

Sociology 172: Introduction to US Population Health
MWF 1:25-2:15 Carolina Hall, Room 220
UNC-CH Department of Sociology
Fall 2018

Instructor: Kate Tierney (*pronouns:* She/her/hers)

Office Hours: Monday 11:30-12:30 & Friday 12-1:15, or by appointment

Course Description

Although we often consider health to be an individual experience, based on individual choices and decisions, we will challenge this assumption throughout this course. The purpose of this introductory sociology course is to examine U.S. health and longevity using a social demographic perspective. We will discuss trends and patterns in U.S. health and longevity, uncover the social causes of health disparities, and identify and evaluate potential solutions to these disparities. We will also learn the basics of how population health is studied, measured, and analyzed by social demographers. Finally, throughout the semester, we will develop reading, writing, and analytical skills, including the application of sociological concepts to the real-world.

Course Goals & Learning Objectives

Sociological Thinking & Content

1. You will be able to describe the sociological perspective and how it applies to health.
2. You will be able to describe and explain how geographic location, race/ethnicity, nativity, socioeconomic status, and gender influence health.
3. You will be able to describe and sociologically explain the historical changes and contemporary patterns of U.S. population health and health disparities.

Critical Thinking & Application

4. You will be able to read and summarize empirical evidence of health disparities in the United States.
5. You will be able to evaluate and generate ideas for policy solutions to the contemporary health dilemmas in the United States.

Specific Skills

6. You will be able to calculate basic population health measures
7. You will be able to interpret graphics and tables related to population health measurement.
8. You will be able to produce clear and well-organized short essays.

Course Prerequisites: *None. This course is an introductory course for all undergraduates.*

Course Texts: *All texts for this course are available via Sakai and are listed below.*

Honor Code: The University Honor Code will be in effect through all exams and written assignments. Please read carefully the provisions of the Honor Code, make certain you understand and adhere to them, and ask me to clarify any questions you have regarding the Code. You may also find honor.unc.edu to be a helpful resource.

Class Policies & Procedures

Instructional Procedure

In this course, lectures will be kept to a minimum! Research has shown that classic script based lectures are not a great way to encourage learning. While, at times, short lectures may be used to make specific points or to highlight important information, they will not be the primary vehicle for learning in

this class. Instead, we will spend much of our time in class discussing material in groups and engaging in class activities related to the course material.

Attendance

We will spend a considerable amount of time in class discussing material in groups and building upon the readings with activities and mini-lectures. As a result, daily attendance and completing work before class is vital for your success.

If you are unable to regularly attend the full class session for any reason, please seek an alternative course section. Please do not schedule any appointments, trips, meetings, or other activities during our class time. If you have an emergency or other University excused absence, please let me know as soon as you are able.

See here for more information on University Excused Absences: <http://catalog.unc.edu/policies-procedures/attendance-grading-examination>

Office Hours & Contact Info

I will hold office hours twice a week as listed above. I recognize these times may not work for everyone, so you can always email me to arrange another time to meet. I invite you to meet with me regarding class materials and assignments, but you also are welcome to ask more general questions about sociology, your college experience, or your future plans.

You can reach me by email. Email works well for simple questions I can answer quickly, and you are also welcome to talk with me immediately before and after class. For longer conversations or more involved questions, I ask that you schedule a time to meet with me. I will let you know if a question received via email requires a meeting.

One further note about email: I may not receive or have time to respond to emails sent outside of usual business hours (9AM -5 PM, M-F). So, keep this in mind when sending/expecting emails from me. I will do my best to be attentive and fast on email!

Technology

Please bring your laptop or similar device with you to each class as I will periodically use PollEverywhere or other online tools during class. Although you will have your laptops for each class, they may only be used for class activities. During mini-lectures and other presentations, they are not permitted.

Communications about Class

I will use Sakai to communicate with the class about the course.

Class Conduct

1. Start and end class on time.
2. We will engage respectfully with one another even if, and especially when, we disagree.
3. Raise your hand to participate, this will help me (Kate) make sure no one is dominating the conversation.
4. Try not to generalize about groups (even groups with which you identify) and do not ask another person to speak as a representative of a group.
5. Keep an open mind—enter the classroom dialogue with the expectation of learning something new. Look forward to learning about, and being challenged by, ideas, questions, and points of view that are different than your own.
6. Talk with me about any patterns in discussion that may be impeding full engagement by you or others. If this is not possible, you are encouraged to contact the faculty member overseeing the population health course, Dr. Robert Hummer, the sociology chair, Dr. Andy Andrews, or another mentor.
7. *Other class conduct rules may be added as needed and agreed upon by the class*

Adapted from: Washington University St. Louis. 2009. “Establishing Classroom Ground Rules.” *The Teaching Center*.

Course Requirements & Evaluation

Weekly Work (Total: 35%)

- About Me Assignment & Self-Evaluations (5%)
- *Reading Notes* (20%) – Due on Mondays, Wednesday, and Friday by 9:05 AM via Sakai assignments page. The purpose of these notes is to check completion of reading and to support your ability to recall what you have read for class. In addition, these notes will assist me in identifying any confusing or unclear parts of the readings. 60% of the grade for these notes will be based on 4 randomly selected evaluations of your notes throughout the semester. 40% of your grade for these notes will be based on completion. A template, examples, and a grading rubric can be found on Sakai.
- *Group Activities* (10%) – These are activities we complete in class. Your grade will be based on completion and participation in group and class activities assigned during class.

Two Exams (10% each, total 20%): This course will have two smaller exams rather than one in the middle of the term. The purpose of having two exams is to provide you with more opportunities to test your knowledge and understanding of the material and for me to provide you feedback on your progress in the course.

Four Short Writing Assignments (7.5% each, 30% total): The purpose of these short papers is to help you reflect and synthesize your understanding of key topics throughout the course. Rubrics for grading and the full assignment details are on Sakai. Each paper is of equal weight. I strongly encourage you to use the services of the Writing Center for support and assistance in your writing.

Final Exam (15%): The final exam for this course will be cumulative and held at the date and time assigned by the University. Completion of the final exam is required.

Summary of Grade Components:

<i>Assignment</i>	<i>Percent of Grade</i>
Weekly Work	35%
Midterm Exams	20%
Writing Assignments	30%
Final Exam	15%
TOTAL	100%

Grading Scale:

<i>Score</i>	<i>Letter Grade</i>
93-100	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
73-77	C
70-72	C-
68-69	D+

60-67	D
Below 60	F
*Grades ending in 0.5 or higher will be rounded up.	

Grading Criteria:

Grading rubrics will be provided for written assignments and will be posted on Sakai.

Helpful UNC Resources

Accessibility Resources and Services: UNC facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, and/or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. If you have questions or concerns, please visit their website <http://accessibility.unc.edu> or email them at accessibility@unc.edu. You are encouraged to reach out to ARS early in the semester to ensure that appropriate accommodations can be put in place.

UNC Writing Center: A helpful resource that offices face-to-face appointment and walk in support as well as online support. More information can be found here: <https://writingcenter.unc.edu/faqs/> .

Tips and Tools from the Learning Center: UNC’s Learning Center has compiled a number of resources addressing study strategies, reading techniques, and ways to manage time. More information can be found here: <http://learningcenter.unc.edu/tips-and-tools/>.

N.B. The instructor reserves the right to make changes to the syllabus, including due dates and test dates. These changes will be announced as early as possible via Sakai.

Schedule & Readings

* Indicates that you should use the empirical article format for your reading notes

Date/Week	Topic	Reading	Watch/Listen
Week 1	Introduction		
W - 8/22	<i>Course Details</i>	<ul style="list-style-type: none"> Syllabus 	
F - 8/24	<i>Overview of Pop Health</i>	<ul style="list-style-type: none"> Hummer and Hamilton: Chapter 1 – pages 1-15 – focus on pages 7-15 	<ul style="list-style-type: none"> The Practical Playbook.2016. The Difference Between Population Health and Public Health.
Week 2	The Field of Population Health: Influences and History		
M - 8/27	<i>Fields that have Influenced Pop Health: Sociology & Demography</i>	<ul style="list-style-type: none"> Irwin, Neil. 2017. “What If Sociologists Had as Much Influence as Economists?” The New York Times, March 17. 	<ul style="list-style-type: none"> CrashCourse. 2017. What Is Sociology?: Crash Course Sociology #1. CrashCourse. 2018 Health & Medicine: Crash Course Sociology #42. Sociology Live! 2015 Sociological Imagination.
W - 8/29	<i>Historical Trends in Pop Health and Historical Theory</i>	<ul style="list-style-type: none"> Chapter 2 of Hummer and Hamilton -- Pages 1-19 BBC – “GCSE Bitesize: The Demographic Transition Model.” <ul style="list-style-type: none"> Page 4 Only 	<ul style="list-style-type: none"> BBC. 2010 Hans Rosling’s 200 Countries, 200 Years, 4 Minutes.
F - 8/31	<i>Overview of the Measures of Pop Health</i>	<ul style="list-style-type: none"> Hummer and Hamilton: Chapter 1 – Pages 15-23 	<ul style="list-style-type: none"> CrashCourse. 2017. Sociology & the Scientific Method: Crash Course Sociology #3.
Week 3	Measuring Population Health		
M 9-/3	<i>No Class -- Labor Day</i>		
W 9/5	<i>Measures of Pop Health: Part 1</i>	<ul style="list-style-type: none"> How to Measure Demographic Events – IUSSP <ul style="list-style-type: none"> All pages of sections 6-10 	<ul style="list-style-type: none"> CrashCourse. 2018. Population Health: Crash Course Sociology #43.
F- 9/7	<i>Measures of Pop Health: Part 2</i>	<ul style="list-style-type: none"> “Lesson 3: Life Tables — MEASURE Evaluation.” “Life Table: Meaning, Types and Importance.” Sociology Discussion 	
Week 4	Researching Population Health		
M- 9/10	<i>Research Questions and Ways of Knowing</i>	<ul style="list-style-type: none"> “2.3 Research Design in Sociology Sociology: Understanding and Changing the Social World.” “2.4 Ethical Issues in Sociological Research Sociology: Understanding and Changing the Social World.” 	<ul style="list-style-type: none"> University of Maryland, Baltimore Writing Center. 2014. Research Questions Worth Answering.
W - 9/12	<i>Sources of Data</i>	<ul style="list-style-type: none"> Rogers, Richard G., Robert A. Hummer, Patrick M. Krueger, and Justin M. Vinneau. (Forthcoming). “Adult Mortality.” Chapter 15 in the Handbook of Population 2nd Edition. Spring Press. <ul style="list-style-type: none"> Common Data Sources Section pages 7-9 Etches, Vera, John Frank, Erica Di Ruggiero, and Doug 	

Date/Week	Topic	Reading	Watch/Listen
		Manuel. 2006. "Measuring Population Health: A Review of Indicators." <i>Annual Review of Public Health</i> 27: 29-55. <ul style="list-style-type: none"> ○ Only the section labeled "Types of Data" ● Visit the Add Health website (see Sakai for more details) ● Visit the NCHS website (see Sakai for more details) ● Visit the American Fact Finder website (see Sakai for more details) 	
F - 9/14	<i>Using Data to Answer Research Questions</i>	<ul style="list-style-type: none"> ● Add Health Research Brief Number 2 ● NCHS Prevalence of Obesity Among Adults and Youth ● NCHS Data Brief on Infant Mortality 	
Week 5	Exam 1 & Skills for the Course		
M - 9/17	<i>Writing Intensive</i>	<ul style="list-style-type: none"> ● "Thesis Statements." The UNC Writing Center. ● "Reading Aloud." The UNC Writing Center. ● "Revising Drafts." The UNC Writing Center. Browse both the tips and tools section. Identify and read one additional handout.	
W - 9/19	<i>Reading Empirical Articles (Lecture will be posted online-- no in class meeting due to Yom Kippur)</i>	<ul style="list-style-type: none"> ● UNC Learning Center. "Reading Journal Articles." Learning Center ● Resnick, Brian. 2017. "Study: Half of the Studies You Read about in the News Are Wrong." Vox. ● Sole-Auro, Aida, Pierre-Carl Michaud, Michael Hurd, and Eileen Crimmins. 2015. "Disease Incidence and Mortality Among Older Americans and Europeans." <i>Demography</i> 52: 593-611. 	
F - 9/21	EXAM 1		
Week 6	Population Health & Geography		
M - 9/24	<i>Pop Health in the US vs Other Countries</i>	Avendano Mauricio, and Ichiro Kawachi. 2014. "Why do Americans have shorter life expectancy and worse health than do people in other high-income countries?" <i>Annual Review of Public Health</i> 35: 307-25.	<ul style="list-style-type: none"> ● U.S. Health in International Perspective ● Let's Learn Public Health. 2017. "Social Determinants of Health - An Introduction."
W - 9/26	<i>Pop Health in US States & Counties</i>	<ul style="list-style-type: none"> ● Hummer and Hamilton – Chapter 4: Pages 1-9 ● Dwyer-Lindgren, Laura et al. 2017. "Inequalities in Life Expectancy Among US Counties, 1980 to 2014: Temporal Trends and Key Drivers." <i>JAMA Internal Medicine</i> 177(7):1003–11. 	

Date/Week	Topic	Reading	Watch/Listen
F - 9/28	<i>Pop Health in US Neighborhoods & Policy Interventions</i>	<ul style="list-style-type: none"> • Braverman, P., C. Cubbin, S. Egerter, and V. Pedregon. 2011. "Neighborhoods and Health." RWJF. • Schwartz, Don. 2018. "What's the Connection Between Residential Segregation and Health?" RWJF. 	<ul style="list-style-type: none"> • HealthHappensHere. 2016. "A Tale of Two Zip Codes."
Week 7	Geography Continued & Population Health and SES		
M - 10/1	<i>Pop Health & Natural Disasters</i>	<ul style="list-style-type: none"> • Browning, Christopher R., Eileen E.S. Bjornstrom, and Kathleen A. Cagney. 2011. "Health and Mortality Consequences of the Physical Environment." Chapter 21 (pp. 441-464) in International Handbook of Adult Mortality, edited by R.G. Rogers and E.M. Crimmins. Springer. <ul style="list-style-type: none"> ○ PAGES: 452-457 • Chinoy, Sahil. 2018. "The Places in the U.S. Where Disaster Strikes Again and Again." The New York Times, May 24. 	
W - 10/3	<i>SES & Pop Health: Overview and Introduction</i>	<ul style="list-style-type: none"> • Crossman, Ashley. 2017. "An Introduction to Socioeconomic Status." ThoughtCo. • <i>Optional:</i> Tepper, Fabien. 2013. "What Is Your Social Class? Take Our Quiz to Find Out!" Christian Science Monitor. 	<ul style="list-style-type: none"> • CrashCourse. 2017. "The Impacts of Social Class: Crash Course Sociology #25."
F - 10/5	<i>SES & Pop Health: Empirical Findings and Mechanisms</i>	<ul style="list-style-type: none"> • Hummer and Hamilton – Chapter 5–Pages 22-33. • Read the empirical article assigned to your group -- see Sakai for details* 	
Week 8	SES Continued & Population Health and Race		
M - 10/8	<i>SES & Pop Health: Theories and Policy</i>	<ul style="list-style-type: none"> • F, Lance. 2017. "The Criteria for Science and Scientific Theories." ThoughtCo. • Phelan, Jo C., Bruce G. Link, and Parisa Tehranifar. 2010. "Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence, and Policy Implications." Journal of Health and Social Behavior 51(1_suppl):S28–40. 	
W - 10/10	<i>Race & Pop Health: Overview & Introduction</i>	<ul style="list-style-type: none"> • Hummer and Hamilton – Chapter 6 – Pages 1-8 • McIntosh, Peggy. 1989. "White Privilege: Unpacking the Invisible Knapsack." Peace and Freedom Magazine. • "How Student Evaluations Are Skewed against Women and Minority Professors." The Century Foundation. 	<ul style="list-style-type: none"> • Hobson, Mellody. 2014. "Color Blind or Color Brave?" - TedTalk

Date/Week	Topic	Reading	Watch/Listen
F- 10/12	<i>Race & Pop Health: Empirical Evidence & Mechanisms</i>	<ul style="list-style-type: none"> • Hummer and Hamilton –Chapter 6 – Pages 12-19 • Tello, Monique. 2017. “Racism and Discrimination in Health Care: Providers and Patients.” Harvard Health Blog. • Read the empirical article assigned to your group -- see Sakai for details* 	
Week 9	Race & Population Health Continued		
M - 10/15	<i>Race & Pop Health: Paradoxes and Exceptions</i>	<ul style="list-style-type: none"> • Hummer and Hamilton – Chapter 6 – Pages 19-33 • Belluz, Julia. 2015. “A Big Study Found Spiking Death Rates for Middle-Aged White Americans. Critics Say It’s More Complicated.” Vox 	
W-10/17	<i>Race & Pop Health: Theory and Policy</i>	<ul style="list-style-type: none"> • Phelan, Jo C., and Bruce G. Link. 2015. “Is Racism a Fundamental Cause of Inequalities in Health?” Annual Review of Sociology 41: 311-330. • Geronimus, Arline T. 1992. “The Weathering Hypothesis and the Health of African American Women and Infants: Evidence and Speculations.” Ethnicity and Disease 2: 210-224. 	<ul style="list-style-type: none"> • Williams, David R. 2016. “ How Racism Makes Us Sick.” – TedTalk (<i>OPTIONAL</i>)
F- 10/19	<i>No Class -- Fall Break</i>		
Week 10	Gender & Population Health		
M - 10/22	<i>Gender and Pop Health: Overview and Introduction</i>	<ul style="list-style-type: none"> • X: A Fabulous Child’s Story – Lois Gould <ul style="list-style-type: none"> ○ Pdf on Sakai • “The Genderbread Person V4.” Genderbread.org 	<ul style="list-style-type: none"> • Stone Williams, Paula. 2017. “I’ve Lived as a Man & a Woman -- Here’s What I Learned.” - TedTalk
W - 10/24	<i>Gender & Pop Health: Empirical Findings and Mechanisms</i>	<ul style="list-style-type: none"> • Hummer and Hamilton – Chapter 7 – Pages 9-18 • Read the empirical article assigned to your group -- see Sakai for details* 	
F- 10/26	<i>Gender & Pop Health: LGBTQI+ Individuals</i>	<ul style="list-style-type: none"> • Hummer and Hamilton – Chapter 7 – Pages 18-23 • Harvard T.H. Chan School of Public Health. 2017. Discrimination in America: Experiences and Views of LGBTQ Americans. Harvard T.H. <ul style="list-style-type: none"> ○ Read the executive summary on pages 1-2. 	<ul style="list-style-type: none"> • Overstreet, Kristie. 2017. “Why Are Many Doctors Scared of Transgender Patients?” - TedTalk
Week 11	Gender Continued		

Date/Week	Topic	Reading	Watch/Listen
M - 10/29	<i>Gender & Pop Health: Theory and Policy</i>	<ul style="list-style-type: none"> Daniel, Hilary and Renee Butkus. 2015. "Lesbian, Gay, Bisexual, and Transgender Health Disparities: Executive Summary of a Policy Position Paper From the American College of Physicians." <i>Annals of Internal Medicine</i> 163(2):135. 	
W - 10/31	<i>Synthesis and Review Day</i>		
F - 11/2	Exam 2		
Week 12	Other Areas of Population Health Stratification		
M - 11/5	<i>Relationship Status</i>	<ul style="list-style-type: none"> Ricki Rusting. 2018. "Can Marriage Make You Sick?" <i>Washington Post</i>, April 15. Alyssa Brown and Jeffrey M. Jones. 2012. "Separation, Divorce Linked to Sharply Lower Well-Being." <i>Gallup.Com</i>. Reddy, Sumathi. 2015. "Living Together May Be Even Better for Your Health Than Marriage." <i>Wall Street Journal</i>, February 17. 	
W -11/7	<i>Class Choice: Parenthood & Health</i>	<ul style="list-style-type: none"> Pollmann-Schult, Matthias. 2014. "Parenthood and Life Satisfaction: Why Don't Children Make People Happy?" <i>Journal of Marriage and Family</i> 76(2):319–36.* 	<ul style="list-style-type: none"> Senior, Jennifer. <i>For Parents, Happiness Is a Very High Bar</i>. TedTalk. (OPTIONAL) (https://www.ted.com/talks/jennifer_senior_for_parents_happiness_is_a_very_high_bar).
F - 11/9	<i>Class Choice: Fraternities & Masculinity & Health</i>	<ul style="list-style-type: none"> Biddix, J. Patrick. 2016. "Moving Beyond Alcohol: A Review of Other Issues Associated With Fraternity Membership With Implications for Practice and Research." <i>Journal of College Student Development</i> 57(7):793–809. <ul style="list-style-type: none"> Review article – do not need to use empirical article format. 	
Week 13	Intersectionality & Population Health		
M- 11/12	<i>Intersectionality & Pop Health: Overview and Introduction</i>	<ul style="list-style-type: none"> Crosley-Corcoran, Gina. 2014. "Explaining White Privilege To A Broke White Person." <i>Huffington Post</i>. 	<ul style="list-style-type: none"> Khan Academy Medicine. 2015. <i>Intersectionality Social Inequality MCAT Khan Academy</i>. Optional (content warning:Violence): Kimberlé Crenshaw. 2016. <i>The Urgency of Intersectionality</i>.
W - 11/14	<i>Intersectionality & Pop Health: Empirical Evidence</i>	<ul style="list-style-type: none"> Read the empirical article assigned to your group -- see Sakai for details* 	
F- 11/16	<i>Intersectionality</i>	<ul style="list-style-type: none"> Hankivsky, Olena et al. 2014. "An Intersectionality- 	

Date/Week	Topic	Reading	Watch/Listen
	<i>& Pop Health: Policy</i>	Based Policy Analysis Framework: Critical Reflections on a Methodology for Advancing Equity.” International Journal for Equity in Health 13.*	
Week 14	Applying Knowledge: US Epidemics		
M - 11/19	<i>Class Choice: Opioid Epidemic</i>	<ul style="list-style-type: none"> • Khazan, Olga. 2018. “It’s Too Soon to Celebrate the End of the Opioid Epidemic.” The Atlantic, October 24. • Sanger-Katz, Margot. 2018. “Bleak New Estimates in Drug Epidemic: A Record 72,000 Overdose Deaths in 2017.” The New York Times, August 16. • Assistant Secretary of Public Affairs (ASPA). 2017. “What Is the U.S. Opioid Epidemic?” HHS.Gov. (https://www.hhs.gov/opioids/about-the-epidemic/index.html). <ul style="list-style-type: none"> ○ OPTIONAL – Take a look if you want some basic background information. 	
W- 11/21	<i>No Class</i>		
F - 11/23	<i>No Class</i>		
Week 15	Policy & Population Health		
M - 11/26	<i>U.S. Health Policy: Overview & Introduction</i>	<ul style="list-style-type: none"> • Hummer and Hamilton – Chapter 8 	<ul style="list-style-type: none"> • All Things Considered. (2009). Accidents Of History Created U.S. Health System : NPR.
W- 11/28	<i>The ACA & Pop Health</i>		<ul style="list-style-type: none"> • Hip Hughes. ObamaCare: The Affordable Care Act Explained.
F- 11/30	<i>Social Policy & Pop Health: Evidence and Prospects</i>	<ul style="list-style-type: none"> • Hamad, Rita. 2016. Social Policy is Health Policy: Addressing the “Causes of the Causes” of Health Disparities.” Harvard Health Policy Review. • Berenson, J., Li, Y., Lynch, J., & Pagán, J. A. 2017. Identifying Policy Levers And Opportunities For Action Across States To Achieve Health Equity. Health Affairs; Chevy Chase, 36(6), 1048–1056. * 	
Week 16	Improving Population Health		
M- 12/3	<i>ReThink Health Model: Part 1</i>	<ul style="list-style-type: none"> • Read the first three paragraphs here: https://www.rethinkhealth.org/resources-list/dynamic-modeling-strategy/ 	<ul style="list-style-type: none"> • ReThink_Health.2014. ReThink Health Dynamics Model. – Introduction to the Model • Using the Model -- Watch first 14 mins
W- 12/5	<i>Rethink Health 2</i>		
FINAL EXAM - 12:00 PM Monday, December 10			

Due Date Summary

Unless otherwise specified, items are due at the beginning of class on the day due.

Item	Date Due
Reading Notes	9:05 AM MWF
About Me & Self Evaluation 1	8/27/2018
Paper 1	8/31/2018
Paper 2	10/1/2018
Midway Course Evaluation	10/10/2018 (in class)
Paper 3	11/5/2018
Paper 4	12/3/2018
Self-Evaluation 2	12/5/2018