Regent University Mission Statement:
Our mission is to serve as a leading center of Christian thought and action providing an excellent education from a Biblical perspective and global context in pivotal professions to equip Christian leaders to change the world.

School of Communication & the Arts Mission Statement:
To prepare emerging and established Christian leaders to inspire, enrich and transform the media, the arts, and the academy through excellence and innovation in scholarship and practice.

COURSE SYLLABUS

SCHOOL OF COMMUNICATION & THE ARTS
DEPARTMENT OF STRATEGIC COMMUNICATION & JOURNALISM

SCA 610
CHANGING THE WORLD THROUGH ENTERTAINMENT
FALL 2013
COURSE TYPE: DISTANCE

MEETING LOCATION: DEANS’ SUITE COMARTS BLDG
MEETING TIME: PROVIDED IN CLASS SCHEDULE

COURSE INSTRUCTOR: DR. WILLIAM J. BROWN

All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed to the instructor.
SECTION 1 – COURSE OVERVIEW

INSTRUCTOR INFORMATION:
Instructor: William J. Brown
Telephone: 757-352-4215
Fax: 757-352-4291
E-mail: willbro@regent.edu

In the subject line of your email, please include the course number (e.g. SSW 514) and have your full name in your email signature. Note: All students are required to keep their mailing address, e-mail address, and telephone numbers up to date in GENISYS to facilitate communication between instructors and students.

Office Hours: Tuesday 9-11:50 am, Wed., 2-4:50 pm
Office Location: COM 246
Best time to contact me: mornings before noon

Welcome to class

SHORT BIO
William Brown is Professor and Research Fellow in the School of Communication and the Arts at Regent University in Virginia Beach, Virginia. He received a Bachelor of Science Degree in Environmental Science from Purdue University, a Masters Degree in Communication Management from the Annenberg School of Communication at the University of Southern California in Los Angeles, and a Masters and Doctorate in Communication, also from the University of Southern California. His academic research interests include international media influence, social influence through heroes and celebrities, and the use of entertainment-education for social change. He has published extensively in academic journals and has contributed book chapters in the field of communication during the past 20 years. Dr. Brown has conducted research in more than 35 nations, including federally funded research projects in Africa. He has taught at the University of Southern California, the University of Hawaii, the University of the Nations, and Regent University. He has served as a Fulbright Specialist to the Netherlands in 2009 and to Norway in 2011. Dr. Brown lived in Hong Kong for five years and has a continuing interest in Asian media and development.

COURSE DESCRIPTION
SCA 610 Changing the World through Entertainment (3) Study of the strategic use of entertainment media and the arts for social change, including dramatic serials, telenovelas, music videos, films, novels, plays, street theatre, sports, entertainment news, webisodes, and other popular forms of entertainment. Includes the study of relevant social change theories and review of research that explains the power of entertainment media to reinforce and change attitudes, values, beliefs, and behavior. Projects studied will include entertainment-education productions throughout the world. Course designed for students enrolled in both masters degree and doctoral programs.

Theme Scripture:
Judges 14: 18
INTEGRATION OF FAITH

My philosophy on the integration of faith and learning is substantively informed by the ideas in two books we have found particularly influential in our own development as Christians and communication scholars.

Mark Noll’s *The Scandal of the Evangelical Mind* (1994) is an eloquent call for Christians to honor God more fully by practicing a “more responsible intellectual existence.” “The scandal of the evangelical mind,” he declared, “is that there is not much of an evangelical mind.” In my view, distinctly Christian higher education—particularly graduate education—is important in large part to help counteract this unfortunate tradition of anti-intellectualism in American evangelical Christianity. One need not—and should not—check one’s brain at the proverbial door in order to exercise and grow in the faith. The Christian faith is eminently strong as a philosophical system and is profoundly “reasonable,” and we Christians—individually and communally—need to witness to this more faithfully in the ways we examine our lives, in the ways in which we think, and the ways in which we engage our culture.

George Marsden’s *The Outrageous Idea of Christian Scholarship* (1997) is an excellent exposition of the ways in which integrating faith and scholarship is beneficial not only for growing in and witnessing to religious faith, but also for enriching the academy and the world of ideas. Faith-based (particularly evangelical Christian) perspectives can augment academic study not only by suggesting particular and understudied subjects and novel ways of studying them, but also by correcting for the ideological and methodological biases that exist in secular academic culture. By working hard at cultivating our thinking and our scholarship from a distinctly Christian worldview, we will not only enrich our own faith and allow us to present it more compellingly to others, but we also will enrich the world of ideas.

The mission of the School of Communication and the arts is to provide current and aspiring communication professionals and scholars with graduate level knowledge of communication from a Biblical perspective. In this course we will read and discuss the activities of social scientists within the context of Christian thought and action. We will specifically discuss:

1. The biblical foundation for theory and research of entertainment-education.
2. The application of knowledge of entertainment-education to fulfill the God-given responsibilities of Christians.
3. The application of the entertainment-education strategy to fulfill the mission of the church.
4. The ethical implications of entertainment-education and social change
SECTION 2 – COURSE EXPECTATIONS

COURSE OUTCOMES
Upon completion of this course, students should be able to:

1. Demonstrate knowledge of the process of social influence through media.
2. Apply published social science research both in academic journals and in popular media to situations in which social influence expertise is needed.
3. Formulate and implement a field assessment, including a detailed plan, project objectives, budget and research fees, research instruments, data collection and analysis, quantitative data with appropriate statistical tests and analyze, and conclusions based on the research results.
4. Identify and explain at least four theories used in entertainment-education programs.
5. Identify and explain at least four ethical dilemmas associated with the use of entertainment for social change.
6. Explain the advantages and disadvantages of media strategies used to influence people. Complete a study of a specific attempt to use media as a means of social influence.

REQUIRED MATERIALS
Students are responsible for acquiring the following books and materials for this course:


Note: The School has partnered with the Regent Bookstore to have textbooks available for purchase for all students, including distance students. Items may be ordered using the secured online catalog found at www.regentbookstore.net.
Daily access to the Internet and email

Microsoft Office (Word, Excel, PowerPoint, etc.) version 2007 or later.

The latest version of a web browser compatible with Blackboard and media players. For assistance, visit the links provided in the Helpful Resources section of the course in Blackboard or contact IT Helpdesk via their website, phone at 757-352-4076, or email helpdesk@regent.edu.

Additional materials (e.g., PowerPoint files, quizzes, media, and the like) may be provided via Blackboard. Students are responsible for the information and materials distributed in class and on Blackboard (see “Use of Blackboard” below for more information).

Understand and adhere to the Regent Honor Code found in the Student Handbook. A persistent link can also be found in Blackboard’s “RU Resources” tab.

Recommended Course Materials:
- Other resources such as writing style guides, Blackboard tutorials, University policies, IT Helpdesk, and information may be accessed via the “RU” and “Helpful Resources” tabs in Blackboard as well as in the Helpful Resources section of this course.

USE OF BLACKBOARD
Blackboard will be used to aid communication and delivery of extemporaneous and other content as the semester progresses. We may also utilize the Discussion Board to extend our in-class discussions. Participation in Blackboard does not supplant course requirements for attendance or class participation. Therefore, while access to and use of Blackboard is required for this course, it should not be seen as a surrogate for class attendance or other course requirements. Also, please keep the following in mind:

- All discussion posts should be scholarly in nature and respectful of colleagues.
- Students are expected to check the Announcements section of Blackboard each week beginning one week before the start of the course.
- Students must keep their e-mail address current in Genisys in order to receive communications from Blackboard and the instructor. Students are expected to check their Regent e-mail daily to ensure timely receipt of messages from the professor.

ATTENDANCE AND PARTICIPATION
Attendance and active participation is required in order to complete this course. All Blackboard forums must be completed in order to qualify for a class participation grade above a C.

Note: International students should consult the Office of International Student Services before registering for a Distance or Modular course.

SUBMISSION OF ASSIGNMENTS
In addition to emailing your completed assignments as an attached document to your instructor, all assignments for this course must be submitted via the “Assignment Link” found in Blackboard. All files should be submitted using the following naming convention:

YourName_AssignmentName (e.g. John Smith_Lab 1)
• Papers should be in MS Word format (.docx) compliant with the **APA 6th edition** writing style guide.

**Unless otherwise stated in Blackboard, no assignment will be accepted if submitted via any method other than Blackboard.** Assignments are due no later than **11:59 pm on Saturday**. It is recommended that students give themselves a buffer of time before the deadline to allow for troubleshooting should your upload attempt fail. Students should look at the assignment submission page to verify that the submission was successful.

**Late Assignments**

Late assignments will be given partial credit up to a maximum of 7 days late. **NOTE: Technical difficulties when submitting to Blackboard will not be accepted unless documented by the IT Help Desk.** The IT Help Desk is your first point of contact for problems with Blackboard. Deadline extensions will be allowed only when a system issue occurring on Blackboard’s side is documented by Regent University IT department.

**METHOD OF EVALUATION**

The final grade for the course will reflect mastery of course content and quality of thought as expressed in:

A. Grades and Weights

<table>
<thead>
<tr>
<th>Class Assignments and Participation</th>
<th>200 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Comprehensive Exam</td>
<td>300 pts</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>200 pts</td>
</tr>
<tr>
<td>Final EE Project and Paper</td>
<td>300 pts</td>
</tr>
<tr>
<td>Total points for course</td>
<td>1000 pts</td>
</tr>
</tbody>
</table>

B. Grading Scale (Based on 1000 total points for the course):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Points</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>960-1000</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>930-959</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>900-929</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>850-899</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>810-849</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>780-809</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>750-779</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>710-759</td>
<td>1.67</td>
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<tr>
<td>D+</td>
<td>680-709</td>
<td>1.33</td>
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<tr>
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<td>650-679</td>
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<tr>
<td>D-</td>
<td>600-649</td>
<td>0.07</td>
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<tr>
<td>F</td>
<td>0-599</td>
<td>0.00</td>
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</tbody>
</table>
SECTION 3 – SCHEDULE AND EVALUATION

COURSE SCHEDULE

The schedule below should be put in a convenient place and followed closely each week, as late assignments may be subject to a grade reduction. Monday marks the beginning of the week for this course. Therefore, unless otherwise stated in Blackboard, assignments for each week must be submitted no later than Saturday, 11:59 pm (Eastern time) of each week.

Week 1: January 7 to January 12
Introduction to entertainment-education

Week 2: January 14 to January 19
Simplemente Maria and parasocial interaction

Week 3: January 21 to January 26
Albert Bandura’s theory and Miguel Sabido’s telenovelas

Week 4: January 28 to February 2
Hum Log, Medisch Centrum West, and McGuire’s model

Week 5: February 4 to February 9
KAP campaigns and Soul City

Week 6: February 11 to February 16
EE in the U.S. and Europe

Week 7: February 18 to February 23
EE in Brazil, Egypt and South Africa

Week 8: February 25 to March 2
Meena and EE in Turkey and India

Week 9: March 4 to March 9
Modular week – no new content

Week 10: March 11 to March 16
Paulo Freire and EE among Evangelical Christians

Week 11: March 18 to March 23
Bouman’s EE creativity model and grounded research

Week 12: March 25 to March 30
EE collaborations and EE fiction

Week 13: April 1 to April 6
HIV/AIDS and biological warfare
Week 14: April 8 to April 13  
EE and interactive games

Week 15: April 15 to April 20  
The future of EE

Week 16: April 22 to April 27  
Scholarly research and writing about EE

Calendar (Subject to Change) – On-Campus Discussion Forums

On-campus discussion forums will be offered every two weeks. The following dates and discussion topics have been chosen.

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Discussion Topic(s)</th>
<th>Meeting Time and Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forum One</td>
<td>Course overview and foundational principles</td>
<td>9:00 am-noon, Dean’s Conference Room, COMMARTS BLDG</td>
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<tr>
<td>January 7</td>
<td></td>
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<tr>
<td>Forum Two</td>
<td>EE Theories</td>
<td>9:00 am-noon, Dean’s Conference Room, COMMARTS BLDG</td>
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<tr>
<td>January 22</td>
<td></td>
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<tr>
<td>Forum Three</td>
<td>EE Strategies</td>
<td>9:00 am-noon, Dean’s Conference Room, COMMARTS BLDG</td>
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<td>February 5</td>
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<td>Forum Four</td>
<td>EE Videos</td>
<td>9:00 am-noon, Dean’s Conference Room, COMMARTS BLDG</td>
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<tr>
<td>February 19</td>
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<tr>
<td>Forum Five</td>
<td>EE Films</td>
<td>9:00 am-noon, Dean’s Conference Room, COMMARTS BLDG</td>
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<td>February 26</td>
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<tr>
<td>Forum Six</td>
<td>EE Television</td>
<td>9:00 am-noon, Dean’s Conference Room, COMMARTS BLDG</td>
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<td>March 12</td>
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<tr>
<td>Forum Seven</td>
<td>EE Games</td>
<td>9:00 am-noon, Dean’s Conference Room, COMMARTS BLDG</td>
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<td>March 26</td>
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<tr>
<td>Forum Eight</td>
<td>Final Paper Consultation</td>
<td>9:00 am-noon, Dean’s Conference Room, COMMARTS BLDG</td>
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<tr>
<td>April 9</td>
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<tr>
<td>Forum Nine</td>
<td>The Future of EE</td>
<td>9:00 am-noon, Dean’s Conference Room, COMMARTS BLDG</td>
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<tr>
<td>April 23</td>
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SECTION 4 – PROGRAM GOALS

SCHOOL OF COMMUNICATION AND THE ARTS MISSION STATEMENT
To prepare emerging and established Christian leaders to inspire, enrich and transform the media, the arts, and the academy through excellence and innovation in scholarship and practice.

PROGRAM GOALS FOR THE DEPARTMENT OF STRATEGIC COMMUNICATION & JOURNALISM.

Ph.D. in Communication

1. **Christian Worldview**: Development of Christian worldview as professionals working in the field of communication study.
2. **Academics**: Exploration of at least a dozen important theories of human communication and of the three common methodological approaches used to conduct communication research.
3. **Christian Community**: Development of Christian community at Regent University through interactions with other Regent University students, faculty and staff.
5. **Global Competence**: Understanding of international and intercultural communication through interactions with international students, communication scholarship, and travel to other countries for teaching, research and ministry.

SECTION 5 – UNIVERSITY POLICIES

Students should become familiar with all university policies as outlined in the Student Handbook including:

- Disability services *(Note: Requests for accommodation must first be submitted through Disability Services).*
- Regent Honor Code (as an academic and Christian community, Regent University takes seriously the call for integrity and penalizes breaches of academic integrity.)
- Withdrawing from a course or the University
- Discipline policies

A link to the Student Handbook can also be found in Blackboard’s "RU Resources" tab along with links to University Library, Student Services, University Bookstore, academic writing assistance resources, and more.

Blackboard’s “Help” tab provides additional resources including:

- Blackboard tutorials
- IT Help Desk contact information

STUDENT COURSE EVALUATION

Students have the opportunity to provide feedback throughout the course through e-mail, telephone, and on-campus appointments. Near the end of the course, students will complete an anonymous online course evaluation form. Since the results contribute to improving course design and presentation, it is important that students be honest and constructive in their evaluations. Students will receive an e-mail reminder from the University when it is time to complete these evaluations. Please take time to provide this input. **Students can access the online evaluation system at:**
If you have questions about the online evaluation please contact evaluation@regent.edu.

This syllabus is subject to change without notice.

Last updated: 12/17/2012

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