

University of Calgary
Department of Communication, Media and Film

Communication and Media Studies (COMS) 393 - Lecture 01
Critical Perspectives on Health and Science

Winter 2018: Tues., Jan. 9 to Thurs., April 12
Tuesdays and Thursdays 11:00 – 12:15 (excluding Feb. 20 & 22)

Instructor:	Jo-Anne Andre, M.A.
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Office Hours:	Fridays 1:30 to 3:30 pm (or other times by appointment)
Course site:	https://d2l.ucalgary.ca/

Course description

This course examines the construction and communication of health and science as socio-cultural phenomena and interrogates the ways in which health and science issues are communicated, defined, represented and framed, particularly within contemporary media.

Throughout the course, we will focus heavily on concepts of persuasion, power, and identity, considering questions such as the following:

- In what ways are health and science rhetorical (persuasive) activities?
- What institutions and voices wield power in discursive representations?
- Whose interests are served (and whose are silenced) in particular frames?
- How do particular representations shape people's identities?

Additional notes

Please come to class having done the required readings and prepared to engage in discussion. Most weeks will require you to come prepared having produced a reading task based on an assigned reading for the day. Be sure to budget enough time for the reading and assigned tasks.

All assignments are to be completed using APA citation style; APA support materials will be provided on D2L. Assignments that fail to use citations for borrowed material or that fail to use quotation marks around word strings taken directly from a source will be referred to the Associate Dean for review for plagiarism.

Textbook

There is no required textbook. Course readings or links to readings available through the University of Calgary website will be provided on D2L.

Course Objectives

This course is intended to help students to develop

1. an understanding of a range of critical approaches taken by communication scholars to the communication of health and science;
2. skill in applying theoretical frameworks to critically analyze communication artifacts and discourses related to health and science;
3. competence in using and citing sources, developing arguments, and structuring papers as well as skill in writing clearly, correctly, and concisely.

Internet and electronic communication device information

Students may use electronic devices in class for course-related purposes only.

Assignments & Due Dates

	Tasks	Due date
30%	Reading Tasks (10 x 3% each, various dates) – Except as noted in the detailed course outline, these tasks should be one page, typed, double-spaced, and turned in at the beginning of class (except as noted). Late tasks will not be accepted, but you may do any 10 of the 16 tasks listed. Note that some tasks are to be done in class and may involve working with a partner.	Do any 10 tasks chosen from the 16 listed in the daily schedule at the end of this outline.
10%	Proposal for final paper – In this 400- to 600-word proposal for your final paper, you will identify a research question (your topic), an artifact or set of artifacts to analyze, and a theoretical frame highlighting concepts you expect to use in your analysis. Your proposal should also include an informative title as well as <ul style="list-style-type: none">• a paragraph putting the topic into context and establishing its significance• an indication of your proposed research method—how you will proceed with your primary and secondary research• a reference list with at least two secondary sources (you plan to use in your final paper. (One or both sources should be an assigned reading.)• a clear indication of whether or not you want to participate in a final paper panel presentation (on a date assigned by the instructor). Up to 36 students will be accepted for the panel presentations organized into panels of 3 based on proposal topics.	Tues., March 13
30%	Midterm exams (2 x 15% each) – will include multiple choice and short-answer questions based on course readings, lectures, guest speakers, and class discussions. Questions may ask you to define a concept or a theoretical approach or to briefly explain how you would apply a particular approach to a particular issue.	Thursdays: Feb.15 & March 29

30%	<p>Final paper – due Thurs., April 12 (but students who participate in a peer or instructor review of their draft paper may submit their paper on April 14 with no late penalty). The paper will count 30% for students not doing a panel presentation. Students doing a panel presentation will have their presentation count 5% and their paper count 25%.</p> <p>Final paper panel presentation (5 min) – (optional, April 3, 5, or 10, as assigned based on proposal topic). Students accepted to participate in the final paper panels will have their presentation weighted as 5% and their final paper weighted as 25% rather than as 30%. Based on the quality of their proposals and their expression of interest in participating in the panels, up to 36 students will be accepted for the panel presentations.</p>	Thurs., April 12 (Sat., April 14 for students participating in peer or instructor review)
<p>There is no registrar-scheduled exam.</p> <p>All assignments except for the reading tasks must be submitted to pass the course.</p>		

Assignment Due Dates, Grace Period, & Late Penalties

Except as noted, reading tasks are due at the beginning of class, and no late tasks will be accepted. Other assignments (the proposal and final paper) are due at 11:59 pm MST on the due date indicated; however, you will have an 8-hour no-late-penalty grace period to 8:00 am the next day. Written assignments submitted after the grace period may have one grade level deducted for each day late (e.g., B to B-), including weekends.

Assignment Submission:

- Except for the reading tasks (and except as noted), submit all assignments to the designated dropbox in D2L (accessible via the Assessments tab on the red navigation bar).
- Please use Word format (.doc or .docx); .rtf files may also work. **Do not use .pdf or pages formats.** Use a 12-point font and 1" (2.54 cm) margins for all assignments.
- **Include your name in the file name** (e.g., COMS 393 proposal Jones.docx) and on page 1 of all written assignments.

Note: It is your responsibility to keep a copy of each submitted assignment. For courses in which assignments are submitted electronically, you need to ensure that the correct copy of the assignment is submitted. (Including the version date or version number in your file name may help you avoid submitting the wrong version of your written assignments.)

Student Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

- Students seeking accommodation for transient illnesses (e.g., the flu) should contact their instructors. Whenever possible, students should advise their instructors in advance if they will be missing quizzes, presentations, in-class assignments, or group meetings.
- When accommodations are granted, they may take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.
- For information on Deferrals of Final Exams and Term Work, see sections G.6 and G.7 of the *University Calendar* at <http://www.ucalgary.ca/pubs/calendar/current/g-6.html> and <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>

Writing Skills Statement

Department policy directs that all written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Student Success Centre (3rd floor, Taylor Family Digital Library). Visit the website for more details:

<http://www.ucalgary.ca/ssc/writing-support>

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

For information on citation and documentation styles (including APA, Chicago, IEEE, MLA, and others), visit the links provided at <https://ucalgary.ca/ssc/resources/writing-support/436>. Research and citation resources are also available on the website of the Purdue Online Writing Lab (OWL) at <https://owl.english.purdue.edu/owl/section/2/> If you have questions about how to document sources, please consult your instructor or visit the writing support services in the Student Success Centre (3rd floor, Taylor Family Digital Library, at <http://www.ucalgary.ca/ssc/writing-support>).

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Grading & Department of Communication, Media and Film Grade Scale

In this course, all written assignments will earn a letter grade but the midterm exams will be given a percentage grade. Final grades are reported as letter grades. The following chart outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. In calculating final grades in this course, letter grades will be converted to the midpoint of the percentage range, as shown in the final column of the table.

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations**
4.00	Outstanding performance	A+	96 - 100%	98.0%
4.00	Excellent performance	A	90 - 95.99%	93.0%
3.70	Approaching excellent performance	A -	85 - 89.99%	87.5%
3.30	Exceeding good performance	B+	80 - 84.99%	82.5%
3.00	Good performance	B	75 - 79.99%	77.5%
2.70	Approaching good performance	B-	70 - 74.99%	72.5%
2.30	Exceeding satisfactory performance	C+	65 - 69.99%	67.5%
2.00	Satisfactory performance	C	60 - 64.99%	62.5%
1.70	Approaching satisfactory performance	C-	55 - 59.99%	57.5%
1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject	D	50 - 52.99%	51.5%
0.00	Failure. Did not meet course requirements.	F	0 - 49.99%	0%

* If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades.

** These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

Research Ethics

Whenever you perform research with human participants (e.g., surveys, interviews, or observations) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, see <http://arts.ucalgary.ca/research/resources/ethics>

Important information, services, and contacts for students

For information about . . .	Visit or contact . . .
ARTS PROGRAM ADVISING (ASC)	SS 102 403-220-3580 artsads@ucalgary.ca
CAMPUS SECURITY <ul style="list-style-type: none"> • Calgary Police Service • Emergency Text Messaging • Emergency Evacuation & Assembly • Safewalk Program 	http://www.ucalgary.ca/security/ 403-220-5333 403-266-1234 Emergency: call 911 http://www.ucalgary.ca/emergencyplan/textmessage http://www.ucalgary.ca/emergencyplan/assemblypoints If you feel uncomfortable walking alone at any time, call Campus Security for an escort (220-5333). For more information, see http://www.ucalgary.ca/security/
DESIRE2LEARN (D2L) Support <ul style="list-style-type: none"> • IT help line 	http://elearn.ucalgary.ca/desire2learn/home/students 403-220-5555 or itsupport@ucalgary.ca
STUDENT SUCCESS CENTRE <ul style="list-style-type: none"> • Writing Support Services • Student Services Mobile App 	http://ucalgary.ca/ssc http://www.ucalgary.ca/ssc/writing-support http://ucalgary.ca/currentstudents
STUDENTS' UNION CONTACTS <ul style="list-style-type: none"> • Faculty of Arts Reps • Student Ombudsman 	https://www.su.ucalgary.ca/about/who-we-are/elected-officials/ http://www.ucalgary.ca/provost/students/ombuds
SU WELLNESS CENTRE <ul style="list-style-type: none"> • Counselling Services • Health Services • Distress centre 24/7 CRISIS LINE • Online resources and tips 	403-210-9355 (MSC 370), M-F, 9:00–4:30 pm http://ucalgary.ca/wellnesscentre/counselling http://ucalgary.ca/wellnesscentre/health 403-266-HELP (4357) http://ucalgary.ca/wellnesscentre/healthycampus If you're concerned about a friend or your own well-being, it is important to seek help early. Call or visit the SU Wellness Centre or the 24-hour crisis line.

Tentative Schedule of Lecture Topics and Readings (Coms 393, L01, W18)

For a table of contents of the course readings, please see the next page.

	Topic & Readings	Reading notes & tasks
Tues., Jan. 9	<p>Introduction to the course</p> <ul style="list-style-type: none"> • Course expectations, policies, & PPTs • Why is the study of health and science discourses important? • In what ways are health and science persuasive enterprises? • Differences between "Communication and Health" and "Health Communication" • Brainstorming final paper topics 	
Thurs., Jan. 11	<p>Rhetoric of Medicine</p> <ul style="list-style-type: none"> • Old and new rhetorical approaches to the study of medicine and science <p>Segal, J. Z. (2014). The what, why, and how of a rhetoric of medicine. In J. Segal, ed., <i>Health and the rhetoric of medicine</i> (p. 1-20). [skip the 4 questions on pp. 6-7]. Carbondale IL: Southern Illinois UP. Retrieved from https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1354472</p>	<p>Reading task 1: Summarize and comment on the various ways in which Segal (2014) argues that medicine is persuasive, and comment on the link between health discourses and identity that Segal makes in the closing paragraph.</p>
Tues., Jan. 16	<p>Communication, Media and Health</p> <p>Elliott, C. D. (2014). Communication and health: An interrogation. <i>Canadian Journal of Communication</i>, 39 (2), 249-261. Retrieved from http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/1543471745?accountid=9838</p>	<p>Reading task 2: Summarize and comment on various ways in which Elliott (2014) says that scholars might "trouble" (or critique) concepts of health and its promotion. In other words, consider what research questions might be good starting points for critical inquiry in communication and health.</p>
Thurs., Jan. 18	<p>Framing (with in-class activity)</p> <ul style="list-style-type: none"> • Defining and framing problems • Links to Burke's notion of terministic screens <p>Entman, R. M. (1993). Framing: Toward clarification of a fractured paradigm. <i>Journal of Communication</i> 43(4), 51-58. DOI: 10.1111/j.1460-2466.1993.tb01304.x</p>	<p>Reading task 3 (in two parts):</p> <p>(1) Individually, using Entman (1993), define "frames and framing" in one paragraph. Bring this to class in electronic form. (2) In class, working with a partner, refine the opening paragraph, using the best from both submissions and analyze how a health or pharmaceutical product is framed in an online ad. One member of each pair should upload the completed reading task to D2L by the end of class, with both members' names on it.</p>

Tues., Jan. 23	<p>Framing in action: Food and fear Levenstein, H. (2016). "Death on a plate": Communicating food fears in modern North America. In <i>How Canadians communicate VI: Food promotion, consumption, and controversy</i> (pp. 297-311). At http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/451372</p>	<p>Reading task 4: write a 250-word (max) informative abstract (summary) for Levenstein's (2016) article. You can use wording from the article, but if you do, be sure to use quotation marks.</p>
Thurs., Jan. 25	<p>Media and Health Seal, C. (2002). Media health and everyday life [Chapter 1], in <i>Media & health</i>. London: Sage.</p>	<p>Reading task 5: in a page, summarize and comment on one or two points made in Seal's chapter that you find useful or thought-provoking.</p>
Tues., Jan. 30	<p>Framing in action: Media representations of mental illness Kestic, D., Ducat, L. V., & Thomas, S. D. M. (2012). Using force: Australian newspaper depictions of contacts between the police and persons experiencing mental illness. <i>Australian Psychologist</i>, 47 (2012), 213-223. DOI: 10.1111/j.1742-9544.2011.00051.x</p>	<p>Reading task 6 (in-class): Working with a partner in class, either (a) in a one-page paper summarize how mental illness is framed in an online newspaper article or (b) present your findings in class. (A worksheet will be provided.)</p>
Thurs., Feb. 1	<p>Critical Health Discourses: Healthism and Nutritionism Guest: Dr. Emily Truman, Postdoctoral Fellow in Food Communication and Health Crawford, R.. (1980). Healthism and the medicalization of everyday Life. <i>International Journal of Health Services</i>, 10(3), 365-388. [will be posted on D2L]</p>	<p>Reading task 7 (in-class or after class): Either (a) in a page, define medicalization and healthism, as discussed in Crawford (1980) and relate the concept of healthism to your own experience; or (b) post a commentary to the designated discussion board based on Dr. Truman's class presentation..</p>
Tues., Feb. 6	<p>Illness Narratives (Pathography) Segal, J. Z. (2014). The epideictic rhetoric of pathography. In J. Segal, ed., <i>Health and the rhetoric of medicine</i> (p. 1-20). Carbondale IL: Southern Illinois UP. Retrieved from https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1354472</p>	<p>Reading task 8 (two days, in-class): Working in pairs, find a chronic illness blog at http://chronicillnessbloggers.com/sites/ and briefly analyze an entry or two in it as a piece of epideictic rhetoric, making links to at least one of the readings for this week (i.e., Segal, 2012 or 2014 or Ehrenreich, 2009).</p>
Thurs., Feb. 8	<p>Illness Narratives and Identity (2) Segal, J. Z. (2012). Cancer experience and its narration: An accidental study. <i>Literature and Medicine</i>, 30(2), 292-318. DOI: https://doi.org/10.1353/lm.2012.0017 Optional: Ehrenreich, B. (2009). Smile or die: the bright side of cancer. In <i>Bright-sided: How the relentless promotion of positive thinking has undermined America</i> (pp. 15-44). New York NY: Metropolitan Books. [copy available on D2L]</p>	<p>Reading task 8 continued (in-class)</p>

Tues., Feb. 13	Illness Narratives and Identity (1) Guest: Dr. B. Schneider, Professor, Communication and Media Studies, U of C Schneider, B. (2003). Narratives of Schizophrenia: Constructing a positive identity. <i>Canadian Journal of Communication</i> , 28(2), 185-201. At http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/219530890?accountid=9838	Reading task 9 (before or after class): Either (a) bring to class a page summarizing and commenting on an interesting point made in Schneider (2003) or (b) post a commentary to the designated discussion board based on Dr. Schneider's class presentation.
Thurs., Feb. 15	Midterm exam (1) multiple choice & short answer based on course readings and lectures to date	Midterm exam
Feb. 20 & 22	Reading week. No classes	
Tues., Feb. 27	Critical Health Discourses (1): Discourses of Health Policy Segal, J. Z. (2014). Values, metaphors, and health policy. In J. Segal, ed., <i>Health and the rhetoric of medicine</i> (p. 115-132). Carbondale IL: Southern Illinois UP. Retrieved from https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1354472	Reading task 10: Either summarize and comment on a key point made in Segal's (2014) chapter or briefly analyze the metaphors at work in an online newspaper article related to health.
Thurs., Mar. 1	Critical Health Discourses (2): Discourses of Health Charities Screening of (2011). <i>Pink Ribbons, Inc.</i> [Documentary, Pool, L. (director)]	Reading task 11: By 11:59 pm, make a 200- to 300-word posting on the designated discussion board summarizing and reflecting on one or two points made in the documentary <i>Pink Ribbons, Inc.</i>
Tues., Mar. 6	Critiquing Health Discourses (3): Pharmaceutical Advertising Delbaere, M. (2013). Metaphors and myths in pharmaceutical advertising. <i>Social Science & Medicine</i> 82(April), 21-29. Doi: https://doi.org/10.1016/j.socscimed.2013.01.020	Reading task 12: Summarize and comment on one or two key points from Delbaere (2013).
Thurs., Mar. 8	Power and Discourse (1): Doctor-Patient Discourse Cordella, M. (2004). Discourse, society and doctor-patient communication. In <i>Dynamic consultation: A discourse analytical study of doctor-patient communication</i> . John Benjamins Publishing. Retrieved from https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=622493	Reading task 13: Summarize and comment on one or two key points from Cordella (2004).
Tues., Mar. 13	Power and Discourse (2): Power, Gatekeeping, and Publication Leslie, I. (2016, April 7). The sugar conspiracy. <i>The Guardian</i> . Retrieved from https://www.theguardian.com/society/2016/apr/07/the-sugar-conspiracy-robert-lustig-john-yudkin	Proposal due (no reading task)

Thurs., Mar. 15	<p>Critical Perspectives on the Discourse of Science Nisbet, M.C., & Scheufele, D.A. (2009). What's next for science communication? Promising directions and lingering distractions. <i>American Journal of Botany</i>, 96(10), 1767–1778. https://doi.org/10.3732/ajb.0900041</p>	<p>Reading task 14: Summarize and comment on one or two key points from Nisbet & Scheufele (2009).</p>
Tues., Mar. 20	<p>The Discourse of Global Warming (1): Corporate Public Discourse Livesey, S. M. (2002). Global warming wars: Rhetorical and discourse analytic approaches to Exxonmobil's corporate public discourse. <i>International Journal of Business Communication</i>, 39(1), 117-146. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/002194360203900106</p>	<p>Reading task 15: Summarize and comment on one or two key points from Livesey (2002) OR briefly analyze the discourse about global warming posted on the website of an oil company and relate it to Livesey (2002).</p>
Thurs., Mar. 22	<p>The Discourse of Global Warming: Frames in action (& visual persuasion) Foust, C. R., & O'Shannon Murphy, W. (2009). Revealing and reframing apocalyptic tragedy in global warming discourse. <i>Environmental Communication: A Journal of Nature and Culture</i>, 3(2), 151-167. Doi: 10.1080/17524030902916624</p>	<p>Reading task 16: Summarize and comment on one or two key points from Foust & O'Shannon Murphy (2009) OR briefly analyze the discourse about global warming in a social media posting OR analyze the visuals used in a newspaper or other online article related to global warming and relate your analysis to ideas from Livesey (2002).</p>
Tues., Mar. 27	<p>Workshop on writing your final paper & review for midterm.</p>	
Thurs., Mar. 29	<p>Midterm Exam (2) Multiple choice and short answer based on material covered since midterm exam 1</p>	<p>Midterm exam (2)</p>
Tues., April 3	Final paper panels	
Thurs., April 5	Final paper panels	
Tues., April 10	Final paper panels	
Thurs., April 12	Optional peer or instructor review of final paper drafts	