UNIV 1301 Seminar in Critical Inquiry
Religion in the Public Square
TR 9:00-10:20
UGLC 334
Instructor: Beau Pihlaja, MDiv, ThM
Office: AAC 136
Office Hours: By appointment*, via Blackboard/Facebook chat
Phone Number: 747-8444
Email: bspihlaja@utep.edu

Peer Leader: Patricia de la Fuente
Office: UGLC 212
Office Hours: 
Email: 

Librarian: Alissa Fial
Office: Library 217
Phone Number: (915) 747-6701
Email: avfial@utep.edu

Course Description

How do people with different religious beliefs or no religious beliefs at all, live together in the world? This question will be the theme of our course. We will use this theme as a vehicle for learning academic success skills. We will focus on how religious (and non-religious) groups have regulated their common life at the local, national, and global level (i.e., the “public square”). As a class we will explore the notion of the “secular,” a concept that has developed in the modern era as a means for regulating the influence of religion in the public square. In order to study this concept and to improve their skills for academic success, students will be asked to research and evaluate the major issues facing religious and non-religious groups trying to answer our central question.

Regarding the course theme, students should be able to:

- Define “Public Space,” “Religion,” and “Secular”
- Locate these concepts historically
- Identify and articulate the key issues in inter-religious interaction at local, national, and global levels
- Engage in (in a preliminary way) the process of inter-religious/nonreligious dialogue in the public square.
- Evaluate the kinds of arguments made in inter-religious/nonreligious dialogue in the public square.

Regarding academic success skills, students should be able to:

- Interact effectively with their syllabi (for UNIV 1301 and other courses)
- Interact effectively with their professors, professors’ teaching assistants, and advisors
- Think critically regarding their own experience (academically and personally) at UTEP

*You can make appointments with me in person, by email, or at the front desk at the AAC. Please be sure to let the front desk know that you are one of my UNIV students when you sign in for the appointment.
Problem solve in a variety of contexts (academically and personally) at UTEP

- Conduct research utilizing a variety of tools
- Utilize personalized study skills
- Engage effectively in group work
- Assess their own progress (academically and personally) at UTEP

UNIV 1301 Course Goals

Goal 1. Students will begin to understand their roles, opportunities, and responsibilities that impact their success within the context of the university.

Goal 2. Students will learn about and practice essential academic skills in order to strengthen performance in the university setting.

Goal 3. Students will begin to build a network of faculty, staff, and peers in order to create a supportive and positive learning experience/environment.

Goal 4. Students will begin to assess and better understand their own interests, abilities, and values in order to more efficiently pursue their academic, career, and life goals.

Goal 5. Students will become involved in UTEP activities and utilize campus resources.

Teaching Method

The teaching method for this course will involve a combination of lecture, guided group discussions/readings, film presentations, campus organization presentations, and the expectation that students will take responsibility to do the assigned work and seek help for things they do not understand.

Course Materials

Borders: Crossing Into Your Future (3rd Ed.) [Available at UTEP bookstore.]

[Note: All other readings will be made available online or in class.]

Course Requirements Descriptions

Attendance: 50 pts (5% of overall grade)

- See attendance policy below.

Quizzes: 100 pts (10% of overall grade)

- Quizzes will be administered throughout the course. Students will be responsible for material covered in readings, class discussions, class assignments, and any videos or documentaries viewed in class. I will drop the lowest graded quiz. I will NOT however be dropping the Blackboard or Syllabus quizzes due R 1/27.

Campus Resource Scavenger Hunt Presentation: 50 pts (5% of overall grade)
• Students will be required to participate in a campus resource scavenger hunt. Findings will be presented at the class meeting after the hunt. Further instructions will be given in class.

JOBMINE Assignment: 50 pts (5% of overall grade)
• Students will be required to develop and upload a resume to JOBMINE. Further instructions will be given in class.

DISCOVER Assignment: 50 pts (5% of overall grade)
• Students will be required to complete the DISCOVER assessment program and complete related assignments. Further instructions will be given in class.

Instructor/Pear Leader Meetings: 50 pts (5% of overall grade)
• Students will be required to meet with the UNIV 1301 Instructor and Peer Leader at least once each before the end of the course on December 2nd. Students should come to these meetings prepared to discuss questions they have for the course, degree plans, or general advisor questions. Students will also need to meet with the professors and/or teaching assistants from two other courses they are attending this semester. Finally, students must meet with our course librarian for assistance on the research paper assignment before 3/8 (the class period before the assignment is due). Students who do not meet with librarians, professors, etc. will only receive partial credit.

Cultural Event Review: 50 pts (5% of overall grade)
• Students will be required to attend one UTEP event (social, cultural, or academic) and write a short summary of the event and an analysis of how the event added to the student’s transition to college life. Due on the day of the final.

Research Paper: 200 pts (20% of overall grade)
• Students will be required to write a 3-4 page research paper. The paper must be written in five steps (see Course Content and Paper Assignment instructions for due dates). Each portion of the assignment must be submitted on the due date in order to receive credit. Further instruction will be provided in class.

Reading assignments: 200 pts (20% of overall grade)
• Students will be required to do a variety of assignments related to the material covered in class on any given day or week.
  o Note: All readings will also be accompanied by a reading notes assignment (which will be provided to you either in class or online).
  o Note: Many of the readings will be available on the course website. These readings will be attached, when available, to the assignment on Blackboard. Course material will either be available on this site or can be linked to from this site. Further instruction will be provided in class.

Group Project: 200 pts (20% of overall grade)
• Students will be assigned to groups for participation in the group project. Groups will be responsible at the end of the semester for one 6-8 page paper and a 10 min presentation (followed by 10 min for discussion). The project will be constructed in steps (see Course Content and Group Project instructions for due dates). Each portion of the assignment must be submitted on the due date in order to receive credit. Further instruction will be provided in class.

Grading
A=900-1000  B=800-890  C=700-790  D= 600-690  F= 0-590

[Please Note: In order to pass this course, students must attain a C or better. Students with a D or lower will be required to retake UNIV 1301.]

Policies and Procedures

Attendance

Attendance and active participation in this course is necessary for academic success and thus is mandatory. You will be considered absent if you do not show up to class, if you arrive to class more than 10 minutes late (more than twice)\(^1\), leave class early, or come unprepared to participate. No absence will be “excused” unless it results from verifiable, official University sanctioned business, observation of religious holidays recognized by UTEP, or legitimate, verifiable medical emergencies. With the obvious exception of legitimate, verifiable medical emergencies, which need to be verified within a reasonable amount of time after the fact, all other potentially excused absences need to be approved by instructor.

If you are absent from class (as defined above) more than 3 times before the drop date of April 1\(^{st}\), 2011, the instructor will have the right to withdraw you from the course and you will receive a “W.” You are, however, still responsible for withdrawing yourself from the course. Failure to do so may result in you receiving an “F” for the course.

If you are absent from class (as defined above) more than 3 times after the drop date of April 1\(^{st}\), 2011, the instructor has the right to fail (“F”) you for the course.

Late Work

All work must be turned in to the Instructor or Peer Leader at the beginning of the class when it is due. Late work will receive an automatic 20% penalty with an additional 10% penalty assessed for each day it is late. Reading notes assignments and other non-Paper or Group project related work can be turned in no later than 24 hours at 50% penalty. Work that is more than 24 hours late will not be graded.

Missed Tests/Quizzes

There is no make-up work for any assignment or quiz with the potential exception of legitimate, verifiable medical emergencies, verified within a reasonable amount of time after the fact.

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\(^1\)Every subsequent arrival of 10 min or more to class will be counted as an absence. Consistent tardiness (i.e., showing up constantly to class 9 mins late or less) will result in the assignment of “Absent” for that day and thus subject to the absence policy below.
Extra Credit

Up to 5 points in extra credit (equivalent to 5% of the overall grade) are available to students who either:

a.) use any of the campus resource centers in order to complete their assignments for this or any other course (e.g., use the Writing Center to complete UNIV 1301 paper assignment). A full 5 points will be awarded to students with completed Assistance Logs (16 instances of academic assistance), OR

b.) Perfect attendance (excluding absences for verifiable, official University sanctioned business, observation of religious holidays recognized by UTEP, or legitimate, verifiable medical emergencies), OR

c.) Time permitting, there may be pop quizzes and extra assignments made available to you throughout the semester all such work must be due at the time assigned and will not, under any circumstances, be accepted late (DO NOT email me the week before finals and ask me if you can “do extra credit”—if it isn’t done by then it isn’t an option).

Format

All written assignments must be typed on white paper, double spaced, 12 pt. Times New Roman Font, with one inch margins, and conform to the APA style for citations and bibliography. General paper formatting requirements will be provided class.

Copyright Statement

Some of the materials in this course are copyrighted. Violation of US copyright law can result in civil damages up to $100,000 for each work copied. Copying of textbooks is not “fair use” under the Copyright Act. The “fair use doctrine” only permits non-commercial copying of part (in general, not more than 10%) of a copyrighted work. Do not bring a copied textbook to this class. Your cooperation is expected.

1.3 Student Conduct: [From the Handbook of Operating Procedures: Student Affairs]

Students are expected to respect other students in the class, the Peer Leader, and the Instructor. Class discussions are to be conducted with respect for one another. Cell phones, pagers, mp3 players, etc. must be silenced. Calls, texting, etc. in class are grounds for immediate ejection from class and will result in student being marked absent for the day.

Each student is also responsible for notice of and compliance with the provisions of the Regents Rules and Regulations, which are available for inspection electronically at http://www.utsystem.edu/bor/rules/homepage.htm.

1.3.1 Scholastic Dishonesty: [From the Handbook of Operating Procedures: Student Affairs]

It is the official policy of the University that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. It is contrary to University policy for a faculty member to assign a disciplinary grade such as an “F” or zero to an assignment, test, examination, or other course work as a sanction for admitted or suspected scholastic dishonesty in lieu of normally charging the student through the Dean of Students. Similarly, students are prohibited from proposing and/or entering into an arrangement
with a faculty member to receive a grade of “F” or any reduced grade in lieu of being charged with scholastic dishonesty. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

1.3.12 Plagiarism: [From the Handbook of Operating Procedures: Student Affairs]

“Plagiarism” means the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors.

Students with Disabilities Policy:

If you have or suspect a disability and need an accommodation you should contact Disabled Student Services Office (DSSO) at 747-5148 or at dss@utep.edu or go to Room 106 Union East Building.

Foster Homeless Adopted Resources (FHAR)

If you or someone you know have aged out of foster care in Texas, were adopted, or find yourself homeless or with unstable/inadequate housing, there may be resources available to you. See me or a FHAR advisor at the Academic Advising Center.

Syllabus Change Policy:

Except for changes that substantially affect the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.
Group Assignments

Name: __________________ Phone: _______________ email: ____________________
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Course Content

Week 1

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<thead>
<tr>
<th>Date</th>
<th>Topic/Assignment</th>
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<tbody>
<tr>
<td>T 1/18</td>
<td>Syllabus/Course Overview, Icebreaker</td>
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<tr>
<td>R 1/20</td>
<td>Syllabus/Course Overview (con.), Icebreaker (con.) Time Management</td>
</tr>
</tbody>
</table>

**Homework:**
- PURCHASE *Borders* textbook;
- OBTAIN UTEP email account
- EMAIL Instructor and Peer Leader:
  1. Name, Email, Major, Religious Affiliation (if any), Favorite Film OR Book OR TV Show OR Album
- ACCESS class website(s). (Blackboard, Facebook, etc.)

Week 2

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<th>Date</th>
<th>Topic/Assignment</th>
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<tbody>
<tr>
<td>T 1/25</td>
<td>View <em>The Mosque of Morgantown Part 1</em>; Discuss Case Study 1</td>
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</tbody>
</table>

**Homework:**
- READ Case Study 1 (Danish Cartoon Controversy)
- COMPLETE Case Study Reading Notes Assignment
- STUDY Blackboard Site and Syllabus (Syllabus Quiz Thursday)

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<tr>
<th>Date</th>
<th>Topic/Assignment</th>
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<tr>
<td>R 1/27</td>
<td>Syllabus Quiz; View <em>The Mosque of Morgantown Part 2</em>; Discuss documentary; Topic Discussion: Introduction to Religion in the Public Square; Discuss Berger Essay</td>
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</tbody>
</table>

**Homework:**
- COMPLETE Reading Notes Assignment (For Berger Reading) COMPLETE Blackboard Quiz Online

Week 3
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<tr>
<th>Date</th>
<th>Event</th>
<th>Homework</th>
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| T 2/1  | **Quiz #1** *(Over: Borders “Introduction”; Mosque of Morgantown, “The Desecularization of the World,” Case Study 1); Discuss Borders Chapter* | **Homework:**  
  - READ Borders “Introduction”  
  - WORK on paper bibliography (visit library website, note any questions you will have for the librarian on Thursday) |
| R 2/3  | (CENSUS DAY is 2/2)  
  **MEET IN LIBRARY LOBBY Library Visit (Tentative)**  
  **Campus Resource Scavenger Hunt** | **Homework:**  
  - WORK on paper bibliography/ Campus Resource Scavenger Hunt Presentations |

**Week 4**

| T 2/8  | **BIBLIOGRAPHY DRAFT DUE (@ beginning of class)**  
  **Campus Resource Scavenger Hunt Presentations; Discuss Tanakh/NT Readings** | **Homework:**  
  - READ Tanakh excerpts  
  - READ New Testament excerpts  
  - COMPLETE Sacred Texts Reading Notes Assignment  
  - WORK on paper intro/thesis |

| R 2/10 | **PAPER INTRODUCTION/THESIS DRAFT DUE (@beginning of class)**  
  **Quiz #2** *(Over: Borders Chapters 1, 2, & 10; Scavenger Hunt; Topic Discussions); Discuss Borders Chapters; **Topic Discussion: What is “Religion”?*** | **Homework:**  
  - READ Borders Chapter 1 “Getting to Know Your University”,  
  - READ Borders Chapter 2 “The Difference Between High School and College,”  
  - READ Borders Chapter 10 “Campus Resources”  
  - WORK on paper intro/thesis |

**Week 5**

| T 2/15 | **Topic Discussion: What is “Religion”? (con.); Discuss Critical Reading; Note-taking (Lecture, Book, Research); Discuss Academic Policies (Grade Calculations; Grade Policies [Replace, 3-Peat, etc.])** | **Homework:**  
  - READ Borders Chapter 5 “Academic Resources” |

| R 2/17 | **Quiz #3** *(Over: Borders Chapter 5, Academic Policies, Qu’ran Readings; Topic Discussions); Discuss Borders Chapter; Discuss Qu’ran readings** | **Homework:**  
  - READ Qu’ran Readings (Assigned excerpts)  
  - COMPLETE Sacred Texts Reading Notes Assignment  
  - WORK on Paper Body Draft |

**Week 6**
<table>
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<th>Date</th>
<th>Homework</th>
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| **T 2/22** | **PAPER BODY DRAFT DUE (@ beginning of class)**  
Topic Discussion: What is our “public square”? What is the “Secular”?  
Discuss Paper  
Writing, Plagiarism, Sources; Formatting  

**Homework:**  
- WORK on paper Conclusion/Final Draft  
- READ Bhagavad Gita Readings (Assigned excerpts)  
- COMPLETE Sacred Texts Reading Notes Assignment |
| **R 2/24**  | QUIZ #4 (Over: Borders Chapter 3, 4 [pgs. 64-89], Topic Discussions); Discuss Borders  
Chapters; Discuss Gita Reading  

**Homework:**  
- WORK on paper Conclusion/Final Draft  
- READ Borders Chapter 3 “Mining for Success I: Preparing to Learn”  
- READ Borders Chapter 4 “Mining for Success II: Making the Grade” (pp. 64-89) |

**Week 7**

| **T 3/1**  | **CONCLUSION DRAFT DUE (@ beginning of class)**  
Discuss Sacks Reading; Topic Discussion: Religion and Identity, Identity Exercise, Personal Narrative Exercise  

**Homework:**  
- WORK on paper Conclusion/Final Draft  
- COMPLETE Reading Notes Assignment  
- READ Kant, “What is Enlightenment?” (Available on course LibGuide)  
- COMPLETE Reading Notes Assignment |
| **R 3/3**  | QUIZ #5 (Over Borders Chapter 4 [pp. 90-99], Sacks Reading, Kant; Topic Discussions); Discuss Borders chapter; Discuss Kant Reading; Topic Discussion: Religion in the Public Square and Philosophical Concerns  

**Homework:**  
- READ Borders 4 “Mining for Success II: Making the Grade” (pp.90-99)  
- READ Kant, “What is Enlightenment?” (Available on course LibGuide) (con.)  
- COMPLETE Reading Notes Assignment |

**Week 8**

| **T 3/8**  | Topic Video 1 [Dawkins TED Talk];  

**Homework:**  
- WORK on Paper Final Draft  
- READ Case Study 2 (10 Commandments in Courtrooms, Taking Oaths on Koran)  
- COMPLETE Case Study Reading Notes Assignment |
| **R 3/10** | **PAPER FINAL DRAFT DUE (@beginning of class)**  
QUIZ #6 (Over Borders Chapter 6; Case Study 2, Dawkins Video; Topic Discussions); Discuss Borders; Topic Discussion: Sacred Texts in Public Square |
Homework:
- **WORK** on Paper Final Draft
- **READ** Borders Chapter 6 “Avoiding Hazards Along the Way”

Week 9

**SPRING BREAK MARCH 3/14-3/18**
*Stay Safe, Have Fun, In That Order*

Week 10

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<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>T 3/22</td>
<td>Religious Representative PRESENTATION (Tentative)</td>
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<td><strong>Homework:</strong></td>
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<tr>
<td>- READ Case Study 3 (Teaching Creationism);</td>
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<tr>
<td>- COMPLETE Case Study Reading Notes Assignment</td>
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<tr>
<td>R 3/24</td>
<td><strong>Quiz #7</strong> (Over Borders Chapter 9, Case Study 3, Hitchens Reading, Topic Discussions) Discuss Borders; Intro to Group Work; Group work exercise, video; Topic Discussion: Religion and Public policy</td>
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<tr>
<td><strong>Homework:</strong></td>
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<tr>
<td>- READ Hitchens, “In Defense of Foxhole Atheists” in Vanity Fair. (Available on course website);</td>
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<tr>
<td>- <strong>COMPLETE</strong> Case Study 3 Reading Notes Assignment</td>
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Week 11

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<th>Date</th>
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<tr>
<td>T 3/29</td>
<td>PROJECT DESCRIPTION OF FAITH DRAFT DUE (@beginning of class) Religious Representative PRESENTATION (Tentative)</td>
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<td><strong>Homework:</strong></td>
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<tr>
<td>- READ Harris, The End of Faith (excerpt);</td>
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<td>- COMPLETE Reading Notes Assignment;</td>
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<tr>
<td>R 3/31</td>
<td>MEET @ Library <strong>QUIZ #8</strong> (Over Borders Chapter 8, Harris Reading) DISCOVER (UNIV Lab 3rd Floor of Library) (Tentative);</td>
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<td><strong>Homework:</strong></td>
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<tr>
<td>- READ Borders Chapter 8 “Career Planning”</td>
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<tr>
<td>- SIGN ON to DISCOVER, set up password.</td>
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<td>- DO NOT complete assessments (we will complete them in class).</td>
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Week 12

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<th>Date</th>
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<tr>
<td>T 4/5</td>
<td>PROJECT DESCRIPTION OF PUBLIC BEHAVIORS DRAFT DUE (@ beginning of class) Religious Representative PRESENTATION (Tentative)</td>
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<td><strong>Homework:</strong></td>
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<td>Event</td>
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<tr>
<td>R 4/7</td>
<td>DISCOVER Debrief/Counseling Center Presentation (Tentative)</td>
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<tr>
<td>R 4/14</td>
<td>QUIZ #9 (Over Borders Chapter 7; Case Study 4); Discuss Borders; Discuss Rushdie Reading; Presentation: Career Services Presentation (Tentative)</td>
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<tr>
<td>R 4/21</td>
<td>Quiz #10 (Over Dostoevsky Reading, Case Study 5) Presentation: Office of Study Abroad Presentation (Tentative)</td>
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<td>R 4/28</td>
<td>Discuss Weinberg Reading; Topic Discussion: Religion in the Public Square Existential</td>
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**Week 13**

**T 4/12** PROJECT ARGUMENT DRAFT DUE (@beginning of class)<br>Religious Representative PRESENTATION (Tentative)

**Homework:**
- READ Borders Chapter 7 “Healthy Student Living”
- READ Case Study 4 (Evangelicals and Israel);
- COMPLETE Case Study Reading Notes Assignment

**R 4/14** Quiz #9 (Over Borders Chapter 7; Case Study 4); Discuss Borders; Discuss Rushdie Reading; Presentation: Career Services Presentation (Tentative)

**Homework:**
- WORK on Group Project

**Week 14**

**T 4/19** Religious Representative PRESENTATION (Tentative)

**Homework:**
- READ Dostoevsky, “The Grand Inquisitor” The Brothers Karamazov, (Excerpt Available on Blackboard)
- COMPLETE Reading Notes Assignment

**R 4/21** Quiz #10 (Over Dostoevsky Reading, Case Study 5) Presentation: Office of Study Abroad Presentation (Tentative)

**Homework:**
- READ Dostoevsky, “The Grand Inquisitor” The Brothers Karamazov, (con.) (Excerpt Available on Blackboard)
- COMPLETE Reading Notes Assignment
- READ Case Study 5 (Conversion Issues in Asia)
- COMPLETE Case Study Reading Notes Assignment

**Week 15**

**T 4/26** PROJECT PRESENTATION DRAFT DUE (@ beginning of class)<br>Topic Discussion: Religion and Foreign policy

**Homework:**
- WORK on Group Project

**R 4/28** Discuss Weinberg Reading; Topic Discussion: Religion in the Public Square Existential
**Questions**

**Homework:**
- WORK on Group Project
- COMPLETE Reading Notes Assignment

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**Week 16**

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<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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| T 5/3 | Discuss Zacharias Reading; Topic Discussion: [Religion in the Public Square Existential Questions (con.)](#) | Homework:  
  - WORK on Group Project  
  - READ Zacharias, *Can Man Live Without God?* (Excerpt Available on Blackboard)  
  - COMPLETE Reading Notes Assignment |
| R 5/5 | Topic Discussion: [Interreligious Life Together—Is it possible? How do we do it?](#) | Homework:  
  - PREPARE for group presentations  
  - COMPLETE JobMine assignment |
| T 5/10| JOBMINE ASSIGNMENT DUE @ the beginning of class | FINAL PRESENTATIONS 10:00-12:45 |