



School of Education and Behavioral Sciences
Psychology Department

PSY458 Psychology of Relationships

Classroom Location: HHOA303; Class Days: Tuesday & Thursday; Class Times: 10:00am-11:20am
Credits: 3 Section: 01 Term: Fall 2024

Instructor Information



Instructor: Dr. Blendine Hawkins, Ph.D., LMFT

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Office Location: BS118

Office Hours: Mondays 8:30am-10:00am (virtual)

Virtual Office: <https://chaminade.zoom.us/j/97214267285>

Virtual Office Hours: Mondays 8:30am-10:00am

Communication

Primary communication method is email and I will respond between 48hrs and a week.

School & Department Information

School of Education and Behavioral Sciences

Office Location: Brogan Hall, 110

Phone: (808) 739-4652

If you have questions regarding the Psychology Department, reach out to your Instructor or the School of Education and Behavioral Sciences

Course Description & Materials

Catalog Course Description

This course reviews theories, models, and the research related to different relationship formations such as familial, romantic, and friendship, and included perspectives of healthy and distressed relationships.

Course Overview

This course will address the knowledge, skills and behaviors associated with engaging in healthy relationships. Students will examine dynamics of healthy relationships and distressed relationships. Students will review a variety of relationship formations including couple relationships, friendships and familial relationships. Topics include social influences, family of origin dynamics, gender and power, sexuality, personal roles, use and misuse of power, beginning and ending relationships, diverse family structures, and attributes of healthy relationships.

Time Allocation

[Description of time allocation-your course credit hour (CHP) breakdown]

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

Over the 15 weeks of this course, students will spend 30 hours in class, 50 hours writing a research paper (constructing a survey, accumulating research, conducting a study, and writing the final paper), 15 hours engaging in out of class discussions and group activities, 10 hours completing reflections and class writing assignments, and 30 hours studying for and taking the two exams.

Required Materials

Olson, D., DeFrain, J., and Skogrand, L. (2022). *Marriages and families: Intimacy, diversity, and strengths* (10th Edition). Boston: McGraw Hill.

*Additional journal articles and readings will be posted on Canvas. Make sure to access them each week.

Recommended Items

Laptop or tablet device is recommended for use in class for in-class activities.

Canvas (<https://chaminade.instructure.com>)

Canvas will be used as the primary learning management system for this course. The course content will be posted on Canvas, where students will be able to access the syllabus, any additional readings, assignments, quizzes, and announcements.

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files.

Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the Psychology degree, the student will be able to:

1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

Course Learning Outcomes (CLOs)

Upon completion of PSY458, the student will be able to:

1. Articulate an understanding of the dynamics associated with healthy and unhealthy relationships related to relationship and family science research. (PLO 1)
2. Describe the role of family or origin in the development of healthy and unhealthy dynamics. (PLO 1, PLO 4)
3. Describe ways of maintaining and improving relationship quality using the concepts and principles from relationship and family science research, including healthy communication. (PLO 3)
4. Identify social and cultural influences and diverse contexts on relationship quality, especially in the area(s) of gender and power differences. (PLO 2)
5. Analyze the research literature in relation to relationships and synthesize the findings to answer a question related to relationships. (PLO 1, PLO 2)
6. Connect the concepts of healthy relationships learned in the course with the Marianist Educational values. (PLO 4)

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

This course provides a framework for enhancing relationships both on a micro and macro level, both within oneself and within one's community. The Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of building community within and beyond our campus. This is exemplified in the Course Learning Outcomes:

CLO 3. Describe ways of maintaining and improving relationship quality using the concepts and principles from relationship and family science research, including healthy communication.

CLO 2. Describe the role of family or origin in the development of healthy and unhealthy dynamics.

Throughout the semester, students will engage in reflective writing assignments. These assignment is meant to provide students with an opportunity to apply healthy relationship concepts to their own life and reflect upon the building and sustaining of family, healthy relationships and community. In this way, the course embodies the 'Educate in Family Spirit' Marianist characteristic.

This course aims to utilize critical thinking and analyses of research to examine relevant topics within relationships, for a broader goal of promoting acceptance, genuineness, care, and equality. The Marianist approach to intellectual life is deeply committed to the common, good undertaken as a form of service in the interest of justice and peace.

This is exemplified in the Course Learning Outcomes:

CLO 3. Describe ways of maintaining and improving relationship quality using the concepts and principles from relationship and family science research.

CLO 4. Identify social and cultural influences and diverse contexts on relationship quality, especially in the area(s) of gender and power differences.

CLO 6. Connect the concepts of healthy relationships learned in the course with the Marianist

Within this course, students will utilize a psychological research approach to examine a relationship topic. This assignment is designed to help students understand the responsibility that comes with the power of research, and how to use it for good, to promote the dignity, rights and responsibilities within relationships. In this way, the course embodies the ‘Educate for Service, Justice and Peace’ Marianist characteristic.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
Marianist Values	2,4	2	2,3	4	2	2, 5
PLOs	1	1,4	3	2	1,2	4
Native Hawaiian Values	2,4	2	2.3	4	2	2,5
Gen Ed Learning Outcomes (if applicable)						

Course Activities

Course Requirements	Overview	Points	Student Learning Outcome (SLOs)
Attendance & Class Ebgagement	Each student is expected to attend classes. Absences will only be excused if student notifies instructor and/or produces documentation with reason for absence. Active engagement includes participation in group discussions and activities, not being distracted, not having side conversation, or using excessive technology not related to class materials. There will be in-class activities, discussions, mini-presentations, short reflection papers, and group debates, that students are expected to participate in to receive full points.	60pts	CLO 1-6
Class Activities	Participation is essential to developing a deep understanding of course material. There will be discussions, debates, multiple online tech learning tools, class activities, surveys, etc. These will center on the learnings in the course and require students to become familiar with and apply psychological concepts to real world situations. Any graded in-class assignments will not be able to be recouped if the student does not attend the class that day, complete and submit the in-class assignment in class. *Please do not email me to ask to submit these in-class assignments for points, unless you have arranged this with me PRIOR with an excused note*	60pts	CLO 1,2,3,4,6
Genogram Assignment	You will construct a three-generation Genogram along with symbols for relationship dynamics, an index/key, and a 1-page reflection.	15pts	CLO1,2
Ecological Map	You will construct an Ecological map of your systems, identifying systems/influences from each circle of the map, and a 1-page reflection.	10pts	CLO2,3,4
Family Budget	You will work in family size teams to construct a budget and engage in the process of decision-making in a family experiencing a unique situation.	15pts	CLO3,4
Relationship NEWS	During the term you will collect news articles, online articles, radio snippets or podcasts, current tv episodes, commercials/advertisements, and other media and discuss them in class with a critique/reflection related to Family/Relationship Science. The media must be accessible to your	50pts	CLO4,5,6

	peers. Your critique should provide mention of whether the portrayal of relationships is sound, has merit, is misleading, or nuanced, is beneficial to the public, and if it relates to any concept or research discussed in this course.		
PSA (group project)	During the term you will construct a project to illustrate a good practice in relationships. This will be an effort to disseminate information to the general public about an important relationship concept. More information will be provided.	60pts	CLO1-5
Comment on peer's PSA	Students will comment on two peer's PSA videos. The comments must be substantial (simplistic "that was cool" comments will not get credit).	10pts	CLO1-6
Exams (2)	Students will complete 2 exams throughout the term- one on week 7 and another on week 16. The quizzes will cover the chapters preceding the quizzes and will be non-cumulative. They will be completed on Canvas.	100 pts	CLO1-6
Final Research Project/Relationship Study & Presentation	<p>For this Final Research Project, you will conduct a Relationship Study to examine a topic related to relationships. You will have to identify a research question, concept, or hypothesis, define the variables/constructs, and determine the methods that you will use to examine your topic. You will examine your topic via two sources- a) extant literature to support your question or hypothesis, and c) survey or interview people about a relationship topic. For any of these options, you will have to submit a paper and present briefly on your findings.</p> <p>For the Relationship Study, you will choose a topic connected to relationships. You will construct a short questionnaire that you will have participants answer. You will combine the answers and report on this in a short paper. You will also access the research literature to provide support for your topic. Your paper will be need to be 9+ pages, and in APA format, with a reference page citing at least 4 academic sources. The rubric will be provided in class.</p> <p>Your presentation will be a 20 minute class presentation at the end of the term.</p>	130pts	CLO1,3,4,5

Course Policies

Late Assignment Policy

All assignments will be due by 11:59 pm on the due date specified on this syllabus. No late assignments will be accepted unless a special arrangement was made prior to the due date or test date. You have to notify and arrange with me 48 hours prior to the deadline (unless it is an unexpected or unforeseen circumstance). All assignments must be completed within the time frame of this class. No work will be accepted after the last week of the term. If you have questions regarding your assignments, contact me early in the term. I am here to assist you if you need help. Please be proactive.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension or the Psychology program office (735-4751 or 739-8393). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor. Three tardies is equivalent to one unexcused absence.

A Note about In-Class Self-Disclosure

As participants in this class we are all responsible for responding to a disclosure in a respectful manner. If someone makes a personal disclosure in class, that information is private and should not be discussed outside of the classroom without the explicit permission of the discloser. Also, please be aware that under Hawaii law I am a mandatory reporter. If you disclose an event that suggests a child or a vulnerable person (e.g., elderly individual, person w/ developmental disability) was harmed or is at risk of being harmed, I may be required to report this information to protective services. This also applies if I believe you or someone you mention may be at risk of harming him/herself or someone else.

In summary, self-disclosure of sensitive personal information is a choice and a right. Please do so thoughtfully and in a way that is useful for you, your classmates and our class. I am very happy to discuss this with you and we will have an ongoing discussion of this matter throughout the term.

Extra Credit

There will be a few extra credit opportunities throughout the term varying from participating in research studies, attending related events, etc. Students will be able to earn 2 points per opportunity towards their final grade.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

Incomplete grades are not automatically issued without prior correspondence with the instructor. An Incomplete grade may be provided to a student when most of the course requirements have been completed and the remaining assignments was not able to be submitted due to extenuating circumstances. With early correspondence, a valid reason, and submitted documentation, the instructor may grant an incomplete.

Final Grades

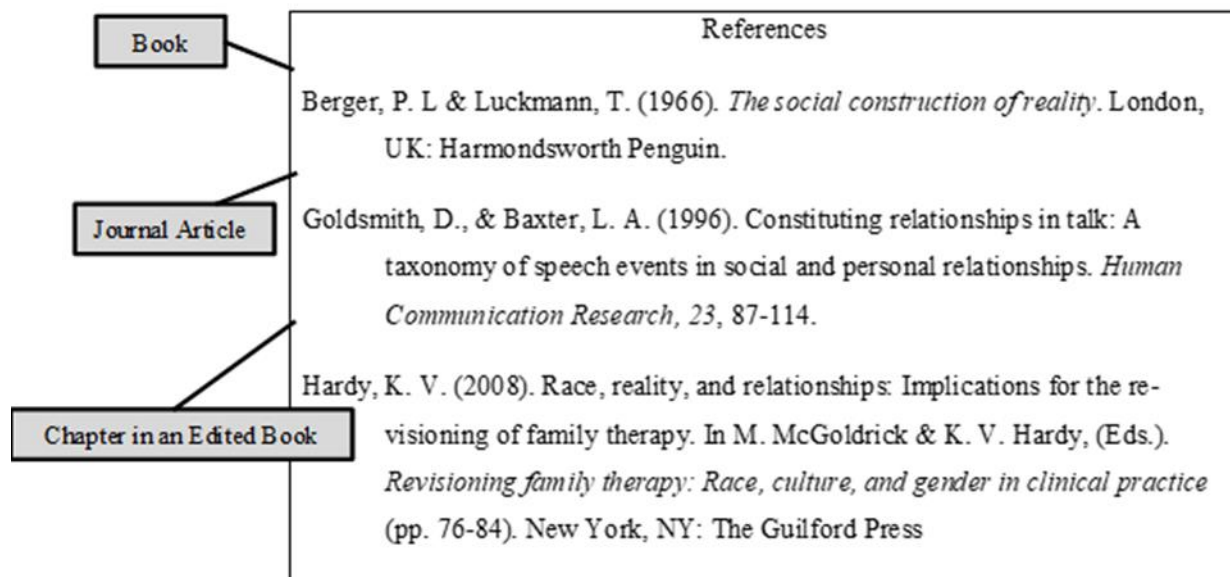
Final grades are submitted to [Self-Service](#):

- A = 90% and above
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

Citations and References

- Please cite a source every time you copy a phrase, quote, or paraphrase someone else's words. If you use someone's words verbatim, you will have to use quotation marks and in parenthesis note the author's last name, year of publication, and the page from which you took the quote.
- Example of how to cite a direct quote:
- Past research has indicated that "becoming parents heightens couples' awareness of their identity intersections and they turn towards mutually supporting each other" (Hawkins, 2016, p. 121).

- If you paraphrase or just report on what you've read of someone's publication, use the parentheses but omit the page number.
- Example of how to cite a direct quote:
- There is evidence that couples become more aware of their identity, such as race and religion after becoming parents (Hawkins, 2016).
- Always use the (Author, Year) format. Please refer to APA formatting requirements in the Publication Manual of the American Psychological Association, 6th edition.
- The Purdue website can also be helpful:
<https://owl.english.purdue.edu/owl/resource/560/01/>
- Your last page will be the Reference page, listing your full source/references.
- Examples of references in APA format:



Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

[Title IX and Nondiscrimination Statement](#)

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

[Nondiscrimination Policy & Notice of Nondiscrimination](#)

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University’s Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

[CUH Alert Emergency Notification](#)

To get the latest emergency communication from Chaminade University, students’ cell numbers will be connected to Chaminade’s emergency notification text system. When you log in to the

Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Course Schedule & Due Dates

Date	Topic & Class Activity	Readings	Assignments Due
Week 1: Tuesday, 8/20/24	Introduction Review Course Syllabus	Syllabus	In-class activity
Week 1: Thursday, 8/22/24	<i>Perspectives on Intimate Relationships</i> <i>Family of Origin influences</i> Theory and Research in Family Science Ecological Perspective	Chapters 1 Buunk, Park & Dubbs (2008)	
Week 2: Tuesday, 8/27/24	<i>Cultural Diversity & Diversity in Family Structure</i>	Chapter 2	
Week 2: Thursday, 8/29/24	Genograms & Timelines Take 'Parental Influence' Survey		In-class activity
Week 3: Tuesday, 9/3/24	<i>Understanding Marriage and Family Dynamics</i> Analyzing Dynamics in Families	Chapter 3	Genogram assignment DUE in class
Week 3: Thursday, 9/5/24	Family Theories cont. <i>Ecological Framework</i>		In-class activity
Week 4: Tuesday, 9/10/24	<i>Communication & Intimacy</i> 'Americans in Bed' documentary Attachment Theory Intimacy Killers & Intimacy Healers	Chapters 4	
Week 4: Thursday, 9/12/24	<i>Conflict & Conflict Resolution</i> Pursuer-Distancer	Chapter 5	Ecological Map assignment DUE in class
Week 5: Tuesday, 9/17/24	The 4 Horsemen (Gottman) Fair Fighting Rules Discuss PSA assignment	Gottman (2000)	Discuss PSA assignment- get into groups of 4-5
Week 5: Thursday, 9/19/24	No Class- Instructor at Convention Use this time to meet in groups for PSA assignment		

Week 6: Tuesday, 9/24/24	<i>Sexual Intimacy</i> Sexual Assertiveness 'Awkward Conversations' Activity	Chapter 6 Plowman & Utrzan (2014)	In-class activity
Week 6: Thursday, 9/26/24	<i>Gender Roles & Power in the Family</i> Gender & Power Marginalized Couples	Chapter 7 Zrenchik, et al, (2014)	Submit PSA online: Post link for peers to watch and comment
Week 7: Tuesday, 10/1/24	<i>Managing Economic Resources</i> Financial Transparency in Relationships Stressors in Relationships	Chapter 8	In-class Group Activity
Week 7: Thursday, 10/3/24	Midterm		
Week 8: Tuesday, 10/8/24	<i>Friendship, Love, Intimacy, & Singlehood</i> Intimacy Games 'Hooking up' Technology & Relationships	Chapter 9 Doty, Mendenhall & Kleba (2014)	Discuss Final Project: Requirements Family Budget DUE in class
Week 8: Thursday, 10/10/24	<i>Dating, Mate Selection, & Living Together</i> Take 'Healthy Relationship' Quiz	Chapter 10	Discuss Final Project
Week 9: Tuesday, 10/15/24	<i>Marriage: Building a Strong Foundation</i> Pre- marital work Take '5 Love Languages' Questionnaire	Chapter 11 Zubatsky & Trudeau (2014)	Submit Research Question/Hypothesis
Week 9: Thursday, 10/17/24	<i>Parenthood: Joys & Challenges</i> Theories of Child-rearing Current pressures of parenthood	Chapter 12	Class Activity
Week 10: Tuesday, 10/22/24	<i>Final Project in-class work (Survey questions)</i>		Submit Interview/Survey Questions for Final Project on Friday
Week 10: Thursday, 10/24/24	<i>Midlife and Older Couples</i>	Chapter 13	Final Project check-in; Bring computer to class to construct Paper outline
Week 11: Tuesday, 10/29/24	<i>Stress, Abuse, & Family Problems</i> Intimate Partner Violence- Research Classroom Activity: Where is the line? Q&A- Final Research Project	Chapter 14	Final Project check-in; Bring computer to class to construct Introduction/Literature Review
Week 11: Thursday, 10/31/24	No Class Meeting Finalize data collection		

Week 12: Tuesday, 11/5/24	<i>Divorce, Single-Parent Families, & Stepfamilies</i> Mending & Ending Relationships Co-parenting	Chapter 15	Final Project check-in; Bring computer to class to construct Methodology & Results
Week 12: Thursday, 11/7/24	No class- Use time to Finalize Final Paper		
Week 13: Tuesday, 11/12/24	<p style="text-align: center;">FINAL PAPERS DUE</p> <p style="text-align: center;">FINAL PRESENTATIONS</p>		
Week 13: Thursday, 11/14/24	FINAL PRESENTATIONS (part 2)		
Week 14: Tuesday, 11/19/24	FINAL PRESENTATIONS (part 3)		
Week 14: Thursday, 11/21/24	Couples therapy- movie Strengthening marriages and families worldwide; Global families Class Wrap-Up	Chapter 16 Hawkins (2019)	Extra Credit Day
Week 15	No Class Meetings THANKSGIVING BREAK		
Week 16	<p style="text-align: center;">Final Exam</p> <p style="text-align: center;">Wednesday 12/5, 8:30am-10:30am</p>		