

Mythology is the study of stories, and in particular of those stories that we call “myths”. **All myths are stories, but not all stories are myths**—and during this course, we will learn about why that is. In this semester, we will encounter some of the major Greek and Roman myths, exploring the gods and heroes who take part in them as well as the different literary sources through which these stories have come down to us. As we read, respond to, and discuss these myths, we will consider what they say about the cultures that gave rise to them. Along the way, we will also develop our own ideas about how to understand myth and learn to recognize the myths we come across in our own lives.



MYTHOLOGY

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MYTHOLOGY

FALL 2019

Important Info

Class time

Monday, Wednesday, Friday
5pm deadline

Class website

[Blackboard](#) on UC Canopy

Instructor

Dr. David Stifler

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Office

Blegen 303

Office hours

Monday 2pm-3pm
Wednesday 10am-11am

Teaching Assistant

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1

Description

Overview of the course contents, goals, format, and required textbooks.

2

Assessments

Breakdown of how your performance will be evaluated through quizzes, tests, etc..

3

Policies

Discussion of expectations and responsibilities for this course and participation in it.

4

Assignments

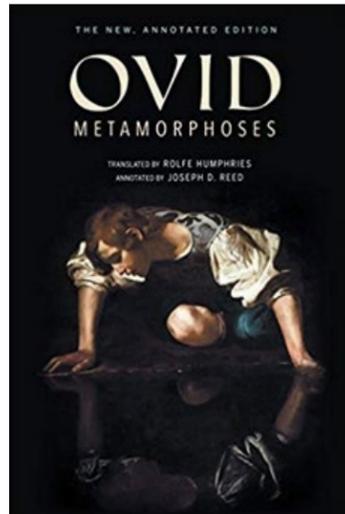
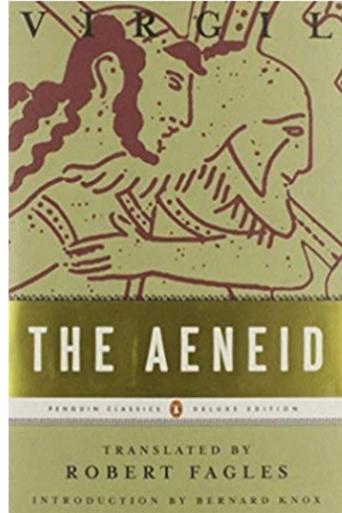
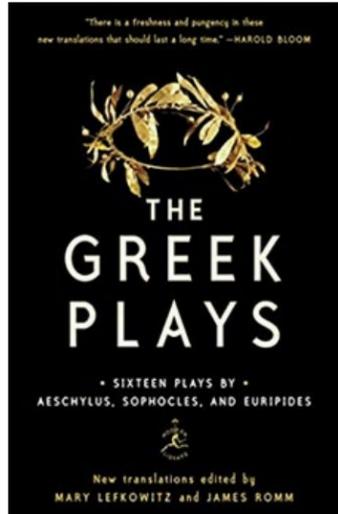
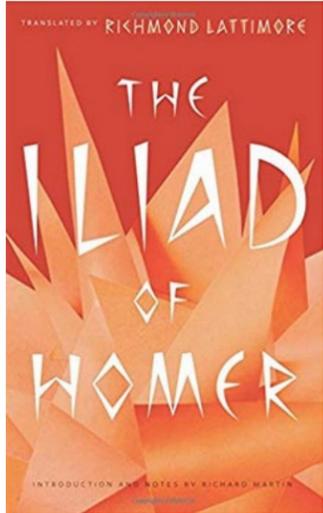
Detailed description of the different types of assignments in this course.

5

Schedule

Calendar of readings, assignments, etc. for the semester.

1 Description



Welcome to Mythology! This online course is aimed at a general audience—**there are no pre-requisites and prior study of Greek and Roman civilization is not assumed.** Among its attributes are Knowledge Integration (**KI**), Diversity & Culture (**DC**), Diversity, Equity, and Inclusion (**DEI**), and Humanities (**HU**). There will be readings, quizzes, low-stakes writing assignments, a couple of tests, and perhaps most importantly, group discussions. The content is

interesting, it is **important**, and it is **fun** to learn about, but the big takeaway from this class will be the skills you develop in thinking and talking about the material. This is an introductory-level course, but you will need to do a large amount of **reading** and learn a lot of new **names and terms** this semester. Be prepared! **Your instructor and TA are here to help you succeed**, but ultimately **it is up to you** to make it happen.

Goals

In this course, you will get to:

- ❖ **Recognize** and **use** key terms and concepts from ancient mythology
- ❖ **Identify** the gods and heroes of Greek and Roman myth by name, appearance, and role
- ❖ **Summarize** a range of narratives and events from ancient myth
- ❖ **Analyze** the themes of mythical stories and their characters
- ❖ **Discuss** your insights and opinions in various settings and formats

By the end of this course, **you will be able to employ knowledge and critical approaches to recognize and address major questions about Greek and Roman mythology and its literature.**

Format

As online participants in this course, we have some flexibility as to when, how, and in what order we approach the material. Nevertheless, **regular completion of readings, quizzes, and other assignments is essential** for effective learning. There will be **three multi-day virtual class sessions per week**, which will end at 5pm Monday/Wednesday/Friday at which point the next one will start. By

the end of each session, everyone is expected to complete all indicated readings, quizzes, and assignments and to participate in online discussions.

Texts Required

There are four textbooks for this course:

Aeschylus, Sophocles, and Euripides. Greek Plays. Translated by Emily Wilson et al. New York: Modern Library, 2016. ISBN-13: 978-0812983098

Homer. The Iliad. Translated by Richmond Lattimore. Introduction and notes by Richard Martin. Chicago: University of Chicago Press, 2011. ISBN-13: 978-0226470498

Ovid. Metamorphoses. Translated by Rolfe Humphries. Edited and Annotated by Joseph Reed. Bloomington: Indiana University Press, 2018. ISBN-13: 978-0253033598

Virgil. The Aeneid. Translated by Robert Fagles. Introduction by Bernard Knox. New York: Penguin Classics, 2008. ISBN-13: 978-0143105138 (deluxe edition) or 978-0143106296 (basic edition)

These books are available from the UC bookstore as well as the usual online outlets. Other readings will be posted or linked on the course website.

1 Description

continued



Activities

Besides regular quizzes and occasional tests, there will be four main activities in this class—**readings, lectures, discussion, and writing**:

- ❖ For each virtual class, everyone will be assigned the same **readings**, from the textbooks and other sources. In some weeks, groups will be assigned different additional readings and will then share their discussions online with other groups. The schedule of readings is on page 10 of the syllabus.
- ❖ There will be three short **lectures** per week, one for each class. These will consist of slideshows featuring text (which will also be available as an audio recording) and illustrations, which will add to or build on (but *not* replace) the reading assigned for that class.

- ❖ Class **discussion** will take place in the online forums on the course website. For each class session, you will get to share your thoughts on the reading by starting your own discussion threads as well as responding to threads started by your classmates.
- ❖ Once per week you will get to **write** a short (1 page) response to one or more of the readings, which you will submit each Friday but can and should use to help start online discussions as well. This will help you reflect on readings, and supply talking points. See pages 8-9 for assignment and evaluation details.

There will also be a short (3-5 page) **final writing assignment**, in which you propose a larger project on a topic of your choosing, discuss your reasons for doing so, outline the project, and consider some possible outcomes and their significance.



2 Assessments



Your grade will be derived from your quizzes, participation, writing, and exams:

20% Quizzes	regular 20min online quizzes approximately every other class date, for which you are allowed (and encouraged) to use your readings and notes
15% Midterm Exam	a longer 75min exam with both multiple-choice and written answers, which you will be able to take online during the week of October 14-18 by 5pm Friday
20% Weekly Writing	short (1p) written assignments that show engagement with the text and your own original thinking about the material
20% Participation & Discussion	regular active contributions to online discussions, showing knowledge of the readings, original thinking, and willingness to engage with classmates' ideas
10% Final Writing Project	short (3-5p) written project in which you choose a challenging question and outline the approach you would take to investigate it more fully
15% Final Exam	a longer 75min exam following the format of the mid-term, which will be due by 6pm on Monday, December 9

GRADING SCALE:

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

- ❖ **Quizzes** will test your knowledge of the last few reading assignments and lectures and will consist of a random selection of multiple-choice questions drawn from a larger pool. **All** of the information you need to get these questions right will be in your readings and lectures, but it is **strongly** recommended that you take **notes** while reading and mark important passages in your book in order to access the information you need **efficiently**.
- ❖ **Exams**, both the midterm and the final, will have a larger selection of questions in the same format as the quizzes, **plus** a random selection of questions for which you will be required to provide a short (**3-5 sentence**) written response.
- ❖ **Writing** assignments will give you the chance to reflect on the reading and share your impressions, opinions, and ideas with the instructors and, if you wish, with your classmates. Details of weekly assignments are found on page 8; the final assignment will be distributed towards the end of the semester.
- ❖ **Discussion** is an important part of this course. In an online setting it is essential not to become isolated but instead to connect with your classmates to ask questions and share your thoughts. Details are found on page 8-9.



3 Policies



Attendance and Deadlines

Because this is an online course, you do not have to be “in class” at any specific time (or in any specific place) in order to receive credit for your work. However, you will need to turn in your work for each virtual class session by the 5pm deadline Monday/Wednesday/Friday. Keeping to deadlines is an essential skill in any profession and learning to manage your time is one of the major goals for this course.

In practice this means that:

- ❖ **quizzes** will become available at 5pm two days before the listed date and then get removed at 5pm on that date; you will have a limited time to complete these, so make sure that you set aside enough time to do it
- ❖ **writing** assignments must be submitted by 5pm every Friday, though you are free to work on them throughout the week and respond to any reading assignment(s) from that week
- ❖ **participation** in online **discussion** must occur regularly throughout the week, so you will need to make at least one contribution (either start a thread or reply to one) by Monday/Wednesday/Friday at 5pm
- ❖ **exams** are due as specified in the grading scheme on the previous page; to repeat, the **midterm** is due at 5pm on October 18 (and will become available at 5pm on October 13) and the **final** is due at 6pm December 9

Late work will not be accepted – it is your responsibility to schedule your work for this course to allow yourself to complete all assignments on time.

Communication with Instructors

If you have individual questions regarding any aspect of the syllabus, assignments, or the course structure, please **e-mail the professor (i.e. me)**. I pledge to return all e-mails within **one business day**.

Any questions you have regarding the course material, i.e. related to the mythology we are studying, can be directed to your **TA** or **shared on the discussion forum**. However, you should always **review the reading** in case the answer to your question is found there, and you may be directed back to it by a TA or instructor.

Accessibility

The University of Cincinnati is committed to providing all students equal access to learning opportunities. Accessibility Services is the official campus office that works with students who have disabilities (learning, ADD, psychological, visual, hearing, physical, cognitive, medical, etc.) to arrange reasonable accommodations. Students are encouraged to contact Accessibility Services for a confidential discussion about services and accommodations. Students should initiate contact early in the term to allow adequate time for services to be arranged.

If you require accommodations, please contact the AESS at (513) 556-6823 or at University Pavilion 210 on the main campus. You will be provided an Accommodation Form indicating your accommodation needs for the term. Please send this term to the professor as soon as possible to ensure your accommodation needs are discussed, agreed upon, and provided.



3 Policies



continued

Academic Integrity

In pursuit of its teaching, learning and research goals, the University of Cincinnati holds its students, faculty and administrators to the highest ethical standards defined in the University of Cincinnati [Student Code of Conduct](#).

- ❖ Submitting another's published or unpublished work in whole, in part or in paraphrase, as one's own without fully and properly crediting the author with footnotes, quotation marks, citations, or bibliographic references.
- ❖ Submitting as one's own original work, material obtained from an individual, agency, or the internet without reference to the person, agency or webpage as the source of the material.
- ❖ Submitting as one's own original work material that has been produced through unacknowledged collaboration with others without release in writing from collaborators.
- ❖ Submitting one's own previously written or oral work without modification and instructor permission.

[Here](#) is a useful chart on the subject!

In this course, you must **avoid plagiarizing the work of others.**

The Code of Conduct defines **plagiarism** as:



What this means, essentially, is that in this course **all quizzes, exams, and written assignments must contain your own work and yours alone.** You will (I hope!) get lots of interesting and useful ideas from the reading and from your classmates, and you must **acknowledge where your ideas come from** whenever possible. Plagiarism is a very serious academic issue and any instances of plagiarism that I or the TA might detect will be considered violations of academic integrity and treated as such.

Sensitive Material Trigger Warning

Some of the stories found in Greek and Roman mythology contain scenes of violence, sexual abuse, and other imagery that may be emotionally triggering for readers. Your instructors will strive to give warnings regarding such material when it appears, and if you feel unable to complete the assigned reading, please contact me for an alternative reading assignment. All such communication will be kept strictly confidential.

Non-Discrimination

The University of Cincinnati **does not discriminate** on the basis of disability, race, color, religion, national origin, ancestry, medical condition, genetic information, marital status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities.

The university **does not tolerate** discrimination, harassment, or retaliation on these bases and takes steps to ensure that students, employees, and third parties are not subject to a hostile environment in University programs or activities.

The university **responds promptly and effectively** to allegations of discrimination, harassment, and retaliation. It promptly conducts investigations and takes appropriate action, including disciplinary action, against individuals found to have violated its policies, as well as provides appropriate remedies to complainants and the campus community. The university takes immediate action to **end a hostile environment** if one has been created, prevent its recurrence, and **remedy the effects** of any hostile environment on affected members of the campus community.

If you need University support in any case of discrimination that goes against University policy, contact the equal opportunity and accessibility administration [here](#).

4 Assignments

Readings

Each week will have up to three sets of readings assigned. These will come from the course textbooks and from other sources, which will be provided on the course website. In order to complete all other assignments for this course, you must read the assigned text(s). I also strongly recommend that you **take notes while you read**, either in a separate digital document or (better) by hand in a notebook. While you read, you should also write down any questions or comments you have and **mark the text** at the parts to which these questions and comments refer. Taking good notes makes everything else much easier!

Lectures/Presentations

Each set of readings will have a corresponding lecture (or presentation), in the form of a PowerPoint slideshow with accompanying audio recording. These lectures will provide **background information** and/or **further discussion** on the topics that appear in the readings but **are not a**

replacement for doing the

reading. You may find that you prefer to watch/listen to the lecture first and then do the reading, or you may like doing the reading first and then going to the lecture; there is no requirement to do one or the other.

Discussions

Each week you will get to share your thoughts and questions on the reading in the **discussion forum** on the course website. You will need to participate at least **three times per week**, M/W/F, and your contributions should include **starting one thread** (i.e. making a new post) and **responding to two other threads.** Your posts should be in the range of **3 to 5 sentences in length.** Lectures will include some starter questions and discussion prompts, but this is otherwise an open-ended assignment. We (professor and TA) will moderate the discussion to make sure that it is **on-topic** and that you **do not duplicate** posts that have already been made by classmates.

Weekly Writing

You will have the opportunity to write **12 one-page writing assignments**, of which you **must turn in 10.** Our weekly writing assignments will follow the prompts below. If you can make a compelling case for substituting another prompt, **contact the instructor in advance** to discuss your reasons. **Assignment 12** “You vs You” is required for everyone.

1	You vs Text	Identify something from our readings that struck you as interesting, surprising, odd, difficult to understand--anything that really caught your interest for any reason (cite specific passages, please!). Tell us why. This exercise asks what seems interesting, in one or more texts, in the light of what you think or know. Feel free to <u>underline</u> , bold , or otherwise highlight the sentence or clause that you feel contains the core of your observation.
2	You vs Text	Same as above.
3	You vs Text	Same as above.
4	Text vs Text	Read one of this week's readings (or a section of one) against any other reading we've encountered so far. How does the one illuminate, contradict, agree with, flesh out, etc. the other? Please focus on and address specific passages (or themes or phenomena). Feel free to <u>underline</u> , bold , or highlight the sentence/clause that you feel contains the core of your idea/observation. This exercise asks what seems interesting, in one or more texts, in the light of what one or more other texts say, and why. This last part is important. First observe what you observe and then take the next step: why does it matter. Turn your observation into the seed of an idea.
5	Text vs Text	Same as above.
6	Text vs Text	Same as above.
7	Text vs Text	Same as above.
8	Text vs World	Read one of this week's readings (or a section of one) either (i) against the sum of the semester's readings and discussions, (ii) in the light of some other area in which you have special interest or knowledge, including current popular culture, or (iii) in answer to the question, "Why on earth should anyone read this old stuff?" This exercise asks what seems interesting in one or more texts in the light of your own wider engagement with the subject of this course, or the world in which you live.
9	Text vs World	Same as above.
10	Text vs World	Same as above.
11	Text vs World	Same as above.
12	You vs You	Revisit one of your earlier pages, ideally one from the first half of the course. Reflect on your choice of reading, your use of the reading, and the idea you articulated. How has your thinking changed? What do you think has caused it to change? Have you made any progress towards answering some of the questions that you still had when you turned it in? What questions do you still have, or do you have new ones instead? What would you do differently if you addressed the same material and topic right now, and why?

4 Assignments

continued

Rubric for Weekly Writing

Each writing assignment, assuming it is turned in on-time and complete, will be **graded on a scale from 11 to 15**, based on how well you show your understanding of the text and demonstrate your own thoughts on it, within the following guidelines:

11	Turned in on time but with < 375 words, and/or little to no engagement with texts, and/or is unclearly written to the extent that it is not possible to detect the idea you are going for. [words]
12	On-time delivery of ≥ 375 words. Writing engages with the texts in that it reveals an observation, but does not address why the observation matters, and does not pivot from words to thought; the page might nod in this direction but be so unclearly written as to render assessment difficult. [words + a start]
13	Writing is clear, but it shows engagement only in that it recapitulates lecture or class discussion; it is clear but does not take ownership of any ideas. <i>Note:</i> please feel free to build on and expand ideas discussed in the forum but find a way to make them your own while giving credit. [words + an idea]
14	Writing is clear and contains a good, clear, interesting idea of your own that builds off of the text and makes a case for itself. [words + your idea]
15	Writing is clear, compelling, well-crafted, and efficient, and contains a good, clear, interesting idea—or more than one—of your own devising. [words + your idea(s) are as one]

This scale will not be used to give you a grade directly, but rather will give us a number from which to generate your grade. We will take into account your growth over the course and your improving ability to read and think about the material in determining your overall writing grade.



You can increase your score on any assignment by **1 point** – even if you already got 15 – by following this procedure:

1. Trade your page with a classmate, ideally someone new each time – possibly someone from another section.
2. Read your classmate’s page and write a brief response/assessment—let’s say 3-5 clear, thoughtful sentences that show you have read it carefully and can give useful feedback.
3. Trade pages back, read your peer’s feedback, and write another 3-5 sentences responding to your peer’s comments.
4. Turn the pages + comments back in within **one week** of the original due date and watch the points roll in!

You will be able to model your comments on those given by the instructors, but try to keep in mind the following guidelines:

1. Be respectful. Everyone is here to learn, not to show off their knowledge.
2. Be clear. Useful feedback is easy to understand and easy to implement.
3. Be prompt. Make sure your partner has their page back in time to respond.



5 | Schedule

Here is a tentative schedule of readings and assignments. **It is subject to change without prior notice**; however, I will make sure to announce any changes immediately. All modules and their contents are available on the Blackboard site under “Learning Modules” and will be opened at 5pm the previous Friday.

Module	Monday	Wednesday	Friday
I. Aug, 26-30 Creation	*Read syllabus or watch lecture 1 Take Quiz 0 Make intro post on forum	Read Hesiod, <i>Theogony</i> Watch Lecture 2 Take Quiz 1 Forum post 2	Read Hesiod, <i>Works and Days</i> ; Ovid, <i>Metamorphoses</i> book 1 lines 1-415 (pp. 3-16) *Watch Lecture 3 Quiz 2 Forum post 3
II. Sep 2-6 The Gods 1	LABOR DAY	Read Ovid <i>Met.</i> 2.400-435 (pp.40-45); Homeric Hymn 4 (Hermes) Watch Lecture 4 Quiz 3 Forum post 4	Read Ovid <i>Met.</i> 6.1-429 (pp.129-143); additional readings posted on Blackboard. Watch Lecture 5 Forum post 5 Write page 1
III. Sep. 9-13 The Gods 2	Read Homeric Hymn 5 (Aphrodite); Euripides <i>Hippolytus</i> lines 1-120, 267-524; additional readings on Bb. Watch Lecture 6 Forum post 6	Read Homeric Hymn 3 (Apollo); Ovid <i>Met.</i> 1.450-590 (pp.16-21) Watch Lecture 7 Forum post 7 Quiz 4	Read Homeric Hymns 1, 7, 26 (Dionysus); Euripides <i>Bacchae</i> lines 1-63, 434-518, 576-861, 912-1152; Ovid <i>Met.</i> 3.510-733 Watch Lecture 8 Forum post 8 Write page 2

*it is strongly recommended that you watch these lectures BEFORE reading

IV. Sep. 16-20 The Gods 3	Read Homeric Hymn 2 (Demeter); Ovid <i>Met.</i> 5.250-569 (pp.115-125) Watch Lecture 9 Forum post 9 Quiz 5	Read Eur. <i>Hip.</i> lines 565-731, 789-end; Ovid <i>Met.</i> 3.142-250 (pp.61-64) Watch Lecture 10 Forum post 10	Read additional sources on Bb Watch Lecture 11 Quiz 6 Forum post 11 Write page 3
V. Sep. 23-27 <i>Iliad</i> 1	*Watch Lecture 12 Read Homer <i>Iliad</i> book 1, book 2 lines 1-483 (skim rest of bk.2), books 5-6 Forum post 12 Quiz 7	Read <i>Iliad</i> bks. 7, 9, 11-12, 14 Watch Lecture 13 Forum post 13 Quiz 8	Read <i>Iliad</i> bks. 15-16, 18 Watch Lecture 14 Forum post 14 Write page 4
VI. Sep. 30- Oct. 4 <i>Iliad</i> 2 Heroes 1	Read <i>Iliad</i> bks. 19 (lines 1-275), 21-22, 23 (lines 1-257, skim to end), 24 Watch Lecture 15 Forum post 15 Quiz 9	*Watch Lecture 16 Watch Aeschylus <i>Agamemnon</i> Read Sophocles <i>Ajax</i> (excerpts on Bb) Forum post 16	Read Apollonius <i>Argonautica</i> selections; read Ovid <i>Met.</i> 7.1-453 (pp.153-167) Watch Lecture 17 Forum post 17 Write page 5
VII. Oct. 7-11 Heroes 2	Read Euripides <i>Medea</i> lines 1-130, 214-409, 446-626, 765-823, 866-975, 1002-end Watch Lecture 18 Quiz 10 Forum post 18	Read Ovid <i>Met.</i> 8.153-473 (pp.186-195); Catullus 64 (focus on lines 50-264) Watch Lecture 19 Quiz 11 Forum post 19	READING DAY
VIII. Oct. 14- 18 Heroes 3	Read pseudo-Apollodorus selections on Bb; Ovid <i>Met.</i> 9.1-328 (pp. 209-219); Euripides <i>Heracles</i> lines 1-86, 140-235, 352-435, 523-636, 814-1015, 1088-end. Watch Lecture 20 Forum post 20 Quiz 12	Read ps.-Apollodorus selections on Bb; Ovid <i>Met.</i> 4.605-5.249 (pp. 100-114), 10.1-85 (pp. 234-236), 11.1-194 (pp. 259-265) Watch Lecture 21 Forum post 21	Read Aeschylus <i>Prometheus Bound</i> (selections TBD) Quiz 13 Forum post 22 Write page 6 Midterm Exam Due

5 | Schedule

continued

Module	Monday	Wednesday	Friday
IX. Oct 21-25 Oedipus and Thebes	*Watch Lecture 23 Read Sophocles <i>Oedipus the King</i> Quiz 14 Forum post 23	Read West <i>Thebaid</i> selections on Bb; <i>Aeschylus Seven Against Thebes</i> selections on Bb; <i>Statius Thebaid</i> selections on Bb Watch Lecture 24 Forum post 24	Read Sophocles <i>Antigone</i> Watch Lecture 25 Quiz 15 Forum post 25 Write page 7
X. Oct. 28- Nov. 1 <i>Aeneid</i> 1	*Watch Lecture 26 Read <i>Aeneid</i> bks. 1-3 Forum post 26 Quiz 16	Read <i>Aeneid</i> bks. 4-6 Watch Lecture 27 Forum post 27 Quiz 17	Read <i>Aeneid</i> bks. 7-9 Watch Lecture 28 Forum post 28 Write page 8
XI. Nov. 4-8 <i>Aeneid</i> 2 Roman Myths 1	Read <i>Aeneid</i> bks. 10-12 Watch Lecture 29 Forum post 29 Quiz 18	*Watch Lecture 30 Read Ovid <i>Met.</i> 14.580-626 (pp. 356-357), 772-851 (pp. 362-364); additional readings on Bb Forum post 30 Quiz 19	Read selections from Livy on Bb Watch Lecture 31 Forum post 31 Write page 9
XII. Nov. 11-15 Roman Myths 2	VETERANS DAY	Read selections from Shakespeare <i>Coriolanus</i> on Bb Watch Lecture 32 Forum post 32	Read selections from Gellius on Bb Watch Lecture 33 Quiz 20 Forum post 33 Write page 10

*it is strongly recommended that you watch these lectures BEFORE reading

XIII. Nov. 18-22 Myth vs History 1	Read Herodotus selections on Bb Watch Lecture 34 Forum post 34 Quiz 21	*Watch Lecture 35 Read Thucydides selections on Bb Forum post 35 Quiz 22	Read Dionysius of Halicarnassus, Lucian, and Athenaeus selections on Bb Watch Lecture 36 Forum post 36 Write page 11
XIV. Nov. 25-29 Myth vs History 2	Read Roman historian selections on Bb; American history selections on Bb Watch Lecture 37 Quiz 23 Forum post 37	THANKSGIVING BREAK	THANKSGIVING BREAK
XV. Dec. 2-6 Limits of Myth	*Watch Lecture 38 Read Plato <i>Euthyphro</i> ; <i>Aristophanes Clouds</i> selections on Bb Forum post 38	Read Lucian <i>On Sacrifices</i> ; Christian apologetics selections on Bb Watch Lecture 39 Forum post 39	Watch Lecture 40 Forum post 40 Write page 12 Final writing assignment due
FINAL EXAM DUE MONDAY, DECEMBER 9 @6:00PM			