

Program	BS Media & Development Communication	Course Code	MDC 361	Credit Hours	3
Course Title	THEORIES & APPROACHES TO DEVELOPMENT COMMUNICATION				
Course Introduction					
This course explores the various theoretical and practical approaches to media and development communication. It examines the role of media in promoting social change, development, and empowerment in different cultural and political contexts.					
Learning Outcomes					
<ol style="list-style-type: none"> 1. Understand and critique the major theoretical approaches to media and development communication. 2. Apply media strategies to address development challenges and promote positive social change. 3. Evaluate the effectiveness of development communication campaigns in different contexts. 					
Course Content				Assignments/Readings	
Week 1-5	1 Theories of Development Communication 1.1 Diffusion of Innovation Theory 1.2 Theory of Globalization 1.3 Modernization Theory 1.4 Dependency Theory 1.5 Theory of World Systems				
Week 6-8	2 Major Paradigms of Development Communication 2.1 Dominant Paradigm 2.2 The Opposing Paradigm (Dependency) 2.3 The Emerging Paradigm (Participation)				
Week 9-16	3 Approaches and Models of Development Communication 3.1 Lerner's Model of Development 3.2 Rostow's Stages of Economic Growth Model 3.3 The Participatory Model for Development Communication 3.4 Diffusion/Extension Approach 3.5 Mass Media Approach 3.6 Development Support Communication Approach 3.7 Institutional and Integrated Approaches for Development 3.8 Localized and Planned Strategy Approaches to Development Communication				
Textbooks and Reading Material					
<ol style="list-style-type: none"> 1 McAnany, E. G. (2012). Saving the World: A Brief History of Communication for Development and Social Change. Illinois: The University of Illinois. 2 Mefalopulos, P. (2008). Development communication sourcebook: broadening the boundaries of communication. Washington, D.C.: World Bank. 3 Salazar, L., and Hammer, C. (2008). Community Radio: Supporting Local Voices through Airwaves. In Paolo Mefalopulos (ed.), Development Communication Sourcebook. Washington: World Bank, p.180-194. 4 Servaes, J. (2002). Approaches to Development Communication. Paris: UNESCO. 5 Servaes, J. (2005). Participatory communication: The new paradigm? In: Hemer, O. (ed.) Media and Global Change: Rethinking Communication for Development. Buenos Aires: CLACSO - Consejo Latinoamericano de Ciencias Sociales, pp.91-103. 					

- 6 Servaes, J. (2008). Communication for development and social change. New Delhi, India: Sage Publications.
- 7 Galway, M. (2005). 'Strategic Communication: For Behaviour and Social Change in South Asia', Regional Office for South Asia
- 8 Srinivas, M. and H.L. Steeves, H.L. (2001). Communication for Development in the Third World: Theory and Practice for Empowerment, Sage Publications, New Delhi, p. 144
- 9 McPhail, T. I. (2009). Development Communication: Reframing the Role of the Media, U.K.; Malden, MA: Wiley-Blackwell.
- 10 Wilson. M., Warnock, K., and Schoemaker, M., 2007, 'At the Heart of Change: The Role of Communication in Sustainable Development', Panos Institute, London
- 11 Kaplan, B. (1993). Social Change in the Capitalist World. (Beverly Hills, California: SAGE.
- 12 Melkote, S. (1991). Communication for Development in the Third World: Theory and Practice. Newbury Park: Sage
- 13 Moemeka, A.W. (1999). Development Communication and the new Millennium: Which way for Africa? Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, IL, November 4-7,1999).

Teaching Learning Strategies

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions
6. Field Visits and Guest Speakers

Assignments: Types and Number with Calendar

Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.