

## HONORS SEMINAR V: Aesthetics, Values, and Authority

### PUBLIC HEALTH/PUBLIC WORKS // FALL 2016

IDH 3034/U21 – Tuesdays, 12:30-3:15 PM

**Professor: Pioneer Winter, MPH MFA**

**Office: DM 233**

**Office Hours: By Appointment/Scheduled**

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Public Health / Public Works is in support of a novel approach to public health application. By developing the cultural vernacular and societal roles within public health, one may acquire the knowledge needed for rote awareness to be accepted, utilized, and further promoted by the public.

#### **COURSE DESCRIPTION**

Public Health/Public Works will educate the student on the role of culture in health information and dissemination. Culture can take on many operational definitions depending on the genre, but when applied to health practice it is defined as the collective understanding of a group of healthcare consumers. This course will develop the main points of cultural awareness for the public health professional, as both a pre-requisite and stand-alone course on social awareness that will lead to improvements in social marketing stratagem. Methods discussed will include the visual / performing arts, public works campaigning, health professional laymen training (peer-to-peer health dissemination), social responsibility vs. responsibility diffusion, minority populations (i.e. LGBT populations, ethnic / racial disparities), targeting agenda-setting theory, Transtheoretical approach to behavioral change and development of health communication.

#### **COURSE OBJECTIVES**

- Understand how community art and public art can be integrated into health education, community assessment, prevention of disease and disease spread, and promotion of healthy living.
- Competency in social awareness and accuracy when developing marketing criteria and approaching a sensitive population group.
- Appreciate the breadth of the performing / visual arts as cultural mediums (including the limitations) for accessing populations inherently resistant to conventional health education methodology.
- Appreciate the breadth of conventional health education methodology (including limitations) as a mode of conveying empirical evidence to the general population in a way that makes findings easily adoptable and transferable.
- Understand how public works are used to activate the initial stages described within the Transtheoretical model of health behavior and behavioral change.
- Understand basic program evaluation methodology and how it can apply to both program practice and hands-off social marketing approaches.
- Learn about the many local efforts and projects that incorporate public works into public health education, along with the ability to evaluate national efforts and their regional strengths and limitations.

## **SUPPLEMENTAL COURSE MATERIAL**

### **Literature**

- Boutelle, K.N., Jeffery, R.W., Murray, D.M., & Schmitz, M.K.H. (2001). Using signs, artwork and music to promote stair use in a public building. *American Journal of Public Health*; 91(12).
- Coreil, J. (2009). *Social and Behavioral Foundations of Public Health*. 2<sup>nd</sup> Edition, Sage Publications. ISBN: 1412957044.
- Gere, D. (2004). *How to Make Dances in an Epidemic: Tracking Choreography in the Age of AIDS*. 1<sup>st</sup> Edition, University of Wisconsin Press. ISBN: 0299200841.
- Markwardt, R. (2007). Culture and art in public health. *The Public Health Journal of Burapha University*; 2(1).
- Paul, B.D., Ed. (1990). *Health, Culture, and Community: Case Studies of Public Reactions to Health Programs*. Russell Sage Foundation: USA.
- Semenza, J.C. (2003). The intersection of urban planning, art, and public health. *American Journal of Public Health*; 93(9): 1439-1441.
- Semenza J.C., & Krishnasamy P.V. (2007). Designing of a health-promoting neighborhood intervention. *Health Promotion Practice*; 8(3): 243-56.

### **Film**

- And the Band Played On (2001)
- In Plain Sight: Public Art in the City (2009)
- Standard Deviants: Marketing (2007)
- Supersize Me (2004)
- The Marketing of Madness (2009)
- World War II Dental Health and Oral Hygiene Film by the Public Health Service (1941)

### **Additional References**

- Creative Action: The Arts in Public Health. Center for Public Health Initiatives. University of Pennsylvania. <<http://www.cphi.upenn.edu/CreativeAction.shtml>>.
- Diabetes Program (marketing tools): Publications and Products. Centers for Disease Control (CDC). <<http://www.cdc.gov/diabetes/pubs/gallery.htm>>.
- Public Health Music: The Reality Amp. <<http://www.publichealthmusic.com/>>. (Int'l Musical Arts and Public Health Advocates)
- Public Art Campaign: Expanding editorial responsibility in the city.

## **SCHEDULE**

**August 23, 2016** - Introduction + Syllabus Overview

**August 30, 2016 - Section 1:** Introduction to Public Health, methods of empirical research, basic biostatistics, discussing methods of health dissemination

**September 6, 2016 - Section 2:** Developing communication strategy, program flowchart, logic model, theories of behavioral change

**September 13, 2016 - Section 3:** Cont'd theories of behavioral change, focus on Transtheoretical model, time gap, motivations and reactions

**September 20, 2016 - Section 4:** Practicality of peer-to-peer model, “non-educational” methodologies, cultural awareness and targeting specific populations

**September 27, 2016 - Section 5:** Introduction to HIV/AIDS, public works, victimization, stigma, choreography, awareness, visual art, STDs/STIs advertising campaigns

**October 4, 2016 - Section 6:** FILM

**October 11, 2016 - Section 7:** Introduction to Cancer, public works, victimization, empowerment, visual art, public actions and fundraising

**October 18, 2016** - Introduction to Diabetes, public works, visual art, public actions, advertisement, compare / contrast HIV vs. Cancer vs. Diabetes, etc.

**October 25, 2016 - Section 8:** Media language, transposing medical “lingo,” colloquial jargon and its place in health education

**November 1, 2016 - Section 9:** Further improvements in social marketing, creating your own public work, evolution of the Public Health ad campaign

**November 8, 2016 - Section 10:** Developing evidentiary support of “public works that actually work”

**November 15, 2016 - Section 11:** Evaluation of public works, agenda-setting theory, new media – new health

**November 22, 2016 - Section 12:** The future of public health education and awareness

**November 29, 2016** - Final Presentations Day 1

**December 6, 2016** - Final Presentations Day 2

**GRADING (percentages subject to change upon the discretion of the professor and needs of the course)**

20% Attendance / Participation

(-5 points docked for each subsequent absence after first absence)  
Excusing any absence at the discretion of the professor, but must be excused before day or morning of absence.

10% Annotated Bibliography

20% Topic Papers

In order to demonstrate understanding of the material, and continuing understanding of current events pertinent to the course, there will be response papers for each film/article/book assigned inside or outside of class. *These are assigned at the professor's discretion and CANNOT be made-up.*

35% Final Creative Intervention Project In-Class Presentation

15% Final Creative Intervention Project Written Report (submitted at the time of Presentation)

**GRADING SCALE**

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93	89	85	80	75	70	65	60	55	50	45	<45

**ATTENDANCE/CLASSROOM ETIQUETTE**

Class attendance is an important component of your grade. You will be excused one absence or one instance of tardiness with no penalty as long as all work is made up by the next class time. Note: this is one absence OR one lateness, not one of each. Any additional absence will incur a 5-point penalty per occurrence. Additional lateness occurrences are penalized as follows; After 15 minutes you are absent. If you notify your professor the day the class is missed or before, these penalties may be excused for emergency situations at the discretion of the professor. If you do not notify the professor the day of the absence or before there is no possibility of waiving the penalty. Since professors will only consider waving the penalty for extreme emergencies, we suggest that you save your one excused absence until the end of the semester.

Although the one unexcused absence will not affect your class participation grade, there will be no make-ups for missed work. You have to be in class or you will receive a zero for the assignment. You are responsible for all material presented and all announcements made in class. Make sure you have contact information of at least one other student to find out what you have missed. It is not the job of the professor to repeat lessons or announcements to students who missed class time. Students are responsible to read all emails sent by both professors and it will be assumed that the student is aware of all material and calendar changes and other communicated through email.

All written work must consistently adhere to the Chicago Manual of Style. Students are advised to carefully proofread *all* papers before submitting them. Students who need extra help with their writing should make use of the university's free tutoring services: *On-Campus Learning Center*: PC 247; *Online Learning Center*: w3.fiu.edu. All students must adhere to the Academic Integrity Policy of The Honors College and Florida International University.

**RELIGIOUS OBSERVANCES**

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor *at the beginning of the semester* of which dates you will be absent or any anticipated problems with completing course work.

### **PHYSICAL, MENTAL, AND SENSORY CHALLENGES**

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center, if you have not done so already.

### **HONORS CITIZENSHIP REQUIREMENTS**

All members of the Honors College are expected to be active citizens of the College, the university, and the community at large. To be a committed Honors College student is to take advantage of enhanced learning opportunities and to assume a leadership role in the world. All College members are expected to participate in the community-building activities listed below:

1. Attend one Honors Excellence Lecture per academic year and one Honors Colloquium per semester (fall and spring). (Attendance will be taken).
2. Participate in the Honors College Convocation each fall. (Attendance will be taken).
3. Attend at least three Honors Hour sessions per semester or enrichment events specified by the Honors College as satisfying this requirement. (Attendance will be taken).
4. Perform at least ten hours of Community Service per semester either through the Honors College service partnerships (Sweetwater, Overtown Youth Center, etc.) or through other community service projects and/or events. If you want to apply this service to your graduation portfolio, be sure to document your hours.

### **ACADEMIC MISCONDUCT POLICY**

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity. Please refer to the following documents for additional information:

FIU Code of Academic Integrity: <http://www.fiu.edu/~dwyere/academicintegrity.html>

FIU Honors College Student Handbook: <http://honors.fiu.edu/handbook0910.html>

FIU Honors College Plagiarism Policy: [http://honors.fiu.edu/current\\_policy\\_plagiarism.html](http://honors.fiu.edu/current_policy_plagiarism.html)

### **STUDENT PORTFOLIOS**

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio method allows for maximum flexibility in gauging student learning. You will decide (with instructor consultation) what "artifacts" or assignments to include for consideration in your portfolios to demonstrate successful achievement of each of the student learning outcomes.

Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment.

Each Honors College course includes at least one assignment that could potentially fit portfolio requirements.

### **GLOBAL LEARNING OBJECTIVES**

This course has been certified as meeting the university's Global Learning requirement.

Global Awareness: Demonstrate knowledge of the interrelated dynamics (social-cultural, political, economic, etc.) that shape the diverse thinking of multiple figures in diverse cultural contexts.

Global Perspective: Analyze the multiple causal forces that shape the perspectives of historical individuals — economic, political, sociological, technological, cultural, etc.

Global Engagement: Demonstrate a willingness to engage in evidence-based negotiation in order to solve a global issue.

**GLOBAL LEARNING CO-CURRICULAR ACTIVITY**

You will perform at least twenty hours of Community Service per academic year either through the Honors College service partnerships (Sweetwater, Overtown Youth Center, etc.) or through other community service projects and/or events. If you want to apply this service to your graduation portfolio, be sure to document your hours.