



## Calendar Description

An inquiry based course on social construction and narrative as foundations for interdisciplinary study, community practice and personal empowerment. The course is based on the completion of four learning labs.

## Content/Objectives

- Personal understanding of how meaning impacts on the experience of change, 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 three 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 or analysis of narrative interview

## Assignments

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|--|-----|
| 1. Complete a narrative analysis of an autobiography or conduct a narrative interview with a senior artist and analyze the interview | 40% |
| 2. Identify and analyze dominant and challenging health discourses, on line assignment   | 30% |
| 3. Conduct a social problem analysis and prepare a Ministers briefing note.  | 30% |

## 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* (2<sup>nd</sup> ed.). New York: Aldine De Gruyter.

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*

## Instructor and Course Information

<b>COURSE:</b> Core 425	<b>INSTRUCTOR:</b> Nancy Marlett
<b>TERM:</b> Fall 2007	<b>TELEPHONE:</b> 220-5657
<b>SECTION:</b> L01	<b>FAX:</b> 220-6494
<b>TIME/DATE:</b> Tuesday: 3:00pm – 5:50pm	<b>EMAIL:</b> marlett@ucalgary.ca
<b>LOCATION:</b> PF 114	<b>OFFICE HOURS:</b> By appointment

## Course Content

<i>Date</i>	<i>Topic and work to be done</i>	<i>Assignments due</i>
Sep 11 <sup>th</sup>	Narrative analysis and Social Construction: an introduction to practice	
Sep 18 <sup>th</sup>	Stories	Choice of autobiography due or meet the senior to be interviewed
Sep 25 <sup>th</sup>	Plot analysis (this class is extended by 3 hours)	
Oct 2 <sup>nd</sup>	Metaphor analysis	
Oct 9 <sup>th</sup>	Scripts as personal theory (this class extended by 3 hours)	Senior narrative due
Oct 16 <sup>th</sup>	Scripts as personal theory (this class extended by 3 hours)	
Oct 23 <sup>rd</sup>	Social construction and deconstruction. Introduction and resources for the first lab.	Narrative analysis due
Oct 30 <sup>th</sup>	Health discourse. Deconstruction of health discourse.	
Nov 6 <sup>th</sup>	Health discourse	
Nov 13 <sup>th</sup>	Reading week	
Nov 20 <sup>th</sup>	Social problem theory	Health paper due
Nov 27 <sup>th</sup>	Briefing notes re social problems	
Dec 4 <sup>th</sup>	Soc. Problem papers presented	Soc. Problem briefing due
Dec 11 <sup>th</sup>	Soc. Problem papers presented	Soc. Problem briefing due

## 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. 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 changing condition. Students will have 2 choices to complete this assignment.

- a. For this year only up to 20 students will be selected and trained to conduct a narrative interview with a senior artist as part of a book celebrating Aging and Imagination. Students will then learn how to analyze their interview from a narrative perspective. Marks will be assigned for the published interview and for the analysis of the interview.
- b. Students can also choose to work with their chosen autobiographies and complete a narrative analysis using the workbook available online. 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.

## 2. 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 there to 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)**

## 3. 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)
- Who is claiming that there is a social problem and how are they making these claims.
  - What authority are they drawing on (research or science, morality, professional expertise, service provider or consumer)?
  - What audience are they appealing to and how.
  - 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, and presentation of background information, argument, and recommendations.

**\*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 21<sup>st</sup>, 2007.**  
The last day to withdraw is **December 7<sup>th</sup>, 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](http://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