Instructor: Noella Gray  
Hutt 121
Office Hrs: Email to make an appointment  
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Classes: Wednesdays, 11:30-2:20  
Hutt 234

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 2022 – we are all still working and learning through a prolonged global pandemic. The “new normal” poses challenges for all of us. 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 Learning Outcomes

By the end of this term, you will:
- Be able to apply and evaluate a range of concepts and theories related to environmental governance;
- Be able to critically analyze and evaluate 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>
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<tbody>
<tr>
<td>1</td>
<td>Sept. 14</td>
<td>Course Introduction: seminar approach</td>
<td>Kahn, “The Seminar” Liboiron 2020</td>
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<td>2</td>
<td>Sept. 21</td>
<td>Environmental governance and management – background and introduction</td>
<td>Bridge &amp; Perreault 2009 Lemos &amp; Agrawal 2006</td>
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<td>3</td>
<td>Sept. 28</td>
<td>Nature and resources</td>
<td>Braun 2009 Bridge 2009 Castree 2014</td>
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<td>4</td>
<td>Oct. 5</td>
<td>The Anthropocene</td>
<td>Biermann 2021 Davis &amp; Todd 2017 Moore 2017</td>
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<td>6</td>
<td>Oct. 19</td>
<td>The Settler State</td>
<td>Coulthard 2014 Curley 2019 Yellowhead Institute 2019</td>
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<td>7</td>
<td>Oct. 26</td>
<td>Knowledge</td>
<td>Reid et al. 2020 Robertson 2006 Simon 2022</td>
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<td>8</td>
<td>Nov. 2</td>
<td>Topic TBD</td>
<td>TBD</td>
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<td>9</td>
<td>Nov. 9</td>
<td>Topic TBD</td>
<td>TBD</td>
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<td>10</td>
<td>Nov. 16</td>
<td>Topic TBD</td>
<td>TBD</td>
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<td>11</td>
<td>Nov. 23</td>
<td>Peer review discussion</td>
<td>TBD</td>
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<td>12</td>
<td>Nov. 30</td>
<td>Conclusion</td>
<td>TBD</td>
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Readings for the first seven weeks of the course are listed below (and are available via Courselink). Readings for weeks 8-10 will be made available at least one week ahead of time.


Assessment

25%  Reading preparation worksheets for Weeks 2-10. (Complete for any 6 of the 7 seminars you are not co-leading). Due by noon the day before the class (so by noon on Tuesday).
15%  Participation in class discussions
20%  Seminar facilitation (two x 10% each)
40%  Research Paper, including
       5%  Essay Proposal (due Oct. 7)
       0%  Draft essay for peer review (due Nov. 18)
       5%  Two peer assessments (due Dec. 2)
       30%  Final essay (due Dec. 9)

Late penalties: I don’t like late penalties and I avoid using them in graduate classes as much as possible. If you need an accommodation because of a valid medical or personal reason, please let me know as soon as possible. If you find yourself unable to meet deadlines for any reason at all, please talk to me and we will try to find a solution. This applies primarily to the research paper (proposal, peer reviews, final essay). If you don’t speak to me, or we can’t find a mutually agreeable solution, then a late penalty of 5% of the earned grade per day will apply.

That said – this is a seminar-based class, and missing more than one or two classes will affect your ability to do well. Reading preparation worksheets must be submitted ahead of the class date and classes must be attended. If you find yourself missing more than one or two classes, please speak with me.

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 continues to be a strange time. While many COVID safety measures (e.g. masks) are no longer officially required, I encourage everyone to take care of themselves and each other. This includes *not coming to class* if you are sick. I will consider moving the entire class online (to zoom, Teams, etc) if illness starts to prevent participation. Thank you in advance for your patience and flexibility if we need to adapt.

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**Standard 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](https://www.uoguelph.ca/student-accessibility-services).

**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.