2. COURSE DESCRIPTION

Humanity’s problematic relationship with the environment has emerged as one of the crucial political issues of our time. Though by now concerns about issues such as climate change, industrial pollution, conservation of biodiversity, water management, landscape planning and clean energy production have moved to the center stage of international, national and local political agendas there is a growing sense of perplexity about what ought to be done regarding what some have defined as a “global environmental crisis.” Political ecology provides us with a scientific methodology to confront this complexity as it studies the complex feedback loops and connections between political and natural systems. By employing an interdisciplinary approach this burgeoning discipline introduces the political dimension to the study of ecology by exploring questions such as the political causes and effects of environmental policymaking and the unequal impact of environmental issues on different social, economic, cultural, or political groups among others.

This course will compare the political ecologies of two regions of the world, Spain and California, with significantly different environmental histories, political systems, and socio-economic and political actors but strikingly similar Mediterranean type ecosystems. Not surprisingly, many of the most salient environmental issues in both regions coincide and offer multiple opportunities for fruitful comparison. In particular, this course will focus on two crucial environmental issues for both these regions—water and land use—and how these have emerged as central items in the political agendas in both regions. In this course, for instance, we will explore the nature of the so-called “water wars” in California and Spain and how both regions have attempted to reconcile conflicting public and private interests over water use rights. We will also look at landscape planning and how urbanization has often ignored crucial ecological disturbance processes such as landscape fires with unforeseen and often catastrophic consequences. To deepen our understanding of these issues we will visit the politically powerful public company that provides water to the Madrid region, the Canal de Isabel II, to learn about water policy in Madrid, a metropolitan region of more than 5 million inhabitants. In addition, we will meet with representatives of the Ministry of the Environment to learn about landscape planning and visit the chestnut forest ecosystems of two different autonomous regional community governments in Avila and Madrid to witness the diverging impacts of different governance policies on the same natural system.

To analyze these two key environmental politics arenas, the course will employ a Coupled Human and Natural Systems methodological approach in order to give students an idea of both the political and biophysical complexity of the issues at stake and provide them with the conceptual tools necessary for their analysis.

3. COURSE OBJECTIVES

- In Part I, students will learn to apply the basic concepts developed by common-pool resources, coupled human and natural systems and landscape ecology theories to the study of water and land use.
- In Part II, students will study the environmental political process with regards to water and land use in California and Spain.
- In Part III, the students will apply the knowledge acquired in parts I and II of this course to research in comparative perspective the political and economic management of water and land use related issues in particular locations of Spain and California.
4. COURSE MATERIALS

Required Materials
All course readings compiled by the professor will be available online at the Madrid At Your Fingertips Student Portal (http://madrid.accentintl.net). Mandatory films or documentaries can be watched or downloaded from the computer in the Aula de Informática.

Recommended Materials

Bibliography


Online Resources

FAO Water and Land Division: www.fao.org/nr/water

California Water Policy: www.cawaterpolicy.org

Public Policy Institute of California, Water: www.ppic.org/main/policypath.asp?i=15


5. COURSE REQUIREMENTS

Lectures & Study Visits
Class meetings will last 1.5 hours per session. Class time will be divided between lectures and group discussions in which active student participation is required. Students are expected to read and view the material assigned for each class and be prepared to participate in class discussions.

In addition, students will meet for the following study visits:
– Week 8: Field Trip to town of Casillas (Ávila) as an example of land use.
– Week 13: Visit to Canal de Isabel II Water Treatment Plant.

Field Trip Reports & Presentations
Critical thought and analytical writing are fundamental components of the course and the final grade. Students will submit two 2-page field-trip reports, relating this analysis to the assigned readings and class discussions. Students will divide into groups (maximum 4 students per group) and will develop a Google Earth-based map of the field trip sites. Each group will focus on significant aspects of the structure and processes taking place in these landscapes.

Reports (1 page for map + 1 page narrative) must be typed, double-spaced in Times New Roman (12pt), and 2.5cm/1-inch margins on all four sides, and will be submitted and presented in class on the day they are due. Submissions after deadline, except for excused absences, will not be graded for credit.

Midterm Exam and Final Exam
The midterm and final exams aim at evaluating the students’ understanding of the readings and class discussions as well as the students’ development of their own critical thinking. The midterm exam will cover the material read and discussed in class up to the date of the exam, but the final exam will be comprehensive and will cover all course contents. Both exams will consist of true/false, concept definition, multiple-choice, and short essay-type questions, which will require students to demonstrate their knowledge of specific terms, concepts, and historical landmarks, and to compose their ideas in one or more paragraphs addressing specific topics related to course contents.
Individual Research Paper
Students will write and present an original individual research paper about a relevant topic within the scope of the course using scholarly sources (journal articles, book chapters, video documentaries, photographs, etc.) as well as other pertinent sources such as newspapers, blog entries, or social media contributions. The topic will need to be pre-approved by the professor, so students will submit a Proposal on the date of the Midterm Exam. Essays will be 8-10 pages long and will include an introduction, main body, and conclusion. Essays must be typed, double-spaced in Times New Roman (12pt), and 2.5cm/1-inch margins on all sides. The essay will be submitted in class on Week 12. Late submissions will not be graded for credit.

Class Participation and Attendance
Attendance and active participation are required. Students are expected to do the readings assigned for each class meeting beforehand, and to actively participate in class discussions.

6. Evaluation & Grading Criteria
The course will be graded on a 100-point scale, and the final grade will be determined as follows:
- Field Trip Reports (2) 20%
- Midterm Exam 20%
- Final Exam 25%
- Individual Research Paper 25%
- Class Participation & Attendance 10%

7. Attendance Policy
Both UCEAP and ACCENT administration consider attendance and punctuality at all classes mandatory. All UCEAP courses abroad operate under an attendance policy created by the UC Faculty Advisory Committee that oversees the program. The attendance policy stipulates that:
- The class register is the official record of student attendance. It is the student's responsibility to sign the attendance register personally at the beginning of class with her/his full name (no initials). Students are forbidden from signing in for anyone else or altering the register in any way.
- If a student misses any portion of a class, she or he may be marked as absent or late, upon the faculty member's discretion. Three tardies automatically convert to an absence. Students must attend the section enrolled in; attendance in another section of the same class does not count for attendance purposes.
- Students are allowed a total of three absences during the program. Each absence beyond the limit will result in a deduction of 3% points from the student's raw total.
- An absence occurring on a day a quiz or exam is scheduled or an assignment is due will result in a zero for that quiz/exam or assignment. Make-ups are permitted on a case-by-case basis for medical reasons and/or unavoidable emergencies. Pertinent documentation must be provided.
- No guests are allowed in any UCEAP courses or site visits.

8. Class Etiquette
Students studying abroad are ambassadors for the University of California and as such, should act with decorum and respect for others at all times. As a participant on the UCEAP Fall Semester Program in Madrid, you are subject to student conduct policies of UCEAP and ACCENT. Students should seek to play their part in making the class a success. Students should arrive punctually for classes, taking special care to allow for journey times between the various venues. They should come to class with the necessary materials for taking notes, and bringing with them any books or suchlike required for the class. Students will be responsible for obtaining their own copies of any missed assignments and materials. Food and drink may NOT be brought into the classroom or consumed during class. Cell phones and other electronic devices should be switched off upon entering the classroom or lecture room.
In addition to the one-on-one office hour, students may communicate with professors via e-mail. E-mail interaction should be serious and professional, so students should always address professors appropriately, be clear and concise, and allow up to 24 hours for a response (excluding weekends and holidays). For more information, please consult the UCEAP Student Conduct and Discipline Policy at http://eap.ucop.edu/Documents/Policies/student_conduct_discipline.pdf.

9. ACADEMIC INTEGRITY

Students should remember that they are still subject to the academic integrity provisions of the University of California. The principle of honesty must be upheld if the integrity of scholarship is to be maintained by an academic community. This means that all academic work–research papers, exams, and/or other assignments–will be done by the student to whom it is assigned, without unauthorized aid of any kind. Likewise, any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.
For more information, please consult UCEAP Academic Conduct Policy at http://eap.ucop.edu/Documents/Policies/academic_conduct.pdf.

10. STUDENTS WITH DISABILITIES

UCEAP and ACCENT are committed to facilitating welcoming and reasonably accessible programs. Any student who because of a disability may require special arrangements in order to meet course requirement should present appropriate verification from the campus Disability Student Office to UCEAP advisors during the application process, and should contact ACCENT Madrid Director upon arrival to confirm the approved accommodations. No requirement exists that accommodations be made prior to completion of this approved university procedure. Disability status is confidential and should always be discussed in private.
For more information, please consult UCEAP Official website at http://eap.ucop.edu/Diversity/Pages/students-with-disabilities.aspx.
## Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Contents &amp; Readings</th>
<th>Coursework &amp; Study Visits</th>
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<tr>
<td><strong>WEEK 1</strong></td>
<td><strong>Course Introduction</strong>&lt;br&gt;Comparing Environmental Issues in both Spain and California</td>
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<tr>
<td><strong>WEEK 1</strong></td>
<td><strong>Introduction to Comparative Political Ecology</strong>&lt;br&gt;Robbins, “Political vs Apolitical Ecologies”&lt;br&gt;Steinberg &amp; VanDeveer “Comparing Environmental Politics in a Global World”</td>
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<td><strong>WEEK 2</strong></td>
<td><strong>Introduction to Comparative Political Ecology - Levels of Analysis I (Definitions)</strong>&lt;br&gt;Simmel, “The Web of Group Affiliations”&lt;br&gt;Weber, “Politics as a Vocation”&lt;br&gt;Waltz, <em>Man, the State and War</em> (selections)&lt;br&gt;Singer, “International Conflict: 3 Levels of Analysis”</td>
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<td><strong>WEEK 3</strong></td>
<td><strong>Common Pool Resource Theory and Political Ecology I</strong>&lt;br&gt;Hardin, “The Tragedy of the Commons”.&lt;br&gt;Ostrom, “Governing the Commons”</td>
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<td><strong>WEEK 4</strong></td>
<td><strong>The Environmental Political Process in Europe</strong>&lt;br&gt;Seijo “Who Framed the Forest Fire?”&lt;br&gt;O’Neill “Political Parties and the Meaning of Greening in European Politics”</td>
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| WEEK 5 | Landscape Fires as an Emerging Global Environmental Issue  
Hobbs, “Landscape Ecology”  
Bowman et al., “Fire in the Earth System” |
| WEEK 5 | Landscape Fires as an Emerging Global Environmental Issue  
Bond & Keeley, “Fire as a Global Herbivore: The Ecology and Evolution of Flammable Ecosystems”  
Stephens et al., “Temperate and Boreal Forest Mega-Fires: Characteristics and Challenges” |
| WEEK 6 | Landscape Fires as an Emerging Global Environmental Issue  
Huffman, “The Many Elements of Traditional Fire Knowledge: Synthesis, Classification, and Aids to Cross-cultural Problem Solving in Fire-dependent Systems Around the World”  
Seijó et al., “Forgetting Fire” |
| WEEK 6 | Landscape Fires in Spain-Ecological and Policy Dimensions  
Agrawal, “Local Institutions and the Governance of Forest Commons”  
Montiel et al., “FIRE PARADOX: Towards a New European Fire Directive”  
Seijó, “The Politics of Fire”  
Seijó & Gray, “PIAFRs in Transition: The Case of Spain Implications for Fire Management in MTEs” |
| WEEK 7 | MIDTERM EXAM & Research Paper Topic Due |
| WEEK 8 | Landscape Fires in California-Ecological and Policy Dimensions  
Minnich, “Fire Mosaics in Southern California and Northern Baja California”  
Stephens et al., “Wildfire and Spatial Patterns in Forests in Northwestern Mexico: The United States Wishes It Had Similar Fire Problems”  
Klinger, “Ecological Evidence of large-scale Silviculture by California Indians” |
| WEEK 8 | LAND USE FIELD TRIP  
***Special double session 15:00-19:00 h***  
Field Trip # 1 to town of Casillas (Ávila) and Rozas de Puerto Real as an Example of Land Use and Traditional Fire Use Transformations |
| WEEK 9 | Field Trip #1 Oral Map Presentations  
Field Trip #1 Report Due |
| WEEK 9 | No class  
**Double session on Week 8 for Field Trip** |
| WEEK 10 | FALL BREAK & National Holiday: All Saints' Day  
No classes will be held this week |
|---|---|
| WEEK 11 | **Water Use as an Emerging Global Environmental Issue**  
Patrick et al., “Building Bridges Between the Sciences and the Art of Water Co-operation”  
Poff et al., “River Flows and Water Wars: Emerging Science For Environmental Decision Making” |
| WEEK 11 | **Water Wars in Spain-Ecological and Policy Dimensions**  
Zeitoun et al., “Hydro-Hegemony: a Framework for Analysis of Trans-Boundary Water Conflicts”  
Vidal de Llobatera, “Water Wars in Spain”  
López Gunn, “Groundwater Governance and Social Capital” |
| WEEK 11 | **Water Wars in Spain-Ecological and Policy Dimensions**  
López Gunn, “Groundwater Management and Social Capital”  
Sauri et al., “Recent Developments in Spanish Water Policy. Alternatives and Conflicts at the End of the Hydraulic Age” |
| WEEK 12 | **Final Research Paper Due** |
| WEEK 12 | **Water Wars in California-Ecological and Policy Dimensions**  
Tanaka et al., “Climate Warming and Water Management Adaptation for California”  
Olmstead et al., “Comparing Price and Non-Price Approaches to Water Management” |
| WEEK 13 | **Water Wars in California-Ecological and Policy Dimensions**  
Vaughn, “The Politics of Water” |
| WEEK 13 | **WATER USE FIELD TRIP** |
| WEEK 13 | Field Trip #2 Oral Map Presentations |
| WEEK 14 | Field Trip #2 Report Due |
| WEEK 14 | No class  
**Double session on Week 13 for Field Trip** |
**WEEK 15**

**Course Conclusions: Problems & Solutions?**
Robbins “Conservation and Control”
Robbins “Environmental Conflict”
Meadowcroft “Greening the State?”
Steinberg and VanDeveer “Comparative Theory and Environmental Practice: Toward Doubly Engaged Social Science”

**WEEK 15**

**National Holiday: Día de la Constitución (Constitution Day)**
No class today. Self-guided make-up assignment in place of regular class session. Guidelines will be shared with students in class.

**WEEK 16**

**FINAL EXAM**