



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Architettura		
ACADEMIC YEAR	2022/2023		
BACHELOR'S DEGREE (BSC)	INDUSTRIAL DESIGN		
SUBJECT	TOWN PLANNING - STUDIO		
TYPE OF EDUCATIONAL ACTIVITY	C		
AMBIT	10647-Attività formative affini o integrative		
CODE	04289		
SCIENTIFIC SECTOR(S)	ICAR/21		
HEAD PROFESSOR(S)	SCAVONE VALERIA Professore Associato Univ. di PALERMO LINO BARBARA Professore Associato Univ. di PALERMO CONTATO ANNALISA Ricercatore a tempo determinato Univ. di PALERMO LO PICCOLO FRANCESCO Professore Ordinario Univ. di PALERMO		
OTHER PROFESSOR(S)			
CREDITS	6		
INDIVIDUAL STUDY (Hrs)	78		
COURSE ACTIVITY (Hrs)	72		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	2		
TERM (SEMESTER)	2° semester		
ATTENDANCE	Mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	<p>CONTATO ANNALISA Tuesday 15:00 18:00 Si prega di inviare una email al docente (annalisa.contato@unipa.it) per confermare l'appuntamento e/o provvedere ad adattamento dell'orario in base alle specifiche necessita.</p> <p>LINO BARBARA Wednesday 14:30 16:30 Dipartimento di Architettura - Viale delle Scienze edificio 14 - Palermo 90128 - Stanza 201</p> <p>LO PICCOLO FRANCESCO Tuesday 15:00 17:00 Dipartimento di Architettura, Viale delle Scienze, Ed. 14 corpo C, secondo piano</p> <p>SCAVONE VALERIA Tuesday 9:00 11:00 Ad Agrigento, presso il Polo didattico territoriale (Via Ugo La Malfa), previo appuntamento via mail al seguente indirizzo: valeria.scavone@unipa.it. Wednesday 9:00 11:00 A Palermo, presso il Dipartimento di Architettura (Viale delle Scienze), stanza 209.</p>		

PREREQUISITES	Basic knowledge of design and visual communication acquired in the first year.
LEARNING OUTCOMES	<p>Knowledge and comprehension capabilities</p> <p>The course aims to provide the student with</p> <ul style="list-style-type: none"> - a good knowledge of the methodologies to critically analyse and interpret urban contexts and their transformative processes in order to develop clear and effective communication, narrative and representation skills; - knowledge of the principles and approaches that characterise tactical urbanism and its potential applications in order to be able to contribute, in a professional context and in multidisciplinary working groups, to the formulation of strategies for the development and communication/valorisation of an urban context. <p>The course therefore aims at:</p> <p>Transmission of technical and perceptive analytical methods aimed at:</p> <ol style="list-style-type: none"> 1. investigate and understand the transformative dynamics that have characterised urban contexts and determined their identity; 2. to identify and classify urban resources and understand their historical-architectural, urban and environmental value, with particular attention to sustainability 3. interpreting urban phenomena and ongoing processes of innovation and transformation 4. to understand the relationship between urban analysis and narrative 5. to understand the complexity of interaction between the points of view expressed by the different actors involved in urban transformation processes and the weaknesses/opportunities connected to inclusive decision-making paths. <p>In addition, the Course will offer the transfer of theoretical and technical knowledge:</p> <ul style="list-style-type: none"> - for the elaboration of a spatial design-driven meta-project based on tactical urban planning approach (adaptive and incremental) <p>Or</p> <ul style="list-style-type: none"> - to effectively communicate and narrate the identity of the urban area and any ongoing transformation process also through innovative and multimedia forms. <p>Modality of learning: The ways in which these objectives will be pursued are: lectures, seminar activities, library research, site inspections, graphic elaborations, meta-design experiments for new spatial configurations or for multimedia communication products.</p> <p>Educational tools: multimedia presentations, scientific texts, teaching handouts.</p> <p>Ability to apply knowledge and understanding</p> <p>During the Studio, students will develop application skills and methods for the elaboration of critical-perceptual analysis and the conception of innovative projects for:</p> <ul style="list-style-type: none"> - the valorisation of urban resources that include intervention on the spatial dimension and on strategies <p>Or</p> <ul style="list-style-type: none"> - or the design of narrative and communication products about urban and human resources, the transformations that have taken place and/or are taking place and the social and historical-cultural context. <p>The Studio includes both lectures and the elaboration of a group exercise.</p> <p>The lectures will provide the theoretical-technical skills necessary for the elaboration of the exercise, theoretical references and in-depth study of selected case studies. At the end of the Course, students will be able to:</p> <ul style="list-style-type: none"> - develop thematic maps of specific analysis for the knowledge of an urban context, with particular reference to representation and communication; - apply basic methods and techniques of urban analysis necessary for the understanding of the contexts under investigation and preliminary to the identification of urban valorisation actions; - apply urban storytelling as a narrative model; - define general strategies for the transformation of the context of investigation or elaborate a communication and narrative product of the context of investigation. <p>Modality of learning: Exercises, seminars, guided site inspections, meetings with administrators, citizens and associations, individual or group study, as well as analysis, study and project activities, to be held in the classroom.</p> <p>Educational tools: basic cartography, vector cartography, personal computer with software for data processing and cartographic and multimedia representations.</p> <p>Autonomy of judgment</p> <p>The student will develop the capacity for autonomous judgement that enables him/her to assess the potential and weaknesses of different contexts and urban phenomena, to recognise the conflicts that arise between the preservation of historical-cultural and environmental values and the pressure of social forces</p>

	<p>and economic interests, in order to elaborate appropriate and effective co-planning or communication strategies.</p> <p>Modality of learning: educational interaction in seminar form aimed at developing critical and judgment skills; meta-design or multimedia experimentation; acquisition of best practice techniques, team work skills.</p> <p>Educational tools: group and interactive site inspections, classroom discussions, autonomous and group work.</p> <p>Communicative capabilities</p> <p>The student will develop clear and effective communication and representation skills in order to interact appropriately with different actors and with reference to different objectives, also through knowledge of the complexities and opportunities posed by inclusive decision-making paths.</p> <p>The students' communication and language skills will be stimulated using different presentation and didactic skills, such as frontal and seminar activities and the use of graphic and multimedia elaborations.</p> <p>By the end of the Studio, students will be able to:</p> <ul style="list-style-type: none"> - present the results of analyses both verbally and through the elaboration of thematic mapping in a clear, concise and convincing way; - select and use the most appropriate tools (diagrams, maps, videos, etc.) to communicate the correctly and effectively information. - justify, argue and communicate the results of analyses, and the meta-project or communication product. <p>Modality of learning: educational interaction in seminar form, elaboration of graphic and multimedia products.</p> <p>Educational tools: graphic tables, video/multimedia presentations.</p> <p>Learning Capabilities</p> <p>Learning skills will be subject to a continuous evaluation during the Course, with lectures and seminar discussion on case studies, on topics of disciplinary debate and on the contents of the exercise.</p> <p>Furthermore, the seminars session planned for the presentation of the results of the exercise aim to stimulate debate and discussion, curiosity and the level of awareness of the student.</p> <p>At the end of the Course, students will be able to use the methodologies learnt to produce meta-design visions or to understand and narrate different urban contexts.</p> <p>Modality of learning: in itinere verification through form of seminars, written, graphic, and multimedia works.</p> <p>Educational tools recommended books, teaching materials, multimedia presentations.</p>
ASSESSMENT METHODS	<p>Oral Exam. Presentation of analytical and meta-design/multimedia elaborations.</p> <p>Evaluation criteria</p> <p>The evaluation will be continued during the Course, through the seminar discussion of the topics covered, the progressive elaboration/correction of the exercises, and attendance at the Course.</p> <p>Specifically, the Studio provides for a double evaluation of both the skills and knowledge of individual student, and the elaborations produced by the groups. In particular, the elaborations produced by the groups will be evaluated on the basis of three fundamental criteria (working group evaluation):</p> <ul style="list-style-type: none"> -the adequacy of students' answers; -the quality of the motivations provided to support the analysis and choices made for the assigned study area; -the quality of the graphic/multimedia works and communication efficiency. <p>Each student will also have to answer at least three questions (individual evaluation):</p> <ul style="list-style-type: none"> -one question will concern one of the topics addressed during the Course, with reference to the illustrated case studies; -two questions will concern the exercise (the student will have to be able to argue and justify the results of the analysis and the choices of the exercise product). <p>The final evaluation aims to assess whether the student has acquired a good knowledge and understanding of the topics covered during the Studio.</p> <p>The sufficiency threshold will be reached if the student shows knowledge and understanding of the topics at least in the general outlines and has minimum applicative skills; he/she must, equally, possess expositive and argumentative skills such as to enable the transmission of his/her knowledge to the examiner.</p> <p>Below this threshold, the examination will be insufficient. The more, on the other hand, the student with his/her argumentative and expositive skills it will be able to interact with the examiner, and the more his/her knowledge and application skills will demonstrate the acquisition of techniques and methods covered by the</p>

	<p>Course, the more the assessment will be positive.</p> <p>The evaluation grades range is comprised between 18 and 30, according to the following criteria</p> <p>Excellent (30-30 cum laude): Excellent knowledge of topics, excellent language properties, good analytical and interpretive skills; the student is fully able to apply the theoretical paradigms and techniques learned in the Studio: critical-analytical interpretation of urban phenomena, spatialization of development strategies through the spatial transformation meta-design project or elaboration of a communication and narrative product, including multimedia, of the investigation context.</p> <p>Very good (26-29): Good competence of topics studied during the Course, full property of language; The student is able to apply the theoretical paradigms and techniques learned during the Studio to interpret urban phenomena, guide the spatialization of development strategies through the project or effectively communicate the dynamics of ongoing urban transformation.</p> <p>Good (24-25): Basic knowledge of the main topics, discrete properties of language; The student shows a discrete ability to use the theoretical paradigms and techniques learned in the Studio to interpret urban phenomena, orient the spatialization of development strategies through design or discretely communicate the dynamics of ongoing urban transformation.</p> <p>Sufficient (21-23): Basic knowledge of some topics, sufficient property of language; the student shows a limited ability to use the theoretical paradigms and techniques learned in the Studio.</p> <p>Pass (18-20): Minimum knowledge of some topics and poor technical language; little or no ability to apply autonomously theoretical and technical paradigms studied in the Course.</p> <p>Fail: The student does not have an acceptable knowledge of the topics studied in the Studio.</p>
EDUCATIONAL OBJECTIVES	<p>The Course aims to intertwine skills and methodologies of space design and product design with those of urban analysis and co-production or narration of urban transformations.</p> <p>The Course intends to provide:</p> <ul style="list-style-type: none"> - competences in the field of critical-perceptual urban analysis with respect to the processes of innovation and transformation underway in order to raise awareness of the current structure of the contemporary city, with particular reference to historical centres; - methodology of analysis and interpretation of urban phenomena and resources; - skills of communication and narration of the identity of an urban context; - skills aimed at: elaboration of a design-driven urban meta-project based on tactical urbanism <p>or</p> <p>elaboration of a communication and narrative product of investigation context.</p>
TEACHING METHODS	<p>Lectures (starting with the illustration of theoretical principles and case studies) and methodological instruction, classroom exercises, seminars, etc. Lectures and seminars are integrated with interactive and cooperative methods (problem-based learning, site inspections, group problem solving and mutual teaching).</p>
SUGGESTED BIBLIOGRAPHY	<p>Libri di testo/Text books</p> <p>Amistadi L., Balducci V., Bradecki T., Prandi E., Schröder U. (eds.), Mapping Urban Spaces. Designing the European City, Routledge, 2021.</p> <p>Gabellini P., Le mutazioni dell'urbanistica. Principi, tecniche e competenze, Carocci editore, Roma, 2018.</p> <p>Rydin Y., Theory in Planning Research, Palgrave Macmillan Singapore, 2021.</p> <p>Capitolo: Governance Theories: Stakeholders, Networks and Collaboration, pp 83-104 (available on: https://link.springer.com/book/10.1007/978-981-33-6568-1).</p> <p>LeGates R.T., Stout F. (eds.), The City Reader, Routledge, 2015. PART 7 URBAN DESIGN AND PLACEMAKING</p> <p>Lecture integrative e di supporto alla redazione dell'esercitazione/Supplementary and supporting readings for the exercise</p> <p>Carta M., Città aumentate. Dieci gesti-barriera per il futuro, Il Margine, Trento, 2021.</p> <p>Cometa M., Perché le storie ci aiutano a vivere. La letteratura necessaria, Milano, Cortina, 2017.</p> <p>Granata E., Placemaker. Gli inventori dei luoghi che abiteremo, Giulio Einaudi editore, Milano, 2021.</p> <p>Infante C., Paesaggi umani, Bordeaux, Roma, 2021.</p> <p>Inti I., Cantaluppi G., Perischino M., Temporiuso. Manuale per il riuso temporaneo di spazi in abbandono in Italia, Altreconomia, Milano, 2014.</p> <p>Lerner J., Acupuntura Urbana, Editora Record, Rio De Janeiro, 2003.</p> <p>Lynch K., The Image of the City, Massachusetts Institute of Technology, Boston, 1960 (ed. it.: L'immagine della città, Marsilio, Venezia, 2006).</p> <p>Lydon M., The Open Streets Project and Tactical Urbanism: Short-Term Action, Long-Term Change, Vol. 2, Street Plans, Miami-New York, 2012.</p>

	<p>Mattogno C., Ventuno parole per l'urbanistica, Alinea, Firenze, 2014.</p> <p>Milano Urban Center, Milano Spazio Pubblico. Un atlante in divenire dello spazio di tutti, LetteraVentidue, Siracusa, 2022.</p> <p>Perissinotto A., Raccontare. Strategie e tecniche di storytelling, Laterza, Bari, 2020.</p> <p>Tosi M.C. (a cura di), Di cosa parliamo quando parliamo di urbanistica?, Meltemi, Roma, 2006.</p>
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SYLLABUS

Hrs	Frontal teaching
3	Introduction. Presentation of the contents of the Course. Explanation of the Course program and educational objectives, illustration of teaching documents and bibliographies. Census of the students. Formation of working groups.
5	Brief notes on the characteristics and tasks of urban planning, on inclusive decision-making processes and on the principles of tactical urbanism.
2	Explanation of the exercise. Illustration of methodological examples. Assignment of study areas for the exercise.
5	Methodologies for analysing and mapping resources, uses (formal and informal), transformations, public and private actors, communities. Relationship between urban analysis and narrative: storytelling and micro-narratives as a tool for analysis and interpretation or as a creative and communicative tool.
5	Critical review of national and international cases studies that combine the design approach of tactical urbanism and the communicative approach of design to the development of innovative strategies.
2	Summary of Course objectives and content.
Hrs	Workshops
5	<p>The workshop provides a classroom exercise on a system of public spaces within the historic center of Palermo. The exercise is based on a methodological framework that applies different analytical techniques aimed at guiding the criteria of the design products.</p> <p>Site inspection of the urban context of the exercise.</p>
20	Analytical-interpretative phase Critical investigation of the case study through the application of different exploration techniques (geo-spatialized representations of uses, functions, transformations in progress, perceptive interpretation of places; analysis and classification of territorial actors; interviews; photographic record, etc.).
25	Meta-design project phase Definition of development visions and design-driven urban meta-project based on tactical urbanism or definition of the design of a communication and narration product of the area.

PREREQUISITES	Basic knowledge of design and visual communication acquired in the first year.
LEARNING OUTCOMES	<p>Knowledge and comprehension capabilities</p> <p>The course aims to provide the student with</p> <ul style="list-style-type: none"> - a good knowledge of the methodologies to critically analyse and interpret urban contexts and their transformative processes in order to develop clear and effective communication, narrative and representation skills; - knowledge of the principles and approaches that characterise tactical urbanism and its potential applications in order to be able to contribute, in a professional context and in multidisciplinary working groups, to the formulation of strategies for the development and communication/valorisation of an urban context. <p>The course therefore aims at:</p> <p>Transmission of technical and perceptive analytical methods aimed at:</p> <ol style="list-style-type: none"> 1. investigate and understand the transformative dynamics that have characterised urban contexts and determined their identity; 2. to identify and classify urban resources and understand their historical-architectural, urban and environmental value, with particular attention to sustainability 3. interpreting urban phenomena and ongoing processes of innovation and transformation 4. to understand the relationship between urban analysis and narrative 5. to understand the complexity of interaction between the points of view expressed by the different actors involved in urban transformation processes and the weaknesses/opportunities connected to inclusive decision-making paths. <p>In addition, the Course will offer the transfer of theoretical and technical knowledge:</p> <ul style="list-style-type: none"> - for the elaboration of a spatial design-driven meta-project based on tactical urban planning approach (adaptive and incremental) <p>Or</p> <ul style="list-style-type: none"> - to effectively communicate and narrate the identity of the urban area and any ongoing transformation process also through innovative and multimedia forms. <p>Modality of learning: The ways in which these objectives will be pursued are: lectures, seminar activities, library research, site inspections, graphic elaborations, meta-design experiments for new spatial configurations or for multimedia communication products.</p> <p>Educational tools: multimedia presentations, scientific texts, teaching handouts.</p> <p>Ability to apply knowledge and understanding</p> <p>During the Studio, students will develop application skills and methods for the elaboration of critical-perceptual analysis and the conception of innovative projects for:</p> <ul style="list-style-type: none"> - the valorisation of urban resources that include intervention on the spatial dimension and on strategies <p>Or</p> <ul style="list-style-type: none"> - or the design of narrative and communication products about urban and human resources, the transformations that have taken place and/or are taking place and the social and historical-cultural context. <p>The Studio includes both lectures and the elaboration of a group exercise.</p> <p>The lectures will provide the theoretical-technical skills necessary for the elaboration of the exercise, theoretical references and in-depth study of selected case studies. At the end of the Course, students will be able to:</p> <ul style="list-style-type: none"> - develop thematic maps of specific analysis for the knowledge of an urban context, with particular reference to representation and communication; - apply basic methods and techniques of urban analysis necessary for the understanding of the contexts under investigation and preliminary to the identification of urban valorisation actions; - apply urban storytelling as a narrative model; - define general strategies for the transformation of the context of investigation or elaborate a communication and narrative product of the context of investigation. <p>Modality of learning: Exercises, seminars, guided site inspections, meetings with administrators, citizens and associations, individual or group study, as well as analysis, study and project activities, to be held in the classroom. Educational tools: basic cartography, vector cartography, personal computer with software for data processing and cartographic and multimedia representations.</p> <p>Autonomy of judgment</p> <p>The student will develop the capacity for autonomous judgement that enables him/her to assess the potential and weaknesses of different contexts and urban phenomena, to recognise the conflicts that arise between the preservation of</p>

	<p>historical-cultural and environmental values and the pressure of social forces and economic interests, in order to elaborate appropriate and effective co-planning or communication strategies.</p> <p>Modality of learning: educational interaction in seminar form aimed at developing critical and judgment skills; meta-design or multimedia experimentation; acquisition of best practice techniques, team work skills.</p> <p>Educational tools: group and interactive site inspections, classroom discussions, autonomous and group work.</p> <p>Communicative capabilities</p> <p>The student will develop clear and effective communication and representation skills in order to interact appropriately with different actors and with reference to different objectives, also through knowledge of the complexities and opportunities posed by inclusive decision-making paths.</p> <p>The students' communication and language skills will be stimulated using different presentation and didactic skills, such as frontal and seminar activities and the use of graphic and multimedia elaborations.</p> <p>By the end of the Studio, students will be able to:</p> <p>present the results of analyses both verbally and through the elaboration of thematic mapping in a clear, concise and convincing way;</p> <p>select and use the most appropriate tools (diagrams, maps, videos, etc.) to communicate the correctly and effectively information.</p> <p>justify, argue and communicate the results of analyses, and the meta-project or communication product.</p> <p>Modality of learning: educational interaction in seminar form, elaboration of graphic and multimedia products.</p> <p>Educational tools: graphic tables, video/multimedia presentations.</p> <p>Learning Capabilities</p> <p>Learning skills will be subject to a continuous evaluation during the Course, with lectures and seminar discussion on case studies, on topics of disciplinary debate and on the contents of the exercise. Furthermore, the seminars session planned for the presentation of the results of the exercise aim to stimulate debate and discussion, curiosity and the level of awareness of the student.</p> <p>At the end of the Course, students will be able to use the methodologies learnt to produce meta-design visions or to understand and narrate different urban contexts.</p> <p>Modality of learning: in itinere verification through form of seminars, written, graphic, and multimedia works.</p> <p>Educational tools recommended books, teaching materials, multimedia presentations.</p>
ASSESSMENT METHODS	<p>Oral Exam. Presentation of analytical and meta-design/multimedia elaborations.</p> <p>Evaluation criteria</p> <p>The evaluation will be continued during the Course, through the seminar discussion of the topics covered, the progressive elaboration/correction of the exercises, and attendance at the Course.</p> <p>Specifically, the Studio provides for a double evaluation of both the skills and knowledge of individual student, and the elaborations produced by the groups. In particular, the elaborations produced by the groups will be evaluated on the basis of three fundamental criteria (working group evaluation):</p> <p>the adequacy of students' answers;</p> <p>the quality of the motivations provided to support the analysis and choices made for the assigned study area;</p> <p>the quality of the graphic/multimedia works and communication efficiency.</p> <p>Each student will also have to answer at least three questions (individual evaluation):</p> <p>one question will concern one of the topics addressed during the Course, with reference to the illustrated case studies;</p> <p>two questions will concern the exercise (the student will have to be able to argue and justify the results of the analysis and the choices of the exercise product).</p> <p>The final evaluation aims to assess whether the student has acquired a good knowledge and understanding of the topics covered during the Studio.</p> <p>The sufficiency threshold will be reached if the student shows knowledge and understanding of the topics at least in the general outlines and has minimum applicative skills; he/she must, equally, possess expositive and argumentative skills such as to enable the</p> <p>the transmission of his/her knowledge to the examiner.</p> <p>Below this threshold, the examination will be insufficient. The more, on the other hand, the student with his/her argumentative and expositive skills it will be able to interact with the examiner, and the more his/her knowledge and application skills will demonstrate the acquisition of techniques and methods covered by the</p>

	<p>Course, the more the assessment will be positive.</p> <p>The evaluation grades range is comprised between 18 and 30, according to the following criteria</p> <p>Excellent (30-30 cum laude): Excellent knowledge of topics, excellent language properties, good analytical and interpretive skills; the student is fully able to apply the theoretical paradigms and techniques learned in the Studio: critical-analytical interpretation of urban phenomena, spatialization of development strategies through the spatial transformation meta-design project or elaboration of a communication and narrative product, including multimedia, of the investigation context.</p> <p>Very good (26-29): Good competence of topics studied during the Course, full property of language; The student is able to apply the theoretical paradigms and techniques learned during the Studio to interpret urban phenomena, guide the spatialization of development strategies through the project or effectively communicate the dynamics of ongoing urban transformation.</p> <p>Good (24-25): Basic knowledge of the main topics, discrete properties of language; The student shows a discrete ability to use the theoretical paradigms and techniques learned in the Studio to interpret urban phenomena, orient the spatialization of development strategies through design or discretely communicate the dynamics of ongoing urban transformation.</p> <p>Sufficient (21-23): Basic knowledge of some topics, sufficient property of language; the student shows a limited ability to use the theoretical paradigms and techniques learned in the Studio.</p> <p>Pass (18-20): Minimum knowledge of some topics and poor technical language; little or no ability to apply autonomously theoretical and technical paradigms studied in the Course.</p> <p>Fail: The student does not have an acceptable knowledge of the topics studied in the Studio.</p>
EDUCATIONAL OBJECTIVES	<p>The Course aims to intertwine skills and methodologies of space design and product design with those of urban analysis and co-production or narration of urban transformations.</p> <p>The Course intends to provide:</p> <ul style="list-style-type: none"> - competences in the field of critical-perceptual urban analysis with respect to the processes of innovation and transformation underway in order to raise awareness of the current structure of the contemporary city, with particular reference to historical centres; - methodology of analysis and interpretation of urban phenomena and resources; - skills of communication and narration of the identity of an urban context; - skills aimed at: elaboration of a design-driven urban meta-project based on tactical urbanism <p>or</p> <p>elaboration of a communication and narrative product of investigation context.</p>
TEACHING METHODS	<p>Lectures (starting with the illustration of theoretical principles and case studies) and methodological instruction, classroom exercises, seminars, etc. Lectures and seminars are integrated with interactive and cooperative methods (problem-based learning, site inspections, group problem solving and mutual teaching).</p>
SUGGESTED BIBLIOGRAPHY	<p>Amistadi L., Balducci V., Bradecki T., Prandi E., Schröder U. (eds.), Mapping Urban Spaces. Designing the European City, Routledge, 2021.</p> <p>Gabellini P., Le mutazioni dell'urbanistica. Principi, tecniche e competenze, Carocci editore, Roma, 2018.</p> <p>Rydin Y., Theory in Planning Research, Palgrave Macmillan Singapore, 2021.</p> <p>Capitolo: Governance Theories: Stakeholders, Networks and Collaboration, pp 83-104 (available on: https://link.springer.com/book/10.1007/978-981-33-6568-1).</p> <p>LeGates R.T., Stout F. (eds.), The City Reader, Routledge, 2015. PART 7 URBAN DESIGN AND PLACEMAKING (available on: https://libgen.rocks/ads.php?md5=ec1fd962a988059297b49cd5d1f1cade).</p> <p>Lecture integrative e di supporto alla redazione dell'esercitazione</p> <p>Carta M., Città aumentate. Dieci gesti-barriera per il futuro, Il Margine, Trento, 2021.</p> <p>Cometa M., Perché le storie ci aiutano a vivere. La letteratura necessaria, Milano, Cortina, 2017.</p> <p>Granata E., Placemaker. Gli inventori dei luoghi che abiteremo, Giulio Einaudi editore, Milano, 2021.</p> <p>Infante C., Paesaggi umani, Bordeaux, Roma, 2021.</p> <p>Inti I., Cantaluppi G., Perischino M., Temporioso. Manuale per il riuso temporaneo di spazi in abbandono in Italia, Altreconomia, Milano, 2014.</p> <p>Lerner J., Acupuntura Urbana, Editora Record, Rio De Janeiro, 2003.</p> <p>Lynch K., The Image of the City, Massachusetts Institute of Technology, Boston, 1960 (ed. it.: L'immagine della città, Marsilio, Venezia, 2006).</p> <p>Lydon M., The Open Streets Project and Tactical Urbanism: Short-Term Action, Long-Term Change, Vol. 2, Street Plans, Miami-New York, 2012.</p> <p>Mattogno C., Ventuno parole per l'urbanistica, Alinea, Firenze, 2014.</p>

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SYLLABUS

Hrs	Frontal teaching
3	Introduction. Presentation of the contents of the Course. Explanation of the Course program and educational objectives, illustration of teaching documents and bibliographies. Census of the members. Formation of working groups.
5	Brief notes on the characteristics and tasks of urban planning, on inclusive decision-making processes and on the principles of tactical urbanism.
2	Explanation of the exercise. Illustration of methodological examples. Assignment of study areas for the exercise.
5	Methodologies for analysing and mapping resources, uses (formal and informal), transformations, public and private actors, communities. Relationship between urban analysis and narrative: storytelling and micro-narratives as a tool for analysis and interpretation or as a creative and communicative tool.
5	Critical review of national and international cases studies that combine the design approach of tactical urbanism and the communicative approach of design to the development of innovative strategies.
2	Summary of Course objectives and content.
Hrs	Workshops
5	Site inspection of the urban context of the exercise.
20	Analytical-interpretative phase Critical investigation of the case study through the application of different exploration techniques (geo-spatialized representations of uses, functions, transformations in progress, perceptive interpretation of places; analysis and classification of territorial actors; interviews; photographic record, etc.).
20	Meta-design project phase Definition of development visions and design-driven urban meta-project based on tactical urbanism or definition of the design of a communication and narration product of the area.

PREREQUISITES	Basic knowledge of design and visual communication acquired in the first year.
LEARNING OUTCOMES	<p>Knowledge and comprehension capabilities</p> <p>The course aims to provide the student with</p> <ul style="list-style-type: none"> - a good knowledge of the methodologies to critically analyse and interpret urban contexts and their transformative processes in order to develop clear and effective communication, narrative and representation skills; - knowledge of the principles and approaches that characterise tactical urbanism and its potential applications in order to be able to contribute, in a professional context and in multidisciplinary working groups, to the formulation of strategies for the development and communication/valorisation of an urban context. <p>The course therefore aims at:</p> <p>Transmission of technical and perceptive analytical methods aimed at:</p> <ol style="list-style-type: none"> 1. investigate and understand the transformative dynamics that have characterised urban contexts and determined their identity; 2. to identify and classify urban resources and understand their historical-architectural, urban and environmental value, with particular attention to sustainability 3. interpreting urban phenomena and ongoing processes of innovation and transformation 4. to understand the relationship between urban analysis and narrative 5. to understand the complexity of interaction between the points of view expressed by the different actors involved in urban transformation processes and the weaknesses/opportunities connected to inclusive decision-making paths. <p>In addition, the Course will offer the transfer of theoretical and technical knowledge:</p> <ul style="list-style-type: none"> - for the elaboration of a spatial design-driven meta-project based on tactical urban planning approach (adaptive and incremental) <p>Or</p> <ul style="list-style-type: none"> - to effectively communicate and narrate the identity of the urban area and any ongoing transformation process also through innovative and multimedia forms. <p>Modality of learning: The ways in which these objectives will be pursued are: lectures, seminar activities, library research, site inspections, graphic elaborations, meta-design experiments for new spatial configurations or for multimedia communication products.</p> <p>Educational tools: multimedia presentations, scientific texts, teaching handouts.</p> <p>Ability to apply knowledge and understanding</p> <p>During the Studio, students will develop application skills and methods for the elaboration of critical-perceptual analysis and the conception of innovative projects for:</p> <ul style="list-style-type: none"> - the valorisation of urban resources that include intervention on the spatial dimension and on strategies <p>Or</p> <ul style="list-style-type: none"> - or the design of narrative and communication products about urban and human resources, the transformations that have taken place and/or are taking place and the social and historical-cultural context. <p>The Studio includes both lectures and the elaboration of a group exercise.</p> <p>The lectures will provide the theoretical-technical skills necessary for the elaboration of the exercise, theoretical references and in-depth study of selected case studies. At the end of the Course, students will be able to:</p> <ul style="list-style-type: none"> - develop thematic maps of specific analysis for the knowledge of an urban context, with particular reference to representation and communication; - apply basic methods and techniques of urban analysis necessary for the understanding of the contexts under investigation and preliminary to the identification of urban valorisation actions; - apply urban storytelling as a narrative model; - define general strategies for the transformation of the context of investigation or elaborate a communication and narrative product of the context of investigation. <p>Modality of learning: Exercises, seminars, guided site inspections, meetings with administrators, citizens and associations, individual or group study, as well as analysis, study and project activities, to be held in the classroom. Educational tools: basic cartography, vector cartography, personal computer with software for data processing and cartographic and multimedia representations.</p> <p>Autonomy of judgment</p> <p>The student will develop the capacity for autonomous judgement that enables him/her to assess the potential and weaknesses of different contexts and urban phenomena, to recognise the conflicts that arise between the preservation of</p>

	<p>historical-cultural and environmental values and the pressure of social forces and economic interests, in order to elaborate appropriate and effective co-planning or communication strategies.</p> <p>Modality of learning: educational interaction in seminar form aimed at developing critical and judgment skills; meta-design or multimedia experimentation; acquisition of best practice techniques, team work skills.</p> <p>Educational tools: group and interactive site inspections, classroom discussions, autonomous and group work.</p> <p>Communicative capabilities</p> <p>The student will develop clear and effective communication and representation skills in order to interact appropriately with different actors and with reference to different objectives, also through knowledge of the complexities and opportunities posed by inclusive decision-making paths.</p> <p>The students' communication and language skills will be stimulated using different presentation and didactic skills, such as frontal and seminar activities and the use of graphic and multimedia elaborations.</p> <p>By the end of the Studio, students will be able to:</p> <p>present the results of analyses both verbally and through the elaboration of thematic mapping in a clear, concise and convincing way;</p> <p>select and use the most appropriate tools (diagrams, maps, videos, etc.) to communicate the correctly and effectively information.</p> <p>justify, argue and communicate the results of analyses, and the meta-project or communication product.</p> <p>Modality of learning: educational interaction in seminar form, elaboration of graphic and multimedia products.</p> <p>Educational tools: graphic tables, video/multimedia presentations.</p> <p>Learning Capabilities</p> <p>Learning skills will be subject to a continuous evaluation during the Course, with lectures and seminar discussion on case studies, on topics of disciplinary debate and on the contents of the exercise. Furthermore, the seminars session planned for the presentation of the results of the exercise aim to stimulate debate and discussion, curiosity and the level of awareness of the student.</p> <p>At the end of the Course, students will be able to use the methodologies learnt to produce meta-design visions or to understand and narrate different urban contexts.</p> <p>Modality of learning: in itinere verification through form of seminars, written, graphic, and multimedia works.</p> <p>Educational tools recommended books, teaching materials, multimedia presentations.</p>
ASSESSMENT METHODS	<p>Oral Exam. Presentation of analytical and meta-design/multimedia elaborations.</p> <p>Evaluation criteria</p> <p>The evaluation will be continued during the Course, through the seminar discussion of the topics covered, the progressive elaboration/correction of the exercises, and attendance at the Course.</p> <p>Specifically, the Studio provides for a double evaluation of both the skills and knowledge of individual student, and the elaborations produced by the groups. In particular, the elaborations produced by the groups will be evaluated on the basis of three fundamental criteria (working group evaluation):</p> <p>the adequacy of students' answers;</p> <p>the quality of the motivations provided to support the analysis and choices made for the assigned study area;</p> <p>the quality of the graphic/multimedia works and communication efficiency.</p> <p>Each student will also have to answer at least three questions (individual evaluation):</p> <p>one question will concern one of the topics addressed during the Course, with reference to the illustrated case studies;</p> <p>two questions will concern the exercise (the student will have to be able to argue and justify the results of the analysis and the choices of the exercise product).</p> <p>The final evaluation aims to assess whether the student has acquired a good knowledge and understanding of the topics covered during the Studio.</p> <p>The sufficiency threshold will be reached if the student shows knowledge and understanding of the topics at least in the general outlines and has minimum applicative skills; he/she must, equally, possess expositive and argumentative skills such as to enable the</p> <p>the transmission of his/her knowledge to the examiner.</p> <p>Below this threshold, the examination will be insufficient. The more, on the other hand, the student with his/her argumentative and expositive skills it will be able to interact with the examiner, and the more his/her knowledge and application skills will demonstrate the acquisition of techniques and methods covered by the</p>

	<p>Course, the more the assessment will be positive.</p> <p>The evaluation grades range is comprised between 18 and 30, according to the following criteria</p> <p>Excellent (30-30 cum laude): Excellent knowledge of topics, excellent language properties, good analytical and interpretive skills; the student is fully able to apply the theoretical paradigms and techniques learned in the Studio: critical-analytical interpretation of urban phenomena, spatialization of development strategies through the spatial transformation meta-design project or elaboration of a communication and narrative product, including multimedia, of the investigation context.</p> <p>Very good (26-29): Good competence of topics studied during the Course, full property of language; The student is able to apply the theoretical paradigms and techniques learned during the Studio to interpret urban phenomena, guide the spatialization of development strategies through the project or effectively communicate the dynamics of ongoing urban transformation.</p> <p>Good (24-25): Basic knowledge of the main topics, discrete properties of language; The student shows a discrete ability to use the theoretical paradigms and techniques learned in the Studio to interpret urban phenomena, orient the spatialization of development strategies through design or discretely communicate the dynamics of ongoing urban transformation.</p> <p>Sufficient (21-23): Basic knowledge of some topics, sufficient property of language; the student shows a limited ability to use the theoretical paradigms and techniques learned in the Studio.</p> <p>Pass (18-20): Minimum knowledge of some topics and poor technical language; little or no ability to apply autonomously theoretical and technical paradigms studied in the Course.</p> <p>Fail: The student does not have an acceptable knowledge of the topics studied in the Studio.</p>
EDUCATIONAL OBJECTIVES	<p>The Course aims to intertwine skills and methodologies of space design and product design with those of urban analysis and co-production or narration of urban transformations.</p> <p>The Course intends to provide:</p> <ul style="list-style-type: none"> - competences in the field of critical-perceptual urban analysis with respect to the processes of innovation and transformation underway in order to raise awareness of the current structure of the contemporary city, with particular reference to historical centres; - methodology of analysis and interpretation of urban phenomena and resources; - skills of communication and narration of the identity of an urban context; - skills aimed at: elaboration of a design-driven urban meta-project based on tactical urbanism <p>or</p> <p>elaboration of a communication and narrative product of investigation context.</p>
TEACHING METHODS	<p>Lectures (starting with the illustration of theoretical principles and case studies) and methodological instruction, classroom exercises, seminars, etc. Lectures and seminars are integrated with interactive and cooperative methods (problem-based learning, site inspections, group problem solving and mutual teaching).</p>
SUGGESTED BIBLIOGRAPHY	<p>Amistadi L., Balducci V., Bradecki T., Prandi E., Schröder U. (eds.), Mapping Urban Spaces. Designing the European City, Routledge, 2021.</p> <p>Gabellini P., Le mutazioni dell'urbanistica. Principi, tecniche e competenze, Carocci editore, Roma, 2018.</p> <p>Rydin Y., Theory in Planning Research, Palgrave Macmillan Singapore, 2021.</p> <p>Capitolo: Governance Theories: Stakeholders, Networks and Collaboration, pp 83-104 (available on: https://link.springer.com/book/10.1007/978-981-33-6568-1).</p> <p>LeGates R.T., Stout F. (eds.), The City Reader, Routledge, 2015. PART 7 URBAN DESIGN AND PLACEMAKING (available on: https://libgen.rocks/ads.php?md5=ec1fd962a988059297b49cd5d1f1cade).</p> <p>Lecture integrative e di supporto alla redazione dell'esercitazione</p> <p>Carta M., Città aumentate. Dieci gesti-barriera per il futuro, Il Margine, Trento, 2021.</p> <p>Cometa M., Perché le storie ci aiutano a vivere. La letteratura necessaria, Milano, Cortina, 2017.</p> <p>Granata E., Placemaker. Gli inventori dei luoghi che abiteremo, Giulio Einaudi editore, Milano, 2021.</p> <p>Infante C., Paesaggi umani, Bordeaux, Roma, 2021.</p> <p>Inti I., Cantaluppi G., Perischino M., Temporioso. Manuale per il riuso temporaneo di spazi in abbandono in Italia, Altreconomia, Milano, 2014.</p> <p>Lerner J., Acupuntura Urbana, Editora Record, Rio De Janeiro, 2003.</p> <p>Lynch K., The Image of the City, Massachusetts Institute of Technology, Boston, 1960 (ed. it.: L'immagine della città, Marsilio, Venezia, 2006).</p> <p>Lydon M., The Open Streets Project and Tactical Urbanism: Short-Term Action, Long-Term Change, Vol. 2, Street Plans, Miami-New York, 2012.</p> <p>Mattogno C., Ventuno parole per l'urbanistica, Alinea, Firenze, 2014.</p>

	<p>Milano Urban Center, Milano Spazio Pubblico. Un atlante in divenire dello spazio di tutti, LetteraVentidue, Siracusa, 2022.</p> <p>Perissinotto A., Raccontare. Strategie e tecniche di storytelling, Laterza, Bari, 2020.</p> <p>Tosi M.C. (a cura di), Di cosa parliamo quando parliamo di urbanistica?, Meltemi, Roma, 2006.</p>
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SYLLABUS

Hrs	Frontal teaching
3	Introduction. Presentation of the contents of the Course. Explanation of the Course program and educational objectives, illustration of teaching documents and bibliographies. Census of the members. Formation of working groups.
5	Brief notes on the characteristics and tasks of urban planning, on inclusive decision-making processes and on the principles of tactical urbanism.
2	Explanation of the exercise. Illustration of methodological examples. Assignment of study areas for the exercise.
5	Methodologies for analysing and mapping resources, uses (formal and informal), transformations, public and private actors, communities. Relationship between urban analysis and narrative: storytelling and micro-narratives as a tool for analysis and interpretation or as a creative and communicative tool.
5	Critical review of national and international cases studies that combine the design approach of tactical urbanism and the communicative approach of design to the development of innovative strategies.
2	Summary of Course objectives and content.
Hrs	Workshops
5	Site inspection of the urban context of the exercise.
20	Analytical-interpretative phase Critical investigation of the case study through the application of different exploration techniques (geo-spatialized representations of uses, functions, transformations in progress, perceptive interpretation of places; analysis and classification of territorial actors; interviews; photographic record, etc.).
20	Meta-design project phase Definition of development visions and design-driven urban meta-project based on tactical urbanism or definition of the design of a communication and narration product of the area.

PREREQUISITES	Basic knowledge of design and visual communication acquired in the first year.
LEARNING OUTCOMES	<p>Knowledge and comprehension capabilities</p> <p>The course aims to provide the student with</p> <ul style="list-style-type: none"> - a good knowledge of the methodologies to critically analyse and interpret urban contexts and their transformative processes in order to develop clear and effective communication, narrative and representation skills; - knowledge of the principles and approaches that characterise tactical urbanism and its potential applications in order to be able to contribute, in a professional context and in multidisciplinary working groups, to the formulation of strategies for the development and communication/valorisation of an urban context. <p>The course therefore aims at:</p> <p>Transmission of technical and perceptive analytical methods aimed at:</p> <ol style="list-style-type: none"> 1. investigate and understand the transformative dynamics that have characterised urban contexts and determined their identity; 2. to identify and classify urban resources and understand their historical-architectural, urban and environmental value, with particular attention to sustainability 3. interpreting urban phenomena and ongoing processes of innovation and transformation 4. to understand the relationship between urban analysis and narrative 5. to understand the complexity of interaction between the points of view expressed by the different actors involved in urban transformation processes and the weaknesses/opportunities connected to inclusive decision-making paths. <p>In addition, the Course will offer the transfer of theoretical and technical knowledge:</p> <ul style="list-style-type: none"> - for the elaboration of a spatial design-driven meta-project based on tactical urban planning approach (adaptive and incremental) <p>Or</p> <ul style="list-style-type: none"> - to effectively communicate and narrate the identity of the urban area and any ongoing transformation process also through innovative and multimedia forms. <p>Modality of learning: The ways in which these objectives will be pursued are: lectures, seminar activities, library research, site inspections, graphic elaborations, meta-design experiments for new spatial configurations or for multimedia communication products.</p> <p>Educational tools: multimedia presentations, scientific texts, teaching handouts.</p> <p>Ability to apply knowledge and understanding</p> <p>During the Studio, students will develop application skills and methods for the elaboration of critical-perceptual analysis and the conception of innovative projects for:</p> <ul style="list-style-type: none"> - the valorisation of urban resources that include intervention on the spatial dimension and on strategies <p>Or</p> <ul style="list-style-type: none"> - or the design of narrative and communication products about urban and human resources, the transformations that have taken place and/or are taking place and the social and historical-cultural context. <p>The Studio includes both lectures and the elaboration of a group exercise.</p> <p>The lectures will provide the theoretical-technical skills necessary for the elaboration of the exercise, theoretical references and in-depth study of selected case studies. At the end of the Course, students will be able to:</p> <ul style="list-style-type: none"> - develop thematic maps of specific analysis for the knowledge of an urban context, with particular reference to representation and communication; - apply basic methods and techniques of urban analysis necessary for the understanding of the contexts under investigation and preliminary to the identification of urban valorisation actions; - apply urban storytelling as a narrative model; - define general strategies for the transformation of the context of investigation or elaborate a communication and narrative product of the context of investigation. <p>Modality of learning: Exercises, seminars, guided site inspections, meetings with administrators, citizens and associations, individual or group study, as well as analysis, study and project activities, to be held in the classroom.</p> <p>Educational tools: basic cartography, vector cartography, personal computer with software for data processing and cartographic and multimedia representations.</p> <p>Autonomy of judgment</p> <p>The student will develop the capacity for autonomous judgement that enables him/her to assess the potential and weaknesses of different contexts and urban</p>

	<p>phenomena, to recognise the conflicts that arise between the preservation of historical-cultural and environmental values and the pressure of social forces and economic interests, in order to elaborate appropriate and effective co-planning or communication strategies.</p> <p>Modality of learning: educational interaction in seminar form aimed at developing critical and judgment skills; meta-design or multimedia experimentation; acquisition of best practice techniques, team work skills.</p> <p>Educational tools: group and interactive site inspections, classroom discussions, autonomous and group work.</p> <p>Communicative capabilities</p> <p>The student will develop clear and effective communication and representation skills in order to interact appropriately with different actors and with reference to different objectives, also through knowledge of the complexities and opportunities posed by inclusive decision-making paths.</p> <p>The students' communication and language skills will be stimulated using different presentation and didactic skills, such as frontal and seminar activities and the use of graphic and multimedia elaborations.</p> <p>By the end of the Studio, students will be able to:</p> <ul style="list-style-type: none"> - present the results of analyses both verbally and through the elaboration of thematic mapping in a clear, concise and convincing way; - select and use the most appropriate tools (diagrams, maps, videos, etc.) to communicate the correctly and effectively information. - justify, argue and communicate the results of analyses, and the meta-project or communication product. <p>Modality of learning: educational interaction in seminar form, elaboration of graphic and multimedia products.</p> <p>Educational tools: graphic tables, video/multimedia presentations.</p> <p>Learning Capabilities</p> <p>Learning skills will be subject to a continuous evaluation during the Course, with lectures and seminar discussion on case studies, on topics of disciplinary debate and on the contents of the exercise.</p> <p>Furthermore, the seminars session planned for the presentation of the results of the exercise aim to stimulate debate and discussion, curiosity and the level of awareness of the student.</p> <p>At the end of the Course, students will be able to use the methodologies learnt to produce meta-design visions or to understand and narrate different urban contexts.</p> <p>Modality of learning: in itinere verification through form of seminars, written, graphic, and multimedia works.</p> <p>Educational tools recommended books, teaching materials, multimedia presentations.</p>
<p>ASSESSMENT METHODS</p>	<p>Oral Exam. Presentation of analytical and meta-design/multimedia elaborations.</p> <p>Evaluation criteria</p> <p>The evaluation will be continued during the Course, through the seminar discussion of the topics covered, the progressive elaboration/correction of the exercises, and attendance at the Course.</p> <p>Specifically, the Studio provides for a double evaluation of both the skills and knowledge of individual student, and the elaborations produced by the groups. In particular, the elaborations produced by the groups will be evaluated on the basis of three fundamental criteria (working group evaluation):</p> <ul style="list-style-type: none"> -the adequacy of students' answers; -the quality of the motivations provided to support the analysis and choices made for the assigned study area; -the quality of the graphic/multimedia works and communication efficiency. <p>Each student will also have to answer at least three questions (individual evaluation):</p> <ul style="list-style-type: none"> -one question will concern one of the topics addressed during the Course, with reference to the illustrated case studies; -two questions will concern the exercise (the student will have to be able to argue and justify the results of the analysis and the choices of the exercise product). <p>The final evaluation aims to assess whether the student has acquired a good knowledge and understanding of the topics covered during the Studio.</p> <p>The sufficiency threshold will be reached if the student shows knowledge and understanding of the topics at least in the general outlines and has minimum applicative skills; he/she must, equally, possess expositive and argumentative skills such as to enable the transmission of his/her knowledge to the examiner.</p> <p>Below this threshold, the examination will be insufficient. The more, on the other</p>

	<p>hand, the student with his/her argumentative and expositive skills it will be able to interact with the examiner, and the more his/her knowledge and application skills will demonstrate the acquisition of techniques and methods covered by the Course, the more the assessment will be positive.</p> <p>The evaluation grades range is comprised between 18 and 30, according to the following criteria</p> <p>Excellent (30-30 cum laude): Excellent knowledge of topics, excellent language properties, good analytical and interpretive skills; the student is fully able to apply the theoretical paradigms and techniques learned in the Studio: critical-analytical interpretation of urban phenomena, spatialization of development strategies through the spatial transformation meta-design project or elaboration of a communication and narrative product, including multimedia, of the investigation context.</p> <p>Very good (26-29): Good competence of topics studied during the Course, full property of language; The student is able to apply the theoretical paradigms and techniques learned during the Studio to interpret urban phenomena, guide the spatialization of development strategies through the project or effectively communicate the dynamics of ongoing urban transformation.</p> <p>Good (24-25): Basic knowledge of the main topics, discrete properties of language; The student shows a discrete ability to use the theoretical paradigms and techniques learned in the Studio to interpret urban phenomena, orient the spatialization of development strategies through design or discretely communicate the dynamics of ongoing urban transformation.</p> <p>Sufficient (21-23): Basic knowledge of some topics, sufficient property of language; the student shows a limited ability to use the theoretical paradigms and techniques learned in the Studio.</p> <p>Pass (18-20): Minimum knowledge of some topics and poor technical language; little or no ability to apply autonomously theoretical and technical paradigms studied in the Course.</p> <p>Fail: The student does not have an acceptable knowledge of the topics studied in the Studio.</p>
EDUCATIONAL OBJECTIVES	<p>The Course aims to intertwine skills and methodologies of space design and product design with those of urban analysis and co-production or narration of urban transformations.</p> <p>The Course intends to provide:</p> <ul style="list-style-type: none"> - competences in the field of critical-perceptual urban analysis with respect to the processes of innovation and transformation underway in order to raise awareness of the current structure of the contemporary city, with particular reference to historical centres; - methodology of analysis and interpretation of urban phenomena and resources; - skills of communication and narration of the identity of an urban context; - skills aimed at: elaboration of a design-driven urban meta-project based on tactical urbanism <p>or</p> <p>elaboration of a communication and narrative product of investigation context.</p>
TEACHING METHODS	<p>Lectures (starting with the illustration of theoretical principles and case studies) and methodological instruction, classroom exercises, seminars, etc. Lectures and seminars are integrated with interactive and cooperative methods (problem-based learning, site inspections, group problem solving and mutual teaching).</p>
SUGGESTED BIBLIOGRAPHY	<p>Libri di testo / test books</p> <p>Amistadi L., Balducci V., Bradecki T., Prandi E., Schröder U. (eds.), Mapping Urban Spaces. Designing the European City, Routledge, 2021.</p> <p>Gabellini P., Le mutazioni dell'urbanistica. Principi, tecniche e competenze, Carocci editore, Roma, 2018.</p> <p>Rydin Y., Theory in Planning Research, Palgrave Macmillan Singapore, 2021.</p> <p>Capitolo: Governance Theories: Stakeholders, Networks and Collaboration, pp 83-104 (available on: https://link.springer.com/book/10.1007/978-981-33-6568-1).</p> <p>LeGates R.T., Stout F. (eds.), The City Reader, Routledge, 2015. PART 7 URBAN DESIGN AND PLACEMAKING (available on: https://libgen.rocks/ads.php?md5=ec1fd962a988059297b49cd5d1f1cade).</p> <p>Lecture integrative e di supporto alla redazione dell'esercitazione / Supplementary and supporting readings for the exercise</p> <p>Carta M., Città aumentate. Dieci gesti-barriera per il futuro, Il Margine, Trento, 2021.</p> <p>Cometa M., Perché le storie ci aiutano a vivere. La letteratura necessaria, Milano, Cortina, 2017.</p> <p>Granata E., Placemaker. Gli inventori dei luoghi che abiteremo, Giulio Einaudi editore, Milano, 2021.</p> <p>Infante C., Paesaggi umani, Bordeaux, Roma, 2021.</p> <p>Inti I., Cantaluppi G., Perischino M., Temporiuso. Manuale per il riuso temporaneo di spazi in abbandono in Italia, Altreconomia, Milano, 2014.</p> <p>Lerner J., Acupuntura Urbana, Editora Record, Rio De Janeiro, 2003.</p>

	<p>Lynch K., The Image of the City, Massachusetts Institute of Technology, Boston, 1960 (ed. it.: L'immagine della città, Marsilio, Venezia, 2006).</p> <p>Lydon M., The Open Streets Project and Tactical Urbanism: Short-Term Action, Long-Term Change, Vol. 2, Street Plans, Miami-New York, 2012.</p> <p>Mattogno C., Ventuno parole per l'urbanistica, Alinea, Firenze, 2014.</p> <p>Milano Urban Center, Milano Spazio Pubblico. Un atlante in divenire dello spazio di tutti, LetteraVentidue, Siracusa, 2022.</p> <p>Perissinotto A., Raccontare. Strategie e tecniche di storytelling, Laterza, Bari, 2020.</p> <p>Tosi M.C. (a cura di), Di cosa parliamo quando parliamo di urbanistica?, Meltemi, Roma, 2006.</p>
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SYLLABUS

Hrs	Frontal teaching
3	Introduction. Presentation of the contents of the Course. Explanation of the Course program and educational objectives, illustration of teaching documents and bibliographies. Census of the members. Formation of working groups.
5	Brief notes on the characteristics and tasks of urban planning, on inclusive decision-making processes and on the principles of tactical urbanism.
2	Explanation of the exercise. Illustration of methodological examples. Assignment of study areas for the exercise.
5	Methodologies for analysing and mapping resources, uses (formal and informal), transformations, public and private actors, communities. Relationship between urban analysis and narrative: storytelling and micro-narratives as a tool for analysis and interpretation or as a creative and communicative tool.
5	Critical review of national and international cases studies that combine the design approach of tactical urbanism and the communicative approach of design to the development of innovative strategies.
2	Summary of Course objectives and content.
Hrs	Practice
5	<p>WORKSHOP</p> <p>The workshop provides a classroom exercise on a system of public spaces within the historic center of Palermo. The exercise is based on a methodological framework that applies different analytical techniques aimed at guiding the criteria of the design products.</p> <p>Site inspection of the urban context of the exercise.</p>
20	Analytical-interpretative phase Critical investigation of the case study through the application of different exploration techniques (geo-spatialized representations of uses, functions, transformations in progress, perceptive interpretation of places; analysis and classification of territorial actors; interviews; photographic record, etc.).
25	Meta-design project phase Definition of development visions and design-driven urban meta-project based on tactical urbanism or definition of the design of a communication and narration product of the area.