

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

<b>Code</b>	33792
<b>Name</b>	Rural Spaces
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1318 - Degree in Geography and the Environment	Faculty of Geography and History	2	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1318 - Degree in Geography and the Environment	602 - Rural spaces	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
SANCHIS IBOR, CARLOS ABELARDO	195 - Geography

**SUMMARY**

This subject aims at improving students' knowledge and skills on the key topics defining processes and phenomena taking place in the rural areas, both in developed countries (introducing topics such as the Common Agricultural Policy or the recent changes causing an emerging multifunctionality of the rural areas) and in developing countries (considering topics such as poverty and social exclusion). Due to the fact that the subject is developed in the Degree on Geography and Environment, particular attention is played on contextualizing the rural areas from a geographical perspective and, from this point, to establish the main connections with the environmental perspectives. Environmental processes of rural areas are considered transversally, and a specific unit is focused on environmental conflicts and policies in the rural areas.

Overall, the course aims to help to develop attitudes of ethical commitment to the issues that take place in rural areas , as it affects the quality of life of the population, in a framework of economic , social and environmental sustainability.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

No specific previous knowledge is required, although English reading is enormously useful.

## OUTCOMES

### 1318 - Degree in Geography and the Environment

- Have capacity for analysis and synthesis.
- Have oral and written communication skills in one's own language and in a foreign language.
- 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.
- Learn about geographical history and thinking.
- Learn about human, economic and social geography.
- Learn about geographic information systems.
- Learn about methodology and fieldwork.
- 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.
- Be able to relate the natural environment and the social and human spheres.
- Learn about the diversity of places, regions and locations and their relationships.

## LEARNING OUTCOMES

Students are expected to apprehend processes and problems of the rural areas at different scales, and also to proceed to the selection and treatment of information applied to the study of specific problems and phenomena. He/she is expected to dominate the use of complementary tools (such as statistical data and maps) for information processing and presentation, statistical analysis, graphics and maps layout, and also to achieve an improved oral and written expression.



## DESCRIPTION OF CONTENTS

### **1. Geography, rural areas and the environment**

Definition of concepts, epistemological perspectives and vision of rural areas throughout the world.

### **2. Agrarian crisis and modernization-restructuration of world rural areas**

Changes in developing countries. From subsistence to globalization. Effects on rural societies and the environment. Recent changes in developed countries (except for EU). Crisis and agrarian modernization. Effects on rural territories and landscapes.

### **3. Rural areas, activities and agrarian policies in the European Union.**

The European rural areas. The Common Agricultural Policy. Characteristics, recent evolution and transformations and their territorial impact in Europe. The CAP in the global context. The dialectics protectionism-development. Discussions on the future perspectives of the CAP.

### **4. New key questions in the present and futures of the rural areas. Diversification and multifunctionality. Towards the development of the rural areas.**

New multifunctional processes in developed countries. Modernization and social change. Demographic flows and rurality: leisure and work market. Ageing, young people and gender. Housing, public health, education and social services. Poverty and exclusion. Territorial management and emerging processes of rural governance.

### **5. Environmental and resources management in rural areas**

Rural areas and natural resources. Water policies and irrigation. Forest management. Environmental conflicts caused by new uses in the rural areas of developed countries (NIMBY conflicts).

### **6. Synthesis: environmental, social and economic sustainability in the rural areas**

Conclusions and global vision of the course. Coming policies, recent experiences and future paths.



## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Other activities	15,00	100
Classroom practices	15,00	100
Attendance at events and external activities	5,00	0
Development of group work	15,00	0
Development of individual work	15,00	0
Study and independent work	20,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	5,00	0
Preparation of practical classes and problem	10,00	0
<b>TOTAL</b>	<b>150,00</b>	

## TEACHING METHODOLOGY

The subject is divided in 2 weekly sessions, theoretical and practical. Theoretical sessions, based on active methodologies, occasionally will include short films projections. Practices will be focused on the analysis of statistical resources and aiming at improving the oral and written expression of the students.

Several complementary activities will be developed, such as:

- Field trip to a rural area of the Comunitat Valenciana mountains including interviews with local experts
- Two film projection and debate on rural areas depopulation consequences

## EVALUATION

Evaluation combines an assessment of continuous tasks and a final exam.

Complementary activities and practices will be developed throughout the course. These will be proposed and collectively corrected during the practical sessions. These activities score a maximum of 5 points.

The final exam will consist on a written test combining different aspects of the subject. It scores a maximum of 5 points.

In order to sum both marks the student must:



- Obtain a score > 2,5 points at the written exam.
- Complete all the practices and activities (also for the second exam).

Evaluation Weights:

Exam: 50%

Practical works: 35%

Complementary activities: 15%

## REFERENCES

### Basic

- Cloke, P., Marsden, T., Mooney, P. (2006): Handbook of Rural Studies. Sage, London, England.
- FAO (varios años): El estado mundial de la agricultura y la alimentación. Publicación anual. <http://www.fao.org>
- OCDE|FAO (2009): Perspectivas de la Agricultura en el mundo. <http://www.fao.org>
- Woods, M. (2005): Rural Geography. Sage, London, England.
- Molinero, F., et al. (Coord.) (2004): Atlas de la España Rural, Ministerio de Agricultura, Pesca y Alimentación. Secretaría General Técnica.

### Additional

- Brouwer, F. (Ed.) (2004): Sustaining Agriculture and the Rural Environment. Governance, Policy and Multifunctionality. Edward Elgar Publishing, Cheltenham, UK.
- CERAMAC (Ed.) (2003): Innovations in rural areas: 4e colloque franco-britannique de Géographie rurale. Worcester (2002). Ceramac, Clermond-Ferrand.
- FAO (2002): La agricultura en el mundo: hacia 2015/2030. Organización de las Naciones Unidas para la Agricultura y la Alimentación. <http://www.fao.org>
- García Pascual, F. (Coord.) (2001): El mundo rural en la era de la globalización: incertidumbres y potencialidades. Ministerio de Agricultura, Pesca y Alimentación. Secretaría General Técnica Universidad de Lleida.
- García Ramón, M.D., Tulla, A.F., Valdovinos, N. (1995): Geografía Rural. Síntesis, Madrid.
- Ilbery, B. (1998): The geography of rural change. Longman, Essex.
- Labrianidis, L. (Ed.) (2004): The future of Europe's rural peripheries. Aldershot, Ashgate, England.
- Molinero, F. (1990): Los espacios rurales: agricultura y sociedad en el mundo. Ariel. Barcelona.





- Nogués, S. (2004): El futuro de los espacios rurales. Servicio de Publicaciones de la Universidad de Cantabria.
- Overbeeck, G., Terluin, I. (Ed.) (2006): Rural areas under urban pressure: case studies of ruralurban relationships across Europe. LEI Wageningen, The Hague.
- Van Huylenbroeck, G., Durand, G. (2003): Multifunctional agriculture: a new paradigm for European agriculture and rural development. Ashgate, England.
- Vaz, T., Nijkamp, P., Rastoin, J.L. (2009): Traditional food production and rural sustainable development: a European challenge. Farnham, Ashgate, England.
- VV.AA (2002): Los espacios rurales entre el hoy y el mañana. Actas del XI Coloquio de Geografía Rural. Asociación de Geógrafos Españoles, Grupo de Geografía Rural. Universidad de Cantabria, Santander.
- Wilson, G.A., (2007): Multifunctional Agriculture. A Transition Theory Perspective. Cabi, Oxfordshire, UK.
- Revistas:
  - ©\ Journal of Rural Studies
  - ©\ Sociologia Ruralis
  - ©\ AGER: Revista de Estudios sobre Despoblaci3n y Desarrollo RuralIgualmente, se habr3n de consultar sitios web sobre cuestiones de pol3ticas agrarias y desarrollo rural:
  - ©\ Comisi3n Europea: [http://ec.europa.eu/agriculture/index\\_es.htm](http://ec.europa.eu/agriculture/index_es.htm),
  - ©\ Ministerio de Medio Ambiente y Medio Rural y Marino: <http://www.marm.es/>,
  - ©\ Departamentos de Agricultura y de Desarrollo Econ3mico y Social de la FAO: <http://www.fao.org>