

SYLLABUS
SOCL 4733:01
Special Topics: Healthcare in Multicultural Settings
Fall 2024
T/TH 9:30am-10:50am
Bridwell 204

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

Mon. 10:00am-11:00am

Tues. 11:00 am-2:00pm

Wed. 10:00am-11:00am

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 4 scantrons for your exams. Please make sure your scantron is wrinkle free and in good condition. It may help to have extra 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 100 points each; 400 total)

Each exam will have two parts, which include 50 multiple choice and true false questions as well as five short answers. The multiple choice and true false portion of each exam will be completed **in class** on the respective due date. They are completed **via scantron**. 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.)

The five short answer prompts will be submitted in **D2L by 11:59pm CST** on the due date of the exam, and they will be checked for plagiarism using Turnitin. Each prompt should be answered in two to three paragraphs, and any sources should be cited in APA 7th edition format.

Test grades will not be curved, and no test grades will be dropped. The multiple choice/true false portion of the tests are **not** open book, and students **cannot use** notes on the exam in class. Students are expected to cite sources for their short answer responses in APA 7th edition format.

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. Your paper should include in-text and reference citations formatted in APA (7th edition).

Include additional information listed below:

- Discuss Social Determinants of Health [see Centers for Disease Control and Prevention (CDC)]
 - 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)]
 - Discuss barriers associated with immigration and/or refugee status in the United States, if applicable.
- 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
- Describe the potential challenges that health care practitioners need to be prepared to face based on your research; these challenges can be similar or different from those outlined by Fadiman (1997) for the Hmong
- 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?
- 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
 - For example, how do providers deal with their own biases when providing care to those who do not hold mainstream beliefs?
- 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 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.
 - The other three 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.

POWERPOINT PRESENTATION (200 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 15 minutes. A basic description of what to include in the PPT is listed below:

- 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 Faidman, 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 population, such as

Hispanic/Latino, Black, Sub-Saharan African, East Asian, Native American, Pacific Islander, who practices the tradition.

- Describe where this specific group is concentrated in the United States and/or identify where this health, healing, or familial health tradition is usually practiced. Identify where the tradition is most often practiced. For example, Curanderismo may be more common in New Mexico, Texas, and Arizona (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
- 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:

- This can be infographic in nature and act as an outline for your final paper. Include several images to help the class visualize the practices of your target population
- Practice finding sources such as demographic information and descriptions of health disparities for your population.
- A detailed rubric will be provided in the D2L shell. The presentation will be graded according to the rubric. Each student should present for approximately 15 minutes.

READING NOTES (50 points each; 200 total)

- There will be four reading reflection notes, which will cover specific chapters assigned in the Fadiman (1997) textbook. Each reading note is worth 50 points each.
- Each of the notes will be a total of one page (double spaced). The reading notes are designed to engage students in their learning. 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.

Graded Assessments

Graded Assessments	POINTS	Weighted Percentage of Final Grade by Category
Exams (4@100points each)	400	40%
Final Paper	200	20%
PowerPoint Presentation	200	20%
Reading Notes (4 @ 50 points)	200	20%
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 72 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. (Please also view the policy on **missing tests.**)

- No tests 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 72 hours late, but they will be penalized at the following rates:**
 - **< or equal to 24 hours late, 25 % 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 50 % reduction in the total point value of the assignment.**
 - **>48 hours late but < or equal to 72 hours late, 75% 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.
 - **>72 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. As a class, we will design a course contract, which is a document that contains “rules of the road” for how we will treat each other in this class. Signing the contract will be a requirement before continuing in the class. 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 brining 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

Most assessments are due in the **D2L course shell on Thursdays at 11:59pm CST**. The multiple choice and true false portions of Exams 1-4 are turned in **during class** on the day in which they are due. The short answer portions of the exam are to be **submitted in D2L** by 11:59pm CST on the day in which the exam is due. Please check the Academic Calendar for a schedule of holidays. There is **NO** final exam in this class.

WEEK NUMBER	ITEMS TO READ/VIEW/DISCUSS	ITEMS DUE/ SUBMISSION FORMAT
Week 1:	<ul style="list-style-type: none"> • Syllabus, course calendar, course policies, and course etiquette/netiquette- 	<ul style="list-style-type: none"> • N/A
Week 2: Labor day holiday (No classes September 2 nd)	<ul style="list-style-type: none"> • In class video-Cultural Awareness in Healthcare • Read Chapters 1-2 in Spector 	<ul style="list-style-type: none"> • N/A
Week 3:	<ul style="list-style-type: none"> • Read Fadiman (1997) Preface, Chapters 1&2 	<ul style="list-style-type: none"> • Reading Note #1 due by 11:59pm CST on September 12th in D2L
Week 4:	<ul style="list-style-type: none"> • Read Fadiman (1997) Chapters 3-4 	<ul style="list-style-type: none"> • Reading Note #2 due by 11:59pm CST on September 19^h in D2L

Week 5:	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Exam #1 (multiple choice & true false) due in class on September 26th; short answer portion due in D2L by 11:59pm CST
Week 6:	<ul style="list-style-type: none"> • Read Fadiman Chapters 5-6 	<ul style="list-style-type: none"> • Reading Note #3 due by 11:59pm CST on October 3rd in D2L
Week 7:	<ul style="list-style-type: none"> • Read Spector Chapters 4-5 • Watch In Class Video on Hmong Healing Traditions 	<ul style="list-style-type: none"> • N/A
Week 8:	<ul style="list-style-type: none"> • Read Spector Chapters 6-7 	<ul style="list-style-type: none"> • N/A
Week 9:	<ul style="list-style-type: none"> • Read Fadiman Chapters 7-8 	<ul style="list-style-type: none"> • Exam #2 (multiple choice & true false) due in class on October 24th; short answer portion due in D2L by 11:59pm CST
Week 10:	<ul style="list-style-type: none"> • Read Fadiman Chapters 13, 17 	<ul style="list-style-type: none"> • N/A
Week 11:	<ul style="list-style-type: none"> ▪ Read Fadiman Chapter 18 & Afterward ▪ Begin in-class PPT presentations 	<ul style="list-style-type: none"> • N/A
Week 12:	<ul style="list-style-type: none"> ▪ Continue in Class PPT presentations 	<ul style="list-style-type: none"> • Exam #3 (multiple choice & true false) due in class on November 14th; short answer portion due in D2L by 11:59pm CST
Week 13:	<ul style="list-style-type: none"> • Conclude in class PPT presentations 	<ul style="list-style-type: none"> • Reading Note #4 and PPT Presentations due by 11:59pm CST on November 21st in D2L
Week 14: *No class on Thursday due to Thanksgiving Break	<ul style="list-style-type: none"> • Watch In class Curanderismo/Border Medicine video 	<ul style="list-style-type: none"> • N/A and enjoy your holiday!
Week 15:	<ul style="list-style-type: none"> • Any and all make up exams must be completed in class on Tuesday, December 3rd; students who do not need to make up an exam are not 	<ul style="list-style-type: none"> • Exam #4 (multiple choice & true false) in class on December 5th; short answer portion due in D2L by 11:59pm CST

	<p>required to attend this class period.</p> <ul style="list-style-type: none">•	<ul style="list-style-type: none">• Final paper due in D2L by 11:59pm CST on December 5th
Week 16:	No final exam	