









ENGLISH FRIENDLY COURSES (EFC) 2023-2024 CAMPUS OF ARABA

Link to website: <https://www.ehu.es/en/web/letren-fakultatea/mugikortasun-trukeko-ikasleak>
Contact: letras.internacional@ehu.es

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:

FACULTY OF ARTS (130)

COURSE		SEMESTER ¹	CREDITS	SCHEDULE ²	LINK TO SYLLABUS
Bachelor's Degree in Geography and Land Management					
25536	Geografía del Mundo Actual	1st	6	A	
25565	Planificación del Medio Físico	1st	9	M	
25560	Historia Económica del País Vasco	2nd	6	M	
28352	Agua y Planificación	2nd	6	M	
28354	Espacios Productivos	2nd	6	M	
Bachelor's Degree in History					
25718	Seminario de Historia Económica	1st	6	M	
25560	Historia Económica del País Vasco	2nd	6	M	
Bachelor's Degree in Philology					
25363	Morfología y Sintaxis	2	6	M	

¹ SEMESTER: 1st: September 2023 to January 2024

2nd : January 2024 to May 2024

² SCHEDULE: Morning (M): 9h-11h, 11h-13h, / Afternoon (A): 13h-15h, 15h-17h, 17h-19h.

English Friendly Courses taught in BASQUE:

FACULTY OF ARTS (130)

COURSE	SEMESTER ³	CREDITS	SCHEDULE ⁴	LINK TO SYLLABUS ⁵
Bachelor's Degree in English Studies				
25326 Hizkuntzalaritza II	2nd	6	M	

³ SEMESTER: 1st: September 2023 to January 2024

2nd : January 2024 to May 2024

⁴ SCHEDULE: Morning (M): 9h-11h, 11h-13h, / Afternoon (A): 13h-15h, 15h-17h, 17h-19h.

⁵ Not available yet. It will be posted soon.

COURSE GUIDE

2023/24

Faculty 130 - Faculty of Arts

Cycle .

Degree GINGLE10 - Bachelor's Degree in English Studies

Year .

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 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.

Theoretical and Practical Contents

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

4.1. Tense: the status of "subjects". Case and the syntactic functions of subject and object. Null arguments.

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.

• 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.

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.

• Master classes (40 hours);

• Classroom practice (20 hours)

Teaching-learning activities:

Theoretical expositions

Guided reading

Making a proposal and solving linguistic problems

Discussion and critical remarks of others' 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

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	40		20						
Horas de Actividad No Presencial del Alumno/a	60		30						

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

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.

NOTICE:

- If a student doesn't hand over a task on time, the qualification 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.

Assesment Criteria

The general criteria which will be operative for assesment are the following (they may be adapted to the specific task designed for evaluation):

- o Appropriateness in the answers
- o Correctness in spelling and grammar
- o Coherence and clarity in presenting a proposal and its argumentation, as well as in problem resolution
- o Adequate use of the specific register and terminology employed in linguistics
- o Due reference to bibliographical sources

******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.

BIBLIOGRAPHY

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.
- 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.
- Rodríguez Ramalle, M. Teresa. 2015. *Las relaciones sintácticas*. Madrid: Síntesis.
- Varela Ortega, S. 1999. "Sobre las relaciones de la morfología con la sintaxis" *RSEL*, 29-2, 257-81.

Detailed 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.
- Muñoz-Basols, Moreno, Lacorte, Taboada. 2017. *Introducción a la lingüística Hispánica actual: teoría y práctica*. London-New York: Routledge.
- Spencer, A. & A. M. Zwicky (eds.) 2001. *The handbook of morphology*. Oxford: Blackwell.
- Sportiche, D., H. Koopman & E. Stabler (eds.), 2014. *An Introduction to Syntactic Analysis and Theory*. Wiley Blackwell.
- Starke, Michal (2009) *Nanosyntax: A short primer to a new approach to language*.
- Starke, Michal (2010) *Towards elegant parameters*.

Journals

- Fontes Linguae Vasconum.
- Lingua. Publisher: Elsevier.
- Linguistic Inquiry. Publisher: MIT Press Journals.
- Morphology. Publisher: Springer Netherlands.
- Syntax. A Journal of Theoretical, Experimental and Interdisciplinary Research. Suzanne Flynn and David Adger (eds.). Publisher: Wiley.
- Verba. Publisher: Univ. de Santiago de Compostela, Serv. de Publicacions.
- ASJU. Anuario del Seminario de Filología Vasca Julio de Urquijo. Edit: UPV/EHU.

The Linguistic Review.

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>
4. The World Atlas of Linguistic Structures
<http://wals.info>

OBSERVATIONS

COURSE GUIDE

2023/24

Faculty

130 - Faculty of Arts

Cycle

.

Degree

GGEOGR10 - Bachelor's Degree in Geography and Land Management

Year

Fourth year

COURSE

25560 - Economic History of the Basque Country

Credits, ECTS: 6

COURSE DESCRIPTION

This is an optional course in the 4th year of four Bachelor's degrees: Geography and Spatial Planning, History of Art, Basque Studies, and History. It is taught in the second four-monthly period. The subject enables a wide range of people to acquire a range of competencies: all those students interested in learning about the factors that drove or hindered the Basque Country's current economic development, as well as the origins of the current distribution of wealth and income generated in this territory; students who opt for a professional career in teaching or research in the Basque Country and who, as such, require a better knowledge of the socio-economic and institutional evolution of the territory; students who are studying for a mention in the Basque Country; etc.

The main objective of the subject is to analyse the economic, social, institutional and technological trajectory of the Basque Country between the 14th and 20th centuries. In this sense, special attention will be paid to the evolution of the role of the Basque economy within the Spanish, European and international frameworks, examining the greater or lesser Basque openness at each stage, as well as its process of convergence and divergence concerning the most developed economies at each time. Indeed, the subject is organised chronologically and offers a panoramic view of the evolution of the Basque economy: it starts with the crisis of the Late Middle Ages that stimulated the configuration of developed feudalism and the Basque institutional singularity; continues with the industrialising process and the introduction of capitalism in the Basque territory, and ends with the current process of tertiarisation and integration into the European market. The subject's content pays special attention to the influence of environmental changes on Basque economic evolution and, simultaneously, to the impact on the environment of successive Basque economic development strategies.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

- 1) Know and analyse the fundamental stages of the economic and social history of the Basque Country from the Late Middle Ages to the present day, highlighting the factors that drive or hinder economic growth and development.
- 2) Analyse and understand the factors involved in the distribution of wealth and income, measuring and assessing their greater or lesser degrees of fairness and equity and their precise consequences on the living standards of all population sectors.
- 3) Know and experiment with the sources, methods, projects and research techniques used in economic and social history, being aware of their relevance for historical and humanistic knowledge.

Theoretical and Practical Contents

THEME 1. THE INSTITUTIONAL FRAMEWORK OF DEVELOPED FEUDALISM

- A. What is developed feudalism?
- B. Particular features of the Basque Country: Institutions, crafts and trade

THEME 2. THE BASQUE ECONOMY DURING DEVELOPED FEUDALISM

- A. Demography
- B. Agro-livestock and forestry development
- C. The dynamism of fishing
- D. The consolidation of the iron industry
- E. The development of foreign trade

THEME 3. THE CRISIS OF THE ANCIEN RÉGIME, THE BOURGEOIS REVOLUTION AND A NEW INSTITUTIONAL FRAMEWORK (1793-1876)

- A. The crisis of the Ancien Régime: economic manifestations and social crisis
- B. The dispute over customs
- C. From mercantile capitalism to industrial capitalism
- D. Some indicators of economic development

THEME 4. THE CONSTITUTION OF A BASQUE INDUSTRIAL SOCIETY (1876-1936)

- A. Basque industrialisation
- B. The adaptation of the agricultural and fishing sector
- C. Development of the service sector and the capital market
- D. The formation of fixed capital stock and human capital and the role of institutions.
- E. The shaping of industrial society: workers and employers

THEME 5. THE BASQUE COUNTRY AND ITS ECONOMY DURING THE CIVIL WAR AND FRANCO'S REGIME (1936-1975)

- A. War damage
- B. Autarkic Industrialisation (1939-1950)
- C. Rapid growth and factory expansion (1951-1959)
- D. The era of "desarrollismo" (1959-1975)
- E. Slums and Urbanisation

THEME 6. THE TRANSITION TO A POST-INDUSTRIAL BASQUE SOCIETY. CRISIS AND STRUCTURAL CHANGE: INDUSTRIAL RECONVERSION AND TERTIARIZATION (1975-2000)

- A. Economic crisis and industrial reconversion (1975-1985)
- B. Structural change of the Basque economy in the framework of the European Union (1986-2000)
- C. Evolution of the population and demographic changes in the Basque Country during the 20th Century

TEACHING METHODS

The subject will be taught using a variety of methods:

- Master classes will be as short as possible.
- Practical classes will play a fundamental role in understanding the syllabus's content. For this purpose, discussions and exercises will be carried out on readings (historical and historiographical texts) and audio-visuals (documentaries and films).
- Group oral presentation.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	40		20						
Horas de Actividad No Presencial del Alumno/a	60		30						

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 30%
- Teamwork assignments (problem solving, Project design) 10%
- Oral presentation of assigned tasks, Reading 20%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Students have two ways to pass the course:

- 1) Continuous assessment: The final grade will be made up of the following components:
 - A) Regular classroom attendance and active participation: 20%
 - C) Quizzes on the readings: 30%
 - D) Group oral presentation: 10%
 - E) Written essay: 40%

- 2) Final assessment: If one wishes to waive continuous assessment, one must submit a written request to the lecturer within nine weeks of starting the subject. In this case, the student will be assessed with a final syllabus exam (100%).

Students are reminded that they must know and follow the protocol on academic ethics and the prevention of dishonest or fraudulent practices in assessment tests and scholarly work at the UPV/EHU.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

In the extraordinary call, 100% of the student's mark will be assessed with an exam on the syllabus. Students are reminded that they must know and follow the protocol on academic ethics and the prevention of dishonest or fraudulent practices in assessment tests and academic work at the UPV/EHU.

MANDATORY MATERIALS

The selection of readings (historical and historiographical texts) and audio-visuals (documentaries and films) is essential for a proper understanding of the content of the syllabus.

BIBLIOGRAPHY

Basic bibliography

- CARO BAROJA, J. (dir., 1980-1982): Historia general del País Vasco, Haranburu Altuna.
- DE LA GRANJA, J.L. and DE PABLO, S. (eds. 2009): Historia del País Vasco y Navarra en el siglo XX, Biblioteca Nueva.
- FERNÁNDEZ DE PINEDO, E. (1974): Crecimiento económico y transformaciones sociales del País Vasco (1100-1850), Siglo XXI.
- FERNÁNDEZ DE PINEDO, E. and HERNÁNDEZ MARCO, J.L. (eds., 1981): La industrialización del Norte de España (estado de la cuestión), Crítica.
- MONTERO GARCÍA, M. (1993): La construcción del País Vasco Contemporáneo, Txertoa.
- GOYHENETCHE ETCHAMENDI, M. (1998-2005): Historia general del País Vasco, Txartalo, 5 vols.

Detailed bibliography

- AGIRREAZKUENAGA ZIGORRAGA, J. (dir., 1997): Euskal Herriko atlas historiografikoa, Lur.
- AGIRREAZKUENAGA ZIGORRAGA, J. (coords., 2005): Historia de Euskal Herria. Historia General de los Vascos, Lur, 7 vols.
- ÁLVAREZ LLANO, R.G. (2008): Historia económica del País Vasco-Navarro. Desde los orígenes hasta comienzos del siglo XXI, Fundación Arellano Isusquiza.
- ÁLVAREZ URCELAY, M. ET ALII (1990): Historia de Navarra, Kriselu.
- BARRUSO BARÉS, P. and LEMA PUEYO, J. A. (coords., 2005): Historia del País Vasco, Hiria, 4 vols.
- BAZÁN DÍAZ, I. (dir., 2002): De Túbal a Aitor. Historia de Vasconia, La esfera de los Libros.
- BORJA, A. (2009): Euskal Herriko ekonomiaren historia, Gaiak.
- CARO BAROJA, J. (1971): Los vascos, Desván del Libro.
- CARO BAROJA, J. (1984): Introducción a la historia social y económica del pueblo vasco, Txertoa.
- GOYHENETXE, E. (1984): Historia de Iparralde, Txertoa.
- INTXAUSTI REKONDO, J. (1985): Euskal Herria. Historia eta gizartea, Ediciones Franciscanas Arantzazu.
- JUARISTI LINACERO, J. (2013): Historia mínima del País Vasco, Turner.
- KURLANSKY, M. (2000): La historia vasca del mundo, El Gallo de Oro Ediciones.
- PÉREZ RODRÍGUEZ, E. (2008): Atlas historikoa. Euskal Herria munduan, Elkar.
- ZABALZA PÉREZ-NIEVAS, X. (2007): Gu, nafarrok, Alberdania.
- VV. AA. (1998): Euskal Herria. Historia (Lur Entziklopedia Tematikoa), Lur.
- VV. AA. (1993): Historia Ilustrada de Navarra, Diario de Navarra, 2 vols.
- VV. AA. (1994): Historia de Navarra, 4 vols.

Journals

- Investigaciones de Historia Económica
- Revista de Historia Agraria
- Revista de Historia Económica
- Revista de Historia Industrial

Web sites of interest

- Scholarly associations:
- Asociación Española de Historia Económica: www.aehe.net
- Economic History Network: www.eh.net
- European Historical Economics Society: www.ehes.org
- International Economic History Association: www.uni-tuebingen.de/ieha

Archives and online repositories:

- Centro de Documentación del País Vasco: www.irargi.org
- Exploring and Collecting History Online: <http://echo.gmu.edu>

OBSERVATIONS

COURSE GUIDE

2023/24

Faculty

130 - Faculty of Arts

Cycle

.

Degree

GGEOGR10 - Bachelor's Degree in Geography and Land Management

Year

Fourth year

COURSE

25565 - Planning of the Physical Environment

Credits, ECTS: 9

COURSE DESCRIPTION

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).

LEARNING OUTCOMES:

- Recognises and knows how to apply the methods and techniques of analysis of all areas of the physical environment.
- Optimally considers the conditioning factors of the physical environment for land-use planning.
- Adequately identifies and diagnoses the different processes that may constitute a natural hazard.
- Uses and adequately handles sources of information, methods and techniques of climatology, geomorphology, biogeography and hydrogeography.
- Makes an optimal and useful diagnosis of the physical environment to be applied in planning.

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.

Theoretical and Practical Contents

1. Physical planning:
 - 1.1. Physical determinants of land use planning
 - 1.2. Concepts and risk factors
2. Climate in land use planning and management
 - 2.1. Treatment of climatic data
 - 2.2. Climate indices
 - 2.3. Climatic and meteorological hazards
3. Relief in planning
 - 3.1. Geomorphological mapping
 - 3.2. Geomorphological risks: slope processes and soil erosion
 - 3.3. Geomorphological heritage
4. Water and hydrology
 - 4.1. From precipitation to runoff
 - 4.2. Estimation and representation of flow rates
 - 4.3. Water planning in the territory: floods and water directives.
5. Vegetation in planning
 - 5.1. Estimation of the probability of ignition risk

TEACHING METHODS

The methodology consists of theoretical-practical sessions in the classroom, map library, laboratory and field trip, as well as practices to be carried out by students on their own. For this purpose, they have at their disposal on the eGela platform the outline of the theoretical contents, complementary material and the practices to be carried out for each of the subjects. Various thematic maps and aerial photographs are available in the map library and materials for various analyses are available in the laboratory.

From the methodological point of view, the presentation of the topics through the systemic way will be achieved from the exposition of the processes, but also the capacity of the analytical way through the exposition of the agents, the antecedents and the conclusions.

Statistical and cartographic sources will be used.

Both the practices and the field trip are compulsory.

Practical assignments will be handed in via eGela and within the deadline established for each one of them.

The tasks to be carried out by the students in the practical part of the course will be:

- statistical data processing
- reading and elaboration of maps
- description of processes and field schemes
- field trip

The purpose of the practical tasks to be assessed during the course and the exam is to assess the acquisition of the specific and transversal competences.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	60		30						
Horas de Actividad No Presencial del Alumno/a	90		45						

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 55%
- Exercises, cases or problem sets 40%
- Fieldtrip 5%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The EVALUATION SYSTEM of this subject is CONTINUOUS.

The evaluation method will assess the competences acquired in practice and theory, using exams and practices (individual and in groups).

The evaluation will be as follows:

- Theoretical-practical exam (60%)
- Practical work (40%)

The contents and competences acquired in the field trip will be evaluated.

The practices will be handed in during the school year on the date set by the teacher.

In order to add the marks for the exam and practicum, both must be passed. If either part (exam or practicum) is passed in the ordinary exam, this mark will be reserved for the extraordinary exam (but not for the following year).

Failure to sit the exam will mean that the student will not be able to sit the assessment exam, which will be graded as a no-show.

However, students will have the right to be assessed through the FINAL ASSESSMENT SYSTEM. In order to exercise this right, the student must submit to the lecturer in charge of the subject a written statement in which he/she states his/her waiver of the continuous assessment, for which he/she will have a period of 9 weeks from the beginning of the term (article 8 of the Regulations for the Assessment of Students of Official Undergraduate Degrees). In the case of the final assessment, failure to take the test will be understood as a waiver (article 12).

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The evaluation will consist of:

Theoretical-practical exam: 60%.

Assessable practical work: 40%.

The contents and competences worked on in the field trip will be assessable.

Both the exam and the practices must be passed in order to pass the course. In case of having passed the exam or the practical part in the ordinary call, the grade will be kept for the extraordinary evaluation. If they are not passed, they will be handed in on the date of the exam.

MANDATORY MATERIALS

Topographic and thematic cartography. Analog and digital.
Aerial photography and orthophotos.
Geographic information systems.
Planning regulations and documentation.
Field material (available at the Physical Geography Laboratory)

BIBLIOGRAPHY

Basic bibliography

- AGUILÓ, M. et al. (1996): Guía para la elaboración de estudios del medio físico. Ministerio de Medio Ambiente.
- AYALA, F.J. (1988): Riesgos geológicos. Instituto Geológico y Minero de España.
- AYALA, F.J. & OLCINA, J. (2002): Riesgos Naturales. Ariel Ciencia.
- BUSQUETS, J. y CORTINA, A. (coord.): Gestión del paisaje. Manual de protección, gestión y ordenación del paisaje. Ariel Patrimonio, 703 p., Barcelona.
- CENTENO, J.D., FRAILE, M.J., OTERO, M.A. y PIVIDAL, A.J. (1994): Geomorfología práctica. Ejercicios de fotointerpretación y planificación geoambiental. Ed. Rueda, 66 p.
- DRAMIS, F. y BICI, C. (1978): Cartografía Geomorfológica. Pitagora Ed. 215 p. Bologna.
- FERNÁNDEZ GARCÍA, F. (1995): Manual de climatología aplicada. Clima, medio ambiente y planificación. Síntesis, Madrid.
- FUENTES YAGUE, J (1996): Iniciación a la Meteorología Agrícola. Mundi-Prensa, Madrid.
- GALAN GALLEGU, E. y FERNÁNDEZ, F. (1991): Metodología del análisis temporal y espacial de los elementos climáticos. V Coloquio de Geografía Cuantitativa. Universidad de Zaragoza, Zaragoza, pp. 437-452
- 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.
- LAMARRE, D. y PAGNEY, P. (1999): Climats et sociétés. Armand Colin, Paris.
- OLCINA, J. (1994): Riesgos climáticos en la Península Ibérica. Libros Penthalon.
- OLCINA, J. (2006): ¿Riesgos naturales? I. Sequías e inundaciones. Colección Geoambiente XXI. Ed. Davinci.
- OLCINA, J. (2006): ¿Riesgos naturales? II. Huracanes, sismicidad y temporales. Colección Geoambiente XXI. Ed. Davinci.
- PEÑA, J.L. (Ed., 1977): Cartografía geomorfológica básica y aplicada. 227 p. Ed. Geoforma. Logroño.
- PITA, M.F. (1999): Riesgos catastróficos y ordenación del territorio en Andalucía. Consejería e Obras Públicas y Transportes, Junta de Andalucía.
- SMITH, R. & SMITH, T. (2000): Ecología, Addison Wesley, 4^o ed.
- THOMPSON, R. y PERRY, A. (Eds., 1997): Applied Climatology. Routledge, Londres.

Detailed bibliography

- ASWATHANARAYANA, U. (2001): Geoenvironment: an introduction. Rotterdam; Brookfield: A. ABalkema, D.L.
- BESANCENOT, J.P. (1991): Clima y turismo. Masson, París.
- CASTROVIEJO, M.(1991): Prácticas para la planificación de espacios naturales. Ministerio de Agricultura, pesca y alimentación, colección técnica. Madrid.
- CUADRAT, J.M. y MARTIN VIDE, J. (2007): La climatología española. Pasado, presente y futuro. Prensas universitarias de Zaragoza.
- DORNEY, R.S. (1989): The professional of environmental Management. New York: Springer Verlag.
- LÓPEZ GÓMEZ, A. et al. (1993): El clima de las ciudades españolas. Cátedra, Madrid.
- GUTIÉRREZ, M. (2001): Geomorfología climática. Ediciones Omega
- GUTIÉRREZ, M. (2008): Geomorfología. Pearson Prentice Hall.
- SEOÁNEZ, M. (2002): Tratado de Climatología aplicada a la ingeniería medioambiental. Mundi-Prensa, Madrid.
- VAN ZUIDAM, R.A. y VAN ZUIDAM-CANCELADO, I.F.: Terrain analysis and classification using aerial photographs. ITC Textbook of Photointerpretation, VII-6, 348 p. 1979
- VERSTAPPEN, H.Th. y VAN ZUIDAM, R.A.: The ITC System of Geomorphologic Survey. ITC Publ. 10. 89 p. Enschede. 1991

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
- Nimbus. Rev. Climat., Meteorol. Paisaje ISSN: 1139-7136
- 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.euskalmet.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>

<http://www.ngdc.noaa.gov/seg/hazard/hazards.shtml>

<http://hisz.rsoe.hu/alertmap/woalert.php?lang=eng>

http://www2.scielo.org.ve/scielo.php?script=sci_arttext&pid=S0798-05232002000200003&lng=es&nrm=iso

OBSERVATIONS

The field trip and laboratory practicals are compulsory and form part of the practical assessment.

COURSE GUIDE

2023/24

Faculty

130 - Faculty of Arts

Cycle

Degree

GHISTO10 - Bachelor's Degree in History

Year

COURSE

25718 - Seminar on Economic History

Credits, ECTS: 6

COURSE DESCRIPTION

This academic year's Economic History Seminar is entitled "Between the Mediterranean and the Silk Road. The Arab-Muslim world from its creation to the present day". This is an optional subject for students in the 3rd and 4th year of the Bachelor's Degree in History. It is taught in the first four-monthly period, every year alternately in Basque and Spanish, so that all students can choose it: in the current academic year it will be taught in Spanish.

The aim of the subject is to analyse the main processes of the Arab-Muslim world's economy and society, from its creation to the present day. We will begin by explaining the causes of the creation of such a world, as well as the institutional and cultural framework that gave it a unique identity. We will continue with its spectacular rural, urban, mercantile and intellectual flowering between the 7th and 13th centuries. We will then examine its tendency towards institutional and productive stagnation between the 14th and 18th centuries, although it maintained an important commercial dynamism with the consolidation of the Silk Road and maritime expansion across the Indian Ocean. Next, we will study Western dominance in the Arab world between the 19th century and the Second World War, reflecting on the influence that the metropolises had on the institutional adaptation and on the integration of the Arab-Muslim world into the global economy. Finally, we will discuss the avenues for development that Arab countries have adopted in recent decades, with specialisation in oil and gas exports being particularly successful, the energy sources on which current international economic growth is based.

The skills acquired in this subject are highly recommended for students majoring in Economic History or in the following periods: Late Antiquity, as formal Arab-Muslim institutions were based on models created in the Late Roman Empire (e.g. the caliphate combined religious and political leadership, similar to the models of government developed from the Late Empire onwards); the Middle Ages, because Arab-Muslim economic and cultural dynamism had a direct influence on the rest of the world and especially on Europe, where areas such as the Iberian Peninsula (al-Andalus) came under its rule; the Modern Age, when the Ottoman Empire was the main opponent of Europe and Spain in the Mediterranean; and the Contemporary Age, because the Arab-Muslim world has become one of the most important geostrategic areas in the world and the main oil producer.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

Subject-specific competences (SC):

- SC1: Identify the main periods in the economy of the Arab-Muslim world from its creation to the present day.
- SC2: Explain the links between economic development and transformations in institutions and technology.
- SC3: Know the role that the aforementioned world has played in each historical phase within the international economy.
- SC4: Understand the influence of environmental changes on economic development and, at the same time, the effect of economic activities on the disposition of natural resources. This is in a region with a scarcity of water and an abundance of oil.

Transversal competences of the Bachelor's Degree in History (TC):

- TC1: Acquire and demonstrate interpersonal skills for teamwork, both in the field of one's own discipline and in other interdisciplinary fields.
- TC2: Know the basic methods and techniques of historical research and show the ability to obtain, organise and analyse the different materials and sources of information.
- TC3: Demonstrate sufficient knowledge and adequate understanding of the main processes and events of universal, national and regional history, in a diachronic perspective, in their different aspects (economy, society, politics, culture, etc.) and their relationship with current societies.
- TC4: Be able to present orally and/or in writing, with formal correctness and appropriate terminology, at least one topic or problem of historical research, in such a way as to show their ability to make appropriate use of primary and secondary historical sources.

Learning outcomes (LO):

- LO1: Knowledge of the main processes of Arab-Muslim Economic History and ability to establish interrelationships.
- LO2: Ability to understand the way in which the evolution of the institutional framework and technological diffusion condition economic development.
- LO3: Understanding of the process of the great divergence between the Arab-Muslim world and the West.
- LO4: Knowledge of the relationship between economic development and the management of natural resources in each historical period.
- LO5: Ability to cooperate and work in teams.
- LO6: Assimilation of the basic methods and techniques of research in Arab-Muslim Economic History.
- LO7: Knowledge and appropriate use of historical-economic vocabulary.

- LO8: Oral skills to explain the content of a text (historical or historiographical) or audio-visual, as well as to make observations on a graph or table.
- LO9: Ability to write with appropriate spelling, syntax and structure, as well as coherent argumentation.

Theoretical and Practical Contents

Syllabus:

0. INTRODUCTION

1. CULTURAL AND INSTITUTIONAL FRAMEWORK OF THE ARAB-MUSLIM WORLD

- A. Muhammad's socio-economic context and ideology
- B. A Muslim Society Marked by Arab Heritage: The Status of Slaves and Women
- C. The Branches of Islam and the Consolidation of the Arab-Muslim State as a Formal Hegemonic Institution
- D. Islam's Legalism and Informal Institutions

2. ECONOMIC DEVELOPMENT IN THE GOLDEN AGE OF ISLAM (622-1258)

- A. A tax society. The Fiscal and Monetary Systems
- B. Agriculture, the basis of growth. Control of the cradles of civilisation (the Nile, Euphrates and Tigris valleys), irrigation systems and the introduction of new crops
- C. The city, the protagonist of growth. Dynamic urban development adapted to economic needs
- D. Luxury crafts, the consolidation of growth. From state encouragement to market diversification
- E. The circulation of goods in the Muslim legal framework. Ownership, transfer, immobilisation and lending
- F. A contractual economy based on individuals. The flourishing of trading partnerships and the connection between Asia, Africa and Europe
- G. An intellectual flowering that drove innovation

3. THE PATH OF STAGNATION. FROM NOMADIC INVASIONS TO OTTOMAN RULE (1258-18TH CENTURY)

- A. Little institutional change in non-Arab-led tributary states
- B. Peak expansion and ebb of Muslim trade in the Indian Ocean. A network comprising China, India, the Middle East and Africa
- C. The Silk Road and the primacy of overland trade
- D. Europe's Institutional Developments and its Hegemony in Mediterranean Trade

4. TOWARDS INSTITUTIONAL WESTERNISATION. THE DOMINANCE OF EUROPE (19TH CENTURY-1945)

- A. The economic rise of the Dimmi
- B. The failed attempt to reform Muslim states. The creation of the Suez Canal and increasing dependence on Europe
- C. Franco-British hegemony. From French rule over the Maghreb and British rule over Egypt to the consequences of the Sykes-Picot Agreement
- D. Economic westernisation in the colonial period. The emergence of Western-inspired legislative codes and the creation of the first companies

5. PATHWAYS TO DEVELOPMENT AND CONFLICT (1945-PRESENT)

- A. Decolonisation, between the British negotiating stance and French opposition
- B. Arab nationalism's attempt at industrialisation and its decline
- C. The growing development of oil-exporting countries. The creation and consolidation of OPEC
- D. The struggle for control of scarce water resources
- E. Economic conflicts? Israel-Arab world, 1973 crisis and Gulf wars
- F. Islamic economics and finance

TEACHING METHODS

The subject will be taught using a variety of methods:

- Master classes will be as short as possible.
- Practical classes will play a fundamental role in the understanding of the content of the syllabus. For this purpose, discussions and exercises will be carried out on readings (historical and historiographical texts) and audio-visuals (documentaries, films and lectures).
- Writing and oral presentation of group work.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	40		20						
Horas de Actividad No Presencial del Alumno/a	60		30						

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 30%
- Exercises, cases or problem sets 20%
- Teamwork assignments (problem solving, Project design) 30%
- Oral presentation of assigned tasks, Reading 20%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Students have two ways to pass the course:

1) Continuous assessment: the final grade will be made up of the following components:

- A) Regular classroom attendance and active participation: 20%
- B) Classroom practice: 20%
- C) Quizzes on readings and/or audiovisuals: 30%
- D) Writing and oral presentation of group work: 30%

2) Final assessment: If one wishes to waive continuous assessment, one must submit a written request to the lecturer within nine weeks of the start of the subject. In this case, the student will be assessed with a final exam of the syllabus (100%).

Students are reminded that they must know and follow the protocol on academic ethics and prevention of dishonest or fraudulent practices in assessment tests and academic work at the UPV/EHU.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

In the extraordinary call, 100% of the student's mark will be assessed with an exam on the syllabus.

Students are reminded that they must know and follow the protocol on academic ethics and prevention of dishonest or fraudulent practices in assessment tests and academic work at the UPV/EHU.

MANDATORY MATERIALS

Selection of readings (historical and historiographical texts) and audiovisuals (documentaries, films and lectures) essential for a proper understanding of the content of the syllabus.

BIBLIOGRAPHY

Basic bibliography

- AYEB, H. (2000): Agua y poder. Geopolítica de los recursos hidráulicos en Oriente Próximo, Bellaterra.
- BARQUÍN GIL, R. (2012): El Islam (622-1800). Un ensayo desde la Historia Económica, UNED.
- BLOOM, J.; BLAIR, S. (2003): El islam. Mil años de ciencia y poder, Paidós.
- CAHEN, C. (1984): El Islam. Desde los orígenes hasta el comienzo del Imperio Otomano, Siglo XXI.
- CHALMETA GENDRÓN, P. (2021): Historia socioeconómica de Alandalús, Fundación Ibn Tufayl.
- CONSTABLE, O. (1996): Comercio y comerciantes en la España musulmana, Omega.
- COULSON, N. (1998): Historia del Derecho Islámico, Bellaterra.
- GARCÍA SANJUÁN, A. (2021): Las sociedades islámicas clásicas (siglos VII-XV), Síntesis.
- GRUNEBaum, G. (1981): El Islam. Desde la caída de Constantinopla hasta nuestros días, Siglo XXI.
- HOODBHOY, P. (1998): El islam y la ciencia, Bellaterra.
- HOURANI, A. (1992), Historia de los pueblos árabes, Ariel.
- IMBER, C. (2004): El imperio otomano 1300-1650, Vergara.
- KURAN, T. (2017): La larga divergencia. La influencia de la ley islámica en el atraso de Oriente Medio, Granada.
- LANDES, D. (1999): La riqueza y la pobreza de las naciones: por qué algunas son tan ricas y otras son tan pobres, Crítica.
- LORCA CORRÓNS, A.; OROZCO DE LA TORRE, O. (1999): La banca islámica sin intereses, AECI.
- MAÍLLO SALGADO, F. (1996): Vocabulario de historia árabe e islámica, Akal.

MANZANO MORENO, E. (1992): Historia de las sociedades musulmanas en la Edad Media, Síntesis.
MARTÍN MUÑOZ, G. (1999): El Estado Árabe. Crisis de legitimidad y contestación islamista, Bellaterra.
MARTÍN MUÑOZ, G.; VALLE SIMÓN, B.; LÓPEZ PLAZA, M.Á. (2010): El islam y el mundo árabe. Guía didáctica para profesores y formadores, AECID.
VERCELLIN, G. (2003): Instituciones del mundo musulmán, Bellaterra.
WATSON, A. (1998): Innovaciones en la agricultura en los tiempos del mundo islámico, Granada.
WILLIAMSON, J. (2013): Comercio y pobreza. Cuándo y cómo comenzó el atraso del Tercer Mundo, Planeta.

Detailed bibliography

AL-HASSAN, A.; HILL, D. (1986): Islamic Technology, Cambridge.
ALLOUCHE, A. (1994): Mamluk Economics, Utah.
BENNISON, A.; GASCOINE, A. (2007): Cities in the pre-modern Islamic World, Routledge.
CHAFFEE, J. (2018): The Muslim Merchants of Pre-Modern China, Cambridge.
CASALE, G. (2010): The Ottoman age of exploration, Oxford.
CHAUDURI, K. (1985): Trade and Civilization in the Indian Ocean, Cambridge.
GOITEIN, S. (1967), A Mediterranean Society, California.
GOLDBERG, J. (2016): Trade and Institutions in the Medieval Mediterranean, Cambridge.
GREIF, A. (2006): Institutions and the Path to the Modern Economy, Cambridge.
HANNA, N. (2002): Money, Land and Trade. An Economic History of the Muslim Mediterranean, Tauris.
HERSHLAG, Z. (1997): Introduction to the Modern Economic History of the Middle East, Brill.
HOURANI, G. (1951): Arab Seafaring: In the Indian Ocean in Ancient and Early Medieval Times, Princeton.
INALCIK, H.; QUATAERT, D. (1994): An Economic and Social History of the Ottoman Empire 1300-1914, Cambridge.
ISSAWI, C. (1982): An Economic History of the Middle East and North Africa, Columbia.
LÓPEZ MARTÍNEZ DE MARIGORTA, E. (2020): Mercaderes, Artesanos y Ulemas, Jaén.
MASALHA, N. (2002): Israel, Bellaterra.
MENÓRET, P. (2004): Arabia Saudí, Bellaterra.
OWEN, R. (2009): The Middle East in the World Economy 1800-1914, Tauris.
PAMUK, S. (2018): Uneven Centuries. Economic Development of Turkey since 1820, Princeton.
POMMIER, S. (2009): Egipto, Bellaterra.
ROBINSON, C. et alii (2011), The New Cambridge History of Islam, Cambridge.
SAYIGH, Y. (2018): The Economies of the Arab World: Development since 1945, Routledge.
STREUSAND, D. (2011): Islamic gunpowder empires, Westview.
TSUGITAKA, S. (1997): State and rural society in medieval Islam, Brill.
UDOVITCH, A. (1970): Partnership and Profit in Medieval Islam, Princeton.
VASSILIOU, M. (2009): Historical Dictionary to the Petroleum Industry, Scarecrow.

Journals

- Al-Masaq. Journal of the Medieval Mediterranean
- Al-Qantara
- Awraq. Revista de análisis y pensamiento sobre el mundo árabe e islámico contemporáneo
- Economic History Review
- International Journal of Middle East Studies
- Islam and Christian-Muslim Relations
- Journal of African History
- Journal of Economic History
- Journal of Islamic Archaeology
- Journal of the Economic and Social History of the Orient
- Mediterranean Historical Review
- Studia Islamica

Web sites of interest

- Casa Árabe: <https://www.casaarabe.es/>
- Fundación Euroárabe de Altos Estudios: <https://www.fundea.org/es>
- Middle East Economic Association: <https://meeaweb.org/>
- Middle East Studies Association: <https://mesana.org/>
- Qantara. Patrimonio Mediterráneo: <https://www.qantara-med.org/?&lang=es>
- School of Oriental and African Studies: <https://www.soas.ac.uk/>
- The Mediterranean Seminar: <http://www.mediterraneanseminar.org/>

OBSERVATIONS

COURSE GUIDE

2023/24

Faculty

130 - Faculty of Arts

Cycle

Degree

GGEOGR10 - Bachelor's Degree in Geography and Land Management

Year

COURSE

28352 - Water & Planning

Credits, ECTS: 6

COURSE DESCRIPTION

The course aims to provide knowledge of the fundamentals of the hydrological cycle, the processes linked to water and the planning and management of water from a territorial point of view.

It is a subject linked to Physical Geography, as water is a component linked to the physical environment.

The main objectives are:

- To identify and recognise the global functioning of the water cycle and its processes.
- To understand river and lake dynamics and the hydrogeological functioning of aquifers and their repercussions.
- Manage the basic tools and techniques of hydromorphological analysis.
- Appreciate the importance of water in physical and human processes, both from the point of view of water resources (in quantity and quality), as well as in risk detection.
- To know the instruments of water and water territory planning
- To value the importance of hydromorphological processes in territorial management.

For the development of the subject knowledge of GIS will be required, so it is recommended to have studied the following subjects "Geographic Information Systems" and "GIS Extension". As well as having passed the subjects of Climatology and Geomorphology

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

SPECIFIC SKILLS:

- • Identify and recognise the global functioning of the water cycle and its processes (M02CM04 and M02CM06).
- • Learn about the tools for water planning and for water territory planning (M02CM03)
- • Analyse, calculate available hydrological data, measure variables on the field and estimate hydromorphological elements and assessments (M03CM06 and M04CM01)
- • Analyse, identify and diagnose processes and risks and its relationship with other subsystems of the hydrologic cycle, basin processes and propose management alternatives (M02CM02, M02CM04and M03CM01).

LEARNING OUTCOMES

- Recognises the object of study, the terminology, methods and techniques of hydrology and planning hydrology, hydraulics and hydromorphology.
- Identifies the different phases and processes of the hydrological cycle and describes their characteristics.
- Justifies the importance of water and river planning in urban planning, spatial planning and environmental management.
- Identifies the existing legislation and regulations related to water from the European level to the Basque Country level.
- Applies the different procedures and methodologies for obtaining hydrological data and analysing processes.
- Formulates and analyses the problems of the spaces linked to water, especially fluvial ones, in order to propose alternatives for solutions, applying the methods learnt.

Theoretical and Practical Contents

1. LAND AND WATER
 - 1.1. Hydrosphere
 - 1.2. Hydrological cycle: hydrological processes and water balance
2. SOIL AND GROUNDWATER
 - 2.1. Soil water
 - 2.2. Ground water
3. RIVER SYSTEMS
 - 3.1. The fluvial system
 - 3.2. River basin and watershed
 - 3.3. Runoff and discharge
 - 3.4. River regimes and irregularity
 - 3.5. Extreme functioning: low and high discharges
4. OTHER SYSTEMS RELATED TO WATER
 - 4.1. Solid waters
 - 4.2. Lakes

4.3. Marine waters

5. WATER, LAND AND PLANNING

- 5.1. Water uses and the environmental and land difficulties
- 5.2. Land uses in river basin and the hydrological planning
- 5.3. Water and land management. Law and normative related to water
- 5.4. River dynamics: key of management. Assessment indexes
- 5.5. Discharge management
- 5.6. Fluvial territory and mobility space
- 5.7. WFD challenge: river restoration

TEACHING METHODS

The development of the course will be carried out through sessions where the different concepts and competences will be worked on, practical exercises in the classroom, the use of computers for the application of specific software and the carrying out of tasks, practical work and field trips.

Up to 4 field trips may be carried out, depending on funding:

- Field trip to analyse hydrogeological processes and the relationship between groundwater and surface water.
- Batán river, near the Campus: this will consist of taking data on the speed of water flow and the morphology of the riverbed in order to estimate flow rates. This outing will take place during one of the class sessions.
- Full-day (or two-day) trip to the Arga, Aragón and Ebro rivers, analysing hydrological processes, dynamics, fluvial landscapes river landscapes, water uses and the management of river areas.
- Hydrogeomorphological diagnosis and application of a valuation index in the Batán river. This will be carried out during one of the class sessions.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	27		18		10				5
Horas de Actividad No Presencial del Alumno/a	40,5		27		15				7,5

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 50%
- Exercises, cases or problem sets 5%
- Individual assignments 20%
- Teamwork assignments (problem solving, Project design) 20%
- Fieldtrips 5%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The course will be assessed by means of a series of individual practicals, group work and a theoretical-practical exam.

Both the exam and the practicals as a whole must be passed in order to pass the course. In case of failure in the ordinary exam, if the practicals or the exam are passed, the part that was passed, either the practicals or the exam, will be kept for the extraordinary assessment.

Students will be informed of the delivery date of the practicals in the student guide or in the presentation of the course.

Students who wish to exercise their right to be assessed using the final assessment system will have a period of 9 weeks for four-monthly subjects (Regulations governing student assessment in official undergraduate degrees, art. 8, point 3).

Spelling and grammatical mistakes committed in assignments and exams will penalise the mark. ANNEX I includes the aspects that, in addition to the content and the correct methodological development and results, will be taken into account for the evaluation of the assignments.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The course will be assessed by means of a series of individual practicals, group work and a theoretical-practical exam.

Both the exam and the practicals as a whole must be passed in order to pass the course.

The date of delivery of the practicals will be the date of the extraordinary exam.

Spelling and grammatical mistakes committed in papers and exams will penalise the mark. ANNEX I includes the aspects that, in addition to the content and the correct methodological development and results, will be assessed for the evaluation of the assignments.

MANDATORY MATERIALS

BIBLIOGRAPHY

Basic bibliography

- BRAVARD, J.P. y PETIT, F. (1997): Les cours d'eau. Dynamique du système fluvial. Colin, Paris.
- BRIERLEY, G.J. y FRYIRS, K.A. (2005): Geomorphology and river management. Applications of the River Styles Framework. Blackwell, 398 p., Oxford.
- CHARLTON, R. (2008): Fundamentals of Fluvial Geomorphology. Routledge, 234 p., Oxon.
- COSANDEY, C. (dir., 2003): Les eaux courantes. Géographie et environnement. Col. BelinSup Géographie. Belin, 240 p., Paris.
- DAVIE, T. (2002): Fundamentals of hydrology. Routledge Fundamentals of Physical Geography, Routledge, 169 p., London.
- DUNNE, R. y LEOPOLD, L.B. (1978): Water in Environmental Planning. Freeman, 818 p., New York.
- ERASO, A.; ARRATE, I. y RUIZ, F. (2001): Mapa Hidrológico de la Comunidad Autónoma del País Vasco. Escala 1:150.000 - Euskal Autonomia Erkidegoko Mapa Hidrologikoa 1:150.000 eskala. Dpto. de Transportes y Obras Públicas, Gobierno Vasco, 75 p. + cartografía, Bilbao.
- GAUTIER, E. y TOUCHART, L. (1999): Fleuves et lacs. Armand Colin, 96 p., Paris.
- GIL OLCINA, A. (coord., 2004): Alteración de los regímenes fluviales peninsulares. Fundación CAJamurcia, 683 p., Murcia.
- GONZÁLEZ DEL TÁNAGO, M. y GARCÍA DE JALÓN, D. (2007): Restauración de ríos. Guía metodológica para la elaboración de proyectos. Ministerio de Medio Ambiente, 318 p., Madrid.
- KNIGHTON, A.D. (1998): Fluvial Forms and Processes: a new perspective. Arnold, London
- MARTÍNEZ, A. y NAVARRO, J. (1995): Hidrología forestal. El ciclo hidrológico. Universidad de Valladolid.
- NEWSON, M.D. (1994): Hydrology and the river environment. Clarendon Press, Oxford.
- OLLERO, A. (2007): Territorio fluvial. Bakeaz, 255 p., Bilbao.
- OLLERO, A. (2014): Guía metodológica sobre buenas prácticas en gestión de inundaciones. Manual para gestores. Contrato del río de Matarraña. ECODES, Sud Eau 2, 143 p.
http://contratoderiomatarranya.org/documentos/Guia_BB_Gestion_inundaciones.pdf
- OLLERO, A. (2015): Guía metodológica sobre buenas prácticas en restauración fluvial. Manual para gestores. Versión 1.0. Contrato del río de Matarraña. ECODES, Sud Eau 2, 111 p. http://contratoderiomatarranya.org/documentos/guia-restauracion-fluvial_web.pdf
- OLLERO, A. (2017): Hidrogeomorfología y geodiversidad: el patrimonio fluvial. Ríos: Hidrogeomorfología, probelmática, rehabilitación (Libro 1). Centro de Documentación del Agua y el Medio Ambiente. Agencia de Medio Ambiente y Sostenibilidad (Ayuntamiento de Zaragoza)
- SENCIALES, J.M. (1999): Redes fluviales. Metodología de análisis. Universidad de Málaga.

Detailed bibliography

SOFTWARE

- IAHRIS Índices de Alteración Hidrológica en Ríos
- HEC-RAS
- WinXSPRO, A Channel Cross Section Analyzer, User's Manual, Version 3.0.
- SEDIMENT V1.0

Journals

- WATER FRAMEWORK DIRECTIVE 2000/60/EC of the European Parliament and of the Council of 23 October 2000 establishing a framework for Community action in the field of water policy.
- FLOODS DIRECTIVE 2007/60/EC of the European Parliament and of the Council of 23 October 2007 on the assessment and management of flood risks.
- WATER LAW, 11/2005
- REGULATION OF THE PUBLIC HYDRAULIC DOMAIN (Royal Decree 606/2003 of 23 May).
- REGULATION OF HYDROLOGICAL PLANNING, R.D. 907/2007 of 6 July.
- INSTRUCTION ON HYDROLOGICAL PLANNING, Order ARM/2656/2008 of 10 September.
- ROYAL DECREE 903/2010, OF 9 JULY, on flood risk assessment and management.

SECTORIAL TERRITORIAL PLAN for the Banks of Rivers and Streams of the Autonomous Community of the Basque Country (Cantabrian basin). Department of Territorial Planning, Housing and Environment, Basque Government, Vitoria-Gasteiz, 1998.

SECTORIAL TERRITORIAL PLAN of the River and Stream Banks of the Autonomous Community of the Basque Country (Mediterranean basin). Department of Territorial Planning, Housing and Environment, Basque Government, Vitoria-Gasteiz, 1999.

SECTORIAL TERRITORIAL PLAN FOR WETLANDS. Department of Territorial Planning, Housing and Environment, Basque Government, Vitoria-Gasteiz, 2004.

Web sites of interest

<http://www.magrama.gob.es/es/agua/temas/evaluacion-de-los-recursos-hidricos/sistema-informacion-anuario-aforos/default.aspx> - Sistema Información Anuarios de afluentes

<http://www.chebro.es> - Confederación Hidrográfica del Ebro

<http://www.gipuzkoa.net/oohhgraph/index.html?idioma=e> - Datos hidrológicos de los ríos de Gipuzkoa

http://www.bizkaia.net/Ingurugiroa_Lurraldea/Hidrologia/castellano/datos_cuencas.htm - Datos hidrológicos de los ríos de Bizkaia

<http://www.uragentzia.euskadi.eus/u81-0002/es> - Agencia Vasca del Agua

<http://www.uragentzia.euskadi.eus/appcont/gisura/> - IDE Ura Web – Sistema de Información del Agua

<http://www.euskalmet.net> - Entre los datos climáticos también proporciona datos de altura de agua de algunas estaciones meteorológicas que incluyen datos de aforo

<http://www.eau-adour-garonne.fr/> - Agence de l'–Eau Adour-Garonne, con abundante información, datos hidrológicos, cartografía...

http://www.nrcs.usda.gov/technical/stream_restoration - Stream Corridor Restoration, con excelentes contenidos sobre los sistemas fluviales, figuras ilustrativas y muy didáctico

<http://www.cig.ensmp.fr/~hubert/glu/HINDES.HTM> - Parte de la página del IAHS (International Association of Hydrological Sciences), que proporciona un glosario de términos hidrológicos en diversas lenguas

<http://www.ingeba.euskalnet.net/biblio/biblos92/bge5.html> - Página del Ingeba donde se incluyen recursos bibliográficos sobre el estudio de las aguas en Euskal Herria

<http://www.weather.gov/ahps/> - Proporciona datos del nivel de los cursos fluviales de EEUU

<http://waterdata.usgs.gov/nwis/rt> - Datos de caudal en tiempo real de las estaciones de aforo de los EEUU

<http://www.magrama.gob.es/es/agua/temas/delimitacion-y-restauracion-del-dominio-publico-hidraulico/estrategia-nacional-restauracion-rios/> - Estrategia Nacional de Restauración de Ríos

OBSERVATIONS

APPENDIX I - ASPECTS TO BE TAKEN INTO ACCOUNT IN THE ASSESSMENT OF WORKS

- Presentation of the work appropriate to university and graduate level: cleanliness, clarity, order, table of contents, pagination, bibliography, justification, ...
- Correct grammar and spelling. An inadequate number of spelling mistakes justifies the suspension of the work.
- Absence of plagiarism. The presence of plagiarised texts will result in a failing grade for the paper.
- Correctness in the analysis and interpretation of the results.
- Use of bibliographical and documentary sources that enrich and allow the contrast and justification of the information provided.
- Mention of the sources used, correctness in the inclusion of bibliographical and documentary references both in the text and at the end in the bibliographical list and other sources.
- Inclusion of cartographic material and material produced by the author. This must be presented correctly and in accordance with the minimum requirements of cartographic editing: inclusion of scale, appropriate legend, north...
- Numbering of figures, tables, etc. and their mention in the text. Inclusion of sources.
- Numerical data with units.

COURSE GUIDE

2023/24

Faculty

130 - Faculty of Arts

Cycle

Degree

GGEOGR10 - Bachelor's Degree in Geography and Land Management

Year

COURSE

28354 - Production Spaces

Credits, ECTS: 6

COURSE DESCRIPTION

This optional subject is an in-depth study of Economic Geography, so it is necessary to have assimilated the basic concepts and competences of this subject. It is also related to Urban Planning, since economic activity continues to be located in the territory despite an advanced process of globalisation. This subject is integrated in the spatial planning module.

The subject "Production Spaces" consists of the analysis of the productive and spatial organisation of economic activities at local level in the regional, national and European Union context. Understanding the productive and spatial logic of the different economic sectors is essential to understand the role played by industrial estates and business parks in territorial planning at local, regional, national and global level.

From the point of view of employability, the competences acquired in this subject can be used by local development agents. Job position required in local development agencies, which is held by geographers among other professionals.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

CB3 - Students have the ability to gather and interpret relevant data (usually within their area of study) in order to make judgements that include reflection on relevant social, scientific or ethical issues.
in order to make judgements that include reflection on relevant social, scientific or ethical issues.

Degree Competences.

G005 Explain the diversity of places, regions and locations and understand spatial relationships and processes. Interrelate phenomena at different territorial scales.

CM: Competences of the module (M02-Spatial Planning).

M02CM02: Ability to pose and solve problems through the application of acquired theoretical and technical knowledge.

M02CM04: Apply geographical knowledge to the analysis and diagnosis of the territory and its landscape.

Theoretical and Practical Contents

1. Definition of production spaces.
 - 1.1. Definition.
 - 1.2. Typology.
 - 1.3. Agglomeration economies and concentration of economic activity.
 - 1.4. Production networks: from the local to the global scale.
2. Business structure and location.
 - 2.1. Structure by business size and size of municipality.
Number of establishments, function and geographical distribution.
 - 2.3. Business size and land occupation for economic activities.
3. Sectoral structure and clusters.
 - 3.1. Sectoral classification.
 - 3.2. Geographical distribution of sectors and tasks at intra-firm level.
 - 3.3. Clusters and economic specialisation of the territory.
4. Local development and land for economic activities.
 - 4.1. Local development and global competition.
 - 4.2. Typology of municipalities, change in location and level of land occupation.
 - 4.3. Effects and response to COVID-19. The sustainable and resilient challenge.
5. Statistical and cartographic sources and fieldwork.
 - 5.1. Potential and shortcomings of information provided by regional, national and European statistical bodies.
 - 5.2. GIS applications
 - 5.3. Field practice.

TEACHING METHODS

- Explanation of basic concepts by the teacher and each student completes it with the recommended readings.

- In-class exposition of readings done outside the classroom by the student.
- Application of concepts through the realization of practical work tutored in teams of two people.
- The teacher and students carry out field practice. Before the field practice each student has to perform several tasks. The field practice is an opportunity to interrelate the theoretical part with reality.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	27		28						5
Horas de Actividad No Presencial del Alumno/a	40,5		42						7,5

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

- End-of-course evaluation

Evaluation tools and percentages of final mark

- Written test, open questions 50%
- Teamwork assignments (problem solving, Project design) 40%
- Oral presentation of assigned tasks, Reading 10%
- 0%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The evaluation system is mixed. The 40% of the grade is assessed through the progress of the practical work done by the student. The 10% of the grade is assessed by the final delivery of the practical work. 50% of the grade is assessed by means of an exam.

It is necessary to pass the theoretical part and the practical part independently in order to pass the course. That is to say, in order to pass the course it is essential to obtain at least 2.5 points in the theoretical part and 2.5 points in the practical part.

In any case, the student will have the right to be evaluated through the final evaluation system, regardless of whether or not he/she has participated in the continuous evaluation system.

If due to exceptional circumstances (COVID-19) it were necessary to carry out the evaluation in a non face-to-face way, this would be done maintaining the above mentioned percentages and evaluation mode (both for mixed and non continuous evaluation). The exam and/or the delivery of assignments would be done online.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

In the extraordinary call the conditions will be the same as in the ordinary call.

If due to exceptional circumstances (COVID-19) it were necessary to carry out the evaluation in a non face-to-face way, this would be done maintaining the above mentioned percentages and evaluation mode (both for mixed and non continuous evaluation). The exam and/or the delivery of assignments would be done online.

MANDATORY MATERIALS

Barnes, T.J. & Christophers, B. (2018). Economic Geography : A Critical Introduction. Hoboken: NJ: John Wiley & Sons.

Coe, N., Kelly, P. & Yeung, H.W.C. (2020). Economic geography: a contemporary introduction. Wiley-Blackwell.

Dicken, P. (2015). Global shift: mapping the changing contours of the world economy. London/Los Angeles: Sage.

BIBLIOGRAPHY

Basic bibliography

Alonso, M.P., Marques, T.S. & Santos, H. (2020). La Geografía de las redes económicas y la Geografía Económica en red. Ed.: Faculdade de Letras da Universidade do Porto, Asociación de Geógrafos Españoles (Grupo de Geografía Económica). <https://doi.org/10.21747/9789898969460/ge>.

Méndez, R. (2018). La telaraña financiera. Una geografía de la financiarización y su crisis. Santiago de Chile-Barcelona: Ril Editores. <https://estudiosurbanos.uc.cl/libro/la-telara-na-financiera-una-geografia-de-la-financiarizacion-y-su-crisis/>

Méndez, R. & Caravaca, I. (1996). Organización industrial y territorio. Madrid: Síntesis.

Pike, A., Rodríguez Pose, A. & Tomaney, J. (2011). Desarrollo local y regional. Valencia: Universitat de Valencia.

Sánchez Hernández, J.L. & Albertos, J.L. coord. (2014). Geografía de la crisis económica en España. Valencia: Universitat de Valencia.

Detailed bibliography

Camagni, R. & Galleto, V. (2005). Economía urbana. Barcelona: Bosch.

Fernández Cuesta, G. & Fernández Prieto, J.R. (1999). Atlas industrial de España: desequilibrios territoriales y localización de la industria. Oviedo: Novel.

Fernández de Arróyabe et al (2006). "Aplicación de un sistema de información geográfica para localizar áreas industriales sostenibles" en 3º Congreso Internacional Ciudad y Territorio Virtual. Bilbao.

Méndez, R. & Pascual, H. (2006). Industria y ciudad en España: nuevas realidades, nuevos retos. Cizur Menor: Thomson-Civitas.

Méndez, R. edit. (2010). Estrategias de innovación industrial y desarrollo económico en las ciudades intermedias de España. Madrid: Fundación BBVA.

VVAA Infraestructuras tecnológicas. Soporte de la economía del siglo XXI. *Ekonomiaz*, nº 63.

Journals

Journal of Economic Geography.
Economic Geography.
European Urban and Regional Studies.

Web sites of interest

<https://ec.europa.eu/eurostat>

<https://ec.europa.eu/eurostat/web/gisco>

<https://www.oecd.org/>

OBSERVATIONS

If due to exceptional circumstances (COVID-19) it were necessary to carry out the evaluation in a non face-to-face way, this would be done maintaining the above mentioned percentages and evaluation mode (both for mixed and non continuous evaluation). The exam and/or the delivery of assignments would be done online.