



SO221-01: SOCIOLOGY OF HEALTH AND MEDICINE

METHOD OF INSTRUCTION: HYBRID CLASS

The course is a hybrid course with most classes meeting face-to-face and fewer than 50% of classes online. All students are required to create a Moodle account and enroll in the Moodle shell of this course by the first class to access readings, forums, assignments, and exams. *The enrolment key will be provided to students via email and shared in class.*

The class meets on Monday and Wednesday, 02:00PM - 03:20PM, HSS Room 207. [Login to Moodle](#) to access course resources. For assistance with Moodle, contact moodlehelp@triton.uog.edu.

PROFESSOR'S INFORMATION

Dr. Debra T. Cabrera

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Telephone: (671)735-2871

Office Location: HSS219C

Office Hours: Monday, Tuesday, Wednesday: 9:00 AM to 11:00 AM and by appointment



By James Gillray, pubd. by H. Humphrey, 1802 June 12th, 1802.

The above is a depiction of the first inoculation for Cow Pox. What does the cartoon express about people's thoughts on the new inoculation? What are some similarities and differences with how medicine is viewed today?



The Arsenic Waltz. The new dance of death. (Dedicated to the green wreath and dress-mongers). Punch, or the London Charivari. London [publisher not identified], February 8, 1862. <https://wellcomecollection.org/works/awbr7whm> What is the connection between fashion and health?

COURSE INTRODUCTION:

While health and illness are biological problems they are also, at the same time, socially embodied experiences. For example, feeling sick can lead people to treat us differently, and change the expectations people have of us. Illness can even alter our understandings of ourselves. Examining health-related statistics shows that life expectancy and other key variables are patterned by inequalities along lines of race, class and gender and nationality. Medical discoveries have also shifted the ways we view our social worlds. Conditions that were once tolerated as “normal” such as male baldness and distractibility have now become treatable medical conditions, changing the way we live. This course will explore some of these issues.

CATALOG DESCRIPTION

This course introduces students to sociological perspectives of medical practice and health. We explore some of the major ways that health and medical practice are structured by global inequalities and by the inequalities of race, class, gender and nationality. We also explore how our everyday lives and identities are influenced by knowledge production in the field of medicine. The history of medicine and the medical profession will also be briefly explored.

COURSE CONTENT

This course will explore health and illness as socially embodied experiences. Students will briefly study the history of medicine and how health and life expectancy are patterned by race, class, gender and nationality and some of the known causes of these patterns. We will explore recent changes to US Federal policies concerning health care, compare these to policies in other developed countries and then examine some of the effects these different policies have had on the citizens of these countries. We will also explore how medical discoveries and technologies have changed the ways we view ourselves and our social worlds. Students will learn about these sociological perspectives through lectures, readings and group and individual activities. Assignments will include readings, short writing assignments, and a class presentation that addresses a topic of interest to the student.

I reserve the right to make minor changes to this syllabus to serve our learning needs.

STUDENT LEARNIG OUTCOMES ALIGNMENT MATRIX

The University of Guam's Sociology Program Learning Outcomes (PLOs) are aligned with UOG's Institutional Learning Outcomes (ILOs). This table describes sociology's PLOs and links them to SO221 Student Learning Outcomes (SLOs), which are also described.

Program Learning Outcomes (or PLOs) AND Institutional Learning Outcomes	Student Learning Outcomes (or SLOs) for SO221 At the completion of the course, students are expected to demonstrate that they:	General Education	Assessment Methods
The sociology major educates students concerning:			
(1) PLO #1 Apply sociological principles and concepts to the social world. <i>UOG ILO 4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context.</i> <i>UOG ILO 6: An appreciation of the arts and sciences</i> <i>UOG ILO 7: An interest in personal development and lifelong learning.</i>	(SLO1) understand the importance of key moments in the history of medicine that have led to current medical practices; recognize how knowledge production in medical science and other claims-making activities in relation to health and medicine have created new ways of understanding ourselves and other people and have created new social problems; (SLO2) comprehend how medical care and health outcomes are stratified by race, class, gender, and nationality and sociological explanations for these differences;	Critical Thinking UOG students will be able to analyze information and ideas carefully and logically from diverse perspectives and develop reasoned solutions to problems by: Comprehending and explaining the logic and validity of arguments, and the relevance of data and information	Class Discussions. Presentation, Research Paper. Essays
PLO #2 Evaluate the effectiveness of sociological theories in explaining aspects of the social world. <i>UOG ILO 1: Mastery of critical thinking and problem solving.</i> <i>UOG ILO 4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context.</i> <i>UOG ILO 6: An appreciation of the arts and sciences.</i>	(SLO2) comprehend how medical care and health outcomes are stratified by race, class, gender, and nationality and sociological explanations for these differences;		Class Discussions. Presentation, Research Paper. Essays
PLO #3 Apply qualitative and quantitative research methodologies in research design, data collection and analyses in an ethical manner. <i>UOG ILO 2: Mastery of quantitative analysis</i> <i>UOG ILO5: Responsible use of knowledge, natural resources, and technology</i>	(SLO3) investigate, retrieve and analyze qualitative and/or quantitative data in relations to health and medicine from various archival and IT sources	Information Literacy UOG students will be able to know when there is a need for information and identify, locate,	Essays, Paper

<p><i>UOG ILO 6: An appreciation of the arts and sciences</i></p>		<p>evaluate, and effectively use that information for the issue or problem at hand by: Synthesizing and applying relevant information to create a quality product</p>	
<p>PLO #4 Explain sociological knowledge through oral and written communication. UOG ILO 3: Effective oral and written communication skills UOG ILO5: Responsible use of knowledge, natural resources, and technology UOG ILO 7: An interest in personal development and lifelong learning.</p>	<p>(SLO2) comprehend how medical care and health outcomes are stratified by race, class, gender, and nationality and sociological explanations for these differences; (SLO4) interpret and synthesize technical information into the form of a class presentation and present this information in a professional manner</p>		<p>Class Discussions. Presentation, Research Paper. Essays</p>

READINGS

Complete the assigned readings before class on the date listed in the syllabus and bring your text to every class meeting. Active reading will help you with the class discussions and assignments. Bring any questions you have about the readings to class.

Required Text:

- Phil Brown. 2007. *Perspectives in Medical Sociology* 4th ed. Long Grove, Illinois: Waveland Press.

The selections below will be made available through a course reader available in our Moodle page. Please note that when selections from the course reader are assigned, they will be marked with an asterisk (*).

- *A History of Health on Guam* Edited by Robert L. Haddock, Chapter 6: Indigenous Beliefs and Practices, Chapter 7: The Organization of Health Services Chapter 8: Health Services and Facilities, pages 39-52
- *Colonial Dis-Ease: U.S. Navy Health Policies and the Chamorros of Guam, 1898-1941*, “Chapter 2: We Have Taught Guam to Wash Her Face’.” The US Naval Government and Western Medicine on Guam” Anne Hattori, pages 39-45, 57-60.
- Foliaki, Sunia, Toakase Fakakovikaetau, Lepani Waqatakirewa and Neil Pearce. 2004. “Health Research in the Pacific,” *Pacific Health Dialog*, 11(2): 199-203.
- Yamada, Seiji. 2004. “Cancer, Reproductive Abnormalities, and Diabetes in Micronesia: The Effect of Nuclear Testing.” *Pacific Health Dialog*, 11 (2): 216-221.
- Renz Louis Trinidad Montanoa, Katarina Margarita Lacaran Acebes. 2020. “Covid Stress Predicts Depression, Anxiety and Stress Symptoms of Filipino Respondents,” *International Journal of Research in Business and Social Science*, 78-103.
- Iyanda, Ayodeji Emmanuel & Lu, Yongmei. 2021. “Perceived Impact of Gentrification on Health and Well-Being: Exploring Social Capital and Coping Strategies in Gentrifying Neighborhoods.” *Professional Geographer*, 73(4):713-724.
- Vartanian, T. & Houser, L. 2010. “The effects of childhood neighborhood conditions on self-reports of adult health.” *Journal of Health and Social Behavior*, 51(3), 291-306.
- Introduction to *The 15th Annual Report on Carcinogens* at: <https://ntp.niehs.nih.gov/whatwestudy/assessments/cancer/roc/index.html>
- Criswell, Kevin, Owen, Jason, Thornton, Andrea and Annette Stanton. 2016. “Personal Responsibility, Regret, and Medical Stigma among Individuals Living with Lung Cancer.” *Journal of Behavioral Medicine*, 39(2):241-253.
- *Sociology for Health Professionals* by Lani Russell, Chapters 2, 3, 4, 6, 7, 9
- Martos AJ, Wilson PA, Meyer IH. 2017. *Lesbian, gay, bisexual, and transgender (LGBT) health services in the United States: Origins, evolution, and contemporary landscape*. PLoS ONE 12(7): e0180544. <https://doi.org/10.1371/journal.pone.0180544>
- Clarke, Juane. 2009. “Women’s work, worry and fear: the portrayal of sexuality and sexual health in US magazines for teenage and middle-aged women, 2000–2007.” *Culture, Health & Sexuality*, 11(4), 515-429.
- Criswell, Kevin, Owen, Jason, Thornton, Andrea and Annette Stanton. 2016. “Personal Responsibility, Regret, and Medical Stigma among Individuals Living with Lung Cancer.” *Journal of Behavioral Medicine*, 39(2):241-253.
- Lizama, Tricia. 2014 “Yo’ãnte: A Deeper Type of Healing Exploring the State of Indigenous Chamorro Healing Practices.” *Asia Pacific Inquiry* 5(1): 97-106.
- Ran, Mao-Sheng et al. 2016. “Predictors of Mental Health Among College Students in Guam: Implications for Counseling.” *Journal of Counseling & Development* 94(3): 344–55.

- Botero, Gabriel; et al. 2020. A lifeline in the dark: Breaking through the stigma of veteran mental health and treating America's combat veterans. *Journal of Clinical Psychology*,76(5), p831-840. 10p. DOI: 10.1002/jclp.22918.

GRADING POLICY

Grades will be calculated based on your performance in the following areas:

Attendance/Class Engagement	15%
Assignments/Exercises	20%
Tests	25%
Final Paper	15%
Student Presentation	05%
Field/Virtual Trip/ Speaker Reflections	05%
Final Exam	15%

Grading Scale:

Letter Grade	Grade Point Value	Percent Grade	Definition	
A+	4.00	98-100%	Outstanding	Honors-level performance with superior quality and extraordinary distinction.
A	4.00	93-97%		
A-	3.67	90-92%		
B+	3.33	87-89%	Good	Solid accomplishment, indicating a substantial mastery of course materials and a good command of skills required by the course.
B	3.00	83-86%		
B-	2.67	80-82%		
C+	2.33	77-79%	Adequate	Students have achieved the level of competency needed for advancing to a subsequent course which has this course as pre-requisite.
C	2.00	70-76%		
D	1.00	60-69%	Deficient	Minimal passing, but not adequate to take a subsequent course which has this course as pre-requisite.
F	0.00	<60%	Failure	Inadequate to receive credits.
P			Pass	
I			Incomplete	
NC			No Credit	

COURSEWORK REQUIREMENTS

Attendance/Class Engagement

It is the student's responsibility to log in to Moodle for the syllabus, announcements, assignments, and other assessments. During our meetings, please be respectful and attentive. ***The term attendance means more than just being present. It also means listening to what people are saying and responding to what is being said when it is appropriate.*** Be on time for our class meeting. Being absent, tardy, and non-attentive or disrespectful will negatively impact your grade. Participation during student presentations is especially important. Class engagement in Moodle Forums is required.

Tests

You will be taking three tests and a final exam. These exams will be in the form of multiple choice, short answer and/or essay questions. They will cover lectures, discussion, readings and other class material. I will provide you a study guide and hold review sessions. Please note: if you must miss a test, you will need to contact me before the test or the day after the test to arrange a make-up. If you do not contact me by the day after the test by sending me an email or contacting me in Moodle, you will not be able to make up your exam. The tests are not cumulative. The tests will be taken online in Moodle. ***Avoidance of plagiarism and adherence to the honor code are expected.***

Assignments/Exercises

Because most of our assignments will be about the readings, it is essential that you do the readings prior to class. These exercises are primarily writing assignments and will require you to analyze the readings and/or film related to the sociology of health and medicine. You should attend class regularly so that you do not risk missing an assignment. There are no make-up assignments for unexcused, undocumented absences.

Final Paper and Presentation

Write a short paper that summarizes and synthesizes your chosen research articles in the form of a literature review. We will discuss the format and the rubric in class. I encourage you to turn in drafts of this paper, but they are not required unless linked to a homework assignment. A rubric is provided in Moodle. A live presentation is required.

Virtual Fieldtrip/Guest Speaker Essay

This class includes guest speakers and/or virtual or in-person field trips, depending on the health and safety needs of the students. A reflection paper, incorporating a critical look at course material, is required.

Late Coursework

Students must communicate with me to explain the reason for missing work and ask for permission to submit late work. Late coursework may be accepted with penalty with no less than an automatic 10% deduction. No late coursework will be accepted after the last day of instruction for the course, resulting in a grade of zero for the work.

TIME COMMITMENT

University policy states: "At the University of Guam by definition one credit hour equals 15 hours of student-teacher contact in a face-to-face or on-line course" and "Faculty members are contractually expected to... assign readings, homework, and other learning activities that require *at least two hours of preparation and study time for every contact hour each week...*" For this course that means you are

expected to put in *nine hours a week on average* including instructional time. Please be prepared to spend that much time on this course.

PLAGIARISM STATEMENT

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). Cases of plagiarism are referred to the Student Discipline and Appeals Committee. In this course this penalty for plagiarism can range from no credit for the assignment to failure in the course. Use of Artificial Intelligence (AI), ChatGPT, or similar technologies is also prohibited unless used with permission and acknowledgement from the professor.

EEO STATEMENT, ADA ACCOMODATION SERVICES AND COMMITMENT TO STUDENT LEARNING

The University of Guam (UOG) is committed to achieving equal opportunity and full participation of persons with disabilities by providing for non-discriminatory access to its services and facilities through the ADA Office. The Mission of the ADA Office is to ensure non-discriminatory access to all benefits, privileges, opportunities and obligations to faculty, staff and community members with disabilities and to ensure a process for full compliance by UOG with the ADA of 1990, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended, taking into account the economic climate and multi-cultural diversity of the institution.

For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2505/2460.

The Enrollment Management & Student Success office provides reasonable accommodations for students in accordance with the UOG Policy and Procedure for student applicants with a disability. The ADA policy can be found on their website.

The University of Guam does not discriminate on the basis of sex in the admission to or employment in its education programs or activities. Inquiries concerning the application of Title IX and its implementing regulations may be referred to the University’s Title IX Coordinator, located at the EEO/ADA & TITLE IX Office, Dorm 2 Iya Hami Hall, Room 104, Tel. No. [\(671\) 735-2244](tel:6717352244), TDD No.: [\(671\) 735-2243](tel:6717352243); or to the Office of Civil Rights (OCR).

COMMUNICATION POLICY

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36) In keeping with this policy *all communications from me will come to your UOG Triton email account.* Check it regularly. You may contact me by email at dcabrera@triton.uog.edu. If you are asking a

general question that affects other students, please do it through the appropriate Moodle Forum. Sending me a *direct email is best for personal matters that affect your coursework.*

STUDENT EVALUATION OF FACULTY INFORMATION

The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students.

NO RECORDING POLICY

Unauthorized recording of class meetings is not allowed, to include photos, videos and audio recordings that have identifiable information of any person class.

MOODLE EXPECTATIONS

Using computers not phones. The screen may be too small to see the materials being shared. I urge you to connect via a computer if you have access to one. If you do not, please let me know.

Netiquette. This is a set of rules for behaving properly online. Cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be various cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Do not use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym, it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling and avoid using text-messaging shortcuts.

MILITARY SERVICE

For our brothers and sisters in military service, it is the student's responsibility when alerted and on orders for deployment to inform the instructor immediately. If you apply to be deployed during the semester, to be given any accommodation or an incomplete grade, you *must* discuss your situation with the instructor personally *before* you apply. If you apply for deployment without bringing it to the instructor's attention in advance, no accommodation will be made under any circumstances. If, on the other hand, you see speak to the instructor in advance about your situation, accommodation may be made. Keep in mind, however, that the final decision about whether accommodation will be allowed, or an incomplete grade given, is at the instructor's discretion, and is therefore not guaranteed.

SCHEDULE OF CLASSES

DATES HIGHLIGHTED IN YELLOW ARE ONLINE. Any necessary modifications of the hybrid schedule will be communicated to students.

Welcome and Course Introduction

August 14

Institutional History and Setting (SLO1,2)

August 19

- Textbook: Paul Starr: *The Growth of Medical Authority*, pages 475-482.
- Textbook: Charles Rosenberg, *The Rise of the Modern Hospital*, pages 431-444

August 21

- Textbook: Selection from Jill Quadango: *Why the United States Has No National Health Insurance*, 400-410.
- Textbook: Selection from Robert Zussman: *The Patient in the Intensive Care Unit*, pages 459-470.

Health on Guam (SLO1,2)

August 26, 28

- *A *History of Health on Guam* by Robert L. Haddock, Chapter 6: Indigenous Beliefs and Practices and Chapter 7: The Organization of Health Services Indigenous Beliefs and Practices and Chapter 8: Health Services and Facilities, pages 39-52
- **Colonial Dis-Ease: U.S. Navy Health Policies and the Chamorros of Guam, 1898-1941*, “Chapter 2: We Have Taught Guam to Wash Her Face:’ The US Naval Government and Western Medicine on Guam” Anne Hattori, pages 39-45, 57-60.
- *Foliaki, Sunia, Toakase Fakakovikaetau, Lepani Waqatakirewa and Neil Pearce. 2004. “Health Research in the Pacific,” *Pacific Health Dialog*, 11(2) 199-203.

September 2 LABOR DAY

September 4 TEST #1

Gendered Health (SLO1,2)

September 9, 11

- Textbook: Selection from Susan Zimmerman: *The Medical Management of Femininity: Women’s Experiences with Silicon Breast Implants*, pages 223-242
- **Sociology for Health Professionals* by Lani Russell, Chapter 6: Gender
- Textbook: Selection from Judith Lorber and Lisa Jean Moore: *Women Get Sicker but Men Die Quicker: Social Epidemiology*, pages 41-61

Power and Class in Health and Illness (SLO1,2)

September 16, 18

- Textbook: Selection from David R. Williams: *Race, SES, and Health: The Added Effects of Racism and Discrimination*, and pages 24-40
- Textbook: Selection from Daniel Chambliss: *Nurse's Role: Caring, Professionalism and Subordination*, pages 503 - 516
- **Sociology for Health Professionals* by Lani Russell, Chapter 2: Power, Chapter 3 – Class

Race and Ethnicity in Health and Illness (SLO1,2)

September 23, 25, 30

- Textbook: James Jones: *The Tuskegee Syphilis Experiment*, pages 310-320
- Textbook: David R. Williams: *Race, SES, and Health: The Added Effects of Racism and Discrimination*, pages 24-40
- **Sociology for Health Professionals* by Lani Russell, Chapter 4: Ethnicity

October 2 TEST #2

October 7-12 Fanuchanan Break

Health and Place (SLO1,2)

October 14, 16

- Textbook: Selection from Sally Macintyre, Anne Ellaway and Steven Cummins: *Place Effects on Health*, pages 125-137.
- *Iyanda and Lu. Perceived Impact of Gentrification on Health and Well-Being: Exploring Social Capital and Coping Strategies in Gentrifying Neighborhoods.” *The Professional Geographer*, 73(4), 713–724.
- * Vartanian, T. & Houser, L. 2010. “The effects of childhood neighborhood conditions on self-reports of adult health.” *Journal of Health and Social Behavior*, 51(3), 291-306.

Stress, Health, Illness (SLO1,2)

October 21

- Textbook: Selection from Leonard I. Pearlin and Carol S. Aneshensel: *Stress, Coping and Social Supports*, pages 118-124.
- *Renz Louis Trinidad Montanoa, Katarina Margarita Lacaran Acebes: *Covid Stress Predicts Depression, Anxiety and Stress Symptoms of Filipino Respondents*, 78-103.

Pharmaceutical Industry (SLO1,2)

October 23

- Textbook: Selection from Joan Busfield: *Pills, Power, People: Sociological Understandings of the Pharmaceutical Industry*, pages 411-428.

Carcinogens (SLO1,2)

October 28

- Introduction to the 15th Annual Report on Carcinogens at: <https://ntp.niehs.nih.gov/whatwestudy/assessments/cancer/roc/index.html>
- Textbook: Selection from Phil Brown: *Popular Epidemiology and Toxic Waste Contamination: Lay and Professional Ways of Knowing*, pages 141-159.
- *Yamada, Seiji. 2004. "Cancer, Reproductive Abnormalities, and Diabetes in Micronesia: The Effect of Nuclear Testing." *Pacific Health Dialog*, 11(2): 216-21.

October 30 TEST #3

November 2 All Souls' Day

Experiencing Illness and Seeking Care (SLO1,2)

November 4, 6

- Textbook: Selection from Irving Zola: *Pathways to the Doctor: From Person to Patient*, pages 176-190.
- Textbook: Selection from Gareth Williams: *The Genesis of Chronic Illness: Narrative Reconstruction*, pages 191-207.
- Textbook: Selection from Susan E. Bell: *Experiences of Illness and Narrative Understanding*, pages 208-222.
- *Criswell, Kevin, Owen, Jason, Thornton, Andrea and Annette Stanton. 2016. "Personal Responsibility, Regret, and Medical Stigma among Individuals Living with Lung Cancer." *Journal of Behavioral Medicine*, 39(2):241-253.

Nov. 11 Veterans' Day

Health and Sexuality (SLO1,2)

November 13, 18

- *Sociology for Health Professionals* by Lani Russell, Chapter 7: Sexuality
- *Martos AJ, Wilson PA, Meyer IH. 2017. *Lesbian, gay, bisexual, and transgender (LGBT) health services in the United States: Origins, evolution, and contemporary landscape*. PLoS ONE 12(7): e0180544. <https://doi.org/10.1371/journal.pone.0180544>
- Clarke, Juaune. 2009. "Women's work, worry and fear: the portrayal of sexuality and sexual health in US magazines for teenage and middle-aged women, 2000–2007." *Culture, Health & Sexuality*, 11(4), 515-429.

Mental Health (SLO1,2)

November 20, 25

- **Sociology for Health Professionals* by Lani Russell, Chapter 9: Mental Health
- *Ran, Mao-Sheng et al. 2016. "Predictors of Mental Health Among College Students in Guam: Implications for Counseling." *Journal of Counseling & Development* 94(3): 344–55.
- Botero, Gabriel; et al. 2020. A lifeline in the dark: Breaking through the stigma of veteran mental health and treating America's combat veterans. *Journal of Clinical Psychology*, 76(5), p831-840. 10p. DOI: 10.1002/jclp.22918.

Health and Social Movements (SLO1,2)

November 27

- Textbook: Selection from Michael Goldstein: *The Emergence of Alternative Medicine*, pages 261-269.
- Textbook: Maren Klawiter: *Breast Cancer in Two Regimes: The Impact of Social Movements on Illness Experience*, pages 555-576.
- *Lizama, Tricia. 2014 “Yo’ámte: A Deeper Type of Healing Exploring the State of Indigenous Chamorro Healing Practices.” *Asia Pacific Inquiry*, 5(1): 97-106.

November 28 -30 Happy Thanksgiving!

December 2 Final Paper Due (SLO1-3)

December 2, 4 Student Presentations (SLO4)

December 9 Our Lady of Camarin Day

December 10-12 TBA Final Exams (SLO1-3)