



POGO 801: Research Design for Social Science and Public Policy (3 Credits)

Fall 2020 Online

Blended Synchronous and Asynchronous
Synchronous Meetings Tuesdays, 5:30 – 6:30 pm

October 2, 2020 Draft (See Draft Modification Notes at End of Syllabus)
Syllabus May Be Updated During Semester

Professor: Eric McGlinchey
Office: 341 Research Hall
Email: emcglinc@gmu.edu

Video Conference Office Hours: Wednesdays 1-4pm and by appointment

Schedule an Appointment: <https://calendly.com/emcglinc>

Course Description

This course grounds students in the principles of the scientific method, the framework for investigating research questions in the social sciences. Focus is on sound and rigorous research design. Students will explore approaches and potential pitfalls to conceptualization, measurement, and causality. Along the way students will examine case study, ethnographic, survey, experimental, game theory, and network analysis research designs. We will assess the strengths and limitations of these approaches in our effort to probe causality and build theory that can inform policy and politics.

Course Learning Outcomes

By the close of this course, students will be able to:

1. Identify and execute multiple social science research designs.
2. Identify strengths and limitations of different research designs and methods.
3. Write a research proposal that can serve as a foundation for future PhD research.
4. Orally present research concisely in a way that engages academic as well as policy audiences.

Course Texts

Many course readings are available in digital format through Mason's library: <https://library.gmu.edu/>.

Students are encouraged to obtain the following texts:

- George, A. L. & Bennett, A. *Case Studies and Theory Development in the Social Sciences*. MIT Press, 2005.
- Young, Eóin, and Lisa Quinn. *Writing Effective Public Policy Papers*. Open Society Institute, Budapest, 2002. (Available through Blackboard)
- Baglione, Lisa A. *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods*. 4 edition. CQ Press, 2018.

Instructor-Student Communication

I will respond to your emails within 48 hours. If I will be away from email for more than one day, I will post an announcement to Blackboard. Before sending an email, please check the following:

1. Syllabus
2. Frequently Asked Questions (FAQs)
3. Help forum (Feel free to respond to other students in the Help forum)
4. Blackboard videos on how to use Blackboard features
5. Blackboard Q&A, and
6. Technology Requirements

Mason EMAIL

- GMU requires that university email be used for all course communication. I will be sending messages to your Mason email. Please make sure you have access to these messages.
- When you email me, please include POGO 801 in the subject heading.

Course Logistics

This is a blended course. We will work and conduct discussions synchronously and asynchronously. We will meet Tuesdays, 5:30 – 6:30 pm, for synchronous discussions of readings, assignments, and recorded lectures. We will use Blackboard to facilitate asynchronous discussions and peer collaborations. In a typical week:

- You will read between 100 and 200 pages and discuss the material with classmates
- Complete assignments to be submitted through Blackboard according to the assignment schedule

To Access Blackboard

1. Go to <https://mymasonportal.gmu.edu>
2. Login using your NETID and password.
3. Click on the 'Courses' tab.
4. Double-click on POGO-801 (Fall 2020) under the course listings.

Technical Help

- If you have difficulty accessing Blackboard, you can contact ITU Support at 703.993.8870 or support@gmu.edu.

- If you have trouble using features in Blackboard, email courses@gmu.edu.

Course Requirements

The following requirements are designed to promote an optimal learning environment for motivated students. This syllabus is a contract. Enrollment in this class constitutes your acceptance of course requirements.

1. Students are expected to complete assigned readings and assignments as well as watch recorded lectures prior to synchronous class meetings. Written assignments should be submitted by 11:59pm the night before our synchronous class meetings. Week 1 discussion board introductions, for example, should be posted to Blackboard by 11:59pm, Monday, August 24.
2. Students will engage in weekly asynchronous online discussion.
3. Students will participate in weekly synchronous video conferences.
4. Students will complete the following written assignments:
 - 750 word editorial in defense of the social sciences
 - 500 word discussion of the problem / puzzle / research question that will provide the foundation for your seminar's draft dissertation research proposal
 - 2,000 word literature review that provides an overview of existing theories that plausibly might explain the variation / puzzle driving your research question
 - 1,000 word discussion of observable implications associated with theories discussed in your literature review and critical tests
 - 1,000 word (4 assignments, 250 words each) discussion of methods you might use to probe for the observable implications associated with the theories under investigation in your draft dissertation research proposal
 - 6,000 word draft dissertation proposal (Note: This is a "draft" in the sense that the dissertation proposal you submit prior to advancing to PhD candidacy may differ from the proposal you submit for this seminar. Please do ensure your proposal is rigorously edited and includes citations and bibliography.)
5. Students will deliver a 10-15 minute dissertation proposal "oral defense." Presentations will be delivered in small groups and recorded.

Late Assignments Policy

One-third of a grade will be deducted for every day a paper is late. Incompletes—both for papers and for the seminar—will be extended only in cases of documented emergencies.

Student Responsibilities

Academic Integrity: Students are responsible for their own work. Students and faculty are responsible for addressing violations of the honor code.

Honor Code: Students must adhere to the guidelines of the George Mason University Honor Code. The George Mason University Honor Code states: "Cheating and attempted cheating, plagiarism, lying, and stealing of academic work and related materials constitute Honor Code violations. To maintain an academic community according to these standards, students and faculty members must report all alleged violations to the Honor Committee." Students are encouraged to read the full Honor Code (link: <https://oai.gmu.edu/mason-honor-code/>) and to remain vigilant against any violation of the Code in their own work. Any cases of academic dishonesty in this course will be pursued according to the guidelines detailed in the University Catalog.

Time Conflict: George Mason University is committed to creating a welcoming, respectful, and inclusive educational environment that values diversity. Students should review the syllabus at the beginning of the term to determine if there are any conflicts between class time and religious observance. It is the student's responsibility to inform the instructor of these conflicts within the first week of the semester.

<https://ulife.gmu.edu/calendar/religious-holiday-calendar/>

Responsible Use of Computing: Students must follow the university policy for Responsible Use of Computing. [See <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

University Calendar

Details regarding the current Academic Calendar. [See <http://registrar.gmu.edu/calendars/index.html>].

University Catalog

The current university catalog. [See <https://catalog.gmu.edu>].

Student Services

Writing Center

The George Mason University Writing Center staff provides a variety of resources and services (tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. [See <https://writingcenter.gmu.edu>].

Counseling and Psychological Services

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <https://caps.gmu.edu>].

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the "Buckley Amendment," is a federal law that gives protection to student educational records and provides students with certain rights. [See <https://registrar.gmu.edu/privacy>].

Special Needs:

Please address any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware of your needs. Those seeking accommodations based on disabilities should contact the Disability Resource Center, [<https://ods.gmu.edu>] (703) 993-2474, or the Equity Office (703) 993-8730.

Enrollment:

Students are responsible for verifying their enrollment in this class. Schedule adjustments should be made by the deadlines published in the Registrar calendar.

Grading:

Editorial in Defense of Science	25
Research Question	25
Literature / Theory Review	50
Identifying Observable Implications	50

Use of Research Methods to ‘Test’ for Observable Implications (4 Applications, 25 Points Each)	100
First Draft of Seminar Research Proposal	25
Final Draft of Seminar Research Proposal	125
Research Proposal Presentation	25
Asynchronous Class Discussion	55
Synchronous Class Participation	20
Total	500 points

Grading Scale:

A+: 490-500	A: 460-489	A-: 450-459
B+: 440-449	B: 410-439	B-: 400-409
C+: 390-399	C: 360-389	C-: 350-359
D+: 340-349	D: 310-339	D-: 300-309
F: 299 and below		

Course Schedule

Week	Topic	Readings and Videos	Discussions and Assignments
1 8/25	Introduction: The Scientific Method and Workflow	<ol style="list-style-type: none"> Zotero.org (Review documentation) Skim for content: J. Scott Long, <i>The Workflow of Data Analysis Using Stata</i>, (Stata Press, 2008), Ch. 2, “Planning, Organizing, and Documenting.” (We won’t be using Stata but Long’s Workflow discussion is excellent, if not exactly a page turner.) Outtake from PBS <i>Naturally Obsessed: The Making of a Scientist</i>, https://www.youtube.com/watch?v=RwOv2Z7byv0. (As this video illustrates, science is challenging! Our projects often fail. Regardless the discipline – molecular biology, public policy, political science – we are all in this together and we all share the same method. 	<p>Seminar Opening Discussion: The Zotero website, Long reading, and PBS video all address challenges of workflow. What are these challenges? How might they be addressed in our research designs?</p> <p>Synchronous Session: (1) Seminar introduction; (2) Zotero app overview; (3) Workflow</p> <p>Assignment: Post your short introduction in the Bb Class Discussion.</p> <p>Assignment Deadline: Introductions are due through Blackboard by 11:59 pm, Monday.</p>
2 9/1	What Is Social Science?	<ol style="list-style-type: none"> King, G., Keohane, R. O. & Verba, S. <i>Designing Social Inquiry: Scientific Inference in Qualitative Research</i>. (Princeton University Press, 1994), Ch. 1, 	<p>Assignment: Calls to defund or decrease federal support for the social sciences – including public policy and political science – are frequent. Critics argue that the social sciences are not real sciences and that scarce government resources can be better spent elsewhere. Right an editorial</p>

		<p>pp. 3-33, “The Science in Social Science” (Often referred to as KKV <i>DSI</i>)</p> <ol style="list-style-type: none"> 2. Clark, W. R., Golder, M. & Golder, S. N. <i>Principles of Comparative Politics</i>. (CQ Press, 2013), Ch. 2, “What Is Science,” pp. 19-48. 3. Clifford Geertz, <i>The Interpretation of Cultures</i>, Ch. 1, “Thick Description: Toward an Interpretive Theory of Culture,” pp. 3-32. 4. Young, E. and Quinn, L., <i>Writing Effective Policy Papers</i> (OSI, 2002), Chs. 1-2. 5. Baglione, Lisa, <i>Writing a Research Paper</i> (CQ Press, 2018), Ch. 1. 	<p>(no more than 750 words) in which you directly engage one of these critics (provide citations) and offer a counterargument that points to contributions the fields of public policy, political science, or any other social science have made.</p> <p>Assignment Deadline: Editorials are due through Blackboard by 11:59 pm, Monday.</p> <p>Synchronous Session: (1) note-taking strategies for comps / field exams and for the dissertation proposal; (2) using Zotero; (3) the interrelationship between public policy and political science; (4) arguments for and against the social sciences</p> <p>Discussion Posts: <u>Initial</u> Post: KKV in <i>DSI</i> conclude chapter 1 with the injunction to remain “skeptical” and to always explore multiple plausible causal explanations. Identify a case—historical or current—where analysts were not sufficiently skeptical and, as a consequence, bad policy resulted. <u>Response</u> Post: Identify what you believe led to the breakdown of skepticism in the case analysis and resulting policy identified by one of your small group colleagues.</p> <p>Discussion Post Deadlines: <u>Initial</u> posts are due by 11:59pm, the Friday before seminar. <u>Response</u> posts are due by 11:59pm, the Monday before seminar.</p>
3 9/8	Concepts and Measurement	<ol style="list-style-type: none"> 1. Adcock, R. & Collier, D. Measurement Validity: A Shared Standard for Qualitative and Quantitative Research. <i>American Political Science Review</i> 95, 529–546 (2001). 2. Collier, D. & Levitsky, S. Democracy with Adjectives: Conceptual Innovation in Comparative Research. <i>World Politics</i> 49, 430–451 (1996). 3. Sartori, G. Concept Misformation in Comparative Politics. <i>American Political Science Review</i> 64, 1033–1053 (1970). 4. Young and Quinn, <i>Writing Effective Policy Papers</i> (OSI, 2002), Chs. 3-4. 5. Baglione, Lisa, <i>Writing a Research Paper</i> (CQ Press, 2018), Ch. 2. 	<p>Assignment: Write précis of two different research questions or problems you wish to study. Pay particular attention to how these questions or problems conceptualized and the empirics used to establish the dependent variable behind driving your problems or questions</p> <p>Assignment Deadline: Précis are due through Blackboard by 11:59 pm, Monday.</p> <p>Discussion Posts: Please see weekly module for prompts.</p> <p>Discussion Post Deadlines: <u>Initial</u> posts are due by 11:59pm, the Friday before seminar. <u>Response</u> posts are due by 11:59pm, the Monday before seminar.</p>

<p>4 9/15</p>	<p>Causality</p>	<ol style="list-style-type: none"> 1. Mahoney, J. & Goertz, G. A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research. <i>Political Analysis</i> 14, 227–249 (2006). 2. George, A. L. & Bennett, A. <i>Case Studies and Theory Development in The Social Sciences</i>. (MIT Press, 2005), Ch. 7, “Case Studies and the Philosophy of Science.” 3. McKeown, T. J. Case Studies and the Statistical Worldview: Review of King, Keohane, and Verba’s Designing Social Inquiry: Scientific Inference in Qualitative Research. <i>International Organization</i> 53, 161–190 (1999). 4. Young and Quinn, <i>Writing Effective Policy Papers</i> (OSI, 2002), Ch. 5. 5. Baglione, Lisa, <i>Writing a Research Paper</i> (CQ Press, 2018), Ch. 3-4. 	<p>Assignment: Identify at least 15 sources that will serve as the foundation of a literature review. Build a bibliography using Zotero.</p> <p>Assignment Deadline: Bibliographies are due through Blackboard by 11:59 pm, Monday.</p> <p>Discussion Posts: Please see weekly module for prompts.</p> <p>Discussion Post Deadlines: <u>Initial</u> posts are due by 11:59pm, the Friday before seminar. <u>Response</u> posts are due by 11:59pm, the Monday before seminar.</p>
<p>5 9/22</p>	<p>Case Study Analysis (CSA)</p>	<ol style="list-style-type: none"> 1. George and Bennett, Chapters 3-6, pp. 67-123 and Chapters 8-10, pp. 151-231. 2. Gerring, J. What Is a Case Study and What Is It Good for? <i>American Political Science Review</i> 98, 341–354 (2004). 3. Baglione, Lisa, <i>Writing a Research Paper</i> (CQ Press, 2018), Ch. 5. 	<p>Assignment: Using the bibliography you created last week, write a literature / theory review in which you layout multiple plausible causal mechanisms that may be the source of variation in the dependent variable you are investigating.</p> <p>Assignment Deadline: Literature / theory reviews are due through Blackboard by 11:59 pm, Monday.</p> <p>Discussion Posts: Please see weekly module for prompts.</p> <p>Discussion Post Deadlines: <u>Initial</u> posts are due by 11:59pm, the Friday before seminar. <u>Response</u> posts are due by 11:59pm, the Monday before seminar.</p>

6 9/29	Challenges to CSA: Case Selection	<ol style="list-style-type: none"> Geddes, B. How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics. <i>Political Analysis</i> 2, 131–150 (1990). George and Bennett, Chapter 11, “Integrating Comparative and Within-Case Analysis: Typological Theory,” pp. 233-263. Fearon, James D. “Counterfactuals and Hypothesis Testing in Political Science.” <i>World Politics</i> 43, no. 2 (January 1991): 169–95. Baglione, Lisa, <i>Writing a Research Paper</i> (CQ Press, 2018), Ch. 6. 	<p>Assignment: Reread Chapter 2, pp. 19-27 of the Clark, Golder, and Golder text, paying specific attention to “The Case of Smart Female Athletes” example. Identify observable implications associated with each of the causal mechanisms you discussed in last week’s literature / theory review.</p> <p>Assignment Deadline: Précis on observable implications are due through Blackboard by 11:59 pm, Monday.</p> <p>Discussion Posts: Please see weekly module for prompts.</p> <p>Discussion Post Deadlines: <u>Initial</u> posts are due by 11:59pm, the Friday before seminar. <u>Response</u> posts are due by 11:59pm, the Monday before seminar.</p>
7 10/6	Complements to CSA: Survey Research	<ol style="list-style-type: none"> Brady, H. E. “Contributions of Survey Research to Political Science.” <i>PS: Political Science and Politics</i> 33, 47–57 (2000). Mitchell A. Seligson, “Improving the Quality of Survey Research in Democratizing Countries,” <i>PS: Political Science and Politics</i>, 38(1), 51-56 (2005). Berinsky, Adam J. “Can We Talk? Self-Presentation and the Survey Response.” <i>Political Psychology</i> 25(4): 643–59 (2004). Converse, Jean, and Stanley Presser. 1986. <i>Survey Questions</i> (Sage, 1986), Chs 1-2. Johnson, Janet Buttolph, and H. T. Reynolds. <i>Political Science Research Methods</i> (CQ, 2010), Chs. 7 and 10. 	<p>Assignment: In approximately 250 words discuss how you might use survey research to probe for one or more of the observable implications you identified in the week 6 assignment.</p> <p>Assignment Deadline: Précis on survey research are due through Blackboard by 11:59 pm, Monday.</p> <p>Discussion Posts: Please see weekly module for prompts.</p> <p>Discussion Post Deadlines: <u>Initial</u> posts are due by 11:59pm, the Friday before seminar. <u>Response</u> posts are due by 11:59pm, the Monday before seminar.</p>
10/13		Optional Lab: R, R Studio, LaTeX	
8 10/20	Complements to CSA: Game Theory	<ol style="list-style-type: none"> Fink, Evelyn C., Scott Gates, and Brian D. Humes. <i>Game Theory Topics: Incomplete Information, Repeated Games and N-Player Games</i> (SAGE, 1998). Clark, Golder and Golder, “The British Academy Brian Barry Prize Essay: An Exit, Voice and Loyalty Model of Politics,” <i>British Journal of Political</i> 	<p>Assignment: In approximately 250 words discuss how you might use game theory to probe for one or more of the observable implications you identified in the week 6 assignment.</p> <p>Assignment Deadline: Précis on game theory are due through Blackboard by 11:59 pm, Monday.</p> <p>Discussion Posts: Please see weekly module for prompts.</p>

		<p><i>Science</i> 47, 4 (October 2017), pp. 719–748.</p> <p>3. Ostrom, Elinor. <i>Governing the Commons: The Evolution of Institutions for Collective Action</i>. Cambridge University Press, 1990, Ch. 1, “Reflections on the commons,” 1-28.</p>	<p>Discussion Post Deadlines: <u>Initial</u> posts are due by 11:59pm, the Friday before seminar. <u>Response</u> posts are due by 11:59pm, the Monday before seminar.</p>
9 10/27	Complements to CSA: Experiments	<p>1. Druckman, J. N., Green, D. P., Kuklinski, J. H. & Lupia, A. The Growth and Development of Experimental Research in Political Science. <i>American Political Science Review</i> 100, 627 (2006), 627-635.</p> <p>2. Paluck, E. L. The Promising Integration of Qualitative Methods and Field Experiments. <i>The Annals of the American Academy of Political and Social Science</i> 628, 59–71 (2010).</p> <p>3. Larson, Jennifer M., and Janet I. Lewis. “Ethnic Networks.” <i>American Journal of Political Science</i> 61, no. 2 (April 1, 2017): 350–64.</p> <p>4. Grose, Christian R. “Field Experimental Work on Political Institutions.” <i>Annual Review of Political Science</i> 17, no. 1 (2014): 355–70.</p>	<p>Assignment: In approximately 250 words discuss how you might use experiments to probe for one or more of the observable implications you identified in the week 6 assignment.</p> <p>Assignment Deadline: Précis on experiments are due through Blackboard by 11:59 pm, Monday.</p> <p>Discussion Posts: Please see weekly module for prompts.</p> <p>Discussion Post Deadlines: <u>Initial</u> posts are due by 11:59pm, the Friday before seminar. <u>Response</u> posts are due by 11:59pm, the Monday before seminar.</p>
11/3	Election Day		No Class (State Holiday)—Please Vote
10 11/10	Complements to CSA: Network Analysis	<p>1. Borgatti, Stephen P., Martin G. Everett, and Jeffrey C. Johnson. <i>Analyzing Social Networks</i> (Sage, 2013), Chs. 1-3.</p> <p>2. Montgomery, Jacob M., and Brendan Nyhan. 2017. “The Effects of Congressional Staff Networks in the US House of Representatives.” <i>The Journal of Politics</i> 79(3): 745–761.</p> <p>3. Victor, Jennifer Nicoll, Alexander H. Montgomery, and Mark Lubell. “Introduction: The Emergence of the Study of Networks in Politics,” in Victor et al., <i>The Oxford Handbook of Political Networks</i> (OUP, 2017).</p> <p>4. Zech, Steven T., and Michael Gabbay. “Social Network Analysis in the Study of</p>	<p>Assignment: In approximately 250 words discuss how you might use network analysis to probe for one or more of the observable implications you identified in the week 6 assignment.</p> <p>Assignment Deadline: Précis on network analysis are due through Blackboard by 11:59 pm, Monday.</p> <p>Discussion Posts: Please see weekly module for prompts.</p> <p>Discussion Post Deadlines: <u>Initial</u> posts are due by 11:59pm, the Friday before seminar. <u>Response</u> posts are due by 11:59pm, the Monday before seminar.</p>

		Terrorism and Insurgency: From Organization to Politics.” <i>International Studies Review</i> 18(2): 214–243 (2016).	
11 11/17	Avoiding Pitfalls / Draft Proposals Due	<ol style="list-style-type: none"> 1. Maria Konikova, “How a Gay-Marriage Study Went Wrong,” <i>The New Yorker</i>, May 22, 2015. 2. Eugene Volokh, “Prof. Alice Goffman, ‘On the Run,’ and Driving a Gang Member Around, Looking for a Mutual Friend’s Killer, <i>The Washington Post</i>, June 2, 2015. 3. Alter, Alexandra. 2016. “A Fraud? Jonah Lehrer Says His Remorse Is Real.” <i>The New York Times</i>. 4. Skim symposia at: Data Access and Research Transparency: http://www.dartstatement.org/resources. 	<p>Assignment: Compile your draft research proposal. Successful proposals will offer clearly specified research questions / problems, devote attention to conceptualization and measurement of outcomes and causes, justify case selection and research methodology, and engage the current literature related to the topic under investigation.</p> <p>Assignment Deadline: Draft proposals are due through Blackboard by 11:59 pm, Monday.</p> <p>Discussion Posts: Please see weekly module for prompts.</p> <p>Discussion Post Deadlines: <u>Initial</u> posts are due by 11:59pm, the Friday before seminar. <u>Response</u> posts are due by 11:59pm, the Monday before seminar.</p>
12 11/24	Proposal Peer Reviews – Food for the Mind Before Thanksgiving Break!	Reading: Two Research Proposals (Instructor will assign)	<p>Discussion Posts: Write one-page reviews for two of your colleagues’ research proposals. Reviews are to be completed and uploaded to Blackboard the Monday of Thanksgiving Break</p> <p>Discussion Post Deadlines: Reviews are to be completed and uploaded to Blackboard the Monday of Thanksgiving Break</p>
13 12/1	Research Proposal Presentations		<p>Assignment: Deliver a 10-15 minute presentation in your small group cohort during Tuesday’s 5:30-6:30 synchronous session. Presentations will be recorded using your Blackboard Collaborate Ultra in your Small Cohort Rooms.</p> <p>Discussion Assignment: Post constructive feedback for two colleagues in your small group cohort. Please post your feedback by Thursday, December 3.</p> <p>Discussion Post Deadlines: Please post your feedback by Thursday, December 3.</p>
12/5	Final Research Proposal		Final Proposal Deadline: The final research proposal is to be submitted through the Blackboard by 11:59 pm, Saturday, December 5.

- **August 21 Modification**
 - Clarification of assignment deadlines
 - Added Introduction Assignment to Week 1
- **August 23 Modification**
 - Added discussion assignment for Week 2
 - Modified distribution of points for graded assignments so as to allow 25 points for first draft of research proposal
- **August 24 Modification**
 - Noted no class for 11/3/2020—State Holiday (Election Day)
 - University suggests fall break makeup class for 11/3. In place of makeup class, we are condensing presentations into 1 class session (typically we spend two class sessions on presentations during in-person meetings)
- **August 25 Modification**
 - Under Mason Email, p. 2, changed to read “please include **POGO 801** in the subject heading.”
- **August 31 Modification**
 - Highlighted in red course deadlines
- **September 15 Modification**
 - Adjusted Week 5 assignment to read: “Literature / theory reviews are due through Blackboard by 11:59 pm, Monday”
- **October 2 Modification**
 - Noted optional lab for October 13