

Sociology of Medicine [S/A 262] Spring 2021

Instructor: Saiful Islam Ph.D.

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Class Time: Thursday 5:30 – 8:30 pm

Office Hours: By appointment via email

Course Description:

This course introduces students to central topics in medical sociology including; social factors in people's health outcomes; social constructions of health and illnesses; health inequalities; social institution of medicine; and issues related to race, gender, ethnicity, and social class.

In addition, major discussion will cover standards and practices in the healthcare field, social and cultural factors in healthcare services, professions, and organizations and impacts. Students will be introduced with language and vocabularies, e.g., concepts, definitions, and terminologies, used in the healthcare field to engage in meaningful dialogue at inter-professional levels.

This course is designed to provide social and cultural competencies to students who choose the career path to become health and human services professionals (e.g., medical, nursing, public health, social work, counseling, physical therapy, kinesiology, rehabilitation, and prevention education, etc.). The course also helps sociology, anthropology, political science and public administration, economics and business/management, communications, and liberal arts majors to become administrators, communication experts, and program managers in health and human services organizations.



Objectives:

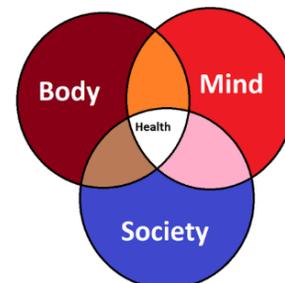
Upon completion of the course, students should be able to demonstrate knowledge and understanding of the following topical areas in the Sociology of Medicine:

1. **Health and Medicine as Social and Cultural Phenomena:** Sociological perspectives to understand health and illness behavior and health care related interactions in the communities and societies.

2. **Social Determinants of Health:** Issues in social determinants of health around five key domains: 1) Economic Stability; 2) Education; 3) Health and Health Care; 4) Neighborhood and Built Environment; and 5) Social and Community Context.

3. **Social Construction of Health:** Issues related to race, class, gender, and ethnicity in health determinants and health care including correlates of health; health disparities; and factors impacting access to care.

4. **Health Care Systems and Organizations:** Issues related to health care providers, professional, patients, and organizations (e.g., doctors and hospitals) in terms of roles, relationships, impacts, and outcomes.



5. **Health Care Delivery Models:** Managed care; Veterans Care; and Medicare and Medicaid. Also discuss in terms of chronic, acute, critical, and long-term care models, specialized care (e.g. hospice/palliative/end of life care), mental health, and public health, etc.

6. **Health Care Policy and Politics:** Issues related to Patient Protection and Affordable Care Act (H.R. 3590); American Health Care Act (H.R. 1628); and interest groups and healthcare professional organizations (e.g., American Medical Association and American Nurses Association) politics, etc.

7. **Global Health:** Issues in global health; globalization and health; global burden of disease, culture and health behavior and globally (e.g., water and sanitation); health and human rights; global health partnerships; the Millennium Development Goals (MDG); World Health Organization (WHO) mandates; and health care models in other countries (e.g. Canada, Europe, Latin America, Africa and Asia).



Additional Objectives for Students' Competency building:

8. Demonstrate aptitude in critical thinking, data analysis, and creative capacities of written and oral communication for sociological practice.

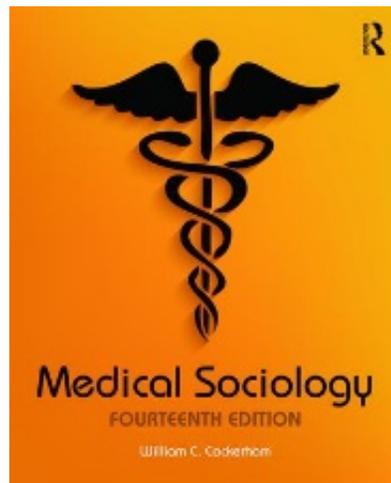
9. Demonstrate capability of engaging in constructive debates, discussions, and sensitiveness to human concerns and politics around health and human services.

10. Demonstrate capacity for appropriately questioning and understanding of issues and social settings in healthcare services and professions.

11. Demonstrate ability in reviewing of scholarly literature and planning research in health areas.

Textbook:

Cockerham, William. C. 2017. *Medical Sociology*. 14th Edition. New York: Routledge.



Additional Reading: Additional readings, e.g., journal articles, book chapters, and online contents may be advised.

Course Format: Lecture, PowerPoints, audio-visual media, websites, and YouTube media etc., and group discussion, classwork, homework, and exam. [NOTE: Course requirements may change due to extraordinary circumstances and/or emergent needs of the class]

Course Structure and Grading System:

Course Structure: The class meets once a week Thursday 5:30 – 8:30 pm via “Google Meet”. You can expect to read 1-2 chapters of the textbook and/or any additional materials (e.g., web contents and videos).

Each class will be a mixture of lecture and class discussions (both entire class and small group discussion), encouraged by questions that focus on critical thinking and the application of real-life experiences to sociological ideas. You are encouraged to be on the lookout for real-life examples of the concepts we discuss (e.g., in the media or in your everyday interactions, etc.) and to bring these as examples to class for us to talk about.



Quizzes: There will be quizzes from the textbook chapters and other materials (e.g., PowerPoints, posted reading contents, links to web-contents) for reading. The quizzes may be composed of multiple choice and true/false questions, fill in blanks, short writing, or any combination thereof.

All the quizzes are do yourself without any help from any person/source other than the course materials unless specified otherwise by the instructor.



Group Project (Remotely): Students will engage in group work projects with their classmates, where each group members should contribute both individually and collectively to the project. You will use part of the official class meeting time and beyond (remotely) to communicate with your fellow group members to complete the collaborative project.



Upon the instructor’s approval, you may choose your own groups, which may include up to five people, and should be agreed upon by the second/third week of the semester. If you cannot find a group, the instructor will put you in one. You will be required to complete one/two group projects in this course. This project will involve working with your fellow group members to (1) gather data (secondary/content based)

outside the classroom, (2) collectively analyze this data for recurring themes, (3) situate the data you have gathered and analyzed with existing medical, public health, and sociological literature as well as readings from the course, (4) present the findings from your group project with your classmates in a professional manner, and (5) use your data in combination with literature and course readings to compose a research report on your project. Each groups will choose a socio-medical issue (e.g., COVID-19 pandemic, diabetes, healthcare delivery, nurse/patient relationship, health policy, and global health etc.) that interests them and seek to gain knowledge about how others see this issue. For the group projects (detailed instructions and a grading rubric will be provided by the instructor).

Mid-term Exam: The mid-term exams will be composed of multiple choice and/or short/long essay type questions from the textbook and reading materials given. The questions and instructions for the exam will be posted on the specified date/time as per the course schedule table (see pages 11-12).

Final Project: Students will develop a sociological study project proposal in this course. The instructor will provide guideline on how to prepare for the project, however, will not supply an exact/similar project to simply copy/mimic, rather, the students should effectively use their individual creativity to develop one.

Grading Criteria:

Items	Points
Quizzes [20 points x 4 quizzes]	80
Group Project [25 points x 2 projects]	50
Mid-Term Exam	50
Final Project	50
Total	230
Extra Credits	20

Final grades are assigned as follows:

A=90% or higher, B=80% or higher, C=70% or higher, D=60% or higher, F=less than 60%

Informal Course Assessment [Extra Credit 10+10=20 points]: At the beginning of the course, students will be asked to provide their views and opinion on their learning needs in this course. At the end of the course, students will be asked to provide feedback on the course. The instructor will provide a similar set questions for both assessments to submit as per dates specified in the course schedule table (pages 11-12).

Late Work Makeup: All the works should be submitted on the specific submission dates and time. Late work, authorized by the instructor, due to valid life emergency with proper documentation, [excuses such as “my car broken down”, “my landlord evicted me”, “computer broken down” or “no internet” will NOT be accepted as valid life emergency for skipping an assignment on time] Late assignment with a leave of absence granted by the instructor should be completed within one week of return to normalcy. **Late submissions (without a valid life emergency) will cost 10 points for each day from the submission deadline.** If you had a valid life emergency, please email me (at earliest convenience).

Incomplete Grade: Incomplete coursework is a major inconvenience for students and instructors and they rarely work to the student’s advantage. I expect you to do everything in your power to avoid this situation. Legitimate excuses include verified illnesses and family emergencies. No incompletes will be given unless you have a prior written agreement with me.

Students must attempt all components of the class in order to pass this course – in other words, you can’t rely on your exam grades to pass the class while not completing other assigned work or attending/participating in class

I will not change the grade you earn except in the case of a calculation error. It is simply not fair to the other students and it diminishes worth of your Gustavus Adolphus College degree.

Disability Access:

If you have specific physical, psychiatric or learning disabilities and require accommodations, please let me know during the first week of class so that your learning needs may be met appropriately. You can provide documentation of your disability to the Academic Support Center (ASC)

[<https://gustavus.edu/asc/> Phone: 507-933-7227] and someone will review your needs and decide with you and recommend what accommodations would be best.

Gustavus Adolphus College Honor Code and Students' Responsibilities

"As a community of scholars, the faculty and students of Gustavus Adolphus College have formulated an academic honesty policy and honor code system, which is printed in the Academic Bulletin and in the Gustavus Guide. As a student at Gustavus Adolphus College, I agree to uphold the honor code. This means that I will abide by the academic honesty policy, and abide by decisions of the joint student/faculty Honor Board."

"On my honor, I pledge that I have not given, received, or tolerated others' use of unauthorized aid in completing this work."

The faculty of Gustavus Adolphus College expects all students to adhere to the highest standards of academic honesty and to refrain from any action that impinges upon academic freedom of other members of the college community. In all academic exercises, examinations, presentations, speeches, papers, and reports, students shall submit their own work. Footnotes or some other acceptable form of citation must accompany any use of another's words or ideas. Students are especially cautioned that quoting or paraphrasing from electronic sources without proper citation is as serious a violation as copying from a book or other printed source.

In the case of cheating or plagiarism, the instructor will inform the student and the Office of the Provost of the nature of the offense, the penalty within the course, and the recommendation of the instructor as to whether further disciplinary action is warranted. Another instance of academic dishonesty will result in review of the student's record by the probation committee and may result in the student being placed on academic probation. If a pattern of academic dishonesty continues, the student may be permanently dismissed from the College.

A student may not submit work that is substantially the same in two courses without first gaining permission of both instructors if the courses are taken concurrently, or permission of the current instructor if the work had been submitted in a previous semester.

The faculty regards the damaging of library materials and failing to sign out or to return them properly, and the misuse of computer files and programs, as equally serious violations of the ethical standards of courtesy, fairness, and honesty that bind together a community of scholars.

Individuals who use the College's computer facilities assume the responsibility of seeing that these resources are used in an appropriate manner. Misuse of computer hardware, software, data, and output is a violation of College policy and regulations and may also be a violation of law if data of other computer users are disturbed or the privacy of individuals is violated.

In order to maintain classrooms as places for the respectful exchange of ideas, and to preserve the integrity of a community of scholars, audio or video recording and dissemination of course-related content require the express permission of the individual faculty member who will also respond to infractions as necessary.

Finally, students who serve the College in positions of responsibility in which they deal with test materials, letters of recommendation, and other matters that must be held in confidence are expected to maintain confidentiality and to adhere to the same high standards of personal integrity.

Academic integrity is expected in this class and academic dishonesty will not be tolerated. See the Gustie Guide (<https://gustavus.edu/deanofstudents/policies/gustieguide/>) for an explanation of what constitutes academic dishonesty, procedures, penalties, and appeals process. Also be aware that Gustavus Adolphus College does have an Honor Code, which reads as follows "On my honor, I pledge that I have not given, received, nor tolerated, others' use of unauthorized aid in completing this work." I take the issue of academic honesty very seriously and any student caught cheating on any of

the assigned work for this class or during any of the exams for this course will fail the assignment and receive a full grade below their ultimate course grade, thus if you earn a 75% (a C) your grade for the course will be reduced to 65% (a D). If a repeated incidence of cheating occurs on any other assignment for this class, the grade for course will be an F as this behavior represents a more flagrant demonstration of academic dishonesty. All cases of cheating (even on a quiz or homework) will be referred to the Provost's Office as well as the student's advisor for further action.

Remember that all writing assignments (blog posts/homework/exam/in-class writing assignments) are expected to be YOUR own work. Using another person's answer, copying parts of someone else's answer, or in any way presenting work as yours when it is not, constitutes plagiarism.

Student's Responsibilities: The following are areas of key student responsibility but it is not meant to be an exhaustive list so if you're not sure please ask.

Courtesy in the Classroom: Classroom courtesy is necessary to ensure that all students have the opportunity, to learn without distractions. This means no cell phones, talking during lectures (unless recognized by the professor reading newspapers, engaging in twitter/facebook/etc. during class. If you must have a cell phone to receive emergency calls about kids or other family members, keep it on vibrate.

Entering and leaving is distracting to your instructor and other students. Therefore, you need to be on time for class and stay until the end. If you must enter late or leave early, please inform me before class begins and take the seat nearest an exit and enter or leave as quietly as possible. Please make sure the door does not 'bang' as you enter or leave. Repeated disruption of class may lead to penalties that reduce your final grade (see below). Class discussions of the issues we study can stimulate strong feelings and heated debate. Because this is a college classroom, all discussions must be scholarly.

Trouble with class: Please be sure to contact me immediately if you are having difficulty with any aspect of the course. Don't wait until the day before an exam to ask for help! I highly encourage you to form study groups with your classmates. If you ever have a question, please don't hesitate to contact me. I will be happy to work with you to resolve any problems you are having in this class.

The Academic Support Center (ASC) [<https://gustavus.edu/asc/> Phone: 507-933-7227] staff offers advising and academic support services and is located in room 107 Anderson Hall.

Student Questions and feedback: I look forward to and appreciate intelligent questions from you during lectures as well as discussions. You will be asked to formally evaluate the course at the end of the semester and I will read your feedback and try to use it to make the class better.

Email: Class announcement will be sent via our GAC class electronic mailing list so you need to use your GAC email account. Students can send questions or other messages to me through my email (saifulislam@gustavus.edu).

Reading: Be sure to complete the assigned readings before each class; otherwise you will be unable to take effective notes and to enter into the discussions. While lectures will cover the general topics, lectures and reading material are meant to complement each other rather than repeat each other.

Research Assistance: Students can always get help with research at the library. Reference librarians will help find information on a topic, develop search strategies for papers and projects, search library catalogs and databases, and provide assistance at every step. Drop-ins and appointments are both welcome. Visit https://gustavus.edu/library/reference_question.php for more information.

Attendance (and the bottom line – grades): *GAC expects you to show up for your classes – see the Gustie Guide quote above.* With all classes, attendance is absolutely necessary since studies show that class attendance and participation are directly related to greater learning. My personal experience supports this; over the years I have found that those who make it to class do better than those who miss class. Learning sociology is a lot like walking up a staircase -- it's easier if you take one step at a time and don't skip any steps. New material is based on an understanding of previous material making this is the type of class in which you can fall behind very quickly by missing only a couple of meetings. Every class period is important and that you should not disappear for long periods of time and expect to do well. And finally, I talk about something important everyday, so do not drop by, or email, me and ask me if we did anything important in class today!

Life: You will make many choices in life – this is part of “real life” and sometimes that means you will chose not to attend a class or two. This is up to you (freedom) and you must take responsibility for that decision (consequences). There is no way to make-up a class absence or to have an absence “not count”. My class policy to drop the lowest quiz and homework grades gives you a bit of wiggle room but these policies are meant to provide for the unexpected such as sickness. They are not meant to allow you to forgo an assignment in this class to do class projects in other courses, or travel, or and the myriad of things that come up during the entire semester. If you don't go to class (and/or miss a quiz) and then get sick, well that's the way things go sometimes. I have to be fair to all the students in this class – those who travel for their sport or who get the flu or have to deal with whatever life throws at them – so everyone faces the same consequences.

General Stuff:

- Be in class on time, and plan to stay for the entire class period. If you know you are going to be late, or need to leave early, please speak to the professor before or after class.
- Always show respect for other members of the class, both students and the professor.
- Be alert, attentive, and focused on what is happening in class:
 - ▶ No sleeping
 - ▶ No disruptive talking.
 - ▶ No reading outside materials (e.g., crosswords puzzles, newspapers, or work from other classes).
 - ▶ No text messaging during class. It is distracting to the other students and the instructor.
 - ▶ Please turn off and put away cell phones, smart phones, and other hand-held devices [ditto laptops, ipad type devices, Kindle/Nook type devices].
 - ▶ You will be asked ONCE to stop and if you continue you will be asked to leave for the remained of the class period.
- ❖ **The instructor reserves the right to ask you to leave if you disrupt class lectures or violate any of the above.**
- ❖ **The instructor reserves the right to ask you to move seats for any reason in order to improve the class dynamics.**
- ❖ **The instructor reserves the right to change the reading schedule and syllabus throughout the semester. You will notified in class (if possible) and via email about any such changes.**

Information Required by Provost's Office

Difficult Conversations: In this course, we will have opportunities to explore some challenging issues and increase our understandings of different perspectives. Our conversations may not always be easy. We will make mistakes in our speaking and our listening. We will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always, we will need respect for others. Thus, an important aim of our course will be for us to increase our abilities for constructively engaging in the sometimes-difficult conversations that arise as we deepen our understandings of multiple perspectives. More specifically, we seek to cultivate the ability to listen and respond constructively to the ideas of others as we endeavor to increase the ability to express your own. As your professor, please know that it is my goal to make every student in this class feel included and welcome.

You may find yourself uncomfortable or offended by views expressed in class – whether by the course texts, by me, and/or by your classmates. Phrases such as, “I know you did not mean to be offensive, but what you said bothers me because...” are effective ways of noting your discomfort and asking the class to consider your objection. It can be challenging to speak up in such moments. Doing so treats others as well-intentioned participants in the classroom community. If you do not wish to address the interaction during class, please speak with me outside of class. If I offend you or cause you discomfort, I hope you will tell me. I commit to listening calmly, thoughtfully, and respectfully to you, and I promise to think carefully about your concern and my response.

You may find that your views offend or discomfit others. It can be difficult to hear that you have offended someone, but being able to respond calmly and constructively to criticism is an important skill for learning new things and for growing and developing. It is also an important skill for communicating across differences. An appropriate response to learning that you have caused offense or discomfort is, “Thank you for telling me.” You may ask questions to learn more about what the other person thinks. If you are genuinely sorry, you may apologize. After you have heard the other person, you may decide to change how you think/talk. Or you may decide that you still think you are correct, but at least you will be aware that some people will take offense when you express that idea.

Gustavus Adolphus College Honor Code: Gustavus Adolphus College is proud to operate under an honor system (https://gustavus.edu/general_catalog/current/acainfo). Faculty and students have jointly created an Honor Board to enforce the Honor Code and the Academic Honesty Policy. Each faculty member is responsible for stating course penalties for academic honesty violations, and for defining the level of authorized aid appropriate to the work in this course and in each particular assignment. It is your responsibility, as a student, to ask questions if you are not sure about situations such as when to cite a source, how to cite a source, sharing data with lab-mates, and avoiding inadvertent cheating when working in groups.

The overarching principle of the Academic Honesty Policy is that students shall submit their own work, in fairness to others and to self. As a developing scholar, I want you to be able to take pride in your own accomplishments and to maintain your academic integrity. Citations must accompany any use of another's words or ideas that are not common knowledge. Quoting or paraphrasing from electronic sources without proper citation is as serious a violation as copying from a book or other printed source. A student may not submit work that is substantially the same in two courses without first gaining permission of both instructors if the courses are taken concurrently, or permission of the current instructor if the work had been submitted in a previous semester. Ask me if you have questions about a particular assignment or kind of work.

The sanction in this course for a violation of the Honor Code involving plagiarism, copying another student on an exam, or other kinds of cheating on a single assignment will usually be an “F” on the plagiarized assignment or exam. For a more significant event, I reserve the right to assign you a grade of “F” for the course. In addition, for any Honor Code Violation, I will notify the Provost’s Office. A letter will be generated by the Provost’s Office and sent to you. There will be no further consequence, beyond the course penalty and the letter, as long as you do not commit any further Honor Code violations. Repeat offenses could ultimately lead to dismissal from the College. You have the right to appeal any Honor Code violation through an Honor Board hearing process. In this course, my aim is for you to learn how to cite sources properly, and function as a scholar with integrity, so please feel welcome to ask questions. When in doubt, include a citation to your source of information.

Requesting Accommodations: Gustavus Adolphus College is committed to ensuring equitable and inclusive learning environments for all students. If you have a disability and anticipate or experience barriers to equal access, please speak with the ASC accessibility resources staff about your needs. A disability may include mental health, attentional, learning, chronic health, sensory, physical, and/or short-term conditions. When appropriate, staff will guide students and professors in making accommodations to ensure equal access.

Accommodations cannot be made retroactively; therefore, to maximize your academic success at Gustavus, please contact them as early as possible. Accessibility resources staff are located in the Academic Support Center (ASC) [<https://gustavus.edu/asc/> Phone: 507-933-7227] or Accessibility Resources Coordinator, Katy Clay, (clayk@gustavus.edu), can provide further information.

Multilingual Student Support: Some Gusties may have grown up speaking a language (or languages) other than English at home. If so, we refer to you as “multilingual.” Your multilingual background is an incredible resource for you, and for our campus, but it can come with some challenges. You can find support through the Center for International and Cultural Education’s (<https://gustavus.edu/cice/>) Multilingual and Intercultural Program Coordinator (MIPC), Carly Overfelt (overfelt@gustavus.edu). Carly can meet individually for tutoring in writing, consulting about specific assignments, and helping students connect with the College’s support systems. If you want help with a specific task (for example, reading word problems on an exam quickly enough or revising grammar in essays), let your professor and Carly know as soon as possible. In addition, the Writing Center (<https://gustavus.edu/writingcenter/>) offers tutoring from peers (some of whom are themselves multilingual) who can help you do your best writing.

Mental Wellbeing: The Gustavus community is committed to and cares about all students. Strained relationships, increased anxiety, alcohol or drug problems, feeling down, difficulty concentrating, and/or lack of motivation may affect a student’s academic performance or reduce a student’s ability to participate in daily activities. If you or someone you know expresses such mental health concerns or experiences a stressful event that can create barriers to learning, Gustavus services are available to assist you. You can learn more about the broad range of confidential health services available on campus at <https://gustavus.edu/counseling/> and <https://gustavus.edu/deanofstudents/services/>.

Title IX: Sexual Misconduct Prevention and Resources:

Gustavus Adolphus College recognizes the dignity of all individuals and promotes respect for all people. As such, we are committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available; you can learn more online at <https://gustavus.edu/titleix/>.

Please know that if you choose to confide in me, I am mandated by the College to report to the Title IX Coordinator, because Gustavus and I want to be sure you are connected with all the support the College can offer. Although it is encouraged, you are not required to respond to outreach from the College if you do not want to. You may speak to someone confidentially by contacting the Sexual Assault Response Team (SART/CADA), Chaplains, Counseling Center, or Health Service staff; conversations with these individuals can be kept strictly confidential. SART/CADA can be reached 24 hours a day at 507-933-6868. You can also make a report yourself, including an anonymous report, through the form at <https://gustavus.edu/titleix/>.



[Acknowledgement: Thankfully acknowledge guidance on the class policy language from the previous syllabi by Professor Elizabeth Jenner in preparation of this syllabi]

Course Schedule:

[**Important note:** This is a tentative schedule. The instructor may make changes to the course schedule and requirements during the course's progression. Be alert for any changes posted]

Date	Topic & Reading	Due Items and Dates
Feb 4	Module – 1 ❖ Introduction to the course: Discussion of Syllabus ❖ Introduction to Sociology of Medicine Reading: Cockerham (2017) – Chapter 1 ▪ Introduction: Medical Sociology	<u>Student Needs Assessment [Extra Credit 10 points]</u> ► Questions posted by the instructor by Thursday Feb 4 (5pm) ► Due before Thursday Feb 11 (11:59pm)
Feb 11	Module – 2 ❖ Population Health: Leading health issues and outcomes in the U.S. Reading: Cockerham (2017) – Chapter 2 ▪ Epidemiology	<u>Quiz 1 on Module 1 & 2 [20 points]</u> ► Questions posted by the instructor by Thursday Feb 11 (5pm) ► Due before Thursday Feb 18 (11:59pm)
Feb 18	Module – 3 ❖ Demography of Health and Illness Reading: Cockerham (2017) – Chapter 3 ▪ The Social Demography of Health: Social Class	<u>Group Project 1 [25 points]</u> ► Instructions posted by the instructor by Thursday Feb 18 (5pm) ► Presentation before class on Thursday Feb 25 (5:30pm) ► Due Project Report before Thursday Mar 4 (11:59pm)
Feb 25	Module – 3 Contd. ❖ Demography of Health and Illness Reading: Cockerham (2017) – Chapter 4 ▪ The Social Demography of Health: Gender, Age, and Race	
Mar 4 & Mar 11	Module – 4 ❖ Sociological Theories: Causes of Illness Reading: Cockerham (2017) – Chapter 5 & 6 ▪ Social Stress and Health ▪ Health Behavior and Lifestyles	<u>Quiz 2 on Module 3 [20 points]</u> ► Questions posted by the instructor by Thursday Feb 25 (5pm) ► Due before Thursday Mar 4 (11:59pm)
Mar 18	Module – 4 Contd. ❖ Sociological Theories: Illness Behavior Reading: Cockerham (2017) – Chapter 7 ▪ Illness Behavior	<u>Mid-term Module 1 to 4 [20 points]</u> ► Questions posted by the instructor by Thursday Mar 11 (5pm) ► Due before Thursday Feb 18 (11:59pm)
SPRING BREAK – March 19 to March 27		

Date	Topic & Reading	Due Items and Dates
Apr 1	Module – 5 ❖ Sociological Theories: Seeking Healthcare Reading: Cockerham (2017) – Chapter 8 & 9 <ul style="list-style-type: none"> ▪ The Sick Role ▪ Doctor – Patient Interaction 	Quiz 3 on Module 5 [20 points] <ul style="list-style-type: none"> ▶ Questions posted by the instructor by Thursday Apr 1 (5:30pm) ▶ Due before Thursday Apr 8 (11:59pm)
Apr 8	Module – 6 ❖ Healthcare Professions Readings (Brief): Cockerham (2017) – Chapter 10 to 13 <ul style="list-style-type: none"> ▪ Physicians ▪ Physicians in a Changing Society ▪ Nurses, Physician Assistants, Pharmacists, and Midwives ▪ Contemporary and Alternative Medicine 	Group Project 2 [25 points] <ul style="list-style-type: none"> ▶ Instructions posted by the instructor by Thursday Apr 8 (5:30pm) ▶ Presentation before class on Thursday Apr 15 (5:30pm) ▶ Due Project Report before Thursday Mar 4 (11:59pm)
Apr 15	Module – 7 ❖ Healthcare Delivery Systems Reading: Cockerham (2017) – Chapter 14 Hospitals	
Apr 22	Module – 8 ❖ Healthcare Policy Reading: Cockerham (2017) – Chapter 15 Health Care Reform and Health Care Policy in the United States	Quiz 4 on Module 7 & 8 [20 points] <ul style="list-style-type: none"> ▶ Questions posted by the instructor by Thursday Apr 22 (5:30pm) ▶ Due before Thursday Apr 29 (11:59pm)
Apr 29	Module – 9 ❖ Health and Healthcare Globally Reading: Cockerham (2017) – Chapter 16 Global Healthcare	
May 6	Final Project (100 points) <ul style="list-style-type: none"> ▶ Instructions posted by instructor on Thursday April 22 (11:30pm) ▶ Presentation before class on Thursday May 6 (5:30 – 8:30pm) ▶ Submit project by Tuesday May 11 (4pm) Informal Post Course Review/Assessment (Extra Credit 10 points) <ul style="list-style-type: none"> ▶ Instructions posted by instructor by Thursday April 29 (5:30pm) ▶ Submitted by D2L by Tuesday May 11 (4pm) 	