# COURSE DESCRIPTION
# URBAN PLANNING DESIGN

# SSD: URBANISTICA (ICAR/21)

DEGREE PROGRAMME: ARCHITETTURA (N14)
ACADEMIC YEAR 2022/2023

## COURSE DESCRIPTION

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## GENERAL INFORMATION ABOUT THE COURSE

INTEGRATED COURSE: 07142 - LABORATORIO DI SINTESI FINALE
MODULE: 09292 - PROGETTAZIONE URBANISTICA
CHANNEL: 02 Cognome A - Z
YEAR OF THE DEGREE PROGRAMME: V
PERIOD IN WHICH THE COURSE IS DELIVERED: SEMESTER I
CFU: 4

### REQUIRED PRELIMINARY COURSES

None

### PREREQUISITES

None

### LEARNING GOALS

The objective of the course, part of the Design Studio “Laboratorio di Sintesi Finale”, and in agreement with its integrated courses, is to provide students with cultural and technical tools for the valorization, regeneration and adaptive reuse of urban and territorial resources, through innovative design experimentations, with a multiscale approach. The course employs a theoretical framework which, combining the themes of urban metabolism and circular economy aims to provide students with specialized knowledge on:

- Metabolism of material and spatial waste, considering waste and wastescape as new urban planning subjects;

- regeneration of 'wastescape', for the improvement of the functionality of the urban metabolism and therefore of the quality of life in the territories object of the study;
- reading, interpretation and adaptive reuse of wastescapes in case studies mainly identified within the Campania regional context. In the academic year 2022-2023 the Municipality of Sarno will be investigated.

The course employs a systemic and multiscale approach aimed at identifying eco-innovative solutions and strategies that can ensure developments without further consumption of virgin land, and capable of valorising the discarded resources, through the recycling and adaptive reuse of urban parts subjected to a process of decay or abandonment. Therefore, the teaching course aims to identify and integrate complex strategies - developed at the territorial scale - and transformative solutions and actions - developed on a neighborhood scale - able to guarantee a resilient and sustainable “different kind of growth” to meet the new needs of local communities. Wastescapes are therefore intended as urban laboratories where you can experiment with eco-innovative design interventions starting in the short term and with long-term effects.The course also aims to provide students with different perspectives and specific insights on the indicated topics also by making use of seminars by researchers and experts in the field.

## EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

**Knowledge and understanding**

At the end of the training experience, through design experimentation, students will have to demonstrate:

(1) to be able to analyze and interpret the spatial, socio-economic, environmental, and metabolic characteristics of the different case-study contexts;

(2) knowing how to elaborate and define possible sustainable and resilient transformations, based on different theories and techniques of urban design and planning.

**Applying knowledge and understanding**

The course encourages a sense of autonomy in students, while ensuring adequate guidance and support from the teacher; in fact, students will be accompanied in the application of a multiscale methodological approach linked to the reading and interpretation of the specificity of the study-case.Students will have to demonstrate that they have acquired the appropriate methodology to:

(1) interpret the complexity of urban systems through the knowledge of the state of places and of law and the interpretative reading of contexts;

(2) develop scenarios for urban transformation based on the integration of programs, actions and strategies at different territorial scales, on social inclusion and on the planning of interventions in the short, medium and long term;

3) effectively communicate the project proposal, through a synthetic elaboration of graphics, diagrams, mappings.

## COURSE CONTENT/SYLLABUS

**Contents and synthetic program**

The Course focuses on: analysis, definition, and mapping of the complex characteristics of the study area at the different scales; identification and definition of eco-innovative solutions and strategies for improving the quality of life in urban and peri-urban areas; identification of local stakeholders and deepening of further methodologies for the experimentation of co-creation activities (for example through the study of the Urban Living Lab methodology); current challenges and natural and anthropic risks; climate change; resource scarcity.
The teaching activity is organized including a series of lectures, among them:
- Definition, mapping and reinterpretation of wastescape;
- 'Research by Design' framework for understanding and interpreting the territory at different scales, for understanding urban systems and identifying the different opportunities for change, through explorative paths, and defining visions to improve them;
- Urban metabolism and circular economy: the enhancement of waste streams for urban and territorial regeneration, with particular reference to construction and demolition waste flow;
- Eco-innovative solutions and strategies; co-creation processes and Urban Living Labs: the experimentation of the European project Horizon 2020 "REPAiR. Resource Management in Periurban Areas. Going beyond urban metabolism";
- The regeneration of wastescapes through circular metabolism approach at different scales in the Dutch example;
- Planetary boundaries and SDGs. Towards sustainability for a new different kind of growth;
- Participatory urban planning for the inclusion of all stakeholders in the urban regeneration processes;
- Regenerative and Adaptive Design;
- Ecological transition and energy: the example of the energy communities.

As part of the teaching experience, a design exercise will be carried out on a site that will be described and presented in the first calendar lesson. The design exercise, is structured in three main parts:
1. KNOWLEDGE FRAMEWORK | Understanding and definition of the site
2. CONCEPT AND VISION | Interpretation and design of the site
3. STRATEGY | Developing a Spatial strategy

## READINGS/BIBLIOGRAPHY

As part of each lesson, the bibliographic references will be indicated. Among these, some general bibliographical references are reported here:

*Amenta, L., &van Timmeren, A. (2018). Beyond Wastescapes: Towards Circular Landscapes. Addressing the Spatial Dimension of Circularity through the Regeneration of Wastescapes. Sustainability, 10(12), 4740.*

*Berger, A. Drosscape: Wasting Land in Urban America; Princeton Architectural Press: New York, NY, USA, 2006; ISBN 1568987137.*

*Corboz, A. (1998). Il territorio come palinsesto. In P. Viganò (Ed.), Ordine Sparso. Saggi sull'Arte, il Metodo, la Città, il Territorio (Vol. Ordine Spa). Milano: Franco Angeli.*

*EC. (2014). Towards a circular economy: A zero waste programme for Europe. European Commission.*

*Ellen MacArthur Foundation. (2015a). Growth within: a circular economy vision for a competitive europe.*
*GeementeRotterdam, IABR, FABRIC, JCFO, &TNO. (2014). URBAN METABOLISM Sustainable development of Rotterdam. Rotterdam.*
*Girardet, H. (2010). Regenerative Cities. World Future Council and HafenCity University Hamburg (HCU) Commission on Cities and Climate Change.*
*REPAiR (2018). D5.3 Eco-Innovative Solutions Naples; EU Commission Participant Portal: Brussels, Belgium, 2018; Grant Agreement No 688920.*
*Russo, M. (Ed.). (2014). Urbanistica per una diversa crescita. Progettare il territorio contemporaneo. Una discussione della Società italiana degli urbanisti. Roma: Donzelli Editore.*
*Secchi, B. (2000). Prima lezione di urbanistica. (Laterza, Ed.). Bari.*
*Secchi, B. (2013). La città dei ricchi e la città dei poveri. Bari: Editori Laterza.*
*Steen, K., &Bueren, E. van. (2017). Urban Living Labs. A living lab way of working. Amsterdam Institute for Advanced Metropolitan Solutions Delft University of Technology.*
*Williams, J. (2019) Circular cities. Urban Stud. 2019, 004209801880613.*
*Wolman, A. (1965). The Metabolism of Cities. Scientific American, 213(3), 178–190.*

Due to the exploratory nature of this course, additional readings might be proposed throughout the course.The materials which will be shown in class (e.g. power point presentations) will be made available by the teacher to support individual study at the end of each lesson.

## TEACHING METHODS OF THE COURSE (OR MODULE)

The teacher will employ:
a) lectures, for about 50% of the total hours;
b) exercises to practically deepen theoretical aspects and laboratory activities to deepen the applied knowledge, for about 50% of the total hours;
c) possible seminars in collaboration with researchers and/or national and international experts to investigate specific issues.

## EXAMINATION/EVALUATION CRITERIA

**a) Exam type**

- ☐ Written
- ☑ Oral
- ☑ Project discussion
- ☐ Other

**In case of a written exam, questions refer to**

- ☐ Multiple choice answers
- ☐ Open answers
- ☐ Numerical exercises

**b) Evaluation pattern**

The development of the project is organized into laboratory activities carried out in group and individual reflections/research carried out by the single student. The progress and the assessment of the knowledge acquired by the students are evaluated weekly during the laboratory activities.A final interview is foreseen with an illustration of the documents of the urban project, deepening the reasons for the design choices on the basis of the theoretical knowledge acquired during the Laboratory.

The final grade will be weighted on the CFU of each course composing the Laboratory.