

Political Science (POL) 3263
Political Psychology
Fall 2005, 3 Credits (no prerequisites)

Days/Time: MWF, 2:15 p.m. – 3:20 p.m.
Location: Science 2190
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Office Hours: Monday 3:30pm-4:30pm and Wednesday 1pm-2pm in my office, Tuesday 2-3pm at Common Cup coffee shop, or by appointment.

Course Description

This course is an introduction to the field of political psychology, an interdisciplinary field that employs cognitive and social psychological theories to examine the world of politics. The field of political psychology is very broad and several important research traditions will not be covered within this course. We will focus specifically on how ordinary citizens make sense of their political world. That is, we will explore the relationship between human nature and political phenomenon by examining several key approaches to understanding the psychology of political behavior.

We will study roles that information processing, the political communication, group identities, norms, tolerance, stereotypes, prejudice, and emotions play shaping how individual citizens experience politics. That is, what factors and conditions –i.e. the media, campaigns, perceptions of threat, personality, emotions, identities, environment and attitudes – influence political decisions made by citizens? Most of the assigned readings will emphasize U.S. politics.

This course is designed to promote understanding of and hands-on experience in research in political psychology. The main course assignment includes doing a large research proposal. This course will be, for a large part, an active-learning experience. You will be required to participate in groups and complete hands-on analytic activities in class and outside of class.

Course Objectives

- Given readings and classroom activities, students will design an experiment that can be used to test hypotheses related to theories in political psychology
- Given the short response papers, students will think critically about the relevant readings and will write compelling essays with clear and sustained arguments.
- Given the research proposal and the various deadlines and assignments related to the proposal, students will gain and demonstrate high-level research skills in the field of political psychology.
- Given the research paper presentations, students will give a public presentation of their research and findings.

Course Requirements

The course will not simply consist of me giving lectures, but will include several components in which you must participate in the learning. Student preparation, attendance, and active participation are required and will constitute an important part of the final grade. Students should come to class ready to answer basic questions about any of the assigned readings for that session. I also suggest you try to read a daily newspaper throughout the semester.

The lectures will often incorporate content you should have read prior to class and will assume that you have done the readings; coming to class prepared for group activities is essential for participation in the class. Weekly group and individual activities that are completed in class will be turned in randomly to be graded at 6 sessions throughout the semester for credit (you will have one freebie).

In addition to class participation, several assignments will be given for this course, including: an experimental design, an analytic essay, two in-class quizzes, and a final research proposal which you will present in class.

Course Assignments

The first course assignment is to create an experimental design for a topic in political psychology. The first couple weeks of the course, we will focus on what types of research methods are commonly used in political psychology, paying particular attention to the experimental method as it is used by political psychologists.

Throughout the semester, you will have three separate options to write an analytic essay related to the readings; you must write one of the three weeks. Your essay must address one of the questions handed out in class one week prior to the due date (but you may write your own question if you get it approved by me). Your essays should be analytical and not merely descriptive. I have read these materials, and do not need to be reminded of what we have read. Please do not summarize the authors' arguments, but rather integrate, analyze, and critique them. Be prepared to discuss the essay topics on the date they are due, whether or not you have chosen to write about that particular topic. That is, even when you are not writing your analytic essay, you should have thought about the potential topics and have some insights to share with your peers.

During the semester, two course periods will be dedicated to quizzes over the material. They will consist of some multiple choice or short answer questions over basic concepts in the course and the application of these concepts. Finally, you will be asked to answer one or two short essay questions (you will have a choice of questions) related to course themes. One week prior to the quizzes, I will distribute a study guide for the quizzes to help guide your studying. Early in the semester, I will hand out a reading template for you to consider using when doing all required readings for the course; the template will lay out the main things you should be looking for and thinking about while reading the texts and will serve as a useful study guide for the course quizzes.

You will also have a chance to contribute to class discussion by selecting one week to distribute discussion questions to the entire class 24 hours before our class session. A sign-up sheet will be passed around in the first week of class so that you can choose a week to write discussion questions.

Research Proposal. Each student in the course will work on an individual research proposal throughout the semester. This assignment will enable you to get firsthand experience in designing and thinking about original research in political psychology. There are several goals: for you to identify a major area of interest in political psychology, identify remaining controversies or problems, narrow down your topic to a specific research question, derive testable hypotheses by drawing on literature outside of the course content, and to choose appropriate research methods to address the question you've specified. In order to accomplish all this, I have set various due dates for portions of the research proposal in order to keep you on track.

A significant portion of your course grade will be based on your work on this research proposal. The paper itself should be 12-15 pages (double-spaced, 1-inch margins, 12 point Times New Roman font). You will have a lot of freedom in choosing the topic for your project, though I

will provide suggestions, guidelines, and expectations to help you arrive at a workable idea. The only requirement is that your project be a ***research proposal*** on any topic related to political psychology.

First, you will need to select a broad topic in political psychology that interests you. A one-page description is due on Monday, October 3. Then you will need to narrow your topic down to a ***specific, testable*** research question. You will write a five-page prospectus, due on Friday, October 21, in which you give a detailed description of your paper topic and research strategy, outline the proposal, and list the sources you have consulted to date. You will submit five copies of the prospectus so that both me and your classmates can review and critique it.

Just to give you an idea of what might work, here are some examples of appropriate topics students have written about in the past include: a) an experiment designed to investigate the conditions under which people would be more or less likely to vote for a woman president, b) an experiment designed to investigate whether motivated reasoning or affective intelligence affect opinion formation on the death penalty, and c) a survey designed to capture the role of perceived candidate characteristics in citizen vote choice.

As previously mentioned, this assignment will require you to find, read, and incorporate scholarly academic readings not included on our syllabus. I do not expect you to collect your own data or conduct your own experiments or surveys. Also keep in mind that you are allowed to use your experiment design as a starting point for this research proposal.

Each student is expected to meet with me at least once throughout the semester to discuss the research papers. The paper itself is due in class on **December 16th**. I will go over a draft of your final paper if you wish, but only if you get it to me by **December 2nd**. I will hand out a more detailed assignment sheet the first week of class.

Final Conference. In place of a final exam, we will model an academic conference in which you will present your final proposal to the entire class. This conference is based on professional, academic conferences that exist to allow professional political scientists to present their current work to their peers. Participation in and attendance at all sessions of the conference is a required part of the class and consists of three components: presenter, chair/discussant, and active audience member. You will have these roles at various sessions (will be assigned later). The main task of the conference is experience in publicly presenting your ideas to a group. At our conference, you will be assigned to a panel based on the topic of your research proposal. You will then have approximately 5-7 minutes (a specific time will be given before you prepare) to present your research proposal. As Chair/Discussant, your role is to keep time, introduce the panel to the audience, and provide at least one comment or question for every paper on your panel. You will also have the opportunity to sign up for an 'active member' of the audience role at the conference. This role is to ask one question to a panel member during the question/answer section of the panel presentation. These questions, comments must be turned in on a notecard with your name for credit.

Grading Philosophy. This class is designed to be fun, emphasize participation and practice, and demonstrate how to analyze political psychology literature in a manner consistent with professionals in the field of political psychology. My philosophy is that all students should have the opportunity to succeed in this class, thus I have designed the major component of the course – the research design – to give you multiple chances to improve your work over the course of the semester. Assignments will be assessed by a point system and grades will be assigned based on cumulative points at the end of the semester.

Course Assignments

Experimental Design (17%) (5 pages)	Due: 9/26	Points: 65 points
Research Paper (33%) One-page description Five copies of the prospectus Critiques of 4 prospectuses Meeting with Instructor Optional Draft due by class time Research Paper Presentations Final Paper Due ⇒ Turn in all previous iterations of the paper with my comments	10/3 10/21 10/26 To be scheduled 12/2 Final four class sessions 12/16	10 points 25 points n/a n/a n/a 25 points 70 points
In Class Quizzes/Essays – 2 (23% total, 11.5% each)	10/25, 12/5	90 points
Analytic Essay (17%) (3-5 pages)	Due one of three possible weeks; 10/10, 11/4, 11/21	65 points
Discussion Questions (8%) Send discussion question via e- mail to the entire class and the instructor 24 hours before class.		15 points
Participation (6%) Group or individual exercises completed in class	Collected randomly at 6 class sessions throughout the semester (on freebie)	25 points (5 points/assignment, 5 total)

Total Points Possible: = **390**

Grades

Your final course grade will be based on the total points you receive from all assignments listed above. The plus and minus grade system will be used. The following are the grading standards set forth in the University's Uniform Grading Policy. The complete policy statements are available on the web at: <http://www.umn.edu/usenate/policies/gradingpolicy.html>.

- § A range- Achievement that is outstanding relative to the level necessary to meet course requirements. Points: 350+
- § B range- Achievement that is significantly above the level necessary to meet course requirements. Points: 311-349
- § C range- Achievement that meets course requirements in every respect. Points: 272-310

- § D range- Achievement that is worthy of credit even though it fails to meet fully the course requirements. Points: 233-271
- § S - Achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor, but may be no lower than a C-). Points: 272+
- § F - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I. Points: Below 233
- § I (Incomplete) - Assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., hospitalization), a student is prevented from completing the work of the course on time. It requires a written agreement between instructor and student.

Required Readings

All required books are available at the UMM Bookstore and on reserve in the library.

1. Mendelberg, Tali. 2001. *The Race Card: Campaign Strategy, Implicit Messages, and the Norm of Equality*.
2. Mutz, Diana. 1998. *Impersonal Influence: How Perceptions of Mass Collectives Affect Political Attitudes*.
3. Renwick Monroe, Kristen. 1998. *The Heart of Altruism: Perceptions of a Common Humanity*.
4. Kathrine Kramer Walsh. 2003. *Talking about Politics: Informal Groups and Social Identity in American Life*.
5. Marcus, Sullivan, Theiss-Morse and Wood. 1995. *With Malice Toward Some: How People Make Civil Liberties Judgments*.

Additional Required Readings (on reserve, E-reserve or JSTOR/PsychINFO)

1. Altemeyer, Bob. 1996. *The Authoritarian Specter*. Harvard University Press.
2. Delli Carpini, Michael X and Scott Keeter. 1993. Measuring Political Knowledge: Putting First Things First. *American Journal of Political Science* Vol. 37 (4), p. 1179-1206. **JSTOR**.
3. Devine, Patricia. 1989. "Stereotypes and prejudice: Their automatic and controlled components." *Journal of Personality & Social Psychology*. Vol. 56(1) Jan 1989, 5-18." **PSYCHINFO**.
4. Druckman, James N. 2001. "On the Limits of Framing Effects: Who Can Frame?" *Journal of Politics*, Vol 63 (4), p. 1041-1066. **ON JSTOR**.
5. Gilens, Martin. 1996. "Race Coding" and White Opposition to Welfare. *The American Political Science Review*. Vol. 90 (3), pp. 593-604. **ON JSTOR**.
6. Huddy, Leonie. 2003. 511-558. "Group Identity and Political Cohesion." In Sears, Huddy, and Jervis (eds), *Oxford Handbook of Political Psychology*. Oxford: Oxford Univ. Press. **E-RESERVE**.
7. Huddy, Leonie and Nayda Terkildsen. 1993. "Gender Stereotypes and the Perception of Male and Female Candidates" *American Journal of Political Science*, Vol. 37 (1), pp. 119-147. **ON JSTOR**.
8. Kinder, Donald R. and Thomas R. Palfrey. 1993. *On Behalf of Experimental Political Science*. In *Experimental Foundations of Political Science*, Kinder, Donald R. and Thomas R. Palfrey Eds. **E-RESERVE**.
9. Marcus, George E. & Michael B. Mackuen. 1993. "Anxiety, Enthusiasm, and the Vote: The Emotional Underpinnings of Learning and Involvement During Presidential Campaigns," *The American Political Science Review*. Vol. 87 (3) (Sep., 1993), pp. 672-685. **ON JSTOR**.
10. McDermott, Rose. 2002. *Experimental Methods in Political Science*. Volume 5, p. 31-61. You can download the article for free from *Annual Review of Political Science* at: <http://arjournals.annualreviews.org/doi/abs/10.1146/annurev.polisci.5.091001.170657;jsessionid=jyPoTribF9B4?cookieSet=1&journalCode=polisci>

11. McGraw, Kathleen M. 2003. 394-432. "Political Impressions: Formation and Management." In Sears, Huddy, and Jervis (eds), *Oxford Handbook of Political Psychology*. Oxford: Oxford Univ. Press. **E-RESERVE**.
12. Rahn, Wendy M. 1993. "The Role of Partisan Stereotypes in Information Processing about Political Candidates" *American Journal of Political Science* Vol. 37 (2), pp. 472-496. **ON JSTOR**.
13. Sullivan, Rahn and Rudolph, 2002. "The Contours of Political Psychology: Situating Research on Political Information Processing." In Kuklinski (ed), *Thinking about Political Psychology*.
14. Taber, C. S. 2003. "Information Processing and Public Opinion." In Sears, Huddy, and Jervis (eds), *Oxford Handbook of Political Psychology*. Oxford: Oxford Univ. Press. **E-RESERVE**.

COURSE POLICIES

Attendance Policy. Since this course requires active participation in the classroom you are expected to attend all class meetings. You are responsible for whatever happens in class, such as announcements, group work, and handouts. Six times throughout the semester either individual or group work will be turned in and five of them will be counted for participation points. Please turn off your pagers and cell phones.

Meeting with the Instructor. I strongly encourage you to meet with me during office hours. I am available daily on e-mail and check our voice messages frequently. Be aware that while I may often respond to your e-mails immediately, I may not get to responding right away. I will try to respond within 24 hours. Please do not hesitate to call me at my office phone number or e-mail me to set up a meeting to discuss course topics, your assignments, or anything else you would like to chat about. I have designed this course for hands-on learning with lots of opportunities for practice with the techniques and skills I am teaching. Please come to me with any questions or concerns.

Disabilities and Special Needs. It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Please contact Disability Services in 363 Briggs Library (320-589-6178). The Disability Services Office at UMM provides support for students with physical, mental or cognitive disabilities. It is the office designated with the responsibility for determining reasonable accommodation according to the Americans with Disabilities Act and for maintaining confidential records documenting disabilities. The goal of the office is to reduce or remove barriers for persons with disabilities.

Incompletes. Incomplete coursework is a major inconvenience for students and instructors. I expect you to do everything in your power to avoid this situation. Legitimate excuses include verified illnesses and family emergencies. No incompletes will be given unless a legitimate excuse is verified and you have a prior written agreement with the instructor.

Grade Disputes. I want you to have every opportunity to understand the criteria I use to evaluate your work. This is why I have you do various iterations of your research proposal throughout the semester in order to allow revisions to your project where necessary. Evaluation of your research proposal will take into account how you utilized feedback on earlier assignments to improve your project. If you feel you have been given an unfair grade on a course assignment, please submit a short paragraph summarizing your dispute to me and we can set up a meeting to discuss the dispute.

Late Work. Late work is highly discouraged. All assignments must be submitted at the beginning of class on the stated date. Late work will be penalized one entire grade (e.g., A to B) for every 24 hours after the due date. The weekend counts as one day. I am skeptical of any excuses for late work that involve computer failure, thus you should be sure to save your work often and to back it up in another way.

Make-Up Work. Students are expected to turn in assignments in class on the date it is scheduled in the syllabus. Possible exceptions include serious illness (requires health service note), family emergency, religious observances, or a legitimate conflict with recognized University activities (for which you'll need a Chancellor's excuse). You must have documentation for these emergencies. If these apply, you must contact me to request a makeup. Make these arrangements as soon as you know of the conflict – BEFORE the due date if possible.

Academic Integrity. Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty: Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty will be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, please ask.

Classroom Conduct. My expectation is that students will be highly engaged and active in our learning environment. While politics is at times a contentious and controversial subject, I expect students to maintain the highest level of civility and respect to one another and to the instructor in the class regardless of sharp differences of opinions. This class will require sophisticated arguments and critical thinking and I expect that students use these skills to develop their own opinions and express their own thinking. While the world of political debates often goes 'negative' and personal, I expect more from you as students of politics! **University Policy on Student Conduct:** The University requires a community free from violence, threats, and intimidation; protective of free inquiry; respectful of the rights of others; open to change; supportive of democratic and lawful procedures; and dedicated to a rational and orderly approach to the resolution of conflict.

Diversity in the Classroom. Diversity in the classroom is the ultimate goal of any successful democratic environment. One of my goals as an educator is to provide students with the exposure to opinions, cultures, political viewpoints and personal experiences different from their own. With this in mind, I expect students to respond with respect and an open mind to expressions of examples of the previous list that they may find challenging or very different and to actively participate in creating an environment where every person in the class is safe to express his/her opinion.

Policy on Sexual Harassment. The University of Minnesota has a strict policy on sexual harassment. According to this policy, sexual harassment is defined as “unwelcome sexual advances, and verbal or physical conduct of a sexual nature designed to interfere with an individual’s work or create a hostile working or academic environment.” Any behavior will be immediately reported to the Board of Regents resulting in disciplinary action up to and including academic dismissal.

Academic Senate Expectations of Student Workload. According to the University Academic Senate, “one semester credit is to represent, for the average University of Minnesota undergraduate student, three hours of academic work per week (including lectures, laboratories, recitations, discussion groups, field work, study, and so on), averaged over the term, in order to complete the work of the course. Enrollment for 15 credits in a semester would thus require approximately 45 hours of work per week, on average, over the course of the semester. All grades for academic work are based on the quality of the work submitted, not on hours of effort.” For this class, then, you should be putting in approximately 9 hours of work per week including class time.

Return of Coursework to Students. All papers and assignments will be returned in class in a timely manner. If you are not in attendance and do not receive your work, I will keep it through the fourth week of the next semester. After the semester you are welcome to pick up your work or review your grades during posted office hours, or contact me via phone or e-mail to make other arrangements.

University Resources:

The Writing Room, 327 Briggs Library; 320-589-6299, writroom@morris.umn.edu

The Writing Room offers students the opportunity to consult with a trained tutor (either a student or an English instructor) about their writing. Tutors can work with students on specific papers/assignments or on their writing in general. The goal of the Writing Room is not to edit students' papers, but to provide them with useful feedback on their writing in order to allow them to become confident, independent, and effective writers. You may visit their website at http://www.morris.umn.edu/academic/writing_room/ to see their hours. You can call to set up an appointment, sign up on the sheet on their door, or e-mail them to schedule a meeting.

Academic Assistance Center, 363 Briggs Library; 320-589-6179

The Academic Assistance Center offers tutoring, study tables and courses to help you succeed in your courses at UMM. You may also e-mail the center’s coordinator, Kathryn Gonier Klopffleisch, at gonierkr@morris.umn.edu.

Class Schedule and Readings

WEEK 1			
Date	Topic	Readings	Due
8/29	Introduction to Political Psychology and the Course -Using the Library/Jstor -handout for research proposal -HAND OUT read.		Notecard

	TEMPLATE		
8/31	What is Political Psychology? à get a volunteer to start movie next wk...	Sullivan et al. 2002	Sign up for Discussion Questions
9/2	Methods/ Experimental Methods in Political Psychology	Kinder and Palfrey, 1993; McDermott, 2002	
WEEK 2			
9/5	Labor Day, No Class		
9/7	No Class		
9/9	Film: Obedience		
WEEK 3			
9/12	Methods and Using Experiments: Examples & Practice	Druckman, 2001	-Reading questions (1 st participation grade) including idea for own design/sketch of the conditions, etc. – case study examples (hand out 8/31)
9/14	Political Impressions: Motivation, Affect, Cognition	McGraw, 2003	
9/16	Political Cognition: Information Processing	Taber, 2003	
WEEK 4			
9/19	Political Cognition: Motivation	Taber, Lodge and Glathar, 2001	
9/21	Affect & Politics	Marcus and Mackuen, 1993	
9/23	Guest Lecture: Political Information	Reading TBA	
WEEK 5			
9/26	Personality and Politics -discuss Winter(oxford)	Kenrick Monroe Introduction and Chapter 1 (p. 3-23)	Experimental Design Paper
9/29	Personality	Kenrick Monroe, chapters 9, 2-3 (p. 179-196; 27-62))	
9/30	Personality	Kenrick Monroe, chapters 4-5 (p. 63-	

		120)	
WEEK 6			
10/3	Personality (hand out analytic essay 1 questions)	Kenrick Monroe chapters 10-11 & conclusion (p. 197- 238)	One-page description of your research proposal
10/5	Personality: Authoritarianism – Film: Blood in the Face	Altemeyer, Introduction & Chapter 1	
10/7	Personality: Authoritarianism	Altemeyer, Chapter 3	
WEEK 7			
10/10	Personality: Authoritarianism	Altemeyer, Chapter 4	Analytic Essay –Option 1
10/12	Stereotypes and Political Judgments	Devine, 1989	
10/14	Stereotypes and Prejudice: Gender Stereotypes	Huddy and Terkildsen 1993	
WEEK 8			
10/17	Stereotypes and Prejudice: Partisan Stereotypes	Rahn, 1993	
10/19	Stereotypes and Prejudice: Racial Attitudes	Gilens, 1996	
10/21	Gender Stereotypes and Political Institutions (hand out quiz 1 study guide)		Research Prospectus (5 copies)
WEEK 9			
10/24	No class – attend CAC Convocation on Tues. October 25 by Dr. Joan Acker		
10/26	Research Prospectus Read Around		Comments on/questions on other prospectuses
10/28	Quiz Day (hand out analytic essay 2 questions)		In-Class Quiz/Essay
WEEK 10			
10/31	Stereotypes & Prejudice: Political Communication	Mendelberg, 2001, chapters 1, 3-4 (p. 1- 27, 67-133)	

11/2	Stereotypes and Prejudice: Political Communication	Mendelberg, chapters 6-8 (p. 169-206)	
11/4	Stereotypes & Prejudice: Political Communication	Mendelberg, part 3, chapters 9-10 (p. 237-276)	Analytic Essay –Option 2
WEEK 11			
11/7	Group Identity	Huddy, 2003	
11/9	Group Identity: Social Identity	Kramer Walsh, chapters 1-2 (p. 1-33)	
11/11	Group Identity: Social Identity	Kramer Walsh, chapters 3-4 (p. 34-81)	
WEEK 12			
11/14	Group Identity: Social Identity (hand out analytic essay 3 questions)	Kramer Walsh, chapter 8 (p. 168-194)	
11/16	Group Identity: Mass Collectives	Mutz, chapters 1-2 (p. 3-61)	
11/18	Group Identity: Mass Collectives	Mutz, chapter 3 (p. 62-98)	
WEEK 13			
11/21	Group Identity: Mass Collectives	Mutz, chapter 6 (p. 179-196)	Analytic Essay –Option 3
11/23	Group Identity: Mass Collectives	Mutz chapters 7-8, (p. 197-266)	
11/25	Political Tolerance (hand out quiz 2 study guide)	Sullivan et al., part 1 chapters 1-2 (p. 1-38)	
WEEK 14			
11/28	No Class		
11/30	Political Tolerance	Sullivan et al., part 2, chapters 4-6 (p. 53-83, 101-132)	
12/2	Political Tolerance	Sullivan et al., chapters 7, 9 (p. 133-158, 181-208)	Deadline to turn in Draft of Research Proposal
WEEK 15			
12/5	Quiz Day		In-Class Quiz/Essay
12/7	What have we learned about political psychology?		
12/9	Research Presentations		
WEEK 16			
12/12	Research		

	Presentations		
12/14	Research Presentations		
12/16	Research Presentations		Final Research Proposal
FINALS WEEK			
12/21, 4-6pm	Class Picnic/Party (details TBA)		