



Course Syllabus: Special Topics: Health Care in Multicultural Settings

Dillard (DB 121)
SOCL 4733 Section 01
Tuesdays and Thursdays from 11:00am-12:20pm
Fall 2026

Contact Information

Instructor: Dr. Amy Clark
Office: ODO 131
Office hours: Monday 9:55am-12pm; Tuesday 9:25am-10:50am; Thursday 9:25am-10:50am
Office phone: (940) 397-4316
E-mail: amy.clark@msutexas.edu

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.

What is Sociology?

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)."

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

Textbook & Instructional Materials

REQUIRED TEXT: 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:

- Scantrons: 882-E Compatible Testing Forms. Please make sure your scantron is wrinkle free and in good condition. Do not crumple or bend the form.
- A regular no. 2 pencil and a pencil sharpener or extra sharpened pencils
- Microsoft Office 365 (free subscription through MSU) or other word processing software, which can be converted to a PDF.
- Students will need paper and a pen to complete participation activities

Student Handbook

Refer to: [Student Handbook](#)

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 individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.
[Office of Student Conduct](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library. If students need help completing their projects or proofreading their reflection paper, then they may utilize TASP support services in the Moffett Library.

Grading

Grades are not curved or rounded. No exceptions.

Table 1: Points allocated to each assignment

Assignments	Points	Percentage
Quizzes (10 at 20 pts each)	200	20
Tests (4@150 pts each)	600	60
Group Chapter Summaries	50	5
Power Point Summaries of Final Paper	25	2.5
Participation activities	25	2.5
Health Beliefs Assessment/Symbolic Analysis	100	10
Total Points	1000	100

Table 2: Total points for final grade.

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

Participation Activities

Participation Activities: Worth 25 points. The instructor will assign various in-class participation activities over the course of the semester, which add up to 25 points. Students are expected to attend class, and these activities are taken up at the end of class. Students who miss class, for any reason, are not allowed to make up these points. Participation activities may be completed individually or in groups depending on the nature of the activity.

Quizzes

Quizzes: 10 worth 20 points each: 200 points total

There are 10 quizzes, and each quiz is 10 questions. The questions may include fill in the blank, multiple choice, and true false questions. **Quizzes will cover material from the required textbook readings.** Students will have 20 minutes to finish each quiz, and quizzes will start at the beginning of class on their respective due dates. Starting at the beginning of class on the due date, students will be given 20 minutes to complete each assessment. The instructor will take up the quizzes promptly once time is up, and students who walk in late will NOT be given any extra time to complete the assessment. Students are required to attend class *on time*. Quizzes cannot be completed "late." Students with an approved excuse will be allowed to make up missed quizzes at the end of the semester on the assigned make-up day.

- **Quiz #1** covers the readings Preface & Chapter 1-2 (Fadiman) as well as Chapter 1 (Spector)
- **Quiz #2** covers Chapter 3 (Fadiman) and Chapter 2 (Spector)
- **Quiz #3** covers Chapter 4-5 (Fadiman)
- **Quiz #4** covers Chapters 6-11 (Fadiman)
- **Quiz #5 covers** Chapters 1-2 & 5 from E-Book available through MSU TX Library, Trotter, Chavira, & León, (1997). *Curanderismo, Mexican American folk healing* (2nd ed., University of Georgia Press) and *Part II Saints & Spirits* from Brett Hendrickson. (2014). *Border Medicine : A Transcultural History of Mexican American Curanderismo*. NYU Press.
- **Quiz #6** covers Chapters 12-13 (Fadiman) and Chapters 5-6 (Spector)
- **Quiz #7** covers Chapter 7 (Spector)
- **Quiz #8 covers** Chapters 16-17 (Fadiman) and Chapter 8 (Spector)
- **Quiz #9** covers Chapters 18-19, *Afterward* (Fadiman)
- **Quiz #10** -take home quiz; questions based on speaker from Moffett Library

Exams

Exams: 4 at 150 points each; worth 600 points total

Exams are completed in class on their respective due dates, and they are completed via scantron and short answer essay questions. Students are required to bring a scantron and no. 2 pencil to each exam. (Please make sure that you DO NOT FOLD your scantron. Please keep it straight and wrinkle free.) Each exam will be 50 true/false and multiple-choice questions as well as 5 short answer essays. Each essay question should be answered with a minimum of 5 complete, unique sentences, which thoroughly answer each prompts.

Students will have the entire class period to complete the exam. Students who arrive to class late on test day must finish the exam by the time they are taken up by the instructor and will not be provided extra time to finish the exam.

(Please also view the policy on Missed Exams.) Test grades will not be curved, and no test grades will be dropped. The tests are not open book, and students cannot use notes. Students who miss an exam for an excused reason can take it on the make-up day at the end of the semester.

Exam 1 covers the following videos and readings as well as lectures.

Videos:

- Hmong Shaman Performs Ritual
- Hmong Healing at Dignity Health
- Preserving Hmong Culture: Life After War
- Border Medicine : Origins of Mexican American Religious Healing
- Curanderismo-The Tradition of Traditional Medicine
- Ted Talk by Kelli Swayze-Life that Doesn't End with Death

Readings:

- Preface & Chapter 1-5 (Fadiman)
- Chapter 1-4 (Spector)

Exam 2 covers the following videos and readings as well as lectures.

Videos:

- Soul Food: Santeria (15:12)
- Santeria Cubana Documental #4 , Cuban Santeria Documentary (starting at 5:12 & ended at 16:22)

Readings

- Chapters 6-15 (Fadiman)
- Chapters 5-7 (Spector)
- Chapters 1-2 & 5 from E-Book available through MSU TX Library,
- Trotter, Chavira, & León, (1997). Curanderismo, Mexican American folk healing (2nd ed., University of Georgia Press).
- Part II Saints & Spirits from Brett Hendrickson. (2014). Border Medicine : A Transcultural History of Mexican American Curanderismo. NYU Press.

Exam 3 covers the following readings as well as lectures.

- Chapters 16-19 and afterward (Fadiman)
- Chapters 8 (Spector)

Exam 4 will cover questions from each of the in-class PPT presentations made by other students in the class.

- Students will be provided access to all of the PowerPoints in order to study them before the exam.

PowerPoint Summary of Final Paper

PowerPoint Summary; worth 25 points total

Power Points should be between 10 to 12 slides, and students should take not more than 12 to 15 minutes to present.

The following should be included in your PPT summary of your final paper:

- Name of the target population with the alternative healing tradition (i.e. Native Americans, etc.)
- Where they live in the United States
- Major health problems/diseases that affect the population at higher rates compared to others (the Spector text give you examples of these)
- Examples of their health beliefs, rituals, artifacts, etc.
- What is typically used in their healing rituals (PICTURES/SCREENSHOTS/SHORT VIDEOS are encouraged)
- Any known barriers to care working with the population/gaps/health disparities (i.e. language; conflicts with Western Medical practices/views [ex. animals sacrifice, use of Shaman]; lack of trust in medical providers; supernatural beliefs; poverty; etc.)
- Any suggestions to bridge the gaps in their care and/or give them more culturally holistic, sensitive, humble, appropriate care (you can use what you learned in the Fadiman or Spector texts for help)

Each assignment will be graded with a detailed rubric, and students will have access to the assignment directions ahead of time in the D2L course shell. PowerPoints will be submitted through an assignment link in the D2L course shell on their respective due dates. Students are required to cite sources in APA 7th edition format. Students should follow all assignment directions, and students should check them for grammar, punctuation, and spelling errors. PPTS be checked for possible plagiarism and unauthorized use of generative AI via Turnitin. Projects will be accepted up to 48 hours late per the late penalties listed in this document.

30% deduction penalties: Students will lose 30% of the point on their PPT grade if they disrupt others who are presenting, walk in during another person's presentation, or use their phone or computer while another person is presenting. Students will also receive a deduction if they do not present in class. The atmosphere for class presentations should be similar to that of an academic conference.

Health Beliefs Assessment and Symbolic Analysis Paper: 100 points

Students should choose a population with alternative health beliefs/healing traditions and complete a needs assessment and symbolic analysis for this group. Students are not limited to a group covered in the course but should get instructor approval before completing their paper. The paper should be 17 double space pages, which include a title page and an APA 7th edition formatted reference list. Students are also required to cite at least 15 sources, which should be approved by the instructor. Sources can include both of their textbooks, e-books, journal articles, as well as reputable videos or websites. Sources should be cited both in-text and in your reference list.

The following is a break down of what should be included in the paper

Page 1: Title Page in APA 7th edition format

Pages 2-4: 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

Pages 5-7: 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 8-10: 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
- Review and analyze the importance of at least 10 different symbols and artifacts used for healing
- 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 11-13: 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 14-15: 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

Pages 16-17 References:

- You are required to cite 15 scholarly and/or approved 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
- Four or five 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 speaking 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 for the paper 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. 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. o Plagiarism of any kind will result in a zero on your paper.

Group Chapter Summaries

Students will be divided up into groups and assigned certain chapters in the Fadiman (1997) text to summarize 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 refer 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.

- Key events/updates to the story
- Any symbols, rites, rituals, health beliefs, and health practices which illustrate the alternative health beliefs of the Hmong (Lees)

- Also include any ways that the Hmong feel that their traditions/rituals are disrupted due to the rules of the MCC
- Any stress/frustration exhibited by the MCC staff
- Any updates on Lia's medical condition or the location where she is living
- Any interaction that the Lees have with the legal system
- Any negotiation, compromises, or movement from either side (from the Lees or from the MCC staff); i.e. the allowances for Shaman or translators, etc.

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

Extra Credit

There are 10 extra credit points offered in class.

Late Work

Group chapter summaries, Power Point Summaries, and Final papers 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.

Unexcused written work, PPTs, and Group Summaries 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. Participation points cannot be made up.

Make Up Work/Tests

If students miss an exam or quiz due to a university approved excuse or an otherwise excused absence, they will be required to make up the exam or quiz AT THE END OF THE SEMESTER ON A DATE SPECIFIED BY THE INSTRUCTOR in the Syllabus.

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 even if their absence was otherwise excused. No exams can be made up for reasons associated with unexcused absences, and no tests or quizzes can be taken late for a reduction in points. Unexcused quizzes or tests will be scored as a zero. No unexcused quiz grades can be replaced.

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course, and you are required to submit some of your written assignments in D2L. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact D2L Help.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Missing class for unexcused reasons will adversely impact your ability to do well on your tests and quizzes. You will also miss critical instructions for your assignments, which will impact your ability to correctly complete them. So, missing several classes will negatively impact your overall grade in the class—especially if they are unexcused. If something serious has happened, which prevents you from coming to class, then please reach out to me as soon as is reasonably possible. The instructor does not drop for absences.

Recording Classes

****Recording classes is prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Dr. Clark **does not permit recordings of her classes** unless there is a specific DSS accommodation letter provided which explicitly states that lectures can be recorded. Such recordings permitted through DSS accommodation may not be uploaded to the internet or otherwise shared, transmitted, or published.

Instructor Class Policies

- **Attendance and Participation Points:** Students are expected to attend the class, be respectful to the instructor as well as to each other. Students should not cause disruptions to the class. Disruptions to the class include using cell phones or laptops, talking to each other, and arriving late. The instructor does not drop students for lack of attendance. However, the

instructor does assign a grade for the daily participation activities given in her class, and these points CANNOT be made up. Therefore, students who do not attend regularly WILL see a decrease in their grade for participation activities. I will not drop you for absences. However, your letter grade is very likely to drop if you do not regularly attend class. Attendance is recorded and reported to the Registrar.

- **Academic Dishonesty:** Students are NOT allowed to use ChatGPT, Claude, Gemini, CoPilot or any other unauthorized AI in this class. Similarly, students are NOT allowed to use any AI functions in Microsoft Word or Grammarly or any AI tools in any other form of word processing software. Thus, students are advised to use basic spelling and grammar check in Microsoft Word. Students should not use AI along with any word spinners.
- **Turnitin:** Turnitin will be utilized to check for possible plagiarism on written assignments. Students suspected of cheating on exams, quizzes, 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.
- Any unauthorized use of AI in the course, such as Chat GPT, Claude, or Gemini will result in a zero on any written assignments.
- All written assignments submitted in D2L are checked for plagiarism and use of AI via Turnitin. Students should not use ANY AI features in Microsoft Office or Grammarly to submit their written assignments. Students are advised to use basic features of Microsoft Word and Grammarly only. These basic features should not have any components of AI. If students are unsure about whether or not their word processing software is using AI or will flag Turnitin for the use of AI, then they can contact D2LHelp or the Helpdesk on campus to double check.
- **Disruptions to the class environment**
- Students should not use their phone or talk to other classmates during class. This is excessively disruptive. 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 is considered excessively distracting.

- Students should not be playing games, texting, using social media, or listening to lectures for other classes while attending my class. Students engaging in this behavior will be provided one verbal and one written warning before they are asked to leave class early.
- Students talking during class will be provided one verbal and one written warning about their disruptive behavior. If they disrupt class a third time, then they will be asked to leave class early.
- Use of cell phones and laptops in class
- There may be times where bringing your phones and laptops are appropriate based on instructor direction. 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.

Excused absences from Extenuating Circumstances:

- 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.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide

appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Quizzes, exams, participation activities, group summaries (presentation), and PPTS (presentation) are completed **in class on their respective due dates**. The final paper (PDF or word doc), PPTs (PDF or PPT), and group summaries (outline as a PDF) are submitted in **D2L by 11:59pm CST** on their respective due dates. Extra credit should be submitted in class on its respective due date.

Week or Module	Readings and activities	Assignment Due Dates
Week 1 8/24-8/30	Course Introductions Syllabus Videos: • <i>Hmong Shaman Performs Ritual</i> • <i>Hmong Healing at Dignity Health</i> • <i>Preserving Hmong Culture: Life After War</i>	N/A
Week 2 8/31-9/6	Preface & Chapter 1-2 (Fadiman) Chapter 1 (Spector)	Quiz (#1) -due 9/1

Week or Module	Readings and activities	Assignment Due Dates
Week 3 9/7-9/13 *No classes 9/7	Chapter 3 (Fadiman) Chapter 2 Spector Video: Ted Talk by Kelli Swayze-<i>Life that Doesn't End with Death</i>	Quiz (#2) -due 9/8
Week 4 9/14-9/20	Chapter 4-5 (Fadiman) Group 1 Chapter Summary	Quiz (#3) -due 9/15 Group 1: Chapter Summaries -due in D2L 9/17
Week 5 9/21-9/27	Chapters 3-4 (Spector) Videos: <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	Exam 1 -due 9/24
Week 6 9/28-10/4	Chapters 6-11 (Fadiman) Group 2 Chapter Summaries	Quiz #4 -due 9/29 Group #2 Summaries -due in D2L 10/1

Week or Module	Readings and activities	Assignment Due Dates
Week 7 10/5-10/11	- Chapters 1-2 & 5 from E-Book available through MSU TX Library, Trotter, Chavira, & León, (1997). Curanderismo, Mexican American folk healing (2nd ed., University of Georgia Press). - Part II Saints & Spirits from Brett Hendrickson. (2014). Border Medicine : A Transcultural History of Mexican American Curanderismo. NYU Press.	Quiz #5 -due 10/6
Week 8 10/12-10/18	Chapters 12-13 (Fadiman) Chapters 5-6 (Spector)	Quiz #6 -due 10/13
Week 9 10/19-10/25	Chapter 7 (Spector) Videos: <i>Soul Food: Santeria</i> (15:12) <i>Santeria Cubana Documental #4 , Cuban Santeria Documentary</i> (starting at 5:12 & ended at 16:22)	Quiz #7 -due 10/20
Week 10 10/26-11/1	Chapters 14-15 (Fadiman) Group 3 Chapter Summary Presentation	Group 3 Summaries -due in D2L 10/27 Exam #2 -due 10/29
Week 11 11/2-11-8	Chapters 16-17 (Fadiman) Chapter 8 (Spector) Power Point Presentations Begin	Quiz #8 -due 11/3
Week 12 11/9-11/15	Chapters 18-19, Afterward (Fadiman) Power Point Presentations Conclude	Quiz #9 -due 11/10 Power Point Presentations due in D2L by 11/12

Week or Module	Readings and activities	Assignment Due Dates
Week 13 11/16-11/22	Group 4 Chapter Summaries	Group 4 Summaries -due in D2L 11/17 Exam #3 -due 11/19
Week 14 11/23-11/29 *No classes Thanksgiving Break (11/25-29)	Library day featuring speaker from Moffett Library	Quiz #10 -due 11/24
Week 15 11/30-12/6	Make-Up day for excused quizzes and exams=12/1	Make up day 12/1 Exam #4 -due 12/3 Final Paper due 12/6 in D2L
Week 16 12/7-12/13	No final exam	N/A