Comm 6660/STS 6661
Public Engagement in Science
Spring 2016
This syllabus (including any updates) appears at http://blackboard.cornell.edu
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Office hours
Wednesday, 1:00-3:00 in Rockefeller 302
and happily by appointment

Time and location
Tuesday, 2:30-4:25 pm, Mann Library 494 (inside Communication Department)

Course description
The field of development communication deals frequently with science, technology, and medicine. But as the more general field of public engagement of science has emerged over the last 20 years, the field of development communication appeared to stagnate. Although a great many individual studies were conducted in the field, there seemed to be little theoretical movement. In just the last couple of years, attempts to create more coherent whole in development communication have emerged. This semester, this course will focus on development communication. Most of the course will be exploration of the field, but we will make explicit attempts to link development communication with issues in public engagement in science.

Everyone will be expected to do the reading and come to class prepared to explore the readings. To "explore the readings" means you've read (or viewed) the texts, you've thought about them, and you're ready to see where the arguments lead. It also means you've identified inconsistencies or problems with the logic and are ready to tear the texts apart. You will usually find material that is intellectually challenging: it may require multiple readings to make sense, or it may challenge beliefs you already have (even though you may not have known that you have them). You will be expected to justify your reactions to the texts with specific references to the texts or, when relevant, to other texts. As the class meets in physical space only once a week, cyberspace discussions via Blackboard will play a key role in the course.

Each student will be responsible for helping lead one of the in-class discussions. You will come to class with a specific set of questions raised by the texts. Those questions may emerge from the
content of the reading, or they may question the logic or approach taken by the author(s). It will be helpful for discussion leaders to bring the questions on a handout for everyone. Even better would be to circulate the questions a couple of days before class, via the class bulletin board (on the Blackboard system).

**Texts**
Readings will all be available as downloads on Blackboard.

**Grades**
Grades will be based on class participation (30%, including written comments on the readings and contributions to class discussions) and on the final paper (70%).

**Academic integrity**
Academic integrity is crucial to your personal scholarly identity. Your rights and responsibilities in this area are outlined in the Cornell University Code of Academic Integrity: [http://cuinfo.cornell.edu/Academic/AIC.html](http://cuinfo.cornell.edu/Academic/AIC.html).

Violations of the code of conduct include but are not limited to:
- Submitting work in this class that has also been submitted for a grade in another course without prior permission of both instructors.
- Using, obtaining, or providing unauthorized assistance on examinations, papers, or any other academic work.
- Misrepresenting another person's work as your own. You are responsible for obeying the Code of Academic Integrity. Ignorance of the code is not an excuse.

The most common problem for many students is plagiarism, which will not be tolerated and will be sanctioned by failure of the course. Students from cultures outside the United States should be especially aware that American standards of acknowledgement and use of material prepared by others (especially one's professors) can be much different than those in other cultures. More information about plagiarism is available at [http://plagiarism.arts.cornell.edu/tutorial/index.cfm](http://plagiarism.arts.cornell.edu/tutorial/index.cfm).

If you have any questions about how to interpret the Code in the context of assignments or activities in this class (especially any that involve collaboration with your colleagues), please feel free to contact the instructors or the University Ombudsman.

**Disability**
Cornell University (as an institution) and I (as a human being and as instructor of this course) are committed to full inclusion in education for all persons. Services and reasonable accommodations are available to persons with temporary and permanent disabilities when conditions cause barriers to equal educational opportunity. The Office of Student Disability Services ([http://sds.cornell.edu/](http://sds.cornell.edu/)) determines the eligibility of students to receive formal accommodations and works collaboratively with the student and university faculty and staff to recommend appropriate accommodations. Please visit the Student Disabilities Services site for more information about accessibility at Cornell.
## Tentative course schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Date</th>
<th>Topic</th>
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| 1    | 2 Feb    | *Principles of development communication vs. Principles of public engagement*  
Discussion only                                   |
| 2    | 9 Feb    | **Development communication** [END AT 3:25]**                           |
| 3    | 16 Feb   | *Public engagement*                                                 |
|      | [Rescheduled to 18 Feb] | *Class session rescheduled to Thursday, 18 Feb, at Bruce’s house above Collegetown, 7-9 pm* |
### Supplementary


### TOPICS (in development context)

#### WEEK 4

**23 Feb**

**Health communication**


**Supplementary**


<table>
<thead>
<tr>
<th>WEEK 5</th>
<th>[NO CLASS]</th>
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<tbody>
<tr>
<td>1 Mar</td>
<td></td>
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<table>
<thead>
<tr>
<th>WEEK 6</th>
<th>mHealth [END AT 3:25]</th>
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<tr>
<th>WEEK 7</th>
<th>Environmental issues</th>
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<tr>
<td></td>
<td><em>The Communication Initiative Network</em> (“Convening the communication and media development, social and behaviour change community”), [link] <a href="http://www.communit.com">http://www.communit.com</a></td>
</tr>
<tr>
<td></td>
<td>Finally, a memo from Communication PhD student (and experienced development communication specialist) Carrie Young, with comments and links about a number of projects: [link]</td>
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<tr>
<th>WEEK 8</th>
<th>Agriculture</th>
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### Text


Food and Agriculture Organization of the United Nations. *Communication for Development* (website). [link](#)

**Supplementary**


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<tr>
<th><strong>WEEK 9</strong> 5 Apr</th>
<th>TBD 1</th>
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<tbody>
<tr>
<td><em>The next three weeks will depend on student interests; some possibilities include methods, video, social power</em></td>
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<tr>
<td><strong>WEEK 10</strong> 12 Apr</td>
<td>TBD 2 [END AT 3:25]</td>
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<td><strong>WEEK 11</strong> 19 Apr</td>
<td>TBD 3</td>
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<tr>
<td><strong>WEEK 12</strong> 26 Apr</td>
<td>[NO CLASS]</td>
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<tr>
<td><strong>WEEK 13</strong> 3 May</td>
<td>Student presentations</td>
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<tr>
<td><strong>WEEK 14</strong> 10 May</td>
<td>What do we know about development communication? [END AT 3:25]</td>
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<tr>
<td><strong>Finals week</strong></td>
<td>Final paper due: Monday, 16 May, 5:00 pm</td>
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