

Degree programme	Type	Course
Environmental Sciences	FB	1

Contact lecturer

Name : David Saurí Pujol

Email : david.sauri@uab.cat

Teaching staff

Monika Wiktoria Maciejewska

Victor González Parra

Group languages

You can consult this information at the [end](#) of the document.

Prerequisites

None

Objectives

The basic objective of this subject is to provide students with adequate knowledge of the main tools and concepts formulated by Geography for the study of the relationships between human societies and their non-human environments. It is worth noting that Geography chooses to study these relationships at different territorial scales, from global to local, and seeks to highlight the mutual influences between nature and human society that produce the diversity of environments at all scales that we can find on the planet today. In this course we will preferentially work at the global scale.

Within this general framework that we will detail in the first session, in the course we will be interested in three major concepts that help explain the social but also natural dynamics dominant on the planet. First, the concept of geopolitics or the relationships between power (mainly political) and territory will be addressed to explain some of the most important territorial conflicts with environmental implications in today's world. Secondly, the main physical and social dimensions of the global world will be addressed, with priority attention to the globalization process, related not only to economic or political activity but also to cultural activity and environmental implications. Thirdly, development and growth in its different variants and its relationship with the environment, particularly in terms of limits, will be discussed. The second block of the subject focuses on a set of major topics addressed from a geographical perspective, such as human population, migration, agriculture and food production, energy and industry, and cities. Finally, the last block of the course will consist

of seeing what geography can contribute to the purposeful knowledge of six major environmental challenges key to the future of life on Earth, such as biodiversity, pollution, water, natural disasters, climate change, and pandemics.

Theoretical classes will be combined with classroom practices that reflect the major topics covered. The goal is for students to actively participate in classes and in the different debates with the aim of gaining the ability to reason from a critical and informed perspective.

Learning outcomes

- CM07 (Work independently on the resolution of basic environmental problems and practical cases in the field of geography.) Work independently on the resolution of basic environmental problems and practical cases in the field of geography.
- CM08 (Transmit basic geographical information associated with an environmental problem to the general public appropriately.) Transmit basic geographical information associated with an environmental problem to the general public appropriately.
- KM12 (Identify the basic connections between the principles and foundations of Geography and environmental processes.) Identify the basic connections between the principles and foundations of Geography and environmental processes.
- KM13 (Identify the main geographical dimensions of the global world.) Identify the main geographical dimensions of the global world.
- KM14 (Recognise the impact of activities and human behaviour on the medium, as well as geographic processes in the environment.) Recognise the impact of activities and human behaviour on the medium, as well as geographic processes in the environment.
- KM15 (Identify the main demographic, agricultural, and industrial dynamics and urban characteristics at a global level.) Identify the main demographic, agricultural, and industrial dynamics and urban characteristics at a global level.
- SM13 (Collect and analyse geographical data and observations related to agriculture, energy, industry and services.) Collect and analyse geographical data and observations related to agriculture, energy, industry and services.
- SM14 (Extract relevant geographical information from reports and projects related to environmental issues.) Extract relevant geographical information from reports and projects related to environmental issues.
- SM15 (Use information and material from the field of geography related to the environment in the classroom and in the field both safely and efficiently.) Use information and material from the field of geography related to the environment in the classroom and in the field both safely and efficiently.
- SM16 (Express yourself using language appropriate to fundamental geographical information.) Express yourself using language appropriate to fundamental geographical information.

Contents

The contents of the course are structured in three main parts:

1. Introduction to Geography as a bridging discipline between natural sciences and social sciences.
Geopolitics, Globalization and Development

2. Major thematic axes of interest for Geography: Population and Migrations, Agriculture and Food; Energy and Industry, and Cities

3. The geographical approach to major global environmental challenges: Biodiversity, Pollution, Water, Natural

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Class exercises	12	0.48	
Study	55	2.2	
Tutorial sessions	12	0.48	
Lectures	38	1.52	
Class exercises reports	23	0.92	

Theory classes

The teaching staff will present the main concepts and approaches in each study unit. Specific cases that exemplify the different concepts studied. will also be explained As far as possible, debates and discussions on the topics covered will be encouraged.

Classroom practices

The classroom practices will consist of a set of exercises in working groups aimed at delving deeper into the issues covered in the more theoretical classes. These exercises will include, among others, discussions on mandatory readings, viewing, commenting and debating on audiovisual material and the preparation of graphic material with the use of basic computer tools such as Microsoft Office

Tutorials

The learning process and acquisition of skills will be supervised by the teaching staff through individual and/or group tutorials. The subject's teaching staff will be available to students to resolve doubts and follow the evolution of the aforementioned learning process and acquisition of skills of the student

Virtual Campus access

All the graphic information used by the teacher in the theoretical and practical classes as well as the different materials prepared by the students will be available on the Virtual Campus. In addition, the virtual campus will be the space that will convey information related to the organization of the subject.

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.

Assessment

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Test 2	40 percent	2	0.08	CM07, CM08, KM12, KM13, KM14, KM15, SM13, SM14, SM15, SM16
Test 1	40 percent	2	0.08	CM07, CM08, KM12, KM13, KM14, KM15, SM13, SM14, SM15, SM16
Class exercises reports	20 percent	6	0.24	CM07, CM08, KM12, KM13, KM14, KM15, SM13, SM14, SM15, SM16

Continuous assessment

Students must demonstrate their progress by completing various assessment activities. These activities are detailed in the table at the end of this section of the Teaching Guide.

The final grade will be the weighted average of the parts that make up the assessment activities described at the end of this part of the teaching guide

Review

When delivering the final grade prior to the minutes, the teacher will communicate in writing a date and time for the review. The review of the various assessment activities will be agreed between the teacher and the student.

Recovery

Anyone who has taken activities whose weight is equivalent to 66.6% (two-thirds) or more of the final grade and who has obtained a weighted average grade of 3 or more will be able to access the recovery procedure.

When delivering the final grade prior to the minutes of the subject, the teacher will communicate in writing the recovery procedure.

A recovery activity can be proposed for each activity that was failed or not submitted, or several activities can be grouped into one. In no case can recovery consist of a single final assessment activity equivalent to 100% of the grade.

Consideration of "non-assessable"

A "non-assessable" will be assigned when the assessment evidence provided by the student is equivalent to a maximum of a quarter of the total grade for the subject.

Irregularities in assessment activities

In the event of an irregularity (plagiarism, copying, identity theft, etc.) in an assessment activity, the grade for this assessment activity will be 0. In the event that irregularities occur in several assessment activities, the final grade for the subject will be 0. Assessment activities in which irregularities have occurred (such as plagiarism, copying, identity theft) are excluded from recovery.

Assessable activities

Two partial exams (40% of the final grade each)

Submission of group practice reports (20% of the final grade)

The weighted average will be calculated based on the previous percentages

Regarding the partial exams, a grade of "3" or more must be obtained in each one to determine the weighted

average between the two

A weighted grade of 5 or more must be obtained in the partial exams in order to incorporate the practice grade into the final grade. In no case will the practice grade be averaged with the theory grade if the theory has not been approved

Single assessment

This subject provides for a single assessment in the terms established by the UAB academic regulations and the assessment criteria of the Faculty of Sciences. The student must submit the electronic application within the calendar established by the Faculty and send a copy to the person responsible for the subject so that he or she has a record of it.

The single assessment will be carried out on a single day in week 16 or 17 of the semester. Academic Management will publish the date and time on the Faculty's website.

On the day of the single assessment, the teaching staff will request the identification of the student, who must present a valid identity document with a recent photograph (student card, national ID card or passport).

Single assessment activities

The final grade for the subject will be established according to the following percentages:

- First part exam (40% of the grade)
- Second part exam (40% of the grade)

The grade for the practical work (20% of the final grade) will be added to the average grade obtained in the exams. . The student will agree with the teacher the specific formula for carrying out the mandatory practical work , which can be individual or within a group if the student has been able to manage face-to-face or remote participation in a group.

Use of Artificial Intelligence

In this course the use of Artificial Intelligence (AI) technologies is allowed as an integral part of the development of the practical work, provided that the final result reflects a significant contribution of the student and the practice groups in the analysis and personal reflections. The student and the practice groups must clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how AI has influenced the process and the final result of the activity. The lack of transparency in the use of AI will be considered a lack of academic honesty and may lead to a penalty in the grade of the activity, or greater sanctions in serious cases.

Bibliography

BONNEUIL, C. and FRESSOZ, J.B. (2013) The Shock of the Anthropocene. London: Verso (1a edició en francès, 2013)

DALEY, P. AND KLINKE, I (2025) Human Geography: A very short introduction . Oxford: Oxford University Press.

DAVIS, M. (2007). Planeta de Ciudades Miseria. Madrid, Foca

- DOODS, K. (2019). Geopolitics. A Very Short Introduction. Oxford: Oxford University Press
- DOMBROSKI, K. et al (2024) Introducing Human Geographies. London: Routledge (4th ed).
- DORRELL, D. ; HENDERSON, J. ; LINDLEY, T.; AND CONNOR, G. (2019). Introduction to Human Geography (2nd Edition). Geological Sciences and Geography Open Textbooks. 2.
<https://oer.galileo.usg.edu/geo-textbooks/2> (llibre en accés obert)
- GARCÍA RUIZ, J.M. Y ARNÁEZ VADILLO, J. (2026) Geografía: La ciencia de los cambios sociales y ambientales. Madrid: McGraw Hill
- HARARI, Y.N. (2018). 21 lliçons per al segle XXI, Barcelona: Edicions 62.
- HAZEN, H. et al..(2023) Population Geography: Social Justice for a Sustainable World. London. Routledge
- HIERNAUX, D. y LINDON, A. (eds) (2006). Tratado de Geografía Humana. Barcelona: Ed. Anthropos
- KAPLAN, R.D. (2017). La Venganza de la Geografía. Barcelona: RBA
- MARSHALL, T. (2021). Prisioneros de la Geografía. Madrid: Península
- MURPHY, A. (2018). Geografía. Madrid: Alianza Editorial
- NOGUÉ, J.; ROMERO, J. (eds). (2008). Las otras geografías, València, Tirant lo Blanch.
- PAJARES, M. (2023). Bla-bla-bla. El Mito del Capitalismo Ecológico. Barcelona, El Rayo Verde
- PATEL, R. (2008). Obesos y famélicos. El impacto de la globalización en el sistema alimentario mundial, Barcelona, Los libros del Lince.
- RABELLA, J.M.(director). (2018). Atlas del Món Geografia Física i Humana Barcelona: Educaula
- ROBBINS, P., HINTZ, J.G. AND MOORE, S.A. (2022). Environment and Society. A Critical Introduction (3rd Ed). New York: Wiley.
- ROSENFELD, C. AND BURTCH, N. (2023). Human Geography Open TextBook Library
<https://open.umn.edu/opentextbooks/textbooks/1389> (llibre en accés obert)
- SOLANA, m. (coord) (2016). Espacios globales y lugares próximos. Setenta conceptos para entender la organización territorial del capitalismo global, Barcelona, Icaria.
- TURNER, B.L.T. II (2023). The Anthropocene. 101 Questions and Answers for Understanding the Human Impact on the Global Environment. Newcastle, UK : Agenda Publishing
- TAYLOR, P.J.; FLINT, C. (2002, 2ª edición). Geografía política. (Economía mundo, estado-nación y localidad), Madrid, Trama Editorial.
- VVAA (2010). Diercke International Atlas. Brunswick, Germany: Westermann
- VVAA (2006). Perthes World Atlas. Gotha, Germany: Klett.
- ZÁRATE MARTÍN M.A. y RUBIO BENITO, M.T. (2018). Fundamentos de Geografía Humana. Madrid, Editorial Universitaria Ramon Areces.

Software

The necessary software for the course is the Microsoft Office package or similar

Course groups and languages

The information provided is provisional until November 30. After this

date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Catalan	first semester	afternoon
(PAUL) Classroom practices	1	Catalan	first semester	afternoon
(PAUL) Classroom practices	2	Catalan	first semester	afternoon