

Political Science 5998: SS: Technology and Global Politics

Loyola Marymount University
Fall, 2022

Course Information

Instructor: Dr. Marika Csapo [CHOP-oh]
Email: marika.csapo@lmu.edu
Pronouns: *she/her/they/their*

Class Meetings: Tu/Th, 3:40 - 5:20 pm, University Hall 2002
Office Hours: F, 10:00 am - 2:00 pm, University Hall 4127B*
Credit Hours: 4
Flag: IRUD; IRLT Seminar/Thesis IRSM

Course Description

This course explores the changing nature of politics, both within- and between-countries, in the era of digital technology. We begin by exploring themes related to social media, including its effects on attitude formation, political behavior and organizing, as well as its broader implications for democratic elections and civil conflict. We next turn to topics pertaining to cybersecurity and techno-geopolitics such as foreign election interference, cyberattacks, digital intelligence and sanctions. In the final part of the course we will look at miscellaneous issues in digital ethics such as domestic surveillance and censorship, automated warfare, and use of algorithms in medical treatment and policing.

Throughout the course we will periodically revisit normative and feasibility debates about the role of the state and global cooperation in regulating private tech firms and digital infrastructure. Students will develop and articulate opinions on such debates by writing

*I am also happy to meet on Zoom during this time, if you let me know when you are coming. Appointments outside of office hours are welcome and recommended for those who cannot make the scheduled hours—please email the instructor to schedule. Individual appointments can be in-person or via Zoom (please specify in email).

two op-ed pieces (on social media and cybersecurity, respectively). Course meetings are discussion-based with a focus on dissecting and integrating perspectives in the literature. As such, the course will involve a considerable volume of reading and pre-processing assignments. Students will also develop a research paper over the course of the semester through various writing and editing assignments as well as peer review.

Learning Objectives

This course teaches analytical skills that are applicable beyond this classroom. By the end of the semester, students who are successful in this course should be able to:

- identify the range of new challenges to domestic and global governance that have arisen in the digital era.
- articulate reasoned opinions about the impact of social media on democratic governance and the role of governments in regulating technology.
- demonstrate knowledge of the types of security issues that are unique to the digital era.
- characterize ethical issues in policy applications of automation and machine-generated algorithms.
- benefit from improved analytical, research, argumentation and writing skills.

Assignments and Grades

Course grades will be comprised of the following components: frequent reading pre-processing assignments, participation in class discussions, two short op-ed assignments, and a research project consisting of a research question, design, outline and paper submission. See Table 1 for a breakdown of the weight each component contributes to your final course grade, with details about graded components below.

Table 1: Grade Component Breakdown

Component	Weight
Reading Assignments	19%
Participation	23%
Op-Ed Assignments—2 x 4% each	8%
Research Question	2%
Research Design	13%
Research Outline	15%
Research Paper	20%
Total	100%

Grade Scale

Each component will receive an individual grade. At the end of the semester the weighted-average will be computed over the components according to the weighting scheme in Table 1. This score determines the final letter grade for the course according to the scale below.

Table 2: Grade Scale

Letter Grade	Range
A	93 → 100
A-	90 → 93
B+	87 → 90
B	83 → 87
B-	80 → 83
C+	77 → 80
C	73 → 77
C-	70 → 73
D	60 → 70
F	0 → 60

Reading Assignments: For each class meeting with assigned reading material, students must submit a short reading assignment to Brightspace in PDF format no later than one hour before class starts. No other file format will be accepted. These assignments will help you process and integrate reading materials and prepare to participate actively in class. They will be graded on a credit/no credit basis and are each worth 1% of your final course grade. In order to receive credit the assignment must thoroughly and thoughtfully respond to the reading prompt (all reading prompts will be posted on Brightspace), must reflect reading comprehension, and must be submitted on time. Since these are to help prepare for class discussions, you may NOT receive credit for assignments submitted after the start of the associated class meeting.

Participation: Since this is a discussion-based course, students are expected to attend class regularly and to actively and meaningfully participate in discussions in every class. Each class offers an opportunity to earn a participation credit that counts as 1% of your final grade. Attendance without active participation is not sufficient to receive credit. Students will receive credit for a class meeting if they meet all of the following criteria for that meeting: 1) they submitted the associated reading assignment for that meeting before the class started, 2) they attend the class, and 3) they actively participate in the class discussion, which depending on the class meeting, may be about the reading material, their op-ed pieces, or peer review discussions and collaborations. Excluding the first introductory meeting on Tuesday, August 30, there are 24 class meetings. You may receive a maximum of 23 participation points, which means everyone has one excused absence built in by design (but no reading assignments are excused).

Op-Ed: Each student will write two op-ed (opinion/editorial) pieces, due no later than an

hour before class starts on their respective due dates, Thursday, Sept 29th and Thursday, Nov 3rd. Each is worth 4% of your final course grade. Submissions should be uploaded as a PDF document to Brightspace by the deadline—no other file format will be accepted. Because these op-eds are meant to fuel a class discussion, no submissions will be accepted after the start of the class meeting in which we discuss them. The submission should be at least 500 words and no longer than 1,000 words, should reference at least two course readings, and should respond directly to the prompt that will be posted on Brightspace.

Research Question: In preparation for your final research paper, you will submit your guiding research question by 11:59 pm on Sept 9th (Friday of Week 2) in PDF format to Brightspace. It should be only 1 - 2 sentences long and is worth 2% of your final course grade. I will provide additional guidance on choosing and formatting a research question during class meetings before the deadline. After the deadline, I will grade submissions and either “sign-off” or provide guidance for you to “resubmit” the following Friday. I must sign-off on your research question (either the original submission, or the resubmission) before you can proceed to the next stage of the paper (the “Research Design”).

Research Design: The research design must be submitted in PDF format to Brightspace by an hour before class begins on Oct 4th (Tuesday of Week 6). It must respond to the prompt to be posted on Brightspace and you will get the opportunity to workshop various aspects of the research design in class during the weeks before the due date. Students will then be divided into two “peer review” groups. Group 1 will attend class on Tuesday, Oct 4th to engage in a peer review activity, while Group 2 will skip that class and watch a documentary instead. Group 2 will attend class on Thursday, Oct 6th for their peer review (but must still submit the Research Design by the Tuesday deadline to be fair), while Group 1 will skip that class and watch a documentary. In order to get credit for class participation in the peer review, you must submit your research design on time so it may be reviewed in class.

Research Outline: The research outline must respond to the prompt to be posted on Brightspace and must be submitted in PDF format to Brightspace by an hour before class begins on Nov 8th (Tuesday of Week 11). We will workshop various aspects of the research outline in class during the weeks before the due date. Students will be divided into two “peer review” groups. Group 1 will attend class on Tuesday, Nov 8th to engage in a peer review activity, while Group 2 will skip that class and watch a documentary instead. Group 2 will attend class on Thursday, Nov 10th for their peer review (but must still submit the Research Outline by the Tuesday deadline), while Group 1 will skip that class and watch a documentary. In order to get credit for class participation in the peer review, you must submit your research outline on time so it may be reviewed in class.

Research Paper: The final research paper must be submitted to Brightspace in PDF format by 11:59 pm on December 2nd (Friday of Week 14). The paper should be 15-18 pages long, double-spaced, with one-inch margins and written in a standard 11-12 pt font and should respond to the prompt posted on Brightspace. It is important to submit on time to provide students in your peer review group time to read your paper before the next class. Students will be divided into two “presentation and peer review” groups for Week 15. Group

1 will attend class on Dec 6th (Tuesday of Week 15) to present their paper and share their written peer review of the paper they were assigned to read (which will count as a “reading assignment” in terms of credit), while Group 2 will stay home. Group 2 will attend class on Dec 8th (Thursday of Week 15) to present their paper and share their written peer review, while Group 1 will stay home.

Note that there is no final exam during finals week and you should not come to class.

Course Resources

Reading Materials: There are no required textbooks for purchase for this class. All reading materials will be posted to Brightspace.

Class Meetings: Students are required to attend class meetings in person and actively participate in class discussions on a regular basis.

Office Hours and Appointments: My weekly office hours are in-person (University Hall 4127 B), unless you contact me to request meeting on Zoom instead. I am happy to accommodate Zoom meetings as long as you let me know your preference (including what time during office hours I should log-in to meet you). For those who cannot make drop-in hours but would like to meet, please email me to set up an appointment. In doing so, please also specify if you prefer the appointment to be in-person or via Zoom.

Response Time: I will make every effort to respond quickly to inquiries, but if you have not heard from me by two business days from your first inquiry, feel free to follow-up with a gentle reminder. When requesting extensions provide ample time for response, especially on weekends.

Credit Hours: As a 4-credit hour course, LMU requires that students spend an average of 12-hours a week engaging in course content, including class time, office hours and appointments, reading, group meetings, and any at-home assignments or other related work. This course therefore involves a reading and assignment structure appropriate to LMU standards of rigor.

Course Policies

Late Work: Reading assignments and op-eds will not be accepted for credit once class has started on the day they are due, since we will discuss these assignments in class. Participation credit can only be obtained by attendance and participation in class meetings—no “make-up” option is available if you miss class, although you automatically have one excused absence that will not affect your participation score. Late submissions of the research question, design, outline and paper will still be graded, but the score will be penalized by 3% per day they are late AND it is not possible to get class participation credit on peer review if you have not submitted the design, outline or paper by the class meeting in which they

are discussed. **Absolutely no late work will be accepted after Friday, Dec 16th, for any reason, due to university grade deadlines.**

Accommodations: I will respect any arrangements for special accommodations made beforehand through [DSS](#). There are no exams for this class, so exam accommodations do not apply.

Brightspace: All coursework must be uploaded to Brightspace in PDF format order to receive a grade. I will not grade emailed work. If you have technical difficulties uploading any of your work to Brightspace, you should email the work to me as a PDF attachment before the deadline in order to time stamp it—but you must still also upload it to Brightspace once your technological issue is resolved in order to receive a grade. To submit work to Brightspace you must not only upload it, but **must also then press “Submit”**. You are responsible for verifying you successfully submitted the work through Brightspace. If you fail to press “submit” I will not receive your work. I will not waive late penalties for those who fail to verify work has been successfully uploaded to Brightspace, who fail to press “submit,” or who forget a deadline.

Grade Disputes: Grade disputes must be made in writing, should be made only after requesting feedback, and must make clear which question or portion of the assignment you believe deserved a better grade and, most importantly, why. Regrade requests will be granted under these circumstances, but assignments will be re-graded in their entirety. This could lead to an increase or decrease in total points allocated so please evaluate whether a regrade is likely to produce an improvement before requesting it. Requests will not be granted simply because the student needs a better grade to pass the class or get into law school. Rather, I will correct errors in grading due to my misreading of responses, clerical error, and/or if I deem it warranted based on the merit of the work.

Syllabus Changes: This syllabus is tentative and is **subject to change** according to the unique demands of the semester. Students will be promptly notified of any changes by email and an updated syllabus will be made available through Brightspace should changes be made.

Inclusion Statement: One of the tremendous benefits of a university education is the diversity of experiences, identities, and perspectives represented in our classrooms. Diversity fosters the type of rich, critical discourse that is fundamental to both high-quality education and research. This type of discourse is only possible when the campus community is not only diverse, but when all feel they can safely and respectfully be heard. My job is to do all that I can to create this type of safety for all students. Hate speech or other forms of identity-hostility will not be tolerated in the classroom, discussion boards, or between students outside of class.

Academic Honesty: Loyola Marymount University is a community dedicated to academic excellence. Academic honesty in scholarship and creative work stands at the center of LMU’s academic life, and is essential for true learning and creation of knowledge to take place. As a university in the Jesuit and Marymount traditions, this community expects its members to

act in accordance with the highest standards of honesty and ethics at all times. Violations of academic honesty undermine the fundamental educational mission of the University and cannot be tolerated. Students are responsible for understanding the standards of academic honesty and determining how they apply to their academic work and behavior. Students are responsible for contacting their Instructor before assignments are due to proactively resolve any questions they may have.

Students are welcome and encouraged to discuss readings, assignments, and other course materials with each other outside of class. This does not constitute academic dishonesty. Academic dishonesty **does** include, but is not limited to:

- verbal, written or other forms of collaboration during exams (not relevant for this course).
- using the language or ideas of someone other than yourself without attribution of credit.
- using the same language as another student on assignment submission or using the same language you have used on an assignment from a previous class.

You can get more information on LMU's Academic Honesty Policy [here](#).

COVID-19 Policy: LMU masking and COVID-19 policies change periodically with CDC and local policy updates and rates of community transmission. Students must comply with updated campus policies and are responsible for remaining abreast of policy changes. The University sends policy change notifications via email. Failing to comply with university COVID-19 policies is grounds for notifying campus Public Safety. Students retain the right to wear a mask to class even during periods when LMU policy does not require it. Students should NOT come to class if they have COVID-19. More information about self-isolating requirements is available [here](#).

Student Resources

Health and Wellness: LMU provides this centralized resource for [Lion Wellness](#). This includes information about student health services, student psychological services, wellness groups, the community of care advocacy program, recovery groups, the campus ministry, and the campus food pantry among other great resources.

COVID-19 Resources: If you suspect you have come into contact with someone who has COVID-19 or you feel ill, you may visit LMU's [COVID Support Team](#) website for resources including information on free campus testing. More information about LMU's COVID response is available [here](#) and you can find data on campus infection rates [here](#).

Disability Support Services: If you have a documented disability that qualifies under the Americans with Disabilities Act (ADA) and California law you may apply for appropriate learning accommodations through LMU's [Disability Support Services](#).

ARC Writing and Course Tutoring: The Academic Resource Center provides writing support and peer tutoring in a variety of subjects. Be sure to make tutoring a part of your academic experience when you want feedback on a writing project or help understanding course concepts and preparing for exams. To make an appointment with a tutor, follow the “Writing & Course Tutoring” link in myLMU. Get more information [here](#).

Course Schedule

I. Social Media, Attitudes, Behavior and Dynamics

Week 1

Tu 8/30 Introduction and Overview

Th 9/1 Social Movements on Social Media

DUE: Reading Assignment (by 2:40 pm)

- Tufekci, Zeynep. 2017. *Twitter and Tear Gas: The Power and Fragility of Networked Protest* (Chapters 2 and 3 only, p. 49-112).

Week 2

Tu 9/6 Algorithms, Attitudes and Polarization

DUE: Reading Assignment (by 2:40 pm)

- Carson, Devin. 2021. "A Content Analysis of Political Discourse on TikTok." (Undergraduate Paper, 12 pages)
- Sunstein, Cass. 2018. "Is Social Media Good or Bad for Democracy?" *Sur International Journal on Human Rights* 15(27): p. 83 - 89.
- Piore, Adam. 2018. "No, Big Tech Didn't Make Us Polarized (But It Sure Helps)." *MIT Technology Review* 121(5): p. 18 - 21.
- Tufekci, Zeynep. 2018. "The Road from Tahrir Square to Donald Trump." *MIT Technology Review* 121(5): p. 10 - 17.
- Karahalios, Karra. 2015. "Algorithm Awareness." *MIT Technology Review* 117(6): p. 10 - 11.

Th 9/8 Misinformation and Social Media

DUE: Reading Assignment (by 2:40 pm)

- Meserole, Chris. 2018. "How Misinformation Spreads on Social Media." Brookings. (7 pages)
- Vasu, Norman, et al. 2018. "Fake News: National Security in the Post-truth Era." Nanyang Technological University, School of International Studies. (Policy Report)–READ p. 14 - 18 ONLY
- Wenner Moyer, Melinda. 2019. "People Drawn to Conspiracy Theories Share a Cluster of Psychological Features." *Scientific American*. (10 pages)

F 9/9* **DUE: Research Question (by 11:59 pm)**

*There is no class meeting on this date, but you should submit a PDF of your research question to Brightspace by 11:59 pm.

Week 3

- Tu 9/13** Social Media, Elections and Official Communications
DUE: Reading Assignment (by 2:40 pm)
- Pal, Michael. 2020. "Social Media and Democracy: Challenges for Election Law and Administration in Canada." *Election Law Journal* 19(2): p. 200 - 213.
 - Roberts, Jessica. 2020. "#280 Characters of Legal Trouble: Trump, Twitter, and the Presidential Records Act." *University of Illinois Journal of Law, Technology & Policy* 2019(2): p. 489 - 514.
- Th 9/15** **NO CLASS—Instructor at Conference**
Work on research paper bibliography at the Library!

Week 4

- Tu 9/20** Social Media, Civil Conflict and Genocide
DUE: Reading Assignment (by 2:40 pm)
- Siddiquee, Md. Ali. 2020. "The Portrayal of the Rohingya Genocide and Refugee Crisis in the Age of Post-truth Politics." *Asian Journal of Comparative Politics* 5(2): p. 89 - 103.
 - Whitten-Woodring, Jenifer, et al. 2020. "Poison If You Don't Know How to Use It: Facebook, Democracy and Human Rights in Myanmar." *The International Journal of Press/Politics* 25(3): 407 - 425.
- Th 9/22** Social Media Accountability and Content Moderation
DUE: Reading Assignment (by 2:40 pm)
- Kim, Laurie. 2022. "Tech Accountability in Face of Genocide: Gambia v. Facebook." *Emory International Law Review* 36(1): p. 165 - 199.
 - Sablosky, Jeffrey. 2021. "Dangerous Organizations: Facebook's Content Moderation Decisions and Ethnic Visibility in Myanmar." *Media, Culture & Society* 43(6): p. 1017 - 1042.

Week 5

- Tu 9/27** Social Media Oversight
DUE: Reading Assignment (by 2:40 pm)
- Klonick, Kate. 2020. "The Facebook Oversight Board: Creating an Independent Institution to Adjudicate Online Free Expression." *The Yale Law Journal* 129: 2418 - 2499.
- Th 9/29** Social Media and Democracy: What Is To Be Done?
DUE: Op-Ed (by 2:40 pm)

Week 6

- Tu 10/4** Research Design Review Activity (Group 1 ONLY)
DUE: Research Design (BOTH Group 1 and Group 2 by 2:40 pm)
- Th 10/6** Research Design Review Activity (Group 2 ONLY)

II. Cybersecurity and Techno-Geopolitics

Week 7

- Tu 10/11** National Security in the Post-Truth Era
DUE: Reading Assignment (by 2:40 pm)
- Chesney, Robert, and Danielle Citron. 2019. "Deepfakes and the New Disinformation War: The Coming Age of Post-truth Politics." *Foreign Affairs* 98(1): p. 147 - 155.
 - Agarwal, Shruti, and Hany Farid. 2019. "Protecting World Leaders Against Deep Fakes." (CVRP Workshops Paper)
- Th 10/13** Foreign Election Interference
DUE: Reading Assignment (by 2:40 pm)
- Buchanan, Ben. 2020. "Election Interference." In *The Hacker and the State: Cyber Attacks and the New Normal of Geopolitics*. p. 211 - 239.
 - Keitner, Chimène. 2021. "Foreign Election Interference and International Law." In *Defending Democracies: Combating Foreign Election Interference in a Digital Age*, Eds., Duncan Hollis and Jens David Ohlin. p. 179 - 195.

Week 8

- Tu 10/18** Cyber Attacks and Geopolitics
DUE: Reading Assignment (by 2:40 pm)
- Buchanan, Ben. 2020. "Widespread Disruption." In *The Hacker and the State: Cyber Attacks and the New Normal of Geopolitics*. p. 288 - 305.
 - Eichhorn, Nele, Alina Nedeia, and Ulrik Trolle Smed. 2020. "When Technology Becomes Geopolitics: The EU's Response to Cyber Threats." In *The European Union's New Foreign Policy*, Ed., Martin Westlake. p. 213 - 228.

Th 10/20 Digital Strategy and Geopolitics

DUE: Reading Assignment (by 2:40 pm)

- Buchanan, Ben. 2020. "Strategic Espionage." In *The Hacker and the State: Cyber Attacks and the New Normal of Geopolitics*. p. 86 - 107.
- Wong, Pak Nung. 2022. "Charting the Rimland: U.S.-China 5G Techno-geopolitical Containment and Counter-containment in Asia and Europe." In *Techno-Geopolitics: U.S.-China Tech War and the Practice of Digital Statecraft*. p. 51 - 89.

Week 9

Tu 10/25 Political Economy of Cybersecurity

DUE: Reading Assignment (by 2:40 pm)

- Regalado, Antonio. 2015. "Before Snowden, There Was Huawei." *MIT Technology Review* 117(3): p. 70 - 71.
- Lynskey, Orla. 2017. "Brexit and the U.K.'s Tech Industry." (LSE Law Policy Briefing 26)
- Portuese, Aurelien. 2021. "Brexit: UK Rivals Europe in Race to Crack Down on Big Tech." (CEPA, 4 pages)
- Regalado, Antonio. 2015. "Spying is Bad for Business." *MIT Technology Review* 117(3): p. 70 - 71.

Th 10/27 The State, Cybersecurity and Private Industry

DUE: Reading Assignment (by 2:40 pm)

- Bartlett, Benjamin. 2018. "Government as Facilitator: How Japan Is Building Its Cybersecurity Market." *Journal of Cyber Security* 3(3): p. 327 - 343.
- Aggarwal, Vinod, and Andrew Reddie. 2018. "Comparative Industrial Policy and Cybersecurity: A Framework for Analysis." *Journal of Cyber Policy* 3(3): p. 291 - 305.

Week 10

Tu 11/1 Prospects for Global Internet Governance

DUE: Reading Assignment (by 2:40 pm)

- Scharre, Paul. 2019. "Killer Apps: The Real Dangers of an AI Arms Race." *Foreign Affairs* 98(3): p. 135 - 144.
- Ball, James. 2022. "Russia May Balkanize the Internet." *MIT Technology Review* 125(3): p. 10.
- Shackelford, Scott, and Amanda Craig. 2014. "Beyond the New 'Digital Divide': Analyzing the Evolving Role of National Governments in Internet Governance and Enhancing Cybersecurity." *Stanford Journal of International Law* 50: p. 119 - 151.

Th 11/3 National Security in the Digital Era: What is the Best Approach?
DUE: Op-Ed (by 2:40 pm)

Week 11

Tu 11/8 Research Outline Review Activity (Group 1 ONLY)
DUE: Research Outline (BOTH Group 1 and Group 2 by 2:40 pm)

Th 11/10 Research Outline Review Activity (Group 2 ONLY)

III. Digital Ethics and Frontiers

Week 12

Tu 11/15 Domestic Surveillance and Censorship
DUE: Reading Assignment (by 2:40 pm)

- Roberts, Margaret. 2018. *Censored: Distraction and Diversion Inside China's Great Firewall*. ("Introduction" only, p. 1 - 17)
- King, Gary, Jennifer Pan, and Margaret Roberts. 2013. "How Censorship in China Allows Government Criticism but Silences Collective Expression." *American Political Science Review* 107(2): p. 326 - 343.
- MacDonald, Fleur. 2022. "Marseille vs. the Surveillance State." *MIT Technology Review* 125(4): p. 28 - 37.
- Ryan-Mosley, Tate, and Sam Richards. "The Secret Police." *MIT Technology Review* 125(3): p. 14.

Th 11/17 Political Economy of Cryptocurrency
DUE: Reading Assignment (by 2:40 pm)

- Clarke, Laurie. 2022. "Cities Built by Crypto." *MIT Technology Review* 125(3): p. 42 - 48.
- Russell, Stuart. 2021. "Coercion and Coexistence: How El Salvador's Bitcoin Law May Change Global Finance." *Cointelgraph Magazine*. (8 pages)

Week 13

Tu 11/22 Automated Warfare
DUE: Reading Assignment (by 2:40 pm)

- Lucas, Jr., George. 2014. "Automated Warfare." *Stanford Law & Policy Review* 25: p. 317 - 339.
- Friedersdorf, Conor. 2021. "U.S. Drone Strikes Are Even Worse Than We Knew." *The Atlantic*. (4 pages)

Th 11/24 NO CLASS—Thanksgiving Holiday!

Work on your research paper!

Week 14

Tu 11/29 Algorithmic Social Bias

DUE: Reading Assignment (by 2:40 pm)

- Waters, Richard. 2017. “Frankenstein Fears Hang over AI.” *Financial Times*
- Obermeyer, Ziad, et al. 2019. “Dissecting Racial Bias in an Algorithm Used to Manage the Health of Populations.” *Science* 366: p. 447 - 453.
- Puente, Mark. 2019. “LAPD Moving Away Data-driven Crime Programs over Potential Racial Bias.” *Los Angeles Times*.

Th 12/1 Review and Synthesis

No assigned reading today!

F 12/2* **DUE: Research Paper (by 11:59 pm)**

Week 15

Tu 12/6 Group 1 Oral Presentations and Research Paper Reviews

DUE: Reading Assignment (Group 1 ONLY by 2:40 pm)

- Read assigned research papers for peer review (Group 1 only)

Th 12/8 Group 2 Oral Presentations and Research Paper Reviews

DUE: Reading Assignment (Group 2 ONLY by 2:40 pm)

- Read assigned research papers for peer review (Group 2 only)

Final

There is no final! Have a lovely break!

*There is no class meeting on this date, but you should submit a PDF of your research paper to Brightspace by 11:59 pm.