APPLICATION FOR NEW COURSE

1. Submitted by College of Communications and Information Studies Date Jan. 25, 2005
   Department/Division offering course Graduate Program in Communication

2. Proposed designation and Bulletin description of this course
   a. Prefix and Number CJT 610
   b. Title* Participatory Communication
      *NOTE: If the title is longer than 24 characters (including spaces), write
      A sensible title (not exceeding 24 characters) for use on transcripts
   c. Lecture/Discussion hours per week 2hrs 30min 3
   d. Laboratory hours per week
   e. Studio hours per week
   f. Credits 3
   g. Course description
      This seminar will provide students with a state of the art account of the underlying philosophical, theoretical, and
      methodological premises of participatory communication. This will help students gain a deep understanding of
      participatory communication theory and research, and their implications for such contexts as management and
      organizational communication, health communication, international development, journalism, democracy and civic
      engagement, public policy, and communication with marginalized groups.
   h. Prerequisites (if any)
      At least one year of graduate study in communication or consent of instructor.
   i. May be repeated to a maximum of ___________________________ (if applicable)

4. To be cross-listed as
   Prefix and Number ___________________________ Signature, Chairman, cross-listing department

5. Effective Date Spring 2006 (semester and year)

6. Course to be offered □ Fall ☒ Spring □ Summer

7. Will the course be offered each year? (Explain if not annually) ☒ Yes □ No

8. Why is this course needed?
   To prepare graduate students in communication and other disciplines for work in the growing field of community-based
   and participatory research in health and other contexts.

9. a. By whom will the course be taught? Chike Anyaegbunam
   b. Are facilities for teaching the course now available?
      If not, what plans have been made for providing them? ☒ Yes □ No
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10. What enrollment may be reasonably anticipated? 12

11. Will this course serve students in the Department primarily? ☒ Yes ☐ No
Will it be of service to a significant number of students outside the Department? ☒ Yes ☐ No
If so, explain.

Graduate students in the College of Public Health and in the Patterson School of Diplomacy have regularly registered for the course when offered as a special topic.

Will the course serve as a University Studies Program course? ☐ Yes ☒ No
If yes, under what Area?

12. Check the category most applicable to this course

☐ traditional; offered in corresponding departments elsewhere;
☒ relatively new, now being widely established
☐ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? ☒ Yes ☐ No

14. Is this course part of a proposed new program:
If yes, which?

☐ Yes ☒ No

15. Will adding this course change the degree requirements in one or more programs?*
If yes, explain the change(s) below

☐ Yes ☒ No

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. ☐ Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. ☐ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?

Name  Chike Anyaegebnuma Phone Extension 7-7820

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
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Signatures of Approval:

Department Chair

Dean of the College

Date

Date

Date of Notice to the Faculty

Undergraduate Council

University Studies

Graduate Council

Academic Council for the Medical Center

*If applicable, as provided by the Rules of the University Senate

Senate Council (Chair)

Date of Notice to University Senate

ACTION OTHER THAN APPROVAL

Rev 3/04
Participatory Communication

Instructor: Chike Anyaegbunam, Ph.D.  
Office: 140 Grehan Building  
Phone: 257-7820  
E-mail: canya2@uky.edu

Course Description
Participatory communication favors decentralization and democracy, people involvement and dialogue, interpretative 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 students with a state of the art account of the underlying philosophical, theoretical, and methodological premises of participatory communication. This will help students gain a deep understanding of participatory communication theory and research, and their implications for such contexts as management and organizational communication, public relations, health communication, international development, journalism, democracy and civic engagement, public policy, and communication with marginalized groups.

The seminar will also provide an opportunity for students to explore the connections between participatory communication and the ideas of various great scholars such as Jürgen Habermas, Paulo Freire, and Michel Foucault. The seminar will borrow from such intellectual fields as visual anthropology, social symbolic anthropology, action research, hermeneutics, and identity studies to explicate participatory communication.

Case studies drawn from various sources will be extensively used to illustrate participatory communication as a non-linear process for achieving progressive, positive change in organizations and in society. The instructor's international development experience in rural Africa with two agencies of the United Nations, UNICEF and FAO, and his current involvement with the World Bank Development Communication Division, as well as his work with funded health communication projects in rural Appalachia 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 the participatory communication perspective from positivism to constructivism, with regard to their respective epistemologies, ontologies, and methods.

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 proposals for participatory communication research studies or interventions for various contexts.

Assignments and Grading

Presentations
You are expected to contribute to class learning by preparing and presenting a mini lecture 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 and research. Each mini lecture will last about 30 minutes.

You are 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 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.

In addition to the two individual presentations, you will also work as a team member to develop and present to the class an insightful description and analysis of the historical, philosophical, theoretical, and methodological evolution of participatory approaches in a specific context. This presentation must include case studies to bring pertinent issues to life. Your team will have the entire class period for the presentation. Each team may want to design an active learning experience as part of the presentation; the team has complete freedom over how they accomplish this task.

Mechanisms for achieving success in all these assignments will be democratically arrived at by the class.

Midterm Project
The mini lecture is the basis for developing your midterm project. Each student will transform the topic of his/her mini lecture into a 15-page paper for submission as their midterm 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.

Informed participation and attendance
Informed participation is also required at all sessions of the class. This participation is evaluated in two ways. First, you are expected to read all materials for each class and prepare at least two provocative questions or insights that the readings raised for you in the context of the course. These questions or insights will guide class discussions and must reveal that you have not only completed the readings, but that you have thought about some issues that the readings may have raised for you.

Second, your contributions during class discussion will be used to evaluate informed participation.

Grade Weights
Mini lectures 10%
Midterm Project 20%
Proposal Presentation 15%
Group Presentation 15%
Final Project 30%
Attendance & In-Class Participation 10%

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

Spelling/Vocabulary/Grammar
Though it may seem absurd to mention this at the graduate level, you will be expected to use correct spelling in all written work. Use of appropriate grammatical skills in oral and written communication is also very important. Throughout the course you will expand your personal vocabulary through the study of terms related to the course. You must learn to use this vocabulary. Your word processor has a spell checker: use it!
Required Materials
These are the required materials for this course:
1. *Course Textbooks*
   Hampton Press, NJ.


   These books should be available at the University Bookstore.

2. *Additional readings*
   Additional readings will be made available to you electronically or in hardcopy as they become required for class. You are also expected to routinely use the World Wide Web and the University libraries as sources of reference materials for the class.

   I will occasionally use an e-mail list to communicate with the class, and I encourage students to send me e-mail when they are confused about readings or have a question for me. Of course, you can always come by my office, but sometimes e-mail is more convenient. In order to facilitate this communication, you may want to get the appropriate software and Internet account from the university. A commercial e-mail account will also function fine for the purposes of this class.

**Academic Integrity:**
Cheating and plagiarism in any form, regardless of any justification, will not be tolerated. Any student whom the instructor has sufficient evidence to believe has cheated or plagiarized in the course will receive an automatic “E” (failure) in the entire course. There will be no exceptions to this policy. Students should familiarize themselves with the university’s policies on excused absences, cheating/plagiarism, withdrawal, incompletes, and final exams from *Student Rights and Responsibilities.* (Students are reminded that incompletes on record for more than one year will automatically become “E” grades for the course.) Academic misconduct can ruin your graduate career. Do not take any chances in this regard. If students have questions about citation style when writing their papers, they should see the instructor for assistance.
## Session Outline

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<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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<td>Introductions and course preview</td>
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<td><strong>Paradigms of Inquiry</strong></td>
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<td>January 19</td>
<td>The ideology of Participatory Communication</td>
<td>Jacobson &amp; Servaes Ch. 4, 5 &amp; 13. Hall, B. From Margins to Center? The development and purpose of participatory research.</td>
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<td>January 26</td>
<td>Dissertation Proposal Presentation</td>
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<td>February 2</td>
<td>Dissertation Proposal Presentation</td>
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<td><strong>Theoretical Perspectives</strong></td>
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<td>Feb. 9</td>
<td>Meta theoretical assumptions of participatory communication</td>
<td>Jacobson &amp; Servaes Ch. 6, 7 &amp; 8</td>
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<td>Feb. 16</td>
<td>Communicative action</td>
<td>Jacobson &amp; Servaes Ch. 9</td>
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<td>Feb. 23</td>
<td>Structuration theory</td>
<td>Jacobson &amp; Servaes Ch. 10</td>
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<td>March 2</td>
<td>Foucault and participatory communication</td>
<td>Jacobson &amp; Servaes Ch. 11</td>
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<td>March 9</td>
<td>Bakhtin and participatory communication</td>
<td>Jacobson &amp; Servaes Ch. 12</td>
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<td>March 16</td>
<td><strong>Spring Break</strong></td>
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<td>March 23</td>
<td>Freire, empowerment, and participatory communication</td>
<td>Schugurensky, D. The legacy of Paulo Freire</td>
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<td><strong>Facilitating participation</strong></td>
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<td>March 30</td>
<td>The catalyst communicator</td>
<td>White Ch 2, 3 &amp; 7</td>
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<td>April 6</td>
<td>Participatory communication process and methods</td>
<td>White Ch 12, 13, 14 &amp; 15</td>
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<td><strong>Participatory Communication in Context</strong></td>
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<td>April 13</td>
<td>Mass Communication: Civic Journalism and Public Relations</td>
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<td>April 20</td>
<td>Community-based Participatory Research in Public Health and Development</td>
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<td>April 27</td>
<td>Participatory Management and Organizational Communication</td>
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<td>May 4</td>
<td><strong>No Class - Final Paper Due</strong></td>
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