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Brian O. Tolleson   April 10, 2023

Approval Sheet

Grant Proposal for a Feature Film Documentary to Reduce Human Morbidity and Mortality by Igniting Interest Among Global Leaders and the General Public to Adapt the United Nations' Universal Declaration of Human Rights to Cyberspace

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Abstract

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Public health begins with human rights. Championed by Eleanor Roosevelt and adopted in 1948, The United Nations' Universal Declaration of Human Rights (UDHR) is an established framework for protecting human rights globally (United Nations, 1948). Since its establishment, the 30 Articles of the UDHR have helped advance and protect population health across the globe through their translation and adoption into laws, treaties, and policies across a wide range of public health areas, from HIV/AIDS and disease eradication, to sexual and reproductive health, to the very foundation of the World Health Organization's policies, practices and approaches to global health (Gostin, 2018; Kismödi, 2018).

Today, however, most of the world's 8 billion global citizens live an increasing portion of their lives online in cyberspace, almost 7 hours per day on average, with many of the world's most health-challenged countries exceeding an average of 9 hours per day online (Datareportal, 2022). In cyberspace, there are currently no formal internationally recognized human rights treaties or protections, and the UDHR's successful normative framework does not have explicit jurisdiction nor consistent application. And, already in today's world, without the basic human rights protections online, we are seeing many precipitating negative health outcomes from disease and preventable injuries like Internet Gaming Disorder, Cyber Bullying, sleep disorders, Moral Disengagement, Cyberchondriasis and death by suicide (Ascher & Levounis, 2014; Guo, 2018; Kowalski, Lo Cricchio, 2021; Pollklas, 2020; 2008; Young, 1998).

This initial grant proposal under Ford Foundation's JustFilms grant program will seek funding for a feature-length Educational Entertainment documentary to educate and ignite global support to pressure the United Nations and the United Nations Human Rights Council to craft and adopt an expansion of the UDHR to encompass the world of cyberspace, where humans have already begun inhabiting for large portions of their lives, forming a much-needed baseline for protecting public health globally today and well into the future.

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CHAPTER I

Introduction and Rationale

Public health begins with human rights. Championed by Eleanor Roosevelt and adopted in 1948, The United Nations' Universal Declaration of Human Rights (UDHR) is an established framework for protecting human rights globally (United Nations, 1948). For a document created 75 years ago, in the pre-digital era, the original moral protections established by nation-states in the UDHR have been quite successful in supporting international norms, broadly speaking. Since its establishment, the 30 Articles of the UDHR have advanced and protected population health across the globe through their translation and adoption into laws, treaties, and policies across a wide range of public health areas, from HIV/AIDS and disease eradication, to sexual and reproductive health, to the very foundation of the World Health Organization's (WHO) policies, practices and approaches to global health (Gostin, 2018; Kismödi, 2018).

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Using Documentary Film to Create Public Pressure for Global Policymakers

One of the most influential tactics in the last 20 years to ignite advocacy and policy action on major public health issues, like climate change, specifically within the United Nations, was the 2006 American documentary film by former United States Vice President Al Gore, "*An Inconvenient Truth*," which grossed over $50 million and won an Oscar (Rafferty, 2017). In fact, as recently as 2016, 10 years after the 2006 documentary premiered, an in-depth study demonstrated the effectiveness of this Educational Entertainment tactic in continuing to inspire university students to take action against climate change (Grieps, 2016). There have been other broad successes in the use of film, documentaries, and Educational Entertainment to influence wide-range of public health policy areas as well, from the evolution of support for cleaner nuclear energy to cell origin bioethics and the HeLa incident (Jordan, 2015; van Munster, 2015).

Problem Statement

The absence of political pressure on policymakers globally has led to a lack of basic human rights protections online in cyberspace, where humans are spending exponentially more time every day. The lack of these protections has increased negative public health outcomes globally, like the rise in Internet and Technology Addictions, Cyber Bullying, sleep disorders, Moral Disengagement, Internet Gaming Disorder, Cyberchondriasis, and death by suicide linked to online exposures (Ascher and Levounis, 2014; Guo, 2018; Kowalski, Lo Cricchio, 2021; Pollklas, 2020; 2008; Young, 1998).

Purpose Statement

Documentary film can be one of the most effective and efficient methods to raise awareness and activism among international policymakers and their constituents (Murphy, 2012). As former Partners in Health Founder and President of the World Bank Jim Kim described in an interview for my own MPH Applied Practicum Experience (APE) documentary series, the most effective approach to policy change is not solely to advocate for policies directly but to generate "social pressure" that forces politicians to respond and to act (9Lessons.org, 2022). The proposed documentary in this grant proposal is designed to generate political pressure to adopt comprehensive human rights protections online in cyberspace which can reduce the ongoing negative public health outcomes linked to internet use (Ascher and Levounis, 2014; Guo, 2018; Kowalski, Lo Cricchio, 2021; Pollklas, 2020; 2008; Young, 1998).

Goals and Objectives

In order to develop, produce and distribute a successful Educational Entertainment documentary that will ignite interest among global leaders and the general public to adapt the United Nations' Universal Declaration of Human Rights to cyberspace, the filmmakers and project team will adhere to a core set of goals and objectives.

GOAL 1: Gather support, feedback, and participation from interview subjects and funders.

Objective 1.1: Develop a two-page literature review into a succinct overview for prospective interviewees and funders connecting 1) the current negative health outcomes from the lack of UDHR protections in cyberspace, 2) background on the UDHR and connection to the baseline of public health globally, and 3) the successful use of Educational Entertainment in public health information campaigns.

Objective 1.2: Film key interviews and create a five to seven minute pilot short and a sixty to ninety-second trailer.

Objective 1.3: Gather feedback from key influencers and thought leaders as well as distribution partners on the literature review, pilot, and trailer.

GOAL 2: Research, produce, and distribute a high-quality, comprehensive, informative, emotional, and inspirational documentary film.

Objective 2.1: Create a 90-minute documentary, integrating pilot feedback, about the need and call for a "future-proof" UDHR.

Objective 2.2: Create branding and marketing elements supporting the film.

Objective 2.3: Develop a distribution plan to reach key audiences.

Objective 2.4: Develop a marketing plan to support distribution and constituent activation.

Objective 2.5: Execute distribution and marketing plan.

GOAL 3: Evaluate the effectiveness of the documentary film on public policy leaders' intentions to expand the domains of the United Nations' Universal Declaration of Human Rights.

Objective 3.1: Recruit a panel to survey pre and post-viewing to evaluate changed perceptions based on the model employed by Murphy, et al to evaluate the effects of consumed media on public policy support against human trafficking and conflict minerals in their 2012 study of "Law and Order, SVU," (Murphy, 2012).

Objective 3.2: Publish the evaluation findings on the distribution platform.

Objective 3.3: Seek media coverage for program promotion and post-presentation evaluation results.

Significance

This proposed documentary calls for expanding the Universal Declaration of Human Rights into cyberspace, stressing how essential it is to safeguard human rights in today's increasingly digital and globalized world (United Nations, 2013).

In 1948, the United Nations adopted the Universal Declaration of Human Rights, which guaranteed fundamental rights and liberties to all people regardless of race, religion, or nationality (United Nations, 1948). With today's rapidly advancing technology, it is increasingly important that these protections extend to cover activities within the virtual universes humans currently inhabit.

Cyberspace presents individuals with new challenges to their rights, such as online surveillance, censorship, and information manipulation, all of which can have harmful consequences both personally and at a population level, especially from a health perspective. Rights such as the right to privacy, freedom of expression, and freedom from torture are particularly at risk in this digital realm. Extending the Universal Declaration of Human Rights into cyberspace would guarantee these protections regardless of where they are exercised - in physical or virtual spaces.

The proposed documentary promotes awareness about the need for human rights protections in cyberspace, and it emphasizes the urgency of taking action to guarantee these rights are extended into these new realms to protect public health. By advocating for an expansion of the Universal Declaration of Human Rights, this project ensures that everyone's fundamental human rights are upheld, no matter where they are or what they are doing, offline or online.

The proposed documentary is significant in that it advocates for the protection of human rights in an increasingly digital and globalized world. By expanding the Universal Declaration of Human Rights into cyberspace, this endeavor seeks to guarantee those rights are safeguarded for all individuals now and into the future, protecting their physical, mental, and behavioral health.

Definition of Terms

Cyberspace: Cyberspace is the virtual realm created by computers and the internet, along with their users. This digital realm stands out due to its lack of physical boundaries and ability to enable instant communication around the world. Cyberspace represents a major shift in how individuals connect to one another and access information, offering both opportunities and challenges for society alike.

Epistemic Authority: Epistemic authority refers to the recognized expertise or authoritative knowledge in a given field or subject. It implies that some individuals or institutions possess more authority in certain areas than others. Thus, their opinions, statements, or arguments often carry more weight due to formal education, professional credentials, experience, as well as reputation within a particular community or field. Recognition of expertise and knowledge allows those with epistemic authority to shape decisions, policies, and beliefs related to their area of specialty. Epistemic Authority presents the challenge of inequity in access to and understanding alleged truth, necessitating validation for "expert" conclusions and safeguarding against the exploitation of those lacking the expertise on which those conclusions or advice rest.

Human Rights: Human rights refer to a set of moral and legal principles that outline and protect the fundamental rights and liberties that all humans are guaranteed, regardless of race, gender, nationality, or religion. The Universal Declaration of Human Rights was adopted by the United Nations General Assembly in 1948 and defines these rights in broad terms - such as life, liberty, and security for one's person; freedoms of expression, association, and religion; as well as

economic, social and cultural rights such as work opportunities, education opportunities or health care access.

Human rights are recognized and safeguarded as essential elements of a just and democratic society. They have been codified in international law and upheld by national and international institutions and mechanisms alike.

Normative Authority: Normative authority refers to the influence that certain values, norms, or standards have over individuals' or groups' beliefs and actions. This authority stems from various sources such as religious, cultural, or ideological traditions; laws; institutions; experts in a specific field; normative authority is often associated with moral authority, which raises questions about where ethical values come from and how they are transmitted and upheld.

CHAPTER II

Literature Review

The domain of cyberspace and the role of the United Nations

There is a healthy debate among international legal scholars as to the nature of the domain of "cyberspace." The word itself has suggested we actually go somewhere, to a "space," while scholars like Graham argue we do not go anywhere at all; and perhaps our use of idioms like "go online" are artifice, and we still remain very much in the legal framework of the country where we operate our devices (Graham, 2019). Or, perhaps, we do, in fact, enter a new "global commons" with "supra territoriality," as Franklin argues, when we "go" on the internet. He, and many others, suggest a new stateless space governed by a legal framework akin to the Law of the Sea or Outer Space, both of which currently have no reference to digital activities, nor to human rights (Franklin, 2019). Franklin's is perhaps the more widely held view of cyberspace, and likely both are true at various times in practice, while, on the whole, most scholars and policymakers lean towards the "global commons" notion. In fact, Franklin calls out the United Nations' own stated commitment through various Sustainable Development Goals and explicit declarations, a clearly stated global recognition of the notion of the common, global cyberspace that, in theory, upholds the UDHR:

> "We reaffirm our common desire and commitment to . . . build a people-centered, inclusive and development-oriented Information Society . . . premised on the purposes and principles of the Charter of the United Nations, and respecting fully and upholding the Universal Declaration of Human Rights" (Franklin, 2019; United Nations, 2015)

The UN members explicitly acknowledge a common "Information Society" that exists beyond, above, and around any one state and that it is jurisdictionally under the UN charter and the normative authority of the UDHR.

Fortunately, the seemingly confusing space of simultaneously existing within the legal framework of a nation and in the undefined common spaces between nations is an easily translatable model, not unlike how we operate in global health and interact within the United Nations via the World Health Organization (WHO). There are public health laws and frameworks within individual countries enacted by their governments, and there exists a larger UN-level commitment and legal framework via the WHO to address infectious disease outbreaks and global health emergencies. Unfortunately, challenges in this model can be seen, for example, in the recent handling of the COVID-19 pandemic. Various countries' rejection and public belittling of WHO guidance or regulations during this pandemic have weakened both the normative and legal authority of the UN itself over the "global commons" regarding human health (Burci, 2021). Nevertheless, Klabbers argues (in his writings pre-pandemic) that there still remains an "epistemic authority" to organizations like the WHO over the commonplace, the common good (Klabbers, 2019). He argues that knowledge delivered from these organizations informs policymakers and practitioners who advocate for policies, which they, in turn, enact into laws. So, the authority, therefore, is more implicit than explicit but just as important, yielding just as much influence over the legal outcomes in the end.

A Note about Future Worlds

Updating the UDHR to encompass a digital domain can also proactively address the protection of human dignity in future worlds humankind will soon inhabit, like outer space. The United

Nations Committee on the Peaceful Uses of Outer Space (COPUOS) has made no significant effort to generate human rights frameworks or protections. Michael H. Hoffman, an accomplished attorney with extensive experience in the domain of international law and currently serving as an Associate Professor at the U.S. Army Command and General Staff College, focuses on military, diplomatic, and humanitarian issues, particularly in areas of ill-defined human rights laws (Small Wars Journal, 2023). In his 2016 writings on the subject of human rights in outer space for the Israel Yearbook on Human Rights, Hoffman describes the harrowing experiments conducted in Nazi concentration camps during World War II, a haven for unethical medical experimentation and torture, many of which were designed to advance aerospace and outer space research (Hoffman, 2016). Hoffman then discusses the way in which outer space, born of this legacy of unethical experimentation, is already being used by many nation-states to infringe on human rights via remote sensing satellite systems, viewing the personal lives of millions unchecked and with no sense of the domain of the UDHR's protections (Hoffman, 2016). And, although The International Space Station (ISS) Intergovernmental Agreement of 1998 necessitated that partnering States implement a set of guidelines for the ISS crew, which includes the prohibition of research on human subjects that could reasonably endanger their life, health, physical well-being, or safety, it is not a giant leap to see how nations could use any other facility in outer space to conduct unethical experiments on vulnerable populations outside of established human rights protections (Hoffman, 2016; Fan, 2009). By moving leaders and the general public towards the concept that human rights protections must advance at the pace of technology and alongside the establishment of future human domains, this project's positive effects can echo for generations and protect not just cyberspace but outer space, and any other future domain as well.

Negative health effects in an unregulated cyberspace

Although debate will continue over the legal domains and boundaries of where cyberspace actually exists (and how much of it exists inside a single nation, state, or city versus occurring in some as-yet-perfectly-defined global information space) what is much more clear are the harmful effects of an unregulated digital territory on population health. In fact, with the pace of technological development, cyberspace may never be truly defined, as it flows from desktops and laptops to smartphones and virtual-reality headsets; it may always be an amorphous territory. The disease and injury caused by interactions within cyberspace, however, may be the best way to demonstrate both the inherent need for reforms and the consequences of ignoring the problem as the flow of new diseases and injuries continues unabated almost every day, regardless of the definitional boundaries of cyberspace.

The earliest days of research

As early as 1996, in the very nascent days of the internet available to most Americans, Dr. Kimberly S. Young, a Clinical Psychologist at the University of Pennsylvania, in her article, "*Addictive use of the Internet: A case that breaks the stereotype*," appearing in the journal, *Psychological Reports*, was first to describe "internet addiction" (Mihajlov, 2017) Young described the case of a 43-year old woman with a non-technical job and an otherwise unremarkable home life as being clinically addicted to checking her email (Young, 1996). Young followed up with a larger study of 600 participants to define a series of diagnoses in 5 distinct groups arising from a new "anonymity" pathology arising from online interactions:

"Cybersexualaddiction: compulsive use of adult websites for cybersex and cyberporn. Cyber-relationship addiction: overinvolvement in online relationships. Net compulsions: obsessive online gambling, shopping, or day trading. Information overload: compulsive web surfing or database searches. Computer addiction: obsessive computer game playing (for example, Doom, Myst, or Solitaire)." (Young, 1999)

Although Young passed away from cancer in 2019 at only 53, she is credited with the seminal, defining work on internet addiction and for being a pioneer in the study of interactions in cyberspace on human health. She founded the Center for Internet Addiction and established the definitive Internet Addiction Test (IAT) scale (Mathais, 2019). Her 1998 book, "Caught in The Net," became a best-seller, making her well-known not just for revealing the harmful effects of cyberspace for academic study, but for connecting with the general public zeitgeist and making millions aware of the health implications of the risks of unchecked internet use.

An ever-expanding field of study

Since Young's pioneering work, an overwhelming volume of research into the harmful effects of time spent in cyberspace on people and populations has expanded the body of knowledge. There have also been consistent debates over the term "internet addiction," in that the neuro-biological mechanisms appear to operate differently than other substance use disorders (Pezoa-Jares, 2013). However, Young's work still sits at the root of the understanding of the health effects of interactions in cyberspace. Those negative health effects are voluminous and vary in severity, symptoms, treatability, and outcomes.

Beyond the 5 still-relevant addiction conditions Young described early on, some of the other harmful diseases and injuries that are being studied and described in the literature arising from interactions in cyberspace include Internet Gaming Disorder (Ascher & Levounis, 2014), a compulsive, addictive disorder akin to gambling addictions; Cyber Bullying (Kowalski, 2008), where individuals are harmed psychologically, even physically, as both the tortured and the torturer; sleep disorders (Guo, 2018) and new, still forming areas of study like Moral Disengagement (Lo Cricchio, 2021) which predisposes discrimination and racist behaviors, and even Cyberchondriasis (Pollklas, 2020), a pathological anxiety condition involving health-related internet searching. Moreover, as technology expands, so too do the number of novel, toxic health conditions arising from time spent on the internet. Currently, these incidents take place outside of any public health domain.

Not just Disease, but Deaths

The harmful effects of interactions in cyberspace have also been directly attributed to preventable death by suicide through an increase in negative mental and behavioral health attributed to time in cyberspace, linked to new vectors and new causative pathways, such as social media (Alao, 1999; Becker, 2004; Guo, 2018). Studies show that cyberbullying, comparative associations, and clustering of suicidal ideation and suicide pacts are directly linked to internet use (Becker, 2004; Kowalski, 2008; Rajagopal, 2014). The literature also reveals, conversely, that there are potentially several distinct, positive, preventative effects of internet use on suicide through finding online support groups and maintaining a connection to family and friends (Jacob, 2014; Minkkinen, 2016). In both cases, scholars have advocated for more

oversight, more public health support, and more conscious regulation of content related to suicide in cyberspace.

Educational Entertainment

Positive public health policy effects from exposure to Educational Entertainment

This grant proposal seeks funding for a feature-length documentary to influence public health policy. The literature convincingly affirms the effectiveness and widely accepted practice of science documentaries and Educational Entertainment as vehicles for public health policy communication.

Science and Filmmaking

Since the earliest days of photography, there has been an intimate relationship between science and documentary. In the 1870s and 80s, scientists like Jules Janssen (astronomer), Eadweard Muybridge (photographer), and Etienne-Jules Marey (physiologist) used the captured image to analyze previously unseen and undescribed aspects of the physical world (Gouyon, 2016). In the first half of the twentieth century, there arose the "cine-scientist," directors like Jean Comandon, Jean Perrin, Percy Smith, Roberto Omegna, and others working for producers like Pathé or Gaumont, who were focused on generating scientific films (Gouyon, 2016). These films included the 1910 Paris exhibition of Pathé's 'La Cinématographie ultramicroscopique,' which featured a then mind-blowing view of microscopic organisms swimming around before the audience larger-than-life, opening the eyes of scientists and the general public to new scientific frontiers (Gouyon, 2016). This practice of science documentary has evolved through the decades into the familiar formats of nature documentaries, science broadcasting, and even whole channels

dedicated to "scientific" content ranging from the renowned British Broadcast Corporation (BBC) and David Attenborough to fringe pseudoscience offerings like *Ancient Aliens (2009-Present)*.

Educational Entertainment ("Edutainment" or "E-E") in Public Health

The exposure to documentaries and narrative video and audio content as public health promotion, also known as Educational Entertainment or "Edutainment," or "E-E," has been shown in numerous studies to have a positive effect on the individual level. A wide range of studies has demonstrated effective behavioral change resulting from a large range of media projects in various mediums, including animated cartoons that have successfully improved nutritional habits and physical activity in children, television shows that have developed healthy eating in adults, short films that have dispelled myths about COVID-19 and improved sexual health in teens, as well as feature films that have reduced sexual violence, increased pregnancy care, increased population-wide oral health and even online videos that have successfully increased medical professionals use of proper sanitary precautions (Jayne, 2019; DeBackers, 2016; Thompson, 2021; Hua Wang, 2016; Firdausia, 2021; Le Port, 2022; Harikiran, 2017; Wolfensberger, 2019). Initial research has also shown the effectiveness of documentaries and other filmed content at the policy level to positively influence policymakers and their constituents to advocate for and adopt beneficial public health policies.

At this policy level, a few studies have demonstrated a positive correlation between exposures to Educational Entertainment and the adoption of restrictions on organ harvesting, the adoption of efficient organ donation programs, combatting human trafficking, and enhancing bioethics in medical research (Morgan, 2007; Murphy, 2012; Jordan, 2015). In a 2002 overarching analysis

of the literature, Snyder and Hamilton calculated that a relatively small percentage, about 7% of the population exposed to health promotion by way of E-E, demonstrates a behavior change (Snyder, 2002). This may seem tiny, yet the mass exposure to E-E, with sometimes tens of millions of viewers, the number of exposures can be significant. In the chapter entitled "The Rising Tide of Entertainment–Education in Communication Campaigns," some of the leaders in this field of research, Arvind Singhal, Hua Wang, and Everett M. Rogers, in the 2013 book *Public Communication Campaigns*, give the rise of The Hollywood, Health & Society (HH&S) program at the University of Southern California's Norman Lear Center (www.usc.edu/hhs) in the United States, and the Centrum Media & Gezondheid in Gouda, Netherlands as solid examples of the rising importance of the intersection of E-E and public health practice. They also detail that since 2000, "HHS has partnered with a wide range of donor and government agencies, professional health institutions, and communication and public health researchers to serve as a 24–7 resource for Hollywood producers and writers" (Singhal, 2013). This strategic alignment of public health expertise and content production is based on a wide acknowledge of the potential of Edutainment to positively impact societal outcomes.

How Educational Entertainment Works

In "Understanding the Effectiveness of the Entertainment-Education Strategy: An Investigation of How Audience Involvement, Message Processing, and Message Design Influence Health Information Recall," Quintero Johnson, Harrison, and Quick state, "The experience of becoming emotionally and cognitively involved with the stories and characters in EE messages is essential to the capacity of those messages to influence persuasive outcomes," suggesting that engaging an audience emotionally is key to the success of Educational Entertainment (EE) from a health

promotion perspective (Quintero Johnson, 2012). They summarize the previous narrative notions of Transporation (a state of deep engagement with a story, characterized by loss of self-awareness, psychological distance from reality, and belief changes resulting from the experience) and Identification (where an individual assumes the perspective of a story character and replaces their own identity with that of the character, experiencing the character's emotions and adopting their goals and motivations as their own) (Green and Brock, 2002; Cohen, 2001).

In their research, Quintero Johnson, Harrison, and Quick, suggest a novel construct that connects and binds the concepts of Transportation and Identification, which they term "experiential involvement," which pertains to this comprehensive cognitive and emotional engagement of individuals with EE messages (Quintero Johnson, 2012). This engagement is attributed to both the level of immersion into EE narrative content and an individual's own identification with EE characters. The authors also conducted an investigation into the relationship between experiential involvement and health information recall, considering the degree of integration between educational content and narrative content in EE messages (Quintero Johnson, 2012). The study's results indicated a significant impact of integration on health information recall (Quintero Johnson, 2012). In other words, deep emotional connections succeed in Educational Entertainment.
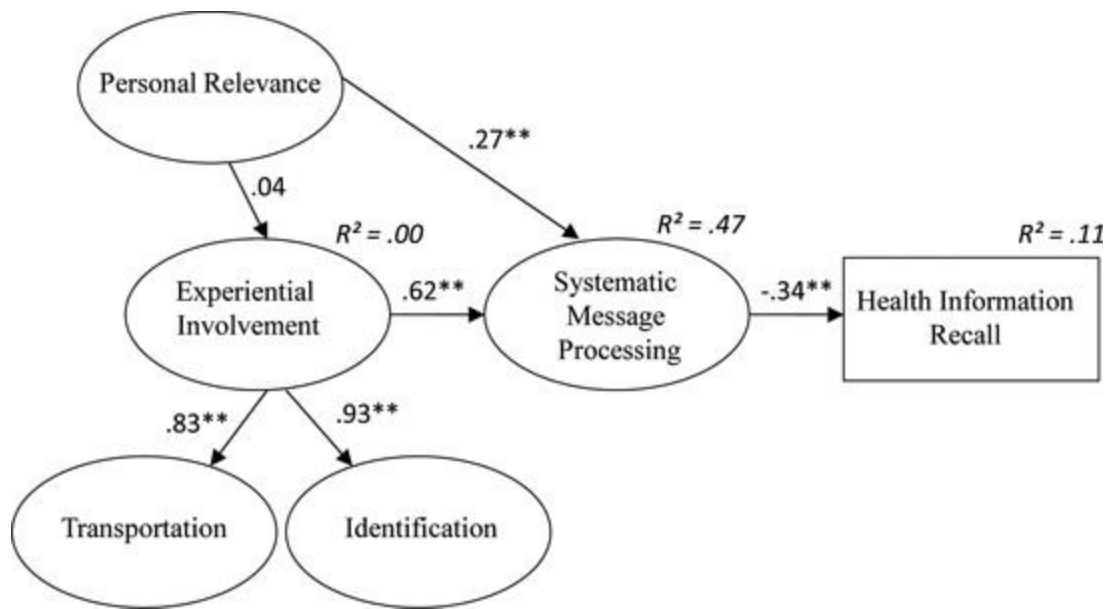
Figure 1. Quintero Johnson, Harrison and Quick: Experiential Involvement in Educational Entertainment documentaries (Johnson, 2012)

In a 2009 report for the Center for Media & Social Impact (CMSI), based at American University's School of Communication, Barbara Abrash analyzed three successful EE projects with positive policy change outcomes to understand the common qualities driving the success of these varied EE campaigns. These films were *Not in Our Town* (a 1995 documentary about a community's reaction to hate which inspired many community activations and ordinances), *Lioness* (a 2008 documentary about U.S. military women in Iraq which, in partnership with veterans groups, that resulted in military policy changes for women increasing gender parity and support for female veterans) and State of Fear (a 2005 documentary chronicling the work of the Peruvian Truth and Reconciliation Commission that helped restored the rule of law for Peruvians and fostered a formal international justice media initiative).

Abrash's analysis suggests that these examples of successful EE documentaries derived from a core set of qualities for the campaigns:

• An understanding of target audiences and effective methods for reaching them

• Effective outreach strategies built on stakeholder alliances

• A provision of resources for citizens, educators, and activists

• Creative and appropriate uses of digital technologies

Abrash emphasizes outreach, engagement, and public inclusion in addition to intentional production and thougtful distribution as part of the success of Educational Entertainment projects. This suggests that these are not so much "projects" but complex ecosystems with interactions that go far beyond an individual's experience in consuming content.

Evaluating the Success of Educational Entertainment Campaigns

Moving beyond the cognitive and emotional mechanisms, ecosystems, and best practices, Barrett and Leddy, working on a project for the Fledgling Fund to advise philanthropies on how to evaluate funding opportunities for EE projects, also have suggested a visual model for thinking about Educational Entertainment evaluation, one focused more like a Social Ecological Model on the hierarchy of impact generated from EE (Barrett and Leddy, 2009). These "Dimensions of Impact" assess the impact of a film beyond its individual impact on awareness and engagement from its origins as a Compelling Story through the stages and ultimately to Social Change. Barrett and Leddy are interested in exploring EE's potential to strengthen key advocacy organizations and energize active participation in broader social movements, for example,

evaluating the number of advocacy organizations using the film or increased viewer participation as potential indicators of success (Barrett & Leddy, 2009). They also advocate the role of EE in policy debate as a tool for policy change (Barrett & Leddy, 2009). While social change is the ultimate goal, Barrett and Leddy also acknowledge the complexity of realizing such change, advocating for the Dimensions of Impact model as evaluation through key indicators, such as legislative or policy changes driven or supported by the project, and shifts in public dialogue and issue framing (Barrett and Leddy, 2009).
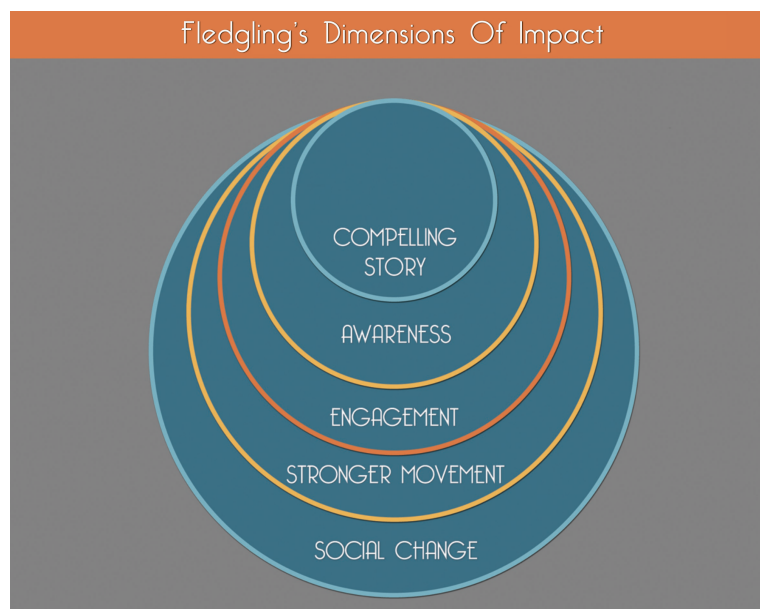
Figure 2. Barrett and Leddy's Dimensions of Impact (Barrett & Leddy, 2009)

Karlin and Johnson, following on this Dimensions of Impact work, and explicitly leaning into and naming Barrett and Leddy's initial framework, broadly suggest that Educational Entertainment documentaries have proven quite successful in climbing these levels. They list standout examples "in issues ranging from environmental causes such as agriculture (Food Inc.) and toxic products (Blue Vinyl) to social causes such as foreign conflict (Invisible Children) and

education (Waiting for Superman)" (Barrett & Leddy, 2009; Karlin & Johnson, 2011). In evaluating the critical components of how this leveling-up happens, both Karlin and Johnson, and Barrett and Leddy have reached similar conclusions for how filmmakers should think about these levels of EE and their public policy influence:

Quality Film Generates Emotions: A high-quality film can captivate viewers with an intriguing narrative that delves into complex issues beyond statistics. Such works may elicit emotions and provide enjoyment to audiences - the key being the notion of emotional involvement and connection (Barrett & Leddy, 2009; Karlin & Johnson, 2011).

Public Awareness Is Raised: Films have the potential to raise public awareness by drawing attention to previously unseen or ignored issues. This educational impact of film on large populations has been widely discussed and can serve as a powerful catalyst for individual and social transformation (Barrett & Leddy, 2009; Karlin & Johnson, 2011).

Public Engagement is Encouraged: Films have the power to move viewers beyond awareness to take action toward solving issues. By answering "what can I do?," successful films and their associated advocacy campaigns can inspire constructive solutions that address the problem (Barrett & Leddy, 2009; Karlin & Johnson, 2011).

Social Movement Occurs: Films can catalyze groups and create campaigns that foster social movements around a particular issue. Collaborations with existing advocacy organizations can further bolster the work of key individuals and organizations dedicated to a cause (Barrett & Leddy, 2009; Karlin & Johnson, 2011).

Social Change as the Outcome: The ultimate objective of issue-based films is to effect

long-lasting and systemic social change through legislative or policy changes, shifts in public

discourse and behavior, or film-based lobbying efforts. Though this process can take a

considerable amount of time, success can be measured through specific indicators for particular

projects or issues (Barrett & Leddy, 2009; Karlin & Johnson, 2011).

Policy change may not be the ultimate measure of success for every Educational Entertainment

project, as Barrett and Leddy point out. Although not all Educational Entertainment

documentaries contain all these components - nor are they required for success in every instance

- this framework provides a reliable guideline for creating a reliable EE campaign.

Challenges in the Use of Educational Entertainment

Not every study in the literature, however, has a predictable positive outcome. A 2003 study by

Zeedyk and Wallace evaluated the impact of a video by a popular children's entertainment

producer to help tackle the United Kingdom's poor children's road safety record (Zeedyk, 2003).

In this study, exposure to the documentary did not statistically change the habits or risk for those

families, although qualitatively, the families reported that they felt their habits had changed

(Zeedyk, 2003). This false sense of efficacy must be considered when creating public health

edutainment materials.

There are also many misgivings from public health practitioners and peer-review groups like the

British Journal of Medicine, on the issue of creating too much entertainment that offers medical

advice or puts medical practitioners on broad platforms, disconnected from the specific medical

histories and diagnostics of individual patients (Katz, 2015). Therefore, the filmmakers must be

vigilant in avoiding any depiction of illness where overly broad diagnoses and treatment recommendations dilute the need for tailored case-specific workups and interventions.

The ethical considerations for creating public health documentary films and Educational Entertainment

Since *Nanook of The North* (1922), one of the earliest examples of the art form, documentary film has leveraged the verisimilitude of audio and image recordings to reach audiences in deeply meaningful and impactful ways to embrace and appreciate the lives of others (Nichols, 2017). The juxtaposition and complication of this sense of 'truth' about the world as it truly exists, however, and the stated intention to leverage this particular documentary for 'advocacy' cannot be underestimated. It is the "unresolvable paradox," as Howard S. Becker writes in his foreword to the definitive 1989 book, *Image ethics: the moral rights of subjects in photographs, film, and television*, compiled by Larry Gross, John Stuart Katz, and Jay Ruby (Gross, 1989).

To guide the development and production of this documentary, Nichols proposes in a well-written chapter on ethics in his 2010 book, *Documentary*, two key ethical consideration frameworks in approaching the proposed documentary, which are broken down here into a range of considerations for this particular project from other sources (Nichols, 2017):

1. **How the documentary team treats people.**
    a. **From a rights perspective:** to appropriately release the subjects, making them aware of the use and scope of their participation; (Nichols, 2017)
    b. **From a legal liability perspective:** to protect individuals featured in the documentary from potential legal liabilities. An example of this can be seen in the

filming and subsequent inclusion of a drug crime committed by the father of one of the subjects in the renowned 1994 documentary *Hoop Dreams*, which with the subjects' permission, appeared and resulted in criminal prosecution (Nichols, 2017);

   c. **From a victim perspective:** to educate and train the documentary team on best practices to avoid retraumatizing victims and to respect their needs; (Gross, 1989)

   d. **From a safety perspective:** to provide appropriate protection of the identity and/or location of victims participating in the documentary; (Gross, 1989)

2. **How the documentary team treats the relationship between the filmmakers, the subjects (or, as Nichols terms them, "social actors"), the audience, and the sponsors.**

   a. **From an equity perspective:** to be conscious of the power of controlling the lens and the unconscious biases of the filmmakers as well as to best represent the wide range of global voices and identities in the world; (Aufderheide, 2014)

   b. **From an authenticity perspective:** to be aware of the filmmakers' point of view, especially as an advocate, and to take extreme precautions to avoid manipulating footage provided by subjects in ways and methods which do not properly represent the truth or distort the truth for the benefit of financiers; (Aufderheide, 2007)

   c. **From a narrative perspective:** to be deliberate in establishing the filmmakers' voice. How do the filmmakers treat the notions of "I," "you," "them," and "us" in a consistent framework? Do the filmmakers appear on camera or as a voice off-camera? Are they invisible? Are the filmmakers part of this society or beyond it? (Nichols, 2017)

d. **From a production and post-production perspective:** to establish a consistent look and feel for interviews and other content to create a reliable stance and manage shifts in stance to keep the viewer engaged in the content and not wrestling with disjointed creative elements, as well as to preserve the integrity of the material (Laurier, 2017).

e. **From a performance bias perspective:** to consider the impact of the subjects' own self-consciousness, the image they intend to project, the nature of humans to perform, and their awareness of the camera (Nichols, 2017).

Protecting Subjects and Victims of Human Rights Abuses

As this proposed documentary also intends to film victims of the effects of unregulated cyberspace, there are further ethical considerations. In a recent article entitled, "Documentary's ethics of fremdschämen: neurodiversity, vicarious embarrassment and a subject's right to agency," the author, Linnea J. Hussein, explores the complexity of depicting mental illness and protecting documentary subjects. The German "fremdschämen" is the concept that vicarious embarrassment can be a powerful, persuasive tool but should be wielded with careful attention to the protection of the subject and the illness involved (Hussein, 2021). Further, there is a moral obligation, and often a legal obligation, for documentarians to protect victims of crime from further trauma and from additional harm by their perpetrators (Gross, 1989).

Reducing the Likelihood of The "Werther Effect," Imitative Acts in Depicting Suicide

The "Werther Effect" is a term first described by David Phillips' 1974 article appearing in the American Sociological Review entitled "The Influence of Suggestion on Suicide: Substantive

and Theoretical Implications of the Werther Effect" (Philips, 1974). The term was inspired by reports surrounding Goethe's popular 1774 novel, *The Sorrows of Young Werther,* wherein the hero commits suicide, and many suicides in the general population followed in an imitative wave (Phillips, 1974). Even though the American Association of Suicidology has provided guidance in reporting on suicide for media outlets and previous ecological studies have conclusively linked celebrity or widely-publicized suicides to an increase in population-level suicide rates, only a small amount of data has been generated in the last decade to track this correlation, and none have been conducted at the individual level (Sage, 2021). It is important, however, to acknowledge that a wide range of studies has linked depictions of suicide in the media and "imitative" or copycat acts. Every precaution should be taken to avoid oversensationalizing or glamorizing suicide in the proposed documentary (Pirkis, 2018).

CHAPTER III

Methodology of Grant Review Process

Ford Foundation and JustFilms Grants

The Ford Foundation is a philanthropic organization dedicated to creating a just and equitable world. Its mission is to reduce poverty and inequality, promote democratic values, and advance human dignity (Ford Foundation, 2022). Through its grant-making and activism, the foundation strives to address the root causes of social and economic injustice and empower marginalized communities to drive positive change. The vision of the Ford Foundation is a world in which all people have the opportunity to reach their full potential and contribute to a more equitable society.

Ford Foundation's JustFilms Grants support documentary filmmakers and advocacy organizations whose works center on human rights, social justice, and environmental issues (Ford Foundation, 2022). The grants aim to empower these storytellers and to drive positive change by funding various stages of film production and distribution. The goal is to ensure that the documentaries reach a wide audience and bring attention to important issues that often go unheard. By supporting these projects, the Ford Foundation is working to create a more just and equitable world through the power of storytelling and advocacy.

The rationale for choosing the JustFilms Grant

Having recently worked with Ford Foundation as a funder on another public health advocacy campaign featuring a documentary series, I appreciate the organization's approach to the work, empowering advocates and filmmakers to create their vision without intrusive oversight that could compromise the immediacy and voice of the creators.

Reviewer Committee

The reviewers for this grant proposal thesis were selected based on their practical and theoretical backgrounds in public health promotion, and teaching as well as their academic and professional research concerning human rights, advocacy, education, and documentary films.

Daniel C. Rutz, MPH, Thesis Chair

Mr. Rutz spent 18 years as CNN on-air Medical and Senior Medical Correspondent and was recruited by CDC to improve their public health communication capacity, especially around emergencies and other acute events. His focus areas are risk communication; strategic public health communication; media training; peer mentoring; behavior change; and academics. Mr. Rutz developed comprehensive demand creation approaches for acceptance of voluntary medical male circumcision (VMMC) as an HIV prevention measure in high-prevalence countries across eastern and southern Africa, and he continues this work, as well as teaching about public health communication at Emory University since his retirement from CDC in 2016 (Emory University Rollins School of Public Health, n.d.).

Matthew H. Bernstein, Ph.D., Field Advisor

Dr. Bernstein is the Goodrich C. White Professor of Film and Media at Emory University, where he has been teaching film history and criticism at Emory since 1989, including serving as the chair of the department from 2006 to 2021. His research and his teaching often center on the history of Hollywood and filmmaking in the studio era, and he has published essays and taught courses on documentary film. Dr. Bernstein has guest lectured on documentary ethics and is a two-time recipient of National Endowment for the Humanities research grants.

Dr. Bernstein is widely published and interviewed about the history of filmmaking and served from 2005 to 2020 on the National Film Preservation Board, advising the Librarian of Congress on their film archive and preservation initiatives. He is currently collaborating on a history of Columbia Pictures and two projects developed and co-written with the late Dr. Dana F. White, Professor of American Studies. These include Atlanta at the Movies, an anthology, and Segregated Cinema: Atlanta, 1895-1962 (Emory University College of Arts & Sciences Film and Media, n.d.).

Dabney P. Evans, Ph.D., MPH, Reviewer

Dr. Evans is a mixed-methods researcher and an Associate Professor of Global Health in the Rollins School of Public Health at Emory University. Her research centers on gender-based

violence, and sexual and reproductive health and rights, all within a larger human rights context. Dr. Evans was one of the first university faculty to incorporate the notion of human rights in public health. She has published over forty book chapters and scholarly articles, commissioned works, edited, Rights-Based Approaches to Health, and has delivered 200 peer-reviewed and invited presentations. She has trained one in ten of the CDC's workforce and continues to advocate for the critical importance of human rights in public health and society at large (Emory University Center for Humanitarian Emergencies, n.d.).

Elisabeth Hayes, MBA, Reviewer

Lisa Hayes is the Global Health Advisor at the Center for Global Health Innovation, where she spearheads Dr. William Foege's Becoming Better Ancestors ™ Project, which focuses on sharing the lessons from the successful eradication of smallpox to empower changemakers around the world to create reliable results, and ultimately, reduce the risk of human extinction. With her extensive expertise in international health strategy development and partnerships, Ms. Hayes has collaborated with key players such as UN agencies, governments, NGOs, and donors. She has managed international health committees and implemented successful initiatives, earning multiple awards for her efforts. Ms. Hayes holds an MBA from Emory University and a BA in Psychology from the University of Pennsylvania. She is a Fellow of the Liberty Fellowship, an Aspen Global Leadership Network member, and affiliated with Annie E. Casey Foundation and Georgetown University's Children's Health Leadership Network. Her work in global health has been recognized with awards such as the Community Impact Award from Georgians for a Healthy Future and Milbank Memorial Fund/AcademyHealth's 2018 State and Local Innovation Prize. Ms. Hayes is co-author of "Real Collaboration: What It Takes for Global Health to

Succeed," the definitive guidebook for individuals engaged in the realm of global health, centering on effective collaboration as the optimal approach towards harnessing health resources to support and partner with disadvantaged populations worldwide. (Aspen Global Leadership Network, n.d).

Sheryl Golub, MA, MPH, Reviewer

Ms. Golub is an accomplished professional and consultant at Lexicon Strategies with proven expertise in public health education, industrial/organizational psychology, as well as global learning and curriculum development. She has collaborated with renowned organizations such as Verizon, Marriott International, CARE, and Celera Genomics on coaching programs, leadership workshops, and change management toolkits that were successfully implemented. Ms. Golub's accomplishments include creating logistics and health commodities training programs for in-country staff, instructing humanitarian aid workers on emergency supplies procurement during global conflict, and leading the creation of an extensive drug application tracking system for the FDA that spanned multiple years and multiple projects.

Ms. Golub holds a Master of Arts in Industrial/Organizational Psychology from the University of New Haven and a Master of Public Health from Emory's Rollins School of Public Health. She is actively involved in social action through mentoring at Future Link - a non-profit organization supporting low-income, first-generation college young adults. Her remarkable successes and commitment to making a positive impact on society have earned her recognition as a highly respected and accomplished leader within her field (Lexicon Strategies, 2023).

The Protection of Human Subjects

The protections of human subjects in documentary filmmaking and the underlying research for this proposed project are wide-ranging. The filmmakers elect to incorporate all of the traditional ethical principles and guidelines of high-quality qualitative research in their process, as well as maintain the highest ethical standards for documentary filmmaking. The most common guidelines for qualitative research are the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research's 1979 Belmont Report and its three ethical principles: respect for persons, beneficrimination/discrimination, and justice (Office for Human Research, 1979). "Respect for persons" means that research participants are to be treated as autonomous individuals, and their rights to self-determination should be honored. The principle of beneficrimination and discrimination suggests that researchers minimize harm and maximize benefits to study participants, particularly those in vulnerable or marginalized populations. The principle of "justice" requires that the distribution of the benefits and burdens of research should be fair and equitable.

In addition to the Belmont Report, several other guidelines provide specific rules for protecting human subjects in qualitative research, such as the Code of Federal Regulations (45 CFR 46) and the International Conference on Harmonization's Good Clinical Practice (GCP) guidelines. These guidelines generally require informed consent from research participants, confidentiality and privacy protection, and the avoidance of harm and exploitation (HHS.gov, 2023; Dixon, 2010). Finally, as this project will result in a filmed documentary distributed widely, a talent release will ensure additional protection for participants.

A talent release is a form that a person signs granting permission for their likeness or image to be used in the film. For this project, a talent release will provide several layers of protection for the treatment of persons appearing on camera or in audio recordings:

1. **Legal protection:** A talent release provides legal protection for the filmmakers and for the participants, as it establishes that the person appearing in the film has given permission for their image to be used. Without a talent release, the filmmakers could face a wide range of ethical and legal challenges, from legal action for invasion of privacy or copyright infringement. Although individuals may be enthusiastic about participating at no cost, it is recommended that a contract with some form of compensation, even some form of token or representative payment or a small stipend, is most appropriate to meet employment and insurance regulations (McDonald, 2015).

2. **Ethical considerations:** Having a talent release shows that the filmmakers are respecting the rights of the individuals appearing in the film according to the best practices for the Protection of Human Subjects and that they are taking steps to ensure that their images are used appropriately.

3. **Commercial use:** A talent release allows the filmmakers to use the person's image for commercial purposes, such as promoting the film or selling tickets. Without a talent release, the filmmakers may not be able to use the person's image for these purposes (McDonald, 2015).

4. **Control over image:** The talent release gives the person appearing in the film some control over how their image is used. Participants are able to specify that their image cannot be used in a particular manner or that it cannot be edited in a way that changes

their appearance (McDonald, 2015). This will be especially important for elected officials or other high-profile individuals who may ask for approval rights or other oversight.

5. **HIPPA Release:** HIPAA (Health Insurance Portability and Accountability Act) is a federal law that protects the privacy of patient health information and it provides security standards for electronically protected health information and electronic health records (EHRs) (CDC, 2022). Because several interviewees will be describing the negative health impacts of their exposure to cyberspace and their illnesses, the filmmakers must explain each patient's rights and release them under HIPPA guidelines.

6. **Peace of mind:** Having a talent release provides peace of mind for both the filmmakers and the people appearing in the film. The filmmakers know that they have the necessary permissions to use the footage, and the individuals appearing in the film know that their rights are being respected.

The filmmakers must also be aware of and respect cultural and linguistic differences, as well as the power dynamic between the filmmakers and the participants (Nichols, 2017).

CHAPTER IV

Incorporation of Reviewers' Comments

The following itemizes the comments received by the five reviewers.

Reviewer 1, Daniel Rutz, MPH Comments

Number	Comment	Resolution
1.0	Various spelling and grammar suggestions were made throughout the document.	Reviewed and addressed.
1.1	*"Pre-outer space era"*: Frankly, this reference confuses me. Let me try to reconcile it as I progress.	Refer to Resolution 1.2.
1.2	*"Meanwhile, the world's more technologically developed and affluent nations are also contemplating their citizens' future lives in outer space"*: This point, critical to your thesis is going to require some convincing evidence.	Understood. I appreciate and agree with the reviewer's concerns about the lack of an evidence base to include outer space at this time. It's an important aspect to consider in the context of keeping pace

		with change and protecting human rights. Removed all references to outer space and added a conclusion.
1.3	This emphasis *(on disease and injuries in cyberspace)* puts you on much more solid ground than the outer space extension. Here you can clearly demonstrate an imminent, actual, and progressive problem that is both amenable to intervention but also appropriately prioritized by your careful citation and description.	Refer to Resolution 1.2.
1.4	*"The absence of political pressure on English-Speaking policymakers globally has led to a lack of basic human rights protections in our future-facing worlds (online in cyberspace and in outer space,) where humans are spending exponentially*	Refer to Resolution 1.2.

	more time every day." Consider distancing the real from the speculative.	
1.5	*"... grant proposal is designed to generate political pressure to adopt comprehensive human rights protections online in cyberspace and in outer space…"* I'm sounding like a broken record but by now you understand my concern that you are diluting valid concerns with science fiction.	Refer to Resolution 1.2.
1.6	*"Objective 1.2: Film key interviews and create a 5-7 minute [DR1] pilot short and a :60-:90 trailer."* Spell out numbers and words (seconds)	Changed in both instances.
1.7	*"with the rapid growth of technology and the increasing presence of humanity in outer space, it is crucial that these rights are extended to cover activities in the*	Refer to Resolution 1.2.

	virtual and extraterrestrial realms." Please…...prove it!!!	
1.8	*" In cyberspace, individuals face new challenges to their rights, such as online surveillance, censorship, and manipulation of information which often precipitate a wide range of negative health effects at both the individual and population levels. The right to privacy, freedom of expression, and access to information are just some of the rights that are at risk in the digital world. Expanding the Universal Declaration of Human Rights into cyberspace would ensure that these rights are protected, regardless of whether they are exercised in the physical or virtual world."* Yes!!! This restores your credibility	Thank you.
1.9	*"Similarly, as humanity becomes more involved in space exploration and settlement, it is essential to ensure that the*	Refer to Resolution 1.2.

	rights and freedoms of individuals are protected in these new environments. The principles of the Universal Declaration of Human Rights, such as the prohibition of torture and slavery, must be extended to cover activities in outer space, as well as the interactions between humans and extraterrestrial beings." Maybe but you seem to be far exceeding imminent need and in creating a red herring minimize the areas on earth requiring the concerns you so otherwise convincingly describe,	
1.10	*"His argument is that knowledge delivered from these organizations informs policymakers and practitioners who advocate for policies, which they, in turn, enact into laws. So, the authority, therefore, is more implicit than explicit but just as important, yielding just as much influence over the legal outcomes in the end."* Nicely put.	Thank you.

1.11	*"Informations Society"* Citation here if possible.	
1.12	*"already clear are the harmful effects of an unregulated digital territory on population health."* Hoping for evidence or examples ahead	This is definitely included in the literature review.
1.13	*"In fact, with the pace of technological development, cyberspace may never be truly defined as it flows from desktops and laptops to smartphones and virtual-reality headsets; it may always be an amorphous territory."* Starting to beat a dead horse.	That was the end of the section.
1.14	"This false sense of efficacy must be considered when creating public health edutainment materials." Good Example.	Thank you.
1.15	*"deeply meaningful and <u>impactful</u> ways to embrace and appreciate the lives of others"* I hate this word...maybe it's just me	Revised.

1.16	*"b. From an authenticity perspective: to be aware of the filmmakers' point of view, especially as an advocate, and to take extreme precautions to avoid manipulating footage provided by subjects in ways and methods which do not properly represent the truth or distort the truth for the benefit of financiers; (Aufderheide, 2007)"* Awesome observation. SOOOOOOOOOOO important. Thank you!!!	Thank you.
1.17	*"Reducing the Likelihood of The "Werther Effect," Initiative Acts in Depicting Suicide"* This is difficult but a necessary area for drill-down. Good for you for not beating around the bush.	Thank you.
1.18	*"and many nations are contemplating life in outer space where there are currently no such formal internationally recognized digital human rights protections."* Be careful of absolutes; you need to cite how	Refer to Resolution 1.2.

	lack of HDHR protections lead to these ills. Other factors are likely in play.	
1.19	*"The filmmakers may also be conducting interviews and gathering footage, research materials, and other resources that will be used in the film."* Not that big a deal but this reads like you don't really know what the team is working on	Reworded.
	"Previous conversations. Please describe any conversations with Ford Foundation staff about this project" Re-read this. It's confusing as you first say you're "in conversation" with Hilary but then, "admit we have not discussed this particular project." Why not just do it to strengthen this endorsement.	Reworded.
1.20	*"with humankind's mass migration into outer space"* I'm going crazy!!!!	Refer to Resolution 1.2.
1.21	*"such as the spread of false information about vaccines or the spread of conspiracy*	Revised.

	theories about the origin of pandemics." Careful.	

Reviewer 2, Dabney P. Evans, Ph.D., MPH Comments

Number	Comment	Resolution
2.1	Add citation (first mention of The United Nations' Universal Declaration of Human Rights (UDHR)	Added
2.2	Why draw exclusively on UDHR. What not harken to binding HR law like ICESCR or ICCPR which could apply to cyberspace or outer space ?	Added extensive sections and additional research on "How Educational Entertainment Works" and "Evaluating the Success of Educational Entertainment Campaigns" to the literature review. I appreciate the reviewer's knowledge on the specific mechanisms of international law. It's why I am grateful for her insight and time

		reviewing. In public health promotion and EE, however, it has not been necessary to understand the complexities of cardiopulmonary hemodynamics to rally people to advocate for their heart health in order to reduce death by heart disease, or a prequisite to understand legislative procedural intricacies to apply political pressure for governments to reduce maternal mortality or address the social determinants of health. Johnson, Harrison and Quick, highlighted in the expanded content, have in fact proposed that "experiential involvement" is required for Educational Entertainment to be effective (Johnson, 2012). The viewer must be deeply, emotionally involved, "transported" into the content, connect and personally "identify" with the material. This can't happen if this

		campaign advocates for small, complex, bureaucratic activities versus sweeping, identifiable, brandable calls for change. It is outside the scope of this grant proposal to suggest HOW this change might be implemented, rather to apply pressure for interventions that cause the OUTCOMES to change. (using Barrett and Leddy's evaluation models) How these necessary outcomes are achieved is up to far more experienced policians, lawyers and scholars than myself to suggest. The references to the Universal Declaration of Human Rights are more to the "idea" of this framework versus the procedures and administrative operations involved.
2.3	Typically treaties are drafted by ad hoc committees	Refer to Resolution 2.2.

2.4	And yet we don't have a HR treaty on climate change (although we do have the Paris accords but this is not part of the UN HR regime).	Noted. Added section "How Educational Entertainment Works" Please reference the model suggested by Barrett and Leddy, Figure 1, that perhaps more is needed to move "upwards" in the levels of impact.
2.5	Any potential treaty will need global support therefore how can you have the broadest possible reach?	Excellent point. I have recently been involved in a project where French (the other official UN language with English) plus Spanish subtitled translations reaches most of the global political audience. Translating into all five UN languages is very expensive. I adjusted the budget to include two language translations. It's also important to note in my experience that using symbols/icons versus type on screen throughout the documentary allows for a better match with the subtitles.

2.6	Suggest looking at the work of filmmaker Rory Kennedy	Yes. *Ghosts of Abu Ghraib* (2007) is a good example of Abrash's notion of the successful ecosystem. Working Films organized a broad coalition of stakeholders, including the National Religious Campaign Against Torture, the American Civil Liberties Union, and various faith-based groups, among others around the film's launch and dissemination. The ultimate aim of this initiative was to galvanize support towards ending US policy sanctioning torture, and it worked. In 2009, President Obama signed an executive order banning the use of torture and cruel, inhumane, and degrading treatment in all US detention facilities.
2.7	I think you are coming at this wrong by grounding in UDHR as opposed to other treaty sources.	Refer to Resolution 2.2.

2.8	There is likely to be little support for changing UDHR but possible potential for a standalone treaty.	Refer to Resolution 2.2.
2.9	You should educate yourself more on the origins of other treaties and differences between customary international law, and binding treaty law.	Refer to Resolution 2.2.
2.10	What countries have strong cyberspace laws that could champion or be modeled after for international law? Also consider the UN office on drugs and crime and their work again th use of dark web for trafficking.	Refer to Resolution 2.2.

2.11	Functionally protected thru the convention against torture and not UDHR	Refer to Resolution 2.2.
2.12	Strongly suggest you gain deeper understanding of human rights mechanisms and international law.	Refer to Resolution 2.2.
2.13	Again what do you expect that such an update would actually do if not legally enforceable? And again I am not sold on feasibility here.	Added a section to the literature review, "How Educational Entertainment Works" that discusses Karlin and Johnson's "Measuring Impact: The Importance of Evaluation for Documentary Film Campaigns" and features the Barrett and Leddy diagram.
2.14	UDHR was designed at a time of human rights promotion not protection. While we are now in an era of protection the UN draws	Refer to Resolution 2.2. This is grant proposal is entirely about promotion.

	on other mechanisms, namely treaties and special procedures for this purpose.	
2.15	She may argue that if this is a public health issue the HR treaties already include right to health. Why do you need more rights? Also what about tensions with for example the right to information that might be infringed upon by some potential law?	Expanded section to address.

Reviewer 3, Lisa Hayes, MBA Comments

Number	Comment	Resolution
3.1	Cyberspace and Outer space seem very different in today's context. I think "outer space" dilutes the importance of what needs to be done now to protect people in	Refer to Resolution 1.2.

	cyberspace; suggest focus of film on cyberspace.	
3.2	*"Human rights are enshrined in international law and are protected by national and international institutions and mechanisms."* How? I think the reader needs context / background of these international orgs and mechanisms.	Refer to Resolution 2.2.
3.3	The effects in cyberspace have been clearly articulated. If include outer space, need evidence of negative public health effects arising from the lack of human rights protections.	Refer to Resolution 1.2.
3.4	*"Connection to the story. What is the creative team's connection to the story? Why is the core creative team uniquely positioned to make this film? (Up to 200 words)"* This is the first time you are in	Revised.

	first person. It reads strange make this change in voice.	
3.5	*The Task Force for Global Health.*Their role and qualifications for this project not clear.	Resolved. Added a section for each partner outlining heir specific role.
3.6	*"and the elimination of guinea worm disease."* Incorrect. The TFGH has not and does not work on guinea worm eradication - that is the Carter Center.	Addressed.
3.7	*The National Center for Civil and Human Rights.* Role in project needs to be defined here.	Refer to Resolution 3.5
3.8	*"$400,000; $200,000 in funding, plus $200,000 matching funds against a $250,000 additional raise."* Needs more	Addressed.

	explanation of that this means and what the specific ask is for Ford Foundation.	
3.9	This budget needs to rolled up into key categories and described according to their regular budget categories. This would be more the narrative falling under those categories. Suggested categories: - Project Management - Pre-production - Production - Post Production - Marketing / Dissemination - Professional services (Legal/Insurance/etc.) - Indirect Cost Recovery (for whoever is fiscal agent)	Revised the entire budget to include narrative category headers, framing the phases of the program.

	The budget should also list the overall budget then break down what exactly Ford would be covering in each category.	
3.10	"Logic Model Framework" This should come at the beginning of the grant proposal to set the framework for the request.	The grant application was specific that additional, supporting materials were to be supplied in Appendices.

Reviewer 4, Matthew H. Bernstein, Ph.D. Comments

Number	Comment	Resolution
4.0	Various typographical and grammatical suggestions	These were reviewed and addressed.
4.1	Obviously you could write lots more about each segment but I think your account of documentary ethics is very good.	Thank you.

4.2	I'm not sure if you can persuade Daniel to keep outer space as a core focus of the thesis. If not, you might consider cutting and pasting these passages into a part of your conclusion where you discuss future implications of this work. Sooner or later, we will have to grapple with it.	Added a concise conclusion that suggests these future issues.
4.3	Re use of "Impactful" and Daniel Rutz Comment "I hate this word...maybe it's just me" I'm not fond of it myself, but it has taken hold.	Reduced the use of "impact" and "impactful" throughout
4.4	Re: "In conversion" in response to Daniel Rutz comment: "Re-read this. It's confusing s you first say you're "in conversation" with Hilary but then, admit"we have not discussed this	Completely reworked this section. Wanted to be clear we had successfully delivered a similar project previously, because there was no where else to share this in the grant, so restructured to address the

	particular project." Why not just do it to strengthen this endorsement." Agreed. If there will be no conversation before you submit this grant, just say so. That is what it is asking. The conversation about the previous project is not relevant.	valid notes and achieve that goal.
4.5	"Addictive use of the Internet: A case that breaks the stereotype," appearing in the journal Psychological Reports, [in the Humanities, you would italicize magazine titles]	Addressed.
4.6	2006 American documentary film by former United States Vice President Al Gore, "An Inconvenient Truth," which grossed over $50 million and won an Oscar (Rafferty, 2017). [In film studies, we italicize film titles (like book titles) as a matter of form.]	Addressed.

4.7	Although Young passed away from cancer in 2019 at only 53, she is credited with the seminal, defining work on internet addiction and for being a major champion into the study of consequential cyberspace interactions.. Cange "major champion" to pioneer"	Addressed.
4.8	…"content ranging from the renowned British Broadcasting Corporation (BBC) and David Attenborough to fringe-pseudoscience offerings like Ancient Aliens." [Film and media convention holds that the first time one cites a show one includes years it ran in parentheses following the title.]	Addressed.
4.9	"To guide the development and production of this documentary, Nichols proposes, in a well-written chapter on ethics in his 2010 book, Introduction to Documentary, two	Purchased (Emory Library should have this book, but does not) and skimmed 3rd Edition, 2017. Added point e.

	key ethical consideration frameworks in approaching the proposed documentary, which are broken down here into a range of considerations for this particular project from other sources (Nichols, 2010):" [Fyi, he published a third edition in 2017. I doubt his points have changed but his examples certainly would.]	regarding managing the performance instinct.
4.10	It is important, however, to acknowledge that a wide range of studies have linked depictions of suicide in the media and "imitative" or copycat acts. Every precaution should be taken to avoid oversensationalizing or glamorizing suicide in the proposed documentary (Pirkis, 2018). [Excellent treatment of the issue here.]	Thank you.
4.10	Re: Reviewer bio. In terms of relevance to your project, you might mention that I	Updated bio to include more details.

	have published essays on and taught courses on documentary if that helps. I have guest lectured in classes on documentary ethics. Likewise, that I am a two-time recipient of NEH research grants. This may be more relevant to impressing the reader than the other stuff.	
4.11	Significance. [All your language should be affirmative and positive. Not seeks to but does.]	Reviewed and addressed.
4.12	"5. Ethical infringement: Advancing technology may also raise complex ethical questions, such as the use of autonomous weapons, the creation of artificial life forms, and the possibility of "mind uploading." (Heyns, 2016; Cheshire, 2015)." Is there space to unpack some of these (autonomous weapons, mind uploading?	The word limit in the grant keeps from expanding, rather I reviewed and updated to remove new concepts.

Reviewer 5, Sheryl Golub, MPH, MA Comments

Number	Comment	Resolution
5.0	Various typographical and grammatical suggestions	These were reviewed and addressed.
5.1	"Educational Entertainment" Be consistent in capitalization of these terms.	Addressed.
5.2	"which can reduce the ongoing negative public health outcomes like Internet Gaming Disorder, Cyber Bullying, sleep disorders, Moral Disengagement, Cyberchondriasis, and death by suicide that result from a total lack of basic human rights protections" This is great, however you have said this 3 times already. Could you re-word one of the instances?	Addressed.

5.3	Check for name consistency – some places it is Just Film and other places it is JustFilms	
5.4	Goals & Objectives. I suggest adding the overarching goal of the project. It is a little unclear. Or maybe bring in the logic model description (which is great) here.	Added a reminder of the Purpose Statement.
5.5	Objective 3.1. I suggest putting the activity part first so it is clear what the activity is and then support with the model.	Revised.
5.6	"Similarly, as humanity becomes more involved in space exploration and settlement, it is essential to ensure that the rights and freedoms of individuals are protected in these new environments. The principles of the Universal Declaration of Human Rights, such as the prohibition of torture and slavery, must be extended to	Refer to Resolution 1.2.

	cover activities in outer space, as well as the interactions between humans and extraterrestrial beings." To ensure focus on cyberspace and UDHR, add the description of the need for further research into outer space in future projects and remove the references to extraterrestrials.	
5.7	Re Outer Space. Add that this research would be addressed in future projects.	Refer to Resolution 1.2.
5.8	"Unfortunately, the challenge can be seen in the recent handling of the COVID-19 pandemic. Various countries' flat-out rejection and public belittling of WHO guidance or regulations have weakened both the normative and legal authority of the UN itself over the "global commons" when it comes to human health (Burci, 2021)." This language could be seen as inflammatory.	Rephrased.

5.9	"As technology expands daily, there are truly just a few health conditions arising from time spent on the internet outside of any public health domain." This is not clear. Are you saying there are very few health concerns? Or that concerns in cyberspace are only public health related?	Rephrased.
5.10	"The exposure to documentaries and narrative video and audio content as public health promotion, also known as Educational Entertainment or "Edutainment," or "E-E," has been shown in numerous studies to have a positive effect on the individual level, from animated cartoons improving nutritional habits and physical activity in children, developing healthy eating in adults, dispelling myths about COVID-19, improving sexual health in teens, reducing sexual violence, increasing pregnancy	Addressed.

	care, increasing population-wide oral health and even increasing medical professionals use of proper sanitary precautions (Jayne, 2019; DeBackers, 2016; Thompson, 2021; Hua Wang, 2016; Firdausia, 2021; Le Port, 2022; Harikiran, 2017; Wolfensberger, 2019)." This sentence is long and dilutes the meaning. Consider putting the examples listed here as a new sentence.	
5.11	"Becoming Better Ancestors, 9 Lessons from Global Health to Change the World" Check the formatting throughout – sometimes it is in italics; sometimes not.	Addressed
5.12	"Don't" I would remove the contractions.	Addressed
5.13	Logic model. Love this logic model! You could incorporate more of this within the	Refer to Resolution 3.10.

	body of the paper (earlier than the grant itself).	

CHAPTER V

Final Grant Proposal

Grant Proposal: Ford Foundation JustFilms Grant

(JustFilms Inquiry, 2022)

Project title: The Future of Our Human Rights: Calling on the UN to Save Human Lives in Cyberspace

Director and Executive Producer: Brian Tolleson, MPH

Producer: John Vernon

Email: btolleson@lexiconstrategies.com

Production company or organization: Lexicon Strategies, The National Center for Civil and Human Rights, The Task Force for Global Health, The Carter Center (501c3)

Address: 3017 Bolling Way NE, Suite 226, Atlanta GA 30305

Geographic base of team: US, Southeast

Location of production and post-production: Global production; post-production in Atlanta, GA, USA

Logline: By showing the devastating effects of human rights abuses in cyberspace, the public can advocate for an urgent update to the Universal Declaration of Human Rights, championed a milestone 75 years ago by Eleanor Roosevelt, to encompass the essential protection of human dignity in spaces created by our evermore technologically advanced society.

2-3 sentence description: The Universal Declaration of Human Rights (UDHR), championed by Elenor Roosevelt in 1948, has formed the basis of human rights protections globally for 75 years. Today, however, more and more global citizens spend their time online in cyberspace, outside of the norms established by the UDHR, beyond the reach of the UDHR's influence. The lack of these protections has real-world consequences, creating victims of disease, torture, and even death on a scale we need to understand and appreciate.

Story synopsis. Give an overview of your story, including the main characters, anticipated story structure, and narrative trajectory. (Up to 200 words):

Public health begins with human rights. Championed by Eleanor Roosevelt and adopted in 1948, The United Nations Universal Declaration of Human Rights (UDHR) is an established framework for protecting human rights globally in the pre-digital era; these protections have advanced and protected population health globally. Today, however, most global citizens live their lives in cyberspace. Without the basic human rights protections from the UDHR online, many negative health outcomes result: cyberbullying, moral disengagement, internet addiction, social comparison syndrome, and suicide. Technology is a valuable tool for advancing humanity, and human rights, but can also be a devastating weapon in the wrong hands. While we must preserve access to a free and open internet, we must also protect individuals from victimization in cyberspace.

This feature-length documentary, which will capture stories and interviews from victims of human rights abuses, human rights advocates, and leaders of nations, will be accompanied by a comprehensive advocacy campaign plan to educate and ignite global support to inspire the United Nations and the United Nations Human Rights Council to craft and adopt an expansion of the UDHR to encompass the digital worlds humans already inhabit, forming a baseline for protecting public health globally.

Topic summary. Describe why this topic is important, timely or relevant. Explain the relevant cultural, historical, political or social context for the film. Detail the topics, issues, themes, challenges, stakes, or questions that your project will cover. (Up to 200 words):

A proposed documentary film advocating for the expansion of the Universal Declaration of Human Rights into cyberspace is important, timely, and relevant because of the rapidly growing impact of technology on our lives. The rise of the internet and other forms of digital technology has created new opportunities and challenges related to the protection and promotion of human rights.

The cultural, historical, political, and social context for this film is one of increasing concern about the negative impacts of technology on human rights, privacy, and security. The widespread use of the internet, for example, has created new forms of surveillance, censorship, and manipulation that threaten individual rights and freedoms. In addition, the lack of clear and enforceable human rights standards in cyberspace has made it difficult to hold accountable those who violate these rights online.

The negative public health effects arising from the lack of human rights protections in cyberspace are significant and far-reaching. The unrestricted spread of misinformation, hate speech, and other forms of harmful content online can have devastating effects on individuals and communities, leading to increased polarization, division, and violence. The lack of privacy protections and the growing threat of cyberattacks can also have serious mental and physical health consequences, causing stress, anxiety, and even physical harm.

A documentary film that advocates for the expansion of the Universal Declaration of Human Rights into cyberspace is a critical and timely intervention that highlights the importance of protecting and promoting human rights in the digital age. By raising awareness about the negative public health effects of the lack of human rights protections online, the film has the potential to contribute to ongoing efforts to promote human rights and ensure that technology is used for the benefit of all people.

Connection to the story. What is the creative team's connection to the story? Why is the core creative team uniquely positioned to make this film? (Up to 200 words)

The project's Director and Producer, Brian Tolleson, is the former CEO of the National Center for Civil and Human Rights, a longtime advocate for equal rights, and an MPH candidate. He is intimately, and perhaps uniquely, aware of the importance of human rights in the context of public health. Policymakers and public health officials speak of health equity, but the underlying framework to achieve this goal is an establishment of fundamental human rights in every place on earth, for every person, that will protect the health and dignity of every human being on the planet. Without human rights, universally adopted and enforced, global health equity cannot be achieved.

Having successfully delivered Dr. William "Bill" Foege's wide-ranging and highly relevant global legacy project, *Becoming Better Ancestors, 9 Lessons from Global Health to Change the World*, the team is well-equipped and well-prepared to manage the creative and logistical demands of the project. From successfully managing the budget, filming across 5 continents, coordinating with subject matter experts and rights holders, as well as participating in the successful promotion and distribution of 9Lessons.org, and from over 20 years working for studios and distributors including Sony Pictures Entertainment, Paramount Pictures, 20th Century Fox, Warner Media, Amazon, YouTube and Viacom, this filmmaking team can deliver.

Production stage and timeline. Explain the current production stage of the project and anticipated timeline. (Up to 100 words):

The film is currently in the pre-production stage. The team is in the process of planning, researching, and organizing the production of the film. The team is identifying and securing locations for the pilot and trailer, researching interviewees and organizing crew members, and budgeting and scheduling the production. The filmmakers are also conducting inital interviews and gathering footage, research materials, and other resources that will be used in the film. This stage is crucial as it sets the foundation for the rest of the production process, and the decisions made during this stage will shape the final product.

Anticipated completion date:

Once the team successfully completes the necessary fundraising, this project will take approximately six months to complete.

Key creative personnel. Provide brief biographies for the director(s), and if attached, the producer(s), cinematographer, and/or editor. List any confirmed advisors. (Up to 200 words per bio):

Brian Tolleson

Brian Tolleson is a Director and Executive Producer for Film and Television and a co-founder and managing partner at Lexicon Strategies, a multi-platform communications, branding, and marketing firm. He has expertise in the intersection of human rights movements, technology, and corporate empowerment to advance social justice. Previously, Brian served as CEO of The National Center for Civil and Human Rights, where he provided strategic oversight to various rights movements and helped advance dialogue, research, and thought leadership. Before that, Brian was CEO and Head of Content at BARK BARK, a branded content marketing agency he founded, which had over 300 clients and launched a YouTube channel venture funded by Google Labs. He was also a creative and marketing executive at MTV Networks in NYC, where he created content for Nickelodeon, CBS, and Logo, the first-ever 24/7-365 channel for LGBT Americans. Brian graduated from Emory University with a degree in Creative Writing and has received recognition for his work from the Clios, Cannes Lions, and many film festivals and industry organizations, including an Emmy and a Grammy nomination. He is currently an advisor to Zane Ventures and founder of The LGBTQ Institute at The National Center for Civil and Human Rights.

The Task Force for Global Health (example for academic purposes only)

The Task Force for Global Health is one of the world's largest non-profit organizations (by budget and in-kind support) based in Atlanta, Georgia. The Task Force is a Non-State Actor in Official Relations Status with the World Health Organization, a United Nations agency, working to improve health and achieve equity in health for people worldwide, focusing on disease control, strengthening health systems, and vaccine development and delivery. The Task Force partners with other non-profit organizations, governments, academic institutions, and corporations to tackle global health challenges and implement sustainable solutions. The Task Force's efforts have contributed to major health gains, including the control of river blindness and lymphatic filariasis. The organization also plays a key role in the development and distribution of life-saving vaccines and works to strengthen health systems in developing countries. The Task Force places a strong emphasis on equity and works to ensure that health services are accessible to everyone, regardless of race, gender, or income level. With a talented and dedicated staff, the Task Force continues to make a significant impact on global health and improve the lives of people around the world.

Role

The Task Force would act as the fiduciary agent for this project, administering funding for the research, development, pre-production, post-production, and distribution and marketing of the documentary. The organization has a wide range of experience and has continuously demonstrated success in managing large programs and operational budgets. Additionally, as a non-state actor at the United Nations, The Task Force maintains access to and trust among a wide range of subject matter experts that will be filmed for the project. And finally, their leadership

will help advise the filmmakers on best practices for global public health promotion and disease prevention, having managed hundreds of prevention programs around the world.

National Center for Civil and Human Rights (example for academic purposes only)

The National Center for Civil and Human Rights is a cultural institution based in Atlanta, Georgia, that aims to promote understanding and advocacy for the rights of all people. It is home to the Morehouse College Martin Luther King Jr. Collection, which features a wide range of documents and artifacts related to Dr. King and the civil rights movement. In addition to preserving and showcasing this important history, the center also serves as a platform for contemporary discussions and activism around human rights issues. It offers a range of exhibitions, programs, and events aimed at educating the public, inspiring action, and promoting social justice. Through its work, the National Center for Civil and Human Rights seeks to engage visitors in meaningful conversations, foster a sense of community, and create opportunities for people to engage with and learn from the history of civil and human rights movements. Its mission is to inspire and empower visitors to take action to ensure that all people enjoy the full range of human rights and civil liberties.

Role

The National Center for Civil and Human Rights will serve as a content advisor with experience from the Center's own Advocacy Academy, which trains students, advocates, and nonprofit leaders to engage in civic life effectively. Further, with access to the Morehouse College Martin Luther King Jr. collection, the project will be able to ground filmmaking in primary documents related to the UDHR and correspondence between Dr. King and Eleanor Roosevelt.

The Carter Center (example for academic purposes only)

The Carter Center's Human Rights Program is dedicated to safeguarding human rights around the world as President Carter, and his administration were responsible for championing the United States to finally ratify and sign the Universal Declaration of Human Rights, decades after its creation. A major aspect of The Center's work includes supporting and shielding human rights defenders who fight tirelessly for others' rights, often at great personal cost.

The Carter Center also provides a platform for human rights defenders around the world to come together and address pressing concerns that impact human rights worldwide. Former U.S. President Jimmy Carter has played an instrumental role in these discussions, drawing attention to shared concerns while encouraging collaboration among activists. To further this important work, The Carter Center has also established a virtual Forum on Human Rights to foster dialogue and collaboration among human rights defenders around the world. Through its networks and partnerships, the Center works quickly to respond to incidents and provide assistance to deserving defenders. The Carter Center's Human Rights Program is dedicated to upholding and safeguarding human rights around the world while offering support to those working tirelessly to make these rights a reality for everyone.

Role

As an advisor on the project, The Carter Center will offer guidance on a range of matters related to the UDHR, such as its historical and legal significance, challenges encountered in implementing its principles, and ways in which human rights defenders and civil society organizations are currently working to promote and protect these rights in cyberspace.

The Carter Center's own experts could offer important perspectives on human rights topics and could connect filmmakers with human rights defenders and organizations working around the world, giving them a comprehensive view of both the challenges and opportunities that face global promotion and protection of human rights in cyberspace.

Who has creative control over the project? (1 to 2 sentences):

Brian Tolleson, as the project's Director and Executive Producer, will have the final decision-making; however, day-to-day decision-making and direction will be through consensus between Mr. Tolleson, the CEO of the Task Force for Global Health, the CEO of The National Center for Civil and Human Rights and the CEO of The Carter Center.

Budget:

See Appendix 1.

Funding secured to date (List the amount already secured, in US$):

$0.00

How much funding are you requesting?

$400,000

Funding Sources to date - Description. Include all sources and amounts raised to date, in US$. Clearly distinguish between secured funding and potential sources. List the status of other sources of funding currently under consideration, whether to be applied for or pending. Example (Source, Amount, Status):

None

Previous conversations. Please describe any conversations with Ford Foundation staff about this project, if applicable, including when. (Up to 100 words)

The team has not discussed this particular project, but has had an extremely positive experience working with Ford Foundation, as a key funder for the team's most recent success, Dr. William "Bill" Foege's legacy project *Becoming Better Ancestors: 9 Lessons from Global Health to Change the World.* The team has been working with Hilary Pennington, Executive Vice President, Global Programs on the project. Based on feedback to date, Ms. Pennington has been pleased with the team's performance in achieving our goals and the overall quality of the filmmaking.

Optional. Please feel free to add any additional information which may be helpful. (Up to 200 words)

The protection of human rights in cyberspace is of utmost importance as it significantly impacts individuals' fundamental rights and freedoms in the digital world. Given the increasing reliance on technology and the internet, it is critical to extend the same human rights protections that exist offline to the online world. Failure to do so may result in severe public health consequences, increasing mobidity, and even death for numerous individuals. For example, censorship and restrictions on freedom of expression online can lead to the dissemination of misinformation, which may have significant public health implications, including the spread of false information about vaccines and world events. Moreover, the abuse of personal data and privacy violations can result in discrimination and harm to individuals' mental and physical health. Cyberbullying

and online harassment can also lead to adverse consequences, such as increased rates of depression, anxiety, and suicide.

Furthermore, the digital divide exacerbates existing inequalities and may lead to marginalized communities lacking access to critical health information and resources. Therefore, regulating the intersection of human rights and cyberspace is essential and should be governed by an international treaty to ensure that individuals are protected and their fundamental rights are respected in the digital world. Failure to do so will continue to have tragic consequences for individuals and society as a whole.

Appendix 1

Budget

CODE	NAME	QTY	RATE	SUB-TOTAL
RESEARCH AND DEVELOPMENT				
1101	SCRIPT WRITING	0	$ 15,000.00	$ 15,000.00
1102	RESEARCH EXPENSES	0	$ 8,500.00	$ 8,500.00
FILMMAKING TEAM				
1201	EXECUTIVE PRODUCER	0	$ 15,000.00	$ 15,000.00
1202	PRODUCER	0	$ 40,000.00	$ 40,000.00
1204	LINE PRODUCER	20	$ 600.00	$ 12,000.00
1205	SENIOR PRODUCER	7	$ 500.00	$ 3,500.00
1301	DIRECTOR	0	$ 125,000.00	$ 125,000.00

1401	PRINCIPAL CAST/STIPENDS	1	$ 20,000.00	$ 20,000.00
TRAVEL COSTS				
1621	PRODUCER HOTEL COSTS	10	$ 350.00	$ 3,500.00
1622	PRODUCERS PER DIEM	10	$ 75.00	$ 750.00
1623	PRODUCERS CAR/TRANSFERS	6	$ 50.00	$ 300.00
1630	DIRECTORS TRAVEL	10	$ 350.00	$ 3,500.00
1631	DIRECTORS HOTEL COSTS	10	$ 75.00	$ 750.00
1632	DIRECTORS PER DIEM	6	$ 50.00	$ 300.00
1633	DIRECTORS CAR/TRANSFERS	10	$ 350.00	$ 3,500.00
1640	CAST TRAVEL	10	$ 350.00	$ 3,500.00
1641	CAST HOTEL COSTS	10	$ 75.00	$ 750.00

1642	CAST PER DIEM	6	$ 50.00	$ 300.00

PREPRODUCTION AND PRODUCTION STAFF

2019	OFFICE PRODUCTION ASSISTANTS	10	$ 250.00	$ 2,500.00
2020	SET PRODUCTION ASSISTANTS	20	$ 250.00	$ 5,000.00
2201	PRODUCTION DESIGNER	10	$ 800.00	$ 8,000.00
2801	KEY MAKEUP ARTIST	5	$ 550.00	$ 2,750.00
2901	KEY GRIP	10	$ 600.00	$ 6,000.00
2902	BEST BOY	10	$ 550.00	$ 5,500.00
2903	GRIPS	10	$ 450.00	$ 4,500.00
3001	GAFFER	6	$ 600.00	$ 3,600.00
3002	BEST BOY	6	$ 600.00	$ 3,600.00
3101	DIRECTOR OF PHOTOGRAPHY (A Cam)	6	$ 1,750.00	$ 10,500.00

3102	CAMERA OPERATOR (B Cam)	5	$ 800.00	$ 4,000.00
3103	EXTRA CAMERA OPERATOR (C Cam)	1	$ 750.00	$ 750.00
3104	1ST ASSISTANT CAMERA (A Cam)	6	$ 550.00	$ 3,300.00
3105	EXTRA 1ST ASSISTANT CAMERA (B Cam)	5	$ 550.00	$ 2,750.00
3106	2ND ASSISTANT CAMERA (C Cam)	1	$ 500.00	$ 500.00
3107	STEDICAM	2	$ 800.00	$ 1,600.00
3108	TELEPROMPTER OP	3	$ 600.00	$ 1,800.00
3109	DIT	5	$ 600.00	$ 3,000.00
3201	SOUND MIXER	5	$ 550.00	$ 2,750.00
PRODUCTION EXPENSES AND RENTALS				
2090	BOX RENTAL SET SUPPLIES	10	$ 500.00	$ 5,000.00

2293	PRODUCTION RENTALS	1	$ 1,500.00	$ 1,500.00
2294	PURCHASES CAMERA	1	$ 1,000.00	$ 1,000.00
2794	PURCHASES GRIP	1	$ 1,000.00	$ 1,000.00
2990	BOX RENTAL PRODUCTION	10	$ 550.00	$ 5,500.00
3090	BOX RENTAL CAMERA	10	$ 900.00	$ 9,000.00
3093	TRUCK PACKAGE RENTALS	6	$ 1,200.00	$ 7,200.00
3293	PRODUCTION RENTALS	5	$ 300.00	$ 1,500.00
3410	CATERING SERVICE	6	$ 600.00	$ 3,600.00
3412	SITE RENTALS / PERMITS / FEES / PARK	6	$ 500.00	$ 3,000.00
3693	PRODUCTION RENTALS OFFICE	6	$ 250.00	$ 1,500.00
3185	EXPENDABLES CAMERA	4	$ 800.00	$ 3,200.00

3195	RENTALS (SPECIAL EQUIPMENT)	2	$ 750.00	$ 1,500.00
7007	PHOTOCOPYING	0	$ -	$ 1,500.00
7010	PARKING	0	$ -	$ 1,300.00
7014	COMPUTER SOFTWARE PURCHASES	0	$ -	$ 550.00
7040	POSTAGE	0	$ -	$ 125.00
7041	MESSENGERS/COURIERS	0	$ -	$ 800.00
7042	SHIPPING/CUSTOMS	0	$ -	$ 300.00
7085	EXPENDABLES LIGHTING	0	$ -	$ 13,000.00
7093	PRODUCTION RENTALS CRAFT SERVICES	0	$ -	$ 1,400.00
7094	PURCHASES/OFFICE SUPPLIES	0	$ -	$ 2,500.00
7052	PROD OFFICE MEALS/CRAFT	0	$ -	$ 600.00

7081	PROCEEDS FROM SALE OF ASSETS	0	$ -	$ (200.00)

POST PRODUCTION				
5001	PICTURE EDITOR	11	$ 3,800.00	$ 41,800.00
5003	ANIMATOR/VFX EDITOR	10	$ 2,500.00	$ 25,000.00
5007	POST PRODUCER	10	$ 1,780.00	$ 17,800.00
5201	SOUND EDITORIAL	11	$ 1,200.00	$ 13,200.00
5301	CLIP COPYRIGHT LICENSES	10	$ 800.00	$ 8,000.00
5302	PHOTO COPYRIGHT LICENSES	10	$ 500.00	$ 5,000.00
5500	ACCESSIBILITY FOR CLOSED CAPTIONING AND TRANSLATION SERVICES: ENGLISH, FRENCH AND SPANISH	2	$ 25,000.00	$ 50,000.00

5707	DATA STORAGE & TECHNOLOGY	6	$ 200.00	$ 1,200.00
6001	MUSIC LICENSING AGREEMENT	11	$ 750.00	$ 8,250.00
	SUBTOTAL			$ 565,175.00
9000	PRODUCTION COMPANY MARKUP	15%		$ 84,776.25
	SUBTOTAL ALL PRODUCTION			$ 649,951.25
LEGAL AND INSURANCE				
7005	LEGAL EXPENSE	0	$ -	$ 3,500.00
7202	E & O	0	$ -	$ 1,200.00
7203	GENERAL LIABILITY	0	$ -	$ 1,200.00

7204	UMBRELLA	0	$ -	$ 5,000.00
7205	WORKERS COMP	0	$ -	$ 12,000.00
7206	AUTO LIABILITY	0	$ -	$ 1,800.00
7209	HEALTH INSURANCE BENEFITS	0	$ -	$ 3,600.00
7210	CAST EXAMS	0	$ -	$ 2,500.00
7220	INSURANCE DEDUCTIBLE	0	$ -	$ 5,000.00
MARKETING AND DISTRIBUTION				
8000	MARKETING DEVELOPMENT AND DELIVERABLES		$ 25,000.00	$ 25,000.00
8001	VIDEO HOSTING PLATFORM		$ 5,000.00	$ 5,000.00
8005	FESTIVAL SUBMISSION FEES		$ 10,000.00	$ 10,000.00
8010	FESTIVAL SUBMISSION CONSULTANT		$ 25,000.00	$ 25,000.00

8020	EDIT FORMAT DIGITIZATION AND REVISIONS			$ 7,500.00	$ 7,500.00
	PROGRAM TOTAL				$ 758,251.25

Appendix 2

Goals and Objectives

We feel it is important to frame this grant application in terms of the Goals and Objectives of the overarching social change program. We also feel it is important to recruit funding for a comprehensive approach to addressing the negative health effects of exposure to cyberspace without the critical human rights protections contained within the terrestrial UDHR.

GOAL 1: Gather support, feedback and participation from interview subjects and funders.

Objective 1.1: Develop a two-page PDF that translates a literature review into a succinct overview for prospective interviewees and funders connecting 1) the current negative health outcomes from the lack of UDHR protections in cyberspace, 2) background on the UDHR and connection to the baseline of public health globally, and 3) the successful use of Educational Entertainment in public health information campaigns.

Objective 1.2: Film key interviews and create a five to seven minute pilot short and a sixty to ninety-second trailer.

Objective 1.3: Gather feedback from key influencers and thought leaders as well as distribution partners on the literature review, pilot, and trailer.

GOAL 2: Research, produce and distribute a high-quality, comprehensive, informative, emotional, and inspirational documentary film.

Objective 2.1: Create a 90-minute documentary, integrating pilot feedback, about the need and call for a "future-proof" UDHR.

Objective 2.2: Create branding and marketing elements supporting the film.

Objective 2.3: Develop a distribution plan to reach key audiences.

Objective 2.4: Develop a marketing plan to support distribution and constituent activation.

Objective 2.5: Execute distribution and marketing plan.

GOAL 3: Evaluate the effectiveness of the documentary film on public policy leaders' intentions to expand the domains of the United Nations' Universal Declaration of Human Rights.

Objective 3.1: Recruit a panel to survey pre and post-viewing to evaluate changed perceptions, based on the model employed by Murphy, et al to evaluate the effects of consumed media on public policy support against human trafficking and conflict minerals in their 2012 study of "Law and Order, SVU," (Murphy, 2012).

Objective 3.2: Publish the evaluation findings on the distribution platform.

Objective 3.3: Seek media coverage for program promotion and post-presentation evaluation results.

Appendix 3

Logic Model Framework

Grounding this grant application and the impact of this Educational Entertainment documentary on public policy is just one aspect of the larger social framework of human rights evolutions urgently needed in our society. As we consider approaches for thinking about digital citizenship and the intersections of the protections of the UDHR, future technologies, and human rights, we also need to consider a manageable framework for action. Essentially, digital technology and human rights can be divided into three distinct categories (Figure 1). "Protecting humans and human rights" is grounded in a traditional view of human rights, protecting people from the exploitive use of technology by others, as well as a more novel concept of protecting humans from computers themselves as Artificial Intelligence (AI) and Machine Learning (ML) become more powerful and more widespread. Finally, we must embrace the principles of environmental justice to protect humans against exploitation in pursuit of the resources to generate power for computing, as well as to build and to dispose of technology. In "Leveraging technology to advance and protect human rights," we begin to consider how technology can move beyond a threat to our rights to become a tool to enhance human dignity, advocate for rights or create equal opportunities to access knowledge, resources, and technology. Finally, "Memorialization and restorative justice" addresses the opportunities for digital technology and future worlds to cure human rights abuses and to attempt the restoration of victims and their communities.

TECHNOLOGY, HUMAN RIGHTS & PUBLIC HEALTH

TRADITIONAL JUSTICE & PUBLIC HEALTH INTERVENTION → TRANSFORMATIVE JUSTICE & PUBLIC HEALTH POLICY

PROTECTING HEALTH & HUMAN RIGHTS

- Updating the UDHR and fostering an international legal framework to reverse negative health outcomes in cyberspace
- Educating governments, corporations, and civil society about the effects of technology on health and the environment
- Advocating for equitable monitoring and defensive systems to protect humans
- Balancing the common welfare and personal freedom
- Advocating for environmental justice, equitably managing the resources needed to create and power technology

LEVERAGING TECHNOLOGY TO ADVANCE & PROTECT HEALTH & HUMAN RIGHTS

- Developing systems to empower activists, governments, and civil society
- Initiating Human Rights campaigns in future worlds
- Bringing awareness and attention to human rights violations while celebrating champions
- Advocating for equal and equitable access to essential technology

MEMORIALIZATION & RESTORATIVE JUSTICE

- Establishing a framework for restoring equitable access to technology, cyberspace and outer space with a focus on public health
- Creating a language and a process for effective restorative justice
- Developing technology projects to support victims
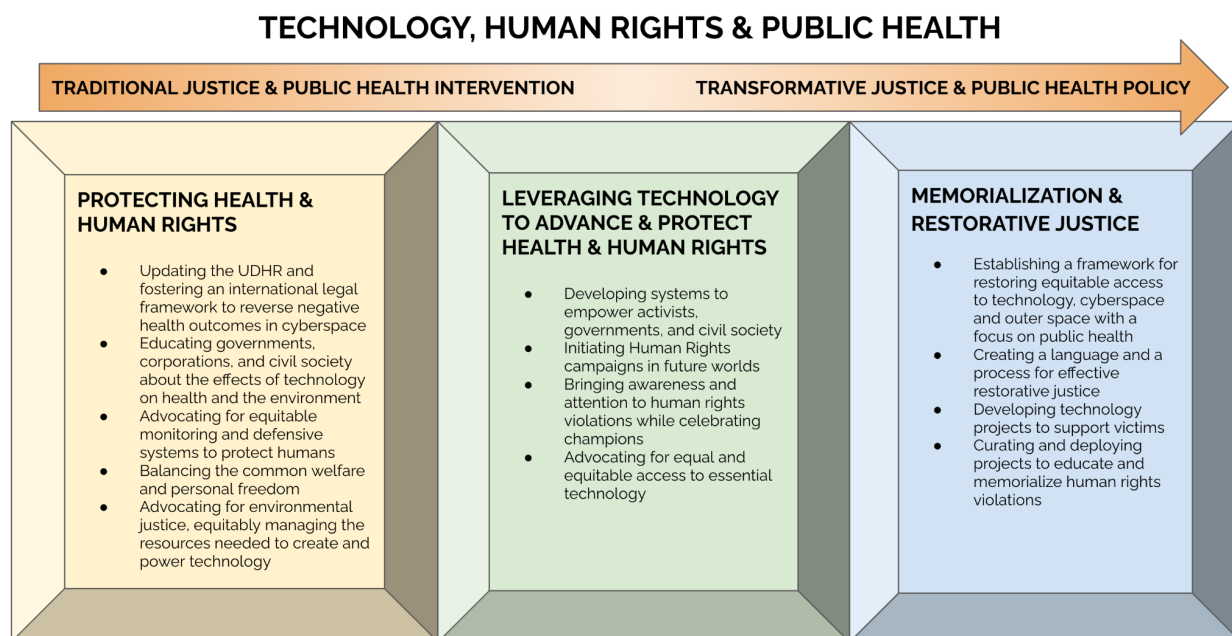- Curating and deploying projects to educate and memorialize human rights violations

Figure 3. Grant applicant's larger framework for addressing Future Worlds, Human Rights, and Public Health

The concepts suggested in the above framework outline essential aspects of the relationship and intersection between technology and human rights, both from a disease perspective and also considering protective factors. Moving to evolve human rights in response to quickly advancing technology is essential to avoid a wide range of serious consequences. To name just a few immediate risks:

1. **Violation of privacy:** With the rise of new technologies, it has become easier for governments and corporations to collect and store a limitless volume of personal information, which can be used to monitor individuals and infringe on their human rights (Australian Law Reform Commission, 2014).

2. **Discrimination:** Algorithms and artificial intelligence systems may perpetuate or even amplify existing biases and discrimination, leading to unequal treatment and outcomes for certain groups of people (Arnold, 2021)

3. **Unemployment:** As automation and artificial intelligence become more prevalent, many jobs that were once performed by humans may become obsolete, leading to mass unemployment and a widening wealth gap (Naviq, 2020).

4. **Censorship and freedom of expression:** Governments and corporations may use technology to restrict access to information and stifle dissent, violating the right to freedom of expression and thought (Teruel, 2014).

It is critically important to proactively evolve human rights, keeping pace with the changes brought about by technology to ensure every human's basic rights and freedoms are protected.

A Note about Future Worlds

Updating the UDHR to encompass a digital domain can also proactively address the protection of human dignity in future worlds humankind will soon inhabit, like outer space. The United Nations Committee on the Peaceful Uses of Outer Space (COPUOS) has made no significant effort to generate human rights frameworks or protections. Michael H. Hoffman, an accomplished attorney with extensive experience in the domain of international law and currently serving as an Associate Professor at the U.S. Army Command and General Staff College, focuses on military, diplomatic, and humanitarian issues, particularly in areas of ill-defined human rights laws (Small Wars Journal, 2023). In his 2016 writings on the subject of human rights in outer space for the Israel Yearbook on Human Rights, Hoffman describes the

harrowing experiments conducted in Nazi concentration camps during World War II, a haven for

unethical medical experimentation, and torture, many of which were designed to advance

aerospace and outer space research (Hoffman, 2016). Hoffman then discusses the way in which

outer space, born of this legacy of unethical experimentation, is already being used by many

nation-states to infringe on human rights via remote sensing satellite systems, viewing the

personal lives of millions unchecked and with no sense of the domain of the UDHR's protections

(Hoffman, 2016). And although The International Space Station (ISS) Intergovernmental

Agreement of 1998 necessitated that partnering States implement a set of guidelines for the ISS

crew, which includes the prohibition of research on human subjects that could reasonably

endanger their life, health, physical well-being, or safety, it is not a giant leap to see how nations

could use any other facility in outer space to conduct unethical experiments on vulnerable

populations outside of established human rights protections (Hoffman, 2016; Fan, 2009). By

moving leaders and the general public towards the concept that human rights protections must

advance at the pace of technology and alongside the establishment of future human domains, this

project's positive effects can echo for generations.

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