Media and Health

JMC:3150:0001
GHS:3150:0001
CBH:3150:0001
Fall 2018
Tuesday and Thursday / 9:30 to 10:45 am
E120 Adler Journalism Building

Professor: Rachel Young, PhD, MPH
Office: W333 Adler Journalism Building
Office hours: Tuesday 11:00 am-12:00 pm; Wednesday 1:00-3:00 pm; or by appointment
Email: rachel-young@uiowa.edu
Course website: icon.uiowa.edu

Course Description
This course will draw on perspectives from a range of disciplines, including public health, medicine, psychology, sociology, and mass communication, to investigate how health topics are portrayed in the media and the relationship between mediated health messages and audiences. We will investigate the intersection of media and health in four contexts: news, advertising, entertainment media, and social media.

Course Objectives
This course requires analysis, critical thinking, and application of theories and themes to concrete examples. It does not require memorization or recitation of facts. You should develop a facility with concepts relevant to health media such as stigma, risk, framing, social determinants of health, and social construction, and you will apply those concepts in class discussion and in your written work. The overall goal of the course is for you to build your confidence and skills as a theoretical thinker and an academic writer.

SJMC Learning Outcomes
The School of Journalism and Mass Communication has identified particular learning outcomes that every student should obtain by the time they earn a JMC degree. This course contributes to these learning outcomes by helping you understand how media messages influence their audiences. Achieving these outcomes means the ability to:

- Develop critical thinking skills to analyze and interpret media messages through an understanding of media practices and institutions.
- Demonstrate sensitivity to and understanding of the cultures, histories, perspectives, and socio-economic and political situations of diverse groups.

Course Materials
A book to read during Book Club Week – we will select this book together by the third week of class. Any book we choose will be readily available online or in local bookstores. Additional assigned readings are posted on the course ICON website.
Taking Notes on Readings

Excellent notes will help you process the readings and will help you excel in your writing and in class discussion. Here are some guidelines for structuring your notes:

- What is the main point or thesis of an article or chapter?
- What key concepts do the author(s) define and apply?
- What examples do the authors give?
- What strikes your imagination? As in: “What I found most interesting in this piece was...”
- What did you find confusing?
- Find a media clip (print, video, or audio) that provides an example of a concept in this reading.

Course Requirements

Students are expected and required to attend classes regularly, participate in class discussion, craft thoughtful reading responses and submit all assignments on time. Late submission will be penalized. No exams will be given but several papers and a poster presentation are required.

Assignments

All assignments, unless otherwise specified, should be submitted to ICON in Microsoft Word or PDF. No other formats will be accepted (ie, no Pages format).

Reading responses (200 points)

Each week, other than Book Club Week and the first and last week of class, you will bring a printed reading response to class on Tuesday. Reading responses must be typed, not handwritten. I will post a question to help spark ideas and conversation by the Friday before the post is due. Responses will be graded as exceptional, acceptable, and needs work. **You will not receive credit for late reading responses, but you can drop your lowest two scores.**

Book report (50 points)

This is a group assignment and is based on the required book, which we will select together by the third week of class. Each of you will read the book at your own pace. During the eighth week of class, you will get together with 4 of your classmates to discuss the book and write up a joint book report. You will be graded on your report and our class discussion.

Health news story (150 points)

Create a news story based on a medical journal article I'll provide. You will also write up a one-page, single-spaced, critical analysis of the process. You'll be graded on how accurately you summarize the article, the appropriateness of your tone and language for a general audience, adherence to length restrictions, and the thoughtfulness of your critique.

Health media review (200 points)

Choosing from among four health topics we will select as a class, you will examine news media, entertainment, or strategic messages related to the topic to determine how messages frame your health topic. Your review should be 4 to 6 pages long.

Final project (250 points)

You'll have two options for the final project: (1) interviews or (2) a survey on the topic you selected for your health media review. Because of the size of this project, it can be done individually or with one or two other students from the class. The requirements will be the same either way, and if students decide to collaborate,
they will receive the same grade. You will present the findings from your media review paper and the final project to your classmates. This presentation of the two earlier assignments has two main goals: 1) develop your skills of summarizing and presenting complex information visually and orally, and 2) share with your classmates the most interesting findings of your research. You’ll give a conference-style oral poster presentation, along with a one-page summary of your project, during the last week of the semester.

Participation (150 points)
This is a discussion-based class, and the quality of our discussion is based on your engagement and willingness to share your ideas, listen, and respond thoughtfully and respectfully to your classmates. We will also do group activities almost every week. During class, I’ll make note of whether you paid close attention to me and to your fellow students, offered your own ideas, participated fully in group work, and followed class policy on use of laptops and phones. Your participation grade will be based on these notes.

Graduate student assignment (250 points)
Graduate students will be required to complete an additional assignment that will be due at the end of the semester. Details will be provided within the first month of the semester.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Reading responses</td>
<td>200 points</td>
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<tr>
<td>Book report</td>
<td>50 points</td>
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<tr>
<td>Health news story</td>
<td>150 points</td>
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<tr>
<td>Health media review</td>
<td>200 points</td>
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<tr>
<td>Final project</td>
<td>250 points</td>
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<tr>
<td>Participation</td>
<td>150 points</td>
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<tr>
<td>Total</td>
<td>1000 points</td>
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<tr>
<td>Graduate students only</td>
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<tr>
<td>Grad assignment</td>
<td>250 points</td>
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Grading Scale
Final grades will be computed using the scale below (Please note: No A+).

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95%-100%</td>
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<tr>
<td>A-</td>
<td>90%-94%</td>
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<tr>
<td>B+</td>
<td>87%-89%</td>
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<tr>
<td>B</td>
<td>83%-86%</td>
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<tr>
<td>B-</td>
<td>80%-82%</td>
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<tr>
<td>C+</td>
<td>77%-79%</td>
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<tr>
<td>C</td>
<td>73%-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70%-72%</td>
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<tr>
<td>D+</td>
<td>67%-69%</td>
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<tr>
<td>D</td>
<td>63%-66%</td>
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<tr>
<td>D-</td>
<td>60%-62%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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Course Expectations

Workload
Although some work will be done in class, you are also expected to spend time outside of the classroom on the readings and assignments. The CLAS student workload guidelines advise that each semester hour of class time should entail around two hours each week of outside preparation for the average student. This means that in a 3-semester-hour course like this one, students should expect 6 additional hours of outside work per week on average.

In-class behavior
You are expected to behave in a professional manner throughout the course with your instructors and peers. This includes:

- coming to class on time and not leaving early;
- turning off your cell phone or putting it on silent/vibrate;
- closing and putting away your laptops unless they are needed for a class activity; there are no tests, and you can use pen and paper for class notes if necessary; laptops are distracting to you and your fellow students and impede learning, especially in a discussion-based class.

Attendance
I will keep a record of your attendance and expect you to be here every day. I understand that some time during the term you may be sick or have an important obligation that keeps you from class. Let me know in advance when you can, but please note that all absences, for whatever reason, factor into your final grade as outlined below. However, if you find that a serious health or other problem is affecting your work, please talk with me—sooner rather than later—about how to handle course obligations. Being late to class or leaving early for any reason counts as half an absence. If you miss class, you are still responsible for any schedule changes announced. Check ICON and be in touch with a classmate to find out what went on in your absence. Coming to class late or leaving class early counts as half an absence.

- Missing 3 classes will lower your final grade to the next step down (e.g., B+ to B)
- Missing 4 to 6 classes will lower your final grade a full letter grade (e.g., B+ to C+)
- Missing 7 or more classes is grounds for failure

Assignments
Assignments are due at the time indicated in the syllabus. Assignments that are late will lose one letter grade per day, beginning at the start of class and including weekends and holidays. This means that a paper which would have received an A if it was on time will receive a B the next day, C for two days late, and so on.

I allow students to re-submit the health news article and the health media review within three weeks of receiving their graded papers. New assignments will be re-graded as long as students (1) meet with me one week in advance of the due date for resubmitted work and (2) substantially revise the original work. There is no guarantee you'll receive a better grade on a re-submitted assignment. This option is not available for your reading responses, the book report, or the final project.
I will run all assignments through plagiarism detection software available through ICON. The software makes a preliminary report available to you when you turn in the assignment. Please turn in your work with enough time to review this report. Students may unintentionally copy others’ work. However, since I cannot assess whether plagiarism is intentional or unintentional, **all work that copies others' words without proper attribution will be considered plagiarized and will receive an automatic zero**. If you have questions about what constitutes plagiarism please carefully review the syllabus and CLAS policies. If you still have questions, please make an appointment to meet with me.

*Language and style in graded work*

We are in the journalism school, so spelling, grammar, clarity and style, and punctuation are part of grades, both in formal and informal writing. I cannot stress enough the importance of good writing for non-journalism students too. Writing skills are transferable to any field of work/study and will always be beneficial to you regardless of your professional plans for the future.

*Online communication*

I am always happy to answer any e-mails with questions, comments or concerns. However, they should be sent through your Hawk e-mail account, as outlined in the CLAS policy. I will respond to your e-mail in a timely manner (within 24-48 hours). On weekends, e-mail responses might be slower.

*University/CLAS Policies*

*Administrative Home*

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Academic Policies Handbook at [http://clas.uiowa.edu/students/handbook](http://clas.uiowa.edu/students/handbook).

*Electronic Communication*

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences (Operations Manual, III.15.2, k.11).

*Accommodations for Disabilities*

The University of Iowa is committed to providing an educational experience that is accessible to all students. A student may request academic accommodations for a disability (which includes but is not limited to mental health, attention, learning, vision, and physical or health-related conditions). A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor's office to make particular arrangements. Reasonable accommodations are established through an interactive process between the student, instructor, and SDS. See [https://sds.studentlife.uiowa.edu/](https://sds.studentlife.uiowa.edu/) for information.

*Nondiscrimination in the Classroom*

The University of Iowa is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited
to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University’s Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity, diversity@uiowa.edu, or visit diversity.uiowa.edu.

Academic Honesty
All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College’s Code of Academic Honesty: I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty.” Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS Academic Policies Handbook).

CLAS Final Examination Policies
The final examination schedule for each class is announced by the Registrar generally by the tenth day of classes. Final exams are offered only during the official final examination period. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period. Once the Registrar has announced the date, time, and location of each final exam, the complete schedule will be published on the Registrar’s web site and will be shared with instructors and students. It is the student's responsibility to know the date, time, and place of a final exam.

Making a Suggestion or a Complaint
Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO, David Ryfe (david-ryfe@uiowa.edu). Complaints must be made within six months of the incident (CLAS Academic Policies Handbook).

Understanding Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Comprehensive Guide on Sexual Harassment for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather
In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Department of Public Safety website.
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<thead>
<tr>
<th>Week</th>
<th>Topic, Reading</th>
<th>Notes, Assignments</th>
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<tr>
<td><strong>Module 1: Defining Health</strong></td>
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<tr>
<td><strong>Week 1</strong>&lt;br&gt;16 &amp; 18 January</td>
<td>Introductions, syllabus&lt;br&gt;Reading (for Thursday)&lt;br&gt;• Crosby, R. et al. (2013). Ecological approaches in the new public health. <em>Health Behavior Theory for Public Health</em></td>
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<tr>
<td><strong>Module 2: Health in the News</strong></td>
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<td><strong>Week 3</strong>&lt;br&gt;30 January &amp; 1 February</td>
<td>Translating health evidence&lt;br&gt;Reading&lt;br&gt;• Gastel, B. Evaluating information. <em>Health writer's handbook</em>. Ames, IA: Iowa State University Press. p. 67-81&lt;br&gt;• Dunwood, S. Weight of evidence reporting. <em>Nieman Reports</em>.&lt;br&gt;• For Thursday: Case Study materials, assigned in class Tuesday</td>
<td>Reading response</td>
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<tr>
<td><strong>Week 4</strong>&lt;br&gt;6 &amp; 8 February</td>
<td>Framing health news&lt;br&gt;Reading&lt;br&gt;• Entman, R., (1999). Framing.&lt;br&gt;• Coleman, R., &amp; Thorson, E. (2002). The effect of health news that puts crime and violence into context. <em>Journal of Health Communication</em>.&lt;br&gt;• Articles on Dr. Carr’s work, TBA</td>
<td>Reading response</td>
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_Tuesday: Guest speaker Dr. Lucas Carr_
**Module 3: Entertainment Media**

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<tr>
<th>Week 5</th>
<th>Medicine as entertainment</th>
<th>Reading response</th>
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| 13 & 15 February | Korownyk, C. Televised medical talk shows—what they recommend and the evidence to support their recommendations. *British Medical Journal.*  
Young, M. How Amanda Chantal Bacon perfected the celebrity wellness business. *NY Times.*  
*Tuesday: Discuss health news story drafts* |  |

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<thead>
<tr>
<th>Week 6</th>
<th>Entertainment education and social learning</th>
<th>Reading response</th>
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<tr>
<th>Week 7</th>
<th>Body image and social comparison</th>
<th>Reading response</th>
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| 27 February & 1 March | Harrison, K. Television viewers’ ideal body proportions: The case of the curvaceously thin woman. *Beyond These Walls.*  
Hamblin, J. The psychology of healthy Facebook use. *The Atlantic.*  
Kim, J., & Chook, T. Body image 2.0: Associations between social grooming on Facebook and body image concerns. *Computers in Human Behavior.* |  |

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<tr>
<th>Week 8</th>
<th>Book Club Week!</th>
<th>Book report due, Friday at 5 pm</th>
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<tr>
<td>6 &amp; 8 March</td>
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<tr>
<th>Week 9</th>
<th>Spring Break, No class</th>
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<tbody>
<tr>
<td>13 &amp; 15 March</td>
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**Module 4: Persuasion and Health**

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<tr>
<th>Week 10</th>
<th>Health campaigns</th>
<th>Reading response</th>
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The Truth Campaign and Tips web sites |  |
| Week 11 27 & 29 March | Stigma  
Readings  
| --- | --- | --- |
| Week 12 3 & 5 April | Resistance to persuasion  
Readings  
*Tuesday: Discuss Health Media Review drafts* | Reading response |
| | | Health Media Review due Friday, November 4, at 5 pm |
| Week 13 10 & 12 April | Advertising pharmaceuticals  
Readings  
| Module 5: New Media and Health | | |
| Week 14 17 & 19 April | Digital inequalities and health  
Readings  
| Week 15 24 & 26 April | Epidemics and Disasters  
Readings  
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<tr>
<td><strong>Week 16</strong>&lt;br&gt;December 6 &amp; 8</td>
<td>Final project presentations</td>
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