



Course Information					
Code:	ARC62024	Course:	URBAN HISTORICAL PROCESSES		
Coordination Area / Program:	FAC. ARQUITECTURA				Mode: A distancia
Credits: 03	Tipo de hora	Presencial	Virtual	H. Totales	Autonomous Learning Hours: 96
	H.Teoria	0	48	48	
	H.Práctica	0	0	0	
	H.Laboratorio	0	0	0	
Period: 2024-02	Start date and end of period: del 19/08/2024 al 08/12/2024				
Career: ARQUITECTURA, URBANISMO Y TERRITORIO					

Course Pre-requisites		
Code	Course - Credits	Career
FC-AD-ARQ PROC DARQ2	PROCESOS DE LA ARQUITECTURA 2	ARQUITECTURA

Course Coordinators			
Surname and First Name	Email	Contact Hour	Contact Site
DI FLORIO TATAJE, NATHALIE ELSI RENEE ROSARIO	NDIFLORIO@USIL.EDU.PE		

Instructors
You can check the timetables for each teacher in their INFOSIL in the <b>Classes Development Teachers</b> option <b>Teachers</b> .

Course Overview
Urban Historical Processes, is a theoretical nature subject, it contributes to the development of the Bilingual Communication, Research and Prospective Vision competence through the study of the discipline of urbanism throughout history. It includes the development of the following thematic axes: Emergence and evolution of cities, Urbanism in Peru, and Contemporary Urbanism. The creditable product of the course is a study case.

Competencias Profesionales y/o Generales			
Carrera/Programa	Sigla/ Denominación de la competencia	Nivel de la competencia	Aprendizajes esperados
Arquitectura, Urbanism and Territory	CP2: Prospective Vision	N2. Create architectural, urban and territorial entrepreneurship initiatives, investigating construction processes and analyzing the national and international environment with a prospective vision.	<ul style="list-style-type: none"> <li>Analyzes the national and international environment to propose projects in order to achieve national and human development.</li> <li>Plans new architectural, urban and territorial products in order to achieve quality of life in cities and productivity of the territory.</li> </ul>
	CG2: Bilingual Communication	N3. Communicates effectively in English using the four language	<ul style="list-style-type: none"> <li>Understands long speeches and lectures and even follows</li> </ul>

		skills-listening comprehension, reading comprehension, oral production and written production with sufficient fluency and naturalness for personal, academic and professional performance at an international level.	<p>complex lines of argument, as long as the topic is relatively familiar.</p> <ul style="list-style-type: none"> <li>• Understands articles and reports related to contemporary problems, in which the authors adopt a particular attitude or point of view.</li> <li>• Produces clear and detailed descriptions on a wide range of topics related to a topic of personal interest.</li> <li>• Produces detailed and clear written texts on a wide range of topics related to a personal interest.</li> <li>• Demonstrates sufficient grammatical and lexical range of language to produce clear descriptions, express points of view, and develop arguments using complex sentence structures.</li> </ul>
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General Course Result	Unit Result
At the end of the course, the student identifies, understands and utilizes the adequate techniques and tools of the different urbanism and urban planning concepts through their application in the development of an urban design project, discussing the emergence and evolution of cities, contemporary urbanism and urbanism in Peru, with responsibility and team collaboration.	1. At the end of the unit the student knows and understands the principles of the introduction to urban planning and evolution of the cities, considering the objective and creating debate between teams.
	2. At the end of the unit the student knows and understands contemporary urbanism and the main urban planning concepts, with responsibility and team collaboration.
	3. At the end of the unit the student employs the concepts of the evolution of Urbanism and Urban Planning in Peru and in the world, and contrast and implements these concepts in a Project with the elaboration of a masterplan in a chosen district of Lima, with responsibility and team collaboration.

Development of activities		
<b>Unit Result 1:</b> <i>At the end of the unit the student knows and understands the principles of the introduction to urban planning and evolution of the cities, considering the objective and creating debate between teams.</i>		
<b>Session 1:</b> <i>At the end of the session, the student meets and learns about the city as a concept through the discussion of urban planning definitions, different author's perspectives and the evolution of cities through time.</i>		Semana 1 a 3
Learning Activities	Contents	Evidence

<p>W1. 1. Understands basic concepts of urbanism and urban development through the professor lecture and further readings. 2. In groups, discusses about Jane Jacobs and her criticism to modern city planning by making teams between their classmates. W2. 1. Understands the city as an urban structure and the elements that composed it. 2. Compares the city with a complex system with multiple interrelationships between its elements and with the environment. 3. In groups, develops a mental map on a poster and presents it to the class. W3. 1. Understands and values the socio-economic and cultural issues in the process of urban development in the world. 2. Develops arguments for and against the global city and presents them to the class.</p>	<p>W1• Basic concepts of Urbanism, Urban Planning and Urban Development. W2• How does the urban structure works? • Elements of the urban structure. • Relationships within the urban structure. • The city as a complex system. W3. • Ancient City • The Medieval City • The Early-modern City • The Industrial City • The Global City-</p>	<p>W1. Group work: Discussion W2. Team work: Mind Map W3. Team presentation to the class: Ancient cities: Discussion about the Global City.</p>
<p><b>Session 2:</b> <i>At the end of the session, the student meets and learns about the city as a concept and its issues and types. Chooses a district of Lima to elaborate a first approach of the urban project. Discusses about the informal city.</i></p>		<p>Semana 4 a 6</p>
<p><b>Learning Activities</b></p>	<p><b>Contents</b></p>	<p><b>Evidence</b></p>
<p>W4. 1. Understands and values the socio-economic and cultural issues in the process of urban development in the world and in Peru through the professor lectures and further readings. 2. Develops arguments for and against the informal city and presents them to the class. W5. 1. Analyses and synthetizes a first SWOT analysis results. 2. Presents the progress of the project working in teams in class. W6. 1. Understands and discusses issues of urban density, its spatial characteristics and socio-economic issues, through the professor lectures and further readings.</p>	<p>W4. • Pre-Hispanic City • Hispanic City • Haussman and the Modern City • The Informal City W5. • Urban Design Project: First approach: SWOT analysis. W6. - What is Urban Density? - How do different urban densities look? - Residential Density and its socio-economic implications.</p>	<p>W4. Workshop: Discussion about the Informal City. Mind Map W5. COURSE ASSIGNMENT: Urban Design Project Phase 1: SWOT analysis of a chosen district of Lima. Team presentation to the class W6. Student-led presentations: informal settlements and gated communities.</p>
<p><b>Unit Result 2:</b> <i>At the end of the unit the student knows and understands contemporary urbanism and the main urban planning concepts, with responsibility and team collaboration.</i></p>		
<p><b>Session 3:</b> <i>At the end of the session, the student meets and learns about urbanism and urban planning concepts and their definitions.</i></p>		<p>Semana 7 a 8</p>
<p><b>Learning Activities</b></p>	<p><b>Contents</b></p>	<p><b>Evidence</b></p>
<p>W7. 1. Understands the concepts of place identity and quality urban spaces and their relationships through the professor lectures and further readings. Also, the teams discuss and presents their point of view. W8. 1. Understands and discusses the main issues about urban sustainability. 2. Understands that technology applied to the city in an efficient way will contribute to solve great</p>	<p>W7. Place Identity and Urban Spaces - What is a Quality Public Space? - What is Place Identity? - The importance of Public Spaces in a City. W8. Sustainable Urbanism • What is Urban Sustainability? • Alternatives energies, Zero carbon emissions, Eco Towns. • What are the arguments against and in favor for urban sustainability?</p>	<p>W7. Workshop: Student-led presentations: Examples of good practices. W8. Workshop: Student-led presentations: Examples of good practices in Sustainable Urbanism. COURSE ASSIGNMENT: Urban Design Project Phase 2: SWOT analysis of the intervention area of the chosen district of Lima. Team presentation to the class</p>

part of the urban issues of today, through the professor lectures and further readings. Also, the teams discuss and presents their point of view. 3. Works in the advances of the Urban Design Project.		
<b>Session 4:</b> <i>At the end of the session, the student meets and learns about urbanism and urban planning concepts and their definitions.</i>		Semana 9 a 11
<b>Learning Activities</b>	<b>Contents</b>	<b>Evidence</b>
W9. 1. Understands the vulnerability of a natural territory and how the process of urban development can deal with this, reducing its impacts on nature. 2. Understands the importance of green areas in the city, all of the above through the professor lectures and further readings. Also, the teams discuss and presents their point of view. W10. 1. Knows the possibilities that exist on using computer software to define urban design schemes. 2. Appreciates recent masterplans developed using Parametric Design, through the professor lectures and further readings. Also, the teams discuss and presents their point of view. W11. 1. Understands and develops arguments in favor or against specific urban tendencies and utopias. 2. Thinks critically about the cities of the future and understands their challenges. 3. Develops a vision about the future of cities.	W9. •Landscape and Urbanism •Living in harmony with nature. •Urbanism and natural disasters. •The importance of Green Areas in a City. W10. Parametric Urbanism What is parametric urbanism? W11. Urban Utopias - Theories and Utopias about the City. - Challenges for the future of cities. - The Future of Cities, Is this Tomorrow?	W9. Workshop: Student-led presentations: Examples of good practices. W10. Mind map W11. Workshop: Student-led presentations: Student visions about the future of Lima. COURSE ASSIGNMENT: Urban Design Project Phase 3: Team Project Masterplan: Presentation to the class.
<b>Unit Result 3:</b> <i>At the end of the unit the student employs the concepts of the evolution of Urbanism and Urban Planning in Peru and in the world, and contrast and implements these concepts in a Project with the elaboration of a masterplan in a chosen district of Lima, with responsibility and team collaboration.</i>		
<b>Session 5:</b> <i>At the end of the session, the student chooses urbanism and urban planning concepts to elaborate the masterplan of the urban project.</i>		Semana 12 a 14
<b>Learning Activities</b>	<b>Contents</b>	<b>Evidence</b>
W12. 1. Understands the spatial organization of the Peruvian territory. 2. Discusses the principles of current urban planning policies in Peru. 3. Understands the tendencies of real estate development in Lima. All of the above by making research and presenting the results to the class. W13. 1. Understands the process of informal urbanization that has defined the character of today's Peruvian cities. 2. Appreciates the urban development achievements of community organization in Peru. 3. Identifies the potentials and limitations of informal place making. All of the above by making a research and presenting the results to the class. W14. 1. Presents the urban design project to the class.	W12. The Peruvian Territory • Urban and Regional Development in Peru (The Andean territory, The Regions, Risks of the geographic reality) • Urban Planning Policies in Peru. • The New Spaces for Real Estate Development in Lima (The Edge Lima- Callao, The Seafront, The Barracks, Piedras Gordas, Lurin Valley). W13. Informal Urbanism • What is Informal Urbanism? • Potentials and Limitations of informal place making. W14. • Urban Design Project: - Masterplan Massing	W12. Workshop: Student-led presentations: Student visions about the future of Lima. W13. Team assignment W14. COURSE ASSIGNMENT: Urban Design Project Phase 4: Team assignment: Masterplan and Quantification Presentation Uses a multimedia presentation to visually communicate with the audience.

<b>Session 6:</b> At the end of the session, the student chooses and applies urbanism and urban planning concepts into their own project.		Semana 15 a 16
<b>Learning Activities</b>	<b>Contents</b>	<b>Evidence</b>
W15. 1. Evaluates the learning outcomes of the course. W16. End of the course	W15. • Urban Design Project: Final Presentations. W16. Final instructions of the course	W15. • COURSE ASSIGNMENT: Urban Design Project Part 1: Final Presentations. W16. • COURSE ASSIGNMENT: Urban Design Project Part 2: Final Presentations. Final instructions of the course

<b>Methodology</b>
<p>The course will be developed based on the following methodologies: Estudio de caso , The course will be developed based on the following methodologies: Estudio de caso , case study, which will allow the development of new knowledge in a collaborative manner through the development of group work, promoting the development of social and personal skills, which will be applied in class under the guide and company of the teacher. The indicated methodologies will be used for the development of the course in distance modality.</p>

<b>Assessment System</b>				
<p>Each of the items of the evaluation scheme and the final grade of the course are rounded to whole numbers. The final grade of the course is the weighted average of the corresponding items: permanent evaluation, partial exam and final exam.</p> <p>The averages calculated components of the item 'Permanent Evaluation' will keep your calculation with 2 decimals.</p>				
Type Evaluation	%Weighing	Observation	Week Assessment	Rezag.
<b>Evaluación Permanente</b>	<b>100%</b>			
<b>Promedio de Trabajos</b>	<b>60%</b>			
Trabajo 1	40%		Semana 6	No
Trabajo 2	60%		Semana 11	No
<b>Proyecto Final</b>	<b>40%</b>	Accreditable Product	Semana 16	No

<b>Attendance Policy</b>	
<b>Total Percentage Absences Permitted</b>	30%
<p>Class attendance is mandatory. The student who reaches or exceeds the limit of thirty percent (30%) of absences in the course, defined by the total of effective hours, will be disqualified from taking the final evaluation, corresponding to said evaluation with a grade of zero (0).</p> <p>In hybrid classrooms, only synchronous virtual participation (via zoom) is allowed, up to a maximum of 50% of the total course.</p>	

<b>Basic Required Reading</b>
<p>[1] Mumford, Lewis, (1961). <i>The city in history: its origins, its transformations, and its prospects</i> /. Harcourt, Brace &amp; World ,.</p> <p>[2] Lynch, Kevin, (1960). <i>The image of the city</i> /. The M.I.T. ,.</p> <p>[3] Hall, Peter, (2011). <i>Urban and regional planning</i> /. (5th ed.). Routledge,.</p> <p>[4] Gehl, Jan, (2010). <i>Cities for people</i> /. Island Press,.</p> <p>[5] Romero Sotelo, Miguel, (1992). <i>Habitat popular : un camino propio</i> /. Abril Editores e Impresores,.</p>

<b>References Supplementary</b>
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[1] Jane Jacobs (1961). <i>The Death and Life of Great American Cities</i> . Oxford.
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<b>Prepared by:</b>	<b>Approved by:</b>	<b>Validated by:</b>
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