



FALL 2018 SYLLABUS

JOMC 222 – Social Justice, Human Rights and the Media

This syllabus is subject to change.

University of Nebraska-Lincoln •

College of Journalism & Mass Communications

Course: **JOMC 222 Social Justice, Human Rights and the Media**

W.H. Thompson Scholars Section

Location: ANDN 336

Time: MW 1:30-2:45pm

Instructor: Bernard “Barney” McCoy

Office: 236 Andersen Hall

Office Hours: By appointment or after class on Monday and Wednesday

Office Phone: 402-472-3047

Email: jomc222mccoy2@gmail.com

Course Pre-Requisites

This course is open to all UNL students.

Welcome to Social Justice, Human Rights and the Media, JOMC222

Course Description:

Through the study of videos, news stories, advertising, and other media, JOUR222 introduces students to the ethical and practical concepts of human rights and social justice issues.

The course features guest speakers who will provide their own context as we explore human rights and social justice issues such as the changing nature of human rights activism, the development of human rights strategies in U.S. domestic and foreign policy.

Students will examine how the media, by way of documentaries, popular films, and investigative reporting, play a global watchdog role that informs and persuades human rights stakeholders.

Three important definitions:

- **Human Rights:** Rights (such as freedom from unlawful imprisonment, torture, and execution) regarded as belonging fundamentally to all persons (Merriam-Webster).

- **Social Justice:** Social justice is the view that everyone deserves to enjoy the same economic, political and social rights, regardless of race, socioeconomic status, gender or other characteristics.
- **Media:** The means of communication, such as radio and television, newspapers, magazines, and the Internet, that reach or influence people widely.

Course Goals:

The objective of this course is to help you sharpen your analytical thinking and writing skills.

(*ACE 8) To increase students' local, national and global awareness and knowledge of human diversity through the analysis of human rights and social justice issues. (*ACE 9)

- To produce an assignment that demonstrates your greater awareness and understanding of a specific human rights/social justice topic.
- To work as an effective team to make a positive impact on a human rights/social justice issue.

After taking JOUR222, students should be able to:

- Understand key concepts on human rights and social justice
- Think critically about the role of the media in human rights/social justice promotion
- Identify ethical dilemmas facing journalists, filmmakers and other media professionals
- Discuss current topics on human rights with greater understanding and skill

You will demonstrate your abilities through:

- Participation
- Engagement
- Involvement
- Group Projects
- Individual Assignments
- Performance
- Implementation
- Monitoring and Evaluation

(See more on learning expectations for JOUR222 at the end of this syllabus)

COURSE MATERIALS- You must have these subscriptions when class begins.

You will need a [NETFLIX subscription](#). They start at \$7.99 a month. Many of the assigned films and documentaries in this class are available on NETFLIX.

You will need an [Amazon Prime student subscription](#). If you don't have one you can get a free six-month trial subscription that should cover this semester.

REQUIRED READINGS: There are some. You will find links to them in our class assignment schedule.

These will be included in the tests

Course grading scale:

1330-1400 points	A	1022-1077	C
1260-1329	A-	980-1021	C-
1218-1259	B+	938-979	D+
1162-1217	B	882-937	D
1120-1161	B-	840-881	D-
1078-1119	C+	839 or less	F

Important Policies

Time management

This is a three-credit-hour class. You must read, watch videos and work on class projects outside class to earn a passing grade. The assignments are posted on Canvas each week. You are expected to complete them before you come to class. Course quizzes will be taken outside class on Canvas.

Deadlines

Just as deadlines are important in life, they are important in this class. If you miss an assignment deadline, you miss the grade and the feedback.

Attendance and participation

You need to attend and participate in class to keep from falling behind. **If you miss class, you will lose 50 points for each unexcused absence.** The instructor must clear excused absences.

Communication

Important announcements and supplemental materials are posted on Canvas or by email. Visit Canvas frequently to make sure you have the latest course information. It is your responsibility to make sure your email address on Canvas is correct.

Policy on bringing devices to class

You must bring a notebook and pen to every class for taking notes. Smartphone, tablet or laptop use not allowed in this class unless the instructor gives you permission to use

them during class discussions. Other than those specific times, or for documented medical/ learning purposes, you may not use digital devices during class.

More Class Information

Other online sources:

You will regularly access online publications, case studies, videos, and stories. I will post links regularly on Canvas that you need to access.

Other Course Materials

More reading materials may be handed out in class. Expenses for the production of your projects during the semester are the students' responsibility.

Grading Policies

This class requires responsibility, commitment and professionalism. Some fieldwork will be involved. You will also have individual and group assignments. This means you will be graded both individually as well as a team member. I reserve the right to lower or raise your grade based on your ability to demonstrate how well you understand the teachings of this class and apply them to your learning in this course. I also reserve the right to make changes to the syllabus if necessary. Your attendance and class participation will affect your grade.

- Written assignments are graded on organization, clarity, use of examples, content, correct grammar, spelling and punctuation. You should always cite the sources of the information you use in your assignments using MLA style. [Click here to see some examples.](#)
- Homework assignments and class projects are due on specified dates and times and posted on Canvas.
- All type written assignments should be in 12 point, doubled spaced Times Roman font with one inch margins.
- Overall quality of work submitted needs to be consistent. (E.g., format, grammar, spelling, ideas, production quality)
- Please contact your instructor (bmccoy2@unl.edu) for questions about the class, attendance issues and class excuses. I will be available right after class, or you can make an appointment to meet outside class.
- You and contact me by e-mail in the event of an emergency at bmccoy2@unl.edu

Grading Process

Your class grade is based on attendance, participation, individual and group assignments, quizzes and in-class assignments. Total points available: 1400 points

Your course grade (1400 points) is based on the following:

Attendance: 100 points

Attendance is important to your success in life and in this class. After two absences, you lose 50 points every time you miss class without a valid and documented reason up to a total of -300 points from your overall class score. If you have perfect attendance, you get 50 bonus attendance points. If you miss a quiz and are absent, there are no make-up opportunities.

Test: 25 points

Syllabus Test: 25 points

The tests and quizzes will be over reading and viewing assignments in this class.

All tests are open-book and online.

If you miss the test or quiz there will be NO make-up opportunity.

Test One will cover the information on your Syllabus – 25 points

Speaker Attendance (Outside class) Individual Assignment: Attend two events on the Speaker Schedule and post a 150-word reflection about the two events and make a brief class presentation. There will be an “on-going” list of acceptable events posted in the “Announcements” section of Canvas. This needs to be completed before Thanksgiving Break. **150 points**

Quizzes, Assignments and Reflections

10 to 15 assignments: 300 points

There will be different activity assignments during the semester with points attached to them. They include quizzes, reflections, observations, making ethical decisions regarding media and human rights using Potter’s Box and other ethical frameworks, and pop quizzes on content shared in class.

GROUP ASSIGNMENT ONE – 300 points

“Be the Change” service-learning assignment

In teams of 4 or 5 students, research, design, and execute a "service-learning" project. Service-learning projects stress education before action to the benefit of the community and the classroom.

- First, choose a social issue and investigate its causes
- Then, create, explain and plan a community service project designed to address the issue
- During and following the service project, each team and each individual student reflects on what they learned from the project

Example: *As part of one service-learning assignment, a group of college students volunteered at their local Food Pantry where they baked cookies and desserts for a local soup kitchen. They also helped distribute food from the local Community Food Bank. By doing so, the students personally learned more about local hunger and poverty issues. And they helped do something to help ease the problem. Several of the students*

continued to volunteer at the food pantry and food bank after their class assignment was over. [Click here for other project examples](#) from [DoSomething.org](#)

- [Also check out volunteer Match for ideas-](#)
- [Check out Volunteer Linc](#)
- [Food Bank of Lincoln](#)
- [Habitat for Humanity--- and here too](#)
- [Friendship Home](#)
- [Lincoln Lighthouse](#)

Our class will also have opportunities to link with [Collective Impact Lincoln](#), a consortium of three non-profits, who have been conducting door-to-door canvassing in Lincoln's six poorest neighborhoods to find out what residents think are their challenges and issues. Classes representing all CoJMC majors will join in this civic engagement effort in a variety of ways, including reporting on neighborhood issues and stories, helping solve communications problems, studying critical community issues and participating in service learning projects.

Purpose of this assignment:

- reinforce values of justice and compassion
 - help develop a keener awareness of diversity
 - improve feelings of connection to our community
- ✓ Project teams will be chosen during Week Two
 - ✓ **Project teams will turn in their community service project plans during Week Three**
 - ✓ Final community service project, team PowerPoint presentations with, reflections and peer evaluations are due on Week Seven
 - ✓ Further details will be posted on Canvas

Peer Evaluation of "Be the Change" group members project performance: 25 points

Individual Assignment- Main Project (500 points)

Part A- Your main project is to write a 1,000-word profile story about a member of the Lincoln community who struggles or recently struggled with poverty or in adapting to life in Lincoln as an international immigrant or refugee. What have been their challenges and successes? Your story must include interviews with your main story character as well as institutional and scholarly sources. It must also include illustrative photos/video and graphics. It will be published on the Internet.

- ✓ **The confirmed sources and story outline for your profile story are due during Week Four of class (50 points)**
- ✓ **A fully completed draft of the story is due during Week Nine of class (150**

- points)
- ✓ **Deadline for the (Part A) revised final version of your story to be posted on the Internet and (Part B) additional project information is due Week 16 of class. (300 points)**

For Week Four, you will produce a story outline describing your story character, the challenges they face in the community and the underlying causes that have contributed to their current lives in Lincoln. You will need to collect information about their situation, think critically, understand the reasons this is happening and analyze it.

In your story, please include the following:

1. How long has this been going on?
2. Looking at the individual's situation, explain what has complicated, eased or improved their life. (Support services, employment, fellowship, educational opportunities, etc.)
3. Are there others in Lincoln facing the same issue? If so, how are they dealing with it?
4. Have there been efforts to make a change? What is the government doing?
5. How is the community reacting to the issue? Is this ethical?
6. How is the media reacting to this? Is this ethical?

Part B- Include this additional information for your main project assignment:

1. What role has the media played in reporting on poverty or immigration issues in Lincoln? Include some examples of media coverage. Media could include traditional, non-traditional or social media. Keep this brief. Include links to where you found the information. Please summarize in about 100 words.
2. Has the role of the media been ethical? What do you think?
3. In addition to identifying and describing the role of media, apply the Potter Box model to media coverage of poverty and immigration issues in Lincoln. Apply the model by looking at related advertisements, political campaigns, news articles, podcasts, or short video. Please summarize in about 150 words.

Part B is due during week 16 in our class when you will also make a brief oral class presentation for this assignment.

Deadlines are crucial and the Discussion Boards and Quizzes will close permanently when the deadline passes. You cannot re-take the quiz, or post on Discussion Board if you missed the deadline.

GENERAL POLICIES

Academic Integrity:

Every student must adhere to the policy on academic integrity set forth in the UNL Student Code of Conduct as outlined in the UNL Bulletin. Students who plagiarize may receive a failing grade on an assignment or for an entire course and may be reported to the Student Judicial Review Board. The work a student submits in a class must be the student's own work and must be work completed for that particular class and assignment. Students wishing to build on an old project or work on a similar project in two classes must discuss this with both professors.

Academic dishonesty includes:

- Handing in another's work or part of another's work as your own.
- Turning in one of your old papers (including something you wrote in high school) for a current class.
- Turning in the same or similar paper for two different classes,
- Using notes or other study aids or otherwise obtaining another's answers for a quiz or an examination.

Anything and everything you include in your papers that comes from another source must be attributed with proper citation. That includes ideas and opinions.

Plagiarism consists of using phrases, sentences or paragraphs from any source and republishing them without alteration or attribution. The sources include, but are not limited to, books, magazines, newspapers, television or radio reports, Web sites and other students' papers.

STUDENTS WITH DISABILITIES

Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

DIVERSITY

The College of Journalism and Mass Communications values diversity, in the broadest sense of the word – gender, age, race, ethnicity, nationality, income, religion, education, geographic, physical and mental ability or disability, sexual orientation. We recognize that understanding and incorporating diversity in the curriculum enables us to prepare our students for careers as professional communicators in a global society. As communicators, we understand that journalism, advertising and other forms of strategic communication must reflect society in order to be effective and reliable. We fail as journalists if we are not accurate in our written, spoken and visual reports; including diverse voices and perspectives improves our accuracy and truthfulness. In advertising, we cannot succeed if we do not understand the value of or know how to create advertising that reflects a diverse society and, thus, appeals to broader audiences.

UNL Alert and Emergency Information:

UNL Alert provides free notification by landline, cell phone, text message, e-mail, fax, and pager during an emergency. Visit <http://emergency.unl.edu> for a link and instructions on how to sign up for alerts pertaining to UNL. If you receive a UNL Alert notification during class, please share the information immediately.

During a Tornado

- When sirens activate, move to the lowest, interior area of building or designated tornado shelter: room 15.

During a Winter Storm

- If conditions worsen during the day, the administration may decide to close the university early. When such determination is made, you will be notified through UNL Alert, campus email, and UNL's Web site.
- Decisions to close for the day are communicated usually by 6 a.m.

During a Fire

- Students and Faculty, on the north end of 2nd or 3rd floors, exit through the north side exits, move to the ground level and assemble on the sidewalks on the north side of Andersen Hall; those on the south ends use the south exits and assemble on the sidewalks on the south side of Andersen Hall.

Class Schedule is on a separate attachment under the Syllabus

Speaker Series at UNL (Assignment details to be posted in the "announcements" section of Canvas.)

It is compulsory that you attend at least two of the speakers on the list below, but I recommend you go to all of them if you possibly can for they are all amazing speakers and will be right here at UNL. Please note that other speakers maybe added to the list during the semester.

Speaker list will be posted as a separate attachment in the "announcements" section of Canvas. It will be updated from time to time, so please check it out regularly. Updates on assignments will also be posted on Canvas.

Class Schedule:

Week 1- Monday, Aug. 20-

Welcome

Introductions

Syllabus review

Take this "[CulturalAwarenessSurvey](https://www.surveymonkey.com/r/CulturalAwarenessUNL)" -

<https://www.surveymonkey.com/r/CulturalAwarenessUNL>

Assignment:

Watch this video on [Income and Wealth Inequality: Crash Course Economics](#) - Inequality is a big, big subject. There's racial inequality, gender inequality, and lots and lots of other kinds of inequality. This video talks about wealth inequality and income inequality. **After you watch the video take the "Income and Wealth Inequality" quiz on Canvas**

Also: Complete the JOMC222 syllabus quiz on Canvas by next Sunday at 11:59 pm.-

Wednesday, Aug 22

"Cultural Awareness Survey" class discussion



Guest: Jose Lemus- Lemus is a community organizer in the Hartley and University Place neighborhoods of Lincoln, Nebraska. He works with Collective Impact Lincoln neighborhood residents and stakeholders to build strong and resilient communities, focusing on the implementation of grassroots tactics to elevate individual voices and democratize decision-making processes. Lemus was a Thompson scholar at UNL.

Assignments:

#1. The Potter Box- Run the ethical scenario in the assignment section of Canvas and upload your results to Canvas. **20 points**

#2 Who am I?- Watch these short videos:

[I sent a letter to my birth mother](#)

[A letter from Avery's mother](#)

[I Can Create What I Want to Be](#)

In this clip, Avery's brother Rafi, who is also adopted, talks about the differences between the way he and Avery view their identities. Rafi says that Avery thinks of her identity as something she was born into, whereas he feels that he can create what he wants to be.

#3 Take this "[Who am I](#)" survey

<https://www.surveymonkey.com/r/YourIdentitiesUNL>

Week 2- Monday, Aug. 27

Project teams selected for community service project

Potter box discussion and ethical scenarios discussion

Who am I? survey results and discussion

Assignment: Read- [A journey through a land of extreme poverty: welcome to America ...](#)

<https://www.theguardian.com/society/.../america-extreme-poverty-un-special-rapporteur>

-The United Nation's Philip Alston is an expert on deprivation – and he wants to know why 41-million *Americans* are living in *poverty*.

Wednesday, Aug 29

Poverty and Human Rights

Economic deprivation – lack of income – is a standard feature of most definitions of poverty. But this in itself does not take account of the myriad of social, cultural and political aspects of the phenomenon. Poverty is not only deprivation of economic or material resources but a violation of human dignity too. (*[United Nations](#))



Guest speaker: Jeff Sheldon, Nebraska Appleaseed -Nebraska Appleaseed is a nonprofit organization that fights for justice and opportunity for all Nebraskans. They take a systemic approach to complex issues – such as child welfare, immigration policy, affordable health care and poverty – and they take their work wherever they believe they can do the most good, whether that’s in the courthouse, at the Capitol, or in the community.

Assignment:

Watch:

[Poverty in America – Flint Town, Welcome to Flint Town:](#) In their Netflix docuseries, director-cinematographers Zackary Canepari, Jessica Dimmock, and Drea Cooper spend a year embedded with the police department of Flint, Michigan, a city reeling from a series of vicious blows to its body politic, sustained over a period of decades. First, General Motors, the city’s biggest employer, closed plants, laid off workers, and ultimately relocated to the suburbs (a move subsidized by the city of Flint itself). Then came the water crisis, which started when the city changed the source of its drinking water to the Flint River to save money but failed to treat the water properly, exposing more than 100,000 residents to lead contaminants. As a water crisis erupts and a new mayor is sworn in, the understaffed police department faces uncertainty while struggling to protect the city.



[Poverty in America – Flint Town, Episode 5, The Numbers:](#) Flint PD copes with anti-police sentiments; the city starts a volunteer community police program; encouraging crime statistics bring cautious optimism.

[Poverty in America – Flint Town, Episode 8, The Stand-off:](#) Johnson clashes with the city council over the Flint budget as crime stats head in the wrong direction; Flint police officers Balasko and Frost ponder their future together.

After you watch the three videos, complete the 20 point “Flint Town” quiz in the Assignments section of Canvas before our class meets on Wednesday, September 5.

Week 3- Monday, Sept. 3 – Labor Day - No class

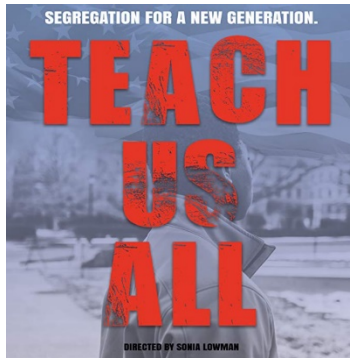
Wednesday, Sept. 5

“Who am I” survey results and discussion
Poverty and Human Rights class discussion over Flint Town

“Be the Change” service-learning project plans are due

Assignment for our next class:

Watch:



[Teach Us All](#)

It's been 61 years since the anniversary of the 1957 Little Rock school desegregation crisis, and yet educational inequality remains among the most urgent civil rights issues of our time.

With its school district hanging in the balance following a state takeover in January 2015, Little Rock today presents a microcosm of the inequities and challenges manifesting in classrooms all across America.

Through case studies in Little Rock, New York City, and Los Angeles, Teach Us All seeks to bring the critical lessons of history to bear on the current state of U.S. education and investigate: 61 years later, how far have we come-or not come-and how do we catalyze action from here?

Read this: [Building a Grad Nation report](#)

Do this: *Come to Monday's class ready to discuss “Teach Us All” by emailing me (bmccoy2@unl.edu) a list of your five top takeaways from the movie and the “Building a Grad Nation” report. Describe what you believe should be done to address these problems that still persist today.*

Week 4- Monday, Sept. 10

Education – Is it a Right?

Education- *Education* is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits.

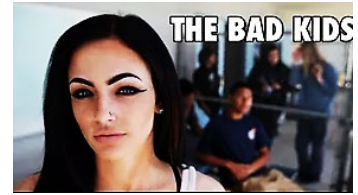
Class discussion of “Teach Us All” and the “Building a Grad Nation” report.

Assignment for our next class:

Watch:

[The Bad Kids](#)

Located in an impoverished Mojave Desert community, Black Rock Continuation High School is one of California's alternative schools for students at risk of dropping out. Every student here has fallen so far behind in credits that they have no hope of earning a diploma at a traditional high school. Black Rock is their last chance. THE BAD KIDS is an observational documentary that chronicles one extraordinary principal's mission to realize the potential of these students whom the system has deemed lost causes.



After you watch “The Bad Kids,” complete the 20 point quiz in the Assignments section of Canvas before our class meets on Wednesday, September 12.

Wednesday, Sept. 12

Education – Public school funding challenges and charter school debate



Renee Fry

Ann Hunter Pirtle

**Guests: Renee Fry- Director, Open Sky Institute
Ann Hunter Pirtle, Stand for Schools**

✓ **The confirmed sources and a brief description of your main individual assignment profile story are due.**

Assignment for our next class:

Read:

[Freedom of The Press- Some background:](#)

Watch:

Spotlight: Spotlight is a 2015 American biographical drama film follows The Boston Globe newspaper's "Spotlight" team, the oldest continuously operating newspaper investigative journalist unit in the United States, and its investigation into cases of widespread and systemic child sex abuse in the Boston area by numerous Roman Catholic priests. This is Boston, after all, where everyone's either Catholic, used to be Catholic, or lives across the street from a Catholic church. And though the team hears from victims quickly enough, they have to go through a host of Boston's most powerful and tight-lipped people to uncover the cover-up.



Week 5- Monday, Sept. 17

The Media's Role in Human Rights and Social Justice

Class discussion about "Spotlight" and the news media's watchdog role in our society.

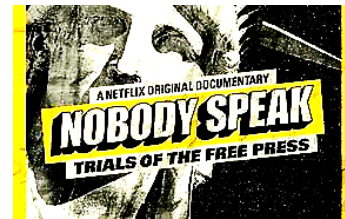
Assignment for our next class:

Read:

[Taibbi: Trump's War on the Media Should Make Us Better at Our Jobs](#)

Watch:

[Nobody Speak: Trials of the Free Press](#) - The extraordinary case of Hulk Hogan's 2015 legal action against the gossip website Gawker is far shadier, far creepier than many appreciate. The Hogan attack was a vanguard operation nurtured by some of America's super-rich. It was also a political diversionary tactic by the U.S. president.



Take this quiz:

Wednesday, Sept. 19

The Media's Role in Human Rights and Social Justice

Class discussion about "Nobody Speak" and the news media's watchdog role in our society.



Guest: Bill Kelly- Investigative reporter-Nebraska Public Television

Bill Kelly oversees development, research, and writing of television documentaries and radio news reporting for NET Television and Radio, Nebraska's public broadcasting service. Kelly will talk about the important accountability role the news media play as a government watchdog in Nebraska.

Assignment for our next class:

Read: [Racism in America](#)

Take the Racism in America quiz in the “assignments” section of Canvas.

Watch:

[I Am Not Your Negro:](#)

One of the most acclaimed films of 2017, and an Oscar nominee for Best Documentary, *I Am Not Your Negro* envisions the book James Baldwin never finished. The book was supposed to explore the lives of his three friends- who were all assassinated- Medgar Evers, Malcolm X and Martin Luther King, Jr. The result is a radical, up-to-the-minute examination of race in America, The film uses Baldwin’s original words, spoken by Samuel L. Jackson, and with a flood of rich archival material.

One of the values of the film is that it is deathless even though James Baldwin died some 30 years ago in 1987, his work and the film is relentlessly relevant because of the fact that the underlying social, political, economic, cultural and psychological issues that he addressed through his writings are still very much a part of our society.

Week 6- Monday, Sept. 24

Racism in America - Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.

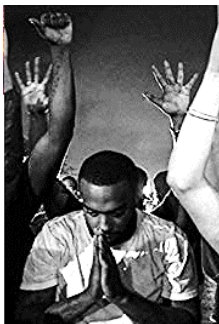


Guest Speaker: Jake Kirkland - Emeritus Assistant to the Vice Services (OASIS) - Kirkland is a past winner of the Spirit of Nebraska Award, a Kudos Award from the NU Board of Regents, the MLK Fulfilling the Dream Award, and the James V. Griesen Exemplary Service to Students Award.

Assignment for our next class:

Watch:

[Truth and Power- #blacklivesmatter:](#) Black Lives Matter is a 21st century civil rights movement born and bred on social media. Created by a group of young, female activists



in the wake of Trayvon Martin's death, the movement grew as instances of American police brutality were broadcast around the world. Activists at the forefront of the movement soon discovered that their activities had not only sparked a nationwide social justice movement but had also caught the attention of the FBI and local law enforcement who have been using their own sophisticated technology to track them. Their surveillance recalls law enforcement and the FBI's treatment of civil rights movements of the past and controversial programs enacted to dissuade progress. This episode charts the explosive growth of the Black Lives Matter movement, spotlights its key figures and examines the government's tactics to surveil them. How far will law

enforcement go in its efforts to track the organization, and what does this mean for democracy?

Wednesday, Sept. 26

Racism in America

Assignment for our next class:

Read:



Watch: [Bury My Heart at Wounded Knee](#): History is told by the winners, at least for the first several drafts. Eventually, as demonstrated here, it is possible for passions to cool down enough so even the winners can confront a shameful chapter in their history, in this case America's treatment of Indians in general and the Lakota Sioux in particular.

"Bury My Heart at Wounded Knee," stunningly filmed and honestly told, is based on the 1971 book by Dee Alexander Brown, a nonfiction account of the final years of conflict between the U.S. and the American Indians it sought to displace by any means necessary.

Take this quiz: <https://www.surveymonkey.com/r/NativeAmericans>

Week 7- Monday, Oct. 1

Indigenous Peoples- *Indigenous peoples*, also known as *first peoples*, *aboriginal peoples* or *native peoples*, are ethnic groups who are the original inhabitants of a given region, in contrast to groups that have settled, occupied or colonized the area more recently.

Community service project team presentations in class

Assignment for our next class:

Watch:

[Rise- Sacred Water: Standing Rock, Part I by Viceland](#) - The people of the Standing Rock Indian Reservation of North and South Dakota fight to stop an oil pipeline from being built on their ancestral homeland. Optional: Watch 'Standing Rock', Part 2 here: <http://bit.ly/2kBGEUP>



Wednesday, Oct. 3
Indigenous Peoples



governments.

Guest speaker: Judi M. giashkibos is Executive Director of the Nebraska Commission on Indian Affairs. She is a member of the Ponca Tribe of Nebraska. In 2006, Judi was elected as the President of the Governor's Interstate Indian Council (GIIC), a national organization with the mission of improving and promoting cooperation between state and tribal

Assignment for our next class:



Nelufar Hedayat

Watch: [The Traffickers: The Girl in the Window](#): Nelufar Hedayat is an award-winning British journalist and TV host who has worked across the BBC, Channel 4 and The Guardian covering breaking news, live events and in depth investigations in some of the world's most hostile environments. Having fled war-torn Afghanistan as a child herself, Nelufar's work has often focused on cultural upheaval experienced by women, children and families in conflict ridden societies. In "The Girl in the Window," Hedayat investigates how the sex industry in Western Europe is funneling millions of girls worldwide into a market of sex slaves; children are groomed for years, targeted by traffickers who reveal their methods.

Week 8- Monday, Oct. 8

Human Trafficking- *Human trafficking* is the trade of humans for the purpose of forced labor, sexual slavery, or commercial sexual exploitation for the trafficker or others.



Sriyani Tidball will visit our class to talk about human and sex trafficking. [Here's that link with more details on the upcoming Human Trafficking and Migration Forum and Symposium at UNL.](#) Your registration fees will be reimbursed by the Thompson Scholars Program if you wish to attend and apply either toward your speakers assignment in our class.

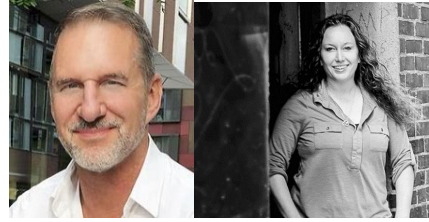
Assignment for our next class:

Watch: ["Sold for Sex: Survivor Stories"](#)

"Sold for Sex: Survivor Stories" focuses on Nebraska women who have been trafficked. This program includes the powerful stories of three different Nebraska trafficking survivors; interviews with experts on how people become trafficking victims, and why the crime is often not reported or punished; and perspective from more than 20 Nebraska trafficking survivors compiled for a new report.

Wednesday, Oct. 10

Human Trafficking- [“I’ve Got a Name,”](#) a Lincoln non-profit organization dedicated to eradicating sex trafficking in Nebraska, will visit our class. We’ll hear from Paul Yates, the group’s director, about the group’s fight against local sex trafficking. We’ll also hear from street outreach director Megan Johnson. Her past-life, once broken and lost in the “escort world,” has been made new again. Her strength, courage, and perseverance has inspired and empowered girls and women into a future of positive change, purpose, and hope.



Assignment for our next class: Prepare your group project presentations and both group and individual reflections of your experiences from participating in the project.

Week 9- Monday, Oct. 15 – Fall Break –No class

Wednesday, Oct. 17

✓ **Oct. 17- Group project and presentations**

Assignment for our next class:

View the NetFlix film [“Fire at Sea”](#) and take the “Fire at Sea Quiz” in the “Assignment” section of Canvas.

Week 10- Monday, Oct. 22

Immigration - Immigration is the international movement of people into a destination country of which they are not natives or where they do not possess citizenship in order to settle or reside there, especially as permanent residents or naturalized citizens, or to take up employment as a migrant worker or temporarily as a foreign worker.

Who is a refugee? -

A refugee is someone who has been forced to flee his or her country because of a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group.

Assignment for our next class:

View the two short videos on refugees and take the “Refugees Quiz” in the “Assignment” section of Canvas.

1. [UNHCR Global Trends 2017 Report](#)
2. [How to solve the refugee crisis | The Economist](#)

Wednesday, Oct. 24

Immigration-

Guest speaker Lutheran Family Services - Marni Newell

Oct. 24- First written draft for main individual profile paper is due. Upload it in the assignment section of Canvas.



Assignment for our next class:

For next week:

Watch: [Truth and Power -Hacking the Presidency](#) - A Harvard professor ventures out of the Ivory Tower of academia and leaps head first into the cutthroat race for the U.S. presidency with a bold goal: to completely overhaul the campaign finance system.

Take the quiz in the assignment section of Canvas

Week 11- Monday, Oct. 29

Political Inequality - Political inequality is when certain individuals or groups have greater influence over political decision-making and benefit from unequal outcomes through those decisions, despite procedural equality in the democratic process.

Assignment for our next class:

For next class:

Watch:

[Lewis Black on voter suppression](#) –



[Suppressing the vote: Jon Stewart-](#)



Read:

[For eighth year, voter ID amendment defeated in Nebraska Legislature](#)

Wednesday, Oct. 31

Political Inequality



Guest speaker: Sen. Adam Morfeld - In 2014, Morfeld was elected to the Nebraska Legislature, representing a district in the city of Lincoln. He is also the executive director and founder of a nonprofit organization, Nebraskans for Civic Reform (NCR).

Assignment for our next class:

Watch these short videos: [The Connection Between Climate Change & Human Rights](#)
[The World's First Climate Refugees](#)

Take the “Climate Change Quiz” in the assignment section of Canvas

Week 12- Monday, Nov. 5

Climate Change and the Environment –

Climate Change- a change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels.

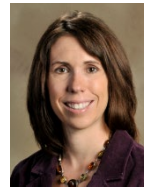
The Environment- The surroundings or conditions in which a person, animal, or plant lives or operates.

Assignment for our next class:

1. Read the executive summary and Chapter 1 introduction to this report: [Nebraska- Climate Change and the Environment](#)
2. Look for the “Climate Change and the Environment” assignment in the assignment section of Canvas. Write down your five biggest takeaways from the reading and upload them to me.
3. Come to class with one of your takeaways which you want to discuss when we meet.

Wednesday, Nov. 7

Guest speaker: UNL Climate Scientist Deb Bathke will discuss her research on the projected impact climate change is having on Nebraska now and into the future.



Assignment for our next class:

1. Read: "[The difference between sexual orientation and gender identity](#)" and watch "[Gender: The Space Between](#)"
2. Take the “Sexual Orientation and Gender Identity Quiz” in the assignment section of Canvas

Week 13- Monday, Nov. 12

Gender Identity and Sexual Orientation

Sexual orientation - An inherent or immutable enduring emotional, romantic or sexual attraction to other people.

Gender identity- One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.

Wednesday, Nov. 14
Gender Identity and Sexual Orientation

[Jan Deeds](#), UNL Associate Director in Student Involvement Gender Programs and [Pat Tetrault](#), Director, LGBTQA Resource Center, will be our guests. They'll discuss with you their experiences in opening up society's conversations about gender identity and sexual orientation.



Jan Deeds Pat Tetrault

Assignment for our next class:

Week 14- Monday, Nov. 19

Civil Protest/Social Activism- Where protests are part of a systematic and peaceful nonviolent campaign to achieve a particular objective, and involve the use of pressure as well as persuasion, they go beyond mere protest and may be better described as cases of civil resistance or nonviolent resistance. Civil protests also include the right to free speech and the right to peaceably assemble on public property.



Marty Ramirez today and as a decorated soldier in the U.S. Army in the early 1970's.

Guest- Mauricio "Marty" Ramirez- Marty Ramirez is a third-generation Nebraskan from Scottsbluff. He is descended from beet workers. Marty would become the first Latino baseball player for the Chadron State College baseball team in 1964.

He graduated from Chadron State with his bachelor's degree in 1967. He served during the Vietnam War, rose to the rank of sergeant, and was awarded a Purple Heart for his combat service.

After returning to Nebraska, Marty earned his master's degree and a doctorate from the University of Nebraska-Lincoln. He worked as a mental health counselor at UNL's Department of Minority Affairs and later for UNL's Department of Counseling and Psychological Services as a Counseling Psychologist.

In this role, he was able to provide a support system and promote changes at the university to better accommodate students of color. Since his retirement, Marty has continued his social activism as an advocate and supporter of the Latino/Hispanic community and a voice for the elderly, veterans, students and all underrepresented communities in Nebraska.

Reminder- By Nov. 21- Must have your speakers 1 and 2 assignments completed

Wednesday, Nov. 21- Thanksgiving Break- No class

Week 15- Monday, Nov. 26
Civil Protest/Social Activism

Wednesday, Nov. 28

Finishing details on your final project- In class work session

Week 16- Monday, Dec. 3 – Last day of class

- ✓ Final project must be published- Deadline for posting of the revised final version of your individual assignment on the Internet
- ✓ Final Project Part B due
- ✓ Final project oral presentations in class

Course evaluations

More on learning expectations for JOUR222

The class will focus on the following areas of learning:

- I. Awareness:
 - Students will gain an awareness of the importance human rights, social justice and the role of media in helping to bring awareness and solutions to these social issues.
 - Students will become aware of various types of injustices going on in the world.
 - Students will be introduced to the different kinds of human trafficking going on in the world and looking at this issue as a supply demand issue.
 - Students will develop an awareness of ethical approaches that contribute to decision making in media.
 - Students will identify different sources of information available in the area of human rights that are available.

- II. Knowledge
 - Students will gain an understanding of the relationship between supply and demand nations and the forces that drive the industry of human trafficking.
 - Students will learn how media can educate, bring awareness and even help prevent social injustice
 - Students will learn how to analyze a social issue.
 - Students will learn the difference between goals, strategies, and tactics.
 - Students will learn the fundamentals of communication research and how to produce a report on a social issue.
 - Students will understand how culture and cultural values influence the media decisions made by others
 - Understand how decisions of the media can affect civil society
 - Students will be able to identify possible primary sources of information about assigned topics of social justice and human rights.

- Skills and Abilities:
 - Students will learn how to conduct secondary research and produce a report about an important topic.

- Students will learn how to analyze and produce a report from secondary information.
- Students will develop the ability to produce a creative piece to communicate an important idea to a specific target audience.
- Apply ethical principles to cases involving media ethics or bias in other areas of the world
- Practice ethical behavior during researching and story telling of an assigned topic.
- Students will learn to work in a group, and produce a creative piece to communicate a message about trafficking in the country they are researching.

Opportunities to Learn

- Students will learn how to share thoughts and ideas through reflection.
- Students will learn how to make effective and clear oral and written presentations.
- Students will learn how to use new media in their presentations.
- Students will learn to develop their own professional portfolios.
- Students will learn how to work individually as well as with a team

Opportunities to Demonstrate

- You are expected to submit work suitable for including in your portfolio.
- You are expected to make oral and written presentations to the class.
- You are expected to participate in the class discussions.
- You are expected to develop skills that you can use in your classes at UNL.
- You are expected to attend **every** class, even if an assignment is not due that day.
Your progress throughout this course can also make an impact, positive or negative, on your final grade.
- You are expected to work individually as well as in a team and be a constructive part of the team.

You will demonstrate your abilities through:

- Participation
- Engagement
- Involvement
- Group Projects
- Individual Assignments
- Performance
- Implementation
- Monitoring and Evaluation

Competencies

- Critical and independent thinking

- Knowledge and understanding
- Strategic thinking
- Communication and presentation skills
- The importance of setting measurable goals
- How to creatively solve problems
- How to deliver a well-produced assignment on time
- How best to work with a team
- How to evaluate other students' work
- Professional ethical principles