GEORGIA INSTITUTE OF TECHNOLOGY

Information and Communication Technologies and Global Development (ICTD)
INTA/CS 4745/6745
Design Bloc (2 West)

INSTRUCTOR

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ABOUT THE COURSE

This course focuses on information and communication technology (ICT) design, adoption, and use as seen through the lens of global development. We will begin with studying the history of technological advancement, the global development discourse (from the 1940s to the present era), poverty as experienced, before we engage with the design thinking process. We will then shift our gaze to particular domains of global development, discuss important questions and concerns in these areas of work in the present day, before asking what all this means for us as local and global citizens. Students will leave the course with a sensitivity to understanding the needs of underserved and under-represented individuals and communities in contexts different from their own, and an enhanced ability to do something with it.

There are no prerequisites. Students with a keen interest in studying how technology (ICTs in particular) have been designed to drive global development are invited to take the course.

RULES OF THE GAME

Grading policies are non-negotiable. To get an A, students must demonstrate *excellent* understanding of subject material and actively contribute to a stimulating classroom environment. This means that they must show up to class, participate in class discussions, not give in to phone/laptop distractions, think carefully on weekly reflections, and produce high quality work. Students should expect a B if they complete all requirements for assignments reasonably well, and show some aptitude (but not mastery) of the material. They can expect a C if they fail to complete requirements for assignments,

e.g., if they 'forget' to submit their final project report. Grades will be computed based on the following breakdown:

10% — Weekly Reflections
10% — Show & Tell
10% — Service
10% — Midterm Essay
40% — Final Project
20% — Class Participation

Weekly Reflections (10%) will draw on readings, critical for providing background and context for the class. Students are required to read assigned texts carefully and come to class prepared with questions, thoughts, and comments. Weekly reflections (approx. 300 words) on one or more weekly readings of choice are required. In particular, every reflection must connect with an *outside* source as well — a personal experience, TED talk, or news article. These will be due 24 hours before class on Slack. Each reflection can receive 1, 3, or 5 points, depending on how well it is written. Students can thus receive a maximum of 50 points on a total of 10 reflections. These will count towards 10% of the final grade. Grades will be determined based on peer-review. Details will be given in class.

'Show & Tell' (10%) will involve teams of students presenting — for a maximum of 15 minutes — on topics to be covered in the class for the day. Teams are advised to consult the instructor and TA at least a week in advance of their presentation. The presentation will be graded out of 20 points — interactivity or how teams aim to engage the class (5), creativity in terms of how the material is delivered (5), choice of content and the depth to which it is covered (5), and the Q&A after the presentation (5). These presentations will take place in the second half of class.

Service (10%) will involve 3 hours of volunteering and/or community service at an organization of choice. Students will decide on an area/activity of interest and will need to put in 3 hours to complete said activity. It could be planting trees, volunteering at a kitchen or hospital, or participating in an activity on campus, but it should involve engaging with a group of individuals that bring students to step out of their comfort zones, their 'single stories'. Students must also provide evidence of having done this — an email from an authority would suffice, for instance. They will be required to write a 500 word reflection on their experience, including photos as well. If for some reason students are unable to willing to do this assignment, they are invited to talk to the instructor about finding an alternative path.

A Midterm Essay (0-10%) will require students to write 3,000 words and do an analysis of a significant technological intervention in a country of their choice, drawing on at least three texts that they read for the class. This assignment will only be for graduate students, however, as per institute approvals for this course. Papers will be graded on the depth and clarity of presentation (5/10), and how well these are connected to ideas and discussions from class (5/10).

The Final Project (40-50%) is designed to help students get hands-on experience with doing needs assessment and design in the realm of local and global development. Students will work in teams of 2-4 and presumably with those who have common interests. Interdisciplinarity is encouraged. Teams are also required to submit their project ideas based on guidelines for the Ideas Track at the Ideas2Serve competition organized by Scheller every year. The project deliverables will be as follows.

: Checkpoint 0: Team Formation (0%)

Students (who have ideas) will pitch their ideas to the rest of class and invite students (perhaps of a particular leaning or disciplinary background) to join their teams. This will be followed by a period of 'speed dating' by the end of which students should identify their teams and confirm these teams to the instructor and TA.

: Checkpoint 1: The Three-Page Executive Summary (10%)

Each team will decide on a 'problem' they will address with their project, a 'solution' they will approach it with, and a justification for why this is a good fit. The problem space should align with the UN Sustainable Development Goals. This three-page executive summary should follow instructions given by Ideas2Serve and show sensitivity towards the ideas covered in the course thus far. Students will be shown sample summaries in class. Grades will be assigned based on how clearly defined the problem statement is (3/10), how well justified the motivation for studying the problem space is (3/10), and how concrete the proposed 'solution' is (4/10).

: Checkpoint 2: Peer Feedback (10%)

Students will give feedback to each other (2-3 teams, time permitting) on the direction their projects are headed in. Each team will then need to fill out an online survey (Google form) saying who they gave peer feedback to and what it was.

: Checkpoint 3: Group + Poster Presentations (10%)

Students will put together a poster for their group project. They will also do a 5-7 minute final presentation. They should submit a combined PDF of their poster and presentation. Each of these items will count for 5% of the class grade.

: Checkpoint 4: Final Reports (10%-20%)

This final paper asks students (in teams) to summarize their projects and lessons learned through iteration. Every student will also individually reflect on his/her progress in the class and the leaps that he/she made (or not). In addition, there may be a survey to assess whether all team members participated equally and fairly. For undergraduates, this paper will count towards 20% of their grade (to offset the midterm essay assignment given only to the graduate students).

Class Participation (20%) will be assessed based on *attendance*, *initiative*, *integrity*, and *in-class exercises*. These four components are explained below.

: Attendance (5%) is important. Students should come to every class, on time, and stay for the entire duration of the class. If for any reason students must miss class or a portion of it (15 minutes or more), they should ideally notify the instructor at least 24 hours before class. Students should also refrain from using laptops in class or risk being considered absent.

: Initiative and Integrity (5%) are also important. Taking initiative means going out of one's way to be a responsible and proactive member of one's community. It also means speaking up in class and participating in class discussions. Integrity refers to professionalism — contributing one's fair share of work in a team-based exercise, paying attention during class, respecting timelines, not engaging in diversions through various technological devices, among other things. We would like all students to come to class with a professional attitude, ready and willing to learn. These points will be allotted on a discretionary basis, and students are encouraged to ask the instructor for their projected grade at any point in the semester to know how well they are performing.

: In-Class Exercises (10%) will be organized periodically and students are expected to participate fully. These will include informal exercises, discussions, peer workshops, group time for assignments, among others. On any given day, there is a non-zero probability that the students will be given a pop quiz on the week's readings. Points for these exercises/quizzes will be given based on the level of activity, engagement, and performance of each student (or group, depending on the exercise). In addition, for some exercises, groups may need to schedule meetings outside of class hours. Students should keep this in mind for group formation. These exercises will count for 10% of the grade.

COURSE SCHEDULE[1]

Part 1: Understanding Technology, Development, Poverty, and Design

Week 1

Introduction to Technology & Poverty

Students will get an introduction to the course and the concepts we will cover in the semester.

Readings:

- Dan Hill. 2012. *Dark Matter and Trojan Horses.* (Electronic version available for $2.99).

Week 2

Understanding Development

Students will learn about the history of the development discourse, starting from Truman's speech right until the present day.

Readings:

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[1] *Please note that three stars against a reading indicate that these must be read carefully, two stars indicate useful and recommended background reading, and one star is for additional readings that are of relevance for interested and curious minds. All readings are subject to change.*

- Harry S. Truman's Inaugural Speech, delivered January 20, 1949. http://www.presidency.ucsb.edu/ws/index.php?pid=13282 – axzz1vI9oQvaQ (Focus on the sentences following "Fourth, we must embark on a bold new program…") ***
- Friedman, T. (2005). Chapter 1. While I was Sleeping in *The world is flat: A brief history of the globalized world in the 21st century.* London: Allen Lane, 1-49. ***
- Thomas, A. (2000). Meanings and Views of Development In *T. Allen and A. Thomas (Eds) Poverty and Development into the 21st Century*, 23-51. Oxford University Press. ***
- Escobar, A. (2011). Chapter 1. Introduction: Development and the Anthropology of Modernity in *Encountering development: The making and unmaking of the Third World.* Princeton University Press. ***
- Sen, A. (2001). What is Development About? In *Meier, G. and J. Stiglitz (Eds) Frontiers of Development Economics: The Future in Perspective*, 506-513. Oxford University Press. **
- Corbridge, S. (2007). The (im) possibility of development studies. *Economy and Society, 36(2),* 179-211. **
- Ziai, A. (2013). The discourse of "development" and why the concept should be abandoned. *Development in Practice*, 23(1), 123-136. *
- http://www.economist.com/news/international/21647307-2015-will-be-big-year-global-governance-perhaps-too-big-unsustainable-goals *
- http://www.economist.com/news/leaders/21647286-proposed-sustainable-development-goals-would-be-worse-useless-169-commandments *

Week 3

Understanding Poverty

Students will learn about poverty not just as it is measured but also as it is experienced.

Readings:

- Banerjee, A. & Duflo, E. (2011). Think again, again in *Poor economics: A radical rethinking of the way to fight global poverty.* PublicAffairs. Browse the book's website http://pooreconomics.com ***
- Gates, B. (2013). GDP is a terrible way to measure a country's economy and it hinders our ability to help the poor. In *Slate*: http://www.slate.com/articles/business/project_syndicate/2013/05/bill_gates_on_helping_the_poor_gdp_is_a_terrible_measurement.single.html ***
- Easterly, W. (2002) Aid for Investment in *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics.* **
- Prahalad, C. K. (2006). *The Fortune at the Bottom of the Pyramid.* Pearson Education India. **
- Deepa, N., Patel, R., Schafft, K., Rademacher, A., & Koch-Schulte, S. (2000). *Voices of the poor: Can anyone hear us?* World Bank, Washington DC. **
- McIntyre, L., & Munro, J. (2013). "Nobody helps us": insights from ultra-poor Bangladeshi women on being beyond reach. *Development in Practice, 23(2),* 157-168. *

Week 4

Understanding Technology

Students will engage with different approaches to understanding technology and how it shapes (or not) social realities.

Readings:

- Winner, L. (1980). Do artifacts have politics? *Daedalus*, 121-136. ***
- Bijker, W. E. (1997). Of bicycles, bakelites, and bulbs: Toward a theory of sociotechnical change. MIT press. ***
- Schumacher, E. F. (2011). Small is beautiful: A study of economics as if people mattered. Random House. ***
- Marx, L. (1997). Technology: The Emergence of a Hazardous Concept. Social Research, 965-988. **
- Brewer, E., Demmer, M., Ho, M., Honicky, R. J., Pal, J., Plauche, M., & Surana, S. (2006). The challenges of technology research for developing regions. IEEE Pervasive Computing, 5(2), 15-23. **
- "Can Technology End Poverty" in Boston Review, November-December 2010. http://www.bostonreview.net/BR35.6/ndf_technology.php *

Cases:

- Parayil, G. (1992). The Green Revolution in India: A Case Study of Technological Change. *Technology and Culture*, 737–756. **
- Shiva, V. (1991). The violence of the green revolution. Third World Agriculture, Ecology and Politics. Londres & Nueva York: Zed Books Ltd, 20. **
- Fisher, M. (2006). Income is development: Kickstart's pumps help Kenyan farmers transition to a cash economy. innovations, 1(1), 9-30. *
- Arp, H.P. and Baumgärtel, K. (2005). Case Study: The Consequences of the Akosombo Dam. Swiss Federal Institute of Technology Zurich. **

Week 5

Designing for Development

There have been various approaches targeting development with technology big and small. We will talk about some of these, carrying over from the previous lecture.

Readings:

- Smillie, I. (2000). Chapter 3: The Best of the West: Thinking Big. In *Mastering the Machine Revisited: Poverty, Aid and Technology*, 35-48. Verlag. ***
- Mitchell, T. (1991). America's Egypt: Discourse in the Development Industry. *Middle East Report, 169,* 18-36. ***

- Burrell, J., & Toyama, K. (2009). What constitutes good ICTD research?. *Information Technologies & International Development, 5(3),* pp-82. ***
- Ho, M. R., Smyth, T. N., Kam, M., & Dearden, A. (2009). Human-computer interaction for development: The past, present, and future. *Information Technologies & International Development, 5(4)*, pp-1. **
- Toyama, K. (2015). *Geek heresy: Rescuing social change from the cult of technology.* PublicAffairs. **

Cases:

- Bilger, B. (2009). Hearth Surgery. The Quest for a Stove that Can Save the World. *The New Yorker*, December 21. **

Part 2: Taking a Deeper Look

Week 6

Doing Design

We will go through the design thinking process in class (adapted from the Stanford University's d.school framework for design thinking), taking the full 3 hours on a design exercise and in teams.

No readings.

Week 7

Access + Postcolonial Computing

What does 'access' mean? The first step to introducing technology to underserved populations entails either granting them access or their exercising their agency to gain access. We will look at this phenomenon using the lens of postcolonial computing.

Readings:

- Smith, L. T. (1999). *Decolonizing methodologies: Research and indigenous peoples*. Zed books. ***
- Irani, L., Vertesi, J., Dourish, P., Philip, K., & Grinter, R. E. (2010, April). Postcolonial computing: a lens on design and development. In *Proceedings of the SIGCHI conference on human factors in computing systems* (pp. 1311-1320). ACM. ***
- Dourish, P., & Mainwaring, S. D. (2012). Ubicomp's colonial impulse. In *Proceedings of the 2012 ACM Conference on Ubiquitous Computing* (pp. 133-142). ACM. **
- Burrell, J. (2010). Evaluating Shared Access: social equality and the circulation of mobile phones in rural Uganda. *Journal of Computer-Mediated Communication, 15(2)*, pp230-250. **
- Heimerl, K., Hasan, S., Ali, K., Brewer, E., & Parikh, T. (2013, December). Local, sustainable, small-scale cellular networks. In *Proceedings of the Sixth International Conference on Information and Communication Technologies and Development:* Full Papers-Volume 1 (pp. 2-12). ACM. **

- Sambasivan, N., Cutrell, E., Toyama, K., & Nardi, B. (2010). Intermediated technology use in developing communities. In *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems* (pp. 2583-2592). ACM. **

Week 8

Agriculture + Action Research

Agriculture and markets have been the focus of much ICTD research. We will look at some of this history at the same time as looking at the lens of action research and what that means for ICTD work.

Readings:

- Jensen, R. (2007). The digital provide: Information (technology), market performance, and welfare in the South Indian fisheries sector. *The quarterly journal of economics*, 879-924. ***
- Gandhi, R., Veeraraghavan, R., Toyama, K., & Ramprasad, V. (2007, December). Digital green: Participatory video for agricultural extension. In *Information and Communication Technologies and Development, 2007*. ICTD 2007. International Conference on (pp. 1-10). IEEE. ***
- Srinivasan, J., & Burrell, J. (2013, December). Revisiting the fishers of Kerala, India. In *Proceedings of the Sixth International Conference on Information and Communication Technologies and Development:* Full Papers-Volume 1 (pp. 56-66). ACM. **
- Hayes, G. (2014). Chapter 3: Knowing by Doing: Action Research as an Approach to HCI. *Ways of Knowing in HCI.* Springer, New York. **
- Anokwa, Y., Smyth, T. N., Ramachandran, D., Sherwani, J., Schwartzman, Y., Luk, R., ... & DeRenzi, B. (2009). Stories from the field: Reflections on HCI4D experiences. *Information Technologies & International Development, 5(4),* pp-101. **
- Patel, N., Chittamuru, D., Jain, A., Dave, P., & Parikh, T. S. (2010, April). Avaaj otalo: a field study of an interactive voice forum for small farmers in rural india. In *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems* (pp. 733-742). ACM. **

Week 9

Entertainment + Ludic Design

Development is not only about means of improving livelihood in measurable terms such as food, health, education, etc. It is also about matters of leisure, some contend.

Readings:

- Bailur, S. (2007, May). The complexities of community participation in ICT for development projects: The case of "Our Voices.". In *Proceedings of 9th International Conference on Social Implications of Computers in Developing Countries.* ***
- Chirumamilla, P., & Pal, J. (2013, December). Play and power: a ludic design proposal for ICTD. In *Proceedings of the Sixth International Conference on Information and Communication Technologies and Development: Full Papers-Volume 1* (pp. 25-33). ACM. ***
- Arora, P. & Rangaswamy, N. (2013). Digital leisure for development: reframing new media practice in the global South. *Media, Culture & Society, 35(7)*, pp. 898-905. ***

- Kumar, N. (2014). Facebook for self-empowerment? A study of Facebook adoption in urban India. *New Media & Society.* **
- Smyth, T. N., Kumar, S., Medhi, I., & Toyama, K. (2010, April). Where there's a will there's a way: mobile media sharing in urban india. In *Proceedings of the SIGCHI conference on Human Factors in computing systems* (pp. 753-762). ACM. **
- Vashistha, A., Cutrell, E., Borriello, G., & Thies, W. (2015, April). Sangeet swara: A community-moderated voice forum in rural india. In *Proceedings of the 33rd Annual ACM Conference on Human Factors in Computing Systems* (pp. 417-426). **
- Liang, L. (2010). "Access Beyond Developmentalism: Technology and the Intellectual Life of the Poor." *Information Technology and International Development* Vol. 6. *

Week 10

Health + Feminism

Global health research forms a major focus of global development work. We will look at just a few of these areas. Also, we will look at what we might learn from using a feminist standpoint, in this and other domains.

Readings:

- Buskens, I. (2015). in Bidwell, N., & Winschiers-Theophilus, H. (Eds.). At the Intersection of Indigenous and Traditional Knowledge and Technology Design. *Informing Science.* ***
- Natarajan, M., & Parikh, T. (2013, December). Understanding barriers to information access and disclosure for HIV+ women. In *Proceedings of the Sixth International Conference on Information and Communication Technologies and Development: Full Papers-Volume 1* (pp. 143-152). ACM. ***
- Bardzell, S., & Bardzell, J. (2011, May). Towards a feminist HCI methodology: social science, feminism, and HCI. In *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems* (pp. 675-684). ACM. **
- Haraway, D. (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. *Feminist studies, 14(3)*, 575-599. **
- Karusala, N. & Kumar, N. (2017). Examining Women's Safety in Public Spaces of New Delhi. In *Proceedings of the 2017 CHI Conference on Human Factors in Computing Systems* (CHI '17). ACM, New York, NY, USA. **
- Sterling, S. R., Dodson, L., & Al-Rabaan, H. (2014). The fog phone: water, women, and HCID. *interactions*, 21(6), 42-45. *

Week 11

Education + Care

Many resources are constrained in 'developing' regions, but research also finds that 'care' is oft a rich resource. We will discuss what this means in the context of education projects.

Readings:

- Toombs, A., Gross, S., Bardzell, S., & Bardzell, J. (2016). From Empathy to Care: A Feminist Care Ethics Perspective on Long-Term Researcher–Participant Relations. *Interacting with Computers.* ***
- Vishwanath, A., Karusala, N., Kumar, A., Mangal, A., & Kumar, N. (2017). Care as a Resource for Materially-Constrained Learning Environments. In *Proceedings of the SIGCHI conference on computer supported cooperative work and social computing. ACM.* ***
- Warschauer, M., & Ames, M. (2010). Can One Laptop per Child save the world's poor? *Journal of international affairs*, 33-51. **
- Noddings, N. (2013). An ethic of caring. *Ethical theory: An anthology*, 699-710. **
- Cervantes, R., Warschauer, M., Nardi, B., & Sambasivan, N. (2011, May). Infrastructures for low-cost laptop use in Mexican schools. In *Proceedings of the SIGCHI conference on human factors in computing systems* (pp. 945-954). ACM. **
- Kam, M., Kumar, A., Jain, S., Mathur, A., & Canny, J. (2009, April). Improving literacy in rural India: Cellphone games in an after-school program. In Information and Communication Technologies and Development (ICTD), 2009 International Conference on (pp. 139-149). **
- Yang, Y., Hu, X., Qu, Q., Lai, F., Shi, Y., Boswell, M., & Rozelle, S. (2013). Roots of tomorrow's digital divide: Documenting computer use and internet access in china's elementary schools today. *China & World Economy, 21(3),* 61-79. *

Cases:

- Sorcar, P., Strauber, B., Loyalka, P., Kumar, N., & Goldman, S. (2017, May). Sidestepping the Elephant in the Classroom: Using Culture Appropriate Software to Teach Around Taboos. In *Proceedings of the SIGCHI conference on human factors in computing systems. ACM.* ***

Week 12

Impact + Sustainability

We will look at what ICTD projects mean in the long term and what we might keep in mind when we think about 'impact'. Time, temporality, sustainability, etc. is what we will talk about, also discussing what these terms mean in the context of global development projects.

Readings:

- Dell, N., & Kumar, N. (2016, May). The Ins and Outs of HCI for Development. In *Proceedings of the 2016 CHI Conference on Human Factors in Computing Systems* (pp. 2220-2232). ACM. ***
- Mudliar, P., Donner, J., & Thies, W. (2012). Emergent practices around CGNet Swara, voice forum for citizen journalism in rural India. In *Proceedings of the Fifth International Conference on Information and Communication Technologies and Development* (pp. 159-168). ACM. ***
- Kumar, N., Perrier, T., Desmond, M., Israel-Ballard, K., Kumar, V., Mahapatra, S., ... & Anderson, R. (2015, May). Projecting health: Community-led video education for maternal health. In *Proceedings of the Seventh International Conference on Information and Communication Technologies and Development* (p. 17). ACM. ***

- Marathe, M., O'Neill, J., Pain, P., & Thies, W. (2015). Revisiting CGNet Swara and its impact in rural India. In *Proceedings of the Seventh International Conference on Information and Communication Technologies and Development* (p. 21). ACM. **
- Kumar, N., & Anderson, R. J. (2015, April). Mobile phones for maternal health in rural India. In *Proceedings of the 33rd Annual ACM Conference on Human Factors in Computing Systems* (pp. 427-436). ACM. **
- Taylor, N., Cheverst, K., Wright, P., & Olivier, P. (2013, April). Leaving the wild: lessons from community technology handovers. In *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems* (pp. 1549-1558). ACM. *

Week 13
UN Sustainable Development Goals Design Jam
We will plan this out as a class.

No readings.

Week 14
Final Presentations & Final Jeopardy!
Student teams will present their final projects to the class. We will also do a course review in Jeopardy format. There will be prizes and opportunities to win extra credit.

No readings.

LATENESS

Students will have two late days throughout the semester to use for their individual assignments (that is, reflections, service assignment, and the individual reflection for their projects). These can only be used in 24-hour chunks. Assignments submitted *more than ten minutes* after they are due will not be assessed

EXCUSED ABSENCE

We will follow the guidelines listed here: http://www.catalog.gatech.edu/rules/4/

COMMUNICATION

Whenever the need arises, students are encouraged to send direct messages *to the teaching team* on Slack. Any messages sent to the instructor must also be sent to the TA, so we can ensure that all communication takes place in timely fashion. Email should be used only when absolutely essential. Students are also requested to give the teaching team at least one full business day to respond.

FEEDBACK

The instructor and TA are open to receiving feedback and suggestions for iterating on the course design, to the extent possible, feasible, and in alignment with course objectives. Please feel free to approach us in office hours or by appointment anytime.

ACADEMIC INTEGRITY AND HONOR CODE

While students are encouraged to work together and collaborate, they should clearly differentiate their work from that of others, including peers and bibliographical sources. Complete and accurate representation of all direct quotations and paraphrased material is required. Plagiarizing will be addressed in accordance with the Georgia Tech Honor Code (http://honor.gatech.edu/plugins/content/index.php?id=9).

ACCESSIBILITY

The Georgia Institute of Technology is committed to providing both physical accessibility and access to information resources and technologies to individuals with disabilities. Please see this website for further information - http://www.gatech.edu/accessibility.

ACKNOWLEDGEMENTS

This syllabus draws on previous iterations of syllabi developed for a course first taught at UC Berkeley in 2008 by Prof. Jenna Burrell, also titled "Technology & Poverty". The design exercises draw on the design thinking process espoused by the d.school at Stanford University.

THINGS TO REMEMBER

1. If you are concerned about how you will be evaluated, ask *as early as possible*. This is your responsibility as a student to stay abreast of your progress in class. This applies in particular to class participation points and/or grade thresholds.
2. There may be minor changes to the syllabus and they will be announced in class as well as on Slack. Please make sure to update yourself or ask a friend.
3. In general, you are responsible for being up to date on all things posted on Slack. Please see how you can update your Slack preferences so that you are kept duly informed.