

FALL 2021

**EU/ENVS 5073: Social Movements, Activism and Social Change:
Underrepresented Voices in Climate Change**



**Course Director: Mark Terry, PhD, FRSC
Faculty of Environmental and Urban Change**

EU/ENVS 5073 3.0 Social Movements, Activism and Social Change: Underrepresented Voices in Climate Change

Fall 2021, Fridays 2:30 – 5:20 pm (ET)

Zoom Link (Recurring): <https://yorku.zoom.us/j/97728160218>

Course Director:

Mark Terry, PhD (Email: terrma@yorku.ca)

Office Hours: Fridays, 1:30 pm to 2:30 pm by appointment.

Zoom Link (Recurring):

<https://yorku.zoom.us/j/91752484289?pwd=QzBIUmplZkVXeC9NRk90SXBjbmhsQT09>

Course Description

This course examines social movements that have arisen in response to racism, colonialism, capitalism, neoliberal multiculturalism, and urban and environmental injustice. The focus is theoretical, experiential and intersectional. The course encourages self-reflection and active engagement with the activist scholarship of marginalized subjects of social change.

This year the course focuses on how underrepresented global communities (e.g., youth, Indigenous people, and scientists) are finding new ways of speaking truth to power employing a variety of theories, methods, and technologies. Topics include how and why new approaches in presenting visible evidence are leading the way in social change efforts related to climate change reporting and activism. The course also examines how these voices are being amplified not only by their own communities and others, but how they are being encouraged by policymakers at the United Nations.

The specific goals of the course are that the student learns:

- how visible evidence is used as an influential communications tool for environmental activism;
- why underrepresented voices need to be heard in climate policy negotiations;
- methods, approaches, and technologies for amplifying the voices of underrepresented communities;
- the value of collaborating with the policymaker before, during, and after message production;
- to present their research to develop oral presentation skills;
- how to write at the graduate university level with essay and blog assignments with the intention of publishing.

Course Structure

This is a graduate seminar in which lectures exploring the major themes of the course will be followed by class discussion of weekly readings and film screenings.

Course Management

This is a remote course and unless otherwise specified, there will be no in-person interactions or activities on campus. You are expected to watch the weekly lecture, do the weekly readings, screen the weekly films, and write the weekly blog before your Friday Zoom class.

Course Assignments and Evaluation:

This course issues a Pass/Fail grade based on the performance and work of the student.

Weekly Blog (10)	25% Due each Monday by 12:00 pm from Week 2 to Week 11
Essay (1)	35% Due Week 9 to provide time for grading and return to students
Presentation (1)	25% Presentation schedule to be determined at our first class
Participation	15% Engagement and discussion graded throughout the term

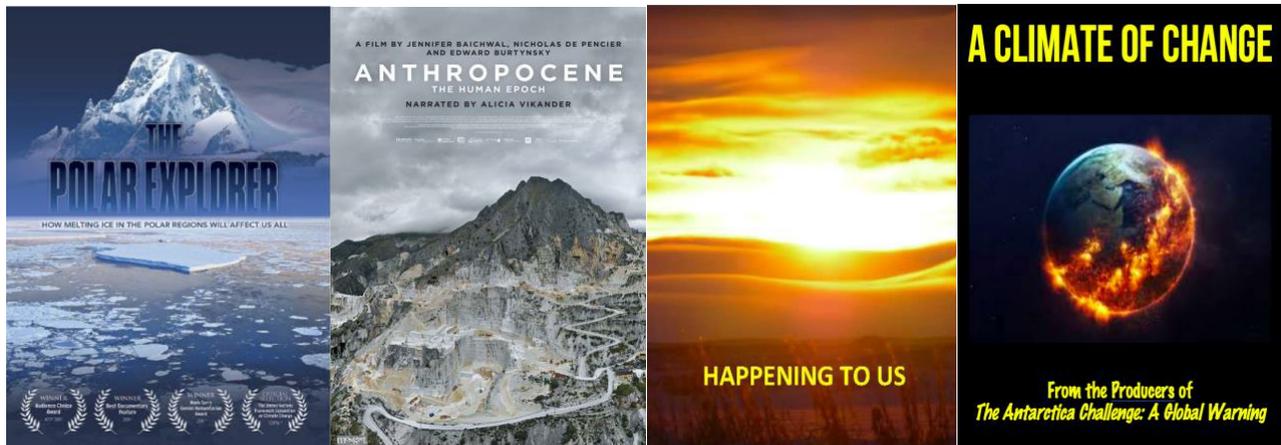
Weekly Blog: Students are expected to write a weekly blog of at least 200 words based on their weekly readings and film screenings before class. These are due each Thursday at 12:00 pm beginning Week 2 and ending Week 11.

Essay: Students will write a 5,000-word, fully-referenced essay on an approved topic. Topics will be provided, but students may choose their own topics with the approval of the course director. The essay will be assigned Week 4 and will be due Week 9 to provide time for grading and the return of the graded essay to the students.

Presentation: Each student will deliver one 20-minute presentation based on that week's themes, readings, and screenings. Students will select a reading or a screening from those assigned throughout the course and will analyze the work and present this analysis to the class. The idea behind this presentation is to give graduate students experience in teaching at the university level.

Participation: Students will be graded on their active participation in class discussions.

Required Readings and Screenings:



Required screening of documentary films (available on e-class):

The Polar Explorer (2011)
 Anthropocene: The Human Epoch (2018)
 Happening to Us (2020)
 A Climate of Change (2014)
 The Changing Face of Iceland (2021)
 The Youth Climate Report (2015 to 2021)
 The Planetary Health Film Lab (2021, individual film titles TBA)
 Antarctica (2009-2021, regional archive of films from the Youth Climate Report database)

Required Book (available at the York Bookstore, Amazon.ca, or online through the library):

Terry, Mark. 2020. *The Geo-Doc: Geomedia, Documentary Film, and Social Change*. London: Palgrave MacMillan.

SCHEDULE OF CLASSES AND ASSIGNMENTS

WEEK 1 - Sept. 10:

Course Overview

Students will be introduced to the course with an overview of the methods, approaches, and technologies used by underrepresented communities in communicating climate-related research, data, and activism to policymakers. A summary of the content of the course, its aims and objectives, and assignments will also be covered. Students are encouraged to come to this first class with a selected reading or screening for their presentation. Dates of these presentations will be assigned in this first class.

WEEK 2 – Sept. 17:

The Voice of Youth

This class will look at the 2009 United Nations’ call for youth-led projects that express the perspectives of the global community of youth on the subject of climate change. We will explore the various methods youth groups take in presenting these perspectives.

Readings:

Schusler, Tania M. and Krasny, Marianne E. “Science and Democracy in Youth Environmental Action: Learning “Good” Thinking”, *EcoJustice, Citizen Science, and Youth Activism*, edited by Michael P. Mueller and Deborah J. Tippins. New York City: Springer International, 2015. **Pages 363 to 385.**

Hathcock, Stephanie J. and Dickerson, Daniel L. “Hitting the Big Screen: Urban Youth Activism through Documentary Film”, *EcoJustice, Citizen Science, and Youth Activism*, edited by Michael P. Mueller and Deborah J. Tippins. New York City: Springer International, 2015. **Pages 385 to 397.**

Corner, Adam et al, “How Do Young People Engage with Climate Change?”, *WIRE’s Climate Change*, 2015, 6:523–534. doi: 10.1002/wcc.353. **Pages 523 to 531.**

WEEK 3 – Sept. 24:

Youth Engagement

This week we will examine data visualization methods and approaches youth are using to speak truth to power.

Presentations: Two students will present their 20-minute presentations.

Readings:

Terry, Mark, “Visible Volume: The Multilinear and Database Documentary”, *The Geo-Doc: Geomedia, Documentary Film, and Social Change*. London: Palgrave Macmillan, 2020. **Pages 141 to 159.**

O’Brien, Karen et al. “Exploring Youth Activism on Climate Change: Dutiful, Disruptive, and Dangerous Dissent”, *Ecology and Society*, 2018, 23(3). **Pages 2 to 14.**

Screening: *A Climate of Change* (2014), Ray Kocur. **71 minutes.**

WEEK 4 – Oct. 1:

The Youth Climate Report

A new geomedia project used by the United Nations Framework Convention on Climate Change called the *Youth Climate Report* is serving as a database of global youth voices using short documentary films made by youth.

Presentations: Two students will present their 20-minute presentations.

Readings:

Terry, Mark, “Case Study: The Youth Climate Report GIS Project”, *The Geo-Doc: Geomedia, Documentary Film, and Social Change*. London: Palgrave Macmillan, 2020. **Pages 167 to 176.**

Mackenzie, Scott and Stenport, Anna Westerstahl, “Visualizing Climate Change in the Arctic and Beyond: Participatory Media and the United Nations Conference of the Parties (COP), and Interactive Indigenous Arctic Media”, *Journal of Environmental Media*, 2020, 1(1). **Pages 79 to 99.**

Screening:

The Youth Climate Report GIS Project. There are more than 500 films made by the global community of youth available in this database. Please spend one hour viewing and taking notes for class discussion as many films as possible from all seven continents. **60 minutes.**

ESSAY ASSIGNED: Due Date – November 12, 2021

WEEK 5 – Oct. 8:

The Importance of Amplifying the Voice of Indigenous Youth

The voice of youth in the Indigenous communities will be explored from the perspective of the unique climate-related issues impacting on those communities worldwide and their under-representation at international environmental policy discussions.

Presentations: Two students will present their 20-minute presentations.

Screenings: Indigenous-made documentary films (approximately eight three-minute films) from York University’s *Planetary Health Film Lab* (titles available August 2021).

Readings:

MacDonald, Joanna Petrusek et al. "A Necessary Voice: Climate Change and Lived Experiences of Youth in Rigolet, Nunatsiavut, Canada", *Global Environmental Change*, 2013, 23(1). **Pages 360 to 371.**

READING WEEK - October 9 to 15: NO CLASS

WEEK 6 – Oct. 22:

The Effectiveness of Participatory Filmmaking for Indigenous Communities

As a documentary film production methodology, the Participatory Mode (aka community filmmaking) ensures the Indigenous voice is not diluted or misrepresented by colonialism. A more authentic representation of the impacts of climate change to the people and the land of that community is achieved.

Presentations: Two students will present their 20-minute presentations.

Readings:

Antonia Canosa, Erica Wilson and Anne Graham. "Empowering Young People through Participatory Film: A Postmethodological Approach", *Current Issues in Tourism*, 2016, 20(8), DOI: 10.1080/13683500.2016.1179270. **Pages 894 to 907.**

Ferreira, George. "Participatory Video", *Participatory Video for Policy Development in Remote Aboriginal Communities*. Guelph: University of Guelph, 2006. **Pages 34-61.**

Screening:

You Are on Indian Land (1969), director, Mike Kanentakeron Mitchell. National Film Board of Canada. **37 minutes.**

WEEK 7 – Oct. 29:

Representing Climate Change Impacts in the Arctic

This class will examine the success of the youth-led film project *Happening to Us* (2020) and how its filmmakers participating in the COP25 climate summit in Madrid established a framework for communicating with the environmental policymakers of the United Nations.

Presentations: Two students will present their 20-minute presentations.

Readings:

Gautier, Maeva. "Happening to Us: Amplifying Youth Voices from the Arctic", *Terralingua*, July 30, 2020. Available at https://terralingua.org/langscape_articles/happening-to-us-amplifying-youth-voices-from-the-arctic.

Douglas Nakashima, Igor Krupnik, and Jennifer T. Rubis (eds). "Introduction", *Indigenous Knowledge for Climate Change Assessment and Adaptation*. UNESCO, 2018. **Pages 1 to 15.**

Screening: *Happening to Us*, Eriel Lugt et al. Tuk TV, 2020. **20 minutes.** Available at <https://youtu.be/nE3uxUjca3A>

WEEK 8 – Nov. 5:

Global Indigenous Approaches to Sustainability and Climate Solutions

This class will look at how Indigenous communities around the world are introducing their unique relationship with nature with governments and NGOs as ways of fighting climate change and presenting approaches to being more sustainable.

Presentations: Two students will present their 20-minute presentations.

Readings:

The Red Nation. *The Red Deal: Indigenous Action to Save Our Earth*. New York: Common Nations, 2021. **Pages 1 to 41.**

Screenings:

Malawi: Adaptation to Climate Change by Mphunga Villagers (2009), 7:33 minutes.

Link: <https://youtu.be/BwG1cW99ObM>

Papua New Guinea: Sinking Paradise, Carteret Islands (2009), 6:30 minutes.

Link: <https://youtu.be/Hgw4HTtokgk>

Altai, Russia: Land is Breath (2009), 8:35 minutes.

Link: <https://youtu.be/AVCGnOZAsxQ>

Shipton's Flat, Australia: Walking on Country with Spirits (2009), 6:37 minutes.

Link: <https://youtu.be/NrgYGMv5dYw>

Cusco, Peru: Melting Away in the Andes (2009), 4:02 minutes.

Link: <https://youtu.be/YnetzficV0>

WEEK 9 – Nov. 12:

Bridging the Gap between Science and Policy with Film

This class will explore how the global community of science is now using multimedia projects to better communicate with non-scientifically trained policymakers.

Presentations: Two students will present their 20-minute presentations.

Readings:

Terry, Mark. "Methods and Approaches to Documentary Influence", *The Geo-Doc: Geomedia, Documentary Film, and Social Change*. London: Palgrave Macmillan, 2020. **Pages 57 to 84.**

"Communicating Science to Policymakers," *Nature*. August 12, 2019. **Pages 681 to 692.** Available at <https://www.nature.com/articles/d41586-019-02372-3>

Salmon, Rhlan A. and Heidi A. Roop "Bridging the Gap between Science Communication Practice and Theory", *Polar Record*. Cambridge: Cambridge University Press, March 20, 2019. **Pages 297 to 310.**

Screening:

The Polar Explorer (2010), director, Mark Terry, Polar Cap Productions II, Inc.

ESSAY DUE

- WEEK 10 – Nov. 19: ***Scientific Research on Film Commissioned by the United Nations***
 This class will screen and discuss the 2021 film *The Changing Face of Iceland* and how it was commissioned and used by the United Nations at the COP26 climate summit to represent the voice of the scientific community and inform new policy.
- Presentations:** Two students will present their 20-minute presentations.
- Reading:** Terry, Mark “Introduction”, *The Geo-Doc: Geomedia, Documentary Film, and Social Change*. London: Palgrave Macmillan, 2020. **Pages 1 to 11.**
- Screenings:**
The Changing Face of Iceland (2021), director, Mark Terry, Iceland Productions Inc. **52 minutes.**
- WEEK 11 – Nov. 26: ***New Technologies for Documenting Climate Science for Policy***
 A United Nations data delivery system called the Geo-Doc will be examined as a communications tool that bridges the gap between science and policy.
- Presentations:** Two students will present their 20-minute presentations.
- Readings:**
 Terry, Mark “The Geo-Doc: A Locative Approach to Remediating the Genre”, *The Geo-Doc: Geomedia, Documentary Film, and Social Change*. London: Palgrave Macmillan, 2020. **Pages 163 to 188.**
- Dahlstrom, Michael F. “Using Narratives and Storytelling to Communicate Science with Nonexpert Audiences”, *Proceedings of the National Academy of Sciences*. September 2014, 111 (Supplement 4) 13614-13620; DOI: 10.1073/pnas.1320645111. **Pages 1 to 12.** Available at https://www.pnas.org/content/111/Supplement_4/13614
- Screening:**
 “Antarctica”, *The Youth Climate Report GIS Project*, (2015 – 2021), director, Mark Terry, United Nations Framework Convention on Climate Change. Please screen all films pinned in Antarctica. **Approximate viewing time: 45 minutes.**
- WEEK 12 – Dec. 3: ***Anthropocene: The Human Epoch***
 The Anthropocene is a proposed geological epoch for the time in which we now live. It is defined by man’s direct contribution to impacting on the ecology of the planet. We will examine how activist filmmakers are embracing this era to promote social change.
- Presentations:** Two students will present their 20-minute presentations.
- Readings:**
 Pagliacolo, Elizabeth. “Anthropocene: The Human Epoch is Edward Burtynsky’s Devastating Call to Action”, *Azure Magazine*, September 10, 2018. Available at <https://www.azuremagazine.com/article/anthropocene-documentary-edward-burtynsky>
- Screening:**
Anthropocene: The Human Epoch (2018), directors, Edward Burtynsky, Jennifer Baichwal, Nicholas de Pencier. **87 minutes.**

ADDITIONAL INFORMATION

Please note that this is a course that depends on remote teaching and learning. Unless otherwise specified, there will be no in-person interactions or activities on campus. This course will provide classes synchronously via Zoom on the days and times listed herein on the previous page. You are expected to do the weekly readings, watch the weekly screenings, and write the weekly blog before your Friday Zoom class.

Online Course Technical Requirements

Technology requirements and FAQs for EClass can be found here:

<http://www.yorku.ca/eClass/students/faq/index.html>”

As this is an online course, you are required to ensure you have reliable computer equipment and Internet connection. Specifically, you will need:

- a stable, higher-speed Internet connection. To determine Internet connection and speed, run an online test, such as [Speedtest](#).
- a computer with webcam and microphone, and/or a smart device with these features.

Resources for Online Learning

- [Student Guide to EClass](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [Computing for Students Website](#)
- [Student Guide to eLearning at York University](#)

Policies Related to Zoom Meetings

Your course involves the use of Zoom. Zoom is an online videoconferencing software that can be used to host lectures, tutorials or virtual office hours in real time. All audio, video, screen-sharing and text content will be encrypted in transit between your device and Zoom’s servers, which will prevent unauthorized third parties from intercepting the content of your Zoom meeting. For more information, please visit [Zoom at YorkU](#).

Privacy

At the moment, the name you use with Zoom and metadata about how you use the application will be stored on servers outside of Canada. If you have privacy concerns, provide only your first name or a nickname when you join a session. If you choose to rename yourself, please let your instructor or TA know immediately.

You can rename yourself in four easy steps.

1. After entering the Zoom meeting, click on the Participants icon at the bottom of the window.
2. Find your name in the Participants list on the right side of the Zoom window
3. Hover over your name and click the Rename button.
4. Enter the name that you would like to use in the Zoom meeting, and click OK.

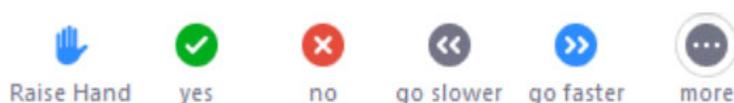
Please note that lectures and/or tutorial sessions may be recorded so that they can be made available to students who are not able to attend class. If you do not wish to be seen or heard, please keep your

camera and/or microphone turned off. Recordings will only be posted on Passport-York protected platforms, such as EClass, and will be deleted following the end of term.

Class Participation on Zoom

Questions can be asked through the chat panel. Inappropriate or disrespectful language in the chat panel will not be tolerated.

You may also participate through Zoom's nonverbal feedback features. These features can be accessed by clicking on the Participants icon at the bottom of the window. Once the Participants sidebar is opened, you will see the option to Raise Hand. By clicking on Raise Hand, a blue hand will be raised. Please click on the Raise Hand button again to lower your hand once your question has been answered. You are tasked with using the various Zoom features in a responsible manner. Your course instructor and/or TA will reserve the right to remove anyone who does not behave accordingly.



Academic Honesty

As a student at York University, you have a responsibility to not only understand, but also play an important part in upholding the integrity of the academic experience. The Faculty of Environmental and Urban Change supports the International Center for Academic Integrity's [definition of academic integrity](#). That is, you will be committed to acting in all academic matters, even in the face of adversity, with honesty, trust, fairness, courage, respect and responsibility.

How can you demonstrate academic integrity in the completion of your course?

- Respect the ideas of others: Your course work should represent your own knowledge and ideas. You should not falsely claim credit for ideas that are not your own, by presenting another's work as yours. If you are quoting, paraphrasing, or summarizing another person's work in order to support your own ideas, identify the work and the author through proper citation practices. For more information about how to cite properly, use the [Student Papers and Academic Research Kit](#) (SPARK). You can improve your writing, research, and personal learning abilities through the [Learning Commons](#).
- Respect your peers: Know when you are allowed to collaborate. Ask your instructor about what group work entails when it comes to the sharing of work. In test situations and assignments, don't steal or give answers to your peers. Cheating and aiding in a breach of academic honesty are both against York University's academic honesty policy.
- Respect your Course Director: Understand what he is asking of you in class and in assignments. If you are unsure, ask for clarification. He is committed to making you feel supported, and wants to assess you fairly and with integrity. Please do not submit the same piece of work for more than one course without your instructor's permission.
- Respect yourself: When you act with integrity, you know that your work is yours and yours alone. You do not allow others to impersonate you, or you do not yourself impersonate another person during a test or exam. You do not buy or otherwise obtain term papers or assignments. You do the work. As a result, you know that you *earned* the grades that you receive, so you

can be proud of your York degree. By acting with integrity in your course work, you are also practising a valuable professional skill that is important in all workplaces.

- Take responsibility: If you have acted in an academically dishonest way, you can demonstrate courage and take responsibility for your mistake. You can admit your mistake to your course instructor as soon as possible.

Students who engage in academic dishonesty can be subject to disciplinary action under the [Senate Policy on Academic Honesty](#). Your lack of familiarity with the Senate Policy and Guidelines on Academic Honesty does not constitute a defense against their application. Some academic offences can also constitute offences under the Criminal Code of Canada, which means that you may also be subject to criminal charges.

Intellectual Property Notice

All materials prepared for this course are the intellectual property of Dr. Mark Terry unless otherwise stated. Course materials should only be used by students enrolled in this course. This can include but is not limited to the following material: lecture notes, handouts and recordings; assignment handouts and instructions; spoken and written presentations; audio and video recordings; PowerPoint slides; and questions and/or solution sets for assignments, quizzes, tests and final exams.

As a student in this course, you may not publish, post on an Internet site, sell, or otherwise distribute any of this work without the instructor's express permission. Unauthorized or commercial use of these materials is strictly prohibited. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course, or fall under an exception or limitation in Canadian copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website, or online sharing of course material with people outside of the course) may lead to a charge of misconduct under York's [Code of Student Rights and Responsibilities](#) and the [Senate Policy on Academic Honesty](#). In addition, you may face legal consequences for any violation of copyright law.

Student Conduct

Students, course instructors and staff have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the [Code of Student Rights and Responsibilities](#). Whether online or in-person, students and course instructors are expected to cultivate and sustain a professional relationship characterized by mutual respect and courtesy. In all classrooms, any [disruptive and/or harassing behaviour](#) will not be tolerated. To ensure that you adhere to the rules of the virtual classroom, please review what counts as proper 'netiquette' (the basic rules for communicating with others in online spaces) by consulting the [student guide to e-learning](#).

Please respect the privacy of your peers and instructors. Never share private information about your peers and instructors without their permission. Remember, no aspect of your courses should be recorded or distributed without everyone's consent.

Religious Observance Days

York University is committed to respecting the religious beliefs and practices of all members of the community and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for in-class test or examination pose such a conflict for you, contact the

Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the Course Director immediately. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete and Examination Accommodation Form:-<https://secure.students.yorku.ca/pdf/alternate-exam-test-rescheduling-request.pdf>.

Accessibility

While all students are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. For more information about this policy, please refer to these guidelines and procedures: [Academic Accommodation for Students with Disabilities](#).

The university encourages students with disabilities to register with [Student Accessibility Services \(SAS\)](#) to discuss their accommodation needs as early as possible in the term. An Accessibility Counsellor will help you establish recommended academic accommodations, which will then need to be communicated to your course instructor(s) as necessary. **Please let the course instructor(s) know as early as possible in the term if you anticipate requiring academic accommodation, so that your accommodation needs can be discussed and considered within the context of this course.**

Support

[Student Counselling & Development \(SCD\)](#) aims to help York students realize, develop and fulfill their personal potential in order to maximally benefit from their university experience and manage the challenges of university life. You can get support for a wide range of concerns including, but not limited to: depression, anxiety, abuse, stress, self-esteem, relationship issues, eating and body image as well as issues related to sexuality.

You can also reach out to the Graduate Program Director, Student Support Coordinator, Peer Mentors, or the Writing Centre if you have questions, comments, concerns or need academic help.