

Sophomore Tutorial in Psychology

Psychology 971 – Spring 2009

William James Hall 950

Mondays, 6:30-8:30 p.m.

Course website: <http://isites.harvard.edu/icb/icb.do?keyword=k38906>

Tutor

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Office hours: By appointment

Overview

Welcome! My hope is that by the end of this course you will each excel at reading, writing, and thinking about psychology. Specifically, when you graduate from Tutorial, you can expect to have:

- A greater appreciation of the methods, discoveries, and shortcomings of psychology research
- Critical thinking skills so sharp you can shave with them
- The ability to translate psychology research into everyday language, and to describe everyday events in the language of psychology
- The tools to enter (lawfully) any of the outstanding psychology labs at Harvard

Each week, you will read a set of articles on a particular topic, write *discussion comments* about them that you will post on the course website, and meet with me and your classmates for two hours to talk about the articles. During the first half of the semester you will write four *brief papers* on various topics, and during the second half you will complete a series of assignments leading up to a 15-page *Sophomore Essay*.

We will examine all of the topics covered in the readings from three *levels of analysis*. Cross-level analysis will help both to foster a richer understanding of psychological events and to prepare you for future coursework in any of several areas of psychology. Here are the levels, from lowest to highest:

Brain (B)

Behind-the-scenes mechanisms

As we examine phenomena from the B-Level, it will be necessary to leave behind introspection and personal experience to consider psychology as an engineer would. Here we will focus on genetics, neural circuitry, biochemistry, and information processing.

Individual (I)

What it's like to be a person

The I-Level is the level at which we, the people, live our lives. Here we will focus on attitudes, beliefs, goals, and memories – the contents of mental life.

Group (G)

Social and cultural influence

Like it or not, humans are social beings. The G-Level is where we will focus on how culture and the presence of others influence psychological phenomena.

The distinctions between levels tend to blur in psychology articles, but that's sort of the point: for a given psychological event, there are almost always things happening at all three, and researchers often try to study an event from more than one level. As an approximate guide, I have marked each paper in the reading list with the level or levels it primarily explores.

Course Policies

Respect

It's important that our meetings be a space in which all members of the class feel comfortable sharing ideas. You don't have to agree with what others say – in fact, the best discussions often stem from disagreements – but we should strive for an environment that is respectful and friendly. Be nice to each other.

Attendance

Attendance is **mandatory**. The small, discussion-focused nature of this class means that everyone's presence is vital to its success. If you absolutely cannot attend a class meeting, however, please contact me ahead of time to ask permission for it to be an excused absence. Absences will only be excused if you have a doctor's note or evidence of either an emergency or important one-time scheduling conflict. With my permission, you may write a 3-page paper responding to select discussion comments that your classmates posted for the week, and this paper will count as your participation grade.

Apples & Apples

Computer/Blackberry/cell phone use is, in general, not permitted in class. Snacking is fine (particularly if you bring enough to share...).

Contacting, Scheduling a Meeting with, and Receiving Feedback from Me

The best way to reach me is by email. I usually respond to emails within 24 hours, though I'm somewhat slower on weekends and holidays.

I don't have set office hours, but I'm happy to meet with you about the class, questions you have concerning an assignment, or anything else related to psychology! Immediately before or after class is often the easiest time to meet, but other times work as well – just ask me for an appointment.

I try to provide feedback on written assignments in a timely manner. That said, priority is given to assignments for which feedback is more critical to your future performance. So, expect to receive feedback on a Sophomore Essay assignment before feedback on lowly discussion comments.

Late Work

Any assignment turned in late will be assessed a penalty, which will vary as a function of how late the assignment is. For the four brief papers and the Sophomore Essay assignments, late work will be **penalized 2 grade steps (A to B+, B+ to B-, etc.) for every day late**. The one exception is the final Sophomore Essay, which **must** be turned in to the Undergraduate Office by 4 p.m. on May 13th; final Essays turned in late will receive a 0. Late discussion comments will be penalized **2 grade steps per hour late**.

Out of fairness to others, and in keeping with guidelines set by the Undergraduate Office, extensions are granted only under rare circumstances involving severe illness or family emergency, and only when requested in advance of the due date. Being too overwhelmed or underslept because of other classes or extracurricular activities would not merit an extension in this course. If you're in a tight spot and really need more time, turn the paper in late, take the penalty, and try to avoid such a situation in the future. Be tardy with dignity.

Academic Integrity

It is expected that all of the assignments you turn in for this course will be your own original work. Moreover, you are expected to be honest with me in matters concerning the attendance and late work policies.

As will become apparent as you make your way through the weekly readings, psychology is a cumulative science, and a single article may cite the findings and ideas of 10, 20, or even 50 earlier articles. For many of your own papers, you will be required to draw upon existing research to inform and lend credibility to your arguments. In doing so, you must follow two rules:

- 1) Always cite the source of a finding, idea, or argument that isn't your own – no matter how much rewording you have done.**
- 2) Always put the findings, ideas, and arguments you cite into your own words; if a direct quote is absolutely necessary, put the text in quotation marks and provide a page number along with the usual citation.**

Plagiarized or improperly cited work will be subject to severe penalties and disciplinary action. Please be very careful. **When in doubt, cite!**

For more information on how to cite others' work, please consult the Expos *Writing with Sources* guide:

<http://isites.harvard.edu/icb/icb.do?keyword=k24101&pageid=icb.page145319>

For more information on academic integrity, please consult the *FAS Handbook for Students*:

http://webdocs.registrar.fas.harvard.edu/ugrad_handbook/current/ugrad_handbook.pdf

Library Session

You are strongly encouraged to attend one of several library resource training sessions that will be held outside of class. These sessions, led by Susan Gilroy, will teach you how to access and take advantage of the resources you'll need to research your papers. When you attend a session, please let me know and I will drop your lowest discussion comment grade of the semester.

Course Requirements and Grading

Class Participation and Discussion Comments – 30%

Participation (15%)

To a great extent, the success of this course depends upon how enthusiastically everyone participates in the discussions. You are expected to come to class prepared to discuss all of the articles critically and creatively, making intelligent points and raising thought-provoking questions that touch upon both the nitty-gritty (e.g., a flaw in the design of an experiment) and the bigger picture (e.g., what a finding says about reducing inter-ethnic conflict). Participation grades will reflect not only the quality of one's in-class comments, but also how well one responds to classmates and encourages *their* participation in the discussion.

Please note that showing up is less than half the battle. Someone who sits quietly throughout class will receive a poor participation grade; to get a good grade, you really have to earn it.

Discussion Comments (15%)

Each week you are required to post discussion comments on the course website. These comments are due at **noon on the day of class (Monday)**; if the website isn't functioning properly, you should email your comments to me and your classmates before the deadline. You must comment on **all but one** of the readings (you choose which to snub!).

Keep the comments short, around **2 sentences** each, as you will have all of class to expand upon what you've written. Some ideas for what you may wish to address in your comments include:

- Reasons why the authors' conclusions do not follow from their results, alternative explanations for their findings, methodological flaws, and other criticisms (but be civil in your critique, and make a good-faith attempt to understand the authors' reasoning; also, note that authors typically address potential criticisms at the end of an article, often to the reader's satisfaction)
- An interesting connection between two of the readings. This could involve synthesizing two seemingly disparate areas, or highlighting a contradiction between two sets of findings
- Possible extensions or applications of findings, including interesting policy implications that were not addressed in the paper
- Potential limitations of the findings, including questions about their external validity or about their generalizability to other populations and situations (be specific and give an explanation; for example, explain why you would predict that a certain other population would exhibit a specific, different pattern of results)
- A proposal for a study that could be conducted to clarify the nature of a finding or address an unresolved issue

Weekly comments will receive letter grades, with A's going to those who have both met the "all-but-one" requirement and made particularly insightful and incisive comments. Because weekly comments are graded as one assignment, all of them must be submitted by the deadline to avoid the late penalty.

Brief Papers – 30%

During the first half of the semester, you will write four brief (i.e., 2 double-spaced pages) papers. These papers will help acquaint you with the scientific method, allow you to explore off-syllabus topics, and give you a chance to write and receive feedback on your writing. Think of them as training for the Sophomore Essay (if it helps, put on some sweats and crank up "Eye of the Tiger"). More details to come, but below are basic descriptions of the assignments.

QALMRI Analysis (6%)

QALMRI (don't try to pronounce it) is shorthand for a method we will use to extract key information contained in articles, as well as a helpful organizational structure for your own ideas. For this assignment – the first of the semester – you will read a short article and answer a series of questions about it, including the hypothesis the researchers were testing, the variables they were measuring, the results they obtained, etc. In essence, you will be creating an outline that organizes the key parts of the researchers' work.

Newspaper Watchdog (8%)

Every week or so, a major newspaper will report on a recent psychology finding. This is great for the field, as it helps to communicate our work to a much larger audience. At the same time, much is lost in the translation, and journalists often draw conclusions that are not warranted from the results. For this assignment, you will choose a recent newspaper article that reports on a psychology finding, as well as read the original journal article it cites. In your paper, after summarizing the main points and conclusions of the newspaper article, explain what the journalist got wrong. This could be an inaccurate description of the methodology, a misinterpretation of the underlying theories, or a conclusion lacking the nuance or soundness of the original. If the journalist was pretty faithful to the original, point out problems shared by both the newspaper and journal articles.

Original Experiment (8%)

Great psychologists are attuned to both their social surroundings and their own inner mental life, and some of the most interesting hypotheses arise out of everyday observations. Take some time to observe others and introspect about yourself. What are some quirky/fascinating/annoying behaviors you notice? What might be the psychological causes of such behavior? For this assignment, you will develop a hypothesis that explains a set of psychological or behavioral phenomena, as well as propose an experiment that would test your hypothesis (while ruling out obvious alternative explanations). This paper will get you to think creatively and logically, while giving you practice at putting your ideas into scientific writing. Use APA Style and cite at least two research articles that provide some context for your proposed research.

Grad Student Interview (8%)

William James Hall is abuzz with ground-breaking psychology research, and now's as good a time as any for you to become familiar with some of it. For this assignment, you will pick a lab from an area that interests you (developmental, clinical, social, cognitive, etc.) and arrange a 30-minute Q&A with a current grad student or post-doc in the lab. In your paper, you will describe, in your own words, the big questions and main hypotheses being investigated by the student, as well as one or more of the studies they have conducted or are conducting to address these issues, along with actual and/or predicted results and conclusions. You should hit all the key points of a QALMRI analysis, but in prose form. In other words, pretend you are writing a newspaper article about the research.

Sophomore Essay – 40%

The capstone of this course, your polished, 15-page (not counting title page, abstract, references, etc.) Sophomore Essay, will be due May 13. The Essay must make an original contribution to psychology. Three kinds of contributions are described below, though I'm willing to consider others:

- Research proposal. *Describe a phenomenon that has not previously been studied. Review relevant literature, design an experiment or experiments to test your ideas, predict results, and discuss the implications of the proposed research.*
- Literature review. *For example, identify two distinct literatures that you feel could be fruitfully integrated. Review each area, describe how they could be integrated and discuss the benefits of such a melding.*
- Evaluation of one or more existing theories for a phenomenon. *Review the theories and the data supporting each and state which theory or combination of theories is most convincing and why.*

Work on the Essay will be broken into multiple assignments during the second half of the semester, which it is hoped will make the paper more manageable and provide you with useful feedback throughout the process. The assignments are as follows:

Written Proposal (5%)

First, you'll need to propose a topic for your Essay. This proposal should be about 2 pages long, stating the original contribution you intend to make, motivating why it is important, and describing, in general terms, what you plan to cover in the paper.

Your proposal must meet my approval. It is not uncommon for me to recommend significant changes to a proposal; on occasion, with your best interests in mind, I will recommend scrapping it altogether. Because of the possibility that your proposal could, for one reason or another, be deemed unacceptable, **you must include with this assignment a paragraph or two describing a backup Essay topic.**

Outline & Annotated Bibliography (5%)

This outline is intended to help you organize your thoughts and formulate your arguments. The outline should begin with an abstract, a paragraph describing the main points of the Essay. Include citations in the outline where appropriate; these cited works should be included in the annotated bibliography, which is a listing and description of references you believe will be important to your Essay.

The annotated bibliography is intended to give you a good overview of your research area, build up your reference list, and help you to begin thinking about the structure of your essay. The bibliography should include **a minimum of 10** research articles; you must write, in your own words, a brief summary of each article and indicate its relevance to your Essay.

8-Page Draft & Outline (5%)

This draft can be of any 8-page portion (or multiple portions) of your Essay. You must submit a revised outline and embed the 8 pages of prose at the appropriate spot in the outline. Doing so will give me the context needed to understand and evaluate your draft. Include a References section.

Full Draft (5%)

The body of the full draft should be around 15 pages, not including the References section, cover page, and abstract page.

Final Sophomore Essay (20%)

You must submit two hard copies of your final, sparkling Essay (along with a completed Tutorial evaluation form) to the Undergraduate Office (WJH 218) by 4 p.m. on Tuesday, May 13. This deadline is fixed by the Department. If you cannot make the deadline, you will need to contact the Undergraduate Office, but please note that they require advanced documentation of a serious issue from a Resident Dean and rarely grant extensions.

Weekly Readings

The readings for the course span a variety of topics in psychology that, in my opinion, are particularly interesting and relevant to society. A good reading is one that inspires you to tell friends about it, causes you to view yourself and the world in a new way, and isn't so thick that you can't staple the pages together. Nearly all of the articles come from leading scientific journals, and most are from the past few years. We're talking cutting edge, man.

Each week you will read 4-6 papers totaling 30-60 pages, including references. This may not seem like much, but journal articles are dense, so set aside a good chunk of time to work your way through them. In some cases, it will be helpful to read certain papers before others. To this end, a given week's readings are ordered in a way intended to facilitate comprehension – but of course feel free to skip around.

Most of the readings are available, free of charge, as links on the course website. If a link isn't working, please let me know and I will try to fix it. Ultimately, however, you are responsible for obtaining readings in time for class; all linked readings can be found using Harvard Library's E-Research (<http://eresearch.lib.harvard.edu/V>). **In addition, you are required to purchase the *Publication Manual of the American Psychological Association (APA)*, 5th Edition**, which you will need to consult when preparing your writing assignments. APA style is the law of the land for this course.

Introduction

Ahh, the first day of school...The butterflies, the new lunchbox, those delicious crayons...

Week 1 (2/2) – The Basics (51 pages)

Kosslyn, S. & Rosenberg, R. (2001). *Psychology: the brain, the person, the world*. Appendix B. Boston: Allyn and Bacon. [What to look for in a psychology article]

Ochsner, K. (2001). *Organizing scientific thinking using the QuALMRI framework*. [Ditto]

Hagemann, N., Strauss, B., Leibing, J. (2008). When the referee sees red... *Psychological Science*, **19**, 769-771. [Your first writing assignment is to fill in the “QALMRI Template” (provided on the website) for this article and either bring a printout of your completed template to our first class or email it to me *before* class]

Carson, S. H, Fama, J. M., & Clancy, K. (2008). *Writing for psychology at Harvard: A guide for psychology concentrators*. Cambridge: The President and Fellows of Harvard University. [We’ll tackle writing in more depth later in the course, but this is a good overview, and it will teach you the proper way to cite articles]

Law & Order

My legal expertise may be limited to old “Night Court” reruns, but these two weeks are no bull. Psychology has much to say about the legal process and issues of criminal responsibility, and both law and the court of public opinion are busy trying to catch up.

Week 2 (2/9) – Free Will and Responsibility (46 pages)

Wegner, D. M., & Wheatley, T. (1999). Apparent mental causation: Sources of the experience of will. *American Psychologist*, **54**, 480-492. <B, I>

Bargh, J. A., Chen, M., & Burrows, L. (1996). Automaticity of social behavior: Direct effects of trait construct and stereotype activation on action. *Journal of Personality and Social Psychology*, **71**, 230-244. <I, G>

Vohs, K. D., & Schooler, J. W. (2008). The value of believing in free will: Encouraging a belief in determinism increases cheating. *Psychological Science*, **19**, 49-54. <I>

Pinker, S. (2002). *The Blank Slate: The Modern Denial of Human Nature*. New York, NY: Penguin Books. [Chapter 10 – “The Fear of Determinism” pp. 174-185] <B, I, G>

Week 3 (2/23) – The Legal Process (41 pages)

Loftus, E. F. (2003). Make-believe memories. *American Psychologist*, **58**, 867-873. <B, I, G>

Kassin, S. M. (2008). False confessions: Causes, consequences, and implications for reform. *Current Directions in Psychological Science*, **17**, 249-253. <B, I, G>

Mann, S., & Vrij, A. (2006). Police officers' judgements of veracity, tenseness, cognitive load and attempted behavioural control in real-life police interviews. *Psychology, Crime, & Law*, **12**, 307-319. <B, I>

Sommers, S. R. (2006). On racial diversity and group decision making: Identifying multiple effects of racial composition on jury deliberations. *Journal of Personality and Social Psychology*, **90**, 597-612. <I, G>

Attraction

Believe it or not, each of us comes from a long line of ancestors who have successfully reproduced. Here we explore what it was that brought them together (at least for a few minutes), while attempting to explain why some people would be attracted to members of the same sex.

Week 4 (3/2) – Choosing a Mate (42 pages)

Buss, D. M. (2007). The evolution of human mating. *Acta Psychologica Sinica*, **39**, 502-512. [Ordinarily, I'd assign Buss and Schmitt (1993), but this one is much shorter and has Chinese characters!] <B, I, G>

Eagly, A. H., & Wood, W. (1999). The origins of sex differences in human behavior: Evolved dispositions versus social roles. *American Psychologist*, **54**, 408-423. <B, I, G>

Gangestad, S. W., Thornhill, R., & Garver, C. E. (2002). Changes in women's sexual interests and their partners' mate-retention tactics across the menstrual cycle: evidence for shifting conflicts of interest. *Proc. R. Soc. Lond. B*, **269**, 975-982. <B, I, G>

Langlois, J. H., Roggman, L. A., & Musselman, L. (1994). What is average and what is not average about attractive faces? *Psychological Science*, **5**, 214-220.

Week 5 (3/9) – Sexual Orientation (35 pages, plus a 10,000-word *Globe* article)

Swidey, N. (2005, August 14). What makes people gay? *The Boston Globe*, p. 33. <B, I, G>

Bem, D. J. (1996). Exotic becomes erotic: A developmental theory of sexual orientation. *Psychological Review*, **103**, 320-335. <B, I, G>

Bobrow, D., & Bailey, J. M. (2001). Is male homosexuality maintained via kin selection? *Evolution and Human Behavior*, **22**, 361-368. <B, I, G>

Camperio-Ciani, A., Corna, F., & Capiluppi, C. (2004). Evidence for maternally inherited factors favouring male homosexuality and promoting female fecundity. *Proc. R. Soc. Lond. B*, **271**, 2217-2221.

Rieger, G., Chivers, M. L., & Bailey, M. (2005). Sexual arousal patterns of bisexual men. *Psychological Science*, **16**, 579-584. <B, I>

Workshop

Phew! We're about half-way done with the course. This week, we pause to catch our breath and focus on how to write us some good psychology. We'll also test drive your ideas for the Sophomore Essay.

Week 5 (3/16) – Writing an Essay (60 pages, plus 2 Sophomore Essays)

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: Author. [Read Chapter 2, pp. 31-76; also read the section “Reference Citations in Text” in Chapter 3, pp. 207-214]

[N.B. For information on how to cite certain electronic resources, you may need to consult the *APA Style Guide for e-Resources*, located here:
http://sites.harvard.edu/fs/docs/icb.topic28359.files/Undergraduates/Forms_for_Undergraduates/APAStyleGuidetoElectronicReferences.pdf]

Bem, D. J. (1995). Writing a review article for *Psychological Bulletin*. *Psychological Bulletin*, **118**, 172-177.

Anonymous (2008). *Stereotype lift and stereotype threat: Unpacking the paradox of the model minority stereotype*. Sophomore Essay for Psychology 971.

Anonymous (2008). *Violence fights back: Why the potential for impersonal acts of violence is on the rise*. Sophomore Essay for Psychology 971.

Deciding What's Best

Economists and philosophers long assumed that humans are rational, deliberate, and “with it” when it comes to making important decisions and moral judgments. But in the last few decades, psychologists, with their meddlesome “scientific method” and nettlesome “findings,” have smashed these assumptions.

Week 7 (3/30) – Economics (44 pages)

Tversky, A., Kahneman, D. (1981). The framing of decisions and the psychology of choice. *Science*, **211**, 453-458. <I, G>

McClure, S. M., Laibson, D. I., Loewenstein, G., & Cohen, J. D. (2004). Separate neural systems value immediate and delayed monetary rewards. *Science*, **306**, 503-507.

Caruso, E. M., Gilbert, D. T., & Wilson, T. D. (2008). A wrinkle in time: Asymmetric valuation of past and future events. *Psychological Science*, **19**, 796-801. <I, G>

Iyengar, S. S., & Lepper, M. R. (2000). When choice is demotivating: Can one desire too much of a good thing? *Journal of Personality and Social Psychology*, **79**, 995-1006. <I>

Dijksterhuis, A., & Nordgren, L. F. (2006). A theory of unconscious thought. *Perspectives on Psychological Science*, **1**, 95-109. <B, I>

Week 8 (4/6) – Morality (56 pages)

Haidt, J. (2001). The emotional dog and its rational tail: A social intuitionist approach to moral judgment. *Psychological Review*, **108**, 814-834. <B, I, G>

Greene, J. D., Nystrom, L. E., Engell, A. D., Darley, J. D., & Cohen, J. D. (2004). The neural bases of cognitive conflict and control in moral judgment. *Neuron*, **44**, 389-400. <B, I, G>

Rozin, P. (1999). The process of moralization. *Psychological Science*, **10**, 218-221. <I, G>

Haidt, J., & Graham, J. (2007). When morality opposes justice: Conservatives have moral intuitions that liberals may not recognize. *Social Justice Research*, **20**, 98-116. <I, G>

Social Problems

Can't we all just get along? Maybe, but before we can start to solve the twin problems of prejudice and violence, we need to understand what causes them.

Week 9 (4/13) – Prejudice (38 pages)

Towles-Schwen, T., & Fazio, R. H. (2006). Automatically activated racial attitudes as predictors of the success of interracial roommate relationships. *Journal of Experimental Social Psychology*, **42**, 698-705. <B, I, G>

Olsson, A., Ebert, J. P., Banaji, M. R., & Phelps, E. A. (2005). The role of social groups in the persistence of learned fear. *Science*, **29**, 785-787. <B, I, G>

Glick, P., Fiske, S. T., et al. (2000). Beyond prejudice as simple antipathy: Hostile and benevolent sexism across cultures. *Journal of Personality and Social Psychology*, **79**, 763-775. <I, G>

Adams, H. E., Wright, L. W., & Lohr, B. A. (1996). Is homophobia associated with homosexual arousal? *Journal of Abnormal Psychology*, **105**, 440-445. <B, I>

Crandall, C. S., D'Anello, S., Sakalli, N., Lazarus, E., Nejtardt, G. W., & Feather, N. T. (2001). An attribution-value model of prejudice: Anti-fat attitudes in six nations. *Personality and Social Psychology Bulletin*, **27**, 30-37. <I, G>

Week 10 (4/20) – Violence (38 pages)

Dabbs, J. M., Jr, Carr, T. S., Frady, R. L., & Riad, J. K. (1995). Testosterone, crime, and misbehavior among 692 male prison inmates. *Personality and Individual Differences*, **18**, 627-633. <B, I>

Bushman, B. J., & Anderson, C. A. (2002). Violent video games and hostile expectations: A test of the General Aggression Model. *Personality and Social Psychology Bulletin*, **28**, 1679-1686. <I, G>

Ward, A., Mann, T., Westling, E. H., Creswell, J. D., Ebert, J. P., & Wallaert, M. (in press). Stepping up the pressure: Arousal can be associated with a reduction in male aggression. *Aggressive Behavior*, **34**, 1-9. <B, I>

Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, **67**, 371-378. <I, G>

Atran, S. (2003). Genesis of suicide terrorism. *Science*, **299**, 1534-1539. <I, G>

Course Calendar

<u>Date</u>	<u>Topic</u>	<u>Assignments</u>
Mon. 2/2	Introduction	Paper 1: QALMRI
Mon. 2/9	Law & Order I	comments
Mon. 2/16	<i>no class – President’s Day</i>	
Fri. 2/20		Paper 2: Newspaper Watchdog
Mon. 2/23	Law & Order II	comments
Mon. 3/2	Attraction I	comments
Wed. 3/4		Paper 3: Original Experiment
Mon. 3/9	Attraction II	comments
Fri. 3/13		Paper 4: Grad Interview
Mon. 3/16	Workshop	Essay ideas
Fri. 3/20		Essay: Written Proposal
Mon. 3/23	<i>no class – Spring Break</i>	
Mon. 3/30	Deciding What’s Best I	comments
Mon. 4/6	Deciding What’s Best II	comments
Wed. 4/8		Essay: Annotated Bib & Outline
Mon. 4/13	Social Problems I	comments
Sat. 4/18		Essay: 8-Page Draft & Outline
Mon. 4/20	Social Problems II	comments
Mon. 4/27	Finale	Essay Conversations
Wed. 4/30		Essay: Full 15-Page Draft
Tues. 5/13		Essay: Final