

University of Calgary
Department of Communication, Media and Film

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

Winter 2019: Thurs., Jan. 10 to Thurs., April 11
Tuesdays and Thursdays 11:00 – 12:15 (excluding Feb. 19 & 21)

Instructor: Jo-Anne Andre, M.A.

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Office Hours: Fridays 1:30 to 3:30 pm (or 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 and discourses shape people's identities?

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.

Textbook

There is no required textbook. Course readings or links to readings will be available on D2L. Please come to class having done the required readings and prepared to engage in discussion.

Internet and electronic communication device information

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

Assignments & Due Dates

	Tasks	Due date
30%	Reading Tasks (3 x 10%). Choose any 3 reading tasks from the 15 listed in syllabus at the end of this outline. Except as noted, these are due at the start of class. Note: You may complete 4 tasks & have the highest 3 grades counted.	Will depend on readings chosen
5%	Mini-Presentation. A 5- to 10-minute presentation to be done in groups of 2 or 3 students on a topic of your choice related to the course. A recommended option is to present highlights from an article or video that you think should be required reading (or viewing) for this course. Email the instructor with your proposed topic and presentation date.	As scheduled
12%	Proposal for final paper – Your final paper will present an analysis of a discursive or media artifact related to communication of a health or science issue. You will use secondary (published) research only to provide context for your own analysis. You may complete the proposal and final paper individually or in pairs. In your 400- to 600-word proposal, structured with the use of headings and including citations in APA format, you will <ul style="list-style-type: none">• include an informative title unique to your proposed paper• identify a research question and an artifact or artifacts to analyze• suggest an analytical approach (e.g., rhetorical analysis, framing analysis, discursive analysis, etc.) for your paper• put the topic into context (in a paragraph or two, citing at least one source)• include a reference list in APA format with entries for your artifacts and for at least two secondary sources (one or both of which are assigned readings)• indicate whether or not you want to participate in an optional final paper panel presentation in April.	Thurs., Feb. 28
25%	Midterm exam – (70 mins., closed book). Multiple-choice and short-answer questions based on course readings, lectures, and presentations. Questions may ask you to define a concept or a theoretical approach or to briefly explain how you would apply a particular analytical approach to a given text.	Thurs., Mar. 28
28%	Final paper (& optional panel presentation) – The final paper (described above) should be 2100 to 2700 words (or 2700 to 3300 for pairs), excluding the reference list. There will be an optional peer review of the final paper in class April 9. Students doing a 5-minute panel presentation will have the presentation count 5% and the paper count 23%.	Tues., April 9 (April 11 if you participate in the peer review)
There is no registrar-scheduled exam. All assignments worth more than 5% each must be completed to pass the course.		

Assignment Due Dates, Grace Period, & Late Penalties

Reading tasks are due at the beginning of class; no late reading tasks will be accepted. The proposal and final paper are due at 7:00 pm on the due date. Late assignments will normally have one grade level deducted for each day late (e.g., B to B-), including weekends.

Assignment Submission:

- Except for the reading tasks, please submit all assignments to the designated dropbox in D2L (accessible via the Assessments tab).
- 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, please 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.)

All assignments are to be completed using APA citation style; APA support materials will be provided on D2L. Assignments must include citations for borrowed material, and all quoted material must appear within quotation marks (or in block indent format if over 40 words).

Student Accommodations and Deferrals:

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) or for another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, please see the following:

- Section N.1 of the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>
- FAQs for Students at <https://www.ucalgary.ca/registrar/registration/appeals/student-faq>

Note that 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 that of another assignment or test.

For information on deferrals, see the following sections in the *University Calendar*:

- G.7 Deferral of Term Work at <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>
- G.6 Deferral of Final Exam at <http://www.ucalgary.ca/pubs/calendar/current/g-6.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>

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>

Grading & Department of Communication, Media and Film Grade Scale

In this course, all written assignments will earn a letter grade, and the midterm exam 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.

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, W19)

	Topic & Readings	Reading notes & tasks
Thurs., Jan. 10	Introduction to the course <ul style="list-style-type: none"> Course expectations & policies Why is the study of health and science discourses important? In what ways are health and science persuasive enterprises? Differences between "Communication and Health"& "Health Communication" (Elliott, 2014) 	
Tues., Jan. 15	Rhetorical approaches to studying medical and scientific discourse Segal, J. Z. (2002). Strategies of influence in medical authorship. <i>Social Science & Medicine</i> 37(4), 521-530. he what, why, and how of a rhetoric of medicine.	
Thurs., Jan. 17	Rhetorical approaches (cont) 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	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.
Tues., Jan. 22	Framing theory: defining & framing problems <ul style="list-style-type: none"> Burke's notion of terministic screens 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	
Thurs., Jan. 24	Framing in action 1: 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	Reading task 2: 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.
Tues., Jan. 29	Framing in action 2: Media representations of mental illness Kesic, 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	Reading task 3 (in-class): Individually or working with a partner in class, define Framing (Entman, 1993) and summarize how mental illness is framed in an online newspaper article you find during class. Be prepared to present your findings to the class informally.
Thurs., Jan. 31	Healthism and Nutritionism Crawford, R.. (1980). Healthism and the medicalization of everyday Life. <i>International Journal of Health Services</i> , 10(3), 365-388.	Reading task 4: in a page or so, define medicalization and healthism, as discussed in Crawford (1980) and relate the concept of healthism to your own experience

Tues., Feb. 5	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-books/detail.action?docID=1354472	Reading task 5 (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 the reading(s) for this week
Thurs., Feb. 7	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	Reading task 5 continued (in-class)
Tues., Feb. 12	Illness Narratives and Identity (3) Schneider, B. (2003). Narratives of Schizophrenia: Constructing a positive identity. <i>Canadian Journal of Communication</i> , 28(2), 185-201. Retrieved from http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/219530890?accountid=9838	Reading task 6: In a page or so, summarize the gist of the Schneider (2003) article and comment on an interesting point made in it.
Thurs., Feb. 14	Pharmaceuticals and Identity Greenslit, N. (2005). Depression and consumption: Psychopharmaceuticals, branding, and new identity practices. <i>Culture, Medicine and Psychiatry</i> 29, 477-501.	Reading task 7: In a page or so, summarize the gist of the Greenslit (2005) article and comment on an interesting point made in it.
Feb. 19 & 21	Reading week. No classes	
Tues., Feb. 26	Metaphors in 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 8: In a page or so, summarize a key point from Delbaere (2013) and apply the ideas to a pharmaceutical ad you find in a magazine or online.
Thurs., Feb. 28	Critical Discourses of Health Charities King, S. (2010). Pink diplomacy: On the uses and abuses of breast cancer awareness. <i>Health Communication</i> 25, 286-289. DOI: 10.1080/10410231003698960 Screening of <i>Pink Ribbons, Inc.</i> [2011 Documentary, Pool, L. (director)]	Reading task 9 (after class): In a page or so, summarize and reflect on one or two key points from the Pink Ribbons documentary, making a link to the article by King (2010).
Tues., Mar, 5	Critical 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	Proposal due Reading task 10: In a page or so, summarize and comment on one or two key points from the reading.
Thurs., Mar. 7	Effects of Health Communication Cho, H., & Salmon, C. T. (2007). Unintended effects of health communication campaigns. <i>Journal of Communication</i> 57, 293-317.	Reading task 11: In a page or so, summarize and comment on one or two key points from the reading.

Tues., Mar. 12	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 12: In a page or so, summarize and comment on one or two key points from the reading.
Thurs., Mar. 14	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	Reading task 13: Summarize and comment on one or two key points from Nisbet & Scheufele (2009).
Tues., Mar. 19	Corporate Discourses on Global Warming 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	Reading task 14: 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).
Thurs., Mar. 21	Framing Global Warming 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	Reading task 15: Summarize and comment on one or two key points the reading OR briefly analyze the discourse about global warming in an online news article related to global warming and relate your analysis to ideas from Livesey (2002).
Tues., Mar. 26	Writing your final paper & Midterm review.	
Thurs., Mar. 28	Midterm Exam. 70 minutes. Multiple choice and short answer. Closed book.	Midterm exam
Tues., April 2	Final paper panels	
Thurs., April 4	Final paper panels	
Tues., April 9	Peer review of final paper (optional)	Final paper due (or draft for peer review)
Thurs., April 11	Final paper panels	Final paper due for students who participate in the April 9 peer review