

GEOG*4210: Environmental Governance
Course Outline
Department of Geography, University of Guelph
Fall 2023

Instructor:

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Territorial Acknowledgement

As instructors and students in this class, we acknowledge that the University of Guelph resides on the ancestral territory of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. The Dish with One Spoon wampum reminds us of our responsibility to live sustainably and peacefully on the land. Today, the University of Guelph and the surrounding community is a gathering place for many First Nations, Métis and Inuit peoples and acknowledging them reminds us of our important connection to this land where we live, learn, and work, as well as to one another.

Course Description and Learning Outcomes

“Environmental governance,” according to geographers Bridge and Perrault (2009: 486) refers to the “institutional re/alignments of state, capital, and civil society actors in relation to the management of environments and resources, and the implications of these configurations for social and environmental outcomes”. The purpose of this course is to help students develop an advanced understanding of the contemporary dynamics of environmental governance and management, focusing on: ‘the environment’ (nature, resources) as domains of governance; the social, political and economic contexts that shape governance; and the shifting configurations of state and non-state actors and interests that produce governance processes and outcomes. In this course, we adopt two common approaches to the study of environmental governance: institutional analysis and critical political ecology. Rather than consider ‘best practices’ in how to govern the environment, we ask critical questions such as governance of what, by whom, how, and with what outcome(s)? In considering these questions, we will consider examples and cases across scales (from local to global) and from a variety of contexts (both Canada and international). However, recognizing that many students are considering careers working as environmental governance professionals, we will also consider how these critical questions might inform your own professional interests and skill development.

By the end of the course, students will:

- Be familiar with the range of actors, institutions, and processes that constitute contemporary environmental governance;
- Be able to evaluate the strengths and weaknesses of these actors, institutions and processes;
- Have refined and demonstrated strong skills in researching and evaluating examples of environmental governance in practice;
- Critically reflect on their own participation, both current and future, in environmental governance; and
- Be able to effectively communicate ideas and arguments about environmental governance in both oral and written formats, working individually and as a member of a group.

The course is designed to encourage and facilitate student participation; its success will depend on students coming to class prepared to engage actively with the course material and one another.

Calendar Description

This course builds knowledge and experience in the processes, politics and institutional arrangements that society uses to make decisions about the environment. Designed for emerging environmental professionals, it incorporates advanced study of contemporary approaches to environmental governance with consideration for strengths, weaknesses and criticisms of environmental governance as it is designed and applied at various scales.

Course Readings

All required readings (selected journal articles and book chapters) will be available through Courselink and/or through the library (e-reserves). Please see the full list of readings at the end of the outline and refer to the course schedule for detailed information on when the readings should be completed.

Evaluation

- 15% Seminar Discussions (Weeks 3, 4, 5, 8, 9 and 10; see details below)
10% for preparing for discussions (six seminars, drop lowest grade)
5% for quality of discussion – large group grade (you receive group grade if you attend at least five of the six discussions; group grade is reduced if you miss more than one seminar – see University Policies if illness/compassionate reasons apply)
- 10% In-class and take-home Activities. (Weeks 2, 4, 5 and 7).
These activities will include both individual and group work. They will require being up-to-date with assigned readings. Details to be distributed on Courselink and in class.
- 10% Term Paper Proposal, **Due Oct. 6th** via Dropbox on Courselink (2 pages, details to be distributed separately; see late policy p.7)

- 20% Term Paper, **Due Nov. 10th** via Dropbox on Courselink (8 pages, details to be distributed separately; see late policy p.7)
- 20% Podcast – Group Contract **Due Oct. 20th**, Final Podcast **Due Nov. 22nd** via Dropbox on Courselink (group assignment; details to be distributed separately)
- 25% Final Exam, **Wednesday Dec. 6th, 2:30-4:30pm**

Seminar Guidelines

In Weeks 3, 4, 5, 8, 9 and 10 the seminar sections will be devoted to discussions of assigned podcasts. All podcasts are available at <https://www.ecopoliticspodcast.ca>

Assessment of Seminar Preparation (10%)

You are expected to:

1. Listen to the assigned podcast (see course schedule below).
2. **At least 24 hours before your seminar, submit 3 questions and/or reflective comments** related to the podcast (via Dropbox on Courselink). Your comments/questions should explicitly engage with specific aspects of the podcast, connect to at least one required reading for the week, and be substantial and critical/reflective (rather than factual or superficial). Submission should be ~250 words.
3. Participate in the discussion by drawing on your prepared notes/comments and responding to other ideas presented in the seminar.

Assessment of Seminar Discussions (5%)

Rather than assign individual participation grades, the entire large seminar group will receive the same grade (out of 5) for the overall quality of the seminar discussions. See rubric below for details.

GRADE	CATEGORY & COMPONENTS
/2.5	INSIGHT AND QUALITY: Seminar discussion focuses on the central ideas and arguments from the podcast, raises connections between the podcast and other course material (readings, lectures), and recognizes both strengths and limitations of the podcast in addressing the relevant topic.
/2.5	PARTICIPATION: All students participate in the discussion (whether in small break-out groups or the large group). Participation is relatively even across the entire group (rather than from only a few people). The majority of students attend and participation quality improves and/or remains high over all seminars. Students engage actively and thoughtfully in discussion of the podcasts.

Course Schedule

Week	Date	Topic	Readings / Resources / Due Dates
Week 1	Sept 7 - lecture	Introduction	none
	Seminar	NONE	none
Week 2	Sept 12 - lecture	Governance as rules No class. Activity 1a. Complete take-home activity sheet.	Agrawal and Lemos 2007 Steinberg 2015 (Chapter 1, p.5-13)
	Sept 14 - lecture	What is Environmental Governance? Approach 1 – Institutional Analysis Activity 1b in class	none
	Seminar	NONE	none
Week 3	Sept 19 - lecture	What is Environmental Governance? Approach 2 – Political Ecology	Benjaminsen and Svarstad 2021 (Chapter 1, p.3-23)
	Sept 21 - lecture	Unpacking Tragedy of the Commons	Anderies and Janssen 2016 (Chapters 1 and 4) Mildenberger 2019 (optional) Ostrom et al. 2007
	Seminar	Introductions and Key Themes	Ecopolitics Season 1, Episode 1
Week 4	Sept 26 - lecture	From government to governance	Evans 2012 Chapter 3 (p. 61-62) Wood et al. 2010, p. 994-1006 only
	Sept 28 - lecture	Water in Ontario Activity 2 in class	Prudham 2007
	Seminar	Canadian Env law and policy	Ecopolitics Season 1, Episode 7
Week 5	Oct 3 - lecture	Market-based approaches	Evans 2012 Chapter 3 (p. 63-64) Anderson and Leal 2001 (Chapters 1 and 2)
	Oct 5 - lecture	Enterprising nature as solution? Activity 3 in class	Dempsey 2016 (Chapter 8) Paper Proposal Due Oct. 6th
	Seminar	Corporate Sustainability in Canada	Ecopolitics Season 1, Episode 13
Week 6	Oct 10 - lecture	Fall Break – no class	none
	Oct 12 - lecture	Podcasts – group contract and introduction to resources	None Send instructor podcast groups by Oct. 11th (optional)
	Seminar	None	none
Week 7	Oct 17 - lecture	Communities as Solution?	Evans 2012 Chapter 3 (p. 62-63) Anderies and Janssen 2016 (Chapters 6 and 7) Dressler et al. 2010

Week	Date	Topic	Readings / Resources / Due Dates
	Oct 19 - lecture	Film: <i>Sustainable Futures – Communities in Action</i>	None
	Seminar	Activity 4 in class	Group Contract Due Oct. 20th
Week 8	Oct 24 - lecture	Indigenous Peoples and Environmental Governance	Yellowhead Institute (Chapter 1 – p. 15-21)
	Oct 26 - lecture	Indigenous-led Environmental Governance in Canada: IPCAs	Zurba et al. 2019
	Seminar	Indigenous Environmental Knowledge and Politics	Ecopolitics Season 1, Episode 8
Week 9	Oct 31 - lecture	Global Environmental Governance	Evans 2012 Chapter 3 (p. 64-70) Biermann and Pattberg 2008
	Nov 2 - lecture	Examining the Convention on Biological Diversity	Corson et al. 2014 Almeida and Weldemich 2023
	Seminar	Multilateral Agreements and Institutions	Ecopolitics Season 2, Episode 7
Week 10	Nov 7 - lecture	Evaluating Governance Success	Bennett and Satterfield 2018
	Nov 9 - lecture	Citizens, Activists, Consumers	Micheletti et al. 2014
	Seminar	What does it mean to be an eco-citizen?	Term Paper Due Nov. 10 Ecopolitics Season 3, Episode 1
Week 11	Nov 14 - lecture	Film – <i>Merchants of Doubt</i>	none
	Nov 16 - lecture	Evidence and Knowledge	Evans 2012 Chapter 3 (p. 70-73) Simon 2022
	Seminar	None. Group work session.	None.
Week 12	Nov 21 - lecture	Hope, Possibility and Change	Carr 2023 Heglar 2023 Marom 2023 Ray 2021 Solnit 2023 Walton 2023
	Nov 23 - lecture	Group Podcast Presentations	Group Podcast Due Nov. 22
	Seminar	Group Podcast Presentations	
Week 13	Nov 28 - lecture	Exam preparation	TBD
	Nov 30 - lecture	Conclusion – What Next?	Steinberg 2015 Chapter 11 (optional)
	Seminar	None	None

Full List of Readings

- Agrawal, A. and M.C. Lemos. 2007. A Greener Revolution in the Making? Environmental Governance in the 21st Century. *Environment* 49(5): 37-45.
- Almeida, D.R.V. and T. Weldemich. 2023. The social implications of the 30x30 initiative. *Current Conservation* 17(1): 34-36.
- Anderies, John, and Marco Janssen. 2016. *Sustaining the commons*. Arizona State University.
- Anderson, T. and D.R. Leal. 2001. *Free Market Environmentalism*. Palgrave Macmillan.
- Benjaminsen, T. and H. Svarstad. 2021. *Political Ecology: A Critical Engagement with Global Environmental Issues*. Palgrave
- Bennett, N.J. and T. Satterfield. 2018. Environmental governance: A practical framework to guide design, evaluation and analysis. *Conservation Letters* 11:e12600.
- Biermann, F. and P. Pattberg. 2008. Global Environmental Governance: Taking Stock, Moving Forward *Annual Review of Environment and Resources* 33:277–94
- Carr, E. 2023. We Are Not Doomed to Climate Chaos. In R. Solnit and T. Y. Lutunatabua (eds.), *Not Too Late: Changing the Climate Story from Despair to Possibility* (pp. 28-31). Chicago: Haymarket Books.
- Corson, C. Gruby, R., Witter, R., Hagerman, S., Suarez, D., Greenberg, S., Bourque, M., Gray, N. and L.M. Campbell. 2014. Everyone's Solution? Defining and Redefining Protected Areas at the Convention on Biological Diversity. *Conservation and Society* 12(2): 190-202.
- Dempsey, J. 2016. *Enterprising Nature: Economics, Markets, and Finance in Global Biodiversity Politics*. Malden, MA: Wiley Blackwell.
- Dressler, W., Buscher, B., Schoon, M., Brockington, D., Hayes, T., Kull, C. A., McCarthy, J. and Shrestha, K. (2010). From hope to crisis and back again? A critical history of the global CBNRM narrative. *Environmental Conservation*, 37(1), 5-15.
- Evans, J. 2012. *Environmental Governance*. Routledge
- Heglar, M.A. 2023. Here's Where You Come In. In R. Solnit and T. Y. Lutunatabua (eds.), *Not Too Late: Changing the Climate Story from Despair to Possibility* (pp. 19-27). Chicago: Haymarket Books.
- Marom, Y. 2023. What to Do When the World is Ending. In R. Solnit and T. Y. Lutunatabua (eds.), *Not Too Late: Changing the Climate Story from Despair to Possibility* (pp. 105-111). Chicago: Haymarket Books.
- Micheletti, M., Stole, D. and Berlin, D. 2014. Sustainable Citizenship: The Role of Citizens and Consumers as Agents of the Environmental State. In A. Duit (ed.), *State and Environment: The Comparative Study of Environmental Governance*. Cambridge, MA: MIT Press.
- Mildenberger, M. 2019. The Tragedy of the Tragedy of the Commons. *Scientific American*. April 23, 2019.
- Ostrom, E. Janssen, M.A., and J.M. Anderies. 2007. Going Beyond Panaceas. *PNAS* 104 (39) 15176-151.
- Prudham, S. 2007. Poisoning the well: Neoliberalism and the contamination of municipal water in Walkerton, Ontario. In N. Heynen, J. McCarthy, S. Prudham, and P. Robbins (eds.), *Neoliberal Environments: False Promises and Unnatural Consequences* (pp.). London: Routledge.
- Ray, S.J. 2021. Climate Anxiety Is an Overwhelmingly White Phenomenon. *Scientific American*. Available at: <https://www.scientificamerican.com/article/the-unbearable-whiteness-of-climate-anxiety/>
- Simon, G.L. 2022. Disingenuous natures and post-truth politics: Five knowledge modalities of concern in environmental governance. *Geoforum* 132: 162-170.

- Solnit, R. 2023. Difficult Is Not the Same as Impossible In R. Solnit and T. Y. Lutunatabua (eds.), *Not Too Late: Changing the Climate Story from Despair to Possibility* (pp.3-10). Chicago: Haymarket Books.
- Steinberg, Paul F. 2015 *Who Rules the Earth? How Social Rules Shape Our Planet and Our Lives*. Oxford University Press.
- Walton, G. 2023. Shared Solutions Are Our Greatest Hope and Strength. In R. Solnit and T. Y. Lutunatabua (eds.), *Not Too Late: Changing the Climate Story from Despair to Possibility* (pp. 52-57). Chicago: Haymarket Books.
- Wood, S., Tanner, G. and B.J. Richardson. 2010. What Ever Happened to Canadian Environmental Law? *Ecology Law Quarterly* 4: 981-1040.
- Yellowhead Institute. (2019). *Land Back*. A Yellowhead Institute Red Paper.
- Zurba M., Beazley, K.F., English, E. and Buchmann-Duck, J. 2019. Indigenous Protected and Conserved Areas (IPCAs), Aichi Target 11 and Canada's Pathway to Target 1: Focusing Conservation on Reconciliation. *Land* 8, 10; doi:10.3390/land8010010

Course Policies

Late Assignments:

Seminar discussions must be completed on the date assigned and seminar questions must be submitted the day before the relevant seminar – the lowest grade will be dropped. If students miss more than one seminar for a valid medical or personal reason, they should consult the instructor as soon as possible.

In-class and take-home activities should be completed in the class period they are scheduled. If a student is unable to attend class for a scheduled activity, they have **one week** following that class to complete the activity and upload it to Dropbox. (No need to request this extension).

For written assignments (**Term Paper Proposal and Term Paper**), late penalties will apply @ 5% of the earned grade per day late. ****However**** students have five 'free late days' that they may use for these assignments, without prior permission or the need to consult the instructor. The instructor will update after each assignment regarding the number of 'free late days' remaining for each student. (For example – a student may submit the proposal 2 days late, and the term paper 3 days late, for a total of 5 'free late days'. *You do not need to request permission to do this*).

The above policies are designed to support all students, who may encounter routine illness, stress, conflicts with other obligations, etc. Any students who encounter additional challenges (medical or personal), and for whom the above policies are insufficient, should speak to the instructor as soon as possible, ideally on or before the due date for the assignment.

University Policies

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services (SAS) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or visit the [SAS website](#).

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

E-mail Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly. E-mail is the official route of communication between the University and its students.

Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students.

The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - [Dropping Courses](#)

Graduate Calendar - [Registration Changes](#)

Associate Diploma Calendar - [Dropping Courses](#)

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Undergraduate Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Turnitin

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.