Cornell University

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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Instructor

Bruce Lewenstein
Professor of Science Communication
302 Rockefeller Hall
Cornell University
Ithaca, NY 14853
Phone: 255-8310
E-mail: b.lewenstein@cornell.edu

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.

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.

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.

<u>Disability</u>

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/) 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

	INTRO	
WEEK 1 2 Feb	*Principles of development communication vs. Principles of public engagement* Discussion only	
WEEK 2 9 Feb	*Development communication* [END AT 3:25] Bauer, M. W., (ed.). (2014). Public Engagement [special issue]. *Public Understanding of Science,* 23(1), 3-76. Read: • Stilgoe, J., Lock, S. J., & Wilsdon, J. (2014). Why should we promote public engagement with science? *Public Understanding of Science, 23*(1), 4-15. [link] • Sturgis, Patrick. (2014). On the limits of public engagement for the governance of emerging technologies. *Public Understanding of Science, 23*(1), 38-42. [link] • Guston, David H. (2014). Building the capacity for public engagement with science in the United States. *Public Understanding of Science, 23*(1), 53-59. [link] Einsiedel, E. F. (2014). Publics and their participation in science and technology: Changing roles, blurring boundaries. In M. Bucchi & B. Trench (Eds.), *Handbook of Public Communication of Science and Technology* (2nd ed., ch. 10, pp. 125-139). London: Routledge. [link; after getting to book page, click on "Table of Contents," then click on Chapter 10]	
WEEK 3 16 Feb [Rescheduled to 18 Feb]	*Public engagement* *[Class session rescheduled to Thursday, 18 Feb, at Bruce's house above Collegetown, 7-9 pm]* Melkote, S. R. (2003). Theories of Development Communication. In B. Mody (Ed.), *International and Development Communication: A 21st-Century Perspective* (pp. 129-146). Thousand Oaks, CA: Sage Publications. [link] Lie, R., & Servaes, J. (2015). Disciplines in the Field of Communication for Development and Social Change. *Communication Theory, 25*(2), 244-258. [link] Ogan, C. L., Bashir, M., Camaj, L., Luo, Y., Gaddie, B., Pennington, R., . . . Salih, M. (2009). Development Communication: The State of Research in an Era of ICTs and Globalization. *International Communication Gazette, 71*(8), 655-670. [link]	

	Supplementary Morris, Nancy. (2003). A Comparative Analysis of the Diffusion and Participatory Models in Development Communication. *Communication Theory, 13*(2), 225-248. [link] Servaes, J. (Ed.) (2008). *Communication for Development and Social Change*. Thousand Oaks, CA: Sage. [.pdf download from Blackboard] Wilkins, K. G., Tufte, T., & Obregon, R. (Eds.). (2014). *Handbook of Development Communication and Social Change*. New York: Wiley. [link] McPhail, T. L. (2009). Development communication : reframing the role of the media.Chichester, U.K. : Wiley-Blackwell. Desai, V., & Potter, R. (Eds.). (2014). *The Companion to Development Studies* (3rd ed.). London: Routledge. [general reference] [selections here]
	TOPICS (in development context)
WEEK 4 23 Feb	*Health communication* Pleasant, Andrew. (2012). *Health Literacy Around the World, Part 1: Health Literacy Efforts Outside of the United States*. Washington, DC: Institute of Medicine Roundtable on Health Literacy. [link] Salem, R. M., Bernstein, J., Sullivan, T. M., & Lande, R. (2008). *Communication for better health* Baltimore: Johns Hopkins Bloomberg School of Public Health. [link] Naugle, D. A., & Hornik, R. C. (2014). Systematic Review of the Effectiveness of Mass Media Interventions for Child Survival in Low- and Middle-Income Countries. *Journal of Health Communication, 19*(sup1), 190-215. [link] Tan, J. Y., Huedo-Medina, T. B., Warren, M. R., Carey, M. P., & Johnson, B. T. (2012). A meta-analysis of the efficacy of HIV/AIDS prevention interventions in Asia, 1995–2009. *Social Science & Medicine, 75*(4), 676-687. [link] *Supplementary* Glanz, Karen, Rimer, Barbara K., & Viswanath, K. (2015). *Health behavior and health education: Theory, research, and practice*. (5th ed.) San Francisco: Jossey-Bass. [link; only 1 person at a time can read] Nussbaum, J. F., Parrott, R., & Thompson, T. L. (2011). *The routledge handbook of health communication* (2nd Ed.). New York: Routledge. [link; only 1 person at a time can read] Fishbein, Martin, & Cappella, Joseph N. (2006). The Role of Theory in Developing Effective Health Communications. *Journal of Communication, 56*, S1-S17. doi: 10.1111/j.1460-2466.2006.00280.x [link]

WEEK 5 1 Mar	[NO CLASS]
WEEK 6 8 Mar	*mHealth* [END AT 3:25] Beratarrechea, A., Lee, A. G., Willner, J. M., Jahangir, E., Ciapponi, A., & Rubinstein, A. (2013). The Impact of Mobile Health Interventions on Chronic Disease Outcomes in Developing Countries: A Systematic Review. *Telemedicine and e-Health, 20*(1), 75-82. [link] Chib, A., van Velthoven, M. H., & Car, J. (2015). mHealth Adoption in Low-Resource Environments: A Review of the Use of Mobile Healthcare in Developing Countries. *Journal of Health Communication, 20*(1), 4-34. [link] Gurman, T. A., Rubin, S. E., & Roess, A. A. (2012). Effectiveness of mHealth Behavior Change Communication Interventions in Developing Countries: A Systematic Review of the Literature. *Journal of Health Communication, 17*(sup1), 82-104. [link] Tomlinson, M., Rotheram-Borus, M. J., Swartz, L., & Tsai, A. C. (2013). Scaling Up mHealth: Where Is the Evidence? *PLoS Med, 10*(2), e1001382. [link]
WEEK 7 15 Mar	*Environmental issues* van de Fliert, E. (2014). Communication, Development, and the Natural Environment. In K. G. Wilkins, T. Tufte, & R. Obregon (Eds.), *The Handbook of Development Communication and Social Change* (pp. 125-137): John Wiley & Sons Ltd. [link] Redclift, M. (2014). Sustainable development. In V. Desai & R. Potter (Eds.). *The Companion to Development Studies* (3rd ed.) (pp. 331-336). London: Routledge. [link] *The Communication Initiative Network* ("Convening the communication and media development, social and behaviour change community"), http://www.comminit.com Finally, a memo from Communication PhD student (and experienced development communication specialist) Carrie Young, with comments and links about a number of projects: [link]
WEEK 8 23 Mar	*Agriculture* Manyozo, Linje. (2006). Manifesto for Development Communication: Nora Quebral and the LosBaños School of Development Communication. *Asian Journal of Communication, 16*(1), 79-99. [link] Quebral, Nora Cruz. (2006). Development Communication in the Agricultural Context (1971, with a new forward). *Asian Journal of Communication, 16*(1), 100-107. [link] Aker, J. C. (2011). Dial "A" for agriculture: a review of information and communication technologies for agricultural extension in developing countries. *Agricultural Economics, 42*(6), 631-647. [link]

	Gandhi, R., Veeraraghavan, R., Toyama, K., & Ramprasad, V. (2009). Digital Green: Participatory Video and Mediated Instruction for Agricultural Extension. *Information Technologies & International Development, 5*(1), 1-15. [link] Food and Agriculture Organization of the United Nations. *Communication for Development*(website). [link] Supplementary Hornik, R. C. (1993). *Development communication: information, agriculture, and nutrition in the Third World*. New York: Longman
	SPRING BREAK
WEEK 9 5 Apr	TBD 1 *The next three weeks will depend on student interests; some possibilities include methods, video, social power*
WEEK 10 12 Apr	TBD 2 [END AT 3:25]
WEEK 11 19 Apr	TBD 3
WEEK 12 26 Apr	[NO CLASS]
WEEK 13 3 May	Student presentations
WEEK 14 10 May	What do we know about development communication? [END AT 3:25]
Finals week	Final paper due: Monday, 16 May, 5:00 pm