

Psychology 1: Introduction to Psychological Science
Spring 2021
Harvard University

Instructor:

Steven Pinker
Johnstone Family Professor
Department of Psychology
William James Hall 970
x5-0831
pinker@wjh.harvard.edu
www.stevempinker.com
Twitter: @sapinker

Course Description (official): An introduction to psychology, including foundational concepts about the brain, evolution, genetics, and computation, and specific topics including perception, memory, imagery, consciousness, concepts, reasoning, language, development, emotion, social relations, personality, psychopathology, love, sex, violence, prejudice, and the self. The course has been redesigned for 2021 to optimize online learning. Students will watch recorded lectures offline, and will interact with the professor twice a week to ask questions and explore controversies.

Course Description (unofficial): What could be more interesting than the human mind? This is not just a first course in psychology but an opportunity to explore some of the deepest and most fascinating issues in intellectual life. Is there such a thing as human nature? How does the activity of the brain result in intelligence, consciousness, will? How do we see, think, learn, talk, feel, relate to one another? Why do we fall in love, find babies cute, crave sex, experience disgust and fear, distrust other races, kill each other? And why do we differ: women from men, gay from straight, one individual from another, the mentally healthy from the pathological? Professor Pinker has spent his career writing and teaching about these topics and the controversies they have set off, and will explore them in lectures, demonstrations, and discussions.

Office Hours: Thursday, 5-6pm and by appointment. Professor Pinker is happy to meet by Zoom or other channels with any student for any reason. Please send him an email if you would like to set up an appointment, or have a question; all emails will be answered within 24 hours.

Lectures & Meetings:

The class will meet on Tuesdays and Thursdays, 1:30-2:30 PM.
Prior to each class, students are *required* to watch a pre-recorded lecture, which will be posted several days in advance, together with PDFs of the PowerPoint slides. Note that much of the material on the exam will be based on these lectures.

During each live class meeting, Prof. Pinker will provide background and bonus information on the lecture topic, offer additional explanation, share personal reflections, answer questions on the lecture or readings or anything else, and engage in discussions on controversies.

Web Sites:

Course Canvas site: <https://canvas.harvard.edu/courses/81098>

This site will contain links to the recorded lectures, recordings of the live class meetings, handouts, copies of the lecture slides, assignments, information about sections and exams, and other relevant links.

Preceptor:

Nicole E. Noll, Ph.D.

noll@wjh.harvard.edu

Office hours: Tuesday 5-6pm and by appointment. Dr. Noll encourages any student to drop by her Zoom room or make an appointment to talk about assignments, readings, projects, or anything else (e.g., psychology, research, college) . You are not interrupting if you visit—I set time aside for these visits and I look forward to getting to know many of you throughout the semester. I care about your learning, success in the course, and overall development as a human being. You may also email me; I do my best to reply to emails within 24 hours during the week.

Head Teaching Fellow:

Siobhan Greatorex-Voith

sgreatorexvoith@g.harvard.edu

Sections:

One 1 ¼ -hour discussion section. Sections will be assigned by Monday, February 1. Discussion sections will be scheduled on Tuesdays and Wednesdays and students will be able to rank their preferences the first week of the semester. Discussion sections will first meet the week of February 1.

Texts:

Psychology, Eighth Edition. By Peter Gray and David Bjorklund. **Required.** Available from the publisher (<https://store.macmillanlearning.com/us/product/Psychology/p/1319015891>) at the Coop (<https://tinyurl.com/W21-PSYC-1-1>) and on reserve at Lamont Library (https://canvas.harvard.edu/courses/81098/external_tools/33436). Please note that the current edition of the textbook is not the same as older editions. Older editions cannot be used in lieu of the current edition.

How the Mind Works by Steven Pinker. New York: W. W. Norton, 1997, reprinted with a new edition in 2009. Much of the lecture material that is not in the textbook may be found here. It is

therefore recommended, though optional. *HTMW* is available at the Coop, through the Library Reserves link, and all online retailers. Inexpensive used copies are plentiful.

3-D Brain. The brain visualization tool on this website <http://www.g2conline.org/2022> and iPhone/iPad app (<http://itunes.apple.com/us/app/3d-brain/id331399332?mt=8>) is an excellent supplement to the textbook for learning about the structure of the brain.

For the lecture on visual perception, please purchase a pair of Red/Cyan cardboard glasses (around \$7), such as these from Amazon:

https://www.amazon.com/dp/B01CUIXHVS/ref=cm_sw_em_r_mt_dp_baCaGbYVAXVJP

A few additional readings will be put on the course website.

Library Systems Consultant:

Librarians from the Harvard College Library System are familiar with the course requirements and will introduce you to the library resources that will help you with assignments. The course liaison is Kathleen Sheehan (ksheehan@fas.harvard.edu).

There is also a helpful library research guide specifically for this course, which includes a number of tools for the kind of research you will be doing, and can be found here:

<https://guides.library.harvard.edu/psy1>.

Requirements and Grading:

Written assignments, 40%:

10%: 3 one-page mini-papers.

15% paper, first version.

15% paper, final.

Midterm exam, in class during the 7th week (March 11), 15%

Final exam, exam period, 35%

Section participation, 10%

- The grades of students will be adjusted to equalize the grading policies across TFs; that is, no student will be penalized for having a tougher grader.
- Your final course grade will be determined by the rank of your total score; in other words, you will be “graded on a curve.” For an explanation of how and why we do this, see the document called “The Curve” in the EXAMS folder under the FILES tab.
- The approximate proportion of students who will receive each letter grade is as follows: 25% = A, 50% = B, 20% = C, 5% = D or E.
- Students whose grades fall close to the dividing line between two letter grades will be given the higher grade if, in the opinion of the TF, they have performed well in sections and assignments.

Accessibility:

Any student needing academic adjustments or accommodations is requested to present a letter from the Accessible Education Office (AEO) and **speak with the Preceptor by February 5th**.

Failure to do so may result in our being unable to respond to your needs in a timely manner. All discussions will remain confidential, although AEO may be consulted to discuss appropriate implementation.

Policies:

Late papers: Ordinarily, mini-assignments that are late will get a grade of zero. Papers that are late will be subject to a late penalty of ten percentage points (about a letter grade) per day. A little arithmetic will show that getting a zero for a mini-assignment, or losing points for a paper, will have a good chance of lowering your letter grade for the course as a whole.

Our usual policy is that the late penalty is waived only in cases of sickness, inescapable conflicts, or other emergencies, and only with a letter from your Resident Dean.

Since we are living through the extraordinary challenge of the Covid-19 pandemic, we will entertain requests for extensions, within reason. Please contact your TF if you feel you need more time for an assignment.

Academic integrity: This course adheres to the university's standards regarding academic integrity. Suspected cheating or plagiarism will be referred to the Honor Council of Harvard College, as is required by the university. Students are responsible for knowing what constitutes plagiarism; please refer to the *Harvard Guide to Using Sources* (<http://usingsources.fas.harvard.edu/>) for a detailed description of the different types of plagiarism.

Collaboration: You are permitted (indeed, encouraged) to discuss the content of your assignment with other students, and to make suggestions about sources. You are also permitted to show a draft of your work to other students for general feedback about coherence and style (e.g., "This claim doesn't seem to follow logically from that one," or "This paragraph is clumsy and hard to understand.") You are also encouraged to solicit feedback on writing style, unclear wording, and errors in spelling, punctuation, and grammar. However, this feedback should consist of the reader pointing out problems to you and offering guidance on how to fix them, including editing two or three paragraphs as an example. But it may not consist of another person (including a fellow student, friend, parent, significant other, teaching assistant, tutor, or counselor) reworking or editing your entire draft by adding, deleting, or rewriting sentences, or by fixing errors in spelling, punctuation, or grammar. Finally, you are *not* permitted to share or divide up the work of finding, reading, and summarizing sources. And you are *not* permitted to collaborate on the planning, researching, or writing of papers with similar content.

Midterm: An absence from the in-class midterm exam will ordinarily be excused only in two circumstances. One is if the regularly scheduled exam falls on a religious holiday. Please look at the calendar now: if this affects you, **please notify the Preceptor by Friday, February 5th**. The other is if you are ill on the day of the exam *and* present a signed form from Harvard University

Health Services or your doctor to your House Dean or the Assistant Dean of First-year Students, who then provides a letter of excuse to the Preceptor. In either case, the Preceptor will ensure that you are not penalized for your absence.

Except in highly unusual circumstances, we do not administer make-up exams for other reasons, such as students traveling on the date of the exam. Please check the schedule for your other classes and any extracurricular activities and ensure that you will be able to take the midterm exam on **March 11th**.

Remarks: This is a first course in psychology, and is also designed to give you broad education in spheres of knowledge that are relevant to the human mind. Here is what I hope you will take from the course:

- I hope to put you in the habit of thinking about your own minds as you live your lives and react to the world around you. When you are in the throes of an emotion, or carried away with an enticing idea, or puzzled by an unusual memory or paradox or sight or sound, you should be able to reflect on how these reactions may arise from design features of your own minds, rather than naively taking them at face value.
- I hope that you will see how questions about the functioning of the mind connect to other disciplines in biology, the social sciences, and the arts (and hence every other realm of human activity). Politics and history are directed by human motives, decisions, and social interactions. The arts are shaped by human perception, memory, language, and emotion. Biological evolution itself is often led by behavior.
- You will learn basic facts about your own brains: how perception and learning are implemented in brain circuitry; the different kinds of memory; the basic emotions; the major stages of human development.
- You will acquire a familiarity with some of the touchstones of literate intellectual culture that come from psychology, including Freud and psychoanalysis, Skinner and behaviorism, Darwin and the emotions, the Turing Test, the Milgram experiment, cognitive dissonance, and the “hard problem of consciousness.”
- I hope you will develop a feel for how the scientific mindset can be applied to human affairs. You should be able to think about the mind in mechanistic terms (as a product of evolved neural circuitry interacting with the physical, social, and cultural environment), and should appreciate that hypotheses about human nature are claims that can be made precise and submitted to empirical test.

The course will expose you to five streams of information. The *Psychology* textbook presents the smorgasbord known as psychology in all its wondrous variety. The recorded lectures weave this material into a coherent story, based on the syntheses I have fashioned in my books *How the Mind Works*, *The Blank Slate*, *The Stuff of Thought*, *The Better Angels of Our Nature*, and the forthcoming *Rationality*. The class sessions provide informal background and reflections, a forum for exploring controversies, and an Ask Me Anything session. The discussion sections will drill down into the lecture material to probe and reinforce your understanding with problems and small-group discussions. The readings for your papers will introduce you to competing viewpoints and the primary scientific literature.

Recorded Lectures: Required. Anything mentioned in a lecture may be on the exams, including material that is not in any of the readings. The handouts are intended to spare you from having to write down every diagram and term mentioned in the lecture; they are not a substitute for attending to the lecture and taking notes.

Live Class meetings: Not strictly required, but it would be silly to skip them. What's the point of being a Harvard student, rather than watching a bunch of YouTube videos or signing up for a MOOC, if you blow off the opportunity to interact with your professor—to hear the material clarified and contextualized, get the background and gossip, engage in some debate on the controversies? You'll also get additional information on what I consider the key points of each lecture—the ones likely to be questioned on the exam.

Discussion sections: Required. The main purpose of the section is discussion of the topics in the preceding week's lecture and readings. Sections give you the opportunity to probe and clarify your understanding of concepts and terms introduced in the lectures and readings. To facilitate the weekly discussions and to provide a regular feedback mechanism about your mastery of the course material, short quizzes will be given at the beginning of each section meeting. Ten percent of your grade will come from section participation, including completion and discussion of the quiz questions (which will not themselves be graded). In addition, your Teaching Fellow will get to know you in the sections, will be your main contact with the subject, and will influence your final grade and other decisions.

Textbook: Any material in the assigned passages from the Gray and Bjorkland textbook may be quizzed in the exam. Read the assigned chapters every week, preferably before your section; don't try to save them all for the week before the exam. It will be more fun, and you'll remember more. Exam questions will cover major ideas, major findings, and major thinkers, and will tap your deep understanding of the ideas (as opposed to superficial familiarity with the words). We won't nitpick, for example, about the names of the people who did particular experiments (though of course we may provide them in a question to help you as memory prompts).

Backup readings: The optional passages from *How the Mind Works* are a backup to the lectures, and will overlap with them in part. They are not a substitute for the lectures. Many sections of the recommended chapters will not be covered in the lectures (or exams), and you won't know what they are if you haven't been to the lectures. And many parts of the lectures will not be in any of the readings.

Papers: Forty percent of your grade will be determined by written assignments. The primary paper, about ten pages for the first version and fifteen pages for the final version, will require you to research some topic in greater depth than you will find in the readings. These assignments have a number of goals. Research on the human mind can be controversial. I have opinions on many of these controversies, which are reflected in the lectures and the selection of readings. The assignment presents you with an opportunity to explore contrasting opinions. In addition, the assignment will force you to immerse yourself in an empirical literature on a topic and to read articles in the primary scientific literature.

You will also be asked to submit three short assignments during the semester. They include requests for you to think about some issue, a preview of your major paper, and reports of your participation in psychology department experiments. Serving as a participant is an excellent way to get a feel for what research on the human mind actually consists of, and to learn about areas of ongoing research that are not covered in the lectures or textbook.

You will receive detailed guidelines about the writing assignments, beginning in the second week of the semester.

Exams: The purpose of the exams is to increase the incentive for you to learn the material of the course in a deep and comprehending way, as opposed to just being acquainted with buzzwords. The questions on the exam are intended to test a *sample* of the knowledge we hope you will take away; they cannot cover every fact or idea we hope you will learn. Though we strive to have the test reflect the readings and lectures, please note that PSY 1 is not a test-prep course, designed to coach you for a high-stakes exam. The content of the course is selected for its intellectual importance and interest, and the exams are a sampling of that content.

Both exams are open--book. The midterm exam will cover the first part of the course. It will be given during class period on March 11th and will last about 75 minutes. The final exam will cover the entire course. It will be given during the exam period on May 14th and will last three hours.

Both exams will consist of a mixture of short-answer and multiple-choice questions. Each exam question is graded by a single TF, to ensure consistent grading across all students.

How to Get a Good Grade in PSY 1:

One of the many benefits of knowing psychological science is improving your ability to learn and remember. Here are some tips on how to get a good grade in the course, based on our experience with the practices of more and less successful students in the past, and on research in cognitive psychology on attention, memory, and learning.

1. Watch the lectures. This should be obvious, but many Harvard students treat lectures as optional, hoping to make up what they've missed from handouts, readings, and notes taken by other students. The lectures are not optional. If you cut class, you are unlikely to get an A.
2. Give the lectures your undivided attention. Do not check email, Facebook, Twitter, or other Web sites during the lectures. If you watch the lectures on your laptop, close your other Web browser tabs and email program, turn off notifications (good advice in life outside the class, too), and don't open them again until the lecture is over. This also may sound obvious, but many people believe in a myth called "multitasking." Research in cognitive psychology shows that the brain is incapable of processing two streams of verbal material simultaneously.
3. Consider printing out the handouts and taking notes on them with a paper pen or pencil. Several studies have shown that people remember material better this way, probably because they can more easily use spatial and visual resources of a 2-D page to organize the material, rather than relying only on strings of text. These resources include arrows, circling, underlining, text size, comments on diagrams, and so on. A major reason we provide handout files with diagrams, bullet points, and white space is so that you can annotate the handout yourselves; the handout is not a set of crib notes or a supplementary textbook. If you'd rather annotate the PDFs with a digital tablet or pen, there are many apps that will allow you to do so fluidly, duplicating much of the paper-and-pen experience. You can annotate it using Adobe Acrobat, which you have free access to via Harvard ([download here](#)), though this is slower and more limited.
4. For similar reasons, you should take your own notes; the notes of another student will reflect that student's assumptions, background knowledge, habits and styles, and idiosyncratic associations, which can differ dramatically from your own.
5. As you read and study, actively organize the material in your mind; don't try to pound it in through repetition. Make a set of notes; don't use a highlighter. Organize the material hierarchically into a list of ideas, with each major idea expanded into a list of subsidiary ideas. Close the book and see if you can recall the material, as if trying to explain it to someone else. Actually try to explain it to someone else.
6. Distribute your learning over time. Don't cram or binge-read in an all-nighter or a marathon session. When you do, everything will tend to run together in your mind.
7. Aim at a deep understanding of the ideas, not a superficial familiarity with the words and phrases. (The multiple-choice questions in particular try to distinguish these two levels of acquaintance with the material.) Can you paraphrase the material using different words from those in the text, lecture, or reading? As you're reading, do you find yourself muttering, "I *think* I understand this"? If you do, it means you don't understand it.

8. Ask and discuss. If you think you don't understand something, it's not a failing; it's an opportunity to learn it. Ask your fellow students. Ask your TF in section, or during their office hours. Ask your professor, particularly after the lecture, during his office hours, or in an email. Follow through with the optional readings, or with readings from the Web or library.
9. Read the assignments carefully. We mean what we say in them, and we grade according to how well the students carry out the terms of the assignments.

Schedule of Lectures and Readings:

Gray = *Psychology* (obligatory); HTMW = *How the Mind Works* (optional). The readings are keyed to the lectures. When page numbers are given, begin reading at the major section heading on the indicated page.

Week 1 – No sections

Tuesday, Jan. 26: Introduction to the human mind and to Psychological Science. Making the familiar seem strange. Reverse-engineering the psyche. Examples of remarkable feats of the human mind: seeing, thinking, emotions about things, emotions about people.

Lecture 1

(HTMW: Chapter 1, pp. 3-21.)

Thursday, Jan. 28: Major approaches to psychological science. Psychoanalysis (Freud); Behaviorism (Skinner).

Lecture 2

Gray: Chapter 1; Chapter 2; Chapter 14, pp. 555-562; Chapter 8, pp. 265-290, 300-309.

(HTMW: Chapter 1, pp. 21-44.)

Week 2 – Sections meet

Tuesday, Feb. 2: Major approaches to psychological science, cont. Components of the modern approach: Cognition; computation; neuroscience; evolution.

Lecture 3

Gray: Chapter 4, pp. 134-138.

(HTMW: Chapter 2, pp. 59-69.)

→ **ASSIGNED: Methods mini-assignment**

Thursday, Feb. 4: Evolution. Where life and mind come from. Adaptations and by-products. The Environment of Evolutionary Adaptedness.

Lecture 4

Gray: Chapter 3, pp. 59-79, 84-87.

(HTMW: Chapter 3, pp. 149-164, 186-190.)

Week 3 – Sections meet

Tuesday, Feb. 9: Nature & nurture. How genes do and don't shape behavior. Phony dichotomies in nature and nurture. Ethical and political controversies surrounding nature and nurture: race, sex, & class inequality; perfectibility & social change; determinism & responsibility; nihilism & meaning.

Lecture 5

Gray: Same as February 2, also chapter 10, pp. 386-397.

(HTMW: Chapter 1, pp. 44-56.)

(Students interested in these topics are also encouraged to read Chapters 6-11 and the 2016 Afterword in my book *The Blank Slate: The Modern Denial of Human Nature*.)

→ **DUE by 11:59 PM (ET): Methods mini-assignment**

→ **ASSIGNED: Research participation mini-assignment**

Thursday, Feb. 11: The Brain. The major parts of the brain and what they are for.

Lecture 6

Gray: Chapter 4; Chapter 7, pp. 225-238, 244-251; Chapter 5, pp. 156-160.

(HTMW: Chapter 2, pp. 98-111.)

Week 4 – Sections meet

Tuesday, Feb. 16: The Brain, cont. Neurons, neural circuits, and elementary information processing.

Lecture 7

Gray: Same as 2/11.

(HTMW: Same as 2/11.)

→ **ASSIGNED: Research paper preview mini-assignment and research paper**

Thursday, Feb. 18: Perception: depth perception, stereo vision.

Lecture 8

Gray: Chapter 8, pp. 251-263.

(HTMW: Chapter 4, pp. 211-233.)

Week 5 – Sections meet

Tuesday, Feb. 23: Perception, cont.: Visual scene analysis, object recognition, Gestalt laws, auditory scene analysis.

Lecture 9

Gray: Chapter 8, pp. 240-244; Chapter 6, pp. 213-223.

(HTMW: Chapter 4, pp. 266-284.)

→ **DUE by 11:59 PM (ET): Research participation mini-assignment**

Thursday, Feb. 25: Cognitive Processes. Attention, consciousness.

Lecture 10

Gray: Chapter 8, pp. 238-240; Chapter 9; Chapter 6, pp. 276-279.

(HTMW: Chapter 2, pp. 84-93, 131-148.)

Week 6 – Sections meet

Tuesday, March 2: Cognitive Processes, cont.: memory, mental representation.

Lecture 11

Gray: Same as 2/25.

(HTMW: Same as 2/25.)

Thursday, March 4: Concepts & Reasoning. Concepts, categories, & stereotypes. Deductive and probabilistic reasoning.

Lecture 12

Gray: Chapter 10, pp. 365-371.

(HTMW: Chapter 2, pp. 126-129; Chapter 5, pp. 306-312, 343-351.)

➔ **DUE by 11:59 PM (ET): Research paper preview mini-assignment**

Week 7 – Sections meet

Tuesday, March 9: Exam Q & A

Thursday, March 11: MIDTERM EXAM

Week 8 – No sections

Tuesday, March 16: Wellness day, no meeting

Thursday, March 18: Language. Universality of language; language and thought; components of language; how language works.

Lecture 13

Gray: Chapter 11, pp. 435-449.

S. Pinker, *The Language Instinct*, Chapters 2 & 4 (on course website).

Week 9 – Sections meet

Tuesday, March 23: Development. Maturation & cognitive development. Piaget. Domain-specificity. Theory of Mind.

Lecture 14

Gray: Chapter 11, pp. 401-434.

(HTMW: Chapter 5, pp. 314-333.)

Thursday, March 25: Emotions: theory & background. Function of emotions. Darwin's *Expression of Emotions*. Ekman & universal expressions. Emotions about the physical world: fear and disgust.

Lecture 15

Gray: Chapter 3, pp. 79-87; Chapter 5, pp. 300-305; Chapter 5, pp. 184-189.
(HTMW: Chapter 6, pp. 363-374; 378-389.)

Week 10 – Sections meet

Tuesday, March 30: Social emotions: Sympathy, gratitude, anger, guilt, trust, shame, passion; reciprocal altruism; Prisoner's Dilemma; Ultimatum Game.

Lecture 16

Gray: Chapter 3, pp. 96-97; Chapter 13, pp. 527-529, 511-516.
(HTMW: Chapter 6, pp. 396-416.)

→ **DUE by 11:59 PM (ET): First version of the research paper**

Thursday, April 1: Kin & socialization. Kin selection, parents & offspring, socialization and personality development, behavioral genetics.

Lecture 17

Gray: Chapter 3, pp. 95-97; Chapter 12, pp. 472-476 Chapter 13, pp. 496-499; Chapter 14, pp. 535-552, 564-572.

(HTMW: Chapter 7, pp. 429-455.)

Week 11 – Sections meet

Tuesday, April 6: Psychopathology. Phobias, depression, personality disorders, bipolar disorder, schizophrenia, autism, psychopathy. Possible causes of psychological disorders, including genes, upbringing, trauma, and pathogens. Treatments, including psychotherapy and biological interventions.

Lecture 18

Gray: Chapter 15; Chapter 16, pp. 625-638, 642-655.

Thursday, April 8: Love and sex. Sexual selection, sex differences, sexual attraction. .

Lecture 19

Gray: Chapter 3, pp. 87-93; Chapter 12, 478-485; Chapter 14, pp. 552-554.
(HTMW: Chapter 7, pp. 455-502.)

Week 12- Sections meet

Tuesday, April 13: Love and sex. Beauty, conflict, jealousy, sexual politics, romantic passion, love and commitment.

Lecture 20

Gray: Same as 4/8.

(HTMW: Same as 4/8.)

Thursday, April 15: Wellness day, no class.

Week 13 – Sections meet

Tuesday, April 20: Violence. Individual aggression; Hobbes & the dynamics of aggression; aggression between groups; group psychology; the decline of violence.

Lecture 21

Gray: Chapter 3, pp. 93-95; Chapter 12, pp. 476 (already read); Chapter 13, pp. 529-533. (HTMW: Chapter 7, pp. 493-520.)

Thursday, April 22: Obedience to authority. Implications for expertise, the nature of evil, emotions versus behavior, social influence, attribution theory, and the ethics of experimentation.

Lecture 22

Gray: Chapter 13, pp. 522-526.

Week 14 – Sections meet

Tuesday, April 27: The self and others. Self-presentation, dominance, status, attribution and attribution errors, self-deception, cognitive dissonance.

Lecture 23

Gray: Chapter 13, pp. 493-510, 513-522.

(HTMW: Chapter 6, pp. 421-424; Chapter 7, pp. 499-502.)

→ **DUE by 11:59 PM (ET): Final version of the research paper**

Friday, May 14 at 9am (ET): Final Exam.