



Communication 309 | Designing Media for Social Change

Spring 2018 | Tues/ Thurs: 10:00-11:15am, Corboy 205

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Office Hours: Tues/Thurs 12-1pm

or by appointment at Lewis Towers 909



Overview of Course and Objectives:

This course examines media and social change at the intersection of communication theory and practice. Students will gain a historical and multi-media perspective on a variety of design and communication strategies tied to a range of social and cultural issues. Grounded in theories of social justice, media power, communication networks, community organizing, political advocacy and engaged scholarship, materials in this course will explore the past, present, and future of designing media and communication projects for positive social change. Students will also work toward final projects that are relevant to their own contribution to designing media and communication projects for social change. The course seeks to provide an environment in which students will: **1)** gain theoretical and practical understandings of communication and media for social change work, **2)** craft communication research and media design strategies for a social change issue that they are passionate about, and **3)** hear from a range of social and community change practitioners about their work and learn how designing media and communication projects in the digital age are embedded in larger interpersonal, organizational, community, cultural, and societal contexts.

IDEA Course Objectives:

- Learning to apply course material (to improve thinking, problem solving, and decisions).
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- Developing a clearer understanding of, and commitment to, personal values.

Textbooks/ Course Materials:

Sen, R. (2003). *Stir It Up: Lessons in Community Organizing and Advocacy*. Chardon Press Series. (required)

Lakoff, G. (2014). *The All New Don't Think of an Elephant!: Know Your Values and Frame the Debate*. Chelsea Green Publishing. (required)

Alinsky, Sal. *Rules for Radicals* (required)

Freire, Paulo. *Pedagogy of the Oppressed* (required)

Gumucio-Dagron, A. and Tufte, T. (2006). *Communication for Social Change Anthology: Historical and Contemporary Readings*. Communication for Social Change Consortium. Amazon Kindle \$9.99 edition that can be purchased on Amazon.com and read through downloading a free Kindle app onto your computer. (required).

Other course readings will be made available on Sakai.

Participation:

Regular attendance, being on time, staying the duration and participation in discussions and activities is required to pass this course. Since we have many social change practitioners who have volunteered their time to share their work with our class, attendance during the Friday ‘Voices from the Field’ is particularly important. As you cannot participate when you are not in class, any more than three absences will result in a failing grade. Two tardy marks will equal an absence and every two times you arrive late/leave early will also equal an absence. Students are expected to participate actively in class discussion, online Sakai discussion, and come to class prepared by doing assigned readings. Failure to do so will result in a “Fail” for this class. Discussion and debate are ways of assuring your understanding and adding valuable perspectives to a topic.

This class relies on students learning from community practitioners but also developing their own competencies in social change practice work. Therefore, many assignments will require out of class research, some fieldwork, and collaboration with your other classmates. Students should be prepared to dedicate, on average, **approximately 2 to 4 hours per week to such activities in addition to reading and class assignments**. The course intends to simulate situations that will allow you to start practicing communication for social change work whether in a local community, national, or global context.

Deadlines are firm. Written assignments must be submitted in paper format at the beginning of class on the date indicated on the syllabus (unless adjusted by prior agreement with me). One exception will be the weekly reading reflections, which are required to be submitted **on Sakai by Sunday at 10pm**. Be prepared to present your ideas in class.

Assignments and Points:

Assignment instructions and exam guides will be discussed in-class and posted on Sakai.

Assignment	Points
Reading Reflections (5 points each)	55 points
Participation and in-class speaker reflection forms (i) ‘Voices from the Field’	75 points

speaker reflections passed out at the time each speaker comes to present in class, and (ii) Final presentation feedback forms for fellow students.	
Group asset mapping project assignment.	<i>25 points</i>
Midterm Exam (in-class)	<i>25 points</i>
Design and Research Methods Assignments—There will be six of these throughout the semester (5 points each). The assignments are designed to inform your final project presentation and paper, and so that you are iteratively working on your project and receiving feedback throughout the semester. The final and polished form of each assignment should be presented in your final paper at the end of the semester.	<i>30 points</i>
Letter to Yourself about Social Change Autoethnography & Class Sharing	<i>25 points</i>
Final Project Presentation	<i>50 points</i>
Final Paper/ Project Deliverable	<i>100 points</i>
Total	<i>385 points</i>

You must complete ALL of these assignments in order to pass the class. Failure to complete ONE OR MORE of them will result in an F in the class.

Reading reflections guide: Answer the following based on the readings you read.

- 1) What resonated with you the most from the readings and why?
- 2) How can you apply what resonated with you to your own observations of social struggle in current society?

Submit your reflections by ***Sunday 10pm*** for the readings/ materials that correspond with the week we are at in the semester. In simpler terms, follow the schedule below.

Sunday 10pm deadline	Weekly Readings to Write a Reflections for
Jan. 21	Week 2
Jan. 28	Week 3
Feb. 4	Week 4
Feb. 11	Week 5
Feb. 18	Week 6
Feb. 25	No Reflection due because of midterm
March 4	No Reflection because of Spring Break
Mar. 11	Week 9
Mar. 18	Week 10
Mar. 25	Week 11
Apr. 1	Week 12
Apr. 8	Week 13
Apr. 15	Week 14
Apr. 22	No Reflections because of Final Presentations

Final Project/ Paper Deliverable Components:

For your final project you will be required to submit a paper on the research and design projects that you produced in class based on a social change issue that you selected to address. A more detailed project assignment will be given to you in class, but for a brief overview, the final paper will be a 10-12 page paper that details the following components:

1. Define your ***social change issue and advocacy goal***? Why is your issue a social change problem? What research/ information sources can you provide to establish the problem? What advocacy goal have you set to make a contribution to addressing the problem?
2. Taking an ***asset-based approach***, what existing resources, organizations, campaigns, etc. can you identify with the capacity to solve your social change issue?
3. Results on the key issues you found from an ***in-depth interview*** with someone (expert, practitioner, etc.) working on the social change issue that you selected.
4. Results from ***audience research*** (at least 2 or more people from a group that is negatively affected by your social change issue). This can take the form of a survey or interviews with people, research from academic literature, online data, policy reports, etc. that you have found on people affected by your social change problem—and how this research may inform your engagement design strategy. We will have the Loyola Communication librarian come in to talk about possible strategies and resources.
5. ***Media/ Communication engagement project design plan*** to engage a particular public you think should be engaged so that your project contributes to improving the lives of the people that are affected by your social change issue. What message strategies, communication channels will you use and running tests on the messages.
6. ***Evaluation plan*** of how you would assess the impact of your project intervention. Who or what would you measure, and why and how?
7. ***Personal post-reflection*** about your experiences designing your project. What surprises and challenges emerged while you were conducting your social change project?

We will cover the above design and research methods during the assigned weeks. You will also be able to develop your methods and strategies during those weeks and receive group feedback as part of your design and research methods assignments. The course is designed so that the work you do within the semester informs your final project presentation and final paper. Final paper format rules: 12 point font, Times New Roman, Double-Spaced, 1-inch margins, page numbers and student name. APA or MLA citation.

Friday “Voices from the Field” Talks

Many of the Thursdays in the semester will be dedicated to social and community change practitioners from Chicago who will visit the class in-person to share about their work and answer questions you may have about doing such work. Before these talks, please visit the websites listed in the “Voices from the Field” bio sheets, familiarize yourself with their work and have questions ready to ask them during the talk. Additionally, you will be given a speaker reflection form that you will need to fill out during each speaker’s talk. It is crucial to this class that we learn from community advocates who will be co-teachers for this class, and I expect your full participation during these talks.

Grading Policy:

Scale: A=93+ A-=90+ B+=88+ B=84+ B-=80+ C+=77+ C=74+ C-=70+ D+=67+ D=64+ D-=60+ F=59-

‘A’ work signifies excellence in both design and implementation of work. This material can be considered outstanding and should be understood as far superior to the average effort. Simply completing the assignment prompt does not automatically constitute A quality work.

‘B’ work signifies above average work. Strong effort is involved and visible through clear organizational planning and attention to detail.

‘C’ work signifies average and adequate work. This grade is earned when material completes the minimum threshold of an assignment, even though conceptual, organizational or writing problems may exist.

‘D’ work signifies below average work. This is usually the product of either a substantial problem adhering to the nature of the assignment or a substantially problematic effort.

‘F’ work signifies an unacceptable level of work. This is usually the product of an incomplete assignment or a fundamental failure to engage the nature of the assignment.

General Rules:

Personal computers and wireless Internet are a key part of today’s technological culture, but they also can distract you from the class discussion and dampen participation. You may bring your laptops to class for note-taking, but please refrain from browsing the internet, updating your Facebook profile, playing games, instant messaging, shopping, etc. Although you may think you are being discreet, 90% of the time students engaging in such behavior give themselves away (through inappropriate facial expressions, lack of eye contact, out of sync typing, etc.). Use of computer in the classroom is a privilege. If you abuse this privilege, you will be marked absent for that class period and laptops may be banned from the classroom.

Plagiarism and Academic Integrity:

The penalties for academic dishonesty are a grade of F for the course and notification of the dean’s office. All students must read Loyola’s academic integrity policy:

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml. If you have questions concerning acceptable practice, consult with me prior to submitting your work. (1) Never present another person’s work as your own. (2) Always provide full citation information for direct quotations. (3) Always provide full citation information when presenting the argument, interpretation, or claim of another, even if you are paraphrasing.

Students with Disabilities:

Any student with a learning disability that needs special accommodation during exams or class periods should provide documentation from Services for Students with Disabilities confidentiality to the instructor. The instructor will accommodate that student’s needs in the best way possible, given the constraints of course content and processes. It is the student’s responsibility to plan in advance in order to meet their own needs and assignment due dates.

Week 1 Jan 15—Introduction. Social Justice, Change, and Advocacy

1/16—Review Syllabus

Sen, R. Introduction and Ch. 1

Goodman, D. *Oppression and Privilege*. 2015. (Sakai)

Week 2 Jan 22—Asset-Based Approaches to Change

Asset Based Community Development. Collaborative for Community Transformation. (Sakai)

Villanueva, G., Broad, G., Gonzalez, C., Ball-Rokeach, S., & Murphy, S. Communication Asset Mapping. *IJOC* 2016. (Sakai)

Stokes, B., Villanueva, G., Bar, F. & Ball-Rokeach, S. Mobile Design as Neighborhood Acupuncture. *Journal of Urban Technology* 2015. (Sakai)

Sen, R. Ch. 3

Group Assignment: Communication Asset Mapping Chicago Neighborhoods due 2/27 in class for group presentations.

Discuss Final Project and Issue Selection. Select issue by 2/1.

Week 3 Jan 29—Communication for Social Change: Global Contexts

Hedebro, G. *Towards a Theory of Communication and Social Change*. (CFSC)

Alinsky, 'Communication' in *Rules for Radicals*.

Freire. Chapter 3 'Dialogics' in *Pedagogy of the Oppressed*.

De Melo, J.M. *Communication in the Pedagogy of Paolo Freire*. (CFSC)

MacBride, S. *The MacBride Report: Conclusions and Recommendations* (CFSC)

Deane, J. *Communication for Social Change: Why Does it Matter?*

2/1: Voices from the Field—Olanuji Oboi Reed. Executive Director of Equitcity (www.equitcity.org) and Co-Founder of Slow Roll Chicago (www.slowrollchicago.org).

Week 4 Feb 5—Framing

Lakoff, G. Introduction and Chapters 1-6.

In-Class Assignment: Reframing Your Social Change Issue

Final Project Assignment: Asset-Based Research of Your Issue, Due 2/15

Week 5 Feb 12—Formative Research Strategies for Design

Atkin and Freimuth. *Formative Evaluation Research in Campaign Design*. (Sakai)

Broad, et al. *Understanding Communication Ecologies to Bridge Community Research and Community Action*. (Sakai)

Final Project Assignment: In-depth interview plan and questionnaire, Due 2/22

2/15: Voices from the Field—Michael Martinez, S.J. (Jesuit Loyola Graduate Student and coordinator of the restorative justice media project 'A Connected Chicago':

www.aconnectedchicago.org).

Week 6 Feb 19—Storytelling for Social Change

smartMeme. *Re:imagining change: an introduction to story-based strategy*. (Sakai)

In-class [Video](#): Andy Goodman, Storytelling as Best Practice.

2/22: *Voices from the Field—David Kreisman* (Strategic Communications, Cab Drivers United (CDU)/American Federation of State, County and Municipal Employees (AFSCME) <http://www.cabdriversunitedafscme.org/>)

Week 7 Feb 26

2/28: *In-Class Midterm and Group Communication Asset Mapping Project Presentations*

3/1: *Gabrielle Annala—Loyola Library to Present on Audience Research Strategies for Your Final Project*

Week 8 March 3-10 Spring Break

NO CLASS ALL WEEK

Week 9 Mar 12—Audience Research

Kotler, Roberto, and Lee. Ch. 6 Selecting Target Markets and Ch. 8 Deepening our Understanding of the Target Audience and the Competition. (Sakai)

Final Project Assignment: Audience Research Plan for your issue, Due 3/27

Discuss “Autoethnography Letter to Yourself” Assignment and Class Sharing Scheduled for 4/12

3/15: *Voices From the Field—Ed Vogel* (Communications and Finance Associate, Crossroads Fund <https://crossroadsfund.org/>)

Week 10 Mar 19—Media for Development/ Entertainment Education

Tufte, T. *Entertainment-Education in Development Communication: Between Marketing Behaviors and Empowering People*. (CFSC)

Singhal, A., Wang, H., and Rogers, E. *The Entertainment-Education Strategy in Communication Campaigns*. (Sakai)

BBC Media Action media development links for Andrea’s presentation:

<http://www.bbc.co.uk/mediaaction/where-we-work/asia/afghanistan/education>

<http://www.bbc.co.uk/mediaaction/publications-and-resources/research/working-paper/working-paper-evidence>

3/22: *Voices from the Field—Monica Trinidad* (Community Artist and **[Brown and Proud Press](http://www.browncandproudpress.com/)** and **[For the People Artists Collective](http://www.monica-trinidad.com/)** <http://www.monica-trinidad.com/>)

Week 11 Mar 26—Designing the Media/ Communication Strategy

Sen, R. Ch. 8

Kotler and Lee. Ch. 12 & 13 (Sakai)

Final Project Assignment: Designing your Media/ Communication Strategy. Recruit and Test on Participants, Due 4/11

Week 12 Apr 2—Digital Tools/ Hashtag Activism

Feminista Jones (July 2013), “Is Twitter the underground railroad of activism?”, *Salon*,

http://www.salon.com/2013/07/17/how_twitter_fuels_black_activism/

#Black Lives Matter/ Campaign Zero: <http://www.joincampaignzero.org/#vision>

LISTEN: Brooke Gladstone, “#YesAllWomen,” *On the Media*,
<http://www.onthemedial.org/story/hashtagesallwomen/>
LISTEN: Bob Garfield, “Covering the Nigerian Schoolgirl Kidnapping,”
<http://www.onthemedial.org/story/covering-nigerian-schoolgirl-kidnapping/>
Miles Klee (April, 2014), “NYPD’s hashtag campaign backfires horribly,” *Daily Dot*,
<http://www.dailydot.com/lol/nypd-twitter-campaign-backfires/>
Fast Company Blog (2012) -- Games For Civic Participation, Social Causes, And Fun
<http://www.fastcoexist.com/1680420/games-for-civic-participation-social-causes-and-fun>
4/5: *Voices from the Field—Eve Tulbert & Ala Diab* (Co-Founders of Mumkin Studio
<http://www.mumkin.studio/>)

Week 13 Apr 9—Evaluation & Self-Reflection Through Autoethnography

Weinreich, N. Evaluation and Feedback. Ch. 22-25. (Sakai)

Final Project Assignment: Develop an Evaluation Plan for your Design Project, Due 4/17

4/12—Autoethnography Letter to Yourself Class Sharing

Week 14 Apr 16—Engagement, Collaboration, and Community Change

Levine, P. *Five Strategies to Revive Civic Communication*. (Sakai)

VozMob/ Mobile Voices Project. (Sakai)

Villanueva, G., Ball-Rokeach, S.J., Gonzalez, C, Moreno, E., Son, M, and Liu, W. (2017)
Bringing Local Voices into Community Revitalization. *JACR* (Sakai)

Northeast Los Angeles Riverfront Project Vision Plan (NELA RC) & *NELA RC Lessons Learned and Community Engagement Toolkit* (Sakai)

4/19—Final Presentations

Week 15 Apr 23

4/24 and 4/26—Final Presentations

Final Paper Due Tuesday, 5/1, 5pm and needs to be delivered to my office (Lewis Towers 909) and posted onto Sakai by 5pm.

This syllabus and the course schedule is subject to change by the instructor.