MCMA 200: MEDIA AND INFORMATION LITERACY
College of Mass Communication and Media Arts
&
College of Library Affairs
Southern Illinois University
Fall 2016 Syllabus

Course Information
Semester Credit Hours: 3
Section Number: 950
Asynchronous online course, but online discussions will be held.
Course Website: http://online.siu/edu

Instructor Information
1. Sarah Prindle, Humanities & Fine Arts Librarian
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2. William Freivogel, Professor of Journalism
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Course Description:

Expanding beyond the ability to read and write, there are multiple types of literacy needed to be a successful citizen of the 21st Century. In a networked and media-saturated world, these expanded literacies are necessary to understanding and changing the world. Throughout the course, students will be actively engaged by the instructors to think and write critically about information and media in order to resist the corporate environment in which we all are hoped, assumed, and constructed to be passive consumers. This course will tip the balance in students' favor, empowering active learners who will become global producers of media and information.

Definitions:

Media Literacy is defined as "the ability to access, analyze, evaluate, and communicate information in a variety of forms, including print and non-print messages. Media literacy empowers people to be both critical thinkers and creative producers of an increasingly wide range of messages using image, language, and sound. It is the skillful application of literacy skills to media and technology messages." (National Association for Media Literacy Education)

Information Literacy is a repertoire of understandings, practices, and dispositions focused on flexible engagement with the information ecosystem, underpinned by critical self-reflection. The repertoire involves finding, evaluating, interpreting, managing, and using information to answer questions and develop new ones; and creating new knowledge through ethical participation in communities of learning, scholarship, and practice. (Association of College and Research Libraries)

Goals for Student Learning:
By the end of this course, students will be able to…
1. Evaluate and be critical consumers of information and media.

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2. Know their legal rights in relation to information and media, how these emerged in the U.S., and the structures of ownership.
3. Use critical thinking and problem solving skills to build an intellectual framework for discovering, using and evaluating information.

Required Materials
Assigned readings as listed in the syllabus, provided on SIU Online/D2L.

Course Requirements
You are expected to read all materials in preparation for the discussions. We recommend you take notes. We want you to complete each week with the ability to discuss the topics and make connections between them. Instructors from the colleges of Mass Communication and Media Arts and Library Affairs are working closely to create a cohesive picture of the current media and information landscape. It is up to you, however, to critically analyze and apply those ideas and topics to your life and bring that perspective to assignments.

Discussions
The discussions will be on SIU Online/D2L, at the same day and time every week: **We will select our discussion day and time the first week of class**. You'll go to the discussion tab on SIU Online, which is under the Activities subhead. I'll have posted a discussion thread to get us started. If you cannot make our discussion time, you can log on to the thread at any time during the week and I'll get an email showing your comment. I'll respond as soon as I can. The discussion portion of SIU Online will show me how many comments you read and how many you originated. Your grade on the Discussion portion of the course will be based on these indicators of participation along with my evaluation of the quality of the comments.

Plagiarism
The work you turn in must be your own. **Do not copy work and present it as yours for <u>any quiz, assignment, or discussion</u>**. Plagiarism is unacceptable and is punishable under the Student Conduct Code. Plagiarism includes (but is not limited to):
• Turning in the same work as someone else.
• Turning in all or part of a work you found on the internet.
• Not putting quotation marks around a quotation.
• Copying words or sentences without citing where you got the information.
• Making up a source, citation, or quote.
• Copying the sentence structure of a source even if you change the words.

Grading

Assignment	Point Value Each	Total Point Value	Percentage
(10) Assignments uploaded to SIU Online/D2L	40	400	40%
(10) Quizzes	15	150	15%
(15) Participation in Weekly Discussions	30	450	45%
Total		1000	100%

<u>All Quizzes, Assignments, and Discussion posts are due by Sunday at 11:59pm, at the end of the week in which they are listed.</u> For example all Week 1 assignments are due Sunday August 28 by 11:59pm, all Week 2 assignments are due Sunday September 4 by 11:59pm, etc.

Course schedule & assignments

<u>**Week 1: Monday, 8/22**</u>

Topics: Introductions, What is Information? & What Is Media?

<u>**To Do This Week:**</u>

Discussion # 1: TBA
  Welcome to the course. What are your most trusted sources of news and information – your Facebook friends, CNN, Twitter, Reddit? We'll talk about how media has changed over the past decades.

Video: Avoiding Plagiarism https://vimeo.com/113978250
Video: What is Information?
Readings:
1. Introduction MCMA 200 and your instructors (D2L)
2. DOMO. How much data is created every minute? (2012). Retrieved from http://www.domo.com/blog/2012/06/how-much-data-is-created-every-minute/
3. Excerpt from Bush, V. (1945, July). As We May Think. *The Atlantic*. (D2L)

Readings: What is Media?
1. Marshall McLuhan, "The Medium is the Message" (D2L)
2. The Big Ideas podcast (the Guardian)
http://www.theguardian.com/commentisfree/audio/2011/jul/20/big-ideas-podcast-medium-message
3. What is Media? Handout (D2L)

DUE SUNDAY 8/28 BY 11:59PM:
Quiz #1
Assignment # 1: What is Media and Information Literacy?

<u>**Week 2: Monday, 8/29**</u>

Topics: How do you know whom to believe? & **The Filter Bubble**

<u>**To Do This Week:**</u>

Discussion # 2: TBA (based on your survey responses)
  Bring to the discussion one story that you either find credible or not credible. Be prepared to explain what the story is about and why you decided it was credible or not.

Readings: How do you know whom to believe?
1. Judging The Credibility Of News In The Digital Age http://thedianerehmshow.org/shows/2014-08-19/judging-credibility-news-digital-age

Video: The Filter Bubble
Readings:
1. The Ultimate Guide to the Invisible Web. http://oedb.org/ilibrarian/invisible-web/

2. Who Controls Your Facebook Feed (*Slate*)
   http://www.slate.com/articles/technology/cover_story/2016/01/how_facebook_s_news_feed_algorithm_works.single.html
3. First 6 minutes of Eli Pariser: Beware online "filter bubbles."
   http://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles?language=en#t-4833

DUE SUNDAY 9/4 BY 11:59PM:
Quiz #2

Labor Day: Monday 9/5

Week 3: Tuesday, 9/6

Topics: Media Consumption & Participatory Media

To Do This Week:

Discussion # 3 (Freivogel): TBA
> Is information on the WWW more or less credible than print media? Having read about the Deep Web, Invisible Web and Filter bubbles, do you trust the information you receive in an Internet search?

Video: Media Consumption & Participation
Reading:
1. Jacqueline Bobo, "*The Color Purple*: Black Women as Cultural Readers" (D2L)

Video: Participatory Media
Reading:
1. Henry Jenkins, "Scribbling in the Margins" (D2L)

DUE SUNDAY 9/11 BY 11:59PM:
Assignment # 2: Media Diet and Self Reflection

Week 4: Monday, 9/12

Topics: Citizen Journalism and Ethics, Crowdsourcing & Authorship

To Do This Week:

Discussion # 4 -- TBA
> What is participatory media? Traditional media ethics ban reporters from involvement in politics if they cover politics. A political reporter may not wear a button supporting a particular candidate for office or put out a yard sign or put a bumper sticker on the car. Does this make sense?

Reading: Citizen Journalism and Ethics
1. Ferguson's citizen journalists revealed the value of an undeniable video
   http://www.theguardian.com/commentisfree/2014/aug/16/fergusons-citizen-journalists-video

2. Citizen Journalism Ethics: Bystander Who Filmed Walter Scott Shooting Seeks Payout https://fstoppers.com/business/citizen-journalism-ethics-bystander-who-filmed-walter-scott-shooting-seeks-68213
3. Behind The Alarming Rise Of The Online Vigilante Detective http://www.buzzfeed.com/charliewarzel/behind-the-alarming-rise-of-the-online-vigilante-detective#.maNNoXX3V
4. Journalism's Infatuation with Glenn Greenwald – by William Freivogel http://gatewayjr.org/2014/04/21/journalisms-infatuation-with-glenn-greenwald/
5. Journalism, Even When It's Tilted http://nyti.ms/17Y31Zm

Video: Crowdsourcing & Authorship
Reading:
1. Four Pinocchios for 'Hands Up;' http://gatewayjr.org/2015/04/03/four-pinnochios-for-hands-up-time-to-own-up-editor-says/
2. Reddit's Boston marathon speculation shows the limits of crowdsourcing http://www.theguardian.com/commentisfree/2013/apr/19/reddit-boston-marathon-crowdsourcing
4. Lessons from Crowdsourcing the Boston Marathon Bombings Investigation http://www.forbes.com/sites/tarunwadhwa/2013/04/22/lessons-from-crowdsourcing-the-boston-marathon-bombings-investigation/
5. Student wrongly tied to Boston Marathon bombings found dead http://www.usatoday.com/story/news/2013/04/25/boston-bombing-social-media-student-brown-university-reddit/2112309/
6. Is Crowdsourced Labor the Future of Middle Class Employment? http://www.thedailybeast.com/articles/2014/03/26/is-crowdsourced-labor-the-future-of-middle-class-employment.html

DUE SUNDAY 9/18 BY 11:59PM:
Quiz #3

Week 5: Monday, 9/19

Topics: Robot Journalism, Authorship & Cinema

To Do This Week:

Discussion # 5 (Freivogel): TBA
Who is a journalist? Is there such a thing as a citizen journalist? Whom would you characterize as a citizen-journalist? Should citizen journalists abide by the professional ethics of professional journalists?

Reading: Robot Journalism
1. Brave New World? Robot reporters take over beats – By Ben Lyons http://gatewayjr.org/2014/11/13/brave-new-world-robot-reporters-take-over-beats/
2. Revisiting the comments section: Can it be fixed? By Ben Lyons http://gatewayjr.org/2014/11/14/revisiting-the-comments-section-can-it-be-fixed/
3. Can an Algorithm Write a Better News Story than a Human Reporter? http://www.wired.com/2012/04/can-an-algorithm-write-a-better-news-story-than-a-human-reporter/
4. An NPR reporter raced a machine to write a story: Who won? http://www.npr.org/sections/money/2015/05/20/406484294/an-npr-reporter-raced-a-machine-to-write-a-news-story-who-won/

Video: Authorship and Cinema
Readings:
1. Michel Foucault, "What is an Author?" (D2L)
2. Campbell, "I'll Furnish the War" (D2L)

DUE SUNDAY 9/25 BY 11:59PM:
Quiz # 4

Week 6: Monday, 9/26

Topics: News Literacy & Attribution Decay

To Do This Week:

Discussion # 6 (Freivogel): TBA
> Are the public comments sections of news websites a good idea? Do they democratize the media? Do they generally add more heat than light or vice versa? Should a news site remove comments that are racist?

Videos: John Oliver on Science Reporting & Journalism
Readings:
1. NPR s "Breaking News Consumer's Handbooks" http://drc.centerfornewsliteracy.org/resource/npr-s-breaking-news-consumers-handbooks-0
2. A Skeptic's Guide to Health News and Diet Fads (Podcast & Breaking News Handbook) http://www.wnyc.org/story/skeptics-guide-health-news-and-diet-fads/
3. Making sense of the campaign: News vs. opinion (Center for News Literacy) http://drc.centerfornewsliteracy.org/resource/making-sense-campaign-news-vs-opinion

Video: Attribution Decay
Readings:
1. Bump's "BuzzFeed's "Happiest Facts of All Time" Were Mostly Plagiarized from Reddit" and "Fact into Fiction"
2. "How the internet misled you in 2015" – BBC News http://www.bbc.com/news/world-35051618
3. Fact into Fiction – Why Context Matters with Animal Images. (2014, Feb. 27) *Speaking of Research*. Retrieved from http://speakingofresearch.com/2014/02/27/fact-into-fiction-why-context-matters-with-animal-images/

DUE SUNDAY 10/2 BY 11:59PM:
Quiz # 5

Week 7: Monday, 10/3

Topics: Media Ownership

To Do This Week:

Discussion # 7 (Freivogel): TBA
> Do you think that plagiarism and attribution really matter in the age of the internet? Does it matter to you whether the images or stories you see on Facebook or Twitter are attributed to a

source? Do you want to know the source for the info you see on social media? In what places (school, work, politics, social media, journalism, person life) does attribution and plagiarism matter more or less to you?

Video: Media Ownership
Video: John Oliver on "Native Advertising" https://youtu.be/E_F5GxCwizc
Reading:
1. Who owns what (Columbia Journalism Review Tool) http://www.cjr.org/resources/index.php
2. Vogt, P.J. (2013, Dec 26). In Case Anyone Forgot, Google is Still Very Powerful. *TLDR*. Retrieved April 21, 2014, from http://www.onthemedia.org/story/case-anyone-forgot-google-still-very-powerful/
3. Jeremy Butler, "The Television Commercial" from *Television: Critical Methods and Applications* (D2L)

Assignment # 3: TV Commercial Analysis

DUE SUNDAY 10/9 BY 11:59PM:
Quiz #6

Fall Break 10/8 – 10/11

Week 8: Wednesday 10/12

Topics: Special Case Study: Ferguson, MO

To Do This Week:

Discussion # 8 (Freivogel): TBA
Where did you get your news about the events surrounding the shooting death of Michael Brown in Ferguson, Mo.? Newspapers, radio, Twitter, Facebook? What sources turned out to be credible? How important is it that the "Hands Up; Don't Shoot" mantra proved a myth?

Readings: On Ferguson
1. Tufekci (2014) "What Happens to #Ferguson Affects Ferguson: Net Neutrality, Algorithmic Filtering and Ferguson." https://medium.com/message/ferguson-is-also-a-net-neutrality-issue-6d2f3db51eb0
2. How Black Reporters Report On Black Death : Code Switch : NPR http://www.npr.org/sections/codeswitch/2015/08/20/432590298/how-black-reporters-report-on-black-death
3. Ferguson Coverage: News or the Narrative? By Terry Ganey http://gatewayjr.org/2014/12/04/the-failure-in-ferguson-how-the-national-media-misreported-the-killing-of-michael-brown/
4. Ferguson aftermath: Two months later http://gatewayjr.org/2014/10/10/ferguson-aftermath-two-months-later/
5. Watch CNN's "exclusive" on how two white witnesses unconnected with the Ferguson community backed up the "Hands Up-Don't Shoot" narrative http://www.cnn.com/2014/09/11/us/ferguson-michael-brown-shooting-witnesses/
6. Then Read how the myth of Hands Up Don't Shoot grew up:

http://news.stlpublicradio.org/post/why-did-justice-department-conclude-hands-dont-shoot-was-myth

7. Watch Fox reporter Mike Tobin reporting that he witnessed a Baltimore officer shooting an unarmed black man when there was no such shooting. Also look at the livestream reporting on the shooting that did not occur: http://www.mediaite.com/tv/fox-news-crew-witnesses-baltimore-police-shoot-man/
8. Ferguson Special Report: America's Arab Spring (Gateway Journalism Review) http://www.fergusonreport.net/stories/2016/7/25/americas-arab-spring
9. Ferguson Special Report: Making a Myth (Gateway Journalism Review) http://www.fergusonreport.net/stories/2016/8/8/making-a-myth

DUE SUNDAY 10/16 BY 11:59PM:
 Assignment # 4:
Write a 500-word essay assessing the credibility of the media in covering the death of Michael Brown and its aftermath. Among the questions you may want to address are: Do outlets such as MSNBC, which favored protesters, and Fox, which favored police, lose their credibility because of their advocacy reporting? Do Twitter feeds such as Anonymous have credibility?

Week 9: Monday, 10/17

Topics: Privacy and the First Amendment

To Do This Week:

Discussion # 9 : TBA
    Do young people today guard their privacy as much as older generations? What personal information is important to keep private? Should there be a right to be forgotten – to have information about you removed from the Internet

Video: The Privacy Ultimatum
Reading:
1. The Right to be Let Alone – development of legal right of privacy https://online.siu.edu/content/enforced/210224-27999.201520/sagealone-1%281%29.pdf?_&d2lSessionVal=ZpKDrKtwyUaXYgcaYfL9IaJip&ou=210224
2. (First 6:30 minutes) Do You "Choose" To Have Your Privacy Invaded By Using Tech? Idea Channel. PBS Digital Studios. https://www.youtube.com/watch?v=t45BoJ_LP1U

Readings: The First Amendment & Privacy
1. Mirage Tavern sting: Bill Recktenwald, now a journalism professor at SIU, helped set up a fake tavern in Chicago 35 years ago, uncovering widespread corruption among city inspectors. Read his account: http://dlib.nyu.edu/undercover/sites/dlib.nyu.edu.undercover/files/documents/uploads/editors/impactmirage-recktenwald.pdf
2. ABC's undercover expose of Food Lion: Can a reporter lie on a job application to get a job at a food store to film undercover footage of unsanitary food preparation techniques? Does Mill's greater good justify the action? http://www.rcfp.org/browse-media-law-resources/news-media-law/news-media-and-law-spring-2012/landmark-food-lion-case
3. Hulk Hogan's suit against Gawker for published private sex tape:

4. Controversy over the ethics and law of Planned Parenthood videos
http://www.vox.com/2015/7/14/8964513/planned-parenthood-aborted-fetuses

DUE SUNDAY 10/23 BY 11:59PM:
Quiz # 7

Week 10: Monday, 10/24

Topics: Privacy & Surveillance

To Do This Week:

Discussion # 10: TBA
Were you disturbed by the NSA's data mining of your telephone metadata? How should the country balance the importance of protecting against terrorist attacks with the importance of protecting the privacy of your calling data?

Video: United States of Secrets Part 2: http://video.pbs.org/video/2365251169/
Readings:
1. Greenwald, G. (2014). "The Harm of Surveillance". *No place to hide: Edward Snowden, the NSA, and the U.S. surveillance state.* New York: Metropolitan Books. /content/enforced/210224-27999.201520/Greenwald_No Place to Hide.pdf

Readings: Surveillance & Your Rights
1. Google Play Store Apps Permissions http://www.pewinternet.org/interactives/apps-permissions/
2. 4 Simple Changes to Stop Online Tracking (Electronic Frontier Foundation): https://www.eff.org/deeplinks/2012/04/4-simple-changes-protect-your-privacy-online
3. Know Your Rights Guide (Electronic Frontier Foundation): https://www.eff.org/document/know-your-rights
4. Long Before Snowden, Librarians Were Anti-Surveillance Heroes http://www.slate.com/blogs/future_tense/2015/06/03/usa_freedom_act_before_snowden_librarians_were_the_anti_surveillance_heroes.html

DUE SUNDAY 10/30 BY 11:59PM:
Assignment # 5: Data Privacy Analysis

Week 11: Monday, 10/31

Topics: Intellectual Property & Copyright

To Do This Week:

Discussion # 11 (Freivogel): TBA
What do you think about copyright laws? Do they protect free expression or inhibit it?

Readings: Intellectual Property and Copyright Law
1. 2 Live Crew Parody – watch parody that led to Supreme Court case then read the case: https://www.youtube.com/watch?v=65GQ70Rf_8Y
2. 2 Live Crew Case: Excerpt of Campbell v. Acuff-Rose Music, Inc

/content/enforced/210224-27999.201520/07campbellshort(1)(1).pdf
3. The Nation and Ford Memoir
/content/enforced/210224-27999.201520/07HarperandRowshort(4)(1).pdf
4. Copyright rules for educational portfolios
 /content/enforced/210224-27999.201520/copyrightrules.pdf

Video: Intellectual Property/Copyright in the Digital Age
Readings:
1. Digital copyright issues. Is the Digital Millennium Copyright Act flawed?
   http://gizmodo.com/5989166/everything-wrong-with-digital-copyright
2. Doctorow, C. (5 February, 2014) What happens with digital right management in the real world?
   http://www.theguardian.com/technology/blog/2014/feb/05/digital-rights-management
3. Digital media and intellectual property issues
   https://www.boundless.com/marketing/textbooks/boundless-marketing-textbook/social-media-marketing-15/marketing-research-and-consumer-created-content-100/digital-media-and-intellectual-property-issues-496-4041/
4. Did "Blurred Lines" steal from Marvin Gaye?
   http://www.npr.org/2015/03/11/392375390/-7-million-verdict-blurs-the-lines-on-music-sampling

Assignment # 6: Intellectual Property Law Assignment
   Write a 500 word essay on whether copyright laws protect free expression or harm it.

DUE SUNDAY 11/6 BY 11:59PM:
Quiz # 8

Week 12: Monday, 11/7

Topics: Remix Culture

To Do This Week:

Discussion # 12 (Freivogel): TBA
   Are we a remix culture or is copyright king?

Video: Intertextuality and Remix Culture
Readings:
1. Lawrence Lessig, "Introduction" to *Remix* (D2L)
2. Douglas Rushkoff, "Purpose: Program or Be Programmed" (D2L)
3. "Remix Everything: Buzz Feed and the Plagiarism Problem" http://gawker.com/5922038/remix-everything-buzzfeed-and-the-plagiarism-problem

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Veteran's Day: Friday 11/11

DUE SUNDAY 11/13 BY 11:59PM:
Assignment # 7: Intertextuality Assignment

Week 13: Monday, 11/14

Topics: Identity, Power, & Media

To Do This Week:

Discussion # 13 (Freivogel): TBA
>   Before the discussion make sure you have read Peggy McIntosh's article on Unpacking the
>   Invisible Knapsack and view Walter Metz's video. McIntosh says that the opposite of prejudice
>   is privilege. Pick two or three of her examples of privilege to discuss.

Video: Identity & the Internet
Readings:
1. 90% of Wikipedia's Editors Are Male—Here's What They're Doing About It (2013)
   http://www.theatlantic.com/technology/archive/2013/10/90-of-wikipedias-editors-are-male-heres-what-theyre-doing-about-it/280882/
2. Editors Are Trying To Fix Wikipedia's Gender And Racial Bias Problem (2015)
   http://www.huffingtonpost.com/2015/04/15/wikipedia-gender-racial-bias_n_7054550.html
3. The "average Wikipedian"
   https://en.wikipedia.org/wiki/Wikipedia%3ASystemic_bias#The_.22average_Wikipedian.22
4. Did the New York Times cross the line and reinforce sex stereotypes in its story about Serena
   Williams the body images of female tennis players?
   Yes:
   http://publiceditor.blogs.nytimes.com/2015/07/13/double-fault-in-article-on-serena-williams-and-body-image/?smprod=nytcore-iphone&smid=nytcore-iphone-share&_r=0&utm_source=Copy+of+Copy+of+Copy+of+June+26&utm_campaign=7%2F17%2F15+Google+tracking&utm_medium=email
   No:
   http://www.thetakeaway.org/story/times-editor-discusses-coverage-body-image-among-womens-tennis-players/?utm_source=Copy+of+Copy+of+Copy+of+June+26&utm_campaign=7%2F17%2F15+Google+tracking&utm_medium=email

Video: Cinema and White Privilege
Reading:
1. Peggy McIntosh "Unpacking the Invisible Knapsack" (D2L)

DUE SUNDAY 11/20 BY 11:59PM:
Assignment # 8: Unpacking Privilege Analysis
Quiz # 9

Week 14: Monday, 11/21

Topics: Race & the Media

To Do This Week:

Video: Race/Off (The Daily Show) http://www.cc.com/video-clips/ufqeuz/the-daily-show-with-jon-stewart-race-off
1. Breaking News Consumer's Handbook: Bearing Witness Edition (Podcast and handbook)
   http://www.wnyc.org/story/breaking-news-consumers-handbook-bearing-witness-edition/
2. Tressie McMillan Cottom, I Am Not Well

https://medium.com/message/i-am-not-well-e0aa4b1a1695#.op6o8fgt0

3. Why the term 'Black Lives Matter' can be so confusing http://www.latimes.com/nation/la-na-black-lives-matter-explainer-20151020-story.html
4. How Black Lives Matter Uses Social Media to Fight the Power http://www.wired.com/2015/10/how-black-lives-matter-uses-social-media-to-fight-the-power/

Thanksgiving Break 11/23 – 11/27

Week 15: Monday, 11/28

Topics: Hate Speech and the Media

To Do This Week:

Discussion # 14 (Freivogel): TBA

> Let's start by talking about #Blacklivesmatter. Make sure you read the articles that discuss the goals and media strategies of the Black Lives Matter movement. In second half of the discussion we'll shift gears and talk about hate speech as it relates to the Muhammed cartoons and attacks on Charlies Hebdo.

Topic: **Hate Speech and the Media**
Readings:

1. Hate speech and free speech: Establishing a line can be challenging for prosecutors http://www.latimes.com/nation/la-na-hate-speech-20160110-story.html
2. Should Neo-Nazis Be Allowed Free Speech? http://www.thedailybeast.com/articles/2014/01/30/should-neo-nazis-be-allowed-free-speech.html
3. Charlie Hebdo cartoons http://gawker.com/what-is-charlie-hebdo-and-why-a-mostly-complete-histo-1677959168
4. Was the New York Times right not to publish the cartoon on the front of the first issue of Charlie after the terrorist attack on its officers? http://www.nytimes.com/2015/01/14/world/europe/new-charlie-hebdo-cover-creates-new-questions-for-us-news-media.html
5. Did U.S. newspapers support terrorists by refusing to print cartoons? http://www.haaretz.com/opinion/.premium-1.636771
6. Look at Danish Muslim cartoons that caused riots in the 2000s. Should they have been published in the first place, and once published in Demark, should U.S. news organization publish? https://www.google.ie/search?q=danish+muslim+cartoons&client=firefox-a&hs=yVE&rls=org.mozilla:en-US:official&source=lnms&tbm=isch&sa=X&ei=R_zVUdfaGYa47Aac0oCwBA&ved=0CAkQ_AUoAQ&biw=1280&bih=562#facrc=_&imgrc=WabsD8XgcecArM%3A%3BwtwfYqX2XTMkeM%3Bhttp%253A%252F%252Fatlasshrugs2000.typepad.com%252F.a%252F6a00d8341c60bf53ef0168eafaf0b9970c-400wi%3Bhttp%253A%252F%252Fatlasshrugs2000.typepad.com%252Fatlas_shrugs%252Fdanish_cartoons_jihad_kill_or_be_killed%252F%3B320%3B241
7. Watch Innocence of the Muslims trailer. Should President Obama have found a way to stop the showing? http://www.liveleak.com/view?i=4cb_1347495950

8. Salman Rushdie, Satanic Verses: Pakistani film where Rushdie is killed by lightning bolts from flying Korans
http://www.examiner.com/article/pakistani-film-salman-rushdie-killed-by-flying-qur-ans-lasers-lightning-bolts

DUE SUNDAY 12/4 BY 11:59PM:
Assignment # 9: Identity Assignment
Quiz #10

Week 16: Monday, 12/5

Topic: Final Review

To Do This Week:

Discussion #15: TBA

DUE SUNDAY 12/4 BY 11:59PM:
Assignment #10: Final Course Reflection

Week 17: Monday, 12/12—FINALS WEEK

No class, have a wonderful Winter Break!

SIU's Building Emergency Response Protocols

University's Emergency Procedure Clause:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Students With a Disability:

Instructors and students in the class will work together as a team to assist students with a disability safely out of the building. Students with a disability will stay with the instructor and communicate with the instructor what is the safest way to assist them.

Tornado:

During the spring semester we have a **Storm Drill**.

Pick up your belongings and your instructor will lead you to a safe area of the basement. No one will be allowed to stay upstairs. Stay away from windows. The drill should not last more than 10 minutes. You must stay with your instructor so he/she can take roll. Students need to **be quiet in the basement** as the BERT members are listening to emergency instructions on handheld radios and cannot hear well in the basement.

Fire:

During the fall semester we have a **Fire Drill.**

Pick up your belongings and your instructor will lead you to either the North or South parking lot depending on what part of the building your class is in. You must stay with your instructor so he/she can take roll. As soon as the building is all clear, you will be allowed to return to class.

These drills are to train instructors and the Building Emergency Response Team to get everyone to a safe place during an emergency.

Bomb Threat:

If someone calls in a bomb threat, class will be suspended and students will be asked to pick up their belongings, evacuate the building and leave the premises. Do not leave anything that is yours behind. We will not allow anyone back into the building until the police and bomb squad give us an all clear. ***DO NOT USE YOUR CELL PHONES***. Some bombs are triggered by a cell phone signal.

Shooter in the Building:

If it is safe to leave, move to a safe area far from the building away from where the shooter is located. If anyone has any information about the shooter, please contact the police after they have gone someplace safe.

If it is not safe to leave, go into a room, lock the door and turn out the lights. Everyone should spread out and not huddle together as a group. Don't stand in front of the door or in line of fire with the door. Students' chair and desks should be piled in front of the glass and door as a barricade and the teacher's desk, podium and anything movable can be pushed against the door. This is intended to slow down any attempts to enter the classroom. If it looks like the shooter is persistent and able to enter, make a lot of noise and have the students use everything in their backpacks to throw at the shooter to distract him.

Silence all cell phones after one person in the room calls the police and informs them of their location and how many people are in the room. **Be quiet and wait for the police to arrive.** The police are looking for one or more shooters, and they have no way of knowing if the shooter is in the room people are hiding in. For this reason, when the police enter the room, no one should have anything in his/her hands and each person **MUST** raise his/her hands above his/her head.

Earthquake:

In the event of an earthquake, you are advised to take cover quickly under heavy furniture or crouch near an interior wall or corner and cover your head to avoid falling debris. Outside the building are trees and power lines and debris from the building itself that you will need to stay away from. In the building, large open areas like auditoriums are the most dangerous. Do not try to escape on a stairway or elevator. Do not hide under a stairway. We do not recommend that you stand in a doorway because the door could shut from the vibrations and crush your fingers trapping you there.

Rave Mobile Safety Alert System:

We recommend that you sign up for the Rave Mobile Safety Alert System. It is a new system that replaces the WENS system to alert you through emergency text messages on your cell phone and emails for emergencies on campus, weather reports and emergency school closures. You have to sign up. If you were signed up for WENS it does not roll over. You have to sign up for Rave Mobile Safety Alert System. Go to hrss.siu.edu (Human Resources Self-Services System), login with your regular SIU login username and password, click on Personal Information, fill out the information or update the information and save it. For more information, visit dps.siu.edu, contact SalukiTech at 453-5155 or salukitech@siu.edu.

CPR/Defibrillator and First Aid Class:

If you would like to take a CPR/Defibrillator and/or First Aid class, contact LaVon Donley-Cornett, lavong@siu.edu or call 453-7473.

Women's Self Defense Classes are offered to female students faculty and staff by the Department of SIU Public Safety. For more information contact Officer Mary Stark marys@dps.siu.edu.

IMPORTANT DATES *

Semester Class Begins:…….....……………………………**08/22/2016**

Last day to add full-term course (without Dean's signature): …..**08/28/2016**

Last day to withdraw from the University with a full refund:…….**09/02/2016**

Last day to drop a full-term course for a credit/refund:…………..**09/04/2016**

Deadline to apply to graduate at the end of this term:……………...**09/16/2016**

Last day to drop a full-term course (W grade, no refund):………..**10/30/2016**

Final examinations: ………………………………**12/12–12/16/2016**

Commencement:………………………………………..…..**12/17/2016**

Note: For more detailed information on the above deadlines, please visit http://registrar.siu.edu/ calendars. For add/drop dates that apply to shorter-than-full-term courses, please look at the Schedule of Classes search results at http://registrar.siu.edu/schedclass/index.html.

FALL SEMESTER HOLIDAYS

Labor Day Holiday 09/05/2016
Fall Break 10/08—10/11/2016
Veterans Day Holiday 11/11/2016
Thanksgiving Vacation 11/23—11/27/2016

WITHDRAWAL POLICY ~ *Undergraduate only*

Students who officially register for a session must officially withdraw from that registration in a timely manner to avoid being charged as well as receiving a failing grade for those classes. An official withdrawal must be initiated by the student, or on behalf of the student through the academic unit, and be processed by the Registrar's office. For the proper procedures to follow when dropping courses and when withdrawing from SIU visit: http://registrar.siu.edu/students/withdraw.html

INCOMPLETE POLICY~ *Undergraduate only*

An INC grade may be assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments for the course. An INC must be changed to a completed grade within one full semester (undergraduates), and one full year (graduate students), from the close of the term in which the course was taken or graduation, whichever occurs first. Should the student fail to complete the remaining course requirements within the time period designated, the incomplete will be converted to a grade of F and such grade will be computed in the student's grade point average. *For more information visit:* http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY

An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit more than once. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Effective for courses taken Summer 2013 or later, only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned.

This policy will be applied to all transferrable credit in that only the last grade will be used to calculate grade point average. Only those courses taken at the same institution are considered repeats under this policy. *See full policy at* http://registrar.siu.edu/students/repeatclasses.html

GRADUATE POLICIES

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please refer to the graduate catalog at http://gradschool.siu.edu/about-us/grad-catalog/index.html

DISABILITY POLICY

Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must contact DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/

PLAGIARISM

Student Conduct Code http://srr.siu.edu/student_conduct_code/

Guidelines for Faculty http://pvcaa.siu.edu/_common/documents/Plagiarism/Guide% 20to%20Preventing%20Plagiarism.pdf

SAFETY AWARENESS FACTS AND EDUCATION

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working   closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: call(618) 453-1492, email siucares@siu.edu, or http://salukicares.siu.edu/index.html

SIU's EARLY WARNING INTERVENTION PROGRAM (EWIP)

Students enrolled in courses participating in SIU's Early Warning Intervention Program might be contacted by University staff during a semester. More information can be found at the Core Curriculum's Overview webpage: http://corecurriculum.siu.edu/program-overview/

EMERGENCY PROCEDURES

We ask that you become familiar with **Emergency Preparedness @ SIU.** Emergency response information is available on posters in buildings on campus, on the Emergency Preparedness @ SIU website, and though text and email alerts. *To register for alerts visit:* http://emergency.siu.edu/

INCLUSIVE EXCELLENCE

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. *For more information visit:* http://www.inclusiveexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES

Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:

Tutoring : http://tutoring.siu.edu/

Math Labs http://math.siu.edu/courses/course-help.php

WRITING CENTER

The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit: http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY

Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. *For more information visit*: http://diversity.siu.edu/#

MILITARY COMMUNITY

There are complexities of being a member of the military community and also a student. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate academic life. If you are a member of the military community and in need of accommodations please visit Veterans Services at http://veterans.siu.edu/

Additional Resources:

ADVISEMENT: http://advisement.siu.edu/

SIU ONLINE: http://online.siu.edu/

SALUKINET: https://salukinet.siu.edu/

MORRIS LIBRARY HOURS: http://www.lib.siu.edu/