

**COURSE TITLE:** GOING TO THE MOVIES: GLOBAL ISSUES ON FILM

**NO OF CREDITS:** 2 QUARTER CREDITS  
[Semester Cr Equivalent: 1.33]

**WA CLOCK HRS:** 20  
**OREGON PDUs:** 20  
**CEUs:** 2.0

**INSTRUCTOR:** MIKE SEYMOUR, M.S. JULIE BORA M.S.T.  
360/341-3020 360/579-1051  
mike@hol.edu jabora@whidbey.com

**COMPLETION DATE:** 3 months from your registration date

**LEARNING ENVIRONMENT:** This course requires assignment responses to be posted in a password-secured ONLINE website hosted by The Heritage Institute.

**COURSE DESCRIPTION:**

There is an incredible variety of documentary and commercial films that can wake up your students and empower discussions around global environmental, social justice and cultural change issues. Films like *An Inconvenient Truth*, *The 11<sup>th</sup> Hour*, *The Corporation*, *Affluenza*, *The End of Suburbia* and many more clearly document the unsustainable course we are on today and the dramatic changes for a new society that are already underway. Many of these films are available at a low cost from Netflix, in video stores and also for free trial and purchase from documentary film sources like The Video Project. In this online course, you will choose 8 videos to view and summarize, and write a short plan on how you'll use any of these in your teaching situation. If you choose Netflix, a three-month subscription is about \$30. (Netflix also has an online video capability with the right operating system.) You will need to have access to both a DVD player and a VHS video player to enjoy the full range of media choices.

**LEARNING OUTCOMES**

Upon completion of this course, participants will:

1. Have a broader understanding of some of the global issues they choose to focus on.
2. Develop greater skill in how to use videos for teaching purposes, and how to develop rich questions to promote deeper student thinking.
3. Develop a brief plan for a teaching unit in an area (environmental, social justice, cultural change) that applies to their teaching.
4. Pursue extended reading on sustainability issues if the credit option is chosen.

**COURSE REQUIREMENTS:**

Participants will complete assignments and post responses online to specific questions outlined for each assignment. Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

**HOURS EARNED:**

Completing the basic assignments (*Section A. Information Acquisition*) for this course automatically earns participant's their choice of 20 Washington State Clock Hours, 20 Oregon PDUs or 2 CEUs (Continuing Education Units), which translates to 20 hours. The Heritage Institute is an approved provider of Washington State Clock Hours, Oregon PDUs, and CEUs by IACET (International Association of Continuing Education and Training, an official national and international certifier of CEUs).

## UNIVERSITY QUARTER CREDIT INFORMATION:

### • UNIVERSITY QUARTER CREDIT OPTION 400 & 500 LEVEL

Teachers may opt to register for 2 (two) Antioch University, Seattle, 400 or 500 level quarter credits, instead of hours, and will be required to:

1. Complete all assignments for clock hours/CEUs (*Section A: Information Acquisition*)
2. Complete the extra reading/viewing, writing and classroom application assignments specified in the syllabus for the 400 or 500 level credit option (*Section B: Learning Application*)
3. Complete an Integration Paper by answering the 5 questions (*Section C: Integration Paper*)

### • REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Antioch University Seattle requires 75% or better for credit at the 400 level (upper division) and 85% or better to issue credit at the 500 level (Post-baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor

- |  |     |
|--|-----|
| 1. Completion of Information Acquisition assignments | 30% |
| 2. Completion of Learning Application assignments    | 40% |
| 3. Completion of Integration Paper assignment        | 30% |

### • CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a "C" or better, and at the 500 level credit granted is equal to a "B" or better. This information is stated on the back of the transcript.

## COURSE MATERIAL and/or TECHNICAL REQUIREMENTS:

You will need high-speed (DSL) Internet access in order to easily view online resources. Some of the reading materials may be provided in the online course environment as PDF documents, a format readable by computers with Adobe Acrobat Reader. You may download a free copy of Acrobat Reader from our website, if it is not already on your computer.

## ADDITIONAL MATERIALS NEEDED:

- You will need a VHS and a DVD player and access to the various films listed. A NetFlix account is suggested, but not necessary. Local video stores and libraries will have these films.
- If you choose Netflix, a three-month subscription is about \$30.

## GETTING STARTED:

- Once you have registered for the course, you will be sent an email that contains the website address, password and course key(s) that you need to access your online course, along with instructions on how to log into the online system.
- The assignments listed in this syllabus are also listed at the bottom of each online course document. Access each assignment and enter your responses online. We suggest that you write your responses in a WORD document and then do a copy/paste function into the Responses box.
- When you have completed all assignments for the course, CLICK the 'ALL ASSIGNMENTS COMPLETED' option. The instructor will be notified that you have completed all assignments.
- The instructor will review your work and enter his/her responses online. You will be notified by email when the instructor has marked the course completed, and you will be instructed to log in and view the instructor comments. At that time, you can also SAVE a complete copy of the course assignments and responses.

## **NOTES TO ALL PARTICIPANTS:**

- Unlike a live workshop, you are not required to be present (i.e. online) at specific days or times, participants will work at their own pace.
- All responses will be posted online. Large documents or files may be attached as part of your response by using the "Share A File" option.

## **ASSIGNMENTS for CLOCK HRS/PDUs, CEUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT**

### **A. INFORMATION ACQUISITION**

#### **Assignment #1:**

Read my article entitled "A Sustainable World that Works for All." Keep in mind that this was written for a program in our non-profit (Youth for a New World). When you've finished, please respond to the following questions:

- (1) Why did you choose this course?
- (2) What kinds of themes and subjects are you looking for in film?

#### **Assignment #2:**

Refer to the bibliography which you can download to your desktop as a MS Word file. In this assignment you will review film resources and pick the eight films you would like to view which best fit your teaching needs. You can start with The Video Project, then review the films on Bill Bigelow's list, and decide if you would prefer to use Netflix for some or all of your film needs. I have made a list of films which I personally think are good ones, and all are available from Netflix. Keep in mind that you will want to have use of a DVD player and have VHS viewing capability as well.

Then once you've reviewed these sites and made your selections, in the online response box indicate your eight selections and briefly state what film sources you found most suitable.

#### **Assignment #3:**

- a) View your first two video selections, making notes of the points made in the films that are relevant to what you want to convey to students.
- b) In the online response box indicate what films you saw, and make a brief summary of those points.

#### **Assignment #4:**

- a) View video selections #3 and #4, making notes of the points made in the films that are relevant to what you want to convey to students.
- b) In the online response box indicate what films you saw, and make a brief summary of those points.

#### **Assignment #5:**

- a) View video selections #5 and #6, making notes of the points made in the films that are relevant to what you want to convey to students.
- b) In the online response box indicate what films you saw, and make a brief summary of those points.

#### **Assignment #6:**

- a) View video selections #7 and #8, making notes of the points made in the films that are relevant to what you want to convey to students.
- b) In the online response box indicate what films you saw, and make a brief summary of those points.

#### **Assignment # 7:**

Describe in general terms how you plan to use any of the films viewed in your teaching. Indicate your grade level and the course or theme you are teaching. Make a list of key questions you would pose to your students given the films you would choose to show.

***This completes the assignments required for Washington Clock Hours, Oregon PDUs, or CEUs.***

***Continue to the next section for additional assignments required for University Quarter Credit***

## **ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT**

### **B. LEARNING APPLICATION**

#### **Assignment # 8: (Required for 400 and 500 Level)**

Review each of the global issues (the in-depth version) presented by Facing the Future, a non-profit which brings global sustainability programs to teachers. Write a brief summary of the issues you think are most relevant and usable in your teaching situation.

[http://www.global-issues.net/In\\_Depth/index.htm](http://www.global-issues.net/In_Depth/index.htm)

#### **Assignment #9: (Required for 400 and 500 Level)**

The WiserEarth commons was developed under the inspiration of activist Paul Hawken, and is part of the global movement for a new society based on principles of ecological sustainability, social justice, democracy and peace. The link below will take you to a page with literally hundreds of sub-links to a broad range of issues/areas, like sustainable farming, air quality/pollution, arts activism and much more. If you click on the first part of each citation, you'll find a brief summary of the issue or area, with some suggestions for links to events, organizations and other resources. Scan this list for possible areas of interest and explore as many as you care to or have time for. Then, write several paragraphs on what you found most interesting and useful.

<http://www.wiserearth.org/issues>

#### **Assignment #10:**

**For 400 Level – Complete Part A only**

**For 500 Level – Complete Part A and Part B**

#### **Part A: (400 & 500 Level)**

In assignment #7, you were asked to describe in general terms how you might use any of the films you saw in your teaching. With the additional information from these last two assignments, develop a unit of several lessons you can implement with your students. Your unit should include:

- Description of lesson
- Expected student outcomes
- Activities
- Sequence of activities
- Method of assessment
- Follow-up learning.

Describe any suggested texts or other reading students will do. You may also replace the above outline with your school or district's own lesson plan format, if there is one.

#### **Part B: (500 Level only)**

- Develop and present (as time permits) a brief in-service for other teachers on what you've learned from this course

**OR**

- Another assignment of your own choice with the instructor's prior approval.

**ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QTR CREDIT (cont'd)**

**C. INTEGRATION PAPER**

**Assignment #11: Integration Paper  
(Required for 400 and 500 Level Credit)**

Complete the requirements for university quarter credit by submitting a final Integration paper (2-3 pages). A heading is required; please use the following format.

Your Name:	Date:
Course Name :	Course Number:
# of Credits:	Level: (400 or 500)
Advisor Name:	

Respond to each of the 5 questions below. (First list the question and then write your answer)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

**INSTRUCTOR COMMENTS ON YOUR WORK:**

**Be sure to mark the “All Assignments Completed” section in the online course environment as this will notify the instructor that you have completed the course.**

Upon receiving notification of your completion of all course assignments, your instructor will provide written comments online.

**QUALIFICATIONS FOR TEACHING THIS COURSE:**

**Mike Seymour, M.S.**, has been associated with K-12 education since 1990, most recently in his role as President and Director of The Heritage Institute, a program of continuing education for K-12 teachers. Mike is also the founder and Director of a non-profit sponsored by The Heritage Institute, Youth for a New World, which engages youth in global issues and local solutions. Earlier Mike was a consultant and trainer to schools, school districts and Educational Service Districts on such diverse subjects as leadership, visioning and planning and at-risk students. Mike has been board member, Chairman of the Board and volunteer Executive Director of Community for Youth, a highly innovative and successful mentoring program for high-risk minority students in three of Seattle's most low-performing high schools. Mike has a special interest in open, democratic forms of education that allow students to engage in real world issues. Mike has a B.S. in Comparative Literature from Columbia University and a M.S. in Marriage & Family Therapy from Seattle Pacific University.

**Julie Bora, M.S.T.** has been active in educational renewal since the early 90's. She has taught a variety of subjects at both elementary and secondary levels in private and public schools in urban and rural settings across the country. In addition to a Master of Science In Teaching degree from State University New York - Plattsburgh, Julie has a B.S. in pharmacology/ biology from the Philadelphia College of Pharmacy and Science.

## **GOING TO THE MOVIES: Global Issues on Film Bibliography of VHS & DVD Resources**

### **The Video Project**

<http://www.videoproject.com/main-catalog.html>

Teachers can sample a number of videos from this excellent source of media on a large variety of subjects. Click on the link above to see the selection. Many categories are related to the global issues focus of this course.

### **Bill Bigelow's List of Videos including where to get them**

<http://www.rethinkingschools.org/publication/rg/RGResource02.shtml>

Bill is a teacher and an editor for ReThinkingSchools.org and has compiled a great list of films around global issues. He also indicates where they can be found. One of his main sources is Teaching for Change, and all the films with an asterisk \* are available from Teaching for Change. Just click on the link below and enter the name of the film you want. One good thing about TFC is that their media prices are much less than other sources, if you want to eventually buy. However, Teaching for Change does not have a free preview policy like The Video Project.

<http://www9.mailordercentral.com/teachingforchange/>

### **Netflix**

<http://www.netflix.com/>

Netflix is an online DVD site where you can order many commercial and documentary movies which are mailed to you. A monthly subscription costs about \$10, and you receive one DVD at a time. As soon as you have seen it, return the DVD and you are supplied a second choice. If you choose Netflix, they have a documentary section (upper right under favorite genres on the home page) and all the films listed and described below are all available from Netflix. If you work quickly, it would be possible to view all the movies easily in two months or less.

## **Videos from Netflix Cultural Change, Social Justice & the Environment**

### **Environment, Food & Sustainability**

#### **An Inconvenient Truth**

Director-producer Davis Guggenheim (HBO's "Deadwood") captures former Vice President Al Gore in the midst of waging a passionate campaign -- not for the White House, but for the environment. Laying out the facts of global warming without getting political, Gore makes a sobering impression in this Oscar-winning documentary on the audiences who hear his message, urging them to act "boldly, quickly and wisely" ... before it's too late to act at all.

#### **Affluenza**

An excellent and much acclaimed film about the rampant materialism that has affected the modern world.

#### **The Future of Food**

Before compiling your next grocery list, you might want to watch this eye-opening documentary, which sheds light on a shadowy relationship between agriculture, big business and government. By examining the effects of biotechnology on the nation's smallest farmers, director Deborah Koons Garcia reveals the unappetizing truth about genetically modified foods: You could unknowingly be serving them for dinner.

### **The End of Suburbia**

This provocative documentary, a regular on the film-festival circuit, examines the history of suburban life and the wisdom of this distinctly American way of life. A post-World War II concept, suburbia attracted droves of people, giving rise to sprawl and all that comes with it -- good and bad. How has the environment been affected by this lifestyle, and is it sustainable? Canadian director Gregory Greene dares to ask all the tough questions.

### **The Corporation**

This documentary charts the spectacular rise of corporations as a dramatic, pervasive presence in our lives. Filmmakers Mark Achbar and Jennifer Abbott present a timely, entertaining critique of global conglomerates as they chronicle the origins of corporations, as well as their inner workings, controversial impacts and possible futures. The pros and cons are weighed via interviews with social critics such as Noam Chomsky and Michael Moore.

### **Oil on Ice**

Actor Peter Coyote narrates this in-depth documentary that examines the raging controversy over drilling for black gold in a 1.5-million-acre area of the pristine Arctic National Wildlife Refuge. The film follows the efforts of environmentalists and Alaskan natives to protect the site from oil exploration and development, dramatizing the choice between fossil fuel technologies and those that take advantage of renewable energy resources.

### **The 11<sup>th</sup> Hour**

Actor Leonardo DiCaprio's documentary on the global environmental crisis paints a portrait of a planet at risk while also offering some exciting and radical solutions for making life on earth sustainable. Tapping the brains of leading scientists and thinkers -- including Stephen Hawking and Mikhail Gorbachev -- the film ultimately delivers a hopeful message: Our planet may be in crisis, but that doesn't mean it's too for change.

### **The Real Dirt on Farmer John**

Filmmaker Taggart Siegel paints a fascinating portrait of a man who refused to yield. By transforming his farm into an experimental haven in the late 1960s, John Peterson attracted hundreds of artists, hippies and other political radicals. But when the agriculture crisis of the late 1980s led to the farm's eventual collapse -- and his neighbors publicly branded him a devil worshipper -- most locals thought he'd call it quits. They were wrong.

### **Who Killed the Electric Car?**

Amid ever-increasing gas prices, this documentary delves into the short life of the GM EV1 electric car -- once all the rage in the mid-1990s and now fallen by the roadside. How could such an efficient, green-friendly vehicle fail to transform our garages and skies? Through interviews with government officials, former GM employees and concerned celebs (such as EV1 driver Mel Gibson), Chris Paine (former EV1 owner) seeks to answer the question.

### **Super Size Me**

On the heels of recent lawsuits against McDonald's, director Morgan Spurlock takes a hilarious and often terrifying look at the effects of fast food on the human body. For one month, Spurlock eats nothing but McDonald's food, ordering everything on the menu at least once and "super-sizing" his order if asked. With obesity on the rise, Spurlock's film begs the question: Where does personal responsibility end and corporate responsibility begin?

## Philosophy & Cultural Change

### **The Matrix**

In this complex story that aspires to mythology, a computer hacker (Keanu Reeves) searches for the truth behind the mysterious force known as the Matrix. He finds his answer with a group of strangers led by the charismatic Morpheus (Laurence Fishburne). What they encounter in confronting that truth makes for a lightning-paced, eye-popping thrill ride of a movie that cleverly combines sociopolitical commentary with cutting-edge special effects.

### **What the Bleep**

Delving deeper into the relationship between quantum physics and human consciousness, this follow-on to *What the Bleep Do We Know!?* uses the story of a photographer (Marlee Matlin) in turmoil to frame its thesis -- that biophysics and quantum mechanics confirm long-standing ideas about spiritual self-determination. Animated instruction, dramatic vignettes and talking-head interviews combine for an entertaining examination of the human experience.

## Social Justice

### **Hotel Rwanda**

Amid the holocaust of internecine tribal fighting in Rwanda that sees the savage butchering of hundreds of thousands of men, women and children, one ordinary man (Oscar nominee Don Cheadle) musters the courage to save more than 1,000 helpless refugees by sheltering them in the hotel he manages. Sophie Okonedo, Nick Nolte and Joaquin Phoenix co-star in this powerful film (sort of an African version of *Schindler's List*) directed by Terry George.

### **Zeitgeist the Move: Freedom to Fascism**

Controversial and thought-provoking, producer Aaron Russo (Bette Midler's *The Rose*, *Trading Places*) set out to find the evidence that the law requiring American citizens to pay income tax actually exists. Neither left nor right-wing, this startling examination of government exposes the systematic erosion of civil liberties in America since 1913 when the Federal Reserve system was fraudulently created. Through interviews with two U.S. Congressmen, a former IRS Commissioner, former IRS and FBI agents, tax attorneys and authors, Russo connects the dots between money creation, federal income tax, and the national identity card, which becomes law in May 2008 and will use Radio Frequency Identification (RFID) technology. Watch it and draw your own conclusions. An important film.

### **Blood Diamond**

Set during Sierra Leone's bloody civil war in 1999, this thriller stars Leonardo DiCaprio as Danny Archer, a smuggler who sells "blood" diamonds used to finance terrorists. When Archer meets a local fisherman (Djimon Hounsou) whose son has been forced into a child army, the two men's lives become intertwined, and they set off on an adventure that leads them through the world's major diamond centers. DiCaprio and Hounsou earned Oscar nods for their performances.

### **Bury My Heart at Wounded Knee**

A dark chapter of U.S. history comes to light in this epic saga of the U.S. government's extermination of the American Indians. Beginning after the Sioux victory at Little Big Horn, the film traces the stories of three men: a Sioux doctor (Adam Beach), a lobbying senator (Aidan Quinn) and the Lakota hero Sitting Bull (August Schellenberg). The acclaimed cast also features Anna Paquin, Wes Studi and Fred Dalton Thompson as Ulysses S. Grant.

### **Wounded Heart: Pine Ridge & the Sioux**

This gripping documentary explores the lives of the Sioux Indians living on South Dakota's Pine Ridge reservation. Extreme poverty, alcoholism, domestic abuse, racism, inadequate health care and numerous other issues contribute to a shortened life span: Many residents die in their 20s or 30s. Interviews with

Native Americans and government officials shed light on the enduring problems and the hope some find by embracing their Lakota culture.

### **When the Levees Broke**

Spike Lee commemorates the people of New Orleans with a four-hour epic documentary that doesn't just recount the events of late August 2005 but asks why they unfolded the way they did in the first place. Weaving interviews with news footage and amateur video, Lee uses the film to give meaningful voice to the people who were left behind. With a detached unsentimental eye, he delivers a poignant account of a major moment in recent U.S. history.

### **War Dance**

Set in civil war-ravaged Northern Uganda, this Best Documentary nominee for the 2008 Oscars follows the lives of three youngsters who attend school in a refugee camp and find hope through a rich tradition of song and dance. Coming from a world in which children are abducted from their families and forced to fight in the rebel army, these kids give it their all when they travel to the capital city to take part in the prestigious Kampala Music Festival.

### **The Fog of War**

Former Secretary of Defense Robert McNamara worked for both Presidents John F. Kennedy and Lyndon B. Johnson, playing a key role in shaping both administrations' approaches to the Vietnam War. This Oscar-winning documentary directed by Errol Morris traces McNamara's career from government to the World Bank; but it's his work during the Vietnam years that's highlighted in this film, which features extensive archival footage and interviews.

### **Africans In America**

This documentary series recounts the history of slavery in America. The four episodes -- The Terrible Transformation, Revolution, Brotherly Love and Judgment Day -- span the years from 1450 to the end of the Civil War. The series explores the paradox at the heart of the American story: that a democracy declared all men equal but enslaved one group to provide prosperity to another.

### **Hacking Democracy**

With electronic voting machines tabulating more than 80 percent of the ballots cast in America, Seattle grandmother Bev Harris set out to determine the obvious: Do they work? Based on the evidence presented here, the answer is "not really." The picture that emerges as Harris unearths a treasure trove of info about mishandled votes and the inner workings of the machines is that they're not only fallible but also highly vulnerable to hacking.

### **Scottsboro: An American Tragedy**

When two white women accused nine black teenagers of raping them on an Alabama bus in 1931, their claims set off a chain reaction that eventually reached the Supreme Court -- and launched the modern-day Civil Rights movement. Shot over five years on both sides of the Mason-Dixon Line, this fascinating installment of the "American Experience" series dissects the particulars of the case through the words of those who lived it.

### **Four Little Girls**

Director Spike Lee uses this feature-length documentary to tell the story of the 1963 bombing of an Alabama African-American church -- an event that took the lives of four young girls and became a pivotal moment in the civil rights struggle. Lee's film examines the crime and its perpetrators as well as the four young victims (as described by friends and families). It also includes interviews with noted civil rights activists and journalists.

### **Paper Clips**

Whitwell Middle School in rural Tennessee is the setting for this documentary about an extraordinary experiment in Holocaust education. Struggling to grasp the concept of 6 million Holocaust victims, the students decide to collect 6 million paper clips to better understand the enormity of the calamity. The film

details how the students met Holocaust survivors from around the world and how the experience transformed them and their community.

### **Bowling for Columbine**

Famed filmmaker and left-wing political humorist Michael Moore tackles America's obsession with firearms in this Oscar-winning documentary. Focusing mainly on the Columbine massacre in April 1999, Moore also visits a Michigan bank that gives new customers a free gun, recites statistics for gun deaths in the United States and interviews folks ranging from National Rifle Association spokesman Charlton Heston to shock rocker Marilyn Manson.

### **Enron: The Smartest Guys in the Room**

Based on the book of the same name by Peter Elkin, director Alex Gibney's documentary takes a behind-the-scenes look at the powerful energy company whose downfall forever changed the landscape of the business world. With a blend of fascinating footage, fast-paced interviews and a wealth of information, this film is a serious lesson in the potential trappings of dishonesty and unethical behavior dogging corporate America today.

## **General Human Interest**

### **The Story of the Weeping Camel**

This unique documentary follows a Mongolian camel that's rejected her newborn white colt. Throughout her difficult delivery, the camel is aided by a family of shepherds, who instantly notice the mother's rejection and make valiant efforts to warm the mother to her child. Now, all hope lies with the family's two young boys, who must travel across the Gobi desert to find a healing musician. Will the violinist's ritual do the trick?

### **Wild Parrots of Telegraph Hill**

This documentary tells the true story of a Bohemian St. Francis of Assisi and his amazing relationship with a flock of wild parrots. Mark Bittner, a homeless street musician in San Francisco, adopts the flock as he searches for meaning in his life. The weird thing is, he's unaware that the wild parrots will bring him everything he needs. The film celebrates urban wildness (human and avian) and links the parrots' antics to human antics.