

Texas A&M University – Commerce
Department of Sociology and Criminal Justice



**Sociology 515.01W: Medical Sociology
Fall 2013**

Professor: Dr. Yvonne Villanueva-Russell

Class Time: online

Office Social Sciences 232

Office Hours: Mondays, Wednesdays and Fridays: 8AM-10AM; 2PM-3PM & also by appointment

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eCollege Course Website: <http://online.tamuc.org>

COURSE INFORMATION

Required Textbook:

- 1) Ehrenreich, Barbara & Deirdre English. 2010. Witches, Midwives & Nurses: A History of Women Healers, 2nd edition. New York: The Feminist Press.
- 2) Numerous peer-reviewed articles. These will be accessible through the eCollege website, and have been posted as .pdf files

COURSE DESCRIPTION

Catalog Description:

This course will examine research and theory on the changing concepts of health, illness and medical practice as well as place these understandings in socio-historical and comparative context. Topics will include: social epidemiology, the social construction of health/illness, the experience of illness, health professions, alternative medicine and the health care system. Emphasis on how social factors such as gender, race, social class and sexual preference affect both illness and health care.

Course Format:

Because we are not relying on a traditional textbook, it will be important for you to take notes as you are reading. I suggest that students take these points into consideration when they approach reading for any graduate level course:

- What is the main idea, point or argument of the reading?
- List three important facts or sources of evidence to support the main idea

- What concepts or ideas from class lecture are also discussed in this reading?
- List any new terms or concepts introduced in the article with a brief definition
- Are there any problems or points I disagree with in the main point of the reading? That is, are there alternate explanations or theories that could also explain these phenomena?

Student Learning Outcomes

- 1] Students will demonstrate the ability to **apply** relevant concepts and theories to a specific topic in written responses to several paper assignments.
- 2] Students will be active and engaged participants in discussions by **analyzing** information presented within the lectures and readings.
- 3] Students will demonstrate the ability to **synthesize** information by creating an informational lecture in the PowerPoint assignment
- 4] Demonstrate the ability to assess empirical evidence and exhibit critical thinking in the form of clear, **evaluative** statements in the book review assignment

COURSE REQUIREMENTS

Our course is comprised of four types of assignments. A brief description of each follows:

A. Discussion Boards 5 @ 34 points

Discussion boards have been designed to meet course objective #2:

- Students will be active and engaged participants in discussions by **analyzing** information presented within the lectures and readings.

Because we will not interact face-to-face in the traditional classroom format, we will try to simulate this experience by using eCollege discussion boards. Each week you will be assigned a number of readings. After completing this, students will need to post comments to a question posted by the professor. Over the course of the semester, there will be a total of five discussion boards. Your participation is required on ALL of them.

It is expected that students will thoughtfully reflect on the discussion that ensues, and reply back to comments posted by other students. Here are some ground rules for our discussion boards:

- 1) **There are no minimums or maximums on how much or how little you post on the discussion boards. The goal is to achieve quantity & quality. I am striving for us to have a genuine conversation on the boards this semester.** You may post a new question, start a new thread, or simply respond to other students. For this to happen, we need a couple of guidelines: post or reply, and then **follow-up**. You will not achieve full points by just logging on in the last hour of the last day and posting a couple of random comments on others' posts. Ideally, you'll post something, check back in a few hours and check-in again over the course of several days to interact,

reply, respond and comment on what others have said on a single thread. **You don't always have to post a new topic or start a new thread.** You should aim to contribute meaningfully and engage in actual reciprocal interaction, extending a thread to its maximum.

- 2) This discussion will take place within a set timeframe. After the deadline, your professor may post some summary comments of the discussion, highlighting the themes and questions that have emerged. Discussion boards cannot be made up. If you miss out, there is no way to makeup these points.
- 3) Students should feel free to honestly post and defend their opinions, but should be tolerant of other students who express views that are contrary to their own. Discussion boards are places where *dialogue* occurs. They are not a debate that is to be “won” or places where “conversion” takes place. Feel free to explore differences in view points, but do not allow these conflicts to escalate into personal attacks. Please do *not* play devil’s advocate or pretend to take a stance that is not genuine or authentically held.
- 4) Full, complete sentences are required. Do not use jargon, abbreviations, or acronyms. So, no “LOL,” “SMH,” “IMHO” or “BTW,” please.
- 5) **IMPORTANT:** Demonstrate your “sociological imagination” by integrating relevant theories and concepts to help explain, support and defend the arguments you plan to make. **You will usually need to draw upon the articles for support. Be sure to CITE appropriately.**
- 6) Spell-check your posts. You may want to draft your response in Microsoft Word, spell-check it, then cut and paste it into the discussion board on eCollege. You will not be able to go back and edit your post once it has been submitted to eCollege.
- 7) Here are the essentials for our discussion boards this semester:

Cardinal Rules- OBEY!!!	Try NOT to:	Try to:
Wikipedia cannot be used as a credible source of information	Do not rely on personal experiences as your “proof”	Take a firm stance & defend it
The Bible cannot be used as an academic source of information	Do not rely on overly-psychological or psychoanalytical explanations	Pose a question to take the discussion deeper
Do NOT call people “crazy”	Do not give us more to read- summarize and provide a link to a website for those who are curious, instead	Engage in reciprocal interaction with other students within a single thread
Do NOT attribute behavior to the whims of individuals in which patterns cannot be deciphered	Do not post overly-long or overly-complex responses	Give us something new to think about

Do NOT simply say “I agree” with someone’s post (send them a private email, instead)	Do not wait until the last day to post. Do no post only on one day at one sitting.	Cite whenever appropriate
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8) Discussion board grades will be decided on the following rubric:

Grading rubric- discussion boards

Criteria	Possible Points	Your Points
Did student post more than once, and on more than on one day at one sitting?	3	
Did student make a genuine attempt to engage in ongoing conversation within a single thread?	4	
Did student contribute and add something original & valuable to the discussion	6	
Did student demonstrate comprehension of the assigned readings and/or address the prompt provided?	6	
Did student integrate sociological concepts and theories where appropriate?	6	
Did student write from an academic perspective rather than personal opinion?	3	
Was the student collegial and professional in interactions with fellow students?	3	
Proper grammar and citations used throughout	3	
SCORE	34 points	points

Important Notes:

- ***Each discussion board is with worth 34 points.
- ***There will be 5 discussion board assignments over the course of the semester. You are required to participate in ALL five of them.
- ***Discussion board assignments CANNOT be made up.
- ***Additional discussion boards CANNOT be used as extra credit.

Any written work in this class is subject to turnitin review (including posts on discussion boards). Turnitin.com is a website that checks for plagiarism and generates an originality report that notes which parts of a paper appear unattributed to other student papers, internet sources or articles and books. Please make sure that you cite wherever appropriate. If you need help or advice on how to do this, please contact your professor. See document sharing for guidelines on how to cite. **Students who plagiarize will receive a zero on the assignment in question.**

B. Papers 4 @ 50 points

This assignment has been designed to measure Student Learning Outcome #2:

- Students will be active and engaged participants in discussions by **analyzing** information presented within the lectures and readings.

Summary papers will be written around a specific set of questions posed by your professor. Students should be careful to base their responses on the readings assigned for the week, using these sources as their evidence to construct an argument. Responses should demonstrate comprehension of the reading assignments while integrating key concepts introduced in the unit along with a convincingly sociological analysis. Most importantly, students will be asked to go *beyond* simply locating the correct answer in the book. Students will be expected to compare and contrast and also draw analytical conclusions at a more abstract level in these papers. *Students* are expected to cite appropriately.

Any written work in this class is subject to turnitin review (including posts on discussion boards). Turnitin.com is a website that checks for plagiarism and generates an originality report that notes which parts of a paper appear unattributed to other student papers, internet sources or articles and books. Please make sure that you cite wherever appropriate. If you need help or advice on how to do this, please contact your professor. See document sharing for guidelines on how to cite. **Students who plagiarize will receive a zero on the assignment in question.**

Specific instructions for each paper will be provided in instructions posted on eCollege, along with the grading rubric used to determine the grade on each assignment.

Papers will be assigned as follows:

Topic	Due Date
Social Epidemiology	Friday, September 13 th
Experience of Illness	Friday, September 20 th
Social Construction, Diagnosis & Medicalization	Friday, October 4 th
Health Movements	Friday, November 15 th

Important notes:

*** Please save and submit your documents like so: last name_title of document. For example: "Jones_Soc515_Paper 1.doc"

***Summary papers are **due by 11:59PM on Fridays**, and are worth 100 points each. Papers should be submitted as a word or rtf attachment to the dropbox provided on ecollege. Late papers will receive a one-letter-grade deduction in points.

***There will be a total of 4 papers assigned. You will need to complete ALL of them

*** Late papers will receive a 10% deduction in points

*** Papers will not be accepted one week beyond the original due date.

C. PowerPoint Assignment 1 @ 100 points

This assignment has been designed to measure Student Learning Outcome #3:

- Students will demonstrate the ability to **synthesize** information by creating an informational lecture in the PowerPoint assignment

Imagine I have asked you to provide a lecture to my undergraduate Sociology of Health & Illness class while I am out of town for a conference. You should prepare a lecture using PowerPoint that would be sufficient to cover a 50 minute class.

1] Your task will be to provide a lecture on the topic “The Sociology of the Body” as well as provide them with information on a “postmodern” perspective—two topics that your undergraduate students have likely never heard of before! You will need to provide them basic information to understand this theory & branch of medical sociology.

2) Review the PowerPoint lecture provided by your professor for additional background. Then, perform the required reading assignments in this section, all found on eCollege:

- Excerpt from “The Body & Medical Sociology”
- “Body Worlds: Clinical Detachment,” and
- “Dieting Women: Self-Surveillance and the Body Panopticon”
-

3) Create a PowerPoint that includes these essential elements:

- a) A clear definition of the topic you are presenting—what is postmodernism? What is the sociology of the body?
- b) Any important concepts or terms that are associated with this topic- concentrate on postmodernism here
- c) Some comments as to the importance or relevance of this topic (why should we care?) Concentrate on the sociology of the body here!
- d) Present what researchers know about this topic – use the articles “Body Worlds” AND “Dieting Women” as ways to illustrate important concepts outlined in the article “The Body & Medical Sociology” For example, the concepts “gaze” and “discipline” can be covered in more detail by discussing the readings.
- e) Now, draw some of your own generalizations: Discuss the sociological factors related to this topic (why it occurs, how to prevent it, how people react to it, the politics involved in recognizing it, etc.)
 - Strike a balance here- provide major research findings, but not in such detail that the reader gets lost in the data. Do provide some evidence of the research done, but keep it in bite-sized morsels an *undergraduate* could understand...
- f) Summary of main ideas that students should remember
- g) Works cited page with bibliographic details of the readings you have covered

Helpful hints:

- 1) Audio added to slides is highly recommended, but not required. You can also add additional details in the “notes” section of a slide
- 2) Add some visual interest to the slides—some clip art would be nice, but no need to go overboard here!
- 3) Your slides should be more detailed than just bullet pointed notes, but not so detailed as to read like an essay that you’ve cut and pasted into PowerPoint.

Important notes:

*****Submit your PowerPoint as an attachment to the dropbox on eCollege no later than 11:59PM on Friday, _____ -**

***** Late assignments will receive a 10% point deduction.**

****No assignment will be accepted beyond one week of the original due date.**

Any written work in this class is subject to turnitin review (including posts on discussion boards). Turnitin.com is a website that checks for plagiarism and generates an originality report that notes which parts of a paper appear unattributed to other student papers, internet sources or articles and books. Please make sure that you cite wherever appropriate. If you need help or advice on how to do this, please contact your professor. See document sharing for guidelines on how to cite. **Students who plagiarize will receive a zero on the assignment in question.**

Your PowerPoint presentation will be assigned a grade according to the following rubric:

Criteria	Possible Points	Your points
Did student provide clear definition of topic [pomo]	10	
Key concepts provided and defined? [pomo]	15	
Importance/relevance of sociology of the body?	10	
BodyWorlds overview	10	
BodyWorlds related to sociology of the body/pomo?	10	
Dieting women overview	10	
Dieting women related to sociology of the body/pomo?	10	
Generalizations drawn	10	
Was presentation aimed at undergraduate level?	2	
Were slides in student's own voice; more than bullet points; less than a full paper?	5	
Visual appeal of PowerPoint- eye catching? Proof-read?	3	
Works cited page	5	
YOUR SCORE	100 points	points

D. Book Review 1 @ 100 points

This assignment has been designed to measure Student Learning Outcome #4:

- Demonstrate the ability to assess empirical evidence and exhibit critical thinking in the form of clear, **evaluative** statements in the book review assignment

At the end of our course, we will focus on the topic of the “profession of medicine.” Through a series of readings, you will be exposed to the major theoretical accounts of this topic. Additionally, you will read about the latest sociological research in this area. Related to the profession of medicine will our reading of the book Witches, Midwives and Nurses.

Your task will be to provide a summary of the book, relate the reading material to existing research and theory in the area of the profession of medicine and also add your own critical insights on the subject. In effect, you will show comprehension of the reading and basic ideas of this topic, but go beyond this by applying the book to prior research, and then providing your own evaluation through critical thinking skills.

Specific instructions for the book review will be provided on eCollege, along with the grading rubric used to calculate your score. There is no page limit to this assignment—rather, you should write until you have exhaustively covered all questions.

Important Notes:

*** The assignment is worth 100 points, and should be submitted as an attachment to the dropbox on eCollege no later than 11:59PM on Friday, December 6th.

*** Late assignments will receive a 10% deduction in points

*** Assignments will not be accepted beyond one week of the original due date.

GRADING

Grades for our class are based on four types of assignments:

Discussion Boards	5@34 points each	170 points
Papers	4 @ 50 points each	200 points
PowerPoint assignment	1 @ 100 points	100 points
Book Review	1 @ 100 points	100 points
Total Points		570 points

There are a total of 570 points attainable in the course. Your final grade will be calculated using the following scale:

513 – 570 points	90-100%	A
456 – 512 points	80-89%	B
399 – 455 points	70-79%	C
342 – 398 points	60-69%	D
0 – 341 points	0-59%	F

Grades of Incomplete:

I do not assign grades of incomplete in this course. Your grade will assigned based on the points you have earned from all completed work at that time. It is your responsibility to finish assignments prior to their due dates or to make alternate arrangements for their completion. Do not assume I can or will extend due dates or course requirements for your individual needs or preferences.

I do not drop students from my courses. If you feel Sociology 515 is not the course for you, please take the necessary steps to remove yourself from this class. Simply not participating or logging on, in hopes that I will remedy the situation for you will not occur. You are responsible for the consequences stemming from either coming to class, or not coming to class. [Student may submit a “drop request” through MyLeo.]

Important dates:

Last Day to Drop: October 31, 2013

Last Day to Withdraw from the semester: November 29, 2013

A Note about final grades:

Final grades are assigned on the 90, 80, 70% scale noted above. These percentages and their corresponding grades are firm. That is, if your final average is a 68% you have earned a “D.” Let me spare you the conversation that inevitably follows: No, I cannot and will not

round your grade up to a 70% or a “C.” Students often protest this act, saying they were “only 2 points shy of a passing grade.” This is not exactly correct. In truth, they were 2 percentage points away from the next grade, amounting to being 8 raw points off. This is the equivalent of an entire grade difference on a major quiz. Percentage points and raw points are two very different things.

Extra Credit and Curving:

From this syllabus it is very clear as to the number of assignments and the possible points to be attained in the course. It is your responsibility to read, listen and comprehend the material presented. If you do not understand a concept or issue, please ask me to clarify. It is important for you to be consistently diligent in your efforts throughout the semester.

I have never and will never curve the grades of a class to conform to an artificial bell curve or other objective or subjective standard, so requests to do so will fall on deaf ears. That means that it is the students’ responsibility to prepare for the exams, to make sure that they have acquired all information possible through attending lectures and doing the readings, and that they perform to the best of their abilities on the exams. I will assist the class by means of lectures, and discussions, but I do not intend to manipulate your quiz score, drop a quiz score or inflate your quiz scores so that it will be more to your liking. An improvement of grades will come from *your* studying efforts, and not from your instructor’s generosity in grade, so please do not expect or ask for more, or extra points in this course.

TECHNOLOGY REQUIREMENTS

The following hardware and software are necessary in order to use eCollege:

You will need the ability to open Adobe Acrobat files (.pdf), PowerPoint files (.ppt) and Word files (.doc)

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you **perform a “Browser Test” prior to the start of your course**. To launch a browser test, login to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

For those of you who are not familiar with eCollege, I suggest you take the tutorial offered online. Should you have any questions, feel free to contact the folks in Technology Services.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to:
<https://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

All communication with your professor will need to be done virtually this semester. You may email me at any time of the day at: **Yvonne.VRussell@tamuc.edu**. I will make every effort to answer your questions expediently and definitely within 24 hours.

Check your MyLeo email account regularly for announcements about our class!!!

Technical Support:

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Academic Honesty:

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must work to provide an environment in which each student has the opportunity to be evaluated fairly on the basis of his/her own performance. University regulations regarding academic dishonesty will be strictly enforced. **At a minimum, any student found to be in violation of academic honesty policies will receive a zero on the exam or assignment involved.** ALL instance of academic dishonesty will be reported to both the Department Head as well as the Dean of the College of Arts and Sciences. These offices may also wish to evaluate the case and decide punishment independent of this professor's actions. In short, cheating, plagiarizing and engaging in unethical student behavior carries a high price for such short-term rewards—don't do it!

*****If in doubt, check with your professor on citing procedures, format and style. See notes above about the use of turnitin.com in this class.**

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct

As stated in the Student Handbook: “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” (See Student’s Guide Handbook, Policies and Procedures, Conduct, for more information). Please refer to the section on discussion boards about expected behaviors in these forums.

COURSE OUTLINE / CALENDAR

Reading & writing assignments are scheduled tentatively at this time. They may be changed, but advanced notice will be given in class. You are expected to read the assigned material prior to its discussion in class.

Print off this course outline and post near your computer for reference through the semester

Unit	Date	Topic	Reading	Assignment
	Week 1 [August 26-30]	Introduction	None **Review PowerPoint lecture on eCollege	Introduce yourself in the (ungraded) discussion board by Friday, August 30th

Unit	Date	Topic	Reading	Assignment
Unit 1	Week 2 [September 2-6]	Social Epidemiology	**Review PowerPoint Lecture on ecollege 1) McKinlay & McKinlay: “The Questionable Contribution of Medicine” on eCollege 2) “Millions for Viagra” on eCollege	Participate in Discussion board (epidemiology) by 11:59PM on Friday, September 6th
	Week 3 [September 9-13]	Social Epidemiology, continued	**Review PowerPoint Lecture 1] Marmot: “The Influence of Income on Health: View of An Epidemiologist” on eCollege 2] Williams & Sternthal: “Understanding Racial-ethnic Disparities in Health: Sociological Contributions” on eCollege	Submit Paper 1 to the dropbox on eCollege by 11:59PM on Friday, September 13th
Unit 2	Week 4 [September 16-20]	Experience of Illness	1)Topo & Iltanen-Tahkavuori: “Scripting Patienthood with Patient Clothing” on eCollege 2) Gray: “Gender and Coping: The Parents of Children with High Functioning Autism” on eCollege 3) TBD: Charmaz OR Karp- illness & identity on eCollege	Submit Paper 2 to the dropbox on eCollege by 11:59PM on Friday, September 20th

Unit	Date	Topic	Reading	Assignment
Unit 3	Week 5 [September 23-27]	Social Construction of Diagnosis, Illness & Medicalization	1) Conrad & Barker: "The Social Construction of Illness: Key Insights and Policy Implications" on eCollege 2) Kessler: "The Medical Construction of Gender: Case Management of Intersexed Infants" on eCollege	Participate in the Discussion board (intersex) by 11:59PM on Friday, September 27th
	Week 6 [September 30-October 4]	Social Construction of Diagnosis, Illness & Medicalization, continued	1) Chrisler & Caplan: "The Strange Case of Dr. Jekyll and Ms. Hyde: How PMS Became a Cultural Phenomenon and a Psychiatric Disorder" on eCollege 2) Conrad: "Extension: Men and the Medicalization of Andropause" on eCollege	Submit Paper 3 to dropbox on eCollege by 11:59PM on Friday, October 4th
Unit 4	Week 7 [October 7-11]	Sociology of the Body- Postmodernist perspectives	**Review PowerPoint Lecture on eCollege 1] excerpt from Turner: "The Body and Medical Sociology" (pp. 162-170) on eCollege 2] "Body Worlds: Clinical Detachment" on eCollege 3] Germov & Williams "Dieting Women: Self-Surveillance and the Body Panopticon" on eCollege	Create PowerPoint Assignment and submit to dropbox by 11:59PM on Friday, October 11th

Unit	Date	Topic	Reading	Assignment
Unit 5	Week 8 & 9 [October 21-25] *and* [October 28-November 1]	BioEthics	1) Bosk: "Bioethics, Raw and Uncooked: Extraordinary Conflict and Everyday Practice" on eCollege 2) excerpt from <u>Medical Apartheid</u> on eCollege 3) excerpt from <u>Immortal Life of Henrietta Lacks</u> on eCollege	Phew! Lots of reading in this unit. Participate in Discussion Board (bioethics) by 11:59PM on Friday, November 1st
Unit 6	Week 10 [November 4-8]	Individual versus Community	1) "The Case Against Breastfeeding" on eCollege 2) Hobson-West: "Trusting Blindly Can Be the Biggest Risk of All: Organized Resistance to Childhood Vaccination in the UK" on eCollege	Participate in the Discussion board(dilemma) by 11:59PM on Friday, November 8th
Unit 7	Week 11 [November 11-15]	Health Movements	1] "Democracy, Expertise and AIDS Treatment Activism" on eCollege 2] "Breast Cancer in Two Regimes" on eCollege 3] Chase: "Hermaphrodites with Attitude" on eCollege	Submit Paper 4 to dropbox on eCollege by 11:59PM on Friday, November 15th

Unit	Date	Topic	Reading	Assignment
Unit 8	Week 12 [November 18-22]	Profession of Medicine	<p>**Review PowerPoint Lecture</p> <p>1) Starr: "The Growth of Medical Authority" on eCollege</p> <p>2) Timmermans & Oh: "The Continued Social Transformation of the Medical Profession" on eCollege</p> <p>3) Wertz & Wertz: A Notes on the Decline of Midwives on eCollege</p>	Participate in Discussion Board (profession) by Friday, November 22nd
	Week 13 & 14 [November 25-29] *and* [December 2-6]		Read: <u>Witches, Midwives & Nurses</u>	Submit Book Review to dropbox on eCollege by 11:59PM on Friday, December 6th