POLS 300: Research Methods in Politics and Public Policy
Occidental College
Updated August 27, 2025

Fall Semester, 2025
Monday, Wednesday, and Friday
11:45 AM-12:40 PM
Room: Johnson 315

Instructor: Dr. Isaac Hale
Email: halei@oxy.edu
Office Hours: Monday: 8:00-9:00 AM
Wednesday & Friday: 12:45-1:45 PM
Office: Johnson Hall 308

Student Preceptor: Evan Lieber
Email: elieber@oxy.edu
Office Hours: Monday & Thursday: 3:00-4:00 PM
Office: Politics Suite (3rd floor Johnson)

Course Description

If what you care about is politics, why take a class on research methods? Many of you may be asking yourselves this very question as you begin this class! Many of us are drawn to political science because of the big topics it can help explain: war & peace, election outcomes, representation, policymaking, etc. However, it is almost certain that you have checked out an election forecast (like *FiveThirtyEight*), heard an argument about how demographics shape politics, or witnessed a pundit proclaim confidently what the causes and implications of our political climate are. All of these are examples of political data being used (or misused!). Understanding politics at more than a surface level requires more than reading the newspaper, watching cable news, or following your favorite influencer on TikTok. Today, being a sophisticated political analyst means not only having knowledge about politics but also being able to interpret and explain political data.

To this end, this introductory research methods class is designed to teach you the basics of contemporary political analysis. We will learn how theoretical concepts are measured, how we can collect data, and the basics of data visualization. We will also learn how we can assess hypotheses about real-world political phenomena. This class will teach you how to test for associations between variables and how to determine whether that relationship might be *causal*.

To succeed in this class, you will need to complete three problem sets as well as design, implement, and present a poster project. You will also need to keep up with the assigned reading (listed at the end of the syllabus), which is highly pertinent to the subjects covered in class.

It is important to note that this class is *NOT* a "pure" statistics course. Yes, we will learn many important statistical concepts, but we will not be spending our time writing proofs, doing math by hand, or learning the nuts-and-bolts of every statistical concept explored in class. In short, do not feel afraid if math is not your favorite subject! If you maintain a positive attitude, work hard, come to class, and ask questions, you

will most likely succeed. Do not be shy to speak up, even if you are not certain about something. There is no penalty for asking a question – and almost always other students will have the same question!

Course Objectives

The student learning outcomes for this course are as follows:

- Identify best practices for research design, including rigorous hypothesis testing
- Gain knowledge about a wide variety of quantitative and qualitative methods, including surveys, interviews, observational studies, and large-N statistical analysis
- Unpack the logic and meaning of core statistical concepts, including probability, correlation, and causation
- Acquire programming skills in Stata, including data management, data visualization, and regression
- Improve data literacy, including the student's ability to identify misleading presentations of data
- Produce and present a poster demonstrating the student's mastery of the preceding objectives. This poster is intended to improve students' independent research skills and focus their research agendas.

Required Texts

There are two required texts for this course.

- Lisa Daniels & Nicholas Minot, 2020. *An Introduction to Statistics and Data Analysis Using Stata: From Research Design to Final Report*. SAGE Publications.
- Charles Wheelan, 2013. *Naked Statistics: Stripping the Dread from the Data*. WW Norton & Company.

You may access all other readings through the Canvas portal for this class or via hyperlinks in the syllabus.

Core Program Requirements

POLS 300 fulfills a Math/Science (CPMS) core program requirement.

Course Preceptor

We are fortunate to have POLS 300 veteran Evan Lieber joining us as a preceptor. He took the course in spring 2023, was a preceptor in spring 2025, and is well versed in the concepts and tools we will be engaging with in this course. Consider Evan as an additional resource – you can attend his office hours and email him questions (as you would me). He will also assist us in class on programming days. Please note that any concerns about grading, student conduct, or assignment deadlines should be communicated directly to me.

Class Expectations

Credit Hour Policy

POLS 300 is a 4-unit course. On average, you should expect to spend at least twelve (12) hours a week (including in-class time) on this course.

Lab Days

We will have in-class programming labs throughout the semester (usually on Fridays). We will be learning how to use Stata for data visualization, data management, and statistical analysis. Please bring your laptop to class on programming days. These labs will provide you with the skills necessary for your poster project.

Lecture Slides
Slides will be used in class on most days. Slides will be posted to Canvas following the class session.

Software
This is *not* a "pure" statistics course; however, we cover a large amount of statistical material in this class. As such, you will need to learn to use a software package called Stata. Stata is a powerful tool for statistical analysis, data management, and data visualization. It is widely used in political science and economics.

To interface with Stata through Oxy (and free of charge!), you must access it through ITS's Virtual Computer Lab. To learn all about the Virtual Computer Lab, visit: www.oxy.edu/academics/faculty/resources-faculty/academic-continuity-planning/virtual-computer-lab.

It is crucial that you run Stata on your personal laptop *before* January 31st (the first lab day). We will not have time in class to get Stata running on your computer, so please contact ITS or come to my office hours before January 31st if you are having difficulty. A guide to accessing Stata is posted to the class Canvas page.

Online Access
All readings and documents for this course can be accessed through the Canvas website or via hyperlinks in the syllabus schedule. Messages will be sent by me via Canvas, so make sure you have email notifications for Canvas messages activated.

Email
I welcome questions and comments by email. When you email me, you should compose your email as you would any piece of professional correspondence. I typically respond within 24 hours on weekdays.

Laptops and Other Electronics
On programming days, we will practice Stata in the classroom and will also be learning some statistics. Students are expected to bring their laptops with them to class on programming days. If you need a computer for this course, you may request a loaner laptop via this web portal. The laptops are set up with access to the virtual computer lab software (e.g., SPSS, Stata, Matlab, etc.).

On normal class days (labs are an exception!), laptops are not allowed in class. Numerous studies confirm that students who take notes by hand retain more information over time and that laptop bans improve student engagement in smaller classes. It is also far less distracting to others when there is not constant typing and visual distraction going on during a lecture/discussion. As such, laptops, phones and other electronic devices are not allowed in non-lab class days.

If you have a documented learning disability that is helped by typing your notes, contact me and I will be happy to consider an exception. Furthermore, if you have a very compelling reason why you strongly prefer to take notes during lectures with a laptop, you may write me an email letting me know, and we can discuss the matter individually. Any laptops approved for use in-class must not be used for web surfing during class.

You may bring an e-reader, tablet, or another "lie-flat" device to access readings in class. You may not use it for tasks such as surfing the web or email. You are encouraged to bring printouts or e-reader copies of the readings to class.

Desk Name Tag (yes, this is required)
To facilitate discussion, I ask that you place a name tag on the desk in front of you in class each day.

Although attendance will not be taken, showing up to class with your desk name tag will affect your participation grade. One way to make this name tag is to take an 8½ x 11-inch piece of construction paper or lightweight cardboard, fold it in half lengthwise (so it's now 4¼ x 11 inches), and write your name on one side so that your name is upright when you put the folded piece of paper like a tent on the desk in front of you. Please write your full name (**FIRST AND LAST**—using whatever name you prefer to be called as your first name) in **LARGE, VERY DARK, BOLD** letters. I will bring nametag supplies on the first day of class.

Assignment Deadlines

The following are the due dates for every assignment you will submit in this course. **There is no final exam**. Assigned readings are listed at the end of the syllabus.

Each of the following assignments is due at **midnight** (11:59 PM), with the exception of the in-person presentation of the poster on and the poster PDF:

Assignment	Due Date
Run Stata on your laptop	Friday, August 29th
Poster project: research question	Friday, September 12th
Poster project: research design worksheet	Friday, September 26th
Problem set 1	Friday, October 3rd
Problem set 2	Friday, October 17th
Poster project: annotated bibliography	Friday, October 24th
Problem set 3	Friday, October 31st
Poster project: PDF due on Canvas	Wednesday, November 19th (**at noon)**
Optional extra credit meme	Monday, November 24th
Poster project: presentation	TBA (**at TBA AM)**

Grading

Grading for this course will be calculated as follows:

Poster Project (4x graded components)	60%
Problem Sets (3x)	30%
Class Participation	10%
Total:	**100%**

The final letter grade will be assigned according to the standard table:

93-100: A	87-89: B+	77-79: C+	67-69: D+
90-92: A-	83-86: B	73-76: C	60-66: D
	80-82: B-	70-72: C-	00-59: F

If your course grade is 0.5 points or less from the next letter grade at the end of the semester, the grade submitted to the registrar will be rounded up to the next letter grade (e.g., 89.5% → A-). You will not be able to see this rounding on Canvas.

All graded items listed above are detailed in the sections that follow.

Poster Project

The poster presentation comprises the largest portion of your grade and will require you to complete multiple assignments throughout the term:

1. **Research question** (5%): what do you want to know about your topic? Ask a question that defines the problem or issue you want to study. This should be no longer than one paragraph (and need not be that long!). I will give you feedback on your research question that you can use to "sharpen" (or change) your question before pursuing the next step.
2. **Research design worksheet** (10%): Complete the research design worksheet posted on Canvas. You will identify the data set you will use to address your question as well as your dependent and independent variables.
3. **Annotated bibliography** (10%): what have others said about your topic? Provide an annotated bibliography of 5-6 sources (peer-reviewed articles or books). For each source, you should have approximately four sentences of description that summarize the authors' argument, their data, how they analyzed their data, and what they found.
4. **Poster presentation** (35%): your poster draws together the previous elements and presents them in a visual form to your classmates. Your poster should have a catchy headline, your research question, list your hypotheses, and have eye-catching, easy-to-read charts, visuals, sidebars, and bullets describing the key facts (what is currently known about your topic). It should be precise and include citations. Your 36"x48" poster will be printed through DOCS at my expense, and during the final exam period, we will have an in-person poster session where you take turns asking and answering questions of each other's posters.

Rubrics and more detailed information on the poster presentation components will be provided throughout the class.

Problem Sets

In this course you will have three problem sets wherein you will practice using Stata and applying tools taught in the class. Instructions for each assignment will be provided in class as well as posted on Canvas. All assignments must be submitted on Canvas. Each problem set will be worth 10% of your final grade.

For all submissions, please be sure to include any Stata code you used in a .do file uploaded to Canvas. This way I can easily see your answers as well as check on the code if something went wrong.

Participation

Your participation grade will be based on the overall effort you put into the class, including the effort you put into your assignments, your attendance in class (and having a desk tag!), and your participation in discussions. Come to class, participate in class discussions, earn a good participation grade, and get more out of the class. It is a win-win. You are also encouraged to bring up news stories, relevant examples, and "dank" methods memes.

Extra Credit Meme

You may earn extra credit by creating and submitting a meme related to course content. The extra credit is worth up to half a point on your final grade (e.g., raising an 89.5% final grade to a 90%). In order to receive full credit, the meme must be used correctly (so don't trust AI)! I suggest using https://knowyourmeme.com to make sure you are using your meme correctly. You can create memes using meme generators such as https://imgflip.com/memegenerator. Your meme will be shared in class, so be creative!

- The optional meme is due Monday, November 24th at midnight (11:59 PM)

Late Submissions

Do not wait until the night before it is due to begin to work on an assignment. Life is complicated and full of unexpected surprises. Plan for uncertainty by managing your time efficiently. Even if your work is not complete because something unexpected interfered, submit what you have accomplished prior to the emergency. After-the-fact extensions will be granted only under extreme circumstances, and at my sole discretion. If you know in advance that you will miss an assignment deadline, you may submit a partially completed assignment early — and then appeal for an extension.

Assignments submitted late will have 10% deducted from their final score for every day they are late. This penalty begins immediately following the day and time the assignment is due and will not be prorated. Late poster PDFs will not be accepted due to printing deadlines.

Grade Appeals

If you are not satisfied with the grade you receive on an assignment, please take the following steps:

1) Review any comments/feedback I have provided. Check your Canvas submission.
2) If you still have questions, come to my office hours, or contact me by email.
3) If you still believe that the grade you received is in error, submit a one-paragraph written request for a regrade by email. If the request is approved, your work will receive a completely new evaluation by me. Your score may increase, decrease, or stay the same.

Disabilities

Occidental College (Oxy) complies with the Americans with Disabilities Act of 1990 as amended, Section 504 of the Rehabilitation Act of 1973 as amended, and other applicable state and federal law prohibiting discrimination against individuals with disabilities.

- All accommodation requests including academic, housing (ESA & Service Animal) and temporary accommodations are managed by the Disability Services Office. It is a student's responsibility to request accommodations via the Disability Services website. For information about additional accommodations and support services, students can email accessibility@oxy.edu.
- Oxy's Psychological Testing Program: We offer low cost psychological testing for students who qualify. Any student who thinks they may have a learning, or psychological disability may contact Disability Services at accessibility@oxy.edu to learn more about psychological testing.
- Academic Success Coaching: Disability Services offers Academic Success Coaching for all students who struggle with organization, time management, etc. Please contact accessibility@oxy.edu for more information.

Academic Dishonesty

Academic Integrity is a shared community value. It is built around trust and respect between members of the Occidental Community and embodies a commitment to honesty and integrity in every aspect of one's academic life.

All members of the Occidental community are committed to uphold the highest degree of academic integrity. Unless stipulated otherwise, the academic work done for all assignments is expected to be the student's own; students are expected to give proper credit to the ideas and work of others.

Generally speaking, you must cite the person at the end of the sentence in which you use another person's idea. When you use a specific phrase, you must put that phrase in quotation marks and cite the original author at the end of the sentence in which you use the phrase. If you wish to submit a piece of writing that you have used in another class, you must receive my permission before doing so.

Good writing is good thinking. Figuring out which words best express your ideas is central to the writing process. As such, I do not allow AI to be used in your writing for this class. This includes (but is not limited) to translation sites, ChatGPT, Deepseek, Gemini, Apple Rewrite, and/or any platform that "generates" language and/or ideas. Any generative AI use for writing assignments in this class is a violation of the College's Academic Integrity Policy. Instead of AI tools, utilize Oxy's writing support services for help with drafts and revisions.

Signing the Academic Integrity Commitment at the beginning of every semester represents a student's affirmation to uphold the shared values of honesty and integrity. When signing the Integrity Commitment associated with work in a course, students are affirming that they have not cheated, plagiarized, fabricated, or falsified information; nor assisted others in these actions.

Refer to Student Handbook for the framing of the commitment, definitions of Academic Ethics, and Process for alleged violations of the commitment.

Support Services

A number of services are available here at Occidental College to make sure that you excel in your academically and socially.

There are a number of opportunities for **academic support**. Please visit the following website at https://www.oxy.edu/academics/student-success to see the variety of services offered, including writing support, tutoring, research assistance, language tutoring, and academic coaching.

The Emmons Wellness Center provides **medical services and counseling**. Visit their website for information on specific services provided: https://www.oxy.edu/student-life/resources-support/emmons-wellness-center

Accommodations for Reasons of Faith and Conscience

Consistent with Occidental College's commitment to creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that students should be excused from class for reasons of faith and conscience without academic consequence. While it is not feasible to schedule coursework around all days of conviction for a class as a whole, faculty will honor requests from individual students to reschedule coursework, to be absent from classes that conflict with the identified days. Information about this process is available on the ORSL website: https://www.oxy.edu/student-life/resources-support/orsl/academic-accommodations

Sexual Harassment and Assault Resources

In the event that you write or speak about having experienced discrimination or harassment on the basis of a protected characteristic or sexual misconduct (including sexual assault, dating/domestic violence, stalking, sexual exploitation or any other form of sexual and/or gender-based harassment), as a designated Responsible Employee, I must inform the Civil Rights & Title IX Office. They will contact you to let you know about resources and support services at Oxy, as well as reporting options both on and off-campus. You have no obligation to respond to the Civil Rights & Title IX Office or to meet with them to discuss support services and reporting options.

If you do not want the Civil Rights & Title IX Office contacted, instead of disclosing this information to your instructor, either through conversation or a class assignment, you can speak confidentially with:

- Oxy's Survivor Advocate, Project SAFE (survivoradvocate@oxy.edu)
- Emmons Counseling (For appointments, call: 323-259-2657)
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life (myoung@oxy.edu)
- Oxy 24/7 Confidential Hotline (323-341-4141)

The College's civil rights policies, along with additional resources, can be found at: https://www.oxy.edu/civil-rights-title-ix. If you would like to contact the Civil Rights & Title IX Office directly, you may email Civil Rights & Title IX Coordinator Alexandra Fulcher at afulcher@oxy.edu or call 323-259-1338.

Weekly Topics & Readings

The list below indicates reading assignments and class topics. All readings are in the textbooks, available on Canvas, or hyperlinked below. You should do each day's readings before that day's class. I will generally keep us on schedule but note that discussions may bleed over from one class to the next.

Date	Topics	Readings Due
Wed, Aug 27	Course Introduction (AKA "why should we care about methods?")	• CANVAS: read the syllabus! • *Naked Statistics: Stripping the Dread from the Data*, Introduction ○ This book will henceforth be shorthanded in the syllabus as "*Naked Statistics*"
Fri, Aug 29	The Scientific Method	• *An Introduction to Statistics and Data Analysis Using Stata: From Research Design to Final Report,* chapter 1 ○ This book will henceforth be shorthanded in the syllabus as "*Statistics and Data Analysis Using Stata*" • *Naked Statistics*, chapter 1
Week 2		
Mon, Sep 1	**NO CLASS**	• Labor Day
Wed, Sep 3	Research Questions	• CANVAS: Janet B. Johnson, H. T. Reynolds, and Jason D. Mycoff. 2015. "Chapter 3: Beginning the Research Process," in *Political Science Research Methods*. CQ Press.
Fri, Sep 4	**Programming Day!** TOPIC: Stata basics	• *Statistics and Data Analysis Using Stata*, chapter 4
Week 3		
Mon, Sep 8	Introducing Political Science Datasets	• Read about a few Varieties of Democracy (V-DEM) "graphs of the week": https://www.v-dem.net/gow_list • Explore Congressional Election Study (CES) questions: https://cooperativeelectionstudy.shinyapps.io/ccsearch/ • Explore World Values Survey (WVS) questions (you will need to select countries and years): https://www.worldvaluessurvey.org/WVSOnline.jsp
Wed, Sep 10	**NO CLASS**	• Professor Hale will be presenting at the 2025 meeting of the American Political Science Association (APSA) in Vancouver.
Fri, Sep 12	**NO CLASS**	• Professor Hale will be presenting at the 2025 meeting of the American Political Science Association (APSA) in Vancouver.

Week 4		
Mon, Sep 15	Measurement (part 1)	• *Naked Statistics*, chapter 2 • Nick Huntington-Klein. 2022. "Chapter 3: Describing Variables," in *The Effect: An Introduction to Research Design and Causality*. Routledge. ○ Read through section 3.4 (you may skip section 3.5, "Theoretical Distributions")
Wed, Sep 17	Measurement (part 2)	• *Naked Statistics*, chapter 3 • Seva Gunitsky. "How Do You Measure 'Democracy'?" In *Washington Post: The Monkey Cage Blog* ○ Alternate access link: https://archive.ph/fTbeL
Fri, Sep 19	**Programming Day!** TOPIC: variables	• *Statistics and Data Analysis Using Stata*, chapter 5
Week 5		
Mon, Sep 22	Correlation, Causation, and Experiments (part 1)	• *Naked Statistics*, chapter 4 • *Naked Statistics*, chapter 13 • *Harvard Business Review*, "Beware Spurious Correlations"
Wed, Sep 24	Correlation, Causation, and Experiments (part 2)	• CANVAS: Janet B. Johnson, H. T. Reynolds, and Jason D. Mycoff. 2015. "Chapter 6: Research Design: Making Causal Inferences," in *Political Science Research Methods*. CQ Press.
Fri, Sep 26	**Programming Day!** TOPIC: visualizing variables	• *Statistics and Data Analysis Using Stata*, chapter 6 • "Descriptive Information and Statistics | Stata Learning Modules." UCLA: Statistical Consulting Group.
Week 6		
Mon, Sep 29	Probability	• *Naked Statistics*, chapter 5 • *Naked Statistics*, chapter 5 ½ • *Naked Statistics*, chapter 6
Wed, Oct 1	The Central Limit Theorem	• *Naked Statistics*, chapter 8
Fri Oct 3	**Programming Day!** TOPIC: bivariate relationships	• "Overview of Graph Twoway Plots | Stata Learning Modules." UCLA: Statistical Consulting Group. • "Correlation | Stata Annotated Output." UCLA: Statistical Consulting Group. • "Using **IF** with Stata Commands | Stata Learning Modules." UCLA: Statistical Consulting Group.

Week 7		
Mon, Oct 6	Inference	• *Naked Statistics*, chapter 9
Wed, Oct 8	Regression (part 1)	• *Naked Statistics*, chapter 11
Fri, Oct 10	**Programming Day!** TOPIC: t-tests	• *Statistics and Data Analysis Using Stata*, chapter 8 • *Statistics and Data Analysis Using Stata*, chapter 9
Week 8		
Mon, Oct 13	**NO CLASS**	• Fall Break
Wed, Oct 15	Regression (part 2)	• "Interpreting Regression Output" Princeton University Library.
Fri, Oct 17	**Programming Day!** TOPIC: bivariate regression	• *Statistics and Data Analysis Using Stata*, chapter 12, read through section 12.4 (stop before section 12.5 "multiple regression analysis") • YOUTUBE: "Simple linear regression in Stata®" StataCorp LLC.
Week 9		
Mon, Oct 20	Regression (part 3)	• *Statistics and Data Analysis Using Stata*, chapter 12 • YOUTUBE: "STATA Tutorials: Multiple Linear Regression." Department of Methodology LSE.
Wed, Oct 22	Avoiding Regression Pitfalls	• *Naked Statistics*, chapter 12 • CANVAS: Robert Matthews. 2000. "Storks deliver babies (p=0.008)." *Teaching Statistics* 22:36-38
Fri, Oct 24	**Programming Day!** TOPIC: multivariate regression	• *Statistics and Data Analysis Using Stata*, chapter 12 • YOUTUBE: "STATA Tutorials: Multiple Linear Regression." Department of Methodology LSE.

Week 10		
Mon, Oct 27	Survey Methods and Sampling	• *Naked Statistics*, chapter 10 • Scott Keeter. "Public Opinion Polling Basics." Pew Research Center.
Wed, Oct 29	Survey Design	• *Statistics and Data Analysis Using Stata*, chapter 2 • *Statistics and Data Analysis Using Stata*, chapter 3
Fri, Oct 31	**Programming Day!** TOPIC: subsetting, collapsing, and survey weights	• "Subsetting Data | Stata Learning Modules." UCLA: Statistical Consulting Group. • "Collapsing Data Across Observations | Stata Learning Modules." UCLA: Statistical Consulting Group. • Brian Schaffner. 2018. "Chapter 4: Design Weights," in *Advanced Survey Data Analysis & Survey Experiments*
Week 11		
Mon, Nov 3	Observational Studies	• CANVAS: J. T. Dickovick and Jonathan Eastwood. 2016. "Chapter 1: The Comparative Approach: An Introduction," in *Comparative Politics: Integrating Theories, Methods, and Cases*. Oxford University Press.
Wed, Nov 5	Data Visualization	• Review example posters at: https://urc.ucdavis.edu/photo-galleries/uc-davis-academic-posters
Fri, Nov 7	**Programming Day!** TOPIC: visualizing regression models	• Ben Jann. 2022. "Getting started – How to use coefplot."

Week 12		
Mon, Nov 10	**Programming Day!** TOPIC: poster workshop	• No assigned reading. • We will be working on the poster during class
Wed, Nov 12	**Programming Day!** TOPIC: poster workshop	• No assigned reading. • We will be working on the poster during class
Fri, Nov 14	**Programming Day!** TOPIC: poster workshop	• No assigned reading. • We will be working on the poster during class

Week 13		
Mon, Nov 17	**Programming Day!** TOPIC: poster workshop	• No assigned reading. • We will be working on the poster during class
Wed, Nov 19	**NO CLASS**	• Finish that poster! You must upload the PDF to the Canvas assignment **by noon (11:59 AM), no exceptions**
Fri, Nov 21	Data Visualization Disasters	• CANVAS: Carl Bergstrom and Jevin West. 2020. "Chapter 7: Data Visualization," in *Calling Bullshit: The Art of Skepticism in a Data-Driven World*. Random House.
Week 14		
Mon, Nov 24	Qualitative Methods: an Overview	• CANVAS: Janet B. Johnson, H. T. Reynolds, and Jason D. Mycoff. 2015. "Chapter 8: Making Empirical Observations," in *Political Science Research Methods*. CQ Press. • *Optional*: extra credit meme due at midnight
Wed, Nov 26	**NO CLASS**	• Thanksgiving break
Fri, Nov 28	**NO CLASS**	• Thanksgiving break
Week 15		
Mon, Dec 1	Wrapping up	• No assigned reading
DATE TBA	**Poster Presentation Day!**	• Poster Session at time TBA at Cannon Plaza • There will be lots of snacks! • There is no final exam – enjoy your winter break!

Thanks to Dr. Rachel Bernhard and Dr. Chris Hare, whose syllabi served as references.