



COMM 670-600 Culture and Health Communication
Seminar in Health Communication
(3:55-6:25 pm, Thursday, BLTN 102B)

Contact Information

Instructor: Dr. Lu Tang
Email: ltang@tamu.edu
Office address: 209D, Bolton Hall
Office hours:

1. Online 1:00-2:00 pm, Tuesday, on Skype.
2. Face-to-face: 1:00 – 2:00 pm Thursday in my office.
3. If you need to meet outside the regular office hours, please email me to set up an appointment.

Course Description

The rise of globalization and multicultural society calls for more in-depth understanding of the role of culture in health communication. This seminar will provide an extensive discussion of both cultural sensitive approach and cultural-centered approach to health communication. The former generally examines how differences in the cultures of different nations, regions, or demographic groups affect people's health beliefs and behaviors and how it can be incorporated in creating more effective health messages. The latter focuses how the discourses of health and illnesses are socially and culturally constructed and how such discourses reflect and reinforce the power inequality in terms of race, gender and sexual orientation.

Learning Objectives:

After finishing this course, students will

- Be familiar with existing research on culture and health communication,
- Be familiar with the traditional and emerging research methods used in studying culture and health communication,
- Develop a nuanced understanding of the relationship between culture and health, and
- Be able to conduct independent original research on the topic.

Required books

- Foucault, M. (1988). *Madness and civilization*. Vintage. (Any English translation will be fine.)

- Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*.
- Additional journal articles and book chapters will be available on eCampus.

Recommended Books

- Strunk Jr., S., & White, E. B. (1999) *The elements of style* (4th ed.). Pearson.
- Hale, C. (2013). *Sin and syntax: How to craft wicked good prose*. New York: Three Rivers Press.
- Day, R. A. & Gastel, B. (2011). *How to write and publish a scientific paper* (7th ed.). Santa Barbara, CA: Greenwood.

You don't have to buy these books for my class, but these are classics on writing good prose and scientific papers. I recommend you read at least one of them.

Course Format

This course is a doctoral seminar. This means that you will be expected to perform accordingly on this level, which includes: reading all the assigned readings before class, and reflecting on them carefully; attending all classes and participating actively in the class discussion; turning in your assignments that are of high quality, well proofed, well documented, and in APA 6th (7th) edition style.

Assignments

1. Discussion leadership and integrative summary (10%)

Each student is required to lead class discussion on a specified topic in the semester. (A sign-up sheet will be handed out on the first day).

- Integrative summary: For the topic you are leading, you will need to turn in a six-page doubled spaced integrative summary that ties together the readings as a set and offer a roadmap of the topic based on the set of readings. It should include a discussion of key themes, methodological issues, theoretical issues, critique and future directions. The document should also include a set of discussion questions to guide the class discussion. The integrative summary must be posted in the appropriate thread on eCampus by 5pm on the day before class so that everyone will have a chance to review it before class.
- Discussion leadership: You will organize the materials and lead the discussion for the first half of the class (1 hour to 1 hour and fifteen minutes) to cover theory, methodologies, limitations, gaps in current research, etc. You can do a combination of lecture, discussion questions, extensions, exercises, videos, etc. BUT, you must make it interesting and relevant. A regurgitation of the materials will bring a C at most.

2. Take-away messages (2% each, 20% total).

We will cover 10 topics this semester. At the beginning of the first session of each topic, you will turn in no more than one page, where you are going to list three take-away messages from the

readings assigned for that topic. These take-away messages could be information that you find to be most important, most interesting, or most unexpected. Please don't turn in three quotes. Instead, I am more interested in how you describe and assess the information.

3. Final research paper and final presentation

- Final research paper. As the final product of this seminar, you will write an individually authored research article that will be submitted to a conference and hopefully to a journal. Hence, this should be a completed research project, including introduction, literature review, method, result, and discussion. If you will collect data, you need to complete your IRB application and get approval. I will grade your paper and give you my feedback. I expect and hope you revise the paper based on my comments and submit it to ICA or NCA conference.
- To facilitate the success of this final project, you will turn in the assignments in three segments:
 - Topic 5% (one paragraph discussing your topic) –Due Oct 3
 - Outline 5% (a two-page outline of your research paper + a bibliography) - Due Oct 24
 - Final paper 40% - Due Dec 3
- Final Presentation 10%: you will present your final project as if you are presenting it at an academic conference. Each student will have 12 -15 minutes and will answer questions from the audience. (Dec 3)

4. Attendance, participation, and charisma (10%)

As graduate students, you have made a commitment to furthering your education. That commitment affects the culture of each class that you are in, and thus, I expect that you will always choose to come to class. By attending, I will presume that you have done your reading, completed your assignments, and will be prepared to contribute positively to our class culture. Missing 2 can result in a full-letter grade deduction. After 3 absences, I reserve the right to assign you an "F" regardless of your numerical grade. If you have extenuating circumstances for attendance (true illness, death in the family, sick children, please let me know in advance of class.).

Charisma points are designed to evaluate not only participation, but appropriate and helpful participation. On days when you are not the discussion leader, I still expect you to have done all of the required readings prior to class, note questions/issues for discussion, and to take an active role in the discussion. Your class contribution should go beyond "I liked this reading but didn't like that one" (though these reactions are important to note and keep track of). More importantly, our class culture is created, sustained and destroyed through our thoughtful, courteous and supportive interaction with our classmates. Certainly, we can challenge one another's ideas, and we should! However, at all times, we will uphold high standards of respect, non-domination, and work to foster a climate of intellectual curiosity.

Grading Scales

A: 90-100 points

B: 80-89

C: 70-79

D: 60-69

F: <60

Course Policies

eCampus

eCampus will be used in this course. All written course documentation (i.e. course syllabus, assignments, grade book, etc.) will be available on <http://ecampus.tamu.edu>. Thus, you should check the eCampus website regularly for class announcements and information.

Academic Integrity Statement and Policy

Plagiarism, the intentional or unintentional misrepresentation of work as your own, will not be tolerated. **Anyone convicted of plagiarizing all or part of an assignment will earn an F in this course.** Be warned: plagiarism is not just copying someone else's work word for word. There are different types of plagiarism including but not limited to passing off someone else's work as your own (whether that someone else is a classmate, friend, online source, or published author), source misrepresentation (failure to cite a paraphrased source, use quotation marks around exact quotations, or turn in a list of sources cited), and using work of your own which has already been used in another class. If you are unsure what constitutes plagiarism, see me, check a writing handbook, or consult the Texas A&M University Honor Code.

“An Aggie does not lie, cheat or steal, or tolerate those who do.” See the Aggie Honor Code at link <http://aggiehonor.tamu.edu>

Policy on Attendance and missed work

See <http://student-rules.tamu.edu/rule07> for university policy on excused and unexcused absences. All assignments are due at the beginning of the class on the due date. Late assignments are strongly discouraged. There is a 5% penalty for each day the assignment is late (including weekends and holidays).

Makeups can only be arranged for legitimate and verifiable absences. If the absence is known ahead of time, you must make arrangements with the instructor before the day the assignment is due.

Policy on disabilities

Americans with Disabilities Act (ADA) Policy Statement - The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information visit <http://disability.tamu.edu/> - Use current ADA statement with White Creek location and Disability Services .

Tentative Course Schedule (Subject to change)

Date	Topic	Reading
08/29	No class-Football Game	Please read the syllabus and purchase textbook
09/05	Course introduction What is good research? Sign up for discussion leadership	Davis, M.S. (1971). That's interesting! Towards a phenomenology of sociology and a sociology of phenomenology. <i>Philosophy of Social Science</i> , 1, 309-344. Guetzkow, J., Lamont, M., & Mallard, G. (2004). What is originality in the humanities and the social sciences? <i>American Sociological Review</i> , 69,190-212.
09/12	Topic 1. Why study culture and health communication? Watch film: Becoming American.	MacLachlan, M. (2006). <i>Culture and health: A critical perspective towards global health</i> . Chapter 1. Kreuter, M.W. & McClure, S.M. (2004). The role of culture in health communication. <i>Annual Review of Public Health</i> , 25, 439-455. Fadiman, A. (1997). The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures.
09/19	Topic 2: Culture, health and illness, and culture-centered approach to health communication Discuss: final project	Airhihenbuwa, C.O., & Obregon, R. (2000). A critical assessment of theories/models used in health communication for HIV/AIDS. <i>Journal of Health Communication</i> , 5(supplement): 5-15. Horne et al. (2004). Medicine in multi-cultural society: The effect of cultural background on beliefs about medication. <i>Social Science & Medicine</i> , 59, 1307-1313. Dutta, M. J. (2007). Communicating about culture and health: Theorizing culture-centered and cultural sensitive approaches. <i>Communication Theory</i> , 17, 304-328. Dutta & Basu (2008). Meaning of health: Interrogating structure and culture. <i>Health Communication</i> , 23, 560-572.

09/26	<p>Topic 3 Health consumerism</p>	<p>Crawford, R. (1980). Healthism and the medicalisation of everyday life. <i>International Journal of Health Services: Planning, Administration, Evaluation</i>, 10, 365-388.</p> <p>Greenhalgh, T., & Wessely, S. (2004). Health for me: a sociocultural analysis of healthism in the middle class. <i>British Medical Bulletin</i>, 69, 197-213.</p> <p>Lupton, D. (2014). The commodification of patient opinion: The digital patient experience economy in the age of big data. <i>Sociology of Health & Illness</i>, 36, 856-869. doi:10.1111/1467-9566.12109</p> <p>Recommended Skrabaneck, P. (1994). <i>The death of humane medicine and the rise of coercive healthism</i>. The Social Affairs Unit.</p>
10/3	<p>Topic 4 Culture and health campaign</p> <p>Research paper topic due</p>	<p>Healey et al. (2017). Cultural adaptations to augment health and mental health services: A systematic review. <i>BMC Health Services Research</i>, 17:8.</p> <p>Adeleye, Aldoory & Parakoyi (2011). Using local culture and gender roles to improve male involvement in maternal health in southern Nigeria. <i>Journal of Health Communication</i>, 16: 1122-1135.</p> <p>Resnicow et al. (2000). Cultural sensitivity in substance use prevention. <i>Journal of Community Psychology</i>, 28, 271-290.</p> <p>Larkey, L. K., & Hecht, M. (2010). A model of effects of narrative as culture-centric health promotion. <i>Journal of health communication</i>, 15(2), 114-135.</p>
10/10	Topic 5 Stigma	<p>Link, B. G. & Phelan, J.C. (2001). Conceptualizing stigma. <i>Annual Review of Sociology</i> 27: 363-85.</p> <p>Beauboeuf-Lafontant, T. (2007). "You have to</p>

		<p>show strength”: An exploration of gender, race and depression. <i>Gender and Society</i>, 21, 28–51. doi:10.1177/0891243206294108.</p> <p>Anderson, J., & Bresnahan, M. (2013). Communicating stigma about body size. <i>Health Communication</i>, 28, 603-615.</p> <p>Muturi, J., & An, S. (2010). HIV/AIDS stigma and religiosity among African American women. <i>Journal of Health Communication</i>, 15, 388-401.</p>
10/17	<p>Topic 6. Doctor-patient communication</p>	<p>Schouten, B. C., & Meeuwesen, L. (2006). Cultural differences in medical communication: A review of the literature. <i>Patient Education & Counseling</i>, 64(1-3), 21-34. doi:10.1016/j.pec.2005.11.014</p> <p>Perloff, R.M., Bonder, B., Ray, G.B., Ray, E.B., & Siminoff, L.A. (2006). Doctor-patient communication, cultural competence, and minority health: Theoretical and empirical perspectives. <i>American Behavioral Scientist</i>, 49, 835-853.</p> <p>Taylor, J. S. (2003). Confronting “culture” in medicine’s “culture of no culture.” <i>Academic Medicine</i>, 78, 555-559.</p> <p>Sleath, B., & Rubin, R.H. (2002). Gender, ethnicity, and physician-patient communication about depression and anxiety in primary care. <i>Patient Education & Counseling</i>, 48, 243-252.</p>
10/24	<p>Topic 7 Health disparity</p> <p>Watch film: In sickness and in wealth</p> <p>Research paper outline due</p>	<p>Kline, K. N. (2007). Cultural sensitivity and health promotion: Assessing breast cancer education pamphlets designed for African American Women. <i>Health Communication</i>, 21, 85-96.</p> <p>Oetzel, J., Vargas, D.D., Ginossar, T., & Sanchez, C. (2007). Hispanic women’s preferences for breast health information: Subjective cultural influences on source, message, and channel. <i>Health Information</i>, 21, 223-233.</p>

		<p>Dovidio et al (2008). Disparities and distrust: The implications of psychological processes for understanding racial disparities in health and health care. <i>Social Science & Medicine</i>, 67, 478-486.</p> <p>Gollust, S.E. & Cappella, J. N. (2014). Understanding public resistance to messages about health disparity. <i>Journal of Health Communication</i>, 19, 493-510.</p>
10/31	Topic 8 Social support	<p>Guan, S. A., Chiang, J. J., Sherman, L. E., Nguyen, J., Tsui, Y., & Robles, T. F. (2017). Culture moderates the effect of social support across communication contexts in young adult women in the United States. <i>Computers in Human Behavior</i>, 75,775-784.</p> <p>Villatoro, A., Morales, E., & Mays, V. (n.d). Family Culture in Mental Health Help-Seeking and Utilization in a Nationally Representative Sample of Latinos in the United States: The NLAAS. <i>American Journal of Orthopsychiatry</i>, 84, 353-363.</p> <p>Tang, L., Zhu, R., & Zhang, X. (2016). Postpartum depression and social support in China: A cultural perspective. <i>Journal of Health Communication</i>, 21, 1055-1061.</p> <p>Park, J., Kitayama, S., Karasawa, M., Curhan, K., Markus, H., Kawakami, N., & ... Ryff, C. (2013). Clarifying the links between social support and health: Culture, stress, and neuroticism matter. <i>Journal of Health Psychology</i>, 18, 226-235.</p>
11/7	Topic 9 A critical approach to health and illness	<p>Foucault, M. <i>Madness and civilization</i>.</p> <p>Lupton, D. (1994). Toward the Development of Critical Health Communication Praxis. <i>Health Communication</i>, 6(1), 55.</p> <p>Zoller, H. M. (2003). WORKING OUT: Managerialism in Workplace Health Promotion. <i>Management Communication Quarterly</i>, 17, 171-205.</p>

11/14	No class-NCA conference	
11/21	Topic 10 Research method: Narrative analysis, photovoice	<p>Yamasaki, Sharf, & Harter. (2014). Narrative inquiry: Attitudes, acts, artifacts, and analysis. In B.B. Whaley (Ed). <i>Research methods in health communication</i>.</p> <p>Tang, L., & Bie, B. (2016). Narratives about mental illnesses in China: The voices of Generation Y. <i>Health Communication, 31</i>, 171-181. doi:10.1080/10410236.2014.940673</p> <p>Wang, C. & Burris, M.A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. <i>Health Education and Behavior, 24</i>, 369-387.</p> <p>Strack et al. (2004). Engaging youth through photovoice. <i>Health Promotion Practice, 5</i>, 49-58.</p>
11/28	No class-Happy Thanksgiving!	
12/03	Final Presentation Final paper due	