

Communications in International Development

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Term: Fall 2009

Course Description: This survey course will provide students with an understanding of international development and the power of communications to address some of the world's most pressing issues. Students will learn how media, technology, social marketing, and partnerships can further international development goals. Case studies and guest lecturers from the field along with real world applications of development challenges will prepare students to lead internationally-focused communications efforts for NGOs, government agencies, development consulting companies, and multilateral organizations.

Course Objectives: By the end of this course, students can expect to:

- Understand the theory and practice of development communications.
- Apply basic public relations and strategic communications principles to international development.
- Develop skills in planning and executing communications activities in key development areas: economic growth; democracy and governance; global health; environment; and social protection.
- Distinguish among the different roles and responsibilities of communications specialists working in international development.

Teaching Philosophy: This course combines case studies, current international development issues, guest speakers, group discussions, and student presentations for an interactive and engaging learning environment. Homework assignments and in-class presentations are designed to help you learn and apply communications tools and tactics to current development issues. Students are expected to come prepared to class, engage in discussion, and ask questions. Mobile hand-held devices should be off at all times. Since discussions will often include popular global international issues such as democracy building, human trafficking, infectious diseases, natural resource management, and poverty alleviation, students are expected to follow international current events covered by both traditional and new media.

Attendance and Tardiness: Attendance is necessary for success in this class. If you miss more than two classes, your final grade will drop a letter grade. If you need to miss a class or arrive late, please notify me by phone or email at least one hour prior to the start of the class. You will be responsible for getting the notes from another classmate and to turn in assignments on schedule. Class starts promptly at 7:45 p.m. and finishes no later than 9:45 p.m.

Work Submitted and Presented: You are expected to submit work on time and of high quality. All typed text should be in Times New Roman, 12-point font, 1.5-spaced, spell-checked and have one-inch margins. All written work citations, grammar, and spelling should conform to the APA Style publications manual (<http://writing.wisc.edu/Handbook/DocAPA.html>). You can use other style guides if APA is unfamiliar, but please be consistent for all citations. Please include your name, course title, assignment number, title, and the date on all written submissions. If you are presenting to the class and using PowerPoint or other graphics, please make sure type and graphics are clear and legible. Since your grade is determined from written assignments, class discussions, and individual presentations, you should consider all equally important. Please bring a hard copy of your written assignment or electronic version of your PowerPoint to class the night it is due. If you need to miss a class, please send the assignment to me by email before the class begins. Late work is dropped one grade for each class day it is late.

Honor System and Ethics Statement: As signatories to the Georgetown University Honor Pledge, and indeed as good scholars and citizens, you are expected to uphold academic honesty in all aspects of this course. You are expected to be familiar with the letter and spirit of the Standards of Conduct outlined in the Georgetown Honor System and on the Honor Council website. As faculty, I am also obligated to uphold the Honor System and report all suspected cases of academic dishonesty. For additional information, please visit <http://gervaseprograms.georgetown.edu/hc/index.html>

Academic Resource Center: If you believe you have a disability, you should contact the Academic Resource Center (arc@Georgetown.edu) for further information. The Center is located in the Leavey Center, Suite 335. It is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.

Required Reading

Fraser, Colin and Restrepo-Estrada, Sonia. (1998). *Communicating for Development: Human Change for Survival*. London: I.B. Tauris. ISBN 1-8064-238-1

The Communications Initiative, Food and Agricultural Organization, and the World Bank. (2007). *World Congress on Communications and Development: Lessons, Challenges, and the Way Forward*. ISBN 978-0-8213-7137-4

Additional required readings are specified for each weekly session.

Suggested Reading and Web Resources

The Communications Initiative Network
<http://www.comminet.com/>

Communication for Governance & Accountability Program
<http://blogs.worldbank.org/publicsphere/>

International coverage by news outlets: *The Economist*, *New York Times*, *Financial Times*, *Washington Post*, *The Guardian Weekly*, *BBC World Service*, *CNN*, *NPR*, etc.

Grading

Grading is compatible with Georgetown University's grading scale for graduate coursework. An A is equivalent to a maximum of 200 points. Grading will be determined based on the degree to which the activity/assignment is responsive, insightful, well-organized and well-written, timely, complete, and demonstrates understanding of the subject matter.

A	200
A-	184
B+	167
B	150
B-	134
C	100
F	0

Assignments

Readings, Audio/Video, Active Participation – Completing each week's reading or video/audio listening assignments will be an essential element of success in the course. Each student will be expected to complete each weekly assignment on time and to come to class prepared to actively participate in discussions. Readings for each week will be linked or uploaded to the course Google site: <http://sites.google.com/site/communicationsindevelopment>. (15 points)

Media Log – In addition to prescribed reading, students will be expected to scan news headlines related to current development topics (e.g. democratic change, poverty alleviation, health pandemics, environmental degradation, etc.) and post links to news stories that cover the role media (Web 2.0, traditional media (radio and TV), SMS, etc.) have played in addressing the development challenge. (10 points)

Weekly Summaries – Two students each week will be tasked with summarizing class highlights and posting them to the Google course site the day before the next class. They will also be expected to provide a brief overview at the beginning of the following class. (20 points)

Assignment 1 – Partner up with one other classmate to form a team of two. Imagine that you both of you work for as communications department directors for an international development organization. Senior management requested a 5-7 minute presentation from you to inform the organization's new executive management about the value-add of incorporating funding for communications activities in its foreign assistance programs. What four key points would you highlight in your presentation? Management is familiar with U.S.-based PR and marketing tactics but not clear on how corporate communications principles should apply to the development context. What aspects would you say are similar, which are different? Two page maximum. Be prepared to present in class. (20 points)

Assignment 2 – Read the World Bank program brief on policy reform. Based on the information provided, who are the project's primary stakeholders? Which of these would you target as one of your primary audiences? Given the project structure and available resources, which audience research methodology would you employ? List a few questions that you would likely include in a survey. Be prepared to discuss in class. (10 points)

Assignment 3 – You are a development outreach communications officer at a USAID mission and have been requested to prepare a briefing book for an upcoming delegation of 10 visiting congressmen. You’ve received two quarterly project reports from the Contracting Officer’s Technical Representative (project manager) and have three days to show the difference the project has made in people’s lives. What would you pull from the report to give you an idea for a written success story? What other ways would you share the project impact? What questions would you need to ask the project? What site visits to project activities would you organize for the Ambassador and visiting delegation? Three page maximum. Be prepared to discuss in class. (25 points)

Assignment 4 – Team up in groups of five. You all are communications specialists for an international development consulting company and have been requested to provide technical inputs into a public awareness activity for an environmental conservation program [to be specified before class]. After reading the proposal request, write-up questions the proposal research team can ask while in-country to help them capture background on the communications context and better respond to the proposal requirements. (20 points)

Final Project – Group assignment. Groups will be able to choose among 2-3 current Chemonics development projects to develop a communications plan for one of the project’s communications components. The briefing will include a concept paper outlining as much of a communications strategy as you can create while in Washington, DC accompanied by an in-class presentation of your proposed strategy. Your paper (10-15 pgs) should include the following sections: *Executive Summary; Communications Context; Communications Objectives; Target Audiences; Key Messages;* plus a strategic justification and description of proposed communications tools to be used and means for monitoring their effectiveness. You will be expected to present your strategy to the representatives of the project and class. Each group will receive project background materials and be able to interview project representatives by November 1. (80 points)

Course Schedule:

Week	Discussion Topics	Assignments
Week 1. Sept. 8	<p>Introduction</p> <ul style="list-style-type: none"> • Course overview and syllabus • Introductions and expectations • Communications in development – past and present 	<p>Reading: Fraser, C. and Restrapo-Estrada, S. (1998). <i>Communicating for Development; Human Change for Survival</i>. London: I.B. Tauris and Co, Ltd. Chapter 2 and pp. 223-235.</p> <p>Waisbord, Silvio. <i>Family Tree of Theories, Methodologies, and Strategies in Development Communications</i>. Prepared for the Rockefeller Foundation</p> <p>Millennium Development Goals http://www.undp.org/mdg/basics.shtml</p> <p>World Bank et al. (2007) “Communication for Development: Making a Difference,” Appendix 3; <i>World Congress on Communications for Development</i></p>

<p>2. Sept. 15</p>	<p>Strategic Planning: Applying Corporate PR Experience to Development</p> <ul style="list-style-type: none"> • Strategic planning – the “P” Process • Justifying the what and why • Multimedia approaches 	<p>Reading: Health Communication Partnership, <i>The new P-Process, steps in strategic communication</i> (2003). Baltimore: Johns Hopkins Bloomberg School of Public Health.</p> <p>Colle, Royal. (2007), <i>Advocacy and Interventions: Readings in Communication and Development</i>. Internet First University Press: New York. Chapters 8-9</p> <p>Piotrow, P. et al. (1999). “Conceptual Frameworks for Strategic Communications,” <i>Health Communication</i>. Praeger Publishers.</p> <p>Schoen. J. (2006). “Fitting Projects to People or People to Projects” in Jan Servaes, Thomas L. Jacobson and Shirley A White, eds. <i>Participatory communication for social change</i>. Sage Publications, New Delhi.</p> <p>Mody, Bela. (1991). <i>Designing messages for development communication: An audience participation-based approach</i>. CA: Sage. Chapters 5-6. (Two separate files)</p> <p>Assignment 1</p>
<p>3. Sept. 22</p>	<p>Formative Research: Defining Audiences Assessing Needs, and Setting Baselines</p> <ul style="list-style-type: none"> • Stakeholder analysis • Knowledge, attitudes, perception, and behavior studies • Rapid appraisals and focus groups 	<p>Reading:</p> <p>Chemonics International, Inc. (2007). <i>Project Communications Guide: Stakeholder Analysis</i></p> <p>WHO and Stop TB Partnership. (2008). <i>Advocacy, communications and social mobilization for TB control; A guide to developing knowledge, attitude and practice surveys</i>.</p> <p>Chemonics International, Inc. (2008). <i>Collecting Primary Data</i></p> <p>BBC World Service Trust Formative Research: http://www.bbc.co.uk/worldservice/trust/research/reports/2008/03/080320_research_impact_reports_dissemination.shtml</p>
<p>4. Sept. 29</p>	<p>Development Communications at the World Bank: Strategy and Design</p> <p>Guest speaker: Paul Mitchell, Manager, Development Communications, World Bank</p> <ul style="list-style-type: none"> • Challenges and opportunities for the communications specialist 	<p>Readings: World Bank. (2008). <i>Development Communications Sourcebook</i>. Modules 1-3.</p> <p>Assignment 2</p>

5. Oct. 6	<p>Development Outreach at USAID</p> <ul style="list-style-type: none"> • Institutionalizing outreach/USAID branding and marking policy and practice • Responsibilities of the development outreach and communications officer 	<p>USAID. (2008). <i>“From the American People: Why the Story That U.S. Foreign Assistance Is Working Must be Told”</i></p> <p>USAID (2008). <i>USAID Development Outreach and Communications Survival Manual</i></p> <p>USAID General Notice (2009), Video - Humanizing the USAID Story in Motion and Sound”</p> <p>UN System Staff College Department of Public Information Workshop. <i>Communications as a Reform Tool for the UN.</i></p>
6. Oct. 13	<p>Economic Growth: Business Development and Agricultural Extension</p> <p>Project profiles – Chemonics and other</p> <ul style="list-style-type: none"> • Uses of SMS technology to extend reach of microfinance (Philippines) • Face-to-face farmer education (Nigeria and Ghana) 	<p>Readings: International Finance Corporation. (2007) <i>Strategic Communications for Business Environment Reform, Section II Case Studies</i></p> <p>Assignment 3</p>
7. Oct. 20	<p>Democracy and Governance: Revolutions</p> <p>Guest speaker. Being confirmed</p> <ul style="list-style-type: none"> • How social media (Twitter, Facebook, YouTube, etc.) is engaging civil support for democratic change • Uses and misuses of Web 2.0 	<p>Readings: “Now Media” http://causeglobal.blogspot.com/2009/06/now-media_21.html</p> <p>IIED. (2009). <i>Change at Hand; Web 2.0 for Development</i>”; www.iied.org</p> <p>Verclas, K. and Michael P., (2008), <i>A Mobile Voice: The Use of Mobile Phones in Citizen Media</i>; www.mobileactive.org</p> <p>Goldstein, Joshua, The Role of Digital Networked Technologies in the Ukrainian Orange Revolution (December 20, 2007). Berkman Center Research Publication No. 2007-14.</p>
8. Oct. 27	<p>Global Health: Behavior and Social Change</p> <p>Guest speaker: Esta de Fossard-Nelson</p> <ul style="list-style-type: none"> • Entertainment-Education (E-E) and its role in health: personal behavior change and social change • Planning the E-E project • Designing, creating and producing the entertainment format • The E-E equation • Programming to support E-E • The six Ts of effective teaching • Reading/viewing of sample scripts for E-E and distance education 	<p>Readings: Singhal, Arvind; Cody, Michael; Rogers, Everett, Sabido Miguel. (2004). <i>Entertainment Education and Social Change</i>; Chapters 1,3, and 5.</p> <p>Recommended, but not required: Johns Hopkins University Bloomberg School of Public Health (2003); <i>A Field Guide to Designing a Public Health Strategy</i></p> <p>Garrett, Laurie. (Jan-Feb 2007) “The Challenges of Global Health.” <i>Foreign Affairs.</i></p>

9. Nov. 3	<p>Environment: Climate Change and Media</p> <p>Guest speaker: Eric Roston, journalist</p> <ul style="list-style-type: none"> Working with media on international environmental issues 	<p>Readings and videos: Natural Resource Management –</p> <p>http://www.comminit.com/en/nrm.html</p> <p>Assignment 4</p>
11. Nov. 10	<p>Social Issues: Human Trafficking</p> <ul style="list-style-type: none"> Defining trafficking in persons Developing information campaigns Sample public service announcements Do messages work? Successes and failures of public education campaigns 	<p>Readings: Audio podcast: Finnegan, “Human Resources,” <i>The New Yorker</i>, May 5, 2008</p> <p><i>U.S. State Department Trafficking in Persons Report, 2009</i></p> <p>http://www.state.gov/g/tip/rls/tiprpt/2009/</p> <p>IOM Counter-Trafficking Training Modules (2006), <i>Information Campaigns</i></p> <p>Watch: Modern Slavery</p>
10. Nov. 17	<p>Cutting through the Clutter: Strategies that Work</p> <p>Guest speaker: Mike Kiernan, AFL/CIO Communications Director</p> <ul style="list-style-type: none"> NGO advocacy and outreach Gauging audiences Conducting effective campaigns 	<p>Review the following NGO’s web sites:</p> <p>One.org; SavetheChildren.org; WorldVision.org, THEIRC.org and CARE.org</p> <p>Readings (recommended): Tobin, Jim. <i>Social Media is a Cocktail Party</i>. Details on IgniteSocialMedia.com</p>
12. Nov. 24	<p>Evaluating Results and Impact</p> <ul style="list-style-type: none"> How do we know we’ve been successful? Review of tools for monitoring progress and evaluating impact Conducting a communications audit Case studies that have benefitted from M&E 	<p>Readings: UNICEF. (2008). <i>Essentials for Excellence: Researching, Monitoring and Evaluating Strategic Communications for Behavior and Social Change</i>. http://www.unicef.org/cbsc/files/Essentials_for_excellence.pdf</p> <p>Colle, Royal. (2007). <i>Advocacy and Interventions: Readings in Communication and Development</i>. Internet First University Press: New York. Chapter 10 on monitoring and evaluation.</p>
13. Nov. 1	<p>Transferrable Skills: Jobs in Development</p> <ul style="list-style-type: none"> Positioning PR experience Pitfalls to avoid <p>Group presentations of final projects</p>	<p>Readings: Job sites, CV tips, sample terms of reference/scopes of work</p> <p>In-class mock-interviews</p>
14. Dec. 8	<p>Wrap up and Report Out</p> <p>Group presentations of final projects</p>	