New York University
Department of Media, Culture, and Communication

Health Media and Communication
MCC-UE 1040-001

Classroom: 319, 3rd Floor, 239 Greene Street, New York
Class times: Tu/Th 3:30-4:45 pm

Instructor: Satarupa Dasgupta
College of Nursing,
10th Floor, 726 Broadway, New York, NY 10003
Office Hours: Tuesday 2:20 pm to 3:20 pm or by appointment
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COURSE DESCRIPTION
The meanings of health and disease are shaped not only by scientific and medical discourses, but by media, communication, and the cultures of health. This course examines how medical environments are understood and experienced, popular tactics for communicating and contesting biomedical information, the utilization of the media and communication strategies to combat diseases and promote health, and the impact of media representation and popular culture on understandings of disease and health. Readings will be drawn from a variety of genres, including epidemiology, public health, anthropology, social studies and communication studies.

Learning Objectives:
By the end of the course, students will be able to:
- Gain an understanding of health communication, its different formats, application and importance
- Describe the manner in which different disease categories imply different social causes and consequences.
- Examine the personal experience of disease in relation to medical care, risk, and scientific change.
- Compare different media strategies for popularization, advocacy, and intervention in relation to public health.
- Explain the application of communication strategies for development and empowerment among marginalized population groups

REQUIRED TEXTS
Additional readings will be uploaded in pdf formats to the blackboard. Please make sure you are properly connected with blackboard and check the site often.
ASSIGNMENTS
10%  Project presentation 1 (09/27)
10%  Project presentation 2 (12/11 & 12/13)
20%  In class exam 1 (10/11)
20%  In class exam 2 (11/27)
30%  Final research paper (due 12/13)
10%  Participation (includes participation in class discussion, analysis, in-class projects and attendance)

Evaluation Rubric
A= Excellent
This work is comprehensive and detailed, integrating themes and concepts from discussions, lectures and readings. Writing is clear, analytical and organized. Arguments offer specific examples and concisely evaluate evidence. Students who earn this grade are prepared for class, synthesize course materials and contribute insightfully.

B= Good
This work is complete and accurate, offering insights at general level of understanding. Writing is clear, uses examples properly and tends toward broad analysis. Classroom participation is consistent and thoughtful.

C= Average
This work is correct but is largely descriptive, lacking analysis. Writing is vague and at times tangential. Arguments are unorganized, without specific examples or analysis. Classroom participation is inarticulate.

D= Unsatisfactory
This work is incomplete, and evidences little understanding of the readings or discussions. Arguments demonstrate inattention to detail, misunderstand course material and overlook significant themes. Classroom participation is spotty, unprepared and off topic.

F= Failed
This grade indicates a failure to participate and/or incomplete assignments

A  = 94-100
A- = 90-93
B+ = 87-89
B  = 84-86
B- = 80-83
C+ = 77-79
C  = 74-76
C- = 70-73
D+ = 65-69
D  = 60-64
F = 0-59

**COURSE POLICIES**

**Absences and Lateness**
More than two unexcused absences will automatically result in a lower grade. Chronic lateness will also be reflected in your evaluation of participation. Regardless of the reason for your absence you will be responsible for any missed work. Travel arrangements do not constitute a valid excuse for rescheduling exams. There are no extra credit assignments for this class.

**Format**
Please type and double-space your written work. Typing improves the clarity and readability of your work and double-spacing allows room for me to comment. Please also number and staple multiple pages. Please use APA style while citing.

**Grade Appeals**
Contact the instructor with a short note explaining your concerns about the grade in question, making specific reference to the grading rubric outlined in this syllabus. The instructor will respond in writing or set up a meeting to discuss your concerns.

**General Decorum**
Slipping in late or leaving early, sleeping, text messaging, surfing the Internet, doing homework in class, eating, etc. are distracting and disrespectful to all participants in the course.

**Academic Dishonesty and Plagiarism**
[http://steinhardt.nyu.edu/policies/academic_integrity](http://steinhardt.nyu.edu/policies/academic_integrity)
The relationship between students and faculty is the keystone of the educational experience at New York University in the Steinhardt School of Culture, Education, and Human Development. This relationship takes an honor code for granted and mutual trust, respect, and responsibility as foundational requirements. Thus, how you learn is as important as what you learn. A university education aims not only to produce high-quality scholars, but to also cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do, from taking exams to making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you
- cheat on an exam,
- submit the same work for two different courses without prior permission from your professors,
- receive help on a paper that calls for independent work, or
- plagiarize.
Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning, and discovering knowledge, plagiarism cannot be tolerated.

Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score, and/or other materials that are not your original work. You plagiarize when, without proper attribution, you do any of the following:

• copy verbatim from a book, an article, or other media;
• download documents from the Internet;
• purchase documents;
• report from other’s oral work;
• paraphrase or restate someone else’s facts, analysis, and/or conclusions; or
• copy directly from a classmate or allow a classmate to copy from you.

Your professors are responsible for helping you to understand other people's ideas, to use resources and conscientiously acknowledge them, and to develop and clarify your own thinking. You should know what constitutes good and honest scholarship, style guide preferences, and formats for assignments for each of your courses. Consult your professors for help with problems related to fulfilling course assignments, including questions related to attribution of sources.

Through reading, writing, and discussion, you will undoubtedly acquire ideas from others, and exchange ideas and opinions with others, including your classmates and professors. You will be expected, and often required, to build your own work on that of other people. In so doing, you are expected to credit those sources that have contributed to the development of your ideas.

Avoiding Academic Dishonesty

• Organize your time appropriately to avoid undue pressure, and acquire good study habits, including note taking.
• Learn proper forms of citation. Always check with your professors of record for their preferred style guides. Directly copied material must always be in quotes; paraphrased material must be acknowledged; even ideas and organization derived from your own previous work or another's work need to be acknowledged.
• Always proofread your finished work to be sure that quotation marks, footnotes and other references were not inadvertently omitted. Know the source of each citation.
• Do not submit the same work for more than one class without first obtaining the permission of both professors even if you believe that work you have already completed satisfies the requirements of another assignment.
• Save your notes and drafts of your papers as evidence of your original work.

Disciplinary Sanctions
When a professor suspects cheating, plagiarism, and/or other forms of academic
dishonesty, appropriate disciplinary action may be taken following the department procedure or through referral to the Committee on Student Discipline.

**Departmental Procedure**

- The Professor will meet with the student to discuss, and present evidence for the particular violation, giving the student opportunity to refute or deny the charge(s).
- If the Professor confirms the violation(s), he/she, in consultation with the Program Director and Department Chair may take any of the following actions:
  - Allow the student to redo the assignment
  - Lower the grade for the work in question
  - Assign a grade of F for the work in question
  - Assign a grade of F for the course
  - Recommend dismissal

Once an action(s) is taken, the Professor will inform the Program Director and Department Chair, and inform the student in writing, instructing the student to schedule an appointment with the Associate Dean for Student Affairs, as a final step. Copies of the letter will be sent to the Department Chair for his/her confidential student file and the Associate Dean for Student Affairs. The student has the right to appeal the action taken in accordance with the School's Student Complaint Procedure as outlined in The Steinhardt School of Culture, Education, and Human Development Student's Guide.

**Referral to the Steinhardt Committee on Student Discipline**

In cases when dismissal is recommended, and in cases of repeated violations and/or unusual circumstances, faculty may choose to refer the issue to the Committee on Student Discipline for resolution, which they may do through the Office of the Associate Dean for Student Affairs.

The Steinhardt School Statement on Academic Integrity is consistent with the New York University Policy on Student Conduct, published in the NYU Student Guide.

**Student Resources**

- Students with physical or learning disabilities are required to register with the Moses Center for Students with Disabilities, 719 Broadway, 2nd Floor, (212-998-4980) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation.

- Writing Center: 269 Mercer Street, Room 233. Schedule an appointment online at www.rich15.com/nyu/ or just walk-in.
**SCHEDULE OF CLASSES, READINGS AND ASSIGNMENTS**

**09/04: Introduction**

**09/06: Introduction to health communication**
Berry Chapter 1: Introduction to health communication
Berry Chapter 2. Basic forms of communication

**09/11: Theories and framework**
Berry Chapter 3: Underlying theories and models

**09/13: Health promotion and the Media**
Berry Chapter 7. Health Promotion and Communicating with the Wider Public.

**09/18 Health as profit**

**09/20 Prescription drug advertising**

**09/25 Health literacy and its implications**


**09/27**

1st Project presentation

**10/02 The body, disease and illness metaphor**

**10/04 Indigenous medical systems, Western medicine, colonialism**

**10/09 Illness, history, culture and migration**

**10/11 In class exam 1**

**10/16 No class (Fall recess)**

**10/18 Patient provider communication**
Berry Chapter 4. Communication between patients and health professionals

**10/23 Physician patient information exchange and interaction**
Berry Chapter 5. Communicating with particular populations in healthcare.

10/25 Media advocacy, social marketing and social support

10/30 Popular media and health

11/01 Community health issues

11/06 Development Communication

11/08 Participation, health and HIV/AIDS
Singhal, A (2006). Focusing on the forest, not just the tree: Cultural strategies for combating AIDS. In A. Gumucio-Dagron & T. Tufte (Eds.), Anthology: Historical and

11/13 HIV/AIDS intervention communication

11/15 Women and AIDS


Instructor away at conference
11/22 Thanksgiving Break, enjoy!

11/27 In Class Exam 2

11/29 High-risk populations, rights, risk and ethics

12/4 Entertainment Education

12/6 Health campaigns: Smoking cessation

12/11 Project Presentation 2

12/13 Project presentation 2, Final papers due.