



# On-Campus Course Syllabus

## CRIS 201

### GLOBAL LEARNING AND SERVICE

#### FALL 2024

### Class Information

**Day and Time:** 4:45-7:15 T

**Room Number:** E208

### Contact Information

**Instructor Name:** J. Scott Bridger, PhD

**Instructor Email:** [sbridger@criswell.edu](mailto:sbridger@criswell.edu)

**Instructor Phone:** (O) 214.818.1323

**Instructor Office Hours:** Email for an appointment; general office hours: T/TH 8:30-9:30 AM; 2:15-3:15 PM

### Course Description and Prerequisites

An examination of the biblical, theological, and ethical foundation of the *mission Dei* (i.e., the mission of God) and a utilization of group collaboration as well as demographic and ethnographic research in serving as ambassadors, cultivators, peacemakers, and problem-solvers. The course prepares students to effectively participate in CRIS 202, Global Learning and Service Practicum. (Prerequisite: COM 201; Not open to Freshman students; Students must take CRIS 201 and CRIS 202 within a single academic year)

### Course Objectives

- Demonstrate understanding of the biblical, theological, and ethical foundation of the *mission Dei* and its implications for engaging in effective global learning and service.
- Exhibit familiarity with the various cultural differences that impact cross-cultural teaching and learning.
- Show knowledge of the history, religions (i.e., Judaism, Christianity, and Islam), and events that have shaped the modern Middle East.
- Grow in comprehension of the complex and diverse factors that have contributed to the Israeli-Palestinian Conflict (IPC).
- Collaborate with fellow students in undertaking demographic and ethnographic research on Israel-Palestine in preparation for a service project.

### Required Textbooks

**NOTE:** In addition to the **three books** below, topic-specific articles, chapters, and essays will be provided by the professor(s) in **Canvas** (see the schedule below). **Please bring your books to each class.**

Bridger, Scott. *The Israeli-Palestinian Conflict: A Historical and Biblical Understanding*. Easton, Maryland:

Strategic Resource Group, 2024. **NOTE: The professor will let each student *borrow* a copy of this book.**

Ott, Craig. *Teaching and Learning Across Cultures: A Guide to Theory and Practice*. Grand Rapids, Michigan: Baker Academic, 2021. ISBN: 9781540963109. 336 pages.

Wright, Christopher. *The Great Story and the Great Commission: Participating in the Biblical Drama of Mission*. Grand Rapids, Michigan: Baker Academic, 2023. ISBN: 9781540966162. 176 pages.

## Course Requirements and Assignments

- A. **CLASS PARTICIPATION (5%)**: Students are required to attend and complete all assignments prior to coming to class. **Active participation** in discussions of reading, taking lecture notes, and group collaboration is expected. **At the discretion of the professor, a participation under 80% will result in a letter grade reduction; 74% or lower will result in an "F" for the course.**
- B. **LECTURE/CLASS DISCUSSION QUIZZES (10%)**: During the **designated weeks** in the schedule, the professor(s) will present lectures and lead discussions on **topics of special concern** related to Scripture, theology, Israel-Palestine, history, geopolitics, immigration, and the southern U.S. border. This material is to prepare students for understanding complex realities related to **Israel (and/or south Texas)**. For each lecture/discussion, **students will complete an in-class (or a take-home) quiz over the content**. Students must be **physically present in class to receive the quiz** (i.e., taking these quizzes to students who are absent is not allowed; neither is receiving the quizzes via email). There will be **no make-ups and no dropped grades** for this assignment.
- C. **ARTICLE/CHAPTER QUIZZES (20%)**: During the **designated weeks** in the schedule, students are to read the select articles/chapters **prior to attending class**. These are devoted to **topics of special concern** related to Scripture, theology, Israel-Palestine, history, geopolitics, immigration, and the southern U.S. border. This material is to prepare students for understanding complex realities related to **Israel (and/or south Texas)**. For each article/chapter, **students will complete an in-class (or a take-home) quiz over the content**. Students must be **physically present in class to receive the quiz** (i.e., taking these quizzes to students who are absent is not allowed; neither is receiving the quizzes via email). There will be **no make-ups and no dropped grades** for this assignment.
- D. **WRIGHT QUIZZES (15%)**: During the **designated weeks** in the schedule, a quiz will be administered to determine your comprehension and mastery of the required reading assignments from **Wright**. The quizzes are **open book**, but students must read the assigned chapters in their entirety before taking the quiz. There will be no make-up quizzes for any reason; however, of the 9 quizzes, your lowest 2 grades will be dropped.
- E. **OTT QUIZZES (15%)**: During the **designated weeks** in the schedule, a quiz will be administered to determine your comprehension and mastery of the required reading assignments from **Ott**. The quizzes are **open book**, but students must read the assigned chapters in their entirety before taking the quiz. There will be no make-up quizzes for any reason; however, of the 13 quizzes, your lowest 2 grades will be dropped.
- F. **COLLABORATIVE RESEARCH PROJECT (25%)**: (**NOTE: Successful completion of this assignment is mandatory to pass the course**). Students are required to work in **collaborative teams** and produce a demographic/ethnographic profile of the people groups (PGs) we will be learning about and serving among during the service project in Israel or South Texas (for those exempt from the Israel trip). **The professor will assign you to these teams**. The research should be roughly **20-25 pages (maximum)** and should include each of the elements listed below. **It must be written in accordance with Turabian**. Each collaborative team is required to visit the **library to learn about research methods and resources** and submit a **draft of the whole paper** to the **Writing Center** for evaluation by **11/4** (this draft is part of your assignment grade). The final paper is due by **midnight on 12/3**, and group presentations will take place **in class on 12/4 (you must use PowerPoint/Google Slides, etc.)**. Your focus for the **presentations** should be on basic PG demographics

and highlights from the service project teaching lessons (not every element in the research project outlined below):

- **Demographic Information on the PG (3-4 pages):** You should include data concerning the population and age distribution, education and literacy statistics, languages spoken, socio-economic data, family, special holidays/symbols, major cities, towns, and population centers, etc. Include a map of the country and any other demographic information you deem important for understanding your assigned PG. The following sites will assist you:
  - [www.imb.org](http://www.imb.org)
  - [www.joshuaproject.net](http://www.joshuaproject.net)
  - [www.cia.gov/the-world-factbook](http://www.cia.gov/the-world-factbook)
  - <https://stratus.earth>
  - [www.cbs.gov.il](http://www.cbs.gov.il)
- **Recent History (3-4 pages):** What have been the most important historical events among your PG over the past 100 years? Describe these in chronological and narrative format from the perspective of your PG, **documenting your sources as you go**. Good resources for some of this information related to Israel-Palestine are the following:
  - Bridger, Scott. *The Israeli -Palestinian Conflict*. Strategic Resource Group, 2024.
  - Smith, Charles D. *Palestine and the Arab-Israeli Conflict: A History with Documents*. Boston, MA: Bedford/St. Martins, 2013.
  - Friedman, Thomas L. *From Beirut to Jerusalem*. New York, NY: Picador / Farrar, Straus and Giroux, 2012.
- **Sketch of Religious/Philosophical Worldview (3-4 pages):** Your research should include information on what religion(s) the people adhere to, variations in religious observance amongst this PG, and provide a brief sketch of their beliefs/worldview. This section should also include information on the presence of **indigenous, evangelical churches/congregations** amongst your PG.
- **Service Project Curriculum (7-10 pages):** Drawing from things you have learned in the **Ott book**, design a curriculum for a **camp** on the theme **“Living from the Inside Out: Critical Thinking and Life Choices”** for **30-40 high school students** (grades 9-11) from your respective PG. **The professor will provide a lesson plan template in Canvas that you are required to use and include in your paper (see Supplemental files at the bottom of the home page).** Each team should prepare four lesson plans for the curriculum [(1) story/teaching time, (2) sports/outdoor games, (3) crafts/indoor games, (4) ESL/intercultural communication]). You should assume that you will have access to classrooms with projectors/screens as well as adequate outdoor space for activities. **In the lesson plans**, please briefly include a **rationale for each lesson/activity’s content** that relates to the theme, outline expectations regarding the **roles of teachers/learners**, provide suggestions for the number of teachers/volunteers for each lesson/activity, and expected/hoped-for outcomes. You should **glean insights from Ott** in each of these regards. **You should also prepare PowerPoint/Google Slides for any presentations you’ll do in your curriculum.**
- \*\* **NOTE:** Each team will present their collaborative project to the class near the end of the semester (see schedule below). During the class **presentation**, please present an outline of each section of your paper and what your team has planned for the camp.
- \*\* **NOTE:** Each PG team is responsible for collaborating with other members of your group. **All members share equal responsibility for the collaborative product – the research project – and will be graded based on that product.** Group dynamics, including methods of communication, distribution of assignments/workload, etc., should all be handled and agreed upon within the team. Should any team find it abnormally challenging to work with group members, please **notify the professor** immediately so that **conflict resolution measures** might be taken. Each member of each PG team will submit the **same paper** produced by your team, but you are required to upload it in **PDF format**

individually into Canvas.

**\*\* NOTE:** You must document by footnote all the information you put into your research study. Failing to do so could result in an “F” for this assignment.

**\*\* Grading Rubric:** Below is the rubric used to grade this assignment:

1. Draft (5%)
2. Collaboration/Group Presentation (10%) – communication, group dynamics, presentation
3. Format, Spelling, Grammar, Documentation (15%)
4. Demographic Information (15%)
5. Recent History (15%)
6. Sketch of Religious/Philosophical Worldview (15%)
7. Service Project Curriculum (25%)

G. **TRIP-RELATED TASKS (10%):** Student diligence in abiding by payment deadlines, policies, and **communicating regularly with Martha Batts and your professor** about your progress in fund-raising is expected and will be reflected in this portion of your grade. Additionally, one session near the end of the semester is dedicated to trip orientation. Special travel instructions, security details, and general orientation for the trip will be included. Attendance is **mandatory** and is considered part of your trip grade.

## Course/Classroom Policies and Information

**ZOOM:** Under no circumstances will a student be allowed to Zoom in this course.

**STUDENT SUCCESS:** Instructors work closely with the Student Success Manager. To help provide resources to students who may need it most, the professor will communicate the names of students who have two consecutive absences, low grades, or any other signs that they may be struggling. The Student Success Manager will reach out to these students and help find appropriate resources.

**STUDENT FUNDRAISING:** Students are responsible to fundraise during CRIS 201 Global Learning and Service for the trip associated with CRIS 202 Global Learning and Service Practicum. All funds, whether contributed by the student, his/her parents, or other donors are **non-refundable**. Overages will be used to assist other students and/or offset trip-related costs.

### SUMMER ISRAEL TRIP (\$4500)

JULY 11 – AUGUST 2, 2025 (**TENTATIVE**)

Students must enroll in and successfully complete both CRIS 201 Global Service and Learning and CRIS 202 Global Learning and Service Practicum (i.e., the trip) within a single academic year. All students must adhere to the following payment policies and deadlines (see the deadlines below):

- By the end of the **second week** of the semester, students (**including Timothy students**) must have turned in **all the following** to the Criswell College Travel Coordinator (i.e., **Martha Batts**):
  - **\$250 deposit**
  - **a copy of their passport, if you did not provide it during COM 201, or a copy of completed application and date of one's appointment to receive the passport**
  - **a student travel profile.**

If you are unable to meet this deadline, you will have the option of dropping the course with a grade of “W” and a refund of tuition/fees in accordance with the Add/Drop Course policy and the Tuition Refund Schedule in the catalog (please see the catalog for details). Students are advised to contact the Financial Aid Office before dropping a course to learn how it could affect their financial aid for the semester.

- By the end of the **seventh week** of the semester, students must have turned in 50% of the trip cost and have turned in a copy of their passport or they will be encouraged to withdraw from the course and be removed from the trip.
- By the end of the **twelfth week**, students must have turned in 75% of the trip cost or they will receive an “F” for the course and be removed from the trip.
- By the end of the **sixteenth week**, students must have turned in 100% of the trip cost or they will receive an “F” for the course and be removed from the trip.

**The following payment deadlines apply for FA24:**

- **\$250 deposit due by end of week 2 (8/30/24)**
- **50% due by the end of week 7 (10/4/24)**
- **75% due by the end of week 12 (11/8/24)**
- **100% due by end of week 16 (12/6/24)**

**Class Attendance**

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,

- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

**NOTE:** Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

**NOTE:** A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

## Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour

D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the “I” will become an “F.”

## Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## Institutional Assessment

Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student’s course grade or academic standing at the college. Before submitting a student’s work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students’ institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## **Research and Writing Standards**

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

## **Resources and Supports**

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Login credentials are emailed to students near the beginning of the semester.



Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

## Course Outline/Calendar

WEEKS/ LECTURE TOPICS	DATES	ASSIGNMENTS / PAYMENT DEADLINES	DUE DATES
		TLAC Ott = Ott Quiz GSGC Wright = Wright Quiz ACQ=Article/Chapter Quiz LQ=Lecture Quiz	
<b>Week 1</b>	Aug 20	Introduction to the course (syllabus) Collaborative Teams Telegram Group Student Travel Profile; Passport status Fundraising Strategies	
<b>Week 2</b> <b>Demographic &amp; Ethnographic Research</b>	Aug 27	TLAC Ott Quiz #1: O (Preface; Ch. 1) GSGC Wright Quiz #1 (Intro; Ch. 1) <b>PAYMENT DEADLINE #1 (8/30): Turn in the following to Martha Batts: (1) \$250 deposit, (2) passport (or the application and appointment date), and (3) student travel profile</b> LQ #1	Midnight 8/26
<b>Week 3</b> <b>Crossing Cultures</b>	Sept 3	TLAC Ott Quiz #2: O (Ch. 2) GSGC Wright Quiz #2: W (Ch. 2) ACQ #1: Ashford, "The Gospel and Culture" – be prepared for class discussion/quiz LQ #2	Midnight 9/2
<b>Week 4</b> <b>Group Collaboration</b>	Sept 10	TLAC Ott Quiz #3: O (Ch. 3) GSGC Wright Quiz #3: W (Ch. 3)	Midnight 9/9
<b>Week 5</b> <b>Judaism</b>	Sept 17	TLAC Ott Quiz #4: O (Ch. 4) GSGC Wright Quiz #4 (Ch. 4) ACQ #2: Cohen, "The Emergence of Rabbinic Judaism" – be prepared for class discussion/quiz LQ #3	Midnight 9/16
<b>Week 6</b> <b>The People of God (POG)</b>	Sept 24	TLAC Ott Quiz #5: O (Ch. 5) GSGC Wright Quiz #5: W (Ch. 5) LQ #4	Midnight 9/23
<b>Week 7</b> <b>Group Collaboration</b>	Oct 1	TLAC Ott Quiz #6: O (Ch. 6) GSGC Wright Quiz #6 (Ch. 6) ACQ #3: Gentry & Wellum, "Kingdom through Covenant" – be prepared for class discussion/quiz <b>PAYMENT DEADLINE #2 (10/4): 50%</b>	Midnight 9/30

<b>Week 8</b> <b>M.E. History</b>	Oct 8	TLAC Ott Quiz #7: O (Ch. 7) GSGC Wright Quiz #7 (Ch. 7) LQ #5	Midnight 10/7
<b>Week 9</b>	Oct 15	<b>READING WEEK</b>	
<b>Week 10</b> <b>M.E. Christianity</b>	Oct 22	TLAC Ott Quiz #8: O (Ch. 8) GSGC Wright Quiz #8 (Ch. 8) ACQ #4: Jenkins, "Lost History of Christianity" – be prepared for class discussion/quiz LQ #6	Midnight 10/21
<b>Week 11</b> <b>Islam</b>	Oct 29	TLAC Ott Quiz #9: O (Ch. 9) GSGC Wright Quiz #9: W (Ch. 9) ACQ #5: Curry, "Mission to Muslims" – be prepared for class discussion/quiz LQ #7	Midnight 10/28
<b>Week 12</b> <b>The Israeli-Palestinian Conflict</b>	Nov 5	<b>Draft of Collaborative Research Project due to Professor (Canvas) and the Writing Center</b> TLAC Ott Quiz #10: O (Ch. 10) ACQ #6: Bridger, <i>The Israeli-Palestinian Conflict</i> (sections 4, 5, 6, 8, 10 along with <b>all corresponding endnotes</b> ) – be prepared for class discussion/quiz LQ #8 <b>PAYMENT DEADLINE #3 (11/8): 75%</b>	Midnight 11/4
<b>Week 13</b> <b>Global-Political Economy</b>	Nov 12	TLAC Ott Quiz #11: O (Ch. 11) ACQ #7 Fukuyama, "End of History?" AND Huntington, "The Clash of Civilizations?" – be prepared for class discussion/quiz <b>Special Lecture: Dr. Seitzler</b>	Midnight 11/11
<b>Week 14</b> <b>Group Collaboration</b>	Nov 19	TLAC Ott Quiz #12: O (Ch. 13, <b>not</b> Ch. 12)	Midnight 11/18
<b>Week 15</b>	Nov 26	<b>THANKSGIVING</b>	
<b>Week 16</b>	Dec 3	<b>Collaborative Research Project</b> <b>Group Presentations</b> <b>PAYMENT DEADLINE #4 (12/6): 100%</b>	Midnight 12/2
<b>Week 17</b>	Dec 10	<b>Trip Orientation</b>	