

Liberal Arts and Sciences Seminar 243 01
Community, Culture, and Diversity:
Searching for China's Cultural Diversity: from Confucianism to Dragon Dance

Spring 2015

MWF 11:30 am -12:20 pm

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LAS Seminar Overview

While liberal arts and sciences seminars are taught by instructors from various disciplines representing alternative approaches to the general topics, they share several features. As seminars, they are courses in which students, led by an instructor, investigate problems, design projects, explore resources, and share findings. They are, that is, courses in which students learn with and from each other.

Students will “take” from their seminars no more and no less than they “give” to them. By engaging actively the materials encountered and the ideas of classmates, by first informing themselves, then participating thoughtfully in class discussions, and by completing diligently their portion of the work of the group, students gain new information, new insights, and new perspectives. More important, though, is that they gain a “new” way to learn and new respect for the power of the mind that they will carry with them into their lives beyond the classroom.

In addition to their course specific learning goals, LAS Seminars at all levels will help students: engage texts from diverse fields of study; connect ideas and experiences across contexts; assert a defensible response to the questions under consideration; communicate effectively in oral forms; and communicate effectively in writing.

Learning Goals

1. Foundational Knowledge

Students will be able to

- describe different types of communities and cultures in China including religions, ethnic minorities, music, art, and custom.
- learn basic spoken Chinese including Chinese phonetics, greetings, asking for directions, and other basic daily conversations.

2. Application

Students will be able to apply knowledge of community, culture, and diversity to contemporary issues.

3. Integration

Students will be able to

- analyze ways that diversity enriches challenges for communities and cultures.
- analyze ways that diversity poses challenges for communities and cultures.
- recognize interrelationships among communities and cultures.

4. Human Dimension:

Self: Students will be able to build their own confidence on working with others.

Other: Students will be able to develop a strong valuing of collaborative work.

5. Caring:

Students will be able to develop a strong interest in learning current issues both domestic and international.

6. Learn how to learn:

Students will be able to gain a long-term interest in interfaith literacy and cultural diversity.

Course Description

The central questions raised in all LAS sophomore seminars are:

- How does group membership affect identity?
- What are the causes and effects of inequality among and within groups?
- What does it mean to live in a diverse community?

This sophomore seminar examines many aspects of Chinese culture including religions, philosophies, arts, music, custom, and language. The course focuses on exploring the multi-faceted religious heritage of pre-modern China, the practice of different religions in China today, and the spread and influence of Chinese religions throughout the world. It also exposes students to Chinese diverse custom among the 55 ethnic minorities, different genres in arts and music, and fascinating traditions in regards to Chinese holidays. Basic spoken Chinese will be introduced in class throughout the semester as well.

This course also satisfies multicultural core area requirement.

Required Text

Eck, Diana. *Encountering God : A Spiritual Journey from Bozeman to Banaras*. Boston: Beacon Press, 2003. ISBN 9780807073018 (sophomore seminar common text)

Wasserstrom, J. N. (2013). *China in the 21st century: what everyone needs to know*. Oxford; New York: Oxford University Press. ISBN: 9780199974962

Recommended Texts (available on Reserves in the library for three day loan period)

Bergreen, L. (2007). *Marco Polo: From Venice to Xanadu*. New York: Vintage Books. ISBN: 9781400078806

Hu, W. (2010). *Encountering the Chinese: a modern country, an ancient culture* (3rd ed.). Boston: Nicholas Brealey Pub. ISBN: 9781931930994

Legerton, C. (2009). *Invisible China: a journey through ethnic borderlands* (1st ed.). Chicago, Ill: Chicago Review Press. ISBN: 9781556528149

Morton, W. S. (2005). *China: its history and culture* (4th ed.). New York: McGraw-Hill. ISBN: 9780071412797

Course Requirements; see Assignments on Canvas for specific assignment requirements

Class participation

Attendance and class participation 60 points

Individual assignment

- One-minute Paper 100 points
- Event Reflection Essay 100 points
- Reading Assignment 140 points
- Seminar Common Assignment 150 points
- Chinese conversations 50 points

Team assignment

- Team Profile 50 points
- Team Presentation 150 points
- Final Project 200 points

Total:

1000 points

Grading Scale

A = 930-1000 points

A- = 900-929

B+ = 870-899

B = 830-869

B- = 800-829

C+ = 770-799

C = 730-769

C- = 700-729

D = 600-699

F = 599 and below

Attendance and Participation: Attendance is mandatory. Class instruction and discussions are integral to the course, and you cannot successfully complete this course without attending class regularly. You are allowed **three** absences, excused or unexcused, over the course of the semester. Absences beyond three, whether excused or not, will lower your grade. Four absences will result in the lowering of your *overall course grade* by one full letter grade (e.g., a “B” would become a “C”). Five or more absences will likely result in a failing grade for the course. Two late arrivals or two instances of leaving class early equal one absence. If you are late for class, you must speak with me to make sure you are marked tardy and not as absent for that class. If you miss a class, you must contact me or a *reliable* classmate to find out what we did in class and what homework, assignments, or reading you need to complete for the next class. You will also need to photocopy a reliable classmate’s notes for that day.

Since this course is structured as a seminar, the majority of our class time will consist of class discussion. Thus, your participation in class is a crucial part of your course grade and your overall performance in the class. Your participation grade will be assessed on the basis of your verbal participation in class and small group discussions. The effort you show in contributing to class discussions and the quality of your contributions will help determine your final participation grade. You must complete the readings *prior* to the class for which they are assigned and bring the assigned texts to class. Generally, the following grading scale for verbal participation and engagement with the class will be used:

A range = frequent meaningful contributions to class discussion, excellent engagement with the class

B range = occasional meaningful contributions to class discussion, very good engagement with the class

C range = infrequent contributions to class discussions, pleasant demeanor, attentive presence

D = little or no contributions to class discussions, poor attendance, may exhibit the following behaviors: surly attitude; frequent staring out of window or into space; doodling; reading the newspaper or other extraneous material during class; napping in class; talking to friends during lectures/discussions; leaving room during class for non-emergency reasons; disrespectful attitude towards class, instructor, or other students

F = no contributions to class discussions, excessive absences

Your participation grade may also be assessed on the basis of your completion of homework, in-class writing, peer review, or other activities/assignments for the class.

The “Seminar” Format: Since the format of this class is defined as seminar style, each class will involve the active participation and engagement of ALL members of the class. Readings and assignments have been selected and designed to promote discussion and exchange amongst members of the class. As active participants instead of passive recipients, students will help guide and focus discussion and shape the direction of the class.

Preparation for Class: As a general rule, for every hour spent in class each week, you are expected to spend two hours on homework outside of class. Thus, since this class is worth 3 credit hours, you are expected to spend 6 hours each week studying and preparing for class (this includes completing the reading, writing essays, and working on other projects and assignments).

Essay Submission: Essays are due at the *beginning* of class on the due date. Unless explicit arrangements are made with the instructor at least one day before the due date, any paper submitted after that date will be docked one full letter grade (e.g., from “A” to “B”). Late papers must be submitted **within seven days** of the original due date. Papers will not be accepted after this deadline, and the student will receive an “F” for the assignment. You must back up your essays on a jump drive, Google Drive, Dropbox or N drive on the DU network in case they are lost.

Assignments must be submitted online via Canvas LAS 243 01 on the due date.

Learning Resources: Tutors in Learning Resources in the Academic Enrichment Center are available to help students improve their essays for this class. You can make an appointment to see a tutor by going to Parmer 010 or calling 708-524-6682.

Academic Integrity: According to the University Bulletin, “[s]tudents of the university must conduct themselves in accordance with the highest standards of academic honesty and integrity” (29). Plagiarism and academic dishonesty are unacceptable and will be penalized according to University guidelines. Violations of academic integrity include cheating and using or paraphrasing someone else’s words or work (including internet sources) without proper citation. It is the student’s responsibility to know what constitutes plagiarism and to avoid it. Please ask me if you have any questions about what constitutes plagiarism. In addition, you may not turn in work completed for another class. If you are interested in building off work submitted for another class, you must discuss the possibility of revising and adding to your work with me and the other relevant professor(s).

The University policy on Academic Integrity can be found on pages 30-31 in the Dominican University 2014-2015 Undergraduate Bulletin. The Bulletin can be found online on the “myDU” page (click on “Schools” at the top, click on “Rosary College of Arts and Sciences,” click on “Undergraduate Bulletin” at the bottom of the page).

Technology Requirements: I will communicate with you at times by email, so you must check regularly your Dominican e-mail account. I will post materials and student grades on Canvas. You can find a record of your attendance, tardiness, and absences on your Canvas page under this course.

Students with Disabilities: Students who request reasonable academic accommodations or services for learning, psychological, or physical disabilities must have documentation on file at the Dean of Students Office. At the beginning of the semester, please give me documentation about the disability and make an appointment to discuss with me reasonable accommodations/services you may need. For questions about documentation, accommodations, and services, contact the Dean of Students Office by phone (x6822) or visit the Dean’s office in Lewis 132.

Student-Athletes: It is important for students who are members of Dominican University athletic teams to maintain excellence both in their academic work and athletic performance.

Student-athletes should notify me in advance if they need to miss a class because of a game and contact me or a reliable student to find out what we covered in class. The student-athlete needs to make-up work from the missed class and turn in any homework or assignments that were due.

Building Community and Disruptive Behavior: We are all important members of the community of our classroom and need to show mutual respect for one another. There are certain behaviors that disrupt the optimal level of teaching and learning in the classroom for the instructor and students. Ringing phones and texting during class are distracting, so please make sure your phone is on an appropriate setting when you enter class. If you have a critical situation and need to receive a call/text or make a call during class, please discuss this with me before class if possible or tell me discreetly during class.

Students who are not respectfully participating in class will have points subtracted from their Attendance and Participation grade or be asked to leave the class (and will be marked absent for that day). Behaviors that hinder class participation and building community and create distractions include sleeping; frequent or prolonged unrelated side conversations with friends while the instructor or other students are talking; eating large meals; leaving the room for non-emergency reasons (please make necessary arrangements so you do not normally need to leave class); listening to headphones; or reading materials or doing other work unrelated to the class. You may use laptops to take notes in class as long as they are not too distracting. If I find you are frequently using the laptop for activities that are unrelated to the class that day (such as Web surfing, using Facebook, playing computer games), you may lose the privilege of bringing your laptop to class.

Difficult Dialogues: We will discuss controversial issues related to politics, nationalism, culture, race, gender, class, language, immigration and other topics. While I encourage you to express your opinions and viewpoints, you must also respectfully listen to perspectives different from your own. Students who exhibit disruptive and disrespectful behavior or language will be asked to leave the class. If you have concerns about particular topics or discussions raised in class, please come speak with me in my office hours.

Course Evaluation

Near the end of the semester you will be asked to evaluate this course in an anonymous online form on myDU. Participating in the course evaluation is an important aspect of being a member of the Dominican community. We all, students and instructors alike, rely on feedback so that we might grow and improve. Dominican instructors are always looking for ways to improve student learning and we can't do it without your feedback and comments. Since the course evaluation is electronic, it can be completed at your convenience, outside of class. Although it is accessed using your Dominican username and password, all responses are submitted anonymously. Course instructors are not provided access to their course evaluation reports until after final course grades have been submitted to the Registrar's Office, so you should feel confident in providing candid feedback, knowing that your evaluation will not affect your course grade.

Course Calendar (subject to change as needed)

Please note that assignments will be posted in Canvas with detailed instructions; please check Canvas regularly. Assignments will also always be announced and reviewed in class.

Unit ONE: Community, Culture, and Diversity - through Eck's Lens

Week One:

Wednesday, January 14

Review syllabus; form teams; a brief discussion on the seminar central questions
Assignment: Buy all course materials; read *Teamwork, a practical guide for students*; review syllabus again and bring questions to class

Friday, January 16

Introduction of Team Presentation assignment; get-to-know your team members activity; introduction of free online team collaboration tools; introduction of Diane Eck and her book *Encountering God*
Assignment: Read *Encountering God Chapter 1: Bozeman to Banaras*

Week Two:

Monday, January 19

NO CLASS – Martin Luther King, Jr. Day

Wednesday, January 21

In-class Reading Assignment #1 on Chapter 1; discussion on Chapter 1; watch *Chimamanda Adichie: The danger of a single story* video; teamwork time on the Team Profile assignment in class

Assignment: Go to Father Larry Hart’s website and read his biography at <http://journalofcontemplativeliving.com/biography.htm> ; read the essay on contemplative living <http://journalofcontemplativeliving.com/Essays/Essay5.pdf>; prepare a few discussion talking points based on your readings.

Friday, January 23

In-class discussion on contemplative living; watch MIT video, *Contemplative Dimensions of Human Experiences*, <http://mit.tv/yKlwj9>; complete One-minute Paper #1; introduction of Seminar Common Assignment

Assignment: Read *Encountering God Chapter 2: Frontiers of Encounter*

Week Three:

Monday, January 26

In-class Reading Assignment #2 on Chapter 2; discussion on Chapter 2; watch 1893 World Parliament clip; complete One-minute Paper #2

Assignment: Read *Encountering God Chapter 6: Attention to God*; Team Profile due by 11:30 am Wednesday January 28

Wednesday, January 28

Team Profile due for grading! In-class Reading Assignment #3 on Chapter 6; discussion on Chapter 6; watch *Everything You Always Wanted to Know About Culture: Saba Safdar at TEDxGuelphU*; complete One-minute Paper #3; think-pair-share

Assignment: Read article: El-Hai, Jack. "The New Urban Hermit." *Saturday Evening Post* 285.3 (2013): 60-63. *Academic Search Complete*

Friday, January 30

In-class discussion on contemplative living; discuss El-Hai’s article; watch Zen meditation video; discussion and activity on meditation techniques

Assignment: Read *Encountering God Chapter 7: “Is Our God Listening?”* Presentation Outline Form due by 11:30 am Monday, February 2 on Canvas. *This assignment is only applicable to the team presenting on the following Friday.*

Week Four:

Monday, February 2

Dominican Identity Team Presentation Outline due for grading! In-class Reading Assignment # 4 on Chapter 7; discussion on Chapter 7; discuss presentation best practices; in-class team work time

Assignment: Read *Encountering God Chapter 8: The Imagined Community*

Wednesday, February 4

In-class Reading Assignment #5 on Chapter 8; discussion on Chapter 8; watch *Energizing Community Through Diversity: Sarah Salguera at TEDxMuskegon*; complete One-minute Paper #4; teamwork time

Friday, February 6

Dominican Identity Team Presentation in class; wrap up on the presentation topic; teamwork time

Assignment: Read *China in the 21 Century Chapter 2: Imperial China*, pp 23-28 and short article [Religious Belief](#)

Dominican Identity Team, Post-Presentation Reflection and Peer Assessment due by 11:30 am Monday, February 9

Unit TWO: Community, Culture, and Diversity – Ancient China

Unification and Expansion, Qin (Chin), 221 B.C. - 206 B.C. and Han Culture, 206 B.C. – A.D. 221 Introduction of China, the first Unified China, the Han People, and religions and beliefs in the era

Week Five:

Monday, February 9

Dominican Identity, Post-Presentation Reflection and Peer Assessment due for grading! complete In-class Reading Assignment #6 on Chapter 2; discussion on key concepts in the assigned reading; China Basic Fact activity; watch *Introduction to China in 10 minutes*; learn Chinese

Assignment: Qin Dynasty TerraCottaWarriors, Team Presentation Outline due by 11:30 am Wednesday, February 11; practice Chinese

Wednesday, February 11

Qin Dynasty and TerraCotta Warriors, Presentation Outline for grading! Team Presentation in class; wrap up on the presentation topic; introduction of Event Reflection Essay Assignment; learn Chinese

Assignment: Review China Basic fact learned in class; practice Chinese; practice Chinese

Friday, February 13

Play *China Basic Fact Jeopardy*; watch *Qin Shi Huang Mausoleum*; complete One-minute Paper #5; discussion on life in communities during the era

Assignment: Read *China in the 21 Century Chapter 1: Schools of Thought*; Event Reflection Essay Proposal due Monday, February 16; Qin Dynasty TerraCotta Warriors, Post-Presentation Reflection and Peer Assessment due Monday, February 16; practice Chinese

Week Six:

Monday, February 16

Event Reflection Essay Proposal due for grading! Qin Dynasty and TerraCotta Warriors, Post-Presentation Reflection and Peer Assessment due for grading!

Complete In-class Reading Assignment #7 on Chapter 1; discussion on Chapter 1; learning Chinese

Assignment: Han Dynasty and Silk Road, Presentation Outline due Wednesday, February 18; practice Chinese

**Wednesday, February 18
Chinese New Year Eve!**

Han Dynasty and Silk Road Presentation Outline due for grading! Team Presentation in class; wrap up on the presentation topic; learn Chinese

Assignment: practice Chinese

Friday, February 20

Discussion and video on religions and beliefs during the Han Dynasty; complete One-minute Paper #6; learn Chinese

Assignment: Read article [History of Three Kingdoms Periods - China Education Center](#); **Han Dynasty and Silk Road Presentation**, Post-Presentation Reflection and Peer Assessment due Monday, February 23; practice Chinese

Era of Disunity, Outsiders, Generals, and Eccentrics: The Three Kingdoms, Jin, and the Northern and Southern Dynasties, A.D. 222-589

Week Seven:

- Monday, February 23** **Han Dynasty and Silk Road Presentation, Post-Presentation Reflection and Peer Assessment due for grading!** complete In-class Reading Assignment #8 on article *History of Three Kingdoms Periods*; discussion on life in community during the transitional time period; learn Chinese
Assignment: Three Kingdoms, Team Presentation Outline due Wednesday, February 25; practice Chinese
- Wednesday, February 25** **Three Kingdoms, Team Presentation Outline due for grading! Team Presentation in class;** wrap up on the presentation topic; learn Chinese
Assignment: Shanghai Knights, Team Presentation Outline due Friday, February 27; practice Chinese
- Friday, February 27** **Shanghai Knights, Team Presentation Outline due for grading!** Watch the video on Northern and Southern Song dynasties; discussion on ethnic minority invasion and the Han defense; learn Chinese
Assignment: Read *China, Its History and Culture*, Chapter 7, the Flowering of Chinese Civilization; Three Kingdoms, Post-Presentation Reflection and Peer Assessment due Monday, March 2; practice Chinese

**The Flowering of Chinese Civilization, Sui, 589-618 and Tang Dynasty, 618 - 907
Interaction with Other Cultures and China's first and only Empress**

Week Eight:

- Monday, March 2** **Three Kingdoms, Post-Presentation Reflection and Peer Assessment due for grading!** complete In-class Reading Assignment #9; talk about China's interaction with other cultures during the time period and Empress, Wu Zetian; learn Chinese
Assignment: Seminar Common Assignment Proposal due by 11:30 am Wednesday, March 4; practice Chinese

Tang Dynasty and Japan, Presentation Outline due, Wednesday, March 4
- Wednesday, March 4** **Seminar Common Assignment Proposal due for grading! Shanghai Knights present in class;** wrap up on the presentation topic; learn Chinese; teamwork time

Assignment: Xiong Mao Pandas Team Presentation Outline due Friday, March 6
- Friday, March 6** **Xiong Mao Pandas Team Presentation Outline due for grading!** Talk about Tibet and the Tang Dynasty, watch [**Rediscover China 2011-09-15 HQ**] Tibet on the Move; complete One-minute Paper #7; review feedback on the Seminar Common Assignment Proposal in class

Assignment: Read article [The Song Dynasty in China](#), be sure to read all the

hyperlinked resources of the article as well; Shanghai Knights Post-Presentation Reflection and Peer Assessment due Monday, March 16; practice Chinese

March 9-15 NO CLASS – Mid Semester Vacation!

China in 1000 CE, the Most Advanced Society in the World

Five Dynasties: 907-960, North China; Ten Kingdoms: 907-970, South China

Song Dynasty: 960-1126

Jin Dynasty (Jurchen): 1126-1234, North China; Southern Song Dynasty: 1127-1279, South China

Week Nine:

Monday, March 16

Shanghai Knights Post-Presentation Reflection and Peer Assessment due for grading! complete In-class Reading Assignment #10; discuss on life in community during the Song Dynasty; learn Chinese

Assignment: Yuan Dynasty and Marco Polo, Team Presentation Outline due Wednesday, March 18; practice Chinese

Wednesday, March 18

Watch **【New Frontier HQ】** *Chinese Civilization, the Song Dynasty*; complete One-minute Paper #8 in Canvas; stories during the Song dynasty; teamwork time

Assignment: Ning's Clan Team Presentation Outline due Friday, March 20

Friday, March 20

Xiong Mao Pandas present in class; Ning's Clan Team Presentation Outline due for grading! wrap up on the presentation topic

Assignment: Yuan Dynasty and Marco Polo, Post-Presentation Reflection and Peer Assessment due Monday, March 23; read article on [The Yuan Dynasty](#); practice Chinese

Unit THREE: Community, Culture, and Diversity – Modern China

The Mongol Interruption and the Restoration and Consolidation of Chinese Rule

Yuan, 1280-1368 and Ming, 1368-1644 Dynasty

Week Ten:

Monday, March 23

Xiong Mao Pandas Post-Presentation Reflection and Peer Assessment due for grading! complete In-class Reading assignment #11 on Yuan Dynasty; discuss life in community during the Yuan Dynasty;

Assignment: Admiral Zheng He and the Ming Dynasty, Presentation Outline due Wednesday, March 25

Wednesday, March 25

Ning's Clan presents in class; wrap up on the presentation topic; learn Chinese;

teamwork time

Assignment: Seminar Common Assignment due 11:59 pm Friday, March 27;
Pimp Squad Team Presentation Outline due Friday, March 27

Friday, March 27

Seminar Common Assignment due for grading! Pimp Squad Team Presentation Outline due for grading!

Watch **【Travelogue HQ】** *Mongolian Ethnic*; complete One-minute Paper #9

Assignment; Admiral Zheng He and the Ming Dynasty, Post-Presentation Reflection and Peer Assessment due Monday, March 30; read article on [The Ming Voyages](#)

Week Eleven:

Monday, March 30

Ning's Clan Post-Presentation Reflection and Peer Assessment due for grading!

Complete In-class Reading Assignment #12; talk about the first standardized test and culture in the Ming period; introduction of Final Project

Assignment: The Great Wall of China, Then and Now, Presentation Outline due Wednesday, April 1; review Chinese conversations

Wednesday, April 1

Pimp Squad presents in class; wrap up on the presentation topic; learn about the Ming Wall

Assignment: Watch **【New Frontier HQ】** *Chinese Civilization, the Ming Dynasty*; complete One-minute paper #10, due by 11:30 am Monday, April 6; Read *China in the 21 Century* **Chapter 2: Imperial China, pp 29-38;**

The Great Wall of China, Then and Now, Post-Presentation Reflection and Peer Assessment due Monday, April 6

Friday, April 3

NO CLASS – Easter Vacation!

Fast Forward: from Qing (Ching) Dynasty to Modern PRC

Week Twelve:

Monday, April 6

One-minute paper #10 due for grading! Pimp Squad Post-Presentation Reflection and Peer Assessment due for grading! complete In-class Reading Assignment #13 on Chapter 2; discussion on the assigned reading

Assignment: Read *China in the 21 Century* **Chapter 4: From Mao to Now and Chapter 5: U.S. – China Misunderstandings;** Final Project Proposal due by 11:30 am Wednesday April 8

Wednesday, April 8

Final Project Proposal due for grading! Complete In-class Reading Assignment #14 on Chapter 4 and 5; discussion on modern PRC; compile a list of topics for the ESL Chinese students visit

Assignment: Event Reflection Essay due 11:59 pm Friday April 10

Friday, April 10

Event Reflection Essay due for grading! ESL Chinese students group will visit our class!

Assignment: Research on Chinese holidays and Chinese eight major cuisines and prepare to play two other jeopardy games!

Unit FOUR Community, Culture, and Diversity - Encountering the Chinese: traditions, holidays, and food

Week Thirteen:	Chinese Holidays, Dining, and Tea Culture
Monday, April 13	Play <i>Chinese Holiday Jeopardy</i> game; learn more about greetings, conversations, and farewells and Chinese style dining Assignment: practice Chinese
Wednesday, April 15	Play Chinese Cuisine Jeopardy; discuss on life in community through Chinese style dining and tea culture Assignment: practice Chinese
Friday, April 17	Guest speaker, Professor Messina-Hirsch, instructor of nutrition science will lead a Chinese Teas session in Parmer Nutrition Lab! Assignment: practice Chinese
Week Fourteen:	
Monday, April 20	Chinese conversation test in class
Wednesday, April 22	Team meetings; Work Day
Friday, April 24	Team meetings; Work Day
Week Fifteen:	
Monday, April 27	Team meetings ; Final Presentation Rehearsal Day
Wednesday, April 29	Team meetings; Final Presentation Rehearsal Day
Friday, May 1	Final Project Due; Final Presentation (15 minutes each)
Week Sixteen:	Finals – No Class Meeting