
DEVELOPMENT COMMUNICATIONS in Fall 2020 (CM5053)

Course Code	CM5053	Professor(s)	Tanya Elder
Prerequisites	None	Office Number	
Class Schedule	T: 14:30-17:55 in SD-1	Office Hours	Mondays, Thursdays 13:30 - 15:30
Credits	4	Email	telder@aup.edu
Semester	Fall 2020	Office Tel. Ext.	

Course Description

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 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 could 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 29/09 - Introduction to the course, the discipline and an “Other” development

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

Paolo Mefalopulos *“Development Communication Source Book”* World Bank, 2008. Chapter 1 and 2.

UNESCO’s online Conference Access to Information

OCTOBER

Week 2

06/10 - Globalization, Development and Social Justice

Reading: Melkote, Srinivas and H. Leslie Steeves "*Communication for Development*" Chapter 1 and Ch 2

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 1, 2 and Ch 3)

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

Recommended: BB article Waisbord, Silvio "*Family Tree of theories, Methodologies and Strategies in Development Communication*"

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

Seminar on "Communication for Another Development – Listening Before Telling"

Week 3 - Modernization theory

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

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)

Edutainment

Reading: Bb article Thomas Tufte “Entertainment-education in development communication” in Hemer and Tufte, *Media and Glocal Change, Rethinking Communication for Development*. Clacso, 2005 **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)

Renay Weiner “*Reality Television for Community Development*” in Nordicom Review

Week 4

20/10 - 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.

Liberation perspectives from around the world

Reading: Melkote, Srinivas and H. Leslie Steeves “*Communication for Development*” part of Ch. 7 and 8.

Pedagogy of the Oppressed and Voice

Ebook: Paulo Freire “Pedagogy of the Oppressed” Ch.1-3

Tuesday 20/10 Forum theatre or theatre of the oppressed

Time and place to be announced

Week 5

Tuesday 27/05 - 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

Pedagogy of the Oppressed and Voice

eBook: Paulo Freire "Pedagogy of the Oppressed" Ch.1-3

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

Seminar on Paulo Freire

PART II - THE MEDIUMS AND AGENTS OF SOCIAL CHANGE

Week 6

Tuesday 03/11 - Theater and Storytelling

Presentation of Position paper

Case study: Theater and Storytelling for Development

Reading: 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 7

Tuesday 10/11 – Photography and Magazines

Case study: Photography

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

View: Born into Brothels

Case study: Written magazines

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

Work Loesjo work session

Week 8

Tuesday 17/11 - Radio and Video

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 Gordan Adam "Radio in Afghanistan: socially useful communications in wartime"

Case study: 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

Week 9

Tuesday 24/11 - 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 10

Tuesday 01/12 - Advocacy

Reading: Part 1. in Unsicker, Jeff. *Confronting Power: The Practice of Policy Advocacy*, Lynne Rienner Publishers, 2012. ProQuest eBook Central, <https://ebookcentral-proquest-com.proxy.aup.fr/lib/AUP/detail.action?docID=1108390>.

Servaes, Jan, et al. “Advocacy Communication for Peacebuilding.” *Development in Practice*, vol. 22, no. 2, Apr. 2012, pp. 229–43,

Nepal Case study

Week 11

Tuesday 08/12 - Advocacy

Reading: Part 2 in Unsicker, Jeff. *Confronting Power: The Practice of Policy Advocacy*, Lynne Rienner Publishers, 2012. ProQuest eBook Central, <https://ebookcentral-proquest-com.proxy.aup.fr/lib/AUP/detail.action?docID=1108390>.

Final - Advocacy Campaign. December 18th 15:00-17:30

Textbooks

This course doesn't have any textbook.

Attendance Policy

ATTENDANCE POLICY:

Covid-19 temporary amendments: *Students studying at The American University of Paris are STILL EXPECTED TO ATTEND ALL scheduled classes. Due to the Covid-19 pandemic, students will have the option of attending classes remotely when special circumstances apply. For example when students are placed under quarantine by the French authorities or by their doctor, or when students present symptoms of Covid-19 and are directed, by their doctor or the AUP Health Office, to remain home. It is still the student's responsibility to be aware of any specific attendance policy that their professor might have set in the course syllabus. In particular, Students attending remotely from distant Time Zones should check with their professors about the specific attendance policy for remote learners.*

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 1 0 %

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.

Shorts reflective assignments 40%

- Seminar on "Communication for Another Development"
- ICT4D debate/discussion
- Assessment of a communication study
- Seminar on Paulo Freire "Pedagogy of the Oppressed"

The reflected assignments are short written assignments that demonstrate your ability to understand and reflect on the readings. They are to be uploaded onto Teams

Position paper 25 %

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.

Advocacy campus campaign 25 %

The class will be divided into several groups each group responsible for organizing a campaign. The portfolio for each student consists of 1) A review of the theories underlying their campaign (individual). 2) A strategic communication plan (group). Detailed information on the worksheets and material to be handed in during the final will be uploaded onto Blackboard.

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
