



## COURSE DATA

### Data Subject

<b>Code</b>	34425
<b>Name</b>	Economy and territory in the Valencian Country
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2020 - 2021

### Study (s)

Degree	Center	Acad. year	Period
1310 - Degree in Sociology	Faculty of Social Sciences	3	First term
1924 - D.D. in Political and Public Admin. Sciences-Sociology	Faculty of Law	5	First term
1925 - D.D. in Sociology-Political and Public Admin. Sciences	Faculty of Social Sciences	5	First term

### Subject-matter

Degree	Subject-matter	Character
1310 - Degree in Sociology	17 - Economy and territory in the Valencian Country	Obligatory
1924 - D.D. in Political and Public Admin. Sciences-Sociology	7 - Year 5 compulsory subjects	Obligatory
1925 - D.D. in Sociology-Political and Public Admin. Sciences	7 - Year 5 compulsory subjects	Obligatory

### Coordination

Name	Department
BOIX DOMENECH, RAFAEL B.	132 - Economic Structure

## SUMMARY

Economy and Territory in the Valencian Country (ETPV) is a subject of the third course of the Degree of Sociology and fifth course in of the double degree of Sociology and CPAP. The subject aims that the students could achieve a solid knowledge, both theoretical and operative, on the economic and territorial reality of the Valencian Country.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

Besides the utility of the knowledge acquired in other complementary subjects, the requirements of ETPV are: the ability to assimilate content and concepts, the ability to express with accuracy and precision, both in writing and orally, and the habit of questioning and debating. In addition, familiarity with the new ICT and language (especially English) are elements that enhance student achievement.

## OUTCOMES

### 1310 - Degree in Sociology

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Write reports and diagnoses on social problems.
- Respect and promote the principles of fundamental rights, gender equality, equal opportunities and non-discrimination, democratic values and sustainability.
- Manage documentary sources and statistics referring to social reality.
- Learn independently and develop initiative in the field of sociology.
- Analyse contemporary society, its structure and dynamics based on sociological concepts and theories.
- Analyse the relationships between population, resources and environment and the social conditions of sustainability.
- Conduct comparative studies of the Spanish and Valencian social structure.



- Analyse empirical data on social structure, change and problems.
- Know and use secondary data sources useful for sociology.
- Analyse social phenomena adopting a multidisciplinary perspective (sociological, psychosocial, economic, political, historical and anthropological).
- Understand the political-economic organisation and the historical evolution of contemporary societies at the global and local level, and their relationship with social dynamics and processes.
- Know the impact and the social and ecological costs of development projects.
- Know the tools to intervene in situations of social crisis and conflicts.

## LEARNING OUTCOMES

The successful completion of ECTPV is related to the following learning outcomes:

- a. Ability to read comprehensively relatively complex texts directly related to the subject.
- b. Development of analysis and synthesis capabilities through both individual and group study of information related to the classic themes of matter
- c. Cult vocabulary extension. Acquisition and improvement of the understanding and use of basic concepts, useful both for the subject to all the Social Sciences
- d. Development of spatial thinking: ability to consider as the territory variables interact with political, economic and social differences in a society at a historically determined period.
- e. Knowledge of the main features of the territorial structure at different spatial scales and trends of change that can be detected.

## DESCRIPTION OF CONTENTS

### 1. METHODOLOGICAL ISSUES

#### 1.- INTRODUCTION

1. Valencian economy: the story
2. Basic indicators

#### 2.- WELL-BEING AND INCOME

- 1.- WELL-BEING Y AND ITS DYNAMICS
- 2.- INCOME AND ITS DYNAMICS

#### 3.- GROWTH

- 1.- AN INTRODUCTION TO THE GROWTH ACCOUNTING
- 2.- POPULATION, DYNAMICS AND CHALLENGES OF THE SYSTEM
- 3.- LABOUR MARKET
- 4.- PRODUCTIVITY AND ITS COMPONENTS



**4. ECONOMIC STRUCTURE**

4.1. BRANCHES OF ACTIVITY

4.2. KNOWLEDGE INTENSITY AND CREATIVITY

**5.- TERRITORY**

1.- AN INTRODUCTION TO THE TERRITORIAL ECONOMY

2.- AN INTRODUCTION TO THE VALENCIAN TERRITORY

3.- LOCATION AND DYNAMICS OF THE POPULATION IN THE VALENCIAN COUNTRY

4.- LOCATION AND DYNAMICS OF THE WORKFORCE IN THE VALENCIAN COUNTRY

5.- FIRMS LOCATION AND DYNAMICS IN THE VALENCIAN COUNTRY

6. LOCATION AND DYNAMICS OF THE INNOVATION AND THE CREATIVITY

7.- INCOME AND WELL-BEING DIFFERENCES WITHIN THE VALENCIAN COUNTRY

**6.- THE VALENCIAN COUNTRY, AN EUROPEAN REGION. GLOBAL SCENARIOS AND SUSTAINABILITY OF THE SYSTEM**

1.- ECONOMIC POLICY AND HORIZON 2030

2.- COMPARATIVE ANALYSIS

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Study and independent work	60,00	0
Preparing lectures	15,00	0
Preparation of practical classes and problem	15,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

The development of the course is structured around three items:

1. Theoretical and practical classes. The teacher explains the epigraphs of the programme providing, if necessary, the sources to enhance the different approaches introduced during the class. The practices complement those contents analysed in previous theoretical sessions. It is also important to read the texts provided by the professor.

2. Monitoring of learning through continuous assessment tests.

3. Autonomous learning and individual study and preparation of the matter, with the support of the teacher if necessary.



## EVALUATION

The evaluation is based on the combination of the following elements:

1. Continuous evaluation. Continuous assessment tests allow autonomous work and monitoring of learning. They include theory and practice. They represent 50% of the final grade. In the event that it cannot be carried out, the continuous evaluation activities can be recovered, providing justification. The teacher will explain at the beginning of the course the type of tests and their calendar.

2. Mandatory final exam. It is 50% of the final grade. The exam will be written. Includes theory and practical questions. It can include multiple choice questions, short questions, or open questions.

The final grade will be placed on a scale of 0 to 10, and will result from the sum of the marks of the continuous evaluation (50%) and the exam (50%). The pass is from 5, with any combination of continuous evaluation and exam.

## REFERENCES

### Basic

- Boix, Rafael (2020). *Economia i Territori al País Valencià / Economía y Territorio en el País Valencià*. Universitat de València. Disponible a l'Aula Virtual de l'Assignatura.

### Additional

- Sorribes, Josep (2005). *La ciudad: economía, sociedad y medio ambiente*.
- Sorribes, Josep; Novell, Néstor (2017). *Nou viatge pel País Valencià*. PUV.
- Generalitat Valenciana. *Estrategia territorial de la Comunidad Valenciana* [libro digital accesible en [http://www.cma.gva.es/areas/estrategia\\_territorial/index.htm](http://www.cma.gva.es/areas/estrategia_territorial/index.htm)]
- Soler, Vicent (2009). *Economía Española y del País Valenciano*. PUV.
- Generalitat Valenciana (2018). *Pla d'acció per a la transformació del model econòmic valencià 2017-2027*. Genva.

## 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 CONTENTS



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Contents of the original teaching guide will be maintained.

## 2 VOLUME OF WORK AND TEMPORARY PLANNING OF TEACHING

The activities and volume of work of the original teaching guide will be maintained. The planning of sessions will be specified at the beginning of the semester.

## 3 TEACHING METHODOLOGY

The course will consist of classroom sessions, as well as practical activities. Individual tutorials will be preferably individuals. Individual and collective tutoring will be virtual (Skype o other tools provided by the University of Valencia). Regarding affected or vulnerable students, the materials are already adapted to follow the course at distance. If sanitary situation imposes online classes, all sessions will be replaced by synchronous videoconference, using the tools provided by the University of Valencia (BBC, Teams, etc.). Teaching team will communicate these adaptations through virtual classroom.

## 4 EVALUATION

The criteria of the teaching guide will be maintained regarding the estimation of each type of activity. In case that the sanitary situation imposes that the continuous evaluation or the final proof should be developed online, they will be done synchronously through the Virtual Classroom or other platforms that the UV makes available.

## 5 BIBLIOGRAPHY

The bibliography of the guide will be maintained. All the bibliography is accessible through the Virtual Classroom.

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