



Climate Change Communications & Engagement

Meeting Days, Times, Location: 10am-1pm Tuesday

Semester: Fall **Year:** 2023

FRST 521C-section 105 - Topics in Forests and Society (3 credits)

RES 500Z section 101 – Resource and Environmental Workshops (3 credits)

We acknowledge this course development and teaching occurs on the ancestral, traditional, and unceded Musqueam x^wməθk^wəyám territory.

Instructor Information

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Table of Contents

<i>Instructor Information</i>	1
<i>Course Information</i>	2
Course Description	2
Course requirements:	3
	1

Learning Outcomes	3
Course Format	3
Course Schedule and Readings/Learning Resources:	4
Schedule at a Glance (with Due Dates).....	4
Week 1 Sept 05 Introductions to course and each other.....	5
Week 2 Sept 12 The challenge of climate change engagement	5
Week 3 Sept 19 Climate segmentation potential and limits	6
Week 4 Sept 26 Engaging across / between perspectives.....	7
Week 5 Oct 3: Empathetic conversation on complex topics, the role of shared values	7
Week 6 Oct 10 Individual self (emotions, cognition, and meaning)	8
Week 7 Oct 17 Individual self - continued (values, identity, trust) VIRTUAL CLASS SESSION ON ZOOM.....	9
Week 8 Oct 24: Social influence (post-truth, social discourse, and culture).....	9
Week 9 Oct 31: Social influence - continued (political dimension, manufacturing denial, broader paradigmatic context) .	10
Week 10 Nov 7: Systems lock-in (addressing the dominance of techno-managerial communications)	10
Week 11 Nov 21 Systems lock-in (accounting for socio-technical systems)	11
Week 12 Nov 28 Presentations, group sense-making, and course wrap-up	11
Class Assignments & Assessment Criteria and Grading	12
Grading Rubric	15
University Policies	15
Course Policies	15

Course Information

Course Description

Addressing climate change is as much a social and psychological challenge as it is a technical and scientific one. The ability to take action on climate change rests upon the ability to engage whole populations and a diverse suite of actors on a shared challenge. Yet, inspiring and sustaining climate action can be difficult for many reasons; such as, due to the psychological complexity of this issue, the emotions and trauma that it can evoke, an insufficient social mandate for climate policies, an array of justice and equity concerns, and due to the systemic barriers for low-carbon futures.

In this graduate-level seminar, students will learn about, and practice addressing, the challenges of climate change communications and engagement. Readings, lectures, and assignments will enable students to learn about psychological, social, and systemic dimensions of climate engagement, as well as the various ways that climate change practitioners, scientists, or communicators carry out engagement. Students will interrogate the information-deficit model and the techno-managerial approach predominantly used in climate engagement strategies, they will reflect critically on the trends towards polarization and the possibilities for ‘deep relationalism’ in Canada, and they will learn about and put into practice alternative engagement approaches. The

emphasis in this course is placed on students gaining practical skills and competencies around community engagement on climate action. The course is designed to support students in experiential- and peer-learning, with an emphasis on how to bridge climate concern with climate action, how to effectively communicate about climate change with diverse audiences, and how to intervene in real-world solutions. Using a student-led approach, students will have the opportunity to design and trial different forms of communications (e.g. podcast, social media campaigns, white papers) and public engagement approaches (e.g. facilitation skills, group sessions, workshop discussions) on climate change, and connect these activities with real-world climate initiatives for improved public understanding and uptake of climate action.

Course requirements:

This course is open to all UBC graduate students in research-based or course-based programs with an interest in climate change engagement.

Learning Outcomes

By the end of the course, students should be able to:

1. Identify, analyse and evaluate the reasons why climate engagement can be challenging.
2. Analyse and interpret science-policy debates in diverse contexts, and identify barriers and points of leverage where you perceive the climate conversation and approach to engagement is stuck in realizing climate action objectives.
3. Develop and apply/practice a range of approaches for engaging with diverse audiences, including building skills for active listening and for facilitating conversations on climate action with audiences that have varying perspectives.
4. Generate engagement processes regarding climate policies that seek to understand and account for local perceptions and which better position climate messaging to align with key concerns, so to support improved uptake of climate action.
5. Contribute to active debates and enhance capacity to engage in climate change.

Course Format

The course will consist of 3 hours/week which will include lectures, class discussion, experiential and applied learning activities, guest lectures, and also an expert discussion panel. Each class session will include approximately 1 hour 45 minutes of lecture and dialogue with the remainder of class planned for working in groups on in-class activities or starting assignments. Each week, students will have readings or audios, about which they will write a short 200-300 word post in Canvas summarizing key points and key questions. This not only helps me identify what aspects of the course material is confusing or unclear, but it will also become a knowledge resource on this course topic for you. We will meet in person. I will try to record the lectures for students who are unable to make it due to illness or other substantial reasons, technology-permitting. I will also try to arrange virtual attendance via Zoom on a case-by-case basis as needed, also technology-permitting.

Course Schedule and Readings/Learning Resources:

Schedule at a Glance (with Due Dates)			
Date	Theme	Assignment	Deadline
05-Sep	1 Introduction to course and each other		
12-Sep	2 The challenge of climate change engagement	Complete ‘Self-reflection’ Practice “PROJECT 1: Difficult conversation” in class, receive and give peer feedback.	Submit one-page written self-reflection. Post 200-300 words on the peer-feedback.
19-Sep	3 Climate segmentation potential and limits.	Carry out and complete “PROJECT 1: Difficult conversation”	Submit one-page reflective writing on PROJECT 1.
26-Oct	4 Engaging across / between perspectives.	Prepare and plan for “PROJECT 2: Facilitation of a climate conversation.”	Plan climate conversation (invite 3+ people to a set date/time).
03-Oct	5 Empathetic conversation, the role of shared values.	Practice “PROJECT 2: Facilitation of a climate conversation” in small groups and provide peer feedback	Post 200-300 words on the peer-feedback from practice conversation.
10-Oct	6 Individual self (emotions, cognition, meaning)	Convene and facilitate a group climate conversation and complete written assignment.	Submit one-page written assignment for PROJECT 2.
17-Oct	7 Individual self - <i>continued</i> (values and identity)	Prepare for Expert Discussion Panel in small groups in classroom, considering deep questions for the panelists on how to engage on climate change. Begin design “PROJECT 3: Moving into Practice—Climate Communications and Engagement micro-project.”	Post your top 3 questions for panelists, and reply to other’s posts at least twice across the week.
24-Oct	8 Social influence (worldview, social discourse, culture)	Participate in class in a Panel Discussion Write “Re-joiner reflection” (one-page)	Submit re-joiner reflection
31-Oct	9 Social influence - <i>continued</i> (politics, ideology, the broader context)	In small group discussion, continue design “PROJECT 3”	Post 200-300 words about PROJECT 3; burning questions.
07-Nov	10 Systems lock-in (dominance of techno-managerial comms)	In classroom discussion, share updates on “PROJECT 3”	Post 200-300 words about PROJECT 3; top findings to date.
21-Nov	11 Systems lock-in (socio-technical systems)	Continue to carry out PROJECT 3. Design final presentations in regards to this work.	Post 200-300 words about PROJECT 3; key take-aways.
28-Nov	12 Presentations, group sense-making, wrap-up.	Presentations on PROJECT 3 in class.	Submit final PPT PROJECT 3.

Week 1 Sept 05 Introductions to course and each other

Learning Objectives: Introductions to the course theme and scope, as well as orientation to the course design and expectations. Students learn and reflect on how climate change communications and engagement relate with the broader climate crisis at hand, and examine the tension of individual- and systems-change as well as the importance of the psycho-social dimensions and dynamics within that.

Assignment: Reflect on what drew you to this course, what your core assumptions are, and what you are most interested to learn and challenge yourself on regarding climate change engagement.

Learning Resources:

Brulle, R. J., & Norgaard, K. M. (2019). Avoiding cultural trauma: Climate change and social inertia. *Environmental Politics*, 28(5), 886–908. <https://doi.org/10.1080/09644016.2018.1562138>

Naito, R., J. Zhao and K.M.A. Chan (2022). “An integrative framework for transformative social change: a case in global wildlife trade.” *Sustainability Science* 17: 171–189. Doi: [10.1007/s11625-021-01081-z](https://doi.org/10.1007/s11625-021-01081-z) (pages 171-181 assigned, latter half recommended)

Listen:

Johnson, E. and A. Blum. 2021. Is your carbon footprint bullshit? [Audio Podcast Episode] In How to Save a Planet. Gimlet. Available at <https://gimletmedia.com/shows/howtosaveaplanet/xjh53gn/is-your-carbon-footprint-bs>

BBC. (2021, August 22). Can we be ‘nudged’ to act on climate change? <https://open.spotify.com/episode/1bb0WjUjonwnh7lCoEjx2g>

Recommended:

Maniates, M. F. (2001). Individualization: Plant a Tree, Buy a Bike, Save the World? *Global Environmental Politics*, 1(3), 31–52. <https://doi.org/10.1162/152638001316881395>

Moser, S. C., & Dilling, L. (2011). *Communicating Climate Change: Closing the Science-Action Gap*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199566600.003.0011>

Week 2 Sept 12 The challenge of climate change engagement

Learning Objectives: Students will examine the role of public acceptance and a social mandate, reflecting on diversity of perspectives and attitudes about climate action. Students will critically consider the linear knowledge-deficit approach to engagement, examining current cases, and reflect on whether and how to engage regarding climate change in ways that make room for everyone to find a place in it. Students will also have a chance to practice having a ‘difficult conversation’ in the classroom, giving and receiving peer feedback.

Learning Resources:

Listen: BBC. (2022, December 26). *How to speak to a climate denier*. <https://open.spotify.com/episode/0F1z1WxCTOIZ5Yg0AV18s0>

Readings:

Goldberg, M. H., Gustafson, A., & Linden, S. van der. (2020). Leveraging Social Science to Generate Lasting Engagement with Climate Change Solutions. *One Earth*, 3(3), 314–324. <https://doi.org/10.1016/j.oneear.2020.08.011>

Pidcock, R., Heath, K., Messling, L., Wang, S., Pirani, A., Connors, S., Corner, A., Shaw, C., & Gomis, M. (2021). Evaluating effective public engagement: Local stories from a global network of IPCC scientists. *Climatic Change*, 168(3), 21. <https://doi.org/10.1007/s10584-021-03230-w>

Sawas, A., Orr, R., & Cintron, I. (2023). *Chapter 2: Engaging residents of North West of England on the net-zero transition (Can the North West Be a Green Energy Superpower?)* [The North West Green Energy Task Force]. Climate Outreach.

Assignment: **Prepare** for PROJECT 1 ‘difficult conversation.’ **Submit** one-page written self-reflection. **Post** 200-300 words on the peer-feedback.

Recommended:

Wale, J. (2023). *The Illusion of Indigenous Inclusion and Representation in Climate Adaptation Plans in Canada* (Special Report). Yellowhead Institute.

Week 3 Sept 19 Climate segmentation potential and limits

Learning Objectives: Students will learn and interrogate how climate communications and engagement is currently being carried out and will come away with greater understanding on the extent to which it confronts and accounts for the psychological, social and systemic dimensions through examining ‘case studies.’

Learning Resources:

Listen: Your Brain on Climate Podcast, Rupert Read with David Powell, 2023
<https://open.spotify.com/episode/2zE8wrmZq6JjxbqHyHhAsR?si=FSseGLQrRDCbTXTEt62SRw>

Readings:

Martel-Morin, M., & Lachapelle, E. (2022). The Five Canadas of Climate Change: Using audience segmentation to inform communication on climate policy. *PLOS ONE*, 17(11), e0273977. <https://doi.org/10.1371/journal.pone.0273977>

Leichenko, R., & O’Brien, K. (2019). *Climate and Society: Transforming the Future*. Polity Press. Chap 3 (uploaded to Canvas)

Lamb, W. F., Mattioli, G., Levi, S., Roberts, J. T., Capstick, S., Creutzig, F., Minx, J. C., Müller-Hansen, F., Culhane, T., & Steinberger, J. K. (2020). Discourses of climate delay. *Global Sustainability*, 3, e17. <https://doi.org/10.1017/sus.2020.13>

Recommended:

Lachapelle, E. (2017). *Engaging the Five Canadas of Climate Change: Climate of Change 2017 Analytical Report*. EcoAnalytics.

Assignment: **Carry out and complete** “PROJECT 1: Difficult conversation”; **Submit** one-page reflective writing on PROJECT 1.

Week 4 Sept 26 Engaging across / between perspectives

Learning Objectives: Students will learn and explore differences across climate change views, and will apply learning on how to engage across a diversity of perspectives. Students will look at the psychological and cultural aspects of why climate change perceptions differ, and how to take that into account when communicating and mobilizing a social mandate for climate action. Students will learn some core competencies for facilitating group discussion and prepare for PROJECT 2.

Start to design and develop your own climate communications engagement (multi-media options such as podcasts, social media influencers, dialogue circles, art, blogs, radio, writing, drama, stand-up, etc.) (preparation for PROJECT 3)

Learning Resources:

Readings:

Stoknes, P. E. (2014). Rethinking climate communications and the “psychological climate paradox.” *Energy Research & Social Science*, 1, 161–170. <https://doi.org/10.1016/j.erss.2014.03.007>

Callison, C. C. (2018). Climate Change Communication and Indigenous Publics. In *The Oxford Encyclopedia of Climate Change Communication*. Oxford University Press.

Hochachka, G. (2021). Finding shared meaning in the Anthropocene: Engaging diverse perspectives on climate change. *Sustainability Science*. <https://doi.org/10.1007/s11625-021-00965-4>

Assignment: **Prepare** for PROJECT 2; **Plan** climate conversation (invite 3+ people to a set date/time).

Recommended:

Marshall, G. (2015). *Don't Even Think About It: Why our Brains are Wired to Ignore Climate Change* (Paperback edition). Bloomsbury.

Week 5 Oct 3: Empathetic conversation on complex topics, the role of shared values

Learning Objectives: Students will further their investigation into the deeper contours of divergent climate perceptions and will examine and apply learning on how to connect beyond difference. Examining the theory and practice of deep engagement in which the forms and manner of engagement has been found to elude or assuage self- or cultural concerns that otherwise obstruct agreement on an issue of contention. Students then put these ideas into practice in their practice of a small group facilitation of a climate conversation.

Students will also gain experience employing the competencies of group facilitation in their PROJECT 2: Facilitation of a climate conversation in the classroom setting. Practice “PROJECT 2: Facilitation of a climate conversation” in small groups and provide peer feedback.

Learning Resources:

Readings:

Kalla, J. L., & Broockman, D. E. (2020). Reducing Exclusionary Attitudes through Interpersonal Conversation: Evidence from Three Field Experiments. *American Political Science Review*, 114(2), 410–425.

<https://doi.org/10.1017/S0003055419000923>

Hamilton, D. M. (2015, December 22). Calming Your Brain During Conflict. *Harvard Business Review*.

<https://hbr.org/2015/12/calming-your-brain-during-conflict>

Shaw, C., & Corner, A. (2017). Using Narrative Workshops to socialise the climate debate: Lessons from two case studies – centre-right audiences and the Scottish public. *Energy Research & Social Science*, 31, 273–283.

<https://doi.org/10.1016/j.erss.2017.06.029>

<https://gimletmedia.com/shows/howtosaveplanet/2ohrzrj>

<https://kftc.org/climatestories>

Assignment: **Post** 200-300 words on the peer-feedback from practice conversation.

Week 6 Oct 10 Individual self (emotions, cognition, and meaning)

Learning Objectives: Learn the complexity of climate communications in examining the various individual / psychological aspects, namely regarding emotions, cognition and meaning, values and identity. Students will reflect on this in an applied manner, in the context of their facilitated conversations on climate change for Project 2.

Learning Resources:

Wang, S., Leviston, Z., Hurlstone, M., Lawrence, C., & Walker, I. (2018). Emotions predict policy support: Why it matters how people feel about climate change. *Global Environmental Change*, 50, 25–40.

<https://doi.org/10.1016/j.gloenvcha.2018.03.002>

Norgaard, K. M. (2006). “People want to protect themselves a little bit”: Emotions, denial, and social movement nonparticipation. *Sociological Inquiry*, 76(3), 372–396.

Assignment: **Submit** one-page written assignment for PROJECT 2.

Recommended:

Hochachka, G. (2019). On matryoshkas and meaning-making: Understanding the plasticity of climate change. *Global Environmental Change*, 57, 101917. <https://doi.org/10.1016/j.gloenvcha.2019.05.001>

Week 7 Oct 17 Individual self - continued (values, identity, trust) VIRTUAL CLASS SESSION ON ZOOM

Learning Objectives: In week 7, students learn about the roles that values, self-identity, and trust play in climate engagement. The class will examine emergent segments of climate-outlook in Canada, and will discuss the deeper content at play in these perspectives, such as concerns and motivations that shape the logics held by these segments. Students will be challenged to apply their learning using “empathy mapping” of audiences, to find a novel way forward in climate conversations.

Discuss questions to ask the Expert Panel the following week. Prepare for Expert Discussion Panel in small groups in classroom, considering deep questions for the panelists on how to engage on climate change. Begin design “PROJECT 3: Moving into Practice—Climate Communications and Engagement micro-project.”

Learning Resources:

Graves, F., & Smith, J. (2020). Northern populism: Causes and consequences of the new ordered outlook. *The School of Public Policy Publications*, 13(15).

Fawcett-Atkinson, M. “In the Kootenays, climate conspiracy ‘angst’ stalls climate action” By Marc June 6th 2023 <https://www.nationalobserver.com/2023/06/06/news/kootenays-climate-conspiracy-angst-stalls-climate-action>

Boyd, A. “Danielle Smith is ‘concerned’ about arsonists causing wildfires. Experts are more worried about misinformation” June 8, 2023, Toronto Star <https://www.thestar.com/news/canada/2023/06/08/danielle-smith-is-concerned-about-arsonists-causing-wildfires-experts-are-more-worried-about-misinformation.html>

Howarth, C., Bryant, P., Corner, A., Fankhauser, S., Gouldson, A., Whitmarsh, L., & Willis, R. (2020). Building a Social Mandate for Climate Action: Lessons from COVID-19. *Environmental and Resource Economics*, 76(4), 1107–1115. <https://doi.org/10.1007/s10640-020-00446-9>

Assignment: **Post** your top 3 questions for panelists, and reply to other’s posts at least twice across the week.

Week 8 Oct 24: Social influence (post-truth, social discourse, and culture)

Learning Objectives: In week 8, student will develop an appreciation of the complexities of a post-truth context, and will learn about communication challenges regarding worldviews, social discourse and culture within that.

Participate in the Expert Panel held on zoom with guest speakers from various sectors in Canada. Entitled “Hot or Not - Climate Engagement that Works,” experts will present their top-level insights about what works best for climate change engagement from their perspective, and why. Through panel moderation and discussion, students will tease apart what are bold moves and novel next steps in climate engagement in BC, and globally, today. Students will direct specific questions to the panel based on the course material to date and/or aimed at developing their own micro-projects.

Learning Resources:

Groves, C. (2019). Post-truth and anthropogenic climate change: Asking the right questions. *WIREs Climate Change*, 10(6), e620. <https://doi.org/10.1002/wcc.620>

Nightingale, A. J., Eriksen, S., Taylor, M., Forsyth, T., Pelling, M., Newsham, A., Boyd, E., Brown, K., Harvey, B., Jones, L., Bezner Kerr, R., Mehta, L., Naess, L. O., Ockwell, D., Scoones, I., Tanner, T., & Whitfield, S. (2020). Beyond Technical Fixes: Climate solutions and the great derangement. *Climate and Development*, 12(4), 343–352. <https://doi.org/10.1080/17565529.2019.1624495>

Listen: Kianni, S. (2022). *Language shouldn't be the barrier to climate action* | Sophia Kianni. <https://open.spotify.com/episode/1Zi2Qs2Qsm8DTFn9t2dBm6>

Watch: <https://centerclimatejustice.universityofcalifornia.edu/posts/indigenous-peoples-and-climate-justice-by-kyle-powys-whyte/> (?)

Assignment: **Write and Submit** “Re-joiner reflection” (one page) on your assumptions and understanding of climate engagement after the panel discussion.

Week 9 Oct 31: Social influence - continued (political dimension, manufacturing denial, broader paradigmatic context)

Learning Objectives: In week 9 students consider the political-economic influence on climate uncertainty and denial, examining the case of the USA and then applying learning to the context of Canada. Students will investigate the ways in which climate uncertainty and denial is driven by vested interests, set in place to protect a way of life (modern Western social order, built by industrial capitalism). They will examine and learn about the social dimensions that are relevant for climate communications such as worldviews, climate change discourses, politics, ideology and broader cultural aspects. In small group discussion, continue design “PROJECT 3”

Learning Resources:

Gram-Hanssen, I., Schafenacker, N., & Bentz, J. (2021). Decolonizing transformations through ‘right relations.’ *Sustainability Science*. <https://doi.org/10.1007/s11625-021-00960-9>

E. Dunlap, R., & McCright, A. M. (2011). Organized Climate Change Denial. In J. S. Dryzek, R. B. Norgaard, & D. Schlosberg (Eds.), *The Oxford Handbook of Climate Change and Society* (p. 0). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199566600.003.0010>

Supran, G., & Oreskes, N. (2021, November 18). The forgotten oil ads that told us climate change was nothing. *The Guardian*. <https://www.theguardian.com/environment/2021/nov/18/the-forgotten-oil-ads-that-told-us-climate-change-was-nothing>

Assignment: **Post** 200-300 words reflecting on your ‘burning questions’ for PROJECT 3.

Week 10 Nov 7: Systems lock-in (addressing the dominance of techno-managerial communications)

Learning Objectives: Learn and critically reflect on the ways that the socio-technical systems can immerse individuals and cultures on certain developmental trajectories or within certain paradigms that carry significant weight for climate action. Students will examine the ways in which systems lock us into high carbon lifestyles,

somewhat adjacent to climate concern, are the systems that structure every-day life. The class will start by looking the political nature of the climate challenge, which is often understated by certain voices.

In classroom discussion, share updates on “PROJECT 3”

Learning Resources:

O'Brien, K. (2018). Is the 1.5°C target possible? Exploring the three spheres of transformation. *Current Opinion in Environmental Sustainability*, 31, 153–160. <https://doi.org/10.1016/j.cosust.2018.04.010>

UNFCCC. (2021). *An analysis of gaps in existing policies, actions and communications under the Convention: Whether and how they incorporate consideration and engagement of indigenous peoples and local communities* [Technical Paper]. https://unfccc.int/sites/default/files/resource/LCIPP%20technical%20Paper%20Activity%209_for%20web.pdf

Hochachka, G., Logan, K. G., Raymond, J., & Mérida, W. (2022). Climate action in urban mobility: personal and political transformations. *Buildings and Cities*, 3(1), 1019–1041. DOI: <http://doi.org/10.5334/bc.249> (first half assigned, latter half recommended)

Assignment: **Post** 200-300 words about PROJECT 3 on what has surprised you so far.

Week 11 Nov 21 Systems lock-in (accounting for socio-technical systems)

Learning Objectives: Students will reflect on and apply learning on how to engage in large-scale systems change; through examining the ways in which systems are ‘heavy’ due to carbon lock-in, path dependencies, and longstanding developmental trajectories, and to examine engagement from this angle.

Continue to carry out PROJECT 3. Design final presentations in regards to this work.

Learning Resources:

Chan, K. M. A., Boyd, D. R., Gould, R. K., Jetzkowitz, J., Liu, J., Muraca, B., Naidoo, R., Olmsted, P., Satterfield, T., Selomane, O., Singh, G. G., Sumaila, R., Ngo, H. T., Boedihartono, A. K., Agard, J., Aguiar, A. P. D., Armenteras, D., Balint, L., Barrington-Leigh, C., ... Brondízio, E. S. (2020). Levers and leverage points for pathways to sustainability. *People and Nature*, pan3.10124. <https://doi.org/10.1002/pan3.10124>

Hochachka, G., & Mérida, W. (2023). Navigating the Razor’s Edge: Public Acceptance of Climate Policies and the Case of Transport Pricing. *Energy Policy*. <https://doi.org/10.2139/ssrn.4369260>

Assignment: **Prepare** final PPT and **Post** 200-300 words about PROJECT 3; key take-aways.

Week 12 Nov 28 Presentations, group sense-making, and course wrap-up

Learning Objectives: Wrap-up with key learnings across their PROJECT 3 assignments to present to the class. Through these presentations, the class as a whole will do sensemaking on the overall student-based learning, as a final class artifact to be shared more broadly.

Assignment: **Submit** final PPT for PROJECT 3.

Class Assignments & Assessment Criteria and Grading

The course is structured to provide students with an opportunity to gain practical skills for climate engagement through five project assignments which will occur across the semester. These together make up the total course grade; there is no final written assignment. Detailed descriptions of the assignments will be provided.

Assignments and Assessment

Overview - Assessment of Grade

Class component	Percentage of grade (%)
<i>Opening reflection</i>	10
<i>Project 1 Difficult Conversation</i>	20
<i>Project 2 Facilitation of a Climate Conversation</i>	20
<i>Project 3 Moving into Practice Micro-Project</i>	30
<i>Re-joiner reflection</i>	10
<i>Participation</i>	10

Self-reflection

- *Written assignment, 600-700 words*
- *Due end of week 2*
- *10% of grade*

Students carry out a self-reflection exercise. The objective of this assignment is for students to reflect on what drew them to this course, to take stock of what assumptions they might have about climate change communications and engagement, and to identify their burning questions or inquiries they are bringing into to the course.

Please reflect on and examine your assumptions about climate change engagement at the outset of the course: What do you assume makes for good climate engagement? Do you believe that climate change is being communicated and engaged in a skillful manner, why or why not? What do you believe are the main barriers and opportunities in the current ways in which we are responding to climate change? What communication frames and/or engagement approach have you noticed work well and which do not work well, and please describe why you believe that is the case? Please also comment on your motivations for why you are taking the course and what you hope to get out of it.

PROJECT 1: Difficult conversation

- *Written assignment, 700-1000 words, based on a ‘difficult conversation’ regarding climate change that you hold with one other person.*
- *Due end of week 3*
- *20% of grade.*

Students will engage in a ‘difficult conversation’ with someone who has a different perspective on climate change than the student. By difficult conversation we mean one in which the two or more parties in the conversation are coming from different discourses, backgrounds or perspectives and may not necessarily agree.

The objective of this project is to learn and practice engaging in conversations with people who hold opposing or contradictory views in ways that develop deeper understanding about an issue that affects us all. While agreement on the topic may not be evident at first, with time taken to explore each other’s’ different views, often common experiences and shared values can be identified. Such conversations can also inspire learning through critical reflection. These types of conversations can also help heal the divisions of a polarized society, which is especially important for a collective action issue like climate change.

PROJECT 2: Facilitation of a climate conversation

- *Written assignment, 700-1000 words, that contrasts the ‘difficult conversation’ one-on-one versus ‘facilitation of a climate conversation’ with a small group.*
- *End of Week 6*
- *20% of grade*

The objectives of this project are to design and trial a facilitation protocol, to build skills in active listening and facilitation, and finally, in coordinating between divergent perspectives, to generate climate communications and engagement protocols that better address key concerns. Students will select three or more individuals with which to engage on the topic of climate change. For example, a micro-multistakeholder group or a group of friends whom you know have differing perspectives on the topic. In-class preparation will assist students in designing their conversation, learning and practicing facilitation, and guidance on how to convene and host these conversations. A written assignment will complete the assignment.

PROJECT 3: Moving into Practice— Identifying points of leverage for improved climate communications and engagement micro-project

- *Submit a written Project Report (700-1000 words) and also present this in the classroom (5min presentation), include: Introduction (background or rationale for intervention, and expected outcomes); Design (engagement methods and process); Execution Impact (explain what you did); Impact (assess how it was received).*
- *Due, end of Week 12 (present in class)*

- *30% of grade*

Through the semester and various course activities, students are to familiarize themselves with, and pay attention to, the current climate debates, values clashes, and public tensions on this topic as seen in the media, in voting outcomes, and in public support or opposition to certain initiatives. Students apply their learning from course material to identify possible locations, situations, or ways to improve engagement within the climate conversation regarding climate change.

Then, students will identify a *mechanism for climate communications and engagement* that they would like to contribute to, such as, creating a podcast, conducting a social media campaign, designing a workshop, writing a white paper or a series of blog posts, convening neighbourhood ‘climate talks’) suggested by the instructor, or identifying another option based on their own experience. The objective of this assignment is to identify a point of leverage for where and how to support improved climate engagement, and to design and apply a communication/engagement intervention. Within this intervention, students will synthesize and apply their learning from across the course to design a communications and engagement process. This could include a podcast, series of social media posts, news articles, white papers, campaigns, a workshop, or convening a discussion related to their chosen context.

Re-joiner reflection

- *Written assignment, 600-700 words*
- *Due end of week 8*
- *10% of grade*

Students carry out a follow-up one-page of writing. Reflect on their assumptions that you had held coming into the course, and inquire into where and how your assumptions might have changed, and why? Please situate your reflective writing in the literature, such as the required readings or new sources you have found, and connect it with the topics that were discussed on the expert panel in class.

Class discussion participation

- *Throughout semester*
- *10% of grade*

With the focus on practice in this course and group learning, it is imperative that students come to class and show up as fully as possible in class discussion. You will be marked not only on presence/absence, but also on the quality of your engagement—such as, paying attention, asking good questions, participating in small-group discussions, and generally contributing to the class rapport and learning. Weekly discussion questions will be provided to prompt and facilitate class discussion, with an expectation that you post twice to the online discussion (once before Thursday 5pm, and once again before the following classroom session).

Grading Rubric

The final course grade will be calculated based on three written assignments and one presentation, as well as quality of class participation. Two assignments are linked to practical exercises in climate engagement, one is based on your participation in a classroom discussion panel with experts, and the final assignment involves you taking on a (micro) climate action and then presenting on it. There is no final exam or final paper in this course. The final grading rubric will be provided at the start of the semester.

University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the [UBC Senate website](#).

Course Policies

- **Attendance & Participation:** Participation is a graded component of the course, and I strongly recommend that students aim to attend all classes. However, if you are sick, please don't come to class. Please contact me and your team members. We will discuss marking accommodations on a case-by-case basis. Types of accommodations that we can make include:
 - Extending the deadlines for individual assignments
 - Adjusting the division of labour amongst team members
- **Academic Integrity & Collaboration:** The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what your work is. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidents of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [Discipline for Academic Misconduct](#) section of the UBC Academic Calendar
- **Learning analytics:** Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using Canvas and Zoom. These tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress.
- Track your progress in order to provide you with personalized feedback.
- Review statistics on course content being accessed to support improvements in the course.
- Assess your participation in the course.
- **Late-work/Make-up work policy:** On a case-by-case basis, I will work with the student to determine extensions for assignments or make-up work as needed.
- **Accommodations for students with disabilities:** Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#). The Centre will determine that student's eligibility for accommodations. Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect essential learning.