



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Architettura		
ACADEMIC YEAR	2016/2017		
BACHELOR'S DEGREE (BSC)	REGIONAL, TOWN, LANDSCAPE AND ENVIRONMENTAL PLANNING		
SUBJECT	TOWN PLANNING II - STUDIO		
TYPE OF EDUCATIONAL ACTIVITY	B		
AMBIT	50094-Architettura e ingegneria		
CODE	17720		
SCIENTIFIC SECTOR(S)	ICAR/21		
HEAD PROFESSOR(S)	LO PICCOLO FRANCESCO	Professore Ordinario	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	10		
INDIVIDUAL STUDY (Hrs)	130		
COURSE ACTIVITY (Hrs)	120		
PROPAEDEUTICAL SUBJECTS	17719 - TOWN PLANNING I - STUDIO		
MUTUALIZATION			
YEAR	3		
TERM (SEMESTER)	Annual		
ATTENDANCE	Mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	LO PICCOLO FRANCESCO Tuesday 15:00 17:00 Dipartimento di Architettura, Viale delle Scienze, Ed. 14 corpo C, secondo piano		

PREREQUISITES	Basic knowledge of urban theory, planning policies and planning skills.
LEARNING OUTCOMES	<p>Knowledge and Comprehension Abilities The students should:</p> <ul style="list-style-type: none"> - develop a sound knowledge and understanding of the socio-economic, demographic and urban processes in Southern European cities, with a particular focus on the effects of urban policy especially when they have to deal with weak and deprived groups. - develop an understanding of the factors which explain urban change, and an understanding of the different conceptual/theoretical approaches used to analyse processes of urban, social and spatial change; - identify the capacity of existing vulnerable groups, social movements and grassroots initiatives to solve concrete problems, and to the possible role that may be played by the public hand in integrating-regulating-supporting these kind of resources. - be able to critically analyse the social and political construction of 'urban problems' to understand the rationale, opportunities and limitations of urban (public) policies and other interventions on urban space. <p>Ability to Apply Knowledge and Comprehension The Studio is taught through lectures and practicals. The lectures will then be followed by a practical where students will use the tools and skills they have learnt during the lectures. Upon successful completion of the module, students will have:</p> <ul style="list-style-type: none"> - Defined how urban plans contribute to spatial, social and economic change. - Applied urban analysis methods to describe and explain the urban context and to estimate required interventions. - Identified place and goal of specific objectives, which are measurable, attainable, relevant and time-bound. - Identified the engagement strategies of vulnerable groups in decision making. - Developed possible modalities of answers and the related planning tools that can give solutions in terms of social inclusion, welfare, security, and guarantee citizenship rights. - Produced an urban development and/or regeneration plan. <p>Judgement Autonomy The judgement autonomy of the students will be stimulated through the use of qualitative methodologies and techniques of research (e.g. active listening, participant observation, inspections) within specific areas of the city. Each student is invited, both individually and in group, to express his/her own personal opinions on the area he/she has studied and the people he/she has met. The educational tools used for spurring the autonomy of judgement include collective and interactive inspections of the site, reportages, debates in classes, noticeboards, questionnaires and informal surveys, workshops with vulnerable groups. The students shall:</p> <ul style="list-style-type: none"> - demonstrate the ability to take part a decisions making process that is in the field of urban planning and design informed by relevant scientific, social and ethical aspects; - demonstrate an awareness of the crucial effect of urban design on humans' living environments and of the ethical aspects of research and development in the field of urban environments. <p>Communication Abilities By the end of the module, students should have:</p> <ul style="list-style-type: none"> • Orally and visually presented complex information in a clear, concise, persuasive, attractive manner. • Researched and summarised urban plans and policy case studies. • Selected and used graphic tools (diagrams and maps) to communicate information and ideas. • Justified, defended and communicated decisions made about complex and politically sensitive urban problems. • Developed group facilitation skills. <p>Learning Abilities The aim of the TOWN PLANNING II - STUDIO is to develop students' skills in spatial analysis, visualisation and basic statistics. These skills will be applied to the study and analysis of cities to improve understanding of city structure, urban processes and how these relate to urban planning. This STUDIO includes the preparation of a masterplan proposal and urban design framework for a Palermo's marginal area: the TOWN PLANNING II - STUDIO aims at teaching students new points of view for the analyses of the city, through an interdisciplinary approach. This approach aims at understanding not just the facts, but also the interpretations provided by the residents, according to the hermeneutical paradigm of knowledge.</p>

	<p>The project topic is chosen by the student in a specific area of interest in Palermo. The main aim of the project is develop skills linking mapping and data analysis to urban planning and policy making, in terms of providing relevant and insightful evidence for analysis and discussion.</p>
ASSESSMENT METHODS	<p>Oral Exam. Presentation of analytical and meta-design maps</p> <p>Evaluation criteria Evaluation criteria include individual performance (class attentiveness and participation, performance on exam), team performance (performance on exam and in studio project). Student performance on studio project will be assessed according to three primary criteria: (1) appropriateness of student responses, (2) quality of rationale provided to support student responses, and (3) quality of maps.</p> <p>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"). At the same time, the student will have to justify the decisions made about the urban area selected as case study.</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 apply urban analysis methods and to use planning tools.</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, and can apply that knowledge (i.e. is able to make and write down a semi-structured interview, to draw the maps, to analyze demographic data, and so on). The student shall also be able to present to the examiner, while competently discussing, the topics related to planning practices and theory in a successful way. 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 prove to have acquired the basics of Planning Theory and of the techniques of urban planning, the higher will the evaluation grade be.</p> <p>The evaluation grades range is comprised between 18/30 and 30/30.</p>
EDUCATIONAL OBJECTIVES	<p>The TOWN PLANNING II - STUDIO is designed to give future urban planners the competence and skills required for the preparation, communication and implementation of a spatial plan. One of the key objectives of the course is to raise students' awareness of their social responsibility as future professionals in the field of planning, urban design and urban regeneration; that is to say reflective practitioners. These skills will be applied to the study and analysis of an urban marginal context, such as Palermo, to equip students with a solid appreciation of the potential of plans and plan-making to foster and deliver urban change that is socially, economically, environmentally just and sustainable.</p>
TEACHING METHODS	<p>Lectures, Seminars, Practicals, Inspections, Workshop.</p>
SUGGESTED BIBLIOGRAPHY	<p>-CANNAROZZO T. (2000), "Palermo: mezzo secolo di trasformazioni", Archivio di Studi Urbani e Regionali, anno XXX, n. 67, pp. 101-139.</p> <p>-CARITAS ITALIANA (2007), La città abbandonata, il Mulino, Bologna.</p> <p>-Di Biagi P. (a cura di) (2001), La grande ricostruzione: il piano INA-Casa e l'Italia degli anni Cinquanta, Donzelli, Roma.</p> <p>-INZERILLO S.M. (1984), Urbanistica e società negli ultimi duecento anni a Palermo. Crescita della città e politica amministrativa dalla "ricostruzione" al piano del 1962, Quaderno dell'Istituto di Urbanistica e Pianificazione Territoriale della Facoltà di Architettura di Palermo n. 14, Palermo.</p> <p>-GUALINI E. e MAJOOR S. (2007): Innovative Practices in Large Urban Development Projects: Conflicting Frames in the Quest for "New Urbanity", Planning Theory & Practice, 8:3, 297-318.</p> <p>-LO PICCOLO F., PINZELLO I. (eds.) (2008), Cittadini e cittadinanza. Prospettive, ruolo e opportunità di Agenda 21 Locale in ambito urbano, Palumbo, Palermo.</p> <p>-PENNISI S. (2004), La casa a Palermo : cinquant'anni di edilizia residenziale pubblica, Tipografia Alba, Palermo.</p> <p>-PINZELLO I. (2012), Verso una nuova politica della casa, FrancoAngeli, Milano.</p> <p>-PABA G. e PERRONE C. (eds.) (2004), Cittadinanza attiva. Il coinvolgimento degli abitanti nella costruzione della città, Alinea, Firenze.</p> <p>-SCHILLECI F. e PICONE M. (eds.) (2012), QUID. Quartieri e identità, Alinea, Firenze.</p> <p>-STELLA E. (1989), "Abitare in Sicilia. Passato e futuro dell'intervento pubblico", in Costantino D., Teorema siciliano, Pubbliscula, Palermo, pp. 77-85.</p>

SYLLABUS

Hrs	Frontal teaching
5	Inaugural class. The lectures and seminars, relating to theoretical and methodological issues of the STUDIO, will aim at providing students with suitable instruments to 'read', in a systemic way, a complex urban context (such as a marginal area of Palermo) by creating a set of analytical and interpretative methods, and by highlighting the interrelations existing between the various factors (physical, anthropic and social factors) and methods with a view to testing principles, contents, actions and procedures of a participatory tool (such as EASW).
10	Housing policies in Italy
10	The actual housing emergency in Southern European cities
5	The housing emergency and squatting practices to claim the right to housing in Palermo
10	Introducing Participatory Approaches, Methods and Tools
10	Planning controversies and local conflicts in urban development: interpretive approaches and deliberative practices. It is expected the contribution of experts, social operators and external teachers.
Hrs	Practice
10	Analysis of public housing properties in Palermo
5	Analysis of problems of housing provision and allocation in relation to changing political, economic and social circumstances in Palermo
5	Analysis of urban equipment, infrastructure system and public spaces in a specific area of Palermo
5	Analysis of housing public properties in a specific area of Palermo: typological analysis of public buildings, evaluation of the state of conservation and use of buildings.
10	Analysis of the basic land use classification systems used in the area; Analysis of their efficacy; Analysis of the impact of economic development strategies on land use plans. Comparing and contrasting land use strategies between land use plan and development project.
15	Simulation of a participatory tool (i.e. EASW). This activity will be carried out during the second semester with the involvement of groups of homeless, social operators, members of grassroots and public actors.
10	Analysis and valuation of a sample of urban conflicts on controversial cases present in the study area.
10	Elaboration of project topic is chosen by the student in a specific area of interest in Palermo