

ENGLISH FRIENDLY COURSES (EFC) 2018-2019 – CAMPUS OF ÁLAVA

<https://www.ehu.es/en/web/letrak/home>

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In addition to the general offer of courses taught in English, some Centers also offer for incoming students English Friendly Courses (EFC): subjects taught in Spanish, in which the syllabus summary; lecturer tutoring, examinations and/or papers are available in English.

FACULTY OF ARTS (130)	SEMESTER	CREDITS	SCHEDULE ¹
25704 Sociedades medievales de la Península Ibérica	Sep. 2018- Jan. 2019	6	M
25699 Historia moderna I	Jan. 2019- May 2019	6	A
25538 Geografía de España	Jan. 2019- May 2019	6	A
25550 Planeamiento Urbano	Jan. 2019- May 2019	6	M
25558 Historia Contemporánea del País Vasco	Sep. 2018- Jan. 2019	6	M
25753 Historia del Arte Clásico	Jan. 2019- May 2019	6	A
25741 Historia del Arte antiguo y medieval en el País Vasco	Jan. 2019- May 2019	6	M/A
25565 Planificación del Medio Físico	Sep. 2018- Jan. 2019	9	M/A
25564 Agua y planificación	Jan. 2019- May 2019	6	M/A
25363 Morfología y Sintaxis	Jan. 2019- May 2019	6	A

¹ SCHEDULE: Morning (M): 9-11, 11-13, / Afternoon (A): 13-15, 15-17, 17-19.

By clicking the subject's name, its Syllabus will appear.

Subject: Medieval Iberian Societies

Centre: Faculty of Arts

Degree: Bachelor's Degree in History

Academic Course: 2018

Academic year: 2018/2019

No. of credits: 6

Languages: Spanish

TEACHING GUIDE

- TRAINING OBJECTIVES

- To identify the main historical processes that determine the evolution of the Iberian societies in the Middle Ages.
- To interpret the historical and historiographical value of historical texts and documents on the different Iberian societies.
- To be able to construct a coherent discourse, in both oral and written form and with formal and terminological precision, on an historical research topic.

- DESCRIPTION OF CONTENTS: PROGRAMME

- Unit I: Introduction to the History of Medieval Iberia.
- Unit II: The first articulation of the constitutive elements of the medieval society during the Visigothic period.
- Unit III: Al-Andalus, an Islamicate society in the West.
- Unit IV: Christian societies in Northern Iberia (8th – 11th centuries).
- Unit V: Iberian Christian kingdoms (12th – 13th centuries).
- Unit VI: Iberian societies at the end of the Middle Ages.

- METHODOLOGY

- Different teaching methodologies are used in this subject. Teaching-learning activities:
 - Master classes: these lectures are aimed at explaining the evolution of the Medieval Iberian societies.
 - Practical exercises: analysis and commentaries on historical documents, texts and other elements representing the history of the Medieval Iberian societies.
 - Practical exercises consisting in developing an historical research topic.

- ASSESSMENT SYSTEMS

- **Full-time students:**

- End-of-term written examination: 60%. Students must be able to demonstrate having a sufficient level of understanding of the historiographic approaches and perspectives, as well as of the processes and events in Medieval Iberian societies. The exam will consist of two questions and two text analysis. A requisite for passing the course is having passed the written exam.
 - Practical exercises: 40%. Students must carry out two exercises:
 - a) A 500 words report on one conference within the series of conferences organised by the department. The analysis of the most important aspects, as well as the structure, formal correctness, and organisation and understanding of the topic, will be taken into account.
 - b) An 800 words report on three articles among those proposed by professors.

- **Part-time students:**

- End-of-term written examination: 100%.

- COMPULSORY MATERIAL

- I. ÁLVAREZ-BORGE, *La Plena Edad Media. Siglos XII-XIII*, Madrid, Síntesis, 2003.
 - J. Á. GARCÍA DE CORTÁZAR, *La sociedad rural de la España medieval*, Madrid, Siglo XXI, 1988.
 - E. GUINOT, *La Baja Edad Media en los siglos XIV-XV: economía y sociedad*, Madrid, Síntesis, 2003.
 - A. ISLA, *La Alta Edad Media. Siglos VIII-XI*, Madrid, Síntesis, 2002.
 - E. MANZANO, *Conquistadores, emires y califas. Los Omeyas y la formación de Al-Andalus*, Barcelona, Crítica, 2006.
 - J. M. MONSALVO, *La Baja Edad Media en los siglos XIV-XV: política y cultura*, Madrid, Síntesis, 2000.

- BIBLIOGRAPHY

- **Basic bibliography**

- V. ÁLVAREZ PALENZUELA, *Historia de España de la Edad Media*, Madrid, Ariel, 2002.
 - C. AYALA, E. CANTERA, B. CAUNEDO, C. LALIENA, *Economía y sociedad en la España medieval*, Madrid, Itsmo, 2004.
 - P. BONNASSIE, M.C. GERBET, P. GUICHARD, *Las Españas medievales*, Barcelona, Crítica, 2001.

- J. CARRASCO, J. M. SALRACH, J. VALDEÓN, M. J. VIGUERA, *Historia de las Españas medievales*. Barcelona, Critica, 2002.
- J. FERNÁNDEZ CONDE, *Las sociedades feudales 2*, Madrid, Nerea, 1995.
- J. Á. GARCÍA DE CORTÁZAR, *La época medieval*. Madrid, Alianza Editorial, 1988.
- P. IRADIEL, S. MORETA, E. SARASA, *Historia medieval de la España cristiana*, Madrid, Cátedra, 1989.
- M. A. LADERO, *La formación medieval de España: territorios, regiones, reinos*, Madrid, Alianza, 2004.
- E. MANZANO, *Historia de España, vol. II, Épocas medievales*, Barcelona, Crítica, 2010.
- D. MENJOT, *Les Espagnes médiévales 409-1474*, París, Hachette, 2001.
- J. MESTRE CAMPI, F. SABATÉ, *Atlas de la Reconquista. La frontera peninsular entre los siglos VIII y XV*, Barcelona, Península, 1998.
- J. MATTOSO (dir), *Història de Portugal, Vol. II. A Monarquia Feudal (1096-1480)*, Lisboa, Circulo de Leitores, 1993.
- J. M^a. MINGUEZ, *Las sociedades feudales 1*, Madrid, Nerea, 1994.
- F. SABATÉ I CURULL, *Historia de Catalunya. Catalunya Medieval, vol. 2*, Barcelona, 2006.
- Dictionaries
 - A. BARBERO, C. FRUGONI, *Dizionario storico del medioevo*, Roma, 1994.
 - P. BONNASSIE, *Vocabulario básico de la Historia Medieval*, Barcelona, 1983.
 - J. LE GOFF, J.C. SCHMITT, *Dictionnaire raisonné de L'Occidente Médiéval*, París, 1999.
 - H.R. LOYN (ed.), *Diccionario Akal de historia medieval*, Madrid, 1998.
 - A. VAUCHEZ (dir.), *Dictionnaire encyclopédique du Moyen Age*, París, 1997. 2 tomos.
- Historical atlas
 - S. CLARAMUNT, M. RIU, C. TORRES, C TREPAT, *Atlas de Historia Medieval*, Barcelona, 1980.
 - G. DUBY, *Atlas histórico mundial. La historia del mundo en 317 mapas*, Madrid, 1989.
 - H. KINDER, W. HILGEMANN, *Atlas histórico mundial. Tomo I: De los orígenes a la Revolución Francesa*, Madrid, 1970.
 - J. MESTRE CAMPI, F. SABATÉ, *Atlas de la Reconquista. La frontera peninsular entre los siglos VIII y XV*, Barcelona, Península, 1998.
 - J. M^a. MONSALVO, *Atlas Histórico de la España Medieval*, Madrid, Síntesis, 2010.

- G. WESTERMANN (ed.), *Grosser Atlas zur Welt Geschichte*, Berlín, 1997.
- **In-depth bibliography**
 - C. BARROS, *Mentalidad justiciera de los irmandiños. Siglo XV*, Madrid, Siglo XXI, 1990.
 - J. A. BONACHÍA, D. CARVAJAL, *Los negocios del hombre: Comercio y rentas en Castilla, Siglos XV-XVI*, Valladolid, Castilla Ediciones, 2012.
 - J. CLEMENTE RAMOS, *La economía campesina en la Corona de Castilla (1000-1300)*, Barcelona, Crítica, 2003.
 - J. R. DÍAZ DE DURANA (ed.), *La lucha de bandos en el País Vasco, de los parientes mayores a la hidalguía universal: Guipúzcoa, de los bandos a la provincia (siglos XIV a XVI)*, Bilbao, Universidad del País Vasco, 1998.
 - F.J. FERNÁNDEZ CONDE, *La religiosidad medieval en España. V. III, Baja Edad Media (siglos XIV-XV)*, Gijón [etc.], 2011.
 - P.H. FREEDMAN, *Els orígens de la servitud pagesa a la Catalunya medieval*, Vic, Eumo editorial, 1993.
 - M.A. LADERO QUESADA, *Fiscalidad y poder real en Castilla (1252-1369)*, Madrid, 1993.
 - J. J. LARREA, *La Navarre du IV^e au XII^e siècles: peuplement et société*, Bruselas, DeBoeck, 1998.
 - F. MAÍLLO, *De la desaparición de Al-Andalus*, Madrid, Abada, 2004.
 - J. C. MARTÍN CEA, *El campesinado castellano de la cuenca del Duero: aproximaciones a su estudio durante los siglos XIII al XV*, Zamora, Junta de Castilla y León, 1988.
 - D. MENJOT, M. SANCHEZ, *Fiscalidad de Estado y fiscalidad municipal en los reinos hispánicos medievales*, Madrid, Casa de Velázquez, 2006.
 - R. NARBONA VIZCAÍNO, *Memorias de la ciudad. Ceremonias, creencias y costumbres en la historia de Valencia*, Valencia, 2003.
 - E. PASTOR, *Castilla en el tránsito de la Antigüedad al Feudalismo: poblamiento, poder político y estructura social: del Arlanza al Duero (siglos VII-XI)*, Valladolid, Junta de Castilla y León, 1996.
 - R. PEINADO SANTAELLA (ed.), *Historia del Reino de Granada. 1. De los orígenes a la época mudéjar (1502)*, Granada, Universidad de Granada, 2000.
- **Journals**
 - Hispania. Studia Historica. Historia Medieval. Anuario de Estudios Medievales. En la España medieval. Revista d'Història Medieval. Edad Media. Revista de Historia. Espacio, Tiempo y Forma. Historia Medieval. Aragón en la Edad Media. Estudios de Economía y Sociedad. Estudios Medievais. Revista de Historia.

GEOGRAPHY OF SPAIN

TEACHING GUIDE 2018/19

130 - Faculty of Arts

GGEGR10 - Bachelor's Degree in Geography and Land Management

Cycle: Indifferent

Second year

SUBJECT

25538 – Geography of Spain

ECTS Credits: 6

DESCRIPTION & CONTEXTUALISATION OF THE SUBJECT

This subject is related to the socio-economic differences between the regions (NUTS2) of the European Union. In Geography of Spain the socioeconomic disparities among the country's regions (Autonomous Communities/NUTS2) are analysed.

COMPETENCES/LEARNING RESULTS FOR THE SUBJECT

Competences:

G 005 Explain the diversity of places, regions and locations and understand spatial relationships and processes. Interrelating the phenomena to different territorial scales.

G 006 Use the geographic information as a means for the description, analysis and interpretation and management of the territory. To express the information, create and interpret statistical information. Use of ICTS in the analysis and communication of research results.

Learning outcomes:

- Knowledge of processes and structures in society and the economy that organize the territory or that determine regional imbalances in Spain.
- Management of statistical sources and documentaries on the Spanish regions.
- Development of a memory of the natural environment and socio-economic information about an Autonomous Community.

THEORETICAL/PRACTICAL CONTENT

1. Political and territorial organization of Spain.
2. Population: The process of ageing and imbalances in distribution.
3. Urban System: structure and changes.
4. Productive spaces (agriculture, industry, services).
5. The natural environment (relief, climate).

METHODS

The course is based on theoretical and practical classes and seminars as well as autonomous work by the student, using the following methodology:

- Classroom-based activities: lectures, practical activities in the classroom (graphs and maps) and the oral presentation of an individual assignment.
- Non-classroom-based activities: preparation by the student of practical work, a field trip to an Autonomous Community.

TYPES OF TEACHING

Classroom hours: 40 (lectures), 20 (practical classwork)

Hours of study outside the classroom: 60 (lectures), 30 (practical classwork)

ASSESSMENT SYSTEMS

Final assessment system

ORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

- Extended written exam 70%

- Team work (problem solving, project design) 30%

EXTRAORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

the same criteria will be followed in the extraordinary call as in the ordinary call.

COMPULSORY MATERIALS

Farinós, J.- Olcina, J. (2018) *Geografía regional de España*. Espacio y comunidades. Valencia: Tirant Humanidades

Romero, J. coord. (2017) *Geografía humana de España*. Valencia: Tirant Humanidades

European Commission (2017) *Seventh report on economic, social and territorial cohesion*. My Region, My Europe, Our Future. Brussels: Directorate-General for Regional and Urban Policy

BIBLIOGRAPHY

Gil Olcina, A.-Gómez Mendoza, J. coord. (2001) *Geografía de España*. Barcelona: Ariel.

Méndez, R.-Molinero, F. coord. (1993) *Geografía de España*. Barcelona: Ariel.

Useful websites

<http://atlas.vivienda.es> (Ministerio de Vivienda. D.G. Urbanismo y Política de Suelo)

www.ine.es

www.marm.es

dialnet.unirioja.es

Journals

Boletín de la Asociación de Geógrafos Españoles.

ERIA.

Estudios Geográficos.

Investigaciones Geográficas.

REMARKS

Attendance at lectures and classwork is recommended.



Morphology and Syntax

Undergraduate Studies: Basque Studies, English Studies, Philology (3rd/4th course)

Professor: Arantzazu Elordieta (arantzazu.elordieta@ehu.eus)

Department: Hizkuntzalaritza eta Euskal Ikasketak/Linguistics and Basque Studies

Classes: Monday (13.00-15.00) and Wednesday (17.00-19.00)

Office-hours: updated and published in GAUR

1/ Description and contextualization of the subject

Along the course students will delve into the study of the formal properties of languages, by analyzing both the morphological and the syntactic components. On the one hand, morphology seeks to understand how words are internally built, and the mechanisms which determine which morphemes combine with others to build words. On the other hand, syntax aims to analyze the internal structure of sentences, assuming also that it is a combinatorial mechanism, by which two meaningful units are combined to form a major unit, and so on and so forth, until a sentence is built.

Given these assumptions, an important issue of discussion during the course is where we should locate the morphological component in the overall architecture of grammar, as well its relation with syntax. It should be pointed out that we adopt the theoretical framework of generative grammar.

The course adopts a comparative perspective to study particular linguistic phenomena, hence students will work with data from Spanish, Basque, English and other languages, with the aim of being aware of the fact that, despite apparent formal differences, all languages share the same basic structures and they all use the same strategies to build major linguistic units.

At the end of the course students will be able to describe and analyze many of the most usual morphosyntactic phenomena which arise across languages, as well as those which occur in the interface between morphology and syntax.

2/ Competences

2.1 General and transversal competences

- 1.- Responsibility for one's learning-process.
- 2.- Develop the student's capacity to planning and managing his/her work, as well as to his/her autonomous study.
- 3.- Develop the skill for synthesising else's proposals, assimilate them, and evaluate them with critical spirit.
- 4.- Have a good command of oral and written expression in the language, necessary and appropriate to the academic standards the degree requires.

2.2 Specific competences

1. Know how to apply theoretical concepts in morphology and syntax by solving exercises and problem sets drawn from different languages.
2. Draw a morphological and/or syntactic analysis of a particular phenomenon in a language, following the methodology learnt during the course, and using the appropriate terminology.



3. Departing from the existence of linguistic diversity, and from a comparative perspective, abstract away from that variation and demarcate those properties of languages which can account for the similar behaviour of certain morphosyntactic phenomena across languages.

4. Evaluate, by using critical argumentation, recent discussions and theoretical debates which arise in the literature in relation to morphological and syntactic issues addressed throughout the course.

3/ Syllabus

1. Introduction to morphology and syntax.
 - 1.1. The architecture of grammar
 - 1.1.1. Morphology: aims and methods of study
 - The word
 - The morpheme
 - Morphological features
 - 1.1.2. Syntax: aims and methods of study. A combinatorial system
 - 1.2. The placement of morphology in the architecture of grammar
 - 1.2.1. The lexicalist hypothesis
 - 1.2.2. The constructionist hypothesis: Nanosyntax. Distributed Morphology
2. Combining morphemes: the internal structure of words
 - 2.1. Derivation and composition
 - 2.1.1. The combining properties of affixes. Case-studies of various affixes
 - 2.1.2. Delimiting between compounds and phrases.
 - 2.2. Inflection. Noun and verb inflection.
 - 2.3. Inflection as a meeting-point between morphology and syntax
3. Combining words: phrases
 - 3.1. Phrase structure: heads, complements, adjuncts and specifiers.
 - 3.2. Word order: canonical (neutral) and movement.
 - 3.3. Comparing among languages: the head parameter
4. Inflection (Infl) or Tense (T), between morphology and syntax
 - 4.1. Inflection or tense: Case and the syntactic functions 'subject' and 'object'
 - 4.2. Comparing among languages: subject marking, correlation between semantic roles and syntactic functions
5. Non-finite sentences
 - 5.1. Licensing of (overt and null) arguments in non-finite sentences
 - 5.2. A typology of null arguments

4/ Methodology

Teaching method:

In-person classes.

- Master classes (40 hours)
- Classroom practice (20 hours)

Teaching-learning activities:



- Theoretical expositions
- Discussion and critical remarks of hypotheses
- Making a proposal and solving linguistic problems
- Oral presentations (optional)

REMARKS:

1. It is highly recommended that the students have a good command of English, at least at the level of written English, given that most of the specific literature on linguistics is written in English.

5/ Assesment or Evaluation system

There will be two evaluation systems which the student must select: a continuous evaluation system, and a final one, the latter primarily intended for those students who cannot attend classes on a regular basis.

Preferentially a continuous evaluation system will be followed, according to which both the teacher and the students themselves will be aware of how far they are achieving the general and specific competences associated with the subject, by doing the readings and practical exercises which will have to be delivered in due time. Notwithstanding, those students who prefer to be evaluated only through a final test, they will be allowed to do so.

Three main evaluation tools will be employed in the continuous evaluation system: 1) on the one hand, active participation in classes will be evaluated (10%), as much in the dynamics of the classes as in the realization of classroom exercises, 2) secondly, there will be two tasks to be realized out of class hours, one individually (25%), and the other in group (25%), and 3) finally, there will be a final written test (40%), to be realized at the end of the semester.

TOOLS AND PERCENTAGES FOR GRADING

- Final written exam 40%
 - Practical exercises (exercises or problems to be solved) 25%
 - Group work (exercises or problems to be solved) 25%
 - Active participation in classes 10%
- Specific competences 1, 2, 3 and 4 and transversal competences 1, 3 and 4 will be evaluated through the classroom tasks; seemingly, those tasks to be realized out of class hours will evaluate the specific competences 1, 2, 3 and 4, and transversal 1, 2, 3 and 4. Likewise, the final exam will evaluate the specific competences 1, 2 and 4, and transversal 2, 3 and 4.
- If a student doesn't hand over a task on time, the calification obtained in that task will be 0.
 - The student doesn't need to pass all evaluation tasks; but it is a requirement to pass the final written exam, so that the achievement of all the competences can be evaluated in a positive manner.



- In any case, even if the student started being evaluated in a continuous way, s/he will be allowed to change the evaluation system and be evaluated only by taking a final exam. This will be possible only if the student hands over the application to the teacher responsible for the subject **within the first 9 weeks** since the beginning of the semester (cf. BOPV, núm.68, de 10/04/18, 1857).

- In case the students decide to be evaluated by just taking a final exam, this will be the only measuring test, and will count 100% of the final grade.

5.1. Assessment Criteria

- The general criteria which will be operative for assesment are the following (they may be adapted to the specific task designed for evaluation):
 - Appropriateness in the answers
 - Correctness in spelling and grammar
 - Coherence and clarity in presenting a proposal and its argumentation, as well as in problem resolution
 - Adequate use of the specific register and terminology employed in linguistics
 - Due reference to bibliographical sources

5.2. RESIGNATION

- Under a continuous evaluation system, students will be allowed to resign to take an exam in the ordinary call if they hand in the resignation up to one month (the latest) before the end of classes. The student must hand in this document to the teacher responsible of the subject.

- As for the extraordinary call, by not sitting for the exam will be a sufficient condition for considering the student has resigned. (cf. BOPV, núm.68, de 10/04/18, 1857).

5.3. EXTRA CALL (EXAMINATION)

Those students who will not pass the exam in the ordinary call, or those who resigned to pass the ordinary test, will be allowed to take an exam in an extra call. In that case, the continuous evaluation will be suspended and the only test to assess the student will be a final exam, which will count 100% of the final grade.

6/ READINGS

The bibliographical material necessary to study this subject is made up of different chapters of the handbooks listed in the basic readings. It will be complemented with other papers selected from more specific titles (see 6.2). The students will have easy access to all bibliographical material, also implemented by the virtual platform *egela*.

6.1 Basic bibliography

Carnie, A. 2002, 2007, 2012. *Syntax. A generative introduction*. Blackwell Publishers: Cornwall.

Eguren, L. & O. Fernández Soriano. 2004. *Introducción a una sintaxis minimista*. Madrid: Gredos.

Fábregas, A. 2013. *La morfología*. Madrid: Síntesis.



- Rodríguez Ramalle, M. Teresa. 2015. *Las relaciones sintácticas*. Madrid: Síntesis.
- Lardiere, D. 2006. "Words and their parts", in Fasold & Connor-Linton (ed.), *An Introduction to Language and Linguistics*. Cambridge: Cambridge University Press.
- Lightfoot, D. eta R. Fasold, 2006. "The structure of sentences", in Fasold & Connor-Linton (ed.), *An Introduction to Language and Linguistics*. Cambridge: Cambridge University Press.
- Varela Ortega, S. 1999."Sobre las relaciones de la morfología con la sintaxis" *RSEL*, 29-2, 257-81.

6.2 Specific bibliography

- Adger, D. 2003. *Core syntax. A Minimalist Approach*. Oxford: Oxford University Press.
- Aronoff, M. and K. Fuderman (2005). *What is Morphology?* Oxford: Blackwell.
- Artiagoitia, X. 2000. *Hatsarreak eta parametroak lantzen*. Gasteiz: Arabako Foru Aldundia eta EHU. [Euskararako bereziki, eta batez ere sintaxi sortzailearen oinarri teorikoetarako].
- Booij, G. 2005. *The Grammar of Words*. New York: OUP.
- Bosque, I. & V. Demonte. 1999. *Gramática descriptiva de la lengua española*, [Batez ere v. 3: *Entre la oración y el discurso. Morfología*], Madrid, Espasa-Calpe, 5ª parte.
- Bosque, I. eta J. Gutiérrez-Rexach. 2008. *Fundamentos de sintaxis formal*. Madrid: Edit. Akal.
- Gràcia Solé, Ll., M^a T. Cabré Castellví, S. Varela Ortega, M. Azkarate Villar, et alii. 2000. *Configuración morfológica y estructura argumental: léxico y diccionario*. Leioa: UPV/EHUko Argitalpen Zerbitzua.
- Haegeman, L. 2006. *Thinking syntactically*. Oxford: Blackwell Publishing.
- Lieber, R. 2010. *Introducing Morphology*. Cambridge: Cambridge University Press.
- Spencer, A. & A. M. Zwicky (eds.) 2001. *The handbook of morphology*. Oxford: Blackwell.
- Starke, Michal (2009) [Nanosyntax: A short primer to a new approach to language](#).
- Starke, Michal (2010) [Towards elegant parameters](#).

7. Related web links

1. WALS. The World Atlas of Language Structures
<http://wals.info/>
2. Information about conference calls, book announcements, and quests on general linguistics:
<http://www.linguistlist.org>
3. Papers on theoretical linguistics
<http://ling.auf.net/lingbuzz>

8. Journals

ASJU. Anuario del Seminario de Filología Vasca Julio de Urquijo
Fontes Linguae Vasconum.



Lingua. Publisher: Elsevier.

Morphology. Publisher: Springer Netherlands.

Syntax. A Journal of Theoretical, Experimental and Interdisciplinary Research.

The Linguistic Review.