IAFS 3000
Development Communication
The Role Culture and Communication Play in Economic and Social Development
Maymester 2009

Course Description
Development communication and culture play complex roles in social and economic development. In this course, students will review major theories concerning the use of communication and media to promote economic development and social change, beginning with the post-WWII modernization theorists. They will examine the assumptions of those models that led to the failure of early development programs and the emergence of alternative models. Students will also explore the influence of culture on communication in a development context and various approaches to viewing the role of culture on human progress. The course concludes with the integration of these approaches in support of an equitable and sustainable development process.

Course Outcomes and Expectations
The course content is designed to help students become more aware and knowledgeable about development issues worldwide, especially the historical and cultural context to development and communication. This class will raise more questions than it answers. It is up to you to determine your view on the issues through research, class discussion, small group work, and individual critical thinking. My job is to raise the questions, provide direction, suggested resources, and my input. Yours is to run with the information and make it “yours”. In general, your learning outcomes should be the ability to:

- Define and describe the field of development communication,
- Understand the facts, key theories, and approaches, and be able to apply your knowledge to the real world,
- Identify and discuss the various “actors” and issues in development communication,
- Facilitate discussion and present topics in development communication, and
- If appropriate, determine future directions of study or career development in order to implement knowledge obtained in the course.

Required Texts
Other readings as indicated on CULearn.

Check regularly on email or CULearn for updates or additions.
Course Expectations

- Treat class like a job. Know the syllabus.

- All assignments should be completed prior to the class in order to contribute effectively to class discussion and learning. Come prepared to contribute to discussion.

- Critical thinking and respectful, responsible communication are expected. This includes active listening, articulate expression, and open-minded reflection.

- No digital distraction or side conversations.

- Sophisticated analysis and concise, creative writing are expected. This includes spell check, proper use of grammar, significant editing, and clear, complete sentence construction. Written English is not “spoken English”. You are to use ACADEMIC REFERENCES (Wikipedia is NOT one) gleaned from Google Scholar, primary news sources, books, or the databases available at the Library. All information presented in papers that is not your own original thought must be documented with sources used. Use proper format (APA or MLA).

- Late assignments will receive a 20% reduction in grade for each class period. I understand that “life happens”. However, you are still responsible for class work and attendance.

Summary of Course Requirements

Class attendance/participation/engagement (15 points/day) 225
You earn participation points through class engagement and discussion, not just showing up. In order to assess engagement, be responsible for leading discussion, actively participate in small and large group discussion, and complete in-class assignments.

Analytical and Reflective Journal (1 journals @ 25 points, 1 @ 50 points) 75
Due 15 May and 26 May

Exams (1 @ 75 points) 2 Short Answer Exams (27 May) 75

Team Project and Presentation 100
Pair with two other students in the class to research selected issues in development communication and use a country for specific application. Topics and countries will be discussed and approved in advance.

Review of The Ugly American (Due by last day of class 29 May) 25

Total points 500 points

Class Process

Professor Introduction – 30 minutes (12:15 – 12:45 pm)
Small group Discussion 45 minutes (12:45 pm – 1:45 pm)
Break 15 minutes (1:45 -2:00 pm)
Large group Reflection/Summary (2:00-3:00pm)
Video/Activity (3-3:30pm)
**Analytical and Reflective Essays (Journal)**

The essay is a creative work expressing your educated response to the questions posed. This includes additional research and valid support for your well-constructed opinions. The purpose is to provide an opportunity for you to critically evaluate the topic and reflect about the answers, and develop an appropriate resolution to the issues.

Essay (Journal) 1 & 2 are worth 25 points. (2-3 pages.)

Essay (Journal) 3 is worth 50 points. (4-6 pages)

<table>
<thead>
<tr>
<th>Essay (Journal) Number and Topic</th>
<th>Description – Facts and Analysis. Give sources, provide data and provide your reflection and critical thinking as the analysis.</th>
</tr>
</thead>
</table>
| #1 Foundations of Development and Communication | Give your analysis based on readings, research and class discussion:
What is development?
What is equitable and sustainable development?
What is the status of “development’ today? What are the indicators that are used? (What do they measure)?
What countries are “developed”, “underdeveloped” or “third world”?
What is development communication? How has it been used to promote development and what does it “look like” today? (Brief overview of the evolution of thinking about communication.) |
| **Due 15 May** | |
| #2 – Culture, Communication and Real World Application: Integration and Final Analysis | Select your country and issue area. Apply discussion questions to your country. Include:
What role does culture play in improving “development’ or quality of life?
How would you integrate what you’ve learned about development, culture, and communication into recommendations for efforts that support an equitable and sustainable development process? How would this help your country? |
| **Due 27 May** | |

**Team Project and Presentation**

Work with two other students in class.

Present the country information and summarize across the regions.

Prepare the final analysis to answer the integration question

Region/Country of choice (Africa, Asia, Eurasia, Latin America, Middle East)

**Topic/Issues:**

Poverty and Hunger
Education (Primary)/Adult literacy, enrollment at primary, secondary, tertiary levels
Gender Equality/Child Mortality/Maternal Health
HIV/AIDS, Malaria and other Diseases
Environmental Sustainability
Global Partnerships
Economic Indicators (Population, PPP, GPD/capita, life expectancy, adult literacy, standard of living)
IAFS 3000 Maymester 2009 Course Syllabus
Role of communication and culture in human development

Week 1 Introduction, Foundation and Focus
This week builds a foundation for the study of development from a communication and cultural perspective. Students will identify individual interests in topics and countries and begin research that will culminate in a group presentation during the last week of class.

Monday 5/11/09 Orientation and Basic Concepts: Definition of Development, Culture and Communication
Content:
Introduction, course overview and requirements.
Initial discussion about basic concepts and definitions

Class: Introductions and overview. Discussion and Lecture
What is development? What is culture? How is communication used in the development context?
- Gods Must be Crazy – selected scenes
- Become familiar with World Bank Data and Reports online
- Select country and topic area of focus

Preparation: Come to class ready to engage and discuss the topics from your perspective
- Start reading the Ugly American. Chapters 1-8 (Be prepared to discuss on Friday). Use the Ugly American Study Guide on CULearn.

Tuesday 5/12/09 The Global Picture of “Development”
Readings below

Wednesday 5/13/09 Analysis of Global Development and The Digital Divide
Using the Global Development readings below and class discussion, research your country and write down the basic facts (from all the indicators) describing “development” in your country. Come with a summary/observations to share with class so they know more about your country’s development.
Readings below. Bring an article on the digital divide to share with class.

Global Development
Content:
What does “development” look like globally? Who is developed, underdeveloped, developing, third world?
Discussion and review of readings and Application to countries and areas of focus

Class:
- Definitions of development – discussion and review of readings
- Economic Indicators
- Human Development Index (UNDP Video People First)
- Digital Divide Video (http://www.youtube.com/watch?v=qz7dw3pLr-U)
- UNDP Millennium Development Goals

Preparation:
- Human Development Index (See HDR Folder on CULearn)
- UN Millennium Development Goals 2015 (See UNDP Millennium Goals Folder on CULearn)
- Economic Indicators Folder on CULearn (World Development Report 2008, Selected World Development Indicators, pg. 351-371) World Development Indicators (Gov. Pubs.) and World Bank eLibrary

• Find an article on “digital divide”, bring to class and summarize for discussion.
• Ugly American, Chapters 1-8 for discussion on Friday.

Thursday 5/14/09 Introduction to Communication and Development
Readings below.

Introduction to Communication and Development
Content:
Overview of key theoretical approaches
Modernization theorists and development failures: short-sighted models
Critics and alternative paradigms: Dependency theory, participatory communication
The Practitioners approach
Class:
Discussion of readings – small groups
Application to countries and topics
Preparation:
  Chapter 1 “Introduction to Development Communication”, pgs 1-21, and Chapter 2 “Major Theories Following Modernization”, pgs 21 – 49.
• Rogers, Everett, Chapter 6 “Interpersonal & Mass Media Communication Channels” in Modernization Among Peasants, 1969, pgs. 124-145.

Friday 5/15/09 Review of Ugly American (1-8) and Review of Week
Come prepared to discuss the study guide questions and relate content to week’s discussion.

Week 2 The Evolution of Development Communication: Past, Present, and Future
This week builds on the foundation of Week 1 by focusing on the role of communication: the evolution of communication and development approaches, failed models, critical reactions, and practical application. Specific topics to be addressed are women in development, participatory approaches for the community, and case study application. Attention is given to cultural value orientations and how they apply to the use of communication in development, and the analysis of culture as an influence or impediment to development.

Monday 5/18/09 Failed Strategies, Critical Reactions and Practical application
Preparation for the Week:
Readings as assigned below.
Read Ugly American Chapters 9-17 for discussion on Friday.
Review readings from Friday and be prepared to discuss.
Start researching case studies in Development and Communication

Tuesday 5/19/09 Women and Development
Readings below:

Women and Development
Content: Focus on women’s role in the development process.

Class: Discussion of role of women, gender equality.

Students are prepared to compare/contrast role of women in development and gender equality in specific countries and issue areas.

Preparation:
- Cain, Melinda L. “Overview” Women and Technology – Resources for our Future”, in Women and Technological Change in Developing Countries, edited by Roslyn Dauber and Melinda L. Cain, AAAS, 1981.
- Economist, “Womenomics revisited”, April 19, 2007 (CULearn)
- See other World Bank studies on women and specific countries, e.g. Gender and Economic Growth in Kenya, Women in Development Turkey, (Abstracts on CULearn; Full reports available on the World Bank eLibrary)

**Wednesday 5/19/09 Practical Application: Case Studies as Examples**

Practical Application: Case Studies as Examples

Content:
Real world application Participation and design of messages at the grassroots level. Use of case studies to apply theoretical knowledge: Design and delivery of communication for development

Class:
Discussion of case studies. How do the current case studies validate or discredit previous approaches to the use of communication in development.

Preparation:
- DEVCOM Cast Studies Folder on CULearn

Select a case study (preferably your country) and give a brief summary to share in class. Be prepared to ask discussion questions relating to previous class material.

**Thursday 5/20/09 Focus on Culture: Influence or Impediment**

A focus on Culture – Influence or Impediment

Content:
Various theories about the influence of culture on development Focus on individual countries and influence of culture.

Class:
Discussion about the influence of culture on development. Class will divide into two teams presenting both sides of the argument.

Preparation:
• Hofstede/Hall (CULearn)
• Review readings and analyze your country in light of the discussion. What influence does culture have on your country?

Find an article that opposes the position that some cultures are destined to be poor due to their culture.

**Friday 5/21/09 Review of Ugly American and Sustainable Development**

*Sustainable development – understanding the “goal”*

**Content:**
Definition and challenges facing the concept of “sustainable development”.
Is “sustainable development” the same as “environmental sustainability”?  

**Class:** Discussion and Application to Countries  

**Preparation:**
Hulse, Joseph H., *Sustainable Development at Risk: Ignoring the Past*.

Find another article on the topic to share with class.

**Monday 5/25/09 Vacation**

**Week 3 Integration of Communication and Culture**

This week provides the opportunity to integrate what you’ve learned about development, communication and culture as well as the country and issue specific knowledge and research you have done in class. Review what you have learned about the concept and challenges of “sustainable development”, the “state of the world”, the evolution of development communication and the influence of culture. Integrate this knowledge into recommendations as to how best to coordinate efforts improve quality of life and present choices to many world citizens who are not in the “developed’ minority. Use your country and topic area as the focus of your analysis.

**Tuesday 5/26/09 Ethical Considerations, Final Review of Ugly American**

**Ethical Considerations**

**Content:**
What is “right” or “wrong” when crossing cultures for international business or attempting to provide development assistance?

**Class:**
Discussion and application to counties and issues  

**Preparation:** Read the following:  

Find another article on the topic to share with class.
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topic</th>
<th>Class Activity</th>
<th>Preparation</th>
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<tbody>
<tr>
<td>1</td>
<td>M</td>
<td>Orientation</td>
<td>Syllabus and course expectations/requirements. Student interview. Gods Must be Crazy</td>
<td>Come to class. Introduce self and thoughts about class Begin process of selecting focus for class.</td>
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<td></td>
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<td>Global Picture of Development</td>
<td>Small and large group discussion HDR video</td>
<td>Global Development Readings Discuss in depth your particular assignments.</td>
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<td>R</td>
<td>Introduction to Communication and Development</td>
<td>Review readings in small groups and apply to countries and topics</td>
<td>Readings on communication and development Think about your country situation</td>
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<td>F</td>
<td>Ugly American (1) and Week Review</td>
<td>Review of Ugly American Ugly American Video Small and large group discussion</td>
<td>Turn in Journal #1 Chapters 1-8 and study guide for Ugly American</td>
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<td>Women and Development</td>
<td>Discussion Share articles on women in development/Comm</td>
<td>Readings Bring a example of women, development and comm.</td>
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<td>Case Studies</td>
<td>Presentation and discussion of case studies</td>
<td>Prepare a case study to present Use readings on CULearn or your own research.</td>
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<td></td>
<td>R</td>
<td>Culture: Influence or Impediment</td>
<td>Debates on role of culture. Outsourcing video</td>
<td>Readings and pick a position. Do research about alternative view as well as yours.</td>
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<td>05/22</td>
<td>F</td>
<td>Sustainable Development and <strong>Ugly American</strong> (2)</td>
<td>Discuss what sustainable development is and if it is attainable. Review part II of <strong>Ugly American</strong>.</td>
<td>Prepare study guide for <strong>Ugly American</strong>. Read articles and find an article on sustainable development.</td>
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<td>M</td>
<td>05/25</td>
<td>Holiday</td>
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| T    | 05/26 | Ethical Considerations Final Review of **Ugly American** | Discussion of “right and wrong” in different cultural contexts. | **Turn in Journal #2**  
Readings on Ethical considerations. Find an article to illustrate. |
| W    | 02/27 | Exam                                              |                                                                                |                                                                                                        |
| R    | 02/28 | Presentations                                     | Economic Indicators/Poverty and Hunger Gender Equality Education Health/Disease Prevention |                                                                                                        |
| F    | 02/29 | Presentations                                     | Global Partnerships Environmental Sustainability Development, Conflict and Communication Course Wrap-up | **Turn in Journal on **Ugly American**                                                                 |

**Videos:**
Gods Must be Crazy  
Human Development Index  
Digital Divide: YouTube  
Friedman: The Other Side of Outsourcing  
Sesame Street