**Data Ethics & Morality**

College of William & Mary

**DATA 150** (COLL 150) Fall 2017

**Professor**: Steve Shellman, Ph.D. Office: ISC 1267

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**Course Schedule**

Section 04: M&W 2-3:20 ISC 1291

Section 05: M&W 3:30-4:50 Morton 239

**Course Description**

This course provides an introduction to critical, ethical, and moral issues surrounding data and society. It blends social and historical perspectives on data with ethics, policy, and case examples—from text analytics to self-driving cars—to help students develop a workable understanding of current ethical and moral issues in data science. The course examines the ethics and morality of studying human subjects, documenting workflows, and communicating results. Students debate issues surrounding privacy, surveillance, discrimination, transparency, responsibility, and trust throughout the data lifecycle – from collection and creation to storage and analysis to the application and sharing of data.

**Prerequisite(s):** None.

**Credit Hours**: 4

**Books & Materials**:

All articles/readings will be available via Internet sites or through access to the course Blackboard page.

**Course Objectives & Skills Developed**

1. Identify and articulate some basic ethical and policy-based frameworks

2. Understand the relationship between data, ethics, and society

3. Develop analytical and critical thinking skills; critically assess one’s own work and education in the area of data science

4. Provide an opportunity to fulfill the COLL 150 requirement (passing grade required).

The course emphasizes critical and analytical thinking skills while stressing the importance of presenting and supporting logically sound arguments. We all have differing opinions. Please be courteous of your classmates, and counter, when necessary, with coherent arguments. This class is a seminar – in that the discussion of the reading and presented material will spur your critical thinking skills. I am here to facilitate your intellectual journey but this is not a lecture and regurgitation course. Instead, the class seeks to expose you to multiple arguments, viewpoints, and opinions and requires independent and group thought to decipher each of them. Ultimately, you are asked to take positions and support your positions with your own robust arguments (and data!). Data Science is a nascent field of inquiry and there are many debates about what it is, how it should be used, how data is shared, data acceptability standards, privacy laws, etc. We will explore these debates and become more informed consumers and users of data, its acquisition, storage, usage, and dissemination.

Second, this course will begin to develop your writing skills. You will complete several writing assignments to improve your written communication skills. You may wish to consult the Writing Resource Center which is a **free service provided to W&M students (See** [**www.wm.edu/wrc**](http://www.wm.edu/wrc)).

**Requirements & Evaluation**

**Letter Grade Distribution**:

>= 93.00 A 73.00 - 76.99 C

90.00 - 92.99 A- 70.00 - 72.99 C-

87.00 - 89.99 B+ 67.00 - 69.99 D+

83.00 - 86.99 B 63.00 - 66.99 D

80.00 - 82.99 B- 60.00 - 62.99 D-

77.00 - 79.99 C+ <= 59.99 F

**Expectations & Assignments**: You are expected to have completed the assigned reading prior to attending class. The emphasis for the course is on reading, in-class discussion, oral communication/argumentation, and written communication. In addition to reading the assigned articles and book chapters for each class, you are required to (1) lead class discussion for one class session and (2) participate in two formal debate sessions. The five mechanisms for student evaluation appear below:

1. Participation (Discussion leader assignment included): 15%
2. Formal Scheduled Group Debates (2): 15%
3. False/Misleading Claims Exercise: 5%
4. Response papers (TWO papers; 2-3 pages each): 20% (10% each)
5. Midterm Paper (8-10 pages): 20%
6. Final Paper: 25%

**Participation**

**All classes are discussion based!** The course seeks to produce a scholarly conversation among the participants in the class. You are expected to have completed the assigned reading prior to attending class. Grades will be earned based on quality and quantity of comments throughout the seminar classes.

Class discussion will be largely student-led. For most of the class meetings, one student will be responsible for leading each class discussion (white board illustrations/outlines are welcomed). Leaders should prepare discussion questions and provide guidance on topics and issues with respect to the readings. Discussion leaders set the agenda for that day, get the discussion started, ask relevant questions, and direct the conversation. The discussion leaders should distill crucial themes and debates in the assigned reading, with the aim of *integrating* the separate ideas found in each work. Part of the discussion should center on the leader’s critique of the readings as well as the identification of strengths and weaknesses in individual pieces, and the body of literature as a whole. The discussion leader should NOT spend any time summarizing the readings. Everyone should have read them. The focus of this exercise is on analyzing the work, criticizing the studies both theoretically and empirically, facilitating, a scholarly discussion, and applying the readings to real world scenarios or present day happenings. Within the session, each leader should attempt to move the discussion towards breaking new ground and generating novel claims, ideas, concepts, typologies, theories, hypotheses, measures, implications, policy prescriptions, solutions, etc.

Due to the size of the class and number of class discussion sessions, there are a few sessions which the instructor shall lead. For these sessions, ALL STUDENTS MUST SUBMIT 3 DISCUSSION QUESTIONS TO THE INSTRUCTOR BY 12PM BY EMAIL ([smshel@wm.edu](mailto:smshel@wm.edu)). The instructor shall use some of these questions to motivate the discussion. If you pose a question you should have at least an attempt at an answer.

Following drop/add a schedule of assigned discussion leaders will be posted to Blackboard indicating which student is leading discussion for each class session.

Because the course is discussion based, civility, respect for others, and a respect for the value of free speech and a frank exchange of ideas are all important. Students are expected to:

* treat one another with respect:
* do not inflict personal insults in word or gesture;
* show tolerance for all opinions and points of view;
* do not speak out of turn

**Debates**

Each person will participate in two formal group debates and represent one side of a particular argument. Your debate topics will be assigned randomly. To score points for your debate grade you must participate in your assigned debate by preparing research, presenting a clear, concise, substantive argument, generating quality questions for your opponent, and responding to your critic’s challenges. There will be 3 individuals assigned to each debate team. Your debate topics correspond to regular class meetings and assigned readings. However, you are *expected* to do outside research in preparation for your debate. Your grade will evaluate your arguments, your cross-examination questions, your responses to your critic’s challenges, your use of outside research, and your participation – EVERYONE MUST SPEAK! An outline of the debate format appears below.

*Framework for Debates*

|  |  |
| --- | --- |
| Pro-Team Argument | 3 minutes |
| Cross-Examination Prep Time | 2 Minute |
| Con-Team Cross-Examines Pro-team | 6 Minutes |
|  |  |
| Con-Team Argument | 3 Minutes |
| Cross-Examination Prep Time | 2 Minute |
| Pro-Team Cross-Examines Con-Team | 6 Minutes |
|  |  |
| Pro-Team Rebuttal | 2 Minutes |
| Con-Team Rebuttal | 2 Minutes |
|  |  |
| Total Formal Debate Time | 23 Minutes |
| Open it up to full class for questions & arguments | 15-20 Minutes |

***Critical Response Papers***: Each student must write **TWO** response papers which comment on and discuss the utility of the reading to understand the issues surrounding data ethics and morality. In these papers, one should not simply summarize the readings. Summaries will receive an F. **NO SUMMARY IS NEEDED – I’ve read them too!** The papers should **critically analyze** the arguments and/or implications in the various articles/chapters. Students should make independent arguments for why they agree or disagree with the author’s premises and/or conclusions. *Your discussion leader sessions and response paper topics may NOT fall on the same day.* There are more details about the content of these papers below in the Appendix to the Syllabus. They are due on the day the readings are discussed. **No late papers are accepted**. **Students will sign up for response papers in class following drop/add.**

**Mid-Term & Final Paper Topics**:

*Midterm Paper Topic*:

* Part I. Design a data driven company and write a mission statement. What is it, why does it exist, what kind of data are you collecting and/or analyzing and why? Consider your customers – who are they? Who are you marketing to? Why should they buy your product or service? This first part should be 2-3 pages.
* Part II. Write a company data ethics policy that outlines data security and privacy practices for your business. This second part should be 6-7 pages. What are the most important policies and procedures your company employees must follow and why (it may be impossible to include all the policies and procedures your company should follow given the space limitations – pick the most important ones)? Please include a works cited section to document your references and the company policies you consulted in generating your own policies and procedures.

*Final Paper Topic*: Make an argument for why your company has a competitive advantage in the marketplace because of its data ethics policies and procedures. How and why do data ethics policies and procedures translate to competitive advantages for your business? Convince potential customers that choosing your company is safer, more secure, and/or more reliable than going with a competitor because of its policies and procedures. Reference both course readings and outside sources in your argument – think about individual privacy rights, storage issues, ethical visualizations, supporting information you will provide on your data analysis methods and results (e.g., accuracy metrics, validity & reliability indicators or tests/checks, potential biases, etc.). Explain why these attributes are important and benefit your consumers.

*Logistics*: Each paper should be 8-10 pages excluding references and works cited. Write clearly, be concise, and avoid jargon. Write formally as if this will be posted to your company website and/or internally to be given and followed by employees. Other public company policies may be consulted and referenced and should serve as guides for how to write such policies and procedures. You must proofread your paper for misspellings, grammatical errors, awkward sentences, etc. Please remember that an excellent paper is most often the product of several re-drafts. Even the most skilled writers need to edit and polish their prose.

**Additional Course Rules**

**Late Work:** Late papers/presentations/briefings are not accepted.No exceptions. One could come to class and then use everything from class discussion to write the paper. Even if this does not occur (i.e. someone is ill or misses class), no late papers will be accepted. If you are ill and cannot attend class, make sure I have an electronic copy before class starts. *It is the only instance I will accept an electronic copy.* Late Research Papers are not accepted either.

**Academic Honor Code:** The Honor Code is an agreement among all students, taking classes at the school (or participating in the educational programs of the College, e.g. study abroad or internship activities), not to lie, cheat, or steal. This agreement is made effective upon matriculation at the College and continues throughout a student's enrollment even though that enrollment may not be continuous. Under the Honor Code of the College of William & Mary, it is expected that all students will demonstrate honesty and integrity in their conduct. Acts of intentional lying, cheating, and stealing are deemed reprehensible and cannot be tolerated. This includes requests for paper extensions and explanations for class absences. A person who has violated the Honor Code must be sanctioned for compromising the community of trust and honor. If you have any questions about how and when to cite material or what constitutes plagiarism, please ask me immediately. It is your responsibility to seek clarification of these issues *before* submitting any assignment.

**Plagiarism**: Plagiarism is a serious academic offense which is, unfortunately, endemic in today's universities. Anyone found guilty of plagiarism will receive an F for the course. In addition, a letter describing the offense will be sent to the Dean of Students. The student may also be subjected to whatever additional sanctions deemed appropriate by the relevant authorities. If you have any questions about plagiarism (e.g., if you do not know the difference between citation and quotation), please see the instructor.

**Electronics**: Please turn off your cell phones before coming to class. If you are expecting a call during class that you feel you must take, please tell me before class, keep your phone on vibrate only, and exit the room quietly as soon as the call begins. Laptops also can be disruptive in a small classroom setting. If you feel that it is important for you to use your laptop in this class, please be considerate of others. This means refraining from accessing any material, including email that is not directly relevant to the course, and remaining engaged and in eye contact with other participants in the class. This is a discussion-intensive course. ***Please do not bury your head in your laptop.***

**American Disabilities Act:** Students with disabilities who require individualized testing or other accommodations should identify themselves to the instructor and express their needs. Verification will be required to obtain special needs. The instructor is happy to do whatever he can to assure each student a full and rewarding experience in the course.

**Class Cancellations/Syllabus Changes:** If class must be cancelled for any reason (instructor illness, severe weather, etc.) continue reading as scheduled in the syllabus. Rather than schedule a make-up class, we will simply try to catch up during class sessions. That said, I reserve the right to make minor changes to the syllabus during the semester. Any changes will be announced in class in advance and major revisions (rescheduled assignments, tests, etc.) will be made to the Blackboard version of the syllabus or sent to your WM email account. *No major changes to assignment topics or content will be made*.

**Course Schedule\***

*Key Dates*

* Last Day to drop: September 8
* Midterm grades will be provided based on assignments graded to date (between Oct 18-25).
* Last Day to Withdraw: Oct 27

\*The weekly content might change as it depends on the progress of the class. You must keep up with the reading assignments.

|  |  |  |
| --- | --- | --- |
| **Week** | **Date** | **Lecture, Assignment, Reading , Lab, Debates** |
| 1 | Aug 30 | Syllabus and Intro to Course |
| 2 | Sep 4 | No Class  Readings: Six evil geniuses of essay writing:  http://faculty.georgetown.edu/kingch/Six\_Evil\_Geniuses.htm |
|  | Sep 6 | Situating Data: What are data?   * Kitchin, R. (2014). Conceptualising Data. In The data revolution (pp. 1-26). New York: SAGE. **On BB** * Lemov, R. (2016, June 16). “[Big data is people](https://aeon.co/essays/why-big-data-is-actually-small-personal-and-very-human)!” Aeon. |
| 3 | Sep 11 | **Debate 1: Pro: Bigger data is better data (Outside research required by assigned debaters)** |
|  | Sep 13 | **No Class:** Instructor at Conference; *Begin researching your midterm paper.*  **Assignment:** How many false/misleading claims are you dealing with? Keep track of your encounters with false/misleading claims over the course of a week, and come up with a way to visualize your results. Due Sep 20. |
| 4 | Sep 18 | Intro to False/Misleading Claims  Reading:  <http://ordrespontane.blogspot.com/2014/07/brandolinis-law.html>  [Harry Frankfurt (1986)](https://www.stoa.org.uk/topics/bullshit/pdf/on-bullshit.pdf) On Bullshit. *Raritan Quarterly Review* 6(2)  [Philip Eubanks and John D. Schaeffer (2008)](http://writing2.richmond.edu/training/383/383restricted/bullshit.pdf) A kind word for bullshit: The problem of academic writing. *College Composition and Communication 59(3): 372-388* |
|  | Sep 20 | Spotting False/Misleading Claims (Assignment due) Reading:  [GRIM](https://medium.com/@jamesheathers/the-grim-test-a-method-for-evaluating-published-research-9a4e5f05e870) test  [Carl Sagan 1996](http://www.inf.fu-berlin.de/lehre/pmo/eng/Sagan-Baloney.pdf) The Fine Art of Baloney Detection. Chapter 12 in Sagan (1996) *The Demon-Haunted World*  *Caffeine-free case study* **on BB** |
| 5 | Sep 25 | **Debate 2: Pro: Sound data ethics policies create competitive business advantages. (Outside research required by assigned debaters)** |
|  | Sep 27 | Correlation v. Causation  Primer [Graphics](http://www.tylervigen.com/spurious-correlations) & a [Useful Blog Post](http://justinhohn.typepad.com/blog/2013/01/milton-friedmans-thermostat-analogy.html)  [Robert Matthews (2000)](http://robertmatthews.org/wp-content/uploads/2016/03/RM-storks-paper.pdf) Storks deliver babies (p=0.008). *Teaching Statistics* 22:36-38  Case study: Traffic improvements **on BB** |
| 6 | Oct 2 | Stats Traps & Trickery  [Simpson’s paradox](http://vudlab.com/simpsons/): an interactive data visualization from VUDlab at UC Berkeley  [Alvan Feinstein et al. (1985)](http://www.pauldickman.com/survival/handouts/33%20-%20The%20Will%20Rogers%20phenomenon.pdf) The Will Rogers Phenomenon — Stage Migration and New Diagnostic Techniques as a Source of Misleading Statistics for Survival in Cancer. *New England Journal of Medicine* 312:1604-1608.  View world record graphs **on BB** and discuss potential critiques |
|  | Oct 4 | Data Visualization  Edward Tufte (2001) *The Visual Display of Quantitative Information* Chapters 2 (Graphical integrity) and 5 (Chartjunk: vibrations, grids, and ducks). Get and post on BB.  Case Studies on BB: Misleading Axes & Proportional Ink |
| 7 | Oct 9 | Provocations for Big Data  [danah boyd and Kate Crawford (2011)](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1926431) Six Provocations for Big Data. *A Decade in Internet Time: Symposium on the Dynamics of the Internet and Society*.  Harris, J. (2014, May 22). [Distrust your data](https://source.opennews.org/articles/distrust-your-data/). *Source.opennews.org*. |
|  | Oct 11 | Deception  Madrigal, A.C. (2015, October 6). [The deception that lurks in our data-driven world](https://splinternews.com/the-deception-that-lurks-in-our-data-driven-world-1793851547). *Fusion*.  Lazer, et. al. 2014. [The Parable of Google Flu: Traps in Big Data Analysis](https://gking.harvard.edu/files/gking/files/0314policyforumff.pdf). *Science*, March (343).  Recommended Comment on above article: Lazer, D., & Kennedy, R. (2015, October 1). [What we can learn from the epic failure of Google flu trends](https://www.wired.com/2015/10/can-learn-epic-failure-google-flu-trends/). *Wired*.  **Midterm Papers due** |
| 8 | Oct 16 | No Class: Fall Break |
|  | Oct 18 | Publication Bias  [John Ioannidis (2005)](http://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.0020124) Why most published scientific results are false. *PLOS Medicine* 2:e124.  [David Michaels and Celeste Monforton (2005)](https://www.researchgate.net/profile/David_Michaels2/publication/7715326_Manufacturing_Uncertainty_Contested_Science_and_the_Protection_of_the_Public%27s_Health_and_Environment/links/0deec525c2f5d5bb72000000/Manufacturing-Uncertainty-Contested-Science-and-the-Protection-of-the-Publics-Health-and-Environment.pdf) Manufacturing Uncertainty: Contested Science and the Protection of the Public’s Health and Environment. *American Journal of Public Health* 95:S39-S48 |
| 9 | Oct 23 | Scientific Misconduct   * [Fake academe](http://www.nytimes.com/2016/12/29/upshot/fake-academe-looking-much-like-the-real-thing.html?_r=0) looking much like the real thing.   *New York Times* Dec. 29, 2016.   * [Adam Marcus and Ivan Oransky (2016)](http://nautil.us/issue/42/fakes/why-fake-data-when-you-can-fake-a-scientist) Why fake data when you can fake a scientist? *Nautilus* November 24. * Tools and tricks: [How can you know if a paper is legit?](http://callingbullshit.org/tools/tools_legit.html) on BB |
|  | Oct 25 | Fake News   * [Before 'Fake News' Came False Prophecy](https://www.theatlantic.com/politics/archive/2016/12/before-fake-news-came-false-prophecy/511700/) *The Atlantic Monthly* Dec. 27, 2016 * [Factcheck.org](http://www.factcheck.org/2016/11/how-to-spot-fake-news/): How to spot fake news * [Adrian Chen (2016)](http://www.nytimes.com/2015/06/07/magazine/the-agency.html) The Agency. *New York Times Magazine* * [Donath, Judith (2016)](http://www.cnn.com/2016/11/20/opinions/fake-news-stories-thrive-donath/index.html) Why fake news stories thrive online. *CNN Opinion*. * [Brian Feldman](http://nymag.com/selectall/2017/03/googles-dangerous-identity-crisis.html) (2017) Google's dangerous identity crisis. *New York Magazine* |
| 10 | Oct 30 | Refuting False Claims   * [John Cook and Stephan Lewandowsky (2012)](https://www.skepticalscience.com/docs/Debunking_Handbook.pdf) The Debunking Handbook. |
|  | Nov 1 | **Debate 3: Insurance companies should use personal information undisclosed (FB posts, Tweets, Fitness trackers, etc.) to cost your premiums. (Outside research required by assigned debaters)** |
| 11 | Nov 6 | Foundations of Privacy  The Belmont Report. (1979). [*The Belmont Report*](http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html)*: Ethical principles and guidelines for the protection of human subjects of research.*  • Gray, M. (2014, July 9). [When science, customer service, and human subjects research collide. Now what? *Culture Digitally*](http://culturedigitally.org/2014/07/when-science-customer-service-and-human-subjects-research-collide-now-what/)*.* |
|  | Nov 8 | Issues in Data Collection & Mining   * Willson, M., & Leaver, T. (2015). Zynga’s FarmVille, social games, and the ethics of big data mining. *Communication and Research Practice, 1*(2), 147-158. **On BB** * Hill, K. (2012, February 16). [How Target figured out a teen girl was pregnant before her father did](https://www.forbes.com/sites/kashmirhill/2012/02/16/how-target-figured-out-a-teen-girl-was-pregnant-before-her-father-did/). *Forbes*. |
| 12 | Nov 13 | **Debate 4: Clicking consent notices protects individual privacy.**  **(Outside research required by assigned debaters)** |
|  | Nov 15 | Privacy Case Studies   * Duus, R., & Cooray, M. (2015, December 27). [Wearable fitness trackers: the dark side](http://www.independent.co.uk/life-style/health-andfamilies/health-news/wearable-fitness-trackers-the-dark-side-a6787171.html). *The Independent*. * Watson, S.M. (2014, September 25). [Stepping down: Rethinking the fitness tracker](http://www.theatlantic.com/technology/archive/2014/09/hacking-the-fitness-trackerto-move-less-not-more/380742/). *The Atlantic*. |
| 13 | Nov 20 | Prediction v. Explanation   * Bergamin, Fabio. 2017. [Why Big Data Can’t Predict the Next Conflict](http://www.futurity.org/data-science-armed-conflict-1353312-2/). Futurity.org. * Ward, et. al. The Perils of Policy by p-value: Predicting Civil Conflicts, Journal of Peace Research: 47 (4): 363-75. **On BB** |
|  | Nov 22 | Thanksgiving Break |
| 14 | Nov 27 | Issues in Big Data III: Exclusions & Biases   * Lerman, J. (2013, September 3). [Big data and its exclusions](https://www.stanfordlawreview.org/online/privacy-and-big-data-big-data-and-its-exclusions/). *Stanford Law Review Online, 66*, 55-63. * Crawford, K. (2013, April 1). [The hidden biases in big data](https://hbr.org/2013/04/the-hidden-biases-in-big-data/). *Harvard Business Review*. |
|  | Nov 29 | * Gillespie, T. (2014). [The relevance of algorithms](http://www.tarletongillespie.org/essays/Gillespie%20-%20The%20Relevance%20of%20Algorithms.pdf). *Media technologies: Essays on communication, materiality, and society*. * Gibbs, S. (2015, July 8). [Women less likely to be shown ads for high-paid jobs on Google, study shows](https://www.theguardian.com/technology/2015/jul/08/women-less-likely-ads-highpaid-jobs-google-study). *The Guardian*. |
| 15 | Dec 4 | No Class work on final paper |
|  | Dec 6 | No Class: Final Paper Due |

**Final Paper:** DueDec 6 at 1pm

**Critical Response Paper Guidelines**

You are required to submit two short critical response papers during the semester. These papers ask you to identify the major underlying issues in the set of readings assigned for the day, either by clearly identifying a crucial theme or argument in the readings or by making an original argument about the readings.

You should **not** attempt to comprehensively address all issues or themes in the readings. Rather, you should identify those questions, concerns, problems, or contributions that have the greatest likelihood of leading to a fruitful class discussion. You should assume that your reader has read the articles, so *you should not spend any space summarizing the readings.*

*You must propose and defend a thesis about the readings. You may also critique the readings!*

The following questions can help you start thinking about the readings and, as such, are a good starting point both to prepare for class discussions and to write the Critical Response Papers.

*You should not try to answer all the questions* in your paper, but you should try to think through the questions as you prepare for class and to write your papers.

1. What is the key question the authors attempt to answer? Should we care about the answer?
2. Do the authors meaningfully engage previous literature related to their argument and key concepts?
3. What assumptions must be made for the argument to hold water?
4. Does the argument have face validity? In other words, do you buy the authors’ story?
5. On what do the readings agree? On what do they disagree?
6. What connections can you make between the arguments made in these readings and those from previous weeks?
7. What kind of data do the authors use? How do they evaluate the data?
8. Are the authors’ interpretations reasonable given their analysis?
9. To what extent do the methods the authors use shape the results they find?
10. If it is a research paper, how might you improve the research design?

*You are allowed (but certainly not required) to talk with other students about your set of readings, but you must write the paper alone.*

**Evaluation:** Evaluation of the papers will be based primarily on the quality of analysis—that is, on the *strength of your argument*. But you also will be evaluated on your ability to effectively communicate your ideas—that is, the *quality of your writing*. Write clearly, be concise, and avoid jargon. Avoid the Six Evil Geniuses of Essay Writing! *Proofread your paper for misspellings, grammatical errors, awkward sentences, etc.*

**Length and format:** Your papers should be one to three double-spaced pages (up to 750 words) each. Papers should be typed, double-spaced, and use a standard 12 point font and at least one-inch margins all around. Please number and staple your pages and be certain that your name appears on all pages before you submit the paper. Use the APSA style guide for your citations.

**Due Dates:**

All critical response papers are due in class on the day for which the readings are assigned. ***No late critical response papers will be accepted.***

**Students will draw response paper due dates and discussion leader dates from an envelope containing topics and dates in class.**