

SPECIAL COVID-19 EDITION!!!!!!**POSC 39003****Michael Strausz****Topics in Political Science Methods:
Interviews and Ethnography****course time:** Monday, Wednesday, and Friday, 11:00am-11:25am, online**e-mail:** michael.strausz@tcu.edu**office hours:** Post general questions to D2L discussion board called “questions about the class” (these will be visible to everyone) or sign up for individual zoom meetings with Professor Strausz on youcanbookme (there is a link on D2L; email if you can’t find it).

Course Description and Objectives: This course introduces you to two related qualitative research methodologies—interview research and ethnography—as used in social sciences in general and in political science in particular. Although these two research methodologies differ in a number of important way, what unites them is that in order to use both techniques well, the researcher is required to have long, open-ended conversations with research subjects.

Survey requires the researcher to ask a research subject questions like “would you describe yourself as very liberal, liberal, moderate, conservative, or very conservative?” and to then represent the research subject’s answer in a manner that can be analyzed statistically. However, interview research and ethnography both require researchers to ask questions like “what are your most important political beliefs and why?” and then to *carefully listen to the research subject’s answer*. Indeed, as one develops skill as an ethnographer and/or interview researcher, one also becomes a better listener.

After taking this class you will be able to:

1. Summarize and critically evaluate political science research written for professional political scientists, including research that uses ethnography and interviews
2. Develop good empirical research questions
3. Design an original research project that uses either interview research or ethnography
4. Conduct research using either interview research or ethnography
5. Draw valid interferences from social science research
6. Write a research report that combines review of others’ research on your topic, discussion of your contribution to that topic, discussion of your research methodology, and discussion of your research findings.
7. Speak confidently and clearly before an audience of your peers about your research project

Expectations and Course Policies:

1. *Assigned readings:* Prepare for each class by carefully reading the assigned materials, and bring the day’s assigned reading to class with you.
2. *Attendance Policy:* I will be holding classes on Zoom on MWF from 11:00AM-11:25AM Central Time. I will record these classes and share the videos with you. If

you cannot attend for any reason, watch the video before the next class is scheduled and email Dr. Strausz three insights and/or questions that occurred to you as you watched the video for full credit for your attendance. Either virtual attendance at the Zoom session or an email to Dr. Strausz with three questions and/or insights is required for you to receive credit for your daily reading discussion questions.

3. *Extra Credit:* If I decide to establish an extra credit opportunity, the specifics will be announced in class or emailed out to all students enrolled in the class. So, come to class, check your TCU email, and don't expect to have an individualized extra credit assignment created for you.
4. *E-mail Policy:* Course-related communications will be sent to your TCU email account. Thus, check your TCU email regularly. "I did not see the email that you sent me" is not an acceptable excuse for failing to complete required course tasks. Also, feel free to email me questions, comments, or suggestions. In general (i.e. unless there are extraordinary circumstances), I will respond to student emails within 24 hours.
5. *Deadlines:* Deadlines for assignments are strictly enforced. Unless otherwise noted, an assignment submitted after the deadline will lose 10 points (out of 100) if it is submitted within 24 hours after the deadline, 20 points (out of 100) if it is submitted between 24 and 48 hours after the deadline, 30 points (out of 100) if it is submitted between 48 and 72 hours after the deadline, etc. So, for example, if a paper deadline is 11am on Monday and you submit your paper at 11:30am on Monday, you will automatically lose 10 points. Once grades have been officially submitted for the course, late assignments will no longer be accepted.
6. *Statement on TCU's Discrimination Policy:* TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students' academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need. TCU's Policy on Prohibited Discrimination, Harassment and Related Conduct is linked to the course's D2L site, as well as a link that you can use to report a bias incident.
7. *Statement on Title IX at TCU:* As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office at (817) 257-5225 or the Counseling &

Mental Health Center at <https://counseling.tcu.edu/> or by calling (817) 257-7863. Alleged violations can be reported to the Title IX Office at <https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

8. *Obligations to Report Conduct Raising Title IX or VAWA Issues:* All TCU employees, except Confidential Resources, are considered Mandatory Reporters for purposes of their obligations to report, to the Coordinator, conduct that raises Title IX and/or VAWA (Violence Against Women Act) issues. Mandatory Reporters are required to immediately report to the Coordinator information about conduct that raises Title IX and/or VAWA issues, including any reports, complaints or allegations of sexual harassment, discrimination and those forms of prohibited conduct that relate to nonconsensual sexual intercourse or contact, sexual exploitation, intimate partner violence, stalking and retaliation involving any member of the TCU community, except as otherwise provided within the Policy on Prohibited Discrimination, Harassment and Related Conduct. Mandatory Reporters may receive this information in a number of ways. For example, a complainant may report the information directly to a Mandatory Reporter, a witness or third-party may provide information to a Mandatory Reporter, or a Mandatory Reporter may personally witness such conduct. A Mandatory Reporter's obligation to report such information to the Coordinator does not depend on how he/she received the information. Mandatory Reporters must provide all known information about conduct that raises Title IX or VAWA issues to the Coordinator, including the identities of the parties, the date, time and location, and any other details. Failure of a Mandatory Reporters to provide such information to the Coordinator in a timely manner may subject the employee to appropriate discipline, including removal from a position or termination of employment. Mandatory Reporters cannot promise to refrain from forwarding the information to the Coordinator if it raises Title IX or VAWA issues or withhold information about such conduct from the Coordinator. Mandatory Reporters may provide support and assistance to a complainant, witness, or respondent, but they should not conduct any investigation or notify the respondent unless requested to do so by the Coordinator. Mandatory Reporters are not required to report information disclosed (1) at public awareness events (e.g., "Take Back the Night," candlelight vigils, protests, "survivor speak-outs," or other public forums in which students may disclose such information (collectively, public awareness events); or (2) during an individual's participation as a subject in an Institutional Review Board approved human subjects research protocol (IRB Research). TCU may provide information about Title IX rights and available resources and support at public awareness events, however, and Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all subjects of IRB Research.
9. *Student Disability Services:* Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact

the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486.

10. *Academic Misconduct*: (See Sec. 3.4 from the Student Handbook): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the Undergraduate Catalog. Specific examples include, but are not limited to:

- **Cheating**: Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism**: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- **Collusion**: The unauthorized collaboration with another in preparing work offered for credit.

Emergency Response Information:

Building & Room Number: Reed 219

The predetermined **Rally Point** is located at: the "Froghenge" stones in front of Palko Hall

In the event of an emergency, call the TCU Police Department at 817-257-7777.

Download the FrogShield Campus Safety App on your phone:

<https://police.tcu.edu/frogshield/>

See "**TCU Resources**" section of D2L page for more information about TCU Alert text messages.

Grading: Grades in this course will be determined as follows:

Reading discussion questions: 10%

Two short analysis papers on a reading (due **Friday February 7** and **Friday February 28**): each is worth 10%

Complete the CITI training for Human Subjects Researchers (due **Wednesday, February 5**): 2.5%

Research project (worth a total of 67.5% of your final grade):

Introduction (due **Friday, January 31**): 5%

Literature review (due **Wednesday, February 19**): 5%

Research design (due **Friday, March 6**): 5%

“Raw data” (due **Monday, March 30**): 2.5%
 Evidence/analysis (due **Wednesday, April 24**): 10%
 Final paper (due **Wednesday, May 6 at 1:30pm**)¹: 30%
 Oral presentation of research findings: 10%

Grades are determined on a 100-point scale as follows:

A: 93.5 and above	B: 82.5-86.4	C: 72.5-76.4	D: 62.5-66.4
A-: 89.5-93.4	B-: 79.5-82.4	C-: 69.5-72.4	D-: 59.5-62.4
B+: 86.5-89.4	C+: 76.5-79.4	D+: 66.5-69.4	F: 59.4 and below

If you feel that you have been graded unfairly on any course assignment, please wait 24 hours after the assignment is returned and then contact me with a typed statement about why you believe you were graded unfairly. This statement must provide substantive reasons why you believe that you were graded unfairly. The appeal process must be initiated one week after the exam/homework was returned.

Reading discussion questions: Every day with an assigned reading students are required to post a discussion question about the reading on the relevant threaded discussion on D2L. Discussion questions are due at 11:59pm the evening before we discuss that reading. Late discussion questions will receive no credit.

In addition, you must post at least one reaction to someone else’s discussion question, and the original poster must reply to at least one of the replies to his or her question (assuming someone replies to their question). Your reaction and reply are due by the time the following class begins. So, for a class that goes online at 11am on Monday, by 11:59pm the night before you have to post your original question. And then by 11am on Wednesday you must post your reaction and, if applicable, your reply.

You must submit discussion question, reaction, and reply in order to get credit for your discussion questions for that day’s class.

Satisfactory discussion questions, reactions, and replies will earn you a 100 for that assignment. A discussion question, reaction, and reply is satisfactory when it demonstrates that you have done the reading and thought about it a bit. Satisfactory questions might be about the overall theme of the reading, about a specific example or quote from the reading, about the implications of the findings and/or methods, etc. Anything is on the table, as long as it is thoughtful, based on the reading, and demonstrates you are thinking critically about the issues raised by the reading and the course. If you find yourself struggling to understand the reading, you are always welcome to come to my office hours or make an appointment!

If your discussion questions suggest that many of you are not doing the assigned reading, I will give pop quizzes on the readings that will be averaged into this grade. On days without assigned readings, you may have other short homework assignments that will get averaged into this grade.

¹ For graduating seniors the deadline is Monday, May 4 at noon.

You can skip up to two days of posting questions/notes without penalty, but after that, late submission of questions/notes and failure to submit questions/notes at all will result in a grade of zero for that day.

If you miss a class or leave early for reasons other than an Official University Absence, a properly documented illness, or a properly documented personal/family emergency, you will receive a grade of 0 for discussion questions that you turned in for that day's class, and for homework that you turned on for that day's class.

On each of the days when you and your classmates are presenting your research (between April 17 and April 27), you will receive a 100 toward your discussion question grade for showing up and listening attentively. If you skip class or show up and goof off on your computers or smartphones you will get a 0 for that day. I will be sitting in the back, so I will be able to tell if you are goofing off while your classmates are presenting.

Analysis papers: There will be two short analysis papers (500-750 words each) which will require you to analyze empirical reading that we do for the class. Writing these papers will give you practice thinking about how and why scholars use interviews and ethnography, and about what effective use of interviews and ethnography looks like. Specific assignments will be distributed later in the term.

Research presentation: If we are not back in face-to-face classes by the time the research presentations begin, this is the plan:

If you are able to present on the day and time that you are scheduled from a computer, tablet, or phone with a webcam from which you can show slides, you should do so. If you can't present on that day, or don't have access to a computer, tablet, or phone from which you can show slides, contact me as soon as you can and we will work something out.

Research project: the majority of your grade for this class will be a research project in which you use either interview research or ethnography to examine a political science topic that interests you. The research project has seven components (specific assignments for each will be distributed as the semester progresses):

<i>Item</i>	<i>Deadline</i>	<i>Percent of course grade</i>	<i>Length</i>
An introduction that specifies the research question you will be answering and why it is important	1/31	5%	1-2 pages
A literature review that discusses what other scholars have said about your topic	2/19	5%	4-6 pages
A research design that specifics what you will do and why	3/6	5%	3-5 pages
"Raw data" (field notes or interview transcripts; due Monday, March 30): 2.5%	3/30	2.5%	2-5 pages

Evidence/analysis of your raw data (along with your introduction, literature, review, and research design)	4/24	10%	8-12 pages
Final paper	5/6 ²	30%	15-25 pages
Oral presentation of research findings	4/17-4/27	10%	8-10 minutes

CITI Training for Human Subjects Researchers: All students in this class are required to complete CITI Training for Human Subjects Researchers online. This is due by the beginning of class on **Wednesday, February 5**. To prove that you have completed the training, upload your Completion Certificate to the relevant assignment submission folder. Late uploads will be accepted with penalty (10 points per day late), but even if students wait more than 10 days to upload the Completion Certificate, and thus earn no credit for the upload, students must upload a Completion Certificate in order to be permitted to turn in a research design, “raw data,” the evidence/analysis section of your paper, your final paper, and to make an oral presentation of your research findings. In other words, if you do not take the CITI training for Human Subjects Researchers, you will not be able to pass the class. There is information about how to access the training on the course’s D2L site.

Office Hours: I encourage students to take advantage of my office hours in order to ask questions about the course materials or to chat about issues related to the course or political science more generally. No appointment is necessary to come to my office hours. If you have classes or other obligations during my office hours and like to meet with me, I encourage you to email me to make an appointment.

Course Materials: All readings for this course are available through the course’s D2L site. I encourage students to print out the readings before class.

Schedule:

13-Jan *Introduction*
No assigned reading

Unit 1: Qualitative research in a quantitative world

15-Jan *The cult of KKV*
King, Gary, Robert O. Keohane, and Sidney Verba. 1994. “The Science in Social Science.” In *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, N.J.: Princeton University Press.

17-Jan *A reply to KKV*
Collier, David, Henry E. Brady, and Jason Seawright. 2004. “Sources of Leverage in Causal Inference: Toward an Alternative View of Methodology.” In *Rethinking Social Inquiry: Diverse Tools, Shared*

² For graduating seniors the deadline is Monday, May 4 at noon.

Standards, edited by Henry E. Brady and David Collier, Lanham, Md.: Rowman & Littlefield.

20-Jan CLASS CANCELLED FOR REV. DR. MARTIN LUTHER KING JR. DAY

22-Jan *Analytic tools for qualitative research*
Munck, Gerardo M. 2004. "Tools for Qualitative Research." In *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, edited by Henry E. Brady and David Collier, Lanham, Md.: Rowman & Littlefield.

24-Jan *Asking the right questions*
Baglione, Lisa A. 2012. "Getting Started: Finding a Research Question." In *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods*. 2nd ed. Thousand Oaks, Calif.: CQ Press.

27-Jan *Ethnography and public opinion in the US*
Cramer, Katherine J. 2016. "The Contours of Rural Consciousness." In *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker*. Chicago: University of Chicago Press.

29-Jan *Interviews and immigration politics in Japan*
Strausz, Michael. 2019. "The Crow is White: Foreign Labor and the Japanese State." In *Help (Not) Wanted: Immigration Politics in Japan*. Albany, NY: SUNY Press.

31-Jan *Reviewing the literature*
Required reading: Baglione, Lisa A. 2012. "Making Sense of the Scholarly Answers to Your Research Question." In *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods*. 2nd ed. Thousand Oaks, Calif.: CQ Press.

Recommended reading: Baglione, Lisa A. 2012. "Learning Proper Citation Forms, Finding the Scholarly Debate, and Classifying Arguments: the Annotated Bibliography." In *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods*. 2nd ed. Thousand Oaks, Calif.: CQ Press.

Research project introduction due at the beginning of class

3-Feb *Interviews and ethnography of the religious and politically active in Japan*
Klein, Axel, and Levi McLaughlin. 2018. "Kōmeitō 2017: New Complications." In *Japan Decides 2017: The Japanese General Election*, edited by Robert J Pekkanen, Steven R Reed, Ethan Scheiner and Daniel M Smith. Cham, Switzerland: Palgrave Macmillan.

Guest lecturer: Levi McLaughlin

Unit 2: Ethical issues in qualitative research on human subjects

- 5-Feb *Ethics and research*
No assigned reading.
Take online CITI training by the beginning of class (see D2L for link)
- 7-Feb *Ethics beyond ethics*
Daku, Mark. 2018. "Ethics Beyond Ethics: The Need for Virtuous Researchers." *BMC Medical Ethics* 19 (1):42.
First reading analysis paper due
- 10-Feb *Ethics in interview research*
Kvale, Steinar, and Svend Brinkmann. 2009. "Ethical Issues of Interviewing." In *InterViews: Learning the Craft of Qualitative Research Interviewing*. 2nd ed. Los Angeles: Sage Publications.
- 12-Feb *Ethics in ethnography*
Ellis, Carolyn. 1995. "Emotional and Ethical Quagmires in Returning to the Field." *Journal of Contemporary Ethnography* 24 (1):68-98.
- 14-Feb *An ethnography of cheating*
LeBlanc, Robin M. 2009. "Cheating as a Democratic Practice." In *The Art of the Gut: Manhood, Power, and Ethics in Japanese Politics*. Berkeley: University of California Press.
- 17-Feb *Interviewing the British about Parliament*
Buck, J Vincent, and Bruce E Cain. 1990. "British MPs in their Constituencies." *Legislative Studies Quarterly*:127-143.

Unit 3: How to do ethnographies and interviews

- 19-Feb *Writing a research design*
No assigned reading
Literature review due
- 21-Feb *How we do ethnography*
Kapiszewski, Diana, Lauren M MacLean, and Benjamin L Read. 2015. "Site-Intensive Methods: Ethnography and Participant Observation." In *Field Research in Political Science: Practices and Principles*. Cambridge: Cambridge University Press.
- 24-Feb *Writing field notes in the field*
Emerson, Robert M, Rachel I Fretz, and Linda L Shaw. 2011. "In the Field: Participating, Observing, and Jotting Notes." In *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.

- 26-Feb *Field notes at a desk*
Emerson, Robert M, Rachel I Fretz, and Linda L Shaw. 2011. "Writing Fieldnotes I: At the Desk, Creating Scenes on a Page." In *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.
- 28-Feb *How we do interviews*
Kvale, Steinar, and Svend Brinkmann. 2009. "Learning the Craft of Qualitative Research Interviewing." In *InterViews: Learning the Craft of Qualitative Research Interviewing*. 2nd ed. Los Angeles: Sage Publications.
Second reading analysis paper due
- 2-Mar *Designing an interview study*
Kvale, Steinar, and Svend Brinkmann. 2009. "Thematizing and Designing an Interview Study." In *InterViews: Learning the Craft of Qualitative Research Interviewing*. 2nd ed. Los Angeles: Sage Publications.
- 4-Mar *Conducting an interview*
Kvale, Steinar, and Svend Brinkmann. 2009. "Conducting an Interview." In *InterViews: Learning the Craft of Qualitative Research Interviewing*. 2nd ed. Los Angeles: Sage Publications.
- 6-Mar *An ethnography of Japan's "untouchables"*
Hankins, Joseph D. 2014. "A Sleeping Public: Buraku Politics and the Cultivation of Human Rights." *Working Skin: Making Leather, Making a Multicultural Japan*. Berkeley: University of California Press.
Research design due
- 9-Mar—
18-Mar SPRING BREAK
- 23-Mar *Interviews and drone strikes*
Shah, Aqil. 2018. "Do US Drone Strikes Cause Blowback? Evidence from Pakistan and Beyond." *International Security* 42 (04):47-84.

Unit 4: Becoming Qualitative Researchers

- 25-Mar *Ethnography in political science*
Schatz, Edward. 2009. "What Kind(s) of Ethnography Does Political Science Need?" In *Political Ethnography: What Immersion Contributes to the Study of Power*, edited by Edward Schatz. Chicago: The University of Chicago Press.
- 27-Mar *Ethnography and the truth*
Required reading: Allina-Pisano, Jessica. 2009. "How to Tell an Axe Murder: An Essay on Ethnography, Truth, and Lies." In *Political*

Ethnography: What Immersion Contributes to the Study of Power, edited by Edward Schatz. Chicago: The University of Chicago Press.

Recommended reading: Kvale, Steinar, and Svend Brinkmann. 2009. "Epistemological Issues of Interviewing." In *InterViews: Learning the Craft of Qualitative Research Interviewing*. 2nd ed. Los Angeles: Sage Publications.

Recommended reading: LeBlanc, Robin M. 2009. "Salad and Cigarettes for Breakfast, or How to Find Democracy by Losing Your Sense of Perspective." In *The Art of the Gut: Manhood, Power, and Ethics in Japanese Politics*. Berkeley: University of California Press.

- 30-Mar *Fieldnotes/interview transcript partner exercise*
We won't have online class this day. Instead, I am going to pair you up, and you will read at least two pages of your partner's interview transcript or fieldnotes. Then, you will write a reaction of at least one paragraph to your partner's interview transcript or fieldnotes and email it to me by 11:00am on Monday, April 1. This will be worth one day's discussion question posting.
- 1-Apr *An ethnography of defense intellectuals*
Cohn, Carol. 1987. "Sex and Death in the Rational World of Defense Intellectuals." *Signs* 12 (4):687-718.
- 3-Apr *Interviews and gender quota laws*
Weeks, Ana Catalano. 2018. "Why Are Gender Quota Laws Adopted by Men? The Role of Inter-and Intraparty Competition." *Comparative Political Studies* 51 (14):1935-1973.
- 6-Apr *An ethnography of Japan's far-right*
Smith, Nathaniel M. 2018. "Fights on the Right: Social Citizenship, Ethnicity, and Postwar Cohorts of the Japanese Activist Right." *Social Science Japan Journal* 21 (2):235-257.
- 8-Apr *Interviews and legal mobilization in Japan and South Korea*
Arrington, Celeste L. 2019. "Hiding in Plain Sight: Pseudonymity and Participation in Legal Mobilization." *Comparative Political Studies* 52 (2):310-341.
- 10-Apr CLASS CANCELLED FOR GOOD FRIDAY
- 13-Apr *How to present research findings in front of a group*
No assigned reading

- 15-Apr *Qualitative research in a quantitative world: reprise*
No assigned reading
- 17-Apr *Student presentation of research projects*
No assigned reading
- 20-Apr *Student presentation of research projects*
No assigned reading
- 22-Apr *Student presentation of research projects*
No assigned reading
- 24-Apr *Student presentation of research projects*
Evidence/analysis due at 11:00am (along with revised versions of previous sections)
No assigned reading
- 27-Apr *Student presentation of research projects*
No assigned reading
- 29-Apr *Final paper workshop*
No assigned reading
- 6-May **Final paper due at 1:30pm (the paper is due Monday May 4 at noon for graduating seniors)**