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### ENST 542.01: Transboundary Environmental Issues

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## **Transboundary Environmental Issues**

ENST 542.01

Fall 2016

**Instructor:** Len Broberg, 107A Rankin Hall, 406-243-5209, [len.broberg@umontana.edu](mailto:len.broberg@umontana.edu)

Office Hours: Monday 10:30-12 and Wednesday 2-3:30 and by appointment

**Course Purpose:** The purpose of the course is to explore the challenges, methods and outcomes of large landscape natural resource management across multiple jurisdictions including international borders. The course will cover the basic theory of common pool resource management and examine existing approaches to transboundary resource management in several case studies from North America and Southeast Asia to discover best practices.

**Student Work:** Students in the course will participate in two field trips to the Glacier National Park area and the Crown Roundtable Conference in Fernie British Columbia. Young Southeast Asian Leaders Institute fellows will join us for the first field trip and the first 3 weeks of class. Students completing the entire 10 week course will keep journals for each of the trips and complete a project centered on in the Crown of the Continent region of Montana, Alberta and British Columbia.

### **Learning Objectives:**

1. Understand the principles of common pool resource management and their application to settings in the developed and developing world.
2. Understand the challenges to and opportunities for conservation in the Crown of the Continent and Southeast Asia.
3. Understand modes of conservation applicable to large landscapes.
4. Understand the structure and function of large transnational organizations.
5. Develop skills research and report development in a transboundary environment.

**Readings:** All readings will be available through the course Moodle site.

**Class 1: 8/29**

*Read:* Remarkable Beyond Borders pgs 11-17 and Common Sense Common Pool-

*Main points:* 1) Understand the multiple jurisdictions present in the Crown of the Continent region and their history 2) Learn the 8 basic design principles of common pool resource management

**Class 2: 8/31**

*Read:* 1) Waterton Glacier International Peace Park 2) Peace Parks and 3) Boundary Waters Treaty

*Main Points:* 1) Understand the way the first International Peace Park was created by citizen action 2) Understand the theory behind using international parks as promoters of peace between countries 3) Understand the value of international parks for conservation purposes 4) Understand the mandatory limits on actions to affect water quality in the Boundary Waters Treaty and the International Joint Commission structure for resolving conflicts

**Class 3: 9/7**

*Read:* Mekong River Agreement and Procedures Sections 1, 5 and 6

*Main Points:* 1) Understand the consultation without mandatory limits approach of the Mekong River Agreement (the "ASEAN Way") and the role of the Mekong River Commission in brokering that consultation and providing technical support and information

**Field Trip 1: Leave Friday Sept 9 at 10:30 am return Sunday Sept 11 about 5 pm**  
Glacier National Park

**Class 4: 9/12**

*Read:* MPA Network Design Policy Brief and CTSP Lessons Learned pp. 6-11 and 28-41

*Main points:* 1) Understand the non-binding Coral Triangle Initiative 2) the role of outside party (USAID and NGO) support to implementing the vision of CTI and marine protected areas together with alternative livelihood projects and 3) best design principles for Marine Protected Areas

**Class 5: 9/14**

*Read:* Rest of Remarkable Beyond Borders

*Main Points:* Understand the current issues in the Crown of the Continent a) climate change, b) water, c) wildlife connectivity, and d) growth and development

**Class 6: 9/19**

Canadian government structure and function

Read: Inside Canada's Parliament: Intro, Chapters II and III

**Class 7: 9/21**

The Bison Range- Conflict or Co-Management- Robin Saha

**Class 8: 9/26**

**Water Quality in the Crown of the Continent- West vs. East- Vicki Watson**

**Class 9: 9/28**

Geology of the Crown of the Continent- Dan Spencer

**Class 10: 10/3**

Read: BC-MT MOU

BC-Montana Memorandum of Understanding- Transboundary Cooperation at the State-Provincial level

**Class 11: 10/5**

Crown Managers Partnership and the Great Northern LCC- Informal and formal partnership experiments

Read: Great Northern LCC Implementation Plan

**Class 12: 10/10**

British Columbia Trip Preparation

**Field Trip 2: 10/12-14**

British Columbia Trip

**Class 13: 10/19**

Journals due

Project review and work session

**Class 14: 10/21**

Essay Exam

**Class 15: 10/26**

Project Presentations

**Class 16: 10/28**

Project Presentations

**Class 17: 11/2**

Project Presentations

## **Essay Exam**

There will be one essay examination in the course based on material in the readings, class and field trips.

## **Journals**

Students should keep a journal for all the field trip dates (Glacier National Park Sept 9-11 and Crown Roundtable Conference October 12-14) to record their impressions of the speakers and events of the day. Journals should include reflections about what questions were raised for students, student impressions about speakers/talk content and how they see it fitting with the case studies from Southeast Asia and elsewhere that are discussed in class. Sharing observations about how various efforts fit within a common pool resource approach framework would also be very appropriate.

## **Project/Research Report**

Students will complete a project either in groups or individually relating to the Crown of the Continent. Projects will develop information for the Crown Managers Partnership, the National Geographic Crown of the Continent Geotourism Project, or other organizations in the Crown of the Continent. Project selection will be ongoing for the first 3 weeks of the course, but should be determined by the 19<sup>th</sup> of September.

For each project the following deliverables will be required of students:

1. Project proposal- due October 3. This will be a 2 page proposal outlining the purpose of the project, the method used to accomplish that purpose, an initial timeline of steps for completion of the project and the final project product(s).
2. Draft research report/project update- due November 2. This should be a draft of your final research report with as much content as you have developed so far OR an update on your social media/organizing project.
3. Final project report- due November 16. This will either be a reflection on the project and what worked or didn't if you did a social media/organizing project or the final research report (with full citations to sources) for submission to the requesting organization.
4. For graduate students only they will be required to present their project to the class.

## **Grading**

Your grade will be based on the following percentiles:

- Project 45%
- Essay exam: 25%
- Journal: 15%

- Class Participation: 15%

Grading will be on a plus/minus basis (A, A-, B+, B, B- etc)

**Class Participation:** This element of the grade takes into account the student's presence in the scheduled class sessions and field trips AND preparation for and participation in those parts of the course. It will not affect the student's grade if one field trip must be missed due to work, academic or instructor approved personal conflicts. If a student must miss part of field trips due to work or academic conflicts for more than one field trip extra work may be required to make up the time missed- discuss it with the instructor.

**Project grade:** The grade for the project consists of the grades on the proposal, draft and final project report and for graduate students only a final presentation on the project.

### **Disability Accommodation**

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications.

### **Academic Honesty**

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](http://www.umt.edu/vpsa/policies/student_conduct.php) : ([http://www.umt.edu/vpsa/policies/student\\_conduct.php](http://www.umt.edu/vpsa/policies/student_conduct.php)).