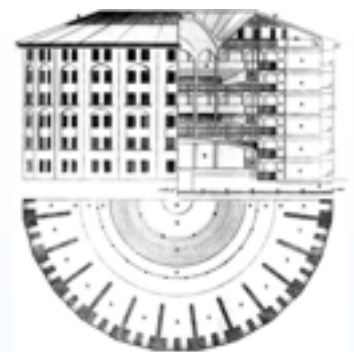
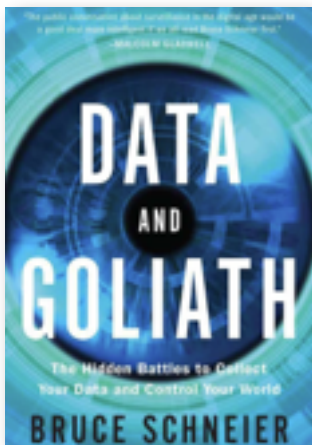




This course will explore the effects of surveillance technologies from the everyday devices to the most sophisticated. It will analyze the effects of technology on society, culture and law. Students will gain insights into the impact of surveillance and technological empowerment on communication.

Privacy has always been connected to the ability to snoop, and for most of history the power and technology to snoop has been in the hands of governments. However, the past two decades has seen a radical technological shift that has taken the power to snoop and put it in the hands of everyday people. At the same time, governments have also employed technology and their ability to snoop has radically increased. One effect of all this surveillance is a lack of understanding or energy to deal with its effects. "When you say I don't care about the right to privacy because I have nothing to hide, that is no different than saying I don't care about freedom of speech because I have nothing to say or freedom of the press because I have nothing to write." Edward Snowden.

The question of privacy is always connected to people's ability to snoop. The discussion of privacy began to become serious with the development of cheap, portable cameras in the 1880s. Since then our ability to spy on each other has grown exponentially. And our privacy has inevitably declined. The purpose of this course is to explore and analyze what privacy is, and should be, in the age of everyday technology (such as, social media, smartphones, drones and cheap DNA tests). The course will explore the actions of governments, corporations and neighbors to deepen our knowledge in the rights we have, while opening up for the discussion about the rights we may need in the future.



### Course Schedule

Tu & Th 9:30-10:45

Wheatley W01-0052

### Textbook

Schneier, B. (2015) *Data & Goliath: The Hidden Battle to Collect Your Data and Control Your World*, Norton & Co.

*All other materials can be accessed via the course website on Blackboard.*

### Contact

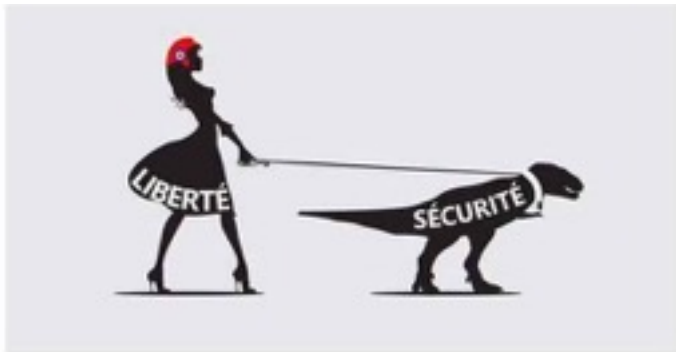
Instructor: Mathias Klang

E-Mail: [klang@umb.edu](mailto:klang@umb.edu)

Phone: 617-287-4586

Office: W-6-39

Office Hours: Tu&Th 11-12



### Grading

|                  |            |                      |
|------------------|------------|----------------------|
| Four short texts | 80 points  | 2/8, 2/29, 3/21, 4/4 |
| The Film Review  | 90 points  | due Apr 9            |
| Discussion lead  | 70 points  | separate schedule    |
| Final Project    | 130 points | due May 12           |
| Attendance       | 30 points  |                      |

The total amount of points awarded in the course is 400. The grade is based on the following percentage scale:

|                |            |            |
|----------------|------------|------------|
| A 94 or above  | A- 90 – 93 |            |
| B+ 87 – 89     | B 83 – 86  | B- 80 – 82 |
| C+ 77 – 79     | C 73 – 76  | C- 70 – 72 |
| D+ 67 – 69     | D 63 – 66  | D- 60 – 62 |
| F 59 or below. |            |            |



## Discovering Core Concepts

**Privacy** is the ability of an individual or group to seclude themselves, or information about themselves, and thereby express themselves selectively. The boundaries and content of what is considered private differ among cultures and individuals, but share common themes. When something is private to a person, it usually means that something is inherently special or sensitive to them. The domain of privacy partially overlaps security (confidentiality), which can include the concepts of appropriate use, as well as protection of information. Privacy may also take the form of bodily integrity.

Source: <https://en.wikipedia.org/wiki/Privacy>

**Surveillance** is the monitoring of the behavior, activities, or other changing information, usually of people for the purpose of influencing, managing, directing, or protecting them.[2] This can include observation from a distance by means of electronic equipment (such as CCTV cameras),[3] or interception of electronically transmitted information (such as Internet traffic or phone calls); and it can include simple, relatively no- or low-technology methods such as human intelligence agents and postal interception. The word surveillance comes from a French phrase for "watching over" ("sur" means "from above" and "veiller" means "to watch"), and is in contrast to more recent developments such as sousveillance.

Source: Wikipedia <https://en.wikipedia.org/wiki/Surveillance>

## Attendance.

Attendance is mandatory. If you are unable to attend class for any reason, you are responsible for obtaining class materials (e.g., notes, assignments) on your own.

Attendance also means that the participant is on time and engaged in the discussion. Non-attendance and non-participation will negatively impact your final grade.

All participants are encouraged to question and challenge the ideas being presented and discussed. Please remember that people and ideas must be treated with respect. Avoid disruptive behavior.

You are expected to contribute to classroom discussions. You are expected to demonstrate respectful attention to the speaker (whether the speaker is the instructor, a guest, or another student).



## Class Cancellation.

Should classes be cancelled due to extreme weather or other unforeseen circumstances the classes will be conducted online via Blackboard.

## Readings.

Readings must be completed before the day they are assigned on the course schedule. Be sure to do the readings in light

of the discussion questions and take notes while reading.

## Deadlines.

All assignments and exams must be completed and turned in on or before the date assigned. Writing assignments are



posted separately in Blackboard and must be submitted through SafeAssign. If you fail to turn in an assignment on time you will lose a letter grade for each day it is late. Assignments that are more than five days late will not be accepted and you will receive a grade of ZERO for that assignment.

## Digital Devices.

Laptops and other devices may be used for taking notes. However, using devices for activities not related to the class is not permitted.

Turn your cell phones off when you enter the classroom unless you have prior approval from the instructor.

## Academic integrity.

Students are required to adhere to the University Policy on Academic Standards and Cheating, to the University Statement on Plagiarism and the Documentation of Written Work, and to the Code of Student Conduct as delineated in the Catalog of Undergraduate Programs. The Code is available online. [https://www.umb.edu/life\\_on\\_campus/policies/community/code](https://www.umb.edu/life_on_campus/policies/community/code)

## Accommodations.

Section 504 of the Rehabilitation Act of 1973 offers guidelines and support for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center for Disability Services, Campus Center, Upper Level, Room 0211, 617-287-7430. The student must present these recommendations and discuss them with each professor within a reasonable period, preferably by the end of Drop/Add period.

## Schedule.

Changes to the syllabus may be made at the instructors discretion and if circumstances require. Participants will be notified of changes via Blackboard. Participants are responsible for keeping up to date with these changes.



# SCHEDULE: READINGS FOR THE WEEK

|   |   |
|---|---|
| <p>Week 1</p> <p>Jan 26 &amp; 28</p>  | <p>Tu: Introduction</p> <p>Th: Lecture: History of privacy</p>  |
| <p>Week 2</p> <p>What Right to Privacy</p> <p>Tu, Feb 2</p> <p>Th, Feb 4</p>                | <p>Tu: Why Privacy</p> <p>Wacks. Privacy: A Very Short Introduction chap2 (pdf)</p> <p>Richards. Four Privacy Myths in Sarat A World Without Privacy (pdf)</p> <p>Glenn Greenwald: Why privacy matters (2014) TED Talk</p> <p><a href="https://youtu.be/pcSlowAhvUk">https://youtu.be/pcSlowAhvUk</a> (A/V)</p> <p>Watch Alessandro Acquisti: Why privacy matters (2013) TED Talk</p> <p><a href="https://youtu.be/H_pqhMO3ZSY">https://youtu.be/H_pqhMO3ZSY</a> (A/V)</p> <p>Th: The Right to Privacy</p> <p>Warren &amp; Brandeis "The Right to Privacy" (4 Harvard L.R. 193 (Dec. 15, 1890) <a href="http://faculty.uml.edu/sgallagher/Brandeisprivacy.htm">http://faculty.uml.edu/sgallagher/Brandeisprivacy.htm</a></p> <p>Lane. American Privacy Chap1 (pdf)</p> <p>The Hidden History of Privacy - Jill Lepore The New Yorker Festival 2013. <a href="https://youtu.be/zuth-rppKM">https://youtu.be/zuth-rppKM</a> (A/V)</p> |
| <p>Week 3</p> <p>The Power Gaze</p> <p>Tu, Feb 9</p> <p>Th, Feb 11</p>                      | <p>Tu: The Panopticon</p> <p>Bozovic. Jeremy Bentham The Panopticon Writings Introduction (pdf)</p> <p>Gutting. Foucault: A very short introduction chap8 (pdf)</p> <p>Th: The Gaze</p> <p>Krips. The Politics of the Gaze: Foucault, Lacan and Žižek, Culture Unbound 2010 (pdf)</p>   |
| <p>Week 4</p> <p>On Bodies, Bathrooms &amp; Clothes</p> <p>Tu, Feb 16</p> <p>Th, Feb 18</p> | <p>Tu: Covering Bodies</p> <p>El Guindi Veiling Resistance, Fashion Theory, vol 3, is1 1999 (pdf)</p> <p>Brems. Face Veil Bans in the European Court of Human Rights, J. of Law &amp; Policy 2014 (pdf)</p> <p>Winet. Face-Veil Bans and Anti-Mask Laws. Hastings Int'l &amp; Comp. L. Rev. 2110 (pdf)</p> <p>Th: Bathrooms and Power</p> <p>The Private Lives of Public Bathrooms</p> <p><a href="http://www.theatlantic.com/health/archive/2014/04/the-private-lives-of-public-bathrooms/360497">http://www.theatlantic.com/health/archive/2014/04/the-private-lives-of-public-bathrooms/360497</a></p> <p>Case. Why not abolish the laws of urinary segregation? in Molotch &amp; Noren Toilet: Public Restrooms and the Politics of Sharing 2010 (pdf)</p>  |



# SCHEDULE: READINGS FOR THE WEEK

|   |   |
|---|---|
| <p>Week 5</p> <p>Privacy at Home</p> <p>Tu, Feb 23</p> <p>Th, Feb 25</p>      | <p>Tu: Personal Space</p> <p>Shotgun houses <a href="http://www.psmag.com/books-and-culture/culture-and-privacy-a-sociology-of-the-shotgun-house">http://www.psmag.com/books-and-culture/culture-and-privacy-a-sociology-of-the-shotgun-house</a></p> <p>Suk. Is Privacy a Woman? Georgetown Law Journal, Vol. 97, p. 485, 2009 (pdf)</p> <p>Th: Privacy in the City</p> <p>Who's Watching Video Cam Surveillance. A Special Report by the New York Civil Liberties Union 2006 (pdf)</p> <p>Graham &amp; Wood. Digitizing surveillance- categorization, space, inequality. Critical Social Policy 2003 (pdf)</p> <p>Campbell &amp; Taggart: The Ticket Machine <a href="http://www.buzzfeed.com/alexcampbell/the-ticket-machine#.ut2GDOw9RK">http://www.buzzfeed.com/alexcampbell/the-ticket-machine#.ut2GDOw9RK</a></p>  |
| <p>Week 6</p> <p>Body of Privacy</p> <p>Tu, Mar 1</p> <p>Th, Mar 3</p>        | <p>Tu: Genetic Privacy</p> <p>Rothstein. Keeping your genes private. Scientific American 2008 (pdf)</p> <p>Taylor. Genetic data and the law Chap 9. 2012. (pdf)</p> <p>Stewart &amp; Thy Tran. (2007) "The Ethics of Genetic Screening" in The ethical imperative in the context of evolving technologies (Bassick ed) <a href="http://www.ethicapublishing.com/ethical/3CH1.pdf">http://www.ethicapublishing.com/ethical/3CH1.pdf</a></p> <p>Oscapella, E. (2012) Genetic Privacy and Discrimination: An Overview of Selected Major Issues. BC Civil Liberties Association <a href="https://bccla.org/wp-content/uploads/2012/03/2012-BCCLA-Report-Genetic-Privacy1.pdf">https://bccla.org/wp-content/uploads/2012/03/2012-BCCLA-Report-Genetic-Privacy1.pdf</a></p> <p>Th: Body Parts</p> <p>Henrietta Lacks <a href="https://en.wikipedia.org/wiki/Henrietta_Lacks">https://en.wikipedia.org/wiki/Henrietta_Lacks</a></p> <p>Moore v. Regents of the University of California <a href="https://en.wikipedia.org/wiki/Moore_v._Regents_of_the_University_of_California">https://en.wikipedia.org/wiki/Moore_v._Regents_of_the_University_of_California</a></p> <p>Whose DNA is it anyway? Wendy Bonython at TEDxCanberraWomen <a href="https://www.youtube.com/watch?v=pLvtv2iYv4Y">https://www.youtube.com/watch?v=pLvtv2iYv4Y</a></p> |
| <p>Week 7</p> <p>From Brownie to Drone</p> <p>Tu, Mar 8</p> <p>Th, Mar 10</p> | <p>Tu:</p> <p>The Camera history and society:</p> <p>Calo. Robots and Privacy. in Lin et al Robot Ethics: The Ethical and Social Implications of Robotics. 2011 (pdf)</p> <p>McNeal. Drones and Areal Surveillance: Considerations for legislators. 2014 (pdf)</p>  |

|   |   |
|---|---|
| Week 8 Mar<br>15-17   | SPRING BREAK  |
| Week 9<br>Does the Internet<br>Spell End of<br>Privacy?<br><br>Tu, Mar 22<br>Th, Mar 24 | <p>Tu: Data as Surveillance</p> <p>Schneier. Chapters 1-6<br/>How Facebook works and stores data <a href="https://youtu.be/wfFqbalJJo8">https://youtu.be/wfFqbalJJo8</a><br/>Th: Stakes</p> <p>Schneier. Chapters 7-11<br/>Online Privacy: How Did We Get Here? (2013)   Off Book   PBS Digital Studios<br/><a href="https://youtu.be/SCmKJyVx9AY">https://youtu.be/SCmKJyVx9AY</a></p>   |
| Week 10<br><br>Tu, Mar 29<br>Th, Mar 31   | <p>Tu &amp; Th: What to do</p> <p>Schneider. Chapters 12-16<br/>Do Not Track is a personalized documentary series about privacy and the web economy. <a href="https://donottrack-doc.com/en/intro/">https://donottrack-doc.com/en/intro/</a><br/>Last Week Tonight with John Oliver: Government Surveillance (2015) <a href="https://youtu.be/XEVlyP4_11M">https://youtu.be/XEVlyP4_11M</a></p>   |
| Week 11<br>Snowden & the<br>States Right to<br>Privacy<br><br>Tu, Apr 5<br>Th, Apr 7    | <p>Tu:<br/>Last Week Tonight With John Oliver - Edward Snowden Interview <a href="https://youtu.be/0zg7_4AMXGs">https://youtu.be/0zg7_4AMXGs</a><br/>"The NSA, Snowden, and Surveillance" (CRCS Lunch Seminar) – Bruce Schneier talk<br/><a href="https://youtu.be/3apzxHAA8ml">https://youtu.be/3apzxHAA8ml</a></p> <p>Th: State Privacy<br/>Murray. Should states have the right to informational privacy? in Klang &amp; Murray Human Rights in the Digital Age (2006) (pdf)</p>   |
| Week 12<br>Selfies and The<br>Self<br>Tu, Apr 12<br>Th, Apr 14                          | <p>Tu: Selfies, Sexting, &amp; Revenge Porn<br/>Rettberg Walker Seeing Ourselves Through Technology Chapter 6 (pdf)<br/>Citron Hate Crimes in Cyberspace Chapter 3 (pdf)</p> <p>Th: Gamification, Health apps, &amp; User Data<br/>Joseph Turow "How Companies Are 'Defining Your Worth' Online" Fresh Air. <a href="http://www.npr.org/2012/02/22/147189154/how-companies-are-defining-your-worth-online">http://www.npr.org/2012/02/22/147189154/how-companies-are-defining-your-worth-online</a></p>   |
| Week 13<br>A Right to Be<br>Forgotten<br>Tu, Apr 19<br>Th, Apr 21                       | <p>Tu &amp; Th: The Right to be Forgotten<br/>'Right to Be Forgotten' Online Could Spread <a href="http://www.nytimes.com/2015/08/06/technology/personaltech/right-to-be-forgotten-online-is-poised-to-spread.html">www.nytimes.com/2015/08/06/technology/personaltech/right-to-be-forgotten-online-is-poised-to-spread.html</a><br/>European Commission: Myth-Busting The Court of Justice of the EU and the "Right to be Forgotten" <a href="http://ec.europa.eu/justice/data-protection/files/factsheets/factsheet_rtbf_mythbusting_en.pdf">http://ec.europa.eu/justice/data-protection/files/factsheets/factsheet_rtbf_mythbusting_en.pdf</a><br/>Viktor Mayer-Schönberger presents "Delete: The Virtue of Forgetting in the Digital Age Berkman Center <a href="https://www.youtube.com/watch?v=XwxVA0UMwLY">https://www.youtube.com/watch?v=XwxVA0UMwLY</a></p> |

## SCHEDULE: READINGS FOR THE WEEK

|  |   |
|--|---|
| <p>Week 14</p> <p>Cell tracking and licenses</p> <p>Tu, Apr 26</p> <p>Th, Apr 28</p> | <p>Tu: Smartphones &amp; Tablets: Did you read the license?</p> <p>Th: Mobile Devices</p> <p>Malte Spitz "Your Phone Company is Watching" TED Talk <a href="http://www.ted.com/talks/malte_spitz_your_phone_company_is_watching?language=en">http://www.ted.com/talks/malte_spitz_your_phone_company_is_watching?language=en</a></p>  |
| <p>Week 15</p> <p>Big Data &amp; Algorithms</p> <p>Tu, May 3</p> <p>Th, May 5</p>    | <p>Tu &amp; Th: Big Data and Algorithms</p> <p>Viktor Mayer-Schonberger and Kenneth Cukier, "BIG DATA: A Revolution That Will Transform How We Live, Work, and Think" <a href="https://www.youtube.com/watch?v=bYS_4CWu3y8">https://www.youtube.com/watch?v=bYS_4CWu3y8</a></p> <p>Eli Pariser "The Filter Bubble" TED Talk <a href="http://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles?nolanguage=en+Listen">http://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles?nolanguage=en+Listen</a></p> |
| <p>Week 16: Tu, May 10</p>   | <p>Conclusion</p> <p>H. Nissenbaum, "A Contextual Approach to Privacy Online," Daedalus 140 (4), Fall 2011: 32-48. <a href="http://www.amacad.org/publications/daedalus/11_fall_nissenbaum.pdf">http://www.amacad.org/publications/daedalus/11_fall_nissenbaum.pdf</a></p> <p>Solove_The_End_of_privacy (pdf)</p>   |

## Four Short Texts

Text length 400-500 words.

Summarize (highlight the main arguments of) the readings for the week.

Analyze/evaluate (tear apart, react to, find problems or contradictions with, give strengths of, explain why you agree or disagree with) the readings.

Synthesize (place in relation to, bring together themes with, say what one author would say to another) that week's readings with the previous week's.

### Text 1: due February 8th

Use Bozovi & Gutting to explore the connection between Bentham & Foucault..

### Text 2: due February 29th

What are the main issues between genetics & privacy?

### Text 3: due March 21st

Abstract for final project. Text length 500 words. Must include 3 academic and 3 non-academic sources.

### Text 4: due April 11th

Explore privacy, free speech and hate crimes.



## The Abstract due March 21st

### Motivation:

*Why do we care about the problem and the results? If the problem isn't obviously "interesting" it might be better to put motivation first; but if your work is incremental progress on a problem that is widely recognized as important, then it is probably better to put the problem statement first to indicate which piece of the larger problem you are breaking off to work on. This section should include the importance of your work, the difficulty of the area, and the impact it might have if successful.*

### Problem statement:

*What problem are you trying to solve? What is the scope of your work (a generalized approach, or for a specific situation)? Be careful not to use too much jargon. In some cases it is appropriate to put the problem statement before the motivation, but usually this only works if most readers already understand why the problem is important.*

### Approach:

*How did you go about solving or making progress on the problem? Did you use simulation, analytic models, prototype construction, or analysis of field data for an actual product? What was the extent of your work (did you look at one application program or a hundred programs in twenty different programming languages?) What important variables did you control, ignore, or measure?*

### Results:

*What's the answer? Specifically, most good computer architecture papers conclude that something is so many percent faster, cheaper, smaller, or otherwise better than something else. Put the result there, in numbers. Avoid vague, hand-waving results such as "very", "small", or "significant." If you must be vague, you are only given license to do so when you can talk about orders-of-magnitude improvement. There is a tension here in that you should not provide numbers that can be easily misinterpreted, but on the other hand you don't have room for all the caveats.*

### Conclusions:

*What are the implications of your answer? Is it going to change the world (unlikely), be a significant "win", be a nice hack, or simply serve as a road sign indicating that this path is a waste of time (all of the previous results are useful). Are your results general, potentially generalizable, or specific to a particular case?*



## Write a film review

The film review is a popular way for critics to assess a film's overall quality and determine whether or not they think the film is worth recommending. Film reviews differ from scholarly film articles in that they encompass personal and idiosyncratic reactions to and evaluations of a film, as well as objective analyses of the film's formal techniques and thematic content.

### To Write the Review

While film reviews tend to be fairly short, they require a lot of preparation before you begin writing. Prior to viewing



the film, you may want to get a sense of the bodies of work by the director, writer, or individual actor. For instance, you may watch other films by the same director or writer in order to get a sense of each individual style. This will enable you to contextualize the film and determine whether it works as a continuation and/or disruption within the broad trends of the director's or writer's work.

Writing a film review often requires multiple viewings of the film. Plan to watch the film two or even three times. During the first viewing, surrender yourself to the cinematic experience; in other words, get lost in the narrative and enjoy the film without worrying about the argument you will eventually cultivate. During your second

viewing, try distancing yourself from the plot and instead focus on interesting elements of the film that you can highlight in the review. You may separate these elements into two broad categories: 1) formal techniques such as cinematography, editing, mise-en-scene, lighting, diegetic and non-diegetic sound, genre, or narratology, and 2) thematic content that resonates with issues such as history, race, gender, sexuality, class, or the environment.

After watching the film a second time, take careful notes on the formal and thematic elements of the film. Then attempt to create a central idea for your review that brings together the film's formal and thematic elements. If your second viewing does not yield a strong central claim for the review or if you need to take more notes, you may have to watch the film or parts of the film a third time.

### The review

Although there is not a set formula to follow when writing a film review, the genre does have certain common elements that most film reviews include.

#### 1) Introduction

- In the opening of your review, provide some basic information about the film. You may include film's name, year, director, screenwriter, and major actors.

- Your introduction, which may be longer than one paragraph, should also begin to evaluate the film, and it should allude to the central concept of the review. A film review does not have to contain a thesis or main claim, but it should focus on a central analysis and assessment.

#### 2) Plot Summary

- Remember that many readers of film reviews have not yet seen the film. While you want to provide some plot summary, keep this brief and avoid specific details that would spoil the viewing for others.

#### 3) Description

- While the plot summary will give the reader a general sense of what the film is about, also include a more detailed description of your particular cinematic

experience watching the film. This may include your personal impression of what the film looks, feels, and sounds like. In other words, what stands out in your mind when you think about this particular film?

#### 4) Analysis

- In order to explain your impression of the film, consider how well the film utilizes formal techniques and thematic content. How do the film's formal techniques (such as cinematography, editing, mise-en-scène, lighting, diegetic and non-diegetic sound, genre, or narrative) affect the way the film looks, feels, and sounds to you? How does the thematic content (such as history, race, gender, sexuality, class, or the environment) affect your experience and interpretation? Also, do the formal techniques work to forward the thematic content?

#### 5) Conclusion/Evaluation

- The closing of your film review



should remind the reader of your general thoughts and impressions of the film. You may also implicitly or explicitly state whether or not you recommend the film. Make sure to remind the reader of why the film is or is not worth seeing.

This review will be double spaced, 1000 words without footnotes or bibliography. This exercise is worth up to 90 points.

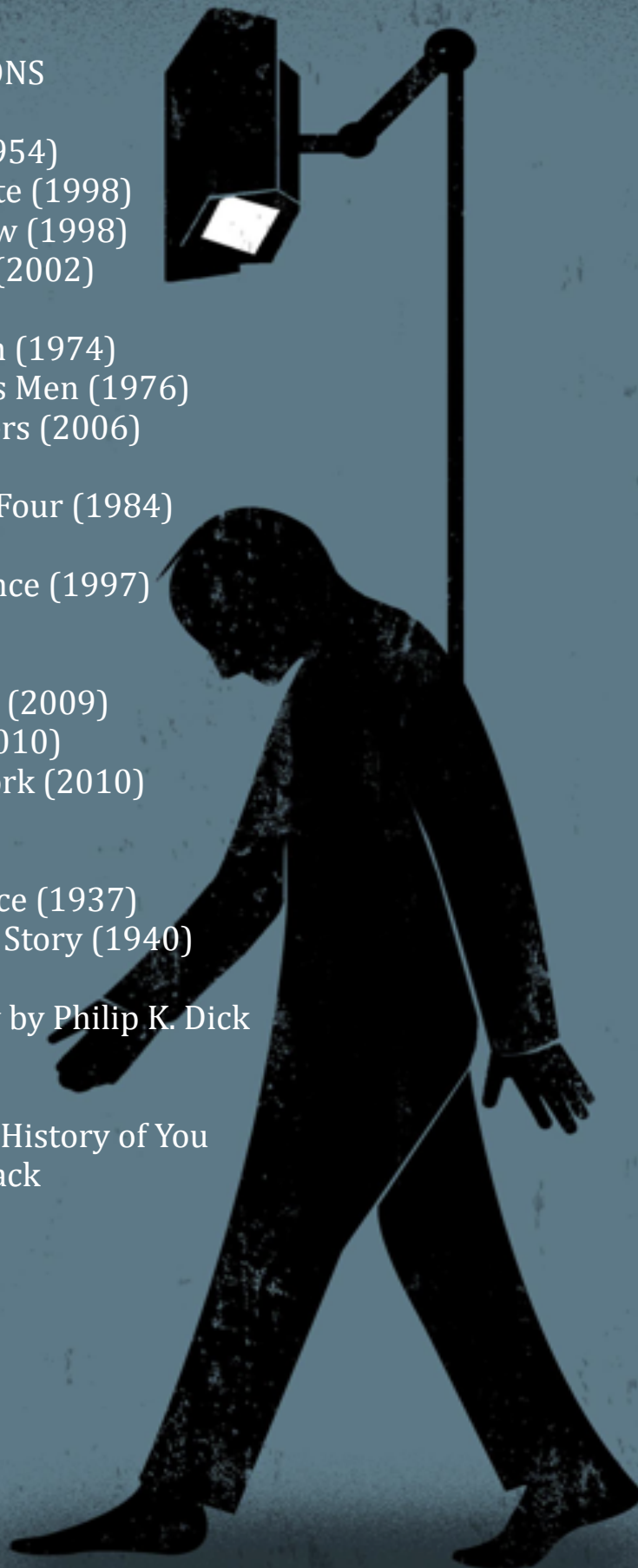
Source: [https://twp.duke.edu/uploads/media\\_items/film-review-1.original.pdf](https://twp.duke.edu/uploads/media_items/film-review-1.original.pdf)

## FILM SUGGESTIONS

Rear Window (1954)  
 Enemy of the State (1998)  
 The Truman Show (1998)  
 Minority Report (2002)  
 Gattaca (1997)  
 The Conversation (1974)  
 All the Presidents Men (1976)  
 The Lives of Others (2006)  
 Brazil (1995)  
 Nineteen Eighty-Four (1984)  
 The Net (1995)  
 The End of Violence (1997)  
 Cache (2005)  
 Look (2007)  
 We Live in Public (2009)  
 Erasing David (2010)  
 The Social Network (2010)  
 Dogville (2004)  
 Code 46 (2004)  
 You Only Live Once (1937)  
 The Philadelphia Story (1940)

A Scanner Darkly by Philip K. Dick

Black Mirror  
 S1.E3 The Entire History of You  
 S2.E1 Be Right Back



## Discussion Lead Assignment

Students will be required to lead one class discussion this term.

Discussion Leads consist of groups of 2-3 students who will work together to construct a discussion prompt/question for the class.

Discussion prompts/questions should be contextualized by a 10-15 minute presentation on an aspect of the reading or a related topic to the reading that directs

pages of dense theoretical work. Choose one theme or idea that stands out to you.

Novice: You could summarize an idea to the best of your ability, and then introduce a related discussion question.

Proficient: You could make an effort to explain the significance of an idea then and/or now, and then introduce a related discussion question.

Advanced: You could demonstrate how to apply an idea - perhaps by showing how it is still relevant to our lives today by making a connection to something current

You are more than welcome to quote sections of the reading to draw our attention to specific ideas.

However:

Do not read verbatim the text on a slide to us - we are capable of reading it for ourselves.

A good alternative option is to paraphrase any text written on a slide.

The best option is to use (relevant) images, graphs, or content and then \*tell us\* what would have otherwise been written on the slide.

Finally, try to think of questions that don't have "easy" answers but make us think about the material in constructive ways. This is a difficult assignment do not take it lightly. Be prepared and try your best. When in doubt contact me in advance.

This exercise is worth up to 70 points.



the class to think meaningfully about the discussion question.

Groups will be determined by students via signing up for which week's discussion you are interested in leading.

Each group will earn one grade; all students within that group will earn the same grade for their group's work.

The only exception to this rule is if a student in a Discussion Lead Group does not show for their Group's Lead day. Any students not present and actively involved in their Group's presentation will receive a zero for the assignment.

### Discussion Lead Guidelines

Your presentation should not provide an indepth review of all the reading material assigned for that class meeting. Ten minutes is not enough time to review

that exemplifies this idea, and then introduce a related discussion question.

You are expected to reference section(s) of the material that are relevant to your discussion question you want us to engage in - this is highly recommended as it is constructive to "frame" the discussion; however, you are not to overview the entirety of the course readings due that day.

You are welcome to use/show multi-media that departs from the reading but is related in some way. This aids us all in applying the reading to make new or more culturally current connections, or perhaps posing provocative questions to get us to think about the reading in a different way.

Video clips may not be longer than 1/3 of your presentation time.





## Final Paper

The final paper is an original piece of research. The topic must be within the parameters of the course and is chosen by the participant, and approved of by the instructor. The paper is to be double spaced, 2500 words in length, not including footnotes or bibliography. The paper is worth up to 130 points.

- Find a question that interests you, try to be unique. Pick a research question early. Make sure it fits the assignment. Find Make sure to come up with a topic that is a good fit for the assignment. If you struggle choosing a topic, conduct some brainstorming and seek suggestions from your instructor.
- Prepare an outline with the question, some ideas it may include and an early analysis. Add some sources. Don't be too detailed since your ideas might change as you conduct research and write the essay.

After you've finished an outline, don't hesitate running it by your instructor.

- You must support the claim made in your essay with evidence. Claims can be supported with empirical evidence, expert opinion, and logical anecdotes.

Good essays contain catchy introductions: Explain to the reader why this is an important topic.

- Make sure your thesis statement is clear and that it provides a preview of what your paper will address.
- Use reliable and authoritative references and sources for your paper.
- Get rid of any B.S. Instructors will dock your paper for irrelevant information used to fill space.
- Don't plagiarize.
- If you're struggling, get help.

