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**UNIVERSITY OF ARKANSAS ROME PROGRAM**  
**NEIGHBORHOODS OF MODERN & CONTEMPORARY ROME 1870-present**  
**ARCHITECTURE, COMMUNITY PLANNING & URBAN DESIGN**  
SEMESTER & YEAR: SECTION 1 FALL 2014

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Instructor name : **Dr. Antonella De Michelis**  
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Class times : **Mondays 10:15-1**  
Office Hours : **by appointment (cel. 348.7287367)**

### **Course Description**

Rome is the ultimate urban palimpsest, but can the city sustain a new contemporary 'layer' of architecture? This course will examine the transformation of Rome from the capital city of the Papal States to the present through a series of neighborhood case studies. Housing is the central theme of the course and also the subject of the term project where students are asked to consider Principles of Intelligent Urbanism including accessibility, creating a sense of place through design and sustainability – environmental, technical, and social. These ideas will be critically applied to analyse such diverse neighborhoods as historic Trastevere, ethnic areas including Piazza Vittorio Emanuele II, and planned communities around the shopping mall Parco Leonardo. This course will address theories of utopia, modernity and urban design; the effect of industry on city planning; and the relationship between national identity, historical context, and the modern artistic movements of art nouveau, regionalism, rationalism, and futurism. The relationship between the city's historic center and its periphery is at the heart of current City planning; this course will consider these issues and themes in context of Comune di Roma's current 'Progetto Millennium, Roma Capitale 2010-2020'.

### **Course Aims**

- provide an overview of the city's history and many transformations
- understand architectural projects within a socio-historic framework
- apply design and urban theory and concepts as appropriate to course material
- exercise critical thought and learn to develop an argument through research and writing
- acquire a deeper understanding of the city layout, its topography and infrastructures

### **Requirements and Prerequisites**

There are no prerequisites for this course.

Requirements for the course are as follows: class presentation of readings, mid-term exam, term project consisting of a term paper and sketchbook with on-site observations and analysis, and a final presentation. The exam will test information presented in class and from assigned readings.

### **Learning outcomes**

#### General learning outcomes:

At the end of the course students should be able to identify, define, and solve problems; locate and critically evaluate information; master a body of knowledge and a mode of inquiry; communicate effectively; understand the role of creativity, innovation, discovery, and expression across disciplines; acquire skills for effective citizenship and life-long learning.

#### Course specific outcomes:

This course will provide you with a clear grasp of the topography, urban makeup and history of the city and its monuments; as well as introduce the theoretical tools needed to examine, evaluate and critically assess city form, design and architecture.

At the end of the course, students should have shown to be able to:

- how to 'read' architecture: identifying building materials & methods; elements of style & structure
- how to critically assess urban space: learning and applying the vocabulary and theory associated with architecture and urban planning
- how to express and formulate your ideas about architecture
- how to develop and substantiate arguments about architecture and the history of the city through research and writing
- how to access and use critically printed and, where appropriate, electronic learning resources identified as useful by the course tutor; find independently and evaluate critically other relevant resources

### **Developmental Outcomes**

Students should demonstrate: responsibility & accountability, independence & initiative, sensibility and appreciation of cultural differences.

### **Class methodology**

This course has been designed as an on-site seminar to take full advantage of the city so that whenever possible a student can learn through first-hand observation. A strong emphasis is placed on class discussions and active participation is encouraged. The city will be explored through a series of case studies where we will visit a range of different neighborhoods. Material is organized chronologically beginning with the birth of the Italian nation in 1870 and concluding with an examination of the Fascist period ending in the 1940s.

### **Class participation and attendance**

Regular attendance and punctuality are *mandatory* in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. The assigned readings relate to topics that will be discussed in the week to follow and can be found in your course reader. This allows you to prepare for class discussions in advance. If you should like to investigate any given week's topics further please refer to the recommended readings listed.

Working in groups, you will be asked to lead discussion of the weekly readings and provide detailed notes to the class (make hard copies and distribute). Notes must include: bibliographic reference, succinct summary of author's argument/discussion, notes of text (reference page numbers so information can be easily found).

If you need to miss class for medical reasons, please let the Director of Academic Affairs know in advance of meetings so plans can be made accordingly. If you miss any meetings without an excused absence from the Director, your final grade will be dropped accordingly. In the case of absences, it is the student's responsibility to find out what information was given in class including any announcements made.

Please note that on-site class discussions will often be held in coffee bars. Although not an official lab fee, keep spare change handy.

### **Term Project**

You are asked to travel on your own to several neighbourhoods around the city and to record your observations of these sites in a sketchbook that will be collected periodically over the course of the semester (see class schedule). You are asked to summarize your analysis in short essay comparing and contrasting two neighborhoods to be written directly in your sketchbook illustrated with diagrams. Required readings: Norman Crose and Paul Laseau, *Visual Notes for Architects and Designers*; and Kevin Lynch, *The Image of the City*.

### **SITE ANALYSES AND SKETCHBOOK**

Students are required to record their observations along with site analyses in a sketchbook (see class schedule for date of collection). A sketchbook is not only a book of your drawings. Importantly, it is also where you record your observations and questions (be as detailed as possible: for example, note street names, lot numbers); document information found on buildings, pamphlets and flyers; draw diagrams and maps tracing elements of the neighborhoods to deepen your understanding of its topography and design; and answer the six points outlined below. Sketchbooks will be informed with readings assigned in class, primary and secondary research (may include interviews) and first-hand observation.

An important method to approach a community analysis is the D-I-E framework.

<b>DESCRIBE</b>	-observed facts -what did you observe? what happened? -describe the object (neighborhood, building, courtyard) or situation (social interaction in piazzas, coffee bars, shops, church; car and pedestrian traffic) in concrete terms
<b>INTERPRET</b>	-possible explanations for what you observed or experienced -what adjectives would you use to describe the object (neighborhood, building, courtyard) or situation (social interaction in piazzas, coffee bars, shops, church; car and pedestrian traffic)
<b>EVALUATE</b>	-evaluate what you observed and experienced -what positive or negative feelings do you have about what you observed or experienced? what is your reaction?

Your field research must address the following (through text AND diagrams/mapping):

1. Location within the city (broad level). Where is the neighborhood located with reference to the Aurelian Walls, ring road, or highway circling the city. Visualize location; include a schematic diagram in your sketchbook
2. Area occupied by the neighborhood (local level). What are the edges of the neighborhood? Are these boundaries discernable? Identify (roads, hills, river, train tracks). What are the points of access into the neighborhood? Is it well connected? Is the district introverted (little or no clues to how the neighborhood is connected with surrounding area once inside) or extroverted (connections clearly understood, streets signs indicate these connections).
3. Zoning. Residential, commercial, industrial. Where are people living? how? What kind of shops and services? Industry (actual or 'rehabilitated'?).
4. Major elements (paths, landmarks, nodes). Paths are channels of movement (roads, sidewalks, transit lines); landmarks (are objects within the city landscape, for example a building, that helps you find your way around); nodes (are points of intersections, junctions, places of activity, for example piazzas).
5. Condition and maintenance of neighborhood, of buildings both public and private. Presence of garbage, graffiti, posters in public spaces.
5. Architectural style. Consider vertical and horizontal palimpsest. Is the style homogeneous? Building typologies (villini, fabbricati or palazzine, ie. apartment blocks – how many stories?)
6. Historical context. Inform your analyses with assigned readings, internet sources (google books, JStor, City of Rome information sites), guidebooks, placards, posters, notices, interviews- chat up the local barista! For example, when noting major landmarks look up architect and dates of construction.

Your sketchbook must be the product of *in-depth* field research and therefore expect several pages to fully document each neighborhood.

### **Mid-Term & Final Exam**

Examinations will be composed of 5 slide identifications (identify name of building, architect and date; followed by a short description), 1 slide comparison (identify name of building, architect and followed by an essay where you compare and contrast the works illustrated while supporting your discussion with relevant information from assigned readings, lectures including other buildings and monuments seen in class), and 1 essay question.

Essays must be a *minimum* length of 5 paragraphs and include a clear and well-constructed introduction, a well-supported and coherent discussion that comprises the body of your answer and conclusion.

**Assessment/Grading Policy**

Preparation and delivery of readings;	
Participation and class discussion	10 %
Midterm exam	25 %
Sketchbook	30 %
Comparison/Contrast essay	10%
Final exam	25 %

**Overall grade 100%**

Descriptor	Alpha	US	GPA	Requirement
Excellent	A	95+	4.0	Shows superior use and understanding of extensive literature beyond the textbook and notes
	A-	90-94	3.7	
Good	B+	86-89	3.3	Shows significant use and understanding of extensive literature beyond the textbook and notes
	B	83-85	3.0	
	B-	80-82	2.7	
Average	C+	76-79	2.3	Shows a clear understanding and some insight into the material in the textbook and notes, but not beyond
	C	73-75	2.0	
Below Average / Poor	C-	70-72	1.7	Fails to show a clear understanding or much insight into the material in the textbook and notes
	D+	66-69	1.3	
	D	60-65	0.7	
			1.0	
Fail	F	<60	0	Shows little or no understanding of any of the material

**CLASS SCHEDULE**

<b>Week 1</b> <b>Monday, September 1</b>	
	<p><b>In-class Lecture: Introduction to course and term project.</b>  <b>Kevin Lynch and Visual Notes</b>  <b>Meeting Place: Palazzo Taverna</b></p>
	<p><b>Assigned Neighborhood:</b> Prati (Piazza Cavour/ Piazza Mazzini)  <b>Assigned Readings:</b>            Kevin Lynch, <i>The Image of the City</i>            Norman Crose and Paul Laseau, <i>Visual Notes for Architects and Designers</i></p>
<b>Week 2</b> <b>Monday, September 8</b>	
	<p><b>In-class Lecture: Making of Roma Capitale. Master Plans of 1883 and 1909</b>  <b>Meeting Place: Palazzo Taverna</b></p>
	<p><b>Assigned Readings for following week:</b>            F. Costa, 'Urban Planning in Rome from 1870 to the First World War', <i>Geo Journal</i> 24.3 (1991), 269-276.            S. Kostof, 'The Drafting of a Master Plan for 'Roma Capitale': An Exordium', <i>Journal of the Society of Architectural Historians</i> 35.1 (1976), 4-20.</p>
	<p><b>Recommended Reading</b>            J. Agnew, 'The Impossible Capital: Monumental Rome under Liberal and Fascist Regimes, 1870-1943', <i>Geografiska Annaler. Series B, Human Geography</i> 80.4 (1998), 229-40            D. Atkinson and D. Cosgrove, 'Urban Rhetoric and Embodied Identities: City, Nation, and Empire at the Vittorio Emanuele II Monument in Rome, 1870-1945', <i>Annals of the Association of American Geographers</i> 88.1 (1998), 28-49</p>

<b>Week 3</b> <b>Monday, September 15</b>	
<p><b>Lecture: Roman Neighborhood I: Sallustiano &amp; Esquilino.</b> <b>Roma Capitale &amp; the Piedmontization of Rome</b> <b>Meeting Place: Piazza della Repubblica (in front of S. Maria degli Angeli)</b></p>	<p><b>Assigned Neighborhood:</b> Piazza Vittorio Emanuele II (and market- not in piazza) <b>Assigned Readings for following week:</b> R.A. Etlin, 'A Modern Vernacular Architecture' in <i>Modernism in Italian Architecture, 1890-1940</i> (MIT Press, 1991), 129-164.</p> <p><b>Recommended Reading</b> E. Kaufman, 'The Arts and Crafts. Reactionary or Progressive?', <i>Record of the Art Museum, Princeton University</i> 34.2 (1975), 6-12. M. Sabatino, 'Back to the Drawing Board? Revisiting the Vernacular Tradition in Italian Modern Architecture', <i>Annali di architettura. Rivista del Centro internazionale di Studi di Architettura Andrea Palladio di Vicenza</i> 16 (2004), 169-85.</p>
<b>Week 4</b> <b>Monday, September 22</b>	
<p><b>Lecture: Roman Neighborhood II: The Rioni of the Historic Center</b> <b>The Many Faces of Modernism. The Roman Vernacular</b> <b>Meeting Place: Piazza Belli (at the fountain)</b></p>	<p><b>Assigned Readings for following week:</b> R. Bossaglia, 'The Protagonists of the Italian Liberty Movement', <i>Journal of Decorative and Propaganda Arts</i> 13 (1986), 32-51 T. Kirk, <i>The Architecture of Modern Italy</i> (New York: Princeton University Press, 2005), 15-43.</p> <p><b>Recommended Reading</b> A. Lyttelton, 'Italian Culture and Society in the Age of Stile Floreale', <i>Journal of Decorative and Propaganda Arts</i> 13 (1986), 10-31. C.L.V. Meeks, 'The Real Liberty of Italy: The Stile Floreale', <i>Art Bulletin</i> 43.2 (1961), 113-30.</p>
<b>Week 5</b> <b>Monday, September 29</b>	
<p><b>Lecture: Roman Neighborhood III: Quartiere Trieste &amp; Nomentana.</b> <b>The Italian Liberty &amp; Coppedé</b> <b>Meeting Place: Piazza Buenos Aires (in front of the church S.M. Addolorata)</b></p>	<p><b>Assigned Neighborhood:</b> San Saba <b>Assigned Readings for following week:</b> A. Anselmi et al., 'A. Anselmi. Two Urban Proposals', <i>AA Files</i> 12 (Summer, 1986), 35-40. D. Barbieri and M. Crosland Seabroke, 'The Urban Problem of Modern Rome', <i>Town Planning Review</i> 10.3 (1923), 145-170.</p> <p><b>Recommended Reading</b> T. Kirk, <i>The Architecture of Modern Italy</i>. Volumes I and II (Princeton Architectural Press, 2005) R. Pommer, 'Revising Modernist History. The Architecture of the 1920s and 1930s', <i>Art Journal</i> 43.2 (1983), 107.</p>
<b>Week 6</b> <b>Monday, October 6</b>	
<p><b>Lecture: Roman Neighborhood IV: Testaccio</b> <b>Industry &amp; the City: a C19th proble; a C20th site of heritage and preservation</b> <b>Meeting Place: Piazza S. Maria Liberatrice (in front of the church)</b></p>	<p><b>Assigned Neighborhood:</b> Montesacro (Piazza Sempione) <b>Assigned Readings for following week:</b> D. Macfadyen, 'Sociological effects of Garden Cities', <i>Social Forces</i> 14.2 (1935), 250-256 A. Caracciolo, 'Rome in the Past Hundred Years: Urban Expansion without Industrialization', <i>Journal of Contemporary History</i> 4.3 (1969), 27-41</p> <p><b>Recommended Reading</b> K. Chung et al., 'San Saba. Oasi di Pace' <a href="http://aap.cornell.edu/crp/upload/2010_San-Saba.pdf">http://aap.cornell.edu/crp/upload/2010_San-Saba.pdf</a> E.M. Mazzola, <i>The Sustainable City is Possible</i> (2010) A. De Michelis, "'Civis romanus sum": The Self-Conscious Romanità of the Garbatella', in ed. C.</p>

	<i>Mazzoni, Capital City: Rome, 1870-2010. Spec. issue of Annali d'Italianistica 28 (2010), 153-178</i>
<b>Week 7</b> <b>Monday, October 13</b>	
	<b>Lecture: Roman Neighborhood V: Garbatella</b> <b>Howard Goes to Rome. A Garden City Neighborhood in Rome</b> <b>Meeting Place: Garbatella Metro Station (Line B)</b>
	<b>No Assigned Reading</b>  <b>Recommended Reading</b> L. Fisher, 'Review. Garden Cities of Tomorrow', <i>Economic Journal</i> 13.49 (1903), 85-86 W.F. Smith, 'Review. Urban Utopias in the Twentieth Century: Ebenezer Howard, Frank Lloyd Wright, Le Corbusier', <i>Annals of the American Academy</i> 437 (1978), 180-181
<b>FALL READING BREAK</b>	
<b>Week 8</b> <b>Monday, October 27</b>	
	<b>MIDTERM EXAM</b> <b>HAND IN SKETCHBOOKS (scans of your neighborhood analyses- hard copy only)</b>  <b>Assigned Reading for following week:</b> G. Ciucci and J. Levine, 'The Classicism of the E 42: Between Modernity and Tradition', <i>Assemblage</i> 8 (1989), 78-87 P. Baxa, 'Piacentini's Window: The Modernism of the Fascist Master Plan of Rome', <i>Contemporary European History</i> 13.1 (Feb. 2004), 1-20
<b>Week 9</b> <b>Monday, November 3</b>	
	<b>Lecture: Roman Neighborhood VII: EUR. A Fascist Utopia</b> <b>Meeting Place: EUR Magliana Metro Station (Line B)</b>  <b>Assigned neighborhood:</b> Sapienza. The University City <b>Assigned Reading for following week:</b> G. Piccinato, 'Rome. Where Great Events not Regular Planning Bring Development', in D.L.A. Gordon ed., <i>Planning Twentieth-century Capital Cities</i> (Routledge, 2006), 213-225. F. Archibugi, <i>Rome. A New Planning Strategy</i> (London: Routledge, 2005), 20-21; 44-55.  <b>Recommended Reading</b> D.P. Doordan, 'The Political Content in Italian Architecture during the Fascist Era', <i>Art Journal</i> 43.2 (1983), 121-31. D.Y. Ghirardo, 'Italian Architects and Fascist Politics: An Evaluation of the Rationalist's Role in Regime Building', <i>Journal of the Society of Architectural Historians</i> 39.2 (1980), 109-27 H.H. Minor, 'Mapping Mussolini: Ritual and Cartography in Public Art during the Second Roman Empire', <i>Imago Mundi</i> 51 (1999), 147-62 G.P. Mras, 'Italian Fascist Architecture: Theory and Image', <i>Art Journal</i> 21.1 (1961), 7-12.
<b>Week 10</b> <b>Monday, November 10</b>	
	<b>Lecture: Roman Neighborhood VIII: Villaggio Olimpico</b> <b>Meeting Place: Palazzetto dello Sport</b>
	No Assignments
<b>Week 11</b> <b>Monday, November 17</b>	
	<b>Lecture: Roman Neighborhood X: Corviale</b> <b>Corbusier's Unité d'Habitation: A Roman Example. What Went Wrong?</b> <b>Meeting Place: Trastevere Train Station. Bus Stop 786</b>

	<p><b>Assigned neighbourhood:</b> Parco Leonardo  <b>Assigned Readings for following week:</b>  K.T. Jackson, 'All the World's a Mall. Reflections on the Social and Economic Consequences of the American Shopping Mall', <i>The American Historical Review</i> 191.4 (Oct. 1996), 1111-1121</p> <p><b>Recommended Reading</b>  L. Cohen, 'From Town Center to Shopping Center. The Reconfiguration of Community', <i>The American Historical Review</i> 191.4 (Oct. 1996), 1050-1081</p>
<b>Week 12</b> <b>Monday, November 24</b>	
	<p><b>Lecture: Roman Neighborhood XI: EURoma 2 Mall</b>  <b>Meeting Place: EUR Palasport Metro Station (Line B)</b></p> <p><b>Assigned Reading for Film Viewing:</b>  K.G. Bristol, 'The Pruitt-Igoe Myth', <i>Journal of Architectural Education</i> (1991), 163-71</p>
<b>Week 13</b> <b>Monday, December 1</b>	
	<p><b>Film Viewing. The Pruitt-Igoe Myth. An Urban History</b></p> <hr/> <p><b>SKETCHBOOKS DUE WEDNESDAY, DECEMBER 10th after ARCHITECTURE OF THE CITY</b></p>
<b>Week 14</b> <b>Monday, December 8</b> <b>Final Exam (see schedule)</b>	