



# UNIVERSITÀ DEGLI STUDI DI PALERMO

<b>DEPARTMENT</b>	Architettura
<b>ACADEMIC YEAR</b>	2021/2022
<b>SECOND CYCLE (7TH LEVEL) COURSE</b>	URBAN, REGIONAL AND ENVIRONMENTAL PLANNING
<b>SUBJECT</b>	URBAN DESIGN
<b>TYPE OF EDUCATIONAL ACTIVITY</b>	B
<b>AMBIT</b>	50455-Urbanistica e pianificazione
<b>CODE</b>	21072
<b>SCIENTIFIC SECTOR(S)</b>	ICAR/21
<b>HEAD PROFESSOR(S)</b>	RONSIVALLE DANIELE Professore Associato Univ. di PALERMO
<b>OTHER PROFESSOR(S)</b>	
<b>CREDITS</b>	8
<b>INDIVIDUAL STUDY (Hrs)</b>	136
<b>COURSE ACTIVITY (Hrs)</b>	64
<b>PROPAEDEUTICAL SUBJECTS</b>	
<b>MUTUALIZATION</b>	
<b>YEAR</b>	2
<b>TERM (SEMESTER)</b>	1° semester
<b>ATTENDANCE</b>	Not mandatory
<b>EVALUATION</b>	Out of 30
<b>TEACHER OFFICE HOURS</b>	<b>RONSIVALLE DANIELE</b> Thursday 11:00 14:00 Ricevimento in presenza, Edificio 14 corpo C, stanza 202, per tutti coloro in regola con le vigenti normative sanitarie in materia di certificazione verde. Si prega di inviare una email al docente (daniele.ronsivalle@unipa.it) entro il mercoledì alle 15 per confermare l'appuntamento e/o provvedere ad adattamento dell'orario in base alle specifiche necessita.

<p><b>PREREQUISITES</b></p>	<p>Basic knowledge of historical evolutionary features of the discipline, analytical skills on the spatial effects of the main territorial phenomena, planning tools evolution.</p>
<p><b>LEARNING OUTCOMES</b></p>	<p><b>Knowledge and Comprehension Abilities</b>  The student shall acquire the tools to read and interpret the most recent evolutions of urban phenomena and emerging issues of 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><b>Ability to Apply Knowledge and Comprehension</b>  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><b>Judgement Autonomy</b>  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><b>Communication Abilities</b>  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><b>Learning Abilities</b>  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>
<p><b>ASSESSMENT METHODS</b></p>	<p>Oral Exam</p> <p>Evaluation criteria  The student will have to answer at least four oral questions, on all of the topics</p>

	<p>described in the list below (see "Programma dell'insegnamento"), as studied in 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 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 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 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 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 urban phenomena.</p> <p>Pass (18-20): Minimal knowledge of some urban subjects and of the technical language; very poor or inexistent ability to autonomously apply theoretical paradigms and the techniques of urban planning learned in the course.</p> <p>Fail: The student does not have an acceptable knowledge of the subjects studied in the Urban Planning course.</p>
<p><b>EDUCATIONAL OBJECTIVES</b></p>	<p>In the the second year of the Master Course, 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" in particular in relation to the planning dimension of the urban project.</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 and integrated actions for a processual urban 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</p>

	develop both communication skills and the student's technical language, both an increase in critical skills and judgment. With this purpose, the course makes provision for two phases: the first devoted to the analysis of urban regeneration experience that offers itself as a significant field of verification of theoretical issues addressed and to extract advanced and innovative design strategies and tools. The second exercise, instead, will be dedicated to a design simulation in a context assigned by the teaching staff. The experience, coherently with the themes dealt with in the lectures will be an opportunity to experiment with some of the design devices learned in the context of the first teaching exercise and lectures through the contextualization in the territorial reality identified as a field of experimentation. 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.
<b>TEACHING METHODS</b>	Lectures (based on theoretical principles and case studies), methodological instructions, Classroom Exercises, Seminars, Surveys & Inspections.
<b>SUGGESTED BIBLIOGRAPHY</b>	<p>Carta M., Lino B., Ronsivalle D., ReCyclical Urbanism, Trento, List, 2017 (ISBN 978-8899854225 ed. italiana; ISBN 9788899854188 ed. inglese)</p> <p>Ronsivalle D., Luoghi, Territori, Paesaggi. Intelligenze collettive per la pianificazione nel Neoeantropocene, Milano, FrancoAngeli, 2018 (ISBN 9788891779465)</p> <p>Piccinato L., La progettazione urbanistica. La città come organismo. Marsilio, Venezia, 1988 (ISBN 8831750321)</p> <p>Il corso prevede dispense didattiche che raccolgono le 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 didactic manuals that collect 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, contents and methodology. Knowledge of the Group/test).
2	The contemporary urban project as a key to reading and a general model of representation and construction of the contemporary city
2	Cities as palimpsest/ Barcelona. From Cerdà Plan to Smart City
2	Cities as palimpsest/ Stoccolma. From Markelius Plan to Green City
12	The contemporary urban project/Plan and project - rules and shapes
4	The contemporary urban project/The Human Scale
2	Sustainable rules for cities and buildings
2	Emerging issues/"Contraction, abandonment and peripheralization"
4	Emerging issues/"Regenerating suburb
2	Emerging issues/"Innovation and urban regeneration - Human and smart city"
2	Tools, experiences/"Guidelines for Port Master Plans (art . 5 Law no. 84/1994), experiences".
2	Tools, experiences/"Plans for use of the maritime areas in Sicily"
2	Urban form and project/"Diagrams and cities: the representation of the contemporary urban project"
10	Exercise on a territorial context
10	The planner and the profession / Question and prospects
2	"Summary of the objectives of the course"
Hrs	Others
2	Intermediate test