

Course Outline

## Communicating and Healthy Communities

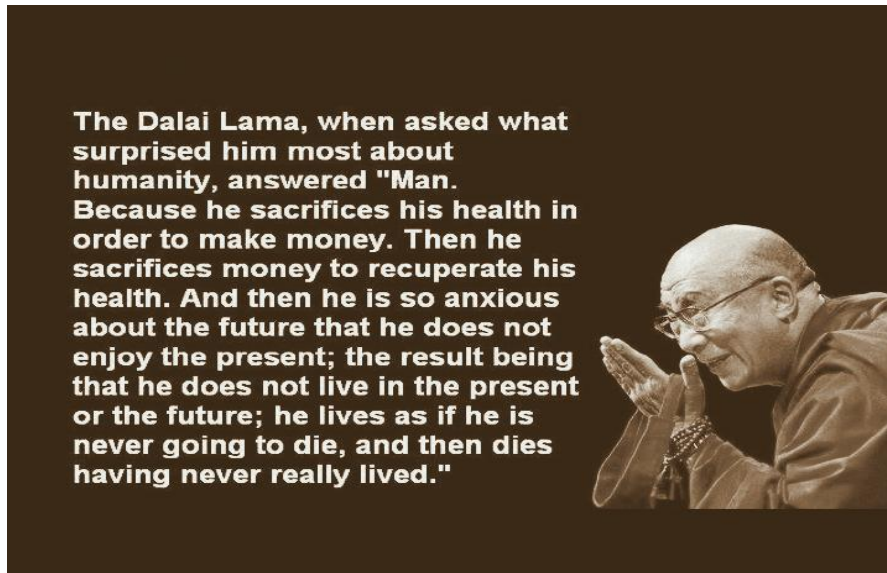
Department of Communication

COMM 4365 – CRN 19530

COMM5337 – CRN 11938

3 Credit Hours

Fall 2017



**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](mailto:asinghal@utep.edu) Office: Cotton Memorial 301.

**Office Hours and access:** Monday from 3:45 to 5:45 p.m.—just before class—and as convenient, by appointment. For routine communication, please use email, and I typically respond within 24 hours. My cell number is 740-591-9688; and I am happy to share it with you so you can text me (prefer) (or even call me), in case of a genuine emergency. To enhance your access to me, office hours will be Coffee Hours, and we will meet (unless notified in advance) in the lobby of the Hilton Garden Hotel on University Avenue, which has a public lobby, comfortable chairs, a restaurant, coffee, water, and is easily accessible. My cell number is 740-591-9688 I will be happy to buy you coffee or food in the Hotel's restaurant as a welcoming gesture (including dinner, which they begin serving at 5 p.m.). 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: asinghal\_ubuntu.

**Meetings:** Our regular class will meet every Monday night from 6:00 to 8:50 p.m. in Old Main 214. We expect all to be in class by 6 p.m.

**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.

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:

Alan Briskin, Sheryl Erickson, John Ott, & Tom Callanan (2009). *The Power of Collective Wisdom and the Trap of Collective Folly*. San Francisco: Berrett-Koehler Publishers

Tracy Kidder (2009). *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World*. NY: Random House

Adam Kahane (2010). *Power and Love: A Theory and Practice of Social Change*. San Francisco: Berrett-Koehler Publishers

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:

My Weekly Reflections on Our Class as a Healthy Community (JOURNAL typed/printed)	300 points
My Weekly Experiments in Enacting a Healthy Community (Typed and printed and in binder)	300 points
Book—Briskin et al. on Collective Wisdom Take-Aways	100 points
Book—Kidder book on Paul Farmer Take-Aways	100 points
Book—Power with Love (Kahane Book) Movie assignment	100 points
Presence in Class, Leadership, Quality of participation	100 <u>points</u>
<b>Total</b>	<b>1,000 points</b>

These assignments/activities are discussed in somewhat greater detail later 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 based on 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 because 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](mailto: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](http://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, in consultation with class participation, may propose changes in the schedule/calendar/assignments depending on the evolving needs of the class.

### **WEEK ONE (8/28)**

#### 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 it in the next 10 days or so, a few days before our next meeting of September 11. 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 and in-class assignment on **9/11**. Also, note your first "My weekly reflections" and "My weekly experiments" are due in hard copy in class on 9/11.

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 (9/4) LABOR DAY HOLIDAY**

Read and Finish Briskin's book as per advice on Week One. And, watch browse the following TED talk and Lipmanowicz article and jot your **take-aways** in a page or so.

TED Talk #1: Robert Waldinger on What Makes for a Good Life  
[https://www.ted.com/talks/robert\\_waldinger\\_what\\_makes\\_a\\_good\\_life\\_lessons\\_from\\_the\\_longest\\_study\\_on\\_happiness](https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness)

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](http://utminers.utep.edu/asinghal/12%20LiberatingStructures_LipmanowiczSinghalMcCandlessWang2015.pdf)

### **WEEK THREE (9/11)**

**\*In-Class Discussion on Briskin's Book.** Bring your **take-away** notes from Briskin Book, TED talk, and Lipmanowicz article. Be ready to discuss your take-aways with others, and be ready to make an impromptu and fun in-class POWER (not PowerPoint) presentation. Your impromptu POWER Presentation (120 seconds) will rise from your take-away notes, and you will be given a few minutes of time in this class to prepare before you deliver it.

**\*My Weekly Reflections #1** on Our Class as a Healthy Community (Typed and printed and due in class)

**\*My Weekly Experiments #1** in Enacting a Healthy Community (Typed and printed and due in class)

### **WEEK FOUR (9/18)**

HEALTHY COMMUNITIES ARE COMPLEX SYSTEMS  
**THE POWER OF RELATIONSHIPS**

\*In-Class Discussion on Kidder's Book (the first three parts)

\*My Weekly Reflections #2 due in-class (typed and printed)

\*My Weekly Experiments #2 due in class (typed and printed)

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

Readings: Finish Parts 1 to 3 (until pp. 177) of Tracy Kidder's book on Paul Farmer (and finish by 9/25 for the 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 (as did Paul Farmer) 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 9/18 (for discussion) and 9/25 (for in-class assignment).

Arvind Singhal (2007). [The Practice of Medicine Lies in the Interactions: A Day with Robert A. Lindberg, M.D.](#)

Arvind Singhal (2007) ["Which Nursing Home Would You Put Your Mother In?" A Conversation with Complexity Scholars Reuben McDaniel, Jr. and Ruth Anderson.](#)

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

### **WEEK FIVE (9/25)**

**\*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.

\*Visiting "My Weekly Reflections" and "My Experiments" (Bring to class).

## **WEEK SIX (10/2)**

Readings: Bunker Roy: The Barefoot Approach

[http://www.ied.edu.hk/isll/Download%20Files/Panel1\\_%20Mr\\_Sanjit\\_Bumker\\_Roy.pdf](http://www.ied.edu.hk/isll/Download%20Files/Panel1_%20Mr_Sanjit_Bumker_Roy.pdf)

Video: [https://www.ted.com/talks/bunker\\_roy](https://www.ted.com/talks/bunker_roy)

REFLECTIONS ON OUR CLASS AS A HEALTHY COMMUNITY

## **WEEK SEVEN (10/9)**

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* (and finish half).

Arvind Singhal, Jerry Sternin, & Lucia Dura (2009). [Combating Malnutrition in the Land of a Thousand Rice Fields: Positive Deviance Grows Roots in Vietnam.](#)

Lucia Dura and Arvind Singhal (2009). [Will Ramon Finish Sixth Grade? Positive Deviance for Student Retention in Rural Argentina.](#)

Muhammad Shafique, Monique Sternin, & Arvind Singhal (2010). [Will Rahima's Firstborn Survive Overwhelming Odds? Positive Deviance for Maternal and Newborn Care in Pakistan.](#) .

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=wfu1Z4PuGFg> 5'44"

## **WEEK EIGHT 10/16**

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 10/23**

**\*Group Movie Presentations on Power and Love**

**CASE STUDIES: COMMUNICATIVE ACTIONS OF POWER AND LOVE**

## **WEEK TEN (10/30):**

**\* Roundtable on *My Experiments* (In-class Interim Submission)**

## **WEEK ELEVEN (11/06)**

ENTERTAINMENT-EDUCATION STRATEGIES FOR HEALTHY COMMUNITIES

Readings:

Arvind Singhal (2007). *Popular Media and Social Change Discourses: Lessons from Peru, Mexico, and South Africa*. [http://utminers.utep.edu/asinghal/Articles%20and%20Chapters/Singhal\\_Brown\\_Journal\\_Popular%20Media%20and%20Social%20Change\\_2007.pdf](http://utminers.utep.edu/asinghal/Articles%20and%20Chapters/Singhal_Brown_Journal_Popular%20Media%20and%20Social%20Change_2007.pdf)

Dura, Singhal, & Elias (2010). Listener as producer in the Peruvian Amazon  
[http://utminers.utep.edu/asinghal/Book%20Chapters/Dura-Singhal-Elias-2010-Listener-as-Producer-%20Hinner%20\(Ed.\).pdf](http://utminers.utep.edu/asinghal/Book%20Chapters/Dura-Singhal-Elias-2010-Listener-as-Producer-%20Hinner%20(Ed.).pdf)

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

## **WEEK TWELVE (11/13)**

COMMUNICATION, CULTURE, AND HEALTHY COMMUNITIES

Readings:

Arvind Singhal and Karen Greiner (2008). [Performance Activism and Civic Engagement Through Symbolic and Playful Actions](#).

Arvind Singhal, Nagesh Rao, & Saumya Pant (2006). [Entertainment-Education and Possibilities for Second-Order Social Change](#).

Arvind Singhal and Ketan Chitnis (2005). [A Social Conception of Health](#).

## **WEEK THIRTEEN (11/20)**

ME, THE OTHER, AND OTHERS

VIDEO-Fest: CASE STUDIES IN HEALTHY COMMUNITIES

## **WEEK FOURTEEN (11/27)**

LESSONS FROM "MY EXPERIMENTS" IN ENACTING A HEALTHY COMMUNITY

## **WEEK FIFTEEN (12/04)**

LESSONS FROM "MY WEEKLY CLASS REFLECTIONS" ABOUT A HEALTHY COMMUNITY

\*Submission of journals (printed/typed) in class.

## **FINAL EXAM WEEK (12/11)**

"My Experiments" Journal to be sent in electronic form sent to instructor at [asinghal@utep.edu](mailto:asinghal@utep.edu)  
(or can be alternatively handed by hand on 12/04).

## 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 (typed) 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 printed form) to each class session.**

Your first entry is due in class on September 11, 2017. 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 in hard copy on December 4, 2017

## My Experiments in Enacting a Healthy Community

Total = 300 points



***Be the change you want to see in the world.***

MK Gandhi

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 our second class session on September 11. The final submission of the consolidated "My Experiments" (in electronic copy to [asinghal@utep.edu](mailto:asinghal@utep.edu)) is due on Dec.11. Alternatively, you can submit in class on Dec. 4.

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

(100 points)

50 points for the written part of the assignment (graded by the instructor)

50 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 23, 2017.

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 5 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, improv, 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 23) 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](mailto: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 is co-author or editor of 13 books – *Inspiring Change and Saving Lives: The Positive Deviance Way* (2014); *Health Communication in the 21<sup>st</sup> Century* (2014); *Inviting Everyone: Healing Healthcare through Positive Deviance* (2010); *Protecting Children from Exploitation and Trafficking: Using the Positive Deviance Approach* (2009); *Popular with a Purpose* (2008); *Communication of Innovations* (2006); *Organizing for Social Change* (2006); *Entertainment-Education Worldwide: History, Research, and Practice* (2004); *Combating AIDS: Communication Strategies in Action* (2003); *The Children of Africa Confront AIDS: From Vulnerability to Possibility* (2003); *India's Communication Revolution: From Bullock Carts to Cyber Marts* (2001); *Entertainment-Education: A Communication Strategy for Social Change* (1999); and *India's Information Revolution* (1989). Three of Singhal's books won awards for distinguished applied scholarship. In addition, he has authored some 175 peer-reviewed essays in outlets such as the *Journal of Communication*, *Communication Theory*, *Communication Monographs*, *Health Communication*, *Management Communication Quarterly*; *Communication Quarterly*, and *Journal of Health Communication*.

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.