

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

<b>Code</b>	33800
<b>Name</b>	Geography and Environment in Africa
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2023 - 2024

**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	3	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1318 - Degree in Geography and the Environment	619 - Geography and environment in Africa	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
MEMBRADO TENA, JOAN CARLES	195 - Geography

**SUMMARY**

The subject *Geography and environment in Africa* studies the environment, the population and economic activities of a continent that is identified with underdevelopment, hunger, poverty, conflict, etc. However, Africa is characterized as territory with large regional differences, with countries, that are highly dependent on a few natural resources and that have a diversified economy; countries which have been integrated into the global economy. The exploitation of their wealth and economic investments from abroad characterize the integration of the continent in the globalization process, with a high environmental cost.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

The course doesn't present prerequisites. However, students are recommended to review the basic concepts previously studied in following courses: Introduction to Geography and Environment, Introduction to Physical Geography and Introduction to Human Geography, as well as Cartography and GIS courses.

## 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.
- Show motivation for quality, responsibility and intellectual honesty.
- Learn about regional geographical spaces.
- Learn about geographic information systems.
- 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.
- Learn about the diversity of places, regions and locations and their relationships.

## LEARNING OUTCOMES

1. Knowledge of African continent's geographical diversity and its position in the global economy.
2. Assessment of social and economic change in Africa.
3. Evaluation of causes and consequences of Africa's environmental problems
4. Enhancing group work, critical analysis and oral and written presentation as well as argumentation.



## DESCRIPTION OF CONTENTS

### 1. States and frontiers in Africa

The first topic of the program studies the current territorial organization of the African continent, the emergence of new states as a result of decolonization, geopolitical fractures derived from the irrationality of borders and resulting in conflicts that provoke wars and millions of refugees and displaced people, and that aggravates the problems environmental. In addition, other geopolitical conflicts in intertropical latitudes are studied (South America) or other areas of political disintegration (USSR, Yugoslavia)

### 2. Natural setting and the state of the environment

It deals with human activities, the different natural components of the geographical space: the structure of the relief, the major morphostructural units, the climate and biomes, the hydrographic network. The question of water deserves special attention. The availability of this resource in sufficient quantity and quality is one of the most important challenges facing Africa, and its control has been and continues to be the cause of conflicts and tensions. Finally, changes in the environment are analysed: deforestation, soil degradation, water pollution, atmospheric pollution and the accelerated loss of biodiversity, which are a serious obstacle to development.

### 3. Population and migration in Africa

This topic analyzes population dynamics, geographical distribution and composition. In Africa demographic and urban growth has been spectacular, and one of the main problems facing society is the inclusion of millions of young people to working life. African population is characterized by high mobility, with important internal and external migration. For many families, the emigration of one of its members is the solution to the subsistence problems.

### 4. Recent socioeconomic changes

Economic activities in the current globalization process are discussed. Agriculture remains the main economic sector in many countries. The contribution of the manufacturing industry is modest, largely due to poor transport infrastructure. Meanwhile, extractive industry occupies a very prominent place in Africa's economic growth. The insertion of Africa into the global economy is based on the export of its natural resources, which attracts a large volume of investment and, in most cases, has a negative environmental impact.

**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	15,00	0
Development of individual work	15,00	0
Study and independent work	40,00	0
Readings supplementary material	20,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

In class the basic content of each issue will be explained and the lecturer will provide information and recommended reading materials that students ought to read and comment. Active learning, selected text commentary, argumentation and critical thinking will be encouraged in classroom

During individual and group tutorials, lecturer and students will try to solve problems and difficulties arising in the learning process and in the implementation of activities.

**EVALUATION**

The general evaluation will consist of a written test (75% of the final mark, which is broken down into 60% for the content of the theoretical classes and 15% for the content of complementary activities) and practical activities (the remaining 25%). It is not necessary to pass the theory exam in order to pass the course (the practical activities may compensate for this). Students who do not pass the course in the first exam will keep the marks of the practical activities for the second exam.

**REFERENCES****Basic**

- Azcárate, Blanca, Azcárate, M<sup>a</sup> Victoria y Sánchez, José (2009): Grandes espacios geográficos. Subdesarrollo y países emergentes, UNED, Madrid.
- Brunel, Sylvie (2004): LAfrique, Éditions Bréal, Rasny-sous-Bois cedex.
- Clement, Gérard y Jambard, Pierre (2010): LAfrique et le Moyen-Orient, Bréal, Paris.



- Santamaría, Antonio coord.- (2006): África en el horizonte, Los Libros de la Catarata, Madrid.
- Smith, Stephen (2009): Atlas de l'Afrique, Autrement, Paris.
- Arendt, H. (1945). Imperialism, nationalism, chauvinism. The Review of Politics, 7(4), 441-463.
- Marshall, T. (2015). Prisoners of geography: ten maps that tell you everything you need to know about global politics. London, Elliott & Thompson

#### **Additional**

- Aldekoa, Xavier (2014): Océano África. Península, Barcelona.
- UNEP (2008): AFRICA Atlas of Our Changing Environment, <http://www.unep.org/dewa/Africa/AfricaAtlas/> (FR/EN)
- UNEP (2010) : Afrique. Atlas de l'eau (FR/EN). United Nations Environment Programme (Diapositives de l'Atlas del Medi Ambient <http://na.unep.net/atlas/africa/book.php>)
- Arsuaga, J. L., & Martínez, I. (1998): La especie elegida
- Diamond, J. M., & Ordunio, D. (1997). Guns, germs, and steel.
- Harari, Yuval (2014): Sapiens: A Brief History of Humankind (The cognitive revolution)
- Johanson, D. (2001). Origins of Modern Humans: Multiregional or Out of Africa?. Action Bioscience