

Into the → FRAY

Media → Understanding → Social Justice → Global Culture & Communication

Throughout the semester we have been looking at people who've devoted incredible amounts of time and big pieces of their lives to better understanding the realities of global culture and providing more sound media and communication ideas/opportunities for those who might be marginalized, underrepresented, or constrained by the bounds of impoverishment.

They've been talking and doing...we've been listening, reading, watching, thinking, theorizing...and sitting on hard plastic chairs.

Now it's your turn to step into the FRAY→ to enter into the realm of media and global engagement, change, and potential empowerment.

Choose **ONE** of the following two options and complete a creative and conceptually intelligent WEB-BASED **Multimedia** project which addresses all of the guiding questions.
Due Date: FRI, May 3rd. **Your analyses should be linked to your CURRENT COUNTRY SITE.**



Option #1: YOUR RESEARCH COUNTRY from the perspective of 2 International NGOs

RE-EXAMINE YOUR RESEARCH COUNTRY from the perspective of 2 International NGOs (non-governmental organizations). Put yourself in the shoes of an **international independent media producer/consultant** who works with I-NGOs (international non-governmental organizations) to better understand significant global issues, fund, and reach global audiences about their concerns. **Then choose TWO specific I-NGOs** (guideline lists posted on the GC-2 site) and address the questions below. Focus on two organizations which address **similar issues** of **GLOBAL/INTERNATIONAL importance**. **NEITHER** organization should be oriented toward or largely centered on American issues or populations. They should be GLOBAL in outlook and operation...for obvious reasons.

- 1. GATHER and ANALYZE THE TEXTS/ARTIFACTS of THEIR CURRENT MEDIA CAMPAIGNS.** Gather as many examples, MEDIA TEXTS, or "artifacts" as you can from their communication campaigns. These can be press releases, web sites, media kits, Facebook pages, tweets, advertisements, photographs, speeches, news stories, etc., which are used by the organization as communication strategies or campaigns.
- 2. BIG PICTURE. COMPARE** each organization's media/communication strategies or campaigns to promote a central mission, philosophy, sets of ideas, people, approaches, services, technologies, or issues.
Important questions: *How do they use media? What appears to be the thinking behind their media strategy? Who are the different ideal target audiences? What is unique or significant about the different places in the world and people they work with?*
- 3. ASSESSMENT & Analysis.** Assess the strengths and weaknesses of their media/communication strategies for GLOBAL AUDIENCES. Think about the current media and cultural landscapes as well as 5-10 years in the future. In performing this analysis/assessment, you should use (and make reference to) at least **3 sets of ideas** (coming directly from GC-2 authors, readings, screenings, and discussions) which we have covered in the course.
- 4. CONTACT.** Get in touch with the at least one person to find out **MORE** about the organization, their media strategies, and their larger global communication tactics.
- 5. Well-reasoned, Reflective and Thoughtful RECOMMENDATIONS.** You should make 7-10 well-reasoned and creatively-conceptualized recommendations for the organization. These recommendations should be based in a thoughtful and compassionate approach to the "other." Sustainable social justice should resonate in your reasoning.

Option #2: Media Education for Developing Nations or Cultures

Put yourself in the shoes of an **international independent MEDIA EDUCATOR** who helps people from different DEVELOPING NATIONS around the world create sound and sustainably appropriate media education curricula for students, schools, and teachers. Then **CHOOSE TWO** specific countries (or perhaps two different groups of people, cultures, or tribes within a nation) and address the guideline questions below. Focus on developing a set of curricular ideas and approaches which are appropriate and sustainable for THEM (not your needs, or OLPC, Apple, IBM, Exxon, etc.)

1. **ANALYZE THE PARTICULAR AND CURRENT ECONOMIC, LINGUISTIC, POPULATION, POLITICAL, SOCIAL, GEOGRAPHIC and other complexities of the culture and any prominent subcultures.** Gather as much info or other information or data as you can to provide a foundation of understanding of how that country or group of people is unique.
2. **CONTACT.** Get in touch with the at least one person to find out MORE about the country, people, schools, media education, politics, and economic realities currently.
3. **BIG PICTURE.** Examine the nation's or people's educational, social, economic, and socio-cultural NEEDS. **Important questions:** *What is the current system of schooling like? Who is educated? For how long? Is it free? Is it compulsory? Do they have enough teachers? What resources do or don't they have? Electricity? Funding? What are the language, ethnic, economic, or other cultural barriers? Do they have a long-standing tradition or approach in how they have developed and sustained schools? How about media education?*
4. **ASSESSMENT & Analysis.** Assess the strengths and weaknesses of their media education strategies for their particular set of students, schools, and teachers. Think about the current media and cultural landscapes as well as 5-10 years in the future. In performing this analysis/assessment, you should use (and make reference to) at least **3 sets of ideas** (coming directly from GC-2 authors, readings, screenings, and discussions) which we have covered in the course.
5. **Well-reasoned, Reflective and Thoughtful RECOMMENDATIONS.** You should make **7-10 well-reasoned and creatively-conceptualized recommendations**. These recommendations should be based in a thoughtful and compassionate approach to the "other." Sustainable social justice should resonate in your reasoning.