

**UGS 303 Signature Course:
Science, Technology, and Politics (61460/65/70)**

Class time:

Lectures: MW 11-11:50: PAR 1

Discussion sections:

(Section 61460) F 9-9:50: PAR 305

(Section 61465) F 10-10:50: PAR 305

(Section 61470) F 11-11:50: PAR 310

Professor: Dr. Rachel Wellhausen

Email: rwellhausen@utexas.edu or Canvas message

Office hours:

- After class
- By appointment, Batts 4.138 or on Zoom. Sign up: calendly.com/rwellhausen

TA: Huimin Li

Email: huiminli@utexas.edu or Canvas message

Office hours: TBD

Course information:

Course Description: Most fights over contemporary science and technology are rooted in classic political problems of power, scarcity, and the distribution of resources. In this course, we will learn and apply foundational social science theories to understand how government interacts with science and how scientific knowledge is incorporated (or not) into public policy. What are the limits of the government in making optimal decisions about science and technology?

Our learning objectives are as follows: Students will learn key social science theories that will serve them well in understanding social and political dynamics in any of their chosen fields; they will learn how to conduct positive (fact-based) analysis and separate them from normative (opinion-based) analysis; they will practice doing research when social phenomena comprise one's data; and they will gain expertise in articulating the controversies around science and technology from a public policy point of view.

Signature Course Mission: The Signature Courses at the University of Texas at Austin will connect students with distinguished faculty members in unique learning environments. By way of this rigorous intellectual experience, students will develop college-level skills in research, writing, speaking, and discussion through an approach that is both interdisciplinary and contemporary.

Grade components and policies:**Summary:**

Assignments	40%
Research project	40%
Group presentation	10%

Participation 10%

Details:

Assignments (40%). Assignments are typically critical thinking-based assignments, in which you will apply course content, perform social science research, reflect on course materials, and so on. They will be completed via Canvas, whether through Canvas tools or file uploads. *Assignment content is focused on Signature Course essential elements: Critical Thinking, Information Literacy, and Writing.*

- FAQ: What is the deadline for assignments due on Fridays, prior to discussion sections? Your assignment is due on Canvas by or before the first discussion section (F 9:00 AM) *regardless of which section you are assigned to. This is only fair!*

Research project (40%). Throughout the semester, you will be working on your own research project in which you will apply social science theories from the course to an STP issue of your own choice. We will work on the project step-by-step so as to give you opportunities to develop your ideas and build to your final deliverables. This project will be individual, in the form of a solo-authored final research paper. We will spend a considerable amount of time explaining expectations for this project in the course. *Research project content is focused on Signature Course essential elements: Information Literacy, Oral Communication, Writing, Critical Thinking.*

Group presentation (10%). You and a group of colleagues working on similar topic areas will bring together your individual research projects to collaborate on a final creative, oral presentation, combining your various expertise to create an analysis beyond each of your individual work. We will spend a considerable amount of time explaining expectations for this presentation in the course. *Group presentation content is focused on Signature Course essential elements: Oral Communication, Critical Thinking.*

Participation (10%). This is an in-person course. You are expected to attend all lectures in-person. You are required to participate in-person in your assigned discussion section. Here are some FAQs about the participation portion of your grade:

- NB: Presence in discussion section is not equivalent to participation.
 - Tips: Challenge yourself to actively contribute; we will discuss strategies in class. Part of the Signature Course mission is to get you comfortable with oral contributions, hence the emphasis on spoken participation in section.
- What if I can't attend my assigned discussion section on a given day?
 - Note that you have a commitment to your colleagues in your assigned discussion section. In an exceptional circumstance, you can attend a different discussion section on that day (and be sure the TA is aware). If this happens more than once, however, we reserve the right to dock your participation grade by up to 1 letter grade.
- What if I cannot attend any of the discussion sections on a given day?

- Should a student be absent from discussion section, the expectation is that the student will: (1) notify the TA (in advance if possible, or as quickly thereafter as is reasonable), (2) get information and notes about missed content from a colleague (**and not from the TA), (3) complete any missed work, and (4) send the TA a Canvas message with a 1-paragraph reflection on the missed content + confirmation that any missed work is completed, due prior to the following week's discussion section.
- Failure to complete steps (1-4) = docked 1 letter grade on participation.
- In the instance of repeated absence from discussion section, we reserve the right to dock your participation grade irrespective of the completion of (1-4).
- Do lectures contribute to my participation grade?
 - As we do not take attendance in lectures, you do not need to inform the TA/Prof of absence from lecture. You are responsible for making up material; the TA/Prof will not respond to inquiries of the style, "did I miss anything?"¹
 - You should NOT expect to receive full credit on participation if you are notably absent in lectures, and/or if you never participate in lecture.

Extra credit? Students will have the opportunity to take an optional, take-home final as a means of earning up to a 2% increase on the students' final class grade. *No further extra credit opportunities will be provided.*

Late policies:

- Assignments submitted from 2 minutes – 24 hours past the deadline will be docked one letter grade. The assignment will be docked another letter grade for each additional 24 hours.
- If your failure to submit the assignment on time results in you being unable to complete other graded content (such as actively participating in discussion), you will not receive any special treatment and will be graded to the same standards as your colleagues.
- We reserve the right to notify you that the late policy is suspended or changed for any specific assignment.

Grade scale: (final grades rounded to the nearest whole number)

94 and above	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D

¹ Lectures Online recordings of MW lectures will be available for you to review, via Canvas.

60-63	D-
59 and below	F

Communication:

Please take advantage of office hours of the professor² and the TA.³ We will use Canvas for course communications; all current information will be available there. Emails will be responded to during normal business hours. Expect emails that violate course policies (such as asking the professor/TA “what did I miss?”) to be ignored. *Course administration questions? Contact the TA.*

GENERAL COURSE POLICIES:**Policies regarding exceptional circumstances:**

In case of emergency that will disrupt your ability to be successful in the course: Students are expected to use Student Emergency Services (SES). It is SES’s job to work with you and then notify your professors on your behalf. Once notified by SES, the professor will work with you to determine the best course of action and whether additional accommodations can be made, on a case-by-case basis. Accommodations are ultimately at the professor’s discretion.

- **More details on Student Emergency Services (SES):** Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at: deanofstudents.utexas.edu/emergency/ or by calling 512-471-5017.

In case of a disability and access issue: Students must use Disability and Access Services (D&A). Students must have a *prior* accommodation letter from Disability and Access that we have discussed and signed. No accommodations will be made

² Why should you drop in or make an appointment to come to the professor’s office hours? Please take advantage of the opportunity to connect outside of class. Potential topics to discuss include class material, current events, the professor’s research, research opportunities for you, your career and/or future education plans, etc.! You are also welcome to come by in a group, so we can all bounce ideas off of each other. The professor may ask you to stop by in lieu of a written response to a written question; conversations are nearly always better.

³ Why should you come to the TA’s office hours? The TA is your best sounding board for specific questions about your grade, getting feedback on assignments, and brainstorming the best ways to organize your time and effort so that you achieve the grade you would like in the course. The TA is also a scholar, in the midst of their own research, and in a PhD program – so they have a unique and important perspective that can be very useful to you. Taking a few minutes to have an in-person conversation with the TA is nearly always better than engaging in a typed back-and-forth. The TA may ask you to stop by in lieu of a written response to a written question.

retroactively. Note that accommodations are ultimately determined based on the context of a specific course, as defined by the professor.

- **More details on Disability Accommodations:** If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: diversity.utexas.edu/disability/. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations.

The professor/TA expect you to respect them and your colleagues enough to never ask for preferential treatment outside of these parameters.

- *Never ask for accommodations for an undocumented D&A issue.*
- *Never ask for extra credit on demand.*
- *Never ask for grade changes with no intellectual basis.*
- *Never ask for retrospective accommodations for "exceptional circumstances" that took place before you received a grade that is not at the level you hoped. The definition of an exceptional circumstance has nothing to do with your grade.⁴*
- *Never ask for special extensions due to issues that occur at the "11th hour." Your failure to plan ahead to successfully complete the exam/quiz during the flexibility already available in extended time windows does not constitute an emergency situation.*

Student Health and Welfare:

- **Counseling and Mental Health Center (CMHC):** We all benefit from support during times of struggle. Know you are not alone. If you are experiencing signs of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your well-being – you are strongly encouraged to connect with CMHC. The Counseling and Mental Health Center is located on campus and provides a wide variety of mental health services to all UT students, including crisis services, counseling services with immediate support and well-being resources. Additionally, CARE Counselors are located within each of the academic schools and colleges. These counselors are familiar with the concerns that are unique to their unit's students. For more information on CMHC, visit <https://cmhc.utexas.edu/> or call 512-471-3515.
- **Behavioral Concerns:** If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at: <https://safety.utexas.edu/behavior-concerns-advice-line> or by calling 512-232-5050. Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

⁴ Grades are based on output, in the form of demonstrated knowledge, and not input – i.e., not on effort. *Tips:* The TA is ready to give you ideas as to how to maximize your efficiency. And, many experts in knowledge accumulation, pedagogy, and higher ed are employed by UT Austin to serve you – take advantage of this perk of being here. Do not request grade changes based on the professor's/TA's sympathy.

- **University Health Services:** University Health Services is the on-campus medical facility providing high quality medical care and patient education to UT students. For additional information, visit <https://healthyhorns.utexas.edu/> or call 512-471-4955.

Academic Integrity:

- **Plagiarism and Misconduct:** Students who violate University rules on academic misconduct are subject to the student conduct process and potential disciplinary action. A student found responsible for academic misconduct may be assigned both a status sanction and a grade impact for the course. The grade impact could range from a zero on the assignment in question up to a failing grade in the course. A status sanction can range from probation, deferred suspension and/or dismissal from the University. To learn more about academic integrity standards, tips for avoiding a potential academic misconduct violation, and the overall conduct process, please visit: <http://deanofstudents.utexas.edu/conduct>.
- **Intellectual Property:** No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. The University is aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students. These reports can result in initiation of the student conduct process and include charge(s) for academic misconduct, potentially resulting in sanctions, including a grade impact.
- **Student Privacy:** Any class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Other Policies:

- **University-approved Function + Religious Holiday Conflicts:** In general, the student must inform the professor/TA, with proper documentation, well before the deadline or scheduled exam time, so that the professor/TA can work on alternative arrangements. For religious holidays, By UT Austin policy, the student must notify the professor/TA of the pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the student will be given an opportunity to complete the missed work within a reasonable time after the absence.

- **Emergency Alerts:** The Office of Campus Safety (512-471-5767) recommends that students sign up for Campus Emergency Text Alerts at: <https://safety.utexas.edu/>
 - **Title IX Reporting:** Beginning January 1, 2022, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, report any information to the [Title IX Office](#) regarding sexual harassment, sexual assault, dating violence, and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX related incident, please remember that I will be required to report this information. If you would like to speak with a Case Manager for Support and Resources, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: supportandresources@austin.utexas.edu. A Case Manager can also provide support, resources, and accommodations for pregnant, nursing, and parenting students. For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: titleix@austin.utexas.edu, or call 512-471-0419.
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Course Materials:

There is no textbook for this course. All readings and other materials for the course will be accessible via our Canvas page. Any amendments to the course content made on Canvas take precedence over the course schedule and readings in this syllabus document. We will do our best to utilize the features on Canvas to make the administration of the course as smooth as possible and make all its components clear to you. You will never be penalized for a technical glitch or issue – but it is incumbent on you to raise it to us in a timely manner. If you ever have an idea about how we could make something on Canvas easier for you, please do not hesitate to tell us!

Tl;dr: The course outline and dates are on the following pages. However, students should refer to Canvas for the most current information; the professor reserves the right to adjust the course as appropriate, based on the needs of the class.

Course Schedule and Content

Expectations regarding readings and materials: You must take personal responsibility for engaging with materials in a timely manner. Unless stated otherwise, our expectation is that you will:

- *At least skim* all the readings in preparation for the first lecture of the week, and
- *Read* all the readings in advance of the second lecture of the week.

***** Module: Overview of science, technology, and politics *****

Week 1:

Readings/materials:

- Syllabus
- Oreskes, Naomi. May 2014. "Why we should trust scientists." TEDSalon NY2014. Video, 19 min. link:
https://www.ted.com/talks/naomi_oreskes_why_we_should_trust_scientists?language=en

Jan 17 – Lecture: Introduction and overview

- * Assignment given: Brainstorming research interests
- * Assignment given: University Lecture Series
- * End-of-semester assignment introduced: Individual research paper
- * End-of-semester assignment introduced: Group presentation

Jan 19 – Discussion: Intellectual speed-dating

- * Assignment due: Brainstorming research interests

Week 2:

Readings/materials:

- Lackey, Robert T., "Science, Scientists, and Policy Advocacy" (2007). U.S. Environmental Protection Agency Papers. 142. (Download here: <https://digitalcommons.unl.edu/usepapapers/142>)
 - Recommended: Lackey's blog post, "Normative Science," 23 January 2013. <https://terra.oregonstate.edu/2013/01/normative-science/>
- Gregorowius, Daniel, Nikola Biller-Andorno, and Anna Deplazes-Zemp. "The role of scientific self-regulation for the control of genome editing in the human germline: The lessons from the Asilomar and the Napa meetings show how self-regulation and public deliberation can lead to regulation of new biotechnologies." *EMBO reports* 18, no. 3 (2017): 355-358. (PDF available on Canvas)
- Jasanoff, Sheila. 8 April 2013. "Watching the watchers: lessons from the science of science advice." *The Guardian*. (PDF available on Canvas)

22 Jan – Lecture: Positive v. Normative analysis

- * Assignment given: University "Gem"

24 Jan – Lecture: Policing science

26 Jan – Discussion

**** Module: How do science and government interact? ****
Social science concepts: Formal and informal institutions

Week 1:

Readings/materials:

- Learn about science and government interactions in the US context:
 - Keiper, Adam. Fall 2004/Winter 2005. “Science and Congress.” *The New Atlantis*. (PDF available on Canvas)
 - Read through the websites of current Executive Branch science advisory groups:
 - President’s Council of Advisors on Science and Technology: <https://www.whitehouse.gov/pcast/>
 - Office of Science and Technology Policy: <https://www.whitehouse.gov/ostp/>
- Learn about the open data movement by reading through the website of Open Government Partnership: <https://www.opengovpartnership.org/>
 - Spend extra time on Health: <https://www.opengovpartnership.org/policy-area/health-nutrition/>
 - Spend extra time on Environment and Climate: <https://www.opengovpartnership.org/policy-area/environment-climate/>

29 Jan – Lecture: Types of science-government interaction

31 Jan – Lecture: Types of science-government interaction (cont.)

2 Feb – Discussion

Week 2:

Readings/materials:

- Pielke Jr, Roger A. "Policy, politics and perspective." *Nature* 416, no. 6879 (2002): 367-368. (PDF available on Canvas)
- Belluz, Julia. 17 June 2015. “Why it took the FDA nearly 40 years to ban trans fats.” *Vox.com*: <https://www.vox.com/2015/6/17/8793937/why-fda-banned-trans-fats>
- Read through the website of the American Academy for the Advancement of Science (AAAS) <https://www.aaas.org/>
 - Especially the Take Action Toolkit: <https://www.aaas.org/resources/take-action-toolkit>
 - Especially Science Diplomacy: <https://www.aaas.org/focus-areas/science-diplomacy>

- Especially Shaping Science Policy: <https://www.aaas.org/focus-areas/shaping-science-policy>
- Last Night with John Oliver. 8 May 2016. "Scientific Studies." Video, 19 min. link: https://www.ted.com/talks/naomi_oreskes_why_we_should_trust_scientists?language=en

5 Feb – Lecture: How does science get government's attention?

7 Feb – Lecture: How does science get government's attention? (cont.)

* Assignment given: Reflection on course material to date

9 Feb – Discussion: *[cancelled/no in-person session]*

* Assignment due: Reflection on course material to date

**** Module: Why is it hard to work together to solve problems? ****
Social science theory: Collective action

Week 1:

Readings/materials:

- Olson, Mancur. 1982. "Chapter 2: The Logic." In *The Rise and Decline of Nations*. New Haven: Yale University Press. (PDF available on Canvas)
- "What is the Free Rider Problem?" Youtube, Marginal Revolution University. 18 July 2018. 2 minutes. (<https://www.youtube.com/watch?v=Uo51GDk8G1Q>)
- "The Free Rider Problem." *Stanford Encyclopedia of Philosophy*. 21 May 2003. (PDF available on Canvas)
- Ferraro, Salvatore. "What limits shareholder activism as a force for good: The free rider problem." *The Conversation*. 11 December 2019. (PDF available on Canvas)

12 Feb – Lecture: Collective action

14 Feb – Lecture: Collective action (cont.)

* Assignment given: Personal CA experiences

16 Feb – Discussion

Week 2:

Readings/materials:

- Ostrom, Elinor. "Analyzing collective action." *Agricultural Economics* 41 (2010): 155-166. (PDF available on Canvas)
- Harring, Niklas, Sverker C. Jagers, and Frida Nilsson. "Recycling as a large-scale collective action dilemma: A cross-country study on trust and reported recycling behavior." *Resources, Conservation and Recycling* 140 (2019): 85-90. (PDF available on Canvas)

19 Feb – Lecture: Collective action problems

21 Feb – Lecture: Collective action case study: Recycling and Waste Management

** 22 Feb – University Lecture Series opportunity 1/3: If you use this lecture for your assignment, due within 1 week. **

A Queer Path to Leadership: Finding a Mentor to Help You Succeed in Higher Education
Dr. Paige Schilt

Thursday, February 22, 7-8 p.m., WCP Student Activity Center, 1.402 Auditorium

23 Feb – Discussion

* Assignment due: Personal CA experiences

* In-section assignment: CA experiences peer review/discussion

**** Module: Social science research ****

Week 1:

Readings/materials:

- Samii, Methodologies for “Political Science as Problem-Solving” (PDF available on Canvas)
 - Samii’s blog post summarizing the article (<https://cyrussamii.com/?p=3682>)
- Connelly, Quinn. 28 Aug 2019. “How the aspiring can learn to write like economists.” *RealClearMarkets*.
(https://www.realclearmarkets.com/articles/2019/08/28/how_the_aspiring_can_learn_to_write_like_economists_103883.html)
 - Recommended: Mankiw’s “Reflections of a Textbook Author,” 6 March 2019, which is linked through in the piece (also here: https://scholar.harvard.edu/files/mankiw/files/reflections_of_a_textbook_author.pdf)

26 Feb – Lecture: Nuts-and-bolts of social science research

* Assignment given: Assignment: Your 1 sentence research question

28 Feb – Lecture: Nuts-and-bolts of social science research (cont.)

1 Mar – Discussion

* Assignment due: Assignment: Your 1 sentence research question

* Assignment given: Pre-library session assignment

Week 2:

Readings/materials:

- Complete UT Austin human subjects training
 - * Details available here: Human subjects training verification

4 Mar – Librarian session (**Location TBA**)

* Assignment due: Pre-library session assignment

6 Mar – Lecture: Research ethics

** 6 Mar – University Lecture Series opportunity 2/3: If you use this lecture for your assignment, due within 1 week [Note from Prof W: Spring Break = no university, so those days don't count against the 1 week...although I'd suggest you just do it!] **

- Follow Your Own Lead: How Philosophy Can Help
Dr. Anat Schechtman
Wednesday, March 6, 7-8 p.m., WCP Student Activity Center, 1.402 Auditorium

8 Mar – Discussion: *[cancelled/no in-person session]*

* Assignment due: Human subjects training verification

***** **Spring Break** *****

**** Module: Why is it hard to agree on what the problem is? ****

Social science theory: Precautionary principle

Week 1:

Readings/materials:

- Kriebel, David, et al. "The Precautionary Principle in Environmental Science." *Environmental Health Perspectives* 109(9): 871-876. (PDF available on Canvas)
- Brown, Tracey. "The Precautionary Principle is a Blunt Instrument." *The Guardian*. 9 July 2013. (PDF available on Canvas)
- "Precautionary Principle." US Chamber of Commerce position. 4 August 2010. (PDF available on Canvas)

18 Mar – Lecture: Precautionary principle

20 Mar – Lecture: Precautionary principle (cont.)

* Assignment given: Research project: Annotated bibliography

22 Mar – Discussion

Week 2:

- Nordgren, Anders. "Pandemics and the precautionary principle: an analysis taking the Swedish Corona Commission's report as a point of departure." *Medicine, Health Care and Philosophy* (2023): 1-11. (PDF available on Canvas)
- "Late Lessons from Early Warnings: Science, Precaution, Innovation." European Environment Agency: 23 January 2013. Read: pp 1-12. Skim: pp 13-32. Recommended: pp 33-42. (PDF available on Canvas)

25 Mar – Lecture: Risk and uncertainty

**** 26 Mar – University Lecture Series opportunity 3/3: If you use this lecture for your assignment, due within 1 week. ****

- Who Makes News?
Dr. Kathleen McElroy
Tuesday, March 26, 7-8 p.m., WCP Student Activity Center, 1.402 Auditorium

27 Mar – Lecture: Risk and uncertainty (cont.)

29 Mar – Discussion

* Assignment due: Research project: Annotated bibliography

**** Module: (When) can property rights help solve problems? ****
Social science theory: Coase theorem + Tragedy of the Commons

Week 1:

Readings/Materials:

- Will Wilkinson. 9 November 2017. “Atlas Shrubbed.” (PDF available on Canvas)
- Coase, Ronald. 1960. “The Problem of Social Cost.” *Journal of Law and Economics* 3:1-44. (PDF available on Canvas)

1 Apr – Lecture: Coase theorem

3 Apr – Lecture: Coase theorem (cont.)

5 Apr – Discussion

Week 2:

Readings/materials:

- Hardin, Garrett. 1968. “The Tragedy of the Commons.” *Science* 162(3859): 1243-1248. (PDF available on Canvas)
- “Tragedy of the Commons,” The New Palgrave Dictionary of Economics Online. (PDF available on Canvas)
- Ostrom, Elinor. 2009. Nobel Prize for Economics Lecture. (PDF available on Canvas)

8 Apr – Lecture: Tragedy of the Commons

10 Apr – Lecture: Tragedy of the Commons (cont.)

12 Apr – Discussion

* Assignment due: Rough draft, research paper

* In-section assignment: Rough draft peer review/discussion

**** Module: Your turn ****

Week 1:

Readings/Materials: TBD

15 Apr – Lecture: Giving science advice

* Assignment given: Group presentation

17 Apr – *In-class public speaking center workshop*

19 Apr – Discussion

* Assignment due: Research paper

Week 2 (+):

Readings/Materials: TBD

22 Apr – Lecture: Social science research – TA guest speaker!

24 Apr – *No formal lecture*: Use time for group presentation prep; Prof and TA on hand for questions

26 Apr – Discussion

* Assignment due: Group presentation

29 Apr – Lecture: Wrap-up/final review

- Participation grades released
- Research paper grades released
- Group presentation grades released

* Optional assignment given: Extra credit “Final”

- By completing this final, you can earn up to a 2% increase on your final grade.
 - Notes/tips: If you think you’d like us to write you a recommendation letter someday, you need to complete the final.
- **Due by end of our assigned finals period, which is: Thursday, May 2, 10:00 AM**