

SOCIOLOGY 3HH3E - Sociology of Health and Illness FALL 2020

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Lecture: Virtual
Room: Virtual

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Course Description: Why are some people healthy and others are not? How does your neighborhood play a part in your health? How do issues of perfectionism and multitasking affect the body? How are university students handling their stress and how does it impact their health? How does it feel to be fat in a thin-obsessed world? How do celebrities influence our health and diet trends? Why are menstrual cycles such a stigmatized topic? How has Covid impacted our health? How does racism (not race) impact our health? These are some of the questions this course will delve into as we examine the fascinating world of the sociology of health and illness! Yippeee!! I love this course!

Discussion topics will include: confidence & empowerment; multitasking and the brain; perfectionism, anxiety and student life, the social determinants of health (health inequities); Covid and health; Indigenous Health; Racism and health; social construction of the diet industry, fat stigma, discrimination and body positivity, people with disabilities and the illness experience, period power and lastly, LGBTQ2S+ health.

Course Objectives:

- Recognize the difference between biomedical & sociological approaches to health & illness
- Describe and discuss the impact and significance of the social determinants of health
- Challenge commonplace assumptions regarding health and illness
- Develop your critical thinking, and analytical reading, & writing skills
- Develop and practice your public speaking & communication skills
- Learn strategies to boost your confidence & challenge the imposter syndrome in your mind!

Required Readings: (course pack available for purchase from the Campus Bookstore)

- Weekly readings available through a course pack (either hard copy or PDF). Some readings will be available via links through Avenue, McMaster library, or Google.
- There is NO required textbook for this course.
- You will need to purchase 1 of the 7 books listed for your book review. It's your choice which one you chose to read.

Optional Readings: If you would like additional resources you can read ANY sociology of health textbook for background information. Check with me if you're unsure. Examples:

- Segall, A., and Fries, C. 2017. *Pursing Health and Wellness: Healthy Societies, Healthy People. 2nd edition.* Oxford University Press (\$75.00 + tax for a new copy).
- Introduction to Sociology 2nd Canadian Edition by William Little and A B.C. Open Textbook Project has been uploaded to Avenue. See chapter 19 (The Sociology of the Body: Health and Medicine) for a good background read.

Class Format: This is an ONLINE asynchronistic 2-hour class that will consist of pre-recorded lectures. We will also meet weekly for tutorial via zoom.

Course Evaluation Overview

Assignment	%	Description	Due Date
Reading the works of BIPOC, LGBTQ+ and people with disabilities.	15%	Find 10 materials (5 videos', 3 academic articles and 2 other types of reports/blogs/newspaper or magazine articles) written by BIPOC, LGBTQ+, people with disabilities (e.g. academics, activists, journalists, writers, etc.) on a topic related to the course material. -Write a 5-page report. Follow the template on Avenue.	Tues. Oct 6
BOOK Review	20%	Read 1 of the 7 book options and write a 5-page review. Follow the template on Avenue.	Tues. Nov 3
Health Journal	25%	Write a 5-page Health Journal. Follow template.	Tues. Dec 1
Oral Presentation	10%	3-minute video presentation without notes (pass/fail) * plus provide feedback to other student presentations.	Throughout term
Final Exam	30%	Short-answer questions that is cumulative. Extensive exam review will be given. Not to worry.	Dec 2020 exam period

In this course you will write 15 pages *in total*, across 3 different assignments, (one assignment is due per month), you'll record a 3-minute speech and upload it to Avenue and then write a final exam, that's all!

Course Evaluation Details:

1. Ways of knowing about health & illness report – DUE Tues Oct. 6TH – 15%

So much of the research in the field of Sociology of Health and Illness is written from one dominant perspective (White male, cis-gendered, able-bodied, and Western). This assignment is asking you to make space for other voices, perspectives, and experiences.

I want you to find 10 materials (5 videos', 3 academic articles and 2 other types of reports/blogs/newspaper or magazine articles) written by BIPOC (Black, Indigenous, People of Color), or people from the LGBTQ+ community or people with disabilities (they can be academics, activists, journalists, or writers, etc.) on a topic related to the course material that you're interested in. -Write a 5-page report. Follow the template on Avenue. **There will be more information in your assignment booklet on how to complete this report.**

Total page count: 5 pages in total. No more and no less. Page counts NEVER include title page and reference page.

2. Book Review: Tues. Nov 3rd – 20%

- You have the choice to read ONE of the following 7 books for your book review:

Title	Author & Year of Pub	Topic
Seven Fallen Feathers: Racism, Death, and Hard Truths in a Northern City	Tanya Talaga (2017)	Indigenous Health
Policing Black Lives: State Violence in Canada, From Slavery to the Present	Robin Maynard (2017)	Racism, Policing & Health
They said this would be fun: Race, Campus Life and Growing Up	by Eternity Martis (2020)	Racism, student life & health
Redefining Realness: My Path to Womanhood, Identity, Love & So Much More	By Janet Mock (2014)	Racism, Sexism, & Transgender health
Sick: A Memoir	Porochista Khakpour (2018)	Chronic illness experience as a WOC with Lyme Disease
Fat Girl: A True Story	Judith Moore (2005)	Fat Stigma & Health
When Breath Becomes Air	Paul Kalanithi, MD, (2015)	Illness Experience with terminal lung cancer.

You will choose a non-fiction illness narrative book (first person or third person account) from the list above. If you have a specific book choice not on this list, please let me know of any additional ones that should be added. You'll write a brief 5-page book review. You'll need to

follow the format on Avenue, as each section of the review will answer a specific question. In your review you'll provide a precis (executive summary); discuss the factors that influence the illness narrative and/or coping strategies that are used by the patient and caregivers; and you'll discuss your personal a-ha moments.

3. HEALTH Journal – DUE: Tues Dec 1st– 25%

- Please refer to Avenue to read previous A+ examples of student health journals.
- **HOW DO I WRITE A HEALTH JOURNAL?**
- You are to keep a record (100-150 words maximum – or one paragraph) of your personal health or health of others, then based on what you have learned in the class (i.e. the lectures and readings), you are to analyze and critically interpret the information in the 'critical reflections section' in another paragraph. (Each page will have 2 sections, 1 journal entry and 1 critical reflection) (do not write any smaller than TNR 11-font)

4. VIDEO ORAL PRESENTATION – THROUGHOUT TERM – 10%

You will present a 3-minute pre-recorded video that you'll upload to Avenue. Pick ANY topic from the course material OR tell us a personal story about you, OR your experiences as a university student, OR tell us about your health/illness. An effective presentation will convince the audience of your argument. Your presentation must include:

1. **A beginning** – Have a hook/headliner/grabber to “grab” the audience’s attention.
 2. **A middle** – have a clear and identifiable argument. What are you trying to convince your classmates about?
 3. **An end** – Close your presentation with an “ask” You need to “ask” your audience to do something or think about something differently. Think about what your “take-home” message is for your classmates.
- **This is a PASS or FAIL.** If you do well, you automatically get 10% of your final grade.
 - If you do poorly, it's OK. You will be given ANOTHER opportunity and can re-do your presentation on another topic.
 - **If you choose NOT to do an oral presentation, then your final exam will be worth 40% instead of 30%.**
 - Students will upload their video presentations.
 - Your classmates will fill out an anonymous survey to ensure you receive constructive and immediate feedback on your presentation! (How cool is that?!)
 - **I know this is SCARY and anxiety-producing.... But I want you to JUMP out of your comfort zone and take a RISK and improve your communication skills. I believe in you!!**

5. Final Exam (during December Exam period) 30%

The final exam will consist of short-answer questions covering **all materials** from lecture and the readings (including films/video clips shown in class, and material from the guest lecturers). There will be an extensive exam review....so don't panic. My goal is to set my students up for success, not failure.

(If you choose NOT to do the oral presentation, then your final exam is worth 40%.

Weekly Course Schedule & Required Readings for FALL 2020

CP = Course pack of required reading OR check Avenue for links, or McMaster library or Google.

#	Date	Topic	Readings
1	Tues. Sept 8	Explanation of syllabus, course expectations & assignments. Discussion of confidence & failure Introducing the social determinants of health (SDOH)	Read the Syllabus! Read the assignment booklet! CP: Sandberg, Sheryl. (2013). <i>Lean In: Women, Work and the Will to Lead</i>. Please read: -Ch. 2: "Sit at the Table" (pages 27-38). -Ch. 3: "Success and Likeability" (pages 39-51). CP: CHART: Comparison of Biomedical and Social Methods of Health: Key Characteristics
2	Tues Sept 15	Mental Health: Multitasking hurts! Stress & Anxiety Perfectionism	CP: "Why the modern world is bad for your brain." – By Daniel Levitan. <i>The Guardian</i> , Sunday, January 18 th , 2015. https://www.theguardian.com/science/2015/jan/18/modern-world-bad-for-brain-daniel-j-levitin-organized-mind-information-overload CP: "Facing the fear of failure: An explorative qualitative study of client experiences in a mindfulness-based stress reduction program for university students with academic evaluation anxiety." <i>International Journal of Qualitative Studies on Health and Well-being</i> . 2015. Volume 10. CP: Perfectionism is Increasing and that's not good news. HBR – By Thomas Curran and Andrew Hill (January 26, 2018) https://hbr.org/2018/01/perfectionism-is-increasing-and-thats-not-good-news
3	Tues Sept 22	Social Determinants of Health (income & neighborhood)	CP: CANCER: CODE RED (28 pages) CP: CODE RED 10 years on: https://projects.thespec.io/codered10/ Guest lecture by Steve Buist – Hamilton Spectator Journalist discussing CODE RED

4.	Tues Sept 29	COVID-19 and Health Consequences for BIPOC	<p>Selected readings regarding the disparities of Covid among BIPOC in Canadian & American communities.</p> <p>Health consequences of the Rise of anti-Asian racism</p>
5.	Tues Oct 6	Aboriginal Health Ways of knowing about health & illness report DUE (15%)	<p>CP: “An overview of Aboriginal Health in Canada” http://www.nccah-ccnsa.ca/Publications/Lists/Publications/Attachments/101/aboriginal_health_web.pdf</p> <p>CP: First Peoples, Second Class Treatment: The Role of Racism in the health and well-being of Indigenous peoples in Canada. Executive Summary – By Wellesley Institute (2015).</p> <p>CP: Speaking Our Truth: A Journey of Reconciliation – By Monique Gray Smith 2017). Please read “Residential Schools” page 41-77.</p> <p>CP: Speaking Our Truth visual aids: a. Poster of Umbrella of Resilience b. Map of Residential Schools c. Reconciliation: what can you do? Poster</p> <p>CP: Violence against aboriginal women and girls: Executive Report: http://www.rcmp-grc.gc.ca/en/missing-and-murdered-aboriginal-women-national-operational-overview</p>
6	Tues Oct. 13	MID-TERM RECESS – NO CLAS	NO READINGS OR CLASS THIS WEEK

7	Tues Oct 20	Social Construction of Dieting Celebrity influence on women's health Fat Talk	<p>CP: "Don't Diet" – By Charlotte N. Markey <i>Scientific American Mind</i>, (2015), September/October</p> <p>CP: "Dieting, Gwyneth and my Cleanse." – Chapter 1 (pages 17-61) – by Timothy Caulfield. (2015) in <i>Is Gwyneth Paltrow Wrong About Everything? When Celebrity Culture and Science Clashes</i>.</p> <p>CP: The Internet's Favorite Goop Critic, Dr. Jen Gunter.....(interview transcript, or listen to audio) https://www.vox.com/2018/8/20/17760186/jen-gunter-goop-gwyneth-paltrow-medicine-health-wellness-conspiracy-theories-kara-swisher-podcast</p> <p>CP: The Vagina Bible: The vulva and the vagina— separating the myth from the medicine. By Dr. Jen Gunter (2019). Please read: Ch 47: Journal of Old Wives' Tales (pp.384-392)</p> <p>CP: <i>Fat Talk: What Girls and Their Parents Say About Dieting.</i> (2000). By Mimi Nichter. Please read: Ch 2 Fat Talk (pp.45-67)</p>
8	Tues Oct. 27	Period Power – & Illness Experience	Selected Readings from <i>Period Power: A Manifesto for the Menstrual Movement</i> – By Nadya Okamoto (2018)
9	Tues Nov 3	Disability, ableism, and the illness experience Book Report Due (20%)	Selected Readings from <i>Disability Visibility: First Person Stories from the 21st century</i> , edited by Alice Wong (2020).

10 Tues Nov 10

**Racism &
Health Part 1**

CP: Why America's Black Mothers and Babies are in a Life-or-Death Crises. New York Times. April 11, 2018 – By Linda Villarosa

<https://www.nytimes.com/2018/04/11/magazine/black-mothers-babies-death-maternal-mortality.html>

**Black women &
maternal
mortality rates**

VIDEO: PBS (10 Minutes) – “Why Are Black Mothers in the U.S. More Likely to Die of Pregnancy Related Causes?”

<https://www.youtube.com/watch?v=AODAk-accVc>

**Racial Micro-
aggressions**

CP: So, you want to talk about race – By Ijeoma Oluo (2018). **Please read chapter 12 - What are Microaggressions?** (pp.162-178)

**Health care
barriers for
black men
Experiencing
stigmatization
& racism**

CP: Barriers to health care and health-seeking behaviors faced by Black men. (2008). By Cessaly T. Cheatham et.al.

CP: African Americans respond to stigmatization: the meanings and salience of confronting, deflecting conflict, educating the ignorant and ‘managing the self.’ By Crystal Fleming et al. (2012).

11	Tues Nov 17	Racism & Health Part 2	CP: Henry M Codjoe (2001) Fighting a 'Public Enemy' of Black Academic Achievement—the persistence of racism and the schooling experiences of Black students in Canada, <i>Race Ethnicity and Education</i> , 4:4, 343-375
		Anti-Black Racism & students	The Cost of Balancing Academia and Racism (2016) The Atlantic – By Adrienne Green https://www.theatlantic.com/education/archive/2016/01/balancing-academia-racism/424887/
			Racism impacts your health – by Roberta K. Timothy – The Conversation (Feb 2018) https://theconversation.com/racism-impacts-your-health-84112
		Islamophobia & health	The Exhaustion of Empowerment – by Sidrah Ahmad-Chan (Feb 13, 2020) https://this.org/2020/02/13/the-exhaustion-of-empowerment/
12	Tues Nov 24	Fat Embodiment - what it feels like to be fat in a thin world	CP: Owen, Lesleigh. (2012). Living fat in a thin-centric world: Effects of spatial discrimination on fat bodies and selves. <i>Feminism & Psychology</i> , 22(3):290-306. CP: Lupton, D. (2013). Being/Feeling Fat in <i>Fat (Shortcuts)</i> , chapter 5, pp. 67-79. NY: Routledge.
		Fat Activism & race	CP: <i>The Body is Not an Apology: The Power of Radical Self-Love</i> (2019) by Sonya Renee Taylor. Please read: chapter 1 Making Self-Love Radical (pp. 1-24)
		Body Acceptance	CP: <i>The Body is Not an Apology – POEM</i> by Sonya Renee Taylor What does it mean to have a healthy body? – Walrus - Dr. Mojola Omole is a global surgical oncologist https://thewalrus.ca/what-does-it-mean-to-have-a-healthy-body/

12	Tues Dec 1	Trans gender health and transphobia	CP: TRANS PULSE E-BULLETINS: 1. Avoidance of Public Spaces by Trans Ontarians. 2014. 4(1). 2. Experiences of Transphobia among Trans Ontarians” (V3, I. 2) 3. Experiences of Racism among Trans People in Ontario 3(1). 2013.
		Guest Speaker: Transgender activist:	CP: 2015 U.S. Transgender Survey Executive Summary.
		Trans Allyship	CP: 100 Easy Ways to Make the World Better for Trans People. By Kai Isaiah-Jamal. (Oct 2018). Vice. https://www.vice.com/en_us/article/kzjnjm/how-to-be-trans-ally-tips CP: Rochlin, Martin. (1972). <i>Heterosexual Questionnaire</i>. Gender and Sexuality Center. University of Texas.
		LGBTQ Health	CP: Rainbow Health Ontario (RHO) FACTSHEETS: 1. LGBT Mental Health 2. LGBT Sexual Health 3. LGBT Youth Suicide 4. LGBT Drug Use
		Nonbinary health	
		HEALTH JOURNAL DUE (25%)	
13	Tues Dec 8	LAST DAY OF CLASS	This class is reserved for any readings we didn't get to and for final exam review FINAL EXAM REVIEW

FINAL EXAM (Scheduled by registrar during December 2020) – worth 30%

Course Policies:

Submission of Assignments:

All papers in this course must be submitted on Avenue via drop box for Turnitin.com purposes. Once you upload your paper to drop box, it automatically goes to Turnitin. There is no passcode or course code needed. Just upload an online copy.

*****A very detailed assignment booklet sheet has been specifically created for these assignments. Please refer to this booklet often as it contains ALL the information you need to be successful with your assignments. As always, come speak with me if you have any questions or concerns, OR your TA. Please remember it's better to talk things out before your assignments are due to minimize stress and anxiety for all.**

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more information please refer to the [Turnitin.com Policy](#).

Late Assignments:

Late Policy: All assignments are due by Tuesdays by 9pm via DROPBOX on Avenue. **Any time after that will incur a late penalty of 5% per day (every 24 hours), including weekends for a maximum of 5 days. NO late papers will be graded after 5 days.**

MSAF - The McMaster Student Absence Form (<http://www.mcmaster.ca/msaf/>) is a self-reporting tool for Undergraduate Students to report absences that last up to 3 days and provides the ability to request accommodation for any missed academic work. Please note, this tool cannot be used during any final examination period. You may submit a maximum of 1 Academic Work Missed request per term.

It is YOUR responsibility to follow up with your instructor immediately regarding the nature of the accommodation. If you are absent more than 3 days, exceed 1 request per term, or are absent for a reason other than medical, you **MUST** visit your Associate Dean's Office (Faculty Office). You may be required to provide supporting documentation.

This form should be filled out when you are about to return to class after your absence.

Using MSAF for tests or assignments: Your due date is exactly one week later (9:00 pm the following Tuesday). **Please note you can only use MSAF for assignments that are worth LESS than 25%.**

When submitting an MSAF to me, please note that the **FIRST** day of MSAF is the first day the

assignment was due, NOT the first day you contact me. **You must submit a copy to Dropbox on Avenue for turnitin.com**

Absences, Missed Work, Illness

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

Religious, Indigenous and Spiritual Observances (RISO)

The University recognizes that, on occasion, the timing of a student’s religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code. Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

All relevant course materials (syllabus, links to films, class announcements, grades, and power point slides from lectures) will be posted on Avenue-to-Learn. **Please check this site regularly** as this will be the main vehicle for communication for the class.

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty

- Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a [RISO](#) accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviors that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes

aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-89	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

IMPORTANT DATES: 2020 Fall Term (62 days)

Item	Date(s)
Enrolment begins	<i>To be announced</i>
Classes begin	Tuesday, September 8
Last day for enrolment and course changes (drop/add)	Wednesday, September 16
Mid-term recess	Monday, October 12 to Sunday, October 18
Last day for withdrawing from courses without failure by default	Friday, November 13
Test and Examination Restriction	Thursday, December 3 to Wednesday, December 9
Classes end	Wednesday, December 9
Final Examinations	Thursday, December 10 to Wednesday, December 23
Deferred examinations	Tuesday, February 16 to Friday, February 19

Name and contact information of 2 SOC 3HH3E colleagues (to contact in case you miss class):

1. _____	Contact: _____
2. _____	Contact: _____

Student Feedback/Evaluation: Your feedback as a student is crucial to the success of this course. There will be 2 anonymous student evaluations, to understand what aspects of the course are most effective and

what may need to be modified or changed. Thank-you