"My photo expedition in Manchester shows the presence of climate change in…": shifting the assessment paradigm through interdisciplinary coursework

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In your group, please discuss the following questions:

Which one of these photos do you *most* associate with climate change?

Which of these photos do you *least* associate with climate change?

(At the end of the discussion, be prepared to vote for the most/least representative)

UCIL33201/33501 Climate Change and Society

Week	Date	Topic
1		The Empire of Climate
2		History
3		Science
4		Politics
5		Ethics
6		Reading Week (no lecture)
7		Economics
8		Security
9		Activism
10		Media
11		Apocalypse
12		Overview

FIG 1 : The, almost dried-out, stream in Villegailhenc which caused most of the damage during the 2018 floods. Most of the house bordering it have been abandoned and are inhabitable.

Select learning objectives

- understand basics of *climate change* from cultural, economic, political and social perspectives

- Distinguish between its physical, institutional and discursive manifestations

- Explore related social and cultural phenomena

Figure 3: FFF protesters chaining themselves to the entrance of the Regional Council

Figure 7. Cranbrook Community Gardens (Anon. [n.d.])

Frameworks

- **Complexity**: science, development, markets, politics, responsibility, urgency, media, *perceptions*

- **Invisibilism** (Rudiak-Gould, 2013)

- Ontological **dislocation** (Jankovic & Bowman 2014)

- **Sociology of walking**: An embodied, multisensory, lived experience, involving participation and presence, walking brings out and alleviates the increasing unreality of the contemporary world (Szakolczai & Horvat 2020)

Assignment: photo expedition

- Write an *Expedition Report* in the city of Manchester or a larger Manchester area (or where you currently reside). The report will contain the background information (context), and images of the *places/ areas/processes/social aspects* which, in your view, connect to climate change.

- explore the processes, behaviors or physical objects related to climate change. Look for objects, processes and elements of local environments that wouldn't exist without climate change.
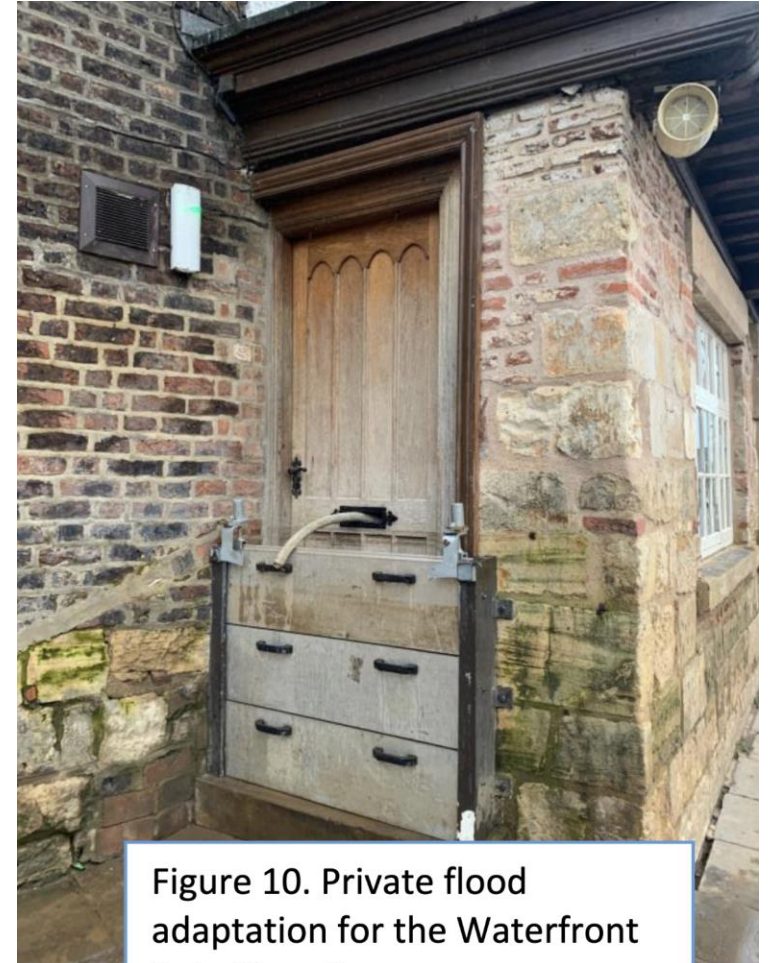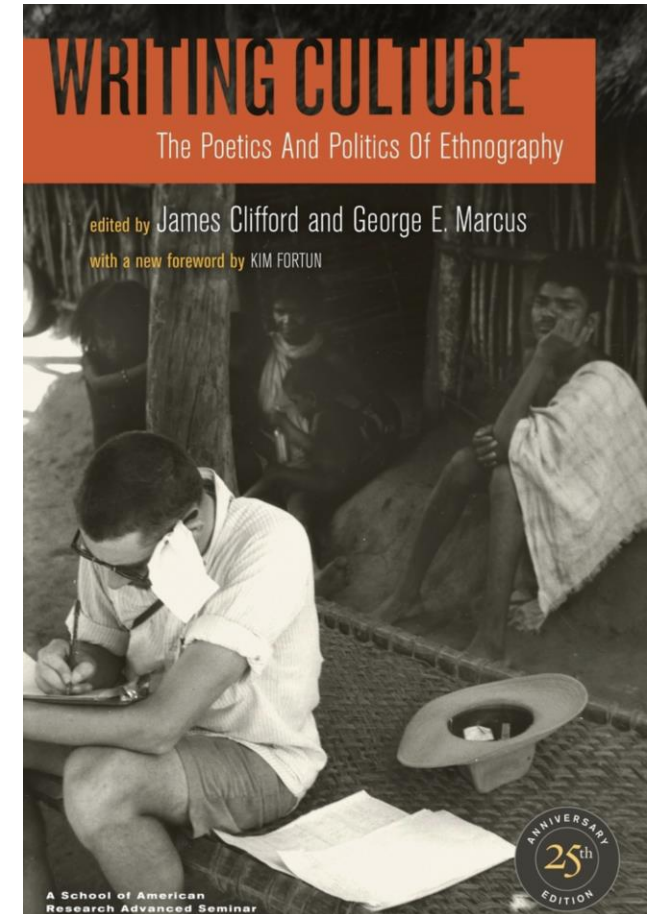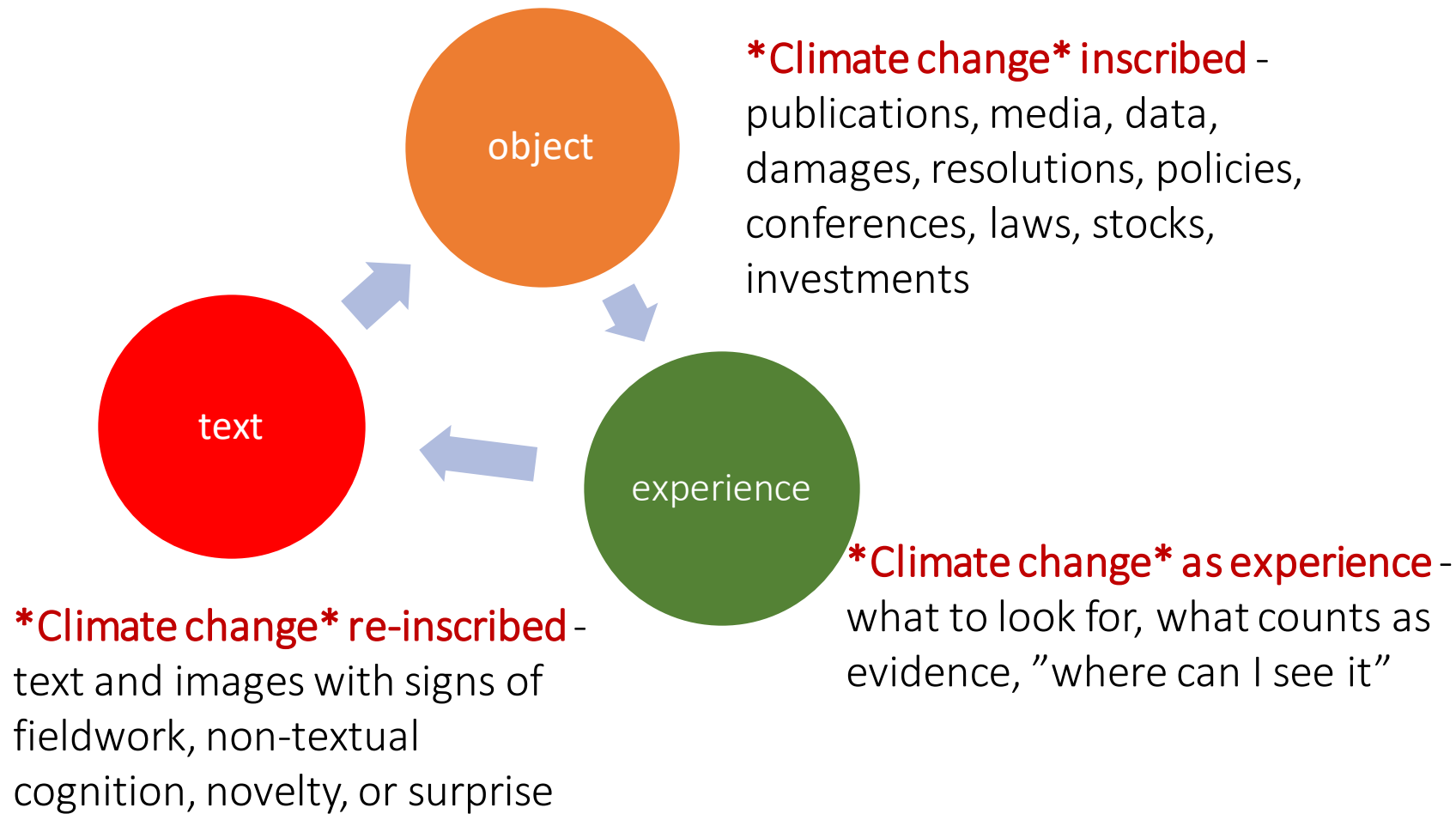

Figure 10. Private flood adaptation for the Waterfront Pub. River Ouse.

Textuality and experience

object

Climate change* inscribed - publications, media, data, damages, resolutions, policies, conferences, laws, stocks, investments

text

experience

Climate change* re-inscribed - text and images with signs of fieldwork, non-textual cognition, novelty, or surprise

Climate change* as experience - what to look for, what counts as evidence, "where can I see it"

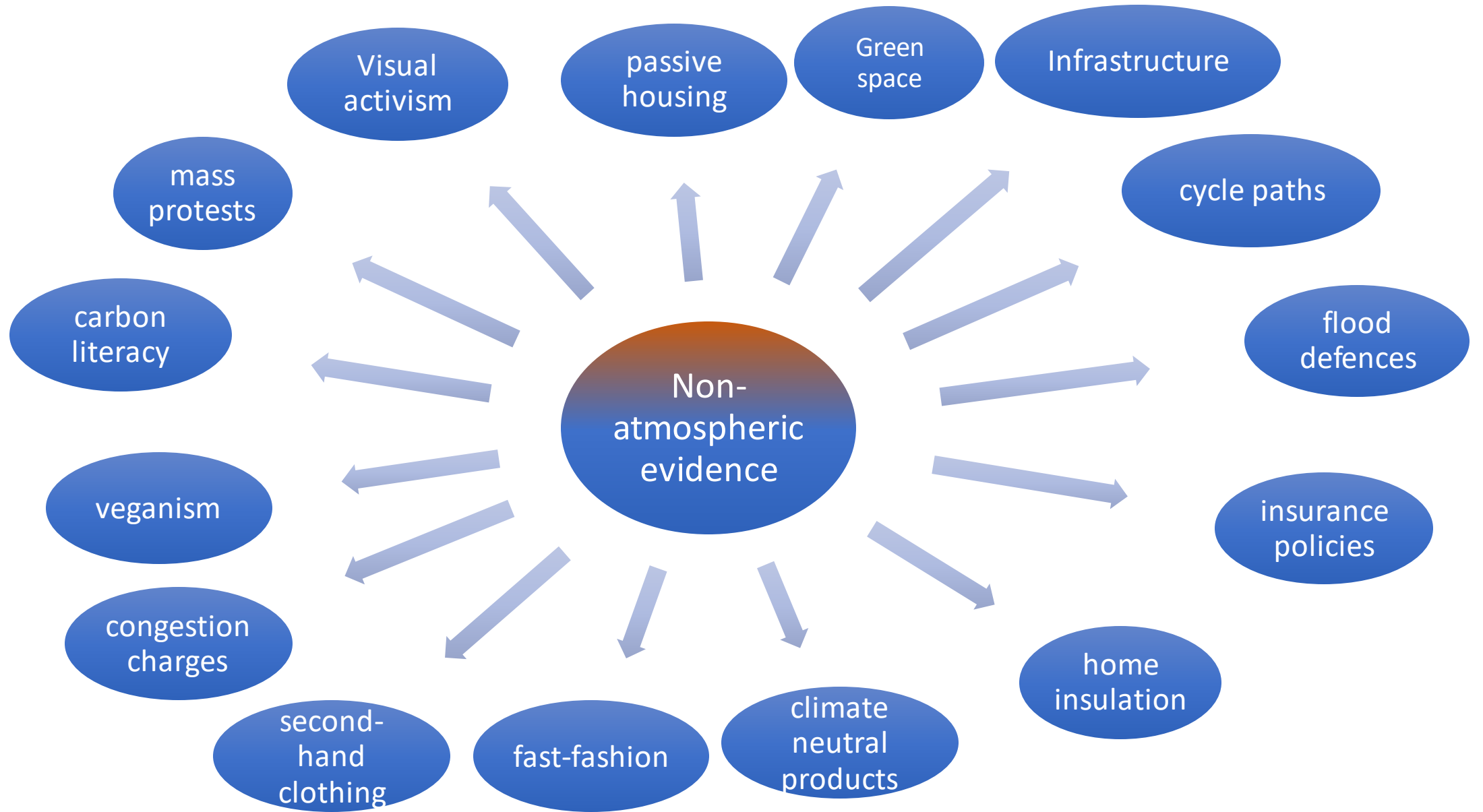'The world is the ensemble of references opened up by the texts' (Ricoeur 1971)

Findings by theme (CC&S 2020/2021, n=110)

Floods 20%
Infrastructure 14%
Transport 11%
Behavior 9%
Consumption 8%
Activism 7%
Species 7%
Mitigation 5%
Extremes 4%
Urban change 4%
Economy 3%
Air quality 3%
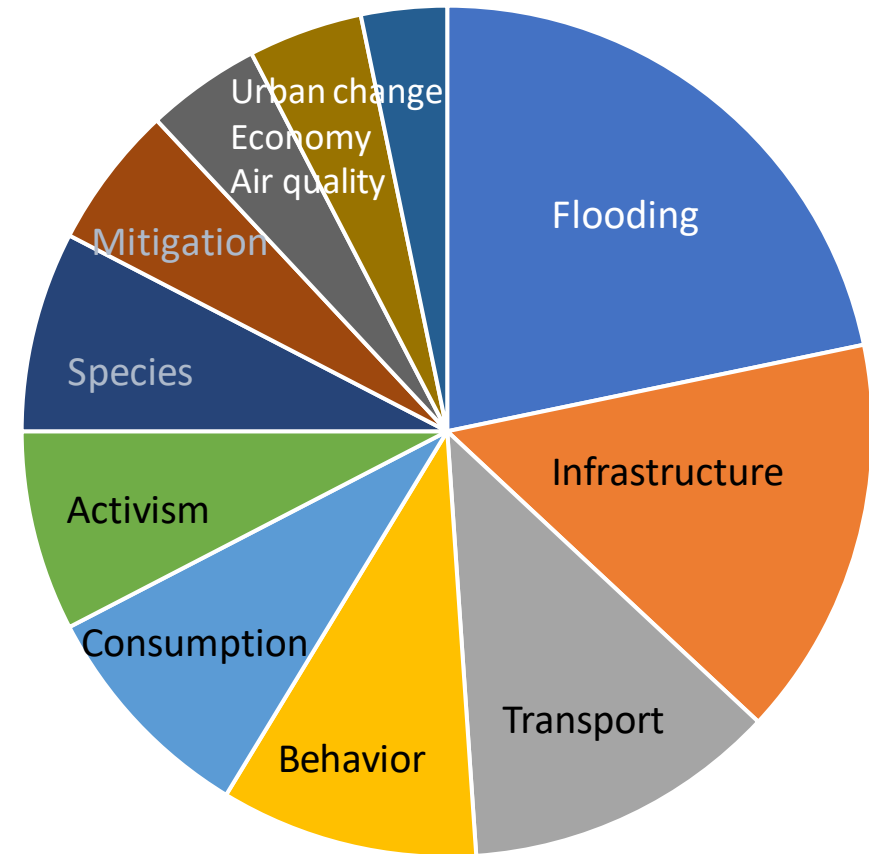
Learning from Gen Z

- Anti-materialist, left-cosmopolitan, environmentalist
- Political consumerism
- Climate classism
- Socialist politics and anti-capitalism

One of the key observations that I have deduced through my research and use of photography is the idea of a demographic disparity when it comes to opinions on Extinction Rebellion and their demonstrations. Although promoted as an all-encompassing group, Extinction Rebellion can largely be seen as a movement from within the youth of society. This is best exemplified through Figure 5, which clearly displays a protest consisting of participants almost exclusively from younger generations, with a number of participants in their school uniforms.

Take five minutes to self-reflect on the following:

Can you think of an Assignment from your own interdisciplinary teaching where student critical observation in the field and/or sensory exploration may be used?

What broad topic is your Assignment about? (e.g. politics, social issues, gender/race/class, urban policy, mental health, environment, technology etc.)

Share your thoughts with your group.

Please write down some key points in the sheets provided.

You will finds some prompts here:

- Where do you expect the students to find **signs of your broad topic?** In what places/processes/behaviours/social elements?

- What may the **benefits for the student** be from adopting such an approach? What will the students take back to their own fields from having undertaken this piece of Assessment?

- What may the **benefits for the course leads** be in terms of understanding the subject matter: e.g. new aspects revealed in coursework, generational bias, implicit politics, discoveries

- What may the **challenges** be of following such an approach?