

SYLLABUS
SOCL 4733:01
Special Topics: Healthcare in Multicultural Settings
Fall 2025
T/TH 9:30am-10:50am
PY Classroom 202

Sociology is the “systematic study of human societies (Newman 2022).” According to the American Sociological Association (n.d.), “sociology is the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies and how people interact within these contexts (para 1).”

Professor: Amy Clark, Ph.D.

OFFICE: O’Donohoe 131

OFFICE HOURS:

Monday 9:55am-11:55am

Tuesday 10:55 am-11:55am

Wednesday 9:55am-11:55am

The best way to meet with me is on campus during my office hours, which are listed above. If you have a limited time window, then please make an appointment during my office hours; that way I am able to dedicate specific time to addressing your needs and concerns. Otherwise, you may have to wait if I am in an appointment with another student. If you need to schedule a Zoom appointment, then please give me as much advanced notice as possible, and we can set up a time. You can also reach me via email or by the D2L message inbox; I answer emails Monday through Friday within 48 hours *excluding weekends*. However, electronic communication is time stamped, and I will honor the date and time that you contact me.

EMAIL: amy.clark@msutexas.edu

REQUIRED TEXTS:

Cultural Diversity in Health and Illness, 9th edition
Published by Pearson (September 11th 2016) - Copyright 2017
Rachel E. Spector
ISBN-13 978-0134413310

The Spirit Catches You and You Fall Down (1997)
By Anne Fadiman
Publisher Farrar Straus & Giroux
ISBN-13 978-0374533403

OTHER REQUIRED MATERIALS:

- At least 8 scantrons for your exams and quizzes. Please make sure your scantron is wrinkle free and in good condition. It may help to have extras just in case.

- A regular no. 2 pencil and a pencil sharpener or extra sharpened pencils
- Microsoft Office 365 (free subscription through MSU Texas) or other word processing software, which can be converted to a PDF.

COURSE OBJECTIVES

- Identify different health practices, health beliefs, and customs in various cultures
- Describe health, healing, and familial health traditions in diverse groups
- Apply principles of cultural sensitivity, cultural humility, and cultural awareness when recommending best practices/holistic approaches for providers working with diverse cultural groups
- Identify social determinants of health, health disparities, and barriers to care for diverse groups without mainstream health beliefs
- Recommend future research and additional health advocacy necessary for various cultural groups

COURSE DESCRIPTION

This course examines the health practices of various cultures, which are influenced by their different attitudes, beliefs, and customs. Health, healing, and familial health traditions are explored for diverse groups in various regions. There is a focus on the importance of cultural sensitivity, cultural humility, and cultural awareness. Students examine socio-cultural issues such as health disparities and social determinants of health in their target populations. They describe additional barriers to care such as immigration and refugee status of various cultural groups. Given the structure of the health care system in the United States, students examine the unique challenges of providing healthcare to diverse cultural groups based on evidence based and best practice methods. Through a holistic approach, students identify ways that health care for diverse groups can be improved, and they suggest ideas for future research.

ASSESSMENTS AND GRADING:

Exams (Worth 150 points each; 600 total)

Each exam will have two parts, which include 50 multiple choice and true/false questions as well as five short answer prompts. The multiple choice and true false portion of each exam will be completed **via scantron**. Students are required to bring a scantron and no. 2 pencil to each exam. The five short answer prompts will be should be answered in at least 5 complete sentences each. Thus, the written portion of the exam should be at least 25 complete sentences. (Please make sure that you **DO NOT FOLD** your scantron. Please keep it straight and wrinkle free.) The prompts for the short answers will be provided for students the week of the exam, and thorough responses, which address all parts of the prompts are required. The multiple choice/true false portion of the tests are **not** open book, and students **cannot use** notes on the exam in class. Test grades will not be curved, and no test grades will be dropped. If students miss exams for an approved reason, then

Special Notes on Accommodations for Tests:

- Students should notify me as soon as possible if they have accommodations for exams through DSS, and I must receive the DSS notification letter **before** the accommodation will be provided.

FINAL PAPER (200 points)

Culture With Different Health/Healing/And/Or Familial Tradition

Following the directions above as an outline, provide additional details about your target population in your 7-to-9-page paper.

Special notes:

- Your paper should include in-text and reference citations formatted in APA (7th edition). If you are unfamiliar with APA 7th edition citations, then you will want to visit TASP in the Library or use reputable websites such as the OWL of Purdue for help.
- You do not need a title page, but you do need a reference list.
- Just as a reminder, there ARE DIFFERENCES in citation formats for websites, journal articles with a DOI, whole books, book chapters, eBooks, YouTube videos, TEDTalks, etc.
 - Make sure that you *proofread* yours.
 - If you cite a source in-text, then you MUST include an in-text and reference citation. Your reference list is called References.
- Any use of AI will result in a zero on your paper. You do not want to risk this. Also, your paper will be run through Turnitin. So, you must make sure that you correctly use quotes from outside sources.
 - Plagiarism of any kind will result in a zero on your paper.

Include additional information listed below:

Page 1: INTRODUCTION

- Identify a target population (specific race/ethnic and cultural group) with a health, healing, or familial health tradition that is not mainstream such as the Hmong (see Fadiman, 1997 and Spector, 2017).
- Describe the specific healing and/or familial tradition you will be discussing (i.e., Santeria, Curanderismo, Voodoo, Hoodoo, Shamanism) and choose a certain ethnic population, such as Hispanic/Latino, Black, Sub-Saharan African, East Asian, Native American, Pacific Islander, who practices the tradition.
- Describe the origin of the healing tradition you will be discussing

Page 2: DEMOGRAPHICS AND DISPARITIES

- Describe where this specific ethnic group is concentrated in the United States and/or identify where this health, healing, or familial health tradition is usually practiced.
 - I.e. Identify where the tradition is most often practiced. For example, Curanderismo may be more common in New Mexico, Texas, Arizona, and California (especially in border regions); Voodoo may be more common in New Orleans; Hoodoo may be more common in the American south; and Santeria may be more common in Florida, New Jersey, New York City, and Connecticut.
 - An example of a target population would be Hispanic people along the US/Mexico border who practice curanderismo and interact with medical providers in the US.
- Discuss any health disparities for the population
 - Utilize reputable sources of information for this data such as the World Health Organization or the Centers for Disease Control and Prevention
 - Does the population have a high rate of hypertension, stroke, HIV, alcoholism, diabetes etc.?

Page 3-5: RELIGIOUS BELIEFS, SYMBOLS, AND ARTIFACTS

- Discuss religious beliefs, symbols, and artifacts used in practicing this tradition and respective remedies and/or cures associated with these customs
- What type of healing do the rituals and remedies promote, and what are these designed to help in sick patients?
 - I.e Physical, spiritual, emotional health

Page 6-7: BARRIERS TO CARE, BIAS, AND STIGMA

- Identify and describe *barriers and challenges* to health care for this cultural group. Use the Spector (2017) text.
 - Examples: Financial, strong ties to culture/heritage, lack of control over physical environment, immigration status, lack of insurance
- Discuss Social Determinants of Health. Use the Centers for Disease Control and Prevention or the World Health Organization for help
 - i.e., Poverty, Barriers in access, Lack of language access
- Identify needs, gaps, and challenges identified for this population [i.e., poor health outcomes such as those discussed for the Hmong (Fadiman, 1997)]
- Describe potential stigma this population may face due to their alternative healing practices
- What are some biases that health care providers may have toward people practicing these healing practices, and where do these biases come from?
 - For example, how do providers deal with their own biases when providing care to those who do not hold mainstream beliefs?

Page 8: RECOMMENDATIONS & CONCLUSIONS

- Cite any sources that you found related to health interventions that have been previously done with this population.
 - What were the lessons learned, and what were recommendations provided by the researchers?
 - This could be related to anything including any intervention related to overcoming a certain health disparity and/or promoting screenings, etc.
- Identify ways that health care providers can employ cultural sensitivity, cultural humility, and cultural awareness when working with this population (see also examples from Fadiman, 1997); use the CDC for tips
 - Are there best practice or best evidence ways that providers can utilize holistic health care practices and avoid a culture clash with your target population? Consult at least 3 peer-reviewed journal articles as sources for your paper.
 - For example, what have health care providers already done to bridge the gap (work with instead of against), and what more is there left to do?
- Suggest what medical providers can do to bridge the gap in access to care and quality of patient health outcomes.
 - You can cite lessons learned from Fadiman (1997), the video on working with Hmong in Merced, and/or readings on *curanderismo*, which advocate for integration of traditional remedies and western medical care as well as practicality
- Based on what you have learned about the population and what you have learned in class, what is essential for health care providers to do in the future to promote successful health interventions and why?
 - Ex: Involve *curanderos*, shaman, *santeros*, etc in health promotion activities
- Given what you have learned about the challenges of providing health care in multicultural settings, suggest any ideas you have for future research to improve health outcomes for your target population

Citations:

- You are required to cite 7 scholarly sources in APA 7th edition format in a correctly formatted reference list as well as utilize proper in-text citations for paraphrasing and quotes
 - Four to five of your sources can include the Centers for Disease Control and Prevention, the World Health Organization, your Fadiman (1997) textbook, as well as your Spector (2017) text. You can also cite any videos that we watched in class that directly apply to your recommendations and conclusions.

- The two or three sources should be from peer-reviewed, scholarly journal articles which you should find either through open access or through the Moffett Library on campus
- A representative from the Moffett Library and the Writing Center on campus will be coming to speak to the class about how to locate resources and how to utilize citation services on campus, respectively.
 - You will want to look for your journal articles early in the semester in case you need to request them electronically through interlibrary loan (ILL).
- A detailed rubric will be provided in the D2L shell. The paper will be graded according to the rubric.
- **If you are not familiar with APA 7th edition format, then you will want to review a reputable website, such as the OWL of Purdue, which discusses APA. There is also a citation manual in the Library, and members of TASP can help you proofread in-text and reference citations.*
- *If your papers are not correctly formatted, then you will receive deductions per the rubric I will post. So, please make sure that you are planning in how much time you will need to accurately format your sources in your final paper. **
- Using any AI generated information will result in a zero on your final paper. So, please do not risk this. This will also be reflected in your rubric.

POWERPOINT PRESENTATION (100 points)

Students are required to complete an 8 to 10 slide Power Point (PPT) presentation and present it to the class. Students should present for a maximum of 10 minutes.

Special Notes: PowerPoint presentations are meant to prepare students to present in a *professional atmosphere*. Thus, ANY of the following will result in a 30% deduction of a student's final PPT grade for *lack of professionalism*.

- Students are required to present in the timeslot on the date and time that they have previously signed up for in class.
 - If students do not present on the designated date and time to which they have previously agreed to go, then they will receive a 30% deduction in their final PPT grade.
 - Students are also not allowed to interrupt other presenters by walking in or walking out of class during presentations.
 - Interrupting others during a presentation by walking in or walking out of class while another student is presenting will result in a 30% deduction of their final PPT grade.
 - Students are not allowed to be on their phones or laptops while students are presenting.
 - Students on their phones or laptops while others are presenting will receive a 30% deduction of their final PPT grade.

A basic description of what to include in the PPT is listed below, and it is meant to be infographic and visual in nature. So, please make sure that you are including visuals, when possible. You can also show a short video clip as long as you stay within your 10-minute time window, and you cannot show TikTok videos using MSU WIFI per university policies:

- Identify a target population (specific race/ethnic and cultural group) with a health, healing, or familial health tradition that is not mainstream such as the Hmong (see Fadiman, 1997 and Spector, 2017).
- Describe the specific healing and/or familial tradition you will be discussing (i.e., Santeria, Curanderismo, Voodoo, Hoodoo, Shamanism) and choose a certain ethnic population, such as Hispanic/Latino, Black, Sub-Saharan African, East Asian, Native American, Pacific Islander, who practices the tradition.
- Demographics: Describe where this specific ethnic group is concentrated in the United States and/or identify where this health, healing, or familial health tradition is usually practiced.

- I.e. Identify where the tradition is most often practiced. For example, Curanderismo may be more common in New Mexico, Texas, Arizona, and California (especially in border regions); Voodoo may be more common in New Orleans; Hoodoo may be more common in the American south; and Santeria may be more common in Florida, New Jersey, New York City, and Connecticut.
- An example of a target population would be Hispanic people along the US/Mexico border who practice curanderismo and interact with medical providers in the US.
- Discuss religious beliefs, symbols, and artifacts used in practicing this tradition and respective remedies and/or cures associated with these customs; please include visuals when possible
- Identify *barriers and challenges* to health care for this cultural group and suggest what medical providers can do to bridge the gap in access to care and quality of patient health outcomes.

Overall:

- A detailed rubric of how I will be provided in grade center. The presentation will be graded according to the rubric. Each student should present for approximately 10 minutes.
- Please include a title slide at the beginning of your PPT and a reference slide in APA 7th edition format at the end of the presentation.

READING NOTES (2@ 25 points each; 50 total)

- There will be two reading notes, which will cover specific chapters assigned in the Fadiman (1997) textbook. Each reading note is worth 25 points each.
- Each of the notes will be a total of three pages (double spaced). The reading notes informal and are designed to engage students in their learning and allow them to reflect and engage with their reading.
 - I'm not looking for right or wrong answers. I want to know what you think about what you read and how it relates to the overall course description. If you quote directly from the text, then please put the quote inside "quotation marks" and provide the page number.
- Below are some suggestions of what you can include in your reading note:
 - Did you have a reaction to the way Fadiman (1997) described an event, or did a certain quote "jump out at you?" If so, why?
 - Did something that happened in the chapter or chapters make you sad or make you angry? Why?
 - How was empathy, cultural sensitivity and cultural awareness displayed or not displayed by the medical staff toward the Hmong patients?
 - What do you think could have been done differently, and why?
 - At the time Fadiman (1997) wrote the book, why were the Hmong so likely to "fall through the cracks" of the medical system in Merced?
 - Why do you think that medical schools have required this book?
 - What connections are you making between reading the chapters in Fadiman (1997) and what we have covered in the course so far?
- Reading notes will be run through Turnitin to give students a low stakes opportunity to get used to using the technology. A score lower than 20% is ideal. If Turnitin detects possible plagiarism, then I will take action including marking the reading note as a zero and referring the student to the Office of Student Rights and Responsibility. Any use of ChatGPT or other unauthorized AI will be considered plagiarism.

GROUP CHAPTER SUMMARIES (50 points)

Students will be divided up into groups and assigned certain chapters in the Fadiman (1997) text to summarize in an outline of their assigned reading in front of the class on the day they are required to present. In order to receive credit, students must summarize the key details of what they read in the respective chapters, and they should collaborate to create a 3-page outline of bullet points with key take aways from these reading. This

outline should be submitted in D2L and will be shared as a study tool for the entire class before the respective exam. Students must also be present in class on the day that their group is assigned in order to receive full credit and assist in the presentation of the outline. Though the discussion of the respective chapters will be interactive, group members are required to lead the class discussion on the respective chapters and are encouraged to make reference to key parts of the book/key quotes that they suggest other students pay close attention to as they prepare for the exam. Students should also explain how the material that they reviewed in the Fadiman (1997) text relates to the overall purpose and objectives of the course. Students will be given class time to work on their summaries.

In the Fadiman (1997) text, group chapter summaries will be assigned as follows:

- Group 1: Preface, Chapters 1-5
- Group 2: Chapters 6-11
- Group 3: Chapters 12-15
- Group 4: Chapters 16-19, Afterward

Graded Assessments

Graded Assessments	POINTS	Weighted Percentage of Final Grade by Category
Exams (4@150 points each)	600	60%
Final Paper	200	20%
Group Chapter Summaries	50	5%
PowerPoint Presentation	100	10%
Reading Notes (2 @ 25 points)	50	5%
Total Number of Points Available in the Course	1000	100%

Policy on Academic Dishonesty

- Students are NOT allowed to use ChatGPT or any other unauthorized AI in this class.
- Turnitin **will be utilized** to check for possible plagiarism on written assignments.
- Students suspected of cheating on exams or written assignments will be given a zero on the assessment and referred to the Office of Student Rights and Responsibilities.
- Students should never submit another person's work; this is cheating and will result in a zero and referral to the Office of Student Rights and Responsibilities

Policy on Missed Exams

- If students miss an exam due to a university approved excuse or an otherwise excused absence, they will be required to **make up a different version of the exam at the end of the semester on a date specified by the instructor in the Syllabus**. Students will **not be provided the same version of the exam administered in class**.
- Exams cannot be made up without an excused absence. It is **absolutely the responsibility of the student** to make up exams in class on the specified date at the end of the semester, and exams must be made up on this date. Otherwise, students will receive a zero.

- No exams can be made up for reasons associated with unexcused absences.

Technical Difficulties

- If students experience a technical issue in D2L, students should reach out through the D2L help feature to “[report a problem](#).”
- If you need assistance with issues, please use the Report a Problem link at the top of this page or email d2lhelp@msutexas.edu.
 - Always let your Instructor know that you've had a technical difficulty and have reached out to us

Late work:

- Reading notes, the final paper, and the PowerPoint presentation will be accepted late for a penalty UP TO 48 HOURS LATE in D2L with an unexcused absence according to the policy listed below. Therefore, students **MUST PAY ATTENTION** to the difference between **the due date and the last date that an assessment is available**. If students have any questions about this, then please ask me as soon as possible.
- No tests or group chapter summaries will be accepted late; students who miss a test for an **approved reason** must make up the test on a day at the end of the semester specified by the instructor. *They will not take the same version of the test that was originally given in class.*
 - **Unexcused reading notes, final papers, and PPTS may be submitted in D2L up to 48 hours late, but they will be penalized at the following rates:**
 - **< or equal to 24 hours late, 50 % reduction in the total point value of the assignment.** The deduction will be manually calculated by the instructor and applied in D2L once the assignment has been graded. The number of points deducted will depend on the point value of the assignment.
 - **> 24 hours late but < or equal to 48 hours late, will receive a 75 % reduction in the total point value of the assignment.**
 - **>48 hours late WILL NOT be accepted and will be marked as a ZERO in D2L.**

COURSE POINT TOTALS AND CORRESPONDING GRADING SCALE

Grades will be determined by the following scale:

Table 2: Total points for final grade.

Grade	Points
A	900 or higher
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

Course Policies

Student Handbook

Refer to: Student Handbook-2021-22

Academic Misconduct Policy & Procedures

- Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. *In this class, any use of ChatGPT or other unauthorized AI is considered cheating and academic dishonesty.*

The Americans With Disabilities Act

- The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Office of Disability Accommodation. The telephone number is 397-4618.

Expectations about classroom etiquette and netiquette

- Coming to class is an essential part of a student's learning experience in this course. Students are expected to promptly attend class and actively participate. Students should engage in civil dialogue with others and keep a positive attitude and a growth mindset. Students should be willing to listen to others and not engage in any form of hostile communication or excessively disruptive behavior (see policies on course etiquette and netiquette).
- Respect, empathy, kindness, and compassion for others will be a cornerstone in this course. Sociologists discuss things that are inherently controversial. Some of our class discussions may be energized at times, and it may become apparent that not everyone agrees. Regardless, we are all part of a larger community at MSU Texas, and I expect that each of you will do your very best to respect one another. We are all here to learn and listen and grow. Please know that if you feel triggered, there are campus support services available.
- When interacting with me and each other, please keep MSU Texas' core value of respect in mind at all times. Rude, abusive behavior will not be tolerated either in person or online. Disruptive behavior will be referred to Office of Student Rights and Responsibilities. Online communications should display principles of netiquette and be civil in tone.

Use of cell phones and laptops in class

- There may be times where bringing your phones and laptops are appropriate based on instructor direction. Otherwise, please refrain from using your phone or laptops during class, and keep them put away during lecture. In the event that you are experiencing a family or personal crisis, then please sit close to the door; you may go into the hall and check your messages or make a phone call if it is **absolutely an emergency**. Otherwise, please be mindful that unauthorized use of technology can be distracting. Class lectures **cannot be recorded** unless you have an accommodation from disability services. *I must have the appropriate documentation from the DSS office as soon as possible.*

Excessive absences

- If you stop coming to class without communicating with me, you can be dropped. If something serious has happened, which prevents you from coming to class, then please *reach out to me as soon as is reasonably possible*. In this class, **more than 6 unexcused absences are considered excessive**. MSU Texas is student-oriented, and I am student focused. So, I will do everything I can to help you be successful this semester, but I don't know what you don't tell me. Per MSU Texas' policy, students will be issued one verbal and one written warning prior to being dropped from the class. Please don't just stop coming to class without notifying me of your specific situation. I understand that life happens, and I want to do everything possible to help you stay on track and have a positive experience in my class.

Extenuating Circumstances, Emergencies, Illness, and Academic Activities:

Emergencies and other extenuating circumstances happen. The following count as emergencies and/or extenuating circumstances and should be evidenced by appropriate documentation:

- Written evidence of attending a mandatory university-sponsored activity (band, athletics, etc.)-documentation must come from college dean, Athletic Director, and/or Provost
- Official documentation of mandatory military service (i.e., deployment, etc.)
- Religious observance or Holy Day(s)
- Medical appointments related to pregnancy, pregnancy related complications, delivering early, or being restricted from activity for a certain amount of time due to pregnancy
- An acute or chronic illness, which prevents you from coming to campus or coming to class on time
- A written note from a medical clinic
- A written note from the MSU Office of Student Rights and Responsibilities
- A written note from a physician for a family member/loved one's illness
- You experience issues related to Title IX including but not limited to assault, stalking, or domestic violence
- Official documentation of required jury or court appearance
- Death of a family member/loved one/close relative
- Documentation of a motor vehicle accident, domestic disturbance, theft of your property, etc., which prevented you from coming to class
- Unexpected homelessness, food insecurity, job displacement, or a loss of otherwise reliable transportation-*please let me know about this as soon as possible*
- If you suddenly became an unexpected caregiver of someone critically ill
- If you are a law enforcement, corrections officer, or first responder and are faced with a verifiable/documented work emergency, which prevented you from coming to class (i.e. a transport, accident, fire, or major trauma etc.)

Though the aforementioned list is thorough, if you have absences related to other extreme/extenuating circumstances beyond your control that are not listed above, then please let me know as soon as possible. I want you to be successful in this class, and I will make EVERY EFFORT to help you do so. **Please communicate with me as soon as something has gone wrong and before you begin missing several classes.** MSU Texas has a team of dedicated people ready to help you stay in school, and my desire is to support your continued education. The MSU Texas Student Handbook has additional information on certain types of absences and what you should do next. Some of these are listed below.

Pregnant and Parenting Students

To support the academic success of pregnant and parenting students and students with pregnancy related conditions, the University offers reasonable modifications based on the student's particular needs. Any student who is pregnant or parenting a child up to age 18 or has conditions related to pregnancy, may contact MSU's designated Pregnancy and Parenting Liaison to discuss support available through the University. The Liaison can be reached by emailing ruby.garrett@msutexas.edu or calling 940-397-4500. Should a student communicate with me that they are pregnant or have a pregnancy related condition or may need additional resources related to pregnancy or parenting, I will communicate that student's information to the Title IX Coordinator, who will work with the student and others, as needed, to ensure equal access to the University's education program or activity.

A pregnant student, a parenting student, or a student with pregnancy related conditions may be provided with supportive measures, based on the student's individualized needs, analogous to those provided to a student with a temporary medical condition, and provided such supportive measures do not fundamentally alter the nature of an education program or activity. Such supportive measures may include, but are not limited to:

For pregnant students:

- (1) Providing breaks during class to express breast milk, breastfeed, or attend to health needs associated with pregnancy or related conditions, including eating, drinking, or using the restroom;
- (2) Excusing intermittent absences to attend medical appointments;
- (3) Providing access to online or homebound education, including the providing of access to instructional materials and video recordings of lectures (to the extent such materials, recordings are made available to any student with an excused absence);
- (4) Facilitating changes in schedule or course sequence, including extensions of time for coursework and rescheduling of tests and examinations and/or providing opportunity to make up missed assignments/assessments (such time extensions shall be applied in the same manner as the University grants and provides ADA/504 accommodations for additional time);
- (5) Allowing a student to sit or stand, or carry or keep water nearby;
- (6) Offering counseling;
- (7) Facilitating changes in physical space or supplies (for example, access to a larger desk or a footrest);
- (8) Allowing the student to maintain a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals or unborn children;
- (9) Providing elevator access;
- (10) Facilitating a voluntary leave of absence from the University if the student is in good academic standing at the time the student takes a leave of absence, and facilitating a return to the student's degree or certificate program without being required to reapply for admission if the student remains in good academic standing; or
- (11) Making other necessary changes to policies, practices, or procedures.

For Parenting Students:

- (1) Facilitating priority registration to the extent the University provides early registration for any other group of students; or
- (2) Facilitating a voluntary leave of absence from the University if the student is in good academic standing at the time the student takes a leave of absence, and facilitating a return to the student's degree or certificate program without being required to reapply for admission.

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at https://cm.maxient.com/reportingform.php?MSUTexas&layout_id=6

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit <https://msutexas.edu/titleix/>

Resources

- Helpdesk hours: 8 AM-10 PM, 7 days a week
- Online Problem Reporting System <https://msutexas.edu/distance/oprs.php>
- Helpdesk direct phone: 940-397-3000
- Log-In instructions <https://msutexas.edu/distance/login-instructions.php>
- D2L access link: <https://d2l.msutexas.edu/>
- Advice to new online students <https://msutexas.edu/distance/new-online-students.php>
- Student Resources <https://msutexas.edu/distance/student-resources.php>

COURSE CALENDAR AND SCHEDULE OF READINGS AND REQUIRED ACTIVITIES

Assessments are due on Thursdays either in class or in D2L by 11:59pm CST depending on the specific assignment instructions. Group chapter summaries and PPT presentations are required to be presented in class and then submitted in D2L by their respective due dates at 11:59pm CST. Reading notes and final papers are submitted in D2L by 11:59pm CST on their respective due dates, and exams are administered in class. There is no final exam in this course.

WEEK NUMBER	ITEMS TO READ/VIEW/DISCUSS	ITEMS DUE/ SUBMISSION FORMAT
Week 1: August 25-31	<ul style="list-style-type: none"> • Syllabus, course calendar, course policies, and course etiquette/netiquette- <p>In class videos:</p> <ul style="list-style-type: none"> • <i>Hmong Healing at Dignity Health</i> • <i>Preserving Hmong Culture: Life After War</i> • <i>Hmong Shaman Performs Ritual</i> <p>Readings:</p>	<ul style="list-style-type: none"> • N/A

	<ul style="list-style-type: none"> Spector (2017) Chapter 1 Fadiman (1997) Preface & Chapter 1 	
Week 2:September 1-7 <i>(September 1st is a holiday)</i>	<p>In class video:</p> <ul style="list-style-type: none"> Ted Talk by Kelli Swayze-<i>Life that Doesn't End with Death</i> <p>Readings:</p> <ul style="list-style-type: none"> Chapter 2 in Spector (2017) Fadiman (1997) Chapter 2 	<ul style="list-style-type: none"> N/A
Week 3:September 8-14	<p>Readings</p> <ul style="list-style-type: none"> Fadiman (1997) Chapters 3-5 Spector Chapter 3-4 	<ul style="list-style-type: none"> Reading Note #1 due in D2L by 11:59pm CST on Thursday, September 11th
Week 4: September 15-21	<ul style="list-style-type: none"> Class discussion on Tuesday Group 1 Chapter Summary presentation of Fadiman (1997) Preface, Chapters 1-5 on Thursday 	<ul style="list-style-type: none"> Group 1 Chapter Summary due in class on Thursday, September 18; Group outline uploaded to D2L by 11:59pm CST
Week 5: September 22-28	<ul style="list-style-type: none"> Exam Review 	<ul style="list-style-type: none"> Exam #1 (Spector Chapters 1-4; Fadiman Preface, Chapters 1-5) due in class on Thursday, September 25
Week 6: September 29-October 5	<p>In class videos:</p> <ul style="list-style-type: none"> <i>Border Medicine : Origins of Mexican American Religious Healing</i> (University of Arizona; Minutes 18 through 56) <i>Curanderismo-The Tradition of Traditional Medicine</i> (5 minutes);University of New Mexico <p>Readings:</p> <ul style="list-style-type: none"> Fadiman Chapters 6-9 	<ul style="list-style-type: none"> N/A
Week 7:October 6-12	<p>Readings:</p> <ul style="list-style-type: none"> Chapters 1-2 & 5 from the following E-Book available through MSU TX Library, and PDF available in D2L 	<ul style="list-style-type: none"> N/A

	<ul style="list-style-type: none"> ▪ Trotter, Chavira, & León, (1997). Curanderismo, Mexican American folk healing (2nd ed., University of Georgia Press). <p>Part II Saints & Spirits from</p> <ul style="list-style-type: none"> • Brett Hendrickson. (2014). Border Medicine : A Transcultural History of Mexican American Curanderismo. NYU Press. • Fadiman Chapters 10-11 	
Week 8: October 13-19	<p>Readings:</p> <ul style="list-style-type: none"> • Spector (2017) Chapters 6-7 <p>Group 2 Chapter Summary Presentation (Fadiman Chapters 6-11) on Thursday</p>	<ul style="list-style-type: none"> • Group 2 Chapter Summary Presentation due in class on Thursday, October 16th ; outline submitted in D2L by 11:59pm CST
Week 9: October 20-26	<p>In class video:</p> <ul style="list-style-type: none"> • <i>Soul Food: Santeria</i> (15:12) <p>Exam Review</p>	<ul style="list-style-type: none"> • Exam #2 due in class on Thursday, October 23rd (in class videos & e-book chapters on curanderismo; Fadiman chapters 6-11; Spector chapters 6-7)
Week 10: October 27-November 2	<p>Readings:</p> <ul style="list-style-type: none"> • Fadiman (1997) Chapters 12-15 <p>In class video Tuesday</p> <ul style="list-style-type: none"> • <i>Santeria Cubana Documental #4 , Cuban Santeria Documentary</i> (starting at 5:12 & ended at 16:22) <p>Group 3 Chapter Summary Presentation on Thursday (Fadiman Chapters 12-15) on Thursday</p>	<ul style="list-style-type: none"> • Group 3 Chapter Summary Presentation due in class on Thursday, October 30th; outline submitted in D2L by 11:59pm CST
Week 11: November 3-9	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Fadiman Chapter 16-19 & Afterward <p>Begin individual PPT Presentations on Tuesday</p> <p>Group 4 Chapter Summary Presentation on Thursday (Fadiman Chapters 16-19 & Afterward)</p>	<ul style="list-style-type: none"> ▪ Group 4 Chapter Summary Presentation due in class on Thursday, November 6; outline submitted in D2L by 11:59pm CST

		<ul style="list-style-type: none"> ▪ Reading Note #2 due on Thursday, November 6, in D2L by 11:59pm CST
Week 12: November 10-16	<ul style="list-style-type: none"> • Continue in class PPT Presentations on Tuesday • Exam on Thursday 	<ul style="list-style-type: none"> • Exam #3 due in class on November 13th (Fadiman Chapters 12-19 & Afterward; in class videos on Santeria)
Week 13: November 17-23	Readings: <ul style="list-style-type: none"> • Spector (2017) Chapters 9-10, 12, 14 Conclude in class PPT Presentations by Thursday of this week	<ul style="list-style-type: none"> • PPT Presentations due in D2L by 11:59pm CST on November 20th
Week 14: November 24-30 <i>(November 26-30 is Thanksgiving break; class doesn't meet on Thursday.)</i>	Library research day on Tuesday November 25; work on final papers	<ul style="list-style-type: none"> ▪ N/A
Week 15: December 1-7	<ul style="list-style-type: none"> • Any and all make up exams must be completed in class on Tuesday, December 2nd • Students who do not need to make up an exam are not required to attend this class period on Tuesday. • Exam #4 on Thursday in class 	<ul style="list-style-type: none"> • Exam #4 in class on December 4th (Spector Chapters 9-10, 12, 14 & PPT Presentation themes) • Final paper due in D2L by 11:59pm CST on December 4th
Week 16: <i>(Final exam week this class does not meet)</i>	No final exam	N/A