

University of  
**Lethbridge**



**THE UNIVERSITY OF  
LETHBRIDGE FACULTY OF  
HEALTH SCIENCES  
HLSC 2700/SOCI 2700 – HEALTH AND  
SOCIETY  
On-line Course Outline (YOL) – FALL, 2017**

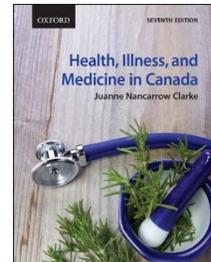
**INSTRUCTOR:** Manju (Nina) Acharya PhD  
**OFFICE HOURS (via tel.):** Wednesdays 2:30 – 5:00 P.M.  
**OFFICE TELEPHONE:** 403-394-9439  
**E-MAIL:** acharya@uleth.ca  
**CLASS FORMAT/HOURS:** No weekly in-class or video lectures **except on September 8 & October 27 Fridays, 6:00 – 8:50 P.M. Fridays, 6:00-8:50 P.M.**  
**ROOM:** Calgary Campus: S6013A  
University of Lethbridge - Main Campus: B716  
**Weekly online discussion forum**

**COURSE MATERIALS**

The course is taught by a combination of print materials, online resources, and academic support. The subject matter of *Health and Society* (HLSC/SOC 2700) is structured around the textbook and online materials.

**Required Textbook:**

Juane Nancarrow Clarke (2016). *Health, illness, and Medicine in Canada* (7<sup>th</sup> edition). Toronto: Oxford University Press, ISBN – 978-0-19-901852-9.



**HLSC/SOC 2700 Moodle Website:**

Weekly course highlight sheets, electronic version of required and suggested readings, videos and resources are available in this website.

**PREREQUISITES/ CO-REQUISITES/EQUIVALENTS**

Sociology 1000 or a previous course (3.0 credit hours) in sociology.

**COURSE DESCRIPTION**

This course is designed to provide a sociological framework to explore health, illness, disease and health care within Canadian and global contexts. The course will give the students an opportunity to apply some conceptual tools of medical/health sociology to examine/explore issues like relationship between social organization and health; social constructions and meanings of health; social epidemiology; health beliefs and behavior; experience of illness as well as current debates on health care reform in Canada.

In sum, this course seeks to promote the development of a “sociological imagination.” Students will be challenged to apply sociological perspectives to contemporary health issues and identify opportunities and barriers for improving the health of our society.

## OVERVIEW OF COURSE CONTENT, FOCUS AND APPROACH

The primary format of instruction will be Moodle Website delivery method where weekly power point study sheets will be posted in addition to guest lectures, videos, and health-related news events and resources. Also, on-line discussion forum via Moodle will take place every Friday between 6:00 and 8:50 P.M.

Students are expected to check Moodle regularly for discussion questions and resources. Students are responsible for information provided through all formats.

*Health and Society (HLSC/SOC 2700) course is divided into 3 parts, as follows:*

### Part I Sociological Framework

Unit 1 Introducing Medical/Health Sociology

Unit 2 Sociological Perspectives: Theories/Paradigms

Unit 3 Sociological Perspectives: Approaches (i.e. Methods) to Measure Health

### Part II Factors That Shape Health (Sociology of Health and Illness)

Unit 4 Epidemiology: Disease, Death and Disability

Unit 5 Determinants of Health

Unit 6 Social Meaning and Experience of Illness: Cross-cultural Approach

### Part III Pursuing Health and Wellness (Sociology of Medicine)

Unit 7 Health Paradigms and Therapies

Unit 8 Canadian Health Care

Unit 9 Complementary and Alternative Health Care

Unit10 Health Care Systems in Global Perspective

## COURSE LEARNING OBJECTIVES

### Health and Society – 30174 –HLSC/SOC 2700 – YOL

Upon completion of this course, students will be able to:

1. Define, discuss and apply core course concepts.
2. Describe how social location and social inequalities (e.g., by social class, gender, ethnicity, age, or culture) intersect to impact health.
3. Compare and contrast trends in health, illness, wellbeing or health inequality within the context of the Canada and American health care systems in particular, and other OECD (The Organization for Economic Co-operation and Development) countries in general.
4. Describe the rise of medical pluralism and alternative health care belief systems within Canada.
5. Apply sociological perspectives to explore a selected health and social issue; identify and apply sociological approaches for health equity, illness/disease prevention, and wellness promotion.

## METHOD OF ASSESSMENT

The table below shows the credit weight accorded to each assignment, and indicates when and how you are expected to complete it. **Please note: to receive mark for reflection assignment, you must attend one video conference session.**

ASSIGNMENT	CREDIT WEIGHT	DUE DATE
Reflection #1 (guest speakers)	(5%)*	Week #1 – Sept. 15 via Moodle See detailed description below
Instructor Marked Exercise #1	10%	Week #5 - Oct. 6 via Moodle
Instructor Marked Exercise #2	Options: 20% or 25%**	Week #8 – Oct. 20 via Moodle See detailed description below

Outline of Term Paper	5% (2 pages excluding title page)	Week #9 - Oct. 27 via Moodle
Reflection #2 (guest speakers)	(5%)	Week #10 – Oct. 27 via Moodle
Essay Assignment (Term Paper)	25%	Week #13 – Nov. 24 via Moodle
Final Exam (Tentative)	25%	Week #15 Dec. 10 via Moodle
Online Group Discussion Participation	10%***	Weekly - See detailed description below
<b>Total</b>	<b>100%</b>	

## PERFORMANCE ASSESSMENTS

### Online Class Participation

**\*Reflection: #1 (September 15; credit weight 5%) and/or #2 (November 3; credit weight 5%)**

One of the key barriers to on-line student success is the lack of in-person contact with the instructor for clarification of the key course concepts, the course organization, or the related policies and deadlines, and participating in activities such as guest lectures. In order to help you understand remember these crucial elements, and participate in guest lectures two video conference lectures are scheduled: Sept 8<sup>th</sup> in Calgary Campus (first day of class), and October 27<sup>th</sup> in Lethbridge Campus (Class #9). Attendance is optional. If you to attend then you are required to complete reflection forms following guest presentations. Students are encouraged to submit both reflection forms (**on two separate days**), **only** top one mark will count 5% towards the final grade.

**Reflection Format:** Following guest lectures, you will submit (Moodle into an assigned Reflection Box) two 1-page reflection on the content of each lecture. You will be given several questions in advance of each lecture and you will respond to these questions in your reflection form. This reflection should demonstrate your critical thinking about the topic and application of course concepts. (Please see Moodle for the Guest presentation Schedule and the Reflection Form).

(There are no make-up reflection assignment. ***If you fail to attend/submit your form you will receive a zero for that assignment.***)

### \*\*\*Online Discussion Forum (credit weight 10%)

There will be 11 online discussion forum on Fridays between 6:00 and 8:50 P.M. via Moodle, only top 8 marks will count towards the final grade. Students are required to submit two short answer questions worth 5 marks into an assigned Discussion Forum Box on Moodle. This online discussion forum can then act as a partial study guide for the exam. Based on number of questions, exact time allowed per question will be announced at the beginning of weekly forum, and it will begin in the order of submission of questions (i.e. date and time). I will select one of these questions, under each subject theme (please see the Course Outline) to include in each examination. There are three examinations - one question per exam.

#### *Each Student's Role:*

In preparation and participation in online group discussion, you:

- Review the required weekly course readings and viewings for the date (See the Course Outline).
- Prepare and submit your question(s) at least one day before the Friday of every week.
- Each student is allowed to submit two discussion questions.
- Come prepared for the discussion.
- Your preparation and participation in group assignments and discussions will be evaluated by **the instructor**.
- Sign into the Discussion Forum – this is the attendance record system for the instructor.

### **Two parts to the group discussion forum grading:**

#### Part 1 – Short Answer Question (2 X 2.5 = 5 marks)

- The question(s) must be on a selected topic, particularly topic covered under each assigned weekly readings and/or viewings (please see assigned date and topics posted in Course Outline).
- Your question must address one or more key concepts from the readings, and presents an opportunity to apply the concept(s).

#### Part 2 – Participation and Response (attendance 2.5 + written response 2.5 = 5 marks)

- Review the weekly course readings and viewings.
- Sign into the Discussion Forum.
- Written response to respective discussion question.

As mentioned above, there will be 11 instructor monitored online discussion forums via Moodle, **only** top 8 participations will count 10% towards the final grade. **If you fail to attend a forum you will receive a zero for that forum.**

### **Examinations**

There will be three examinations during the course. These exams will count towards 60% or 65% (**depends upon your preference – please see the Assessment Table on p. 2**) of your final grade (10% for the first exercise (short answer), 20% or 25% for the second exercise (short answer) and % for the final exam). Examinations are **not cumulative**, and will be based on required readings, guest lectures, video presentations and posted news events. It is, therefore, to the student's best advantage to read assigned materials, attend every video conference, participate in the learning opportunities created like Moodle discussion forum, and designated office hours for telephone discussion with the instructor.

#### **Instructor Marked Exercise #1 – due after completion of Part 1 (Week #5 - October 6; credit weight 10%)**

You will be given several questions (**please see Moodle for the questionnaire**), and each question will be of equal weight. Answer each of the questions using Microsoft Word (or text) document file format, and each of your answers should be approximately two pages long (single-spaced, 12-pt standard font—i.e., Times New Roman), with reference to the readings, videos, guest lectures, group discussion and news events posted on Moodle (number of references: minimum of two and four maximum). A title page must include the document with your name, ID#, course name and #, program, faculty and university name, date of submission and instructor's name. Your reference style within the body of the answer must follow the [American Psychological Association \(APA\) 6<sup>th</sup> Edition format](#). Please see library resources.

Your marked Exercise #1 & #2 will be reviewed during 2<sup>nd</sup> Video conference on October 27<sup>th</sup> so that you can assess your performance.

#### **Instructor Marked Exercise #2 – due after completion of Part II (Week #8 - October 20; credit weight 20%. However, if you opted out of Reflection Assignment, the credit weight of this exercise changes to 25%)**

You will be given several questions (**please see Moodle for the questionnaire**), and each question will be of equal weight. Answer each of the questions using Microsoft Word (or text) document file format, and that each of your answers should be approximately two pages long (single-spaced, 12-pt standard font—i.e., Times New Roman), with reference to the readings, videos, guest lectures, and news events posted on Moodle (number of references: minimum of two and four maximum). A title page must include the document with your name, ID#, course name and #, program, faculty and university name, date of submission and instructor's name. Your reference style within the body of the answer follow the [American Psychological Association \(APA\) 6<sup>th</sup> Edition format](#). Please see library resources.

#### **Final Examination (Tentative Due Date: Week #15 - December 10; credit weight 25%)**

The final examination is **non-cumulative**, covering the last four units (7, 8, 9, & 10) under Part III of the course outline. You will be given several questions (**see Moodle for the questionnaire**), and each

question will be of equal weight. Answer each of the questions using Microsoft Word (or text) document file format, and that each of your answers should be approximately two pages long (single-spaced, 12-pt standard font—i.e., Times New Roman), with reference to the readings, videos, guest lectures, class discussion, and news events posted on Moodle (number of references: minimum of two and four maximum). A title page must include the document with your name, ID#, course name and #, program, faculty and university name, date of submission and instructor's name. Your reference style within the body of the answer follow the [American Psychological Association \(APA\) 6<sup>th</sup> Edition format](#).

## Research Essay

Credit weight 30% of final course grade.

Please write an 8-page essay on one of the topics below (double-spaced, 12-pt standard font—i.e., Times New Roman) in a Microsoft Word (or text) document file format.

### Suggested Topics

- Aboriginal health in the twenty-first century
- Applied medical and health sociology
- HIV/AIDS: a sociological approach
- Human reproductive health
- Nutrition, class, and health
- Environment and health
- Occupation and health
- Neighborhood and Health
- Technology and health
- Poverty and Health
- Gender, culture, and health
- Body images and health
- Disaster and health
- Globalization and health
- Minority health in Canada
- Coping with stress: individual, community and sociocultural approaches
- Intercultural health care
- Human rights and health
- The development of First Nations health services and models of medical pluralism
- Social inequality, health, and the environment
- Alternative and traditional medicines
- Establishing medical pluralism in Canada: cultural, ethical, economic and professional issues
- Cultural competency/appropriateness for health professionals in Canada

If you prefer to address a different topic, please choose a topic in consultation with your instructor.

***There are two parts to the essay assignment with different credit weight.*** Nevertheless, both assignments should be written in essay style, with an original title, a title page, an introduction, discussion, conclusion, citations, and reference list that includes all the readings and sources cited in your essay. Your reference style must follow the [American Psychological Association \(APA\) 6<sup>th</sup> Edition format](#) ([See below for detailed description](#)).

Part 1: Outline of essay topic (due by 11:55 P.M. Week #9- October 27; credit weight 5%)

This outline will create the foundation for your major research essay of the course. It should be written in full sentences using Microsoft Word (or text) document file format (double-spaced, 12-pt standard font—i.e., Times New Roman). ***Do not use bullet points.*** You should use the first person perspective and describe what you will do for the full essay. For example: "I will look at the topic of homelessness through

the sociological lens of structural functionalism. I will draw upon works from... I will argue that..." Be sure to relate it to concepts from this course.

For the outline, you will include:

- A title page with title of paper, your name, student number, my name, course name, the program, faculty and university name, and the date of submission.
- Which health, illness or wellness topic you have chosen (introduce a debate with scholarly references).
- Which sociological perspective you have chosen and why (cite sources).
- Your thesis statement (what you will be arguing).
- Your outline should be 2 pages (excluding title page and reference list).
- Some of the sources that you will use to support your argument (minimum of 5 scholarly references that are no more than 10 years old).

Part 2: Full Essay (due by 11:55 P.M. Week #13 - November 24; credit weight 25%).

In the full essay, you will address the same topic as in the instructor marked outline, correct your errors, and expand your analysis of the topic. Make use of the feedback that I've provided about your outline. In this essay you must address the following:

- Introduce the health/illness/wellness issue and the debate around it. Outline both sides of this debate.
- Introduce the sociological perspective you have chosen. Explain why it is appropriate for examining this topic.
- Explain what this lens allows us to see/understand that wasn't evident before. What does this lens draw our attention to? What can this teach us about our health? About our society?
- What new questions has your inquiry uncovered?
- Who is the target audience for your discussion (policy makers, politicians, health care professionals, etc.)?

#### **Requirements:**

- Submit papers via Moodle by 11:55 p.m. on the due date.

#### **Formatting:**

- Title page with 1) title of essay, 2) your name and ID number, 3) my name, 4) course, program, faculty and university name, and 5) date of submission
- Use page numbers
- Use sub-headings
- 12-point font (Times New Roman)
- Double-spaced
- 1" margins
- Spell-checked; grammar checked
- Main research paper not to exceed 8-pages (excluding title page and references)

#### **Referencing:**

- AVOID lengthy quotations. When quotations (~3 or more direct words taken directly from another author) are used, they must be indicated with "quotation marks." If you choose to use a small number of very short quotations, the sources of the quotations and the page numbers should be cited.
- Use the American Psychological Association's (APA) 6th Edition style for your references (this is a handy reference: <http://owl.english.purdue.edu/owl/resource/560/01/>) or please speak to a Librarian who can assist you.
- Include a list of scholarly references that are no more than 10 years old at the end (in APA format). (Scholarly references refer to journal articles, books or scholarly grey literature (e.g., reports from a reputable organization with citations listed).

***Please see Moodle for additional information on essay writing and Marking Rubric for this assignment.***

## PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

## LATE SUBMISSION PENALTIES

- Students are responsible for completing all course requirements as scheduled. Late assignments will be deducted 5% of the total mark per day, including weekends (per Faculty of Health Sciences policy).
- In this course, no extension is available for reflection and online discussion forum assignments (please see respective section above for detailed description).
- In regards to examinations and essay assignments, a request for an extension must be made 24 hours prior to the assignment submission due date. Rescheduling and assignment is at the discretion of the instructor. Physician's Notes: Only and original attending physician's statement will be accepted.
- Note that the counseling office has resources to help students address non-medical reasons that delay completion of coursework and exams.
- E-mailed assignments will **NOT** be accepted. Students should post their assignments in Moodle (as noted above).

## GRADING SCHEME

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

## COURSE POLICIES

### STUDENT CONDUCT

Special care should be taken to understand the university's position on academic and non-academic misconduct as listed in part 4, sections 4 through 8 of the 2017/2018 Academic Calendar ([/www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2017-18/part04.pdf](http://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2017-18/part04.pdf)). It is the responsibility of the student to read, familiarize, and comply with these policies.

Students will respect the basic standards of intellectual integrity, including, but not limited to, refraining from plagiarism, cheating or duplicating someone else's work. In addition, students are expected to take an active role in encouraging other members of the academic community to refrain from academic dishonesty, and are asked to advise the instructor if they are aware of any such violations. This provision applies to any work submitted as an individual or group project.

**Academic Responsibility:** Enrolment in this course means that you agree to conduct yourself according to the following statement on academic responsibility:

Students' academic responsibility consists of the following:

1. Preparedness.
2. Respect for the learning needs and processes of others.
3. In debate and discussion, criticisms and commentary are to be directed at ideas and arguments, not persons.
4. Acceptance of the contributions of others in a generous spirit, understanding them to be directed at ideas and arguments, not your person.
5. Taking responsibility for what you say in discussion. Your responsibility goes beyond merely expressing your opinion to include a generous contribution to the creation of a positive environment for learning for everyone in the course.
6. It is expected that you will adhere to professional standards of electronic communications. Your e-mails should have a greeting, full sentences, and a salutation. Please specify the nature of your e-mail in the subject line. **Please specify the course in the subject line when e-mailing me.** If you do not, it may not be read.
7. If you leave voice mail, please leave your name and telephone number, and indicate the course you are calling about.

## **ACADEMIC DISHONESTY AND PLAGIARISM**

Academic Dishonesty and Plagiarism will not be tolerated and will automatically result in a zero grade for the submission. Any student caught plagiarizing may also be subject to additional University sanctions.

### **SO, JUST DON'T DO IT!**

#### **LIKE:**

- a. Don't take words verbatim (word-for-word) from any written document or website and fail to use quotation marks and a proper reference including a page number.
- b. When you paraphrase, you must cite the author(s) from whom you took the ideas / information.
- c. If you commit plagiarism, you will face serious academic consequences.

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

## **ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:**

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact Karen Ogilvie at [cgy.accomodations@uleth.ca](mailto:cgy.accomodations@uleth.ca) or 403-571-3360 ext. 4657. After registering with Karen, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least **\*two weeks\*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

## **COPYRIGHT STATEMENT:**

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website ([www.uleth.ca/copyright](http://www.uleth.ca/copyright)) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),

- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor ([copyright@uleth.ca](mailto:copyright@uleth.ca)) for assistance with any copyright questions or issues.

### CLASS SCHEDULE (TENTATIVE)

Class & Date	Topic	Required Reading*	Activities and Due Dates
Week 1 Sept. 8	Introduction and Course Overview <b>Begin Part 1: Unit 1:</b> Health, Illness & Health Care -Medical Sociology -Health/Illness Sociology	<u>Review of Course Outline</u> <u>Textbook: Clarke:</u> Chapter 1 <u>Moodle:</u> See posted required and suggested readings & viewing resources for each week.	<b>Activities:</b>  Guest Speakers:  Names and Topics To Be Announced at Later Date (TBA)
Week 2 Sept. 15	<b>Unit 2:</b> Sociological Perspectives: Theories/Paradigms Structural Functionalism Conflict theory Symbolic Interactionism	<u>Textbook: Clarke</u> Chapter 1  <u>Moodle:</u> See posted readings & viewing resources.	<b>Activities: Reflection Assignment #1 due Via Moodle by 5:30 P.M.</b> <u>Discussion Forum #1:</u> See Moodle for posted discussion questions.
Week 3 Sept. 22	Theories/Paradigms: Feminist Anti-racist Intersectionality Post-structuralism	<u>Textbook: Clarke:</u> Chapter 1  <u>Moodle:</u> See posted required and suggested readings & resources.	<b>Activities:</b>  <u>Discussion Forum #2:</u> See Moodle for posted discussion questions.
Week 4 Sept. 29	<b>Unit 3:</b> Measuring Health and Wellbeing Personal Health versus Population Health  The Biomedical Model	<u>Textbook: Clarke:</u> Chapter 2 Chapter 8 <u>Moodle:</u> See posted required and suggested readings & viewing resources.	<b>Activities:</b>  <u>Discussion Forum #3:</u> See Moodle for posted discussion questions.
Week 5 Oct. 6	<b>Begin Part II:</b> The Factors that Shape Health & Wellness <b>Unit 4:</b> Determinants of Health, Good Health & Ill Health	<u>Textbook: Clarke:</u> Chapter 3 Chapter 4  <u>Moodle:</u> See posted required and suggested readings & viewing resources.	<b>Activities:</b>  <b>Instructor Marked Exercise #1 due via Moodle by 5:30 P.M.</b>  <u>Discussion Forum #4:</u> See Moodle for posted discussion questions.

Week 6 Oct.13	<b>Unit 5:</b> Social Determinants of Health Social and Political Inequities and Health	<u>Textbook:</u> Clarke: Chapter 5 <u>Moodle:</u> See posted required and suggested readings & viewing resources.	<b>Activities:</b> Discussion Forum #5: See Moodle for posted discussion questions.
Week 7 Oct. 13	<b>Unit 6:</b> Social Meaning and Experience of Illness: Cross-cultural Approach	<u>Textbook:</u> Clarke: Chapter 6 Chapter 7 <u>Moodle:</u> See posted required and suggested readings & viewing resources.	<b>Activities:</b> <u>Discussion Forum #6:</u> See Moodle for posted discussion questions.
Week 8 Oct. 20	<b>Begin Part III:</b> <b>Unit 7:</b> Health Paradigms and Therapies	<u>Textbook:</u> Clarke: Chapter 9 <u>Moodle:</u> See posted required and suggested readings & viewing resources.	<b>Activities: Instructor Marked Exercise #2 due via Moodle by 5:30 P.M.</b> <u>Discussion Forum #7:</u> See Moodle for posted discussion questions.
Week 9 Oct. 27	<b>Unit 8:</b> Canadian Health Care System: The History	<u>Textbook:</u> Clarke: Chapter 10 Chapter 11 <u>Moodle:</u> See posted required and suggested readings & viewing resources.	<b>Activities:</b> <b>-Outline of Term Paper due Via Moodle by 5:30 P.M.</b> -Review Instructor Marked Exercise #1 and #2 -Guest Speakers: Name and Topic TBA at a later date
Week 10 Nov. 3	<b>Unit 8:</b> Canadian Health Care System: Medical Pluralism	<u>Textbook:</u> Clarke Chapter 12 Chapter 14 <u>Moodle:</u> See posted required and suggested readings & viewing resources.	<b>Activities:</b> <b>-Reflection Assignment #2 due Via Moodle by 5:30 P.M.</b> <u>Discussion Forum #8:</u> See Moodle for posted discussion questions.
Week 11 Nov. 10	<b>Unit 9:</b> Complementary and Alternative Health Care	<u>Textbook:</u> Clarke: Chapter 13 <u>Moodle:</u> See posted required and suggested readings & viewing resources.	<b>Activities:</b> <u>Discussion Forum #9:</u> See Moodle for posted discussion questions.
<b>Week 12</b> <b>Nov. 17</b>	<b>READING WEEK</b>	<b>READING WEEK</b>	<b>NO CLASSES</b>

<p>Week 13 Nov. 24</p>	<p><b>Unit 10:</b> Health Care Systems in Global Perspective</p>	<p><u>Textbook:</u> Clarke: Chapter 15 <u>Moodle:</u> See posted required and suggested readings &amp; viewing resources.</p>	<p><b><u>Activities:</u></b> <b>Term Paper Assignment due Via Moodle by 5:30 P.M.</b> <u>Discussion Forum #10:</u> See Moodle for posted discussion questions.</p>
<p>Week 14 Dec. 1</p>	<p><b>Unit 10:</b> Health Care Systems: American Health Care System</p>	<p><u>Textbook:</u> Clarke: Chapter 15 <u>Moodle:</u> See posted required and suggested readings &amp; viewing resources.</p>	<p><b><u>Activities:</u></b> <u>Discussion Forum #11:</u> See Moodle for posted discussion questions.</p>