UFV
Teaching guide

IDENTIFICATION DETAILS

Degree:	Architecture

Scope	Architecture, construction, building and urban planning, and civil engineering

Faculty/School:	Higher Polytechnic School

Course:	URBAN PLANNING I

Type:	Compulsory	ECTS credits:	6

Year:	3	Code:	3734

Teaching period:	Fifth semester

Subject:	Urbanism

Module:	Projectual

Teaching type:	Classroom-based

Language:	Spanish

Total number of student study hours:	150

SUBJECT DESCRIPTION

The city is the place where we carry out our daily activities. In it we work, study, live, relate... It is a place of confluence for all of us and that is why this course proposes the "awakening" of the student to their relationship with the city beyond being a mere spectator of it. The course focuses on three major themes: understanding the morphological evolution of the city through history; the student's contact with the current city through the experience and experience of space; and the knowledge and management of the basic elements that make it up with the objective of being able to begin to propose urban design proposals.

GOAL

The main objective of the course is to awaken in students interest in the city and everything that surrounds urban processes, familiarizing them with the management of the elements that make up urban space and helping them to identify the main milestones of urban culture of a historical nature.

   The specific aims of the subject are:

As a specific objective, it is proposed that the student learn to handle the techniques and elements that make up the construction of the city and to understand the role of urban design as a scale of work prior to the architectural project, in which the urban, the social, the economic, the cultural and the technological come together.

PRIOR KNOWLEDGE

The subjects of the Area of Knowledge to which "Urbanism" belongs that have been studied in the 1st and 2nd of the Degree in Architecture, and those specific to the History of Architecture (History of Architecture I and II). The courses of the Own Degree corresponding to Module 2: Photography and Collage and Digital Illustration.

COURSE SYLLABUS

The content of this subject is of a theoretical-practical nature and is in continuity with that of the 4th year Urbanism II course. It is fundamentally structured in master sessions and participatory classes in which the student must be the protagonist of their own learning. All this through carrying out both practical exercises and the search for information and analysis of the theoretical topics raised in the classes. With the objective of encouraging teamwork, students will be organized in working groups of up to 4 people to develop practices and interventions in oral presentations of the theoretical topics being considered.

This content focuses on awakening the student's interest in the city and everything that surrounds urban processes. To this end, the agenda will have two major thematic blocks: The first, aimed at understanding the morphological configuration of human and urban settlements throughout history, up to the birth of Urbanism and Planning in the 19th century. The second, based on knowledge of urban reality and the analysis of the fundamental elements that make up the urban structure of the city.

At the beginning of the course, students will be provided with an approximation calendar-schedule, ordered day by day, of the topics and activities to be developed during the course organized according to the two thematic blocks.

EDUCATION ACTIVITIES

The teachers will plan the training in the contents proposed for the subject through the different activities proposed in the classes. The use of Cooperative Learning and Project-Based Learning (APB) methodologies will be encouraged. Students will work according to the proposed activity, both individually and in heterogeneous groups that promote dependence on each other, reinforce individual responsibility and encourage research and curiosity. The teachers will accompany the students throughout the process by following up in classes and carrying out individual or group tutoring (in person or online if necessary). That way, students will receive continuous feedback, as they carry out each task. The teachers will provide them with the basic knowledge necessary to understand the

contents of the program and to carry out the practical exercises that may arise. The main activities to be carried out include: Master sessions interspersed with dialogues with students; Presentations of real professional projects; Debates focused on the reading of current articles and recommended texts; Theoretical-practical exercises of varying duration and in person or not in person (individual or group); Oral presentation of the results of the projects carried out as well as delivery of the documentation (physical and digital) that is required in each case. The preparation of practical works is intended to familiarize the student with the management of the different scales of work in urban planning and the elements of composition of urban space. These activities may be complemented by visits to the work areas selected for the study of practical work, visits to exhibitions, conferences, congresses, which will be conveniently indicated throughout the classes. Students will be provided with access to the main sources of information on each topic studied, as well as to the graphic representation systems used in urban planning that allow an intentional reading of the city.

DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
60 Horas	90 Horas

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

Capacity for analytical, synthetic, reflective, critical, theoretical and practical thought.

Capacity for oral and written expression.

Capacity for ethical evaluation and commitment to ethical values.

Ability to understand the relationships between people and buildings and between buildings and their surroundings, and the need to associate buildings and the spaces in between them to meet human needs and on a human scale.

Ability to appreciate the architect's profession and its function in society, particularly with regard to the design of projects that involve social factors.

General Skills

Capacity for analytical, synthetic, reflective, critical, theoretical and practical thought.

Capacity for oral and written expression.

Capacity for ethical evaluation and commitment to ethical values.

Ability to understand the relationships between people and buildings and between buildings and their surroundings, and the need to associate buildings and the spaces in between them to meet human needs and on a human scale.

Ability to appreciate the architect's profession and its function in society, particularly with regard to the design of projects that involve social factors.

Specific skills

Aptitude for the conception, practice and development of urban projects. (T)

Ability to develop functional programs for buildings and urban spaces.

Ability to design and execute urban layouts and projects for urbanization, gardening and landscape. (T)

LEARNING RESULTS

Recognize the history of the evolution of human and urban settlements from a basically morphological point of view, based on reviewing the fundamental milestones produced in it.

Distinguish the processes that explain what the current built space of our cities is like and what they are.

Recognize the different elements that make up the city using methodologies to approach the knowledge of urban reality.

Recognize in the different morphologies and building types the historical reality of which they are the result.

Learn to integrate urban, social, cultural, technological and economic concepts as elements and disciplines that give rise to urban form, from the first cities to the present day.

Identify the plurality of functions and activities that are integrated into the spatial fact of the city and that are part of it.

Manage the Urban Design scale prior to the architectural project.

Make use of the tools of urban analysis and design as well as the use of techniques and elements that make up the construction of the city, closely associated with human development and current professional urban practice.

Set improvement objectives or keys for the design of urban spaces, based on the analyses carried out.

Use the appropriate tools and methodologies for understanding the urban phenomenon in order to serve as a basis for the urban project approach.

Recognize the different scales of the territory that come together in urban planning.

Manage graphic representation systems that allow an intentional reading of the city.

LEARNING APPRAISAL SYSTEM

Evaluation by course: The evaluation is conceived as part of the student's learning process and will be carried out continuously, so each activity proposed in the classes (both theoretical and practical) will have a percentage weight in the final grade of the subject, according to the following criteria: A. Two individual theoretical tests will be carried out, which will account for 45% of the final grade. This evaluation will be carried out by the teachers of the subject. B. The practical work carried out during the course will be evaluated by the teachers and their evaluation will correspond to 45% of the final grade. C. The remaining 10% will correspond to the teacher's free evaluation of the activities carried out in class: Exhibitions, debates, topic presentations, visits to work areas, attendance at conferences, exhibitions, etc... as well as the student's attitude, evolution throughout the course and especially their active participation in class. The final grade of the subject will therefore come from the sum of the percentages of the previous grades, and if it is equal to or greater than five (5), the one passed per course will be obtained. In order to average these scores, the minimum score in both sections A and B, respectively, must be equal to or greater than 3.5. In addition, to obtain approval per course, it is essential to have attended 80% classes, to have submitted all the practical work of the course and to have taken the two individual theoretical tests. The grades of the partial theoretical exams will not be saved for ordinary or extraordinary calls. Evaluation in ordinary and extraordinary calls: Students who have not achieved the passing grade per course have the option of applying for the ordinary (June) or extraordinary (July) call. In both calls, the student must take an individual theory test, which includes the entire course syllabus (Blocks I and II) and which will represent 60% of the final grade. Additionally, you must carry out an individual practical exercise, which will account for 40% of the final grade of the exam. In both calls, it is necessary to obtain a minimum score of five (5) in the average between the theoretical and the practical part of the exam. In an extraordinary call it is not possible to obtain honorary enrollment. Clarifications:
1. Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with the University's Evaluation Regulations and Coexistence Regulations.
2. Repeating students who can justify any type of exemption due to incompatibility of schedules must bring the corresponding proof. To qualify for the evaluation by course, they must submit all the proposed works, as well as

carry out all the proposed class exercises and individual theoretical tests in person.

ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:
a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website(https://www.ufv.es/gestion-de-la-informacion_biblioteca/).
d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.
2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the Guide for the Responsible Use of Artificial Intelligence in Studies at UFV. Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.
3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

RODRIGUEZ-AVIAL LLARDENT, L; NASARRE DE GOICOECHEA, F. Urban Planning and Design 1st UFV. Madrid, 2015

RODRIGUEZ-AVIAL LLARDENT, L.; NASARRE DE GOICOECHEA, F. Historical evolution of the morphological configuration of human and urban settlements 1st UFV. Madrid, 2015

Additional

CARERI, F. Walkscapes. Walking as an aesthetic practice Gustavo Gili. Barcelona, 2002

SENNET, R. Flesh and Stone. The Body and the City in Western Civilization Alianza Editorial. 2nd Madrid, 2019

RODRIGUEZ-AVIAL LLARDENT, L.; IRASTORZA RUIGÓMEZ, L.; DE ESCAURIAZA LÁZARO, J.L. In defense of the extension of Castellana. The project that could change the North of Madrid COAM; CICCP, Madrid 2023