



**SYLLABUS: Health Inequalities Fall 2020**

***SOCL 4503 Section 101***

**CRN = 12455**

**Days: M, W and F; Time: 10:00am to 10:50am**

**Building and room: Dillard 177**

Contact information

Instructor information

Isaac Christiansen, PhD, Assistant Professor of Sociology

Office location

Prothro-Yeager Hall, Room O-134

Office Hours

MW 11:00 a.m. – 12:00p.m. and 1:00 p.m. to 2:00 p.m.

Tuesdays 10:00am – 10:50a.m.

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### **Course Overview and Objectives:**

An in-depth course introducing students to the scholarly literature concerning health inequalities. Emphasis is on the relation between social, political and economic factors and inequalities in health inputs, accessibility and outcomes, both internationally and nationally. Topics include racial health inequalities, social, political and economic determinants of health, poverty and health, economic inequality, epidemic response and health and healthcare financing.

Specifically, we will look specifically at the impact of capitalism and commodification on U.S. healthcare access and outcomes, the impact of austerity and ‘structural adjustment’ on countries, and alternative healthcare systems including healthcare in European social democracies, and the development of the Cuban healthcare system and their medical internationalism.

### **Instructional Objectives**

1. Think critically about the connection between healthcare organization, and the social determinants of health. Be able to coherently link economic, social and political inequalities to inequalities in health.
2. Gain an appreciation for global dimensions of health inequalities. Be able to firmly grasp how unequal social, economic development has led to extreme global health inequalities. Understand the impact of structural adjustment programs and neo-liberal policy on developing countries on the health of poorer and disadvantaged populations.
3. Explore alternative models of healthcare organization and understand that different theories that argue for these alternatives. Exploration of case studies is critical here.

## Required Books:

Panitch Leo and Colin Leys. 2009. *Socialist Register 2010. Morbid Symptoms: Health Under Capitalism*. London. Merlin Press and Monthly Review.

Fitz, Don. 2020. *Cuban Health Care: The Ongoing Revolution*. Monthly Review Press.

## Required Readings on D2L:

Christiansen, Isaac. 2017. "Commodification of Health Care and Its Consequences". *World Review of Political Economy*. 8(1):82-103

Christiansen, Isaac. 2019. "Health and Development Challenges: A Nested Typology of 123 Developing Countries" *International Critical Thought*. 9(2) 297-313

Christiansen, Isaac and David Leonard. 2019. "Human Resources for Health and Health Outcomes in Cuba: An Analysis of their Distributions over Time and Space" *International Journal of Cuban Studies*. 11 (2): 200-227

Davis, Karen, Kristof Stremikis, David Squires and Cathy Schoen. 2014. "Mirror, Mirror on the Wall: How the Performance of the U.S. Health Care System Compares Internationally" The Commonwealth Fund.

Dickman, Samuel, David U Himmelstein and Steffie Woolhandler. "Inequality and the health-care system in the USA" *The Lancet* 389:1431-41.

Dreze, Jean and Amartya Sen. 2013. "India's Health Care Crisis" Pp 143-181 in *An Uncertain Glory: India and Its Contradictions*. Penguin Books. London.

Forster, Timon, Alexander E. Kentikelenis, Thomas H. Stubbs, and Lawrence King. 2019. "Globalization and Health Equity: The Impact of Structural Adjustment Programs on Developing Countries". *Social Science and Medicine*.  
<https://doi.org/10.1016/j.socscimed.2019.112496>

Gaffney, Adam and Carles Muntaner. 2018. "Austerity and Health Care". Pp 119-135 in *Health Care Under the Knife: Moving Beyond Contemporary Capitalism*. Edited by Howard by Waitzkin. Monthly Review Press. New York, NY.

Gershman, John and Alec Irwin. 2000. "Getting a Grip on the Global Economy" Pp 11-43 in *Dying for Growth: Global Inequality and the Health of the Poor*. Edited by Jim Yong Kim, Joyce V. Millen, Alec Irwin and John Gershman. Common Courage Press. Monroe, Maine

Hart, Julian Tudor. 1971. "The Inverse Care Law" *The Lancet* 405-412

Koreishi, Safina and Martin Donohoe. 2013. "Historical and Contemporary Factors Contributing to the Plight of Migrant Farmworkers in the United States" Pp. 85-98 in *Public Health and Social Justice: A Jossey-Bass Reader*. Edited by Martin T. Donohoe. Jossey-Bass. San Francisco.

Navarro, Vicente. 1993. "Has Socialism Failed? An Analysis of Health Indicators Under Capitalism and Socialism" *Science and Society*. 57 (1) 6-30

- Navarro, Vicente. 2009. "What We Mean by Social Determinants of Health" *International Journal of Health Services*. 39 (3) 423-442
- Navarro, Vicente. 2014. "Neoliberalism as a Class Ideology; Or, the Political Causes of the Growth of Inequalities". Pp. 8-22 in *The Financial and Economic Crises and their Impact on Health and Social Well-Being*. Edited by Vicente Navarro and Carles Muntaner. Baywood Publishing Company. New York.
- Navarro, Vicente. 2020. "The Consequences of Neoliberalism in the Current Pandemic" *International Journal of Health Services*. 50(3) 271-275.
- Lamrani, Salim. 2013. "The Impact of the Economic Sanctions on Health Care" Pp.46-50 in *The Economic War Against Cuba: A Historical and Legal Perspective on the U.S. Blockade*. Monthly Review Press. New York.
- Laster Pirtle, Whitney N. 2020. "Racial Capitalism: A Fundamental Cause of Novel Coronavirus (COVID 19) Pandemic Inequities in the United States" *Health Education and Behavior*. Open Access.
- Lexchin, Joel. 2018. "The Pharmaceutical Industry in the Context of Contemporary Capitalism" Pp 83-98 in *Health Care Under the Knife: Moving Beyond Contemporary Capitalism*. Edited by Howard Waitzkin. Monthly Review Press. New York, NY.
- Li, Zhangjie, Quilan Chen, Luzhao Fang, et al. 2020. "Active case finding with case management: the key to tackling the COVID-19 pandemic" *The Lancet*. 396: 63-70.
- Pandolfeli, Lauren E., John Shandra, and Juhi Tyagi. 2014. "The International Monetary Fund, Structural Adjustment, and Women's Health: A Cross National Analysis of Maternal Mortality in Sub-Saharan Africa" *The Sociological Quarterly*. 55: 119-142.
- Pérez Riverol, Amilcar. 2020. "The Cuban Strategy for Combatting the COVID-19 Pandemic" *Journal of Latin American Cultural Studies*. Open Access  
[https://medium.com/@j\\_lacs/the-cuban-strategy-for-combatting-the-covid-19-pandemic-266b62cd721c](https://medium.com/@j_lacs/the-cuban-strategy-for-combatting-the-covid-19-pandemic-266b62cd721c)
- Pickett, Kate E. 2015 and Richard G. Wilkinson. 2015. "Income Inequality and Health: A Causal Review." *Social Science and Medicine*. 128: 316-326.
- Pollack, Todd, Guy Thwaites, Maia Rabaa et al. 2020. "Emerging COVID-19 Success Story: Vietnam's Commitment to Containment" Our World in Data. Accessed online: 8/14/2020: <https://ourworldindata.org/covid-exemplar-vietnam>
- Rajan, Keertichandra, Jonathan Kennedy, and Lawrence King. 2013. "Is Wealthier Always Healthier in Poor Countries: The Health Implications of Income, Inequality, Poverty and Literacy in India." *Social Science and Medicine* 88:98-107.
- Sell, Susan K. and Owain D. Williams. "Health Under Capitalism: A Global Political Economy of Structural Pathogenesis" *Review of International Political Economy*. 27 (1): 1-25.
- Thomas, Stephen B. 2013. "The Color Line: Race Matters in the Elimination of Health Disparities" Pp 35 to 40 in *Race, Ethnicity and Health*. Edited by Thomas A. LaVeist and Lydia A. Isaac. Jossey-Bass. San Francisco.

- Waitzkin, Howard and Ida Hellander. 2016. "Obamacare: The Neoliberal Model Comes Home to Roost in the United States- If We Let It" *Monthly Review* 68 1-18.
- Wallace, Rob, Alex Leibman, Luis Fernando Chaves and Rodrick Wallace. 2020. "COVID-19 and Circuits of Capital: New York to China and Back" *Monthly Review*. 72(1)1-15.
- Williams, David R. and Chiquita Collins. 2013. "U.S. Socioeconomic Differences in Health: Patterns and Explanations" Pp 375-418 in *Race, Ethnicity and Health*. Edited by Thomas A. LaVeist and Lydia A. Isaac. Jossey-Bass. San Francisco.
- World Health Organization. 1978. "The Declaration of Alma Ata." *International Conference on Primary Health Care, Alma-Ata, USSR, 6-12 September 1978*

### **Recommended (previously required) Readings Available on D2L:**

- Beaucamp, Dan E. 2013. "Public Health as Social Justice" Pp 11-19 in *Public Health and Social Justice: A Jossey-Bass Reader*. Edited by Martin T. Donohoe. Jossey-Bass. San Francisco.
- Jones, David. 2013. "The Persistence of American Indian Health Disparities" Pp 99-121 in *Public Health and Social Justice: A Jossey-Bass Reader*. Edited by Martin T. Donohoe. Jossey-Bass. San Francisco.
- Kim, Jim Yong, Aaron Shakow, Jaime Bayona, Joe Rhatigan and Emma L. Rubin de Celis. 2000. "Sickness amidst Recovery: Public Debt and Private Suffering in Peru" Pp 127-153 in *Dying for Growth: Global Inequality and the Health of the Poor*. Edited by Jim Yong Kim, Joyce V. Millen, Alec Irwin and John Gershman. Common Courage Press. Monroe, Maine
- Kentikelenis, Alexander, Marina Karanikolos, Aaron Reeves, Martin McKee, and David Stuckler. 2014. "Greece's Health Crisis: From Austerity to Denialism." *The Lancet* 383:748-753.
- Shandra, John M., Jenna Nobles, Bruce London, John B. Williamson. 2004. "Dependency, democracy and infant mortality: a quantitative, cross-national analysis of less developed countries" *Social Science and Medicine* 59: 321-333
- Zhang, Wei. 2014. "The Other Side of the Chinese Economic Miracle" Pp 454-472 in *The Financial and Economic Crises and their Impact on Health and Social Well-Being*. Edited by Vicente Navarro and Carles Muntaner. Baywood Publishing Company. New York

### **Basic skills necessary for the assimilation of sociological knowledge and success in this course:**

**1. Self-discipline:** You will need to be sufficiently dedicated and take the time necessary to not only read through all of the assigned material, but to truly learn and absorb it. You will need to ask yourself questions as you read to ensure that you can identify and recall the main points.

After reading you should be able to answer questions related to the material and see its personal and/or social/economic/political implications.

**You are responsible for knowing the material in the text and other readings according to the syllabus schedule as well as the material covered in class lecture.** Chapters should be read by the time the material is covered in class. In this way you will gain more from the lecture, be prepared for quizzes, and reduce the need to cram for exams. To test your own knowledge, you should be able to answer the questions at the end of each chapter correctly.

**2. Attend every class. Come prepared and pay attention in class, take appropriate notes according to your best learning style and method.**

**3. A willingness to challenge dominant beliefs and perceptions.** The sociologist must not fear information, data, and iconoclastic perspectives, which may clash with their preconceptions. The sociologist must not shy away from information, data or truths that may be distasteful to powers that be- or to their own preconceptions.

<b>Course Schedule</b>	<b>Topics</b>	<b>Readings</b>	<b>Due dates</b>
<b>Week 1</b> 8/24	Course Introduction		
8/26-8/28	Thinking about Health Inequalities	Hart 1971 Deppe 2009 (pp29-38 in Morbid Symptoms)	
<b>Week 2</b> 8/31	Health commodification	Christiansen 2017	
9/2	Capitalism in Health	Leys 2009 (pp 1-28 in Morbid Symptoms)	
9/4	International Comparisons (Sicko)	Davis et al. 2014	<b>Summary 1 Due</b> (Over Hart, Christiansen or Leys)
<b>Week 3</b> 9/7	<b>Labor Day</b>		
9/9	Commodification: Pharmaceutical Industry	Lexchin 2018	
9/11	Pharmaceutical Industry	Applebaum (2009) (Morbid Symptoms pp 84-102).	<b>Summary 2</b> Lexchin or Applebaum
<b>Week 4</b> 9/14	Inequality and Health	Pickett and Wilkinson 2015; Dickman, Himmelstein and Woolhandler 2017	
9/16	Capitalism, Inequality and Health	Coburn (pp 39-58 in Morbid Symptoms)	<b>Summary 3</b> (Coburn, Pickett and Wilkinson or Dickman et al)
9/18	Capitalism, Inequality and Health	Sell and Williams 2020	<b>Reflection 1 due Sunday 9/20</b>

<b>Course Schedule</b>	<b>Topics</b>	<b>Readings</b>	<b>Due dates</b>
<b>Week 5</b> 9/21	Racial Inequalities in Health	Thomas 2013; Laster Pirtle 2020 Williams and Collins 2013	
9/23	Racial Inequalities in Health	Koreishi and Donohoe 2013	<b>Summary 4</b> (any of week's readings)
9/25	<b>Exam I</b>		
<b>Week 6</b> 9/28	Social Determinants of Health	Christiansen 2019 and WHO 1978	
9/30	Social Determinants of Health	Rajan et al. 2013	
10/2	Social Determinants of Health	Navarro 2009	<b>Summary 5</b> (Rajan, Navarro or Christiansen)
<b>Week 7</b> 10/5	Debt and Structural Adjustment Programs (SAPs)	Gershman and Irwin 2000	
10/7	Neo-liberalism, SAPs and health	Forster et al 2019	
10/9	Neo-liberalism, SAPs and health	Gaffney and Muntaner 2014	<b>Summary 6</b> (any of week's readings)
<b>Week 8</b> 10/12	Neo-liberalism, SAPs and health	Pandolfeli et al 2014	
10/14	Neo-liberalism, SAPs and health	Rao (pp 262-278 in Morbid Symptoms)	
10/16	Capitalist) Healthcare reforms	Herman (Pp 125-144 in Morbid Symptoms)	<b>Summary 7</b> (any of week's readings)
<b>Week 9</b> 10/19	(Capitalist) Healthcare reforms	Waitzkin and Hellinder 2016	
10/21	India's Healthcare Crisis	Dreze and Sen 2013	
10/23	Healthcare in China	Wang (Pp 240-261 in Morbid Symptoms)	<b>Reflection II due Sunday 10/25</b>
<b>Week 10</b> 10/26	<b>Exam II</b>		
10/28	Capitalism and COVID19	Wallace et al. 2020; Navarro 2020	
10/30	COVID 19 Response	Perez Riverol	
<b>Week 11</b> 11/2	COVID Response	Li et al. and Pollack et al.	
11/4	Socialism and Health	Navarro 1993	<b>Summary 8</b> (any of week 10 or 11 readings)

<b>Course Schedule</b>	<b>Topics</b>	<b>Readings</b>	<b>Due dates</b>
11/6	Cuban Health Care: Revolution and Health Care	Fitz Prologue (8-15), Chapters 1	<b>Final Paper Outline</b>
<b>Week 12</b> 11/9	Cuban polyclinic and internationalism	Fitz 2 and 3	
11/11	Origin of Family Doctor Model	Chapter 4	
11/13	Cuba: Human Resources for Health	Christiansen and Leonard.	<b>Summary 9</b>
<b>Week 13</b> 11/16	Cuba in Angola; 'Special Period'	Chapters 5 and 6, Lamrani (very short)	
11/18	ELAM	7 and 8 (both short)	
11/20	Cuba's renewed internationalism	9	
<b>Week 14</b> 11/23	Cuba's Venezuelan Cooperation/Dengue. Cuba Fights Ebola	10 and 11	<b>Major Paper 11/24</b>
	THANKSGIVING		
<b>Week 15</b> 11/30	Cuba and the US. Cuba and COVID	12, Postscript.	<b>Summary 10</b>
<b>12/2-12/4</b>	Review- flex space		<b>12/4 Reflection III</b>
<b>Week 16</b>	<b>Exam III</b>		

## Grading Criteria:

### Assignment weights

10 Reading Summaries 10 \* 10 =100  
 Reaction Papers 3 \* 30 = 90  
 Final Paper Outline 20 points  
 Final Paper 100 points  
 1<sup>st</sup> Exam 100 points  
 2<sup>nd</sup> Exam 100 points  
 3<sup>rd</sup> Exam 100 Points  
 TOTAL = 610

### Grading Scale

90% to 100% A  
 80% to 89% B

70%-79% C

60%-69% D

59% or below F

**Reading Summaries:** Briefly summarize in one or two paragraphs the main ideas and central supporting points of one (or two) of the readings for that week. Please include the citation of the reading above the summary. The summary should reflect that you understand the main ideas in the reading. Summaries must be printed out and handed in by the day indicated in the course calendar. There will be a total of 10 submissions. I recommend joining all of your summaries in a single document called an ‘annotated bibliography’. This will help you when it comes time to study and it can serve to a large degree as a study guide. Thus, it is in your interest to go beyond the minimum required here. Summaries will be graded according to how well they capture the central arguments and the degree to which they reflect serious thought about said material. The purpose of requiring summaries is three-fold. 1. This assignment encourages you to keep up with the readings. 2. Writing summaries will enhance the classroom experience and promote healthy discussion. 3. Writing the summaries (and keeping them in a document- such as an annotated bibliography) will facilitate writing papers and help you create a document with which you can review.

## Reflections

Reflections are a central component of this course and are should be longer and more in depth than summaries. The purpose of these reflections is for you to reflect and interact with the articles and their ideas. **Reflections should show that you are linking the ideas in the set of readings.** You may focus on a particular subset of topics covered for that reflection. While they are due the week before the exam of the larger groupings of subsections, they do not have to be over the readings for the past week. So, for example, the first reflection can be over the “Commodity or Right readings (Christiansen 2017, Davis et al. 2014 and Leys 2009) the “Inequality and health readings” or the “Racial Inequality and Health” readings as listed in the course calendar in the syllabus. In the reaction papers you should:

- Identify what you think are the central ideas of the collection of readings that you wish to focus on. Your reflection should show how the readings are connected.
- Discuss what was most salient about the readings and analyze any relevant implications.
- All reaction papers should use correct spelling and grammar. All reaction papers should provide in-text citations of readings cited. DO NOT plagiarize. In text citations should be used for the readings when referencing their ideas. All in-text citations must include the author’s last name and date published, such as (Whiteford and Branch 2008). **When you quote from an author be sure to use quotation marks** (if you don’t that is plagiarism) and to include the page numbers in addition to the author’s last name and year published.
- Towards your conclusions, you may include emotional reactions and reflections relating to the content of the reviewed readings, this is the place to explain them and any other reflections you wish to add.



Write two to three pages, in twelve-point Times New Roman or Arial font, double-spaced. Reflections are due before the exam on a section. Preparing a good reflection, plus reviewing class notes and summaries, should help you prepare for the exam.

### **Final Paper Outline:**

To ensure that you begin to think about your paper early and have ample time to develop it, you will hand in an outline well before the final paper (see the course schedule above). The outline should be one page and must include the topic, the direction of the paper, the theoretical approach that you plan to take to analyze the social problem, and the plan for the basic organizational structure/formatting of the paper. In addition, you must include the references of at least three of the sources that you have identified. The outline is worth 20 points.

### **Final Paper**

You must write a 7 to 10-page, double-spaced paper that examines an area of health inequality covered in this course. One recommended approach is to begin the paper by identifying a particular problem selected and using existing theory and research explain what are the cause or causes of the problem. Then it is useful to explore alternatives. This is best achieved by referencing case studies (and or other research) that shows how the disparities examined could best be reduced. Think about the following: Why does the particular form of health inequality that you have decided to zoom in on persist? What must occur for this problem to be remedied? Who are the stakeholders, i.e., who benefits from the current arrangement (if anyone), and who is most affected? What barriers exist to remedying this problem? These barriers may be political, economic, social or even cultural. These are just to help you think through possible ways to approach your paper's construction.

It is wise to plan ahead in this course and to start thinking about the major paper early. I will happily meet with you during the semester to go over some ideas with you and see if you are on track with the paper and provide you with a reasonable level of guidance. You will have considerable freedom to develop your paper but there are certain rules by which your paper must abide:

1. Your paper must make a coherent argument that addresses some aspect of health inequalities covered in the course. The paper should seek out in-depth solutions and reflect that you have put serious thought.
2. You must include **at least 5** bibliographic references. These must be appropriately cited at the end of the paper. ***I expect you to incorporate (and therefore cite) multiple course readings. I also expect that you will build upon the course readings by bringing in other outside scholarly sources to strengthen the paper.*** The MSU library is a great place to begin your search for those sources. You should be looking at scholarly journals to build on your paper. Some of the best journals to look at in this area are International Journal of Health Services edited by Vicente

Navarro and Social Science and Medicine. Also, the World Health Organization publishes important annual reports concerning world health and can be a great place to get data. All references must include the authors' or author's last and first name(s), the year published, the title of the article or book, the name of the journal or publisher, and where it was published.

**3.** To count towards the minimum bibliographic reference requirement, the references must be scholarly. This means they must come from either books of scholars or must be articles published in scholarly journals. If you have questions on this please see me.

**4.** Your work must include in-text citations. All references must be cited in the text and all work cited in the text must be fully referenced in your bibliography or works cited section at the end of the paper. All quotations of authors must be in quotation marks and the in-text citations for quotations must include the page number. All in text citations must include the author's last name and the year the work was published in parenthesis. For example, (Blum 2004) or (Blum 2004: 328) when quoting.

**5.** In no circumstances will plagiarism be tolerated. A zero will result in this case. This means that you must not copy the works of either your classmates (this is not a group project) or other scholars and pass it off as your own. Honesty and integrity must be upheld in academic work.

## **Course Policies**

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#### **Class Participation and attendance:**

The attendance and participation of students is vital for a positive and rewarding learning experience for everyone. Your presence is expected and students will be evaluated on their sharing of thoughts and class contribution. You will miss vital information if you are not present and alert in class. In the end it is your grade and your responsibility to know the information in the exams and to incorporate the information from class in your assignments. Individuals that miss class and/or are not engaged during class, tend to hand in poorer work, and do more poorly in exams.

**No one who is feeling ill should come to class. If you are sick, please send me an email and do not come to class.**

**Late Assignments: Late assignments will have up to 5 points deducted per day late. The penalty may be lower or waived for health concerns.**

**However, with the exception of severe illness, after a week has gone by or more than half of the points have been eroded due to tardiness, grading begins at half credit. This often results in a virtual zero, once discounts for errors, grammar and other criteria are taken into account. Again, you will need to communicate with me via email:**

[isaac.christiansen@msutexas.edu](mailto:isaac.christiansen@msutexas.edu)

**No assignments may be handed in during finals week, except under the most extreme of circumstances. Do not sabotage your grade by handing in late work!**

**Missed exam policy:** No missed exams will be allowed to be retaken without instructor approval based on *evidence* (doctor's note, university letter) that indicates the person missed the test due to a legitimate emergency, illness and/or school function. **All missed exams must be made up within two weeks-with exceptions of a case of serious illness evaluated on a case by case basis.** The exam *may* also be different than the exam given to the rest of the class, and no bonus question will appear on the make-up exam. No exam may be made up after the week prior to final exams.

**Learning Environment** Please keep in mind that everyone has a different learning style and we need to collectively keep distractions to a minimum. ***PLEASE STAY OFF YOUR CELL PHONES AND OTHER ELECTRONIC DEVICES IN CLASS.*** I will respect you and I also expect you do give your fellow classmates and me that same respect. If you are disruptive in class you will first be given a warning, the second time it occurs, you will be asked to leave.

**Show up on time and do not leave early.**

**Cell phones and electronic devices:** Not permitted during class time. Turn off or silence your cellular telephones before coming to class. Sending text messages is distracting and is strictly prohibited. Laptop use is generally prohibited during class time. No use of iPods or other listening devices will be tolerated. Please focus on the task at hand.

**Syllabus modifications:** The professor reserves the right to make adjustments or improvements to the syllabus during the semester. You will be notified of all changes.

**Cheating, Plagiarism, and Academic Dishonesty:**

At no time will any form of cheating or plagiarism of any kind be allowed. Students are attending the university to learn and cannot do so if they do not complete their own work. Academic dishonesty is a serious ethical violation and will not be tolerated. I expect that these standards will be met, and I will hold students to them.

Plagiarism is according to the New Oxford Dictionary is "the practice of taking someone else's work and passing it off as your own". This means in academic practice copying someone else's work and ideas, without quoting and citing as appropriate.

**Potential consequences of plagiarism or academic dishonesty include failing the article review, assignment, exam and/or quiz at a minimum. Other consequences include failing the entire course and the filing of the Academic Misconduct Form that will remain on your college records.**

**Americans with Disabilities Act:**

If a student has an established disability as defined by the Americans with Disabilities Act (ADAAA) and would like to request accommodation, that student should please contact me as soon as possible. Any student requesting accommodations should first contact Disability Support Services at 940-397-4140 in room 168 Clark Student Center to document and coordinate reasonable accommodations if they have not already done so.

**Campus Concealed Carry**

Senate Bill 11 passed by the 84<sup>th</sup> Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at <https://mwsu.edu/campus-carry/rules-policies>.