



**Universität
Zürich^{UZH}**

Department of Geography



GEO361 – Advanced Human Geography

Research Seminar A: Sustainable Mountain Development

Core elective module

A collaboration between the Tbilisi State University (TSU) and the University of Zürich (UZH)

Syllabus

Autumn semester 2023

Version 1, 14.09.2023

Time

Tuesday 10:15-13:45 (CEST/CET)

Room

Y25-H-86/92 and Zoom

Course management

UZH

Annina H. Michel (AM; annina.michel@geo.uzh.ch, office Y25-L42): Module responsible person

Norman Backhaus (NB; norman.backhaus@geo.uzh.ch): Professor

Madleina Dreier (MD; madleina.dreier@uzh.ch): Semester assistant

TSU

Gvantsa Salukvadze (GS; gvantsa.salukvadze@tsu.ge)

Temur Gugushvili (TG; temur.gugushvili155@sps.tsu.edu.ge)

Joseph Salukvadze (JS; joseph.salukvadze@tsu.ge)

Language

English

Contents

| | | |
|---|--|----|
| 1 | General description | 2 |
| 2 | Learning outcomes | 2 |
| 3 | Prerequisites | 3 |
| 4 | Tasks | 3 |
| 5 | Criteria of assessment and workload | 6 |
| 6 | Guidelines | 6 |
| 7 | Program and dates autumn semester 2023 | 8 |
| 8 | Evaluation Grids for the Assignments | 10 |
| 9 | Additional literature | 13 |

1 General description

The course's main inspiration is to introduce students to sustainable mountain development through the lens of the Alpine and Caucasus mountainous areas. Using Switzerland and Georgia as examples, the study module aims to impart broad conceptual and research-based knowledge. Regarding the thematic focus of the course, students will become acquainted with the contexts of both countries.

The core elective module provides tutorial-style teaching and discussion environments in smaller groups based on lecture themes. Lessons, seminars, and group projects are used to explore important topics in sustainable development in mountainous countries. The study module will give a general understanding of shifting discourses of mountain places and confronting current challenges, such as climate change and migration. The course will explore and discuss responses to such challenges. One focus will be laid on tourism: We will analyze its development prospects, economic linkages, and, based on recent studies, induced changes in the host society's socioeconomic structure. There will also be a discussion on the best practical examples of mountain tourism development from the European alpine areas. A second core area of the course offers insights into landscape and conservation research in mountainous areas, their foothills (such as the Prealps), and adjacent regions. It will discuss opportunities and challenges linked to protected area establishment and management and will introduce the students to contemporary approaches to nature conservation and landscape research, both in practice and theory.

Students will strengthen their thematic and theoretical knowledge by connecting them with different methods and put them into practice during a group project assignment. Additionally, they will be expected to undertake self-directed learning to deepen their understanding of the reading materials introduced during class.

2 Learning outcomes

Students who complete the course will be able to obtain scientific and practical knowledge:

- Students can effectively collaborate in groups in a cross-cultural environment.
- Students are able to write texts for scientific and non-scientific audiences.
- Students can describe different qualitative research methods and are able to apply some of them in a small research project.
- Students are able to formulate research questions related to the course topics, and to plan and conduct a research project to answer these questions.
- Students can critically discuss current challenges related to sustainable (mountain) development.

- Students are able to connect conceptual approaches with case studies in the Alpine and Caucasus regions.
- Students are able to discuss different development trends and social, ecological, and economic impacts of migration and tourism in mountains.
- Students are able to reflect on the social implications of nature conservation projects.

3 Prerequisites

This course is intended for advanced bachelor's students interested in topics of sustainable rural development, with an emphasis on the Alpine and Caucasus areas. It is desirable but not essential that students have a basic understanding of the sustainability principles and of qualitative research methods as well as of working scientifically (for more information please consult olwa.ch). The course is taught and examined entirely in English. To make the most of the studies, the students must be able to communicate fluently and accurately in spoken and written English.

4 Tasks

To complete the course, participants will complete three main tasks: 1) Interact with other participants and participate in data gathering on an app, 2) text discussions and writing for different audiences, and 3) a research project (which will be the largest task). Assessment criteria (e.g., weighting) can be found in Chapter 5, evaluation grids in Chapter 8.

4.1 Task 1: Data gathering with MTA – MountainApp

During the semester, participants will interact with each other using the smartphone app “MTA - MountainApp”. Three times during the semester, students have to upload at least two data points, including a picture to the app (tasks 1a, 1b, 1c). All the questions linked to a new data point have to be answered. Students are expected to interact (like, comment) other students' entries, especially those from the other university.

The app was specifically developed for this course and is based on a citizen science approach. MTA is used to facilitate cross-border student collaboration and learning and to introduce students to sustainable mountain development through the lens of the Alpine and Caucasus mountains. To learn more about the app and the project, please visit www.mountainapp.net. Fun fact: “Mta” is the Georgian term for “mountain”!

MTA – MountainApp runs on iOS and Android and can be downloaded from the App Store or GooglePlay (no fees). Your data is stored on servers run by SPOTTERON. Please create an account and use your first name and “_UZH” or “_TSU” as your user name.

4.2 Task 2: Reading and writing

During the semester, students will complete mandatory readings and actively participate in text discussions. In addition, there are two writing tasks. Task 2a focuses on scientific reading and writing, task 2b engages with writing for a broader audience.

Task 2a: Text discussion

In addition to the mandatory readings, each participant will write a 600-800 words text discussion of one of the texts listed below. The text discussion consists of: (1) a 300-400-word summary, (2) a 300-400-word reflection, and (3) three questions based on the text that can be discussed in the plenary. The reflection should answer to the following questions:

- Which scientific debates are addressed in the text?
- What positions do the authors take in these debates?
- What are your own thoughts about the text? What remains unclear to you?

We allow the option to generate the summary (1) with ChatGPT or similar AI tools. In this case, the summary should be only 200 words long. Students choosing to work with AI must additionally write a 200-word evaluation of the summary, answering to these questions:

- Is there anything missing or wrongly written? Please elaborate on the aspects that are missing or AI got wrong about the text and explain correctly.
- What aspects of the text was particularly stressed by the AI summary?
- What do you think is well-written in the generated summary?

Please indicate the number of words you used for each section and clearly note if you used AI to generate the summary. Texts will be checked with an AI (and plagiarism) content detection tool.

The text discussions have to be submitted via OLAT no later than Monday morning at 10:00, the day before the text will be discussed in class (see semester program).

Name the file as follows: Text_“Number”_Lastname.

Choose one of the texts below and sign up on OLAT until Thursday, 21 September, 23:59.

- 1) Migration
Kohler, T., Elizbarashvili, N., Meladze, G., Svanadze, D., & Meessen, H. (2017). The Demogeographic Crisis in Racha, Georgia: Depopulation in the Central Caucasus Mountains. *Mountain Research and Development*, 37(4), 415–424.
- 2) Methods
Bergeron, J., Paquette, S., & Poullaouec-Gonidec, P. (2014). Uncovering landscape values and micro-geographies of meanings with the go-along method. *Landscape and Urban Planning*, 122, 108–121.
- 3) Nature conservation / protected areas
Michel, A. H., Pleger, L. E., von Atzigen, A., Bosello, O., Sager, F., Hunziker, M., Graefe, O., Siegrist, D. & Backhaus, N. (2021). The Role of Trust in the Participatory Establishment of Protected Areas – Lessons Learnt from a Failed National Park Project in Switzerland. *Society & Natural Resources*, 35(3), 1–19.
- 4) Tourism
Salukvadze, G., & Backhaus, N. (2020). Is Tourism the Beginning or the End? Livelihoods of Georgian Mountain People at Stake. *Mountain Research and Development*, 40(1), R28–36.
- 5) Landscapes and emotions
Waterton, E. (2019). More-than-representational landscapes. In P. Howard, I. Thompson, E. Waterton, & M. Atha (Eds.), *The Routledge companion to landscape studies* (2nd edition, pp. 91–101). London: Routledge.
- 6) Conflict
Salukvadze, G., Gugushvili, T., Dolbaia, T., Salukvadze, J., & Durglishvili, N. (2021). Park-people interaction in mountainous Georgia: The case of Kazbegi National Park. *Dela*, (55), 69–86.

Task 2b: Blog post

A blog post will be co-authored in groups of 2 UZH students, and – depending on student numbers – 1-2 TSU students. Selected blog posts will be published on the MTA website. The students have to choose their overarching topic (see Google Spreadsheet), but will be able to define the focus of their blog post themselves. Blog posts will be based on topics discussed in the lectures and readings. Students can focus their blog posts on a Swiss, a Georgian or on both contexts and choose whether they want to, e.g., write about a specific case or more general discourses.

Submission date: Monday, 20.11.2023, 10:00 am on OLAT. Scope:

- Length: 500 words (1 A4 page).
- At least 4 sources, 1 of which should be a scientific source (i.e., journal article). Sources must be cited within the text.
- Please add one high-resolution picture with description and source to your text. Submit the picture separately (e.g., as jpeg or png).
- Submit your .docx file and picture to OLAT, once per team. Please name the files as follows: Blog_Name1_Name2_Name3 (last names only).
- Insufficient blog posts (“fail”) can be revised once.

4.3 Task 3: Research project

During the semester, student teams will work independently on their research projects. The tasks related to the research project include finding a case study and formulating research questions, writing and discussing the research concept, literature research, collecting data in the field, data analysis, and, in the end, presenting the results in a final report and a short presentation.

For UZH students, we expect each team to conduct at least 2 go-along interviews with relevant stakeholders, as well as an extensive literature research on the case topic. The go-along interviews can be conducted in pairs.

Task 3a: Research Concept

Each team will submit a research concept, which will be discussed with other students, as well as the lecturers. The research concept describes the chosen topic, the case study and the methods that will be employed in the research. The research concept is 2-3 pages long and discusses the following points:

- Short description of the case study and contextualization of the case in broader scientific debates.
- Problem statement and research questions. These shall be developed based on the relevant literature – either specifically related to the case or the issue/topic more broadly.
- Methods. Briefly describe the methods and elaborate on the access to the field, sampling.
- Interview guideline (as an attachment).
- Schedule and responsibilities within your team. Including: Contacting respondents, field work, data analysis, writing the report, preparing the presentation, and meetings within the team.
- Open questions
- Bibliography

Please name the file as follows: Concept_Team_“Number”. Upload the file as a pdf document to OLAT. After the peer-feedback, teams can revise their concepts and submit the revised version to the lecturers (file name: Concept_Team_“Number”_final). The teams will then receive individual feedback from the lecturers.

Task 3b: Peer Feedback

Each team provides feedback on the research concept of another team. The feedback will be provided in written form as well as orally. Please use the provided feedback sheet on OLAT. Following questions should be answered:

- Is the chosen case study appropriate for the planned research?
- Are the research questions clearly defined and suitable to be answered?
- Are the methods well-described?
- Does the time schedule seem feasible?
- Is the concept presented in a scientifically accurate way, including all relevant literature?

Task 3c: Presentation of final results

Each team presents their case study, state of the art, and results in a 12-minute oral presentation. Each team will be paired up with a tandem team. Before the presentation, each team will upload 3 slides (introduction, results, take-home messages) to an exchange-folder on OLAT. The tandem team looks at the other team’s slides and prepares 4 questions to be asked during the discussion. Everyone is expected to actively participate in the discussion. More details about the presentation will be communicated during the semester.

Task 3d: Final report

Each project team submits a final report on OLAT (file name: Report_Team_“Number”). The report length is 3000 words. Not including title page, figure captions, contents, bibliography, annex; but including tables and references within the text. The final report includes the following parts:

- Title
- Introduction: Problem statement, research questions

- State of the art: Discussion of relevant scientific literature
- Methods
- Results: Including a map of each go-along interview, showcasing relevant quotes and researcher-generated photos. Quotes may also be used in the text to illustrate the most important themes.
- Discussion and conclusion
- Bibliography
- Annex: Interview guideline. Transcribed interview text (most relevant parts of each interview, min. 15 minutes per interview. Please include timestamps). Coding/category scheme used for analysis. All pictures taken during the interviews. Other relevant data.

5 Criteria of assessment and workload

| Task | Format | Mode | Grades | Weight (%) |
|--------------------------|--------------|------------|-----------|------------|
| 1 Data collection on app | Written | Individual | Pass/fail | 30 |
| 2a Text discussion | Written | Individual | 1-6 | |
| 2b Blog post | Written | Team | Pass/fail | |
| 3a Research concept | Written | Team | Pass/fail | 20 |
| 3b Give peer feedback | Written/oral | Team | Pass/fail | |
| 3c Presentation | Oral | Team | 1-6 | |
| 3d Final report | Written | Team | 1-6 | 50 |
| TOTAL | | | | 100 |

The criteria for the evaluation can be found in Chapter 8. The module can be repeated once.

| Activity | Work load (%) |
|--|---------------|
| Presence in lecture/seminar | 20 |
| Literature research, reading of texts, writing text discussion | 15 |
| Collaboration with tandem team (incl. blog post) | 10 |
| Developing research design | 10 |
| Data collection and analysis | 20 |
| Preparation of presentation | 5 |
| Writing report | 20 |
| TOTAL | 100 (5 ECTS) |

Presence during the lectures (offline and online) and exercises is mandatory. If you cannot attend a session due to a valid reason, send an Email before the session to madleina.dreier@uzh.ch.

6 Guidelines

The tasks described in Chapter 4 are part of the module and have to be successfully completed to pass the module. Most tasks will be graded. You can find the evaluation criteria in Chapter 8 of this syllabus. The formal criteria of scientific writing as well as the rules for inclusive writing are to be met in all assignments:

- Online Guideline for Academic Research and Writing: <http://www.olwa.ch>
- Universitätsleitung der Universität Zürich 2018: 'Geschlechtergerecht in Text und Bild', Zürich: Universität Zürich.
https://www.gleichstellung.uzh.ch/de/agl_beratung/sprachleitfaden.html

- University of Zurich Communications 2017: University of Zurich English Writing Guide, Zurich: University of Zurich.
https://www.gleichstellung.uzh.ch/en/agl_beratung/sprachleitfaden.html
- See also checklist for papers at the Department of Geography (on OLAT).

By submitting documents on OLAT, the authorship confirms that the work is the result of their own independent efforts and that all sources used have been cited correctly. Plagiarism will lead to an automatic failure of the module, without any ECTS credited. The lecturers reserve the right to take legal or disciplinary action according to the guidelines of the university teaching commission.

- UZH Disziplinarkommission:
<https://www.disziplinarkommission.uzh.ch/de/disziplinarfehler.html>
- UZH Teaching and Educational Development, Plagiatskontrolle:
<https://www.teaching.uzh.ch/de/infrastruktur/plagate.html>

7 Program and dates autumn semester 2023

The course is structured into joint TSU-UZH lectures (green) and individual seminars (white). The time difference between Tbilisi and Zürich is 2 hours until 28.10.23 (GET/CEST) and 3 hours from 29.10.23 onward (GET/CET). Therefore, the slot for the lectures will shift during the semester for UZH students. Submission dates of tasks and to dos are marked in gray, screencasts in blue. **Please note: The first session will be held on Zoom.**

Part I (time difference between Zürich and Tbilisi = 2 hours)

| W | Date | UZH 10:15-11:00 | UZH 11:15-12:00 TSU 13:15-14:00 (15 min. break) | UZH 12:15-13:00 TSU 14:15-15:00 (15 min. break) | TSU 15:15-16:00 |
|---|----------|---|--|--|---|
| 1 | 19.09.23 | Course starts 11:15 (only this day!) | Introduction I (ONLINE) Course aims, introduction of MTA and website | Introduction II (ONLINE) Introduction of team and countries Why do mountains matter? (GS/AM) | Questions from students (UZH 13:15-13:45) |
| | 21.09.23 | Task 2a: Sign up for text discussion on OLAT (until 23:59) <i>To-Do: Watch climate change screencast</i> | | | |
| 2 | 26.09.23 | Text discussion 1 | Challenges Migration (TG 30') Input by UZH (NB 10') | Team building Define research topics of teams | Text discussion 1 |
| | 02.10.23 | Task 1a: Upload min. 2 pictures ("spots") of everyday landscapes in your vicinity to MTA, complete questionnaire. Check out other students' entries and interact with other posts (e.g. provide comments; until 10:00 am). <i>To-Do: Watch screencast on methods.</i> | | | |
| 3 | 03.10.23 | Methods I Text discussion 2 | Methods I (NB, AM) Text discussion 2 | Methods I Questions by students | Text discussion 2 |
| | 03.10.23 | Task 3a: Upload draft concepts to OLAT/MOODLE (until 23:59). <i>To-Dos: Read the draft concept of the tandem team, fill in and submit the feedback sheet.</i> | | | |
| | 09.10.23 | Task 3b: Submit peer feedback sheet for your tandem team to OLAT/MOODLE (until 10:00 am) | | | |
| 4 | 10.10.23 | Peer feedback on draft concepts | Responses I Nature conservation (NB/AM 30') Input by TSU (JS/GS 10') | Text discussion 3 | Peer feedback on draft concepts |
| | 10.10.23 | Task 2b: <i>Sign up for blog post team and topic on Google spreadsheet. Watch screencast on scientific writing.</i> | | | |
| 5 | 17.10.23 | Text discussion 4 | Responses II Tourism (GS 30') Input by UZH (NB 10') | Methods II (writing) | Text discussion 4 |
| | 17.10.23 | Task 3a: Upload final concepts to OLAT/MOODLE (until 23:59). | | | |
| 6 | 24.10.23 | Text discussion 5 | Conceptual approaches I Landscapes and emotions (AM 30') Input by TSU (GS 10') | Text discussion 5 | Text discussion 5 |

Part II (time difference between Zürich and Tbilisi = 3 hours)

| W | Date | UZH 10:15-11:00 TSU 13:15-14:00 | UZH 11:15-12:00 TSU 14:15-15:00 | UZH 12:15-13:00 TSU 15:15-16:00 |
|----|----------|--|------------------------------------|------------------------------------|
| 7 | 31.10.23 | Individual meetings with teams | Individual meetings with teams | Individual meetings with teams |
| | 06.11.23 | Task 1b: Upload 2 pictures ("spots") of landscapes in your vicinity with a description how they relate to topics we discussed in this course to MTA. Complete questionnaire, check out other students' entries and interact with other posts. (Until 10:00 am) | | |
| 8 | 07.11.23 | Data collection (no class) | | |
| 9 | 14.11.23 | Conceptual approaches II Conflict (JS 30') Input by UZH (AM 10') | Text discussion 6 | Text discussion 6 |
| | 20.11.23 | Task 2b: Submission of blog post to OLAT/MOODLE (until 10:00 am) | | |
| 10 | 21.11.23 | Individual meetings with teams | Individual meetings with teams | Individual meetings with team |
| | 27.11.22 | Task 1c: Upload min. 2 pictures ("spots") related to your research topic to MTA. Complete the questionnaire and provide a description of your thoughts behind the connection between spot and topic. Interact with other participants' pictures and leave comments (until 10:00 am). | | |
| 11 | 28.11.23 | Data collection (no class) | | |
| 12 | 05.12.23 | Data collection/prepare report (no class) | | |
| 13 | 12.12.23 | MTA results presentation (MD 15') | Presentations | Presentations |
| | 13.12.23 | Task 3d: Submission of final report to OLAT/MOODLE (until 23:59). | | |
| 14 | 19.12.23 | Course evaluation and feedback (all) | Individual feedback to teams | Individual feedback to teams |
| 15 | | Exams at TSU | | |

Note: Official holidays in Georgia: 14.10.2023 and 23.11.2023

8 Evaluation Rubrics for the Assignments

GEO 361 – Evaluation criteria for the text discussion

| | | | | | | | |
|------------|---|---|---|---|---|--------|---|
| Name: | | | | | | Grade: | |
| Text: | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 |
| Form | Text meets the length requirement of 600-800 words (up to 5% plus/minus is a “3”, more than 5% a “1”) | | | | | | |
| | Correct spelling and grammar; clear and accurate expression; good phrasing and adequate style. | | | | | | |
| | Impeccable citations & references. | | | | | | |
| Content | The text discussion is well-structured, shows no redundancies and has a thread. | | | | | | |
| | The main points in the text have been understood and discussed. | | | | | | |
| | The purpose of the text has been identified and connected to the central statements, discourses, methods and results. | | | | | | |
| Reflection | The scientific contribution of the text is discussed, scientific debates and the authors’ positions in these are addressed. | | | | | | |
| | The text is situated in the broader scientific context and reflected accordingly. | | | | | | |
| | The formulated questions are suitable, interesting and constructive. | | | | | | |

Delayed submissions will be awarded a maximum of a "4".

Comments:

GEO361 – Evaluation criteria blog post

| Names: | | | Grade (pass/fail): | |
|---------|--------------------------|--|--|--|
| Title: | | | | |
| | | Fail | Pass | |
| | | Insufficient | Adequate | Excellent |
| Form | Length | The text is way too short/too long. | The text is a little too short/too long (+/- 10%) | The text conforms to the length requirement (500 words). |
| | Language | The language clearly lacks consistency and/or is unsuitable for lay people. | The language is clear, but rather unsuitable for lay people (e.g., too complex). | The language is clear and suitable for lay people. |
| | Sources and bibliography | Inadequate (number of) sources and/or citations and bibliography contain mistakes. | Adequate (number of) sources. Citations and bibliography are impeccable. | The required sources are well-selected and diverse. Citations and bibliography are impeccable. |
| Content | Structure | The text lacks structure and is hard to follow. The argumentation remains unclear. | The text is well structured, but lacks a clear thread, which makes it harder to follow. The argumentation is somewhat clear. | The text is well structured, follows a thread and shows no recurrences. The argumentation is clear. |
| | Scope | The central question of the text is unclear and/or the scope is inadequate in regards to the main topic. | The central question is well-chosen, but the scope of the text is unfocused. | The central question and scope of the text are well-chosen and match the main topic. |
| | Discussion | The text does not discuss different arguments and is very one-sided/relying on one source only. | The positions/issues are well-researched but are rather listed than discussed. The text relies heavily on one or two sources only. | The positions/issues are well-researched and presented in a coherent way. The sources are well-integrated throughout the text. |

Blog posts with two or more “fails” have to be revised.

Comments:

GEO 361 – Evaluation criteria for the final report

| Team: | | | | | | Grade: | |
|-------------------------|---|---|---|---|---|--------|---|
| Topic: | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 |
| Form | The report is clearly structured, forming a unified whole. The length requirement (+/- 5%) is met. (+/- 10% is a “3”, more will be given a “1”) | | | | | | |
| | Correct spelling and grammar; clear and accurate expression; good phrasing and adequate style. | | | | | | |
| | Impeccable citations & references. | | | | | | |
| Content | Clear problem statement and research questions are included in the running text and lead the reader through the report. | | | | | | |
| | The state of research is presented and discussed adequately and the project is well embedded in the general context of the relevant debates. | | | | | | |
| | The research questions are answered clearly and comprehensively. | | | | | | |
| Scientific contribution | The results are presented in a complete and accurate way. | | | | | | |
| | The results are well interpreted and discussed comprehensively. | | | | | | |
| | The research questions are answered clearly and the project is embedded in a further (scientific) context. | | | | | | |

Delayed submissions will be awarded a maximum of a "4".

Comments:

9 Additional literature

General

- Elizbarashvili, N., Meessen, H., Khoetsyan, A., Meladze, G., & Kohler, T. (2018). Sustainable development of mountain regions and resource management: Textbook for students of higher educational institutions. Tbilisi: Publishing house DANI.
- Keller, R., & Backhaus, N. (2020). Integrating landscape services into policy and practice – a case study from Switzerland. *Landscape Research*, 45(1), 111–122.
- Price, M. F., & Kohler, T. (2013). Sustainable mountain development. In M. F. Price, A. C. Byers, D. A. Friend, T. Kohler, & L. W. Price (Eds.), *Mountain geography: Physical and human dimensions* (pp. 253–366). Berkeley: University of California Press.

1) Climate change / migration

- Carey, M. (2007). The history of ice: How glaciers became an endangered species. *Environmental History*, 12, 497–527.
- Kohler, T., Elizbarashvili, N., Meladze, G., Svanadze, D., & Meessen, H. (2017). **The Demogeographic Crisis in Racha, Georgia: Depopulation in the Central Caucasus Mountains.** *Mountain Research and Development*, 37(4), 415–424.
- McDowell, G., Stephenson, E., & Ford, J. (2014). Adaptation to climate change in glaciated mountain regions. *Climatic Change*, 126(1-2), 77–91.
- Michel, A. H., Buchecker, M. & Backhaus, N. (2015). Renewable energy, authenticity, and tourism: social acceptance of photovoltaic installations in a Swiss Alpine region. *Mountain Research and Development*, 35(2), 161–170.
- Moulton, H., Carey, M., Huggel, C., & Mutschmann, A. (2021). Narratives of ice loss: New approaches to shrinking glaciers and climate change adaptation. *Geoforum*, 125, 47–56.
- Pütz, M., Gallati, D., Kytzia, S., Elsasser, H., Lardelli, C., Teich, M. et al. (2011). Winter Tourism, Climate Change, and Snowmaking in the Swiss Alps: Tourists' Attitudes and Regional Economic Impacts. *Mountain Research and Development*, 31(4), 357–362.

2) Methods

- Angrosino, M. (2007). *Doing Ethnographic and Observational Research*. London: Sage.
- Banks, M. (2007). *Using Visual Data in Qualitative Research*. London: Sage.
- Bergeron, J., Paquette, S., & Poullaouec-Gonidec, P. (2014). **Uncovering landscape values and micro-geographies of meanings with the go-along method.** *Landscape and Urban Planning*, 122, 108–121.
- Newing, H. (2011). *Conducting research in conservation*. London: Routledge.

3) Nature Conservation / protected areas

- Mace, G. M. (2014). Whose conservation? Changes in the perception and goals of nature conservation require a solid scientific basis. *Science*, 345, 1558–1560.
- Michel, A. H. (2019). How conceptions of equity and justice shape national park negotiations: The case of Parc Adula, Switzerland. *eco.mont*, 11(1), 25–31.
- Michel, A. H., & Backhaus, N. (2019). Unraveling reasons for failed protected areas: Justification regimes and ideas of worth in a Swiss national park project. *Environmental Values*, 28, 171–190.
- Michel, A. H., & Wallner, A. (2020). How can local populations be won over to protected areas? *Swiss Academies Factsheets*, 15(5).
- Michel, A. H., Pleger, L. E., von Atzigen, A., Bosello, O., Sager, F., Hunziker, M., Graefe, O., Siegrist, D. & Backhaus, N. (2021). **The Role of Trust in the Participatory Establishment of Protected Areas – Lessons Learnt from a Failed National Park Project in Switzerland.** *Society & Natural Resources*, 35(3), 1–19.
- Salukvadze, G., Gugushvili, T., Dolbaia, T., Salukvadze, J., & Durglishvili, N. (2021). Park-people interaction in mountainous Georgia. *Dela* (55), 69–86.

4) Tourism

- Debarbieux, B., Oiry Varacca, M., Rudaz, G., Maselli, D., Kohler, T., & Jurek, M. (2014). *Tourism in Mountain Regions: Hopes, Fears and Realities*. Geneva: University of Geneva, CDE, SDC.
- Gugushvili, T., Salukvadze, G., & Salukvadze, J. (2017). Fragmented development: Tourism-driven economic changes in Kazbegi, Georgia. *Annals of Agrarian Science*, 15(1), 49–54.
- Gugushvili, T., Salukvadze, G., Leonhäuser, I.-U., Durglishvili, N., Pavliashvili, N., Khelashvili, J. et al. (2020). Participatory policy review: “Supportive Tourism” concept for hand-in-hand rural and mountain development. *Annals of Agrarian Science*, 18, 269–281.
- Hüller, S., Heiny, J., & Leonhäuser, I.-U. (2017). Linking agricultural food production and rural tourism in the Kazbegi district – A qualitative study. *Annals of Agrarian Science*, 15(1), 40–48.
- **Salukvadze, G., & Backhaus, N. (2020). Is Tourism the Beginning or the End? Livelihoods of Georgian Mountain People at Stake. *Mountain Research and Development*, 40(1), R28–36.**
- Salukvadze, G., Khokhobaia, M., Gugushvili, T., & Khartishvili, L. (2021). Tourism in Georgia: From Past Lessons to Future Perspectives. *Caucasus Analytical Digest*, 122(July).

5) Landscapes and emotions

- Egoz, S. (2019). Landscape and identity in the century of the migrant. In P. Howard, I. Thompson, E. Waterton, & M. Atha (Eds.), *The Routledge companion to landscape studies* (2nd edition, pp. 329–340). London: Routledge.
- Geiser, U., Müller-Böker, U., Shahbaz, B., Steimann, B., & Thieme, S. (2011). Towards an Analytical Livelihoods Perspective in Critical Development Research. In U. Wiesmann & H. Hurni (Eds.), *Research for Sustainable Development: Foundations, Experiences, and Perspectives* (pp. 257–271). Bern: University of Bern: Perspectives of the Swiss National Centre of Competence in Research (NCCR) North-South.
- Jones, O. (2011). Geography, Memory and Non-Representational Geographies. *Geography Compass* 5(12): 875–885.
- **Waterton, E. (2019). More-than-representational landscapes. In P. Howard, I. Thompson, E. Waterton, & M. Atha (Eds.), *The Routledge companion to landscape studies* (2nd edition, pp. 91–101). London: Routledge.**

6) Conflict and Governance

- Rudaz, G. (2009). Territorial redefinition and the governance of mountain regions. *Journal of Alpine Research* 97(2): 27–37.
- Salukvadze, J. (2008). Good governance and natural resources tenure in Eastern Europe and CIS region. *Land Tenure Working Paper 3*, FAO.
- **Salukvadze, G., Gugushvili, T., Dolbaia, T., Salukvadze, J., & Durglishvili, N. (2021). Park-people interaction in mountainous Georgia: The case of Kazbegi National Park. *Dela*, (55), 69–86.**
- Tucker, C. M., Alcántara-Ayala, I., Gunya, A., Jimenez, E., Klein, J. A., Xu, J. & Bigler, S. L. (2021). Challenges for Governing Mountains Sustainably: Insights From a Global Survey. *Mountain Research and Development* 41(2): R10–R20.

7) Scientific writing and publishing

- Hartley, J. (2008). *Academic Writing and Publishing: A practical handbook*. London: Routledge.
- Newing, H. (2011). *Conducting research in conservation*. London: Routledge.
- Schimel, J. (2012). *Writing Science: How to write papers that get cited and proposals that get funded*. Oxford: Oxford University Press.