
DEVELOPMENT COMMUNICATIONS in Fall 2019 (CM5053)

Course Code	CM5053	Professor(s)	Tanya Elder
Prerequisites	None	Office Number	G-304
Class Schedule	T: 09:00-11:55 in Q-704	Office Hours	Monday, Thursday 13:30 - 15:30
Credits	4	Email	telder@aup.edu
Semester	Fall 2019	Office Tel. Ext.	824

Course Description

This course will explore the use of communication to initiate social change and justice. The course is a theoretical introduction to the field of development communication and will be divided into three sections. The first section will look at the history and the theoretical foundations of the discipline. It will follow the emergence of development communication from the 1950 through the twentieth century along a historical time line and discuss the major events and actors that formed the discipline. The second section of the course will introduce the students to some of the most important mediums used in the field. We will look at how communication technologies such as radio, photography, television, theater and video have become important tools for social change. We will discuss how the interface between communication technologies and human development are correlated. In this section the course will explore case studies of training and extension programs, particularly at the grassroots level. Finally in the third section, development communication and media will be address through a hands on campaign at AUP. Students will work on creating a strategic advocacy campaign that they will initiate on campus.

Course Learning Outcomes

- historically situate the discipline and field of Development Communications and be able to describe the major theories and approaches;
- compare and contrast theories of development communication and articulate their own theoretical position in the field;
- conduct critical analyses of field reports and case studies
- understand the interface between communication technologies and development and determine the most appropriate form(s) of communication for various development initiatives;
- analyze the socio-cultural parameters affecting communication and recommend strategic choices;
- learn to work in teams and collaborate on development communication
- organize campaigns based on an informed understanding of development communications

theory and knowledge of various media

General Education

Course Outline

COURSE SCHEDULE AND OUTLINE

PART 1 - HISTORICAL ROUTES AND THEORY OF DEVELOPMENT COMMUNICATION

SEPTEMBER

Week 1

Tue 03/09 - Introduction to the course and the discipline

Introduction to Globalization, Development and Social Justice

Reading: Melkote, Srinivas and H: Leslie Steeves "*Communication for Development*" Chapter 1

Recommended: Toby Miller "*Globalization and Development*" and James Pamment "*Political Economy and Development*" in Handbook of Development Communication and Social Change, Wilkins, Tufte and Obregon (Ch 3 and Ch 4)

Week 2

Tue 10/09 - The "Other" development and communication

Reading: Wendy Quarry and Ricardo Ramirez "*Communication for Another development*" Zed Books Ltd., 2009. Chapters 1-8.

Presentation of book review

The Threads of Development Communication

Reading: Paolo Mefalopulos "*Development Communication Source Book*" World Bank, 2008. Chapter 1 and 2. and Melkote, Srinivas and H: Leslie Steeves "*Communication for*

Development" Ch 2

Recommended: Pradip Ninan Thomas "Development Communication and Social Change in Historical context" in Handbook of Development Communication and Social Change, Wilkins, Tufte and Obregon (Ch 1) BB article Waisbord, Silvio "Family Tree of theories, Methodologies and Strategies in Development Communication"

Week 3

Tue 17/09 - Modernization theory - Diffusion of Innovation and Edutainment

Reading: Melkote, Srinivas and H: Leslie Steeves "Communication for Development" Ch. 3 and Ch.4 p.122-132

Edutainment

Reading: BB article Singhal and Rogers "A Theoretical Agenda for Entertainment-Education" **or** Rafael Obregon and Thomas Tufte "Rethinking Entertainment Education for Development and Social Change" in Handbook of Development Communication and Social Change, Wilkins, Tufte and Obregon (Ch 11)

View: **Global Dialogues/Soul City**

Week 4

Tuesday 24/09 - Social Marketing

Reading: BB Article by Kotler and Zaltman "Social Marketing an Approach to Planned Social Change" and Andreassen "Social Marketing: Its Definition and Domain"

Behavioral Change Communication

<https://sbccimplementationkits.org/lessons/analysis-of-the-situation/>

Neill McKee, Antje Becker-Benton and Emily Bockh " Social and Behavior Change Communication" in Handbook of Development Communication and Social Change, Wilkins, Tufte and Obregon (Ch 17)

28/09 UNESCO CONFERENCE ON ACCESS TO INFORMATION

Time: 10:00 -17:00

BB article, Ulla Carlsson "*The Rise and Fall of NWICO*"

Recommended: Silvia Balit "*Communication for Development in Good and Difficult Times*" in Nordicom Review.

Week 5

Tuesday 01/10 - Critical voices and the deconstruction of the dominant paradigm

Reading: Melkote, Srinivas and H: Leslie Steeves "*Communication for Development*" part of Ch. 5 and 6.

Tuesday 01/10 Forum theatre or theatre of the oppressed

Time and place to be announced

Liberation perspectives from around the world

Reading: Melkote, Srinivas and H: Leslie Steeves "*Communication for Development*" part of Ch.

7 and 8. BB Chapter 3 from Paulo Freire "*Pedagogy of the Oppressed*".

Seminar on Paulo Freire

Week 6

Tuesday 08/10 - Participatory communication and empowerment

Reading: Paolo Mefalopulos and Thomas Tufte "*Participatory Communication, A Practical Guide*" and Melkote, Srinivas and H: Leslie Steeves "*Communication for Development*" Ch. 9

Recommended: Silvio Waisbord "*The Strategic Politics of Participatory Communication*" in Handbook of Development Communication and Social Change, Wilkins, Tufte and Obregon (Ch 10)

08/10 - Thursday working session on the position paper

Time: 12:30 – 14:00

PART II - THE MEDIUMS AND AGENTS OF SOCIAL CHANGE

Week 7

Tuesday 15/10 – Presentation of Position paper

Case study: Theater for Development and Storytelling

Literature: Kate Winskell and Daniel Enger "*Storytelling for Social Change*" and David Kerr "*Theater or Development*" in Handbook of Development Communication and Social Change, Wilkins, Tufte and Obregon (Ch 12 and 13)

Week 8

Tuesday 22/10 Case study: Photography

Literature: BB article Q. Allen "*Photographs and stories*" or other text on Blackboard

View: Born into Brothels

Week 9

NO class 29/10 due to attendance to both the theatre of the oppressed and the UNESCO conference

FALL BREAK - 30th October - 3th November

Week 10

Tuesday 5/11 - Case study: Written magazines

Literature: BB article Minou Fuglesang "*SiMchezo! Magazine. Community media making a difference*"

Case study: Radio

Literature: Tanja Bosch "*Community Radio*" in Handbook of Development Communication and Social Change, Wilkins, Tufte and Obregon (Ch 25) and BB article Peter de Costa "*Growing Pains of Community Radio in Africa*" in Nordicom Review

Week 11

Tuesday 12/11 – Armistice Break

Week 12

Tuesday 19/11– Film and video

Video for Advocacy

Literature: BB article, G Caldwell "*Using Video for Advocacy*", Lebo Ramafoko, Gavin Andersson

Video for change

Literature: Tina Askanius "*Video for Change*" in Handbook of Development Communication and Social Change, Wilkins, Tufte and Obregon (Ch 27)

Movie: VJ Burma and Peacing it together

Renay Weiner "*Reality Television for Community Development*" in Nordicom Review

Week 13

Tuesday 26/11 – Social Capital

Networking/Social Capital

Literature: BB article Theo Schilderman "*Strengthening the Knowledge and Information Systems of the Urban Poor*", BB article Farhad Ameen and M. Sulaiman "*Social Capital and Economic Well-being*", Recommended reading: Jones and Woolcock "*Using Mixed Methods to Assess Social Capital*"

The Digital Divide and ICT4D

Reading: BB article Merridy Wilson "*Understanding the International ICT and Development*"

Discourse" and Tim Unwin "*Reclaiming Information & Communication Technologies for Development*" Ch. 1 and 2

Digital Divide debate

Week 14

Tuesday 03/12 – To be determined. M4D, Advocacy, community mobilization??

Nepal Case study

Final Presentation of on campus Campaign

Textbooks

This course doesn't have any textbook.

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the

department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an “F” for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

ENGLISH LANGUAGE PROFICIENCY STATEMENT: As an Anglophone university, The American University of Paris is strongly committed to effective English language mastery at the undergraduate level. Most courses require scholarly research and formal written and oral presentations in English, and AUP students are expected to strive to achieve excellence in these domains as part of their course work. To that end, professors include English proficiency among the criteria in student evaluation, often referring students to the university Writing Lab where they may obtain help on specific academic assignments. Proficiency in English is monitored at various points throughout the student's academic career, most notably during the admissions and advising processes, while the student is completing general education requirements, and during the accomplishment of degree program courses and senior theses.

Grading Policy

GRADING:

Requirements:

Class participation 20 %

Regular attendance and informed participation is an important part of the course. This means that students should be consistently present in class and prepared to participate in class discussion. Students need to complete the readings assigned for each class (listed alongside the date for each class in this syllabus) and take part in several class/team assignments.

- ICT4D debate/discussion
- Assessment of a communication study

Position paper 20 %

This 6-9 page paper will allow the students to define their own position within the field of development communication and theoretically anchor their arguments in one of the major

orientations/threads. This paper should include: 1) A physical drawing or diagram of development communication theories. 2) A review of the most important theories with references to the literature. 3) An outline of your own position and approach to development communication. Support your argument/position with reference to literature.

Review of "Another Development" 20%

Answer the questions provided on a handout contribute to a seminar on Communication for Development

Campus campaign 40%

The class will be divided into several groups each group responsible for organizing a "KnowPlastic" campaign. Each group will work with a different medium and theoretical perspective. The portfolio for each student consists of 1) A review of the theories underlying their campaign (individual). 2) A review of the strengths and weaknesses of the specific medium chosen (individual) 3) A campaign event (team) 4) Assessment of the Campaign (team).

Plagiarism. All forms of copying are strictly forbidden and may lead to a failing grade for the course. Students are expected to express their thoughts and ideas in their own words. They are also expected to use appropriate methods of quotation, with full references when others' ideas, words or data are used.

Grading Scale:

100 = A+	74 – 76 = C
94 – 99 = A	70 – 73 = C-
90 – 93 = A-	67 – 69 = D+
87 – 89 = B+	64 – 68 = D
84 – 88 = B	60 – 63 = D-
80 – 83 = B-	59 and below = F
77 – 79 = C+	

"A" papers will generally demonstrate **excellent comprehension** of key concepts and

application of these concepts to an insightful discussion of the data, **clear written organization** (i.e. clear main idea, logical progression of ideas, good use of transitions, a clear introduction, main body and conclusion) and a **clean written style** (spell- and grammar

checked, sentences that are syntactically clear to the professor, name and page numbers at the top of each page). **“B”** papers will be lacking in one of these 3 areas. **“C”** papers will be lacking in two of these 3 areas. **“D”** or **“F”** papers will be lacking in all three.

Assignments. Students are expected to complete course assignments on time. Failure to do so will lead to a deduction of a grade point for each day the project or essay is late. (For example an A- will result in a B+ if handed in 24 hours late) **Do not send work by e-mail.** Work is to be uploaded on to BlackBoard preferably with a time/date stamp from the building receptionist. If you are unable to hand in your assignment in time please see me before hand so that I can discuss the issue with you.

Other
