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. For the second half of the semester student groups will select and analyze a policy issue based on their neighborhood studies. The course will consider issues relating to infrastructure, provision of services, urban design, social inclusion, economic development and governance.

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 are scheduled 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!

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 2, March 26 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 of your project in this workshop course. Essays may be combined with sketches (maps, renderings of urban space, analytical diagrams) when these contribute to understanding the built environment, and associated human activities.

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, and appendix 2 for poster guidelines.
Class presentation: **April 6**  
Paper (6,000-9,000 words) and poster due: **April 16**

4. Group Report-Policy Analysis  
20%  
After completing the neighborhood analyses, student groups will 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 may either be presented as a policy paper applied to the urban environment, or a design proposal. Groups can also present a combination of policy papers and designs. See appendix 2 for poster guidelines.
Proposal: **April 16**  
Paper (4,000-6,000 words) and poster due **last day of class**.
Class Presentation: 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:

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 case 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 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 26

Class: Introduction, Overview and Exploration of the city of Rome (brief introduction about the recent urban history of the city and major planning issues)

Field: Walking itinerary of Rome—a reflection essay on your walking itinerary will be due before class on Monday, Feb. 2.

Readings:


Week 2: Feb 2

Lecture by Prof. Tom Campanella on ‘Current issues in urban design’

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 on urban design:
3. 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.)

Readings in preparation for Field trip to Northern Italy Feb 7-14:

Readings for the trip to Northern Italy: (see, also, other papers posted on blackboard)
Bologna:
Turin:

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

Week 3: Feb 9
Northern Field Trip
Week 4: Feb 16
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.

Readings:
2. Neighborhood Street-level Survey Form Template

Week 5: Feb 23
Class:
Discuss street and building typologies more in depth using your perceptions from your first neighborhoods visits.
Discuss quantitative Demographic Analysis and introduce ISTAT data.
Discuss issues concerning your street and land use surveying and mapping
Also discuss issues involving use of the ISTAT data and opinions on the most useful variables to collect and statistics to calculate.

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.


Field work: Continue neighborhood surveying.
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.

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

Week 6: Mar 2

March 2, Lecture by Prof. Pietro Garau, ‘Public space and the equitable city.’ Attendance required
Readings in Preparation for Field Trip to Tuscany on Mar 7-8


Week 7: Mar 9
Class: Present your street typology and land use map and findings.
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 stakeholders 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:
4. Other readings: At this point in the semester, neighborhood groups should also be compiling their own neighborhood specific reading lists and bibliographies.

Week 8: Mar 16
SPRING BREAK

Week 9: Mar 23
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 10: Mar 30
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 complete papers and posters.
Week 11: Apr 6
Student Presentation of Neighborhood Research

Lecture by Prof. Mildred Warner on ‘Current issues in public policy’

Southern Field Trip – April 9 -13

Readings in Preparation for Southern Field Trip


Optional:

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

Week 12: Apr 13
Monday – Group in south Italy
Thursday – Talk about design-led urban regeneration

Readings:

April 16 Lecture by Prof. Marco Cremaschi, ‘Cities that have never been modern: looking at Rome through Buenos Aires.’ Attendance required.

Neighborhood papers and posters are due on Apr 16.

Policy Analyses

Proposal for policy analysis and group assignments are due on Apr 16
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.
On April 16 we will rent a bus to visit 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.

Week 13: Apr 20
Talk by Prof. Francesco Isidori
Planning the city


Pursue analytical research

Week 14: Apr 27

Gender and the city


Pursue analytical research

Week 15: May 4

Monday: Review with Prof. Francesco Isidori

Analytical study due at 24.00 May 7.

May 11. Group Presentations (Lecture Hall)

May 14. Final Exhibition of Student Work

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 16 – Both print 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 and/or what the statistics say for how your neighborhood fits into Rome.
6. 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 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 you learned about your neighborhood using the tools/methods listed above? Is there a guiding theme(s) in your analysis? 2
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.

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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.
Appendix 2: Poster Guidelines

75% images, 15% text, 10% labels. Poster dimension: 106X80 cm.

TITLE BLOCK CONSISTENCY

The text in title blocks of the posters for each neighborhood must be consistent: all titles should state a clear ‘theme’ as the main heading in the largest font and name of the neighborhood as subheading in a slightly smaller font. Title fonts should be the same on each poster and prominently position on the top of the sheet. Names of team members should be listed under the title followed by proper Cornell course text and course faculty listing with proper credentials/titles as per below. This is required by the college and must appear on all posters and reports.

CRP 4160: Rome Workshop
Cornell University Rome Program
College of Architecture, Art and Planning
Spring 2015

Course instructors

Rome Faculty: Greg Smith, D.Phil., Visiting Critic
Carlotta Fioretti, PhD, Visiting Critic
Viviana Andriola, PhD, Teaching Assistant
Serena Muccitelli, ABD Teaching Assistant

Ithaca Faculty: Tom Campanella, Professor
Mildred Warner, Professor
Provisional study areas:

**Trullo (Borgata)**
Via Portuense – Northern limit
Along Via Monte Capre
Along Via Monte Cucco
Areas in between

**Tiburtino II (Urban edge with formal planning)**
Via Tiburtina – Northern limit
Along Via Badile / Trivento
Along Via Sacco e Vanzetti / Franceschini

**Tiburtino I (Area in transition)**
Stazione Tiburtina
Via Arduino / Mazzoni (Northern limit)
Viale Province (Western limit)
Via Tiburtina (Eastern limit)

**Alessandrino (Urban edge of unplanned growth)**
Piazzale Alessandrino (Northern limit)
Along Via Alessandrino
Via Romanisti (Southern limit)