

POL384S: Global Environmental Governance from the Ground Up
Professor Kate Neville; TA Michaela Pedersen-Macnab
Winter 2020, Wednesdays 4-6pm, SS2106

“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 act, strategies they use to voice concern, and divisions within and across social groups. Topics of study also include the tactics and limits of activism, the role of media and the private sector in environmental governance, divisions between violent and non-violent forms of protest, and the legal and ethical judgments that arise in environmental advocacy and action. Drawing on case studies of protests and social movements from around the world, this course allows students to move beyond borders and nation-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 other papers (*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.

Lecture notes (one assigned week during term)	5%
In-class reading quizzes (8 quizzes, 5 count towards grade)	10%
Design of a week for the course (due week 6)	40%
Term paper (due week 12)	45%

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. Quizzes are designed to provide an incentive and reward for careful reading.

Please note: order of classes and specific course readings subject to change: these will be confirmed by Jan 2020.

Course outline by week:

Week 1: Jan 8: Introduction – environmental governance

Week 2: Jan 15: Consumers and citizens: individualization of environmental responsibility

Week 3: Jan 22: Collective action: social movements and protest

Week 4: Jan 29: What provokes protest: environmental (in)justice

Week 5: Feb 5: Activism across/beyond borders: transnational campaigns

Week 6: Feb 12: Information and awareness: the role of media and art

READING WEEK: Feb 19: no class

Week 7: Feb 26: Guest lecture—Cities & extreme weather: non- and sub-state actors

Week 8: Mar 4: Defining environmental problems: Knowledge systems and baselines

Week 9: Mar 11: Private governance: corporations and environmental governance

Week 10: Mar 18: Investors and the role of finance in environmental governance

Week 11: Mar 25: Defining boundaries: Law, law-breaking, and eco-terrorism?

Week 12: Apr 1: Student-suggested topic and course wrap-up

Assignments

Please submit assignments electronically through Quercus (or by email, if there are technological glitches with the system) before midnight on the day they are due. Please submit your assignments in Word if possible.

1. Shared lecture notes – *find your assigned week on Quercus* 5%

To encourage active listening and to promote the development of good note-taking skills, 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 be assigned a week for note-taking (the schedule will be posted on Quercus. You are responsible for posting your notes to the Quercus discussion board within a week of the class you have been assigned (no students are assigned to week 1). If you know you will be away the week you are assigned, please let me know ahead of time. If you are ill or unexpectedly away for the week you have been assigned, please consult with me as soon as possible upon your return. You will post your lecture notes as typed notes or a scanned file of your handwritten notes (please note: if you take handwritten notes, they 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. The content of these notes should go beyond the material on the in-class slides. Excellent notes might include your own references to readings, questions and comments about lecture material, and content of questions asked by your classmates during the lecture.

2. (Almost-)Weekly reading quizzes 10%

In eight of the twelve weeks of class (weeks 2-5 and 8-11), there will be in-class reading quizzes. Students will have up to 10 minutes for these quizzes at the start of class (4:10-4:20pm). These straightforward comprehension-focused quizzes provide a graded incentive/reward for doing the course readings in advance of class each week. I encourage you to take all the quizzes, but only your top five quizzes will count (2% each). Students who have reasonable accommodation needs (that lead to frequent late arrivals for class, missing many classes, or challenges with taking time-bound exams) should contact me as early as possible in the term to arrange alternate assignments.

3. Design a week for the course – (due week 6) 40%

For this assignment, you are responsible for designing the material for a week of this course. You will choose a topic not currently covered in this course, but that you think fits well with the themes of the course. You will not have to actually present the lecture to the class, but you will prepare material that would allow you to give such a presentation.

You will create a plan for that week of class, that includes:

- Complete bibliographic details for two academic readings (articles or book chapters) on the topic you have chosen;
- Half-page summaries (250-300 words) for each of the two readings that explain the key arguments of your chosen articles/chapters;
- A short slide presentation (6-10 slides) with written notes for each slide (created as if you were going to give the lecture), which explains the significance of the topic, how it connects to course themes on “environmental governance from the ground up,” and what insights other scholars have offered on the topic; and
- A one or two page summary (500-800 words) of the key takeaway points you would want your classmates to have about your topic from both your chosen readings and your lecture.

This is also a good chance for you to have input into our course, as I will choose one of these student-suggested themes for the last week of our class.

4. Term paper – (week 12) 45%

The research essay is a 2500-3000 word argumentative research paper (not including the bibliography) on a research question of your choice related to any of the themes of the course. 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 course themes; 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 (2500-3000 words); sources are fully and accurately identified, with a complete bibliography; and references include at least 6 academic (peer-reviewed) sources, 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.

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; and the thesis (your main argument) must be clearly stated and supported with evidence in your paper.

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 (including weekends).

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. Since lecture notes will be posted by your classmates each week, you should be able to catch up on missed material by consulting these notes. I am happy to discuss lecture material and readings during my office hours, including material from missed classes (although I expect you will have read the weekly readings and consulted your classmates' notes before you meet with me, so you can ask informed questions).

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, please let me know the pronouns you use (mine are she/her).

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

Week 1. Environmental governance – January 8

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; “Nishnaabeg internationalism”
- 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? How is environmental governance shaped and challenged by the borders of contemporary nation-states?

Readings

- Lemos, Maria Carmen, & Agrawal, Arun. 2006. Environmental governance. *Annual Review of Environment and Resources*, 31: 297-325.
- Whetung, Madeline. 2019. (En)gendering shoreline law: Nishnaabeg relational politics along the Trent Severn Waterway. *Global Environmental Politics – forthcoming*.

Week 2. Consumers and citizens: the individualization of environmental responsibility – January 15

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; diagnostic and prognostic frames
- 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? Can consumers fix the problems with food systems? What role does imagination play in environmental governance?

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. Collective action: social movements and protest – January 22

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
- Questions: What is mobilization, and what is needed to catalyze mobilization? What are some of the different theories of mobilization? How might an environmental movement change over time?

Readings

- Rodgers, Kathleen. 2018. Introduction and chapter 1 (pp. 1-39) in *Protest, activism, and social movements*, Oxford University Press.
- 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.
- Grosse, Corrie. 2017. Grassroots vs. Big Oil: Measure P and the fight to ban fracking in Santa Barbara County, California. *Case Studies in the Environment*, 1-6.

Week 4. What provokes protest: environmental (in)justice – January 29

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 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?

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.
- Bourgon, Lyndsie. 2019 (June 4). "The opioid crisis is killing trees too," *The Atlantic*, <https://www.theatlantic.com/science/archive/2019/06/stolen-timber-funding-british-columbias-opioid-fix/590476/>

Week 5. Activism across/beyond borders – February 5

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.

- 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? How do NGOs gain/lose authority, and why might their authority differ at different scales?

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-xl) in *Between preservation and exploitation: Transnational advocacy networks and conservation in developing countries*, MIT Press.
- Balboa, Cristina M. 2018. Introduction (pp. 1-28) in *The paradox of scale: How NGOs build, maintain, and lose authority in environmental governance*, MIT Press.

Week 6. Information and awareness: the role of media and art – February 12

We turn this week to the role of the media and other information mediators and providers in environmental governance, as well as to the role of art and artists in communicating, raising awareness, and provoking debate on environmental issues. 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

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.
- 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

READING WEEK – NO CLASS – February 19**Week 7. Guest lecture—Cities & extreme weather: non- and sub-state actors – February 26**

This week, our course TA Michaela Pedersen-Macnab will offer a guest lecture on her research on extreme weather responses in cities. This work examines the roles of multiple non- and sub-state actors in preparing for and adapting to heat waves and other urban challenges.

- Key concepts: tbd
- Questions: 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.

Week 8. Defining environmental problems: Knowledge systems and baselines – March 4

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; discourse; framing; uncertainty
- Questions: How are risk and uncertainty relevant to environmental debates? Why do discourses matter in policy-making? How is language related to environmental governance?

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. Łeghágots'enetę (learning together): the importance of Indigenous perspectives in the identification of biological variation. *Ecology & Society*, 21(2): 18-52.

Week 9. Private governance: Corporations and environmental governance – March 11

This week we turn from grassroots action and NGOs 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: corporate social responsibility (CSR); supply chains; certification; greenwashing
- 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?

Readings

- Dauvergne, Peter, & Lister, Jane. 2012. Big brand sustainability: governance prospects and environmental limits. *Global Environmental Change*, 22(1): 36-45.
- 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.
- Van der Ven, Hamish. Chapter 1: Eco-labels and the credibility puzzle in transnational governance (pp. 1-27) in *Beyond greenwash: Explaining credibility in transnational eco-labeling*, Oxford University Press.

Week 10. Investors and the role of finance in environmental governance – March 18

This week, we consider the role of finance in shaping supply chains, with attention to their environmental consequences.

- Key concepts: financialization; common ownership; shareholder resolutions; socially responsible investing; divestment
- Questions: *tbd*

Readings

- 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>
- Neville, KJ, Cook, J, Baka, J, Bakker, K, & Weinthal, E. 2019. Can shareholder advocacy shape energy governance? The case of the US anti-fracking movement. *Review of International Political Economy*, 26(1): 104-133.

Week 11. Defining boundaries: law, law-breaking, and eco-terrorism? – March 25

Protest often involves challenging the existing system. But 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? This week, we discuss the role of law, advocacy, activism, and more radical action, and the sometimes blurry lines that define them.

- Key concepts: democracy; ethics; law; civil disobedience; non-violent protest; activism; advocacy; (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?

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/>
- 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. Student-suggested topic and course wrap-up – April 1 ~ final research essay due ~

Details tbd.