Course Description

This three-week intensive course traces the architectural history of the city and its buildings from the height of the Roman Empire to the present day with a focus on materials, planning concerns and urban design. Lectures will investigate both architectural form and the political strategies expressed symbolically through building projects promoted by emperors, popes, kings, dictators and politicians of contemporary Rome.

Course Aims

- provide an overview of the city’s history and many transformations
- focus on architecture, building materials, and construction methods
- 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: one assignment (annotated sketch comparing two piazzas), one final exam that will test information presented in class and assigned readings (10 slide identifications; 1 comparison/contrast essay).

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 architecture- specifically methods of construction and materials; 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

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’s architecture will be explored chronologically through a series of on-site lectures beginning with ancient Rome and concluding with an examination of contemporary projects.

**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. 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.

Participation mark includes class presentations based on assigned readings. Each student will outline the assigned reading, summarize key points, themes and topics. A hard copy of the presentation must be submitted on the day of presentation and will be properly referenced and notated (bibliographic entry, notes with page numbers). Students are encouraged to share presentation notes as preparation for the final exam.

**Exam**

There will be a final exam: 10 slide identifications (identify name of building, architect and date); 1 slide comparison essay (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); 1 written essay (based on readings)

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**

*Summary of how grades are weighted:*

<table>
<thead>
<tr>
<th></th>
<th>Preparation and Participation</th>
<th>Assignment</th>
<th>Exams</th>
<th>Overall grade</th>
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<tbody>
<tr>
<td>%</td>
<td>20</td>
<td>30</td>
<td>50</td>
<td>100</td>
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**Descriptor**

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<thead>
<tr>
<th>Descriptor</th>
<th>Alpha</th>
<th>UK</th>
<th>US</th>
<th>GPA</th>
<th>Requirement</th>
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<tbody>
<tr>
<td>Excellent</td>
<td>A</td>
<td>75+</td>
<td>95+</td>
<td>4.0</td>
<td>Shows superior use and understanding of extensive literature beyond the textbook and notes</td>
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<tr>
<td></td>
<td>A-</td>
<td>70-74</td>
<td>90-94</td>
<td>3.7</td>
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<tr>
<td>Good</td>
<td>B+</td>
<td>66-69</td>
<td>86-89</td>
<td>3.3</td>
<td>Shows significant use and understanding of extensive literature beyond the textbook and notes</td>
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<tr>
<td></td>
<td>B</td>
<td>63-65</td>
<td>83-85</td>
<td>3.0</td>
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<tr>
<td></td>
<td>B-</td>
<td>60-62</td>
<td>80-82</td>
<td>2.7</td>
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<tr>
<td>Average</td>
<td>C+</td>
<td>56-59</td>
<td>76-79</td>
<td>2.3</td>
<td>Shows a clear understanding and some insight into the material in the textbook and notes, but not beyond</td>
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<td></td>
<td>C</td>
<td>53-55</td>
<td>73-75</td>
<td>2.0</td>
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<tr>
<td>Below Average / Poor</td>
<td>C-</td>
<td>50-52</td>
<td>70-72</td>
<td>1.7</td>
<td>Fails to show a clear understanding or much insight into the material in the textbook and notes</td>
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<tr>
<td></td>
<td>D+</td>
<td>46-49</td>
<td>66-69</td>
<td>1.3</td>
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<tr>
<td></td>
<td>D</td>
<td>40-45</td>
<td>60-65</td>
<td>0.7</td>
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<td>1.0</td>
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<tr>
<td>Fail</td>
<td>F</td>
<td>&lt;40</td>
<td>&lt;60</td>
<td>0</td>
<td>Shows little or no understanding of any of the material</td>
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**Reference Readings:**

SITE ANALYSIS

Students are asked to compare and contrast two sites in Rome. The aim is to gain a thorough understanding of the historical, social, and infrastructural contexts of these spaces. Students are required to record their observations along with site analyses in a sketchbook. 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.

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

**DESCRIBE**
- 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

**INTERPRET**
- 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)

**EVALUATE**
- evaluate what you observed and experienced
- what positive or negative feelings do you have about what you observed or experienced? What is your reaction?

The following points must be addressed in your sketchbooks for all neighborhoods visited.

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.

6. **Architectural style.** Consider vertical and horizontal palimpsest. Is the style homogeneous? Building typologies (villini, fabbricati or palazzine, ie. apartment blocks – how many stories?)

7. **Historical context.** Information from assigned readings, internet sources (google books, JStor, City of Rome information sites), guidebooks, placards, posters, notices, interviews.

In addition to evaluating each site independently with the methodological framework provided, a concluding comparative essay should be included where you summarize your key points.
<table>
<thead>
<tr>
<th>Class Meeting</th>
<th>Date: May 21 - May 29</th>
<th>Time: 9:00am-1:30pm</th>
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</table>
| **Lesson 1**  | In-class              | Lecture: Introduction to course  
**Topics:** Introduction to the course; palimpsest |
| **Lesson 2**  | On-site               | Lecture: Ancient Rome. Processional routes that shaped the city I  
**Topics:** Mythology of Rome; The Triumphus Parade and triumphal architecture; water systems  
**Assigned reading:** Presentations: (1) Favro |
| **Lesson 3**  | On-site               | Lecture: Medieval & Renaissance Rome. Processional routes that shaped the city II  
**Topics:** Retracing the Via Peregrinorum; collapse of the ancient city and its water system; the re-use of building materials and *spoglia*; processions and planning- the Via Papalis- the papal road; processional spaces.  
**Assigned reading:** Presentations: (2) Coates-Stephens; (3) Cafa |
| **Lesson 4**  | On-site               | Lecture: Baroque Rome. Urban planning as stage design  
**Topics:** Baroque city planning; city as theatre.  
**Assigned reading:** Presentations: (4) Zucker; (5) Connors |
| **Lesson 5**  | On-site               | Lecture: Roma Capitale. The Unification of Italy and the Via Nazionale  
**Topics:** Relationship between architecture and national identity: introduction of a Master Plan  
**Assigned reading:** Presentations: (6) Kostoff; (7) Agnew |
| **Lesson 6**  | On-site               | Lecture: Liberty Architecture and the Elite. Neighborhood of Coppede’  
**Topics:** Master Plan; housing  
**Assigned reading:** Presentations: (8) De Michelis; (9) Macfadyen (10) Ciucci Levine; (11) Rhodes; (12) Bristol (13) Barbieri, Crosland Seabrooke; (14) Piccinato |
## Class Meeting 7. Monday, June 3. 9:00am-12:30pm

**Lesson 7**  
On-site  
Lecture: Vernacular Architecture and Social Housing I. Neighborhoods of Testaccio  
**Topics:** ICP and social housing

## Class Meeting 8. Tuesday, June 4. 2:00pm-5:30pm

**Lesson 8**  
On-site  
Lecture: Vernacular Architecture and the Social Housing II. Garbatella  
**EUR. Mussolini’s Rome**  
**Topics:** Garden City Planning; Fascism; World Fair and urban development  
**Assigned Reading**  
Presentations: (8) De Michelis; (9) Macfadyen, (10) Ciucci Levine

## Class Meeting 9. Wednesday, June 5. 9:00am-12:30pm

**Lesson 9**  
On-site  
Lecture: Social Housing III. Neighborhood of Corviale  
**Topics:** Corbusier Unité Habitation  
**Assigned reading**  
Presentations: (11) Rhodes; (12) Bristol

## Class Meeting 10. Thursday, June 6. 9:00am-11:30pm

**Lesson 10**  
On-site  
**FINAL EXAM**

### Assigned Readings


### Recommended Readings