Disclaimer:
Schedule of lecture topics and assigned readings may change. Any such changes will be announced via CourseLink and/or class email.

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

**Instructor:** Dr. Ryan Hackett

**Office:** Hutt Building Room 240C

**Email:** hackettr@uoguelph.ca Office hours: By appointment

**Email expectations:** I will attempt to respond to emails within 48 hours, *excluding holidays and weekends*. Please keep this in mind when contacting me by email.

**Teaching Assistants:**
Philip Quarshie Email: pquarshi@uoguelph.ca Office hours: By appointment

Ece Ikiz: eikiz@uoguelph.ca Office hours: By appointment

**Acknowledgement:** This syllabus draws heavily from a previous version of Geog 4220 designed by Dr. Noella Gray.

**Meeting times and location:** Please note that the first two weeks of the course (Jan.10-Jan.24) will be facilitated remotely. At this time, it is anticipated that in person classes will resume on Jan. 24th. Please note that covid-19 restrictions could require further modifications of course delivery. Online course content may include a range of formats including both synchronous and asynchronous content.

Jan. 10 - 24th: Remote via Courselink/Zoom
Jan. 24 - April 8th: Tues./Thurs. 4pm-5:20, MCKN 115
Weekly Seminars (Labs): Hutt 240B; please refer to your individual registration details for day/time.

**Pre-requisites:** GEOG*3210 - Must be completed prior to taking this course.

**Calendar description:**
This course explores local environmental management from two perspectives: state-driven (where local government agencies or forums created by governments are used) and non-state driven (where local actors come together in new governance arrangements to undertake environmental management).
Through comparing and contrasting these broad perspectives in an experiential learning setting, the course builds understanding of a key trend in environmental governance.

**Learning objectives:**

By the end of this course, students will:

1. Demonstrate an understanding of the conceptual foundations in support of LEM, critiques of LEM approaches, and an understanding of how LEM approaches intersect with state-led, and market driven environmental governance.
2. Critically examine and assess different forms and examples of local environmental management
3. Demonstrate an ability to apply course concepts in new contexts and in relation to specific cases of LEM.
4. Effectively communicate arguments and ideas related to LEM in both oral and written form, individually and as a member of a group.

**Course readings:**

All required readings will be available through Courselink and our Ares reading list. Please see the weekly readings/topic list for full details on when the readings should be completed.

**Evaluation:**

20 %  Seminar preparation and discussions

   Ongoing. Students will be provided with a mid term progress report during the final week of February (10%) and a report at the end of term (10%).

10%  Term paper outline Due. Feb. 14th

30%  Group facilitation project

   Group working agreement due Feb. 14 (5%)
   Group facilitation dates March 15 – April 8 (25%)

5%  Peer review of group presentations/class facilitation

   To be submitted after each date that groups facilitate a class (March 15-April 5).

35%  Term paper

   Due April 8th

Detailed explanations of the evaluation components are listed following the schedule of weekly topics.

**Course expectations and etiquette:**

We will be dealing with subject matter that asks us to examine some core assumptions about humanity, our interactions with each other and with the non-human world. There are not necessarily right or wrong answers to the questions we are grappling with. I do not expect you to agree with me, or with each other, or to adopt a fixed approach. I do expect an intensive engagement with the subject matter and a spirit of collegial disagreement and debate. Conflicting approaches to the issues we are studying are expected - so too is reasoned and substantiated argumentation of your position.
**Late/Missed Assignments and Penalties:**

Assignments are due at the time and date specified unless the instructor has granted a special, personal extension.

*A note on the readings:* Some of the readings are challenging. It is not my expectation that you will master every detail or have prefect comprehension. My expectation is that you will do your best and engage with the material. I will spend time in class going over some strategies to assist in your comprehension of the materials and we will spend time in class working through the readings together.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Details</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td><strong>Local Environmental Management – Conceptual Foundations</strong></td>
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<tr>
<td>Week 1</td>
<td>Seminar</td>
<td>None</td>
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<tr>
<td>Jan. 11</td>
<td>Introduction</td>
<td>No assigned readings</td>
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<tr>
<td>Week 2</td>
<td>Seminar</td>
<td>Introduction to seminars</td>
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<tr>
<td>Jan. 18</td>
<td>Local institutions</td>
<td>Ostrom 1990 Ch. 1</td>
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<tr>
<td>Jan. 20</td>
<td>Local institutions</td>
<td>Ostrom 1990 Ch. 3</td>
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<tr>
<td>Week 3</td>
<td>Seminar</td>
<td>Discussion 1</td>
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<tr>
<td>Jan. 25</td>
<td>Political visions</td>
<td>Cameron 2021</td>
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<tr>
<td>Jan. 27</td>
<td>Political visions</td>
<td>Cretney et al. 2016</td>
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<tr>
<td>Week 4</td>
<td>Seminar</td>
<td>Discussion 2</td>
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<td>Feb. 1</td>
<td>Neoliberalism?</td>
<td>Castree 2010</td>
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<tr>
<td>Feb. 3</td>
<td>Neoliberalism?</td>
<td>McCarthy 2005</td>
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<td>Week 5</td>
<td>Seminar</td>
<td>Discussion 3</td>
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<td>Feb. 8</td>
<td>Deliberative and participatory approaches</td>
<td>Chilvers 2009</td>
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<td>Week 6</td>
<td>Seminar</td>
<td>Discussion 4</td>
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<td>Feb. 15</td>
<td>Knowledge</td>
<td>Roger et al. 2020</td>
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<td>Feb. 17</td>
<td>Knowledge</td>
<td>Brondízio et. al. 2021</td>
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<td><strong>Winter Break – no classes</strong></td>
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<tr>
<td><strong>Local Environmental management in practice</strong></td>
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<td>Week 7</td>
<td>Seminar</td>
<td>Seminar Activity</td>
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<tr>
<td>Mar. 1</td>
<td>CBRM</td>
<td>Rampheri &amp; Dube 2020</td>
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<tr>
<td>Mar. 3</td>
<td>CBRM</td>
<td>Siegelman et al. 2019</td>
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<td>Week 8</td>
<td>Seminar</td>
<td>Co- management activity</td>
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<td>Mar. 8</td>
<td>Co-management</td>
<td>Co-management activity</td>
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<tr>
<td></td>
<td></td>
<td>Young et al. 2020</td>
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<td>Date</td>
<td>Topics/Details</td>
<td>Readings</td>
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<td>Mar. 10</td>
<td>Co-management</td>
<td>Nadasdy 2003, 2005</td>
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<td>Week 9</td>
<td>Seminar Discussion 5</td>
<td>Dobbin 2021</td>
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<td>Mar. 15</td>
<td>Environmental justice</td>
<td>Fields 2018</td>
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<td>Mar. 17</td>
<td>Environmental justice</td>
<td>He et al. 2021</td>
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<td>Week 10</td>
<td>Seminar Discussion 6</td>
<td>TBA</td>
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<td>Mar. 22</td>
<td>Student facilitation</td>
<td>Selected by student groups TBA</td>
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<td>Mar. 24</td>
<td>Student facilitation</td>
<td>Selected by student groups TBA</td>
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<td>Week 11</td>
<td>Seminar Discussion 7</td>
<td>TBA</td>
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<td>Mar. 29</td>
<td>Student facilitation</td>
<td>Selected by student groups TBA</td>
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<td>Mar. 31</td>
<td>Student facilitation</td>
<td>Selected by student groups TBA</td>
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<td>Week 12</td>
<td>Seminar Discussion 8</td>
<td>TBA</td>
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<tr>
<td>Apr. 5</td>
<td>Student facilitation</td>
<td>Selected by student groups TBA</td>
</tr>
<tr>
<td>Apr. 8</td>
<td>Wrap up, relevance and review.</td>
<td>No assigned readings</td>
</tr>
</tbody>
</table>
Assignment Details

Seminar preparation and discussions: 20% (ongoing - progress reports 10% last week of Feb. 10% end of term)

Seminar (Lab) sections are an opportunity to engage in more in-depth discussion of topics and/or engage in specific activities. Discussion seminars will involve an additional reading that complements weekly topics. To successfully engage in discussion seminars students will:

1. Read the assigned article before the lab (available on CourseLink).
2. Prior to your assigned lab prepare 3 questions and/or critical comments related to the reading. Your comments/questions should explicitly engage with the reading or topic for the week. By 5pm the day before your assigned lab, please submit one copy of these three questions or comments to the assigned drobox for your seminar (lab) section.
3. Bring a copy with you to your Lab/Seminar section. Drawing on your notes, and responding to other ideas presented in the Lab, participate in the discussion.

Term paper proposal/outline: 10% Due Feb. 14

Students will complete a brief outline/proposal for their term paper. The rationale for submitting an outline is to provide students with advice and feedback prior to submitting their final paper. The outline should be brief (1-2 pages max) and provide a description of the paper’s main argument, its relation to course themes and material, as well as a preliminary bibliography identifying some of the research materials the students have, or will be, consulting in the preparation of their paper. Full expectations will be posted to Courselink.

Group Facilitation Project: 30% total

Group working agreement due Feb. 14 (5%) Group facilitation dates March 15 – April 5 (25%)

Students will be arranged into small groups (approx. 5 people). During each class meeting between March 15 -April 5 (tentatively) two groups will be responsible for selecting a topic, reading materials, making a presentation, or leading an in-class activity, and guiding class discussion. Each group will have approx. 40 min total to lead the class in exploring a topic of their choosing. The assignment provides an opportunity for students to direct the topic areas and material, to develop research and academic presentation skills, and to engage in the constructive critique of the work of others. The project will be assessed in two parts. The first part involves the development of a substantive working agreement for the team to determine goals, division of labour, and processes for conflict resolution, etc. This component will be completed in early Feb. and is worth 5%. The overall presentation or activity and facilitation of the class is valued at 25%. More complete details will be discussed in class and posted to Courselink.

Peer review of group facilitation: 5% To be submitted after each date that groups facilitate a class (March 15-April 5).

Immediately following each group facilitated class, students will complete a short peer review, reflecting on the group’s choice of reading materials, clarity of objectives, organization, time management, delivery, relevance, etc. Complete details and a template will be posted to Courselink.
Term paper: 35% Due April 8

Students will be tasked with producing a term paper. The paper can take a variety of forms. For example, the paper might investigate a specific local environmental management initiative, analyzing its emergence, effectiveness, social-ecological consequences, etc. This analysis could be done alone or in comparison with an alternative governance approach. Alternatively, you could produce a more generalized synthesis and critique of specific aspects of, or approaches to, local environmental management. There are a variety of ways that you might approach the assignment. Instructions for researching and authoring the essay will be provided in class and posted to CourseLink. The paper is expected to conform to the conventions of academic writing, including a clear thesis, reasoned and substantiated argumentation, and the use of scholarly references.

Grading and requests for reassessment:

You can expect the instructor and your TAs to provide thoughtful and constructive feedback on your assignments in a timely fashion following consistent parameters for assessment and evaluation. There are some instances when errors may occur, or you may want additional feedback about a specific assignment. If you have questions or concerns about grades, please follow the procedures below.

1. If you have a question, concern, or want additional feedback, please make an appointment to speak to your TA first.
2. If after speaking with your TA, you still have concerns, you may request a reassessment of the work. Please note that all requests for reassessment must be made within two weeks of the initial feedback/grade being returned to you. You must also provide a short, written, justification for the request based upon a substantive academic or procedural rationale - not just because you would like a different grade. I will conduct the reassessment and will consult with your TA about their process and rationale for the grade. If I agree to re-grade your assignment, please be advised that this can result in the grade being confirmed, raised, or lowered.

A note on unanticipated absences:

In the event of an unforeseen absence on my part, I will post course materials for the day to CourseLink.

University of Guelph Policy Statements

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

For information on current safety protocols, follow these links: https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/

https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.
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 the teaching assistant in the case of the proposal or essay] in writing, with your name, id#, and e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later. Note: if appropriate documentation of your inability to meet that in-course requirement is necessary, the course instructor, or delegate, will request it of you. Such documentation will rarely be required for course components representing less than 10% of the course grade. Such documentation will be required, however, for Academic Consideration for missed end-of-term work and/or missed final examinations. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

Drop Date

The last date to drop one-semester Fall 2021 courses, without academic penalty is December 3, 2021. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar.

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.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway. Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day. More information: www.uoguelph.ca/sas

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and enjoins 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. The University of Guelph takes a serious view of academic misconduct, and it is your responsibility as a student to be aware of and to abide by the University's policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission from the relevant instructors. To better understand your responsibilities, read the Undergraduate Calendar for a statement of Students’ Academic Responsibilities; also read the full Academic Misconduct Policy.

You are also advised to make use of the resources available through the Learning Commons (http://www.learningcommons.uoguelph.ca/) and to discuss any questions you may have with your course instructor, TA, or academic counsellor.
Instructors have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion, can be imposed. Hurried or careless submission of work does not exonerate students of responsibility for ensuring the academic integrity of their work. Similarly, students who find themselves unable to meet course requirements by the deadlines or criteria expected because of medical, psychological or compassionate circumstances should review the university’s regulations and procedures for Academic Consideration in the calendar and discuss their situation with the instructor and/or the program counsellor or other academic counsellor as appropriate.

**University Policy on Academic Misconduct**

*Academic misconduct, such as plagiarism, is a serious offence at the University of Guelph. Please consult the Undergraduate Calendar for offences, penalties and procedures relating to academic misconduct.*

**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 Academic Calendars are the source of information about the University of Guelph’s procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

**Online Behaviour**

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else’s work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your username and password