



SOCIOLOGY 323.001
Sociology of Health and Illness
COURSE SYLLABUS: Fall 2014

Instructor: Yvonne Villanueva-Russell (Associate Professor)

Class Time: MWF, 11AM-11:50AM

Class Location: Ferguson Social Sciences, Room 313

Office Location: Social Sciences 307

Office Hours: Mondays & Wednesdays: 8AM-9AM; 1PM-3PM

Fridays: 8AM-9AM

& other times by appointment

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eCollege Website: <https://myleo.tamuc.edu>

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:

- 1] Conrad, Peter & Valerie Leiter. 2012. The Sociology of Health and Illness: Critical Perspectives, Ninth Edition. New York: Worth Publishers. ISBN: 978-1-4292-5527-1 [Please purchase the 9th edition!]
- 2] Fadiman, Anne. 1997. The Spirit Catches You and You Fall Down. New York: Farrar, Straus and Giroux. ISBN: 978-0-374-52564-4 [Any edition of this book will work for our course]
- 3] Several reserve readings (these articles will be posted on ecollege)

Course Description:

This course examines the social contexts of health, illness, and medical care. It gives prominence to the debates and contrasting theoretical perspectives which provide insight into the political, economic and cultural factors which affect the recognition, distribution and response to illness and disease. Topics include the social construction of health and illness; the global nature of the AIDS epidemic; the patient's perspective on illness; the development of the health professions and the health work force; alternative systems of healing; ethical issues in medicine as they relate to medical technology; and comparative health care reform.

Course Format:

The textbook used in this course is designed to provide short readings that stimulate discussion about sociological concepts and ideas introduced in class lecture. Thus, students are expected to get into the habit of taking detailed notes about lectures and readings, as well as encouraged to become active participants during class by offering questions, insights or engaging in discussions with others.

Because of the structure of the textbook, I would highly recommend that students take notes on all reading assignments. This will help prepare you for class discussion and also help keep the many essays and articles we read separate in your mind. Assignments listed in the course outline of this syllabus should be read prior to its discussion in class. I suggest using the following questions as a guide when reading each article

- 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 **comprehension** of major sociological concepts as they apply to the area of the sociology of health and illness as measured through objective exams.
- 2) The student will be an active and engaged participant in online discussion boards, demonstrating the ability to utilize a sociological perspective in **analyzing** and evaluating course material
- 3) The student will demonstrate the ability to **apply** sociological concepts and theories through written essays

COURSE REQUIREMENTS

Instructional/Methods/Activities Assessments

I. Exams: 2 @ 100 points + 2 @ 50 points

This course element is designed to measure Learning Outcome #1: Students will demonstrate comprehension of major sociological concepts as they apply to the area of the sociology of health and illness as measured through objective exams.

- A. Exam description:** There will be a total of **FOUR exams** during the semester. The format for the first three tests will consist of objective measures such as multiple choice and true-false questions, and also will consist of short answer or essay questions. A more detailed breakdown of the test format will be given to students in class several days before the exam, and a study guide will also be posted on eCollege to assist in preparing for each test. **Tests 1 & 2 are worth 100 points each, Tests 3 & 4, covering less material, will be worth 50 points each**
- B. Assessment:** multiple choice, true-false questions will be worth 2 points each; short answer questions will be worth varying amounts noted on test.
- C. Final Exam:** The fourth exam will be the final exam. The final exam covers much less material, will be an essay-style take home exam consisting of two questions, **worth 50 points**. Students will submit the exam via the dropbox on eCollege before Noon on Wednesday, December 10th. The final exam is NOT eligible for a makeup exam.

II. Critical Essays: 2 @ 50 points

This course element is designed to measure **Learning Outcome #3**: The student will demonstrate the ability to apply sociological concepts and theories through written essays

There are TWO writing assignments in the course. Brief descriptions are provided below, although more detailed instructions will be given in class and posted on eCollege prior to the due dates.

A. Critical Essay #1: Obesity- a man-made or society-made problem?

- 1. Assignment Description:** Students will view the SuperSize Me. and read three related articles on the topic of food consumption and production as it relates to health. Students will be asked to an essay following prompts provided by the professor. Students will apply concepts from the readings to the issues raised in the movie, and then provide their own assessment of the problem using the sociological imagination and critical thinking skills.
- 2. Assessment:** [3-4 pages; Due date: Oct. 1_; worth 50 points] Grading rubric will be provided with assignment instructions

B. Critical Essay #2: Sociological Assessment of *The Spirit Catches You and You Fall Down*

- 1. Assignment Description:** We will read and discuss this book during the course of the semester. Students will write an essay following prompts provided by the professor. Students will apply concepts and theories learned in our course to the material covered in the book. Students will also provide their own assessment of the topic using the sociological imagination and critical thinking skills.
- 2. Assessment:** [5-7 pages; Due Date: - Nov. 7; worth 50 points] Grading rubric will be provided with assignment instructions

*** IMPORTANT NOTES ABOUT ALL WRITTEN WORK:

- 1) Students are expected to integrate as many relevant sociological concepts and theories as possible, making sure to define them before using them in their essays
- 2) Students must cite in-text using APA, ASA or another style they are familiar with
- 3) All written work should be submitted to the dropbox on eCollege by the due date
- 5) Late assignments will receive a **20% deduction in points**
- 6) No written assignment will be accepted beyond one week of the original due date.
- 7) Written assignments cannot be re-done or re-graded.
- 8) All written work must be submitted *as a WORD (.doc) attachment* to the dropbox on eCollege. Do not email assignments to your professor, and make sure assignments are .doc or .rtf files.
- 8) 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.**

III. Discussion Boards: 2 @ 34 points

This course element has been designed to measure **Learning Outcome #2**: The student will be an active and engaged participant in online discussion boards, demonstrating the ability to utilize a sociological perspective in analyzing and evaluating course material.

We will utilize the online discussion board on eCollege to facilitate discussion of the book *The Spirit Catches You and You Fall Down* over an extended period of time, rather than be confined to our 50-minute class period.

Here are some ground rules for our discussion boards:

- a. **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.
- b. 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.
- c. 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.
- d. Full, complete sentences are required. Do not use jargon, abbreviations, or acronyms. So, no "LOL," "SMH," "IMHO" or "BTW," please.
- e. **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.**
- f. 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.

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

g. 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	6	
Did student integrate sociological concepts and theories where appropriate?	6	
Did student put comments in sociological context 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 worth 34 points
- *Discussion board assignments CANNOT be made up
- *All students must participate in BOTH discussion boards
- *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.**

IV. Attendance and Participation 25 points

Regular class attendance is crucial for a comprehensive understanding of the material covered during the semester. Therefore, attendance and participation in class will be taken and recorded regularly. Occasions may arise which make it necessary for a student to miss class, but absences on test dates will not be excused without significant extraneous circumstances. It is your responsibility to have an understanding of course material whether you were present in class or not. A total of **25 points** will be awarded based on attendance and participation in this class.

Grading Procedures:

A total of 493 points are attainable in this course. The breakdown of points is as follows:

Exams [2 @ 100 points each; 2 @ 60 points each]	=	400 points
Critical Essays [2 @ 50 points each]	=	100 points
Discussion Boards [2 @ 34 points each]	=	68 points
Attendance & Participation	=	25 points
TOTAL POINTS		493 points

Final course grades will be assigned according to the following scale:

443 - 493 points	(90 – 100%)	=	A
394 – 442 points	(80 – 89%)	=	B
345 – 493 points	(70 – 79%)	=	C
295– 344 points	(60 – 69%)	=	D
294 points or below	(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. All coursework must be submitted by noon on Wednesday, December 10th

I do not drop students from my courses. If you feel Sociology 323 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 to drop this course.]

Important dates:

Last Day to Drop: Oct. 30, 2014

Last Day to Withdraw from the semester: Dec 2, 2014

TECHNOLOGY REQUIREMENTS

This is primarily a face to face course, but will utilize eCollege for one online exam and 2 online discussion boards. Course handouts, instruction assignments, powerpoint lectures and study guides will be posted on ecollege as a supplement. In order to access ecollege, student will need the following:

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

Ecollege technical concerns: Please contact the ecollege HelpDesk, available 24 hours a day, seven days a week, by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling 1-866-656-5511, or through online chat by clicking on the "Live Support" tab within your ecollege course.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

I expect each of you to be active and thoughtful participants within our classroom and learning community. You are to expect the same of me. This includes completing our readings related to course topics, individual written assignments, and completion of exams.

Email [Yvonne.VRussell@tamuc.edu] is the best way to reach me, as I check it daily. You can expect to receive a reply to any inquiry within 24 hours (M-F). It is advisable to include the course number and your full name in any electronic correspondence with me.

In case of emergency, you may leave word for me through the Sociology & Criminal Justice department, who can forward your message to me: 903-886-5332.

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

I. Course Specific Procedures:

A. Makeup Exams:

Notice of exams are given tentatively in this syllabus, and will be confirmed in class. Makeup exams will not be given unless a genuine emergency or crisis occurred, and you will be excused from the exam on the test day ONLY if prior notification has been given. Makeup exams may be given in an alternate format from the rest of the class (i.e. essay exams) and at an alternate time set up at the instructor's convenience.

Students with legitimate reasons for missing exams will be allowed a makeup exam only ONCE during the semester. If a student has been habitually absent, sick or dealing with some other concern to the extent that they have missed more than one exam, then a meeting with the instructor is warranted to discuss whether meeting and finishing the requirements of the course is possible from the student's current efforts and situation.

B. Late Work

Written assignments are expected to be type-written, properly cited, and submitted to the dropbox on eCollege by the deadline noted in the assignment instructions. Assignments that are late will have a **deduction of 20%** of the assignment's value subtracted from their score. Assignments will no longer be accepted after **one week** has passed from the original due date.

C. 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. From day one, you begin earning a grade in this class, so remember that when you decide to skip class, choose not to do the readings, or fail to take detailed lecture notes. **All assignments count in this class!!!**

Do not rely on a friend to take notes for you, or for your instructor to explain what the readings are about, as 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 or stay after class for further elaboration. **I do not provide copies of class notes to students.** The exams will reflect a balance of in-class lecture and discussion, as well as outside readings so 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, discussion, study guides and reviews, but I do not intend to manipulate your test score, drop a test score or inflate your test score 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 generous grading, so please do not expect or ask for more, or extra points in the course.

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 10 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. I will *not* round up a full percentage point in awarding you the next highest grade.

D. Attendance & Participation:

Habitual tardiness or premature exit from the class will constitute an unexcused absence. If you arrive late, it is your responsibility to make sure that you sign the attendance sheet. Do not bother trying to sign in a friend as if they were present when they were not—I check signatures for consistency, and there will be serious repercussions if I discover this practice occurring.

Attendance and participation constitute 25 points in this class.

I do not drop students from my courses. If you feel Sociology 323 is not the course for you, please take the necessary steps to remove yourself from the class. Simply not attending in hopes that I will remedy the situation for you will not happen. You are responsible for the consequences stemming from either coming to class, or not coming to class.

E. Academic Honesty:

Cheating is defined as the unauthorized use of texts or other aids in completing tests or assignments. Cheating is also defined as the use of materials in any assignment employed from any source without direct attribution (plagiarism). Please be conscientious and careful about giving credit and not taking someone else's work as your own. If in doubt, cite. If you are unfamiliar with how to cite, please see me and I will help you learn this valuable skill. A student who is guilty of cheating shall suffer serious penalties and at minimum, will receive a **zero** on the assignment in question. Blatant cases of academic dishonesty will be reported to the Department Head, who may wish to take further action independent of your professor's punishment. **Students who are found guilty of academic dishonesty will receive a zero on the assignment in question.**

*****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.**

F. Decorum and Civility

It is your prerogative to come to class, and I have provided an incentive for you to do so through attendance and participation points. However, by coming to class, you are making the commitment to be alert, attentive and courteous. Gossiping, phone calls, texting and newspaper reading can all wait until 11AM, and will not be tolerated while class lecture and discussion are occurring. If you lack the will power to control your behavior during class, please stay at home and do not distract other students who wish to listen and learn in our class.

All cellular telephones, beepers and electronic devices should be turned off or set on silent mode before entering the classroom. Cells phones must not be visible and may not be checked during examinations.

II. University Specific Procedures:

A. Special Needs:

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:

Students with Disabilities:

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

Your professor will make every effort to accommodate your learning and testing needs as they are made known to me, as well. If you are an international student, or if English is not your primary language, you will be allowed to use a paperback dictionary during examinations.

B. Statement on Student Behavior

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 Guide Handbook, Policies and Procedures, Conduct, for more information.) Please refer to the section on discussion boards about expected behaviors in these forums.

All cellular telephones, beepers and electronic devices should be turned off or set on silent mode before entering the classroom. **Cell phones must not be visible and may not be checked during examinations. Students are also not permitted to leave the classroom and re-enter it during an examination.** Be sure to have sharpened pencils, tissues and restroom needs taken care of prior to the beginning of the test. Please be courteous to others by refraining from eating or making superfluous noise that could be disruptive to those also taking the test near you.

COURSE OUTLINE/CALENDAR

Test dates and written 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.

Date	Topic	Reading	Assignment/Notes
(M) Aug 25	Introductory Remarks	Lecture only	
(W) Aug 27	What is Medical + Sociology?	Lecture only	
(F) Aug 29	The Biomedical model & its critique	Lecture only	
(M) Sept 1	NO CLASS	NO CLASS	NO CLASS
(W) Sept 3	The biomedical model, continued	"The Pain Perplex" on eCollege	
(F) Sept 5	Social Epidemiology	Lecture only	
(M) Sept 8	Do we live longer due to better medicine?	"Medical Measures and the Decline of Mortality" Conrad book, p. 10	
(W) Sept 10	A global look at social epidemiology	"Death Stalks a Continent" on eCollege	
(F) Sept 12	Social epidemiology in the US: gender	"Sex, Gender, Vulnerability" Conrad book, p. 45	
(M) Sept 15	Social epidemiology in the US: race & class	"Ghetto Miasma" on eCollege	
(W) Sept 17	Social epidemiology in the US: place		Film: <i>When the Bough Breaks</i>
(F) Sept 19	TEST ONE	TEST ONE	TEST ONE [worth 100 points]
(M) Sept 22	Obesity: Man made or society made?	"Morality & Health" Conrad book, p. 127	Film: <i>SuperSize Me</i>
(W) Sept 24	Obesity: Man made or society made?	"A Case for Focusing Upstream" Conrad book, p. 583	Film: <i>SuperSize Me</i>
(F) Sept 26	Obesity: Man made or society made?	"The Role of the Fatosphere in Fat Adults' Responses to Obesity Stigma" on eCollege	Film: <i>Food, Inc</i>
(M) Sept 29	The Sick Role	"The Remission Society" Conrad book, p. 209	
(W) Oct 1	The Experience of Illness	"The Meaning of Medications" Conrad book, Conrad book, p. 197	Critical Essay #1 due
(F) Oct 3	The Intersection of Disease, Illness and Sickness	"Electronic Support Groups" Conrad book, p. 180	
(M) Oct 6	The Experience of Caregivers	"The Loneliness of the Long-Term Care Giver" on eCollege	

Date	Topic	Reading	Assignment/Notes
(W) Oct 8	Medicalization	"Hormones for Men: Is Male Menopause a Question of Medicine or of Marketing?" on eCollege	
(F) Oct 10	The social construction of disease	"Asperger's is Out, Grief is In" and "DSM-5 Is a Guide, Not a Bible" both on eCollege	
(M) Oct 13	The role of the doctor in diagnosis	"The Language of Case Presentation" p. 425	
(W) Oct 15	The role of the medicine in diagnosis	"Social Death as Self-Fulfilling Prophecy" p. 409	
(F) Oct 17	TEST TWO	TEST TWO	TEST TWO [worth 100 points]
(M) Oct 20	Western medicine versus lay medicine	The Spirit Catches You and You Fall Down: Read Chapters 1 & 2. Also Read "Note on Hmong Orthography, Pronunciation and Quotations, p. 291	Film: <i>Becoming American</i>
(W) Oct 22	Western medicine versus lay medicine	<i>The Spirit Catches You and You Fall Down</i> : Read Chapters 3-5	Film: <i>Becoming American</i>
(F) Oct 24	Library day	<i>The Spirit Catches You and You Fall Down</i> , Read Chapters 6-9	Discussion board , covering first 9 chapters of book
(M) Oct 27	Western medicine versus lay medicine	<i>The Spirit Catches You and You Fall Down</i> , Read Chapters 10 & 11	Film: <i>The Split Horn</i>
(W) Oct 29	Western medicine versus lay medicine	<i>The Spirit Catches You and You Fall Down</i> , Read Chapters 12-15	Film: <i>The Split Horn</i> [Oct. 30 is the last day to drop a class]
(F) Oct 31	Library day	<i>The Spirit Catches You and You Fall Down</i> , Read Chapters 16-19	Discussion board , covering chapters 10-19 of book
(M) Nov 3	Bridging culture & the lifeworld	SKIM: "CDC's Cultural Sensitivity Handbook on eCollege	
(W) Nov 5	Becoming a Physician	Lecture only!	
(F) Nov 7	Becoming a Physician	"Facing Our Mistakes" & "Managing Emotions in Medical School" both on eCollege	Critical Essay #2 due

Date	Topic	Reading	Assignment/Notes
(M) Nov 10	Nursing	"A Caring Dilemma: Womanhood and Nursing in Historical Perspective" p. 272	
(W) Nov 12	Is there a better way to "deliver" care?	"Notes on the Decline of Midwives" Conrad book, p. 222	Film: <i>The Business of Being Born</i>
(F) Nov 14	Alternative Medicine	"From Quackery to Complementary Medicine" Conrad book, p. 282	
(M) Nov 17	Alternative Medicine, continued	"Gynecological Neurology & Other Lessons From History" on eCollege	
(W) Nov 19	TEST THREE	TEST THREE	TEST THREE [worth 50 points]
(F) Nov 21	Medicine as Profession	"The End of the Golden Age of Doctoring" **Read ONLY pages 241-260***	
(M) Nov 24	Medicine as Business	"The Cost Conundrum" p. 344	
(W) Nov 26	NO CLASS- THANKSGIVING	NO CLASS- THANKSGIVING	NO CLASS- THANKSGIVING
(F) Nov 28	NO CLASS- THANKSGIVING	NO CLASS- THANKSGIVING	NO CLASS- THANKSGIVING
(M) Dec 1	Medicine as Medicine	"The Truth About Drug Companies" on eCollege	[Dec. 2 is the last day to withdraw from university]
(W) Dec 3	Cross-cultural comparison of health systems	"Selling Fears Instead of Facts" on eCollege	Film: <i>Sick Around the World</i>
(F) Dec 5	Cross-cultural comparison of health systems	None!	Film: <i>Sick Around the World</i>
(W) Dec 10	TAKE HOME FINAL EXAM [due by NOON]	TAKE HOME FINAL EXAM [due by NOON]	TAKE HOME FINAL EXAM [worth 50 points] [due by NOON]