This course on Environmental Governance takes a multi-disciplinary approach to examining how formal and informal institutions, policies, rules, and practices shape environmental outcomes. It concerns contemporary challenges in designing rules and institutions for regulating human-environment relations. It raises questions about who makes environmental decisions; how they are made, and how political and economic power shapes environmental governance. It is concerned with normative questions such as how best to organize social actors and systems to promote good environmental or sustainable outcomes.

Environmental governance researchers investigate particular arrangements and/or address broader academic questions concerning the fitness to purpose/effectiveness, fairness, equity, legitimacy and accountability of different approaches. We evaluate leading environmental policy strategies, including traditional state regulation, market-based incentives, participatory and community-based approaches and regulation created by private actors—as well as cutting edge theoretical perspectives on de-growth, performativity, and building “diverse economies.” Increasingly, the interactions between different forms of regulation figure prominently in debates on governance. Empirical examples of governance arrangements from different parts of the world and different domains (climate change, forestry, fisheries, agriculture among others) highlight challenges and opportunities.

**Objectives:**

Students will:

- Describe and evaluate key trends in environmental governance

- Analyze and interpret the social and political forces associated with the emergence, institutionalization, and operation of competing approaches to environmental governance
• Compare and evaluate different theories and academic debates about environmental governance

• Contrast and appraise competing assumptions underlying different approaches to environmental governance.

• Explain the social and political outcomes and effectiveness of different approaches to environmental governance

• Demonstrate the capacity to pose and defend research questions related to environmental governance

Course Requirements

Grading

1. Weekly Assignments: Memos, Session Leadership, Discussion, Activities  50%
2. Student Presentation  15%
3. Seminar Paper. Due Monday, December 9  35%

Seminar Paper

The paper should explore a specific challenge for environmental governance. There are several approaches to a good seminar paper for this class:

1. Write an empirical paper. You may choose to do web and document research on a specific state or non-state governance initiative (such as fair trade, a forest certification scheme or a new kind of performance, such as a sharing network), analyzing it alone or in comparison with another initiative. You may analyze its emergence, effectiveness, relationship to public authority, or other issues raised in class.  15-20 pps.
   a. If you write an empirical paper, consider submitting to Society and Natural Resources as an “Practice Based Knowledge” (PBK) article (5000 word limit): According to the journal, “the rationale for focusing on PBK is due to its key role in the emergence of hybrid governance institutions across state, market, and civil society, understanding the complexity of dynamic socioecological systems, recognizing the challenges of multiple knowledge systems and context-specific practices, embracing the power of informal institutions and civic science, and engaging debates on the growing prevalence of market-oriented conservation. The goal is to provide a dedicated space within the published, peer-reviewed literature for scholars, government officials, nonprofit managers, and engaged citizens to share experiences informed by practical action. Relevant and timely practice-based insights may improve understanding and management of social and ecological processes and systems, while also offering the potential to contribute to theory.”
2. Write a case study analysis that develops a detailed assessment of a specific environmental governance challenge and possible options for policy and/or practice, which could include an analysis of extant policy processes and outcomes. 15-20 pages.
   a. If you write an empirical paper, consider submitting a shorter but publishable policy review or analysis for Society and Natural Resources: “Policy Reviews examine current or proposed policies associated with natural resource management. These articles can raise questions of policy, propose alternate action, or critique current or proposed policy.” (5,000 word limit).

3. You may also apply concepts and readings in the course to your own research interests, exploring how they influence the development of your research thesis. 15-20 pages.

4. Finally, you may write a theoretical synthesis and critique of different approaches to governance. 15-20 pages.

NOTE: Groups of two or three students may propose to collaborate on a paper for publication.

Grading Criteria for Papers (adapted from the syllabi of Professor Aili Mari Tripp):

1. Well defined statement of your thesis. A thesis supplies a specific subject and a clear direction for your paper. A thesis must: a) contain an arguable point; b) control the entire argument; c) provide a structure for your argument.

2. Serious Engagement of Alternative Arguments. As appropriate, do you seriously consider arguments other than those you make? Do you address evidence that does not support your position? Draw from sources not read in class?

3. Clarity of Presentation. Are your ideas clearly expressed? Is your paper focused or does it wander? Can a reader easily identify your main points? Are the ideas presented elaborated sufficiently? Are there sign-posts to guide the reader? Are terms defined?

4. Organization. Is the paper organized effectively? Is the sequence of points made logical and clear? Does each paragraph have a central idea that a reader can easily identify?

5. Grammar, Spelling, Citations, Format. Is the copy clean and relatively free from grammatical errors? Have you cited ideas and facts drawn from published sources?

Papers due – Monday, December 9. (Submit to Canvas, double spaced)
Weekly Assignments:
Each week we will have an activity to engage with the readings and topics – a memo, session leadership or other types of engagement. Memos are due by 5 pm on the Monday before class and should be submitted to Canvas. The memos are meant to help you reflect on basic arguments of each reading and define key concepts in enough detail so that you could use them as study guides for pre-lims and/or for material to support your seminar paper. Read your classmates memos’ before class, and come prepared for discussion. Session Leadership will provide individual students the opportunity to practice pedagogical skills by giving a commentary on the topic of the day, posing questions and leading discussion and/or creative activity. Each student will lead a session at least once during the semester (during that week you will not be assigned another activity). For each week’s activity, students will be evaluated based on quality of work, active participation, thoughtfulness, and insightful contributions.

Intellectual Stance
The class process aims to support graduate student’s growth as independent scholars. As such, the class encourages diverse perspectives, alternative interpretations, and respectful contestation. It intends to create a welcoming context to freely explore uncertainties and puzzles can be explored openly, as part of the intellectual process is to seek clarification (and pose questions) when something seems confounding or unclear. The focus on the class will be on discussion and exchange of ideas, grounded in theoretically rigorous approaches, courageous and skilled examination of concepts, and evidence-based discussion.

Paper Presentations
On November 28 or December 5, students in groups or individually will present their seminar papers. Drafts of their papers must be circulated no later than 6 pm on Sunday, November 27 and December 4, respectively. Students will take 15 minutes to present, followed by discussion. Each class participant should attempt to improve the papers presented by offering helpful critiques.

Class Schedule
Note: Adjustments may be made to the schedule and content if advantageous for learning

Preamble: Introduction to Environmental Governance

Week One – Aug. 23 Class and Participant Introduction—

Broadly introduce philosophical contexts and instructors’ intellectual foundations.

Background Reading:

Dryzek’s book evaluates the actors and storylines underlying three ideal type approaches to environmental governance: administrative rationalism (state-based approaches), economic rationalism (market-based approaches), and democratic pragmatist (participatory approaches).

**Week Two – Aug 30: Degrowth and Designs for a New Society-Environment Relation**

Session Leadership: ______________________

Special Guest (To Be Confirmed): Prof. Susan Paulson will visit to answer questions on her article and concepts of degrowth.


Class Engagement: Write 1-2 questions for discussion prompted by the readings. Questions may be aimed at clarifying a point of uncertainty, exploring a puzzle or concept, or addressing a controversial dimension of the argument(s). *Post your question(s) to Canvas/Discussions by 12 noon on Thursday, Aug. 29.*

**Week Three – Sep 6: Performativity Theory and the Diverse Economies Research Programme**

Session Leadership: ______________________


*Read at least one of the following:*


**Supplemental/Background reading:**


**Memo:** Write a memo where you define the “diverse economies” research programme and the performativity perspective, including your best analysis of their key analytical strengths and weaknesses. *Read your classmates’ memos and come to class prepared for discussion.*


* (Tucker Away)

Session Leadership: ______________________


*Continuing a theme from last week, Espeland and Sauder develop a theoretical view of a particular performative practice -- the power of public measures – to enact new social worlds.*


*Similarly, this articles seeks to demonstrate the importance of public measures in recreating social worlds.*
Unlike economic accounts of measures and measurements, which focus on information’s effect on reputation and self-interest, F&O argue that the effectiveness of performance information is dependent on how it is used to mobilize a variety of societal actors in a particular field to put social pressure on targeted actors.

Memo: Write a memo where you identify and describe/develop the main thesis of this week’s readings, and, integrating each reading, offer your best analysis of the key analytical strengths and weaknesses of the thesis. Read your classmates’ memos and come to class prepared for discussion.

Week Five – Sept 20. Post WWII Approaches to Environmental Governance: Administrative Rationalism and Economic Rationalism

Session Leadership: ________________


It is important in the study of environmental governance to understand critiques of different approaches to governance. Short overviews the major critiques of state regulation emerging from the post-war economic literature, including characterizations of the “costly state,” the “captured state,” the “cognitively impaired state,” and the “coercive state.” Short argues that one of these views legitimize the growth of self-regulation in the 1980s and 1990s.


Memo, option 1: What is the appropriate role of the state in environmental governance? In your memo, describe which, if any, of the critiques you find compelling and agree with and which you would argue against. Fully develop and explain your reasoning.

Memo, option 2: Write a summary and critique of market-based emissions trading schemes as an environmental governance mechanism, as discussed by Brohe et al.

Submit your memo by Monday at 5 pm. Read your classmates’ memos and come to class prepared for discussion.
Supplemental Readings:


REGBLOG (University of Penn Law School) recently ran a series on regulatory capture. Check out various articles here: http://www.regblog.org/2016/06/13/rooting-out-regulatory-capture/

Week Six – Sep 27: Civil Society and Market-Based Regulation through Multi-stakeholder Standard Setting and Environmental Certification

Session Leadership: _________________________


Background reading on one of the first civil society regulatory institutions: the Forest Stewardship Council. Meidinger develops the notion that these are more than “market-based” regulatory devices as is evidenced in their deliberative standard setting forums, power balancing among interest groups.


Consensus review of the state of play by the actors themselves. The Steering Committee is a group of certified firms, standard setting organizations and academics.

Graeme Auld, Stefan Renckens, and Benjamin Cashore, 2015 “Transnational Private Governance between the Logics of Empowerment and Control” Regulation and Governance 9(2): 108-124

Memo: The readings this week juxtapose various views of how NGO-led certification movements operate as governance devices. After considering the evidence and arguments presented here, bolstered by any supplemental reading you may do, please present your view of the strengths and weaknesses of certification as a governance device. Be sure to incorporate and discuss the theories and concepts encountered in the readings in your analysis. Read your classmates’ memos and come to class prepared for discussion.

**Week Seven – Oct 4 (Tucker Away): Global Commodity Chain Governance**

*Session Leadership:__________________________*


_A classic statement on the growing power of “big buyers” to coordinate global production under conditions of economic neoliberalism. Subsequent authors (including those below) have successively engaged the question of if and how social movements aimed at labor rights and environment might target powerful actors along supply chains to promote better environmental and labor outcomes globally._


Memo: Write a memo discussing the key critical strengths and weaknesses of social movement strategies to target global supply chains as key sites for promoting enduring social change.
The SES Framework has been adopted by a number of researchers as a tool for systematically assessing the strengths, weaknesses, and functionality/sustainability of SESs, especially at local and regional scales. Current research is adapting it to meet challenges of analyzing governance adaptation in the face of dynamic change processes that link and cross local to global scales.


This article formally introduced the SES Framework. It emerged over a decade of collaborative work, discussion, preliminary testing and contestation among Ostrom’s colleagues, students, and other researchers. Ostrom intended this framework as a dynamic, synthetic and flexible approach for analyzing and addressing the great diversity of environmental governance conundrums. She also hoped it would demonstrate the futility of any panacea for solving social-ecological problems. Ironically, the SES Framework’s adherents and critics have found it difficult to use dynamically, and some have misunderstood it as a panacea rather than an evolving framework.


Supplemental Readings:

Young, Oran. 2010 Institutional Dynamics: Resilience, vulnerability and adaptation in

Write a memo evaluating Ostrom’s SES Framework and Lockwood et al’s governance principles. Consider how these approaches complement and contrast with other theories on the vanguard, such as degrowth and performativity. Include at least one question for discussion (underline your discussion question). Use the McGinnis (2011) as a reference to check the definitions for central concepts for the SES framework. *Read your classmates’ memos and come to class prepared for discussion.*

**Recommended as Background Reference:**


*McGinnis provides definitions of concepts for the IAD Framework, which preceded and provided a foundation for the development of the SES Framework. McGinnis reveals the care that the Ostrom Workshop has given to constructing a common language. Many of the terms have a range of meanings in scholarly and public use. The Ostrom Workshop endeavored to bring consistency and clarity to important foundational terms through precise definitions, which are often narrower than often found in general use.*

**Week Nine – Oct 18: Civil-Society Approaches: Commons Theory, Common-Pool Resources and Common Property**

*Session Leadership: ___________________________

This discussion will review types of goods, especially common-pool resources, and circumstances in which common-pool resources may be most effectively managed by community-based management. It will explore the complications of understanding “community” and how various factors within and across levels of governance can pose challenges for community-based natural resource management. The range of in resulting in variability in community-based management regimes..

Cox et al. analyze the findings of numerous case studies that have assessed Ostrom’s design principles for long-enduring communal management of common-pool resources, and suggests some modifications while showing ample evidence supporting the principles.


McKean’s chapter provides a clear explanation for the difference between common-pool goods and property rights, and why common property (i.e., community-based resource management) can be economically and environmentally efficient and sustainable in certain contexts. One key point is that a good presents inherent qualities, while property is a human creation imposed upon goods. Common property is accurately described as joint private ownership.

Case Study Readings:

These articles offer a range of empirical findings on community-based resource management as well as explanations for contexts in which groups may prefer private ownership over communal ownership.


Netting’s Alpine Peasants article is considered a classic that provides enduring insight to factors that shape local choices for communal or private land ownership. His work was among the inspirations for Ostrom’s work on long-enduring common-pool resource regimes, and continues to be cited as a foundational reference.


Memo option 1: Read the three required readings and at least one of the case studies. Critically evaluate the contributions of this theoretical focus on community-based
environmental governance and commons dilemmas. Contrast this “ground level” focus with one or several of the other approaches discussed thus far.

Memo option 2: Read Cox et al. and three of the case studies. Analyze how the case studies incorporate Ostrom’s principles or other variables/consideration to examine community-based environmental governance. Consider the diversity of the case studies, and what they indicate about the benefits, shortcomings and conundrums of community-based resource management in the modern global system. Briefly address whether any other of the theoretical approaches covered thus far might have added valuable insight.

Read your classmates’ memos and come to class prepared for discussion.

Week Ten-- Oct 25: Exploring Complexities, Contradictions, and Potentials of Multilevel and Multi-Partner Governance of Natural Resources

Session Leadership: __________________________

This class will explore the theoretical bases for, and efforts of, decentralization and multi-partner approaches to resolve environmental problems by restructuring existing policies and social-political arrangements to facilitate or incentivize improved (more sustainable) management.


This study examines the impacts of forest tenure reform, particularly approaches of devolution and decentralization of forest rights, to further community rights to manage forest resources.

Recommended Readings:


**Activity:** Develop three questions for discussion that draw on or are inspired by the required and at least one of the additional readings. Include a brief framing for each question that indicates the underlying key issues, controversies, or puzzles raised by the readings. Feel free to pose questions that require comparisons and/or critical assessments with earlier readings and theoretical approaches. Upload your questions by 5 pm on Tuesday. *Read your classmates’ questions and come to class prepared for discussion.*

*(Homecoming – No Class-- Reschedule with Pizza Party /Pitch In earlier in the week)*

**Week Eleven – Nov 1: Dynamic Multiscale Approaches, Transdisciplinary Science, and Co-Production of Knowledge for Sustainable Environmental Governance**

**Session Leadership:** _______________________

Reid et al. report on a long-term project working that developed a continuous engagement model with pastoral communities to create hybrid local-scientific knowledge relevant for conservation planning and policy. The project aimed to transcend power inequities that typically exist between researchers, community members, and policy makers.


Class Activity: In light of today’s readings, write two paragraphs that lay out (1) what you see as the greatest challenge(s) for achieving equitable, cross-scale and sustainable environmental governance. And (2) explore the question: Does transdisciplinary science and co-production of knowledge offer a notable departure or advance over any other approaches discussed in class? Why or why not? Then pose one question for debate or discussion. Upload by 5 pm on Tuesday. *Read your classmates’ paragraphs and questions; come to class prepared for discussion.*

**Week Twelve – Nov 8 Synthesis and Moving Forward ??**

This class gives us the chance to consider ideas and issues that emerge during the course, which merit discussion. Reading suggestions are welcome to add to the discussion.


*An article that develops the concept of a “regime complex” and the conditions under which they may be a desired governance mechanism.*


Activity: To Be Decided

*Week Thirteen - Nov 15: Student Presentations*

*Week Fourteen – Nov 29: Thanksgiving Break*

*Week Fifteen – Dec 6: Student Presentations*

*Seminar Paper Due December 9*

University Policies and Services:

*Academic Honesty:* On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

*Accommodation for students with disabilities:* Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide
documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

*UF Counseling Services:* Resources are available on-campus for students having personal problems or lacking a clear career and academic goals which interfere with their academic performance. These resources include:

1. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling;
2. Student Mental Health, Student Health Care Center, 392-1171, personal counseling;
3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling;
4. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.