



Course Syllabus – INST 201 Section FC01

Introduction to Information Science

CATALOG DESCRIPTION

Examining effects of new information technologies on how we conduct business, interact with friends, and go through our daily lives. Understanding how technical and social factors have influenced evolution of information society. Evaluating the transformative power of information in education, policy, and entertainment—and the dark side of these changes.

COURSE DESCRIPTION

We live in an increasingly networked information society, characterized by a complex relationship between information & communication technologies (ICT) and the people who use them. While most individuals, organizations, and governments are quick to adopt new technologies, they rarely take the time to consider how that technology is shaping their behaviors and, conversely, how users shape the development of future technologies.

This course will provide you with the foundational knowledge needed to begin addressing key issues associated with the rise of the Information Society. Issues will range from the theoretical (what is information and how do humans construct it?), to the cultural (how are newer communication technologies different from earlier distance-shrinking and knowledge-building technologies such as telephones?), to the technical (what are the basic architectures of computing networks?).

Successful completion of this course will give you the conceptual tools necessary to understand the social, political, and economic factors associated with a networked society. As a core course in the Bachelor of Science in Information Science (BSIS), this class will also provide you a knowledge-based foundation for future courses in information, technology, and policy.

LEARNING OUTCOMES

After successfully completing this course you will be able to:

- Demonstrate knowledge of fundamental concepts and ideas around the rise of the information society.
- Demonstrate critical thinking in evaluating causal arguments regarding the relationship between technology and society, including analyzing major

Instructor

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she/her/hers

Class Meets

Tu/Th 7:30pm – 8:45pm

ATL 2416

Office Hours

By Appointment Only

assertions, background assumptions, and explanatory evidence.

- Explain how information & communication technologies (ICTs) shape national and global events.
- Use information technologies to conduct research and to communicate effectively about ICTs.
- Articulate how the historical events leading to the information society have shaped our modern-day use of ICTs.
- Articulate ways technology use can be problematic, and how to harness technology for positive change.
- Work collaboratively to create and disseminate information content broadly.

REQUIRED CLASS MATERIALS

There is no textbook for this course, but I will ask that you bring a turning point clicker to class in order to make the course more engaging. If you fail to come prepared to class, you could potentially miss out of participation points. Course readings are located on ELMS and are a mix of academic articles and journalism. Course readings are subject to change, so make sure you check ELMS for any updates before you dig into a given week's readings.

CLASS STRUCTURE

This semester we are trying to make the course more hands on. As a result, the reading will become a critical component to doing well in the course. I have created a number of activities to engage students in discussion about that week's topic, so you should complete the assigned readings/ videos/audio **before** class (see syllabus and ELMS for reading assignments). The syllabus is a living document and changes made be made to meet certain class needs or respond to current events relevant to class. Changes will be announced ahead of time. The most current syllabus is always the one on ELMS.

CLASS ETIQUETTE

Laptops are allowed in this class; however, because [the science is pretty clear](#) that not only do laptops impede individual learning, but there's a second-hand smoke effect where they distract your neighbors as well and hurt their opportunity to learn, please consider using paper/pen to take notes instead. On occasion laptops will be helpful to class work. On those occasions I will make an announcement in advance of the relevant class.

In general, be aware of the people around you and avoid doing things that will disturb them or otherwise prevent them from fully engaging with the content. Put your phones on silent before the start of class. **If you need to make/take a phone call, leave the classroom before doing so.** When engaging in a class discussion, be respectful of others in the room.

ASSIGNMENTS AND LEARNING ASSESSMENTS

Assessment	#	Points Each	Total Value	Date
Quizzes	6	10	22.4%	Due Every Other Friday
Information Literacy Assignment	1	23	8.6%	Sept. 6
A Day in Airplane Mode	1	25	9.3%	Sept. 28
Write Your Representative Assignment	1	18	6.7%	Nov. 21
Moderation Reflection	1	45	16.7%	Part 1: Oct. 16 Part 2: Oct. 19
Algorithm Reflection	1	43	16%	Part 1: Nov. 7 Part 2: Nov. 15
Final Exam	1	53.5	20 %	Dec. 12
Total		267.5	100 %	

- **Quizzes (6 quizzes, 60 points total, 10 points each).** To help you evaluate how well you comprehend the assigned readings and lectures, there will be a quiz every other Friday to assess your knowledge. These quizzes will be open note but will be timed, so you should not take them if you have not been paying attention to the readings or lectures. All quizzes should be completed on ELMS within the 24 hours allotted. Extensions will not be granted without extenuating circumstances.
- **Information Literacy Assignment (23 points total, to be completed with a classmate).** For this assignment, you and your partner(s) will find 1 academic article, 1 magazine article, 1 newspaper article, and 1 general website and compare the reliability of each source. You will then compare the accessibility and reliability of each of these sources. This is a group assignment. You can find your group members on ELMS, under the people tab. While you are welcome and encouraged to use a chart to initially gather and organize your thoughts, your final submission of this assignment should be in the form of an essay between 500-750 words. Points will be taken off for going over/under the word count. Ultimately your essay should answer the following two questions: What makes two of these sources reliable and the other two sources not reliable? What are the implications of class-based access to reliable information?
- **A day in airplane mode (25 points total, to be completed individually).** Mobile phone use is increasingly ubiquitous. In many cases, we may not be aware of how often we use our phone, when we use it, and how that use affects how we interact with the world. This assignment will ask you to disconnect your phone from the Internet for a day and write a short (450-500 words) reflective essay on the experience.
- **Write your representative assignment (18 points total, to be completed individually).** We have covered several instances of controversial legislation that affects access to information, information-seeking behavior, and other concerns embedded within information policy. This assignment asks YOU to practice writing a letter to your House of Representatives/Senate representatives. In this letter, you should address a particular piece of legislation that you are

concerned with (either in support of the piece of legislation, or asking the policy to be modified). Note that your particular position WILL NOT affect your grade.

- **Moderation Decisions (28 points total, to be completed as a group).** All platforms engage in some level of content moderation, such as removing spam, gore, fake news, and uncivil interactions. On October 16th 2019 we will spend the day working as online content moderators, using different platforms' moderation guidelines to make decisions about what kind of content is publishable and what content should be removed.
 - **Moderation Reflection (17 points total, to be completed individually).** This assignment asks you to write a short (500 word) reflection on that process, paying specific attention to how these decisions might affect particular groups of people, how it affects how we, as users, interact with information shared on these platforms, and suggest improvements to platforms' current approaches to moderation.
- **Algorithm In-Class Discussion Notes (20 points total, to be completed as a group).** On November 7th, 2019 we will have a class discussion in groups on Algorithms. One person should take notes (bullet points with the person's name who contributed each point) and submit it for the group. The notes do not/should not be an exact transcription of what each person said. The main/big ideas that were contributed by each group member are all that is necessary. It will be easier to quickly jot down these notes as the discussion is happening rather than try to go back in the last five minutes of class. For this assignment, it is highly recommended that one group member bring a computer if possible. But it is also acceptable to write the notes on paper and type it up later as long as the notes are submitted on ELMS by midnight on November 7th. You must be IN CLASS for the group discussion in order to get credit for this assignment. If you have a group member that does not contribute to the group discussion please feel free to reach out to Professor Triola via email after class, and only those who participate will receive credit for participating in this assignment. If you can not make this class for any reason, you need to let professor Triola know ahead of time.
 - **Algorithm Reflection (23 points total, to be completed individually)** This part of the assignment asks you as an individual student to write a short (500-750 words) reflection on the process you took part of in class. In particular, I am asking you to examine how your group made decisions regarding building algorithms. What populations was your group most concerned with protecting? Why do you think that is? Who do you think was most represented in the group's final decisions? Do you think you all worked well to make sure that everyone was heard and represented in the final decisions? Did you consult with other groups about their experiences? How was your experience different/similar to other groups' experiences? Why do you think that is? After this experience/class, do you have any growing concerns about the implementation of algorithms? What concrete steps do you want to take as an information seeker/social media user to address these issues?
- **Cumulative Final Exam (Completed in person & individually).** December 12th 6:30-8:30 PM

GRADES AND EVALUATION

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course. If earning a particular grade is important to you, please speak with Professor Triola at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email Professor Triola to schedule a time for us to meet. I am happy to discuss your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Final letter grades are assigned based on the total points earned. To be fair to everyone I have to establish clear, consistent standards, so please understand that being close to a cutoff is not the same as making the cut (89.99 \neq 90.00). It would be unethical to make exceptions for some and not others. I do not round grades up. **I will not respond to email requests for a grade bump at the end of the semester.** The cutoffs are as follows:

Final Grade Cutoffs									
+	97%	+	87%	+	77%	+	67%		
A	94%	B	84%	C	74%	D	64%	F	<60%
-	90%	-	80%	-	70%	-	60		

In this class, an "A" denotes full achievement of the goals of the class, a "B" denotes good progress towards the learning objectives, and a "C" indicates that you were able to comprehend the concepts involved but were unable to effectively apply that knowledge. Since the grading is based on a point-based system, an F is not the same thing as a zero. **Failing work still earns some points.** You are always better off to turn something in and get feedback on what you were able to complete. The point-based system also means that you can keep track of your progress and always know what your current grade is in the course. You are encouraged to monitor your own performance.

Missed Deadlines. If you will not be able to meet an assignment deadline, contact Dr. Gilbert **before** the due date to explain why you will need to submit the assignment late and what your plan is; these will be evaluated on a case-by-case basis.

If you need to miss the final exam because of outside circumstances (e.g., a religious holiday, military duties, work/athletic team travel), you must email Professor Triola **before** the exam to reschedule your exam time. If you are sick on an exam day, you must provide Professor Triola with a doctor's note to be excused (see the UMD Health Center's [policy on medical excuse notes](#)) and should email Professor Triola before the exam time to let her know you're sick. If you miss the midterm due to other circumstances (e.g., oversleeping), you will not be able to make up the exam.

Late Assignments Policy. Unless prior permission has been granted, no late work is accepted. This policy is in place to ensure all students have their work returned to them in a timely fashion. Please prepare in advance so that you will not encounter technical difficulties that may prevent submission of a given assignment. Should you encounter technical difficulties with ELMS, please email Professor Triola the assignment and upload the same version to ELMS when you are able. If you have a conflict with the due date, assignments can always be submitted early. Generally speaking, illnesses are not an excuse for late assignments because you will receive the assignments at least one week before they are due.

POLICY ON ACADEMIC MISCONDUCT

Cases of academic misconduct will be referred to the Office of Student Conduct irrespective of scope and circumstances, as required by university rules and regulations. It is crucial to understand that the instructors do not have a choice of following other courses of actions in handling these cases. There are severe consequences of academic misconduct, some of which are permanent and reflected on the student's transcript. For details about procedures governing such referrals and possible consequences for the student please visit <http://osc.umd.edu/OSC/Default.aspx>

It is very important that you complete your own assignments, and do not share any files or other work. The best course of action to take when a student is having problems with an assignment question is to contact the instructor. The instructor will be happy to work with students while they work on the assignments.

University of Maryland Code of Academic Integrity. The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://shc.umd.edu/SHC/Default.aspx>

Students have a responsibility to familiarize themselves with violations of the Code of Academic Integrity. Among these include:

1. **Cheating.** "Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise."
2. **Fabrication.** "Intentional and unauthorized falsification or invention of any information or citation in an academic exercise."
3. **Facilitating Academic Dishonesty.** "Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty."
4. **Plagiarism.** "Intentionally or knowingly representing the words or ideas of another as one's own in an academic exercise."

ACCOMMODATIONS

Students with disabilities should inform Professor Triola of their needs at the beginning of the semester. Please also contact the Disability Support Services (301-314-7682 or <https://www.counseling.umd.edu/ads/>). DSS will make arrangements with you and me to determine and implement appropriate academic accommodations. Inclusion is one of the iSchool's core values; if there is something else I can do to make the class more accessible please schedule a time to come talk to me. This will benefit not only yourself but also my future students.

GET SOME HELP!

You are expected to take personal responsibility for you own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <http://ter.ps/learn> to schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit <http://www.counseling.umd.edu/>

Everything is free because you have already paid for it, and everyone needs help... all you have to do is ask for it.

NAMES/PRONOUNS AND SELF IDENTIFICATIONS

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

STUDENTS IN NEED

Students encountering psychological problems that hamper their course work are referred to the Counseling Center (301-314-7651 or <https://www.counseling.umd.edu/>) for expert help. For more information on UMD's Student Services, see <http://www.studentaffairs.umd.edu/student-life>. If you or someone you know feels unsafe, the university has resources (see list below). Read more about hate-based crimes here: https://ocrsm.umd.edu/files/Hate_Bias_FAQs_final.pdf

Name	Phone	Website
University Counseling Center	301-314-7651	https://www.counseling.umd.edu/
University Health Center and Mental Health Services	301-314-8180	https://www.health.umd.edu/
University of Maryland Chaplains		https://thestamp.umd.edu/memorial_chapel/chaplains
Office of Civil Rights and Sexual Misconduct	301-405-1142	www.ocrsm.umd.edu

TIPS FOR A SUCCESSFUL SEMESTER

1. Come to class prepared. This includes completing any assignments and readings *before* class. This also includes preparing effectively for the exams.
2. Take the content quizzes seriously. They aren't worth many points but they are excellent practice for the exams.
3. Struggling to keep up with all the reading? Check out [How to Read a Book](#), which provides

highly useful advice on reading quickly without losing comprehension.

4. Struggling with classes in general? Talk to me, friends, family, and/or the counseling center. I will work with you to help you succeed.
5. Engage in class discussions. Ask questions. Share your opinions. Be open to others' viewpoints, even if they're different than your own.
6. Have a question? Email me anytime. Make sure to include the course number (INST201) in the subject line to ensure I see it. I will respond within 48 hours (not counting weekends). Do **not** email me multiple times if I have not responded and fewer than 48 hours have passed. After that time, please send me a reminder email.
7. Know your rights as an undergraduate student at UMD: [University of Maryland Policies for Undergraduate Students](#)
8. Have fun!

SCHEDULE OF CONTENT

Note: These are a preliminary list of readings. These may change and the final assigned readings will be those posted on ELMS. An announcement will be made prior to any changes.

Topic	Date	Lecture & Assignments Due	Readings
Introduction to Information	Tu 08.27	Introduction to Introduction to Information Science	<ul style="list-style-type: none"> • Syllabus • APA Citation Tutorial
	Th 08.29	Information literacy Quiz # 1	<ul style="list-style-type: none"> • Five Ways to Spot Fake News (Video) • Jessie Daniels: Searching for Dr. King: Teens, Race, and Cloaked Websites • Fake News is Not the Only Problem
	Tu 09.03	History of the Internet	<ul style="list-style-type: none"> • “Timeline of Computer History: Networking and the Web” https://www.computerhistory.org/timeline/networking-the-web/ • History of the Internet, Part 1 (Video) • History of the Internet, Part 2 (Video)
Information Seeking	Th 09.05	Information seeking behavior, pt. 1 Information Literacy Assignment	<ul style="list-style-type: none"> • Donald Case (2002) “Looking for information” (ELMS) • Michael K. Buckland (1991) “Information as Thing” (ELMS)
	Tu 09.10	Information seeking behavior, pt. 2	<ul style="list-style-type: none"> • Enrico Coiera (2003) “Information Economics and the Internet” (ELMS) • Keith McVilly (2017) “Information Accessibility and The Right to Know” (ELMS)
Information Organization	Th 09.12	Classification & consequences Quiz #2	<ul style="list-style-type: none"> • Melissa Adler & Lindsey Harper (2018) “Race and Ethnicity in Classification Systems: Teaching Knowledge Organization from a Social Justice Perspective” (ELMS) • Melissa Adler (2017) “Classification Along the Color Line: Excavating Racism in the Stacks”
Social Networks	Tu 09.17	Social network theories	<ul style="list-style-type: none"> • Danah M. Boyd & Nicole Ellison (2007) “Social Network Sites: Definition, History, and Scholarship. • The New Social Operating System of Networked Individualism (ELMS)

Social & Mobile Media	Th 09.19	Social Media	<ul style="list-style-type: none"> Samantha Lauriello (2019) “Will the Instagram ‘Like Ban’ Reduce Anxiety? Here’s What Experts Think” Sherry Turkle (2015) “Stop Googling. Let’s Talk.
Living in the Social Media Age	Tu 09.24	Challenges, Part 1	<ul style="list-style-type: none"> Jean Twenge (2017). “Have smart phones destroyed a generation?” https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/
	Th 09.26	Challenges, Part 2 A Day in Airplane Mode Due Quiz #3	<ul style="list-style-type: none"> Adam Greenfield (2017). “A sociology of the smart phone” https://longreads.com/2017/06/13/a-sociology-of-the-smartphone/ J. Nathan Matias (2017). “The Real Name Fallacy” https://coralproject.net/blog/the-real-name-fallacy/
	Tu 09.30	Motivation & Participation	<ul style="list-style-type: none"> Jenny Preece & Ben Shneidermann (2009). The Reader-to-Leader Framework: Motivating Technology-Mediated Social Participation (ELMS)
Online Community & Engagement	Th 10.03	Psychology of Online Harassment and It's Marginalizing Impact	<ul style="list-style-type: none"> Vitak et al. (2017): Identifying women’s experiences with and strategies for mitigating negative effects of online harassment (ELMS)
	Tu 10.08	Moderation Part 1	<ul style="list-style-type: none"> Tarleton Gillespie (2018) How social networks set the limits of what we can say online. https://www.wired.com/story/how-social-networks-set-the-limits-of-what-we-can-say-online/
	Th 10.10	Moderation Part 2 Quiz #4	<ul style="list-style-type: none"> Sarah Gilbert (2018). The visible and invisible work of AskHistorians moderators (and why they do it) https://www.reddit.com/r/AskHistorians/comments/a5j123/meta_im_back_with_the_final_post_summarizing_my/
	Tu 10.15	Be A Moderator In Class Activity Group Discussion Notes Due at Midnight on ELMS	None, make sure you are all caught up on readings for the activity

Privacy & Security	Th 10.17	Privacy Moderation Reflection Due	<ul style="list-style-type: none"> Helen Nissenbaum (2011) “A Contextual Approach to Privacy Online.” https://www.amacad.org/publications/daedalus/11_fall_nissenbaum.pdf
	Tu 10.22	Security	<ul style="list-style-type: none"> Jennifer Goldbeck (2013) Your Social Media Likes Expose More than You Think. https://www.ted.com/talks/jennifer_golbeck_the_curly_fry_conundrum_why_social_media_likes_say_more_than_you_might_think?referrer=playlist-what_your_data_reveals_about_y Kevin Granville (2018) Facebook and Cambridge Analytica: What You Need to Know as Fallout Widens https://www.nytimes.com/2018/03/19/technology/facebook-cambridge-analytica-explained.html
	Th 10.24	Surveillance, Part 1 Quiz #5	<ul style="list-style-type: none"> Adam Liptak (2018) “In Ruling on Cellphone Location Data, Supreme Court Makes Statement on Digital Privacy” https://www.nytimes.com/2018/06/22/us/politics/supreme-court-warrants-cell-phone-privacy.html Jennifer Valentino-DeVries (2019) “Tracking Phones, Google Is a Dagnet for the Police” https://www.nytimes.com/interactive/2019/04/13/us/google-location-tracking-police.html John Scott-Railton & Andrew Hilts (2018) Fit Leaking: Citizen Lab Research on Fitness Tracker https://citizenlab.ca/2018/01/fit-leaking-citizen-lab-research-fitness-tracker-privacy/
	Tu 10.29	Surveillance, Part 2	<ul style="list-style-type: none"> Adam Bates (2017) Stingray: A New Frontier Police Surveillance (ELMS) Narseo Vallina-Rodriguez & Srikanth Sundaresan (2017) 7 in 10 Smartphone Apps Share Your Data with Third-Party Services https://theconversation.com/7-in-10-smartphone-apps-share-your-data-with-third-party-services-72404

Big Data, Algorithms & Ethics	Th 10.31	Algorithms, AI & Big Data & Ethics pt.1: Virtual Class, Stay home and watch the assigned videos and read the assigned articles	<ul style="list-style-type: none"> • What is an algorithm and why should you care? https://www.khanacademy.org/computing/computer-science/algorithms/intro-to-algorithms/v/what-are-algorithms • Crash course computer science: Machine Learning and Artificial Intelligence https://www.youtube.com/watch?v=z-EtmaFJieY • Cathy O’Neil (2017) The era of blind faith in big data must end https://www.ted.com/talks/cathy_o_neil_the_era_of_blind_faith_in_big_data_must_end?language=en • Lee Rainie & Janna Anderson (2017) Code-Dependent: Pros and Cons of the Algorithm Age https://www.pewinternet.org/2017/02/08/code-dependent-pros-and-cons-of-the-algorithm-age/
	Tu 11.5	Algorithms, AI & Big Data & Ethics pt.2	<ul style="list-style-type: none"> • Safyia Noble (2012) Missed connections: What search engines say about women https://safiyauoble.files.wordpress.com/2012/03/54_search_engines.pdf • Julia Angwin, Jeff Larson, Surya Mattu & Lauren Kirchner (2016) “Machine Bias” https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing • Dave Collins (2018) Should Police Use Computers to Predict Crimes and Criminals. https://apnews.com/14bb35110b644edc8798365ade767bd2
	Th 11.7	In Class Algorithm Activity Group Discussion Notes Due on ELMS at Midnight Quiz #6	None, Make sure you know what group you are in before class.

Activism & Political Movements	Tu 11.12	Working Online for Offline Justice	<ul style="list-style-type: none"> Deen Freelon, Charlton D. McIlwain, and Meredith D. Clark (2016) “Beyond the hashtags: #Ferguson, #Blacklivesmatter, and the online struggle for offline justice” Introduction and Conclusion. https://cmsimpact.org/resource/beyond-hashtags-ferguson-blacklivesmatter-online-struggle-offline-justice/ Uncovering Topic Dynamics of Social Media and News: The Case of Ferguson (ELMS)
	Th 11.14	Slacktivism & Other Critiques	<ul style="list-style-type: none"> Malcolm Gladwell (2010). Why the revolution will not be tweeted. https://www.newyorker.com/magazine/2010/10/04/small-change-malcolm-gladwell Zeynep Tufekci (2017) Does a protest’s size matter? https://www.nytimes.com/2017/01/27/opinion/does-a-protests-size-matter.html?rref=collection%2Fcolumn%2Fzeynep-tufekci
	Tu 11.19	Online Radicalization	<ul style="list-style-type: none"> Max Fisher & Amanda Taub (2019). We Wanted to Know How Online Radicalization Was Changing the World. We Started With Brazil. https://www.nytimes.com/2019/08/11/reader-center/brazil-youtube-radicalization.html Erin Marie Saltman. How Young People Join Violent Extremist Groups- and How to Stop Them. https://www.youtube.com/watch?v=HY71088saG4
Future considerations	Th 11.21	<p>Virtual Class</p> <p>Write Your Representative Assignment</p> <p>Quiz #6</p>	
Thanksgiving Break	11.25-11.29		No Reading & No Class

Study Days	Tu 12.3	Come into class and study	None!
	Th 12.5	Come into class and study	None!
Final Exam	Th 12.12	6:30 PM-8:30 PM	