

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

Code	33912
Name	Geography 2
Cycle	Grade
ECTS Credits	6.0
Academic year	2019 - 2020

Study (s)

Degree	Center	Acad. year	Period
1005 - Degree in History	Faculty of Geography and History	4	Second term
1006 - Degree in History of Art	Faculty of Geography and History	4	Second term
1902 - Training for specific skills (R.D. 860/2010)	Faculty of Geography and History	1	Second term

Subject-matter

Degree	Subject-matter	Character
1005 - Degree in History	40 - Specific formation for the Education in Secondary in Geography	Optional
1006 - Degree in History of Art	18 - Specific formation for the Education in Secondary in Geography, History and History of the Art	Optional
1902 - Training for specific skills (R.D. 860/2010)	1 - Geografía	Optional

Coordination

Name	Department
ESCRIBANO PIZARRO, JAIME	195 - Geography



SUMMARY

This subject will deal with the study of the major geographical groupings or world regions at the beginning of the XXI century. To initiate this study, main concepts and territorial processes will be introduced. On the whole, the subject tries to provide a global and synthetic vision of the world in which we live. To achieve this objective, the natural environment, the historical past, social and political divisions, demographic processes and trends, land use, socio-economic imbalance or development problems will be tackled. This implies this subject is proposed as eminently practical, and addressed to give students the necessary tools to prepare the exams for the position of secondary-school professor.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Students should have an instrumental knowledge of foreign languages (like French, English, German, etc.) that allows them to read and understand any documents or texts written in these languages.

Knowledge of office automation systems to deliver exercises, resumes, etc. in a digital form, even to prepare oral presentations with Power Point, for instance.

Effectively use web-based platforms (such as official organizations: United Nations, Instituto Nacional de Estadística, etc.).

OUTCOMES

1005 - Degree in History

- Show motivation for quality.
- Demonstrate organisational and planning skills.
- Have critical and self-critical capacity.
- Be able to make abstractions, to analyse and to synthesise.
- Be able to learn autonomously.
- Be sensitive to environmental issues.
- Know and be able to use methods and techniques from other social and human sciences.
- Be able to design a teaching project for secondary education.
- Be able to apply the theoretical knowledge acquired to teaching in secondary education.
- Be able to apply knowledge to practice.



- Know about regional geographical spaces.
- Have knowledge of human, economic and social geography.
- Have knowledge of physical geography and the environment.
- Have knowledge of spatial planning.
- Know how to combine the time and space dimensions for explaining socioterritorial processes.
- Interrelate phenomena at different territorial scales.
- Explain the diversity of places, regions and locations.
- Understand spatial relations.

1006 - Degree in History of Art

- Be able to apply the basic knowledge acquired by means of applying critical reasoning to the analysis and assessment of alternatives.
- Be able to convey information, both orally and in writing, to both specialised and non-specialised audiences.
- Recognise diversity and multiculturalism from the knowledge of other cultures.
- Develop skills for independent learning and for interpersonal relations.
- Have an updated knowledge of bibliography and ability to analyse it critically, and be able to make a synthesis from a critical stand.
- Be able to apply a scientific methodology to any type of action and decision in relation to art history.
- Show motivation for quality through a personal ethical commitment to the professional environment.

LEARNING OUTCOMES

On successful completion of this course, students should be able to:

- Understand human and economic problems faced by the world we live, through the knowledge of the major geographical groupings studied.
- Define and characterize each one of the big regions analyzed in the subject.
- Study the “big regional spaces” as a complex of facts and processes.
- Know the location and territorial distribution of the significant geographical facts of each regional group.
- Understand that natural, historical, economic, political, social and cultural factors may be involved at the same time in each human geographical fact.
- Realize that each territorial space comprises different natural, social and economic structures, equally important in the characterization of the regional particularities.



- Understand the meaning of the different components of the natural environment linked to the human and economic facts in each one of the big territorial spaces.
- Know the nowadays political structure of the different regional space studied, and its relation with key historical facts.
- Analyze natural and human factors influencing human population distribution.
- Know urban development processes and to understand factors affecting urban networks in developed regions and in developing ones.
- Know the relationship between the location of the extensive agrarian landscapes and environmental conditions.
- Know the location of the large areas producing raw materials and energy sources, and its influence in the development of big industrial complexes.
- Be able to read maps and to explain maps, graphics, figures and statistics.

Achieve enough knowledge to afford the exams for the position of secondary-school professor.

DESCRIPTION OF CONTENTS

1. Introduction An unequal world : development, underdevelopment and emerging countries

1. North-South: an unequal world.
2. Development and underdevelopment: concepts and realities.
3. Underdevelopment and emerging countries.

2. Regional units of the European Union : physical, social and economic aspects

1. Physical aspects: relief, hydrography and climate.
2. Population and cities: factors influencing the organization of the European area.
3. Different ways of European area organization: Eastern Europe, Central Europe and the European periphery.
4. Location and characteristics of the industrial, urban and rural areas.
5. Social and Territorial Cohesion European Union policies.

3. « Chindia » : a emerging area with strong social and territorial inequalities

1. Relief unities and climate types
2. The nowadays transformation of the rural space
3. Deserted and highly populated areas
4. The urban growth and sprawl
5. Peoples and States: the nowadays political fragmentation
6. Industrial processes, row materials and energy resources



4. Japan and the Pacific Area : economic impact in the global economy

1. The Japanese archipelago: an adverse environment and an agricultural confined space.
2. Scarce natural resources, but intensive industrial development.
3. An old civilization, a large population and an intense urban development
4. Australia and New Zealand: a synthesis

5. Africa : physical, socio-economic and cultural contrasts. The development problems

1. The importance of the natural milieu.
2. The influence of colonization history on the political fragmentation: the nowadays States.
3. Strong population growth, contrasting effects of population density and urbanization process.
4. Agriculture in Africa: living on the subsistence margin and the export companies.
5. Mineral raw materials and energy sources. An unequal wealth distribution.
6. Weak industrial base.

6. North-America : physical, economic and human aspects

1. Economic development and the natural environment.
2. The colonization process.
3. Agrarian land use.
4. Industrial location factors and big industrial regions.
5. Population growth and its geographical distribution.
6. Urbanization process and network of cities

7. Iberoamerica : development models and dual societies

1. The contrasts of the natural milieu.
2. The current States: societies characterized by social unbalance.
3. Urban expansion and marginality.
4. Latin America agriculture: modernization and rural poverty.
5. Weak industrial base and a pronounced increase of its concentration.

8. The Iberian Peninsula : relief, climate and vegetation. Regional diversity

1. General characteristics of peninsular relief
2. depressions and reliefs within the Plateau
3. This ridges, north and south of the Plateau
4. The outer sets Plateau
5. The Balearic and Canary Islands
6. permanent features of the peninsular climate
7. Classification of peninsular climates and canaries
8. Characteristics and river hydrological regimes
9. Watersheds



10. Lakes and wetlands

9. Human Geography of Spain

1. Population
2. Migratory movements in the twentieth century Spain
3. Evolution and structure of the city

10. Economic Geography of Spain

1. Agricultural activities
2. Industry and Energy
3. Services and transport
4. Trade
5. Tourism

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	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	30,00	0
Study and independent work	15,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	5,00	0
Preparing lectures	5,00	0
Preparation of practical classes and problem	5,00	0
Resolution of case studies	5,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The Formative activities - in person classes- will imply 40% of the student hours. We distinguish between 1/3 for the theory and 2/3 for practical classes. The “in person classes” (circa 60 hours) will include:

- **Theory based classes:** formal presentation of the key concepts and procedures. Students are encouraged to learn as autonomously as possible, acquiring the knowledge and skills targeted in each unit of this guide and in the additional material used in the classroom.



- **Practical classes:** Discussion of exercises, exam models resolution, data base identification, etc
- **Other activities:** television documentaries, seminars participation, field trip excursions,
- **Interviews at tutorials (individual or in group)**
- **Continuous assessment**

Non in-person classes will imply 60% of the students hours (circa 90 hours). It includes the resolution of practical exercises, individual study, etc.

We recommend that non-Spanish speakers contact the professor at the beginning of the course.

EVALUATION

Assessment will be made up of 3 parts:

1. Individual final writing-examination (50%).
2. Practical activities (30%).
3. Final individual or group (2-3 students) work (20%).

Total: 100%

We recommend that non-Spanish speakers contact the professor at the beginning of the course.

REFERENCES

Basic

- Azcárate, B. y Montesa, F. (2011): El atlas de las mundializaciones. Ed. Fundación Mondiplo, Valencia.
- Azcárate, B., Azcárate, M^aV. y Sánchez, J. (2008): Grandes espacios geográficos. El mundo desarrollado. Ed. UNED, Madrid.
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- Azcárate, B., Azcárate, M^aV. y Sánchez, J. (2010): Geografía regional del mundo. Desarrollo, subdesarrollo y países emergentes. Ed. UNED, Madrid.



- Cebrián, A. (2005): Estructuras socioespaciales y niveles de desarrollo: geografía de las desigualdades regionales del mundo. Ed. Diego Marín Librero, Murcia.
- Durand, M.F., Copinschi, P., Martin, B., Placidi, D. (2008): Atlas de la globalización. Comprender el espacio mundial contemporáneo. Dossier especial China. Ed. Publicacions de la Universitat de València.
- Gil Olcina, A. y Gómez Mendoza, J. (2001): Geografía de España. Ed. Ariel.
- Gresh, A., Radvanyi, J., Rekacewicz, P., Samary, C. y Vidal, D. (dtores.) (2011): Atlas geopolítico de Le Monde diplomatique. Ed. Fundación Mondiplo y UNED, Madrid.
- Gresh, A., Radvanyi, J., Rekacewicz, P., Samary, C. y Vidal, D. (dtores.) (2011): DVD Atlas geopolítico de Le Monde diplomatique. Ed. Fundación Mondiplo y UNED, Madrid.
- Méndez, R. y Molinero, F. (1998): Espacios y sociedades: introducción a la geografía regional del mundo. Ed. Ariel, Barcelona.
- Romero González, J. (2009): Geopolítica y gobierno del territorio en España. Ed. Tirant Lo Blanch.

Additional

- AA.VV. (2009): Atlas de España. Ed. Espasa, Barcelona.
- AA.VV. (2011): Brasil, Rusia, India y China (BRIC): una realidad geopolítica singular. Ed. Ministerio de Defensa, Madrid.
- Augagneur, C., Braquet, L. Chaffel, A., Michalec, A. y Monot, A. (2010): Les Amériques. Le monde en fiches. Ed. Bréal, Clamecy (Francia).
- Benoit, B. y Saussac, R. (dtores.) (2010): LAsie. Le monde en fiches. Ed. Bréal, Clamecy (Francia).
- Boquet, Y. (2003): Les États-Unis. Ed. Belin Memento, Paris (Francia).
- Bustelo, P. (2010): Chindia: Asia a la conquista del siglo XXI. Ed. Tecnos, Madrid.
- Clément, G. y Jambard, P. (2010): LAfrique et le Moyen-Orient. Le monde en fiches. Ed. Bréal, Clamecy (Francia).
- Dumortier, B. (1997): Géographie de l'Orient Arabe. Ed. Armand Colin, Paris (Francia).
- Sanjuan, T. (2000): La Chine: territoire et société. Ed. Hachette, Paris (Francia).
- Vallaud, P. (1992): Atlas geoestratégico del siglo XX. Ed. Parramón, Barcelona.
- El estado del mundo: anuario económico y geopolítico mundial. Ed. AKAL, Torrejón de Ardoz (España).
- Hérodote: revue de géographie et de géopolitique. Ed. Institut Français de Géopolitique, Paris (Francia).



ADDENDUM COVID-19

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

1. Continguts / Contenidos

Se han reducido los contenidos inicialmente recogidos en la guía docente, seleccionando los indispensables para adquirir las competencias fundamentales de la asignatura.

2. Volum de treball i planificació temporal de la docència

2. Volumen de trabajo y planificación temporal de la docencia

Se ha reducido el número de horas de clases teórico-prácticas presenciales, mediante su transformación con materiales diversos subidos a través del Aula Virtual. Se ha trasladado una parte de ese tiempo al aprendizaje autónomo paralelo del alumnado. En cuanto a la planificación, no se han mantenido estrictamente los horarios de clase para dar mayor libertad a cada estudiante, y para que puedan gestionar mejor su seguimiento y la realización de las actividades programadas de acuerdo con su agenda y disponibilidad.

3. Metodología docente

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Sustitución parcial de la impartición de clases presenciales por la subida al Aula Virtual de los materiales de apoyo a la preparación de los contenidos (documentos, presentaciones, audios, enlaces a recursos online, etc.) y/o realización de alguna sesión de videoconferencia síncrona por Blackboard Collaborate el día y a la hora de la clase presencial, o grabada.

Sistema de Tutorías: Se mantiene el programa de tutorías virtuales por correo electrónico por chat privado del Aula Virtual y se emplean otras herramientas del Aula Virtual para atender dudas o debates colectivos (creación de foros o chats).

4. Avaluació

4. Evaluación

El examen final, que incluirá preguntas sobre las unidades impartidas durante las clases, se mantiene con el 50 % de la nota y se realizará por alguno de los medios disponibles del Aula Virtual. El resto de la calificación, correspondiente al trabajo y las actividades complementarias de esta asignatura, pasan a un apartado conjunto de evaluación continua mediante prácticas realizadas por valor del 50% de la nota.



5. Bibliografia

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Se ha sustituido una parte de la bibliografía recomendada disponible sólo en bibliotecas por los materiales docentes subidos al Aula Virtual por el profesorado, así como por otros recursos de información accesibles gratuitamente en diferentes repositorios y bases de datos online, con atención especial a los facilitados por el servicio de bibliotecas de la Universitat de València.