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

Assessment:  1. Participation  15 points  
2. Reflections  25 points  
3. Seminar Facilitation  20 points (2x10)  
4. Final Paper Proposal  P/F  
5. Final paper  30 points  
6. Peer reviews  10 points

Fall 2020 Preface
These are strange times, and I recognize that many of you remain under a tremendous amount of stress as a result of the ongoing pandemic as well as political issues and unrest around the world. As such, this course will likely be very little like what it was last year or would have been. I promise to all of you to do my best to provide an enjoyable educational experience that works for you and that is flexible and responsive enough to your own ongoing issues and challenges. It would be a mistake and neglectful to try to ignore the challenges around us. Instead I think we need to talk openly about these—put important issues like Black Lives Matter directly into our discourse, to give them the thought and consideration and dedication that they deserve.

Course Description:
“Environmental governance,“ according to Lemos and Agrawal, (2006) refers to the “the set of regulatory processes, mechanisms and organizations through which political actors influence environmental actions and outcomes.” The purpose of this course is to develop an advanced, conceptual and practical understanding of environmental governance and management, focusing on the social and ecological contexts in which governance takes place, and the shifting configurations of state and non-state actors and interests that shape it.

This course promotes a transdisciplinary engagement 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 as they relate to environmental governance, including systems thinking, institutions, multiple ways of knowing, the nature-culture divide, and adaptive governance and management. For the remainder of the course, we will build on these concepts by examining contemporary issues 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, and as such 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.

Participation will be assessed through contributions to class discussions (verbal and in the online chat box), and the completion of in-class activities. Class attendance is required for meaningful participation and to truly absorb the material and benefit from the thinking of your peers.

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. We will discuss how to approach readings and what a thorough and in-depth analysis look like on the first day of class.

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 13th 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 (e.g., text book, peer-reviewed research, etc.) references that you plan to use in preparing your paper.

Term papers (due to peer reviewers on Nov 12th 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 (e.g., media articles from reputable sources, etc.). 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 during office hours or after class meetings 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings*</th>
<th>Lead</th>
<th>Assign.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 16th</td>
<td>Introduction; what is governance? What is environmental governance?</td>
<td>Lemos and Agrawal 2006</td>
<td>PAL</td>
<td>none</td>
</tr>
<tr>
<td>Sept 30th</td>
<td>The State</td>
<td>Scott CH 1, Holling and Meffe 1996, ???</td>
<td>PAL</td>
<td>Reflection</td>
</tr>
<tr>
<td>Oct 28th</td>
<td>Indigenous Governance</td>
<td>Reed et al. 2020, Bennett et al. 2018, Artelle et al. 2019</td>
<td>B</td>
<td>Reflection</td>
</tr>
<tr>
<td>Nov 11th</td>
<td>Water</td>
<td>De Loe and Patterson 2017, Cox 2014, Minnes et al 2020</td>
<td>A</td>
<td>Reflection</td>
</tr>
<tr>
<td>Nov 18th</td>
<td>Climate Change</td>
<td>Loring et al 2011, Keskitalo and Kuylasova 2009, ???</td>
<td>B</td>
<td>Reflection</td>
</tr>
<tr>
<td>Nov 25th</td>
<td>Fisheries and Oceans</td>
<td>Charles 2012, Bennett et al 2015, Bundy et al. 2008</td>
<td>C</td>
<td>Reflection</td>
</tr>
<tr>
<td>Dec 2nd</td>
<td>Conclusion - summary</td>
<td></td>
<td></td>
<td>Draft papers</td>
</tr>
</tbody>
</table>

*Readings These are subject to change up to 6 days before the seminar.

**Online Behaviour**
Inappropriate online behaviour, including bullying, hate speech, flaming, shaming, and trolling, 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
• Flaming, shaming, or trolling
• 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

General Policy on Late Assignments
All writing assignments are to be submitted via the Courselink dropbox no later than 11:59pm on their due date. Late assignments will be accepted, but with a 2% loss in grade for each late day, unless you obtain permission, usually by providing prior communication related to some legitimate and verifiable issue. Begin your assignments early so that you have plenty of time to organize your submissions to the Courselink dropbox. Students are expected to make every effort to meet deadlines. That said, when you find yourself unable to meet a deadline because of illness or compassionate reasons, please inform the course instructor and the teaching assistant by way of email or in person immediately, prior to the due date of a given assignment. We are only able to make accommodations if we are aware of your situation, so please keep the lines of communication open as early and often as possible.

Student Accessibility Services
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 as soon as possible. For more information, contact SAS at 519-824-4120 ext. 56208 or emailcsd@uoguelph.ca or see the website.

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

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.

Mandatory COVID19 Disclaimer
Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website [hyperlink to the website] and circulated by email.

Illness
The University will not require verification of illness (doctor's notes) for the fall 2020 or winter 2021 semesters.