

**COURSE DATA****Data Subject**

Code	33807
Name	Town and Country Planning
Cycle	Grade
ECTS Credits	6.0
Academic year	2020 - 2021

Study (s)

Degree	Center	Acad. year	Period
1318 - Degree in Geography and the Environment	Faculty of Geography and History	3	First term

Subject-matter

Degree	Subject-matter	Character
1318 - Degree in Geography and the Environment	629 - Land-use planning	Obligatory

Coordination

Name	Department
FARINOS DASI, JOAQUIN	195 - Geography

SUMMARY

Objectif is to develop an appropriate framework teaching-learning trough which student can understand basic principles of Spatial Planning and its relevance for an harmonic and sustainable development of spaces and societies living in, and differences, as opposite, regarding espontaneous not organized development. Students will achieve competencies to e eable to comprehensive spatial analysis, to right understanding; to right understanding of processes and principles of spatial planning; to apply spatial planning instruments; as well as to for proposal of creatives and innovating solutions to face territorial challenges and risks.

General objective is to achieve learning of theoretical basis of Spatial Planning as well as first identification of methods and instruments to put it in practice.



As specific objectives are the following:

- Recognizing and appropriate use of spatial planning basic concepts
- Meet how is Spatial Planning at several scales, from EU to regional and local levels.
- Be familiarized and eable to interpret Spatial Plannning normative and instruments (mainly plans) at several scales.
- Be able to put in relationship spatial Planning instruments with protected áreas, their confluencie or/and feasible integration among them.
- Regarding inter-scalar relationships, be eable to undersand multi-level relationships and the way (factors, drivers, limitants, barriers...) they perform and effects.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

None specified.

OUTCOMES

1318 - Degree in Geography and the Environment

- Have capacity for analysis and synthesis.
- Have skills for organisation, planning, management and assessment.
- Have oral and written communication skills in one's own language and in a foreign language.
- Have problem-solving skills and decision-making capacity. Be able to design and manage projects.
- Be able to work independently.
- Be able to work in interdisciplinary teams.
- Show commitment to the values of gender equality, interculturality, equal opportunities, universal access for people with disabilities, the culture of peace, democratic values and solidarity.
- Be able to learn independently and show creativity, initiative and entrepreneurship. Be able to resolve unforeseen situations.
- Show motivation for quality, responsibility and intellectual honesty.
- Have research skills.



- Be able to communicate effectively with non-experts.
- Learn about land-use planning.
- Learn about methodology and fieldwork.
- Get acquainted with geographic information systems as a tool for learning about and interpreting the territory and the environment.
- Learn about the time and space dimensions in the explanation of social, territorial and environmental processes.
- Be able to relate and synthesise cross-disciplinary territorial information.
- Acquire basic knowledge for analysing and diagnosing public policies related to the geographical aspects of the environment.

LEARNING OUTCOMES

Geography and Environment Degree must give generalist training that, besides; give necessary skills in order to allow developing a professional activity related with spatial and environmental planning and management to the student, which can apply their knowledge within all geographical scales of analysis. This subject is particularly focused into local level and its necessary multilevel interaction together with remaining territorial scales. Through this matter, students will distinguish objectives that, in relation with Spatial Planning, have scientific disciplines, specially Geographical Science, for spatial analysis and in order to find innovating and appropriate methodologies for planning and conflicts management through own spatial planning instruments.

Students will be able to recognize several political-administrative levels in Spatial Planning (EU, State Members, Autonomous Regions, Municipalities) where planning is applied, as well as power hierarchies according with objectives.

DESCRIPTION OF CONTENTS

1. Introduction to Spatial Plannin basics

Introduction of Spatial Planning concept offering an operative definition of it for the student.

2. Open and evolutive character of Spatial Planning and practice

Evolution of Spatial Planning concept until current situation. Inventory of diverse approaches for Spatial Planning according with several particular contexts and traditions.

**3. Spatial Planning from Plan as instrument to New Territorial Governance as method.****Stakeholders involved.**

From Plan as way to concrete and develop spatial planning, and usual stakeholders and new practices, to new territorial governance and participation practices.

4. Spatial Planning at EU level

Spatial Planning at EU level and by Member States; situation and perspectives.

5. Spatial Planning in Spain

Common issues of spatial planning practices among Spanish Autonomous Regions; role of Spanish Government sectoral policies with territorial impact.

6. Spatial Planning in Valencian Autonomous Region

Origins and evolution of Spatial Planning in Valencian Autonomous Region. Current legal and instrumental framework.

7. Concepts and instruments for environmental planning

Chapter specifically focused on environmental planning concept and instruments. One identify particular concepts and current instruments at Valencian Autonomous Region level.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Other activities	15,00	100
Classroom practices	15,00	100
Development of group work	16,00	0
Development of individual work	16,00	0
Study and independent work	20,00	0
Readings supplementary material	20,00	0
Preparation of evaluation activities	6,00	0
Preparing lectures	6,00	0
Preparation of practical classes and problem	6,00	0
TOTAL	150,00	



TEACHING METHODOLOGY

Subject includes both non-presence (60%) as well as presence activities (40% of students' dedication, equivalent to 60 hours). In the second ones are included all kind of activities requiring students' physical presence (classes, exams, tutor meetings...)

- Magisterial-teaching or participative-theoretical classes: 30 hours
- Practices classes: 15 hours

Complementary activities, field work and individual tutor meetings: 15 hours

EVALUATION

Evaluation system will be not only based in a final exam, but in a continuous evaluation. Final qualification will become by combining valorization of tasks and reports developed (including exercises and practices along course) together with results of other complementary activities such as seminars, conferences and exams, among other.

Model of evaluation will be adjusted to following criteria:

- Exam: 50 %
- Exercises and practices: 30%
- Other complementary activities: 20%

A minimum qualification of 4 (on 10) is required in all cases (exams, papers, reports, practices...) in order to average all qualifications. If is not the case, evaluation of such convocatory will be: SUSPENSO. In this case for the next convocatory students only should (obligatory) to be evaluated again of parts in which their previous qualification was <4/10.

Qualification system will follow University of Valencia rules, approved by Consell de Govern in 27th January 2004. (According with Spanish law -RR.DD. 1044/2003 y 1125/2003)

REFERENCES

Basic

- BENABENT, M. (2012): Treinta años de ordenación del territorio en el estado de las autonomías. En Castañer, M. (ed.) El planejament territorial a Catalunya a inici del segle XXI, Barcelona, Societat Catalana d'Ordenació del Territori, 140-165.



- BURRIEL DE ORUETA, E.L. (2009): La planificación territorial en la Comunidad Valenciana (1986-2009). Scripta Nova. Rvta. Electrónica de Geografía y Ciencias sociales, vol. XIII, 306.
- FARINÓS, J. (2014): Ordenación del territorio desde la geografía. De renovaciones conceptuales, retos, amenazas y espacios de oportunidad. Polígonos nº 26. Revista de Geografía, editada por las Universidades de León, Salamanca y Valladolid. Monográfico Geografía y Ordenación del Territorio: un panorama de nuevos desafíos. 17-58
- GARCÍA JIMÉNEZ, M.J. (2015): Coordinación entre el planeamiento territorial y urbanístico. Aproximación al caso valenciano. Valencia. IIDL-PUV, Colección Estudios y Documentos, nº 15. ISBN 9788437097046

Additional

- ALDREY, J. A, RODRÍGUEZ, R. (2010): Instrumentos de Ordenación del Territorio en España. En Rodríguez R. (coord.), Territorio: ordenar para competir. Oleiros (La Coruña). Netbiblo, 183-205.
- BENABENT, M. (2006): La Ordenación del Territorio en España. Evolución del concepto y de su práctica en el siglo XX. Sevilla, Universidad de Sevilla / Consejería de Obras Públicas y Transportes de la Junta de Andalucía. Colección Kora nº 16.
- FARINÓS, J. (2010): Evolución de la idea y de las prácticas de ordenación del territorio a nivel de la Unión Europea. Su influencia para España. En Rodríguez R. (coord.), Territorio: ordenar para competir. Oleiros (La Coruña). Netbiblo, 67-81
- NEL-LO, O. (2012): Ordenar el Territorio. La experiencia de Barcelona y Cataluña. Valencia. Tirant-Humanidades. Colección Crónica.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

33807 Spatial Planning

SEMI-PRESENTIAL TEACHING

1. Contents

The contents initially included in the teaching guide are maintained

2. Workload and time schedule

The activities and their hours of dedication in ECTS credits marked in the original course guide will be kept. If the classrooms capacity according to the sanitary norms allows it, the theoretical and practical class attendance will be 100% (if the capacity couldn't be guaranteed, the class attendance would be reduced). Supplementary activities (weekly hour O: total 15 h.) may require attendance (field trips, seminars) or could be online, and will be specified at the beginning of the term in the Annex to the Course Guide, like the rest of the teaching planning.



If the sanitary situation changes and no access to the University facilities is possible, all teaching activities will be carried out completely online. In this case, the adaptations will be communicated to the students through the Virtual classroom.

3. Teaching Methodology

Theory and practice classes that may be complemented with different types of materials and activities in the Virtual classroom.

Tutorials will be done online (through the UV corporate mail) or face-to-face by prior appointment with the teacher.

If the sanitary situation changes and no access to the University facilities is possible, teaching and tutorials will be carried out completely online. In this case, the adaptations will be communicated to the students through the Virtual classroom.

4. Evaluation

The evaluation criteria established in the Course Guide are kept.

If the University facilities were closed on the dates set in the official calendar for the final exam, the face-to-face exam would be replaced by an online test.

5. Bibliographic references

The recommended bibliography in the Course Guide is kept. If the sanitary situation changes and the access to the recommended bibliography is not possible, it will be replaced by materials accessible online.