

491 Communication in Diverse Communities
Departments of CJ and AIS
University of Wisconsin—Eau Claire

Lecturer: Barb Blackdeer-Mackenzie

Spring 2002

Lecturer reserves the right to change schedule or modify grade scale without notice.

Office Hours:

Monday and Wednesday, 3:00-3:45

Tuesday and Thursday, 10:00 – 10:45

and by appointment

(715) 836-4924 / 2528 (Office/ Department)

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Introduction

Theory and analysis of communication in diverse communities will be the focus of this course. Emphasis will be on the Native American community, particularly of the Midwest geographical region.

Educational Goal:

In line with the university expectations for graduation, your work in this class is a direct personal study of your ability to evaluate diverse points of view, synthesize information, investigate problems, understand numerical data, develop historical awareness, compare cultures, use scientific methods, understand values, understand human behavior and human institutions. Learning in these areas is developmental and therefore personal development will be evaluated and progress toward growth in understanding and appreciation of these abilities is a major element of this course.

Educational Objectives:

- To develop an understanding of the multiple U.S. political systems (federal, state, tribal and local governments) in which diverse communication transactions take place.
- To gain perspective of and about Native American communication. Mass mediated, organizational, group, and interpersonal communication contexts are examined. How Native Americans perceive themselves, others and the environment; how Native American perceives others in that context; and how others perceive Native Americans will be examined.
- To develop the skills needed to affect change in political and media organizations to accomplish greater understanding in diverse communities.

Required Texts:

Loew, Patty. (2001). Indian Nations of Wisconsin, 1st edition. Madison, WI: WI Historical Society Press.

Rolo, Mark Anthony, editor. (2000). The American Indian and the Media, 2nd edition. New York, NY: The National Conference for Community and Justice (NCCJ).

Russell, George. (2000). Native American FAQs Handbook, revised edition of American Indian Digest and American Indian Facts of Life, Phoenix, AZ, Russell Publications

Course Requirements and Grading:

Attendance/ Participation	100 points
Project I	250 points
Project II	250 points
Midterm	200 points
Final	<u>200 points</u>
Total	1000 points

Grade/ Point Scale:

A = 920 - 1000
B = 840 – 919
C = 760 – 839
D = 680 – 759
F = under 680

Your grade for the course is calculated by adding the points you receive on your attendance/ participation, projects, and exams. You may be taped for instructional feedback and record-keeping.

Attendance/ Participation: Your contributions to the class can help yourself and our class develop a better understanding of our subject. It is expected that we all attend at our scheduled times. If there is an emergent circumstance on my part, the department or myself will try to give as much notice as possible.

You will keep a reflection journal that will be turned in periodically by e-mail. This journal is intended to document your developmental progress, thoughts, ideas, shifts in attitudes toward the subject matter as well as create discussion points for class or with the instructor.

Project I*: In assigned groups, choose a topic of controversial interest that includes inter-governmental communication. This topic should be of interest to both the Native American community and the mainstream community. Compare and contrast mainstream and Native American media communication on the subject. A seven to ten page report, citing sources, will be the project result of this study. In your journal, track specific days, dates, and time spent on the project

Project II*: In assigned groups, choose an activism area based on the prior report. The activism area will include a communication plan that is vested in building a strategy that gains the media's attention through community, financial, technological, consumer, and employee relations to persuade the targeted publics to your point of view. You will work out communication plans and actual communications for your groups, which will be used for public or media consumption. Create a hypothesis on what should happen, and what it will take to accomplish this campaign. In your journal, track specific days, dates, and time spent on the project.

* May be altered based on experiential opportunities presented at the time of the project assignment.

Exams: Identify, "give the significance", and essay format. Based on the texts, class lectures, and experiences gained in the class. No make-ups will be given.

Course Schedule:

By Next Week:

Week 1 1/24/02	a. Introductions, syllabus, Russell pp. 93, 128-131 b. Media Sources and Government Models c. Institutional dynamics	Assignment: Begin Project I, explore topics Read: Rolo pp. 13-18: Russell, beginning to Section 2
Week 2 1/31/02	a. Core influential areas: media, government, big business and people. b. Introduce Dewey's Reflective Thinking model c. Discussion question: How can we best improve the communication between the Native American community and the general public?	Assignment: Formulate research question E-mail journal and topic by Tuesday Read: Rolo pp. 19-23: Russell, Section 2 Make contact with tribe of interest, seek out tribal constitution
Week 3 2/7/02	a. Report on tribal contacts and experiences b. Define group objectives and report to class c. Media- Profiting and the 1 st Amendment d. Other forms of communication	Define research question, clarify definitions E-mail research question and journal Maintain contact with tribe of interest, seek out other legal documents needed for project Read: Rolo pp. 25- 29: Russell, Section 3
Week 4 2/14/02	a. Discuss journal matters b. Discuss tribal and media contacts and documents c. Discuss applicable laws d. Perspectives: a view from Charles Haney	Research: seek data and information Read: Rolo pp 31-35: Russell Section 4 Complete Project 1 E-mail journal
Week 5 2/21/02	a. Paper I due, Project 2 begins b. Brainstorm: List All Possible Solutions c. Community Activism	E-mail brainstorm list and journal Read: Rolo, pp. 37-39: Russell Section 5 Maintain contact with tribe of interest
Week 6 2/28/02	a. Tools of Measurement b. Selecting Solution c. Communication Models	Define Project 2 goals and journal Read: Rolo pp. 40-41: Russell Section 6 to end Maintain contact with tribe of interest

Week 7 3/7/02	a. Midterm Exam b. In-class work time for Project 2 with intent of Implementation	Read Loew, pp. 1-23, Rolo 43-47 Create a written piece for campaign (e.g. Letter to the Editor) in journal E-mail journals
Week 8 3/14/02	a. Go over test b. Redress Dewey's Reflective Thinking model c. Apathy: It's a Killer d. Create questions for media and tribal media	E-mail finalized goals and journal Read: Loew, pp. 24-39 Write a fair article for Native and mainstream media
Week 9 3/21/02	a. Discuss Menominee Nation b. Guest	E-mail article and journal Read: Loew pp 40-53
3/28/02	NO CLASS	
Week 10 4/4/02	a. Discuss Ho-Chunk Nation b. Guest	E-mail compare/ contrast of fair article Read: Loew pp. 54-83 E-mail journal
Week 11 4/11/02	a. Discuss Ojibwe Nation b. Guest	Assign (visit local mainstream paper) Read: Loew pp. 84-99 E-mail journal
Week 12 4/18/02	a. Discuss Potawatomi Nation b. Guest	Assign (visit local radio station) Read: Loew pp. 100- 112 E-mail journal
Week 13 4/25/02	a. Discuss Oneida Nation b. Guest	Assign (visit local TV station) Read: Loew pp. 113- 126 E-mail journal
Week 14 5/2/02	a. Discuss Mohican-Stockbridge Munsee Band b. Guest	Complete Presentations E-mail final journal entry
Week 15 5/9/02	a. Student Presentations	
Week 16	a. Wrap-up b. FINAL —5:00 P.M., THURSDAY: MAY 16, 2002	