**Geog 6281 Environmental Management and Governance**

Dr Anna Stanley  
Fall, 2018  
Wednesdays, 11:30-2:20pm  
Hutt 234

Office Hrs (Hutt 347): TBA

**Introduction and Course Overview:**

“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. We thus begin from the premise that geographies of environmental governance, similar to other manifestations of environment-society relations, are political; embroiled in power relations and processes operating at a number of spatial scales and serving particular interests. In the first few weeks we engage with core geographical debates about ‘production of nature,’ ‘capitalist nature’, and the politics of knowledge in order to set the stage for exploring topical and thematic concerns in contemporary environmental governance such as the dynamics of neoliberal environmental governance and role of the state, the ways in which settler colonialism and Indigeneity inflect governance, and the significance of financializing environmental governance through schemes like carbon trading and wetland banking. Where possible, thematic focus is on the Global North and Canada.

**Objectives:**

1) To develop a critical understanding of the institutional configurations that shape governance practices and socio-ecological outcomes.
2) 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.

3) To be able to identify and explain the significance of political and economic formations (including those of neoliberal capitalism, settler-colonialism, and state power) and discuss their contribution to shaping governance practices and outcomes.

4) To develop familiarity with critical theoretical entry-points for understanding environmental governance and management.

5) To develop and improve reading and analytical skills— in particular to develop and refine the ability to read closely and critically, to concisely synthesize and deconstruct arguments, to participate and lead in-class discussion, and to learn through informed and respectful discussion with classmates.

6) To read widely and gain familiarity with relevant literatures about environmental governance and management.

Course Format:
This course is conceived of as a forum for facilitating critical enquiry into the dynamics of contemporary environmental governance, with a geographical focus on Canada and the Global North. We meet once a week for three hours, with a short break provided approximately half way through. We will proceed through close reading and seminar style discussion of important texts. The purpose of our meetings will be to discuss, share, and develop our understandings of the readings, as well as to distil, and together build on the arguments and insights they contain. Each meeting you will be expected to attend class prepared to discuss the readings with your peers.

Class meetings will generally proceed as seminar style discussion. With the exception of weeks two, three and four when we will read and discuss material connected to geographical and governance debates around “production of nature”, “capitalist natures” and politics of environmental knowledge, students will be assigned (see below) to introduce each week’s readings and to lead the seminar discussion. Weekly readings have been chosen and grouped together because of what they might add to each other’s arguments or shed light on a particular course theme or problematic. The task is not simply to critique and analyse the readings, but to think the readings through together and see where this synthesis of understanding may take us. Our task as a class will be to work on developing a shared understanding and analysis of course concepts and processes and to build, stretch and deepen each other’s understanding of the problematics of environmental governance.
Readings:

Readings for this course consist mainly of journal articles and book chapters. Full bibliographic references for the readings are listed below. All required readings with the exception of Arthur Manuel’s (required) book: *Unsettling Canada* (2016) will be made available through the Ares/course link system at least 1 week in advance. Copies of *Unsettling Canada* are available for purchase from the university bookstore.

Assignments:

**Weekly reading response:** due midnight each Tuesday on Course link (35%)

**Class participation:** throughout (25%)
- “Book Club” discussion and leadership Week 11: *Unsettling Canada* (5%)

**Annotated bibliography:** TBA (40%) Due Monday December 10, 2018

1. Weekly responses to the readings (35%). These are to be turned in on Course-Link by midnight Tuesday.

During weeks 2, 3 and 4 you will be responsible for creating dictionary entries based on concepts that appear in the readings. During these weeks you may encounter new concepts and terminology and these entries are in part designed to help build and work with these concepts. These will take the form of brief paragraphs meant to “define” or document your understanding of at least 5 terms per week that appear in the readings. You may choose for example, to define “nature,” or “capital” or “accumulation”. There is no maximum number of entries. The purpose is to build your understanding of difficult concepts and to prepare you for discussing them, and the readings in class.

Beginning in week 5 you will be responsible for submitting a precis of the week’s readings. Each week’s written precis must be no longer than 500 words and must include:

a) *A concise paraphrase of the main argument* of each reading. Please note that this is not the same as a summary of the article. Identifying and paraphrasing the main argument is an important but difficult skill that will require you to distil the argument to its essential elements and structure and succinctly explain it *in your own words*. Although it may be tempting quote the author, doing so will not convince me that you have understood the argument.

b) *A concise statement of the most important insight (or set of insights) conveyed by the readings*. Here I want you to consider how the readings complement (or critique) each other, perhaps extending, developing, or illustrating a theme, or enriching a perspective
through critique. Do they for instance: shed light on a particular dynamic of environmental
governance; highlight the significance of certain processes; offer a way of examining
governance dynamics; suggest a set of questions you never thought to ask?

c) A critical response to the readings. Here I want to you to comment on the readings based
on a critical evaluation of their arguments/insights. Please note that critique is not the same
as a negative, antagonistic reading. You might focus on elements of the arguments that are
weak and unconvincing, or on elements that are strong. In your response consider how the
arguments do (or do not) help us to understand aspects of environment-society relationships,
what kinds of questions they raise, what relationships they help you to see, or how the
argument helps you to explain something…. As we progress through the course I will expect
your critique to begin to build connections to previous readings and course concepts. Please
keep in mind the important distinction between opinion and critical response.

d) Questions about the readings you would like to see raised for discussion with the class.
This is not part of the word limit, so feel free to pose as many questions as you think are
relevant to understanding and exploring the readings. These are difficult, dense and
complicated readings that bring theory to bear on complicated processes that we tend to take
fore-granted. They are meant to challenge and stretch your understandings of contemporary
environment-society relationships and open up your understanding of the ways in which we
govern them. Posing questions for discussion to your peers as well as proposing topics for
discussion (through the questions) is an excellent way to help you and your peers better
understand the readings. If there are elements of the arguments that you do not understand,
please raise them. For instance, you may wish to ask what the author means by
accumulation by dispossession; how accumulation by dispossession is connected to
environmental management; or what the concept means in environmental terms. Perhaps
an argument or concept might get you thinking about something outside the reading that
challenges the author’s argument, so you might ask: how the author’s argument stands up to
a particular situation or how it might be used to understand a particular environmental issue.
Sometimes concepts from the different readings might not seem to you to relate to each
other or to concepts from previously assigned readings: here you might choose to ask how
concepts raise in seemingly disparate papers relate, or how they can be thought together to
advance our understanding of the geographies of environmental management. Also, feel free
to ask simple, basic questions such as: what does it mean to think of knowledge as political?
These are sometimes the most helpful kinds of questions.

The purpose of this exercise is to help you prepare for class discussion and to assist you in
your close reading of the texts. You should feel free to bring up any of your questions or
responses during class discussion, or to raise points that you think are important but feel have
been missed.
2. Participation in class discussions (25%). We will spend most of our course meeting time discussing the readings. You are expected to come to class regularly, to have prepared the readings in advance, and to participate in class discussions about themes and topics pursued in the readings. This is your class and I want you to get as much out of these meetings as possible. Please feel free to raise questions and topics for discussion, and contribute your understanding of course themes, arguments, concepts and connections during the discussion. Participation also involves listening to other people’s comments, thoughtfully engaging with their views, not interrupting, and letting other people express themselves. This does not mean that it is out of bounds to challenge a classmate on her/his views or to disagree about how to interpret an argument, but rather that you do so respectfully and politely and in a manner that helps us all learn. There is a distinction between contributing to discussion (where your comments build off of others’ comments, generate further discussion, and contribute overall to the class achieving a more comprehensive understanding of the readings) and making self serving or arrogant comments that embarrass others and shut down lines of communication. The purpose of these discussions is that we learn from each other and come to a deeper understanding of the readings by reading and discussing together. In these meetings you have a responsibility to your classmates to be prepared, to actively contribute to discussions and to be courteous and respectful; you also have a right to expect the same of them.

During week 11 you will be responsible for contributing to leadership of our class “Book Club” Session which will focus on the Late Secwepméc Leader Arthur Manual’s book *Unsettling Canada*. Other graduate students and faculty will be invited to participate (if they agree to read the book). 5% of your class participation grade will be allocated for discussion participation and leadership of this session.

4. Annotated bibliography (40%) Due Monday December 10, 2017
Select a specific research topic connected to the course themes and complete an annotated bibliography of between 20 and 30 journal articles and / or books/ book chapters that have not been discussed in class. Your annotated bibliography must be preceded by a polished, concise 2-3 page essay-style discussion of your thematic focus in which you (1) identify relevant concepts, critiques and contemporary debates in the literature and (2) outline and briefly advance an argument that addresses a relevant problematic form the literature. The bibliography can include up to 10 references from the course reading list that are not required readings. Each bibliographic entry must include a ½ page précis of the article’s main arguments and contributions. These entries may not contain verbatim quotations from the works reviewed. For MA students: the bibliography may contain a maximum of 5 items cited in your context paper. For PhD students: please ensure there is no overlap with any other annotated bibliography assignment.
### Reading schedule:
Full bibliographic references for the readings are provided below.

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<tr>
<th>Week 1 (Sept 12): Environmental Governance, an Introduction</th>
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<td>Please read this in advance of our first class meeting</td>
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<th>Week 2 (Sept 19): Race, Space &amp; Nature—What &amp; Whose “Nature” are we Governing</th>
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<tr>
<td>Required readings: Braun &amp; McCarthy (2005); Baaker (2005); Demeritt (2001); Castree (2014)</td>
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<tr>
<td>Recommended Reading: Smith 2008 part 1</td>
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<td>Due: Dictionary entries</td>
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<th>Week 3 (Sept 26): “Nature”/Governance and Political Economy</th>
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<td>Required readings: Smith (2007); Castree (2001); Harvey (2003)</td>
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<tr>
<td>Recommended Reading: Smith 2008 part 1</td>
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<td>Due: Dictionary entries</td>
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<th>Week 4 (Oct 3): Knowledge</th>
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<tr>
<td>Required readings: Braun (1997); Robertson (2006); Mulligan &amp; McCreary (2014); Braun (2000)</td>
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<td>Due: Dictionary entries</td>
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<tr>
<th>Week 5 (Oct 10): Neoliberalism I (Neoliberalizing Environmental Governance)</th>
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<td>Due: Precis 1</td>
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<th>Week 6 (Oct 17): Neoliberalism II (Scale)</th>
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<td>State/capital/civil society; state power; accumulation</td>
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**Required readings:** Mansfield (2005); McCarthy (2005)

*Reccomended: Parenti (2015)*

**Due:** Precis 2

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<th>Week 7 (Oct 24): Neoliberalism III (Forms &amp; Processes)</th>
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<td>Commodification; privatization; property; enclosure; accumulation</td>
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**Required readings:** Prudham (2007); Mansfield (2007a); Mansfield (2007); Bumpus & Liverman (2008)

**Due:** Precis 3

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<th>Week 8 (Oct 31): Settler Colonialism</th>
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<td><strong>Required readings:</strong> Wolf (2006); Coulthard (2014: Introduction)</td>
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<th>Class check-in</th>
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**Due:** Precis 4

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<th>Week 9 (Nov 7): Settler Colonialism, Neoliberalism &amp; Canadian Resource Geographies I (IBAs; property; uncertainty; title; Indigeneity; accumulation)</th>
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<td><strong>Required readings:</strong> Cameron &amp; Levitan (2014); Hoogeveen (2014); Stanley(2016)</td>
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*Recommended readings: Preston (2017)*

**Due:** Precis 5

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<th>Week 10 (Nov 14): Settler Colonialism, Neoliberalism &amp; Canadian Resource Geographies II (Securitizing Resource Extraction)</th>
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<td><strong>Required readings:</strong> Pasternak &amp; Dafnos (2017); Crosby &amp; Monahan (2012); Preston (2013)</td>
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**Due:** Precis 6
Week 11 (Nov 21): Indigenous sovereignty & Self determination
Required readings: Manuel (2016) Unsettling Canada (whole book)
  • Book Club!
Strongly recommended: Coulthard (2014) Chapter 2
Due: Precis 7

Week 12 (Nov 28): Concluding Discussion—Governmentality, Power & Modes of Rule
Required readings: Peyton & Franks (2015); Oels (2005); Goldman (2001)


Due: Precis 8

Required & Recommended Readings:


Khan, Unpublished, The Seminar


Manuel, Arthur. 2016. Unsettling Canada: A National Wake up Call. Toronto: Between the Lines


March, Hugh & Thomas Purcell 2014 The muddy waters of financialisation and new accumulation strategies in the global water industry: The case of AGBAR. Geoforum. 53:11-20


Pasternak, S & T., Dafanos. 2017. How does a settler state secure the circuitry of capital? Environment and Planning D: Society and Space 0(0) 1–19 DOI: 10.1177/0263775817713209


**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](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](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](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 2, 2017**. 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!