Course Outline

Communicating and Healthy Communities
Department of Communication
COMM 4350 – CRN 12334
COMM5337 – CRN 12172
3 Credit Hours
Fall 2016

Instructor: Arvind Singhal, Ph.D., Samuel Shirley and Edna Holt Marston Endowed Professor of Communication, Department of Communication, The University of Texas at El Paso, El Paso, TX 79968, U.S.A. Telephone: (915) 747-6286 Fax: (915) 747-5236. E-mail: asinghal@utep.edu Office: Cotton Memorial 301.

Office Hours: Monday from 4:00 to 6 p.m.—just before class—and as convenient, by appointment. Office hours, as is the tradition for my classes will be Coffice Hours (I will buy the coffee) and we meet in the main public area of the El Paso Natural Gas Center (right next to the Health Sciences Building). Also, I can be available to you, with prior arrangements, in my office, or by skype, or in other ways that is most convenient to you. My skype ID is arvindsinghal62 My twitter account is: asinghalUbuntu.

Meetings: Our regular class will meet every Monday night from 6:00 to 8:50 p.m. in Undergraduate Learning Center (UGLC) Building 210. Class will begin within a couple of minutes of 6:00 p.m. and so we ask that you plan in advance to be there on time.

Course Description: In this course (cross-listed at both the undergraduate and graduate levels), we explore how health and healing acquire meaning through acts of communication, and how communication scholarship and practice can help shape healthy communities. Health is construed broadly in terms of physical, emotional, mental, and spiritual well-being of individuals, families, and communities. And, importantly, in communicative and relational terms.

Course Objectives: Participants will understand—experientially, critically, and analytically (1) the relationship between self, the other, and the creation of a healthy community; (2) the role of interpersonal and group communication in the creation of healthy and healing relationships; (3) and the role of narratives (personal and mass-mediated) in promoting community and individual health.

The Dalai Lama, when asked what surprised him most about humanity, answered "Man. Because he sacrifices his health in order to make money. Then he sacrifices money to recuperate his health. And then he is so anxious about the future that he does not enjoy the present; the result being that he does not live in the present or the future; he lives as if he is never going to die, and then dies having never really lived."
Learning Outcomes: The present course – through its format of readings, discussions, activities, self-reflection, field-based action, and regular journaling seeks to provide

(1) an engaged understanding of the role of communication in shaping healthy communities,
(2) a reflective space for analyzing and critiquing the underlying discourses and practices, and
(3) an actionable space for experimentation and experiential learning.

Course Format: A mix of self-study, group discussions and presentations, storytelling, creative activities, field-based actions, case-studies, video viewings, reflective learner notes, and action-reflection diaries. While engaging with relevant literature (both scholarly and general interest), the present course will consciously seek to promote a strategic, applied, orientation. It is unlikely that we will rehash all the readings in class; rather, the class sessions will build on the foundational base of readings done at home. While reading, please focus on the “big” picture, the key “driving” ideas, and the “teaching” stories, as well as what is left unsaid, lies at the margins, or sits on the edge. For this course, reading and reflecting between and across the lines is not just OK, it is strongly encouraged.

Also, encouraged is the notion of “acting one’s way into a new way of thinking” i.e. a focus on praxis—action and reflection in an ongoing recursive loop. Two ongoing weekly reflections are anchored on this notion of praxis: on what we do in our class (My Weekly Reflections on Our Class as a Healthy Community); and the other on what you do outside of class (My Weekly Experiments in Enacting a Healthy Community).

Readings: The three required books for this course which everyone will read are


In addition to the three books, this course outline contains the assigned readings and videos for our session. Readings should be done prior to the class, because in-class work is designed to supplement and support the readings, not to substitute for them.

Grading: The grading system for this course is based on five sets of activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Weekly Reflections on Our Class as a Healthy Community (JOURNAL/handwritten-OK)</td>
<td>300</td>
</tr>
<tr>
<td>My Weekly Experiments in Enacting a Healthy Community (Typed and printed and in binder)</td>
<td>300</td>
</tr>
<tr>
<td>Book—Briskin et al. on Collective Wisdom Take-Aways</td>
<td>100</td>
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<tr>
<td>Book—Kidder book on Paul Farmer Take-Aways</td>
<td>100</td>
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<tr>
<td>Book—Power with Love (Kahane Book) Movie assignment</td>
<td>150</td>
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<tr>
<td>Presence in Class, Leadership, Quality of participation</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,000</strong></td>
</tr>
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These assignments/activities are discussed in somewhat greater detail later on in this course outline. The general criteria followed in grading your assignment will be (1) promptness in meeting the deadline, (2) correctly following the general procedures for the assignment, (3) the excellence of your content, (4) the quality of your writing and presentation(s), and (5) the originality (and creativity) of your thinking. The first three graded activities (as listed above) will involve participatory grading: that is, class participants will play an active role in providing feedback to groups. Final grades will be calculated on the basis of points scored in each evaluation activity. The following general point scale will be used to compute grades: A =900 to 1000; B= 800 to 899; C =700 to 799; and so on. A failing F grade is assigned for 599 points or below.
Attendance and Timeliness: All class participants will be expected to attend all classes unless fulfilling a university function (as permissible for UTEP athletes) or on account of personal sickness, or other exceptional reasons. In such cases, the instructor would expect to be informed in advance of the non-attendance. Similarly, all participants will be expected to submit all assignments at the time they are due, and only under exceptional circumstances will extensions be provided, provided arrangements are made with the instructor in advance.

Laptops and Technology Use: No laptop, cell phones, or electronic recording instruments are required for this course. A simple notebook with a pen is all that you would need to bring to class.

Academic Dishonesty: The University of Texas El Paso prides itself on its standards of academic excellence and students are expected to uphold the highest standards of academic integrity. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, submitting work for credit that is attributable in whole or in part to another person, taking an examination for another person, and any act that gives or attempts to give unfair advantage.

Special Needs: If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu. Or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. CASS’ Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.

COURSE CALENDAR

A course calendar is provided below. The instructor reserves the right to make necessary changes in the schedule/calendar/assignments depending on the needs of the class.

WEEK ONE (8/22)

INTRODUCTION TO THE COURSE, PARTICIPANTS, & ONGOING ASSIGNMENTS

Readings: Procure all three books right away. And, begin reading the Briskin et al. book on The Power of Collective Wisdom, finishing at least the first three chapters (until pp. 105) by 8/29. It is a very easy read and full of stories. Reflect on its key message, especially on how the book speaks to you about what represents a “healthy community.” Take hand-written/typed notes on stories, anecdotes, and messages that appeal to you: These would constitute your take aways! Bring these notes in hard copy to class for the in-class discussion on 8/29; and in-class assignment on September 12th.

Video (watch at home): Get to know your instructor a bit....
TEDx Talk—The Flip: Solving Complex Social and Health Problems.
https://www.youtube.com/watch?v=n-NAvN-PLW0

WEEK TWO (8/29)

WHAT IS A HEALTHY COMMUNITY?
WHAT VALUE LIES IN COLLECTIVE WISDOM?

*In-Class Discussion on Briskin’s Book (the first three chapters – until pp. 105).
*My Weekly Reflections #1 on Our Class as a Healthy Community (hand-written journal OK)
*My Weekly Experiments #1 in Enacting a Healthy Community (Typed and printed and due in class)

Readings: Finish the Briskin et al. book on Collective Wisdom by 9/5 and bring your updated “take away” notes on the book to class on September 12.
WEEK THREE (9/5): LABOR DAY HOLIDAY

Begin reading the Tracy Kidder Book on Paul Farmer. By 9/19, at least finish Parts 1 to 3 (until pp. 177) for in-class discussion and finish by 9/26 for in-class assignment. Again, reflect on its key message, especially on how the book speaks to you about what makes for a “healthy community” and what role each of us can play in this enterprise. Take hand-written/typed notes on stories, anecdotes, messages that appeal to you: These would constitute your take aways! Bring these notes in hard copy to class on 9/19 (for discussion) and 9/26 (for in-class assignment).

Also, read the Lipmanowicz et al article on Liberating Structures (It holds implications for your ongoing, assignment on My Weekly Reflections on our class) http://utminers.utep.edu/asinghal/12%20LiberatingStructures_LipmanowiczSinghalMcCandlessWang2015.pdf

WEEK FOUR (9/12)

HEALTHY COMMUNITIES ARE COMPLEX SYSTEMS
THE POWER OF RELATIONSHIPS

*In-Class assignment on Briskin et al. Book on Collective Wisdom.

Bring your “take away” notes (handwritten is fine) from the Briskin et al. book to class in hard copy, be ready to share and discuss with others, and make an impromptu and fun in-class POWER (not PowerPoint) presentation. Will be explained in class!

*My Weekly Reflections #2 on Our Class as a Healthy Community (hand-written journal OK)
*My Weekly Experiments #2 in Enacting a Healthy Community (Typed and printed and due in class)

Readings:


Video: Seven Nursing Stories that Heal http://vimeo.com/61509785

WEEK FIVE (9/19)

CASE STUDY: The Barefoot College in Tilonia, Rajasthan

*In-Class Discussion on Kidder’s Book (the first three chapters).
*My Weekly Reflections #3 on Our Class as a Healthy Community (hand-written journal OK)
*My Weekly Experiments #3 in Enacting a Healthy Community (Typed and printed and due in class)

[My Weekly Reflections and Experiments Continue Each Week – No further reminders needed]


Video: https://www.ted.com/talks/bunker_roy
WEEK SIX (9/26)

*In-Class Assignment on Kidder’s book on Paul Farmer
Bring your “take away” notes in hard copy from Kidder’s book on Paul Farmer, be ready to share and discuss with others, and make an impromptu and fun in-class POWER (not PowerPoint) presentation. Will be explained in class!

REFLECTIONS ON OUR CLASS AS A HEALTHY COMMUNITY

WEEK SEVEN (10/3)

INDIGENEOUS WISDOM, POSITIVE DEVIANCE, AND HEALTHY COMMUNITIES

*Group Finalization for Power and Love Movie Assignments

Readings:
Begin reading Adam Kahane’s Book Power and Love.


Videos

Rare video footage of Jerry Sternin, pioneer of Positive Deviance Approach talking about PD http://vimeo.com/61509784 9'30"

Reflections on Positive Deviance by Monique Sternin 5'05” http://www.youtube.com/watch?v=Ad9suSYL6RU

The Music Catches Me and We Rise Again (PD and Reintegration of Returned Abductees in Uganda). http://www.youtube.com/watch?v=wfuh4PuGFQ 5'44"

WEEK EIGHT 10/10

COMMUNICATIVE ACTIONS OF POWER AND LOVE

Reading: Finish reading Adam Kahane’s book and then watch the following video so it clarifies one’s thinking further.

Adam Kahane http://www.youtube.com/watch?v=v8ScJqk25yo

WEEK NINE 10/17

*Group Movie Presentations on Power and Love

CASE STUDIES: COMMUNICATIVE ACTIONS OF POWER AND LOVE

WEEK TEN (10/24):

* Roundtable on My Experiments (In-class Interim Submission)
WEEK ELEVEN (10/31)

ENTERTAINMENT-EDUCATION STRATEGIES FOR HEALTHY COMMUNITIES

Readings:

Video (will watch in class): “Poor Consuelo Conquers the World.”

WEEK TWELVE (11/07)

COMMUNICATION, CULTURE, AND HEALTHY COMMUNITIES

Readings:

WEEK THIRTEEN (11/14)

ME, THE OTHER, AND OTHERS
VIDEO-Fest: CASE STUDIES IN HEALTHY COMMUNITIES

WEEK FOURTEEN (11/21) Arvind in London

LESSONS FROM “MY EXPERIMENTS” IN ENACTING A HEALTHY COMMUNITY

WEEK FIFTEEN (11/28)

LESSONS FROM “MY WEEKLY CLASS REFLECTIONS” ABOUT A HEALTHY COMMUNITY
*Submission of Journals/Handwritten OK.

FINAL EXAM WEEK (12/5)

“My Experiments” Journal Due in CLASS (also in electronic form sent to instructor at asinghal@utep.edu).
My Weekly Reflections on Our Class as a Healthy Community
Total = 300 points

This ongoing and weekly reflection invites your mindful observation of what we do in class to build a healthy learning community. Here you may pay attention to (but are not limited to) the following guides (as may be relevant)

* how we try strive for inclusion and distribute participation
* how we create a safe space
* how we celebrate diversity
* how we distribute responsibility and accountability
* how we engage in fun and serious play
* Etc

You will each maintain a weekly journal (handwritten is OK; typed is fine too) in which you will reflect on WHAT HAPPENED during our last class session that speaks to the above guides. In addition, feel free to reflect on how you feel about your class participation. How was your “learner” experience different from what is typical in other classes you may have taken? From being in class, what did you learn about what makes for a healthy community?

This journal represents on-going, week-by-week, self- motivated and monitored activity. We will invite class participants on a regular basis to share these weekly jottings. It is vital that you bring your My Reflections journals, duly completed, in hard copy (in a handwritten notebook or in printed form) to each class session.

Your first entry is due in class on August 29, 2016. Please date each entry. Your last entry should be a 500-word essay on what lessons you learned from being in class about creating a healthy community. The final journal is due for submission on November 28.
This weekly, experimental, self-directed, and ongoing action-reflection assignment is inspired by the life and communicative practices of Mahatma Gandhi--builder of many communities, big and small. Gandhi’s autobiography was titled “The Story of My Experiments with Truth,” and you are welcome to read it on your own, but it is not required. Gandhi was a man of action and experimentation. His quest in life was to go beyond knowing and believing to DOING. He emphasized the unity of thought, credo, and action; the alignment of the head, heart, and hands. So, this assignment is about DOING. YOU will instigate communicative actions to enact what you believe leads to a healthier community, and then to reflect on those actions and their outcomes.

Minimum specifications for MY EXPERIMENTS

1. You will seize opportunities to assume personal responsibility for creating a healthy community and act on it. It is the act that matters, not the outcome. Let it be a “communicative” act which involves you and another.
2. Note that responsibility is assumed, not assigned. It is undertaken, not imposed (not even by the force of guilt). It is a willful declaration, not an expected duty.
3. Every purposive act counts. No act is big or small.

You will maintain this my experiments journal in electronic form and in hard copy. It can be illustrated with photos or other visuals, as warranted. The defining feature of this assignment is not its length; but a focus on being “regular” with your experimentation, reflection, and jottings. Please date each entry. At the bare minimum (for a C grade), we will expect about 500 words of thoughtful journaling a week, and detailing at least two purposive “communicative acts” a week. Your first journal entry will be due in hard copy in class at the beginning of second week, August 29. The final submission of the consolidated “My Experiments” are due on Dec. 5.

In the journals, feel free to talk about the courage needed, the vulnerability experienced, and what these experiments mean to you in your continued journey to create a healthy community. We encourage you to take a deep dive: Go beyond the description of “what happened” to reflect on the “so what?” (implications), and “now what” (action steps).

This journal represents on-going, week-by-week, self-motivated and monitored activity. We will invite class participants on a regular basis to share your “My Experiments” journal entries with other class participants, and so it is vital that you bring your My Experiments journals, duly completed, in hard copy, to each class session.

Your last entry should be an essay on what lessons you learned about creating a healthy community through your experiments.

I encourage you to return to your entries at every opportunity, embellishing them as we move along in the course.
Assignment

Movies, Protagonists, Power and Love
Building on Adam Kahane’s Book
(150 points)

75 points for the written part of the assignment (graded by the instructor)
75 points for the oral presentation (graded by the class participants) on

This assignment should be done in small groups of 3-4 people. Group Presentation in Class is on October 17.

Each group will be assigned one out of the following five feature films to watch (on Netflix or through a DVD rental) outside of class time: (1) Lincoln, (2) Invictus, (3) Gandhi, (4) Patch Adams, or (5) Guess Who is Coming to Dinner. Collectively, each group will watch the film and identify two situations, scenes, or events in your assigned film in which you believe the actions of a protagonist reflect an illustration of Kahane’s key point: i.e. Love is what makes power generative, and power is what makes love strong.

Once you have identified these situations,

Task #1 is a written assignment: Describe and analyze each of these situations in about a page or two each (250-500 words per situation), explaining how the duality of power and love play themselves out to illustrate Kahane’s key point (in italics and bold/red above). Also, tell us what makes the exercise of power and love in this particular situation remarkable, surprising, and worthy of analysis.

Task #2. Take any ONE of the two situations that your group identified and analyzed (as per the guidance above) and orally present to the class.

Each group will have up to 6 minutes (no more) of class presentation time. All group members must find a role in the presentation. We strongly encourage you to think of “creative” and “innovative” ways of presenting to the class, going beyond text-based PowerPoint presentations. In the past, individuals have used skits, role plays, improvs, music, poetry, video, cut-outs, games, and PowerPoint (or a combination thereof) to make their presentations. If appropriate, you can use stills (or a short 1-minute clip of the situation analyzed) from your actual film to launch your presentation. Again, think of your presentation as a performance with a purpose.

Since this assignment will be carried out in a group, you are encouraged to provide the instructor with a one-sentence confidential narrative assessment of the contribution of other group members to this exercise. This participatory within group assessment (also due on October 17) is designed to ensure fairness in group assessment procedures. If no assessment is submitted, we will assume that each group member participated equally in completing the tasks.
About the Instructor: Arvind Singhal, Ph.D.  
http://utminers.utep.edu/asinghal/

Dr. Arvind Singhal (asinghal@utep.edu) is the Samuel Shirley and Edna Holt Marston Endowed Professor of Communication and Director of the Social Justice Initiative in UTEP’s Department of Communication. He is also appointed, since 2009-2010, as the William J. Clinton Distinguished Fellow at the Clinton School of Public Service, Little Rock, Arkansas. Singhal teaches and conducts research in the diffusion of innovations, the positive deviance approach, organizing for social change, the entertainment-education strategy, and liberating interactional structures. His research and outreach spans sectors such as health, education, peace, human rights, poverty alleviation, sustainable development, civic participation, democracy and governance, and corporate citizenship.


Singhal has won Top Paper Awards from the International and National Communication Associations (ICA and NCA) over a dozen times, and Ohio University’s Baker Research Award twice. The Social Science Research Council & the International Communication Association recognized him as the winner of the *Communication Research as Collaborative Practice Award* in 2009, and the winner of the *Communication Researcher as an Agent of Change Award* in 2008. The NW Communication Association honored him with the 2007 *Human Rights Award for Steadfast Commitment to Social Justice, Social Change, and Freedom*, and in 2005, USC’s Norman Lear Center honored him with the first *Everett M. Rogers Award for Outstanding Contributions to Entertainment-Education.*

Singhal’s recent academic honors and appointments include *President-Appointed Visiting Professor,* Kumamoto (National) University, Japan (2012-13); *Fulbright Hays Scholar,* Slovakia (2012); *Schomburg Distinguished Scholar,* Ramapo College of New Jersey (2011), *Commerzbank Foundation Professor,* Chemnitz University of Technology, Germany (2009); *Berkitt Williams Distinguished Lecturer,* Ouachita Baptist University, Arkansas (2009); and *Raushni Memorial Deshpande Distinguished Lecturer,* Lady Irwin College, University of Delhi, India (2006).

Singhal’s research has been supported by the National Institutes of Health, The Dutch Health Research Council, Centers for Disease Control and Prevention, Ford Foundation, Rockefeller Foundation, The National Science Foundation, The David and Lucile Packard Foundation, and others. He has served as an advisor to the World Bank, UN-FAO, UNICEF, UNDP, UNAIDS, UNFPA, U.S. Department of State; U.S. A.I.D., Family Health International, PATH, Save the Children, the BBC World Service Trust, International Rice Research Institute, Voice for Humanity, and private corporations such as Procter & Gamble (U.S.A and Thailand), Telenor AS (Norway), SpareBank (Norway), and others.

He has taught previously at Ohio University, University of Southern California, University of California - Los Angeles, and held visiting professorships at the USC Annenberg School; the Rollins School of Public Health, Emory University; Royal Roads University, Canada; Kumamoto (National) University, Japan; Chemnitz University of Technology in Germany; Institut Teknologi (Malaysia), Bangkok University (Thailand); and visited and lectured in some 70 countries of Asia, Africa, Latin America, Australia, Europe, and North America.