

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

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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

Other comments on languages

Reading materials can be recommended in Catalan, Spanish and English languages

Prerequisites

Without prerequisites

Objectives and Contextualisation

The aim of this subject is to discuss different ways of understanding the relationship between human society, territory and environment in Catalonia through a variety of cartographic, textual and audio-visual interpretations. Through the observation and analysis of this geographical documentation, we propose to:

- develop scientific and constructive critical reasoning in relation to the territory of Catalonia;
- analyse some interrelations between the physical environment and human society in Catalonia;
- interpret some territorial distributions 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;
- obtain a direct knowledge of some parts of Catalonia thanks to field trips;
- initiate and deepen the knowledge of some basic texts on the geography of Catalonia
- know some relevant maps and significant Earth observation images of the territory of Catalonia as well as audio-visual products.

For this subject, it is advisable to bear in mind the knowledge of all the compulsory subjects of the degree of Geography, Environment and Territorial Planning taken during the first academic year and the first term of the second year.

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. Explain the common and distinctive elements of cities in different regional areas of the world.
3. Integrate the analysis of cities in the scales of population agglomerations.
4. Interpret the distribution of people and activity in the region and the flows they generate.
5. Relate regional dynamics of Catalonia in their broader territorial contexts.
6. 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.
7. 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.
8. Understand and use the main statistical data bases of Catalonia.
9. Use the scientific and professional language of the social sciences.

Content

- The physical and environmental framework as a scenario, resource, impact and risk.
- Evolution of population, dynamics and demographic structure. Migration
- 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 main activities:

- Forums
- Follow-up of the topics tackled during the course
- Reading books and articles
- Practical exercises that, in a way or another, can become milestones for the writing up of an exploratory geographical essay on a place in Catalonia
- Fieldwork visits, campus visits and reports

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exercices and related lectures/reading, in the classroom and outdoor campus areas as well as in fieldwork areas	38	1.52	1, 8, 4, 7, 6, 5, 9
Type: Supervised			
Forums and related lectures/reading, as well as indications and comments for writing up an exploratory research essay	39	1.56	1, 8, 4, 7, 6, 5, 9
Type: Autonomous			
Fieldwork and reports as well as related lessons and reading	39	1.56	1, 8, 4, 7, 6, 5, 9

Assessment

The follow-up of the development of the course gives rise to the continuous evaluation. The lecturers will appreciate its normal and gradual use in three aspects. Firstly (1), for the ability to improve quality in carrying out the exercises proposed in the classes. Somehow these exercises will be milestones in the writing up process of an exploratory geographical essay on a place in Catalonia. Secondly (2), for their participation in the forums and fieldwork, including the submission of fieldwork reports. And thirdly (3), for the results of the written exams. In the three aspects, lecturers will appreciate the students' correct communication and linguistic skills, see: https://wuster.uab.es/web_argumenta_obert/

The student will have a 'no evaluable' as a final grade if s/he hands in 0% of the course tasks. In other words, if the student does more than a 0% of the tasks s/he will be assessed.

Reassessment will be offered to those students who did a continuous and on-site course and failed or did not hand a few of the assignments or failed one of the exams. Some of the tasks cannot be re-evaluated (e.g. participation).

Attention: In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity (e.g. copy or plagiarism), the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exercices (in the classroom or elsewhere) and course essay	30,0%	12	0.48	1, 8, 2, 3, 4, 7, 6, 5, 9
Forums and fieldwork (including fieldwork reports, etc.)	40,0%	20	0.8	1, 8, 4, 7, 6, 5, 9
Written exam on site	30,0%	2	0.08	1, 8, 4, 7, 6, 5, 9

Bibliography

A list of some relevant books for students who want to (re)read them:

ALDOMÀ, Ignasi (2015) (dir.) L'Atles de la Nova Ruralitat, Lleida: Fundació del Món Rural. See updates on the website of Observatori del Món Rural (2020):

http://agricultura.gencat.cat/web/.content/de_departament/de02_estadistiques_observatoris/27_butlletins/01_butll

CARRASCO, C.; CARDÚS, S.; PRATS, M.; TORNIS, T. (2009) Temps i cura: la corresponsabilitat social de la cura a la vida quotidiana, Barcelona: Generalitat de Catalunya.

DOMÈNECH, Antoni; GUTIÉRREZ, Aaron (2018) Paisatges després de la batalla: Geografies de la crisi immobiliària, Barcelona: Societat Catalana de Geografia, IEC.

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). See: <https://natura.llocs.iec.cat/>

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

MORÉN ALEGRET, Ricard (2007) Bon cop de mà? Món casteller, immigració estrangera i integració a Catalunya, Barcelona: Mediterrània / Fundació Bofill (PDF of book available in the following link: <https://fundaciobofill.cat/uploads/docs/l/s/w/s/9/i/j/1/8/449.pdf>).

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

NOGUÉ, Joan (2010) Paisatge, territori i societat civil, València: Tres i Quatre.

VILA, Marc-Aureli (1998) Catalunya: Rius i poblament, Barcelona: Publicacions de l'Abadia de Montserrat.

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

The full bibliography of the subject will be introduced at the beginning of the second term.

Some geographical journals including a variety of articles on Catalonia:

*Documents d'Anàlisi Geogràfica: <https://dag.revista.uab.es/>

*Treballs de la Societat Catalana de Geografia: <https://raco.cat/index.php/TreballsSCGeografia/index>

*Boletín de la Asociación Española de Geografía: <https://bage.age-geografia.es/ojs//index.php/bage/index>

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Software

The usual computer programmes that will be used during this course will be Word, Excel, PDF and Power Point as well as the on-line platform Moodle and, if necessary, TEAMS. In addition, in some activities, social networks like Twitter can be used too.