

## SYLLABUS

Department of City and Regional Planning, Cornell University  
CRP 4160: Rome Workshop  
Spring 2012, 6 credits

### Instructors

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### **Course Description:**

This course focuses on the city as a system through the analysis of (1) a set of neighborhoods and (2) issues affecting these neighborhoods. We will consider the relationship of these neighborhoods and issues to the functioning of the contemporary city of Rome and the wellbeing of its residents. During the first half of the semester, students will form groups of 4-5 and learn about a given neighborhood through a variety of methods. Based on their neighborhood analyses, students will form new groups for the second half of the semester during which they will choose a policy topic that affects one or more of the studied neighborhoods. The course will consider issues relating to infrastructure, provision of services, economic development and governance.

Readings will orient students to the main theoretical issues and provide background for fieldwork in the neighborhoods. In addition, readings on the syllabus will also help prepare students for the major field trips during the semester.

The work in the course will balance reading, class discussion/lecture and fieldwork. Field activities will take place during scheduled class times plus supplemental hours that are scheduled informally for an average of 12 hours per week.

### **Requirements and Assessment:**

#### **1. Participation 20%**

Reading assigned materials. Maintain active participation in class and in the fieldwork. The learning process requires both a mental and physical presence. Unexcused absences, being late to class or to the field, turning in late assignments will affect your grade adversely. Thoughtful comments, questions and insights shared in class will affect your grade positively.

Additional opportunity for participation: Rome's International House of Women is putting together a show on Gender and the Arts in the Periphery. If we can compile a set of interesting photographs of gender-related graffiti in our study neighborhoods, we can possibly put our photographs in their show. Keep your eyes open during your fieldwork!

## **2. Individual Reflection Papers 20%**

Students will be required to keep a reflective journal to critically reflect on their experiential learning. Critical reflection directs a student's attention to new interpretations and understanding of their activities and provides a means through which their fieldwork and field trips can be studied and interpreted. Critical reflection also provides an opportunity to connect the readings to the experiential learning. Topics for journal entries may, from time to time, be given in class. We expect that students will spend some time each day reflective journaling. Students will submit 2 or 3 of their best journal entries on each of the 3 following dates: **February 16, March 16 and the last day of class.** At least one of the reflection essays in each set should involve a field trip experience.

**In addition, at other times reflections essays will be requested as part of an assignment—for example, students will be asked to follow a walking itinerary during the first week of class. Students will turn in a reflection essay on their experiences and perceptions on their walk.**

## **3. Group Report-Neighborhood Analysis 30%**

Students will conduct a physical survey, interviews (including the use of Lynchian cognitive mapping), and quantitative demographic analysis, if possible, using Italian census data. In addition, students will provide some background information and relevant history of the neighborhood as is available.

Class presentation: March 29

Paper (6000-9000) and poster due: April 2

## **4. Group Report-Policy Analysis 30%**

After completing the neighborhood analyses students will reform groups to focus on a policy issue of their choice. The policy issue may be regarding public services, infrastructure, economic development, public space issues, demographic challenges or whatever you feel would be worthy of further study. This paper may either be neighborhood(s)-based or focused on a more citywide concern.

Proposal due and new groups formed: April 9

Class Presentation: during exam period—exact date to be announced

Paper (6000-9000) and poster due: during exam period—exact date to be announced

### **Students with Disabilities:**

In compliance with Cornell University policy and equal access laws, the course instructors are available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except in unusual circumstances, so that arrangements can be made.

### **Academic and Personal Integrity:**

All the work you submit in this course must have been written for this course, not another, and must originate from you in form and content, with all of the contributory sources full and specifically acknowledged. All students must make themselves familiar with Cornell's Code of Academic Integrity.

It is understood that most of the work you will undertake in this course will be collaborative.

We strongly encourage groups to work together to ensure equal distribution of workload. The ability to successfully produce group work is an important life/career skill that we hope you can develop in this course. Peers will grade

each other's contributions to the final projects. Those peer grades will constitute 30% of a student's grade on a project.

We all benefit from a classroom environment where differences of opinion, background and experience are respected. We also expect students to be respectful, courteous and attentive during field trips and fieldwork visits. Remember you are guests in Italy and must uphold the highest standards of professional integrity.

**Cornell's Human Subject Training:** All students are required to complete Cornell's Human Subject Training before conducting interviews in the field. See the online training tool and test at [www://www.irb.cornell.edu/training/menu.soc.html](http://www://www.irb.cornell.edu/training/menu.soc.html)

## **COURSE SCHEDULE and READINGS**

Readings will be available via the course Blackboard site or in the Cornell Rome library. Additional readings will be added to the syllabus as needed.

### **Week 1**

#### **Introduction, Overview and Exploration of the city of Rome**

**Walking itinerary of Rome—a reflection essay on your walking itinerary will be due on Monday, Jan. 30.**

1. Banerjee, Tridib and Michael Southworth (eds.), 2002, "The Travel Journals," In *City Sense and City Design. Writings and Projects of Kevin Lynch*, Cambridge MA: The MIT Press, pp.103-153.
2. Fainstein, (2010) "Toward the Just City" ch. 6 of *The Just City*, pgs. 165-184, Cornell University Press.

### **Week 2**

#### **Assign neighborhoods**

#### **Discussion of Neighborhood Analysis and Fieldwork Methodology**

1. Debord, Guy (1967) *Society of the spectacle*. London: Rebel Press Chs 1 and ,2

Background on the Periferia:

2. Rhodes, John David (2007) "A Short History of the Roman Periphery" chapter 2 of *Stupendous Miserable City*. Also pages 94-109 in the same book on public housing. (This is an interesting book. If you would like to read in its entirety, there are copies in the library.)

A couple of readings that use very different neighborhood analysis methods (these are optional)

3. Herzfeld, Michael (2009) *Evicted from Eternity: The restructuring of Modern Rome*. Overture, ch. 1 and ch. 5. (This book is an ethnography of the Monti neighborhood of Rome. You may enjoy reading this entire book, there are several copies in the library.)

4. Bonaiuto, Marino, Mirilia Bonnes and Massimi Continisio (2004) Neighborhood Evaluation within a Multiplace Perspective on Urban Activities, *Environment and Behavior*, vol. 36(1). (This paper is an empirical analysis of how personal evaluations, activities and the physical attributes of a neighborhood impact a resident's feelings of neighborhood satisfaction).

**Readings in preparation for Field trip to Naples:**

5. Dines, Nicholas (2004) Contested Claims to Public Space: the Reimaging of Naples and the Case of Piazza Plebiscito, pgs. 114-126 in *Italian Cityscapes: Culture and Change in Contemporary Italy* ed. By Robert Lumley and John Foot.

Two views on the reasons for regional disparities between Southern and Northern Italy,

6. Putnam, Robert (1994). What Makes Democracy Work? *IPA Review* 47(1): 31-34

7. A'Hearn, Brian and Anthony Venables (2011) Internal Geography and External Trade: Regional Disparities in Italy: 1861-2011. University of Oxford Department of Economics Working Paper #578.

Optional:

8. Pardo, Italo (1996) *Managing Existence in Naples*, Cambridge University Press (This is an urban ethnography of a neighborhood in Naples written by an anthropologist. If you enjoyed the chapters from the Herzfeld book, you might enjoy reading this book.)

**Week 3**

**Field Work: Street study and neighborhood survey of the built environment and building typology.**

1. Rossi, Aldo (1982) "Primary Elements and the Concept of Area" Ch. 2 in *The Architecture of the City*, MIT Press, Opposition Books.

**Week 4**

**Field work: Quantitative Demographic Analysis, Introduction to ISTAT.**

Also: **Deadline for taking Cornell Human Subjects Test (next week you will be interviewing residents of your neighborhoods!)**

1. Agnew, John (1995) *Rome*. Ch. 6-8

**Week 5**

**Field work: Cognitive Mapping and interviews with neighborhood residents and officials.**

1. Lynch, Kevin (1960) *The Image of the City*, MIT Press (selections).

**Readings in Preparation for Field Trip to Tuscany on February 24**

2. Farrell, Henry (2009) "Varieties of Capitalism and Industrial Districts" ch 3 in *The Political Economy of Trust*, Cambridge University Press.

3. Piore, Michael and Charles Sabel (1984) selections from *The Second Industrial Divide: Possibilities for Prosperity*, Basic Books.

## **Week 6**

**Field work: Groups should be completing their research and be writing up their findings.**

Fieldwork related readings: At this point in the semester, neighborhood groups should be compiling their own neighborhood specific reading lists and bibliographies.

### **Meeting at the International House of Women**

Students are free to select any policy issue they want for the second half of the semester but we thought it might be interesting to consider gender issues in class, especially since we might try to participate in the International House of Women's art show and Lourdes Beneria will be giving a talk in early April on gender and migration issues in Italy.

1. Hayden, Dolores (1980) 'What would a non-sexist city be like? Speculations on housing, urban design, and human work', *Signs*, 5: 3, S170-S187

2. Fainstein, Susan and Lisa Servon (2005) "The Intersection of Gender and Planning" introduction to *Gender and Planning: A Reader*, Rutgers University Press.

### **Lorenzo Romiti will speak on the Giro di Roma and the Stalker group's work in the mid 1990s.**

#### **Readings for the trip to Northern Italy:**

1. Fioretti, Carlotta (2009) "UK and Italy: Elements for Comparison", *Planum*
2. Dente, Bruno, Luigo Bobbio and Alessandra Spada (2005) "Government or Governance of Urban Innovation?: A Tale of Two Cities", *disP*, 162(3).
3. Governa, Francesca and Silvia Saccomani (2004) "From Urban Renewal to Local Development: New Concepts and Governance Practices in the Italian Peripheries". *Planning Theory and Practice*, 5(3).
4. Maritano, Laura (2004) "Immigration, Nationalism and Exclusionary Understanding of Place in Turin" in *Italian Cityscapes: Cultures and Urban Change in Contemporar Italy* ed. Robert Lumley and John Foot, University of Exeter Press.

Additional readings may be added after the field trip itinerary has been finalized.

Optional: For those of you who enjoy reading social and political histories, you might want to read Paul Ginsborg's books on Italy—especially now that you have been to the South, Tuscany, the capital region and the North. These books are available in the CornellRome library.

Ginsborg, Paul (1990) *A History of Contemporary Italy: Society and Politics 1943-1988*, Penguin Books.

Ginsborg, Paul (2003) *Italy and its Discontents: Family, Civil Society, State: 1980-2001*, Palgrave Macmillan

## **Week 7**

### **Field Trip to Northern Italy**

**Week 8**

Field Work: Complete your neighborhood analyses.

March 12: Stefano Siviero, economist at Banca di Italia, will speak on the sovereign debt crisis.

**Week 9**

**SPRING BREAK**

**Week 10**

Class Presentations due and time to complete papers and posters.

**Week 11**

**Group Project: Neighborhood Surveys and Analysis papers and posters due on April 2**

**On April 5 we will rent a bus to visit all three of the studied neighborhoods.**

**Weeks 12-15**

**Proposal for policy analysis and group assignments are due.**

**Additional field trip: we will likely spend one of our Thursdays in April visiting the town of L'Aquila that is still recovering from a 2009 earthquake.**

Readings for the next 4 weeks will be determined based on the policy areas that you choose for your studies.

Lourdes Beneria, professor emeritus Cornell University, will speak on Gender and Migration issues in Italy.

**Exam Week: Presentations of policy issues papers and papers/posters due. Poster exhibition place and date TBA.**

**END OF CLASSES**