Course Syllabus

HLTH 3020: Health Disparities (Section 002) – Carol Belk Building, Room 1502
M W F: 12:00 - 12:50 p.m.
Term: Fall 2015

Instructor: Joseph G. L. Lee, PhD, MPH
Office: 3104 Carol Belk Building
Office Hours: M: 2:00 - 5:00 p.m.; Tu: 9:00 a.m. – 12 noon (please schedule using Starfish)
Office Phone: (252) 328-4661
Twitter: #HLTH3020

E-mail: LEEJOSE14@ecu.edu (I sometimes answer e-mails quickly, but I may be slower evenings and, especially, weekends. If you send me an e-mail on Friday evening, I may not be able to reply until Monday. Please plan ahead.)

Contacting Me: You are welcome to come to office hours (schedule ahead of time in Starfish, if possible), schedule a time to meet, call me, or e-mail me. E-mail is preferred, but I am happy to answer questions or talk in whichever way works best for you. Note that I can only answer e-mails from official ECU e-mail addresses.

Required Texts:

- LaVeist, T. A., & Isaac, L. A. (Eds). (2012). Race, Ethnicity, and Health: A Public Health Reader. Hoboken, NJ: Jossey-Bass. (Note that this is available from the library as an e-book, and while I would prefer that you purchase it...you can use the library's online version for free instead [but I cannot guarantee the Library will keep access available across the semester].)


Course Description and Purpose: One of the defining characteristics of health in the United States is a wide gap in health outcomes between different communities of people. This course seeks to help you answer three questions: (1) What are health inequalities, disparities, and inequities? (2) Why do they exist? And, importantly, (3) how can we intervene against them? We first explore resources and strategies for documenting disparities. With this knowledge, we then turn to the question of how health disparities come into being via, among other things, injustice, policies, and power. Knowing disparities exist and how they came to be helps lead us to strategies to intervene against them. This course will be of use to you in a career in public health or in any career that cares about disparate impact, social justice, or the health of communities.

Your Instructor: I am from rural North Carolina. I was born in a trailer in a cow pasture in rural Buncombe County and grew up in rural Madison County. I went to Duke University (majoring in Spanish & Latin American Studies and studying abroad in La Paz, Bolivia). Then I was an intern in migrant health outreach in four NC counties with Student Action with Farmworkers. I taught English in the suburbs of Tokyo for a year, and I was a fellow with the Congressional Hunger Center. I then went to UNC-Chapel Hill for a master's in public health (MPH) in Maternal & Child Health and worked for
three years on the evaluation of NC's comprehensive tobacco prevention efforts. Because I wanted more skills in research, I decided to get a PhD in health behavior at UNC-Chapel Hill. My research seeks to document health disparities for lesbian, gay, bisexual, and transgender (LGBT), understand their origins, and develop interventions. I specialize in tobacco control. I have a wonderful husband, two cats, and I am trying to perfect Kentucky-style lamb BBQ.

Course Objectives:
• Course competencies are documented in Appendix B (online syllabus only).
• **Course Objectives (Standardized Across All Sections)**
  o To successfully complete this course, the learner will be expected to:
    ▪ Assess one’s level of cultural competency.
    ▪ Analyze current health issues common within various ethnic groups.
    ▪ Define selected terms related to culture, such as ethnocentrism, ethnicity, race, stereotyping, acculturation, and biculturalism.
    ▪ Discuss the meaning of health and illness from different cultural views.
    ▪ Address the concept of healing in various cultural settings.
    ▪ Recognize various types of cultural folk health practices that effect health-seeking behaviors.
    ▪ Define strategies to eliminate racial and ethnic health disparities that are identified as a priority for respective populations.
    ▪ Develop culturally appropriate strategies for promoting health among a selected cultural group, both nationally, and globally.
    ▪ Explore effective strategies designed to eliminate health disparities among priority populations.

**Conduct of the Course:** I seek to create a classroom environment in which individuals can openly share their thoughts, viewpoints, and ideas. Classroom time represents a combination of lecture, class activities, video clips, and group discussions. Lecture segments will represent a synthesis of class readings, as well as supplemental materials from a variety of sources. Therefore some of the material addressed in class will not be covered in your text. Since most portions of the class are interactive, it is essential that you have performed the appropriate readings and are prepared to discuss them. By joining this course, you agree to participate and be a part of understanding -- and ultimately knowing how to address -- core issues of social injustice evident in health behaviors and health outcomes. Class members are expected to respect the diverse backgrounds of other class members. To this end, following appropriate notice, the instructor may remove students from the course who do not follow reasonable standards of behavior in the classroom or other academic setting. Students removed from a course under this policy will receive a grade of “drop” according to the university policy and are eligible for tuition refund as specified in the current tuition refund policy.

**Statement of Compliance with Title IX:** East Carolina University, the College of Health and Human Performance, and the Department of Health Education & Promotion seek to fully comply with Title IX of the Education Amendments of 1972. Title IX prohibits sexual assault, harassment, sexual misconduct
and/or discrimination on the basis of sex in education programs or activities that receive Federal financial assistance. Title IX applies to all education programs, activities, and services at ECU. If you need help with a Title IX issue, please contact Dr. Lathan Turner, Deputy Title IX Coordinator for Students in the Dean of Student’s Office (328-9297), ECU Cares (737-5555; http://www.ecu.edu/ecucares), or your course instructor. If the situation is an emergency or if you or someone else is in immediate danger, always call 911.

Course Attendance Policy: By joining this course, you agree to attend all of its classes except when illness, family, and other university responsibilities (i.e., official athletics) get in the way. Your attendance is essential to your success in this course and to the development of our classroom community. This means that you should contact me if circumstances arise that cause you to miss class. If you miss a class session, it is your responsibility to get information covered in that class from another student. If you are on an athletic team or involved in a campus organization that will require you to miss class, please make sure I receive those dates during the first two weeks of the semester. I recognize and honor university-excused absences as detailed in the Undergraduate Catalogue.

Assignments: My philosophy is that assignments should challenge you to think more deeply about the material and give you practical skills for health promotion. Thus, you should expect some non-traditional assignments that may challenge you in unexpected ways and that will build on previous assignments.

- Short quizzes highlight key pieces of the readings at the beginning of each class.
- An ungraded assignment asks you to select a health disparity topic that will the focus of your subsequent assignments.
- Twitter Task: Create a Twitter account (or update your own, or create a separate one) for your professional identity as a health educator (or potential health care provider, etc.). Follow three to five organizations working on your health disparity topic. Follow three to five researchers, advocates, or leaders working on your topic. Ask questions to and about our class using the hash-tag #HLTH3020 in your tweets.
- The documenting disparity memo asks you to (in one to two pages) synthesize what we know about a given disparity (ideally but not necessarily one that affects Eastern North Carolina) for the Chairwoman of a Committee on Health in a state legislature. You should clearly communicate the evidence of this disparity, who it impacts, and why that matters. (Don’t worry about what we should do to intervene; that comes later.)
- A media interview (recorded on your mobile phone [talk to me if you need access]) asks that you be interviewed about your selected health disparity topic and its origins in a short media interview. Get a friend to play the reporter. Practice your sound bites! Upload it to ECU Media Site.
- A final presentation asks you to present a three-minute talk about addressing the disparity to policymakers (e.g., a legislative committee). What are the most important things they need to know? How can you most effectively convey those things with data? You cannot go over time. You cannot use Powerpoint. Use notes but do not read a script.
Course Syllabus

- A research-based memo to a policymaker makes recommendations based on what you have learned and the scientific literature on what we should be doing to address the disparity.

More detailed information and requirements will be provided in class and on Blackboard.

**Late Work Policy:** I will accept late work (except quizzes) up until the final day of class (12/7), but I will not be able to provide feedback on work that is turned in late.

**Academic Dishonesty:** You are expected to do your own work. In this class, cheating is defined as copying someone else’s work either through direct quotation or paraphrasing without giving that person credit. Cheating is also paying someone to do your work. Please refer to the ECU Student Handbook for further information on ECU’s policy on academic honesty. This policy will be strictly enforced. Failure to abide by this policy will result in having to re-do the assignment, failing the assignment, or failing the course at the discretion of the instructor based on the severity of the academic dishonesty.

**Grading:**

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<th>Assignment</th>
<th>Points</th>
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<td>Selection of Topic</td>
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<td>Twitter Task</td>
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<td>Documenting Disparity Memo</td>
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<td>Media Interview</td>
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<td>Final Presentation</td>
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<td>Memo Recommending Interventions to Address Disparities</td>
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<td>Classroom Community</td>
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<td>Total Points</td>
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You are responsible for the grade you earn in this class. The number of points you earn determines your grade. If at any time you would like to discuss your progress in the course, please feel free to contact me. I will post grades in Blackboard.

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<td>B+, ≥88%</td>
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**Special Assistance:** If you have any special needs that you feel I should be aware of to assist you in your learning process, please make an appointment for a conference with me during my office hours or at another time. Also, please note that ECU seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department of Disability Support Services located in Slay 138 (252)-737-1016 (Voice/TTY).
Tobacco-Derived Products: Electronic cigarettes and other tobacco-derived products not intended for cessation purposes (i.e., not regulated by the FDA as such) may not be used in class.

Emergency Weather or Other Interference with Delivery of This Course: In the event of a weather emergency, information can be accessed through the following sources: ECU emergency notices www.ecu.edu/alert or the ECU emergency information hotline at 252-328-0062.

Continuity of Instruction: In the event that ECU classes are suspended due to a pandemic, inclement weather conditions, or other catastrophe I will strive to continue to provide instruction to those who are able to participate. In the case of suspension of face-to-face classes, you will receive an email from me as well as a Blackboard Announcement that details how we will communicate, where you can locate course information, and what you can expect during this time period. I realize that some of you who are directly affected by the event will not be able to participate, but I will continue to provide instruction to those who are able to receive information via the internet if I am able.

Caveat: This syllabus represents a written agreement between us. Occasionally, it may be necessary to revise this syllabus to meet students’ or university needs. I reserve the right to revise this syllabus if the need arises. Advance notification will be provided to you.
Assignments are to be read before class on the day they are listed.

Class 1. (8/24): Welcome: What do we know about health disparities and what will you learn in this course? (And why you want to learn it.)

Reading(s):
- Syllabus

Activities:
- Course introduction, ground rules, introduction, journal activity, creation of writing review groups

Class 2. (8/26): What are health disparities, inequities, and inequalities?

Reading(s):
- Textbook: Chapter 1: Defining healthcare disparities and examining disparities across the life span.

Activities:
- Bring all syllabi (or at least due dates for big projects) so we can look at due dates of assignments in this class.

Key Concepts in the Study of Health Disparities

Class 3. (8/28): Does inequality make us sick?

Reading(s):
- Watch Episode 1 of *Unnatural Causes* available from ECU Libraries (link), minutes 1 - 55.

Activities:
- How does inequality make us sick?

Class 4. (8/31): If there is a health disparity but no data, does anyone know?

Guest Speaker: Ms. Jeanne Hoover, MLIS, Joyner Library, ECU

Reading(s):
- Review NC SCHS Data Sources - http://www.schs.state.nc.us/data/minority.cfm

Activities:
- Finding data
- Finding good data
• **DUE:** Selection of health disparities topic to focus on. For ideas, see: http://www.cdc.gov/mmwr/preview/ind2013_su.html#HealthDisparities2013

**Class 5. (9/2):** How does racism create health disparities?

Reading(s):
- Textbook Chapter 15: Jones CP. Levels of racism: A theoretic framework and a gardener's tale.
- Watch Episode 2 of *Unnatural Causes* available from ECU Libraries (link), time 0:57 - 1:25.

Activities:
- Reflection Exercise

**Class 6. (9/4):** What is environmental [in]justice and how does it relate to health disparities?

Reading(s):

Activities:
- In your communities...

**Class 7. (9/9):** How are sex and gender related to health disparities?

Reading(s):

Activities:
- Outline your first memo in class.

**Class 8. (9/11):** How are sexual orientation and gender identity related to health disparities?

Reading(s):

Activities:
- Examine A+ memos from Dr. Lee's UNC graduate students (what makes them good?)
Class 9. (9/14): What is intersectionality (and why does it matter to our work)?
Reading(s):
Activities:

Class 10. (9/16): What is the role of disability in health disparities?
Reading(s):
Activities:
  • Universal design and ADA

Class 11. (9/18): Are disparities really just about genetics?
Reading(s):
  • Textbook: Chapter 4: Why genes don't count
Activities:
  • Resume talk and professional development preparation

Class 12. (9/21): Professional Development for Health Promotion Professionals
Reading(s):
  • Review Government and Non-Profits sections: https://media.twitter.com/best-practices
Activities:
  • Bring a copy of your resume to class.

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Understanding the Origins of Health Disparities

Class 13. (9/23): Key Theories in Health Disparities: Stress before Birth
Reading(s):
  • Textbook: Chapter 10: Epigenetics and the embodiment of race: Developmental origins of U.S. racial disparities in cardiovascular health
Activities:
• **BRING DRAFT OF YOUR MEMO**
• Memo drafts consultations and peer feedback

**Class 14. (9/25): Key Theories in Health Disparities: John Henryism**
Reading(s):
• Textbook: Chapter 8: Stress, coping, and health outcomes among African-Americans: A review of the John Henryism hypothesis
Activities:
• Drawing theory

**Class 15. (9/28): Key Theories in Health Disparities: Cumulative Dis/advantage and Weathering Hypothesis**
Reading(s):
• Textbook: Chapter 17: Life course theories of race disparities: A comparison of the cumulative dis/advantage theory perspective and the weathering hypothesis
Activities:
• Theory talking points

**Class 16. (9/30): Key Theories in Health Disparities: Minority Stress Model**
Reading(s):
Activities:
• Explanations for a grandparent
• **DUE:** Memo #1 briefing public health leader on your health disparities topic.

**Class 17. (10/2): Key Theories in Health Disparities: Indigenist Stress-Coping Model**
Reading(s):
Activities:
• Implications for health promotion

**Class 18. (10/5): What is the role of residential segregation in health disparities?**
Reading(s):
• Textbook: Chapter 16: Residential segregation: A fundamental cause of racial disparities in health
Activities:
• Implications for health promotion
Class 19. (10/7): How and why does place matter?
Reading(s):
- View this YouTube Video by CounterTobacco.org: https://www.youtube.com/watch?v=HS7BffTb4c

Activities:
- Understanding the origins of your chosen disparity

Class 20. (10/9): Why do recent immigrants fare well in health indicators? (Unstructured research time for how media covers your disparity)

Reading(s):
- Watch Episode 3 ("Becoming American") of Unnatural Causes available from ECU Libraries (link), time 1:28 - 1:56.

Activities:
- Search for media coverage
- DUE: TwitterTask.

Class 21. (10/14): What is the role of healthcare and healthcare systems?

Reading(s):
- Textbook Chapter 32: Advancing health disparities research within the health care systems: A conceptual framework.

Activities:
- Identifying fundamental causes of your disparity

Class 22. (10/16): What is the role of racism?

Reading(s):
- Textbook Chapter 30: Ethnicity and analgesic practice
- Take an implicit bias test: https://implicit.harvard.edu/implicit/takeatest.html (you can pick the topic)

Activities:
- Implicit associations -- Herald-Sun Op-Ed

Class 23. (10/19): What is stigma and what does it mean for our work?
Course Syllabus

Reading(s):

Activities:
- Role of stigma in creation of your disparity of interest
- Midterm course evaluations

Class 24. (10/21): Can public health interventions make disparities worse?
Reading(s):

Activities:
- How could common interventions create or exacerbate disparities? What to do about it?

Guest Speaker: Dr. Zack Y. Kerr, Director, NCAA Injury Surveillance Program
Datalysis Center, Indianapolis, IN

Reading(s):

Activities:
- TBD

Class 26. (10/26): What is the role of workplace in health disparities?

Reading(s):
- Textbook Chapter 24: Sick and Tired of Being Sick and Tired

Activities:
- Creating talking points

Class 27. (10/28): How do health communications campaigns contribute to disparities? (And: Is your agency speaking the right language?)

Reading(s):
Course Syllabus


Activities:
- Finding examples of things not to do.

### Intervening To Reduce or Eliminate Health Disparities

**Class 28. (10/30):** What is the role of public health in reducing and eliminating health disparities?

Reading(s):

Activities:
- How do you explain the role of public health?
- What does cultural competency look like in your work?

**Class 29. (11/2):** How do we change policies?

Reading(s):

Activities:
- Applying policy theories to your disparity

**Class 30. (11/4):** What is the role of advocacy in addressing health disparities?

Reading(s):

Activities:
Course Syllabus

- What are advocates pushing for in your area of disparities?

Class 31. (11/6): Can we reduce racism (and the effects of racism)?
Reading(s):

Activities:

Class 32. (11/9): Case Study: Farmworker Health Advocacy
Guest Speaker: TBD Representative from Student Action with Farmworkers
Reading(s):
  - Examine the web site of Student Action with Farmworkers: [http://www.saf-unite.org](http://www.saf-unite.org)

Activities:
  - TBD

Class 33. (11/11): How can public health link with city planning and neighborhood revitalization efforts?
Reading(s):
  - Ted Talks. (2007). Greening the Ghetto. Available from: [https://www.youtube.com/watch?v=gQ-cZRmHfs4](https://www.youtube.com/watch?v=gQ-cZRmHfs4)

Activities:
  - Watch: Reinvestment Partners. (2013). Zombie Foreclosure Shake. Available from: [https://www.youtube.com/watch?v=bTxryUzNQU0](https://www.youtube.com/watch?v=bTxryUzNQU0)
  - Policy briefing practice

Class 34. (11/13): How do we change the retail environment?
Reading(s):
Course Syllabus


Activities:
- Policy briefing practice

**Class 35. (11/16):** **Case Study: NC Lesbian & Gay Health Project**

Reading(s):

Activities:
- **DUE:** Media interview (upload link to Media Site’s Shared Class Folder)

**Class 36. (11/18):** How can we use the media to advocate for reductions in health disparities?

**Guest Speaker:** Ms. Ann Staples, MA, * MCHES, Director of Public Education & Communication, Tobacco Prevention & Control Branch, NC Division of Public Health, Raleigh, NC

Reading(s):

Activities:
- TBD

**Class 37. (11/20):** How do we talk about health disparities and determinants so that people care?

Reading(s):

* And ECU alum!

### Activities:
- Making messages activity
- Talking points activity

#### Class 38. (11/23):
**Case Study: Project Silk, an intervention to reduce HIV/STIs**

**Guest Speaker:** Derrick D. Matthews, PhD, MPH, Assistant Professor, Department of Infectious Diseases and Microbiology, University of Pittsburgh

**Readings**

**Activities:**
- TBD

#### Class 39. (11/30):
**Fundamentally, what did we learn in this class?**

**Readings**

**Activities**
- Final memo outlines, peer feedback
- **BRING YOUR LAPTOP IF YOU HAVE ONE** (for course evaluations)

#### Class 40. (12/2):
Class Presentations: Policy Briefing

#### Class 41. (12/4):
Class Presentations: Policy Briefing

#### Class 42. (12/7):
Class Presentations: Policy Briefing

**Final Exam:** Wednesday, December 16th from 11 a.m. to 1:30 p.m.
- Course reflections
- **DUE:** Policy intervention memo
- Per University and College of Health and Human Performance Policy, I cannot change the date of the final exam.
<table>
<thead>
<tr>
<th>SKILLS</th>
<th>ASPPH Undergraduate Education (<a href="http://www.aspph.org/educate/models/undergraduate">http://www.aspph.org/educate/models/undergraduate</a>)</th>
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2.5 Conduct a literature search on media audiences through any one of
media information to a wide range of
communication health
well-being of a community.
other information of assessing the
including local norms, and
2.2 Identify scientific data,

2.4 Communicate health

X

10. Assess the values and

X

3.2 Discuss the role of gender,

X

3.1 Assess health disparities in addressing

X

Race, Ethnicity, and Gender Exploring

3.5 Discuss the role of gender,

X

X

3.3 la the leading causes of

Knowledge

X

42 41 39 38 36 35 34 33 32 31 30 29 28 27 26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Table 1. Course competencies by competency source, competency, and course session.
**Course Syllabus**

**HLTH 3000.02, Fall 2015; Joseph G. Lee, PhD, MPH - Updated August 19, 2015**

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<tr>
<th></th>
<th>Identification of approaches and population health concepts</th>
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<td>Introduction to processes and evidence-based approaches</td>
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<td>Basic tools of data collection (c)</td>
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<td>Role and importance of data in public health practice.</td>
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<td>Social functions of public health (c)</td>
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<td>CEPH Standards and competencies.</td>
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|   |   2.10 Recognize the impact of health policies, laws, and regulations on population health and population health care. |   |
|   |   2.9 Address the multiple determinants of health.        |   |
|   |   2.8 Assess the social, cultural, and economic implications of public health and community health. |   |
|   |   2.7 Access the source and quality of information and data. Assess the source and quality of information and data. |   |
|   |   2.6 Recognize that related to individual and groups, as well as contextual, factors, and their influence on health. |   |
|   |   2.5 Recognize that related to individual and groups, as well as contextual, factors, and their influence on health. |   |
|   |   2.4 Recognize that related to individual and groups, as well as contextual, factors, and their influence on health. |   |
|   |   2.3 Recognize that related to individual and groups, as well as contextual, factors, and their influence on health. |   |
|   |   2.2 Recognize that related to individual and groups, as well as contextual, factors, and their influence on health. |   |
|   |   2.1 Recognize that related to individual and groups, as well as contextual, factors, and their influence on health. |   |

**Course Syllabus**
<table>
<thead>
<tr>
<th>#1: Assess Needs, Resources and Capacity (IC)</th>
<th>#2: Communicate, Promote, and Research (IC)</th>
<th>#3: Human Health and Health Disparities (C)</th>
<th>#4: Environmental Factors Impacts on Health and Health Disparities (C)</th>
<th>#5: Biological Factors Impacts on Health and Health Disparities (C)</th>
<th>#6: Economic, Behavioral, Biological, Environmental, and Other Ecosys that Impact Human Health and Contribite to Health Disparities (C)</th>
<th>#7: Communicate, Promote, and Research (IC)</th>
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**Course Syllabus**