our ancestors; we borrow it from our children.”

- Haida Indian saying

Students will:
1. Select, critically evaluate, and apply relevant areas of applied sustainable practice as it pertains to architecture, planning, preservation and real estate development.
2. Demonstrate an ability to collaborate in order to bring about a successful outcome.
3. Recognize how an application of scholarship affects or is affected by political, social, cultural, economic or ethical dimensions.
4. **Produce an original analysis, project, creative work, performance or other scholarly work that reflects a body of knowledge relevant to the course.**
5. Demonstrate an understanding of the complexities involved in funding, implementing and maintaining sustainable projects at the local community level.
COURSE DETAILS

Approximately 150 undergraduate students – varying class levels & majors
“AN INTELLECTUAL APPRENTICESHIP”
What Makes This Class So Important!

It helps students find their voice
How? Four Goals for Each of my Classes

1. Make the class relevant
2. Ignite a passion for learning
3. Build community
4. Encourage good citizenship – critical thinking and empowerment. Every class I demand participation – high expectations
   – Questioning in a “gentle” way
What will you do?
“Every human being is an artist. . .
Called to participate in
Transforming and reshaping
The conditions, thinking and structures
That shape and condition our lives.”

-JOSEPH BEUYS
German Artist (1921-1986)
The Power of Place in Transforming Communities
Two Projects to Promote Civic Values Through Creativity

Sustainable Placemaking: Building Community (individual)

CITY Project (group)

In a class of +100 undergraduates, from every school on campus!
Sustainable Placemaking: Building Community Project

Each student reimagines a public space in 3 ways:

1. Makes it more Sustainable
2. Fosters Placemaking
3. Builds Community
“Sustainable Placemaking: Building Community” Project (210 points) – 6 Parts

- **Part 1** is due **Feb. 22\(^{nd}\)** (20 points) – open your blog; identify 1 public place you LOVE and WHY; and 1 public space you do not love. Start recording reflections on class materials; ideas that you like, etc.

- **Part 2** is due **March 8\(^{th}\)** (40 points) – 2 to 5 minute introductory video of public place you will study; answer # of questions in your blog

- **Part 3** is due **March 29\(^{th}\)** (40 points) – Complete Field Report. Develop a vision for the site.

- **Part 4** - Peer assessment **March 29\(^{th}\)** and **April 5\(^{th}\)** (30 points)

- **Part 5** – Outline of final plan **April 19\(^{th}\)** (20 points)

- **Part 6** is due **May 3\(^{rd}\)** (60 points) – final video and blog that incorporates student/faculty critiques; ideas re: funding and long-term maintenance
• Phased-approach to change that begins with a short-term commitment and realistic expectations that can start quickly and often at low costs.

• It targets public spaces, is low risk, with possibly high rewards.

• Mix of stakeholders including partners from public, private and nonprofit sectors as well as community groups.
THE GREAT UNVEIL OF PRINCE FREDERICK PLAZA

May 4, 2017 | Project Part #5

THE IDEA:
My Sustainable Placemaking Project has turned into something truly special and I have decided to name it Prince Frederick Plaza due to its proximi...
KEY Point: Students pick their own public space

A Few Examples
Prince Frederick Plaza is the rectangular grassy area in front of the main entrance to Prince Frederick Hall.

It is currently an open patch of green grass with quality soil.
part 3: field report & plan

Provide the date, time, and location of your 30-minute observation period.

5:53 - 6:23 pm March 27th, 2017, steps of Carroll Hall.

What were the weather conditions during your observation period?

74 degrees, sun setting. The weather definitely affected the amount of people in the space because usually there is not as many people walking through it.

What sensory impressions did you experience while observing your place? For example – sights, sounds, textures, smells, etc.

People talking, birds chirping, cars driving by, air conditioner unit blowing, door slamming, concrete slabs, green grass, water vapor from smokestack, smells like grass and dirt, bus goes by every 10 minutes.

<table>
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<tr>
<th>Activity</th>
<th>Occurrences</th>
<th>Time Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking</td>
<td>48</td>
<td>30-45 sec</td>
</tr>
<tr>
<td>Biking</td>
<td>7</td>
<td>10 sec</td>
</tr>
<tr>
<td>Talking on the phone</td>
<td>2</td>
<td>60 sec</td>
</tr>
<tr>
<td>Coming out of Carroll Hall</td>
<td>11</td>
<td>30 sec</td>
</tr>
<tr>
<td>Going into Carroll Hall</td>
<td>17</td>
<td>30 sec</td>
</tr>
<tr>
<td>Walking a dog</td>
<td>1</td>
<td>45 sec</td>
</tr>
<tr>
<td>Walking with friends</td>
<td>30</td>
<td>60 sec</td>
</tr>
</tbody>
</table>
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Figure 1: These before and after images of McKeldin Plaza show how Light and Pratt Street are reconfigured. The merging lane from Light Street to Pratt Street will be removed and replaced with a "T-shaped" intersection. This will ease traffic congestion and make the plaza safer for pedestrians. It will also seamlessly integrate the plaza as part of the Inner Harbor.

This is a picture that I created similar to my suggestion of the 'U Amsterdam' letters above. I have heard lots of positive feedback with this idea from friends and peer review. Something like this would gather a lot of school pride. It incorporates the school colors and would be large enough for multiple to climb on and take pictures. I am unsure if this is the best space for it because it is somewhat hidden, but I think it looks nice with the background and scenery around it. I don't think that this is expensive at all, and I think it would certainly add to the space.
Welcome to the LT. RICHARD COLLINS III MEMORIAL GARDEN

OPENING APRIL 1, 2018

Join us in honoring the life of Lt. Collins III at the new memorial garden located at the intersection of Route 1 and College Ave, in between Montgomery Hall and Bagel Place. Food will be provided by Potbelly Sub Shop and Pizza Kingdom at 5pm.

Villages of Dorchester at Arundel Mills Improvement Plan 2019

Support the community

Want direct walkability from your community to Arundel Mills? Ready for a community lake and amphitheater? Want to liven up the neighborhood? It's all coming here! Support the Villages of Dorchester at Arundel Mills Improvement Plan. We want your input and support! Get involved through Villages of Dorchester Homeowners Association.

Estimated Date of Project completion: December 2018

Get the details and get involved at https://visitpotomacmd.wordpress.com/

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Fostering Civic Consciousness through Creativity-Based Pedagogy
Final Pitch Video to Local Government Officials, Funders and Community Members
Placemaking at the Urban Scale

Mock National League of Cities Convention

Where is the next “hot” city?
<table>
<thead>
<tr>
<th>Working Groups</th>
<th>Forum Group</th>
<th>Assigned CITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>A</td>
<td>St. Louis, MO</td>
</tr>
<tr>
<td>3 &amp; 4</td>
<td>B</td>
<td>Newark, NJ</td>
</tr>
<tr>
<td>5 &amp; 6</td>
<td>C</td>
<td>Detroit, MI</td>
</tr>
<tr>
<td>7 &amp; 8</td>
<td>D</td>
<td>New Orleans, LA</td>
</tr>
<tr>
<td>9 &amp; 10</td>
<td>E</td>
<td>Charleston, SC</td>
</tr>
<tr>
<td>11 &amp; 12</td>
<td>F</td>
<td>Birmingham, AL</td>
</tr>
<tr>
<td>13 &amp; 14</td>
<td>G</td>
<td>Oklahoma City, OK</td>
</tr>
<tr>
<td>15 &amp; 16</td>
<td>H</td>
<td>Houston, TX</td>
</tr>
</tbody>
</table>
Some of the most wicked issues our country faces today relate to real estate development and land use policy.

Instead of a Final Exam, groups represented their assigned city at a mock convention sponsored by the National League of Cities and addressed some of these issues.

**Purpose:** Attract Generation Z and Millennials start-up businesses to the group’s city.
Your city leadership has decided to focus on Gen Z and Millennials for several reasons:

1. Together, these groups make up a sizeable percentage of Americans.
2. A large percentage of persons in these groups are entrepreneurial and are able to “think outside the box”
3. Many persons in this group are interested in 4 areas that your city government has chosen to emphasize:
   a. Sustainability  
   b. Resilience  
   c. Innovative Ways to Plan  
   d. Affordable Housing
Shylah Hamilton
Chair, Diversity Studies; Assistant Professor, First Year Core Studio; California College of the Arts
shamilton@cca.edu
Diversity Studies and the First-Year Experience
Part Two

Fostering a civic consciousness in the project-based art/design studio courses - best practices that can be adapted or adopted for non-studio art/design courses.
James Enos
Assistant Professor of Art; Area Chair of Studio Art Core;
University of Georgia, Lamar Dodd School of Art
james.enos@uga.edu
Utilizing methodologies which hope to propose dialogical aesthetics as outcomes in and of themselves, and in turn, deepen shared spatial literacies alongside student/artists

Starting with assumptions regarding how our students see and/or are being mediated—
Place

drifting; associated
w/civic imagination,
power, mapping, or
daily life—

Icebreaker:
Walking circle—1) place, 2) location, 3) period, 4) history of, 5) object, 6) desire, 7) treasure

COMPARATIVE EXPERIENCE EXERCISES

Enviro-collage / Assemblage:

Materials—
Found, ephemeral, discarded, recycled, natural, *non-living*

Tool—
No larger than your arm (invent multiple unique uses for it)

Sites—
Interiority (School of Art) vs. exteriority (Lake Herrick)
Transition collaboratively—
Roundtable/game ideas openly, narrowing down individual descriptive words and the like to 3 possible project ideas. List one word for each of following:

- idea/title
- material
- process/technique
- site

Execute—
A temporary 'public' project larger than three people, with shared labor exploring structure, tool, technique, material, enclosure, space, light, time, being, etc. amidst class discourse.

But what are we trying to transition into?

‘Publics’ as discursive spatial and networked performances for engaging models of social learning, political and economic network capacities—

How can the history of our (your) discipline serve as a guide?
Rigorous debates surrounding participatory and community based practices—questions, directions, histories, trust/distrust, expectations, etc.
WHAT might we imagine
WE ARE sharing...

What knowledge is not being represented within the university or municipality?

Gauging intuitive vs. cognitive responses—
Asking questions about the self
Soliciting both calculated and uncalculated responses

Examining cultural bias / unveiling aesthetic prejudice—
Asking questions about the other, i.e., positions, places, roles, power
Using divergent thinking as participatory design and civic strategy

EXPERIENCE
Iterative works and probing conversations

THEMATIC EXPLORATION
Providing an overview of issues / creative practices
Surveying cases of identity, process/labor, place, utopia/dystopia, and narrative
WHAT conversations can we have?

Romancing The Looky-Loos, & Unbreak My Heart An Overture…


What conversations are you a part of already?

What skills, interests do you wish to nurture/grow?

How do these relate?

Do you feel there is a culture you are a part of, or producing within?

What influences your ideas?

1. What is the difference between spectator and participant?
2. What is selling out?
3. What like minded communities are visible to you?
4. Difference between underground & mainstream
5. Studying art in a university; how does it work?
   - what are the advantages/disadvantages

Group definitions, responses and discussion
WHICH discussions serve as links?

WHICH discussions define themselves only in opposition to that which is perceived as dominant?

POSSIBLE BEGININGS:

- How is globalization a part of your identity?
- How do you evaluate a “national conversation” in respect to yourself? (Discuss family and media induced stress concepts.)
- How might you define your lens “transnationally”? (Echo chambers, self-reflection tools vs. reinforcing a single world view.)
- Where, how, and who—does access to “stuff” relate to experiences of connectivity? (Tell a story about something you once found or stumbled across.)
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In the end—

Working with examples that help to defamiliarize the environment/region in which you live…

So what is happening outside the studio?
Proposing ‘space’ as a mode of speculative content production.

Acknowledging the many systems of world building that we are engaged in / experiencing with others . . .
Heidi Bulich
Faculty Affiliate, University of Maryland–College Park
hbulich@umd.edu
Business Law

“The most important office. . .that of private
- Hon. Louis Brandeis, Associate Justice, US Supreme Court

Students will:
1. Become acquainted with the essential processes by which laws are created and changed and through which legal disputes are resolved **so that they can be more effective participants in these processes.**
2. Learn how to recognize and manage legal risks in business decision-making.
3. Recognize the importance of law and ethics in everyday business decisions.
4. Develop critical thinking and negotiation skills.
5. **Understand the importance of the rule and the role of law in American society.**
Content Courses

- Placemaking
- Sustainability
- Introduction to Law
- Public-Private Partnerships
- Planning
- Eminent Domain
- Resiliency
- Climate Change Policy
- Innovative Ways to Plan
- Fair Housing
- Historic Preservation
- Tax
- Transportation
- Brownfield Redevelopment

- American Legal System
- Constitutional Law (Federalism, Separation of Powers, 1st, 4th, 5th and 14th amendments)
- International Law
- Contracts
- Corporate Law
- Torts (Intentional, Negligence, Product and Strict Liability)
- White Collar Crime
- Business Ethics
- Personal, Real, and Intellectual Property Law
The Mechanics

- Hire undergraduate TAS who took the class
- Assigned seating
- Comprehensive, organized and current course website
- Rubrics - students know how to meet high expectations. There are no surprises and they are objective - same rules for everyone!
- Use relevant topics that students care about to explain difficult concepts
- Groups - help students find their voices
### Project Part 6 - Assessment Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final vision (description &amp; photos)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>14.0 pts Excellent</strong></td>
<td>Student presented a thoughtful final vision of his/her chosen place. Student explained in clear detail his/her plan for redeveloping this site. He/she fully explained how the vision addressed peer/faculty/TA feedback received, and incorporated what he/she learned from the course. Student posted at least 5 photos that illustrate his/her vision, and outlined in detail how each image represents a way to make his/her place more sustainable/build community.</td>
<td>14</td>
</tr>
<tr>
<td><strong>12.0 pts Sufficient</strong></td>
<td>Student described his/her final vision for the place, but did not fully explain how the vision addressed feedback received, or incorporated what he/she learned from the course. Student posted at least 3 photos that illustrate his/her vision, but it was not clear how the images represent a way to make his/her place more sustainable/build community.</td>
<td>12</td>
</tr>
<tr>
<td><strong>7.0 pts Minimal</strong></td>
<td>Student described his/her final vision for the place, but offered little to no explanation for how the vision addressed feedback, or incorporated what he/she learned. Student posted at least 1 photo, but did not include any description(s) of the image(s).</td>
<td>7.0</td>
</tr>
<tr>
<td><strong>4.0 pts Insufficient</strong></td>
<td>Student briefly described his/her final vision for the place, but included no other information. No photos were posted.</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>0.0 pts Unacceptable</strong></td>
<td>Student's blog has no final vision OR vision was posted after the deadline.</td>
<td>0.0</td>
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**Plan for Redefinition**

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<tr>
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<th>18.0 pts</th>
<th>15.0 pts</th>
<th>9.0 pts</th>
<th>5.0 pts</th>
<th>0.0 pts</th>
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“We alone consider the man who refuses to take part in city affairs useless.” Pericles

First, Students need to see this class MATTERED
   – They were going to be learning about subjects that were relevant to their lives

Second, At the same time, I wanted my students to get comfortable talking in class – expressing their views – finding their voice

Need to build TRUST
   – With me
   – With fellow students – Students then will help each other learn. The classroom will not be a lonely place – there is always someone to talk to
Groups

Working Groups – Approximately 5 students/Working Group.

- Combine with another Working Group to work on Discussion Forums together. 1 leader/DF
- Most in-class Group work

Forum Groups – Approximately 10 students/Forum Group.

- Groups of 10 students work together on DF
- Each Forum Group also assigned a city to examine for CITY project.

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Assume that your Group provides counsel to the Governor of Maryland. Due to fiscal constraints, the state can only choose 1 of these communities to protect from flooding caused by an increase in severe storms.

Which will it be? What factors did you consider? Are there other options the Governor should consider?

Ocean City, MD

Ellicott City, MD
Video that Explains How They Work

You can see how these Online Discussion Forums work by watching this short video.

DUE DATES & DELIVERABLES

The topics and due dates of the 5 Online Discussion Forums are listed below -- detailed instructions will be provided under each Assignment. You can access the forums by using the Discussions OR Assignments navigation link.

<table>
<thead>
<tr>
<th>FORUM #</th>
<th>TOPIC</th>
<th>POSTS DUE (forum Due date)</th>
<th>REPLIES DUE (48 hours later)</th>
<th>LEADER SUMMARY DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Forum 1</td>
<td>Public-Private Partnerships</td>
<td>Monday, 2/25</td>
<td>Wednesday, 2/27</td>
<td>Friday, 3/1</td>
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<tr>
<td>Discussion Forum 2</td>
<td>Resilience/Eminent Domain</td>
<td>Monday, 3/11</td>
<td>Wednesday, 3/13</td>
<td>Friday, 3/15</td>
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<tr>
<td>Discussion Forum 3</td>
<td>Historic Preservation/Adaptive Reuse</td>
<td>Monday, 4/8</td>
<td>Wednesday, 4/10</td>
<td>Friday, 4/12</td>
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<tr>
<td>Discussion Forum 4</td>
<td>Fair &amp; Affordable Housing</td>
<td>Monday, 4/22</td>
<td>Wednesday, 4/24</td>
<td>Friday, 4/26</td>
</tr>
<tr>
<td>Discussion Forum 5</td>
<td>Brownfield Redevelopment</td>
<td>Monday, 5/6</td>
<td>Wednesday, 5/8</td>
<td>Friday, 5/10</td>
</tr>
</tbody>
</table>

SUMMARY

We have a problem and you identified it. Climate change has already changed the way we live and there is no reason to believe that it will not continue to profoundly shape our lives. It is necessary for us to plan for our future as never before. We are already seeing the effects of climate change all around our country. As we painfully learned with hurricanes Florence, Harvey, Irma and Maria, our cities, where millions of Americans currently live, are ill-equipped for the impending disasters. Our local, state, and federal governments are spending more and more to repair infrastructure that, in many cases, cannot prevail against the force of Mother Nature. Long-term planning is essential. As a limitless, hard choices need to be made about where to spend precious funds. Some areas just might be too vulnerable to save.
Very interesting post on the Grand Rapids Urban Market. I really like how open it is and that it operates year around. Having an open market is really great for a city such as Grand Rapids since fresh food isn’t always available in the North. I appreciated your pictures of before and after as well. I was really able to see how much the area was improved with the redevelopment. I also agree with you that the Brownfield is very similar to a P3. I am curious if they mentioned what happened to the 52,000 tons of toxic soil? Where did they "relocate" it to? Did they just dump it some place else creating another EPA issue for a community? These types of stories really bother me. I am a naturalist who loves to fish and spend time outdoors. Hearing what these large companies get away with is very disturbing.

I went once to Newark and I imagined myself there again by reading your text! I find interesting how the developer's work may change the scope of the project (in this case the development area) to adapt and benefit from specific policies. And I am glad that it happens this way, so that everyone can benefit: the private partner can make more money and avoid taking huge risks in the environmental mitigation project, and the public can enjoy the perks of having a park in the area. I agree with you: I think that it would be very difficult to have redevelopment of brownfields without the grants and loans from the governments.

This assignment was eye-opening to see the connection of corporate scandals and the current financial crisis our global economy is facing. Overall, I was quite pleased with the work of my group. I was happy to see that they all chose different topics and comments were given to every post. I learned a lot from their insightful postings, as well. I have thoroughly enjoyed working with my group this semester, and have gained a lot from their viewpoints and postings.

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National League of Cities Convention

Where is the next “hot” city?

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• Four topics many US cities struggle with today:
  1. Sustainability
  2. Resilience
  3. Innovative Ways to Address Growth: New Ways to look at Urban Planning and Real Estate Development
  4. Affordable Housing

• Four Individual HW Assignments
• Four In-class Group Activities day after HW was due
• One Final Poster that depicts semester’s work
Questions on your assigned CITY:

FEMA advises communities to engage in a three-step risk assessment process known as Threat and Hazard Identification and Risk Assessment (THIRA) that helps communities plan for anticipated threats. You will be conducting an abbreviated version of this by answering the following questions:

1. **What unique climate-related challenges to the built environment does your city face?**
2. **If they occur, what are the immediate impacts your city would experience?** For example, you might want to think about these questions: How will your residents be impacted? How will these impacts affect critical infrastructure in your city? Will your city’s public services be affected (more roads that need fixing, public transportation, limited police, fire and ER, etc.)? How will these impacts affect your city’s budget? Major employers?
3. **Now that you have considered the challenges and potential impacts, where should your city prioritize its efforts?** (If your city has a resilience plan, this can be a very helpful place to start -- see Climate Ready Boston and Pittsburg’s Resilience Strategy for reference.) For example, should your city focus its efforts on the central business district, a local college, residential neighborhoods, or historic areas? Assume that you will not be able to save everything.
4. **How should your city mitigate these impacts?** Identify options to address these specific risks by considering work done in other cities that face similar risks, and identifying tangible adaptation initiatives your city might consider. You may want to consult the Resources provided, or you are free to do your own research/use your own resources.
CITY In-class Activity

Resiliency at the City Scale

PLANNING PHASE

A RESILIENT COMMUNITY

EVALUATE:
PEOPLE, SYSTEMS, INFRASTRUCTURE, and CAPACITY

REVIEW & ADAPT
and EVOLVE to CURRENT and FUTURE CHANGE

PLAN & ADAPT
and IMPLEMENT PREPAREDNESS MEASURES

RECOVER CRITICAL SYSTEMS and INFRASTRUCTURE

RESPOND to a HAZARD
NATURAL or MAN-MADE 'SHOCK' or 'STRESS'

IMPLEMENTATION PHASE

INSTRUCTIONS

In the Discussion Forum: Resilience/Emergent Domain that was due this week, each of you was asked to identify the unique climate-related risks facing your assigned city, suggest where your city should prioritize its efforts, and explore adaptation initiatives your city might consider.

The Risks

As more people and assets become rapidly concentrated in cities and as infrastructure struggles to keep up with rapid growth, the risk from natural disasters and climate change is rising.

HOW WILL YOU COLLECT THIS INFORMATION?

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# Worksheet

## CITY Activity #2 – Resilience

Name: ____________________________ My city is: ____________________________

Each student will answer the questions below:

1. Consider what you learned about your city so far and answer the questions below:

2. Who needs to be on your resilience planning team? ____________________________

## Near term

<table>
<thead>
<tr>
<th>Top Climate Risk Facing Your City</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your city’s TOP priority area to protect – what MUST be saved (i.e.: vibrant waterfront,</td>
<td></td>
</tr>
<tr>
<td>neighborhoods, essential business district, university)</td>
<td></td>
</tr>
</tbody>
</table>

| Identify any challenges you expect in implementing these adaptation measures.                   |  |

## Long term

<table>
<thead>
<tr>
<th>Top Climate Risk Facing Your City</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your city's TOP priority area to protect – what MUST be saved (i.e.: vibrant waterfront,</td>
<td></td>
</tr>
<tr>
<td>neighborhoods, essential business district, university)</td>
<td></td>
</tr>
</tbody>
</table>

| I suggest the following adaptation measures to address this Climate Risk and to protect this priority area. |
| Consider the adaptation techniques you learned about in the Discussion Forum. You might also want to look at some of the ideas listed below. |

| Identify any challenges you expect in implementing these adaptation measures.                   |  |
Poster Contest

SUMMARY

As part of the semester-long exercise in Placemaking at the Urban Scale, your Working Group has examined a U.S. city. You looked at this city critically, considering its strengths as well as the unique challenges it faces. You have examined how your city is addressing issues such as sustainability, resiliency, planning, and affordable housing.

For your CITY Final Presentation, your Working Group will create a poster outlining what you discovered about your city over the semester, and present that poster in class on Thursday, 5/16 from 8:00am - 10:00am.
YOUR CITY NAME

Group Member Names

Resilience

Innovative Planning

Sustainability

Affordable Housing

“Moneyshot” of City/Related Graphics

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<table>
<thead>
<tr>
<th>Item</th>
<th>Improvement Needed</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content and Appeal of Poster</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear and concise materials – poster looks professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poster contains all 4 topics: Sustainability, Resilience, Innovative Planning and Affordable Housing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 1 picture to illustrate each topic</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Each topic explained in a short, professional statement</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Highlight major ideas/concepts</td>
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</tr>
<tr>
<td><strong>Delivery</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What topic(s) did student choose to present?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear that student prepared for and</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
"The role of citizens in our Democracy does not end with your vote. America’s never been about what can be done for us. It’s about what can be done by us together through the hard and frustrating, but necessary work of self-government. That’s the principle we’re founded on."
- President Obama speaking in Chicago on election night (11/6/12)
Shylah Hamilton
Chair, Diversity Studies; Assistant Professor, First Year Core Studio; California College of the Arts
shamilton@cca.edu
/// Diversity Studies\

Conjure! Sacred Art of the African Diaspora

/// First Year Program\

4D: Time-based Narrative
“I can’t accept Western values because they don’t accept me”
UBUNTU

Ubuntu is a Bantu (Zuku) term meaning "humanity." It is often translated as "I am because we are," or "humanity towards others," but is often used in a more philosophical sense to mean "the belief in a universal bond of sharing that connects all humanity."

from Google dictionary
Part Three

Q&A
Use Q&A for:
Panel discussion

Use Chat for:
Technology support

#AACUcivic

Slides and recording will be posted online:
www.aacu.org/webinar/fostering-civic-consciousness-through-creativity-based-pedagogy
Thank You - Webinar Presenters

Moderator

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Shylah Hamilton
Chair, Diversity Studies; Assistant Professor, First Year Core Studio; California College of the Arts
shamilton@cca.edu
Turning to the department as the unit for change and for further education for constructive participation in a diverse democracy.

Department teams are invited to apply:

**Apply before November 25, 2019** for the January 31, 2020 institute to be held at California State University, Los Angeles, in cooperation with the Center for Civic Engagement, Service, and the Public Good

**Apply before December 16, 2019** for the March 6, 2020 institute to be held at The George Washington University in cooperation with the Honey W. Nashman Center for Civic Engagement and Public Service

[https://www.aacu.org/civic-prompts](https://www.aacu.org/civic-prompts)
REGISTRATION IS OPEN FOR 2019-2020 VALUE INSTITUTE!

The VALUE Institute enables any higher education institution, department, program, state, consortium, or provider to utilize the VALUE rubrics approach to assessment by collecting and uploading samples of student work to a digital repository and have the work scored by certified VALUE Institute faculty and other educator scorers for external validation of institutional learning assessment.

What do I do if interested?
If your institution, program, state, system consortium – national or international – has an interest in participating in the VALUE Institute, please review the “Interest in VALUE Institute Participation” page, discuss the contents with colleagues, and send an email to valueinstitute@aacu.org to schedule an initial consultation.

https://www.aacu.org/VALUEInstitute
Forthcoming AAC&U Webinar

Wednesday, December 11
2:00-3:15 p.m.

STEM Matters: The Formula for Driving Innovation