

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

<b>Code</b>	36704
<b>Name</b>	Geografía humana
<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>
1335 - Degree in Political and Public Administration Sciences	Faculty of Law	1	First term
1930 - D.D. in Law-Political and Public Adminis. Sciences 2021	Faculty of Law	1	First term
1931 - D.D. in Sociology-Political and Public Adminis. Sciences	Faculty of Social Sciences	2	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1335 - Degree in Political and Public Administration Sciences	4 - Geografía	Basic Training
1930 - D.D. in Law-Political and Public Adminis. Sciences 2021	1 - Asignaturas obligatorias de primer curso	Obligatory
1931 - D.D. in Sociology-Political and Public Adminis. Sciences	2 - Asignaturas obligatorias de segundo curso	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
FAJARDO MAGRANER, FELIX	195 - Geography
ROMERO RENAU, LUIS DEL	195 - Geography



## SUMMARY

A general introductory vision is offered on the great blocks that make up Human Geography: world geopolitical context and social and cultural changes associated with the globalization process, world population, dynamics and urban processes in the world, current situation of rural territories, environmental problems and foundations of Economic geography. In all cases, paying special attention to the policies deployed to address the major issues studied. In this introductory course, particular attention is paid to students understanding the most important processes and problems, their causes and consequences, future challenges, and the policies that are developed in each case.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

It is strongly recommended to have minimum skills in Geography.

## OUTCOMES

### 1335 - Degree in Political and Public Administration Sciences

- 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.
- Pensamiento crítico.
- Trabajo en equipo.
- Interpretar los marcos políticos y procesos históricos estableciendo análisis comparativos de cambio y de prospección futura.



- Conocer y saber analizar las características, causas y consecuencias de retos sociales contemporáneos: desigualdad de género, ciberseguridad y sostenibilidad del desarrollo.

## LEARNING OUTCOMES

- 1: Understand general processes associated with the globalization process and the incorporation of new technologies, as well as the study of processes of social change, with preferential attention to the period between 1989 and the present
- 2: Know and compare the implications that these processes and changes have in the field of public policies
- 3: Ability to interpret territorial and social processes and problems at different scales
- 4: Search, selection and treatment of diverse information applied to the study of specific problems and issues
- 5: Use of computerized means for the treatment and presentation of information
- 6: Statistical treatment and elaboration of graphs and thematic cartography
- 7: Activities to improve oral and written expression
- 8: Capacity for analysis and synthesis
- 9: Autonomous learning ability
- 10: Critical process analysis
- 11: Oral and written communication in one's own language
- 12: Appreciation for a job well done
- 13: Teamwork

## DESCRIPTION OF CONTENTS

### 1. INTRODUCTION TO HUMAN GEOGRAPHY

What is human geography? What does Human Geography do? Fundamentals of cartography.

### 2. CURRENT ISSUES IN GEOPOLITICS

Introduction and importance of Human geography in a multipolar and interdependent world. New actors global and large geopolitical ensembles. Geography of social and territorial fractures and complexity. Nation-states and stateless nations

**3. POPULATION, TERRITORY AND ENVIRONMENT**

Great dynamics of the world's population. Demographic transition. Natural population dynamics. Spatial dynamics: migrations. Anthropocene and climate crisis

**4. URBAN GEOGRAPHY**

Brief history of the city. The cities of the global south. The cities of rich countries. Urban policy.

**5. RURAL AREAS**

Review of the relationship between agriculture and rural areas in poor countries and transition and social change in western rural areas. The future of rural territories. Environmental conflict

**6. SPATIAL ORGANIZATION OF THE ECONOMIC SYSTEM**

The meaning of the process of globalization and its influence on the transformations in the spatial organization of economic activity. The new capital-labor relationship. Economic power in the 21st century. Ecosocial transition

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Development of group work	10,00	0
Development of individual work	10,00	0
Study and independent work	10,00	0
Readings supplementary material	10,00	0
<b>TOTAL</b>	<b>100,00</b>	

**TEACHING METHODOLOGY**

The course development is structured in two work sessions per week. In some of the sessions, the theoretical issues analyzed are complemented with documentaries or conferences related to the processes and problems analyzed. The student will do complementary activities, inside and outside the classroom, as the contents of the agenda are developed. She will also have weekly hours for tutorials.



## EVALUATION

An assessment system is proposed that combines the continuous effort during the course and a final written test. During the course, the student will carry out at least one complementary activity related to each of the topics that make up the program. Complementary activities will be of three types: essays, field trip and practical work and can mean for the student up to a grade of five points. There will also be a final written test that will consist of the development of specific aspects of the syllabus and the full development of one of the topics included in the syllabus. general. The final written test may be up to a maximum of five points on the overall grade. In order for both grades to be weighted, the student must score at least four points out of ten in the final written test.en courses.

## REFERENCES

### Basic

- Ascher, F. (2004): Los nuevos principios de urbanismo. Madrid: Alianza editorial.
- Castillo, J.M. (2011): Migraciones ambientales. Huyendo de la crisis ecológica del siglo XXI. Barcelona: Virus.
- Del Romero, L. (2018): Despoblación y abandono de la España rural. El imposible vencido. Valencia: Tirant.
- Del Romero, L. y Castro, H. (2021): Globalización neoliberal, extractivismos y conflictividad ambiental en América Latina y Europa. Valencia: Tirant.
- Fernández-Durán, R. y González, L. (2018): En la espiral de la energía. Historia de la Humanidad desde el papel de la energía. Madrid: Libros en acción.
- Fernández-Durán, R. (2011): El Antropoceno. La expansión del capitalismo global choca con la biosfera. Barcelona: Virus Editorial.
- Fouberg, E.H., Murphy, A.B. (2020). Human Geography: People, place and Culture. Wiley.
- Friedman, T. (2006): La tierra es plana. Madrid, Alianza.
- Klein, N. (2015): Esto lo cambia todo. El capitalismo contra el clima. Barcelona: Paidós.
- Knox, P.L. y Marston, S.A. (2004): Human geography. Places and regions in Global Context. Pearson.
- Méndez, R. (2011): El nuevo mapa geopolítico del mundo. Valencia, Tirant Lo Blanch.
- Nogué, J.; Romero, J. (Eds.) (2006): Las Otras Geografías, Valencia, Tirant Lo Blanch.
- Pacione, M. (2009): Urban geography. A global perspective. Routledge.
- Pinol, J-L. (Dir.) (2010-2011): Historia de la Europa urbana (varios volúmenes). Publicacions de la Universitat de València.
- Sachs, J.D. (2021): Las edades de la globalización. Geografía, tecnología e instituciones. Barcelona, Deusto.





- Srnicek, N. (2016): Platform capitalism. Nueva York: Polity.

#### **Additional**

- Case, A. y Deaton, A. (2020): Muertes por desesperación y el futuro del capitalismo. Barcelona, Deusto, 312 pp.
- Harari, Y. (2017): Sapiens, de animales a dioses: una breve historia de la humanidad. Barcelona, Debate, 492 pp.
- Dioni, J. (2021): La España de las piscinas. Cómo el urbanismo neoliberal ha conquistado España y ha transformado su mapa político Barcelona, Arpa Editores, 268 pp.
- Le Monde Diplomatique (2009): El Atlas Geopolítico 2010. Akal ediciones.
- Naciones Unidas (varios años). Informe sobre Desarrollo Humano, Mundi Prensa.
- Wallace-Wells, D. (2019): El planeta inhóspito: La vida después del calentamiento. Barcelona, Debate, 349 pp.