



## COURSE SYLLABUS

# Communication for Development and Social Change, 7.5 credits

*Communication for Development and Social Change, 7,5 högskolepoäng*

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<b>Course Code:</b> LCDS20	<b>Education Cycle:</b> Second-cycle level
<b>Confirmed by:</b> Director of Education Jun 3, 2020	<b>Disciplinary domain:</b> Social sciences
<b>Revised by:</b> Jan 16, 2023	<b>Subject group:</b> MK1
<b>Valid From:</b> Autumn 2022	<b>Specialised in:</b> A1F
<b>Version:</b> 2	<b>Main field of study:</b> Media and Communication Science

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### Intended Learning Outcomes (ILO)

On completion of the course, the student should be able to:

Knowledge and understanding

- have knowledge of the main conceptualizations of communication for development and social change
- explain the relationship between communication, international development cooperation and sustainability from a human rights perspective

Skills and abilities

- compare the pros and cons of different practical approaches to communication for development as tools for democracy
- generate communication strategies in the public interest that take into account the global-local links between sustainable development and human rights

Judgement and approach

- distinguish the possibilities and limits of digital information and communication technologies as a solution to underdevelopment
- reflect critically on the challenges posed by national and regional inequality to traditional approaches to communication for development

### Contents

- Conceptualizations of communication for development and social change
- Practical approaches to communication for development and social change
- Communication, sustainability and human rights
- Information and communication technologies for development in the 21st century
- Global and local dimensions of communication for development and social change

### Type of instruction

The teaching consists of lectures, seminars and exercises performed individually and in groups.

An e-learning platform is used.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course to which they were accepted. After that, the right to receive instruction/supervision expires.

The teaching is conducted in English.

### **Prerequisites**

45 credits from the master's programme, or equivalent.

### **Examination and grades**

The course is graded A, B, C, D, E, FX or F.

The grades A, B, C, D and E are all passing grades. For courses with more than one element of examination, students are given a final grade based on an overall assessment of all the elements included in the course. The final grade of the course is issued only when all elements of examination have been passed.

The examination is based on instruction and course literature.

The course is examined through two individual written assignments (ILO 1, 2 and ILO 4, 5 and 6 respectively) and one oral examination (ILO 3).

The examination must allow for students to be assessed on an individual basis. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided in a study guide distributed at the beginning of the course.

To receive a final grade for the whole course, the student must be awarded a passing grade on the individual written assignments and a Pass on the oral examination.

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student is entitled to request that the next examination be assessed and graded by a new examiner. The decision to accept or reject such a request is made by the vice dean of education. A student may not make a second attempt at any examination already passed in order to receive a higher grade.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

Registration of examination:

Name of the Test	Value	Grading
Individual written assignment I	3 credits	A/B/C/D/E/FX/F
Oral examination <sup>†</sup>	1.5 credits	U/G
Individual written assignment II	3 credits	A/B/C/D/E/FX/F

<sup>†</sup> The examination is graded Fail (U) or Pass (G).

### Course evaluation

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

### Course literature

Askanius, Tina (2014). Video for change. In Wilkins, K., Tufte, T. & Obregón, R. (eds.), *The Handbook of Development Communication and Social Change*. Chichester: Wiley and Sons. Pages 453-470.

Baker, Sara (2018). 'We want that for ourselves': how girls and young women are using ICTs to counter violence and demand their rights. *Gender & Development*. Vol. 26, Issue 2. Pages 283-297.

Bennett, Olivia & McDowell, Christopher (2012). *Displaced: The Human Cost of Development and Resettlement*. New York: Palgrave Macmillan US. Pages 1-35 and 175-216.

Chakravartty, P. (2009). Modernization Redux? Cultural Studies & Development. *Television & New Media*, 37-39.

Cruz Quebral, Nora (2012). *Development Communication Primer*. Penang: Southbound. Pages 1-18.

Davis, Stuart (2016). Relocating Development Communication: Social Entrepreneurship, International Networking, and South-South Cooperation in the Viva Rio NGO. *International Journal of Communication*, Volume 10, pages 42-59.

Enghel, Florencia & Noske-Turner, Jessica (2018). *Communication in International Development/Doing Good or looking Good?* Pages 1-18.

Gumucio-Dagron, Alfonso & Tufte, Thomas (2006). *Communication for Social Change Anthology: Contemporary and Historical Readings*. Pages xiv-xxxvi.

Kleine, Dorothea (2013). *Technologies of choice? ICTs, development and the capabilities approach*. Cambridge: MIT. Pages 55-83 and 129-162.

Linden, Ank (1999). Communicating the right to development: towards human rights-based

communication policies in Third World countries. *International Communication Gazette*. Vol. 61, Issue 5. Pages 411-432.

Maxwell, Richard and Miller, Toby (2019). *How green is your smartphone?* Hoboken: Wiley. Pages 34-48 and 60-65.

McAnany, Emile (2012). *Saving the world/A Brief History of Communication for Development and Social Change*. Urbana: University of Illinois Press. Pages 1-28.

Mirca Madianou, Liezel Longboan & Jonathan Corpus Ong (2015). Finding a Voice Through Humanitarian Technologies? Communication Technologies and Participation in Disaster Recovery. *International Journal of Communication*, Volume 9, pages 3020-3038.

Ngomba, Teke (2013). Comprehending social change in an era of austerity: Reflections from a communication perspective. *Glocal Times*, No. 19 (September).

Ninan Thomas, Pradip & Van de Fliert, Elske (2014). *Interrogating the theory and practice of communication for social change*. New York: Palgrave Mcmillan. Pages 20-38, 39-51 and 132-147.

Quarry, Wendy & Ramírez, Ricardo (2009). *Communication for another development/Listening before telling*. London: Zed. Pages 4-22.

Ramafoko, Lebo, Andersson, Gavin & Weiner, Renay (2012). Reality Television for Community Development/The Kwanda Initiative in South Africa. *Nordicom Review*, Volume 33, Special Issue. Pages 149-162.

Scott, Martin, Bunce, Melanie & Wright, Kate (2018). *The State of Humanitarian Journalism*. Norwich: University of East Anglia.

Svedin, Ingela (2014). Continuities and Change in the Nexus of Communication and Development. In Padovani, Claudia & Calabrese, Andrew (eds), *Communication Rights and Social Justice/Global Transformations in Media and Communication Research*. London: Palgrave Macmillan. Pages 74-93.

Tacchi, J. (2020). Digital engagement: Voice and participation in development. In *Digital anthropology* (pp. 225-241). Routledge.

Thomas, Verena, Kauli, Jackie & Borrey, Anou (2018). Harnessing community-led innovations: the role of participatory media in addressing gender-based violence. *Development in Practice*, Vol. 28, Issue 3. Pages 345-357.

Touri, Maria (2016). Development Communication in Alternative Food Networks: empowering Indian farmers through market relations. *Journal of International Communication*, Vol. 22, Issue 2. Pages 209-228.

United Nations (2015). *Universal Declaration of Human Rights* (illustrated edition). New York: United Nations.

Unwin, Tim (2017). *Reclaiming information and communication technologies for development*. Oxford: Oxford University Press. Pages 1-30 and 174-193.

Uppal, C., Sartoretto, P., & Cheruiyot, D. (2019). The case for communication rights: A rights-based approach to media development. *Global Media and Communication*, 15(3), 323-343.

Van de Fliert, Elske (2014). Communication, development and the natural environment. In Wilkins, Karin, Tufte, Thomas & Obregón, Rafael (eds.), *The Handbook of Development Communication and Social Change*. Chichester: Wiley and Sons. Pages 125-137.

Please note that changes may be made to the reading list up until eight weeks before the start of the course.

Reference literature

**Citing Sources – How to Create Literature References**

<http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html>

**The Interactive Anti-Plagiarism Guide – Jönköping University**

Information about plagiarism at higher education institutions

Available on the e-learning platform