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ENST 595.04: ST: Conservation without Borders

Leonard Broberg

University of Montana - Missoula, len.broberg@umontana.edu

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Conservation without Borders

ENST 595.04

Fall 2018

Instructor: Len Broberg, 107A Rankin Hall, 406-243-5209,
len.broberg@umontana.edu

Office Hours: Tuesday 11-1230 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 one field trip to the Glacier National Park area. Young Southeast Asian Leaders Institute fellows will join us for the field trip and the first five classes. Students completing the entire course will keep a journal of the trip and do a case study analysis of common pool resource or transboundary natural resource management.

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: 8/27

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: 8/29

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: 9/6

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 7 at 8:30 am return Sunday Sept 9 about 5 pm
Glacier National Park

Class 4: 9/10

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: 9/12

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: 9/17

Canadian government structure and function & BC-MT MOU

Read: Inside Canada's Parliament: Intro, Chapters II and III & BC-Montana Memorandum of Understanding

Class 7: 9/24

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

Read: Great Northern LCC Implementation Plan, CMP Strategic Plan

Class 9: 9/26

Journals due

Transboundary Protected Areas best practices

Read: TBPA Report

Journals

Students should keep a journal for the field trip dates (Glacier National Park Sept 7-9) 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.

Case Study Analysis

Students will complete a transboundary natural resource management or common pool resource case study analysis based on one of the following situations:

- a. Emerald Triangle- Cambodia, Thailand and Laos
- b. Kootenai/Kootenay/Elk River issues- BC, Canada and MT, USA
- c. Taku River issues- BC, Canada and AK, USA
- d. Indonesia, Malaysia, Phillipines and Vietnam- marine turtle trade cooperation
- e. Atauro Island MPA, Timor-Leste
- f. Kimbe Bay MPA, Papua New Guinea

The case study analysis should examine the specific example in the context of common pool resource management principles or transboundary natural resource management principles discussed in the course. The paper body exclusive of title page or literature cited should be 5 pages in length minimum and should use a minimum of 5 sources outside of course materials that should be referenced using author/year format in the text and fully cited in a Literature Cited section.

Grading

Your grade will be based on the following percentiles:

- Case Study Analysis 45%
- Journal: 35%
- Class Participation: 20%

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/field trips AND preparation for and participation in those parts of the course. If a student must miss part of the field trip due to work or academic conflicts and has prior approval of the instructor extra work may be required to make up the time missed- discuss it with the instructor.

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).