

COURSE DESCRIPTION (Group C)

Course code	Course group	Volume in ECTS credits	Course valid from	Course valid to
KOM5045	C	6	2021/2022	2022/2023

Course type (compulsory or optional)	Compulsory
Course level (study cycle)	Post-graduate
Semester the course is delivered	Autumn Semester
Face-to-face, distance or blended studies	Mixed mode (blended studies: lecture and workshop sessions combined with distance learning and self-study options)

Course title in Lithuanian

Medijų aktyvizmas ir žmogaus teisės

Course title in English

Media Activism and Human Rights

Short course annotation in Lithuanian (up to 500 characters)

Šiame studijų dalyke apžvelgiama įvairi pilietinės visuomenės veikėjų (pvz., nevyriausybinių organizacijų, idėjų grupių, socialinių judėjimų) veikla, kuria siekiama paveikti visuomenės sprendimų priėmimo procesus ir dalyvavimą per medijas. Čia tikslingai apsiungia tiek teoriniai, tiek praktiniai dalyvavimą ir medijomis įgalintą visuomenės grupių įsitraukimą tyrinėjantys tyrimo aspektai. Bus taikomos žmogaus teisių, pilietinės visuomenės grupių ir aktyvizmo, propagavimo, nacionalinės ir viršvalstybinės politikos formavimo ir kitos priemonės. Šis studijų dalykas taip pat turi ir stiprų praktinį aspektą: čia studentams tikslas suteikiama praktinė galimybė išbandyti 'istorijų pasakojimo' arba 'žodinės/atminties istorijos' ('oral history') metodikas žinojimo kūrime.

Short course annotation in English (up to 500 characters)

In this course, a variety of activities from civil society actors (e.g. non-governmental organizations, think tanks, social movements) aimed at influencing public decision-making are reviewed. The course combines theoretical with practical approaches to the analysis of human rights focused questions in contemporary mediated communications. Theories discussing human rights, civil society groups and activism, advocacy, national and supranational policy-making, communication and media will be studied. On a practical level, the aim of the course is to give students the opportunity to use oral history as a tool. Students will learn the basic skills of using oral history in research and writing, how to achieve the outcomes, as well as deal with the limitations and constraints.

Prerequisites for entering the course

Bachelor diploma, English language B2 level.

Course aim

By critically reviewing civic media activism related to HR issues in emerging participatory media (i.e. social networks and such) ecosystems, this course aims at identifying rhetorical strategies conducive to spread, sustainability and development of egalitarian HR and democratic values, as well as, on the basis of the gained understanding, provide practical skills in civic rhetoric and media content creation.

Links among study program outcomes, course outcomes, content, study and assessment methods

Program outcomes	Course outcomes	Content (topics)	Study methods	Assessment methods
1. Conceptual and theoretical knowledge and competences: 1.1. To explore and analyze developmental trends identified within contemporary journalism and emerging media ecosystems; to review those in a broader	Students gain knowledge and understanding of selected relevant theoretical perspectives and conceptual definitions (Human Rights, ethical universalism, social change, civic	Course concept note: The course begins by examining the philosophical and political bases for the international human rights movement. It looks at challenges to human rights that are brought by new ICTs	Lectures, interactive workshops, self-study sessions	Opinion statements, critical reflections. Public speaking acts and texts.

transnational and political, economic, socio-cultural and historical perspective.	activism, deep stories, explanatory journalism etc.) critically significant in contemporary HR activism studies and practices.	and focuses on specific groups of rights holders. It further explores theories and tools of activism and the role that media plays in it.		
1.3. To understand the functions of journalism, as a structural element of the future media ecosystems, and it's changing role and functions in a democratic – inclusive knowledge – society	Students gain both critical awareness and practical understanding/ skills of salient rhetorical strategies and means involved in both pro- and counter-HR discursivity on participatory-media.	Thematic topics here are formulated as critical inquiries: What are 'human rights' and how they are defined in contemporary democracies and inform and motivate hybridized participatory media and communications ecosystems? What resistance and counteraction HR discourse and activism encounters in participatory media?		
2. Analytical and research-based competences: 2.1. To identify significant research questions in the field of journalism, media and communications, to initiate and manage scientific and applied research.	Students generate relevant research questions and support analysis of those with appropriate research insights.	What are rhetorical and media creation strategies pro- and counter to HR discourse? What are attitudes and practices of professional media in this respect? What challenges to democratic governance and media policy are brought by expansion of human rights and resistance to it? Who are the core actors (civic groups, governments, media, business, corporations, HR pro- and counter-NGOs)? How various societal/cultural groups utilize and react to HR discourse and institutional systems?	Lectures, interactive workshops, self-study sessions	Creative questioning, in-class discussions
2.3. To critically reflect on the research process and outcomes; to draw research-based conclusions and decisions.				
3. Professional competences and skills: 3.1. To demonstrate solid knowledge of systems of media regulation and self-regulation, cross-cultural differences and to pursue the principles of morality, social responsibility and human rights perspectives in journalism practice.	Students gain experience in data collection, analysis and design of media products; they also learn how to generate graphically inventive and resourceful research designs: for such purposes they learn how to apply various techniques such as the use of oral history in research and the development of documentary scripts.		Lectures, interactive workshops, self-study sessions	Essay writing, product design
3.2. To apply techniques and methods of gathering, selecting, evaluating, writing and editing news, producing media products, while using different types and				

sources of information, given the media users and different channels.				
4. Social skills: 4.1. To apply effective communication skills in both, professional and personal areas.	Students perform various roles – those of idea generators and discussion moderators, active listeners and learning scaffolders – and critically reflect on their own learning process and experience. In groups they also use their newly developed skills in producing a short documentary as one of the end products of the course.		Lectures, interactive workshops, self-study sessions	Collaborative working, in-class discussions, evaluating and marking each others' work
4.2. To demonstrate social empathy, responsibility and professionalism in decision-making.				
5. Personal skills: 5.1. To demonstrate critical and analytical thinking skills, news and media literacy competences.	Students experience how to practically apply such conceptually inspired thinking in real-life situations and media policy making.		Lectures, interactive workshops, self-study sessions	Collaborative working, in-class discussions
5.2. To apply creative writing, storytelling, public speaking, innovative and critical thinking, project management, team-building and life-long learning skills.	Students present written (or designed/produced in other mediated forms) assignments for which various idea generation and presentation techniques will be necessary.		Interactive workshops, poster sessions, self-study sessions	

Criteria of learning achievement evaluation

Analytical thinking, idea and research questions generation, authentic solutions, creative product design, in-class participation

Distribution of workload for students (contact and individual work hours)

Study forms	Hours in face-to-face studies	Hours in online (remote) studies
Lectures	15	15
Seminars	15	0
Laboratory work	0	0
Practical assignments	0	15
Consultations	0	10
Individual student work	0	90
Total:	160	

Structure of cumulative score and value of its constituent parts

Final Grade (FG, 100%) = HW1 (opinion piece, 10%) + HW2 (essay, 15%) + MT (reflection, 15%) + HW3 (scenario, 10%) + E (product, 25% + reflection, 25%)

Recommended reference materials

No	Publication	Authors and title of	Number of copies in
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	year	publication (e-source)	University libraries or link to e-source
Basic materials			
1.	2020	Von Arnould, A., Von der Decken, K., Susi, M. <i>The Cambridge Handbook Of New Human Rights: Recognition, Novelty, Rhetoric.</i>	Journal articles and electronic books, publications are accessible through online data base services (Sage, Taylor & Francis, Cambridge online, etc.) subscribed by the Vytautas Magnus University libraries; books and book chapters or specified materials (research studies and project reports) identified in the readings list are available in VMU library and reading rooms, and in the Department's teachers offices.
2.	2020	Bowe, J. <i>I Have Something to Say: Mastering the Art of Public Speaking in an Age of Disconnection.</i>	
3.	2019	Trappel, J. <i>Digital Inequalities: Policies against divides, distrust and discrimination.</i>	
4.	2018	Duck, S., McMahan, D.T. <i>Communication In Everyday Life: The Basic Course Edition With Public Speaking</i>	
5.	2017	Lakoff, G. <i>Metaphors We Live By.</i>	
6.	2017	Cap, P. <i>Tha Language of Fear: Communicating Threat in Public Discourse.</i>	
7.	2016	Lakoff, G. <i>Moral Politics: How Liberals and Conservatives Think.</i>	
8.	2016	Hochschild, A. <i>Strangers in Their Own Land: Anger and Mourning on the American Right.</i>	
9.	2015	Ghere, R.K., Farhat, Y. <i>Rhetoric in Human Rights Advocacy: A Study of Exemplars.</i>	
10.	2010	<i>Oral History Reader, Routledge.</i>	
11.	2020	<i>Thompson, Paul: The Voice of the Past. Oxford University Press.</i>	
12.	2014	<i>Ritchie, Donald A.: Doing Oral History, Oxford University Press.</i>	
13.	2016	<i>Lynn Abrams: Oral History Theory, Routledge.</i>	
Supplementary materials			
An extensive list of additional readings and independent study support materials is provided in the designated course area on Moodle platform.			

Course description designed by

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