

Dept. of Media Studies & Production
School of Media & Communication
Temple University

MSP 3752: Communication & Development

Times: M / W / F 1:00 – 1:50pm, Wachman Hall 114
Credit Hours: 3
Instructor: Lauren Kogen, Ph.D. – Lauren.Kogen@temple.edu
Office Hours: Mondays & Wednesdays, 10-11:30am or by appt
Tomlinson 228

Course Description:

The purpose of this course is to develop an understanding of the relationship between communication and development in different political, social, and cultural settings. We will read about historical trends, economic structures, culture, and communication development models and theories in different parts of the world – Asia, Africa and Latin America, as well as in our hometown of Philadelphia.

Objectives:

Upon completion of the course, students will be able to:

- Describe the meaning of the concepts of development and communication;
- Critically analyze development theories, models and their historical contexts;
- Describe various ways communication and media co-develop in different countries;
- Learn methods by which communication can combat poverty and inequality;
- Become more interested in and knowledgeable about world affairs;
- Become interested in getting involved in community communication organizations.

Readings and other course materials

1. Melkote, S.R. & Steeves, H.L. (2004). *Communication for Development in the Third World: Theory and Practice for Empowerment* (2nd Edition). London: Sage.
2. All other reading assignments will be posted on Blackboard.

Reading assignments – Material on the reading list will complement and / or parallel class discussion. Students are expected to have these readings done *before* class. Theories, concepts, and ideas treated in the readings should be critically applied to shape and frame your papers for this course.

Graduate students – Graduate students are expected to complete readings *in addition* to those assigned to the rest of the class. See list of readings.

Grades

The course consists of three lectures per week, assigned readings, a paper, a group project, a midterm, and a final.

Your final grade will be calculated as follows, out of 100 possible points:

15% - Attendance and class participation (15 points)

20% - Reflective essay (20 points)

40% - Midterm and final (20 points each)

25% - Collaborative project (20 points group score; 5 points individual score)

A = 93-100 points

A- = 90-92 points

B+ = 86-89 points

B = 83-85 points

B- = 80-82 points

C+ = 76-79 points

C = 73-75 points

C- = 70-72 points

D = 63-69 points

F = 0-62 points

Important Dates

September 25: Reflective essay due

October 7: Midterm

November 16-20: Collaborative projects

December 11: Final exam

A note on late papers / missed exams: Assignments are due at the *beginning* of the class period on the day they are due. Sometimes things (life!) arise unexpectedly, and I understand that these events sometimes inconveniently fall when assignments are due. **Late papers are accepted, but your grade will be lowered by one point every day you fail to turn in the assignment.** (Meaning, if it is turned in ten minutes late, your grade will be lowered by one point; if it is turned in any time the following day, your grade will be lowered by two points, etc.). Emergency medical excuses (with documentation from a hospital / doctor's office) are an exception to this. Missing an exam is *not* acceptable unless you have a medical excuse.

Policies and Expectations

Paper formatting and submission: Professional formatting of all papers is required. All written assignments should be typed, double-spaced, with numbered pages, using APA format and style. Papers must be submitted to me electronically, via e-mail. *Until you have received a confirmation email from me saying that I've received the submission, you should not consider it submitted.*

Grade appeals: If you have questions about a grade, please come to my office hours or make an appointment. If you wish to appeal a grade you must submit a written explanation of why you think the grade should be changed within two weeks of the work being returned.

Attendance: Punctual and regular attendance at class meetings is an important part of professional development. No excused absences are accepted except for medical reasons (with documentation from a hospital / doctor's office). You are permitted one class absence with no questions asked. **Further absences will lower your attendance and participation grade by one point for each absence.** Students are responsible for their attendance during presentation dates. Absences during these dates / activities will result in a zero for that portion of your final grade.

- *Arriving late and leaving early*: It is disruptive and unprofessional to arrive late or leave early. These disruptions will be "noted." **Three notes (either for arriving late / leaving early or for use of unapproved electronic devices [see below]) will convert to one absence.**

Participation: Learning to discuss and present ideas in front of others is a vital piece of academic development. Learning is also improved when students hear the thoughts and ideas of others. Class participation is therefore an important part of your grade. Participation points will be awarded based on the following rubric. Three total points are possible for each of the five participation categories.

	Strong (3 points)	Needs development (2 points)	Unsatisfactory (1 points)
Listening	Actively and respectfully listens to peers and instructor	Sometimes displays lack of interest in comments of others	Projects lack of interest or disrespect for others
Preparation	Arrives prepared with assignments completed and with notes, observations, and questions on readings	Sometimes arrives unprepared or with only superficial preparation	Exhibits little evidence of having read or thought about assigned material
Quality of contributions	Comments are relevant and reflect understanding of assigned material and remarks of other students	Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of others	Comments reflect little understanding of either the assignment or previous remarks of others
Impact on class	Comments frequently help move conversation forward	Comments sometimes advance the conversation, but sometimes do little to move it forward	Comments do not advance the conversation or are actively harmful to it
Frequency of participation	Actively participates at appropriate times	Sometimes participates but at other times is tuned out <i>or</i> participates by emailing questions to professor before class	Seldom participates

Adapted from Immerwahr, J. (2008). *Rubrics for evaluating papers*.

Policy on electronic devices in the classroom: You may use electronic items with a *physical* keyboard (e.g., a laptop computer). If you are observed using any other kind of electronic device (e.g., a phone or a tablet), my assumption will be that you are not engaging in the class session and this will be “noted.” Three notes (either for use of unapproved electronic devices or for arriving late / leaving early (see above)) will convert to one absence.

Extra credit: Students will be able to engage in one extra credit opportunity, worth a maximum of three points. Find a *current* example (previous two months) of media being used to improve social welfare, either in the United States or abroad. Present the example to the class in a five minute presentation. (No powerpoint is required, though you may use visual aids, links to websites etc. if you wish.) Points will be awarded for 1) clearly presenting the case study; 2) clearly describing the link between the strategy used to improve social welfare and the theories / models discussed in class; 3) presenting quality discussion questions to promote class discussion of the topic. To avoid having everyone wait until the end of the semester to complete the assignment, I will allow a maximum of three extra credit assignments to be presented on the same class day (first come, first served). These presentations may take place between September 21 and December 7.

Academic Integrity

All work for this class must be your own and specific to this semester. Any work recycled from other classes or from another, non-original source will be rejected with serious implications for the student. Plagiarism, that is, “knowingly representing the words or ideas of another as one’s own work in any academic exercise,” is also unacceptable.

<http://bulletin.temple.edu/undergraduate/about-temple-university/student-responsibilities/>

Freedom to teach and freedom to learn are two inseparable facets of academic freedom. The University has a policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

Disability Disclosure

Any student who has a need for accommodation based on the impact of a documented disability, including special accommodations for access to technology resources and electronic instructional materials required for the course, should contact me privately to discuss the specific situation by the end of the second week of classes or as soon as practical. If you have not done so already, please contact Disability Resources and Services (DRS) at 215-204-1280 in 100 Ritter Annex to learn more about the resources available to you. I will work with DRS to coordinate reasonable accommodations for all students with documented disabilities.

Assignments

ASSIGNMENT 1: REFLECTIVE ESSAY, DUE 9/25

You will write a 3-4 page paper (750-1000 words) reflecting upon the relationship between communication and development.

Class readings and discussions introduce various definitions and approaches concerning the role of communication in development. Reflect upon the words development, developed, developing, underdeveloped, communication, and communications. Consider the theories and models of change discussed in class and in readings. Describe the definitions and theoretical approaches that interest you most and explain why. Do these definitions and models relate to your own personal or community experience? Give a couple of examples of personal experience or situations and explain how you see the relevance or irrelevance of these models and approaches to your cases and situations.

You will also research definitions and models surrounding the relationship between communication and development using additional sources including newspapers, scholarly journals, trade magazines and books. Cite a minimum of two course readings and another two external sources. Review the APA style guide and cite your sources following the style guide.

ASSIGNMENT 2: COLLABORATIVE INQUIRY, DUE 11/16

For this assignment, you will form a team of three students by your own initiative or will be assigned to a group by me.

Each group will prepare a case study in which the role of communication in development can clearly be seen. Strive to do a critical analysis of the roles of communication in development by describing, analyzing, and assessing the role of communication in a local or global or glocal context. Examples of case studies include a) women entrepreneurs' use of cell phones in Bangladesh; b) the use of low-power radio stations in a city like Philadelphia; b) The role telenovelas play in health in Brazil; c) The role of a community radio station in South Africa or in Mongolia; d) Twitter or Social networks in the Middle East; f) The debates and policies surrounding wireless clouds in a city like Philadelphia; g) the use of the internet in education in Ethiopia; h) Bulletin board systems in China.

In your collaborative project you will provide a) some brief background information about the history and the political and cultural context of the country or community you chose to analyze; b) a concise description of communication or media development in the country/community of your choice; c) some historical and cultural background information about how this specific media or communication developed in the context you chose; d) the advantages or disadvantages of this particular communication in a particular context for advancing development; e) an analysis of how this case relates to different theoretical

approaches and models we studied in class; and f) a conclusion and recommendation for future projects.

As a group, you will write up your analysis and findings in a paper around 4-5 pages long (1000-1250 words). Alternatively, you can create a Facebook page or website that contains the same quantity and quality of information.

Then, as a group, you will create a Prezi or Powerpoint presentation. Alternatively you can create a video piece. If you choose to create a video piece for this assignment talk to me at least two weeks prior to the due date.

As a group, you will present your project to the class in a 10-12 minute presentation. At the end of the presentation you should pose questions to the class that will lead to good discussion.

Calendar

Please note that the following syllabus is provisional; assigned readings may be modified as the course progresses.

WEEK 1: INTRODUCTION TO THE COURSE

August 24: Introduction to the course

August 26 & 28: What is development and what is development communication?

Readings: Melkote & Steeves, Chapters 1 and 2

Graduate students: McAnany, E.G. (2012). Saving the world: A brief history of communication for development and social change. Urbana, Chicago, and Springfield: University of Illinois Press. *Read Chapter 1*

WEEK 2: HISTORY OF COMMUNICATION & DEVELOPMENT

August 31: Colonialism and decolonization

September 2 & 4: The modernization paradigm

Readings: Melkote & Steeves, Chapter 3

Schramm, W. L. (1964). Mass media and national development: The role of information in the developing countries. Stanford: Stanford University Press. (pp. 20-57)

WEEK 3: HISTORY OF COMMUNICATION & DEVELOPMENT CONT.

September 7: No class

September 9: Criticism of the modernization paradigm

September 11: Types of development communication

Readings: Melkote & Steeves, Chapters 4 & 5

WEEK 4: THEORIES OF CHANGE

September 14, 16 & 18: Theories of change

Readings: Melkote & Steeves, Chapter 6

Stein, D. & Valters, C. (2012). *Understanding theory of change in international development*. The Justice and Security Research Programme & The Asia Foundation Collaborative Project. London: JSRP.

WEEK 5: NEW THEORIES ABOUT USING MEDIA IN DEVELOPMENT: INDIVIDUAL BEHAVIOR CHANGE

September 21, 23 & 25: Behavior change theories and the role of media

Readings: Montaño, D.E., & Kasprzyk, D. (2008). Theory of reasoned action, theory of planned behavior, and the integrated model. In K. Glanz, B.K. Rimer, & K. Viswanath (Eds.) *Health behavior and health education: Theory, research and practice* (pp. 67-96). San Francisco: Jossey-Bass.

McAlister, A.L., Perry, C.L., & Parcel, G.S. (2008). Social cognitive theory. In K. Glanz, B.K. Rimer, & K. Viswanath (Eds.) *Health behavior and health education: Theory, research and practice* (pp. 169-188). San Francisco: Jossey-Bass.

WEEK 6: GOOD GOVERNANCE & PARTICIPATORY DESIGN

September 28, 30 & October 2: Good governance and participatory design

Readings: Melkote & Steeves, Chapter 9

Weiss, T.G. (2000). Governance, good governance, and global governance: Conceptual and actual challenges. *Third World Quarterly* 21, pp. 795-814.

Graduate students: Booth, D. (2012). Development as a collective action problem: Addressing the real challenges of African governance [Policy Brief]. *Africa Power and Politics Programme, Overseas Development Institute*. London (SKIM)

Odugbemi, Sina and Jacobson, Tom (2008). *Governance Reform Under Real World Conditions: Citizens, Stakeholders, and Voice*. Washington DC: The World Bank. READ CHAPTER 2

<https://openknowledge.worldbank.org/bitstream/handle/10986/6513/449820PUB0Box3101OFFICIAL0USE0ONLY1.pdf?sequence=1>

WEEK 7: MIDTERM

October 5: Midterm review

October 7: Midterm

October 9: Behavior change theories cont.

WEEK 8: NEW THEORIES ABOUT USING MEDIA IN DEVELOPMENT: INSTITUTIONAL CHANGE, PUBLIC VOICE, & COALITION BUILDING

October 12, 14 & 16: Institutional change, public voice & coalition building

Readings: Kania, J., & Kramer, M. (2011). Collective impact. *Stanford Social Innovation Review*, Winter 2011. Retrieved from

http://www.ssireview.org/articles/entry/collective_impact

Skjerdal, T.S. (2011). Development journalism revived: The case of Ethiopia. *Ecquid Novi: African Journalism Studies* 32(2), 58-74.

WEEK 9: ROLE OF DONORS

October 19 & 21: History of western aid

October 23: Foreign aid priorities and trends

Readings: Mawdsley, E. (2012). *From recipients to donors: Emerging powers and the changing development landscape*. London: Zed books. Read Chapter 1 (pp. 17-47).

ABC News (30 April 2015). Bono continues anti-debt campaign. Retrieved from <http://abcnews.go.com/Entertainment/story?id=105993>.

Easterly, W. (16 November 2009). Think again: Debt relief. *Foreign Policy*. Retrieved from http://foreignpolicy.com/2009/11/16/think-again-debt-relief/?wp_login_redirect=0.

WEEK 10: OLD MEDIA VS NEW MEDIA

October 26: Radio and television

October 28 & 30: Internet and mobile phones

Readings: Myers, M. (2011). *Voices from villages: Community radio in the developing world*. A report to the Center for International Media Assistance. Unpublished report. Washington D.C.

Galiardone, I., Kalemera, A., Kogen, L., Nalwoga, L., Stremlau, N. & Wairagala, W. (2015). In search of local knowledge on ICTs in Africa. *Stability: International Journal of Security and Development*, 4(1), 1-15

WEEK 11: ETHICS AND TARGETING WESTERN AUDIENCES

November 2: Ethics

November 4 & 6: Ethics of targeting Western audiences for aid

Readings: Melkote & Steeves, Chapter 9

Kogen, L. (2015). For the public good or just good publicity? Celebrities and humanitarianism. *Mass Communication and Society* 18(1), 37-57.

Grad students: Kogen, L. (2015). Not up for debate: U.S. news coverage of hunger in Africa. *International Communication Gazette*, 77(1), 3-23.

WEEK 12: DEVELOPMENT COMMUNICATION IN DISASTER & CONFLICT-AFFECTED SETTINGS

November 9, 11 & 13: Post conflict settings

Readings: Terzis, G. & Vassiliadou, M. (2008). Working with media in areas affected by ethno-political conflict. In Servaes, J. (Ed.) *Communication for Development and Social Change*, pp. 374-388.

Kogen, L. and Price, M.E. (2014). Scholar-practitioner collaboration in media-related interventions: A case study of Radio La Benevolencija in Rwanda. *International Journal of Media & Cultural Politics*, 10(3), 301-312.

Grad students: Spadacini, B.M. (2013). Global mapping of communication for development interventions in peacebuilding and conflict transformation. UNICEF.

WEEK 13: CLASS PRESENTATIONS

November 16, 18 & 20: Class presentations

WEEK 14: NO CLASS – THANKSGIVING BREAK

November 23, 25 & 27: No class

WEEK 15: TBD DEPENDENT ON CLASS INTEREST

November 30, December 2 & 4: TBD

WEEK 16: WRAP UP AND FINAL REVIEW

December 7: Wrap up and review for final

FINAL EXAM: December 11, 10:30am