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

### English Friendly Courses taught in SPANISH:

<table>
<thead>
<tr>
<th>FACULTY OF ARTS (130)</th>
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<tbody>
<tr>
<td>COURSE</td>
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<tr>
<td>Bachelor's Degree in Geography and Land Management</td>
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<td>25565</td>
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<td>25832</td>
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<td>25704</td>
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<tr>
<td>Bachelor's Degree in Philology</td>
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### English Friendly Courses taught in BASQUE:

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<tr>
<td>Bachelor's Degree in English Studies</td>
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<td>25326</td>
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1 SCHEDULE: Morning (M): 9h-11h, 11h-13h, / Afternoon (A): 13h-15h, 15h-17h, 17h-19h.
By clicking the subject’s name, its Syllabus will appear.
The course presents the physical environment as support, resource and limiting for its planning and the land management. Therefore each subsystem in which it is decompose is studied to achieve the analysis, diagnose and planning of the physical environment on its whole.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

SPECIFIC SKILLS:

G1.- Learn and be able to use the methods and techniques for the analysis of the physical environment (M03CM02)
G2.- Understand the conditionings of the physical environment that have to be taken into account for land management (M03CM03)
G3.- Identify and study to diagnose the processes that affect the physical environment (M02CM04)
G4.- Learn and make and appropriate use of the sources and tools in climatology and meteorology, geomorphology, hydrology and biogeography (M03CM06 and M04CM01).
G5.- Elaborate a diagnosis of the physical environment with the purpose to apply in the land planning (M02CM04).

CROSS-CUTTING SKILLS:
In this subject the problem-solving skill will be worked on the reach level 2, which means that the student should use his/her experience to analyse the causes of a problem and give a more efficient solution.

The indicators that will be used to assess the skill are:
- The student recognises a complex problem and is able to decompose in easy to handle parts.
- The student identifies the implicit causal factors and understands the multiple links and underlying relationships.
- The student sets out different options to reduce the problem or to control it and shows criteria to choose one among the most effective ones.

CONTENIDOS TEÓRICO-PRÁCTICOS

1. ENVIRONMENTAL PLANNING
   1.1. Physical conditionings of land management
   1.2. Concepts and factors: sustainable management, assessment, host capacity, hazard
   1.2. Methods, technics and resources for physical environmental analysis

2. CLIMATE IN LAND PLANNING
   2.1. Climatic data analysis
   2.2. Climatic indexes and classifications
   2.3. Climatic and meteorological hazards

3. RELIEF: PHYSIOGRAPHY AND GEOMORPHOLOGY IN LAND PLANNING
   3.1. Geomorphological cartography
   3.2. Geomorphological hazards: landslides and soil erosion
   3.3. Geomorphological heritage

4. HYDROLOGY IN LAND PLANNING
   4.1. From the precipitation to runoff
   4.2. Estimation and representation of discharges
   4.3. Water and land planning: flood and water directives

5. VEGETATION IN LAND PLANNING
   5.1. Ignition risk assessment

TEACHING METHODS
The methodology is conducted through theoretical and practical in-class activities but also sessions in the cartography room, laboratory and fieldtrip.

COURSE GUIDE

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<thead>
<tr>
<th>Faculty</th>
<th>130 - Faculty of Arts</th>
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<tr>
<td>COURSE</td>
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### Types of Teaching

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<th>Types of teaching</th>
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- TI: Industrial workshop
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### Evaluation Tools and Percentages of Final Mark

- **Written test, open questions**: 55%
- **Exercises, cases or problem sets**: 40%
- **Fieldtrip**: 5%

### Ordinary Examination Period: Guidelines and Opting Out

The assessment will be final, where the skills worked on the practices and the theory during the semester will be evaluated. The assessment will be conducted in the following way:

Exam (60%). The theoretical and practical parts, as well as the contents of the fieldtrip will be assessed.

Practices (40%). Practices must be hand over by the day of the exam.

Both exam and practices have to be passed in order the scores to be added.

**COVID-19 SITUATION**

If the assessment cannot be done in person, it will be done through the different tools available in eGela. The characteristics of the online tests will be published in advance through eGela.

### Extraordinary Examination Period: Guidelines and Opting Out

The assessment will be final, where the skills worked on the practices and the theory during the semester will be evaluated. The assessment will be conducted in the following way:

Exam (60%). The theoretical and practical parts, as well as the contents of the fieldtrip will be assessed.

Practices (40%). Practices must be hand over by the day of the exam.

Both exam and practices have to be passed in order the scores to be added.

If the exam or the practices were passed in the ordinary call, the scores will be save for the extraordinary one.

**COVID-19 SITUATION**

If the assessment cannot be done in person, it will be done through the different tools available in eGela. The characteristics of the online tests will be published in advance through eGela.

### Mandatory Materials

- **Cartografía topográfica y temática**
- **Fotografía aérea y ortofotos**
- **Normativas y documentación de planificación**
- **Material de campo (disponibles en el Laboratorio de Geografía Física)**

### Bibliografía

**Basic bibliography**


GUERRA VELASCO, Juan. La naturaleza civilizada: La planificación del medio físico en España. URBANA, jul. 2002, vol.7, no.31, p.31-37. ISSN 0798-0523.

Detailed bibliography


Journals
- Applied Geography ISSN: 0143-6228
- Boletín de la Asociación de Geógrafos Españoles ISSN: 0212-9426
- Cuaternario y Geomorfología ISSN: 0214-1744
- Earth Surface Processes and Landforms ISSN: 0197-9337
- Environment, Development and Sustainability ISSN: 1387-585X
- Geofocus ISSN: 1578-5157
- Geomorphology ISSN: 0169-555X
- Global Ecology and Biogeography ISSN: 1466-822X
- Investigaciones geográficas ISSN: 0213-4691
- Journal of Geographical Systems ISSN: 1435-5930
- Revista de Climatología ISSN: 1578-8768
- Scripta Nova ISSN: 1138-9788
- Water Resources Management ISSN: 0920-4741

Web sites of interest
http://cervantesvirtual.com/portal/IIGG
http://www.colorado.edu/hazards
http://www.columbia.edu
http://www.euskalnet.net
http://www.wetterzentrale.de
http://www.ipcc.ch
http://www. nas.edu
http://www.noaa.gov
http://www.proinco.net/staff/mogens/riesgo/desastre.html
http://www.unes.org
http://www. em-dat.net
http://www.proteccioncivil.org
http://www.swissre.ch
http://www.usgs.gov
http://www.wmo.ch
Both the fieldtrip and the laboratory practices are compulsory and they are assessable.
This subject is related to the socio-economic differences between the regions. The regions level is known as NUTS 2, basic regions for the application of regional policies. In Geography of Spain are analyzed the socioeconomic disparities among the Spanish NUTS 2 at country level and European Union.

Competencies:
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 that organize the territory or that condition the regional imbalances in Spain.
- Management of statistical sources and documentaries on the Spanish regions at European Union scale.
- Development of a memory of the natural environment and socio-economic information about an Autonomous Community.

CONTENIDOS TEÓRICO-PRÁCTICOS
1. Political and territorial organization of Spain.
2. The natural environment (relief, climate).
5. The productive spaces (agriculture, industry, services).

TEACHING METHODS
The teaching of the course is based on theoretical, practical classes and seminars as well as in the independent work of the student, using the following methodology:
- Classroom based activities: lectures, practical activities in the classroom (graphs and maps) and oral exposure of an individual job.
- Non-classroom based activities: lectures scheduled, preparation on the part of the student a practical work.
- If the teaching is online (on the occasion of COVID-19) the theoretical part will be taught through the BBC application. The tutorials will be through the BBC application. The evaluation exam will be carried out through a written test in the BBC application (50% of the grade) and the students will send the practical work through the e-gela (50%)
- Attendance at the field day is necessary to understand fundamental concepts of the subject. In case of that the health situation due to COVID-19 does not allow this activity to be carried out will be canceled.
### TYPES OF TEACHING

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### Evaluation methods
- End-of-course evaluation

### Evaluation tools and percentages of final mark
- Written test, open questions 50%
- Teamwork assignments (problem solving, Project design) 50%

### ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The course will qualify through an examination, the conduct of reviews and the development of a work applied to an Autonomous Community.

The exam is worth five points and practical work on five points. It is necessary to obtain a minimum of 2.5 points in the review and 2.5 in the practical work.

*Article 8. (BOPV 13-03-2017)
3. In any case, the student shall have the right to be evaluated by the final evaluation system, regardless of who has engaged in, or is not in the system of continuous assessment.
To do this, students must submit in writing to the faculty responsible for the course the resignation to the continuous assessment, which shall have a period of 9 weeks for the quarterly subjects counting from the beginning of the semester.

### EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

In the extra session will follow the same criteria as in the ordinary.
In the event that the student waives the joint evaluation system shall be communicated to the teacher by email one month prior to the date of the examination.

*Article 8. (BOPV 13-03-2017)
3. In any case, the student shall have the right to be evaluated by the final evaluation system, regardless of who has engaged in, or is not in the system of continuous assessment.
To do this, students must submit in writing to the faculty responsible for the course the resignation to the continuous assessment, which shall have a period of 9 weeks for the quarterly subjects counting from the beginning of the semester.

### MANDATORY MATERIALS

**Basic bibliography**

### BIBLIOGRAFIA

**Basic bibliography**

**Detailed bibliography**


Journals
Boletín de la Asociación de Geógrafos Españoles.
ERIA.
Estudios Geográficos.
Investigaciones Geográficas.

Web sites of interest
https://www.ine.es/
https://www.mitma.gob.es/portal-del-suelo-y-politicas-urbanas/atlas-estadistico-de-las-areas-urbanas
https://dialnet.unirioja.es/

OBSERVATIONS
Class attendance is recommended.
COURSE GUIDE 2021/22

Faculty 130 - Faculty of Arts
Degree GEGOGR10 - Bachelor's Degree in Geography and Land Management
COURSE 25550 - Urban Planning
Credits, ECTS: 6

COURSE DESCRIPTION

The urban planning subject is a compulsory subject in the third year with a study load of 6 ECTS. It inserts within the Spatial Planning module (module 2 of the Degree in Geography and Spatial Planning). Urban planning is an essential subject to understand the planning of the territory at the municipal level and know how to read urban spaces. The course is lectured in the second semester. It does not require prerequisites.

The subject presents urban planning as a technique, art, ideology and dimension of urban policy-making from the past and with a future perspective. The subject of urban planning is aimed at providing the students with analysis methodologies and legal frameworks of the elaboration of the different kinds of urban plans according to its hierarchy and territorial scales. Foreword, the objectives of the course are the following ones:

1. To understand the main concepts relating to urban planning and urbanism and the role that a geographer plays in the studying of urban areas
2. To know the evolution of urban planning and the history of the cities.
3. To understand the current urban planning hierarchy and the need of concerted actions and cooperation between the different levels of the Administration.
4. To learn the techniques and procedures of the current legislation on urban planning.
5. To raise awareness among students about the importance of the Strategic Planning of Cities

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

SPECIFIC SKILLS:
- Learn about the regulations, competences and legislation, the procedures and territorial planning mechanisms, as well as the hierarchy of the different levels of the Administration: urban planning design, sectoral planning, the protection of spaces (Specific skill M02CM03).
- Apply geographical knowledge to the analysis and diagnosis of the territory and its landscape (Specific skill M02CM04).
- Estimate carrying capacity and make planning proposals and recommend the best location for the activities and land uses (Specific skill M02CM05).
- Relate and synthesize cross-sectoral and territorial information (Specific skill M02CM06).
- Construct, propose and select alternatives and solutions with the aim of alleviating the weak points and taking advantage of spatial strengths (Specific skill M02CM07).

CROSS-CUTTING SKILLS:
In the subject, the cross-cutting skills of problem-solving will be worked on to reach Level 1. Therefore, the student should be able to identify and to carrying out an analysis of the problems to generate alternative solutions, using the learned methods.

LEARNING OUTCOMES:
- Differentiate the different historical stages of planning in a plane.
- Understand the importance of urban planning in the construction of the city.
- Know the existing urban legislation in the CAPV and the administrative formulation procedure of the different plans.
- Know the object of study, terminology, methods, and techniques of urban planning.
- Know the different procedures and methodology for the elaboration of different plans within the framework of strategic planning.

CONTENIDOS TEÓRICO-PRACTICOS

PART 1: THE BACKGROUND AND DEVELOPMENT OF URBAN PLANNING.

TOPIC 1. INTRODUCTION TO URBAN PLANNING.
TOPIC 2. THE INDUSTRIAL REVOLUTION AND THE URBAN REVOLUTION.
TOPIC 3. THE URBANISM IN THE PERIOD OF TRANSIT FROM THE 19TH TO THE 20TH CENTURY.
TOPIC 4. THE FUNCTIONAL CITY.
TOPIC 5. THE POST-MODERN CITY.

PART 2: THE CURRENT URBAN PLANNING.
TOPIC 6. THE CONSECRATION OF URBAN PLANNING AS A PUBLIC FUNCTION.
TOPIC 7. THE URBAN PLANNING SYSTEM IN THE COMMUNITY OF THE BASQUE COUNTRY.
TOPIC 8. THE HIERARCHY OF THE URBAN PLANNING AND ITS ADMINISTRATIVE PROCEDURES.
TOPIC 9. URBAN PLANNING ORGANISATION.
TOPIC 10. URBAN PLANNING IMPLEMENTATION.

TEACHING METHODS
In-class activities: The teacher will combine different learning activities with the aim of achieving the skills proposed in the subject, given a special relevance to activities relating to active learning methodologies. In consequence, teaching is carried out by means of master classes in which the teacher will explain the theoretical contents of the subject, of legal document reviews at different spatial levels, of the completion of specific exercises and the assessment of case studies, among other learning practices. This course also include a field trip with a six-hour duration.
Outside activities: as personal work, the student should conduct two practical exercises where the theoretical concepts explained are applied practically, one of them in a collaborative manner and the other one an individual way. These assignments will be tutored by the professor. Students will deliver them in stages, which will allow feedback from the teacher and the incorporation of improvements in them. Deliveries of the different parts of the works will be on the dates established in Aegean.

TYPES OF TEACHING

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Evaluation methods
- Continuous evaluation
- End-of-course evaluation

Evaluation tools and percentages of final mark
- Written test, open questions 40%
- Individual assignments 30%
- Teamwork assignments (problem solving, Project design) 30%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

CONTINUOUS ASSESSMENT
On the continuous assessment modality, the student must realize projects and practical work account for 60% of the grade. The remaining 40% consists of a final written exam. Non-presentation at the final exam will mean automatic withdrawal from the call in progress. To pass the subject, you will have to get an average mark of 5, and to calculate the average between the practical work and the exam, a minimum of 4 out of 10 is required in both parts. All practical work has to be handed in.

FINAL ASSESSMENT
The student will be entitled to be assessed by the final assessment system, regardless of whether he/she has taken part (or not) in the continuous assessment. To do this, the student must present - in writing on the form issued for the purpose - the professor responsible for the subject with his/her withdrawal from continuous assessment. He/she will have 9 weeks for termly subjects (Rules governing the assessment of students in official degree courses, Official Gazette of the Basque Country, 13 March 2017, art. 8.3).

RENOUCNE TO THE CURRENT ASSESSMENT
Regardless of the modality of assessment chosen, if the student does not present him/herself for the exam, he/she is considered to have withdrawn from the current call, and will appear as "Not presented" when the grade is issued.

COVID-19 SITUATION
If the assessment cannot be done in person, it will be done through the different tools available in eGela. The characteristics of the online tests will be published in advance through eGela.
EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

CONTINUOUS ASSESSMENT
The assessment exam under the extraordinary call will consist of the same assessment activities used in the ordinary call. If one of the two parts of the subject (exam or practical work) had been passed in the first call, that part of the grade will be maintained for the extraordinary call. The student will only have to take the part he/she previously failed. A student who has failed the 1st exam and does not wish the grade he/she obtained to be kept in the practical or theoretical part, he/she may renounce it in writing to the professor at least 7 days before the date of the extraordinary exam, stating that he/she wishes to renounce the grades obtained in the continuous assessment and wishes to take a final exam that will enable him/her to obtain 100% of the grade in the subject.

FINAL ASSESSMENT
This final exam will be different from the one taken by students who opt for continuous assessment, as the skills acquired during the projects and practical work will be taken into account.

RENOUNCE TO THE CURRENT ASSESSMENT
Regardless of the modality of assessment chosen, if the student does not present him/herself for the exam, he/she is considered to have withdrawn from the current call, and will appear as "Not presented" when the grade is issued.

COVID-19 SITUATION
If the assessment cannot be done in person, it will be done through the different tools available in eGela. The characteristics of the online tests will be published in advance through eGela.

MANDATORY MATERIALS

Lecturas obligatorias puestas a disposición del alumnado a través de egela.

BIBLIOGRAFÍA

Basic bibliography

Detailed bibliography

**Journals**

ACE. Architecture, City and Environment
Ciudad y Territorio. Estudios Territoriales
Ciudades. Revista del Instituto de Urbanística de la Universidad de Valladolid
Cuadernos de Investigación Urbanística
DELOS: Desarrollo Local Sostenible
Eure
Lurralde
Perspectivas urbanas
Práctica Urbanística
Proyecto y Ciudad
Revista de Urbanismo
Revista urbana
URBAN. Revista del Departamento de Urbanística y Ordenación del Territorio

**Web sites of interest**

Departamento de Planificación Territorial, Vivienda y Transportes: https://www.euskadi.eus/gobierno-vasco/departamento-medio-ambiente-politica-territorial/inicio/
Globalization and World Cities Research Network: http://www.lboro.ac.uk/gawc/
SIOSE: http://www.siose.es/
Udalplan: http://www.ingurumen.ejgv.euskadi.eus/r49-udalplan/ea/aa33aWAR/interfacesJSP/index.jsp
UN-HABITAT: http://unhabitat.org/
World Urbanization prospect: http://esa.un.org/unpd/wup/

**OBSERVATIONS**

The grades of the assignments and the exam will not be saved for future courses.
Subject: Medieval Iberian societies

Centre: Faculty of Arts

Degree: Bachelor’s Degree in History

Academic Course: 2020/2021

Academic year: X

No. of credits: 6

Languages: Spanish

TEACHING GUIDE

• TRAINING OBJECTIVES
  o To identify the main historical processes that determine the evolution of the Iberian societies in the Middle Ages.
  o To interpret the historical and historiographical value of historical texts and documents on the different Iberian societies.
  o 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
  o Unit I: Introduction to the History of Medieval Iberia.
  o Unit II: The first articulation of the constitutive elements of the medieval society during the Visigothic period.
  o Unit III: Al-Andalus, an Arab and Islamic society in the West.
  o Unit IV: Christian societies in Northern Iberia (8th – 11th centuries).
  o Unit V: Iberian Christian kingdoms (12th – 13th centuries).
  o Unit VI: Iberian societies at the end of the Middle Ages.

• METHODOLOGY
  o 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
  o Continuous assessment:
    ▪ Final written essay: 40%. It will consist of a written exam in which the student, on the basis of a question or text of a specific period, will write an essay in which he/she must demonstrate a sufficient level of understanding of the historiographic approaches and perspectives and of the processes and events of the history of medieval societies in the Iberian Peninsula. To pass the course it is essential to obtain a minimum grade of 4/10 in the essay.
      ▪ Considering the current situation caused by the COVID19 this final essay, if it cannot be done in person on the date determined by the Dean of the Faculty of Arts, will be online
    ▪ Practical exercises: 60%. Students must carry out two exercises:
      a) First exercise: it will consist of an individual work, common to all the students, in which they will make a comparative analysis between one of the subjects presented by the professor during the course, the equivalent of the opposition exercise of Secondary School Teacher and the content that the students receive in Secondary School. The presentation will consist of a PowerPoint with the contents and a 15 minute recording where /she will present the results. The analysis of the aspects of greatest interest will be assessed, as well as the structure, formal correction and the organization and understanding of the topic.
      b) Second exercise: it will consist of the individual elaboration of an essay to be chosen among three topics that will be presented on the first day of the course. It will not exceed 2500 words. The analysis of the most interesting aspects will be evaluated, as well as the structure, the formal correction and the organization and understanding of the topic.
  o Waiver of continuous assessment:
    ▪ Students enrolled on the course may waive continuous assessment for up to 9 weeks from the start of the course on the form available for this purpose on the website of the Faculty of Arts, which must be handed in to the teacher signed and in hand, or by e-mail, although the original must also be sent by ordinary mail.
    ▪ End-of-term written examination: 100%.

• COMPULSORY MATERIAL
• BIBLIOGRAPHY
  o Basic bibliography
    ▪ V. ÁLVAREZ PALENZUELA, Historia de España de la Edad Media, Madrid, Ariel, 2002.
  o Dictionaries
    ▪ P. BONNASSIE, Vocabulario básico de la Historia Medieval, Barcelona, 1983.

o Historical atlas

o In-depth bibliography

**Journals**
COURSE GUIDE 2021/22

Faculty 130 - Faculty of Arts
Degree GINGLE10 - Bachelor’s Degree in English Studies

COURSE
25363 - Morphology and Syntax
Credits, ECTS: 6

COURSE DESCRIPTION
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.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

2/ Competences
2.1 General and transversal competences
1.- Responsibility for own’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.

CONTENIDOS TEÓRICO-PRÁCTICOS

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: Distributed Morphology. Nanosyntax.
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 (in different languages)
   2.1.1.1. The selectional restrictions of affixes (morphosyntactic and semantic properties of their base). Some problematic analyses
2.1.2. Delimiting between compounds and phrases.
3. Combining words: phrases
3.1. Phrase structure: heads, complements, adjuncts and specifiers.
3.2. Word order: canonical (neutral) order and movement.
3.3. Comparing among languages: several proposals: a) the head parameter; b) a universal order; c) surface order is a PF (non-syntactic) issue

4. Inflection (Infl) or Tense (T), between morphology and syntax
4.2. Comparing within and among languages: case marking of subjects, correlation between semantic roles and syntactic positions
4.3. Predicate valency: valency-alternations. Strategies of (In)transitivization

TEACHING METHODS

Teaching Morphology and Syntax implies both classroom instruction, practical classes and tasks to be worked on out of classroom. Regarding face-to-face teaching, theoretical classes will be combined with practical activities, and the students will also be required to make additional readings and extra exercises which will eventually help them to acquire and master the competences ascribed to this part of their learning process.

Teaching method:
In-person classes.
&&8226; Master classes (40 hours)
&&8226; Classroom practice (20 hours)

Teaching-learning activities:
&&8226; Theoretical expositions
&&8226; Discussion and critical remarks of hypotheses
&&8226; Making a proposal and solving linguistic problems
&&8226; 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.
2. According to the logic behind the learning process, it is expected that the students improve as they work on the different tasks. Therefore, it would be an unexpected (and undesirable) result that they succeed in the tasks and fail the final written exam. Accordingly, it is a prerequisite to pass the exam in order to pass the course.

Teaching method: In-person classes.
&&8226; Master classes (40 hours);
&&8226; Classroom practice (20 hours)

Teaching-learning activities:
Theoretical expositions
Guided reading
Making a proposal and solving linguistic problems
Discussion and critical remarks of others&&8217; hypotheses
Oral presentations (optional)

TOOLS AND PERCENTAGES FOR GRADING

- Written test, open questions: 40%
- Exercises, cases or problem sets (groupal): 25%
- Individual assignments: 25%
- Active participation in classes 10%
### TYPES OF TEACHING

<table>
<thead>
<tr>
<th>Types of teaching</th>
<th>M</th>
<th>S</th>
<th>GA</th>
<th>GL</th>
<th>GO</th>
<th>GCL</th>
<th>TA</th>
<th>TI</th>
<th>GCA</th>
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<tbody>
<tr>
<td>Hours of face-to-face teaching</td>
<td>40</td>
<td>20</td>
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<tr>
<td>Horas de Actividad No Presencial del Alumno/a</td>
<td>60</td>
<td>30</td>
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**Legend:**
- M: Lecture-based
- S: Seminar
- GA: Applied classroom-based groups
- GL: Applied laboratory-based groups
- GO: Applied computer-based groups
- GCL: Applied clinical-based groups
- TA: Workshop
- TI: Industrial workshop
- GCA: Applied fieldwork groups

### Evaluation methods
- Continuous evaluation
- End-of-course evaluation

### Evaluation tools and percentages of final mark
- Written test, open questions 40%
- Exercises, cases or problem sets 25%
- Individual assignments 25%
- Eskoletan parte hartze aktiboa izatea 10%

### ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

**Assessment 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.

**NOTICE:**
- If a student doesn’t hand over a task on time, the calibration 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 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.

**Assessment Criteria**

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<tr>
<th>Criteria</th>
<th>Details</th>
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<tbody>
<tr>
<td>Appropriateness in the answers</td>
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<td>Correctness in spelling and grammar</td>
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<td>Coherence and clarity in presenting a proposal and its argumentation, as well as in problem resolution</td>
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<td>Adequate use of the specific register and terminology employed in linguistics</td>
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<td>Due reference to bibliographical sources</td>
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****IMPORTANT NOTE: This evaluation method assumes a face-to-face teaching system: nonetheless, if events of force majeure, such as a pandemic resurgence, prevent a classroom-based modality, the professor will accordingly make the necessary adjustments in the evaluation system and will immediately make it accessible to any student enrolled at the subject by means of eGela.
EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

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.

MANDATORY MATERIALS

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. The students will have easy access to all bibliographical material, also implemented by the virtual platform egela.

BIBLIOGRAFÍA

Basic bibliography
Varela Ortega, S. 1999."Sobre las relaciones de la morfología con la sintaxis" RSEL, 29-2, 257-81.

Detailed bibliography

Journals
Fontes Linguae Vasconum.
Lingua. Publisher: Elsevier.
Morphology. Publisher: Springer Netherlands.
Verba. Publisher: Univ. de Santiago de Compostela, Serv. de Publicacions. ASJU. Anuario del Seminario de Filología Vasca Julio de Urquijo. Edit: UPV/EHU.
Web sites of interest

1. Hizkuntzalaritzako esteka orokorra
   http://www.sil.org/linguistics/topical.html
2. Hizkuntzalaritzari buruzko hitzaldi, kongresu eta liburu berrien gaineko informazio zabala:
   http://www.linguistlist.org
3. Hizkuntzalaritza formalari buruzko hainbat dokumentu (artikuluak, eskuizkribuak, tesiak, etab.)
   http://ling.auf.net/lingbuzz
   http://wals.info

OBSERVATIONS