

25212 - Society and territory

Información del Plan Docente

Academic Year	2016/17
Academic center	201 - Escuela Politécnica Superior
Degree	277 - Degree in Environmental Sciences
ECTS	6.0
Course	2
Period	First Four-month period
Subject Type	Compulsory
Module	---

1. Basic info

1.1. Recommendations to take this course

1.2. Activities and key dates for the course

2. Initiation

2.1. Learning outcomes that define the subject

2.2. Introduction

3. Context and competences

3.1. Goals

3.2. Context and meaning of the subject in the degree

3.3. Competences

3.4. Importance of learning outcomes

4. Evaluation

5. Activities and resources

5.1. General methodological presentation

The learning process that is designed for this subject is based on the following:

1- Theoretical lectures:

They are 26 lectures, of 50 minutes each. They are usually conducted as presentations, although teaching methods as the 'flipped classroom' and 'problem-based learning' will also be used, in order to work on some theoretical contents of the syllabus. In the theoretical classes, the students will be able to participate, intervening and interacting with explanations, comments or discussions, readings or presenting case studies, solving problems, etc., either individually or in groups. Before addressing each subject, material for reading and literature with which the student will prepare the agenda will be delivered by the teacher through the 'Digital Teaching Ring' -ADD-. Both the basic and the complementary bibliography, will be specified; before each theoretical topic, also the necessary instructions will be given to develop the 'flipped

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classroom' and work on specific problems or learning.

The teacher also will deliver the images projected in class (Power Point), in which will appear schematically and summarized the theoretical contents covered in class.

2- Practical lectures:

2.1. Practical work:

Throughout the practical classes, the instructions for performing the various tasks will be given. Practical work will be addressed after seeing the theoretical contents in theoretical classes.

2.2. Fieldtrip:

Practical work will be also developed with a fieldtrip, in which students will apply and recognize theoretical contents on the territory. It will be prepared in advance according to a script provided by the teacher.

3- Tutorials:

Six hours a week (personalized tutoring sessions) will be also offered by the teacher in order students, individually or in groups, will be able to make consults.

Among the activities, the delivery of lectures or seminars thanks to the participation of some external partner, either in the theoretical or practical part, is also provided.

5.2.Learning activities

The program that is offered to the students to help to achieve the expected results includes the following activities ...

Theoretical classroom sessions.

Before addressing each subject, material for reading and literature with which the student will prepare the agenda will be delivered by the teacher through the 'Digital Teaching Ring' -ADD-. Both the basic and the complementary bibliography, will be specified; before each theoretical topic, also the necessary instructions will be given to develop the 'flipped classroom' and work on specific problems or learning.

Assessment Theoretical Tasks made in the classroom.

To carry out these works, the necessary materials for their preparation and how to obtain it will be given or indicate, prior to each session.

Practical sessions.

For the implementation of the practice "Agenda 21", students will be required to read actual experiences, some of which will be presented in the classroom or they should be read previously by the students. The necessary material will be provided by the teacher. The collection and treatment of various sources of study and data will also be required. The requirements for carrying out the practice will be presented and explained throughout the practical lectures.

Tutorials.

Compulsory tutorials for conducting practices may be carried out by groups of students; these will developed to support the practical work of students.

5.3.Program

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Theory	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	26
Problems																		1
Evaluation																		3
Practical work	2	2	2	2				2	2			2	2					20
Oral presentation							2											2
Fieldwork (practice)								8										8
Total presencial:	4	4	4	4	4	4	10	4	4		5	4			4	0	0	3
Activities, non presencial																		
Individual work (theory)	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2	2	3
Individual work (practical)	2	2	3	3	3	3	2	4	3	2	2	2	2	2	3	3	3	3
Total no presencial:	4	4	4	5	5	5	5	4	6	5	4	4	3	4	5	5	6	6
Total by weeks:	8	8	8	9	9	9	9	14	10	9	9	8	7	4	10	5	6	6
																		7
																		150

In addition to the activities in the classroom, it is estimated that each student must devote about 90 hours to the study and personal work (in this time it is excluded the time that each student, individually, will need for tutoring). This work relates mainly to the study of theory, to the development of practical work (Agenda 21), to the realization of small exercises/assessments, and to the consulting of bibliography and readings.

Theoretical classes will be held in a classroom with capacity for more than 70 students, while the practical sessions are conducted in a classroom with 25 computers. The two classrooms have Internet access, projector and blackboard.

5.5. Bibliography and recommended resources

Basic bibliography

Ballesteros J. y Pérez Adán, J. (Coords.) (2000): *Sociedad y medio ambiente* . 2ª Ed. Colección: Estructuras y procesos. Serie Medio Ambiente, 2. Madrid: Trotta.

Camarero, L. (Coord.) y Cruz, F.; González, M.; del Pino, J. A.; Oliva, J. y Sampedro, R. (2007): *La población rural de España. De los desequilibrios a la sostenibilidad social* . Colecc. Estudios Sociales, núm. 27. Barcelona: Ed. Fundación "La Caixa".

Camarero, L. et al . (Coord.) (2006): *Medio ambiente y sociedad: elementos de explicación sociológica* . Madrid: Thomson.

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Duarte, C. M. (2009): *Cambio global: impacto de la actividad humana sobre el sistema tierra*. Madrid: Ed. Catarata - Consejo Superior de Investigaciones Científicas (CSIC).

Romero, J. (Coord.) (2004): *Geografía Humana. Procesos, riesgos e incertidumbres en un mundo globalizado*. Barcelona: Ariel.

Sánchez Barricarte, J.J. (2008): *El crecimiento de la población mundial. Implicaciones socioeconómicas, ecológicas y éticas*. Colecc. Estudios de Economía y Sociología. Valencia: Ed. Tirant lo Blanch.

Further Reading

Aguado Moraleja, I.; Barrutia Legarreta, J. M^a y Echabarría Miguel, C. (2007): "La Agenda 21 Local en España". *Economías*, núm. 64, cuatrimestre 1^o, pp. 174-213.

Brunet Estarellas, P. J.; Almeida García, F. y Coll López, M. (2005): "Agenda 21: Subsidiariedad y Cooperación a favor del Desarrollo Territorial Sostenible". *Boletín de la A.G.E.*, núm. 39, pp. 423-446.

Castells, M. (2001): *La era de la información (Economía, Sociedad y Cultura)*. Vol. 1. *La sociedad Red*. Madrid: Alianza Editorial.

Espinoza Guerra, L. E.; Martín Díaz, J.; Alberich, T.; Blanco, I. y Cañas, J. (2003): *Agenda 21 Local. ¿Qué es? ¿Cómo se hace? ¿Para qué sirve la planificación participativa?*. Madrid: Ed. Fundación de Iniciativas locales.

González González, M^a J. y Torres, M^a L. (2005): "Indicadores básicos para la planificación de la sostenibilidad urbana local". *Biblio 3W. Revista Bibliográfica de Geografía y Ciencias Sociales* (Serie documental de Geo Crítica), vol. X, núm. 586, 30 de mayo de 2005.

Puyol, R. (1984): *Población y recursos. El incierto futuro*. Madrid: Ed. Pirámide.