

SEMESTER AT SEA COURSE SYLLABUS
University of Virginia, Academic Sponsor

Voyage: Spring 2016
Discipline: Communication
SEMS 3500-105: Development Communication
Division: Upper
Faculty Name: Robert Huesca
Credit Hours: 3; Contact Hours: 38

Pre-requisites: None

COURSE DESCRIPTION

This course will provide a survey of development communication theory and practice, and explore the strategic uses of communication and media to effect social change in a variety of nations. The broad context and forces of globalization will serve as a contemporary theoretical framework for analyzing the complex interplay between national governments, non-governmental organizations, private corporations, civil society, and social movements in efforts to improve well-being in underdeveloped settings around the world.

COURSE OBJECTIVES

Students completing this course should be able to:

1. Identify the historical evolution of the field of development communication from the post World War II period to the present;
2. Explain the major theoretical approaches to development communication currently operating in the developing nations;
3. Recognize dimensions of development and underdevelopment across a range of national contexts; and
4. Assess levels of development in a range of national contexts and propose strategic, development communication interventions that are responsive to the needs, situations, and resources of various settings.

REQUIRED TEXTBOOKS

AUTHOR: S. R. Melkote & H. L. Steeves
TITLE: Communication for development: Theory and practice for empowerment and social justice
PUBLISHER: Sage
ISBN #: 9789351502579
DATE/EDITION: 2015 (3d ed.)

RESERVE BOOKS FOR THE LIBRARY

AUTHOR: R. Griffiths
TITLE: Annual Editions: Developing World 13/14

PUBLISHER: McGraw Hill
ISBN #: 0078135915
DATE/EDITION: 2012

AUTHOR: D. M. Haugen
TITLE: The Third World (Opposing viewpoints)
PUBLISHER: Gale Group
ISBN #: 9780737729665
DATE/EDITION: 2006

TOPICAL OUTLINE OF COURSE

Depart Ensenada- January 5:

DATE	GENERAL TOPIC	ASSIGNMENT
A1- Jan 8	Course Introduction, Review of Assignments	
A2-Jan 10	Key concepts	M&S, ch. 1, Op-Ed due, Term: Third-World
Honolulu: January 12		
A3- Jan 13	Evolution of development	M&S ch. 2
A4-Jan 15	Modernization	M&S ch. 3
A5-Jan 18	Communication effects, diffusion, social marketing	M&S ch. 4, exam review
Study Day: January 19		
A6-Jan 21		Exam 1 M&S, chs. 1-4
A7-Jan 23	Critique of modernization	M&S, ch. 5
Yokohama: January 24-25 In-Transit: January 26 Kobe: January 27-28		
A8-Jan 30	Critique of effects, diffusion, social marketing Development over human rights in China	M&S ch. 6 Griffiths ch. 39
Shanghai: January 31-February 1 In-Transit: February 2-3 Hong Kong: 4-5		
B9-Feb 7	Development analysis presentations and discussion	

Ho Chi Minh: February 8-12

B10-Feb 14 Development analysis presentations and discussion

Study Day: Feb 15

B11-Feb 17 Influences from Liberation theology, Islam, Ganhdhi, Buddhism M&S ch. 7
The awakening: Burma Griffiths ch. 34

Yangon: February 18-22 Field Lab Feb. 19

B12-Feb 24 Field Lab presentations and discussion

B13-Feb 26 Spirituality M&S, ch. 8
India: A tiger despite the chains Griffiths ch. 8

Cochin: February 27-March 3

B14-Mar 5 Development analysis presentations and discussion

Study Day: March 6

B15-Mar 8 Participatory approaches, empowerment M&S chs. 9, 10

Port Louis: March 9

B16-Mar 11 Social justice, M&S ch. 11
Has the ANC Lost its Way? Griffiths, ch. 37
exam review

Study Day: March 12

B17-Mar 14 Exam 2 M&S 5-11

Cape Town: March 15-20

B18- Mar 22 Development analysis presentations and discussion

B19-Mar 24 Point/Counterpoint: Globalization Helps/Hinders Development In-class quiz

B20-Mar 25 Point/Counterpoint: Globalization Increases/Undermines Human Rts In-class quiz
High growth and global reach in sub-Saharan Africa Griffiths ch. 16

Takoradi: March 27-28

Tema: March 29-31

B21- April 2 Development analysis presentations and discussion

B22-Apr 4 Point/Counterpoint: Democracy Succeed/Fail in Africa In-class quiz

B23: Apr 6 Point/Counterpoint: Democracy Spread/Stall in Asia Middle Eastern Autocracies In-class quiz Griffiths ch. 28

Casablanca: April 7-11

Study Day: April 12

B24: Apr 14 Point/Counterpoint: U.S. Aid Should/Should Not Tie to Good Gov. In-class quiz

April 16: Arrive in Southampton

FIELD WORK

Experiential course work on Semester at Sea is comprised of the required field lab led by your instructor and additional field assignments that span multiple ports.

- This course adopts a consultant approach to development communication necessitating library research prior to careful observation and informal interviewing in the field. Students should consult online databases to compile basic development indicators of each port where a Development Analysis is required in the subsequent class. All in-port experiences should be documented in field notes, still images, and video. Videos and still photographs should accompany Development Analysis presentations and papers.

FIELD LAB

Field lab attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field lab.

Field Lab: Burma: Grassroots Organizing for Social Change: Human Rights and Gender Equity

Field Lab Report: **DUE** Feb. 24 in lieu of the Development Analysis report for the country. Students should submit a 4-6 page summary and analysis drawn from field notes, videos, and photographs recorded during the lab. The papers should provide an overview summary of the field lab experience and then develop more in-depth descriptions and analyses of the apparent approaches to both development and communication demonstrated by our hosts. Papers should include an assertion of theoretical approaches, an explanation of key concepts from the text, and an application to observations in the field.

Field Lab: Burma: Grassroots Organizing for Social Change: Human Rights and Gender Equity

Students in this lab will visit Global Platform Myanmar, a Non-Governmental Organization

involved in grassroots organizing and popular education on issues of central importance. The lab will include an introduction to the staff and organization before going to the field to experience one or two “Community University” exchanges with local communities.

Academic Objectives:

- Identify at least 4 major challenges, obstacles, and objectives related to the promotion of human rights and gender equity in contemporary Myanmar.
- Critically examine and explain the contributions and drawbacks of participatory, grassroots communication approaches to development in the context of Myanmar.
- Integrate at least two key theoretical concepts from development communication to the practice of grassroots development in Myanmar.

FIELD ASSIGNMENTS AND DEVELOPMENT ANALYSES

Time spent off the ship is what makes Semester At Sea a unique and powerful learning experience. At each port, students should continue the practice of keeping good field notes of observations and experiences, capturing still images, and recording videos. Students will draw on these materials to complete regular assignments including:

- Field Lab Report described above.
- Development Analysis and Presentation described more fully below.

METHODS OF EVALUATION / GRADING RUBRIC

1. Op-Ed article: “Third World” (5%)
2. Midterm (20%) and Final Exam (20%)
3. Development Analyses: 5 mini-reports (15%) and 1 Presentation (5%)
4. Field Lab Report (20%)
5. Point/Counterpoint Presentations (10%)
6. Point/Counterpoint Quizzes (5%)

1. Op-Ed Article. Melkote & Steeves explain in Chapter 1 that the use of the term “Third World” has generated controversy among scholars. Your task is to write an opinion piece that maps out the key points underlying the controversy and advocates a position either in favor or opposition of using this term. 600 words max.
2. Midterm and Final Exam. In-class tests comprising short answer and essay questions.
3. Development Analyses. Students must produce reports of 300-500 words for identified ports. The reports should provide a thumbnail sketch of basic development indices for the country, an overview of the communication system, and a description of personal observations as they bear on the degree of development and underdevelopment in the country. Reports should include photos and videos to support descriptions. Each analysis should end with a paragraph that rates on a 1-5 scale the development challenges facing the country noting key assets and obstacles. Each student will be asked to present a report formally to the class one time.
4. Field Lab Report. A 4-6 page summary and analysis drawn from field notes, videos, and photographs recorded during the lab. The reports should provide an overview summary of the field lab experience and then develop more in-depth descriptions and analyses of

the apparent approaches to both development and communication demonstrated by our hosts. Papers should include an assertion of theoretical approaches, an explanation of key concepts from the text, and an application to observations in the field.

5. Point/Counterpoint Presentations. Students will be assigned to a group that is responsible for presenting the major issues outlined in a set of paired of readings on controversial, development topics. This is a group assignment. Students should draw from their off-ship experiences and collections of photos and videos to support, illustrate, and elaborate on relevant themes. Groups should finally, lead a discussion on the controversy and attempt to flesh out its complexity using the contributions of others in the class. Each individual should prepare a 2-3 page summary and analysis of the readings that includes: main points of each side; strengths and weaknesses of each essay; and a personal position of the author with a brief justification.
6. Point/Counterpoint Quizzes. Students who are not presenting are expected to have read the materials that the groups are presenting. A brief quiz on the readings will be given prior to each presentation.

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."