



# **Course syllabus** **Spatial Planning**

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**August – December 2018**

**Term VII**

**Lecturer**

**Naldi Carrión Puelles**

## **I. General course information**

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Course	: <b>Spatial Planning</b>	Code	: 7964
Pre-requisite	: Geographical Information Systems	Semester	: 2018-2
Credits	: 3	Term	: VII
Hours	: 4 (2 hours of theory and 2 of practice)		

## **II. Summary**

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The course gives students a grounding in the basic principles and objectives of Spatial planning, an understanding of its systemic structure and practice in applying its concepts in a national and global context, focusing on sustainable development and risk management.

It provides knowledge of instruments, sources, frameworks, tools, and techniques for the analysis and understanding of Spatial Planning, as well as a diagnosis of regional and land-use management system in Peru, strengthening ecological and economic zoning (EEZ) theoretical concepts.

## **III. Course Objectives**

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To assess the challenges of sustainable development and climate change, and from these perspectives draw up Spatial Plans taking into account social phenomena and theoretical concepts of including Regional and Land Use Planning and resource management.

## **IV. Results of Learning**

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

1. Identify Spatial, Regional and Land-Use Planning concepts in the context of climate change, sustainable development and risk management.
2. Recognize and analyze Land-Use Planning processes and their social, economic and environmental considerations.
3. Identify the implications of Spatial Planning in generating public policies and good governance.
4. Identify and evaluate Peruvian Spatial, Regional and Land-use planning regulations.
5. Identify and analyze the process of drawing up a Spatial Plan.
6. Recognize and analyze SP and information technology interrelationship.
7. Identify basic concepts of Strategic Environmental Assessment, Environmental Impact Assessment and EEZ.
8. Analyze the significant aspects of planning and development of land use and its connection with risk and vulnerability assessment.
9. Identify and analyze the tools to prioritize options in Spatial Planning.
10. Recognize tools for Land Economic Development Planning.
11. Apply theoretical knowledge and diagnostic techniques in a practical case.
12. Recognize the different methodologies, tools and instruments used to draw up SP.

13. Apply theoretical and technical knowledge to propose an SP that incorporates a proposal for public policy, regulations and/or laws according to the relevant level of political organization.

## V. Methodology

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Teaching-centered strategies

- a. Induction
- b. Awareness techniques
- c. Demonstration
- d. Problem-based teaching

Learning-centered strategies

- a. Group work
- b. Case studies
- c. Team work
- d. Interactive presentations

## VI. Assessment

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### Requirements to pass the course

- Absent no more than 20% of programmed class hours in the semester, with absences duly justified.
- Minimum passing mark: 11.00
- Plagiarism: If proven, the mark awarded for the work assessed will be zero (0) and the student will be sanctioned according to university regulations.

The assessment system is permanent and comprehensive. The final course grade is obtained by averaging the continuous assessment (40%), the midterm exam (30%) and the final exam (30%).

The continuous assessment average (CAA) is obtained from the weighted average of the assessments of the student's work. The weightings of each continuous assessment are shown in the following table:

<b>CONTINUOUS ASSESSMENT AVERAGE 40%</b>		
<b>Type of assessment</b>	<b>Description</b>	<b>Weighting %</b>
1 <sup>st</sup> CAA: Analysis and evaluation of a paper.	- 1 <sup>st</sup> critical report evaluating a scientific article relating to Spatial planning in Ancient Peru (80%). - 1 <sup>st</sup> class presentation – material researched and learned while evaluating the article (20%).	10
2 <sup>nd</sup> CAA: Analysis and evaluation of a paper.	- 2 <sup>nd</sup> report – describing and evaluating Spatial Planning laws in Peru (80%)	15

	- 2 <sup>nd</sup> class presentation – material researched and learned during the analysis (20%)	
3 <sup>rd</sup> CAA: Analysis and evaluation of Peruvian regulations	- 3 <sup>rd</sup> report evaluating a case study (80%) - 3 <sup>rd</sup> class presentation – material researched and learned during evaluation (20%)	20
4 <sup>th</sup> CAA: Analysis and evaluation of a project	- 4 <sup>th</sup> report assessing a Risk Management Experience on a region of Peru (80%). - 4 <sup>th</sup> class presentation – material researched and learned while evaluating the article (20%)	15
5 <sup>th</sup> CAA: Application task	- Field trip report – Development Baseline of Pachacamac/Chilca (30%) - Presentation of proposal for Pachacamac or Chilca (40%) - Report on land use plan proposal for Pachacamac or Chilca (30%)	40

The final average (FA) is calculated as follows:

$$FA = (0.30 \times MT) + (0.40 \times CAA) + (0.30 \times FE)$$

**Where:**

**FA** = Final Average

**MT** = Midterm exam

**CAA** = Continuous assessment average

**FE** = Final Exam

## VII. Programmed Content

<b>WEEK</b>	<b>CONTENT</b>	<b>ACTIVITIES / ASSESSMENT</b>
<b>LEARNING UNIT I: INTRODUCTION TO LAND-USE PLANNING</b>		
<ol style="list-style-type: none"> <li>1. Identify Spatial Planning concepts in the context of climate change, sustainable development and risk management.</li> <li>2. Recognize and analyze Spatial Planning processes and their social, economic and environmental considerations.</li> <li>3. Identify the implications of Spatial Planning in generating public policies and good governance.</li> </ol>		
<b>1</b> August 20 <sup>th</sup> – 26 <sup>th</sup>	Introduction to Spatial Planning in Peru and around the world; the role of planning. Definition and objectives of Spatial planning, basic definitions. Evolution and general development of Spatial planning at national and international levels.	Lectures
<b>2</b> August 27 <sup>th</sup> – September 2 <sup>nd</sup>	Recognition of social, economic and environmental considerations. Implications of Spatial planning for sustainable development and risk management.	Lectures
<b>3</b> September 3 <sup>rd</sup> – 9 <sup>th</sup>	Impacts and opportunities of climate change on land-use planning and the synergy between mitigation and adaptation.	Hand-in 1 <sup>st</sup> continuous assessment task: Analysis and evaluation  First Presentations  Lecture
<b>4</b> September 10 <sup>th</sup> – 16 <sup>th</sup>	Conceptual framework of governability and the relationship with Spatial Planning. The context of public policies and laws and information systems: at local, regional, national and international level.	Lectures
<b>LEARNING UNIT II: INSTRUMENTS FOR LAND-USE PLANNING</b>		
<ol style="list-style-type: none"> <li>4. Recognize tools for Territorial Economic Development Planning.</li> <li>5. Identify and evaluate Peruvian spatial planning policies and regulations.</li> <li>6. Apply theoretical knowledge and diagnostic techniques in a practical case.</li> </ol>		
<b>5</b> September 17 <sup>th</sup> – 23 <sup>th</sup>	Territorial economic development (TED) and the potentiality approach, tools to develop TED strategies and for field observation	Lectures

<b>6</b> September 24 <sup>th</sup> – 30 <sup>th</sup>	Review of Peruvian Regulatory Framework and their integration within public policies, Bicentenary Plan and other regulations. Progress achieved on Peruvian regions	Hand-in 2 <sup>nd</sup> continuous assessment task: Analysis and evaluation  Second presentation  Lectures
	Field visit (29/09)	Field observation and evaluation on the outskirts of Lima
<b>7</b> October 1 <sup>st</sup> – 7 <sup>th</sup>	-----	-----
<b>8</b> October 8 <sup>th</sup> – 13 <sup>th</sup>	<b>MIDTERM EXAMS</b>	
<b>LEARNING UNIT III: TOOLS TO ESTABLISH PRIORITIES IN LAND USE PLANS</b>		
7. Analyze significant aspects of Spatial planning and development, showing how planning can incorporate assessment of risk and vulnerability. 8. Identify and analyze the process of drawing up the Spatial Plan and its tools to prioritized options in SPs. 9. Identify basic concepts of Strategic Environmental Assessment, Environmental Impact Assessment and EEZ.		
<b>9</b> October 15 <sup>st</sup> – 21 <sup>th</sup>	EEZ and its development over time. Methodology for drawing up Ecological and Economic Zoning. Economic, Environmental and Social Diagnosis	Lectures Hand in 1 <sup>st</sup> part of 5 <sup>th</sup> continuous assessment task
<b>10</b> October 22 <sup>th</sup> – 28 <sup>th</sup>	Specialized Studies Risk Assessment and management Risk Management and Climate Change in the Planning of Cities	Lectures
<b>11</b> October 29 <sup>th</sup> – November 4 <sup>th</sup>	National Regulations for EEZ, Specialized Studies and Risk Assessment and Management	Hand-in 3 <sup>rd</sup> continuous assessment task  Third presentation
<b>12</b> November 5 <sup>th</sup> – 11 <sup>th</sup>	Spatial Planning Tools and methods: Strategic Environmental Assessment, Environmental Impact Assessment.	Lectures

**LEARNING UNIT IV: DRAWING UP A LAND USE PLAN AND ITS APPLICATION FOR GOOD GOVERNANCE**

- 10. Recognizes Smart Cities initiatives as strategic tool to develop Sustainable Cities
- 11. Apply theoretical and technical knowledge to propose a according to regulations and/or laws and integrated with Urban and Zoning Plans and other development Plans.
- 12. Compare and contrast methodologies implemented in other countries versus ones implemented in Peru

<p><b>13</b> November 12<sup>th</sup> – 18<sup>th</sup></p>	<p>Information Systems for Spatial Planning Spatial multi-criteria evaluation (SMCE) and examples</p> <p>Sustainable Cities and Smart Cities</p>	<p>Lectures</p> <p>Hand in 4<sup>th</sup> continuous assessment task</p> <p>Fourth test</p>
<p><b>14</b> November 19<sup>th</sup> – 25<sup>th</sup></p>	<p>Peruvian case studies – part 1 (regional, provincial, coastal area)</p>	<p>Lectures</p>
<p><b>15</b> November 26<sup>th</sup> – December 2<sup>nd</sup></p>	<p>Presentation of Potential and Limitation Evaluation for specific zone in lima</p> <p>International approaches - case studies</p>	<p>Hand-in 2<sup>nd</sup> and 3<sup>rd</sup> part of 5<sup>th</sup> continuous assessment task</p>
<p><b>16</b> December 3<sup>rd</sup> – 8<sup>th</sup></p>	<p><b>FINAL EXAMS</b></p>	

**VIII. Bibliography**

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Books:

Wilson, E & Piper, J (2010). *Spatial planning and climate change (The natural and built environment)*. Routledge.

Davoudi, S., Crawford, J. & Mehmood, A. (2009). *Planning for Climate Change. Strategies for Mitigation and Adaptation for Spatial Planners*. Earthscan.

Chepstow-Lusty, A.J.; Frogley, M.R.; Bauer, B.S.; Leng, M.J.; Boessenkool, K.P.; Caarcaillet, C.; Ali, A.A.; Gioda, A. 2009 Putting the rise of the Inca Empire within a climatic and land management context. *Climate of the Past*, 5 (3). 375-388.

Natural Resources Conservation Service/Unites States Department of Agriculture (2011) Land Evaluation and Site Assessment (LESA) Handbook. Retrieved from [https://www.nrcs.usda.gov/Internet/FSE\\_DOCUMENTS/nrcs142p2\\_052600.pdf](https://www.nrcs.usda.gov/Internet/FSE_DOCUMENTS/nrcs142p2_052600.pdf)

Articles and White Papers:

Hurlimann and March (2012). The role of spatial planning in adapting to climate change. *WIREs Clim Change*. John Wiley & Sons, Ltd.

United Nations (2008). *Spatial Planning: Key Instrument for Development and Effective Governance with Special Reference to Countries in Transition*, New York and Geneva.

Van der Molen, P. (2004). Good administration of land in Europe. In *Proceedings of the UN - FIG and PC IDEA interregional special forum: The development of land information policy in the Americas, Aguascalientes Mexico, 26-27 October 2004. 14 p.* Aguascalientes, Mexico: International Federation of Surveyors (FIG).

Journals:

Land Use Policy

Journal of Cleaner Production

Environment and Planning B: Urban Analytics and City Science

Sustainable Cities and Society

Global J. Environ. Sci. Manage

Computers, Environment and Urban Systems

Journal of Environmental Planning and Management

## **IX. Lecturer**

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