

**POL300F – Protest, Politics, and Power:
Reshaping Global Environmental Governance from the Ground Up**

**Professor Kate Neville; TA Scott McKnight
Fall 2016, Mondays 2-4pm, UC 161**

“When asked if I am pessimistic or optimistic about the future, my answer is always the same: If you look at the science about what is happening on earth and aren’t pessimistic, you don’t understand the data. But if you meet the people who are working to restore this earth and the lives of the poor, and you aren’t optimistic, you haven’t got a pulse. What I see everywhere in the world are ordinary people willing to confront despair, power, and incalculable odds in order to restore some semblance of grace, justice, and beauty to this world.” ~Paul Hawken

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Course Description: This course begins outside the halls of government power and administration, aiming to understand how a multiplicity of groups and individuals alter and affect global environmental governance. With a focus on non-governmental organizations, grassroots action, and new relationships between citizens and corporations, the course uses analytic tools from political science (including related fields of political sociology and political geography) to help unpack patterns of environmental protest and resistance over time.

We begin by interrogating the meanings of governance, civil society, movements, and protest. Next, we examine citizens, looking at the ways in which individuals and communities are inspired (or provoked) to take action, strategies they use to voice concern and effect change, and divisions within and across social groups. Following this, we turn to the tactics and limits of activism, exploring the role of the private sector, divisions between violent and non-violent means of gaining voice, and the legal and ethical judgments that arise in environmental activism. Finally, we put our theoretical ideas into practice with group projects to design environmental campaigns.

Drawing on case studies of protests and social movements from around the world, this course allows students to move beyond borders and states in understanding environmental governance. A central goal of the course is to engage and empower students, as citizens and consumers and scholars, to enact the change they want to see in the world.

Learning objectives: The goals of this course are three-fold: 1) to understand 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 (*analysis*); and 3) to improve abilities in research and writing, through the development of a research essay and design of an environmental campaign (*communication*).

Course format & materials: The course is offered in 12 two-hour classes, over 13 weeks (no classes for Thanksgiving or the UofT fall pause). The final class will be a three-hour session. Readings are available online on Blackboard.

Course outline by week:**Week 1:** Sept 12: Introduction – environmental governance and civil society**Week 2:** Sept 19: Individualization and collective action**Week 3:** Sept 26: Problem definition and the complex role of science**Week 4:** Oct 3: Contentious politics and social movements**THANKSGIVING: Week 5:** Oct 10: no class**Week 6:** Oct 17: What provokes protest: environmental justice and voice**Week 7:** Oct 24: Activism across/beyond borders**Week 8:** Oct 31: Civil society divided: conservation, environmentalism, and rights**FALL PAUSE: Week 9:** Nov 7: no class**Week 10:** Nov 14: Private governance: market campaigns and consumer activism**Week 11:** Nov 21: Law and the ethics of law-breaking**Week 12:** Nov 28: Defining the boundaries: advocacy, activism, and eco-terrorism?**Week 13a:** Dec 5: Designing an environmental campaign – group work**Week 13b:** Dec 7 (Wednesday) Environmental campaign – presentations: *3-hour class*

Assignments: Details on the assignments are specified at the end of the syllabus. Assignments should be submitted electronically, via Blackboard (or email, if there are technological glitches with the Portal system), before midnight on the day they are due. If possible, please submit your assignments in Word.

1. Term paper (staged)	50%
a) Research essay outline – <i>Oct 3 (week 4)</i>	5%
b) Annotated bibliography – <i>Oct 17 (week 6)</i>	10%
c) Draft essay for peer review – <i>Oct 31 (week 8)</i>	5%
d) Peer review – <i>Nov 14 (week 10)</i>	10%
e) Final essay – <i>Dec 5 (week 13a)</i>	20%
2. Reading journal (10 entries) – <i>Nov 28 (week 12)</i>	10%
3. Group environmental campaign – <i>in-class Dec 5, 7 (week 13a,b)</i>	10%
a) Written group assignment – <i>Dec 7 (week 13b)</i>	5%
b) Oral group presentation – <i>Dec 7 (week 13b)</i>	5%
4. Final exam – <i>during exam period</i>	30%

Deadlines and late penalties: I anticipate that all assignments will be submitted on time and that examinations will be written when scheduled. In general, late assignments and term papers will be penalized at a rate of 5% per day. Late essay outlines and draft essays will not be accepted.

Some students may find themselves with valid conflicts and challenges. In these cases, it is best to speak with me in advance about alternate arrangements and accommodations. Please be in touch as early as you can—I am less likely to be sympathetic on the eve of a deadline or once a deadline has passed. There is more flexibility and forgiveness ahead of time than afterwards. If you find yourself facing unexpected challenges (whether short- or long-term), I encourage you to seek out help from the many UofT resources, from your college registrar to Accessibility Services to health and wellness services (see below for websites and details). Some students find that they must wait to contact and secure approval from Accessibility Services for assistance (including note-taking services): in these cases, you should contact me in advance, to let me know you require accommodations for assignments and are in the process of securing assistance.

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, be prepared and on time for class, and meet deadlines for assignments. I hope that together we can foster a safe and engaging space for thinking about big questions, and I will be relying on all of you to help create that space.

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). While laptops are welcomed in the class for note taking, in general cell phones and other devices are not. Further, I expect that you will not spend your time in class on e-mail, social media, or other activities unrelated to the class.

If you miss class, it is your responsibility to ensure that you find the information you have missed. I encourage you to ask your classmates, and to make arrangements to share notes. I encourage you not to ask questions such as “did I miss anything important?” – I tend to think everything I share during class is important. However, I am happy to discuss lecture material and readings during my office hours, including material from missed classes.

Readings: There are 2-3 assigned readings for each class (except for the final two classes, as noted). These are required, and should be completed before class.

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 (and under which you would like to submit assignments and sign emails) please let me know. I am not able to change official course lists, but I can certainly address you by your preferred name. Also, if you have pronouns by which you would like to be addressed, please let me know.

Email and communication: I will hold weekly office hours, and I will be very glad to meet with you during those times. If you need to reach out by email, please consider several things:

- You must include the course code (POL300) in the email subject heading;
- You are expected to write from your University of Toronto email account;
- Email is best for simple questions and logistics (and please check that the information is not in the syllabus before you write); for substantive concerns, please come to office hours;
- I will do my best to respond to your messages, but please don't expect a rapid response; I often check email only once a day, and may not check on evenings and weekends;
- If you write to me for an extension or accommodation the night before an assignment is due, I am unlikely to be able to accommodate your needs or offer assistance;
- Please treat emails as a professional form of communication—I expect proper grammar, sentences, and professional greetings and sign-offs, and you can expect the same from me. You may start your emails with “Dear Professor Neville,” “Dear Prof. Kate,” “Hi Kate,” or any other respectful variation.

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. I encourage you to make use of the resources available in these areas, for instance:

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

Exceptions and Assistance: The University has many resources to help students who are in need of assistance for any number of reasons, both in and outside of the classroom, including: Accessibility Services, Students for Barrier-free Access, the Hart House Accessibility Fund, intercampus transportation, 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. If you do not know the options, do not hesitate to ask. Some students encounter unexpected challenges. 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). A few helpful resources:

- <http://life.utoronto.ca/just-for-you/for-students-with-a-disability/>
- <http://www.accessibility.utoronto.ca/>
- <http://healthandwellness.utoronto.ca/>
- <http://uoft.me/religiousaccommodation>

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. 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.

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.

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, including Writing at the University of Toronto.

- <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

Course Schedule

PART I: SETTING THE STAGE: A THEORETICAL FOUNDATION

Week 1. Environmental governance & civil society – September 12

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

- Key concepts: environmental governance; civil society; states

Readings

- Lemos, Maria Carmen, & Agrawal, Arun. 2006. Environmental governance. *Annual Review of Environment and Resources*, 31: 297-325.
- Wapner, Paul. 1995. Politics beyond the state: environmental activism and world civic politics. *World Politics*, 47(3): 311-340.
- Andonova, Liliana B., & Hoffmann, Matthew J. 2012. From Rio to Rio and beyond: innovation in global environmental governance. *Journal of Environment and Development*. 21: 57-61.

Week 2. Individualization & collective action – September 19

We will continue discussions this week on the central concepts of the course, investigating the idea of responsibility and possibility in global environmental governance. In this week, we also discuss the structure and writing of research papers, in part through a look at narrative, analysis, and storytelling.

- Key concepts: collective action, individualization; narrative

Readings

- Maniates, Michael F. 2001. Individualization: plant a tree, buy a bike, save the world? *Global Environmental Politics*, 1(3): 31-52.
- Cronon, William. 1992. A place for stories: nature, history, and narrative. *The Journal of American History*, March: 1347-1376.

Week 3. Problem definition & the complex role of science – September 26

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 contestation, 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. Linked with our discussion of science, we also address the concept of peer review.

- Key concepts: science; traditional knowledge; framing; peer review

Readings:

- Jasanoff, Sheila. 2010. Testing time for climate science. *Science (Policy Forum)*, 328(5979): 695-696.
- Litfin, Karen T. 1995. Framing science: Precautionary discourse and the ozone treaties. *Millennium: Journal of International Studies*, 24(2): 251-277.
- 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.

Week 4. Contentious politics & social movements – October 3

~ *research essay outline due* ~

This week draws on political science and political sociology to gain a theoretical foundation for understanding the processes of collective action and claim-making. 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; cycles of contention; organizing

Readings

- Snow, David A., & Soule, Sarah A. 2009. Chapter 1 (pp. 1-22) in *A primer on social movements*, WW Norton & Co.
- Taylor, Astra. 2016. Against activism. *The Baffler*, <http://thebaffler.com/salvos/against-activism>
- Boudet, Hilary Schaffer, & Ortolano, Leonard. 2010. A tale of two sitings: contentious politics in liquefied natural gas facility siting in California. *Journal of Planning Education and Research*, 30(1): 5-21.

Week 5. THANKSGIVING – NO CLASS – October 10**PART II: PEOPLE POWER: A LOOK AT CIVIL SOCIETY****Week 6. What provokes protest: environmental justice & voice – October 17**

~ *annotated bibliography due* ~

Discussions this week will address the catalysts of social action on environmental issues, particularly mobilization by economically and socially marginalized communities. Questions of long-standing grievances will be considered, as well as 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: environmental justice; social justice; NIMBYism; slow violence

Readings

- Schlosberg, David. 2004. Reconceiving environmental justice: global movements and political theories. *Environmental Politics*, 13(3): 517-540.
- Hawken, Paul. 2007. Chapters 1 (pp. 1-8) and 2 (pp. 9-26) in *Blessed unrest: how the largest social movement in history is restoring grace, justice, and beauty to the world*. Viking Press.
- Nixon, Rob. 2011. Introduction (pp. 1-44) in *Slow violence and the environmentalism of the poor*. Harvard University Press.

Week 7. Activism across/beyond borders – October 24

This week focuses on linkages and intersections of the local and global politics of protest. 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.

- Key concepts: local/global interactions; scale; transnational advocacy networks

Readings

- Keck, Margaret E., & Sikkink, Kathryn. 1998. Chapter 1 (pp. 1-38) in *Activists beyond borders: advocacy networks in international politics*, Cornell University Press.
- Carruthers, David, & Rodriguez, Patricia. 2009. Mapuche protest, environmental conflict and social movement linkage in Chile. *Third World Quarterly*. 30(4): 743-760.

Week 8. Civil society divided: conservation, environmentalism, & rights – October 31**~ draft research essay due ~**

As discussed last week, civil society is a highly heterogeneous term, encompassing a diversity of groups with conflicting interests, ideas, ethics, and traditions. This week, we continue to examine the ways in which civil society groups clash with each other on issues related to the environment, resource use, and rights. We look at examples of these conflicts using analytical tools from contentious politics to consider movements, counter-movements, and alliances.

- Key concepts: conservation/animal rights; commercial/subsistence economies; indigenous rights; image politics; “slacktivism”

Readings

- Rodgers, Kathleen, & Scobie, Willow. 2015. Sealfies, seals and celebs: expressions of Inuit resilience in the Twitter era. *Interface: a journal for and about social movements*, 7(1): 70-97.
- Gregoire, Lisa. 2014. The hunt revisited. *The Walrus*, <http://thewalrus.ca/the-hunt-revisited/>

Week 9. FALL PAUSE – NO CLASS – November 7**PART III: TACTICS AND LIMITS OF ACTIVISM****Week 10. Private governance: market campaigns & consumer activism – November 14****~ peer review due ~**

This week we turn from grassroots action and non-governmental organizations to the private sector as an actor in global environmental governance. Here, 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.

- Key concepts: eco-business; corporate social responsibility (CSR); “greenwashing”

Readings

- Dauvergne, Peter, & Lister, Jane. 2012. Big brand sustainability: governance prospects and environmental limits. *Global Environmental Change*, 22(1): 36-45.
- Auld, Graeme. 2010. Assessing certification as governance: effects and broader consequences for coffee. *The Journal of Environment & Development*, 19(2): 215-241.

Week 11. Law & the ethics of law-breaking – November 21

Protest often involves challenging the existing system. This week, we discuss the role of protest and activism in democratic systems, focusing on the role of the law. We consider two key elements: the use of legal systems to contest social and environmental injustices, through, for example, campaigns by civil society groups to entrench the rights of nature in national constitutions; and, conversely, the use of civil disobedience tactics to protest industrial activities.

- Key concepts: democracy; ethics; law; civil disobedience; non-violent protest

Readings

- Part 1 (pp.1-29) from Scott, James. 2012. *Two cheers for anarchism: six easy pieces on autonomy, dignity, and meaningful work and play*. Princeton University Press.
- Thoreau, Henry D. 1849. *On the duty of civil disobedience*.
<http://www.ibiblio.org/ebooks/Thoreau/Civil%20Disobedience.pdf>
- Williams, Terry Tempest. 2011. What love looks like. *Orion Magazine*,
<https://orionmagazine.org/article/what-love-looks-like/>

Week 12. Defining the boundaries: advocacy, environmental activism, & eco-terrorism? – November 28

~ reading journals due ~

When are those voicing claims about the environment participating in active citizenship and democratic engagement, and when do these critical voices become activists or even eco-terrorists? In this week, following on last week's consideration of law-breaking, we consider the blurry definitions of activism, advocacy, and eco-terrorism, and also investigate the changing nature of activism in the context of capitalism. We pay particular attention to which actors are defining these activities and what motivations they may have for assigning certain labels.

- Key concepts: activism; advocacy; (eco-)terrorism; corporatization

Readings

- Dauvergne, Peter, & LeBaron, Genevieve. 2014. Chapter 1 (pp. 1-28) and 2 (pp. 29-54) in *Protest, Inc.: the corporatization of activism*. Polity Press.
 - See also (for a brief version of the key arguments of the assigned chapters):
LeBaron, Genevieve, & Dauvergne, Peter. 2014 (January 7). A threat to growth? Environmental activism in the wake of the 2008 financial crisis. SPERI comment, University of Sheffield.
- Vanderheiden, Steve. 2008. Radical environmentalism in an age of antiterrorism. *Environmental Politics*, 17(2): 299-318.

PART V: PUTTING THEORY INTO PRACTICE

Week 13a. Designing an environmental campaign – December 5

~ final research essay due; in-class group project ~

In this final week of the course, over two classes, we put into practice our efforts to understand the goals, tactics, and limits of environmental activism, by working together to design environmental campaigns. Groups will be challenged to think through the theoretical and practical aspects of mobilization around environmental issues that we have explored throughout the course.

Week 13b. Designing an environmental campaign – December 7 – 3-hour class

~ in-class group project ~

This week, groups present their environmental campaigns to the class.

Assignment details

Please note that deadlines are clustered near the end of the term, and so you will need to ensure you keep up on readings, assignments, and notes throughout the term to avoid last-minute panic.

Research essay (very brief) outline – due October 3 (week 4) – 5%

The essay outline is the first step of your research paper. This part consists of a one-page assignment (maximum), involving four parts: 1) a research topic; 2) a research question; 3) a tentative thesis statement; and 4) a list of five relevant peer-reviewed sources you might cite (one of which must be from our course syllabus). For this assignment, you do not need to describe the background or details for your planned paper—this is a short assignment that provides you the opportunity to have feedback from me about your plan for your research paper. The topic must be relevant to our course (directly related to the themes). No late submissions will be accepted.

The topic you choose at this stage will be your topic for the final paper, unless you consult with me about a change. The research question and thesis statement you state at this stage do not need to be your final question and argument: these parts are to ensure you know how to develop a research question and write a thesis statement (at this stage, I assume you have not done enough research to be certain of your driving question and argument, but that you could develop a series of questions and hypotheses, from which you could state a question and tentative argument). The reference list is a preliminary list to show you are able to identify peer-reviewed sources and have an idea of how to go about finding relevant sources. This outline will be marked out of five, reflecting the relevance to the course of your topic, clarity and relevance of your research question, clarity and specificity of your thesis statement, and applicability of your references.

- The topic must relate to the themes of our class;
- The topic must have an *environmental* focus;
- The link between the topic/research question and this class must be explicitly identified;
- The research question must be clear and specific.
- The sources you list must be peer reviewed (<http://guides.library.utoronto.ca/peer-review>)

Annotated bibliography – due October 17 (week 6) – 10%

An annotated bibliography is a reference list with detailed comments about the content of the articles listed. These can take many forms, and the notes you write for an annotated bibliography depend on the goals you have in developing the reference list. For this assignment, you will provide an annotated entry for 5 peer-reviewed references. You have three goals for this assignment: 1) to identify relevant *peer-reviewed* sources for your research paper; 2) to accurately identify and concisely summarize the main arguments in the articles/books; and 3) to specify how and why these sources are relevant to the research topic and research question you are working on.

The references you use for this annotated bibliography may be the same as you listed in your essay outline (Oct 3), or may differ if you find more relevant sources. Each annotated entry will be no more than 400 words.

Draft research essay – due October 31 (week 8) – 5%

This is a full draft of your final research essay. This is an all-or-nothing assignment (5% or 0%), with no late submissions allowed. This stage of the research paper is part of the peer review process. The quality of your draft will not be graded; however, the more complete your draft paper, the more useful the peer feedback will be.

Peer review – due November 14 (week 10) – 10%

The goal of this assignment is to practice reading and critically evaluating other scholars' work. This will help your peers improve their writing, and should also help you to better assess the quality of your own essays. In your review, you should indicate to the writer the major strengths of the paper, areas for improvement, and comments on the mechanics of the work (logical flow of ideas, grammar and sentence structure, formatting and completeness of citations, etc.). Please ensure that you provide the author with both *positive* reinforcement and *constructive* criticism. You will complete a review for one paper from a peer—this will be assigned to you. Peer reviews should include the following:

- Summary of argument: identify and rephrase the thesis of the paper
- Summary of evidence: briefly list the main points of support for the main argument
- Most/least effective parts of paper: provide comments on what the writer has done most/least successfully—and *why* you see these aspects as effective/ineffective
- Clarity and coherence of ideas: provide specific comments on the content of the essay, including ideas that are not completely/clearly explained, where evidence does not support the analysis, where further evidence/research is needed
- Organization of ideas: provide specific comments on the structure of the paper, including the flow of ideas and the balance of background material and the writer's own arguments
- Course themes and connections: provide specific comments on the connection of the argument to course themes and on reference to course readings. If relevant, provide suggestions about course readings that would be helpful to draw on.

Final research essay – due December 5 (week 13a) – 20%

This is a 2000-2500 word research paper (including references) on a topic of your choice related to the main themes of the course. Further details are available in the details about the stages of the paper (assignments above). This essay, like any strong writing in political science, must present an interesting and precise argument supported by convincing evidence. As noted, in this course we are aiming to develop skills in three areas: content, analysis, and communication. Consequently, your essay will be marked in these three areas, with the following considerations:

- Content:
 - Provides accurate, factual claims, supported by relevant references;
 - Specifies the relevance of the topic, argument, and evidence to themes of the course;
 - Explicitly and convincingly explains the significance of the argument; and
 - Clearly and appropriately indicates the main concepts, assumptions, and theories.
- Analysis:
 - Evidence of original thought in the argument;
 - Clearly stated, unambiguous, interesting, and well-developed thesis;
 - Scope and limits of topic under investigation are clearly specified;
 - Argument is well developed, logically structured, and convincingly demonstrated (i.e., arguments adequately backed up, not merely asserted; no over-generalizations);
 - Critically evaluates counter-arguments against the thesis of the paper; and
 - Uses secondary literature effectively to build theory and support argument.
- Communication:
 - Clear and engaging writing style, including accurate spelling, clear sentence construction and paragraph organization, appropriate punctuation, and smooth transitions;
 - Within the word count limit (2000-2500 words);
 - Sources are fully and accurately identified, with a complete bibliography; and
 - References include at least 5 academic sources, including at least 1 from course syllabus.

Reading journals (10 entries) – due November 28 (week 12) – 10%

Course readings are mandatory; this assignment offers you the chance to reflect critically on the weekly readings. You will write a reading journal entry for ten of the twelve weeks of class: weeks 1-4, 6-8, and 10-12. There are no assigned readings for week 5 (Thanksgiving), week 9 (fall pause), or the two classes in week 13 (environmental campaign group project).

For each entry, you are expected to write one or two paragraphs about one of the week's readings (maximum 400 words per entry), in which you: a) identify the main argument/thesis of the reading; b) summarize the main evidence used by the author(s); and c) reflect on the reading in the form questions or comments on the content of the reading. In the reflection, you may wish to comment on links between weeks, the other reading(s) for the week, or the broader themes of the course. Each entry will be marked as 1 (excellent), 0.5 (fair), or 0 (poor).

Environmental campaign – group project – December 5 & 7 (week 13a,b) – 10%

This in-class project, in the last week of the term, allows you to work together to put theory into practice by designing an environmental campaign. Your group will have the challenge of mapping out a plan to address an environmental challenge for which state-based approaches (governmental and intergovernmental action) have been inadequate. Groups will be assigned. In the Dec 5 class, you will work in groups to design your campaign; in the Dec 7 class—a 3-hour session—each group will hand in their written assignment and present their campaign in class.

There is flexibility in the format of the group project: groups may decide to design an NGO or a social movement network, a specific protest or long-term campaign, a community-focused or market-based plan. The tactics planned by the group could involve a range of tactics along the spectrum from advocacy to more radical approaches; audiences could be governments, communities, companies, or other constituents; and timelines could be short or long. Your group should consider the challenges and drawbacks—as well as benefits—of your chosen approach.

In general, groups must specify in some written form—whether through an organizational mission statement, newspaper op-ed, advertising plan, manifesto, etc.—:

- the nature of the environmental challenge (problem definition);
- what provokes the campaign (state-based failures, why non-state action is needed);
- the actors involved (and those who might be excluded);
- the goals of the campaign (what the group hopes to achieve, and at what time-scale);
- the planned tactics of and anticipated audience for the campaign;
- the challenges in mobilizing collective action (what challenges the group might face); and
- anticipated counter-campaigns and resistance (who might push back).

Groups must also give a 5-10 minute presentation of their campaign in the final class of the term. Grading will be equally weighted between the written and oral components of the project.

Groups may decide how to organize their campaign design (from development through to presentation), and can choose how to share the work among group members. All students must provide a brief written explanation of their individual roles in the group project (to be submitted in the final class, and without which no assignment grade can be assigned to that student), and may also comment on the work done by other group members. In general, all members of the group will receive the same grade; this may vary if the work was very unevenly distributed.

3-hour final exam – December exam period (to be scheduled by the University) – 30%

The final exam will consist of definitions, short answer, and short essay questions on a range of topics from the course. Questions will draw from material in the course readings and lectures, and will test both your knowledge of the course content and your critical thinking skills.