



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Architettura		
ACADEMIC YEAR	2017/2018		
MASTER'S DEGREE (MSC)	REGIONAL, URBAN AND ENVIRONMENTAL PLANNING		
SUBJECT	TOWN AND REGIONAL PLANNING		
TYPE OF EDUCATIONAL ACTIVITY	B		
AMBIT	50455-Urbanistica e pianificazione		
CODE	07691		
SCIENTIFIC SECTOR(S)	ICAR/21		
HEAD PROFESSOR(S)	LINO BARBARA	Professore Associato	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	8		
INDIVIDUAL STUDY (Hrs)	136		
COURSE ACTIVITY (Hrs)	64		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	2		
TERM (SEMESTER)	1° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	LINO BARBARA Wednesday 14:30 - 16:30 Dipartimento di Architettura - Viale delle Scienze edificio 14 - Palermo 90128 - Stanza 201		

DOCENTE: Prof.ssa BARBARA LINO

PREREQUISITES	Basic knowledge of historical evolutionary features of the discipline, analytical skills on the spatial effects of the main territorial phenomena, planning tools evolution.
LEARNING OUTCOMES	<p>Knowledge and Comprehension Abilities The student shall acquire the tools to read and interpret the most recent evolutions of urban and territorial phenomena and emerging issues of regional and urban contemporary design. This knowledge will help the students to design in a systemic relational and transcalare way urban and regional contexts. The course focuses on understanding the implications of theoretical paradigms and their effects on space, settlement patterns and urban form. The educational activities are also aimed at strengthening the capacity for critical analysis of the role that the planning in relation to the settlement processes and related modifications of the territory, environment and landscape and of urban planner role and different actors involved in territorial processes. This goal is achieved by attending lectures and seminars and producing written papers and graphics. The educational tools used for this goal are recommended books, teaching manual, power point presentations.</p> <p>Ability to Apply Knowledge and Comprehension The students will apply the theoretical concepts they have learnt during the lectures and their individual study in a series of practical activities requiring to independently meet the understanding of different local situations , formulating critical judgments in relation to specific issues and design issues. The following activities will help the students apply their knowledge: exercises, individual study or assisted group analysis of a case study assigned by the teacher. The educational tools used to achieve these goals include elaboration of maps to personal computers , graphics boards and power point presentations.</p> <p>Judgement Autonomy The judgement autonomy of the students is important to evaluate different contexts and territorial phenomena, to critically define the roles of the spatial components assessing weaknesses, opportunities and values to formulate appropriate design strategies. The judgement autonomy will be stimulated through: educational interaction in the form of seminars aimed at developing critical skills and judgment; individual exercise of a critical review of a text assigned by the teacher. Each student is invited to express his/her own personal opinions, both in writing texts and in a seminar activities. The educational tools used for spurring the autonomy of judgement include preparing power point presentations, a review/short essay, etc..</p> <p>Communication Abilities The student shall acquire communication skills and clear and effective representation and a language tools that make it able to interact appropriately in the different phases of spatial planning processes in relation to different stakeholders (institutional, community, carriers of economic interests, etc.) and in reference to different objectives (orientation of the institutional parties, clarification of the analytical results and project strategies, conflict mediation, etc.). Communication skills are stimulated through the use of oral presentations, graphical representations, video and written texts. The educational tools used for these goal include graphic, video/ power point presentations and written texts.</p> <p>Learning Abilities Learning skills are subject to continuous assessment during the course through the interaction in seminar discussions on case studies, in the debate on topics proposed during the lectures and on the exercises outputs. The course requires a test in progress whose results are discussed in the classroom as a moment of self-evaluation and reflection on the approach to individual study. In addition, the seminars on the exercise results are aimed to stimulate the debate, the curiosity and the student's level of awareness. The acquisition of these abilities will be tested through ongoing evaluations as seminars, presentations, written text and graphics. The educational tools used for this goal include handbooks and manuals, as well as Power Point presentations.</p>
ASSESSMENT METHODS	<p>Oral Exam</p> <p>Evaluation criteria The student will have to answer at least four oral questions, on all of the topics described in the list below (see "Programma dell'insegnamento"), as studied in</p>

	<p>the suggested readings list provided below and the didactic manual (At least two questions on the suggested books and two questions about the didactic manual: one on the theoretical paradigms and one on tools and experiences).</p> <p>The final evaluation aims at appraising whether the student possesses a good knowledge and comprehension of the topics, and whether he/she has acquired the ability to interpret and the autonomously judge actual cases.</p> <p>The lowest evaluation grade will be achieved if the student proves his/her knowledge and comprehension of the main subjects, at least within a general framework. The student shall also be able to present to the examiner, while competently discussing, the topics using a technical language of the course in Urban and Territorial Planning. Below that threshold, the student will not be able to pass the examination. On the contrary, the more the student will be able to interact with the examiner and discuss the topics, and the more he/she will demonstrate the ability to independently apply the acquired knowledge to solve problems proposed, in reference to various territories, the higher will the evaluation grade be.</p> <p>The evaluation grades range is comprised between 18 and 30.</p> <p>The evaluation grades range is comprised between 18 and 30, according to the following criteria:</p> <p>Excellent (30 -30 e lode): Excellent knowledge of the subjects studied in the course, excellent language skills, good analytical and interpretative capacity; the student is fully able to apply theoretical paradigms and the techniques of Urban and Territorial Planning learned in the course to interpret the territorial phenomena and to orient their spatialization through the project.</p> <p>Very good (26-29): Good mastery of the subjects studied in the course, very good language skills; the student is able to apply theoretical paradigms and the techniques of Urban and Territorial Planning learned in the course to interpret the territorial phenomena and to orient their spatialization through the project.</p> <p>Good (24-25): Knowledge of the main subjects studied in the course, good language skills; the student shows a limited ability to apply theoretical paradigms and the techniques of Urban and Territorial Planning learned in the course.</p> <p>Average (21-23): Basic knowledge of some subjects studied in the course, adequate language skills; poor ability to autonomously apply qualitative techniques to interpret geographic phenomena.</p> <p>Pass (18-20): Minimal knowledge of some geographic subjects and of the technical language; very poor or inexistent ability to autonomously apply theoretical paradigms and the techniques of urban and territorial planning learned in the course.</p> <p>Fail: The student does not have an acceptable knowledge of the subjects studied in the Urban and Territorial Planning course.</p>
EDUCATIONAL OBJECTIVES	<p>In the first semester of the second year the course that presupposes previous knowledge of historical evolutionary features of the discipline, comprehensive, consolidated and deepened the spatial and territorial effects of the theoretical knowledge on paradigms, methodologies and the evolution of the tools provided by the courses taken in previously, and it provides some of the methodological research necessary for the development of activities under the "Laboratory of Planning II".</p> <p>The course aims to complete and deepen understand the role that urban and regional planning project carried out in relation to the most current territorial transformation phenomena such as the contraction and peripheralization and metropolisation processes that modify the territory generating a dilated space, fragmented and hybrid character in which weaken traditionally dichotomous categories like thick-spread or rural-urban. Such territorial transformation processes are the result of a development model that is no longer sustainable, a model that erodes resources and generates spatial and social inequalities. A metabolic approach to the transformation of the territory characterized by the recycling approach, responds to the changing disciplinary paradigms, imagining strategies based on a balance between heritage enhancement which is a synthesis of excellence (cultural heritage, landscapes, etc.) and "ordinary" landscape. Against the background of theoretical and disciplinary debate, the course – questioning the possible evolutionary scenarios of the contemporary and the characters of the territorial project and urban act to govern the different scales emerging phenomena – allows students to enhance the skills of complex territorial phenomena analysis already acquired and it will trace the path for integrated action and procedural design.</p> <p>The lectures include: the re-reading of cities that offer themselves as best practices; emerging issues; the examination of non-ordinary planning tools; the critical examination of national and international cases.</p> <p>To meet the demands emerged during the meetings with the Institutions and the Professional Order, the course offers some content geared specifically to the practice of the profession and for the acquisition of more professional skills.</p> <p>During the lectures are stimulated moments of learning interaction in order to develop both communication skills and the student's thecnical language , both an increase in critical skills and judgment. With this purpose, the course makes</p>

	provision for two phases: the first devoted to the analysis of urban planning/regeneration experience that offers itself as a significant field of verification of theoretical issues addressed. The second exercise, however, dedicated to the review of a text assigned by the faculty consistent with the topics dealt with in the lectures (the contents of the review will be presented in the form of seminars and classroom discussion). The two exercises are conducted by the student according to criteria and methodologies defined by the faculty and transmitted through interaction in the classroom and special teaching manuals.
TEACHING METHODS	Lectures (based on theoretical principles and case studies), methodological instructions, Classroom Exercises, Seminars, Surveys & Inspections.
SUGGESTED BIBLIOGRAPHY	<p>Carta M., Lino B., Ronsivalle D. (a cura di) (2017), RE-CYCLICAL URBANISM. Visions, paradigmas and projects for the circular metamorphosis, TRENTO-BARCELLONA: LISTLab Laboratorio internazionale editoriale.</p> <p>Schröder J., Carta M. Ferretti M., Lino B. (a cura di) (2016), Territories. Rural-Urban strategies, Berlin: JOVIS Verlag GmbH.</p> <p>Carta M. (2014), Reimagining Urbanism. Creative, Smart and Green Cities for the Changing Times, List Lab, Trento.</p> <p>Lino B. (2013), Periferie in trasform-azione. Riflessioni dai "margini" delle città, Alinea, Firenze.</p> <p>Dispensa didattica Il corso prevede una dispensa didattica che raccoglie le note introduttive sul corso, il programma delle lezioni, la sintesi degli argomenti affrontati nell'ambito delle lezioni frontali con i principali riferimenti bibliografici di approfondimento, le note metodologiche sulle esercitazioni.</p> <p>The course includes a didactic manual that collects the introductory notes, the program of lectures, the synthesis of the issues discussed in the lectures with the main references for further study, the methodological notes on the exercises.</p>

SYLLABUS

Hrs	Frontal teaching
2	Introduction lecture (course objectives, content and methodology. Knowledge of the Group/test).
2	Cities as palimpsest/ Barcelona. From Cerdà Plan to Smart City.
2	Cities as palimpsest/ Stoccolma. From Markelius Plan to Green City.
2	Emerging issues/New paradigms Emerging issues/"Contraction, abandonment and peripheralization. From Detroit to the recycle paradigm".
2	Emerging issues/"The temporary reuse/Tempo Riuso".
2	Emerging issues/"Regenerating suburbs: from "ricucitura" to "rammendo".
2	Emerging issues/"Metro-peripheries ".
2	Emerging issues/"Social innovation and urban regeneration".
2	Tools, experiences Non-Ordinary Regulatory Instruments, Urban and Territorial Policies and Policies Soil consumption Tools, experiences/"The land use control".
2	Coast Tools, experiences/ "Guidelines for Port Master Plans (art . 5 Law no. 84/1994), experiences".
2	Coast Tools, experiences/"Plans for use of the maritime areas in Sicily".
2	UNESCO Sites Tools, experiences/"UNESCO sites management plans, two experiences: Agrigento and Palermo".
2	Pacts and contracts Tools, experiences/"Collaboration pacts for urban commons".
2	Pacts and contracts Tools, experiences/"River contracts".
2	Urban form and project Urban form and project/"Diagrams and cities".
2	Urban form and project
2	"Summary of the objectives of the course"
Hrs	Practice
10	National/International case study
6	Book Review
10	The planner and the profession / Question and prospects
2	Entrance test
2	Intermediate test

