

SOCS/ANTH/GEOG/HIST 139: The World in Historical and Social Science Perspectives

San Jose State University Spring 2009 TR 1330-1445; Clark 224

Instructor: Robert Simpkins, Office: Clark 404-G, office hours: T 1530-1630, F 1230-1530

Campus Phone number: 408-924-5712, Preferred voice mail: 408-864-8999 xt. 3728

email: bobsahib@earthlink.net;

Faculty Page: http://www.sjsu.edu/faculty_and_staff/faculty_detail.jsp?id=2330

Prerequisites of this course are:

- Passage of the Writing Skills Test (WST)
- 100W is prerequisite or co-requisite to all Culture, Civilization and Global Understanding courses
- Upper division standing (60 units)
- Completion of Core General Education

SJSU Studies: CULTURE, CIVILIZATION, & GLOBAL UNDERSTANDING (Area V)

(For students beginning continuous enrollment in Fall 2005 or later, completion of, or co-registration in, a 100W course is required for enrollment in all SJSU Studies courses. Courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments, or other distinct academic units (having own HEGIS Code).

Course Description:

This Course is an interdisciplinary historical social scientific investigation of world civilizations from the dawn of humankind until 1750 C.E. Topics covered include early human societies of the Paleolithic and Neolithic and the formation of the first cities and civilizations in all areas of the world. We will also examine the rise of the first Empires, the expansion of long-distance trade networks, and the first transoceanic voyages that linked the Old and New Worlds, as well as the development of colonialism and the states of the Early Modern Period. Differing Cultures and Ideologies, and the impact of cross-cultural interaction will also be explored as a recurring theme of the course.

A variety of perspectives will be emphasized in discussing each period and region, and **eight historical and social scientific themes and categories** will serve as strands of learning in this course, including:

- **Food ecology**, with special emphasis on the influence of water as a means to form agricultural units and develop networks of trade.
- **Legal authority**, emphasizing crime and punishment across societies and cultures.
- **Gender and ethnic relations**, emphasizing marriage and family relations.
- **Cosmology**, emphasizing comparative religions.

- **Cities**, with special emphasis on maps and structuring of space and density in societies and civilizations.
- **Writing**, emphasizing oral and written historiographies of the various cultures and societies.
- **Material culture and science**, with emphasis on the role of medicines and changing technologies in societies and cultures.
- **Conflict and war**, with special regard for military tactics and their role in encounters and cultural contacts.

Course Goals and Student Learning Objectives:

Courses in Culture, Civilization, and Global Understanding should give students an appreciation for human expression in cultures outside the U.S. and an understanding of how that expression has developed over time. These courses should also increase students' understanding of how traditions of cultures outside the U.S. have influenced American culture and society, as well as how cultures in general both develop distinctive features and interact with other cultures.

GE/SJSU Studies Student Learning Objectives (SLO):

Students shall be able to:

- SLO1.** compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S. (Assessed through the Art Through the Ages Notebook, a 2000 word minimum paper, Exams, and Oral Expression/Discussion);
- SLO2.** identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture (assessed through a combination of Exams, Quizzes, Art Through the Ages Notebook and Oral Expression/Discussion); and;
- SLO3.** explain how a culture outside the U.S. has changed in response to internal and external pressures (assessed through Essay Exams and Oral Expression/Discussion).

Content:

- Diversity. Issues of diversity shall be incorporated in an appropriate manner.
- Writing. Written assignments should include both in-class and out-of-class writing, giving students practice and feedback, and the opportunity for revision throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A single final term paper would not satisfy the requirement. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.
- Civic Learning. Courses shall address the civic relevance of the topic in an appropriate manner.

- Values Clarification: Students should demonstrate their ability to articulate and discuss their values and engage in civil discourse.
- Courses will address significant achievements of the human intellect and imagination in a comparative context to understand and appreciate different ideas, cultures, values, religions, institutions, languages, and peoples of the world.

Pedagogical Approach:

- Courses shall focus on issues or present perspectives from different academic disciplines.
- Courses shall require students to apply basic skills (reading, writing, speaking, critical thinking, research, and mathematics) and to utilize knowledge gained in Core General Education courses.
- **Active Learning**
 - Each course shall provide for active student participation. The course may not be exclusively lecture format. (Weekly open expression/discussions and group work)
 - Assignments must utilize library research and oral and written communication skills. (Students access Prof. Cohen's image databank through <http://worldimages.sjsu.edu/>; conduct library research into the history and meaning of the images; weekly discussion; group work; presentations; Art Through the Ages Notebook)
 - Courses should promote reflective processes and critical analysis. (Weekly discussion; group work; Art Through the Ages Notebook; essay exams; reading quizzes)
 - Primary sources. Class materials (readings, research) must include primary sources appropriate to the discipline (e.g. scholarly journal articles, original artwork) (Research and analysis for Art Through the Ages Notebook; course reading materials)

Course Content Objectives:

As a result of participation in this course, the student is expected to:

- Describe historical, social, cultural, economic and political characteristics of the world prior to 1750 C.E.
- Understand and explain major concepts associated with the eight strands identified above, particularly as seen from different disciplinary perspectives.
- Contrast differing perspectives about historical events, social phenomena and cultural assimilation and resistance with regard to the developing communication and trade networks in the period under investigation.
- Recognize that knowledge of the past is socially constructed and related to the location of the individual in space and time.
- Analyze, interpret and evaluate evidence related to the cultural and historical analysis of art and art objects in world history.

- Write critically and introspectively about historical objects in their place and time on the earth, using proper syntax, structure and mechanics, as identified in a manual of instruction.
- Participate in and evaluate teaching and learning activities, which model appropriate curricula in world history and civilization.

Course Texts:

Bentley, Jerry and Herbert Zeigler. Traditions and Encounters: A Global Perspective on the Past. 4th ed. New York: McGraw-Hill, 2008. **(required)**

Turabian, Kate L. A Manual for Writers of Term Papers, Theses and Dissertations. 7th ed. Chicago, London: The University of Chicago Press, 2007. **(recommended)**

Technology Resources:

“Worldart Web Kiosk” - <http://worldimages.sjsu.edu/>

“Social Science Internet Resources for Educators: Getting Started.” (*This is a web site resource of exemplary curriculum sites for SJSU student teachers.*): <http://www.sjsu.edu/~jwhitlat/socstud.htm>

Course Requirements:

Exams (Student Learning Objectives 2 & 3): There are **two exams**, each designed to assess the content and concepts from each of the five units in the textbook. The **first exam** will contain a choice of essay topics from sections 1 and 2 of the textbook, from which all students must write **two essays** worth **30 points each**, or **60 total points**. The **second exam** will contain a choice of essay topics from sections 3 through 5 of the textbook, from which all students must choose three; these are also worth 30 points each, for a total of **90 points** for the exam. The topics will be provided on the day in which each section of the textbook is completed, and students will have one week to prepare their essays. Topics will cover major themes and issues discussed in the reading, lectures, and student presentations, and students will be expected to integrate the relevant information from each area into their answers. Exams must contain a minimum total of 1000 words of writing for all essays combined.

Art Through the Ages Notebook (Student Learning Objectives 1 & 2): The Art Through the Ages Notebook has two deadlines - one for an early draft, and one for the final paper. Early in the course you will receive more detailed instructions as well as in-class discussion of how to read art for its historical and cultural contexts and prepare this assignment. The Notebook is, in effect, a museum catalog with images that you choose from the Worldart Web Kiosk on the SJSU website (<http://worldimages.sjsu.edu/>) based on a common topic or theme related to this course. It must also incorporate observations about cultures that involve either 1) change over time, or 2) variation across space. There are three elements to the final

paper: 1) an essay explaining the theme and describing the selected cultures and examples, 2) a bibliography, 3) a collection of 10-15 images with captions explaining each and their relevance to the essay. For the final submission, you must include all previous material from the first submission, and any required revisions, as well as any separate comments I provided. The **first submission** is worth **50 points**, the **final paper** is worth **150 points**. The final paper will constitute your final exam requirement for this course. This assignment has a minimum length of 2000 words.

Because proficient writing is a critical professional skill that is transferable across disciplines, there will be an emphasis on writing skills and techniques. Good writing does not come easily to most people and requires both practice and guidance. Students may be asked to meet with the professor individually to discuss and improve specific writing skills. This course has a requirement of **at least 3000 words** from combined assignments.

Early Paper Review Policy: Students wishing guidance on paper writing are welcome to present early drafts of their work for comments. Time has been set aside in the final weeks of the course for this purpose; in the event that some of this time is needed for completion of presentations and quizzes, students may make appointments with me during office hours as well. Questions and materials may also be submitted via email prior to the deadline; students submitting early drafts via email must format the document for MS Word 2004 for Mac; please allow me sufficient time for review and comments, especially near the end of the semester.

Weekly Open Expression & Group Discussion/Participation (Student Learning Objectives 1, 2, and 3): Each week individuals will be asked to present a discussion and analysis of course materials to other students, who are in turn encouraged to ask questions about the material presented. Individuals will be required to do **one formal presentation** during the semester, worth **50 points**. A schedule of presenters will be kept, with 2 to 3 students doing presentations of **10-15 minutes each** on scheduled days. Students are encouraged to choose topics of interest to them, but if there are no volunteers, topics will be assigned in order to ensure a regular schedule. Topics will be assigned on a first-come, first-served basis. Each presenter will also be asked to provide an outline of their topic to the class. Additional research is not required, but students will be expected to know the text information thoroughly, and are welcome to supplement it with additional information and insight. **Participation** in class discussion will be monitored throughout the semester, and will be assigned **up to 50 points** based on both frequency and quality of contributions.

Quizzes (Student Learning Objectives 1 and 2): There will be **five multiple choice quizzes of 30 questions each**, following the completion of each of the five assigned sections of the text. Please bring a

Scantron T&E 200 sheet to each meeting with a scheduled quiz. Quizzes are worth **30 points each**, or 1 point per question. Students are permitted the use of their own notes, and any materials prepared and given to the entire class during presentations. Students may not share notes during the exams. Quizzes will last approximately 30 minutes. Quizzes may contain questions from *any* material covered in the course, including reading, class presentation, and discussion.

COURSE GRADE:

Below are the point values of all assignments, and their percentage of the total grade:

ASSIGNMENT	POINTS	PERCENTAGE
EXAM 1	60	10.0
EXAM 2	90	15.0
QUIZZES (5)	150	25.0
OPEN EXPRESSION	50	8.3
GROUP DISCUSSION	50	8.3
NOTEBOOK DRAFT	50	8.3
NOTEBOOK FINAL	150	25.0
TOTAL	600	100.0

GRADING: Grades are given based upon a standard grading scale as follows:

	A	B	C	D	F
+	97-100	87-89	77-79	67-69	
	93-96	83-86	73-76	63-66	0-59
-	90-92	80-82	70-72	60-62	

Your percentage is your total points divided by the total points possible on the assignments. Each assignment will contain its grading criteria within the instructions. Please note that all scores below 60% will receive failing grades. Completion of all assignments does not guarantee a passing grade in the course.

POLICIES:

ATTENDANCE: Attendance is an expected part of class for all students, and you are responsible for all material covered each day. It is a basic courtesy to arrive in class on time and not cause disruptions to myself and your fellow students. All students should turn **off** cell phones when entering the room. If you cannot arrive on time, it is nevertheless better to come late than not at all - please enter discretely and take your seat. If you do miss class, you are advised to obtain lecture notes from other students. I will answer questions, and encourage students to attend office hours to discuss missed material, but I cannot provide the entire content of a class meeting to students who have missed class, nor will I supply my own

notes. Students are encouraged to notify me (preferably via e-mail) if they will be or were unable to attend class with a reasonable excuse (illness, family emergency, work conflict, etc.). This is especially important if there are any handouts or changes in the schedule, such as the postponement of a quiz or exam. **NOTE:** I may regularly take attendance at the beginning of the semester; this is largely to assist me in learning all of your names and assess class participation.

LATE POLICY: Unless a student receives explicit approval from me, all **LATE assignments** will be penalized by **25% of their value** if received after the end of class on the due date, and by **50%** if received after the end of class the following week - and will **not** be accepted after two weeks beyond the due date. **No assignment** may be turned in beyond the day of the Final Exam. Assignments **must** be turned in as a printed document – email is **NOT** acceptable. Please plan ahead to avoid last-minute computer and printer errors.

MAKE-UP POLICY: Quizzes can only be made up if the following conditions are met: 1) You have a known and unavoidable emergency and have arranged with me *in advance* to take the test at an alternate time; 2) you are unable to attend class due to an unforeseeable emergency, **AND** you have contacted me within **24 hours** of the class date to inform me of your situation. On test days, I will be sure to check voice mail and email, and will reply as quickly as possible. *If you do not get a reply from me, you cannot assume I have received your message.* You must make a reasonable effort to inform me of your situation. Only students with a genuine, verifiable emergency and a *mutually* agreed-upon plan to make up the exam will be allowed to do so, and **all** make up tests must be completed before the next class meeting unless I have given permission otherwise.

OFFICE HOURS: Students are encouraged to ask questions in class, but for those wishing to speak to me individually, please come to my office in **Clark Hall 404G** on **Tuesdays from 3:30-4:30 p.m. and Fridays from 12:30 to 3:30 p.m.** Additionally, **special arrangements can sometimes be made** to meet with students at other times, my schedule permitting. Students are also encouraged to **contact me via phone or (especially) e-mail with questions or problems**; whenever possible, a response will be given that day.

UNIVERSITY POLICIES:

DROPPING A CLASS

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/).

Students should be aware of the current deadlines and penalties for adding and dropping classes.

To drop a class, go to <http://my.sjsu.edu>

- Enter your SJSU ID and Password – you may now use your nine-digit SJSU ID to login to MySJSU. If you are a continuing student and have previously been given a User ID beginning with an uppercase W, you can continue to use this ID to log in.
- If you drop a class, you must do so prior to the time you submit payment to ensure that your registration fees are properly assessed.

Navigate to “Self Service” > Student center > Drop a class

- Click on “Drop Classes”
- Click the checkbox next to each class you wish to drop and click “Drop Selected Classes”
- Review your selection and click “Finish Dropping”

Instructor Drops

Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. Some instructors will drop students who do not meet the stated course prerequisites. However, they are not required to do so. **It is the student’s responsibility to make sure classes are dropped.**

ACADEMIC INTEGRITY:

Students should know that the University’s [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. **Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development.**

The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will **not** be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. **If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.**

The details below are excerpted from the **official campus policy on Academic Integrity**:

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers.

We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct and Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University.

CHEATING:

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

Copying in part or in whole, from another's test or other evaluation instrument;

Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy.

Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy.

Altering or interfering with grading or grading instructions;

Sitting for an examination by a surrogate, or as a surrogate;

any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

PLAGIARISM:

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements.

Plagiarism at SJSU includes but is not limited to:

The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another's work, without giving appropriate credit, and representing the product as one's own work; and

representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one's own.

Students caught engaging in the above actions will receive an **automatic F in the course** and a **report to the Office of Student Conduct and Ethical Development** for further disciplinary action. Students with prior incidents on report may find themselves **suspended or expelled** from the University.

Claiming ignorance of what constitutes cheating or plagiarism is no excuse. If you are in doubt, ask me for clarification. If you are genuinely having difficulties completing assignments, you are better off being honest (to you and me) than you are trying to cheat and hoping to get away with it.

More information can be found on the campus website section for Office of Student Conduct and Ethical Development: http://sa.sjsu.edu/judicial_affairs/index.html

STUDENTS WITH DISABILITIES:

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. **Presidential Directive 97-03** requires that students with disabilities requesting accommodations must register with the **DRC (Disability Resource Center)** to establish a record of their disability. I will work with the DRC to assist you based upon their recommendations. I am not authorized to make assessments of personal situations regarding disabilities, and request that you *prepare well in advance* for any special needs you may have, particularly for taking exams. You can find more information on SJSU's policies and the programs available, as well as your rights at: <http://www.drc.sjsu.edu/>

STUDENT RESOURCES ON CAMPUS:

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/> .

ANTH 139 - 01 SCHEDULE - SPRING 2009					
WEEK	DAY	DATE	TOPIC(S)	READING	ASSIGNMENT
				<i>Traditions & Encounters Chapter</i>	(and Learning Objective)
1	Th	1/22	Introduction		
2	T	1/27	The Early Complex Societies (3500 to 500 BCE): Discussion and Presentations	1 to 6	
2	Th	1/29	The Early Complex Societies (3500 to 500 BCE): Discussion and Presentations	1 to 6	
3	T	2/3	The Early Complex Societies (3500 to 500 BCE): Discussion and Presentations	1 to 6	
3	Th	2/5	The Early Complex Societies (3500 to 500 BCE): Discussion and Presentations	1 to 6	
4	T	2/10	QUIZ 1		(LO 1 & 2)
4	Th	2/12	The Formation of Classical Societies, 500 BCE to 500 CE: Discussion and Presentations	7 to 12	
5	T	2/17	The Formation of Classical Societies, 500 BCE to 500 CE: Discussion and Presentations	7 to 12	
5	Th	2/19	The Formation of Classical Societies, 500 BCE to 500 CE: Discussion and Presentations	7 to 12	
6	T	2/24	The Formation of Classical Societies, 500 BCE to 500 CE: Discussion and Presentations	7 to 12	
6	Th	2/26	QUIZ 2		(LO 1 & 2)
7	T	3/3	The Postclassical Era, 500 to 1000 CE: Discussion and Presentations	13 to 17	
7	Th	3/5	The Postclassical Era, 500 to 1000 CE: Discussion and Presentations	13 to 17	EXAM 1 DUE (LO 2 & 3)
8	T	3/10	The Postclassical Era, 500 to 1000 CE: Discussion and Presentations	13 to 17	
8	Th	3/12	The Postclassical Era, 500 to 1000 CE: Discussion and Presentations	13 to 17	NOTEBOOK DRAFTS DUE
9	T	3/17	QUIZ 3		(LO 1 & 2)
9	Th	3/19	An Age of Cross-Cultural Interaction, 1000 to 1500 CE: Discussion and Presentations	18 to 22	
10	T	3/24	SPRING BREAK		
10	Th	3/26	SPRING BREAK		
11	T	3/31	An Age of Cross-Cultural Interaction, 1000 to 1500 CE: Discussion and Presentations	18 to 22	
11	Th	4/2	An Age of Cross-Cultural Interaction, 1000 to 1500 CE: Discussion and Presentations	18 to 22	
12	T	4/7	An Age of Cross-Cultural Interaction, 1000 to 1500 CE: Discussion and Presentations	18 to 22	
12	Th	4/9	QUIZ 4		(LO 1 & 2)
13	T	4/14	The Origins of Global Interdependence, 1500 to 1800	22 to 28	
12	Th	4/16	The Origins of Global Interdependence, 1500 to 1800	22 to 28	
13	T	4/21	The Origins of Global Interdependence, 1500 to 1800	22 to 28	
13	Th	4/23	The Origins of Global Interdependence, 1500 to 1800	22 to 28	
14	T	4/28	QUIZ 5		(LO 1 & 2)
14	Th	4/30	PAPER REVIEWS		
15	T	5/5	PAPER REVIEWS		
15	Th	5/7	PAPER REVIEWS		
16	T	5/12	PAPER REVIEWS		EXAM 2 DUE (LO 2 & 3)
17	T	5/19	FINAL EXAM: 12:30-2:30 p.m.		NOTEBOOK FINAL PAPERS DUE (LO 1 & 2)