

**Communication 7331/ 8331: Seminar in Communication Theory
Communication for Social Change**

Course Description and Activities

This seminar explores the communication processes and practices that can be employed to promote social change and social justice. We will spend the first few weeks of the course clarifying the concepts of social change and social justice and coming to terms with the not-so-radical idea of applying communication theories to promote positive change and justice in the communities we live in. For rest of the term, we will study examples of communication interventions that have yielded positive social change and critique them based on their degree of success in promoting social justice. Along the way, we will go over most of the broad principles for fostering positive social change that have been extracted from past research.

This seminar takes a social-scientific perspective. Knowledge of or an interest in quantitative social science research methods will be helpful, but is not necessary, for participating in the course.

The format for the course will emphasize critical reflection and analysis of the assigned readings. Thus, all meetings will be discussion oriented and will require active student participation (20%). To facilitate this, students are expected to (1) be familiar with the readings prior to class and contribute productively to class discussion; (2) type or wordprocess for each week's readings a) three major points/ ideas that they think are important to bring to the attention of their classmates, and b) two questions that they would like to see answered during the discussion; these should be handed to me at the end of each class session; and (3) give at least one class presentation of a research article from the reading packet and lead the discussion on it.

Students will be asked to produce two pieces of written work: (1) reaction essay responding to the Foundation I and II readings (20%); and (2) final paper (60%). The final paper should be a research prospectus for a communication campaign/ intervention which must take the form of a proposal for a research grant. I will provide more details about these assignments as we go along. All written work should closely follow the American Psychological Association, 5th edition, style manual.

Using the class participation and written work, I will make an overall assessment of a student's performance to determine the final course grade. If necessary, I may re-weight the elements of the course to a student's advantage. The grades will be on a +/- scale and here is a rough key to their interpretation:

A: excellent	B+: acceptable to good	C+ & below: unacceptable
A-: good to very good	B, B-: marginal to acceptable	

Communication 7331/8331: Communication for Social Change
Thursday, 6:00 pm – 9:00 pm, TC 209
Projected Class Schedule

Week 1

Introductions

FOUNDATION I: THE STANDARD VIEW

Week 2

Topic: What is social change?

Readings

- Harper, C. L. (1989). Theories about the causes and patterns of change. In C. L. Harper, Exploring social change (pp. 53-75). Englewoods, NJ: Prentice Hall.
- Vago, S. (1989). Theories of change. In S. Vago, Social change (2nd. ed., pp. 27-61). Englewoods, NJ: Prentice Hall.
- Sztompka, P. (1993). Fundamental concepts in the study of change. In P. Sztompka, The sociology of social change (pp. 3-23). Oxford, UK: Blackwell.
- Inglehart, R. (1997). Value systems: The subjective aspect of politics and economics. In R. Inglehart, Modernization and postmodernization: Cultural, economic, and political change in 43 societies (pp. 7-50). Princeton, NJ: Princeton University Press.

Week 3

Topic: Communication campaigns for social change: The standard view

Readings

- Zaltman, G., & Duncan, R. (1977). Principles of planned social change. In G. Zaltman & R. Duncan, Strategies for planned change (pp. 379-394). New York: John Wiley.
- Rogers, E. M., Storey, J. D. (1987). Communication campaigns. In C. R. Berger and S. H. Chaffee (Eds.), Handbook of communication science (pp. 817-846). Newbury Park, CA: Sage.
- McGuire, W. J. (2001). Input and output variables currently promising for constructing persuasive communications. In R. E. Rice & C. K. Atkin (Eds.), Public communication campaigns (3rd. ed., pp. 22-48). Thousand Oaks, CA: Sage.
- Rockefeller Foundation (1999). Communication for social change: A position paper and conference report. New York: Rockefeller Foundation.
- Wollman, N., Lobenstine, M., Foderaro, M., & Stose, S. (2000). Principles for promoting social change: Effective strategies for influencing attitudes and behaviors. Ann Arbor, MI: SPSSI.

FOUNDATION II: CRITIQUES

Week 4

Topic: Communication campaigns for social change: Critiques

Readings

- Salmon, C. T. (1989). Campaigns for social "improvement": An overview of values, rationales, and impacts. In C. T. Salmon (Ed.) Information campaigns: Balancing social values and social change (pp. 19-53). Newbury Park, CA: Sage.
- Wilkins, K. G. (2000). Accounting for power in development communication. In K. G. Wilkins (Ed.), Redeveloping communication for social change: Theory, practice, and power (pp. 197-210). Lanham, MA: Rowman & Littlefield.
- Servaes, J. (1996). Introduction: Participatory communication and research in development settings. In J. Servaes, T. L. Jacobson, & S. A. White (Eds.), Participatory communication for social change (pp. 13-25). New Delhi: Sage.

- Beltrán, L.R. (1976) Alien premises, objects, and methods in Latin American communication research. In E. M. Rogers (Ed.), Communication and development: Critical perspectives (pp. 15-42). Beverly Hills, CA: Sage.
- Melkote, S. R. (2000). Reinventing development support communication to account for power and control in development. In K. G. Wilkins (Ed.), Redeveloping communication for social change: Theory, practice, and power (pp. 39-53). Lanham, MA: Rowman & Littlefield.

Week 5

Topic: What is social justice?

Readings

- Smith, D. M. (1994). Elements of justice. In D. M. Smith, Geography and social justice (pp. 23-51) Oxford, UK: Blackwell.
- Smith, D. M. (1994). Theories of social justice: (i) Mainstream. In D. M. Smith, Geography and social justice (pp. 52-85) Oxford, UK: Blackwell.
- Smith, D. M. (1994). Theories of social justice: (ii) Reaction. In D. M. Smith, Geography and social justice (pp.86-115) Oxford, UK: Blackwell.
- Plant, R. (1998). Why social justice. In D. Boucher & P. Kelly (Eds.), Social justice: From Hume to Walzer (pp. 267-281). London: Routledge.

Week 6

Topic: Communication research, applied and otherwise: A social justice critique of the standard view

Readings

- Frey, L. R., Pearce, W. B., Pollock, M. A., Artz, L., & Murphy, B. A. O. (1996). Looking for justice in all the wrong places: On a communication approach to social justice. Communication Studies, 47, 110-127.
- Wood, J. T. (1996). Social justice research: Alive and well in the field of communication. Communication Studies, 47, 128-134.
- Makau, J. M. (1996). Notes on communication education and social justice. Communication Studies, 47, 135-141.
- Pollock, M. A., Artz, L., Frey, L. R., Pearce, W. B., & Murphy, B. A. O. (1996). Navigating between scylla and charybdis: Continuing the dialogue on communication and social justice. Communication Studies, 47, 142-151.
- Frey, L. R. (1998). Communication and social justice research: Truth, justice, and the applied communication way. Journal of Applied Communication Research, 26, 155-164.

APPLICATIONS & CONTEXTS

Week 7

Foundation I and II reaction essay due

Topic: Health communication campaigns: General issues

Readings

- Backer, T. E., Rogers, E. M., & Sopory, P. (1992). Overview. In T. E. Backer, E. M. Rogers, & P. Sopory, Designing health communication campaigns: What works? (pp. 1-28). Newbury Park, CA: Sage.
- Backer, T. E., Rogers, E. M., & Sopory, P. (1992). Generalizations about health communication campaigns. In T. E. Backer, E. M. Rogers, & P. Sopory, Designing health communication campaigns: What works? (pp. 29-34). Newbury Park, CA: Sage.
- Atkin, C. K. (2001). Theory and principles of media health campaigns. In R. E. Rice & C. K. Atkin (Eds.), Public communication campaigns (3rd. ed., pp. 49-68). Thousand Oaks, CA: Sage.
- Valente, T. W. (2001). Evaluating communication campaigns. In R. E. Rice & C. K. Atkin (Eds.), Public communication campaigns (3rd. ed., pp. 105-124). Thousand Oaks, CA: Sage.
- Salmon, C. T., & Murray-Johnson, L. (2001). Communication campaign effectiveness. In R. E. Rice & C. K. Atkin (Eds.), Public communication campaigns (3rd. ed., pp. 168-180). Thousand Oaks, CA: Sage.
- Guttman, N. (1996). Values and justifications in health communication interventions: An analytic framework. Journal of Health Communication, 1, 365-396.

Week 8

Topics for final paper due

Topic: Some features of messages

Readings

- Smith, S. L. (1997). The effective use of fear appeals in persuasive immunization: An analysis of national immunization intervention messages. Journal of Applied Communication Research, 25, 264-292.
- Buller, D. B., Borland, R., & Burgoon, M. (1998). Impact of behavioral intention on effectiveness of message features: Evidence from the Family Sun safety project. Human Communication Research, 24, 433-453.
- *Morman, M. T. (2000). The influence of fear appeals, message design, and masculinity on men's motivation to perform the testicular self-exam. Journal of Applied Communication Research, 28, 91-116.
- *Millar, M. G., & Millar, K. (1998). Processing messages about disease detection and health promotion behaviors: The effects of anxiety. Health Communication, 10, 211-226.

Week 9

Topic: Using the mass media as the channel

Readings

- Kincaid, D. L. (2000). Mass media, ideation, and behavior: A longitudinal analysis of contraceptive change in the Philippines. Communication Research, 27, 723-763.
- Yanovitzky, I., & Stryker, J. (2001). Mass media, social norms, and health promotion efforts: A longitudinal study of media effects on youth binge drinking. Communication Research, 28, 208-239.
- *Chew, F., Palmer, S., & Kim, S. (1998). Testing the influence of the health belief model and a television program on nutrition behavior. Health Communication, 10, 227-245.
- *Slater, M. D., & Kelly, K. J. (2002). Testing alternative explanations for exposure effects in media campaigns: The case of a community-based, in-school media drug prevention project. Communication Research, 29, 367-389.

Week 10

Topic: Some other channels; Formative and summative research

Readings

- Schmitz, J., Rogers, E. M., Phillips, K., & Paschal, D. (1995). The Public Electronic Network (PEN) and the homeless in Santa Monica. Journal of Applied Communication Research, 23, 26-43.
- Derose, K. P., Fox, S. A., Reigadas, E., & Hawes-Dawson, J. (2000). Church-based telephone mammography counseling with peer counselors. Journal of Health Communication, 5, 175-188.
- *Parrott, R., Wilson, K., Buttram, C., Jones, K., & Steiner, C. (1999). Migrant farm workers' access to pesticide protection and information: Cultivando Buenos Habitos campaign development. Journal of Health Communication, 4, 49-64.
- *Chapel, G., Peterson, K. M., Joseph, R. (1999). Exploring anti-gang advertisements: Focus group discussions with gang members and at-risk youth. Journal of Applied Communication Research, 27, 237-257.

Week 11

Topic: Some non-traditional target audiences

Readings

- Backer, T. E., & Rogers, E. M. (1998). Diffusion of innovations theory and work-site AIDS programs. Journal of Health Communication, 3, 17-28.
- Glik, D., Berkanovic, E., Stone, K., Ibarra, L., Jones, M. C., Rosen, B., Schreibman, M., Gordon, L., Minassian, L., & Richardes, D. (1998). Health education goes Hollywood: Working with prime-time and daytime entertainment television for immunization promotion. Journal of Health Communication, 3, 263-282.
- Wallack, L. & Dorfman, L. (2001). Putting policy into health communication: The role of media advocacy. In R. E. Riee & C. K. Atkin (Eds.), Public communication campaigns (3rd. ed., pp. 389-401). Thousand Oaks, CA: Sage.
- *Rimal, R. N., & Flora, J. A. (1998). Bidirectional familial influences in dietary behavior: Test of a model of campaign influences. Human Communication Research, 24, 610-637.

Week 12

Topic: Knowledge & literacy as goals

Readings

- Brashers, D. E., Haas, S. M., Klingle, R. E., & Neidig, J. L. (2000). Collective AIDS activism and individuals' perceived self-advocacy in physician-patient communication. Human Communication Research, 26, 372-402.
- About, F. E., & Fenwick, V. (1999). Exploring and evaluating school-based interventions to reduce prejudice. Journal of Social Issues, 55, 767-786.
- *Austin, E. W., & Johnson, K. J. (1997). Immediate and delayed effects of media literacy training on third graders' decision making for alcohol. Health Communication, 9, 323-349.
- *McGee, D. S. & Cegala, D. J. (1998). Patient communication skills training for improved communication competence in the primary care medical consultation. Journal of Applied Communication Research, 26, 412-430.

Week 13

Topic: Some insightful theoretical integrations

Readings

- Slater, M. D. (1999). Integrating application of media effects, persuasion, and behavior change theories to communication campaigns: A stages-of-change framework. Health Communication, 11, 335-354.
- Slater, M. D., & Rouner, D. (2002). Entertainment-education and elaboration likelihood: Understanding the processing of narrative persuasion. Communication Theory, 12, 173-191.
- Werner, C. M., & Adams, D. (2001). Changing homeowners' behaviors involving toxic household chemicals: A psychological, multilevel approach. Analyses of Social Issues and Public Policy, 1, 1-32.
- *Parrott, R., Monohan, J., Ainsworth, S., & Steiner, C. (1998). Communicating to farmers about skin cancer: The behavior adaptation model. Human Communication Research, 24, 386-409.

Week 14

! Holiday !! enjoy !! eat turkey !! don't drink & drive !

Week 15

Presentations of final papers [plan for a 10 min. presentation, and 5-10 min. for questions]
Please plan for a 6:00pm – 9:30pm class period.

Week 16

No Class

Final papers are due in my mailbox or my office by 6:00 pm.