

**PHILADELPHIA UNIVERSITY**  
**School of Architecture**  
**Landscape Architecture Program**

<b>Credits</b>	3
<b>Prerequisite(s):</b>	Writing Seminar II for landscape architecture & interior design majors and all others taking the course as an elective
<b>Instructor</b>	Gregory O. Smith, D.Phil.(Oxon.)
<b>Email</b>	gosmith@virgilio.it
<b>Office Hours</b>	Before or after class <i>only</i> by prearranged time

**Description**

This course provides an introduction to the range of viewpoints, concepts, and characteristics of human behavior that need to be considered during the design process. Cultural, social, and psychological factors are examined. Various theories and methods of environmental assessment and design are studied that are based on an understanding of mutually supportive relationships between people and their physical environment.

This course is designated writing intensive. Students will practice forms of writing appropriate to the field of landscape architecture, architecture and interior design. Writing assignments are designed to test both students' content knowledge and their communication skills. The instructor will devote class time to discuss essential qualities of both academic and professional writing within the landscape architecture field. Students will be given the opportunity for draft reviews so they can improve their writing skills. The instructor will also make sure students receive individual tutoring as needed. *The writing assignments will constitute 50% of the student's grade.*

The course will make extensive use of the setting in Rome, viewed in historical perspective. Selected writing will help stimulate student understanding of the cultural and historical contexts in which architectural practice is embedded.

**Course Goals and Objectives**

Research has shown that environments are designed and modified everyday in ways that fail to support people's needs and desires. Part of the reason is limited knowledge of user needs and/or desires. Other research has shown that inspired design can make a significant improvement in the lives of people and earth's survival. Therefore, the primary goal is make students aware of the range of viewpoints, concepts, and characteristics of human behavior that need to be considered during the design process for both people and the environment.

At the end of the course, students should be able:

- To exhibit awareness of the full range of viewpoints, concepts and characteristics of human behavior, particularly in the urban environment.
- Explore relationship between urban environments and interior design inspiration.
- To demonstrate a comprehension of how the natural environment can foster wellbeing and can enhance people's ability to function effectively.
- To show that they understand the relationship between aspects of the environment and how people experience or react to them.
- To complete multifaceted analyses that take into account the land, history, society, and economics for improved environmental, social and economic health.
- To explore and apply effective stakeholder engagement strategies for community projects.

These goals will be embedded in an historical framework focusing on the city of Rome which explores both the changing shape of the public city and the evolving inspiration for interior design.

**Required Texts:**

Ingold, Tim. 2007. Lines: A Brief History. London: Routledge.

Pile, John and Juidth Gura 2013. A History of Interior Design. London: Laurence King Publishing.

Smith, Gregory and Jan Gadeyne. 2013. Perspectives on Public Space in Rome, from Antiquity to the Present Day. Farnham: Ashgate.

**Course Reader**

Additional required readings will be drawn from the references listed below:

Agamben, Giorgio. 2007. The Coming Community. Translated by Michael Hardt. Minneapolis: University of Minnesota Press.

Canniffe, Eamonn 2008. The politics of the piazza. The history and meaning of the Italian square. Surrey: Ashgate Publishing limited.

Celik, Zeynep, Diane Favro, and Richard Ingersoll (Eds.) 1994. Streets: critical perspectives on public space. Berkeley and Los Angeles: University of California Press.

Certeau, Michel de. 1984. The Practice of Everyday Life. Berkeley: University of California Press.

Del Negro, Giovanna. 2005. The Passeggiata and Popular Culture in an Italian Town: Folklore and the Performance of Modernity. Québec: McGill-Queen's University Press.

Franck, Karen A. and Stevens, Quentin (eds.) 2007. Loose Space. Possibility and Diversity in Urban Life. London: Routledge.

Gould P. and White R. 1974. Mental Maps. Middlesex: Penguin.

Ingold, Tim. 2000. The Perception of the Environment: Essays on Livelihood, Dwelling, and Skill. London: Routledge.

Jacobs, Jane. 1989. The Death and Life of Great American Cities. New York: Vintage Books.

Kaplan, R., S. Kaplan and R.L. Ryan. 1998. With People in Mind. Washington, DC: Island Press.

Lynch, Kevin. 1960. The Image of the City. Cambridge: MIT Press.

Lynch, Kevin. 1984. Good City Form. Cambridge: The MIT Press.

Lynch, Kevin. 2002. City Sense and City Design. Writings and Projects of Kevin Lynch. Edited by Tridib Banerjee and Michael Southworth. Cambridge MA: The MIT Press.

Rhodes, John David. 2007. Stupendous Miserable City. Minneapolis: University of Minnesota Press.

Rose, Gillian. 1993. Feminism and Geography. The Limits of Geographical Knowledge. Cambridge: Polity Press.

Rossi, Aldo. 1984. The Architecture of the City. Cambridge: MIT Press

## Grade Evaluation & Related Policies

### **Methods and Procedures**

This course combines both lecture and seminar format with occasional field trips. During lectures, students are expected to discuss the presented material and to take notes to assist them in studying for the exams and writing assignments.

### **Completion Requirements**

Students must complete all assignments during the semester according to the schedule set by the faculty. A writing assignment will be due each work based on readings, research and, or guest lecturer. A student missing an exam or an assignment must have a signed doctor's note or proper documentation of a death or emergency in the student's immediate family in order to take the exam or submit the assignment at a later date.

Grade evaluation:

Two essay exams		40%
• Midterm	20%	
• Final exam	20%	
Writing exercises		50%
• 3 Reflection Essays		
• Neighborhood Study @20% ,		
• Urban Fragment @ 10%		
Participation, attendance, writing assignments		<u>10%</u>
		100%

Midterm grades will be given to help assess progress.

Your grade will be based upon the Philadelphia University grading structure:

A: 4.00	B+: 3.33	C+: 2.33	D+: 1.33	F: 0.00
A-: 3.67	B: 3.00	C: 2.00	D: 1.00	
	B-: 2.67	C-: 1.67		

**A = Excellent:** Awarded to students who demonstrate an excellent understanding of the subject matter, and who have achieved outstanding results in fulfilling the course objectives.

**B = Above Average:** Awarded to students who demonstrate above average understanding of the subject matter, and who show consistent achievement beyond the usual requirements of the course.

**C = Average:** Awarded to students who perform at the satisfactory level, and demonstrate acceptable levels of understanding of the subject matter commensurate for continued study in the next successive course.

**D = Below Average:** Awarded to students as evidence of less than average understanding of the subject matter and of weak performance. It indicates insufficient preparation for students to enroll in any course reliant upon an acceptable level of understanding of the particular subject matter.

**F = Failure:** Awarded to students showing poor understanding of the basic elements of the course.

## Academic Honesty, Lateness, Absenteeism & Related Policies

### **Participation and Attendance Policy**

#### **Attendance throughout scheduled class time is required.**

Class attendance and participation are critical to success in this course. Punctual attendance and presentation in group critiques is mandatory. All assignments not submitted on or before the due date are subject to grading penalty. If you must miss a class, please notify the

professor, in advance if possible. If you must miss class (for any reason), it is your responsibility to obtain notes from a classmate; class content cannot be repeated. More than two absences will adversely affect the student's grade. More than four absences without proper documentation are grounds for failure. Consistent tardiness will also adversely affect your grade. Late arrival, early departure, and lack of preparedness are all considered tardiness.

### **Exams**

Exams are in long essay format, with a short answer sections. Students are responsible for works discussed in class and reproduced in required textbooks or handouts. Make-up exams will not be given, unless the student can document a serious illness or death in the family that conflicted with the exam.

### **Course Procedure**

Some sessions are held in class, some on site, some are workshops. The students are organized in groups for a significant part of their written activities. One activity is the documentation of an assigned Roman neighborhood following standards set forward in class. This is a written assignment. Another activity is the documentation of an assigned fragment of the city. The latter will be a written piece with a design component.

For the workshops students will be divided into three groups. Each group will be assigned a fragment of the city which they will document in words and in writing using techniques set out in class. In turn each group will present in the class session a written version of their documentation, asking the other two groups to realize a graphic rendition of the urban fragment based on the oral account. The workshop will conclude with a discussion of the gap between words and drawing as instruments used in describing physical space.

An independent group study will instead be a written description of a neighborhood following the procedure set forth in class.

### **Plagiarism**

The Faculty of Philadelphia University takes academic integrity seriously. Instances of academic dishonesty will not be tolerated, and students violating the University's academic integrity policy will be subject to appropriate sanctions. The academic integrity policy is published in the University's Student Handbook and is also available in the Deans' offices and in the Office of Academic Affairs. Sometimes plagiarism is unintentional, but it is wrong nonetheless, and ignorance will not be accepted as an excuse. Plagiarists misrepresent the ideas, words, or work that rightfully belongs to another as their own. The proper use of the ideas, words, or work of another requires that you acknowledge your source: quite simply that you give your audience or reader all the information needed to read or view the original.

### **Information Literacy Goals:**

This course plays a role in the University's overall initiative to help you develop your information literacy skills, that is, your ability to "recognize when information is needed" and to "locate, evaluate, and use effectively the needed information." (ACRL) This course will focus on the following skills:

- effective online catalog searching to locate books and periodicals
- selection and use of online databases appropriate to the information needed
- locating the full-text of articles using article citation information
- use of Interlibrary Loan services to obtain books and articles
- citation and documentation of information sources
- synthesis and appropriate application of information

This will be done through:

- locating full-text articles from citations in Avery Index and other online databases
- locating and obtaining books from other libraries using WorldCAT
- identifying appropriate scholarly writings
- applying these writings to your research by composing an annotated bibliography
- using proper citation and documentation for all materials
- synthesizing and applying the information you have gathered into a final project supporting your thesis statement

### **Book Abuse**

Any student found to deface or cut pages from journals, periodicals or books will be referred to the Student Conduct Committee. This is theft and destruction of property. By doing this, you disallow present and future access to this information. This will not be tolerated. Copy machines and a scanner are available for your use in the library.

### **Student Archives**

Philadelphia University is committed to providing excellent and innovative educational opportunities to its students. To help us maintain quality academic offerings, the University and its programs regularly examine the effectiveness of the curricula, teaching, services, and programs the University provides. As Philadelphia University sees appropriate, it may retain representative examples or copies of student work from all courses. This might include papers, exams, creative works, or portfolios developed and submitted in courses or to satisfy the requirements for degree programs as well as surveys, focus group information, and reflective exercises.

### **Student Expectations**

- You must keep up with the readings and writing assignments. There will be pop quizzes to be sure you are keeping up with the reading both from the textbooks and handouts.
- Turn in assignments on time. For every day they are late, you get a grade lower. (1 day late a "B" paper becomes a "B-") Nothing can be sent to me by email; it must be delivered in person.
- Please respect your classmates; no cell phones and text messaging in class. If it is an emergency that you are expecting a call, please let me know in advance, otherwise the phone comes on my desk for the remainder of class.

## **COURSE OUTLINE**

### **Week 1**

#### **Thurs Sept 4:**

**Theme: Introduction to Human Behavior & the Built Environment**

**Reading & writing assignment for this class: Kaplan & Kaplan, Lynch Travels**

### **Week 2**

**Theme: Design in Classical Antique Rome**

#### **Thurs Sept 11**

**READING ASSIGNMENT: Royo in Smith and Gadeyne, Greece and Rome in Pile & Gura**

**FIELD TRIP: Museum of Palazzo Massimo**

### **Week 3**

**Theme: Neighborhood Studies. Background history on the city of Rome**

#### **Thurs Sept 18**

1. **READING ASSIGNMENT: Lynch The Image of the City, Agnew, Trancik, pp. 1-20, 97-124, 176-207.**

**Week 4**

**Theme: Design in Late Antique Rome**

**Thurs Sept 25**

**READING ASSIGNMENT:** *Gadeyne in Smith and Gadeyne, Early Christian, Byzantine, and Romanesque in Pile&Gura*

**FIELD TRIP:** Urban Tour of Late Antique Rome

**WRITING ASSIGNMENT:** First Reflection Essay

**Week 5**

**Theme: Design in Renaissance Rome**

**Thurs Oct 2**

**READING ASSIGNMENT:** *Smithers in Smith and Gadeyne, and The Renaissance in Italy in Pile&Gura*

**FIELD TRIP:** Villa Farnesina

**Week 6**

**Theme: Design in United Italy**

**Thurs Oct 9**

**READING ASSIGNMENT:** *Mayernik in Smith and Gadeyne*

**WRITING ASSIGNMENT:** Second Reflection Essay

**FIELD TRIP:** Post Unification Rome

**Week 7**

**Midterm Test**

**Thurs Oct 16**

**Review All Readings**

**Week 8**

**Theme: Workshop I (Group One presents fragment study. Group Two presents neighborhood study in progress)**

**Thurs Oct 23**

**READING ASSIGNMENT:** Aldo Rossi, Lynch *Good City Form*.

**Week 9**

**Theme: Workshop II (Group Two presents fragment study. Group Three presents neighborhood study in progress)**

**Thurs Oct 30**

**READING ASSIGNMENT:** Rose, Ellis (Lines)

**Week 10**

**Theme: Defining Spaces. View Pasolini's 'La Ricotta'**

**Thurs Nov 6**

**READING ASSIGNMENT:** Rhodes

**Week 11**

**Theme: Public Housing and Open Spaces**

**Thurs Nov 13**

**READING ASSIGNMENT:** Smith in Smith and Gadeyne

**WRITING ASSIGNMENT:** Third Reflection Essay

**FIELD TRIP:** Tuscolano II

**Week 12**

**Theme: Workshop III (Group Three presents fragment study. Group One presents neighborhood study in progress)**

**Thurs Nov 20:**

**WRITING ASSIGNMENT:** Neighborhood Studies Due

**Thurs Nov 27 – Thanksgiving – No Class**

**Week 13**

**Theme: Public Housing and Open Spaces**

**Thurs Dec 4**

**READING ASSIGNMENT:** *Modernism in Europe in Pile&Gura*

**WRITING ASSIGNMENT:** Third Reflection Essay

**FIELD TRIP:**EUR

**Week 14**

**Theme: Public Housing and Open Spaces**

**Thurs Dec 11**

**READING ASSIGNMENT:** *The Late Twentieth Century in Pile&Gura*

**WRITING ASSIGNMENT:** Third Reflection Essay

**FIELD TRIP:** San Pio da Pietralcina, Malafede

**Week 15**

**Thurs Dec 18:**

Final Examination

Fall 2014 Neighborhoods and Fragments

Fragments: Garbatella, Coppedè, Pigneto.

Neighborhoods: Quattro Venti. San Paolo. Ponte Milvio.

### **Bibliography**

Agamben, Giorgio. 2007. The Coming Community. Translated by Michael Hardt. Minneapolis: University of Minnesota Press.

Agnew, John. 1995. *Rome*. Chichester: John Wiley & Sons

Beltramini, Guido 2006 Carlo Scarpa: Architecture and Design. Milan: Rizzoli International Publications

Canniffe, Eamonn 2008. The politics of the piazza. The history and meaning of the Italian square. Surrey: Ashgate Publishing limited.

Celik, Zeynep, Diane Favro, and Richard Ingessoll (Eds.) 1994. Streets: critical perspectives on public space. Berkeley and Los Angeles: University of California Press.

Certeau, Michel de. 1984. The Practice of Everyday Life. Berkeley: University of California Press.

Del Negro, Giovanna. 2005. The Passeggiata and Popular Culture in an Italian Town: Folklore and the Performance of Modernity. Québec: McGill-Queen's University Press.

Franck, Karen A. and Stevens, Quentin (eds.) 2007. Loose Space. Possibility and Diversity in Urban Life. London: Routledge.

Gould P. and White R. 1974. Mental Maps. Middlesex: Penguin.

Ingold, Tim. 2000. The Perception of the Environment: Essays on Livelihood, Dwelling, and Skill. London: Routledge.

Ingold, Tim. 2007. Lines: A Brief History. London: Routledge.

Jacobs, Jane. 1989. The Death and Life of Great American Cities. New York: Vintage Books.

Lynch, Kevin. 1960. The Image of the City. Cambridge: MIT Press.

Kaplan, R., S. Kaplan and R.L. Ryan. 1998. With People in Mind. Island Press, Washington, DC.

Lynch, Kevin. 1984. Good City Form. Cambridge: The MIT Press.

Lynch, Kevin. 2002. City Sense and City Design. Writings and Projects of Kevin Lynch. Edited by Tridib Banerjee and Michael Southworth. Cambridge MA: The MIT Press.

Pile, John 2004 A History of Interior Design. London: Laurence King.

Rhodes, John David. 2007. Stupendous Miserable City. Minneapolis: University of Minnesota Press.

Rose, Gillian. 2008. Visual Methodologies. An Introduction to the Interpretation of Visual Material. London: Sage Publications.

Rossi, Aldo. 1984. The Architecture of the City. Cambridge: MIT Press

Smith, Gregory and Jan Gadeyne. 2013. Perspectives on Public Space in Rome, from Antiquity to the Present Day. Farnham: Ashgate.

Trancik, Roger 1986. Finding Lost Space: Theories of Urban Design. New York, NY: Wiley & Sons