









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	
25560 Historia Económica del País Vasco	2nd	6	M	
28354 Espacios Productivos	2nd	6	M	
Bachelor's Degree in History				
25560 Historia Económica del País Vasco	2nd	6	M	
Bachelor's Degree in Philology				
25363 Morfología y Sintaxis	2	6	M	
Bachelor's Degree in History of Art				
25560 Historia Económica del País Vasco	2nd	6	M	
Bachelor's Degree in English Studies				
25363 Morfología y Sintaxis	2	6	M	
Bachelor's Degree in Basque Studies				
25363 Morfología y Sintaxis	2	6	M	



¹ SEMESTER: 1st: September 2024 to January 2025

2nd : January 2025 to May 2025

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
Bachelor's Degree in Geography and Land Management					
25541	Klimatologia	2nd	6	A	
25565	Planificación del Medio Físico	1st	9	M	
Bachelor's Degree in History					
25718	Seminario de Historia Económica	1st	6	M	
Bachelor's Degree in English Studies					
25326	Hizkuntzalaritza II	2	6	M	

³ SEMESTER: 1st: September 2024 to January 2025

2nd : January 2025 to May 2025

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



COURSE GUIDE 2024/25

Faculty 130 - Faculty of Arts

Cycle .

Degree GGEOGR10 - Bachelor's Degree in Geography and Land Management

Year First year

COURSE

25536 - Geography of the Contemporary World

Credits, ECTS: 6

COURSE DESCRIPTION

Geography of the Current World is a basic subject common to three degrees: Geography and Spatial Planning, History and History of Art. With this generalist approach, it is sought that students acquire basic geographic knowledge: to know elemental geographic concepts and to understand the processes and dynamics that take place in the current world.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

Competence:

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

G004 - To know, understand and interpret the territory and interrelate the physical environment with the social and human sphere.

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

G002 - Being able to communicate correctly in oral and written form.

M01CM03 - Use historical and especially historiographical information to analyze social processes.

Learning outcomes:

RA1 - To know the different physical means and societies of the world.

RA2 - To be able to correctly interpret and narrate the role played by the physical elements and the social and economic factors in the organization of the large regional groups worldwide.

RA3 - Understand current processes and dynamics in the environmental, social and economic fields and demonstrate the ability to explain them in a written and oral way.

RA4 - Knowing how to correctly interpret the different forms of representation of geographic information: maps, graphs, indices, rates...

Theoretical and Practical Contents

1. Introduction: a global geography of the world.

2. Physical geography: diversity of natural terrestrial media. The large embossing units. Climate. Vegetation and soil covers. Water.

3. Human geography: diversity of human media. Global geodemography. Urbanization of the planet. Economic globalization. Global cultural diversity.

4. Major global socio-economic groupings. Developed regions. Emerging regions. Developing regions.

5. Current world environmental, social and economic challenges.

TEACHING METHODS

In master classes, the teacher will display the contents using a powerpoint. The material that is projected will be visual (maps, graphs, tables, photographs...), and it will be necessary for the students to gather the necessary information to prepare the test and perform the practices. In addition, the professor will not offer all the theoretical information, part of it should be developed by the students following the line offered by the professor.

Lessons will be held on Fridays. To do so, students must use the texts and exercises left in eGela. He will read and work, both in class and out of class, the texts to carry out the different practices that the professor will raise: text analysis, text comments on geographic topics, group presentations, collection, comparison and exhibition of data, statistical analysis; All details about these practices are collected in the Guide of Students and in eGela.



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 50%
- Exercises, cases or problem sets 50%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Final examination: 50% of the note.

The review will need to show knowledge of geographical concepts clearly, interpret maps and graphs and identify geographic trends worldwide.

Practical tasks to be delivered: 50%

The dates for the delivery of internships and works will be marked in the classroom and published in eGela.

It will be essential to approve the two parts to overcome the subject (2.5 points in practice and 2.5 points in examination)

Important considerations:

In any case, students shall have the right to be assessed through the final evaluation system (100% of the grade), whether or not they have participated in the continuous evaluation system. For this purpose, students must submit in writing to the faculty responsible for the subject the renunciation of continuous evaluation, for which they will have a period of 9 weeks for the quadrimestral subjects (Regulatory Regulation of the Evaluation of Students in the official degrees of Bachelor. BOPV of 13 March 2017. Art. 8, pt. 3)

Failure to submit to the examination will result in a waiver of the call for evaluation and will appear as a No Submitted.

In case of non-face-to-face evaluation, the examination and delivery of work shall be carried out in a telematic manner. The evaluation percentages shall be the same as in the face-to-face evaluation.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The final evaluation test of the extraordinary call shall consist of the same evaluation activities used in the ordinary call. If one of the two parts of the subject (exam or practice) is approved in the first call, that part of the note for the extraordinary call will be kept. The student will only have to perform the suspended part.

In any case, a student who has suspended the first call and does not want the note obtained in the practical or theoretical part to be kept, may resign by writing to the teacher at least 30 days before the date of the extraordinary examination. He will report that he renounces the qualifications obtained in the continuous evaluation and that he wishes to perform a final test that allows him to obtain 100% of the qualification of the subject.

The final evaluation test of the extraordinary call shall consist of the number of examinations and evaluation activities necessary to be able to evaluate and measure the defined learning outcomes, in a manner comparable to that evaluated in the ordinary call. The positive results obtained by the students during the course may be preserved. In the case of having obtained negative results through the continuous evaluation carried out during the course, these results cannot be maintained for the extraordinary call, in which the student can obtain 100% of the qualification.

Failure to submit to the examination will result in a waiver of the call for evaluation and will appear as a No Submitted.

MANDATORY MATERIALS

Material available in eGela that will be needed to work in classroom practices.



BIBLIOGRAPHY

Basic bibliography

AZCÁRATE LUXÁN, M.V., AZCÁRATE LUXÁN, B., SÁNCHEZ SÁNCHEZ, J. (2016): Grandes regiones de la tierra. Naturaleza y sociedades". UNED, Madrid.

AZCÁRATE LUXÁN, B. (Coord.) (2010): Geografía regional del mundo: desarrollo, subdesarrollo y países emergentes. UNED, Madrid.

BARINAGARREMENTERIA, M.A., SOLA, C., GARIZURIETA, M. (2006): Diccionario de Geografía y Medio Ambiente. Erein, Donostia.

DE BLIJ, H.J., MULLER, P.O. (2020): Geography, realms, regions and concepts. John Wiley&Sons, New York.

PETXARROMAN, I. (2020): Ezezagunerako bidaia. Mundua, klima eta ekologia krisian. Elkar, Donostia.

Detailed bibliography

ARANGO J., MAHÍA, R., MOYA D. Y SÁNCHEZ-MONTIJANO, E. (dir.) (2017): La inmigración en el ojo del huracán. Barcelona: Anuario CIDOB.

AZCÁRATE LUXÁN, M.V., AZCÁRATE LUXÁN, B., SÁNCHEZ SÁNCHEZ, J. (2006): Atlas histórico y geográfico universitario. UNED, Madrid.

AZCÁRATE LUXÁN, M.V., AZCÁRATE LUXÁN, B., SÁNCHEZ SÁNCHEZ, J. (2009): Grandes Espacios Geográficos. El Mundo Desarrollado, UNED, Madrid.

AZCÁRATE LUXÁN, M.V., AZCÁRATE LUXÁN, B., SÁNCHEZ SÁNCHEZ, J. (2009): Grandes Espacios Geográficos. Subdesarrollo y países emergentes, UNED, Madrid.

ÁLVAREZ, S., BELLVER, J., GONZÁLEZ-TABLAS, A. (2017). La economía mundial desde una perspectiva integradora: funcionamiento y principales problemas, en GÓMEZ, P.J. (coord.) La economía mundial. Enfoques críticos. Capítulo 8, pp. 197-242. Madrid: Fuhem Ecosocial, Los Libros de la Catarata.

DOMINGO, A. (2019): Demografía y posverdad. Barcelona: Icaria

DIAMOND, J. (2010): Colapso: por qué unas sociedades perduran y otras desaparecen. Debate, Barcelona.

IPCC (2023): AR6 Synthesis Report. Climate Change 2023. <https://www.ipcc.ch/report/ar6/syr/>

LE MONDE DIPLOMATIQUE (2009): El atlas geopolítico 2010. Cybermonde-UNED, Madrid.

LE MONDE DIPLOMATIQUE (2014): Atlas de las Metrópolis. Fundación Mondiplo, Madrid.

PÖRTNER, H.O., SCHOLE, R., ARNETH, et al. (2023): Overcoming the coupled climate and biodiversity crises and their societal impacts. Science. 380. 10.1126/science.abi4881.

SUTCLIFFE, B. (2005): Mundu desorekatu honen 100 irudi. Ikaria, Barcelona. Hegoak euskaratua.

TURIEL, A. (2020): Petrocalipsis : Crisis energética global y cómo (no) la vamos a solucionar. Alfabeto, Madrid.

TURIEL, A. (2022): Sin energía : Pequeña guía para el Gran Descenso. Alfabeto, Madrid.

TURIEL, A., BORDERA, J. (2022): El otoño de la civilización (y la ruptura de la cadena de suministros). Escritos Contextarios, Madrid.

Journals

Magazines published by Le Monde Diplomatique: Environmental atlas, The geopolitical atlas, Atlas of globalizations, New emerging Powers, Atlas of China, Atlas of metropolis...

Country statistical data yearbooks: The state of the world. World economic and geopolitical yearbook. Political ecology.

Web sites of interest

Google Earth. <http://earth.google.com/intl/es/>

Perry-Castañeda Library Map Collection <http://www.lib.utexas.edu/maps/>



HDI reports. <http://hdr.undp.org/es>
World Bank: statistical information of states. <http://worldbank.org/data>
Central Intelligence Agency. The World Factbook. <https://www.cia.gov/library/publications/the-world-factbook/>
UN Cartography Section. <http://www.un.org/Depts/Cartographic/english/htmain.htm>
Demographic and social statistics. <http://unstats.un.org/unsd/demographic/>
Nation Master. <http://www.nationmaster.com/index.php>
Development indicators. http://unstats.un.org/unsd/mi/mi_series_list.asp
The documentation Française. Carthèque. <http://www.ladocumentationfrancaise.fr/cartotheque/>
Ressources cartographiques et historiques (...) du monde contemporain. <http://www.atlas-historique.net/>
The world as you've never seen it before <http://www.worldmapper.org/>

OBSERVATIONS



COURSE GUIDE 2024/25

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.
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CARO BAROJA, J. (1971): Los vascos, Desván del Libro.
CARO BAROJA, J. (1984): Introducción a la historia social y económica del pueblo vasco, Txertoa.
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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 2024/25

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 subject will be offered in the academic year 2024-2025 in Spanish. 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 and digitalisation in developed regions. This subject is integrated in the spatial planning module.

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

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

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

Competences of Ministry of Education and Science:

CB3 Students have the ability to gather and interpret relevant data in order to make judgements that include a reflection on relevant social, scientific or ethical issues.
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.

Learning outcomes of the subject:

- Expresses the concept of productive spaces.
- Assimilates the typology of productive spaces and applies this typology to the case of a municipality.
- Recalls the different geographical scales of economic activity and inserts the local scale in the regional, national, European Union and global scale.
- Assimilates the concept of enterprise in its geographical dimension. Comments on the geographical distribution of employment by company size at provincial, regional, national, European Union and global level.
- Uses the NACE 2009 classification. Applies this classification at the level of municipality, Historical Territory, region, country and EU.
- Defines the concept of cluster and finds out if it exists in the geographical area of analysis.
- Identifies territorial strategies by which the municipality under study can compete at regional level.
- Uses statistical, cartographic and planning sources for the analysis of economic activity at local and regional level in the case of the analysed municipality.
- Communicates the progress of his/her work to the rest of the students and actively listens to what the rest of the students say.



- Oral presentation of assigned tasks, Reading, 10%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The evaluation system is final assessment. 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 from 5 points and 2.5 points in the practical part from 5 points.

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.

In any case, the student will have the right to be assessed by means of the final assessment system in which the learning results to be acquired through practical work will be assessed. In order to opt for this system, the student must submit the request in writing to the lecturer responsible for the subject, within a period of nine weeks from the beginning of the four-month period (Regulations governing the assessment of students in the degrees of students in official undergraduate degrees, article 8).

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

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

The evaluation system is final assessment. 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 from 5 points in the theoretical part and 2.5 points from 5 points in the practical part.

If the student has passed one of the two parts of the subject (theoretical or practical) in the first exam, that grade will be retained for the extraordinary exam, not for other academic years. The student will only have to take the part not passed in the extraordinary exam.

The waiver of the exam is formalised by not taking the exam. In this case, the grade will appear as "no-show";.

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.

MANDATORY MATERIALS

Alonso, M. P., Benito del Pozo, P., Pallares-Barbera, M. y Sánchez, J.L. (Coord.) (2022). Geografía económica: fundamentos, agentes y procesos. Tirant Humanidades.

Méndez, R. (2023). Tiempos críticos para el capitalismo global. Una perspectiva geoeconómica. Revives.

Méndez, R., Abad, L.D. & Echaves, C. (2015). Atlas de la crisis. Impactos socioeconómicos y territorios vulnerables en España. Tirant Humanidades.

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



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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. (2020). Sitiados por la pandemia. Del colapso a la reconstrucción: apuntes geográficos. Revives.
<http://revives.es/publicaciones/sitiados-por-la-pandemia-2a-edicion/>

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

Journals

Boletín de la AGE. <https://bage.age-geografia.es/ojs/index.php/bage>

Economic Geography. <https://www.tandfonline.com/toc/recg20/current>

Estudios Geográficos. <https://estudiosgeograficos.revistas.csic.es/index.php/estudiosgeograficos>

Cambridge Journal of Regions, Economy and Society. <https://academic.oup.com/cjres>

Web sites of interest

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

Instituto Nacional de Estadística: <https://www.ine.es/>

Instituto Vasco de Estadística (Eustat): <http://www.eustat.eus>

Instituto Geográfico Nacional: <http://www.ign.es>

OBSERVATIONS

The teacher explains the practical part of the subject in the classroom, which is why it is highly recommended to attend the course classroom teaching. In the event that a student does not attend class regularly, he/she must take the practical part of the course individually.

All the procedures for the assessment of students' learning and work have the purpose of verifying their knowledge and academic performance in order to their knowledge and academic performance for the purposes, among others, of awarding them the official qualifications that will enable them to professional practice. Universities are responsible for verifying that the qualifications they award them. The universities are responsible for verifying that the qualifications they award them for this purpose correspond effectively to the level of competences acquired by each student. Students in this case have the duty to act responsibly and objectively in the assessment processes in which they participate, refraining from using or cooperating in fraudulent procedures in assessment tests or in official UPV/EHU documents.

<https://www.ehu.eus/documents/38530971/40736810/6.-+b%29+Protocolo+plagio+cas+-+pdf/001a56e2-9723-feca-6022-30ac33a91605?t=1667476991698>



COURSE GUIDE 2024/25

Faculty 130 - Faculty of Arts

Cycle .

Degree GHISTO10 - Bachelor's Degree in History

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

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- 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.
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- 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

2024/25

Faculty 130 - Faculty of Arts

Cycle .

Degree GLETRA10 - Bachelor's Degree in Philology

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.

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- Eguren, L. & O. Fernández Soriano. 2004. *Introducción a una sintaxis minimista*. Madrid: Gredos.
- Fábregas, A. 2013. *La morfología*. Madrid: Síntesis.
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- Rodríguez Ramalle, M. Teresa. 2015. *Las relaciones sintácticas*. Madrid: Síntesis.
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- Bosque, I. eta J. Gutiérrez-Rexach. 2008. *Fundamentos de sintaxis formal*. Madrid: Edit. Akal.
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- 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.
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- 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 2024/25

Faculty 130 - Faculty of Arts

Cycle .

Degree GHARTE10 - Bachelor's Degree in History of Art

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

2024/25

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.
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- Adger, D. 2003. *Core syntax. A Minimalist Approach*. Oxford: Oxford University Press.
- Aronoff, M. and K. Fuderman (2005). *What is Morphology?* Oxford: Blackwell.
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- 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.
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- 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

2024/25

Faculty 130 - Faculty of Arts

Cycle .

Degree GVASCO10 - Bachelor's Degree in Basque 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

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

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- 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 2024/25

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 analyses the physical environment as a support, resource, constraint, for its organization and land use planning. Thus, each of its subsystems is approached by studying their specific methodologies and techniques in order to achieve an analysis, diagnosis and planning of the integral physical environment.

This subject is related to the Sustainable Development Goals (SDGs), for the achievement of which procedures and strategies related to the SDGs will be presented:

- 6. Clean water and sanitation
- 7. Affordable and non-polluting energy
- 13. Climate action
- 15. Life of terrestrial ecosystems

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

The general objective of the course is to understand and know how to apply the bases, methodologies and techniques for the planning of the physical environment.

This is specified in the following specific objectives:

- The identification and analyses of the physical environment as a conditioning factor in land use planning.
- The knowledge and application of the different methods and techniques for the analysis of the different elements of the physical environment.
- The knowledge of how to determine and diagnose those processes of the physical environment that pose a risk and how to carry out a diagnosis of the physical environment for its use in land use planning.

The achievement of these objectives for the students has, as a generic and transversal competence of the Degree in Geography and Land Management the TC 4: Problem Solving and as specific Competences, the following aims.

SPECIFIC COMPETENCES:

C1 - Understanding and knowing how to apply the methods and techniques of analysis of the physical environment (M02CM03 and M03CM02).

C2 - Knowing the conditioning factors of the physical environment for land use planning (M03CM03).

C3 - Identifying the processes that can constitute natural hazards and carrying out the diagnosis (M02CM04).

C4 - Knowing and handling the sources of information, methods and techniques in climatology, geomorphology, biogeography and hydrogeography (M03CM03) hydrogeography (M03CM06 and M04CM01).

C5 - Performing a diagnosis of the physical environment to apply it in planning (M02CM04)

LEARNING OUTCOMES:

The students will be able to:

- Recognize and know how to apply the methods and techniques of analysis of all areas of the physical environment.
- Optimally consider the constraints of the physical environment for land use planning.
- Adequately identify and diagnose the different processes that can constitute a natural risk.
- Properly use and manage information sources, methods and techniques of climatology, geomorphology, biogeography and hydrogeography.
- Perform an optimal and useful diagnosis of the physical environment to be applied in planning.

TRANSVERSAL COMPETENCE

This subject corresponds to the transversal competence TC 4. Problem solving, in domain 2 level -



COURSE GUIDE 2024/25

Faculty 130 - Faculty of Arts

Cycle .

Degree GGEOGR10 - Bachelor's Degree in Geography and Land Management

Year Second year

COURSE

25541 - Climatology

Credits, ECTS: 6

COURSE DESCRIPTION

Climatology studies one of the most important sets of physical factors on Earth and is absolutely necessary for the geographical interpretation of the Earth's physical environment, landscape and territory as a whole, as well as of human cultures and activities.

Together with Geomorphology, Biogeography, Hydrology and Soil Sciences, it is one of the pillars for the study of the physical framework and geography. However, in order to correctly understand climatic processes, a previous understanding of basic meteorology is also necessary.

This subject is directly related to one of the Sustainable Development Goals (SDGs): 13. Climate action. Thus, in relation to the contents and competences of the subject, we will work on the procedures and strategies linked to this SDG.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

The general objective of this course is the analysis and interpretation of atmospheric processes and their result: the climate.

The specific objectives are:

- Knowing the atmospheric factors, processes and elements.
- Handling meteorological and climatic information.
- Knowing the climatic evolution of the Earth.

SPECIFIC SKILLS:

C1.- Understanding and knowing how to handle the methods, techniques, tools and data sources for the study of climate (M03CM06).

C2.- Knowing the climatic factors, processes and consequences and how to interpret them adequately (M03CM02 and M03CM03).

C3.- Being able to analyse and represent climatic data (M04CM01).

C4.- Knowing how to describe a territory climatically (M02CM04).

C5.- Knowing the climatic characteristics in their climatic and temporal context (M02CM04).

TRANSVERSAL SKILL:

In this subject we will work on the second level of the "Analytical Thinking" Transversal Skill 1 of the Degree in Geography and Land Management: "Selecting significant elements and their relationships in complex situations" that will be assessed through the following indicators:

- Students will identify ideas and concepts of a complex text correctly.
- Students will describe processes, relate quantitative variables and adequately link them to real situations.
- Students will have the ability to obtain information from primary sources, will know how to elaborate the data in order to extract significant information and interpret it properly.

Theoretical and Practical Contents

I. BASIS FOR THE STUDY OF CLIMATE

1. THE STUDY OF CLIMATE AND ATMOSPHERE

- 1.1. Basic concepts and methods or approaches
- 1.2. Sources for the study of weather and climate
- 1.3. The climate system
- 1.4. Composition and structure of the atmosphere

II. ANALYTICAL CLIMATOLOGY

2. SOLAR RADIATION AND AIR TEMPERATURE

- 2.1. Concepts: heat, temperature, radiation
- 2.2. Solar and terrestrial radiation
- 2.3. Air temperature
- 2.4. Thermal gradient and thermal inversions

3. WATER IN THE ATMOSPHERE: ATMOSPHERIC HUMIDITY AND PRECIPITATION

- 3.1. The hydrological cycle and the physical states of water in the atmosphere
- 3.2. Atmospheric humidity
- 3.3. Precipitation

4. ATMOSPHERIC PRESSURE AND WIND

- 4.1. Atmospheric pressure and its measurement
- 4.2. Wind and its measurement



- III. DYNAMIC AND SYNOPTIC CLIMATOLOGY
- 5. AIR MASSES, ATMOSPHERIC CIRCULATION AND WEATHER
- 5.1. Air masses and frontal surfaces
- 5.2. General atmospheric circulation
- 5.3. Synoptic situations and types of weather in the Iberian Peninsula

- IV. REGIONAL CLIMATOLOGY
- 6. CLIMATE AS A FACTOR OF GEOGRAPHICAL REGIONALIZATION
- 6.1. Spatial scale of climate
- 6.2. Climate classifications
- 6.3. The major climates of the planet

- V. CLIMATE CHANGE
- 7. CLIMATE CHANGES
- 7.1. Causes of climate change
- 7.2. Sources of paleoclimatic study
- 7.3. The history of the Earth's climate
- 7.4. Climatic models and future simulations

TEACHING METHODS

In addition to theoretical sessions, practical classes, and fieldwork, this subject has another teaching modality: computer practicals.
The fieldwork practice consists of a visit to an observatory and, if possible, to the facilities of a climatic-meteorological organization.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	40		15						5
Horas de Actividad No Presencial del Alumno/a	60		30						0

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 60%
- Exercises, cases or problem sets 40%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

- End-of-course assessment

The assessment is at the end of the term and will be marked as follows: 40% will be obtained from practical work and the remaining 60% from the exam. In order to pass the course, both the theoretical and practical parts must be passed. If a student does not take the exam, it is understood that he/she has opted out of that exam and will be marked as "No show"

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The tests required to pass the extraordinary exam are similar to those of the ordinary exam. If one of the parts, theoretical or practical, has been passed in the ordinary exam, the mark obtained will be kept. In this case, the student would only have to complete the failed part, i.e., either the exam or the practical work. However, if the student does not want to save the mark of the passed part, the teacher must be informed at least 7 days before the date of the exam. If the student does not show up for the exam, it is understood that he/she has opted out of that exam and the mark will be recorded as "No show".

MANDATORY MATERIALS

Computers for the search and analysis of climatic information.

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Basic bibliography

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- VALLÉE, J.-L. (2006): *Guía técnica de Meteorología*. Omega, 221 p., Barcelona.

Detailed bibliography

- AGUADO, E., BURT, J.E. (2004): *Understanding Weather and Climate*. 3rd Edition. Prentice Hall, 592 p., Upper Saddle River, New Jersey.
- ALBENTOSA, L. (1989): *El clima y las aguas. Síntesis*, 240 p., Barcelona.
- AUPÍ, V. (2005): *Guía del clima de España*. Omega, 336 p., Barcelona.
- BRADLEY, R.S. (1985): *Quaternary Paleoclimatology. Methods of Paleoclimatic Reconstruction*. Allen & Unwin, Boston.
- BURROUGHS, W.J., CROWDER, B., ROBERTSON, T., VALLIER-TALBOT, E., WHITAKER, R. (1998): *Observar el tiempo*. Geoplaneta, 288 p.
- CAPEL, J.J. (1999): *El Niño y el sistema climático terrestre*. Ariel Geografía, Barcelona.
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- ESTRELA, M., MILLÁN, M. (1994): *Manual Práctico de Introducción a la Meteorología*. Centro de Estudios Ambientales del Mediterráneo, Valencia.
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- MARTYN, D. (1992): *Climates of the World. Developments in Atmospheric Science 18*. Elsevier, Amsterdam.

Journals

- Boletín de la Asociación Meteorológica Española
- Climatic Change
- Climatological Notes
- Journal of Climatology
- Journal of Applied Meteorology
- Journal of Atmosphere Sciences
- Palaeogeography, palaeoclimatology, palaeoecology: An International Journal for de Geosciences
- Progress in Physical Geography

Web sites of interest

- <http://www.euskalmet.net> - Basque Agency of Meteorology and Climatology
- <http://www.aemet.es> - State Meteorological Agency
- <http://www.wetterzentrale.de> - German Meteorological Service
- <http://www.labclima.ua.es/> - Climatology Laboratory of the University Institute of Geography of the University of Alicante.
- <http://meteo.navarra.es/> - Meteorology and Climatology of Navarre
- <http://www.meteocat.com/> - Server meteorològic de Catalunya
- <http://www.ame-web.org/> - Spanish Meteorological Association
- [http://ww2010.atmos.uiuc.edu/\(Gh\)/guides/mtr/home.rxml](http://ww2010.atmos.uiuc.edu/(Gh)/guides/mtr/home.rxml) - University of Illinois online guide to meteorology
- <http://www.srh.weather.gov/jetstream/matrix.htm> - Educational page of the NOAA agency that analyzes and explains aspects of climate and its elements



<http://www.noaa.gov/climate.html> - NOAA's Climatology page, which provides a large amount of data, reports, etc.
http://reports.eea.eu.int/climate_report_2_2004/en/impacts_of_europes_changing_climate.pdf - European Union Climate Change Report, 2004
<http://www.ipcc.ch/languages/spanish.htm> - Intergovernmental Panel on Climate Change.

OBSERVATIONS

Plagiarism is strictly forbidden. If an author is paraphrased, it must be properly cited and referenced in the bibliography following a standardised format. If plagiarism is detected, the work will automatically be marked with a zero and in the most serious cases, the teaching staff may decide to suspend the person who has committed plagiarism during the exam. During the written test, the use of books, class notes or cheat sheets, as well as telephone, electronic, computer, or other devices or devices by the students, is strictly prohibited.



The students will use their experience and judgment to analyse the causes of a problem and construct a more efficient and effective solution.

The indicators that will be used to assess the skill are:

- The students will recognise a complex problem and will be able to break it down into easy-to-handle parts.
- The students will identify the implicit causal factors and understand the multiple links and underlying relationships.
- The students will set out different options to reduce the problem or to control it and show criteria to choose one among the most effective.

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.

TEACHING METHODS

The methodology consists of theoretical-practical sessions in the classroom, map library, laboratory and field trip, as well as practicals to be carried out by the 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 from a systemic perspective will be achieved by presenting the processes, but also through the analytical abilities shown through the exposition of the agents, the antecedents and the conclusions.

Statistical and cartographic sources will be used.

Both the practicals 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
- three-day 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	52		30						8
Horas de Actividad No Presencial del Alumno/a	90		45						0

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 ASSESSMENT SYSTEM of this subject is CONTINUOUS.

The assessment method will evaluate the competences acquired in practice and theory, using exams and practicals (individual and in groups).

The assessment weight will be as follows:

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

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

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

Both the exam and practicum must be passed in order to pass the subject. If only one part (exam or practicum) is passed in the ordinary exam, this mark will be kept for the extraordinary exam (but not for the following year).

Failure to turn up for the exam will imply the waiver of the assessment call and it will be considered as a "No show".

However, students will have the right to be assessed through the FINAL ASSESSMENT SYSTEM. In order to exercise this right, students must submit to the lecturer in charge of the subject a written statement in which they state they are opting out of the continuous assessment, for which they 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 an opt out (Article 12).

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The assessment of the subjects in the extraordinary calls will be carried out exclusively through the final assessment system.

The assessment will consist of the following:

Theoretical-practical exam: 60%.

Evaluable practicals: 40%.

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

Both the exam and the practicals must be passed in order to pass the course. In case of having passed the exam or the practical part only, the mark will be kept for the extraordinary assessment. If the practicals have not been done, they will be handed in on the date of the exam.

MANDATORY MATERIALS

Topographic and thematic cartography. Analogue and digital.

Aerial photography and orthophotos.

Geographic information systems.

Planning regulations and documentation.

Field material (available at the Physical Geography Laboratory).

Spreadsheets (Excel).

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