

## 1. BASIC DETAILS

Subject	Human, Economic and Political Geography
Qualification	Bachelor's Degree in International Relations
School/Faculty	Economics, Business, and Communication Sciences
Year	First
ECTS	6 ECTS
Type	Basic
Language(s)	English
Modality	Campus-based
Semester	S1
Academic year	2025/2026
Coordinating professor	Laura Ferre Sanjuan

## 2. PRESENTATION

This subject offers a theoretical and practical introduction to the spatial organization of human activity and the relationships of each of the different societies with their environment. Starting from a conception of Human Geography as a social science in on-going dialog with other disciplines, political, economic and social differences and inequalities are analyzed, linking them with changes in the organization and use of physical space.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Basic competencies:

- BC1: Students have demonstrated knowledge and understanding in the field of study based on general secondary education and, although they are aided by advanced textbooks, this also includes certain aspects that require cutting-edge knowledge in their field of study.
- BC3: Students are able to gather and interpret relevant information (normally within their area of study) to make judgments, including reflecting on significant social, scientific or ethical issues.
- BC4: Students can convey information, ideas, problems and solutions to a specialist and non-specialist audience.

### Cross-cutting competencies:

- CC2: Self-confidence. Ability to assess personal results, performance and abilities with the internal conviction that they are able to perform the tasks and take on the challenges presented.
- CC6: Oral/written communication. Ability to convey and receive data, ideas, opinions and attitudes to attain comprehension and perform actions, oral communication being that which is achieved through words and gestures and written communication that which is achieved through writing and/or graphic support.

- CC12: Critical reasoning. Ability to analyze an idea, phenomenon or situation from different perspectives and take a personal approach to it, built on rigor and argued objectivity, and not on intuition.
- CC16: Decision-making. Ability to make a choice between existing alternatives or ways to effectively resolve different situations or problems.

**Specific competencies:**

- SC12: Ability to understand the human rights dimension as the inspiring values of international society and the legal framework on which it is based.
- SC14: Ability to carry out research and studies on the international sphere and the areas that make it up: economic, social, political and cultural.
- SC16: Ability to identify and analyze the different geopolitical, geoeconomic and socio-cultural areas, as well as their particularities.
- SC17: Knowledge of how to establish analogies and differences between the different actors present in the international arena.
- SC18: Ability to generate, develop and consolidate basic level projects.

**Learning outcomes:**

- LO1: Students will be able to recognize and explain general theories of human, economic and political geography.
- LO2: Students will know and understand the historical evolution of international society.
- LO3: Students will be able to carry out research and studies on the international sphere and the areas that make it up: economic, social, political and cultural.
- LO4: Students will develop a critical attitude regarding the analysis of the past and the present.
- LO5: Students will be able to recognize global, universal and cosmopolitan perspectives in the study of the actors, institutions, structures and transactions that constitute international relations.

The table below shows the relationship between the competencies developed in the subject and the learning outcomes pursued:

Competencies	Learning outcomes
BC1, CC12, SC12, SC14, SC16, SC17	LO1: Students will be able to recognize and explain general theories of human, economic and political geography.
BC3, CC12, SC14	LO2: Students will know and understand the historical evolution of international society.
BC3, BC4, CC2, CC6, CC12, CC16, SC14, SC18	LO3: Students will be able to carry out research and studies on the international sphere and the areas that make it up: economic, social, political and cultural.
BC3, CC12, SC12, SC14	LO4: Students will develop a critical attitude regarding the analysis of the past and the present.
BC1, SC12, SC17	LO5: Students will be able to recognize global, universal and cosmopolitan perspectives in the study of the actors, institutions, structures and transactions that constitute international relations.

## 4. CONTENTS

- Economic and political geography.
- Human geography and the natural environment. Physical determining factors.
- Theoretical perspective and practical study of the geographical and demographic environment that determines and conditions international relations and the political distribution of territories.

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies to be applied are as follows:

- Cooperative learning
- Problem-based learning
- Master classes

## 6. EDUCATIONAL ACTIVITIES

Each of the educational activities to be carried out together with the number of hours students will dedicate to it is described below:

**Campus-based modality:**

Educational activity	Number of hours
Master classes	30
Asynchronous master classes	12
Academic tutorials	10
Search for resources and selection of information sources	25
Independent work	43
Knowledge integration test	5
Linking the theoretical-practical contents of the subject with current affairs	25
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

The assessment systems, as well as their weight in the total grade of the subject, are listed below:

### Campus-based modality:

Assessment system	Weighting
Evaluation of individual work and activities.	30%
Evaluation of group work.	20%
Evaluation exercises through theoretical knowledge tests (with open questions on a topic, or objective and direct questions on a specific aspect of the subject, or objective test-type questions) or practical (with problems or cases to be solved, to answer them, reflecting in a practical way, the theoretical and practical knowledge of the subject).	50%

When you access the subject in the Virtual Campus, you will be able to consult in detail the assessed assignments that you must perform, as well as the submission dates and the assessment procedures for each of them.

Observations on the evaluation system:

- The continuous evaluation system will be applied per subject throughout the different Learning Units, weighting and assessing in an integral way the results obtained by the student through the indicated evaluation procedures.
- The evaluation concludes with a recognition of the level of learning achieved by the student and is expressed in numerical grades, in accordance with the provisions of current legislation.

### 7.1. First exam sitting

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam for it to count towards the final grade along with all the grades corresponding to the other activities.

### 7.2. Second exam sitting

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

## 8. SCHEDULE

This section indicates the schedule with submission dates for the subject's assessed assignments:

Assessed assignments	Date
Assignment 1	Week 3
Assignment 2	Week 6
Assignment 3	Week 7
Assignment 4	Week 18
Assignment 5	Weeks 13-18
Assignment 6	Weeks 13-18

This schedule may be modified for logistical reasons related to the assignments. Any modification will be notified to the student in a timely manner.

## 9. BIBLIOGRAPHY

The recommended bibliography is as follows:

- Cloke, Paul, Crang, Philip y Goodwin, Mark (eds.) (2014), *Introducing Human Geographies*, 3.ª ed., Londres / Nueva York: Routledge.
- Romero, Juan (coord.) (2007), *Geografía humana. Procesos, riesgos e incertidumbres en un mundo globalizado*, 2.ª ed., Barcelona: Ariel.

## 10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## **11. SATISFACTION SURVEYS**

Your opinion matters!

The Universidad Europea encourages you to participate in our satisfaction surveys designed to identify strengths and areas for improvement regarding teaching staff, degree programs and the teaching-learning process.

Surveys will be available in the survey space on your virtual campus or via your email.

Your opinion is needed to improve the quality of the degree.

Thank you very much for your participation.