

**The University of Calgary**  
**Faculty of Social Sciences**  
**Department of Sociology**  
Sociology Department Home Page: <http://www.soci.ucalgary.ca>

**Sociology 313.01**  
**INTRODUCTORY SOCIAL RESEARCH METHODS**

• Winter 2017      • Mon, Wed, Fri: 13:00-13:50      • Lecture Hall — SA 017
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**Instructor:** Dr. Pallavi Banerjee  
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**Phone:** (403) 220-6511

**Office hours:** Minimum 3 hours a week.

Here's a link to my calendar where you can book appointments with through the available time-slots: <https://drbanerjeeucalgary.youcanbook.me>

**Teaching Assistant:** Caroline Claussen (c3inc@shaw.ca)

**Labs:** With Caroline Claussen: Location and Time: TBA

**COURSE DESCRIPTION:**

How do we know what we know about the social world?

In this course, we will tackle this question together by examining how social scientists observe, analyze, and create knowledge about various social institution and phenomenon. We will introduce you to qualitative and quantitative research methods commonly used by social scientists, and will invite you to think critically about how different methods lead to different kinds of knowledge production. We will pay special attention to how sociological research methods have historically privileged some groups, while excluding, marginalizing, and disparaging others, and how methods today may be used to both challenge and reproduce social inequalities. The University requires that in order to take this course, you must be at least sophomore standing, have taken SOCI 201 or Sociology 201 or consent of the Department.

This course is structured around an active research component. You will be working in groups, and the success of your research project depends on collaborative teamwork, which is central to the maturity and richness of any research project. The research experience in this course will help you to develop practical skills of research design and grant proposal writing. While this may sound daunting, we will be helping you with the development and writing of your grant proposal each step of the way.

**COURSE/LEARNING OBJECTIVES:**

This course is designed to provide you with as much hands-on experience with research methods commonly used by social scientists as possible. In this course, we will be:

- (1) learning about and practicing qualitative and quantitative methods,
- (2) exploring how science is produced and what ideas or conditions influence science,

- (3) critically thinking about existing scientific research methods, and
- (4) producing a research proposal. We will do this through a variety of hands-on activities, including designing studies, doing research, and examining scientific literature.
- (5) develop practical skills of research design and grant proposal writing through that.
- (6) We will be focusing on ethics of research, critical epistemologies and methodologies in this course, which are relevant to other fields as well. We will encourage you to apply the methodological tools you learn in this course to your own research interests, and to the knowledge claims you encounter in other courses and in your everyday lives.

## COURSE MATERIALS

Readings are assigned from two sources:

- Alan Bryman, Edward Bell, and James J. Teevan. 2016. *Social Research Methods*, Fourth Canadian Edition. Toronto: Oxford University Press. (Available at the Campus Bookstore)
- Seven online journal articles (links and pdfs provided on D2L). *Please note: You need to be logged in to U of C library for the links to work.*

## COURSE REQUIREMENTS, EXPECTATIONS AND GRADING:

You will be responsible for *all* readings specified in the course outline, as well as *all* lecture materials (including films, guest speaker presentations etc.)

The course grade will be determined as follows:

Mid Term 1	.....	.15 %
Mid Term 2	.....	.15 %
Final Exam	.....	15 %
Lab Exercises	.....	10%
Grant proposal prep.....		10%
Research Grant Proposal	.....	.35 %

Grades will be assigned according to the following scale:

A+ = 96.00-100	B+ = 80.00-84.99	C+ = 67.00-69.99	D+ = 54.00-58.99
A = 90.00-95.99	B = 75.00-79.99	C = 63.00-66.99	D = 50.00-53.99
A- = 85.00-89.99	B- = 70.00-74.99	C- = 59.00-62.99	F = 49.00 or less

***Please note that ALL exams and assignments must be completed to obtain a passing grade in this course. Please note also that final grades are NOT negotiable. No grade will be increased beyond what a student has earned during the term, and in the class.***

### Reading for the class:

***Students will be expected to keep up with the assigned readings for each class period.*** The reading load is not excessive, but does require you to plan ahead to get it done. If you want to do well in this class, you must not only complete the readings, but take time to critically think about them before you come to class. **\*NOTE\*** I reserve the right to add additional readings OR drop readings as they fit the progression of the course. Coming to class will be the best way to make sure you are up-to-date on such readings.

***You will be expected to take notes on readings prior to coming to class.*** These notes are designed to summarize key points and should include some of your own questions or analysis of the readings. I will regularly invite students to ask their own questions based on the readings or lectures. I regard lectures and discussions as a supplement to what you are reading. At times, the lectures will seek to clarify and crystallize some of the reading material. At other times, however, the lectures will add to or historicize what you are reading. *Attendance in class will likely be the single most important factor in your ability to do well in this course.*

### **Mid-Terms and Final Exam:**

In order to evaluate your knowledge of course material, three tests are assigned (two midterms and one final exam). These tests will NOT be cumulative. The mid-terms will be written during regular lecture time and the final exam will be scheduled for the exam period. The tests will involve a combination of multiple choice, true and false, and/or short answer questions. More specific information on the exact format of the tests will be provided later in the term.

### **Lab Exercises:**

The labs are designed to give you practical experience with the various research methods discussed in class such as conducting interviews and fieldwork and analyzing media clips and images. While attendance will not be taken at labs, you will be expected to submit the results of your lab exercises (typically in the form of rough, handwritten notes) to your TA at the end of the lab. Results from the exercises will be graded on a pass/fail basis. Combined, all of the lab exercises constitute 10% of your grade. A detailed schedule of labs and lab exercises will be provided on D2L. Labs will also be used to prepare you for the research grant proposal paper assignment. The prep work for grant proposal paper assignment is valued at 10 % of your entire grade. This will also be graded on a regular scale.

### **Team Research Grant proposal:**

We will stage a mock grant competition as part of this course. In order to receive funding to do our research, sociologists must write proposals to be reviewed by grant committees, usually composed of experts in the field. These proposals explain what we hope to accomplish, why our research matters, and how we plan to carry it out. The grant committee then selects the strongest proposals for funding. Detailed instructions on the assignment will be provided on D2L.

You will work in teams of two to three people to complete a research proposal modeled on an actual grant competition. You will submit a written proposal on the last day of class but will work throughout the semester to build up to it. Your professor will select five best proposals that will be reviewed by an outside grant committee that will recommend two proposals for “funding” (prize TBD). We will announce the winners of the competition during finals week.

*Winning the competition will have no bearing on your grade. Teams whose proposals are not selected for funding will have an equal opportunity to earn an “A,” provided all criteria are met as specified in the instructions on D2L.*

Because grant decisions are heavily swayed by the caliber of your research methods, this is an opportunity for you to demonstrate what you have learned about research methodology and knowledge production in the social sciences, and to consider how some of these principles might work in an actual research environment. This assignment will also familiarize you with the process of grant writing, which is an important skill in many professional settings.

You will be submitting the grant proposal on Dropbox in D2L NO LATER than April 12.

## Grant Proposal Prep Work

**Due in labs and each assignment will be graded on a three-mark scale (Good - 10 points, Satisfactory - 7 points and Not Satisfactory - 4). Your final grade for the prep work will be an average of what you receive on each of the assignments. If you miss any part of the prep work, you will not get points for any of the parts. It's important that all members of the team show up in lab for the prep work.**

*Assignment 1: Write up 1 (Outline):* This is to be done in groups during lab time. Your TA will tell you what to do and we'll be uploading a preparation guideline on D2L one week before the lab. This is a step that will guide you toward the completion of your research proposal for the grant competition. See LAB Materials on D2L for further details on the assignment. **You will do this during lab in Week 2.**

*Assignment 2: Article summaries:* Each team member is required to find and summarize **at least** two academic articles that is relevant to the topic of your grant proposal. You should ideally do more. Your summary should identify the research question, the methodology, and the key findings of the article, as well as a couple of sentences about why the article is relevant to your group project. Your citation should be in ASA format, which you can find in the ASA style guide linked to our course D2L site and here: [http://lib.trinity.edu/research/citing/ASA\\_Style\\_Citations\\_4.pdf](http://lib.trinity.edu/research/citing/ASA_Style_Citations_4.pdf)

The summary is due in lab (deadline on D2L in lab assignment) and should be no more than one page in length. Please bring enough copies for everyone on your team. You will have lab time to read and discuss the summaries provided by all team members. You will then work together to weave these summaries into a short literature review, which is an important part of your grant proposal. See LAB Materials on D2L for further details on the assignment. **You will do this during lab in Week 6.**

*Assignment 3: Write-Up 2 (Research Methods):* You will be discussing in your groups, the best research methodology for your research proposal. Your discussion question is: what is the methodology that you will be using to answer your research questions? You will then work in your groups to write up a step-by-step plan for how you will collect your data. Three key things that you must include in outlining your methodology are as follows:

- a. Describe the population you are interested in, and how you will derive a sample from this population. Provide a justification for who will be included in and excluded from your sample.
- b. Explain the specific method or methods you will use to collect data from your sample. (E.g., will you conduct interviews? Participant observations? Telephone surveys? When and where will you do this?)
- c. Briefly describe your plans for conducting exploratory interviews. (E.g., who will you be interviewing for your exploratory interview? When and where will you be interviewing them? Why have you chosen to interview this person?) Refer to your syllabus to see what an exploratory interview is before writing this description.

You should also discuss and outline why have you chosen this particular methodology for your research? (One way to think about this is to assess if Sprague would agree with your methodology or not, that is, whether you are using a critical feminist methodology or not. You may also draw on the work of other methodologists, introduced to you in this or other courses.)

Are there any challenges or limitations of using the methodology that you have chosen? If so, what are they? You may put the limitations in bullet points so that you can develop them further in your final grant proposal. See LAB Materials on D2L for further details on the assignment. **You will do this during lab in Week 9.**

*Assignment 4: Making the Budget and Timeline:* You will also use one of the lab hours to work on the budget for the grant proposal and timeline for the research. Please see the grant proposal description on D2L to prepare for this activity. You will be working in groups to complete this assignment. See LAB Materials on D2L for further details on the assignment. **You will do this during lab in Week 13.**

All of the prep work can be directly used and included in your final research grant proposals.

**NOTE\*\*\*: Nitpicking over marks and points is discouraged as this reflects the prioritization of the grade over learning. No late assignments/tests/papers are accepted without valid DOCUMENTED reasons.**

## **OTHER ADMINISTRATIVE INFORMATION:**

### **Attendance Policy**

Attendance is mandatory in every class. All students are expected to be present. You won't be allowed to make-up for any in-class assignments including reading quizzes if you are absent. If you face any particular challenges that you believe will affect your commitment to this course, please make an appointment to meet with one or both of us at the earliest possible date. You may not be responsible for your circumstances, but you are responsible for letting me know when you need support. We are more likely to be able to assist you in dealing with your situation if we know about it early in the semester. I however cannot emphasize enough how important it is for you to attend class. **I cannot replicate class discussions for people who miss a class period! Also, make a friend to make-up for what you miss when you are absent from class.**

### **Grade Reappraisal**

*Within two weeks* of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to me explaining the basis for reconsideration of one's mark. I will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a *re-assessed grade may be raised, lowered, or remain the same.*

### **Reviewing of Exam and Assignment**

Students will have **two weeks after the exams and assignments** have been marked and grades have been posted on D2L to review the exam. For instance, students cannot demand to review the first exam or analysis paper at the end of the term.

### **Technology Use**

To minimize disruption in the classroom, all cell phones; tablets and other electronic devices must be turned OFF during class unless otherwise instructed. You may use your cell phones when I ask you to register attendance and/or reading quizzes through the TopHat learning tool. Laptops are permitted in the classroom BUT ONLY to take notes and to connect with TopHat. Research has shown that laptops bring down your own and your classmates performances and grades (I have posted the research on this on D2L under "Useful Links"). **(Permission to use LAPTOPS AND CELL PHONES may be withdrawn if they are used for anything else other than class purposes).**

### **Email**

Students can contact me over email ONLY to make appointments or in case of an **emergency**. Please put your course number and section (Soci 471.03) in your email's subject line, **and include a proper salutation**, your full name, student ID, and a **proper closing** in the body of

your email. *All emails violating customary email conventions will be ignored.* All other emails will be answered within one to two business day. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining assignments or exams, know that I **do not** discuss marks over email – any questions regarding marks needs to be addressed face-to-face. If you have a course-related question, please check the course outline first. Questions that can be answered by consulting the course outline will not be answered. *Also, please e-mail me for administrative purposes only, for example to set up an appointment. Please do not use e-mail as a replacement for an office visit, if there is something you want to discuss.* **Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.**

Here's an interesting article about email courtesies:

<https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.1mzg7xuiq>

### Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to me.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.
3. Final grades are not posted by the Sociology Department. They are only available online.

### Ethics Research

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required

### Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

### Deferrals

Please provide advance notice if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component due to health reasons must be accompanied by **written documentation** as outlined in the University Calendar and should be obtained while the student has the health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, misreading the syllabus, and scheduling conflicts with other classes or employment **are not valid reasons** for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

If you have missed a test for a legitimate reason, I can require you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another

course component. If I schedule a “make up” test for you, its date and location will be at the convenience of the Department of Sociology.

**Deferred Final Exam Form:** Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar’s Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at:

<https://www.ucalgary.ca/registrar/files/registrar/fall-2016-deferred-application-form.pdf>

**Deferred Term Work Form:** Deferral of term work past the end of a term also requires a form to be filled out. It’s available at

[https://www.ucalgary.ca/registrar/files/registrar/deferred\\_termwork15\\_0.pdf](https://www.ucalgary.ca/registrar/files/registrar/deferred_termwork15_0.pdf)

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

### **Student Representation**

The 2016-17 Students’ Union VP Academic is Alicia Lunz ([suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)). The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: [arts1@ucalgary.ca](mailto:arts1@ucalgary.ca), [arts2@ucalgary.ca](mailto:arts2@ucalgary.ca), [arts3@ucalgary.ca](mailto:arts3@ucalgary.ca), and [arts4@ucalgary.ca](mailto:arts4@ucalgary.ca). You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/provost/students/ombuds/role>

### **Emergency Evacuations**

In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at the **Education Block - food court**. Please check these assembly point locations for all of your classes at: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

### **Safewalk**

The University of Calgary provides a “safe walk” service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the “Help” phones located around Campus.

### **Academic Accommodation**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services ; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available

at [http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf)

## **TENTATIVE COURSE TOPICS AND READINGS**

The following is a tentative schedule of topics for class discussion, the accompanying readings, and the test and assignment schedule. This schedule may be changed if unforeseen circumstances arise, or if topics emerge that seem to warrant more attention. Book chapters will be uploaded as Pdf

in D2L. Links to journal articles are also provided in D2L.

### **Week 1 (Jan 9 - 13): Introduction to the course**

Lecture I: Introduction to the Course

Lecture II: Theory and Research Readings

Lecture III: Introduction to Epistemology

- Reading: Textbook, Chapter 1: General Research Orientations

### **Week 2 (Jan 16 – 20): Epistemology: How we know what we know**

Lecture I: How we know what we know

- Reading: Pdf 1: Seeing Through Science: Epistemologies by Joey Sprague, Chapter 2 in *Feminist Methodologies for Critical Researchers*

Lecture II and III: Whose methods and whose knowledge

- Reading: Pdf 2: Boundary Play And Pivots In Public Computation: New Directions In STEM Education by Pratim Sengupta and Marie-Claire Shanahan (Read For Guest Lecture By Dr. Sengupta)
- Reading - Link 1: Connell, Raewyn 2015. 'Meeting at the edge of fear: Theory on a world scale,' *Feminist Theory*. 16:149-66

*Jan 18: Expert Guest Lecture by Dr. Pratim Sengupta*

Discuss grant proposal and form research groups

**Assignment 1# Research Proposal Prep Assignment: Working and Submitting Write Up 1 in Lab**

### **Week 3 (Jan 23 – 27): Designing Research**

Lecture I and II: Research Designs Readings:

- Reading: Textbook, Chapter 2: Research Designs
- Reading: Textbook, Chapter 15: Breaking Down the Qualitative/Quantitative Divide

Lecture III: Ethics, Access, and Politics Readings:

- Reading: Textbook, Chapter 3 – Research Ethics

### **Week 4 (Jan 30 – Feb 3): Quantitative Methods I**

Lecture I: Quantitative Research

- Reading: Textbook, Chapter 4: The Nature of Quantitative Research

Lecture II. Survey Research I

- Reading: Textbook, Chapter 5: Survey Research: Structured Interviewing and Questionnaires

Lecture III. Framing Survey Questions:

- Reading: Textbook, Chapter 6: Asking Questions

### **Week 5 (Feb 6 – 10): Quantitative Methods II**

Lecture I: Art of Quantitative Research

- Reading: Pdf3: Joudrey, A., and Wallace, J.E. (2009). Leisure as a Coping Resource: A Test of the Job Demand-Control-Support Model. *Human Relations*, 62:195-217.
- OPTIONAL READING as another example of the Art of Quantitative Research: Wallace, J.E. and Marisa C. Young (2010). *Work Hard, Play Hard? : A Comparison of Male and Female*



Lawyers' Time in Paid and Unpaid Work and Participation in Leisure Activities. *Canadian Review of Sociology*, 47:1.28-47. (Uploaded as Optional Reading)  
*Expert Guest Lecture by Dr. Jean Wallace*

**Feb 8: In-class exam: Mid Term 1**

**Feb 10 No Class – prep for your Write-Up 1 on grant proposals**

**Week 6 (Feb 13 – 17): Qualitative Research I**

Lecture I: (Finish remaining discuss on quantitative methods) Problems with Survey Research

- Reading: Textbook, Chapter 7: Structured Observation

Lecture II: What is Qualitative Research

- Readings: Textbook, Chapter 9: The Nature of Qualitative Research

Lecture III: Discourse Analysis:

- Reading: Link 2: "What is Discourse Analysis?" by Stephanie Taylor (available in ecopy at U of C library) - Chapters 1-3

*Feb 17: Expert Guest Lecture by Dr. Ana Litviniuc*

*Assignment 2: Research Proposal Prep Assignment: Working and Submitting Article Summaries in Lab*

**Week 7 (Feb 20 – 24)**

READING WEEK

**Week 8 (Feb 27 – Mar 3): Qualitative Research II**

Lecture I: Ethnography

- Reading: Textbook, Chapter 10: Ethnography and Participant Observation

Lecture II: Case Studies and Ethnography

- Reading: Link 3: Ray Ranita: 2015. Exchange and Intimacy in the Inner City: Rethinking Kinship Ties of the Urban Poor in *Journal of Contemporary Ethnography* 45 (3).

Lecture III: Insider/Outsider Perspective in Qualitative Research.

- Reading: Pdf 4: Davis Georgiann, 2015. Introduction: "You're in the Monkey Cage with Me" in *Contesting Intersex: The Dubious Diagnosis*. NYU Press.

**Week 9 (Mar 6 – 10): Qualitative Interviewing AND Unobtrusive Methods**

Lecture I and II: Qualitative Interviews

Readings:

- Textbook, Chapter 11: Interviewing in Qualitative Research
- Pdf 5: Pallavi Banerjee. "Only the snobs go to the mosque": Muslim Immigrant Bangladeshi Women and the Politics of Gender, Class and Religion

Lecture III: Unobtrusive Sources of Data

- Readings: Textbook, Chapter 8: Other Sources of Data

*Assignment 3: Research Proposal Prep Assignment: Working and Submitting Write Up 2 in Lab*

**Week 10 (Mar 13 – 17): Reading Qualitative Research**

Lecture I: Analyze the Art of Qualitative Work.

- Reading: Link 4 - Choo, Hae Yeon. 2016. "In the Shadow of Working Men: Gendered Labor and Migrant Rights in South Korea." *Qualitative Sociology* 29(4): 353-373.

OR

- Reading: Link 5 Brainer, Amy. (2015). "Mothering Gender and Sexually Nonconforming Children in Taiwan." *Journal of Family Issues*. 1:27

March 15: Midterm Review/No Class

**March 17: In-class exam: Mid Term 2**

**Week 11 (Mar 20 – 24): Historical Comparative Methods AND Sampling**

Lecture I: Historical Comparative Methods

- Readings: Link 6 - Mahoney, J. (2004). Comparative-Historical Methodology. Annual Review of Sociology, 30, 81-101.

Lecture II: Quantitative Sampling

- Readings: Textbook, Chapter 12: Sampling

Lecture III: Qualitative Sampling

- Readings: Link 7. Mario Small (2009) "How Many Cases Do I Need?" On Science and the Logic of Case Selection in Field Based Research." Ethnography 10(1): 5-38.

**Week 12 (Mar 27 – 31): Data Analysis**

Lecture I: Quantitative Data Analysis

- Readings: Textbook, Chapter 13: Quantitative Data Analysis

Expert Guest Speaker: TBA

Lecture II: Qualitative Data Analysis

- Readings: Textbook, Chapter 14: Qualitative Data Analysis

Lecture III: March 31: Guest Lecture: Rep from Student Success Center (Attendance Mandatory)

**Week 13 (Apr 3 – 7) Conducting and Writing Up Research**

Lecture I and II: Writing Up Research

- Readings: Textbook, Chapter 17: Writing up Social Research

Lecture II: Conducting Research

- Readings: Textbook, Chapter 18: Conducting a Research Project

*Assignment 4: Research Proposal Prep Assignment: Working on Budget and Timeline in Lab*

**Week 14 (Apr 10 – 12):**

Lecture I: Research Method Film (TBA) and Analysis

April 12: Exam Review and Wrap Up

**Research Grant Proposal Due in Dropbox: Apr 12 – NO LATE PAPERS WILL BE ACCEPTED.**

**REGISTRAR SCHEDULE FINAL EXAM: DATE TBA**