



KURSPLAN

Communication for Development and Social Change, 7,5 högskolepoäng

Communication for Development and Social Change, 7.5 credits

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|------------------------|----------------------------|---------------------------|--|
| Kurskod: | LCDS25 | Utbildningsnivå: | Avancerad nivå |
| Fastställd av: | Utbildningschef 2024-12-09 | Utbildningsområde: | Samhällsvetenskapliga området (80%) och tekniska området (20%) |
| Gäller fr.o.m.: | Hösten 2025 | Ämnesgrupp: | MK1 |
| Version: | 1 | Fördjupning: | A1F |
| | | Huvudområde: | Medie- och kommunikationsvetenskap |

Lärandemål

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

Kunskap och förståelse

- 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

Färdighet och förmåga

- 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

Värderingsförmåga och förhållningssätt

- 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

Innehåll

- 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

Undervisningsformer

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

A learning management system 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 instance to which they were accepted. After that, the right to receive instruction/supervision expires.

Undervisningen bedrivs på engelska.

Förkunskapskrav

Passed courses of at least 45 credits from the master's programme Sustainable Communication, or equivalent.

Examination och betyg

Kursen bedöms med betygen A, B, C, D, E, FX eller 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 the intended learning outcomes.

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 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 can request that the next attempt be graded by a new examiner. The decision to accept or reject such a request is made by the associate 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.

The examiner has the right to give an adapted examination or let the student carry out the examination in an alternative way provided that the intended learning outcomes can be secured and that there are exceptional reasons for this, including the student's right to targeted study support.

Poängregistrering av examinationen för kursen sker enligt följande system:

| Examinationsmoment | Omfattning | Betyg |
|--|------------|----------------|
| Individuell skriftlig inlämningsuppgift I | 3 hp | A/B/C/D/E/FX/F |
| Muntlig presentation ¹ | 1,5 hp | U/G |
| Individuell skriftlig inlämningsuppgift II | 3 hp | A/B/C/D/E/FX/F |

¹ The examination is graded Fail (U) or Pass (G).

Kursvärdering

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.

Kurslitteratur

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

Chattoo, C. B. (2020). *Story movements: How documentaries empower people and inspire social change*. Oxford University Press. Selected chapters

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.

Dutta, M. J. (2015). *Decolonizing communication for social change: A culture-centered approach*. *Communication Theory*, 25(2), 123-143.

Engel, 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.

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.

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.

Ricaurte, P. (2022). *Ethics for the majority world: AI and the question of violence at scale*. *Media, Culture & Society*, 44(4), 726-745.

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.

Tacchi, J., & Tufte, T. (Eds.). (2020). *Communicating for change: Concepts to think with*. Springer Nature. Selected chapters.

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>

Sourcewise: A Student's Guide to Avoiding Plagiarism

Information about plagiarism at higher education institutions

Available in the learning management system