GEOG*6281: Environmental Management and Governance*

Professor: Dr. Philip Loring  
Email: phil.loring@uoguelph.ca  
Class Meetings: Wednesdays 11:30-2:20, Hutt 234  
Office Hours: By appointment

Course Description:

“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 develop an advanced understanding of the contemporary dynamics of environmental governance and management, focusing on the social, political and economic contexts in which governance takes place, and the shifting configurations of state and non-state actors and interests that shape it.

This course promotes critical and theoretically informed geographical engagements with contemporary practices and processes of environmental management and governance; an engagement which considers the logics and practices of environmental governance alongside those of state power, capitalist political economy, settler colonialism, and modern liberal rule. In the first part of this course we will analyze several key theoretical concepts and debates from within geography, as they relate to environmental governance, including nature, neoliberalism, the state and settler-colonialism. For the remainder of the course, we will build on these concepts by examining contemporary topics and concerns in environmental management and governance.

Course Objectives:

- Be able to apply and evaluate the introduced concepts, approaches and theories;
- To develop a critical understanding of the actors and interests (including the ways in which these align and realign and the significance of particular alignments) that shape governance practices and socio-ecological outcomes
- To have strengthened your ability to synthesize and engage scholarly literature relevant to environmental governance
- To have strengthened your critical reading, writing and presentations skills
- To have strengthened your ability to effectively formulate and communicate an argument
**Class Format:**
There is only a limited lecture component to this course. We will run the course as a seminar, you are expected to read extensively, to take time to think critically about what you are reading, to grapple with what are sometimes new and challenging ideas and to participate actively and regularly during both instructor-led and student-led sessions. Depending on numbers of students, we will divide ourselves into 3 groups. I will lead half of the class sessions, the other half will be led by one of the student groups. It is my preference that we develop a focused yet friendly atmosphere. Respect for each others knowledge, perspectives and desire to learn must be at the core of our interactions. To that end, one student group not presenting will be tasked with bringing snacks. I will bring snacks the first week.

**Evaluation:**
- Participation 10%
- Reading reflections: 25%
- Seminar facilitation: 20% (2x10%)
- Final Paper Proposal: pass/fail
- Final paper: 40%
- Peer reviews of paper drafts: 5%

Late work will be penalized 5% per day that it is overdue. I am open to granting extensions: please come and speak with me well in advance of deadlines for accommodations.

**Participation** will be assessed through contributions to class discussions, and the completion of in-class activities. Class attendance is required for meaningful participation.

**Reading reflections** are weekly reading guides completed and posted on courselink by Tuesday at 2pm. Your grade will consist of your best 7 reflections (meaning, yes, that you don’t have to do them every week). Reading guide template and instructions will be posted on Courselink and you will be assessed on the thoroughness and depth of analysis.

**Seminar facilitation** will consist of both group mark and peer/self assessment. In the seminar, your role is to both provide some analysis/context for the readings and to lead discussion on chosen aspects of the readings. It is expected that each member of the group make a meaningful contribution to the seminar.

**Term paper proposal** (due Oct 7th at 11:59pm) will consist of a paragraph that describes the context of your paper topic, the argument that you plan to make in your paper, and a brief outline of how your argument will be structured. You will also include a bibliography of at least three academic references that you plan to use in preparing your paper.

**Term papers** (due to peer reviewers on Nov 18th at 11:59pm, and a final version to the instructor on TBA at 11:59pm) will develop an argument on a topic of relevance to the course, as evidenced by engaging some of the course readings, in approximately 4-5,000 words. This will be a research paper drawing on scholarly evidence, although more popular forms of evidence can also be used to supplement your analysis. You may use any referencing style of your choice, as long as you are consistent. You will have latitude in designing the style and focus of your paper, and you are strongly encouraged to consult with the instructor over the term in preparing your analysis.
Peer reviews of paper drafts (due to authors and the instructor TBA at 11:59pm) will be conducted by students for two of their fellow classmates, as assigned by the instructor (therefore, each student will receive two reviews to assist in preparing the final draft of their paper). Your peer reviews should each be approximately 500 words, and will be assessed by the instructor for their completeness and for the quality of the feedback provided. Guidelines for conducting peer reviews will be circulated via Courselink and discussed in class.

Readings and Course Schedule:

Course readings are available through Courselink and will be made available at least one week in advance of the relevant class.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings*</th>
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<th>Food</th>
<th>Assign.</th>
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<tbody>
<tr>
<td>1</td>
<td>Sept 16th</td>
<td>Introduction to Course and Environmental Governance</td>
<td>Khan (unpublished) Bridge and Perrault 2009</td>
<td>RJR</td>
<td>RJR</td>
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<td>2</td>
<td>Sept 23rd</td>
<td>Nature</td>
<td>Castree 2014 Robertson 2006 Cronnon7/TBD</td>
<td>RJR</td>
<td>B</td>
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<td>3</td>
<td>Sept 30th</td>
<td>The State</td>
<td>Scott 1998 Miller 2007 Lunstrum 2013</td>
<td>RJR</td>
<td>C</td>
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<td>4</td>
<td>Oct 7th</td>
<td>The Settler Colonial State</td>
<td>Coulthard 2014 Manuel 2016</td>
<td>RJR</td>
<td>A</td>
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<td>5</td>
<td>Oct 14th</td>
<td>No Class</td>
<td>Kimmerer, 2013 (book)</td>
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<td>7</td>
<td>Oct 28th</td>
<td>Neoliberal Natures</td>
<td>Dictionary Definition Peck McArthy and Prudham</td>
<td>B</td>
<td>C</td>
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<td>8</td>
<td>Nov 4th</td>
<td>Neoliberal Conservation</td>
<td>Dressler and Roth Youdelis Buscher</td>
<td>C</td>
<td>A</td>
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<td>9</td>
<td>Nov 11th</td>
<td>TBD</td>
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<td>10</td>
<td>Nov 18th</td>
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<td>11</td>
<td>Nov 25th</td>
<td>TBD</td>
<td>TBA</td>
<td>C</td>
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<td>12</td>
<td>Dec 2nd</td>
<td>Conclusion - summary</td>
<td>Draft papers</td>
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*Readings These are subject to change up to 6 days before the seminar.

Other possible topics:
Standard Course/Department Policies

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.

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.

Drop Date
Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for Dropping Courses are available in 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 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.

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.

Most importantly, if you have any questions or concerns, please let the instructor know!