Course description: Mountain areas are unique in that they are bastions of biodiversity and at the same time hold valuable resources necessary for economic development. Mountains are also a significant source of fresh water for much of the world’s population and contain a significant proportion of the world’s remaining intact ecosystems. In terms of human activity, mountains are home to a large number of the world’s indigenous groups while at the same time being sought out by many in the developed world for their wilderness character, recreational and tourism opportunities, and other amenities not found elsewhere (clean water, solitude, ranging vistas). Mountains also hold spiritual significance for many societies. Politically, mountains often form boundaries between states and countries and thus are integral in transboundary management. This course will begin with a description of mountain geography that will include human and ecological systems. Students will learn about various conservation and development pressures placed on mountain landscapes (parks, biosphere reserves, private protected areas, hydroelectric projects, mining, timber harvesting, global markets, and roads). This background will lead to an exploration of various issues at the intersection of conservation and development in mountain areas. These include: Tourism, recreation, protected area management, amenity migration, indigenous livelihoods, and rural economies.

Course structure: The course will follow a combined lecture and discussion format and students will be assigned readings for each week (posted on Moodle). In addition, students will be responsible for participating in discussions and writing a weekly reaction paper that engages the topic/readings for the week. Finally, students will prepare and present a paper based on a topic of their choosing relating to conservation and development in mountains to be turned in at the end of the semester.
**Topics and course schedule:** The following set of topics and course schedule is tentative and subject to change.

<table>
<thead>
<tr>
<th>class meeting:</th>
<th>Topic:</th>
<th>assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>week-1(8-31)</td>
<td>Course introduction</td>
<td></td>
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<tr>
<td>week-2(9-5/7)</td>
<td>Introduction to mountain geography</td>
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<tr>
<td>week-3(9-12/14)</td>
<td>Introduction to mountain geography</td>
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<tr>
<td>week-4(9-19/21)</td>
<td>Introduction to mountain geography</td>
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<tr>
<td>week-5(9-26/28)</td>
<td>Development definitions and concepts</td>
<td>Paper topics due 9-28</td>
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<tr>
<td>week-6(10-3/5)</td>
<td>Conservation definitions and concepts</td>
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<tr>
<td>week-7(10-10/12)</td>
<td>Intersection of conservation and development</td>
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<tr>
<td>week-8(10-17/19)</td>
<td>Hazards, risk and health</td>
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<tr>
<td>week-9(10-24/26)</td>
<td>Globalization and local livelihoods</td>
<td>Annotated bibs due 10-26</td>
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<tr>
<td>week-10(10-31/11-2)</td>
<td>People and protected areas</td>
<td></td>
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<tr>
<td>week-11(11-7/9)</td>
<td>Tourism and amenity migration</td>
<td></td>
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<tr>
<td>week-12(11-14/16)</td>
<td>Climate change in mountains</td>
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<tr>
<td>week-13(11-21/23)</td>
<td>Thanksgiving Break</td>
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<tr>
<td>week-14(11-28/30)</td>
<td>Mountain geopolitics</td>
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<tr>
<td>week-15(12-5/7)</td>
<td>Student presentations</td>
<td>Presentations</td>
</tr>
<tr>
<td>week-16(12-12)</td>
<td>Course wrap up</td>
<td>Final papers due 12-12</td>
</tr>
</tbody>
</table>
**Assignments and assessment:** The assignments and assessments for this course will be used to measure your understanding of the topics covered and your ability to communicate that understanding verbally and through writing. The assignments will also provide additional opportunities for learning about and synthesizing the topics covered in this course. All assignments are due at the beginning of class and late assignments will not be accepted unless the student has a written and verifiable excuse.

<table>
<thead>
<tr>
<th>assignment</th>
<th>weight</th>
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<tbody>
<tr>
<td>participation and attendance</td>
<td>20%</td>
</tr>
<tr>
<td>reaction papers</td>
<td>30%</td>
</tr>
<tr>
<td>annotated bibliography</td>
<td>10%</td>
</tr>
<tr>
<td>paper topic</td>
<td>10%</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>10%</td>
</tr>
<tr>
<td>final paper</td>
<td>20%</td>
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</tbody>
</table>

**Explanation of assignments:**

*Reaction papers:* each student will write a weekly two to three (2-3) page paper that reacts to that week’s reading. The papers should engage the reading in a critical manner and provide an in-depth discussion of and reaction to the concepts and ideas explored in the reading. In addition, students will include a discussion question from each of the readings at the end of their reaction paper. Papers will be due in class every Tuesday. Reaction papers should be grammatically correct and should not contain spelling or capitalization errors.

*Paper topic and abstract:* Students will pick a topic for their final paper and write an abstract that outlines their proposed paper.
You may approach this paper in one of three ways:

1. Choose a mountain area and catalog one or more issues that represent the intersection of conservation and development using concepts learned from class lectures and readings.

2. Choose a topic covered in class and engage with the literature on that topic. You might be interested in ecotourism in mountains, geopolitics or climate change.

3. Choose your own topic. This direction will require prior approval of the topic from the instructor.

**Annotated bibliography:** Students will prepare an annotated bibliography of ten references that will inform their final paper. Each article needs to have a proper citation and a summary of one page. Students will also introduce the topic at the beginning of the annotated bibliography in a page or less and then explain at the end how the articles will contribute to their understanding of the topic and be applied to the final paper (1-2 pages).

**Final paper:** In the first weeks of the course, students will choose a topic of interest and begin to develop a final paper. The first step will be to develop a paper topic and abstract (Maximum of 250 words). Once this is approved by the instructor, the student will then develop the annotated bibliography in order to strengthen knowledge of the topic. The final paper will include revisions made in response to the comments from the instructor on the paper topic and the annotated bibliography and will be due at the end of the semester.

**Paper presentation:** During the week of class, students will present their final papers orally to the rest of the class in a conference presentation format. Each student will receive 15 minutes to present their paper and following the presentation, there will be 5 minutes for questions.

**Class participation and attendance:**
The success of this course depends on lively in-class discussion. Therefore, students are expected to come to class everyday well-prepared and ready to discuss the assigned readings and topics. Students who do not prepare and those who miss class will find it difficult to succeed in this course. Those of you who do prepare and attend class regularly will learn a great deal and have fun in the process.
**Academic Integrity:**
All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at: [Student Conduct Code Link](#)

**Students with disabilities:**
The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommason 154 or 406 243 2243. I will work with you and DSS to provide an appropriate accommodation.

**Reading list:**
(This is only a guide and is subject to change)

**Week-2**

**Week-3**

**Week-4**

**Week-5**

**Week-6**


**Week-7**

WCED AKA the Brundtland report. ch-2.


**Week-8**


**Week-9**


**Week-10**


**Week-11**


**Week-12**


Week-13 (Thanksgiving)

Week-14

