

1. General Information

1a. Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT

Date Submitted: 9/9/2014

1b. Department/Division: Dietetics and Human Nutrition

1c. Contact Person

Name: Tammy Stephenson

Email: Tammy.Stephenson@uky.edu

Phone: 7-2353

Responsible Faculty ID (if different from Contact)

Name: Alison Gustafson

Email: Alison.Gustafson@uky.edu

Phone: 7-1309

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

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OFFICE OF THE
SENATE COUNCIL**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: DHN 318

2c. Full Title: Hunger, Food Behavior, and the Environment

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course brings together the role of the biological processes that influence hunger with the physiological responses to cues in the social and neighborhood environment that influence what we eat. The connection between what we eat and lifelong health consequences of dietary patterns can be seen at the individual, familial, and community level. Topics in this course will include hunger and satiety, taste preferences and food aversions, food policy, sustainability, the role of the food environment, and nutrition policy.

2k. Prerequisites, if any: DHN 101, DHN 212, or consent of instructor

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 45

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: Hunger and hunger-related issues including health, poverty, sustainability, and social justice are of high interest across disciplines within the College of Agriculture, Food, and Environment as well as the University. This course will serve as a professional support course for students within the Human Nutrition and Dietetics majors.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|SBASTIN|Sandra S Bastin|DHN 318 NEW Dept Review|20140821

SIGNATURE|LGRABAU|Larry J Grabau|DHN 318 NEW College Review|20140909

SIGNATURE|JMETT2|Joanie Ett-Mims|DHN 318 NEW Undergrad Council Review|20141121

Courses	Request Tracking
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New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

ID	Attachment
Delete 4052	DHN 318 syllabus (Revised 11-18-14).docx

First 1 Last

Select saved project to retrieve...

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e. Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course brings together the role of the biological processes that influence hunger with the physiological responses to cues in the social and neighborhood environment that influence what we eat. The connection between what we eat and lifelong health consequences of dietary patterns can be seen at the individual, familial, and community level. Topics in this course will include hunger and satiety, taste preferences and food aversions, food policy, sustainability, the role of the food environment, and nutrition policy.

k. Prerequisites, if any:

DHN 101, DHN 212, or consent of instructor

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 45

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

Hunger and hunger-related issues including health, poverty, sustainability, and social justice are of high interest across disciplines within the College of Agriculture, Food, and Environment as well as the University.

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
 Relatively New – Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement⁵ for ANY program? Yes No

If YES⁵, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

⁵ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
⁶ The chair of the cross-listing department must sign off on the Signature Routing Log.

⚠ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
⚠ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
⚠ In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

DHN 318: Hunger, Food Behavior, and the Environment

Tuesday and Thursday 12:30-1:45

Erikson Hall Room 203

Instructor: Alison Gustafson, PhD, MPH, RD

Office: 206G Funkhouser

Phone: 859-257-1309

E-mail: Alison.gustafson@uky.edu

Office Hours: Tuesday/Thursday 2:00-3:00pm

Course Description:

This course brings together the role of the biological processes that influence hunger with the physiological responses to cues in the social and neighborhood environment that influence what we eat. The connection between what we eat and lifelong health consequences of dietary patterns can be seen at the individual, familial, and community level. Topics in this course will include hunger and satiety, taste preferences and food aversions, food policy, sustainability, the role of the food environment, and nutrition policy.

Prerequisites

DHN 101, DHN 212, or consent of Instructor

Student Learning Outcomes

Upon completion of this course students should be able to:

1. Describe the difference between biological hunger and physiological responses to food cues.
2. Explain how food marketing, advertising, and social media influences food choices.
3. Explain the role of the individual and the food environment in making food choices.
4. Explain how peers and family members influences food preferences from in-utero to adulthood.
5. Understand the impact of policies and laws on food choices.
6. Describe how local, regional, and nationally policies influence the food that is available for consumers.
7. Describe how current nutrition policies may be related to the food choices individuals make.

Course Goal

At the end of this course students will be able to make the connection between the biological need for food and the proximal and distal determinants that influences food choices.

Course Requirements

Required Text:

Salt, Sugar, Fat: How the Food Giants Hooked Us. Michael Moss. Random House ISBN: 978-1400069804

Required Journal Articles:

All articles are available on Black Board Website and listed on the syllabus. Students must come to class prepared to discuss the articles. Attendance will be taken during the semester and 10 points will be given in total.

Student Evaluation

All assignments must be turned in hard copy to Dr. Gustafson on the day they are due in the calendar below. If an assignment is not turned in the day of the class by 5pm 10 points will be deducted for each day it is late. No assignment can be turned after 3 days. If a student has an excused absence, as defined in the Excused Absences section below, the student will have one week following the excused absence to contact the instructor regarding missed graded work.

- Quiz 1 30 points
- Quiz 2 30 points
- Quiz 3 30 points
- Student led discussion 50 points
- Reflection papers on journal articles/book chapters 50 points
- Presentations 50 points
- Final Paper 100 points
- Attendance 10 points
- Total points: 350 points

A= 315-350 B= 280-314 C=245-279 D=210-244 E=<210

Quiz: each quiz will be 15 questions consisting of multiple choice, true/false, and short answer questions. The material will come directly from the articles and class lecture and discussion. At least 5 questions will be developed from the discussion questions and student's comments.

Reflection papers: each student (NOT one per group) must write a one-page reflection paper (double spaced, 12 point font, times new roman) on their thoughts about the article and/or chapters for the class that day. They must also tie in how the articles and the book chapters are related.

5 reflection papers *10 points = 50 points

** You do not need to do a reflection paper for the day that your group is leading the discussion. Six reflections are listed but the day you lead the discussion is the day you DO NOT turn a reflection paper in, so there are 5 graded papers.

Reflection paper one - covers material on Jan 21

Reflection paper two - covers material on Feb 4th

Reflection paper three - covers material on Feb 13th

Reflection paper four - covers material on March 3rd

Reflection paper five - covers material on March 24th

Reflection paper six - covers material on April 16th

Student Led Discussion: students will be broken into groups of 3-4. Each group will be assigned to facilitate or lead the discussion for that day. Each group needs to read the paper that is being discussed that day and be very familiar with the content. Each group needs to create a set of questions to help lead the discussion for that day. A template is available on BB for what types of questions will help lead the discussion. Use the template as a guide but refer to the articles for what you think is most interesting to discuss. Each group member will receive the same grade. Each group must do the following to earn full points 1) develop and ask a question to the class related to the article; 2) ask a follow-up question based on a student response; 3) make a connection between what the student has said and the article or another piece of information related to the topic.

Presentations: Each group, same group as the student led discussion, will present on the topic that they led the discussion on.

Final Paper: Each student will write a 5 page double spaced 12 point font in Times Roman paper on one of the following topics:

1. How does the food industry play a role in shaping what people eat? How are they a part of the problem and a part of the solution?
2. How does our biological and physiological response to hunger change over time? How does this change overtime influence what food might be grown, distributed, and sold to consumers?
3. How does the food environment influence what we buy but also how do we as consumers influence what is available for purchase? How do our peers and family members shape our environment and how do we respond to the food environment?

Full details of what is required for the final paper are available on Black Board.

Mid Term Grades

Mid-term grades will be based on two quizzes, reflection papers up until Spring Break. Mid-Term grades will reflect the work effort up until that point with 5 points from attendance.

Attendance

Attendance will be taken at each class period for a total of 10 points. Attendance will not be taken on the day of a quiz. Each class period receives 0.5 points over 20 class lectures.

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work,

whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Classroom Behavior Policies

All students are expected to attend class to gain the full experience. Cell phone use is not allowed in the course. If a cell phone is being used the instructor has the right to ask the student to turn it off. Students are expected to e-mail the professor in a professional and respectful manner. If the student has asked for a meeting outside of office hours and either cancels or does not show up it may take several weeks to reschedule a meeting.

Emergency Procedures

If an emergency arises in this classroom, building or vicinity, your instructor will advise you of actions to follow to enhance your safety. If a situation requires emergency shelter (i.e., during a severe weather event), the nearest shelter location is Funkhouser. If building evacuation occurs (i.e., fire alarm), follow posted evacuation routes and assemble at Funkhouser so the instructor can help ensure their students have evacuated the building safely and they are not hindering emergency personnel access to the building. If you require assistance during an emergency, notify the instructor at the beginning of the semester. In order to prepare for emergencies while on campus please continue to the below links for detailed emergency response guidelines: the UK Division of Crisis Management & Preparedness website (<http://www.uky.edu/EM/emergency-response-guide.html>) and the College of Agriculture, Food and Environment (<http://www.ca.uky.edu/>). To receive emergency messages, sign up for UK Alert (<http://www.uky.edu/EM/UKAlert>). Always turn cellular phones to silent mode when entering the classroom. If you observe or receive an emergency alert, immediately and calmly inform your instructor.

DHN 318 Course Schedule

Date	Lecture	Materials
Jan 9th	Introduction/Orientation	Syllabus
Jan 14th (Lecture 1)	What we eat, why we eat, and the role of food	Required Reading: 1. Eaton, S.B The ancestral diet (see BB for pdf) 2. Balter, M 2010 The tangled roots of agriculture http://www.sciencemag.org/content/327/5964/404.full
Jan 16th (Lecture 2)	Biology, Nutrition, and Health: Sugar	Required Reading: 1. Gross, L. AmJClinNutr 2004 Too much sugar, too much CHO, or just too much (see BB for pdf) 2. Chapter 1 Salt, Sugar, Fat Dr. Gustafson will lead discussion
Jan 21 (Lecture 3)	Biology, Nutrition, and Health: Fat	Required Reading: 1. Wansink, B et al Physiology and Behavior 2010 2. Chp 7 145-152 and pg 156-159 Salt, Sugar, Fat 3. Morton and Schwartz (see BB for pdf) Student Led Discussion - Group A Reflection paper due for all other students not in Group A. Group A turns in their discussion guide.
Jan 23	Mindful vs. Mindless Eating	Guest Speaker Kelly Webber
Jan 28	QUIZ - biology and physiology of hunger	(Will not cover material from Jan 14th. Only covers material from Jan 16, 21, and 23 including Dr. Webber's talk)
Jan 30 (Lecture 4)	Food advertisement and marketing to children/adolescents	Required Reading: 1. Chapters from Salt, Sugar, Fat Chp. 4 pgs 80-94; Chp. 5 95-100; pg 103; pg 111-113 2. IOM summary report on marketing to children (see BB for report focus on section 2 and 3) Dr. Gustafson will lead discussion
Feb 4 (Lecture 5)	Food advertisement and marketing	Required Reading: 1. Chapters from Salt, Sugar, Fat Chp 9 2. Swinburn 2008 3. Fishbach, A and Maimaran M, Journal of Consumer Research Oct 2014 Student Led Discussion - Group B (covers Chp 9 and swinburn article)

Feb 6	In-store marketing (the role of nutrition labeling systems)	Nutrition Labeling Activity - bring in a food item that has a nutrition label/claim on it
Feb 11 (Lecture 6)	Industry connection with hunger signals	Chapters from Salt, Sugar, Fat Pgs 27-32 Chapter 2 vanKleef article (see BB for pdf) Dr. Gustafson will lead discussion *come to class with a beverage and try to not eat 2 hours prior to class
Feb 13 (Lecture 7)	Industry role in combating obesity	http://new.livestream.com/clintonfoundationus/kidshealthmatters (scroll to bottom to watch Access to Healthy Foods and Beverages and develop questions and reflection on this part. Go to Susan from beverage industry at 27 minutes and watch her part. Then scroll to questions from Joy) http://www.cnn.com/2013/01/14/health/coke-obesity/ Student Led Discussion - Group C(covers the video from above and article)
Feb 18	QUIZ – advertising and food	Covers material from Jan 30, Feb 4, Feb 11
Feb 20 (Lecture 8)	Macro-level Food environment and the role in diet and disease	Cummins, S et al Int J Epi 2006 Story, M et al Annu Rev Public Health 2007 Gustafson, A et al PHN 2011 and 2013
Feb 24	Organic Farming, marketing, and more. Is it really worth it?	Guest Speaker Mark Williams College of Agriculture
Feb 26 (Lecture 9)	Family and peers (social environment in relation to food intake)	French, SA et al Int J Obesity 2001 Patrick, H et al Am J College Nutrition 2005 Student Led Discussion - Group D (Covers articles from Lecture 8 and 9)
March 3	Connecting Class	Dr. Gustafson will bring together various topics from first half of class
March 5	Food environment audit in the community	Kroger Grocery Store on Euclid - we will meet in front of Kroger at 12:30 and conduct an audit of the store as a class. Attendance is mandatory!
March 10	Off-season growing and connection to what is eaten	Guest Speaker Krista Jacobson
March 12	World Hunger	Guest Speaker Lee Meyers, Ag Economics
March 17, 19 NO CLASS	SPRING BREAK	
March 24 (Lecture 10)	Economics, Nutrition and Health: Subsidies, Food Deserts, and More	Jones, P. Bhatia, R et al 2011 Am J Public Health Darmon, Drewnowski A 2008 AmJ Clin Nutr Student Led Discussion - Group E
March 26	Schools and Nutrition	Story, M

		USDA improvement in school meals Food Service Director Guest Speaker
March 31 (Lecture 11)	Politics of Food	Center for Science in the Public Interest Policy Review Papers Chp. 10 Salt Sugar Fat Connecting what we grow and what we advertise
April 2 (Lecture 12)	Politics of Food	Farm Bill and current legislation
April 7	Farm Tour	Meet at the South Farm off of Man O' War past the mall. Directions on website
April 9	SNAP and Obesity: The Obesity Paradox	Guest Speaker Janet Mullins
April 14	QUIZ	
April 16	Current controversies in Food	NY City Tax on Beverages court proceedings Student Led Discussion - Group F
April 21	Final presentations	
April 23	Final Presentations	
April 28	Final Presentations	
May 1st	Final Paper Due	e-mail to Dr. Gustafson alison.gustafson@uky.edu

Assignment	Due Date	Past - Due
Reflection Paper One	Jan 21	Jan 24
Reflection Paper Two	Feb 4th	Feb 7th
Reflection Paper Three	Feb 13th	Feb 16th
Reflection Paper Four	Feb 26th	March 1st
Reflection Paper Five	March 24th	March 27th
Reflection Paper Six	April 16th	April 19th
Student Discussion Paper Group A	Jan 21	Jan 24
Student Discussion Paper Group B	Feb 4	Feb 7
Student Discussion Paper Group C	Feb 13	Feb 16
Student Discussion Paper Group D	Feb 26	March 1
Student Discussion Paper Group E	March 24	March 27
Student Discussion Paper Group F	April 16	April 19
Final Paper	May 1st	May 4th