



# UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Architettura		
ACADEMIC YEAR	2022/2023		
BACHELOR'S DEGREE (BSC)	TOWN PLANNING AND URBAN STUDIES		
SUBJECT	TOWN PLANNING		
TYPE OF EDUCATIONAL ACTIVITY	B		
AMBIT	50094-Architettura e ingegneria		
CODE	01098		
SCIENTIFIC SECTOR(S)	ICAR/21		
HEAD PROFESSOR(S)	SCHIAVO FLAVIA	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	<b>SCHIAVO FLAVIA</b> Wednesday 10:00 - 13:00 Per appuntamento da concordare: <a href="mailto:flavia.schiavo@unipa.it">flavia.schiavo@unipa.it</a> <a href="mailto:flaviaschiavo62@gmail.com">flaviaschiavo62@gmail.com</a>		

<b>PREREQUISITES</b>	Basic knowledge related to territorial, historical and cultural processes and social phenomena, to be studied in-depth during the Course.
<b>LEARNING OUTCOMES</b>	<p><b>KNOWLEDGE AND COMPREHENSION ABILITIES:</b> Knowledge and understanding are related to the phenomena of transformation and territorial governance (tools, Plans and strategies) of cities and territories, over a period of time between the early 1800s and the end of 1900s. These phenomena are explored starting from the re-foundation of the urban planning discipline and from the developments, the territorial outcomes and the planning tools elaborated (Plans), analyzing not only the physical space, but the legislative systems, the socio-economic and cultural components of the contexts analyzed. Learning methods: this goal is achieved by attending lectures, classroom exercises, seminars and surveys. Educational tools are: books, magazines, images, hypertexts, films and documentaries.</p> <p><b>ABILITY TO APPLY KNOWLEDGE AND COMPREHENSION:</b> All information is useful to understand the phenomena of transformation, political ones, planning and plans (through various "case studies"), the actions and roles of the subjects and actors in different contexts, in order to develop logical skills-critics of the Urbanist in training. This goal is achieved by attending lectures, exploring images, hypertexts, verbal and visual exercises. Educational tools: texts (including some "classic" books), articles, magazines and PPT, Maps, historical cartography, iconography, conventional and "unconventional" sources.</p> <p><b>JUDGEMENT AUTONOMY:</b>  The different kind of texts and the other sources (as documentaries and films), lectures and bibliography supplied, build a "basic expertise". They are needed to develop the student's abilities to critically formulate and debate visions and interpretative perspectives related to the contexts, the Plans and the historical periods studied. Students, in fact, starting from the information provided, will be driven to think individually. So they will relate the information in reciprocal relation, elaborating their interpretations, verified and discussed. Methods: individual study, classroom seminars, tutorials and tests in progress.  Educational tools: exercises, short papers.</p> <p><b>COMMUNICATION AUTONOMY:</b>  They are developed by different systems: working both on verbal, oral and written language and on graphic expression. Strengthening and developing the capacity of expression and critical representation of the phenomena observed and studied, through the development of "ideograms" interpreting both, the Plan selected and the planning processes. This goal is achieved by lectures and collective seminars in progress, graphic exercises, short papers. Educational tools: texts, hypertexts, PPT, maps, ideograms.</p> <p><b>LEARNING ABILITIES:</b>  Activated, other than with the methods described above, supported by a non-stop feedback based on classroom seminars organized during the entire Course.</p>
<b>ASSESSMENT METHODS</b>	<p>Oral Examination</p> <p><b>EVALUATION CRITERIA:</b> The student will answer to at least four oral questions, on the issues related to the Program, (see bibliography below) and to the documents provided during the Course. A "short essay" (a paper written after the reading of a classical book on Urban Studies) will be examined, together with a "graphic exercise" (an "ideogram") which represents a Plan studied during the Course. The passing grade will be reached if the student demonstrates knowledge and understanding of the topics, and the inter-connection among the topics, of the Program, in general and in the specific analysis of the phenomena and processes explored, relating to the subjects studied and to the political, urban and territorial phenomena, related to the Planning, the Plans, the societies and the territories taken in consideration. The student shall be able to express using "graphic language" the urban process and the planning process in consideration.</p>

	<p>Below this level the examination will be unsatisfactory. The examiner will solicit, maieutically, the student's abilities to analyze and interpret in order to ascertain the acquisition of arguments of the Course (urban planning and territorial planning processes). The evaluation takes place out of 30, according to the following parameters: Excellent (30 - 30 cum laude): Excellent knowledge of the topics, excellent language skills, good analytical and interpretative skills; the student is fully capable of carrying out urban phenomena. Very good (26-29): Good knowledge of subjects, full ownership of language; the student is able to interpret urban phenomena. Good (24-25): Basic knowledge of the main topics, fair language properties; the student shows a limited ability to interpret urban phenomena.</p> <p>Acceptable (21-23): Basic knowledge of some topics, satisfactory property of language; poor ability to interpret urban phenomena. Sufficient (18-20): Minimum knowledge of some geographical topics and technical language; very little or no ability to interpret urban phenomena. Insufficient: The student does not have an acceptable knowledge of the topics addressed in the Urban Planning course. The evaluation grades is comprised between 18 and 30.</p>
<b>EDUCATIONAL OBJECTIVES</b>	<p>The objective of the Course is to explore the many issues related to urban planning and its foundations, placing issues and "items" in the "chronological time" and in the related geographic and social "space", from the 19° Century to the 20° Century, in Italy, Europe and America. During the semester will be suggested some English bibliographic references and essays; the students will have to prepare a short report in English on one of the articles or books. At the end of the Course the student must have knowledge of the complexities and interrelation-ships between phenomena and specialist culture.</p>
<b>TEACHING METHODS</b>	Lecture, Classroom exercises, Seminars, Surveys
<b>SUGGESTED BIBLIOGRAPHY</b>	<p>Astengo G. (1966) "Urbanistica", in Enciclopedia Universale dell'Arte, vol. X. Mattogno C. (2014) Ventuno parole per l'Urbanistica, Aracne, Firenze. Salzano E. (2010, VIII edizione) Fondamenti di urbanistica. La storia e la norma, Laterza, Roma-Bari. Spagnoli L. (2008), Storia dell'Urbanistica moderna, Zanichelli, Milano (pagg. selezionate).</p>

## SYLLABUS

Hrs	Frontal teaching
2	Opening speech (arguments of the program, exercises, bibliography)
8	<p>The Urban Planning; definitions and birth of 19° Century urban planning and evolution in the 20° and 21° Century: culturally and technically assisted political choice in relation to local culture and supra-local dynamics City, Territory, Environment, Landscape, Context The Plan and its "typological" classification</p>
2	From the 19° to the 21° Centuries, between politics, society and economy: from the Industrial Revolution, to Fordism, to post-Fordism
2	<p>The 19° Century plans in Italy (case studies and issues; e.g., expropriation) The 19° Century plans in Europe (case studies and questions) The 19° Century plans in America (case studies and questions)</p>
3	<p>City models in the 1800s and 1900s (the shape of the city; integration and segregation of space and minorities) The city of the bourgeois, the city of workers The city of rich and the city of poor The "urban conflict" from 19 Century to 21 Century</p>
2	<p>Utopias and ideal cities. Howard's "Garden City" The crisis of the industrial city The birth of ecological "awareness" and its evolution (between theories and project)</p>
4	The Plan and the system of laws (e.g., 1942, Italian urban law), the interconnections and the "binding regime" (forecast-implementation)
2	The foundations of urban planning in Italy today and the "Urban plan"
2	The "Sullo Reform" and post-war reconstruction; the INU; the protagonists in Italy and the contradictions between different approaches (Astengo; De Carlo; Samonà; Piccinato, etc.)
6	The exemplary plans in Italy, between theory and method (some "case studies", such as the Plan of Assisi, Napoli, Gubbio, Salerno, Torino, etc.)
2	The historic centers, the "Gubbio Charter"; some Italian case studies
2	The urban "standards"; the urban rent (from a historical and current perspective)
2	The "unresolved" issues in Italy, the "land regime", housing policy, illegal building, the "delegitimization" of the Plan
2	The urban planning crisis and the "strengths" of urban planning (through some case studies)

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Hrs	Frontal teaching
3	The turning point of the 20° and 21° Century and the great national and international urban planners: ideas, plans, visions
2	Landscape Planning and the concepts of Landscape and Environment
1	Land planning and overcoming the urban "limit" in the city of the 20° Century
3	Strategic Planning and Scenarios Contracted Urban Planning and Participation, a general framework, between bottom-up and top-down actions
2	Sector and specialist planning, differences with ordinary planning Regional urban planning laws, a general reading
2	The origins of the "urban project" up to "complex planning"
1	"Mega events", in Italy and in Europe
2	The new concepts and principles (subsidiarity; sustainability, governance, etc.), decision-making decentralization and the action of the "Third sector"
Hrs	Practice
7	Exercise: explanation and experimentation in the classroom Classroom seminars for the presentation of the exercises