SYLLABUS

Department of City and Regional Planning, Cornell University, Rome Program
College of Architecture, Art and Planning
CRP 4160: Rome Workshop
Monday 9-13, Thursday 9-14 / 14-16
Spring 2017, 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. Each student will work in groups to learn about a particular neighborhood through a variety of methods – physical and social survey, as well as policy issues. Students will assess access to services, mobility, public space, infrastructure, urban design, and governance as they relate to creating a child and age friendly city.

Readings will orient students to the main theoretical issues and provide background for fieldwork in the neighborhoods. Readings on the syllabus will also help prepare students for the major field trips. Readings and supplementary readings will be added to blackboard as the course progresses.

The structure of this course will emphasize fieldwork and experiential learning that is supported with readings, class discussions and some lecturing. Field activities will take place during scheduled class times plus supplemental hours that are scheduled informally for an average of 12 hours per week, in addition to time spent on written and graphic production and the field trips. You should expect to spend 20-25 hours per week total on the workshop.

Requirements and Assessment:

1. Participation 20%
Read assigned materials before class on Monday! Maintain active participation in class, in the fieldwork and in your groups. 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. Your active participation in the end of semester exhibition is also required. Keep your eyes open during your fieldwork.

2. **Individual Reflection – Journals and Essays 20%**
   Keep a journal to reflect critically on your experiential learning! Critical reflection through writing and sketching should direct your attention to new interpretations and understanding of activities, fieldwork and field trip sites. Critical reflection and visual observation provides an opportunity to connect to the readings and places you in the context of what you see. From time to time, topics for journal entries may be assigned in class. We expect you to spend some time each week on reflective journaling. Students will be asked to submit journals assignments from time to time. For example, students will be asked to follow a walking itinerary during the first week of class and present and assess a set of criteria for child and age friendly urban design. We will review journals at least twice more during the term – after the second and third field trips. Students will be asked to provide their journals for review indicating three of their best entries. At least one of the reflection essays in each set should involve a field trip experience and at least one essay should document some aspect of your neighborhood project in this workshop course.

3. **Group Project Phase 1 - Neighborhood Analysis  40%**
   Students will conduct physical surveys of built form, land use and public spaces, services, mobility/transit, cognitive maps and quantitative demographic analysis using Italian census data. In addition, students will provide background information and document relevant history of the neighborhood as is available. Attention will be focused on assessing the age and child friendliness of the neighborhood. See appendix of the syllabus for a more detailed description of Project 1.
   - Class presentation and posting of work in progress on board (for anniversary guests to see): Thursday **March 9**
   - Class presentation: Monday **April 10**
   - Paper (6,000-9,000 words) and two posters due: **April 13**

4. **Group Project Phase 2 – Eliciting Perceptions of Children and Elders  20%**
   After completing the physical and service analysis of the neighborhood analysis, students will develop tools to elicit perceptions of elders and children – Photovoice, maps of safe spaces, interviews, surveys etc. Neighborhoods are typically planned for working age adults. This portion of the neighborhood study will allow you to hear the voices of a wider range of residents (across the entire life course) and to assess service design (access, finance) in a multiscalar context (family-neighborhood– city- region- nation). Problems will be identified and potential policy or planning solutions recommended. Conclusions will address implications for planning age-friendly cities. (4,000 – 6,000 words) and one poster.
   - Proposal for specific focus and tools of data collection for Phase 2 due: Monday **April 17**
   - Class Presentation: Monday **May 8**
**Full Project Report Due Wednesday morning May 10:** Includes revised Phase 1 paper (6,000-9,000 words) and Phase 2 Paper (4,000-6,000 words) unified into one bound publication. Three posters (Two from Phase 1, One from Phase 2). These will be on display at the Exhibition May 11 and again in Ithaca in the Fall.

**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:**

Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. [http://cuinfo.cornell.edu/Academic/AIC.html](http://cuinfo.cornell.edu/Academic/AIC.html).

Any work submitted by a student in this course for academic credit will be the student's own work, except in the cases of projects that are specifically structured as group endeavors.

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 projects 1 and 2.

We all benefit from a classroom environment where differences of opinion, background and experience are respected. We also expect students to be especially 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:** Before commencing Phase 2, students will participate in a discussion of human subjects protocols.

**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: Jan 23**

**Monday Jan 23. Class: Introduction, Overview of Child and Age Friendly Cities**

In class on Monday we will discuss conceptual frameworks for an age friendly city. The guides below will give you ideas for criteria to use to assess your neighborhoods. You will use these to come up with your own criteria by Thursday to test on your itineraries.

**Readings:**

Professor Warner’s website [www.mildredwarner.org/planning](http://www.mildredwarner.org/planning)

*Multigenerational Planning: Linking the Needs of Children and Elders, Overview* These two issue briefs discuss models for intergenerational work, and links to examples of useful policy issue briefs

WHO, Age Friendly Check List [http://www.who.int/ageing/publications/Age_friendly_cities_checklist.pdf](http://www.who.int/ageing/publications/Age_friendly_cities_checklist.pdf)


**Tuesday, Jan 24 6-8:40 pm Screening of Film, Miracle at Santa Anna, by Spike Lee, based on novel of the same name by James McBride. Pizza will be served. This will help prepare you for the Sommocolonia portion of the field trip.**

**Thursday, Jan 26: 9-2 pm Transit itineraries of Rome’s periphery (in teams of 2) – Develop criteria for assessing child and age friendliness of a neighborhood and test them with your itinerary. Prepare a short outline of elements selected why, and how they resonated with your itinerary to present in class Monday Jan 30.**

**Thursday, Jan 26 3-4 pm Guest Lecture - James Pratt Lecture in preparation for field trip**

**Week 2: Jan 30**

**Monday Jan. 30 - First Half of Class: Present your criteria for an age and child friendly city for discussion based on your itineraries on Thursday. Turn in criteria and itinerary assessment – 2 pages. Be prepared to discuss in class.**
**Second Half of Class: Dr. Yucel “Jon” Severcan** - Guest Lecture on techniques to elicit children’s views of the city

**Readings:** All on Blackboard


**Thursday, Feb. 2- Sunday Feb. 5: Field Trip** – Florence, Barga, Sommocolonia, Lucca, Borgo di Mozzano

**Field Trip Reading**
Giannini, Dario. Sommocolonia Before World War II

**Check out**
Website of Innocenti Center  [https://www.unicef-irc.org/](https://www.unicef-irc.org/)

**Week 3: Feb 6**
**Monday Feb 6 - Class: Debrief on Field Trip.**

Assign study neighborhoods and teams – discussion of the Neighborhood Analysis, the Fieldwork Methodology and its components. Goal to come up with a conceptual framework to guide neighborhood surveys.

**Resources**

**Thursday Feb 9 - Fieldwork: First Visit to your neighborhood.** With other team members, walk through your assigned neighborhood and record your initial impressions of the area. Begin
to get a sense of building type, street type, key services, walkability, market, public use of public space.

Week 4: February 13
Monday February 13- Class: Discuss street and neighborhood surveying techniques and instruments. Students will conduct surveys of their neighborhood to document walkability, service access and age friendliness. Students will map street and building types, land uses, services, transit and walkability, public spaces.

Monday Feb 13 6 pm. Guest Lecture, Dr. William Goldsmith, Saving Our Cities – based on his 2016 book of the same name by Cornell Press.

Thursday Feb 16 - Field Work: Begin surveying the built environment, land use patterns and building types, streets and services in your neighborhood. Assess walkability, transit access, public space.

Resources (see resources on blackboard):
1. Walkability Audit – adapt to your needs.
2. Neighborhood Street-level Survey Form Template
3. See prior neighborhood studies for examples of street and building typologies. [http://aap.cornell.edu/academics/rome/academic-programs/urban-studies/neighborhood-studies](http://aap.cornell.edu/academics/rome/academic-programs/urban-studies/neighborhood-studies)
4. Create a service audit.

Week 5: February 20
Monday Feb 20 - Class: Present your initial findings. Discuss typologies. Discuss criteria for age and child friendliness of built environment, streets/mobility, public space, services.

Thursday Feb 23 - Field and group work time: Complete neighborhood surveying. As a group, begin to develop your 1) land use and building typology (year built, social groups, density), 2) street type, transit, walkability, 3) services, and 4) public space maps.

Week 6: Monday Feb 27 – March 5: Northern Italy Field Trip

Additional Field Trip Reading will be provided


Week 7: March 6
Monday March 6 Field Work: Complete Neighborhood Surveying. Do some initial informal interviewing with residents or community leaders. You may want to begin a
template for a SWOT (strength, weaknesses, opportunities and threats) analysis to help your group organize your learnings about the neighborhood.

**Thursday March 9 Class: Group Presentations. Present your work in progress on your neighborhood. Service inventory map, Public space map. Walkability audit. Land use/Building typology map. Street Accessibility and Transit map.** These should be posted as visual on the pin up boards and will be seen by visitors during the 30\textsuperscript{th} Anniversary.

**Week 8: Spring Break March 11-19**

**Week 9: March 20**

**Monday March 20 – 30\textsuperscript{th} Anniversary – see schedule**

Discuss quantitative Demographic Analysis and introduce ISTAT data. Create age pyramids for your neighborhood, dependency ratios.

**Readings: (on Blackboard)**

3. Costa, G. Much ado about nothing: the issue of private care policies in Italy and the invisibility of illegal migrants

**Thursday March 23 - Field work:** Observe how residents use space and begin to create your own cognitive maps of the study neighborhoods.

**Week 10: March 27**

**Monday March 27 Class:** Discuss cognitive mapping and interviews with key neighborhood stakeholders. Discuss human subjects protocols. Begin to identify key persons in the neighborhood (stakeholders, officials) for interviews. Groups should develop appropriate interview questions and schedule interviews. Groups will also return to their neighborhoods to conduct interviews with people on the streets and in other public places.

**Resources:**

1. Interview question template
3. Other readings: At this point in the semester, neighborhood groups should also be compiling their own neighborhood specific reading lists and bibliographies.
**Thursday March 30 - Field Work:** Conduct interviews and collect cognitive maps. Begin to organize your report. What are the key themes and issues that you will use to focus your study? Discuss what you have learned about the history of your neighborhood and share the key issues that you have learned about your neighborhood.

**Week 11: March 31- April 3 Southern Field Trip: Matera, Naples**

**Additional Field Trip Reading will be provided**
We may screen 1940s movie “A Bell for Adano” before the trip

**Week 12: April 3**

**Thursday April 6 - Field and group work:** Groups should complete neighborhood report and powerpoint to present Monday April 10.

**Guest Lecture – Dr. Judith Clifton, EU Austerity Policies, Public Sector Reform and the City.**

Readings: On Blackboard
Charlotte Burns, Judith Clifton & Lucia Quaglia 2017. Explaining policy change in the EU: Financial reform after the Crisis, *Journal of European Public Policy (under review).*


**Week 13: April 10**

**Monday April 10 - Class:** Present Neighborhood reports in class and discuss

**Thursday April 13 Project Report 1 Paper (6,000-9,000 words) and two posters due**

**Weeks 14-16: April 13- May 8 Deep Down on Child and Age Friendly**

**Group Project 2 – due May 8 Developing a multiscalar (neighborhood-city-national-EU) and multi agent (child-working age – senior) view.**

Explore methods for engaging seniors and children – Photovoice, map/survey of safe/dangerous spaces. Discuss how to create a survey instrument or questionnaire for neighborhood resident interviews for Phase 2 of the neighborhood report. Groups should attempt to develop entre with groups that work with elders and children and key neighborhood stakeholders and officials. Discuss your initial success with cognitive mapping and ideas for making it more effective.
By April 17 submit an outline of the focus of your deeper dive and the methods you will employ to solicit a wider set of child and elder perspectives on your neighborhood. Link your focus to a multiscalar view on the governance of the city and organization of services. Anticipate your project topic(s) and intended end product(s), including references and sources that link your project to the Rome neighborhood context and related literature. The proposal should elaborate on the methodology/empirical exercise you will use to explore your subject. Research design will be an iterative process. We will conduct some field site visits within Rome to government offices during this period to help you get background information on policy issues. We will be available for consult on focusing your analysis during this period.

Resources

1. Review Severcan articles from week 1
3. Consult resource readings on policy – faculty can help with additional sources

**Exam Week 16: May 8**

**May 8:** Group presentation of Phase 2 of your study and Phase 2 poster on Monday May 8. Neighborhood stakeholders may be invited.

**May 10:** Phase 2 of the report (4,000 - 6,000 words) should be submitted along with the revision of Phase 1 (6,000 – 9,000 words) on May 10. All three project posters and the final bound copy of the full report (Phases 1 and 2) will be on display at the end of semester Exhibition on Thursday May 11.
Appendix 1:

Group Assignment Project Phase #1: Neighborhood Analysis

Approximate length: 6,000-9,000 words, in addition to maps, charts and data appendices.

Due April 13 – Both printed and electronic copy.

Groups will conduct thorough descriptive surveys of their neighborhoods. Each study will contain descriptive statistical material based on secondary sources (ISTAT) as well as primary data generated through street-level surveying and resident interviews. The document must contain the components listed below—not necessarily in order. Develop your own table of contents as you see fit for your project.

Phase 1
1. Overview of the neighborhood including some historical background.
2. Overview of the methodologies used in your data collection
3. Land Use and building typology maps and discussion of findings. Typology (as used mainly in architecture and urban design) refers to the physical character of buildings and urban places, such as dwelling unit arrangements (e.g., single-family detached houses, few in Rome, vs. six-storey apartment blocks with large interior courtyards), style, density, degree of formality of public spaces including streets and sidewalks, etc.
4. Street and Mobility Analysis with maps and discussion of findings.
5. Service inventory maps and discussion.
6. Public Space maps and discussion.
7. Statistical analysis with discussion including how your neighborhood’s statistics compare to Rome and/or what the statistics say for how your neighborhood fits into Rome.
8. Initial cognitive maps – based on your own observation of resident use of space.
9. Summary analysis and conclusions. What are key issues you learned about your neighborhood using the tools/methods listed above? Is there a guiding theme(s) in your analysis?
10. Include photographic credits and documentation where needed. Make sure all charts are well labeled, including full sources.

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1Your discussions that will accompany your maps and data tables in each section of your report should be substantive and interpretative, offering some critical analysis. You should not simply be writing in paragraph form what is illustrated in your maps and tables but thoughtfully explaining what you learned about your neighborhood using each method.

2You may want to use the SWOT (strengths, weaknesses, opportunities and threats) framework to help organize your findings.
The reports should be stylistically consistent throughout (i.e., even though it has been written by multiple people it should read as though it has been written by a single person). Pay special attention to the readability of graphs and tables. The report will be presented in book form, with photographs and charts embedded in the text. Initial submissions on April 13 will be revised, based on professor feedback and finalized for publication by May 10. Two posters and presentation illustrating the major findings will be developed for the class presentations and the end of term exhibit.

Phase 2: Due May 10

This section will present a deeper dive to get at perceptions of children and elders. Students will present methodology for eliciting perceptions and then an analysis of what they find.

1. Conceptual framework for soliciting perceptions of children and elders and assessing the age friendliness of a neighborhood.
2. Resident interviews providing a view of the neighborhood and its uses and issues as seen from the standpoint of different categories of citizen – families, children, elderly, youth, working adults. Interviews with key stakeholders (e.g., representatives of local organizations, service providers, teachers, owners of small enterprises) providing insights on particular issues (service access, governance involvement, problems).
3. Cognitive maps of neighborhood and discussion of what you learned from the citizens’ maps—as with the interviews give a brief demographic description of the type of citizen drawing the map.
4. Service analysis giving a multiscalar view (family-neighborhood-city-national).
5. Summary analysis and conclusions. What are key issues your learned about your neighborhood using the tools/methods listed above? Can you recommend a particular method for soliciting views of children and elders? Based on your study, what do you think are the most important criteria for determining if a neighborhood is child or age friendly? What recommendations do you offer to planners?

Three posters and a presentation illustrating the major findings will be developed for the class presentations and the end of term exhibit.