Course Overview and Approach

“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 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.

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 well as cognate disciplines 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.

This is a discussion-based seminar; you will be expected to read extensively, to take the time to think critically about what you are reading, to grapple with new and sometimes challenging ideas and concepts, and to participate actively and regularly during both instructor-led and student-led sessions. My role is to facilitate the learning process, but equally important is self-directed learning and peer-to-peer learning. If we approach the class as a cooperative undertaking, we will all come away with a collective and individual appreciation for the contested and shifting terrain of contemporary environmental governance.

A note re Fall 2021 – we are all still working through a prolonged global pandemic. I will aim to be as flexible, accommodating, and compassionate as possible as we figure out how to best learn together in the current context. Please reach out to me anytime with concerns or questions.
Course Objectives

By the end of this term, you will:

- Be able to apply and evaluate the introduced concepts, approaches and theories;
- Be able to critically analyze specific approaches to environmental governance;
- Have strengthened your ability to identify and synthesize scholarly literature relevant to environmental governance;
- Have strengthened your ability to effectively communicate an argument, in both oral and written format; and
- Have strengthened your ability to both offer and respond to constructive, scholarly feedback.

Detailed Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept. 15</td>
<td>Course Introduction: seminar approach</td>
<td>Kahn, “The Seminar” Liboiron 2020</td>
</tr>
<tr>
<td>3</td>
<td>Sept. 29</td>
<td>Nature and resources</td>
<td>Bakker &amp; Bridge 2021 Braun 2009 Castree 2014</td>
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</tbody>
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*read any two |
| 6    | Oct. 20  | The Settler State                           | Coulthard 2014 Curley 2019 Yellowhead Institute 2019 |
| 7    | Oct. 27  | Topic TBD                                  | TBD                                           |
| 8    | Nov. 3   | Topic TBD                                  | TBD                                           |
| 9    | Nov. 10  | Topic TBD                                  | TBD                                           |
| 10   | Nov. 17  | Topic TBD                                  | TBD                                           |
| 11   | Nov. 24  | Peer review discussion                     |                                               |
| 12   | Dec. 1   | Conclusion                                 |                                               |
Readings

Readings for the first six weeks of the course are listed below (and are available via Courselink). These are subject to change – please consult Courselink frequently for updates to the reading list. Readings for weeks 7-10 will be made available at least one week ahead of time.


Assessment

25%  Reading preparation worksheets for Weeks 2-10. (Complete any 7 of 9). Due by noon the day before the class (so by noon on Tuesday).

10%  Participation in class discussions (online and in person)

20%  Seminar facilitation (two x 10% each)

45%  Research Paper, including
     5%    Essay Proposal (due Oct. 15)
     0%    Draft essay for peer review (due Nov. 26)
     5%    Two peer assessments (due Dec. 3)
     35%   Final essay (due Dec. 10)

Class Format

This class is a graduate-level seminar. This means there is no formal ‘lecture’ component – we will read extensively, reflect critically on what we read, then discuss and work through the material together. Ideas may be new or challenging – you do not need to “get” everything, nor do you need to agree with or like everything we read. However, I do hope and expect that you will engage with the material and each other in a generous and curious way. Your learning outcomes, as both an individual and a group, will be best served if you prepare well (read and think ahead of time) and participate actively and regularly in whatever way best suits you. I will lead the first four classes. The next six classes will be led by you, working in pairs or small groups.

This fall is a strange time. We are ‘back in person’ – but with masks on, trying to keep distant physically. This will create challenges for the traditional seminar format. We are going to experiment with a mix of in-person and online tools to support our engagement as a class, and I ask for your patience, feedback, and input to adjust as we go.
Plagiarism and 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. The Academic Misconduct Policy is detailed in the Graduate Calendar:
https://www.uoguelph.ca/registrar/calendars/graduate/2016-2017/genreg/sec_d0e2709.shtml
If you are confused about how to attribute sources (or have any other questions related to referencing or plagiarism), please feel free to see me for assistance. For tips and resources on referencing and writing, see:
http://www.lib.uoguelph.ca/get-assistance/writing/citations

Standard Course 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. *Please also check Courselink regularly, as this will be used to distribute course materials.

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 instructor in writing (by email) as soon as possible. See the graduate calendar for information on regulations and procedures for Academic Consideration:
https://www.uoguelph.ca/registrar/calendars/graduate/2016-2017/genreg/sec_d0e2232.shtml

Drop Date
The last date to drop one-semester courses, without academic penalty, is **November 4th**. Refer to the Graduate Calendar for the schedule of dates:
https://www.uoguelph.ca/registrar/calendars/graduate/2016-2017/sched/sched-dates-f10.shtml

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 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 email csd@uoguelph.ca or see the website: http://www.uoguelph.ca/csd/

Recording of Materials
Presentations which are made in relation to course work—including lectures—cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate or guest lecturer.

Resources
The Graduate Calendar is the source of information about the University of Guelph’s procedures, policies and regulations which apply to graduate programs:
http://www.uoguelph.ca/registrar/calendars/graduate/current/

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