

POL384F: Global Environmental Governance from the Ground Up
Professor Kate Neville; TA Reut Marciano
Fall 2020, Wednesdays 4-6pm (Eastern time zone), online

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Office hours: online, Mondays 4-5pm (Eastern time zone) and by appointment

Course Description: With a focus on citizens, non-governmental organizations, corporations, and grassroots collectives, this course uses analytic tools from international relations and comparative politics to understand patterns of environmental protest and resistance over time. The course also considers the rise of private environmental governance (by companies and other for-profit organizations). Through scholarly and popular readings, students will examine the ways in which individuals and communities are inspired or provoked to act, strategies they use to voice concern, and divisions within and across social groups. Drawing on case studies of protests and social movements from around the world, with a focus on online/virtual organizing, this course allows students to move beyond borders and nation-states in understanding global environmental governance.

Learning objectives: The goals of this course are three-fold: 1) to understand core concepts of the course and demonstrate this knowledge through quizzes, online discussions/activities, and the distinctions and crossovers between and among non-state actors, and to assess and evaluate different mechanisms for gaining voice and participating in governance (*content*); 2) to develop critical analysis skills by reading academic papers and book chapters, and reflecting on these articles and arguments (*reading and analysis*); and 3) to improve abilities in research and writing, through the development of a research essay and other papers (*communication*).

Course format, assignments, & website: The course is offered online. Please monitor the Quercus course site closely! The format involves readings, assignments, and participation on online discussion boards outside of class, along with 12 two-hour virtual classes. Classes will be held on BB Collaborate, accessed through our course page. Readings are available online through Quercus/the library.

Along with two major assignments, there are lots of small, regular, low-stakes tasks. These are designed to help you stay engaged throughout the course, so you can demonstrate your knowledge and critical analysis skills as they develop through the term.

Participation/engagement	20%
a) Beginning of term survey (due before week 2 of class)	1%
b) Syllabus quiz* (due before week 2 of class)	2%
c) Posted lecture notes (one assigned week during term)	5%
d) Discussion board discussions/activities (must participate in at least 6)	12%
Reading quizzes (pre-class online timed quizzes (take 5 of 10 quizzes, 3% each)	15%
<i>Note: No quiz option for weeks 1 or 12.</i>	
Design a mid-term exam (midterm exam with answer key, due week 6)	30%
Research/review essay (due week 12)	35%

***Please note:** this syllabus contains a series of questions and tasks that constitute one of the class assignments. Please answer the embedded questions and submit your assignment on Quercus.

Syllabus Q1: Who designs the mid-term exam – you (student) or me (prof)?

Grade flexibility and notes on assignment weight: In case of unexpected challenges (student illness, caretaking emergencies, other contingencies), grading policies may be changed as follows: deadlines may be moved (as a class or individually; extensions are possible, within UofT limits and rules); alternate assignments can be arranged to address accommodation needs (even if accommodations are not formally documented), including having grades redistributed.

Readings: The readings are central to this course. They offer you multiple perspectives on environmental governance, and they provide both theoretical richness and empirical examples. There are generally 2-4 assigned readings for each class, and these are often challenging. Some additional materials will be in multimedia format for variety and engagement (e.g., video material). These readings and assignment materials are required and should be completed/viewed before class. Pre-class timed quizzes are designed to provide an incentive for careful reading.

Course outline by week:

Week 1: Sept 16: Introduction – non-state environmental governance

Week 2: Sept 23: Individuals and environmental responsibility

Week 3: Sept 30: Collective action and environmental protest

Week 4: Oct 7: Virtual governance: non-state actors in an online world

Week 5: Oct 14: Activism across/beyond borders

Week 6: Oct 21: What provokes protest: environmental (in)justice

Week 7: Oct 28: Racism and environmental movements

Week 8: Nov 4: Science and knowledge systems

READING WEEK: Nov 11: no class

Week 9: Nov 18: Sub-state actors: Cities and communities

Week 10: Nov 25: Private authority: Corporations, investors, and finance

Week 11: Dec 2: Law and law-breaking

Week 12: Dec 9: Awareness and disruption: Art and journalism in environmental governance

Syllabus Q2: *What week's topic are you most excited about? Why? (Answer briefly).*

Assignment submission & late policies: Please submit assignments electronically through Quercus (or by email, if there are technological glitches with the system) before midnight (Eastern time zone) on the day they are due. Please submit your assignments in Word if possible.

These are especially difficult times: pandemic conditions are exacerbating existing challenges, including financial pressures and school/work commitments, food and housing insecurity, family and caretaking responsibilities, mental and physical health, and more. Deadlines are set to help you plan out your term work, and to help me manage my grading workload during the term. Rather than seeing these deadlines and late penalties as punitive, I hope you'll see them as providing guidance (and incentives) to meet these timelines. However, I understand that you're pursuing your coursework at a very challenging time.

In general, I anticipate that all assignments will be submitted on time. In general, late assignments will be penalized at a rate of 5% per day (including weekends). However, some students may find themselves with valid conflicts and challenges, especially in these times. So, if you can't meet the deadlines, please speak with me in advance, as best you can, about alternate arrangements and accommodations. Please be in touch as early as possible, as this allows us both to plan more clearly.

Syllabus Q3: *Why do I set late policies? Do I realize there's a pandemic?*

Policies and Expectations

In general: In this course, you can expect that I will strive to be fair, respectful, prepared, responsive, and enthusiastic. In return, I anticipate you will be respectful of your classmates and of me, engage in our offline activities, be prepared and on time for online classes, and meet deadlines for assignments. I hope that together we can foster a safe and engaging virtual space for thinking about big questions, and I will be relying on all of you to help create that space. This is the first time I've taught online. I am keen to see how we can make the best use of technology in our class—I also anticipate that we will consider these technologies critically, especially as we investigate how virtual spaces are transforming environmental governance (in positive and negative ways).

I expect that everyone will attend and participate actively in class. Active participation includes both contributing your ideas (questions, comments, analyses, insights) and listening to the contributions of others (without distraction). Unlike an in-person classroom, you'll need to find your own strategies to limit distractions while in class: we'll work together on this, but I hope that while in online classes, you'll turn off your text/social media/email notifications, avoid scrolling on other websites, limit activities unrelated to the course as much as possible, and do your best to be present and attentive. I have designed classes with interactive elements, check-in points, and independent response requirements to encourage active engagement.

If you have to miss class: Since lecture notes for online classes will be posted by your peers each week, you should be able to catch up on missed material by consulting these notes. You will still be expected to do the course readings. I am also happy to discuss lecture material and readings during my office hours. If you are ill or in otherwise challenging situations (caretaking challenges, etc), you may need exemption from offline, asynchronous participation in the course. Some accommodations are built into course assignments (e.g., you only need to write 5 of the 10 course quizzes and participate in 6 of the group discussions/activities).

Syllabus Q4: What strategies will you use to help you focus during our online class sessions? Please list at least one.

Backups and rough drafts: You are strongly advised to keep rough drafts and backup copies of all assignments and essays you submit for this class. Also, please take a minute at the start of the term to set yourself a backup strategy. Whether it's a backup external hard drive, a web-based cloud service like Dropbox or Google Drive, or some other option, it's important that you have multiple copies of your work in the case of a hard drive failure or computer problem. No extensions will be provided due to technical problems.

Names: If the name on the official course registration list does not, for any reason, match the name by which you would like to be addressed, please let me know. I am not able to change official course lists, but I can certainly call you by your preferred name. Please let me know the pronouns you use (mine are she/her).

Professional titles are a sign of respect in the academic world, but there are varying degrees of formality among scholars. I encourage you to start by calling all your professors by "Prof" or "Dr." [Last Name]; they can indicate if they'd be open to more informal exchanges. Some students like a more informal exchange, while others feel most comfortable with a formal distinction between their course instructors and their peers and friends. I tend to be open to a less formal environment, but also want to make sure all students feel comfortable. For our online course, I'm happy to be called "Prof. Neville," or "Prof. Kate," whichever suits you best.

Email and communication: In a virtual course, email is more important than ever! I'll do my best to respond quickly, but please note that I usually only check email once a day and may not check on evenings and weekends. I am also in a different time zone for our online course, so our hours of emailing might not be aligned – please be patient, and try your best to plan ahead. Please also use the Quercus/PeppeR discussion boards to communicate with each other, as you might be able to help answer your peers' questions.

I will hold weekly online office/student hours, and I will be very glad to meet with you during those times, or to set up appointments when needed. When you reach out by email, please:

- include the course code (POL384) in the email subject heading;
- write from your University of Toronto email account;
- treat emails as a professional form of communication—I anticipate you'll use proper grammar, sentences, and professional greetings and sign-offs, and you can expect the same from me.

Writing and Research Support: Research and written communication are core aspects of this course. As third-year students, I anticipate you have had experience in writing analytical research papers and engaging in scholarly research; that said, we can all benefit from ongoing work to improve our skills in these areas, especially when our activities are all online. I encourage you to make use of the resources available in these areas, for instance, at the Writing Centres:

<http://www.writing.utoronto.ca/writing-centres>.

Exceptions and Assistance: The University has many resources to help students who need assistance, including: Accessibility Services, Students for Barrier-free Access, the Hart House Accessibility Fund, financial assistance, library resources, academic resources, health and counseling services, and peer mentoring systems. The University also is committed to providing allowances for religious observances. If you anticipate needing help with your coursework for academic and/or personal reasons, or you encounter unexpected challenges or crises during the term, please seek the support you need. This may include challenges with physical and mental health, securing food or housing, dealing with loss and grief, parenting or other care-giving, and more. If you do not know the options, do not hesitate to ask. If you find yourself in a difficult situation, even if you have not yet gone through all the official channels, it is best to let me know right away that you are seeking assistance and may need accommodations (you do not need to disclose the details of your situation to me).

I know that these services are usually overtaxed, and even more so at the present moment. I also recognize it can be difficult to secure support, especially when you are facing acute or chronic crisis conditions. If there are ways we can amend course requirements to help you learn and succeed in this course, I am open to discussions (without requiring specific details of your situation)—please try to contact me in advance to let me know you require or would benefit from accommodations, and we can see what might be possible. (Please note that I'm also managing an unusual teaching situation; I will do my best—but am still learning!)

A few helpful resources:

- Accessibility Services: <http://www.accessibility.utoronto.ca/>
- Health & Wellness: <http://healthandwellness.utoronto.ca/>
- Writing centres: <http://www.writing.utoronto.ca/writing-centres>
- Religious accommodations: <http://uoft.me/religiousaccommodation>
- Positive space (LGBTQ+ resources): <http://positivespace.utoronto.ca>

Syllabus Q5: Through the Library “article search” function, please look up an academic article on “non-state environmental governance” and download it. Please upload the PDF with your syllabus quiz assignment. List the title of that article as the answer to Q5.

Academic integrity: Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student’s individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously, seeing these as serious academic offenses.

The seriousness of academic integrity really cannot be stressed enough. When you use ideas, evidence, or direct words from another scholar, you must cite that scholar. This is about giving credit where it is due, and also about helping readers of our work find out how our ideas were developed and where we found evidence to support our claims.

If you use someone else’s words, these must be in quotation marks, with the page number indicated. If you use someone else’s data, the citation must also include the page number for that information. If you use someone else’s ideas, summarized or paraphrased in your own words, you must cite that source. Changing a few words, or substituting synonyms is not the same as paraphrasing: you must substantially change the way in which an idea is expressed. Please consult the library resources and seek help from the librarians and/or writing centres when working on your assignments and papers.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

- <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>
- <http://www.writing.utoronto.ca/advice/using-sources>
- <http://www.utoronto.ca/academicintegrity/>

Potential offences include, but are not limited to:

- Using someone else’s ideas or words without appropriate acknowledgement
- Using someone else’s words without using quotation marks
- Submitting your own work in more than one course without the permission of the instructor (please note that this includes not only full assignments, but also copying sections from an assignment handed in for another course)
- Making up sources or facts
- Obtaining or providing unauthorized assistance on any assignment.
- Looking at someone else’s answers during an exam or test
- Falsifying institutional documents or grades
- Falsifying or altering any documentation required by the University

In this course, we may use the online system Turnitin for term papers: *Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.*

Course Schedule

Please note: the reading list has not been finalized; the order of classes and the specific key concepts/questions are also subject to amendment.

Syllabus Q6: Please look at the “Instructions for class” on our course webpage (link accessible through the main course landing page). What time (including time zone) should you sign onto BB Collaborate on Wednesdays? What time will the class lecture/session actually start?

Week 1. Environmental governance – Sept 16 (start-of-term survey, syllabus quiz)

In this introductory week, we tackle a number of key definitions that will underpin discussions and analyses throughout the course, with a focus on the core theme of non-state environmental governance and transformation. The focus here is on interrogating the central (and contested) concepts of the state, civil society, and governance.

- Key concepts: environmental governance; states; non-state actors; transnational governance; “Nishnaabeg internationalism”
- Questions: How can different modes of governance bring about effective change? What are the four transformation processes that Scoones deems vital to a sustainable future? How can individuals and groups work from outside government to influence or shape environmental governance? How is environmental governance shaped and challenged by the borders of contemporary nation-states?
- Discussion board task: introduce yourself to the class on PeppeR.

Readings

- Whetung, Madeline. 2019. (En)gendering shoreline law: Nishnaabeg relational politics along the Trent Severn Waterway. *Global Environmental Politics*, 19(3): 16-32.
- Scoones, Ian. 2016. The politics of sustainability and development. *Annual Review of Environment and Resources*, 41: 293-319.

Week 2. Individuals and environmental responsibility – Sept 23 (quiz)

We investigate the ideas of *responsibility* and *possibility* this week, considering individual and collective action in global environmental governance.

- Key concepts: collective action; individualization of responsibility; democratic imagination; sustainable consumption
- Questions: Who is responsible for environmental degradation, and what roles do individuals play in environmental action? Is individual environmental action sufficient for addressing the challenges of climate change? What role does imagination play in environmental governance? How is consumption connected with power?
- Discussion board task: tbd

Readings

- Maniates, Michael F. 2001. Individualization: plant a tree, buy a bike, save the world? *Global Environmental Politics*, 1(3): 31-52.
- Anantharaman, Manisha. 2018. Critical sustainable consumption: a research agenda. *Journal of Environmental Studies and Sciences*, 8: 553–561.

Week 3. Collective action and environmental protest – Sept 30 (quiz)

This week builds on last week's discussions of collective action, drawing on political science and political sociology to gain a theoretical foundation for understanding these processes. Here, we examine the characteristics of contestation to better grasp how groups mobilize, voice claims, respond to challenge and change, and sustain movements over time.

- Key concepts: mobilization; social movements; protest cycles; resource mobilization; political opportunities; hegemony
- Questions: What is needed to catalyze mobilization? What are some of the different theories of mobilization? How might an environmental movement change over time?
- Discussion board task: tbd

Readings

- Ford, Lucy H. 2003. Challenging global environmental governance: Social movement agency and global civil society. *Global Environmental Politics*, 3(2): 120-134.
- Carter, Angela V., & Fusco, Leah M. 2017. Western Newfoundland's anti-fracking campaign: Exploring the rise of unexpected community mobilization. *Journal of Rural and Community Development*, 12(1), 98-120.

Video:

- Watch recorded School of the Environment seminar by Tzaporah Berman: "Action is the antidote to despair" – pay particular attention to her comments on "follow the power" and on the role of individual consumer action vs. political participation – link to be posted.

Week 4. Virtual governance: non-state actors in an online world – Oct 7 (quiz)

In this week of our online course, we turn our attention to how the rise of virtual technologies influences non-state environmental governance. We consider the rise of information and communication technologies in shaping information flows, production and consumption, and social mobilization, as well as the challenges with virtual organizing of collective action.

- Key concepts: social media; social networks; public space; virtual participation
- Questions: Can collective action take place without in-person association? How can social movements adapt to new constraints on their gatherings? How can social media be used as a tool for organizing? How do different state contexts influence access to and surveillance of social media platforms? What are some of the downfalls of the use of social media for this purpose? Is "clicktivism" the only option in an online world?
- Discussion board task: Develop a series of tweets or Instagram posts for an online campaign for (or counter-campaign against) an environmental issue of your choice.

Readings

- DeLuca, Kevin, Brunner, Elizabeth, & Sun, Ye. 2016. Constructing public space: Weibo, WeChat, and the transformative events of environmental activism in China. *International Journal of Communication*, 10: 19
- Boulianne, Shelley, Lalancette, Mireille, & Ilkiw, David. 2020. "School Strike 4 Climate": Social media and the international youth protest on climate change. *Media and Communication*, 8(2): 208-218.

Syllabus Q7: Without having yet done these readings or been to any lectures, what is your initial response to the following question: "Does meaningful protest have to happen in person, or can it take place through online platforms?" Please write a short paragraph with your current answer.

Week 5. Activism across/beyond borders – Oct 14 (quiz)

This week focuses on intersections of the local and global politics of protest, and at multiple scales of environmental governance. We will look at the ways in which networks and alliances can diffuse information and norms, amplify local voices, mobilize resources, and transcend domestic interests—but also prove challenging. Drawing on academic expertise and practitioner experience in the climate movement, our guest speaker will address questions of solidarity and conflict within environmental movements.

- Key concepts: local/global interactions; scale; transnational advocacy networks; linkages
- Questions: How do transnational advocacy networks work? What might influence the extent to which a TAN will be able to exert material and moral pressure on a state? How do NGOs gain/lose authority, and why might their authority differ at different scales?
- Discussion board task: tbd

Readings

- Keck, Margaret E., & Sikkink, Kathryn. 1998. Chapter 1 (pp. 1-38) in *Activists beyond borders: advocacy networks in international politics*, Cornell University Press.
- Fuentes-George, Kemi. 2016. Introduction (pp.ix-xi) in *Between preservation and exploitation: Transnational advocacy networks and conservation in developing countries*, MIT Press.
- Carruthers, David, & Rodriguez, Patricia. 2009. Mapuche protest, environmental conflict and social movement linkage in Chile. *Third World Quarterly*, 30(4): 743-760.

Week 6. What provokes protest: environmental (in)justice – Oct 21 (quiz; midterm exam due)

This week, we focus on the catalysts of social action on environmental issues and consider economically and socially marginalized communities. Questions of long-standing grievances will be addressed, along with the ways in which environmental harm is often enacted in slow, cumulative, and largely invisible ways, and the challenges this creates for mobilization and response.

- Key concepts: slow violence; NIMBYism; pathways of exposure; colonial legacies; dispossession
- Questions: Why is environmental degradation hard to recognize and address? How are social histories linked to environmental contamination and exposure? How can attention be raised to address slow-moving, causally-complex environmental problems? How can conservation be understood as contributing to violence?
- Discussion board task: tbd

Readings

- Nixon, Rob. 2011. Introduction (pp. 1-44) in *Slow violence and the environmentalism of the poor*, Harvard University Press.
- Sandlos, John, and Keeling, Arn. 2016. Toxic legacies, slow violence, and environmental injustice at Giant Mine, Northwest Territories. *Northern Review*, 42: 7-21.
- Witter, Rebecca, and Satterfield, Terre. 2019. Rhino poaching and the “slow violence” of conservation-related resettlement in Mozambique’s Limpopo National Park. *Geoforum*, 101: 275-284.

Week 7. Environmental racism and environmental movements – October 28 (quiz)

This week, we continue our investigation of environmental justice, turning specifically to issues of environmental racism, especially in the contemporary contexts of climate change, pandemics, and public health. We also turn back to questions of collective action, with a critical lens on race and the environmental movement.

- Key concepts: environmental racism; vulnerability; intersectionality
- Questions: How does race play into environmental governance? What are examples of institutionalized practices that disproportionately place the burden of environmental hazards on communities of colour? What is the impact of “whiteness” on environmental movements (in practice and in scholarship)?
- Discussion board task: tbd

Readings

- Cole, Luke W. and Foster. Sheila R. Preface & Chapter 6: In defense of Mother Earth. In: *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*.
- Bullard, Robert D. Environmental racism revisited. Chapter 5 in: *Dumping in Dixie, Race, Class, and Environmental Quality*.
- Curnow, Joe, and Helferty, Anjali. 2018. Contradictions of solidarity: Whiteness, settler coloniality, and the mainstream environmental movement. *Environment and Society: Advances in Research*, 9: 145-163.
- Washington, Harriet A., “How environmental racism is fuelling the coronavirus pandemic,” <https://www-nature-com.myaccess.library.utoronto.ca/articles/d41586-020-01453-y->

Week 8. Science & knowledge systems: Defining environmental problems – Nov 4 (quiz)

In this week, we examine the role of science and other knowledge systems in environmental governance, and the ways in which environmental debates are framed and defined. We look at information as a tool in environmental controversies, and consider how it can be co-opted and contested, as well as the ways in which science is used/seen as a neutral arbiter or a politicized element of decision-making.

- Key concepts: science; traditional knowledge; framing; toxicity; pollution
- Questions: How are risk and uncertainty relevant to environmental debates? How is language related to environmental governance?
- Discussion board task: tbd

Readings:

- Wylie, Sara Ann. 2018. Preface (pp. ix-xii) and Introduction (pp. 1-18) in *Fractivism: Corporate bodies and chemical bonds*, Duke University Press.
- Polfus, Jean L., Manseau, Micheline, Simmons, Deborah, Neyelle, Michael, Bayha, Walter, Andrew, Frederick, Andrew, Leon, Klütsch, Cornelya F.C., Rice, Keren, & Wilson, Paul. 2016. Łeghągots'enetę (learning together): The importance of Indigenous perspectives in the identification of biological variation. *Ecology & Society*, 21(2): 18-52.
- Liboiron, Max, Tironi, Manuel, and Calvillo, Nerea. 2018. Toxic politics: Acting in a permanently polluted world. *Social Studies of Science*, 48(3): 331-349.

READING WEEK – NO CLASS – Nov 11

Week 9. Sub-state actors: Cities and communities – Nov 18 (quiz)

This week, we will examine the role of municipalities, neighbourhoods, and city networks in environmental governance.

- Key concepts: non-state vs. sub-state actors; neighbourhood activism
- Questions: What does environmental justice mean for cities, as well as for the people living in urban contexts? What are the barriers that sub-state actors face when planning for climate change driven weather events? How have non-state actors addressed issues of climate injustice?
- Discussion board task: tbd

Readings

- Teelucksingh, Cheryl, Poland, Blake, Buse, Chris, and Hasdell, Rebecca. 2016. Environmental justice in the environmental non-governmental organization landscape of Toronto (Canada). *The Canadian Geographer*, 60(3): 381-393.
- Bulkeley, Harriet, Carmin, JoAnn, Castan Broto, Vanesa, Edwards, Gareth A.S., and Fuller, Sara. 2013. Climate justice and global cities: Mapping the emerging discourses. *Global Environmental Change*, 23: 914-925.

Week 10. Private governance: Corporations, investors, and finance – Nov 25 (quiz)

This week we turn from grassroots action—including communities, NGOs, and sub-state actors—to the private sector as an actor in global environmental governance. We also investigate the role of finance in shaping supply chains. We consider the benefits and limits of private governance and market-based mechanisms for creating environmental change, looking at corporate-NGO partnerships and concerns about the co-optation of sustainability, and at investor-activism.

- Key concepts: corporate social responsibility (CSR); supply chains; certification; greenwashing; financialization; common ownership; shareholder resolutions; socially responsible investing; divestment
- Questions: What role do businesses play in environmental governance? Can they contribute to advancing sustainability? What are environmental certification systems, how do they work, and what are their benefits and drawbacks?
- Discussion board task: Find a consumer product that has at least one certification system option (e.g., coffee, chocolate, paper, etc.)
 - describe the certification system(s), with details about the label (how it is recognized), the criteria (what is being certified), the certifiers (who provides the certification and how are they governed);
 - reflect/comment on the potential benefits and drawbacks of the certification system(s)

Readings

- Dauvergne, Peter, & Lister, Jane. 2012. Big brand sustainability: governance prospects and environmental limits. *Global Environmental Change*, 22(1): 36-45.
- Clapp, Jennifer. 2019. The rise of financial investment and common ownership in global agrifood firms. *Review of International Political Economy*, <https://doi.org/10.1080/09692290.2019.1597755>
- Levy, Susie, Meisner Rosen, Christine, and Iles, Alastair. 2017. Mapping the product life cycle: Rare earth elements in electronics. *Case Studies in the Environment*, 1-9.
- Gelles, David. 2018. “Patagonia v. Trump: The outdoor retailer has supported grass-roots

environmental activists for decades. Now it is suing the president in a bid to protect Bears Ears National Monument,” May 5, *The New York Times*.

Week 11. Law and law-breaking – Dec 2 (quiz)

Law plays a complex role in environmental governance, as both a tool of the state and a tool to challenge the state. This week, our guest speaker will discuss environmental law reform and standard-setting, and we will consider law, advocacy, and activism in environmental governance. As there are sometimes blurry lines between these categories, we will also examine the strategies of law-making and law-breaking by those making environmental claims.

- Key concepts: democracy; standard-setting; law; civil disobedience; non-violent protest; (eco-)terrorism
- Questions: How is civil disobedience different from other forms of law-breaking? Is it ever justifiable to break the law for environmental reasons? Is “eco-terrorism” a worrying label for radical environmental activism and ecotage?
- Discussion board task: tbd

Readings

- Hirsch-Hoefler, Sivan, & Mudde, Cas. 2014. “Ecoterrorism”: Terrorist threat or political ploy? *Studies in Conflict & Terrorism*, 37(7): 586-603.
- Other readings tbd

Week 12. Awareness and disruption: Art and journalism in environmental governance – Dec 9 (research/review paper due)

We turn this week to the role of artists, journalists, and other information mediators and providers in environmental governance. Here, we consider the role of information transmission, facts and beliefs, framing and narratives, and transparency in shaping governance decisions and outcomes. We will consider how different groups act as gatekeepers, gain authority, and shape public perception in environmental controversies, including through print and digital media, visual images, literature and poetry, and theatre and performance.

- Key concepts: tbd
- Questions: tbd
- Discussion board task: tbd

Readings

- Pedelty, Mark. 2016. “Introduction: why environmentalist music” (pp. 1-24) and “Chapter 3: Turtle Island’s Idle No More: the aural art of protest” (pp. 115-146) in *A Song to Save the Salish Sea: Musical Performance as Environmental Activism*, Indiana University Press.
- Chapman, Daniel A., Corner, Adam, Webster, Robin, and Markowitz, Ezra M. 2016. Climate visuals: A mixed methods investigation of public perceptions of climate images in three countries. *Global Environmental Change*, 41: 172-182.
- Yew, Wei Lit. 2016. Constraint without coercion: Indirect repression of environmental protest in Malaysia. *Pacific Affairs*, 89(3): 543-565.
- Schapiro, Mark. 2019 (June 18). “What happens to environment journalists is chilling: they get killed for their work,” *The Guardian*, https://www.theguardian.com/commentisfree/2019/jun/18/environment-journalists-killed?CMP=share_btn_tw

Syllabus Q8: What is an environmental issue-area that you want us to discuss in the course this term? Please note if you see it in the syllabus—which week(s) it is addressed in the current list of readings—or if it is not specified here.

Reminder – Syllabus quiz assignment: please answer the questions embedded throughout the syllabus (8 questions total). Label each question by number (Q1, Q2, etc.), and upload your assignment as a Word/text or PDF document on Quercus in the “assignments” section, along with the PDF article required by Q5.