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**esan**

# **Course syllabus Spatial Planning**

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**August – December 2021**

**Term VII**

**Carrión Puelles, Naldi Susan**

## I. General course information

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<b>Course Name:</b>	<b>Spatial Planning</b>		
<b>Pre-requisite:</b>	Geographical Information Systems	<b>Code:</b>	7964
<b>Precedent:</b>	does not apply	<b>Semester:</b>	2021-2
<b>Credits:</b>	3	<b>Term:</b>	VII
<b>Week Hours:</b>	4 (2 hours of theory and 2 of practice)	<b>Course mode:</b>	Remote- synchronous
<b>Type Course and Faculty/University Department:</b>	Mandatory unit Environmental Management Engineering	<b>Course Coordinator:</b>	Mayra Arauco Livia <a href="mailto:marauco@esan.edu.pe">marauco@esan.edu.pe</a>

## II. Summary

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The course gives students a grounding in the basic principles and objectives of Spatial planning. It brings an understanding of its systemic structure and practice by reviewing its application to national and global context. Moreover, the spatial planning interwoven structure with sustainable development and risk management is reviewed.

The course promotes the recognition and understanding of frameworks, components, tools, and techniques for the Spatial Planning analysis at national, regional and local level in Peru, strengthening its link with the ecological and economic zoning (EEZ), and land-use processes.

## III. Course Objectives

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To understand, and assess Spatial Plans draw up, outlined encompassing sustainable development and climate change challenges. Within this process, the student will be able to differentiate between rural and urban planning requirements, and from these perspectives understand how economic, social and environmental phenomena relates with resource, institutional and information management.

## IV. Learning Results

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By the end of the course, and as a unit output, students will be able to:

- Recognize and analyze Spatial Planning processes and their social, economic and environmental considerations.
- Analyze and understand spatial planning historical evolution and its drivers.
- Identify the implications of Spatial Planning when generating public policies and good governance.
- Relates Spatial, Regional and Land-Use Planning concepts in the context of climate change, sustainable development and risk management.
- Identify and evaluate Peruvian spatial planning integrated policies and regulations within climate change.
- Identify and evaluate Peruvian spatial planning integrated policies and regulations.
- Identify and analyze the process and components to drawing up the EEZ and its tools to prioritized options in SPs.

- Identify and analyze the process and components to drawing up the Specialized Studies and its tools to prioritized options in SPs.
- Apply theoretical knowledge and diagnostic techniques in a practical case.
- Identify basic concepts related with Strategic Environmental Assessment and its drivers
- Understand Spatial, Regional and local Planning concepts applied to urban and rural settings and its drivers.
- Recognize the sustainable urban and rural planning approaches
- Recognizes the information and communication technology application for spatial planning.
- Recognizes Smart Cities initiatives as strategic tool to develop Sustainable Cities.
- Apply theoretical and technical knowledge to analyze a spatial development selection, according to regulations and/or laws, and integrated with Urban, Zoning and other development Plans.
- Compare and contrast methodologies implemented in other countries with Spatial Planning processes

## **V. Methodology**

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Lecturer's primary role will be to coach and facilitate student learning and overall comprehension of material. And to measure student's learning process, both formal and informal forms of assessment will be applied.

Students will receive theoretical and technical information through lectures and direct instructions, for different kind of participation and assessments. Thus, the students' active role will be assessed by developing individual and group essays, projects, presentations and class participation. Student learning is continuously measured through objectively scored tests and assessments.

Teaching-centered strategies

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

Learning-centered strategies

- a. Group work
- b. Case studies analyses
- c. Case studies debates
- 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.
- English language use to develop each class assessment.
- 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. Assessments marks will include Turnitin evaluation.

The assessment system is permanent and comprehensive. The final course grade is obtained by averaging the continuous assessment (50%), the midterm exam (25%) and the final exam (25%).

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 50%</b>		
<b>Type of assessment</b>	<b>Description</b>	<b>Weighting %</b>
Quizzes	Three (05) quizzes/forums participation during the term	15
Test	Three (05) tests/Presentations during the cycle	20
Group work	One (01) oral debate including a report with debate's supporting arguments.	40
	One (01) Protected area analysis	
Practices Cases	Three (03) reports during the cycle	20
Class participation	Participation and involvement in the class and group work.	5

The final average (FA) is calculated as follows:

$$FA = (0.25 \times MT) + (0.50 \times CAA) + (0.25 \times FE)$$

**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 SPATIAL PLANNING</b>		
<b>LEARNING RESULTS:</b>		
1. Recognize and analyze Spatial Planning processes and their social, economic and environmental considerations.		
2. Analyze and understand spatial planning historical evolution and its drivers.		
<b>1°</b> <b>23<sup>th</sup> to 29<sup>st</sup></b> <b>August</b>	<b>Introduction to Spatial Planning</b> 1.1 Territory and land definition and the role of planning 1.2 Territory aspects 1.3 Regional and land-use planning definition. 1.4 Spatial planning definition and objectives. 1.5 Spatial planning principles and framework Economic Commission for Europe. (2008). Spatial planning: Key Instrument for Development and Effective Governance with Special Reference to Countries in Transition. Geneva, Switzerland, 1-12. Albrechts, L. (2004). Strategic (spatial) planning re-examined. <i>Environment and</i>	- Course methodology review. - Continuous assessment review, detailing each process. - APA Referencing Style Review. - Guidance for Mendeley use in laboratory. - 1st Forum: Based on the following documentaries Context: 1. Avocado – a positive superfood trend? <a href="https://www.youtube.com/watch?v=05oMsK0-jiA&amp;t=150s">https://www.youtube.com/watch?v=05oMsK0-jiA&amp;t=150s</a> 2. The dark side of agriculture in Ethiopia Part 1 and 2

	<p><i>Planning B: Planning and Design</i>, 31(5), 743–758. <a href="https://doi.org/10.1068/b3065">https://doi.org/10.1068/b3065</a></p>	<p><a href="https://www.youtube.com/watch?v=isiYYVmvn2U&amp;t=697s">https://www.youtube.com/watch?v=isiYYVmvn2U&amp;t=697s</a>  <a href="https://www.youtube.com/watch?v=lgk5NHH-qJ0">https://www.youtube.com/watch?v=lgk5NHH-qJ0</a></p> <p>3. Is German Agriculture destroying the Baltic Sea' peat bogs  <a href="https://www.youtube.com/watch?v=uP7jl6tEpJ4&amp;t=718s">https://www.youtube.com/watch?v=uP7jl6tEpJ4&amp;t=718s</a></p> <p>Question: Is territorial resource availability analysis enough to plan countries development?</p>
<p>2° 30<sup>th</sup> August to 5<sup>th</sup> Sept.</p>	<p><b>Spatial Planning Evolution</b>  2.1 Spatial planning evolution in the ancient times around the world  2.2 Spatial planning application in the Ancient Peru.  2.3 Challenges for spatial planning</p> <p>Alconini, S., &amp; Malpass, M. A. (2010). Toward a Better Understanding of Inka Provincialism. In S. Alconini &amp; M. A. Malpass (Eds.), <i>Distant Provinces in the Inka Empire</i> (pp. 279–299). Iowa: University of Iowa Press.</p> <p>Wassenhoven, L. C. (2019). Introduction, Historical Periods and Examples. In <i>The Ancestry of Regional Spatial Planning: A Planner's Look at History</i> (pp. 7–44). Athens: Springer Nature Switzerland AG.</p>	<p>- 1<sup>st</sup> Quiz:  Read Lima 2035 proposal, and identify SP's concepts reviewed in class.  <a href="https://cipotato.org/lima2035/">https://cipotato.org/lima2035/</a></p> <p>- Lectures</p>
<p><b>LEARNING UNIT II: SPATIAL PLANNING, CLIMATE CHANGE AND GOVERNANCE</b>  <b>LEARNING RESULTS:</b></p> <p>3. Identify the implications of Spatial Planning when generating public policies and good governance.  4. Relates Spatial, Regional and Land-Use Planning concepts in the context of climate change, sustainable development and risk management.  5. Identify and evaluate Peruvian spatial planning integrated policies and regulations within climate change.</p>		
<p>3° 6<sup>th</sup> to 12<sup>th</sup> Sept.</p>	<p>3.1 Governance and Spatial Planning  3.2 Conceptual framework of governability and the relationship with Spatial Planning.  3.3 Stakeholder involvement on spatial planning  4.1 Recognition of social, economic and environmental considerations for Spatial Planning.  4.2 Implications of Spatial planning for sustainable development and Climate Change.</p>	<p>- Lectures  - Hand-In 1<sup>st</sup> Practice Case Report: Case Analysis' Report. Select between Chapters 2 to 5 from Wassenhoven L. (2019). <i>The Ancestry of Regional Spatial Planning</i>. Springer International Publishing)  - 1<sup>st</sup> Presentation: Present findings of 1<sup>st</sup> Case Report</p>

	Wilson, E., & Piper, J. (2010). Spatial planning, climate change and sustainable development. In J. Glasson (Ed.), Spatial Planning and Climate Change (1st ed., pp. 3–17). New York: Routledge.	
4° 13 <sup>th</sup> to 19 <sup>th</sup> Sept.	<p>4.3 Impacts and opportunities of climate change and the synergy between mitigation and adaptation.</p> <p>4.4 International relevant policies.</p> <p>4.5 Peruvian policies and laws approach to sustainable development</p> <p>a. Market based incentives for biodiversity protection</p> <p>b. International policies approach for biodiversity protection</p> <p>c. Peruvian approach on biodiversity protection</p> <p>Wang, L. (2019). Spatial Planning and Governance: Literature Review. In Changing Spatial Elements in Chinese Socio-economic Five-year Plan: from Project Layout to Spatial Planning (1st ed., pp. 7–44). Beijing: Science Press, Springer Nature Singapore. <a href="https://doi.org/10.1007/978-981-13-1867-2">https://doi.org/10.1007/978-981-13-1867-2</a></p> <p>Tal Berman (2017). Public Participation as a Tool for Integrating Local Knowledge into Spatial Planning_ Planning, Participation, and Knowledge (2017, Springer International Publishing). DOI 10.1007/978-3-319-48063-3</p>	<p>- Lecture</p> <p>- 2<sup>nd</sup> Quiz: Read</p> <ol style="list-style-type: none"> <li>1. Wernke_2006_The Politics of Community and Inka Statecraft in The Colca Valley, Peru</li> <li>2. Castillo_2004_Moche Politics in the Jequetepeque Valley- A Case for Political Opportunism</li> <li>3. Keatinge &amp; Day_1973_Socio-Economic Organization of the Moche Valley, Peru, during the Chimu Occupation of Chan Chan</li> </ol>
<p><b>LEARNING UNIT III: INSTRUMENTS FOR SPATIAL PLANNING</b></p> <p><b>LEARNING RESULTS:</b></p> <ol style="list-style-type: none"> <li>1. Identify and evaluate Peruvian spatial planning integrated policies and regulations.</li> <li>2. Identify and analyze the process and components to drawing up the EEZ and its tools to prioritized options in SPs.</li> <li>3. Identify and analyze the process and components to drawing up the Specialized Studies and its tools to prioritized options in SPs.</li> </ol>		
5° 20 <sup>th</sup> to 26 <sup>th</sup> Sept.	<p>6.1 The context of public policies and laws regarding spatial planning</p> <p>6.2 Peru's spatial planning policy objectives</p> <p>6.3 Progress achieved on Peruvian regions</p> <p>Ministerio del Ambiente. (2016). Instrumentos Técnico Normativos del Ordenamiento Territorial. Lima: Ministerio del Ambiente.</p>	<p>- Lecture</p> <p>- Hand-In 2<sup>nd</sup> Practice Case report: Identify the relationship between the sustainable development goals' targets and spatial planning processes. Select one of the following documentaries:</p> <ol style="list-style-type: none"> <li>1. Climate change in Romania <a href="https://www.youtube.com/watch?v=ir4DgZFTbuY">https://www.youtube.com/watch?v=ir4DgZFTbuY</a></li> <li>2. Climate change in the desert <a href="https://www.youtube.com/watch?v=-Aw8qj3lz0Y">https://www.youtube.com/watch?v=-Aw8qj3lz0Y</a></li> </ol>

		<p>3. Drought and floods — the climate exodus  <a href="https://www.youtube.com/watch?v=PjyX5dnhaMw">https://www.youtube.com/watch?v=PjyX5dnhaMw</a></p> <p>- 2<sup>nd</sup> Presentation: Present findings of 2<sup>nd</sup> Case Report</p>
<p>6°</p> <p>27<sup>th</sup> Sept. to 3<sup>rd</sup> Oct.</p>	<p>7.1 Peru's Spatial Planning tools            7.2 National Policy framework, processes and tools for drawing up an Ecological and Economic Zoning-EEZ.</p>	<p>- Lectures            - 2<sup>nd</sup> Forum:            Context: Documentary "Before the Flood"            Question: Does climate change mitigation and adaption planning curtail economic development and well-being in developing countries?</p>
	<p>Primer Concejo de Ministros. Decreto Supremo N°087-2004-PCM: Aprueban el Reglamento de Zonificación Ecológica y Económica (ZEE) (2004). Peru: El Peruano.</p>	
<p>7°</p> <p>4<sup>th</sup> to 10<sup>th</sup> Oct.</p>	<p>a. National Policies framework, processes and tools for drawing up Specialized Studies – Part 1            i. Methodology and National Policies for Regional Economics Dynamic Analysis</p>	<p>- Lectures            - Key national policies review</p>
	<p>Ministerio del Ambiente. Resolución Ministerial N° 156-2016-MINAM: Procedimiento Técnico y Metodológico para la Elaboración del Estudio Especializado de Dinámica Económica Regional (2016). Peru: El Peruano.</p>	
<p>8°</p> <p>11<sup>th</sup> to 17<sup>th</sup> Oct</p>	<p><b>MIDTERM EXAMS</b></p>	
<p><b>LEARNING UNIT IV: TOOLS TO ESTABLISH PRIORITIES IN SPATIAL PLANS</b></p> <p><b>LEARNING RESULTS:</b></p> <p>8. Identify and analyze the process and components to drawing up the Specialized Studies and its tools to prioritized options in SPs.</p> <p>9. Apply theoretical knowledge and diagnostic techniques in a practical case.</p> <p>10. Identify basic concepts related with Strategic Environmental Assessment and its drivers</p>		
<p>9°</p> <p>18<sup>th</sup> to 24<sup>th</sup> Oct.</p>	<p>ii. Risk Assessment and Climate Change Vulnerability Assessment.</p>	<p>- Lectures            - Key national policies review</p>
	<p>Ministerio del Ambiente. Resolución Ministerial N° 008-2016-MINAM: Procedimiento Técnico y Metodológico para la Elaboración del Estudio Especializado de Evaluación de Riesgos de Desastres y Vulnerabilidad al Cambio Climático (2016). Peru: El Peruano.            Seto, K. C., Dhakal, S., Bigio, A., Blanco, H., C., D. G., Dewar, D., ... Ramaswami, A. (2014). Human Settlements, Infrastructure, and Spatial Planning. In O. Edenhofer, R.</p>	

	<p>Pichs-Madruga, Y. Sokona, E. Farahani, S. Kadner, K. Seyboth, ... J. C. Minx (Eds.), Climate Change 2014: Mitigation of Climate Change. Contribution of Working Group III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change (pp. 923–1000). Cambridge, United Kingdom and New York, NY, USA: University Press, Cambridge.</p>	
<p><b>10°</b> <b>25<sup>th</sup> to 31<sup>th</sup> Oct.</b></p>	<p>iii. Ecosystem Services Study iv. Land Coverage Changes and Land-Use Analysis.</p> <p>Ministerio del Ambiente. Resolución Ministerial N° 311-2015-MINAM: Procedimiento Técnico y Metodológico para la Elaboración del Estudio Especializado Servicios Ecosistémicos para el Ordenamiento Territorial (2015). Peru: El Peruano. Ministerio del Ambiente. Resolución Ministerial N° 081-2016 MINAM: Procedimiento Técnico y Metodológico para la Elaboración del Estudio Especializado de Análisis de los Cambios de la Cobertura y Uso de la Tierra (2016). Peru: El Peruano.</p>	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Key national policies review</li> <li>- Review of local specialized studies</li> <li>- Hand-in 3<sup>rd</sup> Practice Case Report: Select 01 protected area in Peru, and assess: anthropogenic and natural risks, land use - land coverage changes using GIS tools.</li> <li>- 3<sup>rd</sup> Presentation: Present findings of 3<sup>rd</sup> Case Report</li> </ul>
<p><b>11°</b> <b>1<sup>st</sup> to 7<sup>th</sup> Nov.</b></p>	<p>v. Territorial Laws and Regulations Study –TLRS vi. Institutional Capacity Analysis vii. Marine and Coastal Habitat and Ecosystems Analysis.</p> <p>Ministerio del Ambiente. Resolución Ministerial N° 159-2015-MINAM: Procedimiento Técnico y Metodológico para la Elaboración del Estudio Especializado de Análisis de Capacidad Institucional (2015). Peru: El Peruano. Ministerio del Ambiente. Resolución Ministerial N° 147-2016-MINAM: Procedimiento Técnico y Metodológico para la Elaboración del Estudio Especializado Ecosistemas y Hábitat Marino Costero (2016). Peru: El Peruano Ministerio del Ambiente. Resolución Ministerial N° 136-2015-MINAM: Aprueban el documento denominado “Procedimiento Técnico y Metodológico para la Elaboración del Estudio Especializado de Normativa y Políticas con Incidencia Territorial” (2015). Peru: El Peruano.</p>	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- 3<sup>rd</sup> Quiz: Read</li> <li>- Fernández-Maldonado (2019) Unboxing the Black Box of Peruvian Planning, Planning Practice &amp; Research, 34:4, 368-386, DOI: 10.1080/02697459.2019.1618596.</li> </ul>



<p>12° 8<sup>th</sup> to 14<sup>th</sup> Nov.</p>	<p>9.1 Review a local case study for planning economic, environmental and social development 10.1 Strategic Environmental Assessment</p> <p>Noble, B., &amp; Nwanekezie, K. (2017). Conceptualizing strategic environmental assessment: Principles, approaches and research directions. <i>Environmental Impact Assessment Review</i>, 62, 165–173. <a href="https://doi.org/10.1016/j.eiar.2016.03.005">https://doi.org/10.1016/j.eiar.2016.03.005</a></p>	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Review of key national policies</li> <li>- Study Cases: Generation of a landslide risk index map for Cuba using spatial multi-criteria evaluation.</li> </ul>
<p><b>LEARNING UNIT V: SPATIAL PLANNING, URBAN AND RURAL PLANNING</b></p> <p>11. Understand Spatial, Regional and local Planning concepts applied to urban and rural settings and its drivers.</p> <p>12. Recognize the sustainable urban and rural planning approaches</p>		
<p>13° 15<sup>th</sup> to 21<sup>th</sup> Nov.</p>	<p>10.1 Urban and Rural planning at local and regional levels 10.2 Urban and Rural Sustainable Forms 10.3 Tools for Territorial Economic Development Planning - Territorial economic development (TED) and the potentiality approach, tools to develop TED strategies and for field observation</p> <p>Jabareen, Y. R. (2006). Sustainable urban forms: Their typologies, models, and concepts. <i>Journal of Planning Education and Research</i>, 26(1), 38–52. <a href="https://doi.org/10.1177/0739456X05285119">https://doi.org/10.1177/0739456X05285119</a></p> <p>Paruelo, J., Jobbágy, E., Lateralra, P., Dieguez, H., García, A., &amp; Panizza, A. (2014). Ordenamiento territorial rural. <a href="https://doi.org/10.13140/2.1.4004.4320">https://doi.org/10.13140/2.1.4004.4320</a></p> <p>Morales Barragan, F., &amp; Jiménez López, F. (2018). Fundamentos del Enfoque Territorial en el Marco Lógico. In M. Aguiluz Ibarguen, A. Cetto Kramis, C. Hernández Alcántara, R. Mansilla Corona, A. Negrete Yankelevich, M. Sánchez Menchero, ... M. Yerena Capistrá (Eds.), <i>Fundamentos del Enfoque Territorial: actores, dimensiones, escalas espaciales y sus niveles</i> (1ra ed., pp. 53–86). México CDMX: Universidad Nacional Autónoma de México, Centro de Investigaciones Interdisciplinarias en Ciencias y Humanidades.</p>	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- 1st Group Work: Evaluate a Regional Economics Dynamic in relationship with the previous protected area selected. Further propose at least one ecosystem service that could serve to establish a PES program</li> <li>- 4<sup>th</sup> Presentation of 1st Group Work</li> <li>- Key national policies review</li> </ul>
<p><b>LEARNING UNIT VI: SPATIAL PLANNING AND INFORMATION AND COMMUNICATION SYSTEMS</b></p> <p>11 Recognizes the information and communication technology application for spatial planning.</p> <p>12 Recognizes Smart Cities initiatives as strategic tool to develop Sustainable Cities.</p>		
<p>14°</p>	<p>11.1. Information and Communication Systems for Spatial Planning</p>	<ul style="list-style-type: none"> <li>- Lectures</li> </ul>

<p><b>22<sup>th</sup> to 28<sup>th</sup> Nov.</b></p>	<p>12.1. Sustainable Smart Cities and Spatial Planning 12.2. Study Cases (examples)</p> <p>Pinto, N. N., Lancrenon, D., &amp; Berchtold, M. (2014). The Use of ICT in Planning Practice: Contributions to an Effective Link between Real and Virtual Cities and Territories. In N. Pinto, J. Tenedório, A. Antunes, &amp; J. Cladera (Eds.), Technologies for Urban and Spatial Planning: Virtual Cities and Territories (pp. 14-28). Hershey, PA: IGI Global. doi:10.4018/978-1-4666-4349-9.ch002</p> <p>Sustainable Smart Cities and Spatial Planning Study Cases (examples)</p> <p>Batty, M. (2014). Deconstructing Smart Cities. In N. Pinto, J. Tenedório, A. Antunes, &amp; J. Cladera (Eds.), Technologies for Urban and Spatial Planning: Virtual Cities and Territories (pp. 1-13). Hershey, PA: IGI Global. doi:10.4018/978-1-4666-4349-9.ch001</p> <p>Stratigea, A., Somarakis, G., &amp; Panagiotopoulou, M. (2017). Spatial Data Management and Visualization Tools and Technologies for Enhancing Participatory e-Planning in Smart Cities. In Smart Cities in the Mediterranean. Coping with Sustainability Objectives in Small and Medium-sized Cities and Island Communities (pp. 31–57). <a href="https://doi.org/https://doi.org/10.1007/978-3-319-54558-5">https://doi.org/https://doi.org/10.1007/978-3-319-54558-5</a></p>	<ul style="list-style-type: none"> <li>- 5<sup>th</sup> Presentation: Fab Lab Workshop to develop ideas for territorial monitoring as Smart City Application.</li> <li>- Study Cases: The #SmartME project: Internet of Things</li> </ul>
<p><b>LEARNING UNIT VII: DRAWING UP A DIAGNOSIS FOR SPATIAL PLANNING</b></p> <p>13 Apply theoretical and technical knowledge to analyze a spatial development selection, according to regulations and/or laws, and integrated with Urban, Zoning and other development Plans.</p> <p>14 Compare and contrast methodologies implemented in other countries with Spatial Planning processes</p>		
<p><b>15<sup>o</sup></b> <b>29<sup>th</sup> Nov. to 5<sup>th</sup> Dec.</b></p>	<p>13.1 Peruvian case studies 14.1 International case studies (regional, provincial, coastal area)</p> <p>Centro Nacional de Planeamiento Estratégico. (2015). Plan de Desarrollo Territorial para la ZONA DEL HUALLAGA AL 2021. Lima.</p> <p>Morphet, J. (2011). Spatial planning in Europe, North America and Australia. In the RTPI Library Series (pp. 1–292). New York: Routledge.</p>	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Group Work - Debate: Context: Peruvian Planning to achieve sustainable Development (Key national policies review) Question: Peru’s “Ordenamiento Territorial policies” are improving regional development and adaptation to climate change</li> </ul>

<p>16° 6<sup>th</sup> to 12<sup>th</sup> Dec.</p>	<p>FINAL EXAMS</p>
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## 4. Bibliography

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### Basic References

- Economic Commission for Europe. (2008). Spatial planning: Key Instrument for Development and Effective Governance with Special Reference to Countries in Transition. Geneva, Switzerland, 1-12.
- Jabareen, Y. R. (2006). Sustainable urban forms: Their typologies, models, and concepts. *Journal of Planning Education and Research*, 26(1), 38–52. <https://doi.org/10.1177/0739456X05285119>
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## **Juegos y Otros Materiales Educativos**

Plataformas: Mentimeter y Kahoot.

### **5. Soporte de Laboratorio**

- Programa Mendeley
- Web browser
- Ilwis

## 6. Lecturer

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