Universidad Rey Juan Carlos

TEACHING GUIDE

HUMAN GEOGRAPHY, ECONOMICS AND POLITICS

GRADO EN RELACIONES INTERNACIONALES (INGLÉS)

ACADEMIC YEAR 2026-27

Q2803011B UNIVERSIDAD REY JUAN CARLOS
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Publication date: 02-07-2026

I.-Subject Identification	
Type	OBLIGATORIA
Teaching period	1 course, 1Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation

1**. Presentation of the course**

This document, along with the Course Guidelines, provides the basic information regarding the course's content, structure, and assessment. During the first few lessons, the course regulations will be presented, along with a detailed schedule for the entire course and its working methodology; Teams Work will be formed; and the geographic features on which each Team Work will have to complete an exercise will be selected.

The course provides students with the basic concepts, tools, and sources for the study of Human, Economic, and Political Geography, enabling them to engage in informed reflection on relevant political, social, and economic issues from a humanistic and ethical perspective. Students will be able to identify the basic characteristics of globalization processes and the influence of political decisions at the social and domestic levels and in relations with other countries, as well as analyze some of the relationships between international actors and countries.

The course fosters students' ability to study and analyze independently, as well as their critical thinking skills. The learning process is grounded in Project-Based Learning, Cooperative and Collaborative Learning, and Gamification—active methodologies characteristic of the European Higher Education Area (EHEA).

The course analyzes and interprets social, economic, business, and political processes on a global scale, as well as the foundations of economic growth and development—value creation and GDP—and the productive sector.

2. Professor of the subject

Carmen Peligros from the Department Historical and Social Studies, Spanish Language, Literature, Moral Philosophy and Specific Didactics.

III.-Learning outcomes

CG01. Students must be able to possess and understand their own knowledge of the area of institutional relations, based on general secondary education.

CG03. Students must have the ability to gather and interpret relevant data in order to make value judgements that include an analysis of the relevant political, legal, social, economic, scientific and ethical issues.

CG06. Students must have developed the learning skills required to deal with further study with a high degree of independence.

CE09. Students must be aware of and understand the basic features of the globalisation of social, economic and political activity as well as the functioning of international organisations.

CE10. Students must be capable of identifying the essential features of human geography, the economy and politics and their effects on international relations.

CE13. Students must acquire the necessary skills to understand and analyse economic relations and their international dimension.

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.

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IV.-Contents

IV.A.-Syllabus

I. Introduction of the Human Geography
II. The Interaction of the Human Being with the Environment
III. Economic Geography .
IV. Geography of Development
V. Regional Political Geography
VI. Human Geography, Politics and Economy of Spain

IV.B.-Training activities

Type	Title
Practical sessions	Exercises related to the course issues
Group work	Viewing and analysis of documentaries and films (some may be in the original version)
Group work	Invitation to the Master lessons to Relevant figures of the Economic and Political World at International and National level.
Group work	Using gamification techniques, map and exercises analysis will be carried out
Lectures	Bibliography review, Data Analysis and Draw Conclusions
Group work	Exercises based on Podcast auditions (some of them may be in Original Version)
Individual work	Attendance to master lessons
Other activities	Tutorial attendance
Group work	Readings of papers considered by the professor, This activity can be carried out both inside and outside the classroom
Other activities	Attendance to Conferences and Meetings. In some cases it could overlap with other subjects, making the necessary adjustments to the timetable.
Oral presentations	Oral presentations of the Exercises
Other activities	View and analyze news and reports
Other activities	Discussions in the classroom

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V.-Student workload	
Theoretical sessions	34
Resolution of exercises, problems, case studies, etc.	24
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	2
Academic tutorials	46
Related activities: conferences, seminars, etc.	2
Preparation of theoretical sessions and self-study	20
Preparation of practical tasks, exercises, case studies, projects, etc.	22
Preparation for tests and/or exams	30
Total student workload	180

VI.-Methodology and academic programme

Type	Period	Content
Theoretical sessions	Week 3 to Week 15	Attentive listening, analysis and drawing conclusions by listening to podcasts in and out of the classroom (some may be in Original Version).
Theoretical sessions	Week 1 to Week 15	Presentation of the subject, and constitution of the Work Teams and Exercises
Theoretical sessions	Week 3 to Week 15	Viewing of films, documentaries, attendance to seminars, lectures, group work based on the above learning material. Discussion and debate in the classroom of the social, economic and ethical aspects presented in the learning material.
Theoretical sessions	Week 3 to Week 15	Explanations by the professor of the fundamental theoretical aspects for the understanding of the subject supported by audiovisual presentations that facilitate understanding and learning.
Group work	Week 3 to Week 15	Practical exercises that reinforce and clarify the learning process of the explanations given by the professor

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Group work	Week 3 to Week 15	Work presented by the students together with their Work Team, carried out with the Cooperative Learning methodology.
Group work	Week 3 to Week 15	Commentary and analysis of readings selected by the teacher that include articles, book chapters and news. These activities can be inside or outside the classroom.
Group work	Week 3 to Week 15	Critical analysis and elaboration of works based on readings of news, newspaper or academic articles, films and documentaries. This material can be searched by the work team and/or based on materials provided by the teacher.
Group work	Week 3 to Week 15	Attendance, inside and outside the classroom, to related activities. Among them the visit of relevant people related to the subject matter of the course, and others.

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VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.
All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.
The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).
Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.
The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

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Assessment is ongoing; during the academic term, a test—specifically an exam—will be administered as part of the European Higher Education Area (EHEA). The EHEA's methodology allows for the mutual recognition of qualifications and study periods abroad completed at other universities, and this is the framework within which the ERASMUS program operates.
This test—the EUROPEAN HIGHER EDUCATION AREA EXAM specific to the EHEA—IS NOT MANDATORY; it is an additional opportunity beyond the regular and special exam sessions and will always be administered in person.
IMPORTANT: To be eligible to take the EHEA Exam, you must attend a preparatory class prior to the exam date. During this class, the exam procedures will be explained, and the exam cover sheet will be filled out step by step, with special emphasis on the student's personal identification number. ANY STUDENT/ WHO DOES NOT ATTEND THE EEES EXAM PREPARATION CLASS WILL NOT BE ABLE TO TAKE THE OPTIONAL EEES EXAM.
The final grade will be the weighted average of each of the learning activities. All teaching resources deemed appropriate by the instructor will be used, and these activities may take place both inside and outside the classroom. Some teaching resources are provided in English, and others may be in their original language.
1/ Exam. Weighted at 60%. A re-evaluable learning activity completed individually by each student.
The content and format of this exam will be determined by the instructor and may consist of multiple-choice questions, essay questions, or a combination of both. All material covered in class and included in the course's learning activities may be included in the exam.
The exam taken during the academic term and registered in the European Higher Education Area (EEES) has the same content and weight as the regular and make-up exams. If the student passes the EEES exam, they may not take the exam to improve their grade during either the regular or make-up exam periods. If the EHEA exam is passed, the grade will be the same as for the regular and make-up exam sessions; however, if the student fails, they may retake the exam during the regular or make-up exam sessions.
2/ Group exercises completed in the classroom. Weighted at 15%. Non-graded learning activity completed in groups in the classroom.
Only students who are physically present in the classroom at the time will have their assignments collected. In the event that, for reasons supported by documentation, a student was unable to complete the activity with the team, they may submit it individually, but only during the same week the assignment is due. To do so, the assignment must be submitted in hard copy and also sent as an attachment to the email address carmen.peligros@urjc.es within the allotted timeframe—specifically, the same week the exercise is conducted—even if the in-class exercise took place on a Friday.
The grade is "pass" or "fail" and is the same for all students who completed the exercise in class and is assigned individually for those who submit it later. These exercises encourage class participation through discussions and the acquisition of the skills necessary to convey information and work in groups.

3/ Group exercises completed outside the classroom.
Weighted at 25%. There are two types of these exercises: those submitted within the classroom and those not submitted within the classroom.
To obtain the final course grade (weighted average of the three learning activities), students must score at least 5 out of 10 on the exam.
Assuming a student earned a 10 on each of the learning activities, the course grade would be 10(0.6) + 10(0.25) + 10(0.15) = 10
On the day of the presentation of the assignments completed outside the classroom, all members of the work team must be present. If the entire work team is unable to attend, the team as a whole will present the assignment in another class during the academic term.
A drawing will be held to select, completely at random, the students who will present the project; the remaining students who are not presenting will answer questions posed by the instructor. The grade earned for both the written assignment and the oral presentation is the same for all members of the team (Cooperative and Collaborative Learning); thus, if a score of 5 out of 10 is not achieved in either the written portion of the assignment (essay) nor in the oral portion (presentation and answering questions about the assignment), the work team will have to repeat this learning activity during the academic term.
If a student has an academic exemption, these exercises will not be required; instead, their grade will be the weighted average of the exam (60%) and out-of-class exercises (40%).
If a student does not have an academic exemption but has not submitted any assignments, they will receive no grade for this section (i.e., it will count as a zero). If they have submitted an assignment and passed it, their grade will be based on the submitted assignments, resulting in the corresponding grade.
During the first weeks of the course, work teams will be formed and will remain in place throughout the course, with students working as a team on both the assignments and the National Data Sheet. If the entire team is not present when the assignment

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is being completed in class, students who are in the classroom at that time may join other teams.
In the event of problems within the work teams, they may be split up, but this must be communicated to the instructor as soon as possible. Additionally, work may be completed individually if there are justified reasons for doing so, provided the instructor grants authorization
Under no circumstances may submission deadlines be extended; therefore, if assignments are submitted after the due date, they will be considered failed. The submission schedule will be established during the first weeks of the course.

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.
Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.

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VIII.-Teaching resources and materials

Basic bibliography

BMI , a FitchSolutions Company. Sudan and South Sudan Courntry Risk Report
Clarke, G.; Cooney, F.; Morrison, I and Pont, G. (2006) Studies in International Relations. Pulse Publications
Gregory, D.; Johnston, R.; Pratt, G., Watts, M. and Whatsmore, S. (2009) The Dictionary of Human Geography.(5th Edition) Blackwell Publishing.
Krugman, P. (1992) Geography and Trade, The MIT press
Nagle G. and Cooke, B. (2017) Geography (2nd Edition). Oxford, Oxford University Press.
Nagel G. and Guinness P. (2016) Geography, (2nd Edition). Hodder Education, Cambridge
Steinbeck, J (2017) The Pearl (Several Publishers), USA
World Bank Training Course (2015) Systems of National Accounts. Washington D.C. USA

Consultation bibliography

Documentary Prision for profict iwonder documentaries
Documentary A blooming Business (2010) The dirty secrets of the global flower industry
Filim East is East (1999) UK
Film Collective (2019) Romania
Film Hotel Rwanda (2004) UK
Film The Last King of Scotland (2006) UK
Film The Cyberbully (2015) UK
Film Schindler ´s list (1993) USA

IX.-Professors

Name and surname	MARÍA DEL CARMEN PELIGROS ESPADA
E-mail address	carmen.peligros@urjc.es
Department	Estudios Históricos y Sociales, Lengua Española, Literatura, Filosofía Moral y Didácticas Específicas.
Campus	Madrid - Vicálvaro
Category	Profesor/a Contratado/a Doctor/a
Academic degree	Doctor
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorias póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	6
Number of sexennia	0
No. of positive evaluations by Docentia	2

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