MS in Globalization & Development Communication
School of Media & Communication
Temple University

GDC 8002: Development Communication Project Design and Management

Course Type: MS in Globalization & Development Communication Requirement
Times: Tuesdays and Thursdays, 3:30 – 4:50pm, Annenberg Hall 301
Credit Hours: 3
Prerequisite: GDC 8001
Instructor: Lauren Kogen, Ph.D. – Lauren.Kogen@temple.edu
                    Office Hours: Wednesdays, 2:00 – 5:00pm
                    Tomlinson 228

Course Description:

Recognizing the power of communication as a catalyst for social change, this course focuses on how development communication projects intended for a specific target audience are designed, managed, and refined. The course also provides instruction in project monitoring and evaluation, decision-making tools, and human resource management as related to key aspects of development communication, such as behavior change, social marketing, social mobilization, media advocacy, and participatory development communication.

Goal:

Achieve an applied understanding of how development communication projects for social change are designed, monitored, adjusted, and evaluated within different political, institutional, and cultural settings.

Objectives:

Upon completion of this course, students should be able to:

- Demonstrate an applied understanding of the strategic approaches and planning considerations for the design and implementation of development communication campaigns
- Demonstrate an understanding of evaluation techniques used for program assessment
- Demonstrate an understanding of message design in development communication
- Demonstrate an understanding of the place of media advocacy in development communication

- Demonstrate an understanding off the relationship between development communication project planning and implementation and stakeholder participation and social mobilization
- Exhibit critical skills for decision making for different development and social change needs within their specific contexts
- Exhibit critical skills for the evaluation of development communication projects within different institutional, cultural, and political settings

Readings and other course materials

1. Lennie, J., & Tacchi, J. (2013). *Evaluating communication for development: A framework for social change*. New York: Routledge.
2. 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.
3. Servaes, J. (Ed.). (2008). *Communication for development and social change.* Paris: UNESCO.
4. Other assigned readings 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* date of lecture. Theories, concepts, and ideas treated in the readings should be critically applied to shape and frame your papers for this course.

Examinations – There will be two examinations. These will consist of short answers, essay, true/false, and / or multiple-choice questions. These exams will be based on readings, class lectures, videos, and presentations. The purpose of exams is to encourage students to master the material, and to assess their grasp of course concepts and their ability to critically apply this knowledge. The exams will focus on your understanding of strategies, considerations, and techniques associated with Development Communication project design, application, and evaluation.

Written assignments –

Assignment 1: Development issue literature review
Due February 11 (15 points possible)
Write a 4-7 page paper critically assessing a development challenge and a review of attempts (by government, civil society, NGOs, etc.) to address this challenge. Ideally, this will be the issue you address in your final proposal, though this is not required. Identify the development communication approaches that have been used to address this challenge, and their advantages and drawbacks. Assess the current state of the issue and what is needed to improve development within the particular context you are discussing. All papers should cite at least eight sources. Review the APA style guide and cite your sources following the style guide. Your paper should be typed, proofread, page numbered,

and turned in via e-mail.

Assignment 2: Theory of change and logic model
Due March 24 (15 points possible)
Write a 4-7 page paper describing a theory of change and logic model for addressing a particular challenge in development. Ideally, this will be the issue you address in your final proposal, though this is not required. The paper should describe the development communication approach you would use to address the challenge, with a critical assessment of why this is an appropriate approach to use. The theory of change and logic model should also be depicted visually. All papers should cite at least eight sources. Review the APA style guide and cite your sources following the style guide. Your paper should be typed, proofread, page numbered, and turned in via e-mail.

Assignment 3: Development project proposal
Proposal due April 28, Presentations April 12-19 (30 points possible – 20 for proposal and 10 for presentation)
Write a 10-15 page proposal for a $250,000 development communication project for a specific development organization of your choosing. Please be sure to:

1. Clearly explain the significance of the topic and the objectives of the project
2. Review other development work done in this area
3. Identify the organization that you imagine your project to be sponsored by (making sure your project fits within its mission)
4. Identify the setting and scope of the project
5. Define and describe the audience of the project
6. Identify which development communication approach(es) will be used for the project
7. Develop a theory of change and logic model for your project (with visual depictions)
8. Identify any development communication theories or models that will inform the project
9. Identify the media or other communication channels your project will employ
10. Identify any historical and cultural background information that will inform the implementation of your project
11. Identify evaluation techniques that will be used to monitor and assess the project
12. Include a timeline and budget breakdown

You will present your project to the class in a 15 minute presentation that will cover the above. This should be delivered using MS Power Point, Prezzi, or other presentation tools.

Grades

Your final grade will be calculated as follows, out of 100 possible points:
>   9% - Attendance & class participation (9 points)
>   6% - Discussion leading (3 points for each)
>   15% - Assignment 1: Development issue literature review (15 points)
>   15% - Assignment 2: Theory of change and logic model (15 points)
>   30% - Assignment 3: Final proposal paper and presentation (30 points)
>   12.5% - Midterm (12.5 points)
>   12.5% - Final exam (12.5 points)

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

January 26 @ 3:30pm: Topics due for approval

February 11 @ 3:30pm: Assignment 1 due: Problem definition and analysis

February 11 @ 3:30pm: Case studies chosen for discussion leading

March 10: Midterm

March 24 @ 3:30pm: Assignment 2 due: Theory of change and logic model

April 12-19: Proposal presentations

April 28 @ 3:30pm: Assignment 3 due: Final proposal

May 3: Final exam: 1-3pm

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 three points 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 points; if it is turned in anytime the following day, your grade will be lowered by two points, etc.). Medical excuses (with documentation from a hospital / doctor's office) are an exception to this. Missing an exam or presentation is *not* acceptable unless you have a *major* medical reason.

Policies and Expectations

Paper formatting and submission: 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. *You should not consider your paper submitted until you have received a confirmation email from me saying that I have received it.*

Attendance: 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 & 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 or leaving early) will convert to one absence.**

Discussion leading – Over the course of the semester, each student will be required to lead discussion for two readings: one from the syllabus and one case study based on your project topic. The purpose of this exercise is to encourage critical thinking about the reading materials and the proposal topics. You should prepare a brief summary of the reading and a list of thoughtful and critical questions for the class to discuss. No PowerPoint or formal presentation is required. Points will be awarded for clarity, thoughtfulness, professionalism, and the ability to foster and lead discussion by asking thought-provoking questions to your classmates.

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.

Calendar

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

January 12: Introduction to the course

January 14: History of communication and development

McAnany, Chapter 1

Lerner, D. (1958). *The passing of traditional society*. New York: Free Press. Read chapter 1.

January 19: History of communication and development (continued)

International Commission for the Study of Communication Problems, & MacBride, S. (1980). *Many voices, one world: Toward a new more just and more efficient world information and communication order.* Paris: UNESCO. Read pp. 123-134. (Focus in particular on Section 5.)

Servaes, Chapter 1

January 21: Key issues in development communication project design

Servaes, Chapter 7

Servaes, Chapter 9

January 26: Key issues in development communication project design (cont.)

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.

DUE: PROPOSAL TOPIC

January 28: Implementation design and message design

McAnany, Chapter 6

On Social Norms: Goldstein, N.J., Cialdini, R.B., & Griskevicius, V. (2008). A room with a viewpoint: Using social norms to motivate environmental conservation in hotels. *Journal of Consumer Research, 35*(3), 472-482.

On Social Cognitive Theory: 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.

February 2: Implementation design and message design (cont.)

Servaes, Chapter 16

Oldenburg, B., & Glanz, K. (2008). Diffusion of innovations. In K. Glanz, B.K. Rimer, & K. Viswanath (Eds.) *Health behavior and health education: Theory, research, and practice* (313-334). San Francisco, CA: Jossey-Bass

February 4: Strategic approaches to project planning part 1: Problem identification and analysis

Lennie & Tacchi, Chapter 2

American Red Cross (2006). *Project design and proposal writing guide.* Washington, D.C.: American Red Cross International Services. [Read up to page 20: "Project Design Hierarchy"]

February 9: Strategic approaches to project planning part 2: Building a logic model

McAnany, Chapter 3

American Red Cross (2006). *Project design and proposal writing guide.* Washington, D.C.: American Red Cross International Services. [Read pp. 20-46: Up to "Proposal Writing"]

February 11: Strategic approaches to project planning part 3: Big media vs small media

Servaes, Chapter 13

Waisbord, S. & Obregon, R. (2012). Theoretical divides and convergence in global health communication. In R. Obregon & S. Waisbord (Eds.) *The Handbook of Global Health Communication* (pp. 9-33). Hoboken: John Wiley & Sons.

<div align="center">

DUE: ASSIGNMENT 1

DUE: DISCUSSION LEADING CASE STUDY CHOICE

</div>

February 16: Implementation design and message design (cont.)

Servaes, Chapter 15

Green, M.C., & Brock, T.C. (2004). Understanding media enjoyment: The role of transportation into narrative worlds. *Communication Theory, 4*, 311-327.

February 18: Participatory approaches

McAnany, Chapter 5

Servaes, Chapter 8

Morris, N. (2003). A comparative analysis of the diffusion and participatory models in development communication. *Communication theory, 13*(2), 225-248.

February 23: Monitoring & Evaluation

United Nations Development Programme (2009). *Handbook on planning, monitoring and evaluating for development results.* New York, NY: United Nations Development Programme. [Read Chapter 1.]

Kotvojs, F. & Shrimpton, B. (2007). Contribution analysis: A new approach to evaluation in international development. *Evaluation Journal of Australasia 7*(1), 27-35.

February 25: Monitoring & Evaluation (Cont.)

Lennie & Tacchi, Chapter 3

Lennie & Tacchi, Chapter 4

March 1 & 3: Spring break

March 8: Monitoring & Evaluation (Cont.) / Midterm Review

Lennie & Tacchi, Chapter 6

Parks, W., Gray-Felder, D., Hunt, J., & Byrne, A. (2005). *Who measures change? An introduction to participatory monitoring and evaluation of communication for social change.* South Orange, NJ: Communication for Social Change Consortium. [Read Parts 1 and 2.]

March 10: Midterm

March 15: Project planning & management

Screening: *What are we doing here?* (82 minutes)

Lennie & Tachi, Chapter 5

March 17: Project planning & management (Cont.)

People in Aid. (2003). *Code of good practice in the management and support of aid personnel.* London.

March 22: Ethics

Cole, T. (21 March 2012). The white-savior industrial complex. *The Atlantic.*

Department of Health, Education, and Welfare (1979). The Belmont report: Ethical principles and guidelines for the protection of human subjects of research. Retrieved from http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html.

March 24: Development work in conflict contexts

Servaes, Chapter 17

Bowd, R. & Ozerdem, A. (2010). Participatory research methods in post-conflict reconstruction. In A. Ozerdem and R. Bowd (Eds.) *Participatory Research Methodologies.* (p. 123-130). Surrey, England and Burlington, VT: Ashgate publishing.

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

DUE: ASSIGNMENT 2

March 29: Social mobilization and building coalitions

Kania, J., & Kramer, M. (2011). Collective impact. *Stanford Social Innovation Review, Winter 2011.* Retrieved from http://www.ssireview.org/articles/entry/collective_impact.

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.

World Bank (2013). *The art of knowledge exchange.* Washington, D.C. [Read up to Step 3; skim Step 3]

March 31: ICTs and development

Gigler, B.S., Bailur, S., & Anand, N. (2014). *The Loch Ness model: Can ICTs bridge the "accountability gap"?* Washington, D.C.: The World Bank.

Powell, A.C. (2012). *Bigger cities, smaller screens: Urbanization, mobile phones, and digital media trends in Africa*. Washington, D.C.: Center for International Media Assistance. Retrieved from http://cima.ned.org/sites/default/files/CIMA-Africa%20Digital%20Media%20-%2009-18-12.pdf.

April 5: Workshop session: Output and outcome indicators

April 7: Focus on media development

Taylor, M. & Dolan, T. (2013). Mitigating media incitement to violence in Iraq: A locally driven approach. *U.S. Institute of Peace Special Report 329.* Washington, D.C. Retrieved from http://www.usip.org/sites/default/files/SR329-Mitigating-Media-Incitement-to-Violence-in-Iraq.pdf.

April 12 & 14: Student presentations

April 19 & 21: TBD

April 28: **DUE: ASSIGNMENT 3**

May 3: Final exam, 1-3pm