

Calendar Description

An inquiry based course on Social construction and narrative as foundations for interdisciplinary study, community practice and personal empowerment. The course includes three weekend intensives and online assignments. It is based on the completion of three learning labs

Content/Objectives

- Personal understanding of how meaning impacts on the experience of illness and disability
- Interdisciplinary definitions and practices related to story, metaphor, narrative, discourse and myth.
- Social problem theory, the analysis of power and resources in social policy and inclusive practices.

Outcomes/Competencies

Through four inquiry based labs, the student will demonstrate competence in

- Analysis of health discourse in disabilities or chronic health conditions
- Analysis of social problems within the condition chosen
- Narrative analysis of an autobiography

Assignments

For your chosen topic/condition:

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| 1. Identify and analyze dominant and challenging health discourses, on line assignment | 30% |
| 2. Conduct a social problem analysis and prepare a Ministers briefing. | 30% |
| 3. Complete a narrative analysis of an autobiography | 40% |

Resources

Required Textbooks:

1. Gergen, K.J. (1999). *An invitation to social construction*. London: Sage Publications
2. Loseke, D.R. (2003). *Thinking about social problems. An introduction to constructionist perspectives* (2nd ed.). New York: Aldine De Gruyter.

Details for current course offerings are available at: www.crd.s.org

Instructor and Course Information

COURSE: Core 425

INSTRUCTOR: Nancy Marlett

TERM: Fall 2007

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TIME/DATE:

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OFFICE HOURS:

Course Content

<i>Date</i>	<i>Time</i>	<i>Room</i>	<i>Topic and work to be done</i>	<i>Assignments due</i>
Sep 7:	4pm – 9pm	Rm 1811	Outline of the course and the history of social construction. Introduction to the first health discourse lab.	Bring autobiography related to chosen condition to class.
Sep 8	8am – 5pm	Rm 2804	Cause, cure, care, control as elements of health deconstruction. Levels of analysis	
Sep 27				Health assignment due online
Sep 28	4pm – 9pm	Rm 1811	Social problem theory	
Sep 29	8am – 5pm	Rm 1811	Briefing notes as presentation	
Nov 6				Briefing note due
Nov 9	4pm – 9pm	Rm 1811	Narrative theory, story analysis and metaphors	
Nov 10	8am – 5pm	Rm 2804	Plots and script analysis	
Dec 4				Narrative analysis due on line.
Dec 7 th	4pm – 9pm	Rm 1811	Optional discussion of social construction and narrative in practice.	
Dec 8 th	8am – 5pm	Rm 2804	Optional presentations of narrative assignments.	

Details of Assignments

Each of the following assignments enables the student to approach their chosen disabling or health condition from a different perspective or approach. Students are expected to reflect these different approaches in preparing their assignments.

1. *Dominant and Challenging Discourses in Health*

VALUE 30%

Students will explore the knowledge debates (scientific and health) related to the causes, cures, care, and symptom control currently being promoted for their chosen topic. This will include a survey and analysis of a number of academic and professional literature sources, including those found on the Internet. This assignment is available on line in a guided self study. Marks are assigned as below.

Deconstructing Health Discourse

Health Discourse elements	Level 1: Description	Level 2: Discourse analysis	Level 3:
Cause/manifestation and diagnosis	Outline of cause, life course of condition and diagnostic processes. (5)	Identify main discourses related to the inception of the condition. (6)	Critical discourse analysis related to dominance and challenges to cause, manifestation and

			diagnosis. (7)
Cure / Prognosis / Outcomes	Outline of current debates related to cure, prognosis and outcomes (5)	Identify main discourses related to the prognosis of the condition. (6)	Critical discourse analysis related to links between cause and cure, (7)
Care and Support	Outline current approaches and resources allocated to care and support (5)	Identify the main discourses related to care and support (6)	Critical discourse analysis of factors promoting or obstructing resources for care and support (7)
Control of unwanted symptoms	Describe language used to describe symptoms, who names symptoms and what aspects of control are contested. (5)	Describe the power foundations of control inherent in the discourses related to unwanted symptoms. (6)	Critical discourse analysis of location of blame. How is control justified, what limits are inherent in tolerance. (7)
2-3 page analysis of what you have learned about the workings of discourse in health through the study of your condition. What elements are most active in relationship to the discourse of the condition, what changes in discourse have been apparent and might become active in the future. (25)			

2. Ministerial briefing note

VALUE 30%

This assignment is a three-step process.

- a) Conduct a historical policy analysis of the service and resource needs of the condition (2-3 pages). Do this after you have read the Loseke's readings so that you are familiar with the construct.
 - i) Brief history of the condition as recognized in science and the general public.
 - ii) Brief look at resource needs and funding alternatives.
 - iii) Overview of the current and proposed resource/service needs.
 - iv) Alliances and Sensitivities.

Using Loseke's outline answer the following questions (3 –4 pages).

- b) Identify the social problem (what has been identified as troublesome, prevalent and can and should be changed)
 - i) Who is claiming that there is a social problem and how are they making these claims.
 - ii) What authority are they drawing on (research or science, morality, professional expertise, service provider or consumer)?
 - iii) What audience are they appealing to and how.
 - iv) What is it that they are hoping the audience will do based on the claims being made?
- c) Using the above information prepare a two page briefing note addressed to an appropriate Minister outlining the current political situation of the supporters of this condition as it relates to the social problem you have identified. An example of a Ministerial briefing note will be provided during class

Marks will be assigned for completing all questions, the quality of the analysis, identification of the social problem and style. This paper will be marked for the following style elements: general written expectations, statement of issue, presentation of background information, argument and recommendations.

Personal Meaning and Narrative analysis

VALUE40%

This assignment will enable students to explore narrative theory and practice related to 'story', 'metaphor' and 'scripts' to understand techniques for working with people to achieve personal meaning of their changed condition. Students will work with their chosen autobiographies and complete a narrative analysis using the provided workbook.

Marks will be assigned for completeness and ability to apply theory and techniques to a practice framework. General English standards will apply to this work. Students will include a 5 – 7 page summary of what they have learned from working with the autobiography, and how they may use the techniques in practice. Marks will be given for evidence of reflexivity and integration of concepts within the student's personal practice context.

***Late marks will be deducted from assignments which are not submitted on time. 5% will be deducted on the first late calendar day, 10% on the second, and 15% on the third after which time assignments will not be accepted**

Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

NOTE:

*The last day to change/register for courses and pay balance of fees for the Fall session is **September 21st, 2007**.
The last day to withdraw is **December 7th, 2007**.*

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

Academic Accommodation: Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. ***It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.***

IMPORTANT: Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

Purchasing a Textbook from the University of Calgary Bookstore:

- Shop On-line www.calgarybookstore.ca/ Click on --> Shop On-line; Click on --> Textbooks; Follow the directions.
- Order by Phone: (403) 220-5937; Toll Free: 1-877-220-5937
- In Person: Go to the University of Calgary Bookstore, MacEwan Student Centre, Room 155, 2500 University Drive NW, Calgary, AB T2N 1N4