The Master of Science in Globalization and Development Communication

at Temple University

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Abstract

This chapter provides an overview of Temple University's Master of Science in Globalization and Development Communication. A brief history of development communication in the United States is provided along with an assessment of the need for training in development communication in this country today. Temple's program, housed in a School of Media and Communication, is described in some detail including a curriculum overview, number of credits required, resources, and opportunities available. A description of Temple's approach to development communication theory, research, and training is provided in conclusion.

Development Communication in the United States

Development communication training became available in the United States in the post-WWII period, during the Cold War but responding to the UN's first "Decade of Development" in the 1960s. Initially, this training was tied to communication research centers founded by professor Wilbur Schramm at the University of Illinois in 1947 and Stanford University in 1955. Schramm's leadership in early development communication research was foundational, due in part to his service as a consultant for the United Nations Scientific Educational and Scientific Organization (UNESCO) where he helped the organization to establish its first global media monitoring efforts. With the help of Schramm and others UNESCO had started to collect media data among U.N. member countries. These data included numbers of daily newspapers, numbers of radio and television stations and more. Everett Rogers was doing research and offering training at about this time at Michigan State University. Other programs offering development communication training included the University of Wisconsin and University of Michigan. These programs, and others, trained scholars from the United States and from Third World countries actively through the 1970s and into 1980s (McAnany, 2012).

Training at this time primarily focused on the diffusion of innovations (Everett Rogers, 1962). This refers to the use of communication in assisting development projects aiming to introduce new technologies or new practices into the so-called developing areas. Innovations included the use of new seed varieties to increase agricultural yield, family planning practices to reduce fertility, land use management practices to control soil erosion, and many others. In all, or most, of such projects communication was used to introduce awareness of the innovation and to promote its use. The United States Agency for International Development supported much of this kind of development assistance. Philanthropies such as the Ford foundation were supportive as

well, aiming to reduce poverty in newly established Third World nations and to facilitate "modernization" generally.

This active program of research and training began to change, and to decline, during the early 1980s. The reasons for this decline were numerous. One reason concerned geopolitics. Ronald Reagan announced the withdrawal of the United States from its UNESCO membership in 1984, which was enacted it in 1986. Later in the decade changes in the Soviet Union led to the dissolution of the USSR. The Iron Curtain fell in 1989. What little portion of the United States budget that had been devoted to foreign assistance for Third World was then largely diverted to former Soviet client states in efforts to support democratization processes. Funds directed to Third World development projects through university based development programs gradually diminished.

Another factor was the rapid rise in importance during this period of digital communication technologies. The Internet didn't begin to take off until the mid 1990s, but digital technologies were coming on strong before that time with electronic email networks like BITNET, and commercial database services like AOL available via dial-up phone lines. Marc Porat's book, *Information Society* had been published in 1976. Daniel Bell's *The Post-Industrial Society* was published in 1980. Full text databases like NEXIS/LEXUS were vigorously marketed during the early 1980s and were in use in newspaper and television stations by the middle of the decade. Videotext projects were experimenting with home delivery of digital information via television. The "information revolution" was off-to-the-races.

Communication departments began researching the impact of digital technologies on newsgathering and news delivery, on the proliferation of television channels, on various uses of email, and so on. By the end of the 1980s, retiring faculty members who had throughout their

careers specialized in development communication were more often than not replaced by faculty members specializing in the emerging digital technologies.

The decline of development communication graduate programs in the United States also reflected the unfolding of two related intellectual trends. The first of these comprised a Third World rejection of U.S. and European influence in the Third World, and led to critical analysis of theories of modernization, development, and communication. This trend shaped a more reflexive consideration of development communication, as a new wave of Western scholars were exposed to the writing of thinkers from the global south, such as Paolo Freire, Luis Ramiro Beltran, Edward Said, Gayatri Spivak and Homi Bhabha. A second trend that contributed to the decline of development communication studies, ironically, was the rise of cultural studies and globalization research. As cultural studies and globalization studies grew in popularity, research focused on questions of power, processes of cultural hybridization, postcoloniality, decentered identity, global migration, and more, but for the most part not on practical efforts aimed at improving life opportunities on the ground. So, in addition to IT specialists, faculty hires in critical-cultural studies and globalization also began to displace development studies.

Finally, within this climate, from the 1990s forward fewer scholars were sent from the South to obtain training in the North. Not only did the new, more critically engaged forms of theory cast a shadow on the politics and practices of producing "modernization" and "progress," but like the development imperative itself, the shift from Keynesian to neoliberal economics reshaped how most US universities were administered and how academic programs were funded. Small, often boutique styled, programs like those of development communication suffered. As university budget models changed these programs were denied access to the financial aid that had been dedicated to international students.

Due to these converging forces, development communication programs atrophied slowly but steadily over this time period. By 2010, only one formal masters degree in development communication remained in the United States, at Ohio University—the program founded by Everett Roger's protégé and Michigan State alum Josep Rota. Researchers and practitioners specializing in development communication were, and are, still found in American universities. But very few programs remain that are dedicated specifically to this subject.

Growth in Development Sector

Despite the eclipse of development communication studies in the United States, the challenges faced in the global south have not disappeared. Average national income levels have grown globally, even in sub-Saharan Africa. And the quality of life in some countries labeled as "low-income" by the United Nations, during the 1970s has improved subsequently, led by the Asian Tigers and most recently India and China.

Nevertheless, the overall growth in income levels masks rampant increases in income stratification that leave the poor in many countries no better off than before. Poverty, hunger, and poor health beset many hundreds of millions today, mostly in the global south. As one prominent analysis has it, dire conditions continue to beset the "bottom billion," and circumstances conspire in such a way that may resign these populations to poverty permanently (Collier, 2007).

The development sector has grown while addressing ongoing challenges. Country based bilateral and multilateral agencies that originally spearheaded development efforts remain. But new actors have been added. This includes some significant new foundations such as the Gates Foundation. But it also includes a considerable increase in non-profit, non-governmental organizations, or NGOs. The Union of International Associations online yearbook listed 67,139 organizations working internationally as of March 2014, with 36,080 categorized as active.

These organizations are by no means all working in the development communication. But many are, and many are large. Habitat for Humanity and Save the Children each has annual revenues surpassing USD 1 Billion. Save the Children now operates in 120 countries. And this estimate of active international NGOs excludes an even larger number of in-country NGOs, which if included pushes estimates of the number of NGOs to well over 1 million.

Many of the internationally oriented NGOs are based in the United States. The implications for training needs in the country are therefore significant. Few of these organizations are dedicated entirely to communication. But most of them do perform communication work in one form or another while delivering their core programs. In addition, the larger organizations have PR departments to advance their work externally and need staffers who understand both promotion and the development sector.

The employees needed by organizations working in the development sector, whether government related not, need more than communication skills. They also need to have some understanding of the social, cultural, and political complexities of life in rapidly changing societies. Nevertheless, due to the lack of graduate training programs teaching development communication there are few places from which organizations working in the development sector can recruit appropriately trained employees. As a result, employees are recruited from programs in public relations or journalism. While graduates of such programs have useful skills, the understanding of social, cultural, and political dynamics attending development must be acquired on the job.

The Educational Challenge

There is a real need for development communication experts who are specialists in communicating within local communities, governments, non-governmental organizations, and in

civil society organizations. Many specific skills are required but the key knowledge is related to the demands of practically oriented social and behavioral change. This has been learned over the last fifty years from a large number of unsuccessful development initiatives. It is now understood that well-conceived development projects—ones that accomplish meaningful development objectives for social, political, or economic change—require insight into the influence of culture on the way ideas and information circulate through communication channels and are comprehended by distinct audiences. It is necessary to understand the complex relationships between information dissemination, reception, and cultural as well as political contexts. Based on this understanding, development communication specialists can help raise public understanding, build consensus, and generate change by effectively using the range of communication alternatives available, whether through facilitating processes of dialogue among stakeholders or through media campaigns. Social media and other Internet based communication platforms have produced many new communication tools and techniques, and have driven many new opportunities. But understanding the broader social contexts of development is as important as ever.

<div align="center">**Temple's Contribution: A Master of Science Degree Program**</div>

Master of Science in Globalization and Development Communication

To address the need for suitably trained development communication specialists, the School of Media and Communication at Temple University launched in 2014 a Master of Science in Globalization and Development Communication (GDC). The GDC is a compact program delivered efficiently over the course of twelve months. The aim is to make it accessible not only to young students newly graduated from college but also accessible to individuals who may have already launched a career in the development sector and who cannot perhaps afford to take more

than a year off from work to get additional training. It is a 30-credit program including 18 credits of required core coursework, a 3-credit capstone field experience course, and 9 credits in an area of specialization.

Core courses provide an overview of theory and research in development communication, along with training in communication campaigns, project management, new technologies, and research methods. These subjects are required. In addition, students choose three courses comprising a specialization in their area of interest. Areas served by the Temple University community include the following: conflict and peace, community development, media development and advocacy, globalization, and sustainability. The areas of specialization allow students to deepen their programs of study. Students may also design their own specializations by selecting among courses across Temple University.

After completing the program, students will be well prepared to understand the development sector and how communication is used in advancing development. They will understand the complexities of program management and assessment and be acquainted with a variety of communication skills employed at the project level including both technological and non-technological skills. And they will understand cultural and political contingencies often found in doing development work.

The program is designed to be attractive to the following kinds of students:

- Students in the U.S. with undergraduate degrees in communication, journalism, media studies, political science, geography, anthropology, sociology, public health, etc., who wish to move into the field of development communication by earning a graduate degree,

- Students from other parts of the world, particularly developing regions such as Africa, Latin America, and Asia, where development communication is a growing practice but where there is a scarcity of qualified practitioners,

- Students interested in working in communities or regions within the US that have development needs, such as marginalized inner city communities, neglected post-industrial rural towns or towns experiencing intensive immigration,

- Current early-to-mid-career practitioners of communication and development in the U.S. and abroad who wish to earn a graduate degree and deepen their knowledge of the field,

- Students planning on doctoral research who would like to acquire grounding in the practical challenges of social and behavior change,

- Returning veterans and Peace Corp volunteers.

Temple Advantages

The program's location at Temple University offers a number of advantages. One advantage is its location within the School of Media and Communication. The School of Media and Communication has a national reputation with alumni working in major media outlets nationally and internationally. It directly serves the 4th largest media market in the United States with four academic departments: 1) Journalism, 2) Media Studies and Production, 3) Advertising, 4) Strategic and Organizational Communication. It has 60 fulltime faculty members who serve approximately 3,000 students, including 2,800 undergraduates and 200 graduate students. Faculty members teaching in the GDC program include experts from a variety of relevant communication specializations in all four departments.

In addition to the Master of Science in Globalization and Development Communication SMC has four additional established graduate programs: the Doctor of Philosophy (Ph.D.) in Media and Communication (M&C), the Master of Arts in Media Studies and Production, the Master of Journalism, and the Master of Science in Communication Management. As a school-wide program, the MS in Globalization and Development Communication has shared courses with the existing three masters programs as well as opportunities to enroll in selected courses with the M&C doctoral program.

Another advantage of the GDC program's location is its home in Temple University. Temple is a research-intensive university with 13 schools and colleges including schools of medicine, law, engineering, podiatry and public health, in addition to the humanities, sciences, and social sciences. (Its Carnegie Classification is: RU/H. Research University w/ High Research Activity.) Temple serves 37,000 students in 122 undergraduate majors, and over 200 doctoral and masters level programs. And it is ranked 5th in the United States as a provider of professional education. It is one of the 25 most high-tech campuses in America and is one of the most diverse universities in the nation.

Students in the Master of Science in Globalization and Development Communication can take courses in Temple's other schools and colleges from departments including the Department of Public Health, the Department of Geography and Urban Studies, the Department of City and Regional Planning, the Department of Political Science, and others. Together, the available courses allow students to create study specializations that are flexible and tailored to their interests. Temple University also offers 120 international programs and activities in 35 countries. It has campuses in Rome and Tokyo, which provide opportunities to GDC students. SMC offers study away opportunities in London, Dublin, and South Africa.

A final advantage of the program is its geographic location. Temple University is located in Philadelphia, the fifth most populous city in the United States. The city is situated in the Mid-Atlantic region of the US and is commuting distance from both New York City and Washington D.C. GDC students have the opportunity to learn not only from Philadelphia based organizations doing development work but also from the large community of organizations working in the development sector based in New York and Washington.

Program Characteristics

An important pedagogical principle in the GDC is its practical orientation. Too often there is a gap between academic research and the work of development agencies and NGOs, between theory and practice. While the program covers theory and research methods, it focuses on providing knowledge and skills needed in development sector organizations. It aims to devote academic resources to the practical problems of social change, and hopefully to bridge the gap between theory and practice. The program's capstone course, which is a practicum, deliberately embodies this pedagogical principle.

This program's practical orientation is also represented in its partnerships with development sector organizations. In designing the program, feedback and advice have been collected from development communicators in UNICEF, the World Bank, Women's Campaign International, the Communication Initiative, and other organizations large and small. This advice keeps the program's faculty in touch with current needs in the field and it also establishes connections between the program, its students, and work opportunities in the field.

Finally, it should also be noted that the GDC program has linkages with the SMC doctoral program. One linkage consists in the faculty who teach GDC courses. These same faculty members also hold positions in the doctoral program. They are active researchers/

practitioners and their ongoing scholarship informs the GDC courses. In this way, GDC students benefit from the latest in theory and research insights. Faculty research ranges across such areas as development theory, program evaluation, media making, environmental sustainability, and other areas. Another linkage consists in the opportunity to pursue doctoral research if a GDC student should choose to continue graduate training rather than enter directly into a development sector job. The GDC program fulfills doctoral program entry requirements, and applications to the doctoral program from GDC students are welcomed.

Temple's Approach to Development

Theoretical Approach

Temple's approach to development is informed by both big-picture development theory and also by recent tends in applied research and practice. At the big picture level, development theory was a relatively well-defined field in the 1950s, 60s, and 70s under the term modernization theory. This early phase of modernization theory was economically and technologically oriented and was avowedly western in its cultural orientation. Widespread responses to modernization theory during the 1980s and after were critical of the neo-liberal orientation of this theory's economic assumptions. Such critical viewpoints were also concerned about the unhindered diffusion of western cultural values and assumptions. Postmodern, postcolonial, and subaltern studies have advanced these critical economic and cultural viewpoints considerably. Today, the idea of a single goal for the world's societies being a modernity that looks like the West has become deeply problematized. And development theory has in some respects become Balkanized, representing highly varied viewpoints on the idea of modernity. And thus thinking on development today is more fragmented than it was during the period of classical modernization theory.

From this criticism has emerged a more open-ended conception of what development might mean. It is now widely assumed that development is compatible with a variety of cultural orientations. Societies will find their own mix of economic, political, and cultural priorities in finding a path forward. Thinking on modernization is largely being replaced by thinking on multiple modernities as analyzed by a new generation of scholars across the globe. These include Amartya Sen (Sen, 1999), Arturo Escobar (1995), Shmuel Eisenstadt (Eisenstadt, 2003), and Jurgen Habermas (Habermas, 1984 & 1987) to name just a few.

It may be well here to note that the GDC hopes to stand aside from certain debates over terminology. Some academics, field workers, and others have strong opinions on labels applied to work undertaken to improve life opportunities worldwide. While most seem to eschew the old term "modernization," some have replaced this label with the term development. Others find the term "development" communication itself to reflect a northern hegemony and prefer labels such as "communication for social change," or "post-development." We try not to take sides on this matter on the basis that any term can be compromised and co-opted, as has happened in the case of "participatory" communication. The substantive matter to be determined is the concepts employed behind any of these labels, which are more important than labels themselves. Therefore, this chapter uses all these terms, for slightly different purposes in each case, perhaps preferring "communication for social change and development," but using the phrase "development communication" as a short hand reference for the sake of brevity.

Some processes of development communication are mediated. Some are dialogical but limited in scope, while others are oriented towards dialog but aim for larger scale community or social change. And, trends being what they are, some projects undertaken in Freire's name can

be questioned on the charge that they are not participatory at all. A review of some of the major approaches suggests the nature of this variability.

Social mobilization refers to a process developed at the United Nations International Children's Emergency Fund that is intended to be highly participatory (UNICEF, 1993). It aims at a comprehensive approach to planning that focuses on community action, coalitions and building the capacity of local individuals and organizations to undertake social development efforts. One common problem in development work results from the systemic nature of social problems. Matters such as youth nutrition, health, and educational development must be simultaneously approached in multiple contexts such as schools, workplaces, radical community groups, government agencies, and traditional community meetings. Social mobilization efforts seek to harness citizen movements, engaging communities in addressing these problems singly, and jointly.

Media advocacy is another evolving communication approach that seeks to empower local peoples. Development communication efforts generally swim, according to media advocates, against a strong current of anti-development messaging. For example, attempts to improve nutrition are confronted by commercial media that barrage citizens with junk food advertisements. Attempts to encourage safer sexual practices must combat a continuous stream of television programs and Hollywood movies that glorify carefree promiscuity. Attempts to promote environmental awareness must usually work in communication environments where technological quick fixes are treated as self-obvious fixes, and gas guzzling SUVs are status symbols. Thus, media advocacy employs the strategic use of mass media to advocate social change initiatives and influence public policy by presenting counter messages within the main

media space. It aims to stimulate public debate over community needs and to represent responsible portrayals of alternatives (Brawley & Martinez-Brawley, 1999).

Approaches employing dialogic or community-centered methods are by no means limited to social mobilization and media advocacy. Others include the integrated model for social change, Soul City's theory of social and behavioral change, action theory, and many more. And much project work employs dialogical approaches in ad hoc ways without employing any specific model of participatory change. We only want to note here that the importance of dialogic approaches to community empowerment, inspired by Freire's work, has been increasingly recognized over recent decades.

Nowadays, some of the major multilateral development organizations are responding to, and advocating, citizen driven change. For example, the World Bank has long received criticism for assumptions underlying its economic analyses, and for policies that were often very often part of the problem. Without attempting to sum up this institution's current ideological balance of accounts, it is clear that the World Bank has recently taken a turn towards more dialogical and more humane approaches to development.

A significant effort was undertaken by James Wolfensohn, World Bank President from 1995 to 2005. Under Wolfensohn's leadership, the bank undertook a number of initiatives that attempted to significantly redirect the bank. Among the most visible was a survey of over 60,000 poor people around the world, conducted in an attempting to learn what where their needs and their development priorities. This was published in a series of reports advancing Wolfensohn's plea that citizen voice should drive the assessment of development priorities (Wolfensohn, Short, & Narayan, 2000). The Bank also began to treat lending as something that required analysis of social and political factors as well as narrowly conceived studies of economic returns. The

Bank's project on World Wide Governance Indicators today gathers data on "Voice and Accountability, "Political Stability and Absence of Violence," "Governmental Effectiveness," Regulatory Quality," "Rule of Law," and "Control of Corruption." The fortunes of the human needs approach to development have waxed and waned at the World Bank since Wolfensohn's tenure there. Notably, George W. Bush's appointment to the presidency, Paul Wolfowitz, narrowed the Banks focus during his years to corruption. But, overall, the World Bank is a different place today than it was during the classical heyday of modernization theory.

The approaches briefly described above indicate the range of communication processes undertaken today in post-modernization efforts that aim to facilitate positive and collectively self-directed change in development contexts. Freire's work has inspired much of this even if the specific techniques he employed are not applied in all the projects undertaken in his name. And while work remains to be done in determining the most effective ways to design, implement, and especially to evaluate dialogic projects, the idea of participation through voice and communication is now well established.

Behavior Change

While advances in bottom-up community based approaches have been made, so too have advances been made in understanding how to conduct communication processes formerly seen as top-down. While citizen agency aiming towards social change is a privileged long-term goal, shorter-term programmatic aims also have an important role to play in development work. Such programmatic aims have often been pursued using public information campaigns. While classical modernization work employed diffusion models, today's thinking employs a wider range of public information campaign models.

Social marketing was originally proposed by Kotler and Zaltman (Kotler & Zaltman, 1971). Their experience in commercial marketing suggested to them that standard marketing procedures could be employed for pro-social outcomes. The basic idea was to pursue pro-social aims using consumer-marketing techniques. The better that pro-social program designers could understand their target populations' needs and interests, the better would be the outcomes (Novelli, Glanz, Lewis, & Rimer, 1990). Market research could help. Social marketing was therefore seen as, "the design, implementation, and control of programs calculated to influence the acceptability of social ideas and involving considerations of product, planning, pricing, communication, distribution, and marketing research" (Kotler & Zaltman, 1971).

One hallmark of social marketing is the thorough use of research for program design, implementation and evaluation. For program design, formative research is employed to learn local conditions, needs, and interests. In implementation, target populations are segmented. Mass media messages and other communication practices are tailored to key segments. Messages and practices are pre-tested to ensure suitability for intended purposes. When designed suitably social marketing programs can often be evaluated quantitatively. This has the advantage not only of hopefully providing estimates of program effectiveness, but outcome data are also used to provide evidence of accountability and impact to funding organizations.

Social marketing was employed initially in the development context with reference to products such as condoms, but its application was subsequently broadened to include ideas and behavior change. And as influence of the participatory communication approach has grown efforts have also been made to seek participatory dimensions in social marketing. On this view, social marketing projects are participatory because they include target populations in formative research. Focus groups and needs assessment surveys are designed precisely to gather

information on local needs and interests. Serving local needs and interests is the intended long run goal of social marketing. So, it is argued, social marketing can be seen as participatory. And, to this end some definitions of social marketing deliberately highlight the voluntary nature of intended behavior changes. Here, social marketing involves "… the adaptation of commercial marketing technologies to programs designed to influence the voluntary behavior of target audiences to improve their personal welfare and that of the society of which they are a part" (Andreasen, 1994).

Opinions differ considerably on whether social marketing is participatory, or even partly participatory. But it is worth nothing that the terms of debate today include citizen agency even when opinions over methods differ.

A similar assessment can be made of projects employing entertainment media to advance development projects, i.e. entertainment-education. Conceptually, entertainment-education programs are based on the intuition that positive role models are more likely to earn attention and to be persuasive than are role models that are neutral. Thus, entertainment-education is "the process of purposely designing and implementing a media message to both entertain and educate, in order to increase audience knowledge about at educational issue, create favorable attitudes, and change overt behavior" (Singhal & Rogers, 1999). Entertainment-education projects have employed popular singers to encourage sexual restraint in Mexico, the Philippines and Nigeria, among other countries. Soap operas have carried messages about reproductive health in such countries as Egypt, Ghana, India, Nepal, Zimbabwe, and many others. Other projects utilize cartoons, theatre, and television spots. Like social marketing, entertainment-education programs are often conducted with the assistance of empirical research for formative needs assessment, program design, and evaluation.

Also like social marketing, participatory dimensions of entertainment-education programs have been considered and advocated. Because formative research is employed, it can be argued that entertainment-education begins with a concern for audience or consumer needs and is to this extent participatory. In addition, entertainment-education typically employs local idiom in linguistic figures and entertainment aesthetics and employs local writers and producers. For this reason it has been argued that entertainment-education is not a cultural intrusion carrying manipulative aesthetics but rather it is part of the local cultural scene and is, hence, at least to some extent participatory.

As in the case of social marketing, opinions differ considerably on whether entertainment-education programs are participatory, or even partly participatory. But once again it is worth nothing that the terms of debate today include citizen agency and local participation even when opinions over methods differ.

These approaches to research and program design are by no means exhaustive of the tools employed in development communication. Stages of Change theory, the Theory of Planned Behavior, Media Development, the Health Belief Model and many others are employed in development work. But the few mentioned above serve to show the variety of approaches to development communication employed today. These range from more fully participatory, bottom-up, social change approaches to more top-down approaches, and others in-between or employing both bottom-up and to-down strategies in combination. The Temple program in Globalization and Development Communication promotes an eclectic approach to the use of theories, methods, and practices in development communication. This is a "toolkit approach" to development, employing theories and techniques as needed to meet immediate challenges (Waisbord, 2001).

Summary: Moving Forward

As a program established in 2014, Temple's Master of Science in Globalization and Development Communication will continue to develop, respond and adjust to a world confronted by global challenges and immersed in intense transformations. Indeed, in many ways the GDC program is a post-modernization program, as its purpose is shaped by 21st century threats and challenges such as climate change, pandemics, terrorism, conflict, migration and displacement, and corporate abuse along with the continuing "old" development concerns over food production, poverty reduction, and public health. But while the program's vision is global, its application and training are local and tied to those questions on the ground that engender social mobilization and participation, or shape advocacy and behavior change in meaningful, constructive ways.

With this mission in mind, the future of the program will involve "leaning into" its guiding pedagogical principles and advantages. This includes primarily continuing to provide GDC students with a practical orientation for development communication by requiring them to apply the knowledge of theory and communication skills gained in the program to the everyday realities of realities of local communities, non-governmental organizations, governments offices and agencies, and civil society organizations. Here the crucial place of communication and culture looms large, the practice of development involves cultivating an understanding for how communication specialists can best help the communities and organization in which they work to generate change through public understanding, dialogue and consensus building while knowing which communication tools and techniques are right for the social context.

Given its urban location, diverse population and own set of development challenges, Philadelphia provides an excellent metropolitan setting for the delivery of our program. But the GDC program also aspires to be a site of inquiry and practice within a network of development

communication programs, linking the local to the global as a means to partner with other

programs around the world to advance theory and practical training in communication for

development and social change.

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Data Sheet

1. Name of the postgraduate program: Master of Science in Globalization and Development Communication

2. University, faculty, department or school which offers it: School of Media and Communication, Temple University

3. Country: United States of America

4. Program objectives: Globalization and Development Communication (GDC) is a one year program designed to meet the challenges of the 21st century (e.g., public health, peace and conflict, food security, human rights, gender equality, sustainability) by providing a rigorous, forward-thinking curriculum grounded in the promotion of responsible and ethical change.

5. Graduate´s profile: The program is new and will experience its first graduating cohort in August 2015.

6. Research Guidelines: Students are immersed in in 30 hours of coursework on development communication theory and research methods, project management and evaluation, campaign design, media advocacy practices, and the application of new and emergent media technologies.

7. Knowledge areas/ problems / working guidelines: The curriculum is designed to provide a comprehensive overview of the origins of the information society, management and communication theories and their implications for communication management, research methods tailored to media and communication issues, and the management, evaluation, and

advocacy of decision making tools and communication for development. The program's focus is on the promotion of responsible and ethical change.

8. Number of credits:

30 Credits