

CMST 4570: Cultural Diversity in Communicating Health and Wellness

Johnston Hall 436

Instructor

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Class Time: MW, 3:30-4:45PM

Office Hours: MW, 5-6PM

Course Philosophy and Overview

This course is founded on the premise that any academic endeavor is and should be located at the intersections of culture, context, power, resistance, and inequality. In this course we will examine how culture, in its myriad conceptualizations, becomes a nodal point for discussing the processes and outcomes of sense-making around illness, suffering, violence, sexuality, body politics, marginalization, food etc. – all within the framework of health and well being. Organized around fundamental concerns such as, how culture constructs health and illness and how communicative practices vary across cultures, this course will help us understand health communication from a cultural perspective. A willingness and the intent to make positive changes in society as a precursor to the process of building healthy cities, healthy villages and healthy neighborhoods should bring us together in this course.

Course Objectives

The student is expected to attain the following goals in this course:

- Understand the role of culture in the construction of communication, and group understanding of “health.”
- Examine existing theories of cross-cultural, development and international communication to better understand how we do sense-making related to health and wellness.
- Understand the relationship between culture, communication, and health.
- Compare, contrast, and synthesize the different theoretical foundations of cross-cultural research with the aim of developing “new knowledge.”
- Develop an understanding of methodological tools that illuminate the epistemology of cross-cultural research and health outcomes.

Required Textbook and Readings:

Medicine as Culture: Illness, Disease and the Body- Deborah Lupton

Additional readings will be posted on D2L.

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 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 learning 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.

Each of us is encouraged to suggest interesting educational exercises or contribute useful materials to the class anytime during the semester. The key driving force in this class is self- and group-initiated learning.

Evaluation Criteria/Assignments

- 1. Course Readings, Discussion Board, Effective Class Participation (20% = 20):** Effective class participation is based on thorough engagement with the assigned course readings and is not automatically guaranteed. Special attention must be paid to understanding the objectives of the individual paper, the research methodology, and the presentation of the results. Since we will be discussing a wide range of topics on each day, synthesis will be highly valued in the 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 until it is your turn to share. 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
Behaviors that create a hostile class environment will be severely penalized (you may also be asked to leave class)
Cell phone/laptop/netbook use during class hours and beyond the needs of the class
You will also be asked to participate in unannounced assignments and activities.
There is no way to MAKE UP THESE ACTIVITIES.

- 2. Circles of Community and Culture: (20% = 20)**

Description: For this assignment, you will be engaging and reflecting with five of your own “Cultural Circles”—your family & friends, associations, locale, nation,

and world. The two primary purposes of this assignment are for you to examine these communities/cultures importance to how you understand and manage your health. This assignment asks you to think about how your communication circle impacts your attitudes and beliefs around health and wellness. Additionally, how does your communication in these groups promote and improve these group's health-related understandings. This assignment is not a typical academic paper, but more like a series of five journal entries of differing scopes. This will be a two-three-page essay like paper that can be submitted at any time throughout the semester. How do these circles inform each other? Do they support each other or are they combative? Which circles carry the most influence? How does frequency of communication impact which circles have the most weight?

3. **Analysis and Synthesis paper (30% = 30):** Each Wednesday, one of us will write, present, and submit a three-page (double-spaced) paper synthesizing and analyzing the readings for the day. **The paper will have two parts: a) provide a synthesis of the readings for the week based on one or more common threads of argument across the readings, b) critique the readings by raising points of concern and questions related to concepts in culture and health communication.** Half of your paper should comprise a synthesis and the other half, the analysis. The analysis should include your questions and possible answers to the questions you raise. A sign-up sheet will help us stay organized on this assignment. You will have points deducted for avoidable editing/grammar errors. Please include references.
4. **Quizzes (30% = 30):** Three quizzes will be issued this semester related to the readings from that segment of the semester. Quizzes will be 10 short answer questions that students will get the weekend to complete. These assignments will be done virtually via D2L, and each quiz will be 60 minute long. When answering these questions, it is important to keep in mind class conversations, readings and potential medias used to communicate a concept. Quizzes will allow students to use their notes from class but not the articles discussed in class.

Academic Misconduct

I assume that you have read and understood the official position of the Marquette University on matters of academic misconduct. If misconduct occurs in the context of this course, it will be handled according to the procedures specified by university regulations.

IX. 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 (<https://www.marquette.edu/provost/academic-integrity.php>). In all cases, academic integrity violations will be reported to university officials. Remember, I

implicitly trust you until you give me reason not to! For additional information about the University's plagiarism policy, please refer to the Undergraduate Catalog.

Course Policies

Late assignments will **not** be accepted except in case of documented emergency situations. The student is responsible to contact me and make other arrangements in case of an emergency. This is a graduate class and a key indicator of your performance is your ability to maintain and manage deadlines.

Please DO NOT MISS class.

XII. Reminders

The syllabus/schedule is on Marquette's D2L site for this course. Please go through it carefully. Clarify. We will stick to it as much as possible. Please make sure you check the schedule before every class. The schedule will be in a continuous process of change to accommodate requests and class requirements. **It is important you check D2L and the syllabus 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.**

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.

XIV. Mandatory Reporting

Sexual Violence: Please be aware that instructors at Marquette are required by law to report incidents of particular crimes including sexual assault, sexual harassment, stalking, hate crimes, dating violence, and domestic violence. The full list and definitions of these kinds of crime can be found on this website page: <https://www.marquette.edu/sexual-misconduct/>

- What does this mean? It means that if you disclose such experiences to me during class, in papers, or verbally (to me personally), I am required by law to report it.
- To report an incident of sexual harassment (including stalking and sexual assault) or sex discrimination involving a Marquette University student, faculty, staff or visitor, contact the Title IX coordinator or any deputy Title IX coordinators.

COURSE SCHEDULE/READINGS

CMST 4570: MW

Week 1:

M: 1/24

- Introductions
- Review Syllabus, Assignments

W:1/26

- Watch and critique Big Bucks, Big Pharma
(<https://freedocumentaries.org/documentary/big-bucks-big-pharma-marketing-disease-pushing-drugs#watch-film>)
- Sign up for Analysis and Synthesis paper.

Week 2: Our culture of medicine & culture in health communication

M: 1/31

- Dutta. M., & Basu, A (2011). Culture, Communication and Health: A guiding framework. In T. L. Thompson, R. Parrot, & J.F. Nussbaum eds. The Routledge Handbook of Health Communication, pp 320-334.

W: 2/2

- Lupton, D. (2011). Medicine as culture, chapter 1. Theoretical Perspectives on Medicine and Society

Week 3:– Our culture of medicine & culture in health communication

M: 2/7

- Dutta, M. J., & Zoller, H. M. (2008). Emerging Perspectives in Health Communication. Page 1 – Page 18
- Lupton, D (1994). Towards the development of a critical health communication praxis. Health Communication. 6(1), 55-67

W: 2/9

- Farmer, P., Kim, J.Y., Kleinman, A., & Basilio, M. (2013). Reimagining Global Health. UC Press. Chapter 3.
- Lupton, D. (2003). Medicine as culture, chapter 2. The Body in Medicine

Week 4:– Culture, experiences, and identity

M:2/14

- Lupton, D. (2011). Medicine as culture, chapter 3. Representations of Medicine, Illness and the body.

W:2/16

- Basu, A., Dillon, P.J., & Romero-Daza, N.R. (2016). Understanding culture and its influence on HIV/AIDS-related communication among minority men who have sex with men. *Health communication*. Available online.
- Basu, A., & Dutta, M. (2007). Centralizing context and culture in the co-construction of health: Localizing and vocalizing health meanings in rural India. *Health Communication*, 21(2), 187-196.

Week 5:– Culture and rhetoric of health

M: 2/21

- Derkatch, C., & Segal, J.Z. (2005). Realms of rhetoric in health and medicine. *University of Toronto Medical Journal*, 82(2), 138-142.

W: 2/23

- Crick, N., & Gabriel, J.M. (2016) Medical narrative and the rhetoric of identification: The many faces of Anna White Dildane, *Health Communication*, 31:11, 1318-1326, DOI: 10.1080/10410236.2015.1052870

Week 6:– Culture, structure, health, pain, violence

M: 2/28

- Farmer, P. (2005). *Pathologies of Power*. UC Press. Chapter 1

W: 3/2

- Basu, A. (2016). Structure-centered approach to health communication. *Encyclopedia of Health Communication*. Sage.
- Sastry, S. (2016). Long-distance truck drivers and the structural context of health: A culture-centered investigation of Indian truckers' health narratives. *Health Communication*

Week 7:– Culture of global health

M: 3/7

- Farmer, P., Kim, J.Y., Kleinman, A., & Basilico, M. (2013). *Reimagining Global Health*. UC Press. Chapter 2

W: 3/9

- Farmer, P., Kim, J.Y., Kleinman, A., & Basilico, M. (2013). *Reimagining Global Health*. UC Press. Chapter 11

Week 8: - Spring Break- No classes

M: 3/14

Spring Break

W: 3/16

Spring Break

Week 9:– Subaltern studies and health

M: 3/21

- Lupton, D, (2011) *Medicine as culture*, chapter 4. The Lay Perspective on Illness and Disease

W: 3/23

- Basu, A. (2011). HIV/AIDS and subaltern autonomous rationality: A call to re-center health communication in marginalized sex worker spaces. *Communication Monographs*, 78(3), 391-408

Week 10: - Narratives and health

M: 3/28

- Sharf, B., Harter, L. M., Yamasaki, J., & Haidet, P. (2011). Narrative turns epic: Continuing developments in health narrative scholarship. In T. L. Thompson, R. Parrot, & J.F. Nussbaum eds. *The Routledge Handbook of Health Communication*, pp 36-51.
- Abrams, M. (2000). “Jesus will fix it after awhile”: meanings and health. *Social Science & Medicine*, 50, 89-105.
- Nordfeldt, C. (2013). “We were never sick in our time”: Social change, food and identity in Uttarakhand. In A. Mishra, & S.C. Chatterjee Eds. *Multiple Voices and Stories: Narratives of Health and Illness*. Orient Longman, pp 218-238.

W: 3/30

- **No classes! Academic Presentation**

Week 11: - Culture and sexuality

M:4/4

- Sharpe, T. (2001). Sex-for-crack-cocaine exchange, poor Black women, and pregnancy. *Qualitative Health Research*, 11, 612-630.
- Mayer et al. (2008). Sexual and gender minority health: What we know and what needs to be done. *Am J Public Health*, 98:989–995.
doi:10.2105/AJPH.2007.127811

W: 4/6

- Lupton,D (2011) *Medicine as Culture*, chapter 6: Feminisms and Medicine.
- Darby, R., & Svoboda, J.S. (2007). A Rose by Any Other Name? Rethinking the Similarities and Differences between Male and Female Genital Cutting. *Medical Anthropology Quarterly*, 21(3), 301-323

Week 12: Agency and resistance

M: 4/11

- Lupton, D, *Medicine as Culture*, chapter 5: Power relations and the Medical encounter.
- Granzow, K., & Theberge, N. (2009). On the Line: Worker Democracy and the Struggle Over Occupational Health and Safety. *Qualitative Health Research*, 19, 82-93.

W: 4/13

- Martyn, K. K., & Hutchinson, S. A. (2001). Low income African American adolescents who avoid pregnancy: Tough girls who rewrite negative scripts. *Qualitative Health Research*, 11, 238-256.

Week 13: Culture, health, & social change

M: 4/18

- Farmer, P., Kim, J.Y., Kleinman, A., & Basilio, M. (2013). *Reimagining Global Health*. UC Press. Chapter 12.
- Hodges, N. (2015). The American Dental Dream, *Health Communication*, 30:9, 943-950, DOI: 10.1080/10410236.2014.914621

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W: 4/20

- Farmer, P. (2005). *Pathologies of Power*. UC Press. Chapter 5

Week 14:– Aid/Philanthropy and health communication

M:4/25

- King, S. (2004). Pink Ribbons Inc: Breast cancer activism and the politics of philanthropy. *International Journal of Qualitative Studies In Education*, 17(4). 473-492.
- King, S. (2010). Pink Diplomacy: On the Uses and Abuses of Breast Cancer Awareness. *Health Communication*, 25:3, 286-289, DOI: 10.1080/10410231003698960

W:4/27

- Thieren, M. (2007). Health and foreign policy in question: the case of humanitarian action. *Bulletin of the World Health Organization*, 85:218-224.

Week 15: 5/2- 5/4

- Heal Documentary

Week 16: Final Quiz