



SO/ES369 GLOBAL PILLARS - ENVIRONMENTAL MANAGEMENT & WISDOM: DESIGNING THE SUSTAINABLE TERRITORY
IES Abroad Salamanca

DESCRIPTION:

Salamanca is an aging and depopulated province where there is still traditional knowledge about sustainable management of natural resources and environmentally friendly production practices. This wisdom is being lost, although some people are using this knowledge learned from parents to children to renew it and to face the current and coming environmental challenges. Learning from the preservation of this knowledge is, therefore, a privilege that we should take advantage of while we still can. Throughout this course, we will work on key concepts of environmental sustainability, such as circular economy, promotion of renewable energies, environmental education, as well as the bases of environmental policies and environmental management. This course is framed within the IES Abroad Global Pillars which seek to bring the UN Sustainable Development Goals (SDG) closer to IES Abroad Salamanca students.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

INSTRUCTOR: Elena Gil Moreno, PhD

PREREQUISITES: One semester of coursework in sociology or environmental studies or instructor approval.

METHOD OF PRESENTATION:

Throughout this course, students will design a project focused on ecological and environmental sustainability in the province of Salamanca. To do so, students will have to know in depth the reality of the territory in Salamanca. This is why this subject will use the Socratic method, which seeks to provoke students through questions that make them question their preconceived ideas. The teacher will, therefore, act as a facilitator or guide, establishing spaces for mutual learning. All this will be worked on through readings, audiovisual material and, above all, visits in which they will be able to observe in a concrete way the implementation of these values. Materials (readings and videos) will be available in Moodle - <https://moodle.iesabroad.org>.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation - 20%¹
 - Including attendance and active participation in discussions
- Course-related trips summaries – 20%
- Project - 60%
 - Identification of the problem – 10%
 - Mid-term project (description, justification, and objectives) – 20%
 - Final project – 20%
 - Final presentation - 10%

Course Participation

The methodology of this course is based on active participation. Students will be required to prepare the readings and to participate in the discussions, demonstrating that they have understood the concepts. In addition, they should ask questions in the course-related trips and should demonstrate teamwork skills in the group activities. A rubric will be uploaded to Moodle with further indications.

Midterm Project

¹ A higher percentage of participation has been considered due to the Socratic methodology of the Global Pillars courses.



In this course, exams are replaced by a group project. Thus, the midterm project will consist of two assignments. In the first one, the working groups must be decided, and students must identify a problem on which they want to focus for the design of the project. In the second delivery, the students will have to deliver an advance of the project in which the final version of the description, justification and objectives of the project will be developed.

Final Project

The final project will be divided into two assignments. In the first one, students will have to deliver the final version of the whole project. In the second, they will have to present the project as a group through a Power Point presentation and other materials.

Course-Related Trips

For each of the course related trips, students must complete two assignments. In the pre-activity assignment students should look for information about the place we are going to visit and prepare 2 potential questions to ask during the visit. In the post-activity assignment, they must submit a critical analysis of what they have learned during the visits of no more than one page per visit.

LEARNING OUTCOMES:

By the end of the course students will be able to:

- To have a broad knowledge of the Salamanca territory.
- To know the natural resources of the province of Salamanca.
- To identify the environmental and economic challenges facing our region, as well as its inhabitants.
- To understand the complexity of the implementation of environmental policies in an unpopulated region with a high population dispersion.
- To understand the environmental management guidelines from the European Union to Castilla y León.
- To identify a major problem in the region and to propose possible solutions to it.

IES ABROAD GLOBAL PILLARS

This course is framed within the **IES Abroad Global Pillars** which seek to bring the UN Sustainable Development Goals (SDGs) closer to IES Abroad students (Proyecto Salamanca Sensible).

Overview / Description:

Many international organizations are trying to change their policies to alleviate the climate emergency. The EU, for example, intends to make major changes in the production models of its member countries, promoting, among other things, the use of renewable energies. But how does all this impact on a rural and depopulated region like Castile and Leon? Our region is full of wisdom and know-how that is being lost due to depopulation, which is why it is particularly important to get close to this knowledge before it disappears.

ATTENDANCE POLICY:

As a member of our academic community, students are expected to be present and on time to class every day. Attending class has an impact on learning and academic success. For this reason, attendance is required for all IES Abroad Salamanca classes, including course-related trips and activities. Each student will be allowed a certain number of unexcused absences for each course which will depend on the type of course (see chart below). For each unexcused absence beyond these there will be a reduction of one third of a letter grade in the final grade (i.e., A to an A-). Students who are late to class on a regular basis may also receive a reduction in their final grade. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled if the absence is excused by the academic staff. Absences will only be excused for documented medical issues, family emergencies, specific religious observances or other extenuating circumstances. Students need to request approval for excused absences within ONE WEEK of the absence by sending all documentation to the Academic Coordinator (mtabarez@iesabroad.org). No approvals will be granted after the one-week deadline.

IES Abroad Salamanca Course	Maximum Number of Unexcused Absences
Area Studies (45 contact hrs)	2

CONTENT:

Week	Content	Assignments (Reading, homework, project due dates, exams)
Week 1	Introduction to the course During this session, the objectives of the course will be explained, as well as the methodology used, and we will test the main concepts that we will address in our lessons. - Activity 1: Presentation dynamics - Activity 2: What does sustainability mean to you? - Activity 3: Reaching a “glocal” perspective, from the world to Salamanca through Europe and Castile and Leon.	Read before the next class: García Vaquero, M., Sánchez-Bayón, A., & Lominchar, J. (2021). European green deal and recovery plan: green jobs, skills and wellbeing economics in Spain. <i>Energies</i>, 14(14), 1-20. Retrieved from: https://www.mdpi.com/1996-1073/14/14/4145/pdf
	Environmental policies in Europe Throughout this session, we will discuss the main objectives of Europe's environmental policies. - Critical discussion about the text - Group activity: search for information on the Green Deal proposed by the European Union, the 2030 Agenda and the criticisms of it through campaigns such as "renewables yes but not like this" or livestock protests. - Group activity "building our utopia": discussion on the approach to green policies, where we are going and what we want.	Read before the next class: ChatGPT (2025). Urban Sustainability and Social Innovation: The EDUSI Tormes Plus Strategy in Salamanca, 1-10. *This document is based on: City Council of Salamanca (2023) “Seminario EDUSI Tormes+: Salamanca conecta con su río”. Retrieved from: https://www.youtube.com/watch?v=SrLoZqBi3es
Week 2	Environmental policies in Salamanca During this session, we will discuss the environmental policies of the Salamanca City Council, reflect on their concept of sustainability, and evaluate whether they align with the objectives set by the European Union. To do this, we will share examples and locate the main projects on a map so that students gain the knowledge needed to identify the city's environmental policies as they explore it. - Group practice with Google Maps - Critical discussion about the video - Group activity: what type of city are we living in?	Deadline: Pre-activity assignment Students should seek information on the course-related trip that will take place this week and design two potential questions for the visit. - What are the <i>Local Action Groups (LAGs)</i> and how many exists in Salamanca? - Design two potential questions for Nordeste Association: https://nordestesalamanca.com/
	Visit to the Nordeste Association During this visit, we will learn about the work that this Local Action Group does in the region	Talk with the Nordeste Association in Calzada de Valdunciel Read before the next class:

		Martínez-Arnáiz, M., Baraja-Rodríguez, E., & Herrero-Luque, D. (2022). Multifunctional Territorialized Agri-Food Systems, Geographical Quality Marks and Agricultural Landscapes: The Case of Vineyards. <i>Land</i>, 11, 457, 1-28. Retrieved from: https://www.mdpi.com/2073-445X/11/4/457
Week 3	Identifying our territory (I) During this class we will approach the region of Castile and León to identify the strengths and weaknesses of its land, focusing especially on its agricultural production. • Critical discussion about the text • Group activity: "Fill in the map. Look for information about the main crops of the indicated regions and counties. identify if there are Denominations of Origin. • Group activity: Compare the crops of the Castilla y León region with those of other Spanish regions.	Deadline: Post-activity assignment In no more than 2 sheets, students should make a critical analysis of the visits made during the past week. This analysis should include a brief description of the place visited, emphasize what they have learned and, above all, relate the practical contents with those seen during the theoretical classes. It is not a summary. Read before the next class: Concepción, E. D., & Díaz, M. (2019). Varying potential of conservation tools of the Common Agricultural Policy for farmland bird preservation. <i>Science of The Total Environment</i>, 694, 1-11. Retrieved from: https://www.sciencedirect.com/science/article/pii/S0048969719335430
	Identifying our territory (II) During this session we will analyze the impact of the European Union's Common Agricultural Policy (CAP) on the landscape in regions such as Castile and León. • Critical discussion about the text • Group analysis of a video in class: approach to the territory of Ledesma and the Armuña, in Salamanca (to be translated in class).	Deadline: Pre-activity assignment Students should seek information on the course related trip that will take place this week and design two potential questions for the visit. Watch during our class: El Arcón: viaje a la Armuña en el noreste de Salamanca (21/02/2015), Castile and León Televisión. Retrieved from: https://www.youtube.com/watch?v=o2g5l6zagQU Duration: 49' 34"
Week 4	Visit to the Cork Oak Forest Interpretation Center In this visit we will be able to observe how the natural resource of the cork oak forest has been used for the economy of an area in a sustainable way through traditional knowledge. COURSE-RELATED TRIP: OCT 3, 2025	Visit to the Cork Oak Forest Interpretation Center in Muelas del Pan, Zamora
	Visit to the Cork Oak Forest Interpretation Center	Visit to the Cork Oak Forest Interpretation Center in Muelas del Pan, Zamora

	In this visit we will be able to observe how the natural resource of the cork oak forest has been used for the economy of an area in a sustainable way through traditional knowledge. COURSE-RELATED TRIP: OCT 3, 2025	Read before the next class: Górriz-Mifsud, E., Ameztegui, A., González, J. R., & Trasobares, A. (2022). Climate-smart forestry case study: Spain. In Forest Bioeconomy and Climate Change (pp. 211-228). Cham: Springer International Publishing. Retrieved from: https://library.oapen.org/bitstream/handle/20.500.12657/58385/978-3-030-99206-4.pdf?sequence=1#page=219
Week 5	Climate change and forest management Throughout this session we will address the problem of forest fires worldwide and in our region. • Critical discussion about the text • Group activity: exploring The Global Forest Watch. Instructions will be given in class	Deadline: Post-activity assignment In no more than 2 sheets, students should make a critical analysis of the visit made during the past week. This analysis should include a brief description of the place visited, emphasize what they have learned and, above all, relate the practical contents with those seen during the theoretical classes. It is not a summary. Explore the forest change and the fires in the world and in Castile and Leon: https://www.globalforestwatch.org/map/
	Environmental sustainability project design Throughout the sessions with this heading, students will design their sustainability project in Salamanca. • Group Activity: In this first activity, working groups will be formed in order to design a sustainability project in Salamanca. This project will be graded as a final exam. Each group will have to identify a problem on which they will base their proposal and to do so, they will be able to search for information online and through other means. The professor will guide the students during this process. • Group Activity: Each group will present its proposal to the other groups, giving feedback to each other. • Group Activity: The conclusions of the two previous activities will be transferred to a file in which the most relevant information of the project will be included. Instructions will be given in class.	Deadline: Pre-activity assignment Students should seek information on the course related trip that will take place this week and design two potential questions for each of the visits. Group work: Distribution of groups and identification of a problem to work on. Explanation of the Logical Framework Matrix: https://www2.fundsforngos.org/pw/basic-questions-about-proposal-writing-what-is-a-logical-framework-analysis/
Week 6	Identification of the Problem (Project)	Student groups will be required to research the key sustainability challenges in our territory and present a project proposal. At this stage, the most important part is to work on the justification of the project. Why is the chosen topic important? What kind of socio-environmental impact do we aim to achieve?

		Further instructions will be given in class, and an evaluation of rubric will be provided.
Week 7	Talk with Coordinadora Rural de Zamora They will give us information on the fires in the Sierra de la Culebra during the summer of 2022, on the demands for rural health and on the proposal they have made to the Ministry of Ecological Transition and Demographic Challenge (MITECO).	Talk with the "Rural Coordinator of Zamora" https://twitter.com/CoRuralZamora
	Talk with La Culebra no se Calla In this session they will address the reforestation projects being carried out after the fire in the Sierra de la Culebra.	Talk with a member of La Culebra no se Calla https://www.laculebranoscalla.es/
Week 8	Environmental sustainability project design Explanation of project designs according to the logical framework methodology. - Review of the submitted file to confirm and/or improve the topic of the project. - Group activity: design of an overall objective and several specific objectives according to the logical framework model. The professor will guide the students during this process.	Deadline: Post-activity assignment In no more than 2 pages, students should write a critical analysis of the talks carried out during the past week. This analysis should include a brief description of the place visited, emphasize what they have learned and, above all, relate the practical contents with those seen during the theoretical classes. It is not a summary. Logical Framework Template: https://www.ifrc.org/docs/appeals/annual04/logframes/Europe/017604hVER1.pdf Read before the next class: Rincón, Víctor, et al. (2021). "Proposal of new Natura 2000 network boundaries in Spain based on the value of importance for biodiversity and connectivity analysis for its improvement." Ecological Indicators 129, 1-11. Retrieved from: https://www.sciencedirect.com/science/article/pii/S1470160X21006890
	Protected areas and biodiversity conservation In this session we will analyze strategies for the conservation of protected and endangered species, as well as for halting the loss of biodiversity. - Critical discussion about the text - Group Activity: Identification of protected species in Spain - Group activity: search for information on wolf conservation practices in Cantabria and lynx conservation in Doñana	Deadline: Pre-activity assignment Students should seek information on the course related trip that will take place this week and design two potential questions for each of the visits. Read before the next class: Pettersson, H. L., Quinn, C. H., Holmes, G., Sait, S. M., & López-Bao, J. V. (2021). Welcoming wolves? Governing the return of large carnivores in traditional pastoral landscapes. Frontiers in Conservation Science, 2, 1-15 Retrieved from:

		https://www.frontiersin.org/articles/10.3389/fcosc.2021.710218/full
Week 9	Talk with Alicia González, expresident of Environmentalists in Action In this talk, we will learn about the importance of putting environmental sustainability into practice in our daily lives. Focusing on what we eat, the session will explore how sustainability is applied in livestock and agricultural businesses. In this talk we will learn about the actions of Environmentalists in Action in Salamanca and their proposals for coexistence between the wolf and the shepherds and ranchers.	Talk with Alicia González
	Environmental sustainability project design Throughout this session, the design of the project activities will be explained, as well as the indicators to measure them. • Activity: students will share with their classmates the documents submitted in Moodle and give each other feedback. • Group activity: students should discuss and design the activities to be incorporated into the project.	Deadline: Students must submit in Moodle before the class the template with the project description, the justification and the objectives. In addition, they should have discussed the activities to be carried out. Post Activity Assignment: Students must submit a critical analysis of the past lecture
Week 10	Talk with Carolina Martín, worker in Environmentalist in Action In this talk we will learn about the actions of Environmentalists in Action in Salamanca and their proposals for coexistence between the wolf and the shepherds and ranchers.	Deadline: Pre Activity assignment: Student must look information about Environmentalist in Action in Salamanca and about Monleras Talk with Carolina Martín, worker in Environmentalist in Action
	Environmental sustainability project design This session will explain how to design a budget, as well as the last missing topics of the template. • Students will share the progress of their work to get feedback from each other. • Group activity: we will work on possible corrections and advances in the project.	Deadline: Post Activity assignment Students should seek information on the course-related trip that will take place this week and design two potential questions for each of the visits.
Week 11	Visit to El Lagar del Mudo Olive Oil Museum and the Organic Olive Mill Aceiteros del Águeda We will explore the process of olive oil production, learning how it was done in the past and how it can be done today, with a focus on the ecological perspective.	Visit to El Lagar del Mudo Olive Oil Museum and the Organic Olive Mill Aceiteros del Águeda https://www.turismocastillayleon.com/es/patrimonio-o-cultura/museo-aceite-lagar-mudo https://www.terranostrum.es/actividades/visita-almazara-ecologica-aceiteros-del-agueda

	COURSE-RELATED TRIP – NOV 21, 2025	
	Visit to Visit to El Lagar del Mudo Olive Oil Museum and the Organic Olive Mill Aceiteros del Águeda We will explore the process of olive oil production, learning how it was done in the past and how it can be done today, with a focus on the ecological perspective. COURSE-RELATED TRIP – NOV 21, 2025	Visit to El Lagar del Mudo Olive Oil Museum and the Organic Olive Mill Aceiteros del Águeda https://www.turismocastillayleon.com/es/patrimoni-o-cultura/museo-aceite-lagar-mudo https://www.terranostrum.es/actividades/visita-almazara-ecologica-aceiteros-del-agueda Deadline: Mid-Term Project
Week 12	Presentations During this session, students will present their projects to their classmates using at least one Power Point presentation. It is recommended that they complement this with other materials.	Deadline: Post-activity assignment In no more than 2 pages, students should write a critical analysis of the visit carried out during the past week. This analysis should include a brief description of the place visited, emphasize what they have learned and, above all, relate the practical contents with those seen during the theoretical classes. It is not a summary.
	Presentations Environmental sustainability project design • Group activity: in this activity we will define the budget of the projects. • Group work: students will look for public, private and alternative funding sources.	
Week 13	Final Project Students must submit their final project	Deadline: Final Project

COURSE-RELATED TRIPS:

- Visit to Visit to Nordeste Association, Calzada de Valdunciel, Salamanca
- Visit to the Cork Oak Forest Interpretation Center, Muelas del Pan, Zamora.
- Visit to El Lagar del Mudo Olive Oil Museum and the Organic Olive Mill Aceiteros del Águeda, San Felices de los Gallegos and Ahigal de los Aceiteros, Salamanca

REQUIRED READINGS:

- García Vaquero, M., Sánchez-Bayón, A., & Lominchar, J. (2021). European green deal and recovery plan: green jobs, skills and wellbeing economics in Spain. *Energies*, 14(14), 1-20. Retrieved from <https://www.mdpi.com/1996-1073/14/14/4145/pdf>
- Martínez-Arnáiz, M., Baraja-Rodríguez, E., & Herrero-Luque, D. (2022). Multifunctional Territorialized Agri-Food Systems, Geographical Quality Marks and Agricultural Landscapes: The Case of Vineyards. *Land*, 11, 457, 1-28. Retrieved from <https://www.mdpi.com/2073-445X/11/4/457>

- Concepción, E. D., & Díaz, M. (2019). Varying potential of conservation tools of the Common Agricultural Policy for farmland bird preservation. *Science of The Total Environment*, 694, 1-11. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0048969719335430>
- Górriz-Mifsud, E., Ameztegui, A., González, J. R., & Trasobares, A. (2022). Climate-smart forestry case study: Spain. In *Forest Bioeconomy and Climate Change* (pp. 211-228). Cham: Springer International Publishing. Retrieved from <https://library.oapen.org/bitstream/handle/20.500.12657/58385/978-3-030-99206-4.pdf?sequence=1#page=219>
- Rincón, Víctor, et al. (2021). "Proposal of new Natura 2000 network boundaries in Spain based on the value of importance for biodiversity and connectivity analysis for its improvement." *Ecological Indicators* 129, 1-11. Retrieved from <https://www.sciencedirect.com/science/article/pii/S1470160X21006890>
- Pettersson, H. L., Quinn, C. H., Holmes, G., Sait, S. M., & López-Bao, J. V. (2021). Welcoming wolves? Governing the return of large carnivores in traditional pastoral landscapes. *Frontiers in Conservation Science*, 2, 1-15. Retrieved from <https://www.frontiersin.org/articles/10.3389/fcosc.2021.710218/full>

FILMOGRAPHY

- El Arcón: viaje a la Armuña en el noreste de Salamanca (21/02/2015), Castile and León Televisión. Retrieved from <https://www.youtube.com/watch?v=o2g5l6zagQU>

RECOMMENDED READINGS:

- Hardin, G. (2015). The tragedy of the commons. In *Thinking About the Environment* (pp. 173-178). Routledge.
- Ostrom, E. (1990). *Governing the commons: The evolution of institutions for collective action*. Cambridge university press.
- Dobson, A. (2007). Environmental citizenship: Towards sustainable development. *Sustainable development*, 15(5), 276-285.
- Shiva, V. (1993). *Monocultures of the mind: Perspectives on biodiversity and biotechnology*. Palgrave Macmillan.
- European Commission. (2019). The European Green Deal. COM (2019) 640 final. Retrieved from <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52019DC0640>