

# **GEOGRAPHY\*3030: MEDIA, DIGITAL TECHNOLOGY and ENVIRONMENT**

## **Department of Geography, Environment and Geomatics**

### **Land Acknowledgement**

*The University of Guelph resides on the treaty lands and territory of the Mississaugas of the Credit. These lands are a gathering place and home to many past, present, and future First Nations, Inuit, and Métis peoples. The Dish with One Spoon is an agreement between Hodinöhsö:ni', Anishinaabeg and their allied nations to live peaceably on these lands and those throughout what is now known as the Great Lakes Region. The Dish with One Spoon speaks to interconnectivity and our collective relations with each other and the Earth. Abiding by it means that one should always strive to take only what they need, leave enough for others, and keep the shared dish clean.*

Acknowledging the land on which we learn and work recognizes the importance of place-based histories and upholds Indigenous peoples as having been in relation with this place since immemorial. The acknowledgement above is adapted from resource material shared online by the University of Guelph Indigenous Student Centre.

### **Course Description**

GEOG\*3030 examines contemporary transformations in how human-environment relations are monitored and communicated. In particular, it will explore how media firms, digital technologies, and technology users shape responses to challenges like climate change and biodiversity loss. Topics may include media representations of nature, social media and digital devices in environmental campaigns, and new technologies for environmental assessment. Students will develop skills in areas such as discourse analysis, data visualization, and/or social media analytics.

### **Course Objectives**

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

- Describe how media firms, technologies and technology users shape environmental governance, natural resource management, and environmental campaigns, past and present;
- Identify environmental governance, natural resource management and campaigning practices that are changing in 'the digital era';
- Critically discuss contemporary case studies wherein digital technology and media have influenced human-environment relations and outcomes in unanticipated or highly impactful ways;
- Pose feasible research questions and employ ethically and methodologically appropriate techniques to gather and organize social science data from online spaces (e.g., Twitter, Blogs, Online Media Reports);
- Conduct analysis of social science data from online spaces and effectively use different data visualization techniques;
- Communicate literature review summaries and findings from analyses of social science data in written and oral form.

### **Assessments**

Documentary reviews #1 & #2 (submitted together):	20%
Mini-presentation:	15%
Project:	30%
Seminars self-assessment:	10%
Closed book exam:	25%

## Covid-19

The Covid-19 pandemic is not over. It may be fair to say that we are in a different phase and/or that the risks for many people, especially fully vaccinated individuals, have lessened. However, risks -- of (re)infection and of negative long-term health outcomes -- remain for all of us. For people with frequent or intense patterns of exposure (e.g., staff in or frequent visitor to healthcare settings) and/or certain types of home, care-giving or other family circumstances and/or those who are immunocompromised or unable to receive the vaccine, the risk of (re)infection and negative health outcomes remain very high. **One way that everyone in this class can contribute to making our learning environment safer and more equitable is to choose to wear a mask when we are together inside (i.e., in the classroom and in any instances of in-person meetings or office hours).**

For University of Guelph policy statements and updates on Covid-19, **including the request that anyone who feels sick stay home**, please see: <https://news.uoguelph.ca/covid-19/>. Starting in September, Hospitality Services will have rapid tests available for students at the checkout counter of various locations across campus, including: Chef's Kitchen in the University Centre; Creelman Hall; Starbucks in the library; the Bookstore; and wayfinding stations in Branion Plaza and Creelman Plaza during Orientation Week. Rapid tests and vaccination shots will also be available from Student Health Services.

## Class Schedule

- Un-highlighted topics/content are planned for in-person delivery. On these days, students report to our assigned classroom during the assigned lecture period.
- **Yellow highlighted topics/content are planned for virtual delivery.** Prof. Silver will provide further guidance in class and on Courselink about how/where to login (in the case synchronous delivery) or what to watch/download (in the case of asynchronous delivery)
- **Green highlighting flags course assignment/assessment due dates.** It is the student's responsibility to read the assignments, check the university exam schedule, and put all dates into their calendar.

TOPICS, TUTORIALS, SEMINARS and DUE DATES	REQUIRED READINGS/VIDEOS (complete before class)
SEPT. 8: Class intro, logistics, & what is digital?	SEPT. 8: Ash, J., Kitchin, R., & Leszczynski, A. (2018). Digital turn, digital geographies? <i>Progress in Human Geography</i> , 42(1), 25-43. <b>[NOTE: Today's reading is optional]</b>
SEPT. 13: Digital Media/Environment SEPT. 15: Digital Technology/Environment	SEPT. 13: Büscher, B. (2021). Sharing Truths and Natures. Chapter 2 in 'Truth About Nature: Environmentalism in the Era of Post-truth Politics and Platform Capitalism'. University of California Press.  SEPT. 15: Bakker, K., & Ritts, M. (2018). Smart Earth: A meta-review and implications for environmental governance. <i>Global environmental change</i> , 52, 201-211.
SEPT. 20: Seminar #1 (Boykoff 2009)	SEPT. 20: Boykoff, M. T. (2009). We speak for the trees: Media reporting on the environment. <i>Annual review of Environment and Resources</i> , 34, 431-457.

TOPICS, TUTORIALS, SEMINARS and DUE DATES	REQUIRED READINGS/VIDEOS (complete before class)
SEPT. 22: Project and mini-presentation overview; in-class time for partner selection, brainstorming, questions	SEPT. 22: Toivonen, Tuuli, Vuokko Heikinheimo, Christoph Fink, Anna Hausmann, Tuomo Hiippala, Olle Järvi, Henrikki Tenkanen, and Enrico Di Minin. (2019). Social media data for conservation science: A methodological overview. <i>Biological Conservation</i> , 233, 298-315.
<p>SEPT. 27: Synchronous Tutorial on NVivo and Online Data Capture (by Library Data Resources Specialist)</p> <p>SEPT. 29: Asynchronous Tutorial on Research and Ethics in Online Spaces Tutorial (by Prof. Silver)</p>	<p>SEPT. 27: ---</p> <p>SEPT. 29: Hewson, C. (2016). Ethics issues in digital methods research. In <i>Digital methods for social science</i> (pp. 206-221). Palgrave Macmillan, London.</p> <p>Morrow, O., Hawkins, R., &amp; Kern, L. (2015). Feminist research in online spaces. <i>Gender, Place &amp; Culture</i>, 22(4), 526-543.</p>
<p>OCT. 4: Environmentalism/Campaigns, Environmental Governance, and The Digital</p> <p>OCT. 6: Asynchronous Documentary (How to Change the World)</p>	<p>OCT. 4: Cullen-Knox, C., Eccleston, R., Haward, M., Lester, E., &amp; Vince, J. (2017). Contemporary Challenges in Environmental Governance: Technology, governance and the social licence. <i>Environmental Policy and Governance</i>, 27(1), 3-13.</p> <p>Toonen, H. M., &amp; Bush, S. R. (2018). The digital frontiers of fisheries governance: fish attraction devices, drones and satellites. <i>Journal of environmental policy &amp; planning</i>, 1-13.</p> <p>OCT. 6: How to Change the World. Written and directed by Jerry Rothwell, Picturehouse Entertainment, 2015.</p>
<p>OCT. 11: Thanksgiving Reading Day</p> <p>OCT. 13: Asynchronous Documentary (Angry Inuk)</p> <p>Documentary reviews due 5pm, Oct. 14</p>	<p>OCT. 11: ---</p> <p>OCT. 13: Angry Inuk. Written and directed by Alethea Arnaquq-Baril, National Film Board of Canada, 2016.</p>
<p>OCT. 18: Seminar #2 (Hawkins &amp; Silver 2017)</p> <p>OCT. 20: Seminar #3 (Hamilton &amp; Cavello 2021)</p>	<p>OCT. 18: Hawkins, R., &amp; Silver, J. J. (2017). From selfie to #sealfie: Nature 2.0 and the digital cultural politics of an internationally contested resource. <i>Geoforum</i>, 79, 114-123.</p> <p>OCT. 20: Hamilton, T., &amp; Cavello, S. (2021). Ethical product havens in the global diamond trade: Using the Wayback Machine to evaluate ethical market outcomes. <i>Environment and Planning A: Economy and Space</i>, 0308518X211029661.</p>
<p>OCT. 25: Synchronous pre-presentation check-in meetings with Prof. Silver (mandatory)</p> <p>OCT. 27: Seminar #4 (Baum 2012)</p>	<p>OCT. 25: ---</p> <p>OCT. 27: Baum, L. M. (2012). It's not easy being green... or is it? A content analysis of environmental claims in magazine advertisements from the United States and United Kingdom. <i>Environmental Communication: A Journal of Nature and Culture</i>, 6(4), 423-440.</p>

TOPICS, TUTORIALS, SEMINARS and DUE DATES	REQUIRED READINGS/VIDEOS (complete before class)
NOV 1: <b>In-class mini-presentations</b>	NOV. 1: ---
NOV. 3: <b>In-class mini-presentations</b>	NOV. 3: ---
NOV. 8: Seminar #5 (Goodman & Jaworska 2020)  NOV. 11: Synchronous pre-final project submission check-in meetings with Prof. Silver (optional)	NOV. 8: Goodman, M. K., & Jaworska, S. (2020). Mapping digital foodscapes: digital food influencers and the grammars of good food. <i>Geoforum</i> , 117, 183-193.  NOV. 11: ---
NOV. 15: Environmental mis/dis-information  NOV. 17: Asynchronous Documentary – watch on your own time (Merchants of Doubt)  <b>Individual project due 5pm, Nov. 15</b>	NOV. 15: Lewandowsky, S. (2020). Climate change, disinformation, and how to combat it. <i>Annual Review of Public Health, Forthcoming</i> .  NOV. 17: Merchants of Doubt. Written and directed by Robert Kenner, Sony Pictures Home Entertainment, 2015.
NOV. 22: Environmental mis/disinformation  NOV. 24: ‘The Digital’: Transformational, reinforcing the status quo, or something in between?	NOV. 22: Büscher, B. (2021). Between Platforms, Post-Truth, and Power. Chapter 3 in ‘Truth About Nature: Environmentalism in the Era of Post-truth Politics and Platform Capitalism’. University of California Press.  NOV. 24: Drakopoulos, L., Silver, J. J., Nost, E., Gray, N., & Hawkins, R. (2022). Making global oceans governance in/visible with Smart Earth: The case of Global Fishing Watch. <i>Environment and Planning E: Nature and Space</i> , 25148486221111786.
NOV. 29: Course Summary & Conclusions  DEC. 1: Synchronous review and brainstorm session + Exam question list released/reviewed  <b>HARD COPY of completed seminar self-assessment due in class on Nov. 29</b>  <b>Closed-book exam During University Exam Period (currently scheduled for 8:30am, Dec. 6 but subject to change by the registrar’s office)</b>	NOV. 29: ---  DEC. 1: ---

## Materials

### Readings (mandatory, unless stated otherwise)

See readings listed in Class Schedule above and go to Courselink and/or the GEOG\*3030 Library ARES reserve list to download PDFs.

## **Documentaries (mandatory, unless stated otherwise)**

How to Change the World (Documentary on the history, campaigns and communications tactics of Environmental NGO Greenpeace). Written and directed by Jerry Rothwell, Picturehouse Entertainment, 2015. Click [here](#) to be taken to video.

Angry Inuk (Documentary on Inuit Seal Hunting, Anti-Sealing Campaigns, and the ways in which Indigenous seal hunters have employed social media to speak back). Written and directed by Alethea Arnaquq-Baril, National Film Board of Canada, 2016. Click [here](#) to be taken to video.

Merchants of Doubt (Documentary on the (mis)use of science and other information to discredit climate change projections and policy action). Written and directed by Robert Kenner, Sony Pictures Home Entertainment, 2015. Click [here](#) to be taken to video.

## **Instructor Policies**

### **Video and Audio Recordings**

Slides and any video/audio content developed for this course by Prof. Silver are her intellectual property. Students are welcome to cite them in assignments and discuss them with classmates and other students. However, slides and any video/audio content developed for this course by Prof. Silver are not intended for circulation outside of the course and she does not grant permission for students to permanently save, post or publicly share them.

### **Academic Integrity**

Students are expected to undertake this course with honesty and integrity, and to understand what plagiarism is and how to avoid it. Refer to the Academic Calendar and the university policies below. If you still have uncertainty about how to avoid plagiarism, complete the U of G tutorial (see: [academicintegrity.uoguelph.ca/](http://academicintegrity.uoguelph.ca/)) and/or speak with the instructor or library resource-persons for guidance. Plagiarism and other types of misconduct will not be tolerated; any instances will be treated seriously and are likely to be referred on to the Associate Dean Academic of the College.

### **Communication**

Please check your university email account and the 'news' section of the Courselink page frequently (ideally at least once every 1-2 days). Any important information arising throughout the semester will be communicated by these means and the university mandates that students must check them. The instructor and TA will do their best to respond to emails within 2 business days. Emails received after 3pm on Friday will not be responded to until at least the following Monday, and questions that are answered in course documents will receive short replies only (i.e., see course syllabus). Please use proper punctuation and professional language when emailing the instructor or TA.

### **Assignment submission, grading and grade reviews, and monitoring your Courselink gradebook**

It is the student's responsibility to ensure that they are clear on when, where, and in what format assessments are due, and in the case of Courselink submissions, to double-check that the upload has worked successfully and that uploaded files are not corrupt. Prof. Silver and the TA(s) cannot download corrupt files, which means that we cannot grade them and that regular late penalties will apply.

It is the student's responsibility to check their Courselink class gradebook weekly to ensure that all grades are entered and accurate. If any concerns arise about assignment grades or grading, the student must immediately contact the instructor. Requests to review or revisit assignment and presentation grades must be made within 10 days after they are released in the gradebook; thereafter, it is likely that the instructor will deny requests and that the grade will stand as final.

If a student would like to request an extension, it is their responsibility to contact the instructor directly and with as much advance notice as possible. To do so, students should send an email or request a meeting to discuss generalities of the situation and to reach agreement about the length of extension.

## **University of Guelph Required Policy Statements**

### **When You Cannot Meet a Course Requirement**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration

### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services (SAS) as soon as possible. For more information, contact SAS at 519-824-4120 ext. 56208 or visit the [SAS website](#).

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

### **E-mail Communication**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly. E-mail is the official route of communication between the University and its students.

### **Drop Date**

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars:

Undergraduate Calendar - [Dropping Courses](#)

Graduate Calendar - [Registration Changes](#)

Associate Diploma Calendar - [Dropping Courses](#)

### **Copies of out-of-class assignments**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

### **Recording of Materials**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

### **Resources**

The Undergraduate Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.