SYLLABUS

Department of City and Regional Planning, Cornell University
CRP 4160: Rome Workshop
Spring 2013, 6 credits

Instructors
William Goldsmith: wwg1@cornell.edu
Greg Smith: gos2@cornell.edu

Teaching Assistants
Viviana Andriola: Viviana.andriola@gmail.com
Carlotta Fioretti: Carlotta_fioretti@hotmail.com

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, each student will work in a group of 4-5 to learn about a particular neighborhood through a variety of methods. Based on their neighborhood analyses, students will form new groups for the second half of the semester. Each group will select a policy that affects one or more of the studied neighborhoods. The course will consider issues relating to infrastructure, provision of services, economic development and governance.

Very limited 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. Supplementary readings are listed and highly recommended - but we know time is short and there are things to see!

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 you schedule informally for an average of 12 hours per week, in addition to time spent on reading, writing, 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! (First week excepted.) 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!

Additional opportunity for participation is available by agreement with the course director.
2. Individual Reflection Papers  20%
Keep a journal to reflect critically on your experiential learning! Critical reflection should direct your attention to new interpretations and understanding of activities, fieldwork and field trips. Critical reflection provides an opportunity to connect to the readings. From time to time, topics for journal entries may be assigned in class. We expect you to spend some time each day on reflective journaling. Students will submit journals indicating 2 or 3 of their best recent entries, on each of the 3 following dates: **February 14, March 14 and the last day of class.** At least one of the reflection essays in each set should involve a field trip experience and at least one essay should be about some aspect your project in this workshop course.

In addition, at other times brief 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, then write an essay on experiences and perceptions.

3. Group Report-Neighborhood Analysis  40%
Students will conduct physical surveys, interviews (including the use of Lynch’s cognitive mapping), and quantitative demographic analysis, if possible, using Italian census data. In addition, students will provide background information and relevant history of the neighborhood as is available. See Appendix 1 of the syllabus for a more detailed description of the final project.
Class presentation: **April 1, a full week after break**
Paper (6,000-9,000 words) and poster due: **April 4**

4. Group Report-Policy Analysis  20%
After completing the neighborhood analyses students will form new groups to focus on an issue of their choice. The issue may regard public services, infrastructure, economic development, public space, demographic challenges or whatever a group of 4 or 5 judges 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 8**
Class Presentation: during exam period—exact date to be announced
Paper (4,000-6,000 words) 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 contributory sources fully and specifically acknowledged. You must make yourself familiar with Cornell’s Code of Academic Integrity.

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 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:** All students are required to complete Cornell’s Human Subject Training before conducting interviews in the field. See training tool and test at  
[www.irb.cornell.edu/training/menu_soc.html](http://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: JAN 21**

**Class:** Introduction, Overview and Exploration of the city of Rome

**Field:** Walking itinerary of Rome—a reflection essay on your walking itinerary will be due before class on Monday, Jan. 28.

**Readings:**


**WEEK 2: JAN 28**

**Class:** Debrief on your walking itinerary  
Assign neighborhoods  
Discussion of the Neighborhood Analysis, the Fieldwork Methodology and its components

**Field:** First Visit to your neighborhood.

**Readings:**


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. (If you would like to read this interesting book in its entirety, borrow one of the copies in the library.)

   *A couple of readings use very different neighborhood analysis methods (these are optional):*
3. Herzfeld, Michael (2009) *Evicted from Eternity: The restructuring of Modern Rome*. Overture, chs. 1 and 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.)


**WEEK 3: FEBRUARY 4**

**Class:** Discuss street and neighborhood surveying techniques and instruments. Students will conduct surveys of each street in their neighborhood. Students will document and map street and building types and land uses.

**Field Work:** Develop street and neighborhood survey instruments. Begin surveying the built environment, land use patterns, street and building types of your neighborhood. (You will need to schedule your work before the field trip to Southern Italy.)

**Readings:**

2. Neighborhood Street-level Survey Form Template

**Readings in preparation for Field trip to Southern Italy (including Naples) February 7-10:**


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


**Optional:**


**WEEK 4: FEBRUARY 11**

**Class:** Present your street survey instrument.

Discuss street and building typologies more in depth using your perceptions from your first neighborhoods visits.

Discuss quantitative Demographic Analysis and introduce ISTAT data.
Also: **Deadline for taking Cornell Human Subjects Test**  (next week you will be interviewing residents of your neighborhoods!)

**Field and group work time:** Continue neighborhood surveying. 
As a group, begin to develop your land use, street type and building typology maps

**Readings:**

1. Agnew, John (1995) *Rome*. Ch. 6-8  (These chapters are an example of the use of the limited variables in the ISTAT data to make inferences about local demographics and the economy)

   *The following readings discuss city planning in Rome. Now that you know the city better, the historical background that these readings offer will be useful in your neighborhood analyses.*


**WEEK 5: FEBRUARY 18**

Class: Present your building typology classification and map. 
Discuss issues concerning your street and land use surveying ad mapping 
Discuss use of ISTAT data and determine useful variables to collect and statistics to calculate.

Field work: Continue neighborhood surveying: Nota bene: maps are due Monday after the field trip! 
Continue statistical analysis using ISTAT data. 
Begin to identify key persons in the neighborhood for interviews. 
Can you begin to identify key neighborhood issues? 
Perhaps you will want to begin a template for a SWOT (strength, weaknesses, opportunities and threats) analysis to help your group organize your learnings about the neighborhood.

**FEBRUARY 21: 18:00 Laura Saija - lecture.  "Bottom-up Planning and Design in Sicily."**

   There will be opportunities for informal discussions with Prof. Saija, who visited Ithaca last fall.

**WEEK 6: FEBRUARY 25:**

Class: Present your street typology and land use map and findings.

Field Trip to Northern Italy (Feb 26 - Mar 3)

**Readings for Northern Italy trip:** (see optional readings posted on Blackboard)

   1. Fioretti, Carlotta (2009) “UK and Italy: Elements for Comparison,” *Planum*


WEEK 7: MARCH 4

Class: Discuss cognitive Lynch mapping and targets/strategies for citizen interviews. Discuss how to create a survey instrument or questionnaire for neighborhood resident interviews.

Field work: Students should create Lynch maps of their study neighborhoods and should begin collecting Lynch maps from neighborhood residents and key neighborhood actors and officials. 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.

Readings:
2. 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.

WEEK 8: MARCH 11

Class: Present your statistical analysis. Discuss your initial success with Lynch mapping. Also discuss your interview strategies (who do you want to interview?) and your questionnaires.

Field and Group Work: Conduct interviews and collect Lynch maps. Begin to organize your report. What are the key themes and issues that you will use to focus your study?

WEEK 9: MARCH 18-24

SPRING BREAK

WEEK 10: MARCH 25

Class: Present your Lynch maps and citizen interview findings. Discuss what you have learned about the history of your neighborhood and share the key issues that you have learned about your neighborhood.

Field and group work: Groups should complete papers and posters.
WEEK 11: APRIL 1
Class: Presentation of neighborhood papers and posters.

Field: We will visit as a group the studied neighborhoods and other peripheral areas of interest in Rome such as the large housing project Corviale and the Richard Meier church at Tor Tre Teste (by rented bus or public transit).

Sometime during this month we will screen the documentary film “The Myth of Pruitt-Igoe” and discuss/compare public housing projects in the US and Italy.

WEEK 12: APRIL 8
Class: Proposals for policy analysis and group assignments due: This proposal will state what your project topic/issue will be and will include an annotated bibliography of sources that will help you link your issue (and its Rome context) to the scholarly literature on that topic. In addition, the proposal will outline the methodology/empirical exercise you will use to explore your policy issue.

Field Trip to Tuscany on April 11 - 14

Readings in preparation for field trip:


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.


WEEKS 13 - 15
Policy Analyses

EXAM WEEK
Presentations of policy issue papers and papers/posters due. Poster exhibition place and date TBA.

END OF CLASSES
Appendix 1:

Group Assignment #1: Neighborhood Analysis

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

DUE APRIL 8 – 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.

1. Overview of the neighborhood including some historical background.
2. Overview of the methodologies used in your data collection.
3. Street 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. Land use maps with discussion of findings.
5. Statistical analysis with discussion including how your neighborhood’s statistics compare to Rome’s and what the statistics say for how your neighborhood fits into Rome.
6. Resident interview results providing a view of the neighborhood and its uses and issues as seen from the standpoint of different categories of residents – families, children, elderly, youth, working adults, citizens, others. Interviews with key figures providing insights on particular issues (e.g., representatives of local organizations, owners of small enterprises).
7. Lynch 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.
8. Summary analysis and conclusions. What are key issues your learned about your neighborhood using the tools/methods listed above? Is there a guiding theme(s) in your analysis?
9. Include photographic credits and documentation where needed. Make sure all charts are well labeled, including full sources.

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. A poster and presentation illustrating the major findings will be developed for the class presentations and the end of term exhibit.

1 Your 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.

2 You may want to use the SWOT (strengths, weaknesses, opportunities and threats) framework to help organize your findings.