

**Society, Territory and Environment in Catalonia**

Code: 104245  
ECTS Credits: 6

Degree	Type	Year	Semester
2503710 Geography, Environmental Management and Spatial Planning	OB	2	2

### Contact

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### Use of Languages

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

### Teachers

Antoni Durà Guimerà  
Enric Mendizábal Riera

### Prerequisites

Without prerequisites

### Objectives and Contextualisation

The aim of the subject is to show different ways of understanding the relationship between society, territory and environment in Catalonia through the succession of cartographic and textual interpretations produced from the seventeenth century to the present. Through the observation and analysis of this geographical, statistical and written documentation, we propose:

- develop scientific and critical reasoning in relation to the territory of Catalonia;
- analyze the interrelation between the physical environment and society in Catalonia;
- interpret the distribution of people, activities and flows generated in Catalonia;
- assess the conditioning factors, impacts and environmental risks that derive from the relations between society and the environment in Catalonia;
- get a direct knowledge of Catalonia from field trips;
- initiate and deepen the knowledge of the basic texts on geography of Catalonia
- know the maps and the most significant Earth observation images of the territory of Catalonia.

For a good use of the subject it is advisable not to lose sight of the knowledge of all the compulsory subjects of the degree of Geography, Environment and Territorial Planning taken during the first and current courses.

This subject is coordinated with the Territorial Laboratory for everything that makes mention of knowledge of the territory and the environment.

### Competences

- Analyse and understand geographical dynamics (sociodemographics, geo-economics and environmental) on different territorial scales.
- Critically analyse the relationship between society and the region applying the conceptual and theoretical framework of geography.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Systematically analyse and interpret environmental, demographic, urban and landscape elements.
- Use the scientific and professional language of the social sciences.

## Learning Outcomes

1. Analyse the relationship between the physical environment and society in Catalonia.
2. Interpret the distribution of people and activity in the region and the flows they generate.
3. Relate regional dynamics of Catalonia in their broader territorial contexts.
4. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
5. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
6. Understand and use the main statistical data bases of Catalonia.
7. Use the scientific and professional language of the social sciences.

## Content

As it has been previously advanced, the guiding thread of the chronological development of the subject will be that of the graphic documentation (maps and images) of the territory of Catalonia and previous studies (diverse bibliography) about the society that inhabits since the Middle Ages since. Together with the explanation of the development of the graphic and textual interpretations, the study of Knowledge and Elements of reflecting on the sectoral themes will be introduced.:

- The physical and environmental framework as a scenario, resource, impact and risk.
- Evolution of population, dynamics and demographic structure. Migrations
- Rural Catalonia: between the Mediterranean tradition and agro-industry.
- The industrialization of Catalonia: an old debate about origins and changes.
- Tourism and its overwhelming impact on the territory.
- The population and the urban system. The territorial organization of Catalonia.
- Territorial and environmental conflicts.
- History of geography to, and of, Catalonia.

## Methodology

The contents of the subject will be developed through the following activities:

- Follow-up of the topics covered in the course
- Reading of books and articles
- Practices and jobs
- Field trips

The face-to-face explanations of the professors will be summarized in a PDF document for each session, which will be available to all students. Each session will end with a short exercise proposal, which can be done in the classroom itself or, if it is longer, it can be completed at home within a deadline to be determined in each

case. The aspects to be treated in these exercises will be related to the sectoral issues listed in the previous section. An examination will also be carried out to assess the degree of study and use of the bibliography.

Three studies are planned, the scope and subject of which will be coordinated with the contents of the Territorial Laboratory subject. One, to observe the Acequia de Manresa in several sections of its route between Balsareny and l'Agulla park in the capital of Bages. And two more, to know the city of Manresa, in the perspective of the territorial diagnosis that will be made in that subject.

The familiarization of the students with the graphic materials that constitute the expository axis of the subject will be proven through their participation in weekly forums.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exercices	50	2	1, 6, 2, 5, 4, 3, 7
Type: Supervised			
Forums	50	2	1, 6, 2, 5, 4, 3, 7
Type: Autonomous			
Field work	50	2	1, 6, 2, 5, 4, 3, 7

## Assessment

The follow-up of the development of the course gives rise to the continuous evaluation. The teachers will appreciate its normal and gradual use in three aspects. First (1), for the ability to improve quality in carrying out the exercises proposed in the sessions. Secondly (2), for their participation in the forums and the memories of the study outputs. And in third place (3), for the results of the exam.

The positive use in the mentioned slopes will give rise to a final qualification that can vary from the approved to the excellent one.

How will normal use be valued? As we have advanced above, for the ability to overcome the quality of the exercises proposed in each of the sessions. The evaluation of half of this section will result from the quality of the Report of the Territorial Laboratory in its territorial and environmental aspect. Regarding the participation in the forums, we will retain the interest, conciseness and originality of the contribution. Obviously, great as the contributions are, they can not be sporadic. To overcome this criterion, it will be necessary to intervene in all forums, except two. Of course, you can participate in all forums that are open, but we think it is advisable to warn that an excess of participations will not necessarily compensate the quality evidenced. It's about ensuring a rhythm, even with gaps, avoiding last minute slides.

As you can see, the assessment of the normal follow-up of the course will be based on the degree of continuity of communication between student and teacher. An insufficient number of participations in the forums and deliveries of exercises, will cause the evaluation of the student as not evaluable. In this situation, the student will not be able to take the recovery exam, precisely because he / she could not be evaluated. On the other hand, students who wish to improve the grade obtained during the continuous assessment, may also take the recovery exam.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam	30,0%	0	0	1, 6, 2, 5, 4, 3, 7
Exercices	40,0%	0	0	1, 6, 2, 5, 4, 3, 7
Forums	30,0%	0	0	1, 6, 2, 5, 4, 3, 7

## Bibliography

Some general titles for students who want to advance work:

AJENJO, Marc *et al.* (1998). *La població de Catalunya, 1986-1991*. Barcelona, Generalitat de Catalunya.

DOMINGO, Andreu (2014). *Catalunya al mirall de la immigració. Demografia i identitat nacional*. Barcelona, L'Avenç.

FOLCH, Ramon i altres (Coords.) (2018). *Natura, ús o abús. Llibre blanc de la gestió de la natura als Països Catalans*. Barcelona, Institució Catalana d'Història Natural / Barcino (3a edició).

FONT, Jaume (1999). *La formació de les xarxes de transport a Catalunya (1761-1935)*. Vilassar de Mar, Oikos-Tau.

MAJORAL, Roser [coord.] (2002). *Catalunya: un anàlisi territorial*. Barcelona, Ariel.

NEL·LO, Oriol [ed.] (2003). *Aquí, no! Els conflictes territorials a Catalunya*. Barcelona, Empúries.

PANAREDA, Josep M. (1996) *Resum de Geografia Física de Catalunya*, Vic, Eumo.

PUJADAS, Isabel; MENDIZÀBAL, Enric (1991). *La població de Catalunya 1975-1986: de l'explosió demogràfica al creixement zero*. Barcelona, Generalitat de Catalunya.

TORT, Joan (2002) *Perquè Catalunya és com és. Trenta-dues preguntes per descobrir la geografia del Principat*. Barcelona, Edicions 62.

VILAGRASA, Joan [coord.] (2000). *Transformacions territorials a Catalunya (segles XIX-XX)*. Lleida, Pagès Editors.

The full bibliography of the subject will be presented at the beginning of the semester classes