COM 4025
GLOBAL AND CULTURAL ISSUES IN HEALTH COMMUNICATION

Instructor:
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Office hours: TR 12:30-1:30pm

Prerequisites/Requirements/Concentrations
This course is restricted to Communication majors. Non-majors may enroll with permission of the instructor. Students must have completed COM 4022 Health Communication with at least a “C” as a prerequisite. This course is not a Gordon Rule course nor does it fulfill any University-wide requirements. This course is listed in two Communication major concentrations: 1) Health Communication and 2) Relational Communication.

Undergraduate Catalog Course Description
Explores issues in global health, culture, and communication in health care initiatives.

Extended Course Description/Topics
This course is designed to introduce you to issues in global health and culture and the role of communication in the context of global health care initiatives. We will critically examine and discuss case studies on health initiatives from across the globe and position them in the light of health communication theories and concepts.

Major course topics
1. Introduction to health communication
   What is health communication?
   Being global health citizens

2. Global health cases: HIV/AIDS
   Success stories
   Outsourcing HIV drug testing
   Stigma
   Sex work
   AIDS in Black America

3. Global health cases: Women and health communication
   Birth control/fertility

4. Global health cases: Tuberculosis in China

5. Global health cases: Children’s health and polio

6. Global health cases: Poverty and health

7. Culture and health communication
   Physician-patient interaction
   Campaigns
Underprivileged populations

8. Politics of health and medicine
9. Alternative/indigenous medicine

**Course Objectives**
1. To survey major theoretical concepts that frame global health communication initiatives.

2. To understand how culture influences patterns of meaning-making and communication about health.

3. To compare and contrast case studies in public health initiatives across the globe.

4. To examine cases related to health communication in multi- and inter-cultural settings.

**Learning Outcomes**
1. To apply knowledge of health communication theories to understand how global health issues unfold.

2. To critically analyze how global health events influence communication and preventive practices in one’s own life and in the lives of those in one’s immediate community.

3. To analyze and develop skills for effective intercultural communication in the realm of multicultural health practice.

4. To develop analytical skills geared towards career opportunities in the medical industry, and in institutions that work on global and public health communication initiatives.

5. To develop a critical understanding of how cultural identities, socio-economic differences, and political processes influence patterns of health communication and create avenues for social change in cultural contexts that are alien to one’s own.

**Required Readings**

**Textbooks**

**Articles**

Course Format
The format of the course includes lectures, discussions, case analyses and commentary on video presentations. There will be ample opportunity for critical analysis, group interaction, personal reflection, and independent research.

This is an advanced-level seminar-type course; the emphasis will be on directed discussions and critical analyses of global health cases. This course requires that ALL OF US participate actively in class discussions and CRITICAL ANALYSES. It requires that all of us are amenable to and comfortable with multiple viewpoints and that all of us learn to be comfortable with being uncomfortable. It is designed to provoke us towards asking questions about our own belief systems and well-established ways of knowing.

Assignments
A. Analyzing Cases in Global Health (15 points)
This assignment will be conducted in groups and will have two parts: A presentation, and a group paper. Each group will be assigned a global health case to analyze, critique and present. During the class periods we are analyzing cases related to global health issues, one group among us will be responsible for facilitating a class discussion, which should include, among other things (details to be provided later), a relevant media example, at least three relevant News articles, and a critique of at least two scholarly papers related to the issue. The format of these discussions can vary and an example will be provided in class.
B. Exams and Quizzes and Homework (40 points)
Two scheduled exams will be administered during the semester: Exam I (10 points), and Exam II (10 points). A few short, unannounced quizzes (20 points) will be given, in addition to periodic homework assignments, to motivate us to keep up with scheduled course readings. Exams and quizzes are based on assigned chapters in the text, readings, class lectures and discussions.

For the exams and quizzes, you are responsible for all material in the textbook and other assigned reading material whether or not we discuss these readings in class. This policy applies to all lectures, films, and student presentations.

THERE IS ABSOLUTELY NO WAY TO MAKE UP THE CLASS QUIZZES. For conflicts regarding your exams, it is imperative that you make arrangements with me at least a week in advance. I WILL NOT BE ABLE TO WORK WITH LAST-MINUTE NOTICES.

C. Writing assignment (30 points)
You will be asked to complete one/two written assignment(s) during the semester. Details of these assignments will be provided during the semester.

D. Participation/Class citizenship (5 points)
We will have class activities/class work on relevant issues over the course of the semester. These activities will contribute to 5% of your total grade. There is no way you can make up for these activities if you miss one.
Note: You will not always be told which classes count for participation points and which do not. If you are absent for a class in which participation points are being awarded, you forfeit those points regardless of whether the absence was excused or unexcused.

While you are REQUIRED to participate in meaningful class discussions, please note that you will be called out (and even asked to leave class) if you create or participate in an ambience that shows disrespect to your colleagues (including the instructor) in class. This class will provide you ample opportunities to share your thoughts and participate in learning arguments. This class also REQUIRES you to hold your comments/arguments till your turn to share them comes. Any activity/practice that hinders an equal learning opportunity or (hinders) equal opportunity for all members of the class to share their arguments will amount to severe censure and loss of grades for the person(s) creating or partaking in the “disturbance”.

Behaviors that determine class citizenship include and are not limited to the following:
Individual and group verbal and non-verbal communicative behavior displayed during class activities/assignments
Individual and group discussion behaviors
Individual and group work ethic in class (esp. on Work Days)
Individual and group behavior with regard to the instructor
Behaviors that create a hostile class environment will be severely penalized (you may also be asked to leave class)
Excessive dominance or reticence
Tardiness (arriving late to class)

E. Attendance (10 points) and Late Assignments
As organizational policy usually expects and requires regular attendance and participation--so too does this class! Attendance is required and recorded each time we
meet. Although you will not be “fired” for excessive absences, you are only allowed a total of THREE (excused or unexcused) absences. Beyond that you will have 2 points deducted for each absence.

An attendance sign-up sheet will go around class everyday. Please remember, that it is your duty to sign it everyday.

Keep in mind, however, if there is an exam/quiz, a graded participation exercise or an assignment is due on the day you are absent, you will achieve a zero for the quiz and/or a late penalty for the assignment (hand it in early). Note that graded participation exercises in class may be conducted without prior notice. Each class day an assignment is late results in the loss of 10% on that assignment (this does not apply to exams/quizzes--you achieve a “0” if you are absent).

Tardiness (arriving late to class) impacts your attendance. Two tardies will equal absence! Please note that arriving to class 5 minutes after class starts amounts to being late. No leaving class early. If there is a need to do so, please let me know before hand. If a student twice leaves class early (5 minutes before class ends), then these two events also count as an absence.

**Academic Integrity**
The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions including an “F” on the assignment or in the course (based on instructor and university discretion in consideration of the violation). Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. Please read the university academic integrity policies (http://www.ugs.edu/catalogs/0506/adadap.htm). In all cases, academic integrity violations will be reported to university officials. Remember, I implicitly trust you until you give me reason not to!

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to submit assignments to this detection system. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.

Students are encouraged to seek information on student privacy. FERPA (Family Educational Rights and Privacy Act of 1974) states:

The purpose of the Family Educational Rights and Privacy Act is to afford certain rights to students concerning their educational records. The primary rights afforded are the right to inspect and review the educational records, the right to seek to have the records amended and the right to have some control over the disclosure of information from the records.

Evaluation
Your final grade in this course is based on the following:

- Analyzing Case Studies: 15 points
- Attendance: 10 points
- Exams/Quizzes/HW: 40 points
- Participation: 5 points
- Writing assignments: 30 points

Total: 100 points

Letter Grade: A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: Below 60

Students With Special Needs
Students with special needs should be registered with Student Disability Services, SVC 1133 (813-974-4309). I will make any and all accommodations necessary to facilitate success for all students in our class.

Religious Observances
Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of class.

Incomplete and S/U Grades
An incomplete grade ("I") will be granted with extenuating circumstances outside the student’s control (i.e., in the event of hospitalization) and only if a majority of the course work has been completed. S/U grades will not count toward the Communication major.

University Closure
In the event of University closure, this course will proceed through Blackboard tools: discussion groups, podcast lectures, and the on-line chat/Illuminati Live functions. Students will take examinations on-line and submit written work through email attachments.

Recording and Selling of Notes
Course lectures may not be audio or video recorded, nor may notes for the course be sold or purchased.

Reminders
The syllabus/schedule is on my.usf.edu. Please go through it carefully. Clarify. We will stick to it as much as possible. Please make sure you check the schedule on my.usf.edu before every class. The schedule on my.usf.edu will be in a continuous process of change to accommodate requests and class requirements. It is important you check my.usf.edu before coming to class.

It is your responsibility to be up to date with the syllabus, do what is expected of you every day even if I forget to remind you. So please don’t come to class and say I did not know we had an assignment (due) today…

This is a communication class; hence your verbal and non-verbal communicative behaviors in class (i.e., with students and instructor) will be microscopically scrutinized
and critiqued. WE shall strive to create an open environment, but one which is built on mutual respect, restraint, and self-reflexivity.

This is an advanced-level undergraduate class. You will be evaluated on not only “how well you have read” or “how hard you have worked” on your assignments, but on how well you have been able to ENGAGE with questions/requirements of the assignment. For your writing assignments, you are expected to produce error-free (correct grammar, correct spellings) manuscripts that make compelling arguments, and those that do not merely state facts/definitions. For your presentations, you are expected to be able to engender a fruitful engaging discussion in class, not merely read out a few statistics/facts/concepts and/or present a visual. Engagement and analytical ability are very important for this class and you will be scrutinized on these counts.

You need to put in exemplary work for an “A.” This class is difficult and you will have to put in a sizeable amount of work!!! Be prepared and ENJOY.

Grade Disputes: I am more than happy to discuss your grade (and/or a dispute). However, that will be done in my office at an appointed date and time and not less than 24 hours after the grades are distributed in class/released on my.usf.edu. You are required to submit a document (only in hard copy) to me, making your arguments in response to the grade. I do not accept grade disputes 7 days after the grades are distributed in class/released on my.usf.edu.
Tentative Course Syllabus

Week I
Discussion topics:
- Course Introduction
- What is health communication?
- Being global health citizens
- Cultural and global health communication issues – an overview

Readings:

Week II
Discussion topics:
- Global health cases: Success stories
- Parameters of success in a global health program
- HIV drug testing in the Third World: Redefining health program

Readings:

Additional class activities:
- Divide into groups for Analyzing Cases in Global Health assignment.

Week III
Discussion topics:
- HIV/AIDS: At risk populations

Readings:

Week IV
Discussion topics:
- HIV/AIDS: Tourism and commercial sex work

Readings:

Additional class activities:
- Discuss Analyzing Cases in Global Health assignment.
- Sign up sheet for Analyzing Cases in Global Health assignment.
- Film screening: Born into brothels.

Week V
Discussion topics:
- Health communication and birth control/fertility
- Health communication campaigns – a critical perspective

Readings:

Additional class activities:
- Film screening: My brother Nikhil.

Week VI
Discussion topics:
- Tuberculosis in China
- Health communication campaigns – a critical perspective

Readings:

Additional class activities:
- Case Analysis – Presentation 1.
- Writing assignment 1 – Preview; discuss topics to be covered

Week VII
Discussion topics:
- Children’s health and polio

Readings:

Additional class activities:
- Writing assignment 1 assigned and completed in class.
- Review of Exam 1 study guide.

Week VIII
Discussion topics:
- The influence of culture and context on health communication practices with regard to global health issues.
- Theoretical frameworks that link culture with health communication.

Readings:

Additional class activities:
- Exam I – In class written examination on topics covered thus far.

Week IX
Discussion topics:
- Culture, context and health communication
- Race, class, gender ethnicity and health communication

Readings:

Additional class activities:
- Film screening: AIDS in Black America.

Week X
Discussion topics:
- Women and health communication
- Race, class, gender ethnicity and health communication

Readings:

Additional class activities:
- Case analysis: Presentation 2

Week XI
Discussion topics:
- Poverty and health
- Health disparities and global health initiatives.

Readings:

Other class activities:
- Case analysis: Presentation 3

Week XII
Discussion topics:
- Access to resources, structural capacity, stigma, discrimination and health communication

Readings:

Additional class activities:
- Case analysis: Presentation 4

Week XIII
Discussion topics:
- Politics of health and medicine
- The effect of global policies on health issues among underprivileged populations.

Readings

Additional class activities:
- Writing assignment 2 – Preview; discuss topics to be covered

Week XIV
Discussion topics:
- Alternative/indigenous medicine
- Localized vocalization on health and illness

Readings:

Additional class activities:
- Writing assignment 2 assigned and completed in class.
- Review of Exam 2 study guide.

Week XV
Discussion topics:
- Health communication – future directions

Readings:

Additional class activities:
- Exam 2 – In class written examination on topics covered in the second half of the semester.