Guía docente de la asignatura

Strategies for the Development and Revitalization of European Rural Areas (MQ1/56/1/10)

Fecha de aprobación por la Comisión Académica: 01/07/2025

Máster	Máster Universitario en Estudios Europeos
MÓDULO	Module 7: Europe and Development: Developmental Policies
RAMA	Ciencias Sociales y Jurídicas
CENTRO RESPONSABLE DEL TÍTULO	Escuela Internacional de Posgrado

Semestre	Primero	**Créditos**	5	**Tipo**	Optativa	**Tipo de enseñanza**	Presencial

PRERREQUISITOS Y/O RECOMENDACIONES

If AI tools are used for course preparation and/or assignments, students must adopt an ethical and responsible approach. They must follow the recommendations contained in the document Recommendations for the Use of Artificial Intelligence in the UGR, which can be found here: https://ceprud.ugr.es/formacion-tic/inteligencia-artificial/recomendaciones-ia#contenidoo.

BREVE DESCRIPCIÓN DE CONTENIDOS (Según memoria de verificación del Máster)

- Introduction to the diversity of European rural areas.
- Current problems, threats, and challenges facing rural areas in Europe.
- Strategies for the development and revitalization of European rural areas.
- Pros and cons of the policies and programs that affect them.
- Local governance and empowerment in rural areas. Promotion of partnerships and participation in decision-making.
- Practical cases and experiences of successful and failed initiatives. Assessment of their impact, limitations, methods of operation, etc.

COMPETENCIAS

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COMPETENCIAS BÁSICAS

- CB6 - Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación.
- CB7 - Que los estudiantes sepan aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio.
- CB8 - Que los estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
- CB9 - Que los estudiantes sepan comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades.
- CB10 - Que los estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.

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RESULTADOS DE APRENDIZAJE (Objetivos)

The main aim is to describe the geographical dynamics of European rural areas from both a socio-cultural and environmental perspective, and to understand the variety of strategies that have been implemented for their development and revitalization in the 21st century.

The secondary objectives are as follows:

- Highlight the importance of understanding the diversity of European rural areas, with their particularities, potential, and weaknesses.

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- Encourage students to move beyond a contemplative attitude towards the problems of rural spaces and be able to propose development strategies and proposals.
- Understand rural space as a geographical reality from different typologies and scales, mainly at the European level.
- Become familiar with the different policies and programs that affect the development of rural areas in Europe.
- Analyze and evaluate the repercussions and impacts of different policies and programs regarding rural development.
- Recognize the importance of empowerment, social innovation and local decision-making when promoting the endogenous development of rural regions.

PROGRAMA DE CONTENIDOS TEÓRICOS Y PRÁCTICOS

TEÓRICO

- **Unit 1.** Introduction. The geography of rural areas in Europe.
- **Unit 2.** Rural depopulation and farmland abandonment in Europe. Weaknesses and strengths of European rural areas.
- **Unit 3.** Multifunctionality in Europe. From agriculture and livestock farming to productive diversification. Emerging challenges and opportunities. Case studies.
- **Unit 4.** Participation, governance and leadership in the rural areas. Is it true the empowerment of society and the participation of young people and women in decision-making?.
- **Unit 5.** Concept and evolution of rural development. Neo-endogenous rural development. Politics of rural development. Global, regional and local perspectives.
- **Unit 6.** Innovation in European rural areas.

PRÁCTICO

- Individual or group oral presentations (depending on the class size) on a topic agreed upon in relation to the course units. The oral presentations will be delivered in person.
- Analysis of statistical sources for the study of European rural areas.
- Debate seminars based on mandatory readings (scientific papers, press analyses, books) and/or graphic material (documentaries, videos, films).
- Field trip to a chosen rural area in Andalusia.
- Any other teaching activity in relation to the subject syllabus.

BIBLIOGRAFÍA

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- Esparcia, J. (2014). “Innovation and networks in rural areas. An analysis from European innovative projects”. Journal of Rural Studies, 34, 1-14.
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ENLACES RECOMENDADOS

- EU migration and asylum policy, European Council https://www.consilium.europa.eu/en/policies/eu-migration-policy/
- European Network of Rural Development, Projects and practices. https://enrd.ec.europa.eu/projects-practice_en
- EUROSTAT: https://ec.europa.eu/eurostat
- Le Monde Diplomatique (English edition): https://mondediplo.com/
- Organization for Economic Co-operation and Development (OECD): https://www.oecd.org/
- Our World in Data: https://ourworldindata.org/
- Spanish Association of Geography: https://www.age-geografia.es/site/
- The Economist: https://www.economist.com/
- The World Bank: https://www.worldbank.org/en/home
- The World Factbook: https://www.cia.gov/the-world-factbook/
- United Nations Department of Economic and Social Affairs: https://www.un.org/en/desa
- United Nations Development Programme: https://www.undp.org/
- World Trade Organization: www.wto.org

EVALUACIÓN (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final)

EVALUACIÓN ORDINARIA

Article 17 of the UGR Assessment Policy and Regulations establishes that the ordinary assessment session (convocatoria ordinaria) will preferably be based on the continuous assessment of students, except for those who have been granted the right to a single final assessment (evaluación única final), which is an assessment method that only takes a final exam into account.

According to the Rules of assessment and grading of the students of the University of Granada (latest modification approved by the Governing Board on 26th October 2016), the assessment of students' academic performance will reflect public, objective and impartial criteria, and will preferably be continuous and ongoing. The ongoing evaluation consists of the following components:

- 40%: Essays and/or reports on agreed topics related to the content.
- 30%: Oral presentations (the oral presentations will be delivered in person).
- 15%: Active and proactive participation during lessons and fieldtrip.
- 15%: Assistance and proactive participation during field practices.

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EVALUACIÓN EXTRAORDINARIA

Article 19 of the UGR Assessment Policy and Regulations establishes that students who have not passed a course in the ordinary assessment session (convocatoria ordinaria) will have access to an extraordinary assessment session (convocatoria extraordinaria). All students may take part in this extraordinary assessment session, regardless of whether or not they have followed continuous assessment activities. In this way, students who have not carried out continuous assessment activities will have the opportunity to obtain 100% of their mark by means of an exam and/or assignment.

- The extraordinary assessment session if an exam that represents 100% of student's mark. This exam is multiple choice, in which three incorrect answers subtract one correct answer, while blank answers neither add nor subtract points. The exam is going to be based on the theoretical and practical content that have been presented during the course.

EVALUACIÓN ÚNICA FINAL

Article 8 of the UGR Assessment Policy and Regulations establishes that students who are unable to follow continuous assessment methods due to justifiable reasons shall have recourse to a single final assessment (evaluación única final), which is an assessment method that only takes a final exam into account.

In order to opt for a single final assessment (evaluación única final), students must send a request, using the corresponding online procedure, to the Coordinator of the Master's Programme, in the first two weeks of the course or in the two weeks following their enrolment (if the enrolment has taken place after the classes have already begun). The coordinator will communicate this information to the relevant teaching staff members, citing and verifying the reasons why the student is unable to follow the continuous assessment system.

In this case, the assessment will comprise:

- Multiple choice final exam as described above.

INFORMACIÓN ADICIONAL

- All the material associated with this course (whose availability will be offered from the PRADO platform of the University of Granada), will be for the exclusive use of the students of this Master's course. Therefore, its reproduction or dissemination, in whole or in part, regardless of the means or device used (including platforms and web pages such as Wuolah, Docsity, etc.) is prohibited.
- If any kind of plagiarism is detected during the evaluation of any of the assignments, the grade of the whole module will be 0.0, notwithstanding the possible higher academic consequences.
- Following the recommendations of the CRUE and the Secretariat of Inclusion and Diversity of the UGR, the systems of acquisition and evaluation of competencies compiled in this teaching guide will be used following the principle of design for all people, facilitating the learning and demonstration of knowledge according to the needs and functional diversity of the students.
- The evaluation systems will be adapted to the special needs of students with disabilities, guaranteeing, in any case, their rights and favouring their inclusion in university studies,

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as established in Article 11 of the regulations for the evaluation and qualification of students from the University of Granada. The evaluation tests will be adapted to their needs, according to the recommendations of the Inclusion Unit of the University of Granada.
- Communication with the professor will be through the institutional email (example@correo.ugr.es) including name and surname, as well as the name of the module.

Información de interés para estudiantado con discapacidad y/o Necesidades Específicas de Apoyo Educativo (NEAE): Gestión de servicios y apoyos (https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad).

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