



Teaching Guide

| Identifying Data | | | | | 2020/21 |
|---------------------|---|--------|------------------|---------|---------|
| Subject (*) | Regional Geography | Code | 710G01029 | | |
| Study programme | Grao en Humanidades | | | | |
| Descriptors | | | | | |
| Cycle | Period | Year | Type | Credits | |
| Graduate | 2nd four-month period | Third | Obligatory | 6 | |
| Language | Spanish | | | | |
| Teaching method | Hybrid | | | | |
| Prerequisites | | | | | |
| Department | Humanidades | | | | |
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| Lecturers | Lopez Vizoso, Jose Maria | E-mail | j.lvizoso@udc.es | | |
| Web | | | | | |
| General description | Estudio de la metodología propia del análisis regional. Análisis del medio y de los distintos tipos de región, incluyendo su aplicación a escala global. | | | | |
| Contingency plan | <p>1. Modifications to the contents</p> <p>2. Methodologies</p> <p>*Teaching methodologies that are maintained</p> <p>*Teaching methodologies that are modified</p> <p>3. Mechanisms for personalized attention to students</p> <p>4. Modifications in the evaluation</p> <p>*Evaluation observations:</p> <p>5. Modifications to the bibliography or webgraphy</p> | | | | |

Study programme competences / results

| Code | Study programme competences / results |
|------|--|
| A3 | Knowledge of the space and of the territory. |
| A5 | Knowledge of cultural and environmental development strategies. |
| A7 | Synchronic and diachronic knowledge of diverse current cultural and present realities. |
| A8 | Basic knowledge of the contemporary socio-political reality. |
| A11 | Knowledge of techniques and methods of work and analysis of the human and social sciences. |
| B1 | Learn to learn. |
| B3 | Apply a critical, logical and creative thinking. |
| B4 | Work independently with initiative. |
| B5 | Work collaboratively. |
| B10 | Capacity for analysis and synthesis. |
| B11 | Ability to manage the relevant information. |
| B13 | Recognition of the richness of diversity and multiculturalism. |
| B22 | Sensitivity for the environment and its protection. |
| C3 | Using basic tools of information technology and communication (ICT), necessary for the exercise of their profession and for learning throughout her life |
| C6 | Critically evaluate the knowledge, technology and information available to solve the problems they must face to. |



| Learning outcomes | | | |
|---|---------------------------------------|--|----------|
| Learning outcomes | Study programme competences / results | | |
| Understand the characteristics of our planet as a global ecosystem. Learn about today's world and its problems. Identify the natural natural, economic and geopolitical regions, so that the student is able to understand the challenges and problems of our planet and of humanity on a global scale. | A3 A5 A7 A8 A11 | B1 B3 B4 B5 B10 B11 B13 B22 | C3 C6 |

| Contents | |
|------------------------------------|--|
| Topic | Sub-topic |
| Part I: the Earth as an ecosystem. | Theme 1. Origin and formation of the continents. Theme 2. Dynamics of the atmosphere and climate. Theme 3. Major biogeographic regions. |
| Part II: the Global Era | Theme 4. Asia: Resources and conflicts. Theme 5. Poverty and underdevelopment in sub-Saharan Africa Theme 6. Latin America: Space in permanent conflict. |
| Part: III Our Geographic Regions | Theme 7. Europe. New challenges. Theme 8. Territory and society in Spain. Theme 9. Regionalisation proposals. |

| Planning | | | | |
|--------------------------------|------------------------|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student's personal work hours | Total hours |
| Workbook | B1 B4 B10 | 0 | 30 | 30 |
| Guest lecture / keynote speech | A5 A7 A8 B13 C3 | 30 | 0 | 30 |
| ICT practicals | B5 B11 | 30 | 0 | 30 |
| Supervised projects | A11 B22 | 4 | 30 | 34 |
| Field trip | A3 | 8 | 0 | 8 |
| Directed discussion | B3 | 8 | 0 | 8 |
| Document analysis | C6 | 5 | 0 | 5 |
| Personalized attention | | 5 | 0 | 5 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|--------------------------------|---|
| Methodologies | Description |
| Workbook | Reading a Workbook of geography of Spain aims to familiarize students with the methodology of the regional analysis and complement training in some contents that are not developed in the keynote sessions, but which are fundamental. |
| Guest lecture / keynote speech | For the speech sessions, topics will be developed with the teaching methodology of interactive classes in order to achieve a harmonious development of the contents of the subjects and facilitate the explanatory understanding of geographical both methodological and instrumental and applied concepts of regional geographical analysis. All must be translated into the development of scripts for each of the topics that are addressed. |
| ICT practicals | Practices in the classroom will facilitate the understanding of complementary aspects such as place names. To be used as graphics support materials and maps at different scales. Access to web pages and the cartographic and alphanumeric data bases query in real time is also scheduled. |



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| Supervised projects | Supervised practical work shall be drawn up, in your home, during face-to-face, to facilitate the prior understanding of the objectives. For this purpose must be given sources and instruments that allow the development of autonomous works, since the phase of elaboration and achievement of the goals will be held in non-Presential hours but protected. |
| Field trip | Visit to a public Centre related to the territorial analysis. |
| Directed discussion | Participation in class discussions. Attitude shown in the development of content and work. Delivered jobs, elaboration of screenplays, organization of the sources and references, etc. |
| Document analysis | Presentation and analysis of some of the most important documentary sources in Regional geography. |

Personalized attention

| Methodologies | Description |
|--|--|
| Guest lecture / keynote speech Workbook ICT practicals Supervised projects Field trip Directed discussion Document analysis | Personalized attention is indicated as a result of the difficulties that may arise in the understanding of the theoretical contents and in the achievement of the objectives of the protected works. Also to solve the difficulties of the readings and to expand the basic bibliography, with the aim of improving specific skills within the programming of the subject. |

Assessment

| Methodologies | Competencies / Results | Description | Qualification |
|--------------------------------|------------------------|--|---------------|
| Guest lecture / keynote speech | A5 A7 A8 B13 C3 | Prueba de conocimientos teóricos mediante examen final que consistirá en 20 preguntas, de las cuales 14 serán preguntas concretas que precisan respuestas cortas. Las otras 6 serán tipo ?test? con respuestas alternativas. En total el 60% de la calificación final. | 60 |
| Workbook | B1 B4 B10 | Lectura y comentario de una monografía o manual sobre Geografía de España | 15 |
| ICT practicals | B5 B11 | Capacidad de análisis y comprensión global de la materia mediante la participación y manejo de TICs en el aula y la realización de pruebas o ejercicios prácticos. | 2 |
| Supervised projects | A11 B22 | Trabajos prácticos: Cartografía, selección y análisis de fuentes de información geográfica | 20 |
| Field trip | A3 | Visita a un centro público cuya actividad tenga relación con el análisis territorial. | 1 |
| Directed discussion | B3 | Asistencia y participación en el aula. | 1 |
| Document analysis | C6 | Comprensión adecuada de la utilidad de las fuentes y del tipo de información que proporcionan. | 1 |

Assessment comments

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| <p>Aquellos/as alumnos/as que tengan alguna clase de excepcionalidad para asistir a clase legalmente concedida, que hablen con el/la profesor/a a comienzos del curso para establecer las tutorías y los sistemas de evaluación correspondientes.</p> <p>Igualmente el peso porcentual de cada metodología está previsto que pueda modificarse en un Plan de Contingencia preparado para la docencia no presencial de la asignatura.</p> |
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Sources of information



| | |
|-----------------------------|---|
| <p>Basic</p> | <ul style="list-style-type: none"> - VV.AA. (1998). Africa South of the Sahara . London, Europa - VV.AA. (2007). Atlas Geográfico España y el Mundo . Barcelona, Vicens Vives - VV.AA. (2008). El Estado del Mundo. Barcelona, Akal - MÉNDEZ, R. y MOLINERO, F. (1998). Espacios y sociedades. Barcelona, Ariel - Casas Torres, J.M. (1983). Geografía Descriptiva. Madrid, Emesa - López Palomeque, F. (2000). Geografía de Europa . Barcelona, Ariel - HAGGETT, P. (1988). Geografía: una síntesis moderna. Barcelona, Omega - BONNAMOUR, J. (1993). Géographie rurale. Paris, Masson - De Blij, H.J. (1990). Geography regions and concepts. New York, John Wiley - HEDD, D. y Mc GREW, A. (2003). Globalización / Antiglobalización. Barcelona - CASTELLS, M. (1999). La era de la información: economía, sociedad y cultura. Madrid - BROWN, L. R. et al. (1997). La situación del mundo. Barcelona - Kemp, G. (1997). Strategic geography and the changing Middle East. - VV.AA. (1999). The Far East and Australasia . London, Europa - VV.AA. (1998). The USA and Canada. London, Europa - Clout, H. (1994). Western Europe geographical perspectives. - FOUBERG, E. y MOSELEY, W. (2014). Understanding World Regional Geography. New Jersey, USA - AGNEW, J. et al. (ed.) (2015). Political Geography. New Jersey, USA - Blij, J.; Muller, P.; Nijman, J. (2013). Geography: Realms, Regions and Concepts. New Jersey, USA <p>Se modificará en el supuesto de no presencialidad.</p> |
| <p>Complementary</p> | <ul style="list-style-type: none"> - (). . - VV.AA. (1991). África del norte y Península Arábiga. Barcelona, Círculo - Wingfield, John (1985). América del Norte . Madrid, Debate - Kidron, M (1999). Atlas del Estado del Mundo. Madrid, Akal - Ríos, Xulio (1997). China a próxima superpotencia. Santiago, Laiovento - Bustelo Gómez, P. (1990). Economía política de los nuevos países industriales asiáticos. Madrid, Siglo XXI - Fu-cen Lo (1996). Emerging world cities in Pacific Asia. Tokio - Guichard, F. (1990). Géographie du Portugal . Paris, Masson - Larivière, Jean-Pierre. (1991). La Chine . Paris, Masson - BRUNET, R. Y PUMAIN, D. et al. (1989). Les villes européennes. Paris - VELTZ, P. (1999). Mundialización, ciudades y territorios . Barcelona, Ariel - FERNANDEZ TABALES, A. (1999). Neoliberalismo y territorio en América Latina . La Rábida - Estrela, M.J. (1996). Sistemas geoeconómicos y tercer mundo . Valencia, Nau - Hyde-Price, Adrian (1996). The international politics of East Central Europe. Manchester - Minshull, G.N. (1991). The new Europe into the 21st century . London - Strahler, A. (2013). Introducing Physical Geography. New Jersey, USA <p>Se modificará en el supuesto de no presencialidad.</p> |

Recommendations

Subjects that it is recommended to have taken before

Xeografía Humana/710G01003

Subjects that are recommended to be taken simultaneously

Social Anthropology and Current Problems/710G01026

Subjects that continue the syllabus

Xeografía rexional de Galicia/710G01042

Other comments



(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.