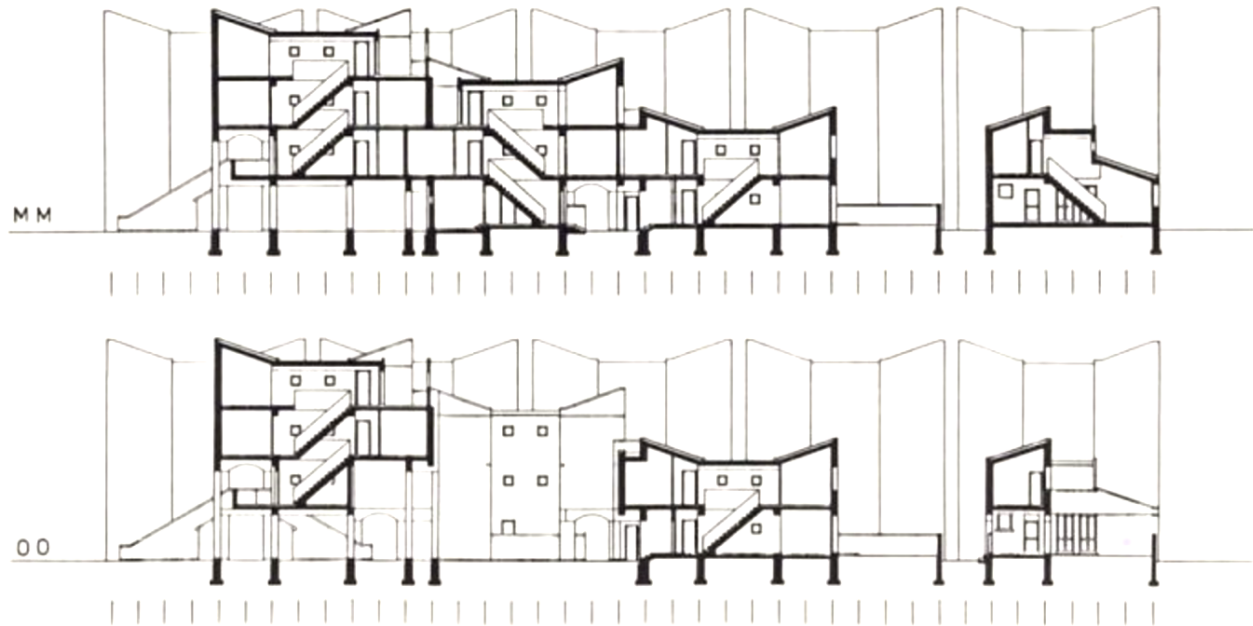


## UNLEARNING HOUSING ALIENATION: DALL'OPERAISMO AL LABORATORIO DEL FUTURO

**Course Instructor:**  
**Adrian Blackwell**, [adrian.blackwell@uwaterloo.ca](mailto:adrian.blackwell@uwaterloo.ca)

**Class hours:** Wednesday, 2:00-5:00pm CET  
**Class location:** Canadian Pavilion, Giardini, Venice  
**Office hours:** Schedule by e-mail



Sections Gino Valle, IACP Ex-Trevisan Residential District, Guidecca, Venice 1986

## TERRITORIAL ACKNOWLEDGEMENT:

We acknowledge that the School of Architecture is located on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. The University is situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometres on each side of the Grand River.

## COURSE DESCRIPTION:

*Growing numbers of people today do not feel at home in their housing. Overcrowding, displacement, dispossession, homelessness, harassment, disrepair, and other ordeals are increasingly common. Adequate, stable, affordable dwelling space is becoming ever more scarce. As a result, many people experience their housing as just another precarious place in an insecure world.*

*There is a term for not feeling at home that has a long history in social science and critical theory: alienation....*

*If something is 'alienable,' it is exchangeable. It can be bought and sold. Alienation is thus the precondition of all private property.*

David Madden and Peter Marcuse, In Defense of Housing

Housing alienation is the separation of people from housing, because it is unaffordable. This unaffordability is a function of housing being produced for the market and for exchange rather than for living itself. This focus on housing's alienability (exchangeability), has produced housing that separates its inhabitants from their ecological milieu, social fabric, and creative agency.

Italy has been a site of theoretical innovations and radical struggles against alienation and at the forefront of these struggles has been the question of housing. Theories around housing have been deeply influenced by Italian worker, feminist and youth struggles of Operaismo in the 1960s, and Autonomia Operaia in the 1970s. Alongside these neo-Marxian movements, which inspired architectural theorists such as Manfredo Tafuri and practitioners such as Aldo Rossi, were anarchist architectural currents, led by architects such as Giancarlo de Carlo. These related, but divergent theories and practices intersected with on the ground political struggles, and the ideas of these movements continue to echo in architects' ears fifty years later.

Contemporary issues such as rampant tourism, the proliferation of Airbnb and the crisis of refugees and migrants displaced by economic and physical violence has created new housing challenges and activist movements tied to social centers in Italy.

The 2023 Venice biennale, titled The Laboratory of the Future, curated by architect, educator and novelist Leslie Lokko is focused on learning about the future from decolonial practices, especially in Africa. These practices which value meaningful connections that make a home, can show us ways to think about housing very differently, and offer us visions for how to dis-alienate our housing system.

The course will focus on the relationship between architectural design of housing and activist struggles in the late modern and neoliberal periods and will be structured around case studies of related housing projects, activist organizations and biennale projects.

- a) Social housing prototypes in the Venetian archipelago
- b) Northern Italian social housing movements
- c) Decolonial approaches to home in *The Laboratory of the Future*

We will end the class with a class conversation on the relationships between built housing, housing movements and critical architectural ideas found in the biennale.

## **COURSE GOALS & LEARNING OUTCOMES:**

By the end of the course, students will be able to:

- 1) Analyze housing precedents
- 2) Understand the housing system in Venice
- 3) Understand the evolution of modern housing typologies in Venice
- 4) Analyze housing movements

- 5) Describe the breadth of housing advocacy organizations and movements in Northern Italy
- 6) Analyze architectural projects
- 7) Understand the creative production of an architectural exhibition
- 8) Have a better understanding of the colonial dynamics that lie beneath contemporary housing problems.
- 9) See the tensions that exist between built architecture, social movements and architectural criticism

## **COURSE REQUIREMENTS AND ASSESSMENT:**

### **Project 1: Social housing prototypes in the Venetian archipelago, due October 4, 35%**

For each of the 15 case studies of social housing located in the Venetian Archipelago produce a 6-page vertical format A4 document with the following:

- 1) A 300 to 400-word description of the project describing the ways in which it combats housing alienation and the following physical information about it: a) Address b) Architect/Engineer c) years built, d) Social Housing program e) Site Area, f) density in FAR, g) number of units, h) unit sizes and mix, i) percentage affordable and degree of affordability (1 page)
  - 2) A figure ground site plan showing vegetation at 1:500, 1:1000 or 1:1500 depending on the scale of your case study (fill 1 page)
  - 3) A street section at 1:100 annotating and illustrating factors of housing alienation (fill 1 page)
  - 4) Diagrams of typical unit plans at 1:100 (1 page)
  - 5) A series of 6 of your photographs of the project (3 per page = 2 pages)
- All drawings should be black line on white paper use 11pt. font for all body text and 9pt for captions, notes and drawing annotation.

Use this document to tour the class through your housing prototype.

### **Venetian Social Housing Agencies:**

- |      |   |
|------|---|
| 1893 | Commission for healthy, economic and popular houses (Comissione per le Case Sane ed Economiche, CCSE) |
| 1914 | <a href="#">IACP</a> (Autonomous Institute for Social Housing) of Venice                              |
| 1995 | <a href="#">ATER</a> (Territorial Agency for Residential Construction) of the Province of Venice      |

### **Housing Case Studies:**

- |      |   |
|------|---|
| 1909 | Francesco Marisch (Eng) Buildings for the Commission for healthy and affordable housing Calle delle Colonne |
| 1915 | IACP, Città Giardino, Lido  |
| 1924 | Angelo Fano (Eng) Houses of the Anonymous Cooperative Society of Workers, Calle San Giacomo                 |
| 1924 | Paolo Bretanza (Eng), IACP, Vittorio Emanuele III Quarter, Sant' Elena                                      |
| 1942 | IACP Casette District, Guidecca   |
| 1960 | IACP Sacca Fisola   |
| 1985 | Giancarlo De Carlo, IACP Mazzorbo Residential District  |
| 1986 | Gino Valle, IACP Ex-Trevisan Residential District, Guidecca   |
| 1989 | Pastor Architteti Associati, Ex-Fregnan, Sacca Fisola   |
| 1997 | Lucca Rossi, Apartments in the Noodle Factory, Guidecca   |

- 2002 Cino Zucchi, Ex-Junghans Residential Area, Lots A2, A3, B, D, E1, G1, G2
- 2002 Bernard Huet, Giorgio Lombardi, Di Carli Associati, Ex-Junghans Residential Area, Lots E2, I, M
- 2004 Aldo Rossi, ATER Campo di Marte Residential Building, 2004
- 2004 Carlo Aymonino, ATER Campo di Marte Residential Building, 2004
- 2008 Alvaro Siza, ATER Campo di Marte Residential Building, 2008

## **Project 2: Northern Italian Social Housing Movements, due November 1, 25%**

For each of the 15 case studies of Northern Italian social housing movements produce a 6-page vertical format A4 document with the following:

- 1) A 400-word description of the project describing the ways in which it combats housing alienation and the following information about it: a) Location/address b) Key protagonists c) years active d) Issues addressed e) Number of participants f) a list of key actions (1 page)
- 2) A map showing locations of activity and actions (fill 1 Page)
- 2) A timeline describing the organization/movement as a whole (fill 1 page)
- 3) A diagram describing one housing action undertaken by the organization (fill 1 page)
- 5) A series of 6 photographs describing the project (found or original) (3 per page = 2 pages)

All drawings should be black line on white paper use 11pt. font for all body text and 9pt for captions, notes and drawing annotation.

Use this document to present this case to the class at the pavilion.

### **Social Movement Case Studies:**

[Lotta Femminista](#), Padua  
[Potere Operaio](#), Workerism, Turin  
[Autonomia Operaia](#), Autonomia, Rome, Bologna, Padua, Florence  
Venice Group, Scuola di Venezia, Gruppo Architettura - IUAV University of Venice  
Spazio e società - Space&society, Milan  
Leoncavallo Spazio Pubblico Autogestito, Milan  
Macao, Laboratori dell'arte, Milan  
S.a.L.E.-Docks, Venice  
We are Here Venice (WAHV)  
Osservatorio Civico Sulla Casa e la Residenza (OCIO), Venice  
Laboratorio Occupato Morion, Venice  
Ellen's Oak / Associazione Chiostra di Sant'Elena, Venice  
Assemblea Sociale per la Casa, Casette, Giudecca, Venice  
Centro Sociale Rivolta, Marghera, Venice  
rebiennale, Venice

## **Project 3: Decolonial approaches to home in *The Laboratory of the Future* due November 29, 25%**

For each of the 15 case studies of decolonial approaches to home in *The Laboratory of the Future* produce a 6-page vertical format A4 document with the following:

- 1) A 400-word description of the project describing the ways in which it combats housing alienation and the following information about it: a) Location/address b) Key protagonists c) year produced d) Medium (1 page)
- 2) A map locating the project in space (fill 1 Page)
- 2) A timeline describing the project in time (fill 1 page)

- 3) A diagram describing the actors and logistics of the project (fill 1 page)
- 5) A series of 6 of your photographs describing the project (found or original) (3 per page = 2 pages)

All drawings should be black line on white paper use 11pt. font for all body text and 9pt for captions, notes and drawing annotation.

Use this document to tour the class through the biennale project

**Suggested Biennale Case Studies (you are free to choose any project as long as no one else has chosen it):**

**National pavilions:**

**Giardini**

Australia, Unsettling Queenstown  
Austria, Partecipazione  
Brazil, Aterramento  
German, Open for Maintenance  
Nordic, Joar Nango, Girgegumpi  
Czech Republic, The Office for a Non-Precarious Future  
Poland, Datament Meditations  
Belgium, In Vivo

**Arsenale**

Peru, The Calendar Project  
Mexico, APRDELESP  
Republic of South Africa, The Structure of a People

**In the City**

Estonia, Home Stage

**Laboratory of the Future:**

**Giardini:**

Studio Sean Canty, Two sheds  
Kere Architecture, Counteract  
Blac Space, Tales of the Vulnerability of African women in Transit Spaces  
Ainslee Alem Robson, Ferenj

**Arsenale:**

DAAR, Ente Decolonizzazione Borgo Rizza  
David Wengrow and Eyal Weizman with Forensic Architecture and the Nebelivka Project, The Nebelivka Hypothesis  
Le Laboratoire d'Architecture, Welcome in Nomadland  
Sweetwater Foundation, Chaord  
Arinjoy Sen, Bengali Song

**In the City**

Sweetwater Foundation, The Meeting House

**Other Projects:**

Reconceptualizing Urban Housing, Palazzo Mora in Venice, Italy.

**Reading seminars (5%):**

Each of you will be responsible to present one reading over the term for 10 minutes. To present your reading, make a simple diagram on one A4 sheet that relates the reading's key concepts to the places and protagonists discussed in it. If your reading is primarily historical, then consider organizing the diagram as a timeline, if it is more spatial oriented, it as a map, if it is theoretical then organize the key concepts in relation to one another.

## Participation (10%):

This is a field course in which participation is crucial, in all aspects in both the conversations about cases and in the reading seminars. Come to class and share your thoughts with your classmates.

## COURSE SCHEDULE:

Wk	Mo		Title	%
1	Sept	6	Course introduction and introduction to the Cases	
2		13	Reading Seminar on Venetian Social Housing	
3		20	Workshop of preliminary research on Venice Lagoon Housing Prototypes	
4		27	Tours of Venice Lagoon Housing Prototypes	
5	Oct	4	Tours of Venice Lagoon Housing Prototypes / P1 due	35%
		11	Reading-week no classes	
6		18	9am-1pm - Tour of the historical monuments of Venice with Tommaso Tagliabue IUAV PhD 2-5pm Reading seminar on Italian Social Movements	
7		25	Presentations on Italian Social Movement case studies	
8	Nov	1	Presentations on Italian Social Movement case studies / P2 due	25%
9		8	Reading Seminar on Biennale projects focusing on sustainable land relations	
10		15	Presentations and tours of the Biennale projects	
11		22	Presentations and tours of the Biennale projects	
12		29	Discussion on the implications of the 45 case studies / P3 due	25%

## COURSE READINGS:

For all reading discussions read two readings. One of you is assigned to present each reading, and two others are assigned to read it and be ready to participate in a discussion about it. Please read one other reading of your choice so that you can participate in the discussion.

### Venetian Housing Readings (September 13)

1) From City Lines to Life Paths Irena Latek in *claiming the delineating nation state capitalism*, Adrian Blackwell and David Fortin, eds., *Scapegoat: Architecture, Landscape, Political Economy* 12-13 (2020-21): 104-120. [http://www.scapegoatjournal.org/docs/12-13/SG12-13\\_104\\_Latek\\_FromCityLinesToLifePaths.pdf](http://www.scapegoatjournal.org/docs/12-13/SG12-13_104_Latek_FromCityLinesToLifePaths.pdf)

2) Pier Vittorio Aureli, "Tronti and Cacciari: Autonomy of the Political and Negative Thought", "Rossi: The Concept of the *Locus* as a Political Category of the City" in *The Project of Autonomy: Politics and Architecture within and against Capitalism* (Princeton: Princeton Architectural Press, 2008), 39-69.

3) Aldo Rossi, "The evolution of Urban Artifacts: The City as a Field of Application for Various Forces: Economics" in *The Architecture of the City* (Cambridge Mass: MIT Press, 1982), 139-163

4) Sarah Gainsforth, "Homes in Italy: A Political Tale", *Open for Maintenance, Arch+ 252* (2023), 152-157

5) Orazio Alberti, (OCIO, Independent Observatory on Housing in Venice), "ATER Venezia: the abandonment of public housing in the Historic City, 2011 – 2018" <https://campaignforalivingvenice.org/2020/02/22/ater-venezia-the-abandonment-of-public-housing-in-the-historic-city-2011-2018/>

### **Italian Housing Movement Readings (October 18):**

6) Monica Quirico, Lotta Continua and the Italian housing movement in the 1970s: Ancient history or present challenges? *Radical Housing Journal*, May 2021 Vol 3(1): 149-166.

7) Silvia Federici interviewed by Michael Obrist, "Reproductive work, the body and the politics of the commons" in *The Last Grand Tour: Contemporary phenomena and strategies of living in Italy*, Michael Obrist, Antonietta Putzu eds. (Zurich: Park books, 2023), 145-149.

8) Emanuele Braga, "Experimental Laboratory Milan" in *The Last Grand Tour: Contemporary phenomena and strategies of living in Italy*, Michael Obrist, Antonietta Putzu eds. (Zurich: Park books, 2023), 236-241.

9) Marco Baravalle, "Venetian impressions: Lines of flight from the terrace-city" in *The Last Grand Tour: Contemporary phenomena and strategies of living in Italy*, Michael Obrist, Antonietta Putzu eds. (Zurich: Park books, 2023), 280-283.

10) Chiara Burrati and Laura Fregolent in Conversation with Mirko Gatti, "Inhabiting Venice, The Squatting and Maintenance of the Casette Neighbourhood in Guidecca", *Open for Maintenance, Arch+ 252* (2023), 158-171.

### **Biennale Readings (November 8):**

11) Joar Nango and Axel Wieder, "A Pact with One's Own" *e-flux Architecture*, July 2021 <https://www.e-flux.com/architecture/survivance/395585/a-pact-with-one-s-own/>

12) Paolo Tavares, "Trees, Vines, Palms, and Other Architectural Monuments", *Harvard Design Magazine - Into the Woods* No. 45 (2018) 188-195.

13) Raul Matta, "Heritage Foodways as Matrix for Cultural Resurgence: Evidence from Rural Peru" in *International Journal of Cultural Property* · February 2019  
DOI: 10.1017/S094073911900002X

14) Sepake Angiama and Emmanuel Pratt, "Nourishing the root: Transforming the Urban Ecologies of Chicago" in *...And Other such Stories Yesomi Umolu*, Sepake Angiama, Paolo Tavares eds. (Chicago and New York: Chicago Architecture Biennial in Association with Columbia Books on Architecture and the City, 2019), 145-151.

15) Helene Frichot, "Mottos for Maintenance as Care Work - A Short Reflection Inspired by Shannon Mattern's Foundational Essay 'Maintenance and Care' (2018)", *Open for Maintenance, Arch+ 252* (2023), 22-27.

### Further Optional Reading:

Giorgio Ghiglione, Occupy Venice: 'We are the alternative to the death of the city' the Guardian 13 Sept 2018. <https://www.theguardian.com/cities/2018/sep/13/occupy-venice-alternative-to-death-of-city-activists-tourism>

Lesley Lokko, "[Laboratory of the Future](#)" (Venice: Biennale di Venezia, 2023).

Carina Sacher, Irene Di Noto, Valerio Muscella, Leroy S.P.Q.R'DAM, "4 Stelle Hotel: From non-place to self-organized plug-in city" in *The Last Grand Tour: Contemporary phenomena and strategies of living in Italy*, Michael Obrist, Antonietta Putzu eds. (Zurich: Park books, 2023), 410-415.

Francesco Careri, "Rome: Does Pasolini still live here? Amongst shanties, tower blocks, Roma Camos and squats" in *The Last Grand Tour: Contemporary phenomena and strategies of living in Italy*, Michael Obrist, Antonietta Putzu eds. (Zurich: Park books, 2023), 356-366.

### Course Delivery Platforms & Communication

This course will be held in person. *To organize materials and communication outside of weekly in-person sessions, we will use the following:*

*LEARN – Official communication, work submission, and grade recording and release.*

*MS TEAMS – Used for supplementary discussions outside of in-person class time. Students will be added to the course team in the first week of class.*

### COVID-19 Special Statement

Given the on-going situation around COVID-19, students are to refer to the University of Waterloo's developing information resource page (<https://uwaterloo.ca/coronavirus/>) for up-to-date information on academic updates, health services, important dates, co-op, accommodation rules and other university level responses to COVID-19.

### Fair Contingencies for Emergency Remote Teaching

To provide contingency for unforeseen circumstances, the instructor reserves the right to modify course topics and/or assessments and/or weight and/or deadlines with due and fair notice to students. In the event of such challenges, the instructor will work with the Department/Faculty to find reasonable and fair solutions that respect rights and workloads of students, staff, and faculty.

### Late Work

Assignments that are handed in late will receive an initial penalty of 5% on the first calendar day late and a 5% penalty per calendar day thereafter. After 5 calendar days, the assignment will receive a 0%.



Only in the case of a justified medical or personal reason will these penalties be waived. For verified health concerns, please discuss this with your instructor before submitting a Verification of Illness Form (VIF) to the Academic Services Coordinator and Associate Director, in the Undergraduate Office. Personal extenuating circumstances need to be communicated to your instructor who will coordinate with the Undergraduate Office as needed. This is not the same as the AccessAbility Accommodations or the short term absence process.

Information on COVID-19 is available here.

## **Passing Grades**

The standard minimum passing grade in this course is 50%.

## **CACB Student Performance Criteria**

The BAS/MArch program enables students to achieve the accreditation standards set by the Canadian Architectural Certification Board as described here. This course addresses the CACB criteria and standards that are noted on the Accreditation page of the School of Architecture website.

## **Mental Health Support**

All of us need a support system. We encourage you to seek out mental health supports when they are needed. Please reach out to Campus Wellness (<https://uwaterloo.ca/campus-wellness/>) and Counselling Services (<https://uwaterloo.ca/campus-wellness/counselling-services>).

We understand that these circumstances can be troubling, and you may need to speak with someone for emotional support. Good2Talk (<https://good2talk.ca/>) is a post-secondary student helpline based in Ontario, Canada that is available to all students.

## **Equity, Diversity and Inclusion Commitment**

The School of Architecture is committed to foster and support equity, diversity and inclusion. If you experience discrimination, micro-aggression, or other forms of racism, sexism, discrimination against 2SLGBTQ+, or disability, there are several pathways available for addressing this:

A) If you feel comfortable bringing this up directly with the faculty, staff or student who has said or done something offensive, we invite you, or a friend, to speak directly with this person. People make mistakes and dealing them directly in the present may be the most effective means of addressing the issue.

B) you can reach out to either the Undergraduate office, Graduate office, or Director ([DirectorArchitecture@uwaterloo.ca](mailto:DirectorArchitecture@uwaterloo.ca)). If you contact any of these people in confidence, they are bound to preserve your anonymity and follow up on your report.

C) You can choose to report centrally to the Equity Office. The Equity Office can be reached by emailing [equity@uwaterloo.ca](mailto:equity@uwaterloo.ca). More information on the functions and services of the equity office can be found here: <https://uwaterloo.ca/human-rights-equity-inclusion/about/equity-office>.

D) Racial Advocacy for Inclusion, Solidarity and Equity (RAISE) is a student-led Waterloo Undergraduate Student Association (WUSA) service launching in the Winter 2019 term. RAISE serves to address racism and xenophobia on the University of Waterloo campus with initiatives reflective of RAISE's three pillars of Education and Advocacy, Peer-to-Peer Support, and Community Building. The initiatives include but are not limited to: formal means to report and confront racism, accessible and considerate peer-support, and organization of social events to cultivate both an uplifting and united community. You can report an incident using their online form.

## **ACADEMIC INTEGRITY, GRIEVANCE, DISCIPLINE, APPEALS AND NOTE FOR STUDENTS WITH DISABILITIES:**

**Academic integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check the Office of Academic Integrity for more information.]

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

**Discipline:** A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check the Office of Academic Integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

In general, you are required to undertake work that you represent as yours by yourself, without copying or adapting work by other, with the exception of work that you derive from others and in turn credit to those others. 'Others' includes AI tools. All work derived from others must be appropriately cited.

**AI Policy: Permitted in this Course with Attribution:** In this course, students are permitted to use Generative AI Tools like ChatGPT and Midjourney to support their work. In order to maintain academic integrity, students must disclose any AI-generated material they use and properly attribute it. This disclosure should include AI generation whether in whole or part, including images, designs, in-text citations, quotations, and references.

The full extent of images and text passages should be cited. The following statement in assignments may be used to indicate general use of a Generative AI Tool: "The author(s) acknowledges the use of [Generative AI Tool Name], a model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment: [indicate, e.g. grammatical correction, gathering sources, generating specific images, etc]."

*Caution:* When using AI tools, it is important to be aware that the user data supplied might be utilized for training AI models or other purposes. Consequently, there is no guarantee that the information you provide will remain confidential. Instructors and students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals.

**Note for students with disabilities:** AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.