Communication 618C  
Health Communication Campaigns  
Spring 2002

Instructor  
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Course Philosophy

*It takes more than mere intellectual talk to make social change...A Step Beyond the Ivory Tower*

Hunger, substance abuse, HIV/AIDS, terrorism- we live in a world fraught with social problems. The willingness and intent to make positive changes in society brings us together in this course. Although intellectual fervor and critical thinking are the essential tools to the process of social change, a commitment to apply the knowledge in different social change settings lies at the heart of our endeavor. In a nutshell, Health Communication Campaigns ultimately strives toward theory-based APPLICATION.

Course Overview

Using examples of public campaigns in the United States and in other parts of the world, this course provides a starting point to think about what does and does not work with public health campaigns. Blending theory and practice, the course encourages thoughtful criticism of past campaigns based on solid theoretical ideas and the subsequent development of worthwhile applications. The theoretical emphases encompass mass mediated, community-based, workspace-based, school-based, and interpersonal approaches to public health interventions. The problems and subsequent interventions are studied both at macro and micro levels.

Course Objectives

The student is expected to attain the following goals:

- Understand the significance of theory in health communication campaigns.
- Examine existing theories of public communication campaigns and understand the philosophical underpinnings of these theories.
- Juxtapose extant and current campaigns with the theoretical approaches to understand how theory can help in shaping effective campaigns.
- Compare, contrast and synthesize the different theoretical foundations with the aim of developing "new knowledge."
- Develop an understanding of methodological fit, how research methodology is shaped by the research objectives.
- Develop, implement, and report a research project.

Evaluation Criteria
1. **Course Readings & Effective Class Participation (10%)**: Effective class participation is based upon thorough engagement with the assigned course readings. Special attention must be paid to understanding the objectives of the individual paper, the research methodology, and the presentation of the results.

2. **Research Proposal (25%)**: The research proposal (10-15 pages) would present the research problem, the objectives, the theoretical framework, and the choice of research methodology. Emphasis should be on the presentation of adequate rationale, building support for the research. Students work in a group of two/three.

3. **Research Paper (40%)**: The research paper will address a relevant social change problem, for instance substance abuse, unsafe sex etc. The choice of topic must be relevant to the current social environment. After the development of an appropriate approach that fits the problem (in the proposal), students are required to design and implement a research project that enhances current understanding of health campaigns. The end product is a high quality paper that may be presented at a professional conference.

4. **Final Examination (25%)**: A take-home final will test your ability to compare, analyze, synthesize and apply the content discussed in class. The emphasis here will be on your ability to effectively critique the current knowledge of public campaigns.

**Academic Misconduct**

As a student in this course, it is assumed that you have read and imbibed the official position of Purdue University on matters of academic misconduct (see the University Regulations booklet). If misconduct occurs in the context of this course, it will be handled according to the procedures specified in the University Regulations booklet.

**Course Policies**

Late assignments will not be accepted except in case of documented emergency situations. The student is responsible to contact me and make other arrangements in case of an emergency.

**Course Content Coverage**

Week One: Health Communication Campaigns: Do they Work?

Week Two: Mass-mediated Approaches to Health Communication Campaigns

Week Three: Community-based Approaches to Health Communication Campaigns

Week Four: The Health Belief Model in the Context of Health Communication Campaigns
Week Five: The Theory of Reasoned Action and Health Communication Campaigns

Week Six: Social Marketing Approaches to Health Communication Campaigns; Strategic Approaches to Design & Development of Health Communication Campaigns

Week Seven: Selective Exposure Theory, Agenda-Setting, Framing, & Knowledge Gap

Week Eight: The Elaboration Likelihood Model, Systematic-Heuristic Model & other Dual Processing Theories

Week Nine: Tailored Communication Campaigns, New Media in the Context of Health Communication

Week Ten: International Health Communication Campaigns: Understanding Health from a Cross-cultural Perspective

Week Eleven: Core Areas of Social Change: Dietary Behavior, Smoking, Sexually Transmitted Diseases, Alcohol Consumption

Week Twelve: At-risk Populations, Part One: Adolescents & Health Communication Campaigns; Women as Targets; Men, Masculinity & Health Communication Campaigns

Week Thirteen: At-risk Populations, Part Two: Aging & Health Communication Campaigns; Occupation-related Health Issues; Sex-workers & Intravenous Drug Users

Week Fourteen: Research Presentation Series, Part One

Week Fifteen: Research Presentation Series, Part Two

Health Communication Campaigns: Why Need a Theory?

Class Discussion. PowerPoint Presentation. No Readings.

Soaps, Ads & Stories: Using Mass Media to Make Social Change


Michael T Stephenson Sensation seeking, perceived message sensation value, personal involvement, and processing of anti-marijuana PSAs. *Communication Monographs*, Annandale; Mar 2001; Vol. 68, Iss. 1; pg. 49, 23 pgs.


Beyond the Brochure: Alternative Approaches to Effective Health Communication (PDF-821K)

**Healthy Homes, Healthy Neighborhoods, Healthy Cities & Healthy Nations**


**Health Belief Model**


**The Theory of Reasoned Action**


**Strategic Elements of Social Marketing: Conceptualizing Change**


Carrots, Sticks, and Promises: A Conceptual Framework for the Management of Public Health and Social Issue Behaviors (PDF format). Michael L. Rothschild, Professor School of Business, University of Wisconsin, Madison


**Agenda Setting Theory: Getting Noticed**

Agenda setting and community consensus: First and second level effects; *Esteban Lopez-Escobar; International Journal of Public Opinion Research*, Oxford; Winter 1998; Vol. 10, Iss. 4; pg. 335, 14 pgs.

National health care reform: An idea whose time came and went; *Hacker, Jacob S; Journal of Health Politics, Policy and Law*, Durham; Winter 1996; Vol. 21, Iss. 4; pg. 647, 50 pgs.

Radon and asbestos: A study of agenda setting and causal stories; *Scheberle, Denise; Policy Studies Journal*, Urbana; Spring 1994; Vol. 22, Iss. 1; pg. 74

Problems and opportunities in agenda-setting research; *Kosicki, Gerald M; Journal of Communication*, New York; Spring 1993; Vol. 43, Iss. 2; pg. 100, 28 pgs

The anatomy of agenda-setting research; *Rogers, Everett M; Journal of Communication*, New York; Spring 1993; Vol. 43, Iss. 2; pg. 68, 17 pgs

Testing alternative theories of agenda setting: Forest policy change in British Columbia, Canada; *Sheldon Kamieniecki; Policy Studies Journal*, Urbana; 2000; Vol. 28, Iss. 1; pg. 176, 14 pgs
**Knowledge Gap Theory: Are the Rich Getting Richer, The Poor Getting Poorer?**


Cognitive access to negatively arousing news: An experimental investigation of the knowledge gap; *Maria Elizabeth Grabe; Communication Research*, Beverly Hills; Feb 2000; Vol. 27, Iss. 1; pg. 3, 24 pgs

Revisiting the knowledge gap hypothesis; *Nojin Kwak; Communication Research*, Beverly Hills; Aug 1999; Vol. 26, Iss. 4; pg. 385, 29 pgs

Local community ties, community-boundedness, and local public affairs knowledge gaps; *Kasisomayajula Viswanath; Communication Research*, Beverly Hills; Feb 2000; Vol. 27, Iss. 1; pg. 27, 27 pg

**Framing Theory: Constructing Reality in Media**

News frames as social narratives: TWA flight 800; *Frank D Durham; Journal of Communication*, New York; Autumn 1998; Vol. 48, Iss. 4; pg. 100, 18 pgs.

The socio-political framing of aging and communication research; *Angela Williams; Journal of Applied Communication Research*, Annandale; Feb 1998; Vol. 26, Iss. 1; pg. 139, 16 pgs.

Community structure and science framing of news about local environmental risks; *Robert J Griffin; Science Communication*, Thousand Oaks; Jun 1997; Vol. 18, Iss. 4; pg. 362, 23 pgs

The moderating effects of message framing and source credibility on the price-perceived risk relationship; *Grewal, Dhruv; Gotlieb, Jerry; Marmorstein, Howard; Journal Of Consumer Research*, Gainesville; Jun 1994; Vol. 21, Iss. 1; pg. 145, 9 pgs

Message framing and persuasion: A message processing analysis; *Smith, Stephen M; Petty, Richard E; Personality and Social Psychology Bulletin*, Thousand Oaks; Mar 1996; Vol. 22, Iss. 3; pg. 257, 1 pgs

**Listening to the Music or Thinking the Thoughts: Applying Dual-Processing Models to Understanding Health Messages**


**Communicating Across Boundaries: Cross-Cultural Elements of Campaign Design**


**When Smoke Gets in Your Lungs: Smoking Readings**


### Do Like a Man, Die Like a Man: Men, Masculinity & Health Campaigns


### Babes, Wives, Maids, And Whores: Gendered Social Change


http://www.cdc.gov/tobacco/sgr/sgr_forwomen/sgr_women_chapters.htm


**HIV/AIDS: Sailing through Troubled Waters**


**Female Sex Worker HIV Prevention Projects: Lessons Learnt from Papua New Guinea, India and Bangladesh.** UNAIDS: Geneva, Switzerland.

The “I Care Do You?” Campaign; http://www.unaids.org/wac/2001/index.html


**Stop AIDS (Switzerland)**
The world’s longest running HIV/AIDS prevention program succeeds by working to change both private behavior and public attitudes.
http://www.stopaids.ch

**Diet-related Interventions**


**Campaigns Targeting Alcohol Consumption**


