

POL384S
Global Environmental Governance from the Ground Up
Professor Kate Neville; TA Reut Marciano
Winter 2019, Wednesdays 4-6pm, Location tbd

“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

Prof: Dr. Kate Neville; office – Sidney Smith Hall 3103; email: kate.neville@utoronto.ca; website: katejneville.wordpress.com; office hours – tbd 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. Through scholarly and popular readings, students will examine the ways in which individuals and communities are inspired (or provoked) to take action, strategies they use to voice concern, and divisions within and across social groups. Further, topics of study include the tactics and limits of activism, the role of the private sector, divisions between violent and non-violent forms of protest, and the legal and ethical judgments that arise in environmental activism. 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 global environmental governance. A central goal of the course is to engage and empower students as citizens and scholars.

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 (*reading and analysis*); and 3) to improve abilities in research and writing, through the development of a research essay and assessment of an environmental campaign (*communication*).

Course format & materials: The course is offered in 12 two-hour classes, over 13 weeks (no class during reading week). Readings are available online through Quercus/the library.

Readings: The readings are central to this course. They offer you multiple voices and perspectives on environmental governance, claim-making, and resistance, and offer both theoretical richness and empirical examples. There are generally 2-3 assigned readings for each class (sometimes supplemented by an additional newspaper or popular magazine article), and these are often challenging. These are required and should be completed before class.

Course outline by week:**Week 1:** Jan 9: Introduction – environmental governance and civil society**Week 2:** Jan 16: Individualization and collective action**Week 3:** Jan 23: Problem definition and the complex role of science**Week 4:** Jan 30: Contentious politics and social movements – *reading reflection due***Week 5:** Feb 6: What provokes protest: environmental justice and voice**Week 6:** Feb 13: Analyzing an environmental campaign**READING WEEK:** Feb 20: no class**Week 7:** Feb 27: Activism across/beyond borders**Week 8:** Mar 6: Civil society divided: conservation, environmentalism, and rights – *campaign analysis due***Week 9:** Mar 13: Private governance: market campaigns and consumer activism**Week 10:** Mar 20: Law and the ethics of law-breaking**Week 11:** Mar 27: Defining boundaries: advocacy, activism, and eco-terrorism?**Week 12:** Apr 3: Course wrap-up ~ *term paper due*

Assignments: Details on the assignments are specified at the end of the syllabus. Assignments should be submitted electronically through Quercus (or by email, if there are technological glitches with the new system), before midnight on the day they are due. Please submit your assignments in Word or another word processing format (not PDF).

1. Critical reading reflection – (week 4)	15%
2. Environmental campaign analysis – (week 8)	20%
3. Term paper – (week 12)	30%
4. Shared lecture notes – sign up for a week on Quercus	5%
5. Final exam – during exam period	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.

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: 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.

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 prefer 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 should include the course code (POL384) 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. 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).

A few helpful resources:

- Accessibility resources: <http://life.utoronto.ca/just-for-you/for-students-with-a-disability/>
- 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>
- Single user & accessible washrooms: <http://sgdo.utoronto.ca/resources/single-user-washroom-list/>

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.

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

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**PART I: SETTING THE STAGE: A THEORETICAL FOUNDATION****Week 1. Environmental governance & civil society – January 9**

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; states; non-state actors; civil society; transnational governance
- Questions: What is global environmental governance, and what are the trends shaping such governance? What are hybrid modes of governance, and why might they be needed? How can individuals and groups work from outside government to influence or shape environmental governance?

Readings

- Lemos, Maria Carmen, & Agrawal, Arun. 2006. Environmental governance. *Annual Review of Environment and Resources*, 31: 297-325.
- Breslin, Shaun, and Nesadurai, Helen E.S. 2018. Who governs and how? Non-state actors and transnational governance in southeast Asia. *Journal of Contemporary Asia*, 48(2): 187-203.

Week 2. Individualization & collective action – January 16

We will continue discussions this week on the central concepts of the course, investigating the idea of responsibility and possibility in global environmental governance.

- Key concepts: collective action; individualization of responsibility; democratic imagination
- 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?

Readings

- Maniates, Michael F. 2001. Individualization: plant a tree, buy a bike, save the world? *Global Environmental Politics*, 1(3): 31-52.
- Kennedy, Emily Huddart, Parkins, John R., and Johnston, Josée. 2016. Food activists, consumer strategies, and the democratic imagination: Insights from eat-local movements. *Journal of Consumer Culture*.

Week 3. Problem definition & the complex role of science – January 23

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.

- Key concepts: science; traditional knowledge; discourse; framing; uncertainty
- Questions: How are risk and uncertainty relevant to environmental debates? Why do discourses matter in policy-making? Why is it difficult to systematically organize and differentiate caribou? How is language related to ecological knowledge?

Readings:

- Fuentes-George, Kemi. 2017. Consensus, certainty, and catastrophe: discourse, governance, and ocean iron fertilization. *Global Environmental Politics*, 17(2): 125-143.
- 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 – January 30 – reading reflection 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
- Questions: What is mobilization, and what is needed to catalyze mobilization? What are some of the different theories of mobilization? Is activism a useful term, and in what ways might it be problematic? How might an environmental movement “wax and wane” over time?

Readings

- Snow, David A., & Soule, Sarah A. 2009. Conceptualizing social movements, Chapter 1 (pp. 1-22) in *A primer on social movements*, WW Norton & Co.
- 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.
- Taylor, Astra. 2016. Against activism. *The Baffler*, <http://thebaffler.com/salvos/against-activism>

PART II: PEOPLE POWER: A LOOK AT CIVIL SOCIETY**Week 5. What provokes protest: environmental justice & voice – February 6**

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; NIMBYism; slow violence
- Questions: Why might strategies to improve energy efficiency harm already-marginalized communities? How do urban planning, property values, and tax law influence vulnerability to environmental harm? Why is environmental degradation hard to recognize and address? How are social histories linked to environmental contamination and exposure?

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.
- 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.
- Badger, Emily. 2018 (Jan 3). “How ‘Not in My Backyard’ Became ‘Not in My Neighborhood’,” *The New York Times*.

Week 6. Assessing an environmental campaign – February 13

Each student will pick an environmental campaign of their choosing to assess, for an assignment due after reading week (March 6, week 8). During class this week, we will discuss environmental campaigns, their goals and tactics, target audiences and counter-movements, and use some class time for students to brainstorm options and discuss the campaigns they have chosen.

Through this assignment, students will be challenged to think through the theoretical and practical aspects of mobilization around environmental issues that we are exploring throughout the course. The readings this week offer a range of ideas and perspectives on the role of art, literature, and visual images in environmental ethics, activism, and protest.

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.
- Cariou, Warren, and St-Amand, Isabelle. 2017. Introduction – Environmental ethics through changing landscapes: Indigenous activism and literary arts. *Canadian Review of Comparative Literature*, 44(1): 7-24.

READING WEEK – NO CLASS – February 20

Week 7. Activism across/beyond borders – February 27

This week focuses on 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
- 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?

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 – March 6 –

campaign analysis 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: Indigenous rights; image politics; “slacktivism”
- Questions: What are the potential ways in which social media tools can contribute to campaigns and mobilization efforts?

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. Private governance: market campaigns & consumer activism – March 13

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”; certification
- Questions: What role do businesses play in environmental governance? Can they contribute to advancing sustainability? What are the types of power that private sector actors hold, and are these similar to or distinct from the types of power held by non-governmental organizations and transnational activist groups? What are environmental certification systems, how do they work, and what are their benefits and drawbacks?

Readings

- Clapp, Jennifer, & Meckling, Jonas. 2016. Business as a global actor, chapter 17 (pp. 286-303) in Falkner, Robert (ed.), *The Handbook of Global Climate and Environment Policy*, John Wiley & Sons.
- Dauvergne, Peter, & Lister, Jane. 2012. Big brand sustainability: governance prospects and environmental limits. *Global Environmental Change*, 22(1): 36-45.
- Gelles, David. 2018 (May 5). “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.” *The New York Times*.

PART III: TACTICS AND LIMITS OF ACTIVISM**Week 10. Law & the ethics of law-breaking – March 20**

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
- Questions: How is civil disobedience different from other forms of law-breaking? Is it ever justifiable to break the law for environmental reasons?

Readings

- Scott, James. 2012. Part 1 (pp.1-29) in *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>
- Shahid, Waleed. 2017. How to topple a dictator: An interview with Erica Chenoweth, a leading scholar of authoritarian regimes. *The Nation*,
<https://www.thenation.com/article/how-to-topple-a-dictator/>

Week 11. Defining boundaries: advocacy, environmental activism, & eco-terrorism? – March 27: No class

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 the readings 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. Please pay particular attention to which actors are defining these activities and what motivations they may have for assigning certain labels.

We will not hold class today. This week, I will post a sample exam on Quercus, and you can use this class time for reading, synthesizing work from the term, preparing for the exam, and developing your term papers.

- Key concepts: activism; advocacy; (eco-)terrorism; corporatization
- Questions: Is “eco-terrorism” a worrying label for radical environmental activism and ecotage?

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

Week 12. Defining boundaries and course wrap-up – April 3

~ *final research essay due* ~

This week, we will discuss the readings from last week on the boundaries of activism and consider these themes within the broader context of the class. We will also review some of the key concepts from the course.

Assignment details

1. Critical reading reflection – due week 4 – 15%

Course readings are mandatory; this assignment offers you the chance to reflect critically on some of the weekly readings from the first half of the course (and provides an incentive to keep up on readings and think about them in conversation with each other). You will write a critical reading reflection on the course readings for one of the first four weeks of class, considering how the readings of that week offer perspectives on the key concepts and questions listed on the syllabus. This reflection will be written as a short essay (500-800 words) that includes a clear argument (this could be an argument that provides an answer to one of the questions on the syllabus for the week, drawing on the readings for that week, or could be a novel argument that you develop based on the points of intersection you identify across the readings). In all cases, the short essay must briefly describe all the readings (identifying the core arguments from each reading) and engage with the readings analytically.

2. Environmental campaign analysis – due week 8 – 20%

This is a 750-1000 word (3-4 page) written analysis of an environmental campaign of your choosing. This project allows you to work together to link theory with practice by analyzing an environmental campaign. You will choose an environmental campaign from a list provided (to be provided in class), or an alternate campaign of your choosing. In your assignment, you will include both description and analysis of the campaign.

Your task is to analyze how and why the campaign was mounted and evaluate how well-suited the tactics of the campaign were for the goals of the campaigners. This is less an evaluation of the success of the campaign, in terms of achieving a specific outcome, but of the alignment of campaign goals and tactics, and the strategic choices made by participants. The goal is to better understand social movements and campaign design, and to build skills in assessing the multiple actors and dynamics at play within campaigns and movements.

Your paper must include discussion of:

- the nature of the environmental challenge (problem definition);
- what provoked the campaign (why non-state action is needed);
- who the claim-makers and targets of claims were (what actors and audiences are involved in/excluded from mobilization);
- the campaign goals (what the group hoped to achieve, and at what time-scale);
- the tactics used by claim-makers (what tools were used);
- the challenges in mobilizing collective action (what challenges the group faced); and
- the counter-campaigns and resistance faced (who pushed back).

In your analysis, you must draw on at least 2 readings from the course syllabus, and at least 4 academic (peer-reviewed) sources (these can overlap – e.g., if you pick two peer-reviewed readings from our syllabus, you only need to find two additional peer-reviewed articles; you are welcome to use more than this, if relevant to your analysis).

3. Research essay – due week 12 – 30%

The research essay is a 2000-2500 word (10-12 page) argumentative research paper (including bibliography) on a research question of your choice related to any of the themes of the course. Sample questions will be provided in class. This essay, like any strong writing in political science, must present an interesting and precise argument supported by convincing evidence.

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 8 academic (peer-reviewed) sources (<http://guides.library.utoronto.ca/peer-review>), including at least 2 from course syllabus. (You may also use non-peer-reviewed sources, if relevant to your topic, but these must be in addition to your peer-reviewed sources).

In addition, you should consider the following in the development of your paper:

- The topic must relate to the themes of our class (must have an *environmental* focus, and have non-state actors at the centre of the analysis);
- The research question must be clear and specific;
- The thesis (your main argument) must be clearly stated and supported with evidence in your paper.

4. Lecture notes – 5% (deadlines vary)

To encourage attendance and active listening, as well as to promote an increased sense of class community and solidarity, this assignment involves you sharing your lecture notes with your classmates for one week of the term. Note-taking is an important skill to have, and one that requires practice; this will offer you the chance to see others' notes, and consider various styles of note-taking and recording ideas. This will also ensure all students have full sets of course notes from the semester.

You will sign up on Blackboard for a week of your choosing (noting that your first choice of week might not be available), and you will be responsible for posting your notes to a specified section of the Blackboard discussion board. You must post your notes within a week of the class you sign up for (an extended deadline will be given for those who sign up for the first two weeks of class). If you are ill or away for the week you have chosen, you will be required to post notes for a different week, upon consultation with the instructor. You will post your lecture notes as typed notes or a scanned file of your handwritten notes (nb. if handwritten, notes must be legible;

you may be asked to clarify notes if they are unclear). Notes may vary in length and style, but should demonstrate that you were present and attentive during the lecture.

5. 3-hour final exam – April exam period (to be scheduled by the University) –30%

The final exam will consist of short answer and 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.