JÖNKÖPING UNIVERSITY
School of Education and Communication

COURSE SYLLABUS

Communication for Development and Social Change, 7.5 credits

Communication for Development and Social Change, 7.5 högskolepoäng

Course Code:	LCDS25	Education Cycle:	Second-cycle level
Confirmed:	Aug 14, 2025	Disciplinary domain:	Social sciences (80%) and Technology (20%)
Valid From:	Sep 01, 2025	Subject group:	Media and Communication Studies
		Specialised in:	A1F Second cycle, has second-cycle course/s as entry requirements
		Main field of study:	Media and Communication Science

Intended Learning Outcomes (ILO)

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

Knowledge and understanding

- 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

Skills and abilities

- 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

Judgement and approach

- 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

Content

- 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

Type of instruction

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.

Language of instruction is in English.

Entry requirements

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

Examination and grades

The course is graded A, B, C, D, E, FX or 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 and one oral examination.

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.

Registration of examination:

Name of the Test	Value	Grading
Individual written assignment I	3 credits	A/B/C/D/E/FX/F
Oral examination	1.5 credits	G/U
Individual written assignment II	3 credits	A/B/C/D/E/FX/F

Course evaluation

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.

Other information

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.

Course literature

Please note that changes may be made to the reading list up until eight weeks before the start of the course.

Abazeri, M. (2022), A Chronology of Seeing. *Visual Anthropology Review*, 38: 234-254.

Backhaus, B., & Tacchi, J. (2022). UNEASY ALLIES: Community radio and communication for social change. In *The Routledge Companion to Radio and Podcast Studies* (pp. 298–307).

Baú, V. (2024) Youth-led media in refugee camps: From marginalization to inclusion through young people's productions. In Connaughton, S.L., & Pukallus, S. (Eds.) *The Routledge Handbook of Conflict and Peace Communication* (1st ed.). Routledge.

Camargo, J., Cogo, D., & Alencar, A. (2022). Venezuelan Refugees in Brazil: Communication Rights and Digital Inequalities During the Covid-19 Pandemic. *Media and Communication, 10* (2), 230-240.

Chakravartty, P. (2009). Modernization Redux? Cultural Studies & Development. *Television & New Media* , 37-39.

Chapham, A. (2015) \ *Human Rights: A Very Short Introduction * (2nd edition). Oxford Academic. Annex and Chapters 1, 2, 3, 6, 7 & 8.

Conrad-Pérez, D., Borum, C., Olive, J., Flick Wilson, L., Jackson, V., & Brooks Jones, S. (2022). Breaking cultures of silence: Learnings from a participatory community-centred approach to leveraging and researching documentaries for social change. *Journal of Alternative & Community Media* , *7* (1), 3–22.

Cruz Quebral, N. (2012). Development Communication Primer. Penang: Southbound. Pages 3-19.

Davis, S., & Santillana, M. (2021). Speaking for communities and against oppression: Digital media responses to COVID-19 within marginalized communities of Brazil and Mexico. In *The Politics of Technology in Latin America (Volume 2)* (1st ed., Vol. 2, pp. 62–78). Routledge.

Enghel, F. & Noske-Turner, J. (2018). *Communication in International Development/Doing Good or Looking Good?* Pages 1-18.

Enghel, F. (2020). "Disappearance". In Tacchi, J. & Tufte, T. (eds) *Communicating for Change. Palgrave Studies in Communication for Social Change* . Palgrave Macmillan. Pages 167-180

Flew, T. (2018). *Understanding global media* (Second edition). London: Palgrave. Pages 27-50.

Govender, E. (2025). Interdisciplinary Perspectives: Rethinking Communication for Development and Social Change in Health Communication. *Social Sciences* , *14* (2), 56.

Hamelink, C. (2024) "Compassionate communication as human solidarity". *Media Developmen* t (2)

Hartmann, Maren & Klocke, Vera. (2024). Affective Infrastructuring as a Survival Mechanism. In Hill, A., & Lunt, P. (Eds.) *The Routledge Companion to Media Audiences* (1st ed.). Routledge.

Kim, M. (2025) Determinants and Challenges of NGO Social Media Communication: Explaining Tensions Around "Looking Cool" for Social Change. *International Journal of Communication* 19, 1448–1467

Leurs, K. (2017). Communication rights from the margins: politicising young refugees' smartphone pocket archives. *International Communication Gazette* , *79* (6-7), 674-698.

Martínez Roa, O.G.; Guzmán Rodríguez, C.H.; & Lara Avilés, G.L. (2023) A systematic review on communication for social change (2015-2021). *Cuadernos.info* , (55), 332-354.

McAnany, E. (2010) "Communication for Development and Social Change: New Millennium," *Communication*

Research Trends : Vol. 29: No. 3, Article 1.

McAnany, E. (2012). Saving the world/A Brief History of Communication for Development and Social Change. Urbana: University of Illinois Press. Pages 1-28 (Introduction & Chapter 1) and Pages 124-143 (Chapter 7).

Montiel, A.V. (2023). Violence Against Women in and Through the Media and Digital Technologies. In Montiel, A.V. & Gallagher, M. (eds.) *The Handbook of Gender, Communication, and Women's Human Rights* .

Ninan Thomas, P. & Van de Fliert, E. (2014). *Interrogating the theory and practice of communication for social change: The basis for a renewal* . New York: Palgrave Mcmillan. Pages 20-38 (Chapter 2) and Pages 39-51 (Chapter 3).

Noske-Turner, J., Niranjana, S., Aparna, K. & Shreyas, H. (2024) Subversive Recipes for Communication for Development and Social Change in Times of Digital Capitalism. *Social Sciences* 13: 393.

Pruitt, L. J. (2013) *Youth Peacebuilding: Music, Gender, and Change* . State University of New York Press. Pages 71-85 (Chapter 4)

Quarry, W. & Ramírez, R. (2012). The Limits of Communication. *Nordicom Review* , \ *33 * (Special Issue) pp. 121-134.

Quarry, W. & Ramírez, R. (2009). Communication for another development/Listening before telling. London: Zed. Pages 4-22.

Ramafoko, L., Andersson, G. & Weiner, R. (2012). Reality Television for Community Development/The Kwanda Initiative in South Africa. *Nordicom Review* , Volume 33, Special Issue. Pages 149-162.

Ramírez, R. (2024). Non-negotiable components of participation in the digital age of communication for development and social change. In *Digital Communication for Agricultural and Rural Development* (pp. 17-34). Routledge.

Ryan C. (2018) Research Collaboration in a Communication Rights Campaign: Lessons Learned. *NEW SOLUTIONS: A Journal of Environmental and Occupational Health Policy* . 28(2): 303-320.

Svedin, I. (2014). Continuities and Change in the Nexus of Communication and Development. In Padovani, C. & Calabrese, A. (eds.) *Communication Rights and Social Justice: Historical Accounts of Transnational Mobilizations* . London: Palgrave Macmillan. Pages 74-93 (Part 1, Chapter 4).

Thomas, V., Kauli, J. & Borrey, A. (2018) Harnessing community-led innovations: the role of participatory media in addressing gender-based violence. *Development in Practice* , 28:3, 345-357

Wright, K. & McLeod, J. (2023), Activism, Rights and Hope: Young People and Their Advocates Mobilising for Social Change. In Wright, K. and McLeod, J. (Ed.) *Childhood, Youth and Activism: Demands for Rights and Justice from Young People and their Advocates* (*Sociological Studies of Children and Youth, Vol. 33*). Emerald Publishing Limited, Leeds, pp. 1-18.

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