

Fall 2012

**Participatory Communication**  
CJT 610 401  
**SYLLABUS**

**Mondays**  
6:00 - 8:30

Facilitator: Chike Anyaegbunam, Ph.D.  
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**Course Description**

Participatory communication favors decentralization and democracy, people involvement and dialogue, interpretative, horizontal and bottom-up perspectives. It posits an alternative, and to some, a complementary conceptualization of communication that does not model the process as a linear, one-way transmission of information and persuasive messages.

This seminar will provide us with the underlying philosophical, theoretical, and methodological premises of participatory communication. This will help us gain a deep understanding of participatory communication theory, research and action and their implications for such contexts as management and marketing; health communication; risk and crisis communication; international development; journalism; digital communication; good governance, civic engagement and public policy; and communication with at risk and marginalized groups.

The seminar provides an opportunity for us to explore the creative and innovative potentials of participatory communication as an intersection, where diverse fields, paradigms and ideas meet to generate a “Medici Effect.”

Case studies drawn from various sources will be extensively used to illustrate participatory communication as a non-linear 3 dimensional process for achieving progressive, positive and sustainable change in people, organizations and in society. The instructor’s experience as a communication consultant to various projects funded by the World Bank, USAID, several UN agencies, CDC, NCI, DOE, Bill and Melinda Gates Foundation, etc., in rural Africa, India, South Pacific and in the United States will also provide concrete examples for the seminar.

Although some lectures will be presented, the course’s primary format will reflect the philosophical commitment of participatory communication to co-teaching and co-learning as opposed to more didactic pedagogical approaches, and critical group discussion will be emphasized.

**Course Objectives**

*At the end of this seminar, participants will be able to:*

1. Describe the shift in paradigms of inquiry embedded in participatory communication from positivism to constructivism, with regard to their respective perspectives on ontology, epistemology, axiology, and practice.
2. Identify and analyze the various theoretical and conceptual perspectives that have shaped the development and evolution of participatory communication.
3. Identify, describe, and critique the applications of participatory communication research/intervention techniques in various contexts.
4. Design participatory communication research studies or/and interventions for various contexts.

**Assignments and Grading**

*Presentations*

Each student, either individually or as a member of a group is expected to contribute to class learning by preparing and presenting several mini lectures during the semester. Topics for the mini lectures, some of which will be selected by the

class, will be related to the course material for the day, or may be issues, concepts, theories, or scholars that contribute to a deeper understanding of participatory communication theory, research and practice.

Each student is also expected to give another presentation on a proposed participatory communication research and/or intervention project during the second half of the course. This presentation should be based on your area of scholarly, professional or research interest. This assignment is designed to give you and the rest of the class additional skills in research and project grant proposal design. Please discuss your project idea with me as soon as possible.

### **Midterm Project**

The mini lecture is the basis for developing your midterm project. Each student will transform a mini lecture topic into a 15-page paper for submission as their mid term project. The paper format must conform to one of the accepted journal manuscript styles.

### **Final Project**

A final assignment will ask you to submit a proposal that seeks to apply the participatory communication approach to research and/or intervention design on a topic/issue of interest. This proposal should adhere to the format of a particular "Request for Proposals or Applications" or to the structure of scholarly research. This final project should grow out of your second individual class presentation.

### **Spelling/Vocabulary/Grammar**

Though it may seem absurd to mention this at the graduate level, you are expected to use correct spelling and grammar in all written work. Throughout the course you will expand your personal vocabulary through the mastery and use of the new concepts and nomenclatures related to the course.

### **Participation and attendance**

Your participation is expected during all class sessions. First, you are expected to read and be prepared to discuss all readings assigned for each class session. Your contributions to each class session must reveal that you have not only completed the readings, but that you have thought about at least two provocative questions or revelations that have emerged for you as a result of the readings.

### **Grade Weights**

Mini Lectures	20%
Midterm Project	20%
Proposal Presentation	15%
Final Project	30%
Attendance & In-Class Participation	15%

### **Grade Distribution**

A 90-100%	C 70-79%
B 80-89%	E 69% and below

### **Course Materials**

Materials for this course will be made available on Blackboard or as hardcopy to the class. You are also expected to routinely use resources available on the websites of reputable organizations and at the University of Kentucky libraries as materials for the class.

I will occasionally use the Blackboard to communicate with the class, and I encourage students to visit me in the office or send me an e-mail, when they are confused about readings, have a revelation or a question for me.

### **Academic Integrity:**

Cheating and plagiarism in any form, regardless of any justification, will not be tolerated. Please review the UK Policy on Academic Offenses: plagiarism and cheating <http://www.uky.edu/StudentAffairs/Code/part2.html>, a link to a paper "Plagiarism: What is it?" <http://www.uky.edu/Ombud/Plagiarism.pdf>, a link to a Prentice Hall Companion Website "Understanding Plagiarism" [http://wps.prenhall.com/hss\\_understand\\_plagiarism\\_1/0,6622,427064-,00.html](http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html), which includes brief quizzes on related topics.

## Session Outline

Date	Topic	Readings
Aug. 27	Introductions and course preview	
<b>Introduction to Participatory Communication</b>		
Sep. 10	Definitions, Principles and Evolution of Participatory Communication	<ul style="list-style-type: none"> <li>- History of Action Research</li> <li>- Action Research Origins</li> <li>-What is ParticipatoryResearch.pdf</li> <li>- Minkler</li> <li>- Unpacking Participation</li> <li>- From Margins to Center? The development and purpose of participatory research.</li> <li>- Servaes &amp; Malikhao. Participatory communication: the new paradigm?</li> </ul>
<b>Conceptual Frameworks</b>		
Sep. 17	The ideology of Participatory Communication	<ul style="list-style-type: none"> <li>- Jacobson &amp; Servaes Ch. 4 &amp; 5.</li> <li>- Jacobson &amp; Servaes Ch. 13</li> </ul>
Sep. 24	Understanding communities, partnerships and coalitions  Crowd Sourcing, Citizen Science, & Virtual Communities  Social Network Analysis	<ul style="list-style-type: none"> <li>- Community.pdf</li> <li>- Mechanisms for meaningful partnerships.pdf</li> <li>- Community Advisory Boards in CBPR.pdf</li> <li>- Trust and Communication in a CBPR Partnership.pdf</li> <li>- PartnershipBuildingIsreal.pdf</li> <li>- Engagement of Users.pdf</li> <li>- Citizen Science.pdf</li> <li>- Introduction_to_Social_Network_Methods.pdf</li> </ul>
Oct. 1	Social Ecological Model: From behavior change to social change  Meta theoretical assumptions of Participatory Communication	<ul style="list-style-type: none"> <li>- Translating.pdf</li> <li>- socialchange.pdf</li> <li>- Jacobson &amp; Servaes Chaps. 6-8</li> </ul>
Oct. 8	Communicative action  Structuration theory	<ul style="list-style-type: none"> <li>- Jacobson &amp; Servaes Ch. 9</li> <li>- Jacobson &amp; Servaes Ch. 10</li> <li>- Obregon and Mosquera.pdf</li> </ul>
Oct. 15	Appreciative Inquiry  Positive Deviance  <b>Midterm Paper Due</b>	<ul style="list-style-type: none"> <li>- Cooperrider</li> <li><a href="http://appreciativeinquiry.case.edu/intro/whatisai.cfm">http://appreciativeinquiry.case.edu/intro/whatisai.cfm</a></li> <li><a href="http://appreciativeinquiry.case.edu/intro/definition.cfm">http://appreciativeinquiry.case.edu/intro/definition.cfm</a></li> <li>- What is ai.pdf</li> <li>- 1990 zeitlin posdev.pdf</li> <li>- Case Studies: Positive deviance Projects --</li> <li><a href="http://www.positivedeviance.org/projects/countries.html">http://www.positivedeviance.org/projects/countries.html</a></li> <li>- Videos: Positive Deviance Videos</li> <li><a href="http://www.positivedeviance.org/resources/multimedia_center.html">http://www.positivedeviance.org/resources/multimedia_center.html</a></li> <li>- Links: Positive Deviance – Wisdom Series -</li> <li><a href="http://www.positivedeviance.org/resources/wisdomseries.html">http://www.positivedeviance.org/resources/wisdomseries.html</a></li> </ul>
Oct. 22	Cultural Humility vs. Cultural Competence	<ul style="list-style-type: none"> <li>- Cultural_Humility_article.pdf</li> </ul>

	Empowerment and participatory communication	<ul style="list-style-type: none"> <li>- Schugurensky, D-The legacy of Paulo Freire</li> <li>- Servaes-Participatory Research Freirian.pdf</li> <li>- Robertson &amp; Minkler-New Health Promotion: A Critical Examination. HlthEdQuarterly (1994)</li> <li>- Bandura-Collective efficacy</li> <li>- Dialogue to Deliberation</li> </ul>
<b>Participatory Communication: Processes and Methods</b>		
<b>Oct. 29</b>	Process and Method of PC  Narratives  Photo voice	<ul style="list-style-type: none"> <li>- CBPR as Strategy?.pdf</li> <li>- Action Research Methods.pdf</li> <li>- Nina B. Wallerstein.pdf</li> <li>- Bashin &amp; Singhal (19_19CAAB.pdf</li> <li>- Cole-Stories to live by: A narrative approach to health behavior research and injury prevention</li> <li>- PhotoVoice.pdf</li> <li>- Singhal &amp; Devi (2003) Visual Voices</li> <li>- Singhal &amp; Rattine-Flaherty (2006) Pencils &amp; Photos in Comm - - Research and Praxis.pdf</li> </ul>
<b>Nov. 5</b>	Participatory communication processes and methods	<ul style="list-style-type: none"> <li>- White Ch 12 &amp; 13</li> <li>- Involving the Community.pdf</li> </ul>
<b>Nov. 12</b>	Processes and methods cont.	<ul style="list-style-type: none"> <li>- White Ch 14 &amp; 15</li> <li>- PRCA Handbook</li> <li><a href="http://www.fao.org/docrep/008/y5793e/y5793e00.htm">http://www.fao.org/docrep/008/y5793e/y5793e00.htm</a></li> </ul>
<b>Facilitating Participation</b>		
<b>Nov. 19</b>	Evaluating Participatory Communication  The catalyst communicator	<ul style="list-style-type: none"> <li>- who_measures_change.pdf</li> <li>White Ch 2, 3 &amp; 7</li> </ul>
<b>Participatory Communication in Context and Proposal Presentations</b>		
<b>Nov. 26</b>	Proposal Presentations	
<b>Dec. 3</b>	Proposal Presentations	
<b>Dec. 7</b>	Final Project Proposal Due	