

# HEALTH CARE ISSUES: GLOBAL PERSPECTIVES

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**Course Number:** HLTH 3310, Section 001

**Semester:** Spring 2014 (20113)

**Day/Times:** Tuesdays and Thursdays, 11:30 a.m. – 12:45 p.m.

**Location:** HH 2.502

## Professor Information

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Dr. Jillian M. Duquaine-Watson

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**Email:** [jillian.duquaine-watson@utdallas.edu](mailto:jillian.duquaine-watson@utdallas.edu)

**Phone:** 972-883-2322 (direct, with voicemail)

**Office Hours:** I regularly hold office hours on the following days and at the following times:

- Mondays and Wednesdays, 9-10 a.m.
- Tuesdays and Thursdays, 10-11:15 a.m.
- I am also available to meet with you by appointment.
- If you need to meet with me during office hours, it is always best to make an appointment—this helps you avoid waiting while I am meeting with other students or colleagues and enables me to devote appropriate time to your questions and needs. Appointments can be made via email (use address above).

## Course Description

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This course examines the social, political, and economic aspects of global health care issues. Stressing principles of *cultural competence*, we will examine varying meanings of “health” as well as the range of factors that encourage the health of some and deny it for others.

Through a combination of readings, lectures, multi-media, and in-class activities, and through examples that highlight varying contexts (local, regional, national, and international), we will enhance our understanding of the global dimensions of health and disease, various strategic health initiatives, and the short-and-long-term outcomes of both diseases and correlating health care interventions.

Our course of study will include attention to a variety of topics that include: reproductive and sexual health, HIV, health and environmental hazards, health care systems, health and human rights, grassroots health initiatives, health and the millennium development goals, and others.

## Course Goals/Learning Objectives

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Students who successfully complete this course will be able to:

1. Define cultural competence;
2. Apply a cultural competence model to assessing and solving specific health-related case studies;
3. Compare and contrast health care issues in industrialized societies with health care issues in developing societies;
4. Identify central issues in contemporary global health;
5. Explain the specific social, economic, and political factors that have shaped and continue to shape health and healthcare in various parts of the world;
6. Detail the ways in which gender, socioeconomic status, race, ethnicity, and other identities impact health and access to health care;
7. Distinguish core features of successful healthcare projects from those that are less successful;
8. Evaluate health care policies, specifically in relation to cost, implementation, and outcomes;
9. Assess arguments concerning future directions of health care, specifically as such arguments pertain to development goals.

Students will also be provided with opportunities to enhance their skills in the following areas:

1. Critical thinking and analysis;
2. Written communication (both formal and informal);
3. Oral communication (both formal and informal);
4. Academic research.

## Required Texts

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The following texts are required for this course and available for purchase at the UTD bookstore and at Off-Campus Books:

- ***Global Health Care: Issues and Policies***. Second edition (NOTE: First edition is NOT acceptable). By Carol Holtz. Jones and Bartlett Publishers, Sudbury, MA: 2012. (referred to as GH on course calendar)
- ***Cultural Competence in Health Care: A Practical Guide***. Rundle, et al. Jossey-Bass Publishers, Boston, MA: 2002. (referred to as CCHC on course syllabus)
- ***The Spirit Catches you and you Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures***. By Anne Fadiman. Publisher: Farrar, Straus, and Giroux, 1998.

There will also be a variety of required course readings available via the course eLearning site. To locate these readings, find and open the “Supplemental Readings” folder and you will see the readings listed by author’s last name and/or title of the reading. (NOTE: These readings are indicated as “eLearning” on course calendar)

## Assignments & Grading

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Your performance in relation to the following course requirements will determine your grade for the course:

1. **Participation (100 points)**: Active, engaged participation is fundamental to your success in this course. Consequently, a significant portion of your grade is based on participation. You are expected to arrive in class on time, to stay for the entire session, and to miss class only in rare and unavoidable circumstances. Although you do not earn points simply for attending class, attendance will be taken at the beginning of each class session—promptly at 11:30 a.m. If you are not present when attendance is taken, you will be marked absent and will not receive participation points for that class session. Participation points will be deducted early departures, regardless of the reason.

It is expected that students will participate consistently, actively, and thoughtfully in discussions based on careful reading of course material and careful consideration of any videos or other material presented in class. The quality of your participation will have a significant influence on your grade.

Our class meetings will include a variety of learning activities such as lecture, discussion of the readings, debate, disagreement, critique, and exploration. I expect that class members will draw on their own knowledge and experiences when appropriate. In order for this course to be successful, it is imperative that we maintain an atmosphere of mutual respect for all course participants, including respecting one another by coming to class fully prepared for engaging, stimulating discussions—in other words, if you are in class, I will expect that you have read and thought about the assigned material and ready to discuss that material.

2. **Reading response papers (4 x 25 points each = 100 points)**: In order to facilitate our discussion of course material, you will prepare FORMAL responses to assigned readings throughout the semester. Class participants will be divided into two groups for these papers: **group A (last names A- L)** and **group B (last names M-Z)**. You may not change assigned groups and you may only submit responses for your respective group’s assigned days. Each response must meet formatting guidelines (as detailed in the course syllabus, including proper citation of sources) and be a minimum of 2 FULL pages in length (double-spaced). NOTE: responses that fail to follow formatting guidelines and/or fail to meet length requirement will be considered incomplete, unacceptable, and will receive a zero). Reading responses are due by 10:59 a.m. on the date for which they are due and may only be submitted via the assignment dropbox on the course eLearning page. Late papers will not be accepted under any circumstances (and yes, 11:00 a.m. is

late) and problems with your computer or the uploading mechanism in eLearning or with high-volume on eLearning (which can slow down access and uploading) are not valid excuses for late submissions, so it is in your best interest to NOT wait until the last minute to submit your paper. Again, late papers are not acceptable (11:00 a.m. is LATE).

Response papers must relate specifically to the assigned readings for the class session for which the paper is due, and can be constructed in a number of ways:

- by engaging with a specific passage from the reading that you feel is especially important;
- by addressing a point that you feel strongly about (agreeing or disagreeing, for example) and wish to discuss further;
- by relating the readings to recent world events (when appropriate);
- by attempting to apply concepts raised in the readings via a hypothetical situation.

Above all, in each reading response paper, you should strive to:

1. demonstrate that you've completed the assigned readings (comprehension);
  2. provide a thoughtful analysis of the assigned readings (critical thinking); and,
  3. engage with the ideas/issues raised in the assigned readings (independent thought).
3. **Discussion Board Postings (3 x 25 points each= 75 points):** One three occasions during the semester, you will complete readings and watch a related video on your own (via a link provided on the course eLearning site) and respond to related questions posted on a discussion board created on the eLearning page. Each discussion board will have specific questions related to that topic as well as specific instructions for your response (length, due date, etc.). Please note: these dates are indicated with **VERY DARK** shading in the course calendar (Thursday, January 30; Tuesday, March 18; and Tuesday, April 8).
4. **Documentary Movie Response Paper (25 points):** In order to facilitate our discussion of the documentary, "Pandemic AIDS," you will prepare a 2-page response paper to the first portion of the film which will be shown in class on Thursday, March 27, 2014. On that date, you will also be given specific instructions for this particular response paper (length, topics you should address, etc.). Your response paper will be due by 10:59 a.m. on Tuesday, April 1, 2014 via the assignment dropbox on the course eLearning site.
5. **Exams (3 x 100 points each = 300 points):** You will complete three exams in this course. Each exam is worth 100 points. Exams #1 and #3 will consist of essay responses. Exam #2 will test your knowledge of the cultural factors discussed the book, *Cultural Competence in Health Care*. More details about exams will be forthcoming as we approach these assignments. However, please know that I do not create exams that are intended to "trick" or "punish" students—instead, I look upon exams as an opportunity for students to demonstrate their understanding of course material. If you keep up with course readings and assignments, attend class, participate fully in discussions, and take the time to study, exams will likely be an enjoyable experience for you.

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You may earn up to 600 points in this course as determined by the following assignments:

- Participation (100 points)
- Reading-Response Papers (4 x 25 points each = 100 points)
- Discussion Board Postings (3 x 25 points each = 75 points)
- Documentary Movie Response Paper (25 points)
- Exams (3 x 100 points each = 300 points)

Final course grades will be assigned according to the following scale:

<u>Points</u>	<u>Grade</u>
540 – 600	A range
480 – 539	B range
420 – 479	C range
360 – 419	D range
359 and below	F

**NOTE:** Grades of + and – will be assigned as appropriate and as per university grading standards.

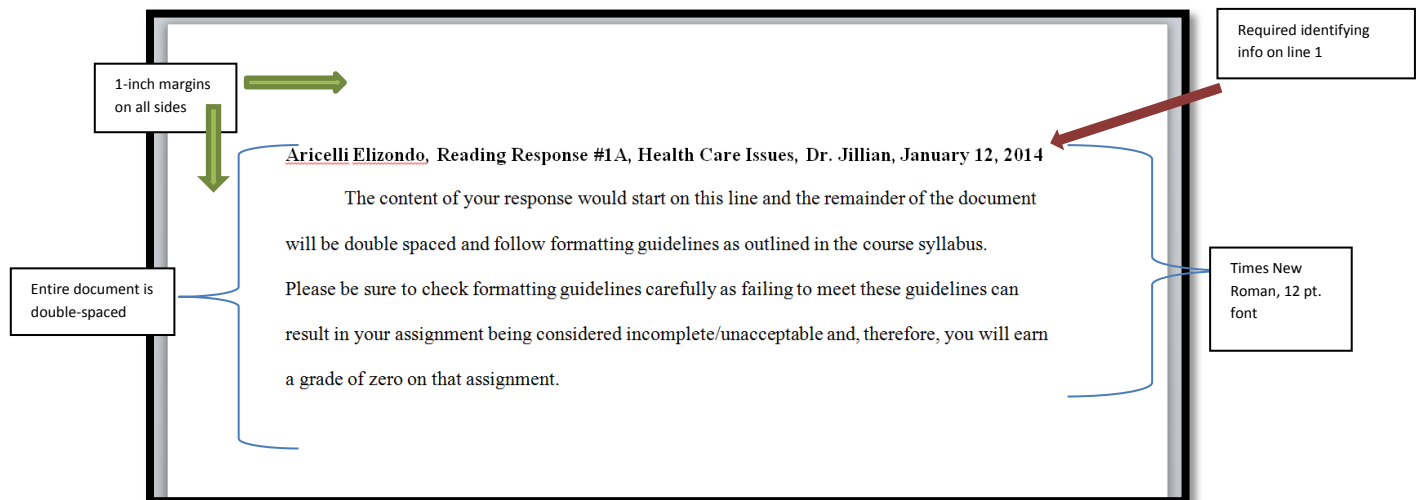
## Course and Instructor Policies

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### Assignment Format

Your assignments **must** adhere to the following formatting requirements (unless noted on an individual assignment handout):

- All margins must be 1 inch.
- Font of your document must be Times New Roman, 12-point type.
- The body/content of your document must be double-spaced.
- Follow standard guidelines (APA, MLA, or Chicago style) for pagination, headings, citations, and other formatting issues.
- Graphics, tables, and illustrations need to be clearly identified and explained.
- Documents must be free of spelling, punctuation, and grammatical errors.
- Sources must be documented and/or quoted appropriately in the text as well as in the References/Bibliography at the end of your document.
- Unless otherwise indicated, assignments must be submitted to the course eLearning site as a Word document. Do not simply cut and paste the body of the document into the “text box” on eLearning as this is not acceptable.
- The following information must be included (**in bold**) on the first line of the first page: your name, the title of the assignment, the course name and number, my name, the date submitted. The “content” of your assignment should then begin on the next line of your double-spaced document. For example:



**NOTE:** Failure to adhere to formatting requirements will result in your assignment being considered “incomplete” and, therefore, unacceptable.

### Missed Classes

If you miss a class for any reason, it is your responsibility to update yourself (from your classmates!) on course activities. In other words, if you miss a class session (regardless of the reason), you are responsible for obtaining notes from classmates and finding out all changes in deadlines, schedule, assignments, and activities.

If you must miss a class for medical reasons, religious observance, caring for your sick child, or any other university-excused activity, you are expected to inform me before class and then submit appropriate documentation. Of course such absences will happen only in rare and unavoidable circumstances.

### Late Work

Deadlines are a serious matter. Missed deadlines cause delays and administrative headaches. In the professional world, they can also compromise professional reputations and careers. For these reasons, late or incomplete work is

not acceptable in this course. Technological problems are not valid excuses for late work, so plan accordingly. Moreover, no late or makeup submissions will be accepted.

### Extra Credit

Extra credit is not offered in this course. I do not offer “makeup” work if you miss an assignment.

### Classroom Citizenship

All members of our classroom learning community are expected to communicate in a civil and professional manner. Disagreement is acceptable (and even expected in college-level courses); disrespect, however, has no place in this or any classroom. Classroom citizenship also means that you will arrive on time and stay for the entire class session. You will take care of personal needs (restroom) prior to class so you will not have to disrupt our classroom environment by leaving and returning during the class session. Classroom citizenship also means that you will be awake, engaged, and attentive during class sessions. It also means that you will not be doing work for other classes while you are in this class—doing so is not only rude and disrespectful, it also hampers your learning as it pertains to this course.

### Technology Requirements

The course is taught using eLearning and you should develop the habit of checking both the course eLearning site and your UTD email often for assignments and announcements. Reliable and frequent internet connectivity is indispensable. It is your responsibility to ensure that you have access to the course through eLearning for the duration of the semester. Failure to check UTD or eLearning email, errors in forwarding email, and email bounced from over-quota mailboxes are not acceptable excuses for missing course-related emails or announcements.

Additionally, to protect your privacy rights, I will only send email through your official UTD email address or eLearning email. If you choose, you can redirect both of these addresses to external addresses.

### Classroom and Equipment Use Policies

• **No laptops, cell phones, e-readers, or other electronic devices may be used in the classroom.** I recognize that many of us carry cell phones and other electronic communication devices so we can be contacted in the event of emergencies or other serious situations. During class time, however, I expect all members of our classroom learning community to turn these off or set them to vibrate/silent. If you find it difficult to adhere to this policy, I suggest you register for another course that better meets your needs.

### Learning Agreement

All students will be required to read, sign, and submit a “Learning Agreement.” This contract details expectations as they relate to student behavior and policies in this course. **Any student who does not submit this contract in hard copy at the beginning of class on Thursday, January 23, 2014, will receive a final grade of “F” in the course, regardless of their performance on graded assignments.**

### Violation of Course and Instructor Policies and/or UTD Student Code of Conduct

Violation of course and instructor policies and/or the UTD Student Code of Conduct may result in your immediate exit from the classroom space. In addition, a report may be filed with the Dean of Students Office and penalties may be pursued in conjunction with UTD policies that govern student behavior. If you are unable to abide by the policies that are specific to this course, this instructor, or as they are indicated within the UTD Student Code of Conduct, you should drop this course.

**For additional information about UTD academic policies, including student conduct and discipline, incomplete grading policy, religious holy days, and similar matters, please visit:**

<http://go.utdallas.edu/syllabus-policies>

## COURSE CALENDAR

We will make every effort to adhere to the calendar and schedule of activities that appears on the following pages. However, adjustments may need to be made in certain cases such as adverse weather conditions, illness, university closings, or similar events. Please be certain to check the course eLearning site regularly throughout the semester—I will post any class cancellations there as well as provide information on any necessary adjustments to the course calendar.

### UNIT I: COMPARATIVE PERSPECTIVES ON HEALTH AND HEALTH CARE

Session	Date	Activities, Required Readings, Due Dates, Assignments, etc.
1	Tues, Jan 14	<b>Introductions: to course, one another, our plan for the journey ahead</b> <b>Handouts:</b> Syllabus, Learning Agreement
2	Thurs, Jan 16	<b>Topic:</b> An Introduction to Global Health <b>Readings:</b> “Chapter 1: Global Health: An Introduction” (GH)
3	Tues, Jan 21	<b>Topic:</b> Contemporary Health Issues in Developed Societies <b>Readings:</b> <ul style="list-style-type: none"> <li>• “Chapter 2: Global Health in Developed Societies—Examples in the United States, Sweden, Japan, and the UK” (GH)</li> </ul>
4	Thurs, Jan 23	<b>Topic:</b> Contemporary Health Issues in Developing Countries <b>Readings:</b> <ul style="list-style-type: none"> <li>• “Chapter 3: Developing Countries—Egypt, China, India, and South Africa” (GH)</li> <li>• “Fact Sheet: Goal 4—Reduce Child Mortality” (eLearning)</li> <li>• “Fact Sheet: Goal 5—Improve Maternal Health” (eLearning)</li> <li>• “Fact Sheet: Goal 6—Combat HIV/AIDS, Malaria, and Other Diseases ” (eLearning)</li> </ul> <b>DUE: Group A reading response paper #1</b> <b>DUE: Completed Learning Agreement (hard copy, at beginning of class)</b>
5	Tues, Jan 28	<b>Topic:</b> Ethics in Health Care <b>Readings:</b> <ul style="list-style-type: none"> <li>• “Chapter 6: Ethics of End-of-Life Care from a Global Perspective” (GH)</li> <li>• Vibe, et al., “Ethics and Holistic Healthcare Practice” (eLearning)</li> </ul> <b>DUE: Group B reading response paper #1</b>
6	Thurs, Jan 30 (on your own)	<b>Topic:</b> Complementary and Alternative Practices <b>Readings:</b> <ul style="list-style-type: none"> <li>• “Chapter 9: Global Use of Complementary And Alternative Medicine and Treatments” (GH)</li> </ul> <b>Video Viewing and Discussion:</b> <ul style="list-style-type: none"> <li>• “Critical Eye: Alternative Medicine” (link posted on eLearning)</li> </ul> <b>DUE: Respond to “Alternative Medicine” questions on eLearning discussion board (discussion board #1)</b>

## UNIT II: CULTURE AND HEALTH

7	Tues, Feb 4	<p><b>Topic:</b> What is Culture? How does culture impact our worldview and our practices?</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• “Chapter 10: Religions” (in CCHC)</li> </ul> <p><b>Video Viewing and Discussion:</b> “Babies” (start)</p>
8	Thurs, Feb 6	<p><b>Topic:</b> “Cultural Traditions: Africa, Asia, Central American and the Caribbean”</p> <p><b>Readings</b> (all in <i>Cultural Competence in Health Care: A Practical Guide</i>):</p> <ul style="list-style-type: none"> <li>• “Africa” (including Cape Verde, Eritrea, Ethiopia, Nigeria, and Somalia)</li> <li>• “Asia” (including Cambodia, China, India, Japan, and Vietnam)</li> <li>• “Central America and the Caribbean” (including Central America and Mexico, Dominican Republic, Haiti)</li> </ul> <p><b>Video Viewing and Discussion:</b> “Babies” (finish and discuss)</p>
9	Tues, Feb 11	<p><b>Topic:</b> “Cultural Traditions: Europe, the Middle East, South America, North America”</p> <p><b>Readings</b> (all in <i>Cultural Competence in Health Care: A Practical Guide</i>):</p> <ul style="list-style-type: none"> <li>• “Europe” (including Greece, Gypsies, Portugal, and Russia)</li> <li>• “The Middle East” (including Saudi Arabia)</li> <li>• “South America” (including Brazil)</li> <li>• “North America” (including African-American, Native American, and Puerto Rico)</li> </ul> <p><b>In-Class, small group activity—review for exam #1</b></p>
10	Thurs, Feb 13	<b>Exam #1: Cultural Traditions (in class)</b>

## UNIT III: CULTURAL COMPETENCE

11	Tues, Feb 18	<p><b>Topic:</b> “What is cultural competence?”</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• <b>Betancourt</b>, “Cultural Competence in Health Care: Emerging Frameworks and Practical Approaches,” (eLearning)</li> </ul> <p><b>Video Viewing and Discussion:</b> “Cultural Competence for Healthcare Providers”</p> <p><b>DUE: Group A reading response paper #2</b></p>
12	Thurs, Feb 20	<p><b>Topic:</b> Implementing Cultural Competence in Healthcare</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Commission on the Public’s Health System, <i>Culturally Competent Care: Some Examples of What Works</i> (eLearning)</li> </ul> <p><b>DUE: Group B reading response paper #2 due</b></p>
13	Tues, Feb 25	<p><b>Topic:</b> Cultural Competence Resources and Assessment Tools</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• “Chapter 11: Utilizing Resources to Better Serve Multicultural Patients” (in CCHC)</li> <li>• “Cultural Competence Assessment Tools” (eLearning)</li> </ul> <p><b>Video Viewing and Discussion:</b> “The Guinea Worm Eradication Project”</p>

14	Thurs, Feb 27	<b>Topic:</b> Applying Cultural Competence to Health Care Settings <b>In-Class Activity:</b> In small groups, respond to various healthcare situations, applying a cultural competence framework <b>Hand out exam #2 review</b>
15	Tues, Mar 4	<b>Exam #2 review activities, TBA</b>
16	Thur, Mar 6	<b>Exam #2 (in-class)</b>
	Tues, Mar 11	<b>Spring Break—NO CLASS</b>
	Thur, Mar 13	<b>Spring Break—NO CLASS</b>

**UNIT IV: HEALTH, POVERTY, and THE ENVIRONMENT**

17	Tues, Mar 18 (on your own)	<b>Topic: Health Issues in areas of Extreme Poverty</b> <b>Readings:</b> <ul style="list-style-type: none"> <li>• Unger and Riley, “Slum Health: From Understanding to Action” (eLearning)</li> <li>• Gulis, et al., “Health Status of the People of the Slums of Nairobi, Kenya” (eLearning)</li> </ul> <b>Video Viewing:</b> “Slumming it” (link posted on eLearning) <b>DUE:</b> Respond to “Slum Living” questions on eLearning discussion board (discussion board #2)
18	Thur, Mar 20	<b>Topic:</b> Environmental Health and Human Health <b>Readings:</b> <ul style="list-style-type: none"> <li>• Chapter 16: “Global Perspectives on Environmental Health” (GH)</li> </ul> <b>DUE: Group A reading response #3</b>

**UNIT V: INFECTIOUS DISEASES and HIV/AIDS**

19	Tues, Mar 25	<b>Topic:</b> Infectious Diseases and HIV/AIDS—Global trends <b>Readings:</b> <ul style="list-style-type: none"> <li>• Chapter 7, “Infectious Diseases from a Global Perspective” (GH)</li> <li>• Chapter 8, “HIV/AIDS, Stigma, and Disclosure: The Need for a Human Rights Perspective” (GH)</li> </ul> <b>DUE: Group B reading response #3</b>
20	Thur, Mar 27	<b>Topic:</b> How culture impacts thinking about and responding to AIDS/HIV  <b>Video Viewing:</b> “Pandemic AIDS” (start) <b>Handout:</b> Instructions for movie response to “Pandemic AIDS”
21	Tues, Apr 1	<b>Video Viewing:</b> “Pandemic AIDS” (finish and discuss) <b>DUE: Movie Response to “Pandemic AIDS” (all, both groups A and B)</b>



**UNIT V: REPRODUCTIVE & SEXUAL HEALTH**

22	<b>Thur, Apr 3</b>	<p><b>Topic:</b> Culture and Childbirth Practices</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Jordan, Chapter 2, “Buscando la Forma—An Ethnography of Contemporary Maya Childbirth” (eLearning)</li> </ul>
23	<b>Tues, Apr 8 (on your own)</b>	<p><b>Topic:</b> “Maternal Health and Human Rights”</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Selections from “No Woman, No Cry” Educational Toolkits (all available via eLearning), (all as ONE DOCUMENT on eLearning):             <ul style="list-style-type: none"> <li>○ “10 Facts About the Health Care Worker Shortage”</li> <li>○ “The Health Care Worker Shortage”</li> <li>○ “10 Facts About Transportation and Access to Care”</li> <li>○ “Effective Access to Care”</li> <li>○ “Family Planning: 10 Facts You Should Know”</li> <li>○ “Family Planning”</li> </ul> </li> </ul> <p><b>Video Viewing and Discussion:</b> “No Woman, No Cry” (selected segments, links posted on eLearning)</p> <p><b>DUE:</b> Respond to “Maternal Health and Human Rights” questions on eLearning discussion board (discussion board #3)</p>
24	<b>Thur, Apr 10</b>	<p><b>Topic:</b> “Obstetric Fistulas”</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Every Mother Counts, “Obstetric Fistula” (eLearning)</li> <li>• Wall, “Obstetric vesicovaginal fistula as an international public-health problem” (eLearning)</li> </ul> <p><b>Video Viewing and Discussion:</b> “A Long Walk to Beautiful”</p>
25	<b>Tues, Apr 15</b>	<p><b>Topic:</b> “Midwifery”</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Selections from <i>The State of the World’s Midwifery 2011: Delivering Health, Saving Lives</i>, including: (eLearning)             <ul style="list-style-type: none"> <li>○ Foreword, Introduction, and Executive Summary (pp. ii – x)</li> <li>○ “Midwifery Around the World” (pp. 1-16)</li> <li>○ “The State of Midwifery Today” (pp. 17-30)</li> <li>○ “Moving Forward” (pp. 31-38)</li> </ul> </li> </ul> <p><b>Video Viewing and Discussion:</b> “Ina May Gaskin on Birth Matters: A Midwife’s Manifesta”</p> <p><b>DUE: Group A reading response #4</b></p>
26	<b>Thur, Apr 17</b>	<p><b>Topic:</b> Male Sexual and Reproductive Health</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• The Guttmacher Institute, “In Their Own Right: Addressing the Sexual and Reproductive Health Needs of Men Worldwide” (eLearning)</li> </ul> <p><b>Video Viewing and Discussion:</b> “Engender Men’s Health: Know Your Status”</p> <p><b>DUE: Group B reading response #4</b></p>

**UNIT VI: WHEN CULTURES COLLIDE IN HEALTHCARE SETTINGS**

27	<b>Tues, Apr 22</b>	<p><b>Topic:</b> What is epilepsy?</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Fisher, et al., “Epileptic Seizures and Epilepsy” (eLearning)</li> </ul> <p><b>Video Viewing and Discussion:</b> “Epilepsy: Out of the Shadows”</p>
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28	<b>Thur, Apr 24</b>	<p><b>Topic:</b> Hmong History and Culture</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• CDC, “Chapter 1: Lao Hmong History and Immigration to US” (eLearning)</li> <li>• CDC, “Chapter 2: Overview of Lao Hmong Culture” (eLearning)</li> <li>• Fadiman, <i>The Spirit Catches You and You Fall Down</i>, pp. 1-37</li> </ul> <p><b>Video Viewing and Discussion:</b> “Who are the Hmong?” (part I and II)</p>
29	<b>Tues, Apr 29</b>	<p><b>Topic:</b> When Cultures Clash...</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Fadiman, <i>The Spirit Catches You and You Fall Down</i>, pp. 38-170</li> </ul>
30	<b>Thur, May 1</b>	<p><b>Topic:</b> When Cultures Clash...continued...</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Fadiman, <i>The Spirit Catches You and You Fall Down</i>, pp. 171-end</li> </ul> <p><b>Handout: Final Exam Review</b></p>
	<b>FINAL EXAM WEEK</b>	<b>Final exam date and location TBA</b>