**JOMC 847 Communication for Social Change – Fall 2014**

***Instructor:*** Dr. Lucila Vargas, [lcvargas@email.unc.edu](mailto:lcvargas@email.unc.edu), Carroll 359

Office hours: Monday 3-5pm and by special appointment.

***Course Information***

**Course’s subject**

Communication for (Development and) Social Change is a multidisciplinary and applied field, grounded in both media communication studies and the various fields of development studies. It studies how media and communication can bring about social change that makes a difference in poor people’s lives. The field has evolved from early theories of modernization to recent approaches that focus on human rights. As a practice, it favors models based on dialogue and participation. It is thus seen as a social process that involves many stakeholders.

**Pedagogy**

Grounded in the critical pedagogy of Brazilian educator Paolo Freire, the course emphasizes critical thinking and problem solving. Freire’s model centers on *dialogue* and advocates for an educational practice grounded on theory and committed to social justice.

***What you will learn***

The Accrediting Council on Education in Journalism and Mass Communication requires that all graduates of accrediting programs "should be aware of certain core values and competencies" and established the following learning objectives.[[1]](#footnote-1)

1. “understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
2. demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
3. demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
4. demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
5. understand concepts and apply theories in the use and presentation of images and information;
6. demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
7. think critically, creatively and independently;
8. conduct research and evaluate information by methods appropriate to the communications professions in which they work;
9. write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
10. critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
11. apply basic numerical and statistical concepts;
12. apply tools and technologies appropriate for the communications professions in which they work.”

Mindful of the above objectives, the course aims to equip you to do the following:

1. Identify the theoretical underpinnings of development communication.
2. Recognize current theories of development and theories of communication for social change.
3. Critically examine a number of case studies on the use of media for social change.
4. Gain a more complex and informed view regarding issues of social change and media communication.
5. Conduct original research, which may include an evaluation of a communication for social change campaign, project, or effort of your own choice.
6. Become aware of the field’s associations and other networks of practitioners and scholars.

***Readings***

McAnany, E.G. (2012). *Saving the world: A brief history of communication for development and social change.* Urbana, IL: University of Chicago Press. **Required**

Quarry, W. & Ramírez, R. (2009). *Communicating for another development: Listening before telling.* New York: Zed Books. **Required**

Nederveen Pieterse, J. (2010). *Development theory: Deconstructions/reconstructions.* Los Angeles, CA: Sage. **Recommended**

In addition, you will read several articles that will be available either on e-reserves or Sakai.

***Evaluation and Grading***

You can earn up to 100 points on your work divided as follows:

Three critical reviews = 30 points

Teaching-learning a book = 15 points

Class participation = 5 points

Term project = 50 points

***Assignments***

***Critical reviews***

Each student will write **three** 900-word critical reviews of the required readings. All students will be responsible for reading (before class) and discussing in class the reviews posted by their classmates.

Reviews need to be *posted on Sakai’s "Reviews of readings" discussion board at least 24 hours before the class meets for the corresponding session.* Please do not leave papers in my office. Bring a copy of all reviews to class for yourself and adhere to the specified length. You can write reviews on any of the weeks marked on the course schedule with a check mark (√). Choose the weeks that best fit your schedule, but *you should not skip a review three weeks in a row.* Also note that you cannot write two reviews in the same week. ***You must write at least two reviews before the seventh week of classes***. After that week, you will not be allowed to submit more than one review and you will receive a zero on late reviews.

 IMPORTANT NOTE: Not all readings are suitable for review. Do not review any of the *recommended* readings. If you have doubts about other readings, please consult with me.

Evaluation criterion

Synthesis = 30%

Critique = 50%

Creativity and original ideas = 5%

Writing quality = 15%

***Teaching-learning a book***

Each student will lead a teaching-learning session about the significance and major concepts of one of the canonical books listed in the class schedule. This session should be about 30 minutes, including Q&A. You can choose any of the listed books, but you *should present the book the scheduled day.* Although this is basically an oral activity, to support your teaching you *will prepare a handout* for the class (no more than two pages in length).

Grading criterion

Educational value of the teaching session = 75% Quality of teaching materials = 25%

***Original research paper***

This semester-long assignment will give you the opportunity to apply and demonstrate your learning of concepts and theories by conducting your own research. You will have two choices: a traditional research paper or an assessment of a project/program; if you choose the latter your paper may be a report for the stakeholders. You may work on this assignment individually or with another student.

1. Find a research topic or a project or program for the assessment.
2. Write a 900-word proposal and give a five-minute talk about your project to the class. *Please post your proposal to Sakai at least 24 hours before the corresponding class session.* This assignment will not be graded, but you will receive feedback on the significance of the project (i.e., why is it worth doing it?), its “doability” (i.e., do you have access? Can you complete the evaluation in a few weeks?), and your plan of action (i.e., what methods and procedures are you going to use?).
3. Conduct the research.
4. Write a *term* paper. The report will take the form of a paper suitable for presentation to a scholarly conference such as IAMCR, ICA, AEJMC, or another professional association. The length of the paper/report is the same for individual and team projects: Approx. 5,000 words of main text, plus title page, abstract, list of woks cited, tables, charts, figures, photographs, etc.
5. Give a conference-style presentation on your project (about 5 minutes plus 10 minutes for discussion). Note that you should post your BEST draft paper to Sakai at least 24 hours before the class session during which you are going to present.
6. Revise your draft and submit to me *a print* revised version of your paper.

Evaluation criterion

Fieldwork data and scholarly sources = 50% Analysis and synthesis = 25%

Creativity and original ideas = 10%

Report’s form and writing quality = 10%

Class presentation = 5%

**Class policies**

*Papers’ scholarly form.* I will not accept papers that fail to follow U.S. scholarly conventions about form. If you need clarification about such conventions, please see the “check list for papers” posted on Sakai. Note that papers must comply with the APA stylebook (American Psychological Association).

*Late papers and make-up policy:* I will not accept late papers and there will be no make up for response papers. Please do not ask for special treatment to make up these assignments.

*Grades.* Though grades are not negotiable, I give serious consideration to students’ concerns about grades. If you have questions about a particular grade, you will need to talk with me *within a week of receiving the grade.* If you dispute a grade, you will need to submit to me a written complaint also within a week of receiving the grade.

*Americans with Disabilities Act.* If you have a disability covered under ADA, please let me know at the beginning of the semester of any special needs that you may have to fulfill the course requirements specified in this syllabus.

*Changes in syllabus and class schedule.* This syllabus is subject to change to accommodate students’ interests and if unexpected circumstances arise.

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**Week 1 Readings Due dates**

|  |  |  |
| --- | --- | --- |
| Th 8/21 | Orientation  Introduction to the field |  |

**Week 2: Communication for development (C4D)**

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| --- | --- | --- |
| Th 8/28 | Kawaja (Sakai) √  Shahidul Aman √  *Journal of Development Communication* 23(1) (June 2012)  Bhardwaj & Yadav  √  *Journal of Development Communication*21(2) (Dec. 2010) | **√** |

**Week 3: Developmentalism**

|  |  |  |
| --- | --- | --- |
| Th 9/4 | Jeffrey Sacks (Sakai) √  McAnany, Ch. 1, 2 & 3 | √ |

**Week 4: Foundations: Modernization theory**

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| --- | --- | --- |
| Th 9/11 | Rostow, 1-16 (Sakai) √  Lerner, pp. 43-75 (Sakai) √  Schramm (Sakai) √ | **√** |

**Week 5: Foundations: Diffusion of innovations**

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| --- | --- | --- |
| Th 9/18 | Rogers, 1-37 & 163-209 (Sakai) √  McAnany, 439-442 (Sakai, this reading is not from the book) | **√**  **Project proposals due** |

**Week 6: The economic critique**

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| --- | --- | --- |
| Th 9/25 | Berthoud (Market) (Sakai) √  Quarry & Ramírez, Intro & Ch.1  McAnany, Ch. 4 | **√** |

**Week 7: The discursive critique**

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| --- | --- | --- |
| Th 10/2 | Rahnema (Poverty) (Sakai) √  Gronemeyer (Helping) (Sakai) √  Lacayo, Obregón & Singhal (Sakai) √ | **√** |

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**Week 8: Participation and empowerment**

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| --- | --- | --- |
| Th 10/9 | Freire (Sakai)  McAnany, Ch. 5  Quarry & Ramírez, Ch. 2, 3 &4 | Book: *Pedagogy of the oppressed* |

***Week 9: Fall recess (Th 10/16)***

**Week 10: Another development**

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| --- | --- | --- |
| Th 10/23 | Quarry & Ramírez, Ch. 5, 6, & 8 | Book: *Entertainment-education & social change* |

**Week 11: Social movements**

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| --- | --- | --- |
| Th 10/30 | Keck & Sikkink (Sakai) √  Huesca (Sakai) √ | √  Book: *Activist beyond borders* |

**Week 12: ICT4D**

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| --- | --- | --- |
| Th 11/6 | Quarry & Ramírez, Ch. 7 & 9  Case study suggested by student | √  Book: *Media and morality* |

**Week 13: Holism and social entrepreneurship**

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| --- | --- | --- |
| Th 11/13 | Nederveen Pieterse, Ch. 9  McAnany, Ch. 6, 7, 8 | Book: *Social entrepreneurship* |

**Week 14: Student presentations**

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| --- | --- | --- |
| Th 11/20 | Best-drafts must be posted on Sakai by W 11/19 at 9am | **Best-drafts due** |

***Week 15: Thanksgiving (11/27)***

**Week 16: Revised term papers due**

|  |  |  |
| --- | --- | --- |
| F 12/5 | Print copy by 3pm  (Please leave it at my office or mailbox.) | **Revised term paper** |

1. See http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps. [↑](#footnote-ref-1)