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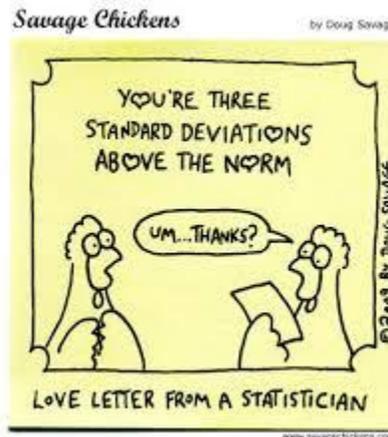
Political Science 210H – Introduction to Political Analysis

Class meets Tuesday and Thursday, 2:00 P.M. to 3:15 P.M., 220 Pray-Harrold

Welcome to Political Science 210. I'm pleased you'll be joining me this semester.
Let's make it a great one!

How to Contact Me:

Office: 601E Pray-Harrold, 487-6970 (direct) or 487-3113 (Political Science Department)
Office Hours: Mondays, 10 A.M. – 12 P.M.; Tuesdays, 11:00 A.M. – 12:30 P.M.;
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E-mail: jeffrey.bernstein@emich.edu

I'm usually not hard to find. I'm on e-mail all the time, and will try to check my voice mail at least once
a day. I welcome visitors during office hours – this is your time, and I enjoy the company and the chance
to get to know you. If you'd like to talk in person but my office hours don't work for you, let me know
and we can find a different time that works for both of us. Please do not hesitate to be in touch if you
have any concerns about the class, or if you want to talk about other stuff.

Overview of the Class

In 2012, we all watched a critical presidential election. Like many of you, the political junkie in me took
an interest in the result and cared deeply who won. The political *scientist* in me learned a lot from
watching it, and also emerged from the election with a whole series of questions. I'm curious about the
role that race and gender identity played in voting decisions. I also want to know about the role social
issues (abortion, gay rights, stem cells, guns) played; are we really as divided by these issues as people
think? Would Mitt Romney have won if he hadn't made the 47% comment? Would Obama have won in
a landslide if he had actually showed up for the first debate? How much did unemployment matter? Why
did Obama practically sweep all of the swing states? Why was Nate Silver so brilliant in his predictions?
You get the idea.

These are important questions. Many people have formed their own answers to them, sometimes from a scholarly perspective, other times from an advocacy perspective (finding the answer that suits their purposes). As a citizen with my own preferences and biases, I'll admit that I often prefer (and seek out) those interpretations that back my own beliefs; the psychologists tell us this is a perfectly normal, common reaction among individuals. But as a scholar, I must take a step backwards, form hypotheses, look at the data, and reach conclusions based on the data. In doing so, I contribute to the work of my field in helping to build our knowledge of how the political world works. This would be the case whether my interests lie in American national elections, Latin American social movements, judicial decision-making, the European Union, or how people use political information to form opinions.

This semester, we will all gain experience stepping back and taking an analytical look at the political system, with a particular substantive focus on campaign tactics and the role of research methodology in making sense of them. These have been critical issues in the 2008 and 2012 presidential elections; in fact, many experts would tell you that the Obama campaign's superiority in the "analytics" aspect of elections helped them to win. This term, we will combine a focus on campaigns with a focus on methodology to (hopefully) make for an interesting class.

For instance, let's begin with a thought exercise. If you were doing a Facebook ad for Hillary Clinton's 2016 presidential campaign, hoping to raise some money, which of the following pictures would you use? Which would be most effective in generating enthusiasm, and money? Think about it for a minute; I'll wait.

I have no doubt that as you've thought about this question, you have formed ideas about which ads would work better. Perhaps you think the flag imagery would be helpful in the first one. Maybe Hillary looks better when the picture is not so close up, so you might choose #2. Does her hair look too "severe" in image #2? Most of you, using your gut instinct, probably have some idea about what picture you would use.

Now, let's go one step further. Would different ads appeal to different types of voters? Might men respond to one ad more than the other? Would younger voters seeing one ad be more or less likely to give money than if they had seen the other? Again, I don't know the answers to these questions, but like you, I have my hypotheses.

OK, so now you're saying, "Dr. B, this is stupid. Politics shouldn't be just about looks or appearance, it should be about the message." Now, I know it *shouldn't* be about looks and appearances; whether it actually is or not we'll leave aside for now. But just to continue our conversation, let's consider another

2016 presidential candidate (at least for now), Governor Chris Christie of New Jersey. Imagine you are working for Governor Christie and are testing out two potential ads, each shown on the following page:

Chris Christie:
A Proven Fighter

Chris Christie:
He Gets Things Done

Which ad would you use? Both have the same picture, which means your decision must be about the message. If you know about Chris Christie, the caption on the right might make you think of his exemplary efforts to help New Jersey recover from Hurricane Sandy in 2012.[1] That's good. On the other hand, his efforts on behalf of New Jersey led this (Republican) governor to physically embrace, and fulsomely praise, President Obama in the week before Obama defeated Romney. Would this language of "getting things done" remind Republicans of his hugging Obama? Maybe it's best to identify him as a fighter. But he's an obnoxious man, so identifying him as a "fighter" might remind voters of less-than-pleasant aspects of his personality. Would that cost him support from independent voters? Are we overthinking this?

I don't know the answer to these questions. I do know, however, that we can design careful and rigorous research studies to help us get these answers. Market research firms do that. Campaigns do that. And so will we! And, dare I say so, I think you'll enjoy doing so. We will engage in a process of collecting data, and analyzing data, on question like the ones I outline above. You will get the chance to explore this topic using both qualitative and quantitative methods. The work is not easy. There will be multiple assignments, and lots of stuff we'll need to think about. But the payoff will be great; trust me!

What I Hope You Will Learn

As a teacher, I believe in laying out my goals for the course very explicitly so that you can know where we are going, and what you should be learning. So, here are the most central goals I have for this semester:

1. I want to help you become better consumers of political studies. This involves developing skills for analyzing whether an argument makes sense, whether it uses evidence appropriately to make its point, and determining whether the evidence presented actually says what the author claims it does. Many people will shove political information at you in an attempt to sway you; I hope you

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[1] At least to the extent a state like New Jersey can recover. Frankly, the state wasn't much to begin with.

will gain the tools to be able to push back as needed.

2. I want to help you become producers of political knowledge. During this semester, you will partake in research in which you collect and analyze your own data. I hope the experience of doing so will leave you more attuned to the work political scientists do, and to the impact our methodology decisions can have on the results we get.

3. I want to help you become a reflective student of political analysis. This is not a cookbook class in which you will learn secret formulas for how we do our work – I believe that an integral part of expert political analysis is to be transparent about what we are doing, and to reflect carefully on our processes. I hope to model that for you this term, and to help you gain skills to do this as you engage in your written assignments.

A Little Bit about Me

This is my nineteenth year on the faculty in political science at EMU. I've been teaching undergraduate research methods classes from the very beginning of my time here. I believe very strongly that a key part of learning political science consists of learning how we create and evaluate knowledge in the field; this idea is the essence of this course. My research these days concerns issues of teaching and learning in political science, studies of how people make sense of political information, and the scholarship of teaching and learning. I'll be using some examples from my own work this semester to illustrate some points.

I'm a husband, father of two wonderful boys (Zachary is sixteen and Solomon is eleven) and a big-time (and relatively optimistic) fan of the New York Mets. I like music with tight vocal harmonies and think nobody can sing as well as the Oak Ridge Boys. I enjoy classic TV. Four years ago I concluded a term as president of my synagogue, which took a good bit of time but meant a lot to me. And, I am a juggler – six years ago, I learned how to juggle flaming torches; it is an incredible high to do that! (Three years ago, I added rubber chickens to my repertoire.) My job is important to me, because I relish the opportunity to be the kind of teacher to all of you that people like Charles Franklin, Jim Davis, John Jackson and John Kingdon were to me in college and graduate school. I can never pay them back adequately for what they did for me; instead, I try to use them as exemplars for what I want to be as a teacher, scholar and mentor.

Four Things You Should Know About My Teaching:

1. I believe in an **uncoverage** model of teaching more than I believe in "coverage." I think too often teachers try to "cover" too much material, often by just mentioning stuff once or twice, without actually really trying to "uncover" the interesting and important aspects of the material. Consequently, we will perhaps "cover" less stuff this semester than might otherwise be the case. I will aim, instead, for "uncoverage" of the important material.

2. I believe in exposing you to the **messiness** of disciplinary learning. Studying research methods is not easy – there is so much ambiguity in our data, imperfection in our methods, and tentativeness to our findings. Creating knowledge in political science is a messy endeavor; I hope to help you see this messiness as part of the fun of this field!

3. I believe very strongly in the concept of **scaffolding**. When you build a house, you don't put the roof on first. Lots of stuff has to happen first. You are not ready now to dive into a dataset to do quantitative analysis of hypotheses. We'll spend some time this semester scaffolding your work, so that later this semester, you'll be able to do higher level work in the field. This puts some pressure on each and every one of you – I will trust you to ask questions (in class and outside of class) when things are unclear to you. The material we explore this semester builds on itself – if the foundation is rotten, the walls won't stand up, and the roof will collapse. Please work with me to make sure you remain comfortable with what we are doing here.

4. Finally, I believe in **flexibility**. The syllabus includes a list of topics, readings and assignments. Barring the unforeseen, I will keep assignments and exam dates as they are listed – I owe you that courtesy in planning your workload. But let's be flexible with what we read and when, to allow mid-course corrections to pursue topics you find interesting and exciting as we move along.

What You Can Expect in Here

Now that I've told you who I am and what you can expect from me as a teacher this term, let me share with you some of the things I will expect from you. I'll start by saying that I view PLSC 210 as a serious class for serious students. ***If you are not prepared to work hard and take learning seriously, please drop the class.*** You owe it to yourselves, and to your classmates, to give it your all! Let me also suggest that you aim to work steadily throughout the term. This stuff sneaks up on you – you will do much better on exams and on paper assignments if you don't wait until the last minute to try to pull stuff together. Slow and steady wins the race.

In Class

Class meets twice a week. I expect you will be present for all class sessions. You are paying far too much money for college not to attend; moreover, I assume that since you are here to learn, you will want to come to class so you can do so. (If you are not here to learn, you should be asking yourself far bigger questions about why you *are* here!). A good deal of what you will need to learn will be addressed only in class – you are cheating yourself if you don't show up.

I expect you to observe common courtesy when you are in class. Please come on time – lateness is very rude! If you must enter late, please enter non-disruptively. Please turn off cell phones and pagers (unless you are expecting an emergency call). Don't text – IMHO, what u were going 2 txt your BFF will keep until class ends, LOL. I do not teach in your bedroom; please do not sleep in my classroom. (And, I'll make a deal with you – I won't come to class in my pajamas if you don't!) I expect you to be mentally present as well as physically present in class; this is the best way to ensure you learn.

I will run class in a variety of formats. Sometimes (rarely) I'll lecture, sometimes we'll be in small groups, sometimes we'll be holding discussions. Some days I might give you an assignment to do in class (perhaps a mini-essay) to hand in. At all times, my aim will be to help you to achieve **deep understanding** of the material.

Most importantly, **please remember that I am here to help you and to try to maximize your success in this class and at EMU in general**. Keep me posted on how things are going. If you are struggling, or run into personal problems, don't let things snowball until they are out of control. Please give me every opportunity to help you succeed; I would like nothing better than to have everyone in here do well.

Readings

We will not have any assigned books for the class – the more I do this, the less and less I like the books that are available for a course like this. Instead, we will use multiple articles/book chapters, etc. I have tried to choose articles for you to read that are informative and (sometimes) entertaining – many of these articles focus around issues of political knowledge (another theme of the course), although many do not. These articles will be critical, as we will spend most class periods using them to illuminate course concepts. You will be reading the professional literature, which should challenge you. I hope you will work through the difficult parts in these articles and use them to help build your understanding.

All articles will be made available to you on the Canvas system. Just about all course readings outside of the textbook will be available on the online site beginning on the first day of classes; although a couple might be uploaded a couple of days later.

Please remember it is my firm expectation that you do the readings *before* the class in which we discuss them. I also recommend, especially for the more complex readings, that you review them *after* the class in which they are discussed as well.

Exams

I will give you two exams this semester. The midterm examination will be given on Thursday, February 18, during regular class time, and the final examination will take place on Thursday, April 21, from 1:30 P.M. – 3:00 P.M. The final will have two components. Half of the exam will be a traditional, in-class final exam, while the second half will be a take-home essay of no more than 1200 words, due by the start of the exam. The take-home essay question appears below:

TAKE-HOME FINAL EXAM ESSAY
Consider the two methods with which we have played the most this term – experiments and multiple regression. Evaluate the extent to which both of them enable us to reach reasonable conclusions about the political world. What are the strengths and weaknesses of each method? How can they be used to complement each other?

Papers

Written papers lie at the heart of this class; this is how scholars typically communicate their research ideas. I will spend a lot of time working with you on these assignments as the term unfolds. I will describe these research assignments briefly now, and will talk much more about them in due time.

Your first paper assignment will be a short one; it will ask you to react to the data I present to you on the first day of class (drawn from the surveys you have done). Since this writing will form the basis for much of the class, including the two research papers, I advocate taking this brief assignment *very* seriously. The assignment will be handed out on the first day and is due on the second day, Tuesday, January 12. It will not be a long paper, but it is an important one.

Your next two papers will be research papers in which you do "experiments" along the lines of what is discussed on the first pages of the syllabus. These papers will involve you forming testable hypotheses about how different approaches in campaigning might yield different reactions among people who are exposed to campaign material. You will form hypotheses, explore the literature, and implement these experiments (using Survey Monkey) to get results. The first assignment will be fairly basic, while the

second one will require some more analysis (including more statistical analysis). The first of these assignments will be due on Tuesday, February 9, while the second will be due on Thursday, April 14. We'll talk a lot about these assignments as the term rolls along; I trust you will enjoy them.

Grading

Below, I have listed the weights each of this semester's assignments will have on your grades:

Date	Assignment	% of Grade
January 12	Short Essay #1	5
February 9	Research Paper #1	20
April 14	Research Paper #2	30
February 18	Midterm Examination	20
April 21	Final Examination (including take-home component)	25

Your grade as determined by the percentages above is tentative. I reserve the right to raise grades on the basis of dramatic improvement during the term, exemplary class participation, or other such things. When events warrant, I am more than happy to do this.

Please note that late work will not be treated kindly here. I will penalize any late assignment at the rate of *one full letter grade per day* that it is late (i.e., a B paper handed in two days late will get a D). The only exceptions will be for *documented and unforeseen emergencies*. Having a lot of other work to do is not a good excuse; furthermore, I will be unsympathetic to computer-related excuses. These situations invariably arise when students wait until the last minute to finish their work; if you wish to avoid this fate, start early and work consistently throughout the assignment period. If a serious problem arises, talk to me *as early as you possibly can* to maximize the chance that I will react in a sympathetic manner.

Remember that it is your responsibility to monitor deadlines for registration, payment of tuition, and, should it be necessary, withdrawal from the course. The university calendar giving these dates can be found at the following URL: http://www.emich.edu/registrar/acal.html.

Finally, in addition to my policies and expectations, you are responsible for understanding all applicable University guidelines, policies, and procedures. The EMU Student Handbook is the primary resource provided to students to ensure that they have access to all University policies, support resources, and students' rights and responsibilities. The policies can be found in all their glory at the following URL: http://www.emich.edu/studenthandbook/policies/academic.php#univ

A Few Other Notes

Let me make a couple of other comments here. First of all, **academic integrity.** Here at the university, there are few issues that are more important. Academic dishonesty, including all forms of **cheating and/or plagiarism**, will not be tolerated in this class. Anyone caught engaging in academic dishonesty will receive a grade of zero for the assignment in question and may, at my discretion, receive a failing grade for the entire course. In addition, you may be referred to the *Office of Student Conduct and Community Standards* for discipline that could result in suspension or permanent dismissal from the university. If you are not sure whether something constitutes academic dishonesty, talk to me.

For **students with disabilities**, if you wish to be accommodated for your disability, EMU policy requires that you first register with the *Disability Resource Center* in room 240K of the Student Center. You may contact the DRC by phone at (734) 487-2470; their website is http://www.emich.edu/drc/. Students with disabilities are encouraged to register with the DRC soon as you will only be accommodated from the date you register with them forward. **No retroactive accommodations are possible.** I am more than willing to offer you all accommodations to which you are entitled, but emphasize this is not something I can do on my own. If you have any questions, talk to me or the Disability Resource Center.

I am willing to make all reasonable accommodations for **absences caused by religious observation**. I do ask that you keep me posted when situations like this occur. Like most people, I am familiar with religious observances in my own faith, but know less about other religions. Perhaps your informing me of your absences, should they be necessary, will give me an opportunity to learn something new!

In terms of my contacting you: for purposes of this course, when I need to reach all of the students, I will use e-mail, specifically e-mail sent to your emich.edu address. Please make sure that all messages sent to this account are accessible by you and, if you use a different account, that you are able to forward EMU e-mails to your other account. I will consider you to have been informed about something connected with the course if I e-mail it to you at your emich.edu address

Finally, this course fulfills the requirements for a Quantitative Reasoning course in the new General Education Program. As such, I am required to print the "Rationale" for the course on my syllabus:

> *Political Science 210 meets the Quantitative Reasoning (QR) requirement of the general education curriculum for students who have a quantitative score of 23 or above on the ACT. The course introduces students to social science statistics and teaches them how to use statistics to analyze and address the real world problems that they will confront as participants in the global community. Through use of case studies, students are exposed to both experimental and quasi-experimental techniques for making sense of the political world. The course then concentrates largely on quantitative techniques, reading examples of how researchers use statistical analysis to test causal hypotheses in political science models. Students are given an opportunity to practice this learning at the end of the course through a final paper assignment, which gives them a political dataset, access to a statistical program (such as SPSS) and requires them to do their own independent testing of hypotheses and write-up of the results.*

There is a very important disclaimer that goes with this. **This course does not automatically count as a QR course for every student who takes it.** In general, students need to meet the one of the following prerequisites in order for this course to satisfy the QR requirement:
- ACT math score: 23 to 27; or
- SAT math score: 580 to 660; or
- EMU Math Placement Exam (QR Choice): College Level Math Score (CLM) 53 to 92; or
- Credit in MATH 104 with a grade of "C" or better

If you do not meet one of these requirements, you either cannot take this course for QR credit, or you do not need to take a course for QR credit.

Readings and Schedule of Classes

Below, I have listed the topics to be covered in each class and the readings that you will do for each class. I anticipate sticking closely to this outline, although we may deviate from it slightly as events warrant.

Thursday, January 7

Topic	Course Introduction – A Little Bit on Election Analytics
Reading	None for today.
Assignments	The short survey assignment is due the day before class. Short Assignment #1 will be handed out today.

Tuesday, January 12

Topic	Pre-Experimental and Experimental Research Design
Reading	Nisbett, Richard E. 2015. *Mindware: Tools for Smart Thinking*. New York: Penguin Books. Chapters 9 and 10. Powell, Jack L. and Aaron D. Drucker. 1997. "The Role of Peer Conformity in the Decision to Ride with an Intoxicated Driver." *Journal of Alcohol and Drug Education* 43: 1-7.
Assignments	Short Assignment #1 is due today.

Thursday, January 14

Topic	Experimental Research Design; Survey Exercise
Reading	Hayes, Danny, Jennifer L. Lawless and Gail Baitinger. 2014. "Who Cares What They Wear? Media, Gender, and the Influence of Candidate Appearance." *Social Science Quarterly 95*: 1194-1212.
Activity	We will work with Meaghan Lynch, EMU Honors student, on a survey she is doing for a research project. This will be good practice for writing your own survey for the first research paper.
Assignments	Today I will hand out the assignment sheet for Research Paper #1. It will be due on Tuesday, February 9.

Tuesday, January 19

Topic	One Additional Experimental Research Design
Reading	Davis, Darren W. and Brian D. Silver. 2003. "Stereotype Threat and Race of Interviewer Effects in a Survey on Political Knowledge." *American Journal of Political Science* 2003: 33-45.
Activity	Today you will have a chance to work on survey questions for Research Paper #1.

Thursday, January 21

Topic	Quasi-Experimental Research Design and Quantitative Methods #1
Reading	Jennings, M. Kent. 1987. "Residues of a Movement: The Aging of the American Protest Generation." *American Political Science Review* 81: 367-382.
Activity	Today you will finish your work on the survey questions for Research Paper #1, and prepare the survey to go out into the field.

Tuesday, January 26

Topic	Quasi-Experimental Research Design and Quantitative Methods
Reading	Stolle, Dietlind and Elisabeth Gidengill. 2010. "What do Women Really Know? A Gendered Analysis of Varieties of Political Knowledge." *Perspectives on Politics* 8:93-109.

Thursday, January 28

Topic	Theory and Method in the Area of Political Knowledge
Reading	Bennett, Stephen Earl. 1988. "Trends in Americans' Political Information, 1967-1987." *American Politics Quarterly* 17:422-435. Lupia, Arthur. 2006. "How Elitism Undermines the Study of Democratic Competence." *Critical Review* 18: 217-232.

Tuesday, February 2

Topic	Starting to Work with Data
Reading	No reading for today.
Activity	Today you will get the dataset for Research Paper #1. We will work on the data together in a computer lab.

Thursday, February 4

Topic	Continuing to Work with Your Data
Reading	No reading for today.
Activity	Today we will continue working on data in a computer lab.

Tuesday, February 9

Topic	Election Analytics and Campaigning
Reading	Rutenberg, Jim. 2013. "The Obama Campaign's Digital Masterminds Cash In." *New York Times Magazine*, June 20. Issenberg, Sasha. 2012. *The Victory Lab: The Secret Science of Winning Campaigns*. New York: Crown Publishers. Chapter 5.
Assignment	Research Paper #1 is due today.

Thursday, February 11

Topic	Qualitative Work – Interviews, Focus Groups
Reading	Luker, Kristin. 1984. *Abortion and the Politics of Motherhood*. Berkeley: University of California Press. Chapter 7. Hibbing, John R. and Elizabeth Theiss-Morse. 1995. *Congress as Public Enemy: Public Attitudes Toward American Political Institutions*. New York: Cambridge University Press. Chapter 5.

Tuesday, February 16

Topic	Qualitative Stuff – Observation, Content Analysis
Reading	Walsh, Katherine Cramer. 2004. *Talking About Politics: Informal Groups and Social Identity in American Life*. Chicago: University of Chicago Press. Chapter 3. Page, Stewart. 1997. "An Unobtrusive Measure of Racial Behavior in a University Cafeteria." *Journal of Applied Social Psychology* 27:2172-2176. Hart, Roderick P., Sharon E. Jarvis and Elvin T. Lim. 2002. "The American People in Crisis: A Content Analysis." *Political Psychology* 23: 417-437.

Thursday, February 18: Midterm Examination

Tuesday, February 23 and Thursday, February 25: No Class (Winter Break)

Tuesday, March 1

Topic	Concepts and Variables
Reading	No reading for today.
Assignments	Today I will give out the assignment for Research Paper #2, due Thursday, April 14.

Thursday, March 3

Topic	Concepts and Variables (continued)
Reading	Bernstein, Jeffrey L. 2008. "Cultivating Civic Competence: Simulations and Skill-Building in an Introductory Government Class." *Journal of Political Science Education* 4: 1-20.

Tuesday, March 8

Topic	Measurement
Reading	Mathews, Jay. "Behind the Rankings: Answers to Frequently-Asked Questions about the Top High Schools List." *Newsweek*, June 8, 2009. Accessed at: http://www.newsweek.com/id/201139

Thursday, March 10

Topic	Working on Surveys
Reading	Seife, Charles. 2010. *Proofiness: The Dark Arts of Mathematical Deception*. New York: Viking. Chapter 4.
Activity	Today you will have a chance to work with a research team on developing a survey for Research Paper #2.

Tuesday, March 15

Topic	Finishing your Surveys
Reading	No reading for today.
Activity	Today you will have a chance to finish your work on developing a survey for Research Paper #2. The survey will go out in the field after today's class.

Thursday, March 17

Topic	Thinking about Multiple Regression in Theory
Reading	Nisbett, Richard E. 2015. *Mindware: Tools for Smart Thinking*. New York: Penguin Books. Chapter 11.

Tuesday, March 22

Topic	Preparing Ourselves for Data Analysis
Reading	Shively, W. Phillips. 2011. *The Craft of Political Research*, Eighth Edition. Upper Saddle River, NJ: Pearson Prentice Hall. Chapter 8. Aschwanden, Christie. 2015. "Science Isn't Broken: It's Just a Hell of a Lot Harder Than We Give it Credit For." Published at http://fivethirtyeight.com/features/science-isnt-broken/#part1

Thursday, March 24 through Thursday, April 14

Topic	Data Analysis
Reading	Shively, W. Phillips. 2011. *The Craft of Political Research*, Eighth Edition. Upper Saddle River, NJ: Pearson Prentice Hall. Chapters 9 and 10. Stolle, Dietlind and Elisabeth Gidengill. 2010. "What do Women Really Know? A Gendered Analysis of Varieties of Political Knowledge." *Perspectives on Politics* 8:93-109. (RE-READ) Note: I'll tell you when during this period to read, or re-read, each of these pieces.
Activity	We'll be in the computer lab much of this time (exact dates to be determined), working on the data analysis for Research Paper #2.
Assignment	Research Paper #2 is due on Thursday, April 14.

Tuesday, April 19

Topic	Pulling It All Together
Reading	No reading for today.
Assignments	Study hard for the exam!

Thursday, April 21: Final Examination (1:30 P.M. – 3:00 P.M.)
Your Take-Home Essay Is Due at Exam Time