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 presentation skills
- To have strengthened your ability to effectively formulate and communicate an argument
Class Format:
There is no 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 9th 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 27th 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings*</th>
<th>Lead</th>
<th>Food</th>
<th>Assign.</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept 11th Introduction to Course and Environmental Governance</td>
<td>Khan (unpublished) Bridge and Perrault 2009</td>
<td>RJR</td>
<td>RJR</td>
<td>none</td>
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<td>2</td>
<td>Sept 18th Nature</td>
<td>Castree 2014 Robertson 2006 Cronnon?/TBD</td>
<td>RJR</td>
<td>B</td>
<td>Reflection</td>
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<tr>
<td>4</td>
<td>Oct 2nd The Settler Colonial State</td>
<td>Coulthard 2014 Manuel 2016</td>
<td>RJR</td>
<td>A</td>
<td>Reflection</td>
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<td>7</td>
<td>Oct 23rd Neoliberal Natures</td>
<td>Dictionary Definition Peck McArthy and Prudham</td>
<td>B</td>
<td>C</td>
<td>Reflection</td>
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<td>8</td>
<td>Oct 30th Neoliberal Conservation</td>
<td>Dressler and Roth Youdelis Buscher</td>
<td>C</td>
<td>A</td>
<td>Reflection</td>
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<td>9</td>
<td>Nov 6th TBD</td>
<td>TBA</td>
<td>A</td>
<td>B</td>
<td>Reflection</td>
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<td>10</td>
<td>Nov 13th TBD</td>
<td>TBA</td>
<td>B</td>
<td>C</td>
<td>Reflection</td>
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<tr>
<td>11</td>
<td>Nov 20th TBD</td>
<td>TBA</td>
<td>C</td>
<td>A</td>
<td>Reflection</td>
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<td>12</td>
<td>Nov 27th Conclusion - summary</td>
<td>Draft papers</td>
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*Readings These are subject to change up to 6 days before the seminar.

Dec 4th – paper workshops to be scheduled

Other possible topics:
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/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. *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 29, 2019. Refer to the Graduate Calendar for the schedule of dates:
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!