



Universidad  
de Navarra

*Cultural geography (RRII Historia)*  
*Teaching guide 2026-27*

## PRESENTACIÓN / INTRODUCTION

### Breve descripción:

This course addresses issues that connect people and the physical world with culture and nature, respectively. It will raise questions central to human well-being and politics, such as natural resources, migration and borders, gender, health and illness, hunger and nutrition, race and ethnicity, language, religion, etc.

The word “geography” drives us to know and to understand spatial patterns of reality (where people and things are and why) meanwhile “culture” cannot be separated from the social, economic, and political issues that lead the process of change of human populations.

### Titulación:

INTERNATIONAL RELATIONS

HISTORIA

### Módulo/Materia:

Modulo *Fundamentos de las Relaciones Internacionales*, Materia 4: *Fundamentos sociales y culturales*.

Modulo *La Historia y las ciencias humanas y sociales*, Materia 2: *Geografía*.

**ECTS:** 6 ECTS.

**Curso, semestre:** First, Second semester

**Carácter:** Required.

**Profesorado:** Carolina Montoro Gurich, [cmontoro@unav.es](mailto:cmontoro@unav.es)

**Idioma:** English.

### Aula, Horario:

Tuesday, 10:00 - 12:00 h, Amigos building, A 01.

Thursday, 12:00 - 14:00 h, Amigos building, A 01.

## RESULTADOS DE APRENDIZAJE (Competencias/Competences)

### Learning competences

At the end of this course, students are expected to have achieved the following competencies:

1. Understand and explain the key concepts of each unit.
2. Demonstrate an integral vision of human geography and its spatial patterns.
3. Be able to read, analyse and interpret reality using social science instruments such as maps, graphs, statistics, pictures and landscapes.
4. Understand and describe the role that nature, history, race, language, religion, social class and gender have on human cultural diversity.



5. Have and assess with a critical approach the international reality on population issues and its problems.

## **Skills and attitudes**

1. Understand, analyze and synthesize scientific information from the professor's lectures, notes, textbooks and scientific resources used during the course.
2. Write and communicate using appropriate scientific terminology.
3. To be able to work both independently and as part of a team.

## **Learning outcomes**

1. Active participation in classes and seminars, asking and answering questions and making comments on maps and graphs.
2. Write short essays relating to the material taught in class.
3. Make oral presentations in seminars.

## **Las competencias recogidas en la Memoria del Grado Relaciones Internacionales que afectan a esta asignatura son las siguientes:**

CG04 - Usar el inglés con propiedad según la terminología científica y académica propia de las Relaciones internacionales.

CG05 - Saber expresarse oralmente de manera correcta y adecuada sobre temas internacionales.

CG07 - Valorar con espíritu crítico la realidad internacional y sus problemas específicos.

CB1 - Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio.

CB3 - Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética.

CB4 - Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado.

CB5 - Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía.

CE05 - Conocer y comprender las teorías y concepciones de las relaciones internacionales en perspectiva histórica.

CE07 - Conocer las características de la geopolítica mundial y el concepto de la denominada sociedad internacional.

CE13 - Conocer y analizar las teorías e ideologías políticas contemporáneas.

CE20 - Evaluar las relaciones internacionales y cada uno de sus componentes sociológicos, históricos, jurídicos, políticos y económicos.



## **Las competencias recogidas en la Memoria del Grado de Historia que afectan a esta asignatura son las siguientes:**

CB1: Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio.

CB2: Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio.

CB3: Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética.

CB4: Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado.

CB5: Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía.

CG2: Comprender los antecedentes históricos, culturales o nacionales de los distintos pueblos y culturas.

CG5: Interrelacionar el medio físico con las realidades políticas y sociales, valorando el papel del ser humano en la transformación del espacio.

CG6: Reconocer en las realidades históricas elementos útiles para afrontar retos de la sociedad actual.

CE4: Conocer el entorno geográfico, histórico, social, cultural y artístico más próximo.

CE12: Analizar y explicar la diversidad de las regiones y países europeos.

CE13: Analizar y explicar la diversidad de las regiones y países extraeuropeos.

CE14: Conocer los procesos demográficos.

CE15: Interpretar y elaborar información por medio de cartografía.

CE16: Organizar, manejar e interpretar información estadística en el ámbito geohistórico.

## **PROGRAMA / PROGRAM**

**Please, be aware that the use of laptops or mobile phones is not allowed during lectures, except on occasions when the professor gives her approval to carry out a specific activity.**

**T1. Geography and culture.** What is “cultural geography”? Culture region. Cultural traits and their diffusion. Space and place. Geographic determinism and possibilism. Landscape. Evolution of cultural geography.

**T2. Cartography.** A key tool to show cultural diversity. What is a map? Projections and geographical coordinates. Elements and types of maps. GIS.

**T3. Population.** Patterns of distribution. Ecumene and anecumene regions. The Demographic Transition. Dynamics and composition of human populations.

**T.4. Migration.** Movement and migration. Ravenstein's laws of migration. Why do people migrate? Voluntary and forced migration.



**T.5. Hunger and nutrition.** Who are the hungry? Implications on health and development. Food security. Trends on hunger prevalence. Causes of hunger.

**T.6. Health and illness.** Risks associated with mortality and morbidity. Types of diseases and their spatial patterns. Cause-specific mortality rates.

**T.7. Identity.** How are identities constructed? Race and ethnicity. How does geography reflect and shape power relationships? Women's case.

**T.8. Language.** Geographical patterns and historical diffusion of languages. Processes of divergence, convergence and extinction of languages. The role of languages in making places.

**T.9. Religion.** Geographical patterns and historical diffusion of religions. Secularism. How is religion seen in the cultural landscape? The role of religion in political conflicts.

**T.10. Rural and urban landscapes.** Cultural factors behind different rural landscapes. Cultural imprints on urban landscapes and contemporary urban phenomena.

## ACTIVIDADES FORMATIVAS / EDUCATIONAL ACTIVITIES

**Please be aware that the use of laptops or mobile phones is not allowed during lectures, except on occasions when the professor gives her approval to carry out a specific activity.**

### **I. & II. Classroom activities (AF1, AF2 Clases presenciales teóricas y prácticas)**

1.) Lectures (M1 Clases expositivas). They are given by the professor on the topics indicated in the syllabus using the blackboard, powerpoint presentations, videos and other materials. The professor will post on ADI the powerpoint presentations and some recommendations for further reading or viewing (M4 Aprendizaje activo del estudiante basado en diferentes fuentes de información).

2.) Seminars (M2 Clases presenciales prácticas, M3 Trabajo individual o en grupo, M5 Presentaciones y exposiciones orales). They include classwork on topics and questions proposed by the professor (either individually or in teams). At the end of the time indicated, students will give and compare their answers.

**III. One-to-one tutorials (AF3 Tutorías).** Each student may have personal meetings with the professor to help him/her with personal study and learning (M3 Asesoramiento académico personal).

**IV. Personal work (AF4 Estudio personal).** It is highly recommended that students set aside regular times outside of class daily to work on the course material. Students must read the assigned reading for a subject before the lecture covering that topic. This will allow the student to get the most out of the lecture.

**V. Evaluation (AF5 Actividades de evaluación).**

### **Credits/Hours distribution of the activities: 6 ECTS = 150 hours (25h/ECTS)**

1. Lectures 1.6 ECTS 40 h 26.7 %

2. Seminars 0.6 ECTS 15 h 10.0 %

3. Evaluation 0.16 ECTS 4 h 2.6 %

Total classroom activ. 2.30 ECTS 59 h 39.3 %

4. One-on-one meetings 0.04 ECTS 1 h 0.7 %



5. Personal work 3.5 ECTS 90 h 60.0 %

Total 6 ECTS 150 h 100.0 %

## EVALUACIÓN / ASSESSMENT

To calculate the final grade, course performance and grading will be determined as follows:

**1. Mid-term exam (SE3 Evaluación parcial), 10 %:** This exam has two sections. The first one consists of a geographical test of the localisation of countries. Students who pass this exam on the geographical locations of countries with a grade of at least 7 out of 10 will release this part of the final exam. The second section includes a multiple-choice test.

**2. Team-group work (SE3 Evaluación parcial), 20 %:** Students will be grouped in teams (groups will be announced on time) to work on a topic that the professor will explain. This work consists of a written part and a visual one (powerpoint, video). Each group will present their work.

The grade will be the same for all the components, and each team decide whether or not everyone exposes the day they have to speak in public. The problem of free riders or "caraduras" is managed by each group, but you can communicate with the professor if any component does not work and does not deserve the overall grade.

**3. Class participation (SE1 Intervención en clase y seminarios), 15 %:** It will be measured by the accomplishment of tests based on compulsory readings and activities developed during and outside class hours. This may include commenting on maps, short videos, texts, quiz tests, short-written works, etc.

**Attendance of at least 80 % of the lectures and seminars is an essential requirement to receive a grade for class participation.**

**4. Final exam (SE4 Evaluación del examen final, 55 %:** Exam questions will be drawn directly from lectures, class discussions, and readings.

For those who did not obtain a grade of at least 7 out of 10 on the mid-term exam on geographical locations, the final exam will include an extra section on this topic. Be aware that the exercise of geographical locations must be passed for the final exam to be counted.

The professor is open to reviewing and commenting on activities, both individual and group work, during the course with the students.

### Criteria to pass the course

Students whose final grade is below 5 points will not pass the course and will be graded as "*Suspensa*". Students who do not take the final exam will not pass the course and will be graded as "*No presentado*".

Students will be able to review their exam in a meeting with the professor after the grade is published, on a day and at a place that will be indicated.

**Students with special educational needs** must first contact the Academic Coordination Office of the School of Law to obtain the corresponding authorisation for accommodations (for example, extra time in exams). This authorisation must then be submitted by the student to the professor. It is recommended that this procedure be completed at the beginning of the semester.

**ATTENTION:** Please note that any attempt at fraud, cheating, plagiarism, or other irregular behaviour constitutes a serious offence, as established in Título IV "Normas de disciplina académica de los estudiantes", [Sistema de normas sobre convivencia de la Universidad de Navarra](#)

**CONVOCATORIA ORDINARIA**



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To pass this subject, students must get a **minimum of 5 out of 10 in the Final Exam** before any other assessments are counted. If they get less than 5 in the Final Exam, then that will be their grade in May and, they will have to take the June exam.

If students get more than 5 on the Final Exam, their final grade in May will be the sum of the exam and any other assessments.

## CONVOCATORIA EXTRAORDINARIA

Students taking the June Exam must get a minimum of 5 out of 10 before any other assessments obtained during the course are counted.

Teamwork and class participation grades are retained as long as they are favourable to the student. Otherwise, the appropriate percentage will be added to the final exam grade (55%) to compensate for the most unfavourable grades during the course, allowing the student to aim for a 100% final grade in the subject.

## HORARIOS DE ATENCIÓN / OFFICE HOURS

**Dra. Carolina Montoro Gurich** ([cmontoro@unav.es](mailto:cmontoro@unav.es))

- Despacho / Office no. 2430. Edificio Ismael Sánchez Bella. Second floor.
- Horario de tutoría / Office hours: Monday from 16 to 18 hours.

Appointments on other days and times can be requested by email.

## BIBLIOGRAFÍA

**This is the basic bibliography for this course. All these books are in the Library.**

The professor will give a timeline of lectures mainly based on a book on this list. Nevertheless, specific bibliography and resources will be given when necessary through the course web page.

The main textbook for this course is:

- FOUBERG, E., MURPHY, A., DE BLIJ, H.J. (2020), *Human Geography: People, Place and Culture*. Wiley, New Jersey [Find it in the Library](#) (12th edition, 2020).

This is the most updated version of the book. However, you can find earlier versions at the Library to use in case of need:

FOURBERG, Erin H.; MURPHY, Alexander B. and de BLIJ, H.J. (2009), *Human Geography. People, Place and Culture* (9th edition), Wiley & Sons.

[Link to the ebook at the library \(click on the option " Login as a guest user"\)](#)

Other recommended bibliography:

- AZCÁRATE LUXAN, B., AZCÁRATE LUXAN, M.V. & SÁNCHEZ SÁNCHEZ, J. (Dir.) (2006), *Atlas histórico y geográfico universitario*, Madrid: Universidad Nacional de Educación a Distancia.

[Find it in the Library](#)

- BROOKS, C., BUTT, G. & FARGHER, M. (2017), *The power of Geographical Thinking*, Cham: Springer International Publishing.

[Find it in the Library](#)



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- CARTER, G.F. (1964), *Man and the Land. A Cultural Geography*, New York: Holt, Rinehart and Winston.

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- DANIELS, P.; BRADSHAW, M.; SHAW, D. & SIDAWAY, J. (eds.) (2005), *An introduction to human geography: issues for the 21st century*, 2nd ed., New York: Prentice-Hall.

[Find it in the Library](#)

- De BLIJ, H.J., (2007), *Human geography: people, place, and culture*, New York: J. Wiley.

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- DEMIRCI, A., DE MIGUEL GONZÁLEZ, R. & WITHAM BEDNARZ, S. (2018), *Geography education for global understanding*, Cham: Springer International Publishing.

[Find it in the Library](#)

- FELLMANN, J. D., GETIS, A. & GETIS, J. (2008), *Human geography: landscapes of human activities*, 8th ed., Boston: McGraw-Hill Higher Education.

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- KAPLAN, R.D. (2012), *The revenge of Geography*, New York, NY: Random House.

[Find it in the Library](#)

- MARSHALL, T. (2015), *Prisoners of Geography. Ten Maps that tell you everything you need to know about global politics*, London: Elliot and Thompson.

[Find it in the Library](#)

- NORTON, W. (2006), *Cultural Geography: Environments, landscapes, identities, inequalities*, 2nd ed, New York, Oxford: University Press.

[Find it in the Library](#)