

SYLLABUS  
SOCL 4733:101  
Special Topics: Health Care in Multi-cultural Settings  
Fall 2023  
D. Ligon Coliseum (CO) 223  
T/TH 9:30 am-10:50 am

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. Since all human behavior is social, the subject matter of sociology ranges from the intimate family to the hostile mob; from organized crime to religious traditions; from the divisions of race, gender and social class to the shared beliefs of a common culture. (American Sociological Association n.d.: para 1)

Professor: Amy Clark, ABD

OFFICE: O'Donohoe 131

OFFICE HOURS:

Mon. 10:00am-12:30pm

Tues. 12:30pm-2:00pm

Wed. 10am-11:00am

The best way to meet with me face-to-face is on campus during my office hours, which are listed above. If you have a limited time window, then please make an appointment with me 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](mailto: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

SUPPLEMENTAL:

American Psychological Association. (2020). Publication manual of the American Psychological Association (7<sup>th</sup> edition). This is a reference book, which is first come, first serve at the Moffett Library. It is available for 2

hour check out. You will also be provided with several free links to websites that model how to correctly cite in APA.

## 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.

## 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

## ASSESSMENTS AND GRADING:

### Exams in D2L

#### Formatting

- Exams 1-2 will be **timed** and administered **in the D2L course shell**. There is no final exam in this course. Exam one covers chapters 5 through 7 in the Spector (2017) text. Exam two covers chapters 9-12 in the Spector (2017) text. There is **no** final exam.
- The exams will consist of 40 multiple-choice and true/false questions related to readings in the Newman (2022) textbook, as well as eight fill-in-the blank and two short answer questions related to lectures, in-class exercises, and/or films. Coming to class is essential in order to prepare you for this part of the exam.
- *Respondus LockDown Browser* will not be used. However, students **must study and be familiar with the material in order to complete the exam in D2L in the required amount of time**.
- With 50 questions total, each question will be worth 2 points for a total of 200 points per exam.
  - M/C and T/F questions will range in difficulty from easy, medium, and hard. Students will be required to type their responses to the fill-in-the-blank and short answer questions.
    - Students will have 90 minutes to complete all 50 questions. So, students should expect to spend 60 seconds or less on each multiple-choice item, two minutes or less on each fill-in-the-blank question, and between five to 10 minutes on each short answer question. Students should give themselves 10 minutes to check their work before submitting.
  - Exams must be completed in one sitting once they are started; students will only be allowed one attempt to take the test.

#### Policy on Academic Dishonesty

- Exams are open book/open notes, but students are NOT allowed to use the internet (on computers, cell phones, iPads, etc.) to search for answers to exam questions. Also, students are NOT allowed to use ChatGPT or any other unauthorized AI to prepare for their tests. Students are NOT allowed to take the tests together or consult ANY other students or any other people about answers to test questions. As students prepare for exams, they should ask ME questions if they need help.

### Exam Availability

- Exams will be made available at **9:00 am CST in the D2L course shell** on the day that they are due, and they will **close (no longer be available) at 11:59pm CST** on the date in which they are due. Thus, students are required to plan ahead and devote at least 90 uninterrupted minutes on the test due date in order to complete the exam.
- Students can **complete** their exam at a time that works best for them between 9am CST and 11:59pm CST on the due date. Because the exam must be *completed in one sitting once it has started*; it must be submitted BEFORE the time in which it is due in D2L.
- **NO exams will be made available earlier or extended past the due date/time** out of fairness to all students. Thus, students are required to plan ahead for this time commitment. If students miss the exam for an excused absence, they will not be administered the same version of the test.

### Policy on Missed Exams & Technical Difficulties

- If a student misses an exam due to an excused absence and/or extreme circumstance, then the student will be given a **different** version of the test to make-up in-person (on campus) with an approved proctor. No review will be provided for make-up tests. Students may stop by during my office hours to ask me questions or help them prepare for the make-up, but they will miss the benefit of an informal study hall experience in class.
- Please refer to the policy on excused absences for more information.

### Policy on Technical Difficulties

- If a student experiences technical difficulties during an exam, then a screenshot/picture **must be taken** verifying the specific technical difficulties as well as verifying how far the student made it through the exam questions-including the time elapsed.
  - If students experience a technical issue in D2L, students should reach out through the D2L help feature to "[report a problem](#)."
  - I reserve the right to require students to make up a **different version** of the remaining test if they experience technical difficulties. This is the fairest to all of the other students.
  - Students should use the most secure internet connection available and allot enough time to complete the exam in one sitting.

### Special Notes on Accommodations:

- Based on accommodations and testing needs, students can arrange to take a test on campus with an approved proctor **on the date in which the test is due**. For example, a *student can also use a scantron and a blue composition notebook*, which are available for purchase in the [MSU Texas Bookstore](#). Exam materials must be **collected by the proctor on the same day as the test is due in D2L**.
- If students are allotted extra time based on a reasonable accommodation, then they should *also plan ahead and communicate with me* in order to complete the exam with a proctor on the *same day in which it is due in D2L*.

### Informal Class Study Halls

- Students will be given an outline of major concepts that will be covered on each exam in order to focus their study efforts. The outline will be provided in D2L approximately one week before the exam due date.
- Class will still meet in-person on the exam due date; though there will not be a “review” for the exam at this time, an informal class “study hall” atmosphere will be provided.
  - Students can study together or individually. Attendance will still be taken on the date that tests are due, and I will answer any last-minute questions that students have as they are organizing their notes and preparing to test, etc.

### **Test grades will not be curved or dropped**

Test grades will not be curved, and no test grades will be dropped.

### **PowerPoint Presentation**

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.

### **PAPER**

#### **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 5-to-7-page paper. Your paper should include in-text and reference citations formatted in APA (7<sup>th</sup> 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 7<sup>th</sup> 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.

### **Policy on Academic Dishonesty**

- The paper will be submitted through Turnitin. If the Turnitin score indicates possible plagiarism, then I will check the paper. If plagiarism is detected, then I will take action including marking the paper as a zero and referring the student to the Office of Student Rights and Responsibility. Generally speaking, a Turnitin score of 20% or less is an acceptable range. Any use of ChatGPT or other unauthorized AI will be considered plagiarism.

### **Reading Reflection Notes**

- There will be four reading reflection notes, which will cover specific chapters assigned in the Fadiman (1997) textbook.
- 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.

### Points for Attendance and Course Participation Points

- Points for prompt attendance, active participation, a positive attitude, and civil communication are earned each class day. **Students can earn up to 3.25 points per class, which will contribute to the overall 50 points available for attendance in the course.** In total, this is approximately 5% of the points available in the course. Points will be manually updated in D2L over the course of the semester, and the **roll sheet will serve as a verification that a student was or was not present in class.** These points cannot be made up for any reason.

### Weekly In-Class Participation Activities

- I will assign low-stakes activities that are designed to engage students actively in their learning. I may ask students to answer a few questions during class or have a predesigned activity available for them to complete. **I do not grade these based on right or wrong answers; rather, I grade them on active participation in the activity.** I may have individuals submit the activity, or I may have students gather into groups to complete the activity. In order to receive credit, students **MUST PUT THEIR NAMES ON THE ACTIVITIES** before they hand it in to me. Each activity will have a certain point total that I decide ahead of time, and all of the activities will total 150 points by the end of the semester. I will continue to update participation points manually over the course of the semester in D2L. In total, these activities are worth 15% of the overall points available in the course. The activities **MUST BE COMPLETED** in class.
- When reading Fadiman (1997), active participation in the course discussion circle will count toward class participation points.

**Students who are absent will not have a chance to make up these activities or associated points.** With that said, in the event that a student experiences **extreme extenuating circumstances** or a **very significant life**

event which keeps them from attending class for an extended amount of time, then I will work with the office of Student Rights and Responsibilities in order to give them a chance to make these up. However, this would require appropriate documentation, which has been verified through a response team at MSU Texas. The key is to keep in communication with me as well as the Office of Student Rights and Responsibilities.

Graded Assessments	POINTS	Percentage of Final Grade
Exam 1 (50 questions @4 points each)	200	20%
Exam 2 (50 questions @4 points each)	200	20%
PPT Presentation (8 to 10 slide PPT presentation)	100 (total)	10%
Reflective Reading Notes (4 @50 points each)	200 (total)	20%
Paper (5 to 7 pages-APA 7 <sup>th</sup> edition format)	100	20%
Weekly In-Class Participation Activities (Completing in-class activities individually or as part of a group)	150 (total)	15%
Prompt Attendance, Active Participation, Positive Attitude, and Civil Communication	50	5%
<b>Total Number of Points Available in the Course</b>	<b>1000</b>	100%

#### Late work:

- Certain assessments may be submitted late, and some may not. **No late work** will be accepted for participation points, in-class participation activities, or exams. Thus, **exams close at 11:59pm CST on their due date without exception** (Under exam availability see the make-up policy).
- Participation points for prompt attendance, active participation, a positive attitude, and civil communication **may not be made up** for any reason.
- In-class participation activity points cannot be made up without extreme extenuating circumstances which kept a student out of the classroom for an extended amount of time. (Check with the instructor about the specifics.)
- Papers, PowerPoints, and reading reflection notes may be accepted UP TO 72 HOURS LATE in D2L with an unexcused absence according to the policy listed below. Thus, papers, Power Points, and reading reflection notes will be left AVAILABLE for 72 hours after they are DUE in D2L. 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** papers, PowerPoints, and reading reflection notes **may be submitted in D2L up to 72 hours late, but it will be penalized at the following rates:**

- **< or equal to 24 hours late, 25 % reduction in the total point value of the assignment.** The penalty reduces the maximum number of points that can be earned on the assignment; the number of points deducted will depend on the original point value of the assignment. The deduction will be manually calculated by the instructor and reflected

in D2L once the assignment has been graded. *Submitting an assignment minutes late in D2L is still late and will be penalized at this rate without an approved excuse.*

For example, if a PPT presentation is worth 100 points and is submitted **< or equal to 24 hours late, a manual deduction of 25 points will be subtracted from the final score. 25 is 25% of 100 points.**

**> 24 hours late but < or equal to 48 hours late, will receive a 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. For example, if a PPT presentation is worth 100 points and is submitted **> 24 hours late but < or equal to 48 hours late, a manual deduction of 50 points will be subtracted from the final score. 50 is 50% of 100 points.**

- **>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. For example, if a quiz is worth 10 points and is submitted **>48 hours late but < or equal to 72 hours late, a manual deduction of 75 points will be subtracted from the final score. 75 is 75% of 10 points.**
  
- **>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.
- 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, such as informal study halls, where bringing your phones and laptops are appropriate so that people can study together and access D2L. 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*. 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 the 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 physician or MSU infirmary
- 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

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.

**Emergencies** (MSU Texas Student Handbook, pp. 61-62):

Office of Student Rights and Responsibilities - For personal emergencies such as hospitalization or family emergency, or a prolonged absence, a student should notify the Office of Student Rights and Responsibilities.

**Illness** (MSU Texas Student Handbook, pp. 61-62):

Vinson Health Center - When a student's illness warrants verification, the student may seek medical treatment through the Vinson Health Center, after which the Office of Student Rights and Responsibilities and/or faculty members will be notified by the Vinson Health Center.

**Academically Related Activities** (MSU Texas Student Handbook, pp. 61-62):

MSU Texas Student Handbook policy states: "Academically-related activities (class field trips, attendance at conferences, etc.) which result in absences require the cooperation of individual faculty members. Even though such activities are educational in nature, they do not qualify as university-sponsored activities. Faculty members who organize such activities should assist their students in contacting and informing relevant faculty of the planned activity. Excused absences for such activities may be given at the discretion of the faculty member whose class is missed."

### COURSE CALENDAR AND SCHEDULE OF READINGS AND REQUIRED ACTIVITIES

Most assignments, with the exception of in-class participation activities and PowerPoint presentations, are due in **the D2L course shell on Thursday at 11:59pm CST**. Please check the Academic Calendar for a schedule of holidays. There is **NO** final exam in this class.

On the respective dates we will be talking about the Spector (2018) textbook, please **PRINT OUT** your lecture PowerPoints before class.

WEEK NUMBER	ITEMS TO READ/VIEW/DISCUSS	ITEMS DUE/ SUBMISSION FORMAT
<b>Week 1</b>	In the D2L course shell, students should read/view the following <ul style="list-style-type: none"> <li>Syllabus, course calendar, course policies, and course etiquette/netiquette-</li> </ul>	Items due by <b>August 31</b> in class <ul style="list-style-type: none"> <li>Complete the fill in the blank/short answer Syllabus Quiz</li> </ul> Item due by <b>August 31</b> at 11:59pm CST in D2L <ul style="list-style-type: none"> <li>Complete the introductory discussion board in D2L by August 31st at 11:59pm CST and post replies to two peers (graded as course participation points)</li> </ul>
<b>Week 2</b> *September 4 (Labor day; MSU is closed, and there is no class)	<ul style="list-style-type: none"> <li>Skim Chapters 5-6 in Spector</li> <li>Video-Cultural Awareness in Healthcare</li> <li>Video-Crash Course in Sociology #44</li> </ul> In the D2L course shell, students should read/view the following: <ul style="list-style-type: none"> <li>Read Chapters 5-6 Lecture PowerPoints</li> </ul>	In-class participation activities as assigned
WEEK NUMBER	ITEMS TO READ/VIEW/DISCUSS	ITEMS DUE/ SUBMISSION FORMAT
<b>Week 3</b>	<ul style="list-style-type: none"> <li>Fadiman (1997) Preface, Chapters 1&amp;2</li> <li>Skim Chapter 7 in Spector</li> </ul> In the D2L course shell, students should read/view the following: <ul style="list-style-type: none"> <li>Read Chapter 7 Lecture PowerPoint</li> <li>Exam review</li> </ul>	In-class participation activities as assigned* <i>Discussion Circle</i> *  Item due by <b>September 14</b> at 11:59pm CST in D2L <ul style="list-style-type: none"> <li><b>Reading Note #1</b> (Fadiman Preface, Chapters 1&amp;2)</li> </ul>

<b>Week 4</b>	In the D2L course shell, students should read/view the following <ul style="list-style-type: none"> <li>• Exam Review</li> </ul>	In-class participation activities as assigned <i>*Informal study hall*</i>  Items due by <b>September 21</b> at 11:59pm CST in D2L <ul style="list-style-type: none"> <li>• <b>Exam #1</b> (Spector Chapters 5-7)</li> </ul>
<b>WEEK NUMBER</b>	<b>ITEMS TO READ/VIEW/DISCUSS</b>	<b>ITEMS DUE/ SUBMISSION FORMAT</b>
<b>Week 5</b>	<ul style="list-style-type: none"> <li>• Fadiman (1997) Chapters 3-5</li> </ul>	In-class participation activities as assigned <i>*Discussion Circle*</i>  Item due by <b>September 28</b> at 11:59pm CST in D2L <ul style="list-style-type: none"> <li>• <b>Reading Reflection Note #2 Due</b></li> </ul>
<b>Week 6</b>	<ul style="list-style-type: none"> <li>• Fadiman (1997) Chapters 6-8, 11</li> </ul>	In-class participation activities as assigned <i>*Discussion Circle*</i>  Item due by <b>October 5</b> at 11:59pm CST in D2L <ul style="list-style-type: none"> <li>• <b>Reading Note #3 Due</b></li> </ul>
<b>WEEK NUMBER</b>	<b>ITEMS TO READ/VIEW/DISCUSS</b>	<b>ITEMS DUE/ SUBMISSION FORMAT</b>
<b>Week 7</b> *Make sure to think ahead and start creating your PPT presentation	<ul style="list-style-type: none"> <li>• Skim Chapters 9-10 in Spector</li> </ul> In the D2L course shell, students should read/view the following: <ul style="list-style-type: none"> <li>• Read Chapters 9-10 Lecture PowerPoints</li> </ul>	In-class participation activities as assigned
<b>Week 8</b>	<ul style="list-style-type: none"> <li>▪ Fadiman Chapters 13, 17-18, &amp; Afterward</li> </ul>	In-class participation activities as assigned <i>*Discussion Circle*</i>  Item due by <b>October 19</b> at 11:59pm CST in D2L <ul style="list-style-type: none"> <li>• <b>Reading Note #4</b></li> </ul>
<b>Week 9</b>	<b>Start Individual Power Point Presentations</b>	<b>Continue Power Point Presentations</b>

<b>Week 10</b> *Last day for a “W” by 4:00pm; drops after this date receive an “F” (see Academic Calendar)	<b>Continue Power Point Presentations</b>	<b>Continue Power Point Presentations</b>  Item due by <b>November 2</b> at 11:59pm CST in D2L <ul style="list-style-type: none"> <li>• <b>All PowerPoints Due in D2L</b></li> </ul>
<b>Week 11</b>	<ul style="list-style-type: none"> <li>• Skim Chapters 11-12 in Spector</li> </ul> In the D2L course shell, students should read/view the following: <ul style="list-style-type: none"> <li>• Chapters 11-12 Lecture Power Points</li> </ul>	In-class participation activities as assigned
<b>WEEK NUMBER</b>	<b>ITEMS TO READ/VIEW/DISCUSS</b>	<b>ITEMS DUE/ SUBMISSION FORMAT</b>
<b>Week 12</b>	Review for Exam	In-class participation activities as assigned *Informal study hall* Item due by <b>November 16</b> at 11:59pm CST in D2L <ul style="list-style-type: none"> <li>• <b>Exam #2 (Spector Chapters 9-12)</b></li> </ul>
<b>Week 13</b>  *November 21 <sup>st</sup> at 10:00pm-November 26 <sup>th</sup> is Thanksgiving break. Be safe if you are traveling.	In the D2L course shell, students should read/view the following: Curanderismo/Border Medicine video in D2L shell	No assignments due this week.
<b>Week 14</b> *Classes resume	<ul style="list-style-type: none"> <li>• Peer edit rough draft of final paper</li> <li>• Optional: Go to the Writing Center on campus for proofreading</li> </ul>	In-class participation activities as assigned Item due by <b>November 30</b> at 11:59pm CST in D2L <ul style="list-style-type: none"> <li>• <b>Final Paper Due</b></li> </ul>
<b>Week 15</b>	N/A	In-class participation activities as assigned *Discussion circle & final reflections*
<b>Week 16</b>  Have a great break! No class; no final exam	N/A	N/A