



**COMM 470-202 (6043) Special Topics:  
Social Justice Campaigns in New Zealand  
Spring 2024 (Spring Semester Jan. 16 – May 4, 2024 meeting  
periodically on Tuesdays at 7-9:30 in SOC 013 with travel to New  
Zealand May 9 – 22, 2024)**

**Dr. Pam Morris, pmorris1@luc.edu** 773-929-5166. Office hours  
immediately before/after class or by appointment

**Location:** Wellington, New Zealand

### **Overview**

This course will explore how the creative field of advertising and communication are defined and practiced through a social justice lens. Students will participate together, across majors, to learn, develop, and apply their skills in support of environmental, inclusive, and other sustainability efforts throughout the semester, building up to an intensive two-week immersion trip based in Wellington, New Zealand.

New Zealand has emerged as a leader in policies focusing on sustainability and inclusive growth with active participation from the indigenous population, the Māori, which has strong ties to the land. Wellington is home to a vibrant arts scene and is a hub for companies and organizations. It is an excellent place to study global brands in an era of globalization where more companies become multinational and public issues grow worldwide in focus. Communication professionals must work in an increasingly interconnected world and students will learn to navigate this landscape through intensive classes, discussion of real-world cases, guest speakers and on-site visits to communication and creative agencies, corporations, cultural institutions and nonprofit organizations.

### **Objectives**

This course is designed to help prepare students for careers in advertising, communication, branding, marketing, business, global and international studies and related fields that focus on or want to bring awareness and support to social equity, sustainability and making the world a better place at its core. The objectives include:

- To gain an understanding of how communication can support social justice issues
- To learn about best practices in developing campaigns supporting social justice including measurement, research, and implementation
- To contemplate how to apply general principles of good communication practices in any setting
- To learn from and network with global creativity, communication, and cultural experts in small group sessions
- To experience and appreciate Wellington, New Zealand, as a cultural and economic center
- To develop a sense of cultural intelligence in preparation for working globally

**Prerequisite:** None

### **Reading/materials**

There is no formal textbook. Readings and other materials will be available on Sakai.

## Structure

During the spring semester students will attend class approximately every other week to discuss key concepts and issues in creativity of advertising and communication that are centered on social justice, consider the role of culture, and investigate New Zealand particulars. Students will also develop and prepare ideas with close guidance from the instructor and connection with local contacts for how they will explore or support social justice efforts and communication while in New Zealand. After spring semester ends, students will participate in a two-week trip in New Zealand, based in Wellington. During the study-abroad immersion we will visit a number of cultural sites and businesses and host guest speakers from agencies, corporations and public service organizations (NGOs), to gain insights from contemporary practitioners. We will have some scheduled evening meals and activities while other times will be free for self-directed exploration, including during the weekend.

## Assignments and Grading

Students will submit most work on Discussions or Assignments on Sakai. Below is a list of activities and their point value.

### List of Assignments and Point Values

#### Activities (11%)

Map Games/Trivia and Posting (Discussions) – 10 points  
 Product or Service Example/Comparisons – 10 points  
 Highlights Presentation – 10 points

#### Reflections (13%)

Reflection One – 15 points  
 Reflection Two – 10 points  
 Reflection Final – 15 points

#### Communication Plan or Exploration (18%)

Initial Idea – 5 points  
 Idea Proposal – 10 points  
 Communication Plan or Exploration and Presentation – 40 points

#### Social Justice and Communication (18%)

Social justice ideas and campaign presentation – 20 points  
 Brand mission alignment report – 20 points  
 Brand/social justice story – 15 points

#### Graduate Project or Research (28%)

Proposal – 10 points  
 Draft One – 30 points  
 Final product and presentation – 45 points

#### Participation (12%)

Session leader – 15 points  
 Took an active role in photography and posting – 10 points  
 Participated in class discussions and class outings by taking notes, asking questions, and being engaged – 10 points

300 points possible

100-95% = A	89.9-87% = B+	79.9-77% = C+	69.9-67% = D+
94.9-90% = A-	86.9-83% = B	76.9-73% = C	66.9-63% = D
	82.9-80% = B-	72.9-70% = C-	62.9-60% = D
			59% > = F

### **Professionalism**

To foster an atmosphere of professional respect for each other and for our industry guests and hosts, please silence your mobile device. Keep it out of sight when others are talking or presenting. **Also, be sure to bring a small notebook to jot down any words of wisdom during our on-site visits. Be prepared to ask questions at each visit.** (You will be evaluated on these activities) For our on-site visits, dress professionally. And for everything, be prompt.

### **Policies**

**Attendance** – It is your responsibility to come to every class and field trip. Due to the intensive and carefully planned nature of the course, the instructor will take attendance. Regardless of good or bad reasons offered, present is present and absent is absent. Late attendance also counts as absent. For some of our outings, if you arrive late, you may not be admitted.

**Late work** – Activities, quizzes, and any of the assignments may not be made up without advance permission. If you get sick or face a personal emergency on the day an assignment is due, send the instructor an email in advance of the class or deadline. Late work will be penalized one letter grade. If the work is more than two days late, it will be graded at the instructor's discretion. Incomplete class grades will only be given for exceptional reasons.

### **Schedule**

The schedule, posted at the end of this document, is tentative. On-site visits may be moved to accommodate our hosts or for other reasons. Occasionally, breaking news may warrant class discussion. The instructor reserves the right to adjust the schedule for the good of the class.

### **Accommodations for Students with Disabilities**

Loyola University provides reasonable accommodations for students with disabilities. Any student requesting accommodations will provide the instructor with an accommodation notification from SAC, before or during the first week of class. The instructor will accommodate students' needs in the best way possible, given the constraints of course content and processes. It is the responsibility of each student to plan in advance to meet their own needs and assignment due dates. For more information or further assistance, please call the Student Accessibility Center (SAC) at 773.508.3700.

### **Academic Integrity**

This course follows the School of Communication's Statement on Academic Integrity.

<https://www.luc.edu/soc/academicintegrity/>

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;

- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts.

Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism.

### **TENTATIVE SEMESTER SCHEDULE**

<b>Week Date</b>	<b>Activities</b>	<b>Readings/Assignments Due</b>
Wk 1 Jan 16	<p><i>Getting to Know the Group and Aotearoa</i></p> <p>Introductions, expectations, review syllabus, schedule Post-decision information and requirements</p> <p>New Zealand Trivia, Map Games in class</p> <p><i>Culture, social justice campaigns overview</i></p> <p>Introduce Assignment: Goals, Three Reflections</p> <p>Introduce Assignment: Social justice ideas and campaign</p>	
Wk 2 Jan 23	No Class	<p>Due: Trivia and map games reflection (Discussions)</p> <p>Due: Reflection One</p>
	<i>Social Justice Ideas</i>	Due: Social justice ideas and campaign presentation

Wk 3 Jan 30	<p>Students' social justice ideas and campaign presentation and discussion</p> <p><i>Creativity and branding overview</i></p> <p>Introduce Assignment: Brand mission alignment report</p>	<p>Reading: Branding</p> <p>Due: Informal grad project idea</p> <p>Due: Session to lead idea</p>
Wk 4 Feb 6	No Class	
Wk 5 Feb 13	<p><i>Storytelling, Creativity, Persuasion and Branding</i></p> <p>Students' brand mission alignment highlights</p> <p>Storytellers and communities</p> <p>Introduce Assignment: Brand/social justice story</p>	<p>Due: Brand mission alignment report</p>
Wk 6 Feb 20	No Class	
Wk 7 Feb 27	<p><i>Brand Purpose and Activism</i></p> <p>Students' brand story highlights</p> <p><i>Brand purpose, brand activism, purpose-driven campaigns, corporate social responsibility, noble purpose</i></p> <p>Introduce Assignment: Identify social justice issue or organization in NZ to create campaign for</p> <p>Create groups and roles</p>	<p>Due: Brand/social justice story</p> <p>Readings: What we know about brand purpose</p> <p>Due: Grad project/research proposal</p>
Wk 8 Mar 5	Spring Break – No Class	
Wk 9 Mar 12	<p><i>Critique and Planning Process</i></p> <p>Strategic communication process</p> <p>Present initial campaign ideas</p>	<p>Due: Initial campaign ideas</p> <p>Due: Reflection Two</p>
Wk 10 Mar 19	No Class	
Wk 11 Mar 26	<p><i>Check In</i></p> <p>Work and meetings for social justice campaigns</p>	<p>Due: Campaign proposal</p>
Wk 12 Apr 2	No Class	
Wk 13 Apr 9	<p><i>Photo, Writing, Documenting</i></p> <p>Work and meetings for social justice campaigns</p> <p>Introduce Assignment: Photo, Writing, Documenting Roles, Thank You Gifts</p>	<p>Due: Campaign development progress</p>

	Introduce Assignment: Highlights Presentation	
Wk 14 Apr 16	No Class	
Wk 15 Apr 23	<i>Pre-Departure Preparation</i>  Presentation of campaign planning and plans for work to be done in New Zealand, if any.  Final details and plans for work/exploration in New Zealand	Due: Campaign plans for travel  Due: Grad project/research
Wk 16 Apr 30	Finals Week – No Class	

### **TENTATIVE TRAVEL SCHEDULE**

<b>Date</b>	<b>Activities</b>	<b>Assignments Due</b>
Sat., May 11	Arrival into Wellington  Organized airport reception/transfer to accommodations (one ride - must be available at time when most arrive or need to get to accommodation on your own)  Possible accommodation: Oaks Wellington, 89 Courtenay Place, Te Aro, Wellington 6011, 64 800 004 285  Culture, health and safety orientation  Neighborhood walking tour  Welcome dinner	
Sun., May 12	Breakfast  Morning walking tour of Wellington, visit to the Arts District  Afternoon on your own to explore local shops, product selection, branding	
Mon., May 13	Breakfast  Morning possible industry or art gallery visit  Afternoon visit to Parliament (Women's History Tour) & He Tohu National Library (guided tour), "Women's Suffrage Room - Committee Room 5" Tour and permanent exhibition of 3 iconic constitutional documents that shape Aotearoa New Zealand: 1835 He Whakaputanga o te Rangatiratanga o Nu Tireni — Declaration of Independence of the United Tribes of New Zealand; 1840 Te Tiriti o Waitangi – Treaty of Waitangi; 1893 Women's Suffrage Petition – Te Petihana Whakamana Pōti Wahine	

Tues., May 14	Breakfast  Day trip/tour Kapiti Island (with lunch), examine New Zealand's ecotourism industry, native bush and birds found nowhere else in the world, hear stories of the Ngati Toa Maori people	
Wed., May 15	Breakfast  Weta Cave Workshop Tour - props, costumes and creatures created for films such as The Lord of the Rings, The Hobbit, Avatar and District 9; filmmaking technique of miniature effects, like those used in Thunderbirds Are Go; learn how they are built for TV and film productions.	
Thur., May 16	Breakfast  Possible visit to The PR Company  Visit to Te Papa New Zealand National Museum (self-guided)	Due: Discuss plans for weekend
Fri., May 17	Breakfast  Possible visit to Te Awe, a Māori Business Network dedicated to encouraging and promoting business enterprises in the Te Whanganui a Tara / Wellington roh (pending confirmation and availability)	Due: Confirm plans for weekend and check-in
Sat., May 18	Breakfast  Free weekend on your own	
Sun., May 19	Breakfast  Free weekend on your own	
Mon., May 20	Breakfast  Time to work on group projects in classroom  Afternoon Time for packing and preparation for departure	Due: Product example/comparison
Tues., May 21	Breakfast  Group projects and individual product example/comparison and highlights presentations and reflection in classroom  Farewell dinner	Due: Project/Campaign and Presentation  Due: Highlights
Wed., May 22	Breakfast  Organized transfer to airport for those in most common time	Due: Final reflection due on Fri., May 24