

Team Project: Public Awareness Campaign

For this assignment, students will work on small teams to create a public awareness campaign about a public issue of interest to biological anthropologists. Topics include but are not limited to race, development and human health, refugees, malaria, malnutrition, other diseases of development, and potable water. The key is that each project must somehow be related to social justice. For purposes of this assignment, social justice will be defined as:

“Social justice [addresses] issues of equity, power relations, and institutionalized oppression. It seeks to establish a more equitable distribution of power and resources so that all people can live with dignity, self-determination, and physical and psychological safety. It creates opportunities for people to reach their full potential within a mutually responsible, interdependent society. Working toward social justice requires changing unjust institutional structures, policies, and practices and challenging the dominant ideology.” (Goodman, Diane J. 2001. *Promoting Diversity and Social Justice: Educating People from Privileged Groups*. Thousand Oaks, CA: Sage Publications, Inc., p. 4-5.)

Each team will create a fact sheet, a tri-fold poster, and a 30-60 second public service announcement. Remember; keep the campaign dynamic—you are “selling” this knowledge to your audience (in this case the Cascadia community). On December 6, you will present your campaign to the Cascadia Community during the Social Justice Fair being held at Möbius Hall.

Process

- Create a Team Contract. Once you have read through the complete instructions, develop a contract that addresses team member conduct, responsibility, and/or roles. A good contract will include, but isn't limited to the following:
 - How will you communicate? Each team will have its own discussion board and file sharing area on ANGEL. Click on Teams in the navigation menu to access. You can also easily email your team members from the Team areas.
 - How often will you be expected to check for updates from your team members?
 - Will there be a permanent team leader or will this task be rotated in some way?
 - Who will be assigned to turn in the required paperwork?
 - What will be your team's policy, if any, on absences and covering for one another if need be?
 - What policy will you have in place to resolve any intragroup conflict that may arise? You may use me—your instructor—as a higher court of appeals, but you cannot use me as your first response (I will always be happy to moderate and intervene, but you will first be expected to document for me that you implemented your initial conflict resolution plans per your contract).
- Pick a topic. Your group needs to pick a topic and identify an issue associated with that topic. Keep in mind that you want to make sure you think about the topic anthropologically. For instance if your group chooses potable water, you could focus on the link between lack of clean water, poverty, disease, and institutional policies/actions that contribute to the problem. You will want to be specific about the topic and issue as it is easy to be overwhelmed with information.
- Research the issue. On **October 11** we will be in a computer lab to go over library resources and do some initial research.
- Team Project work days—**October 25 & November 24**. An outline of what the team accomplished and team member evaluations are due at the end of these class periods. Only one outline needs to be turned in, but each team member must turn in their own team member evaluation.
- Create an action item. You should also research and locate a non-governmental agency (NGO) or non-profit that is already addressing your chosen issue and provides contact information. This will be somewhere people can go to if they want to take action. This **MUST** be included in your campaign.
- Public Service Announcement presentation. Fact Sheet, Poster, Public Service Announcement. **December 6**.
- Reflection relating your project to biological anthropology, Final team member evaluation, Evaluative Annotated Bibliography and Outline of your contribution to the project. These will be completed by each member of your team and uploaded to ANGEL by **December 6**.

Works Cited: Each team member must use at least three (3) sources, one of which is a scholarly resource. All of your sources should be authoritative. If you have a question on whether a source is appropriate, please ask me. Using the American Anthropological Association's citation style, each team member will create an evaluative annotated bibliography of the sources they used. See below for instructions.

Fact Sheet: You need to decide what you want your campaign to impart about the issue and create an appropriate fact sheet. Your fact sheet cannot be longer than 1 page, although you can use the front and back of that single page; however, a good fact sheet will only be single-sided. Here are a few tips¹ for creating a fact sheet:

- One page is best
- Make it readable - use at least 12 point font
- Keep the text brief - no one wants to read tons of information in small font
- Keep the most important information in the first paragraph - what the issue is, what action is needed, and label the main message(s)
- Give references for more information
- The fact sheet must be self-contained - do not refer to previous documents or assume that they remember the information
- Use bullets when you can
- Leave lots of white space
- Make it very clear what you want them to do - Bold, text boxes, and graphics add emphasis
- Give them all the tools they need to take the action - do not say "call your legislator" instead give them the numbers; give legislators the bill number you want them to vote for
- Make the fact sheet appealing to draw people's attention

Posters: Each group will create a tri-fold poster for their chosen topic. The poster will allow each group to present more detailed information about their topic. I strongly recommend that you visit Creating Effective Poster Presentations, <http://www.ncsu.edu/project/posters/NewSite/>, for tips on how to create a high-quality poster. Please note that your poster must have a Works Cited on the front. This Works Cited should be a compilation of all team members' sources used to create the poster.

Public Service Announcement (PSA): Each group will create a 30-60 second public service announcement (PSA). You can do this either in an automated PowerPoint presentation or as a video. Your PSA should have a combination of elements: voice, text, music and graphics. Your last slide/frame should be a Works Cited and Graphics Cited. This Works Cited should be a compilation of all team members' sources that were used to create the PSA. **Each team is responsible for bringing a laptop on which to play your PSA.** If no one on the team has a laptop, you need to arrange to check one out from the Open Learning Center. I HIGHLY recommend that you try to reserve this as soon as possible.

Reflection: 500 word minimum discussing how your topic is related to biological anthropology. You can also talk about what you learned through the project, whether that be about the topic itself or the team process. This should be single-spaced. Due by midnight, December 6.

Final Team Member Evaluation: Each team member is responsible for completing a final team member evaluation form. As before, this will be found on ANGEL. Due by midnight, December 6. FAILURE TO TURN IN A TEAM MEMBER EVALUATION RESULTS IN THE LOSS OF 25% OF YOUR FINAL GRADE.

Outline: Create an outline (yes, a real outline) that highlights your contribution to the PA Campaign. This may be short and that is OK. Due by midnight, December 6.

Evaluative Annotated Bibliography: Each team member will create an evaluative annotated bibliography of the sources used for the project. An evaluative annotation "...summarize[s] the essential ideas in a [source] and provide[s] judgments—negative, positive, or both—about their quality" (UWB Library 2010). For more information on annotated bibliographies, I highly recommend you take some time to visit the UWB library web page, <http://libguides.uwb.edu/annotatedbibliographies>. Due by midnight, December 6.

I will provide a form that you can use for your reflection, team member evaluation, evaluative bibliography, and outline of your contribution. This will be available on ANGEL.

Course Outcomes

The following highlighted course outcomes are met in this assignment:

¹ From http://www.cthealthpolicy.org/toolbox/tools/fact_sheets.htm

- A. Illustrate their level of cultural literacy by:
- i. Demonstrating a working knowledge of holism (the multiple aspects of humankind across time and space) (1.a)
 - ii. Interrelating individual experiences and societal forces in the context of anthropology (1.a, 1.c)
 - iii. Identifying ethnocentrism through an examination of human variation and cultural diversity (1.c)
- B. Demonstrate their critical thinking and problem solving skills by:
- i. Recognizing key principles of human biology and behavior (2.a)
 - ii. Synthesizing and critically assessing anthropological scholarship and claims about humankind and the natural world from an anthropological perspective (1.a, 1.b)
 - iii. Recognizing, identifying and addressing possible multiple perspectives on issues related to biological anthropology (2.b, 3.a)
 - iv. Drawing conclusions about human behavior and biology that are consistent with anthropological theory (1.a, 1.b)
 - v. Generalizing from qualitative and quantitative data and assumptions (2.a, 2.b)
 - vi. Navigating the intricacies of team-based discussion, activities, and assignments (3)
- C. Illustrate their level of information literacy by:
- i. Searching scholarly research databases and formulating simple research questions (2.b, 2.c)
 - ii. Recognizing differences in the quality of information presented in the popular press from that of the scholarly literature (2.b)
 - iii. Demonstrating the ability to find and evaluate anthropological information in general and scholarly sources with instructor and librarian support (2.a)
- D. Show their communication skills by:
- i. Conducting fieldwork and observation through the utilization of technology-enhanced simulations or real-world research and presenting their findings through written and/or verbal means (2c, 4)
 - ii. Communicating ideas and information that demonstrates an understanding of connections between biology, paleoanthropology, geology, psychology, etc., both verbally and through the written word (1a, 2b)
 - iii. Working with peers to successfully participate in and/or complete team-based discussion, activities and assignments (3)