COURSE OVERVIEW
This course addresses health issues confronting politically and socioeconomically disadvantaged groups and ethnic minority groups (African Americans, Hispanic/Latino Americans, Asian Americans/Pacific Islanders, and Native Americans/Alaskan Natives) in America. The course is not intended to be a comprehensive treatment of all pertinent health problems affecting minorities, but will address some of the more salient health concerns.

This course is being taught as an undergraduate/graduate course. Graduate students work alone on projects while undergraduates work in groups. The grading criteria for the graduate student assignments will also be more rigorous.

The course is also being taught as a hybrid course. Hybrid courses are designed to give the student an integrated and flexible learning environment using a combination of traditional on-campus lectures, outside learning activities (alone or with a group), and the use of course materials in Canvas. Elements of the flipped classroom are also used. Some of the time in class will be devoted to discussions, projects, and case studies. You will still have a regular schedule of classes, assignments, and reading material. You will also have the same learning requirements as a traditional class. Only the delivery format is different. You will have to learn to manage your time effectively and not procrastinate.

The purposes of the course are: 1) to identify selected health problems affecting specific target groups and suggest possible strategies for alleviating them; 2) to provide a forum to discuss the social, economic, and political factors that impact health, health status, and health care; 3) to discuss culturally relevant and sensitive strategies and models to prevent and minimize diseases in minority communities; and 4) to develop policy recommendations that may positively impact the health of minority communities.

By the end of the course, the students will be able to:
1. Understand how different groups define and understand “heath” and “illness.”
2. Identify the historical, social, political, and economic factors that affect the health status of ethnic minorities and other vulnerable groups in the U.S.
3. Determine the distribution, nature, and contributory causes of major health problems among ethnic minorities and other vulnerable groups.
4. Understand the potential conflicts between minority clients and the American Health Care System and suggest practical ways to mitigate them.
5. Work more effectively with different population groups.
6. Strengthen their skills in cultural competence and cultural humility.
7. Identify issues in developing, implementing, and evaluating community health programs for priority populations.

TEXTBOOKS/READINGS
2. Additional readings on course website.

TECH SUPPORT
We understand that computer problems are a fact of life. However, your instructor will not be troubleshooting problems with your computer or Internet. For technical difficulties with the course website, please contact the 24/7 UF Help desk at helpdesk@ufl.edu or (352) 392-HELP. Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from The Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

CLASS POLICIES
- **Emails.** All class emails will be done on the online course website, not through the instructor's UF email account. Emails will be returned within 24 hours during regular business hours (9 am to 5 pm) Monday through Friday.
- **Special Accommodations:** Students who are registered with the Disability Student Center are asked to email their accommodation letter and set up an online appointment with the instructor as early in the semester as possible, but ideally by the second week. This will allow the instructor and student to have an action plan as soon as possible.
- **Academic Honesty:** “The University of Florida requires all members of its community to be honest in all their endeavors. Students are required to commit themselves to academic honesty by signing a prescribed basic statement, including the Student Honor Code, as part of the registration process. “As a member of the UF community, students pledge on their honor to neither give nor receive unauthorized aid while working or completing assignments and examinations. “Any individual who becomes aware of a violation of the Student Honor Code is bound by honor to take corrective action.” Violations of the UF Academic Honesty Guidelines will not be tolerated and shall be treated in accordance with the UF Student Honor Code.
- **Assignment Submission:** Late assignments will not be accepted. Assignments can always be turned in before the due date. Always check the assignment link for the day and time.
- **Student Athletes:** Student athletes are required to provide the instructor with written documentation of away games that are in conflict with exams as early in the semester as possible.
- **Course Materials:** The content presented in the class is the property of the instructor and may not be duplicated in any form without permission from the instructor, and may not be used for any commercial purposes. Students violating this policy may be subject to disciplinary action under the UF Conduct Code. Class lectures are the property of the professor and may not be audio or video taped.
- **Attendance:** Attendance is mandatory. Students are expected to attend and arrive to all classes on time. Attendance is linked to overall performance student and positive interaction with group members. Attendance will be taken at the beginning of each class.
  - **Students who leave class early will forfeit attendance.** Students who miss the first period of class and arrive for the second period on Tuesdays will forfeit attendance.
  - **You will be counted late or tardy if you come after the first 5 minutes of class.**
  - **Acceptable reasons for absences from class are consistent with the UF Policy which includes illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate, and absences from class for**
court-imposed legal obligations must be excused. In the event of an excused absence, you must provide me with notification within 24 hours of the absence. Appropriate documentation will be required.

- You are allowed to miss one class (without documentation) during the semester.

- **Eating and Drinking**: UF has a policy of no eating or drinking in the classrooms.

- **Disruptive Behavior**: Please turn off cell phones. Texting and making or receiving calls is not acceptable behavior in class. Students who do these activities and ignore warnings will be considered disruptive. Studying for another course and reading other materials (newspapers, etc.) during class time will not be tolerated.

- **Electronic Devices**: Since students often use their laptops and mobile devices to surf the Internet during class time, these devices are not allowed during lectures. The course notes are online and you can supplement those with hand-written notes. **Please do not have keep your electronic devices on your desks.**

### U MATTER, WE CARE

- *Your well-being is important to the University of Florida.* The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

### MY EXPECTATIONS OF YOU

I will do everything I can to help you succeed, but you must decide that you want the very best for yourself. In order to do this, you must resolve to actively engage in your learning and do everything possible to make it worthwhile for you and your classmates. You must also do the following:

- Read your syllabus
- Attend class
- Participate in class discussions
- Visit the course website several times a week
- Visit the course website several times a week
- Respond to emails in a timely manner
- Give your best at all times
- Make excellence your goal
- Make good choices
- Accept the consequences of your poor choices
- Take responsibility for your learning
- Manage your time well
- Develop discipline and good study habits
- Do it right the first time
- Show initiative
- Don’t make assumptions
- Ask if you don’t understand
- Have integrity—don’t cheat, plagiarize, or lie

### Time Commitment for the Course

This 3-credit course will require approximately a 10-hour commitment each week. Some weeks may require less. Time will be spent reading course materials, completing assignments, and responding to discussion posts.
PROFESSIONALISM & CLASS PARTICIPATION

Professionalism (10 possible points). This includes, but is not limited to, responding to professor's emails and announcements in a timely manner, positive interaction with group members, respectful attitude to the professor, and respecting class policies (texting, cell phone use, etc.). Professionalism is a subjective assessment and the final point value is determined by the instructor.

Attendance (10 possible points). Attendance is mandatory. This includes regular attendance, arriving on time, and staying for entire class. Please note that missing a double period class counts for 2 absences. Arriving 5 minutes after class begins is considered late.
- **10 points.** No absence and arrives to class on time and stays for entire class.
- **8-9 points.** Missed 1-2 classes, and arrives to class on time and stays for entire class.
- **6-7 points.** Missed 3-4 classes, and or usually arrives late, leaves class early at times.
- **0-5 points.** Missed 4 or more classes, and or usually arrives late, leaves class early at times.

Classroom participation/interaction (10 possible points). This includes contributing to a positive class environment, contributing to class and online discussions. It is not acceptable to just show up for class and just sit there.
- **10 points.** High level of contribution to class discussions. Stays involved and alert in class. Regularly posts online items of interest to the class and responds to other students’ discussion posts. Very positive influence on the class environment.
- **6-9 points.** Regular contribution to class discussions and stays involved and alert in class, regularly posts online items of interest to the class and responds to other students’ discussion posts. Positive influence on the class environment.
- **0-5 points.** Little or no contribution to class discussion and/or poor participation in online discussion posts. Generally distracting presence in class.

EXAMS/QUIZZES

Exams (3 @ 100 possible points=300 points). Students are expected to synthesize and integrate the information presented in the lectures, readings, class discussions, and videos. Themes related to cultural and linguistic competence, views on health and illness, health literacy, and cross-cultural communication, program planning and health promotion will be incorporated in all exams. Exams will consist of multiple choice, true/false, matching, and fill-in-the-blanks. No make-up exams are given unless a medical reason is provided or there are very extreme circumstances that are documented. Arrangements for a make-up exam must be made prior to the exam day. Exams are open book and will be administered online. You are allowed 1 attempt.

ASSIGNMENTS

Exam Questions. Each student must turn in 3 multiple choice questions from each book chapter by 3 pm of the day they are due. Each question is worth 0.5 points. Please provide 4 choices (A, B, C, D). The correct answer and the reference for each question must be given. Questions for the week’s reading must be submitted under the “Assignment” link in Sakai on the day and date noted. Credit will not be given for poor quality questions. Points will be distributed at the end of the semester. About 25%-30% of the exam will be from questions submitted by students. Making up sample questions is a way to help you study and retain the information. Late questions will not be accepted. Please do not email instructor late questions.
Youth Health Empowerment Project Components

Agency Description (40 possible points). Your agency has been asked to develop a 2-day health empowerment workshop for minority youth based to prevent an adolescent health issue. Your agency will address a specific topic (to be assigned from the topics below). This program is offered for 6 hours on each day. Make sure that the program is relevant and specific for the age and cultural group. The following information is a guide to developing your project. It should include, but not necessarily be limited to the following information.

- Describe your agency in detail.
  - Name and location of the agency
  - Develop a mission statement
  - Describe the type of programs, activities, and services that your agency provides
  - List your agency staff and their roles
- Develop a demographic profile of your target population (age, gender, ethnicity, income, etc.)
- Describe the city/town and community where they live (e.g. urban or rural)
- Describe the potential challenges, limitations, or drawbacks of working with your target group
- Describe the strengths and potential opportunities for working with your target group
- Describe your recruitment strategies
- Describe your social media engagement strategy (website, Facebook, Instagram, Snapchat, etc.)

Program Logo and Slogan (10 possible points). Develop a program slogan and logo. The meaning of both should be clear to the participants.

Workshop Description (40 possible points). Describe and outline your 2-day educational program

- Workshop name
- Describe in detail the educational activities, topics, and services that you will provide over the 2-day period. Provide hour-by-hour and day-by-day by description.
- Give as much detail as possible, for example:
  - The roles of each staff member
  - Are certain activities individual or group?
  - Educational materials and tools that will be used
  - Handouts
  - Promotional items
  - Describe two big “giveaways” that participants will be eligible to receive
  - Etc.
- Add other information that you think are worthwhile to mention

Multimedia Text Messages (5 @ 2 possible points). Develop 5 original multimedia text messages (with graphics and text) that can be sent via text messages and posted on social media. Each one can be developed using PowerPoint or another other tool.

Promotional Item (1@15 points). Create a sample of 1 creative, original promotional items (tote bags, sling bag, t-shirts, etc.) for the target group. The item must have your logo and slogan.

Education Video (1 @ 50 possible points). Undergraduates work in groups of 4-5 and graduate students work alone. Create a professional 5-minute education video for the target group. This has to be educational and informative. The video will address the health issue. The video must meet the PEMAT-A/V guidelines https://www.ahrq.gov/sites/default/files/publications/files/pemat-av.pdf. Take time to write the storyboard and script, shoot the video, choose the right person for each role, and edit the final product. This must look very professional. You will turn in a copy of the video file on a flash drive or on a DVD. You must also upload the video on www.YouTube.com and get at least 200 hits each. Credits should roll at the end of the video. Have fun with it! The video will be evaluated on:
• Sound health education information
• Creativity/originality
• Video and sound quality
• Background and lighting
• Appropriate music
• Special effects, animation, etc.
• Filming and editing
• Acting, narration
• Etc.

**Video Storyboard and Script (1 @ 15 points each).** A video storyboard (outline for your video with your scenes conceptualized) and detailed script must be created for the video before filming begin. Information on creating a storyboard are available online. Please meet with your instructor to discuss the ideas for your video. A place to start is [http://www.claytowne.com/beats-digging-ditches/storyboard-tutorial-how-to-create-storyboards-for-film-video-and-television/](http://www.claytowne.com/beats-digging-ditches/storyboard-tutorial-how-to-create-storyboards-for-film-video-and-television/).

**YOUTH HEALTH EMPOWERMENT TOPICS**

<table>
<thead>
<tr>
<th>Obesity</th>
<th>Mental Health: Anxiety</th>
<th>Bullying</th>
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<tbody>
<tr>
<td>Food Literacy</td>
<td>Physical Activity</td>
<td>Digital/media literacy</td>
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**COURSE GRADING SYSTEM**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95%-100%</td>
<td>A</td>
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<tr>
<td>90%-94.99%</td>
<td>A-</td>
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<tr>
<td>87%-89.99%</td>
<td>B+</td>
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<tr>
<td>83%-86.99%</td>
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<tr>
<td>80%-82.99%</td>
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<td>77%-79.99%</td>
<td>C+</td>
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<td>73%-76.99%</td>
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<td>70%-72.99%</td>
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<td>67%-69.99%</td>
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<td>60%-62.99%</td>
<td>D-</td>
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<td>0%-59.99%</td>
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UF’s grading policy can be found at [http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html).

**TENTATIVE CLASS SCHEDULE**

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<thead>
<tr>
<th>Activities</th>
<th>Due Dates</th>
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<tr>
<td><strong>Week 1 Activities January 5</strong></td>
<td>Begin Drafting Week 1 questions</td>
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<tr>
<td><strong>Activities</strong></td>
<td><strong>Due Dates</strong></td>
</tr>
<tr>
<td>• Introduction and course overview</td>
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<tr>
<td>• Read the syllabus and familiarize yourself with the links on the class website</td>
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<tr>
<td>• Submit Week 1 exam questions</td>
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<tr>
<td><strong>Read</strong></td>
<td><strong>Due Dates</strong></td>
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<tr>
<td>• Preface</td>
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<tr>
<td>• Ch 1. Building Cultural and Linguistic Foundation</td>
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<td>• American Public Health Association, Health Disparities: The Basics</td>
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<td>• Determinants of Health</td>
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<tr>
<td>• Potential Barriers to Health Care and Health Outcomes</td>
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<tr>
<td>• Lecture PDFs</td>
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<tr>
<td><strong>Lectures for the Week</strong></td>
<td><strong>Due Dates</strong></td>
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<tr>
<td>• Course Overview</td>
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<tr>
<td>• Module 1: Priority Populations</td>
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<tr>
<td>• Module 2: Health Disparities</td>
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</table>
### Week 2 Activities January 10 & 12

**Week Activities**
- Submit Week 2 exam questions
- Project sign up
- *In-class Video: “Race: Power of an Illusion—The Differences Between Us, Episode 1*

**Readings**
- Ch 2. Cultural Heritage and History
- Ch 14. Cultural Competence
- Enhanced National Standards for CLAS PDF
- Cultural Framework Parts 1-3 PDF
- Lecture PDFs

**Lectures for the Week**
- Module 3: Cultural Heritage and History
- Module 4: Cultural and Linguistical Competence Part 1
- Module 4: Cultural and Linguistical Competence Parts 2

### Week 3 Activities January 17 & 19

**Week Activities**
- Submit Week 3 exam questions
- Project planning day (1/19)

**Readings**
- Ch 3. Diversity
- Diversity Fact Sheet PDF; US Census Race Categories PDF; Lecture PDFs

**Lectures for the Week**
- Module 5: Diversity
- Module 6: Social and Economic Impact on Health (on your own)

### Week 4 Activities January 24 & 26

**Week Activities**
- Submit Week 4 exam questions

**Readings**
- Ch 4. Health and Illness
- Lecture PDFs

**Lectures for the Week**
- Module 7: Cross-Cultural Communication
- Module 8: Cross-Cultural Concepts of Health and Illness

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**Week 1 questions due 1/10**  
**Week 2 questions due 1/13/17**  
**Week 3 questions 1/20/17**  
**Week 4 questions 1/27/17**
### Week 5 Activities January 31 & February 2

**Week Activities**
- Submit Week 5 exam questions
- In-class Video "Race: Power of an Illusion—The Story We Tell, Episode 2

**Readings**
- Ch 5. Health Traditions
- Ch 6. Healing Traditions
- Alberta Health Services, Health Care and Religious Beliefs
- Christian Dietary Practices
- Non-Christian Dietary Practices
- Lecture PDFs

**Lectures for the Week**
- Module 9: Health and Healing Traditions
- Module 10: Religion and Health

### Week 6 Activities February 7 & 9

**Week Activities**
- Submit Week 6 exam questions
- **Take Exam 1 (Weeks 1-5)**

**Readings**
- Ch 7. Familial Health Traditions
- Lecture PDFs

**Lectures for the Week**
- Module 11: Family Health Traditions
- Module 12: Food and Culture

### Week 7 Activities February 14 & 16

**Week Activities**
- Submit week 7 exam questions

**Readings**
- Ch 8. Health & Illness in Modern Health Care
- AskMe3 Words to Watch
- Tips on Developing Information for Clients with Low Health Literacy
- Lecture PDFs

**Lectures for the Week**
- Module 13: Modern Health Care
- Module 14: Health Literacy

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**Agency Description**
Due 1/31/17

**Week 5 questions**
2/3/17

**Exam 1**
2/7/17

**Week 6 questions**
2/10/17

**Promotional Items**
And Text messages due 2/14/17

**Week 7 questions due**
2/17/17
# Week 8 Activities February 21 & 23

**Week Activities**
- Submit Week 8 exam questions (6 questions from the 2 articles below)
- Submit PowerPoint Presentation 2 (Cultural Event)
- In-class presentation of cultural event (2/23)
- Project Planning Day (2/25/16)

**Readings**
- eSource Social and Behavioral Theories
- Lecture PDFs

**Lectures for the Week**
- Module 15: Models and Theories
- Module 16: Planning and Promoting Programs
- Module 17: Ethical and Legal Issues

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# Week 9 Activities February 23 & March 2

**Week Activities**
- Submit Week 9 exam questions
- In-class Video: “Race: Power of an Illusion—The House We Live In, Episode 3

**Readings**
- Ch 9. Health & Illness in American Indian and Alaska Natives
- National Center for Farmworkers Health, Demographic Facts
- National Center for Farmworkers Health, Facts about Farmworkers
- National Center for Farmworkers Health, Occupational Health & Safety
- National Center for Farmworkers Health, Child Labor
- Tips for Working with American Indian and Alaska Natives
- Lecture PDFs

**Lectures for the Week**
- Module 18: American Indian and Alaska Native Health Issues
- Module 19: Immigrant, Migrant, and Refugee Health Issues

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# Week 10 Activities March 6-10 (Spring Break No Classes)

**Week 11 Activities March 14 & 16**

## Week 11 Activities

**Week Activities**
- Submit Ch 10 exam questions
- **Take Exam 2 (Weeks 6-10)**

**Readings**
- Ch 10. Health & Illness in Asian Population
- Native Hawaiian Health Fact Sheet
- Asian American Community Mental Health Fact Sheet
- Lecture PDFs
### Lectures for the Week
- Module 20: Asian American Health Issues
- Module 21: Native Hawaiian and Other Pacific Islander Health Issues

### Week 12 Activities March 21 & 23
#### Week Activities
- Submit Week 12 exam questions

#### Readings
- Ch 11. Health & Illness in Blacks/African Americans
- Lecture PDF

#### Watch Lectures for the Week
- Module 22: African American Health Issues

#### Week 13 Activities March 28 & 30
#### Week Activities
- Submit week 13 exam questions
- Video Storyboard due
- **Group Planning Day (3/29)**

#### Readings
- Ch 12. Health & Illness in Hispanics
- Lecture PDF

#### Lectures for the Week
- Module 23: Hispanic/Latino Health Issues

### Week 14 Activities April 4 & 6
#### Week Activities
- Submit week 14 exam questions

#### Readings
- Ch 13. Health & Illness in Whites/Caucasians
- Pennsylvania Child Welfare Training Program: Guideline for Working with the Amish
- Durham County Council: Working with Gypsy, Roma, Traveler Communities
- Lecture PDF

#### Lectures for the Week
- Module 24: Health Issues in Whites/Caucasians
<table>
<thead>
<tr>
<th>Week 15 Activities April 11 &amp; 13</th>
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<tbody>
<tr>
<td><strong>Week Activities</strong></td>
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<tr>
<td>• Submit Week 15 exam questions (1 each from the articles below)</td>
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<tr>
<td>• <strong>In-class Video: A Class Divided</strong></td>
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<tr>
<td>• <strong>Project Planning Day</strong></td>
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<tr>
<td><strong>Readings</strong></td>
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<tr>
<td>• Children’s Defense Fund, Disparities in Children’s Health and Health Coverage</td>
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<tr>
<td>• Children’s Defense Fund, Black Child Health Fact Sheet</td>
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<td>• Children’s Defense Fund, Latino Child Health Fact Sheet</td>
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<tr>
<td>• CDC Leading Causes of Death for Males</td>
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<td>• CDC Leading Causes of Death for Females</td>
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<tr>
<td>• <strong>Lecture PDFs</strong></td>
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<td><strong>Lectures for the Week</strong></td>
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<tr>
<td>• Module 25: Health Issues of Minority Children and Adolescents</td>
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<td>• Module 26: Women's Health Issues</td>
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<td>• Module 27: Men's Health Issues</td>
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<th>Week 16 Activities April 18</th>
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<tr>
<td><strong>Week Activities</strong></td>
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<tr>
<td>• In-class video film festival</td>
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<tr>
<td>• Prepare for Exam 3</td>
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<tr>
<td><strong>Readings</strong></td>
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<tr>
<td><strong>Watch Lectures for the Week</strong></td>
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<tr>
<td><strong>Readings</strong></td>
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<tr>
<td>• Healthy People 2020, LGBT Fact Sheet</td>
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<td>• Healthy People 2020, Lesbian Health Fact Sheet</td>
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<td>• Healthy People 2020, Gay Men's Health Fact Sheet</td>
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<td>• Healthy People 2020, Transgender Health Fact Sheet</td>
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<td>• <strong>Lecture PDFs</strong></td>
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<tr>
<td><strong>Lectures for the Week</strong></td>
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<tr>
<td>• Module 28: Minority Elders</td>
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<td>• Module 29: Health Issues of Sexual Minorities (LGBTQ)</td>
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<th>Week 17 Activities</th>
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<td><strong>Week Activities</strong></td>
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<tr>
<td>• <strong>Take Exam 3 (Weeks 10-15)</strong></td>
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<table>
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<tr>
<th>Week 15 article questions 4/14/17</th>
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<tr>
<td>Week 16 article questions 4/18/17</td>
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<tr>
<td>Exam 3 4/25/17</td>
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