# UTK SIS BSIS Syllabus Template

## COURSE INFORMATION

INSC 305: Internet and Society – Spring 2021 - 3.0 Credits
University of Tennessee, Knoxville
Course Mode: Online, asynchronous
Class Meetings: Asynchronous
ZOOM Course ID/Link: https://zoom.us/j/8832195012

### Faculty Contact Information
- Jacob Kramer-Duffield, Ph.D.
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- Remote Office
- Cell: +1.301.467.4307
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### SIS Office Information
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- SIS Office: 865.974.2148
- Fax (SIS): 865.974.4667

### Welcome Statement

Hello! And welcome to INSC 305: Internet & Society. I'm looking forward to working with you all. Some of you may have taken some or all of a class online and some not – we'll work through this together.

## COURSE INFORMATION

### Catalog Description
Social study of the Internet, including historical development, Internet technologies and use. Impact of the Internet on society from different perspectives. Internet ethics and governance. Contemporary issues concerning equitable access, privacy, security, intellectual property, and censorship.

## Additional Information

The course is structured to make it a rewarding learning experience that will also have meaning for you both for your subsequent education, and in your future professional life. In some aspects your part of the bargain is the same as it would be for a traditional class. I expect you to demonstrate critical thinking skills as well as commitment and involvement with our online discussions and your assignments. Learning is not a passive process; it is about a student's actively engaging the material through reading, thinking, discussing (online), questioning, practicing skills, and ultimately understanding. Bring your best efforts, a positive outlook, energy, and curiosity to each of the class sessions. Together we can make the class as interesting, relevant, and exciting as possible.

## Student Learning Outcomes

By the end of the course, students will be able to:

- Understand, identify, and apply ethical philosophies, framework and principles to issues related to information sciences and computing.
- Understand the local and global impact of computing and the Internet on individuals, organizations and society from the perspectives of multiple stakeholders.

- Understand the role of the Internet in society.

- Identify major milestones in the development of the Internet.

- Identify and describe a range of Internet Technologies.

## Course Design

INSC 305 is delivered as an asynchronous online course, which means that each student will access each week's class sessions throughout the week. UT School of Information Sciences (SIS) offers online courses for undergraduate classes, in order to help students cope with balancing their busy schedules of classes, homework, jobs, and extracurricular activities. In addition, online courses prepare students for future experiences in the 21st century workplace, in which online learn-on-demand courses are often used for continuing education, advanced certification, and professional development courses. By taking this class, you will be gaining both greater flexibility in managing your time, and valuable experience with this alternative learning environment.

UT SIS has successfully used distance education to deliver graduate classes for many years and began offering undergraduate online courses in Fall 2009. It is important to recognize that taking an asynchronous online course is different from a traditional class, or even a synchronous DE class, where everyone attends online at the same time. There are a few simple guidelines to follow (listed below), which will ensure that you have a successful experience. I promise you that I will uphold my responsibility to provide you with the same high level of support, access, and communication that you would want to have in a traditional classroom setting.

**Required Text(s)**
Quinn, M. J. *Ethics for the Information Age (8ᵗʰ Edition)*. Pearson.

**Recommended Text(s)**
Benjamin, R. (2019) [Race After Technology – The New Jim Code](#),

## COMMUNICATION

### Email
I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the [OIT Helpdesk](#) to obtain directions for forwarding your UTK email to your preferred address if you do not wish to check both accounts.

### Instructor Availability
Always available on email and via Zoom by appointment

## COMPUTING REQUIREMENTS AND RESOURCES

### Requirements
To take this course, you must have access to a computer with high speed Internet access, and you must use a UTK email account. You may use your own personal computer, or you may use the computers available in the various campus libraries or computer labs. If you are using your personal computer, be sure that you are running the latest version of Java by going to java.com and using the update button; this is free to do and will make sure that the applications run effectively for you.

### Course Resources
UT's Office of Information Technology implemented different software to deliver online courses at UT, called Zoom. Whether you are an experienced online student, or you have never had an online class before (here or elsewhere), be assured that you will be able to easily and conveniently access the course sessions, and any tech glitches that may pop up can be successfully solved. I will provide specific access instructions when the first class is released. I have also included a "lectures" button in the course menu bar that will take you to the same place. Each lecture will be labeled with the topic and Lecture 1, Lecture 2, etc. The session will be available as an audio recording, illustrated by the PowerPoint slides or other visual aids, and may also include a visual of the instructor. The recorded class sessions can be accessed online, or downloaded to your personal computer, so you can attend class even when you aren't actually online. This is true whether you use a PC or Mac platform.

 The Canvas Learn (Online @ UT) program will also be used for many course management tasks. We will use interaction tools such as discussion boards. PowerPoint presentations from the class sessions will be posted under the appropriate weekly module. All Assignments and the Tests will be administered through the Canvas Course site. Canvas is available at http://online.utk.edu.

### Technical Support
Contact the relevant IT support staff for any technical support needs.

## COURSE ATTENDANCE AND PARTICIPATION POLICIES

### Learner Expectations

**Do all assigned reading prior to attending each class session.** The lecture will assume that you know the information that is in the readings and will build upon it.

**Complete all assignments** and submit them on time, using the format and procedure specified by the instructor.

**Check your e-mail and Canvas regularly**. I will use email to return assignments, solicit student input, and make clarifications. Canvas will also be used for announcements and the discussion board, blogs, and other interactive activities.

**Participate actively in the class by giving your best effort to the interactive activities** using the discussion tool. In addition, treat your colleagues with courtesy and respect by reading and reflecting on their online comments, and responding to them appropriately.

### Instructor Expectations
*Accept that you must be more self-reliant in an online class:* Although students are always responsible for knowing everything in the syllabus and complying with the requirements of a course, this is especially true for an online course. Students are expected to show self-initiative, to make good time management decisions, and to be especially proactive in contacting the instructor when they are having problems, or don't understand something.

*Keep up with the weekly schedule outlined below:* Enjoy attending class in your pajamas, or from a location halfway across the world, if you wish, but please keep up your your assignments and readings. **THE SINGLE BIGGEST MISTAKE ONLINE STUDENTS CAN MAKE IS TO PUT OFF THE ASSIGNMENTS OR READINGS AND ALLOWING THEM TO PILE UP.**

### Attendance and Participation

**Timely online attendance is required**. – what this means is watch your class sessions and videos the week they are posted.

### Inclement Weather

The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, it applies to all classes (whether on-campus or online). The information is distributed to the campus community, shared with local media, and posted on the University homepage at *http://utk.edu*.

## ADDITIONAL POLICIES AND POINTS OF INFORMATION

### Disability Services

Any student who feels they may need an accommodation based on the impact of a disability should contact Student Disability Services in Dunford Hall at 865-974-6087, or by video relay at 865-622-6566, to coordinate reasonable academic accommodations.

### University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus. For more information, see the UT Principles of Civility and Community.

### CCI Diversity Statement

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College's faculty, staff, students, and the larger communication and information community.

### Instructor Status as a Title IX Mandatory Reporter

University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University's Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources. For additional resources and information, visit titleix.utk.edu.

## ASSIGNMENTS, ASSESSMENTS, AND EVALUATIONS

### Academic Integrity

Students should be familiar with the Hilltopics Student Handbook, and comply with all academic policies. This includes the University of Tennessee Honor Statement and the Academic Integrity Policy.

The Honor Statement reads: "*An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. 'As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.'*" For more information, see the Honor Statement on the Academic Policies and Procedures page of the current catalog for student and faculty responsibilities.

The Academic Integrity policy reads: "*Study, preparation and presentation should involve at all times the student's own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.*" For additional information, see the *Student Code of Conduct*.

### Plagiarism

Plagiarism in any of its forms is intolerable, and attention to matters of documentation in <u>all</u> written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.
*Specific examples of plagiarism are:*
1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source.
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge).
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge).
4. Collaborating on a graded assignment without the instructor's approval.
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. Resources are available through the University Libraries, including a Citing Sources guide.

Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F."

**Assignments**

This table provides a brief summary of assignment by name, due date, point value and percentage of final grade. A brief description of each assignment follows the table.

| Assignment | Point Value | Percentage of Final Grade | Due Date |
|---|---|---|---|
| Discussion Posts | 20 | 20% | ongoing |
| Group Discussion Lead | 20 | 20% | ongoing |
| User Research Guidelines Memo | 20 | 20% | 02/20/20 |
| Final Paper | 40 | 40% | multiple |
| **TOTAL** | **100** | **100%** | |

## DISCUSSION POSTS (20%)

Throughout the term you will write brief responses (300-500 words) to assigned questions or your own inspiration. These questions will not require you to do further reading or research; the answers will be either asking for your opinion related to something you will already have read or done, or a reflection based on your own experiences, or a thought-provoking exercise in creative problem solving. Your Discussion Question answers will be posted to the appropriate thread of the week in Canvas. **Note: They must be completed by the end of the week they are assigned.**

## GROUP DISCUSSION LEAD (20%)

Each student, as part of a two- or three-person group, will lead a weekly discussion of a given week's readings. This discussion lead will consist of two parts

1. A 15-20 minute narrated slideshow covering key themes in the week's readings, providing analysis, and connecting to contemporary events
2. At least three (one per group member) discussion questions to be posted in the discussion board at the beginning of the week – group members should also monitor the discussion board for follow-up questions and conversation.

The groups will be selected in the first week of class for the rest of the semester, and the slideshow and discussion posts should be posted to Canvas by the Sunday night beginning the week corresponding to them.

## USER RESEARCH GUIDELINES MEMO (20%)

In this assignment, it's your job to come up with the principles for user research at a company or organization. This can be one where you've worked before, or are currently working, (both of these will help inform the context) or some other organization.

The memo should be 750-1000 words, and should briefly address

(1) the main goal of the organization, and

(2) the points of contact with users (website, interviews, surveys, etc.)

In your role working for the research department, your boss has given you the task of outlining best practices for user research – to respect and protect users, but also to limit legal liability for the organization. Drawing on the readings we have conducted so far, and any related readings that might be useful, use the memo to outline the present a set of principles for user research, and to convince your boss this will be helpful to, users, the organization, and to the research department in getting the best possible data.

The organization can truly be anything. Either somewhere you've worked, or any corporation (e.g., Google) or nonprofit (e.g., Doctors Without Borders) or governmental organization (e.g., the Parks Department). Have fun with it!

The Memo topic is due Wednesday, February 10 by midnight and the final memo is due Saturday, February 20 by midnight.

## FINAL PAPER (40%)

Your final paper consists of three components: (1) proposal (10%); (2) draft and peer-review (10%); (3) final paper (20%). Your final paper will primarily function as an integrative literature review about a particular ethical issue or case related to information sciences. In addition to presenting and integrating scholarly research articles, your final paper should also describe and discuss any relevant policies or laws relevant to the issue. You should also use ethical/philosophical ideas and professional codes of conduct to explicate the issue.

- **Proposal.** By March 20 you will submit a 3-4 page proposal describing your plans for your final paper. Your proposal should introduce and describe the issue(s) you want to research in your final paper, include an annotated bibliography of at least five scholarly peer-reviewed sources NOT included in the assigned readings, and present a preliminary outline identifying which sub-topics and stakeholder perspectives you will address.
- **Draft and Peer-Review.** By April 14, you will provide a draft that will be reviewed by two of your classmates, who will be responsible for reading your draft and giving you feedback. You will be responsible for reading their drafts and providing them with feedback. Your draft should represent at least 70% of the content of your final paper and should include a "Feedback Agenda" where you identify questions/topics for which you want feedback from your peers. Your grade will be impacted if you do not submit a substantial draft.

- **Final Paper.** Your final paper is due during finals week, on April 30, and should be about 13-15 pages in length. It should include at least eight scholarly peer-reviewed sources NOT included in the assigned readings.

## Preparing Assignments

In preparing assignments, make sure to follow the guidelines specific to the assignment as detailed above.

Unless otherwise specified, all assignments should be typed, double-spaced, and in a 12-point font, with reasonable margins. Please include your name, date, course number, and appropriate pagination. Submit the assignments via Canvas, unless instructed to do otherwise.

- Late assignments will not be accepted without prior approval for the late assignment.
- **Please do not send last minute emails asking for extensions** on assignments as all assignments coming up are indicated on the syllabus.
- Canvas does provide the date and time for every assignment submitted and every post made on the discussion forum for the thought questions.

## Submitting Assignments
Submit the assignments via Canvas by the date they are due

## Assigning Grades
Evaluation is based on performance for each of the responsibilities listed above. The final grade is based on the following assignments; you must complete them to earn a grade in this class. I grade on a 100-point scale. This means that if something is worth 10 points it is worth 10 percent of the final grade in this course.

## Grading Scale
Semester grades will be assigned according to the following scale:

| A | 93-100 | Superior performance (4 quality points) |
|---|---|---|
| A- | 90-92.99 | Intermediate superior performance (3.7 quality points) |
| B+ | 88-89.99 | Very good performance (3.3 quality points) |
| B | 83-87.99 | Good performance (3.0 quality points) |
| B- | 80-82.99 | Intermediate good performance (2.7quality points) |
| C+ | 78-79.99 | Fair performance (2.3 quality points) |
| C | 73-77.99 | Satisfactory performance (2.0 quality points) |
| C - | 70-72.99 | Unsatisfactory performance (1.7 quality points) |
| D+ | 68-69.99 | Unsatisfactory performance (1.3 quality points) |
| D | 63-67.99 | Unsatisfactory performance (1.0 quality points) |
| D - | 60-62.99 | Unsatisfactory performance (0.7 quality points) |
| F | 0-59.99 | Failure performance (0.0 quality points) |

| S | | Satisfactory; only assigned for C or better work when a course is taken on a S/NC grading basis. Carries no point value. |
|---|---|---|
| NC | | No Credit; indicates failure to complete a course satisfactorily, and is only assigned for C- or worse work when a course is taken on a S/NC grading basis. Carries no point value. |
| I | | Under extraordinary circumstances and at the discretion of the instructor, the grade of I (Incomplete) may be awarded to students who have satisfactorily completed a substantial portion of the course but cannot complete the course for reasons beyond their control. An I carries no quality points. If the I grade is not removed within one calendar year or upon graduation, it shall be changed to an F and count as a failure in the computation of the grade point average. |
| W | | Indicates student has officially withdrawn from the course or the university. Carries no point value. |

## Incompletes

Based on adopted University of Tennessee-Knoxville policy, a grade of *I* (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor. Plan your semester's course of study carefully to insure sufficient time to complete the required work. For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

## COURSE EVALUATION

You will be invited by email to evaluate the course at the end of the term via TNVoice. Please participate in this valuable process. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.

## COURSE OUTLINE

The next section of the syllabus has the course calendar. There will probably be changes and adjustments as the semester progresses, but I will give you plenty of notice if or when that happens.

*\* Note: The instructor reserves the right to make changes to this syllabus/schedule when necessary. Such changes will be communicated to the students as soon as possible.*

INSC 305 - Reading Schedule: This is the reading schedule for the term. Additional Items will be posted on Canvas.

| Week 1: Course Overview | <ul><li>Syllabus, Reading Schedule, Course Policies</li><li>Student Code of Conduct 4.1, 4.27 – https://hilltopics.utk.edu/</li><li>Quinn – Chapter 1, "Catalysts for Change", An Interview with Dalton Conley</li></ul> |
|---|---|
| Week 2: Ethical Theories | <ul><li>Quinn – Chapter 2, "Introduction to Ethics", An Interview with James Moor</li><li>https://en.wikipedia.org/wiki/Information_ethics</li><li>Christopher Shea "Rule Breaker" https://www.chronicle.com/article/The-Biologyof-Ethics/127789 (Links to an external site.)</li><li>Mathesien, K. (2004). What is Information Ethics? Computers and Society. 32 (8).</li></ul> |
| Week 3: Professional Ethics | <ul><li>Quinn – Chapter 9, "Professional Ethics", An Interview with Paul Axtell</li><li>Tiidenberg, K. (2018). Ethics in digital research. *The SAGE handbook of qualitative data collection*, 466-479.</li></ul> |
| Week 4: Big Data | <ul><li>Metcalf, Jacob, Emily F. Keller, and danah boyd. 2020. "Perspectives on Big Data, Ethics, and Society." *Council for Big Data, Ethics, and Society*. Accessed July 16, 2020. https://bdes.datasociety.net/council-output/perspectives-on-big-data-ethics-and-society/.</li><li>Hargittai, Eszter. "Potential biases in big data: Omitted voices on social media." *Social Science Computer Review* 38.1 (2020): 10-24.</li><li>Benjamin, R. (2019) Race After Technology – The New Jim Code, Introduction</li><li>**Podcast:** Flash Forward, "Dollars for Data" https://www.flashforwardpod.com/2020/07/21/dollars-for-data/</li></ul> |
| Week 5: Bias in Automated Systems | <ul><li>Benjamin, R. (2019) Race After Technology – The New Jim Code, Chapter 1-5</li></ul> |

| Week 6: Social Media and Relationships | • Quinn – Chapter 3, "Networked Communications," An Interview with Michael Liebhold <br> • https://en.wikipedia.org/wiki/Social_media <br> • Zimmer, M. (2010) "But the data is already public": on the ethics of research in Facebook. *Ethics and Information Technology*. *12*(4), 313-325. <br> • **Podcast:** Function, "Reclaiming Community on the Web" *Function* podcast: https://podcasts.apple.com/us/podcast/live-from-texas-tribune-fest/id1439658455?i=1000460074370?i=1000460074370 |
|---|---|
| Week 7: Media Transitions Part 1 – Print and Audio | • Grieco, E. "U.S. newspapers have shed half of their newsroom employees since 2008" https://www.pewresearch.org/fact-tank/2020/04/20/u-s-newsroom-employment-has-dropped-by-a-quarter-since-2008/ <br> • Newspapers Fact Sheet: https://www.journalism.org/fact-sheet/newspapers/ <br> • **Podcast:** Why is This Happening? Your Local Disinformation with Davey Alba, https://podcasts.apple.com/us/podcast/your-local-disinformation-with-davey-alba/id1382983397?i=1000501702867 <br> • **Podcast:** Ways of Hearing, Episodes 1-6, https://www.radiotopia.fm/showcase/ways-of-hearing |
| Week 8: Media Transitions Part 2 – Video Games | • Salen, Katie, Katie Salen Tekinbas, and Eric Zimmerman, eds. *The game design reader: A rules of play anthology*. MIT press, 2006, p. 1-90 – Topic Essays. <br> • Jenkins, Henry. "Games, the new lively art." *Handbook of computer game studies* (2005): 175-189. <br> • Carmichael, E. "The Future of the Culture Wars is Here, and it's Gamergate" https://deadspin.com/the-future-of-the-culture-wars-is-here-and-its-gamerga-1646145844 |
| Week 9: Media Transitions Part 3 – New Media | • Chang, C. (2017) Who Killed Gawker? Maybe it Was Capitalism. https://newrepublic.com/article/143506/killed-gawker-maybe-capitalism <br> • Pew Research Center: State of the News Media (updated iteratively) https://www.pewresearch.org/topics/state-of-the-news-media/ <br> • **Podcast:** The Josh Marshall Podcast "Ep. 73: How TPM Came to Be" - https://talkingpointsmemo.com/podcasts/the-josh-marshall-podcast/ep-73-how-tpm-came-to-be |

| Week 10: Fake News and Information Accuracy | <ul><li>https://en.wikipedia.org/wiki/Fake_news</li><li>Caplan, Robyn, Lauren Hanson, and Joan Donovan. "Dead Reckoning Navigating Content Moderation After "Fake News"." *Data & Society* (2018).</li><li>Karpf, D. (2019). On Digital Disinformation and Democratic Myths. Social Science Research Council, MediaWell. https://mediawell.ssrc.org/expert-reflections/on-digital-disinformation-and-democratic-myths/</li><li>**Podcast:** Flash Forward, "Extra, Extra!" https://www.flashforwardpod.com/2016/12/06/extra-extra/</li></ul> |
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| Week 11: Information Access and the Digital Divide | <ul><li>Quinn – Chapter 10, "Work and Wealth", An Interview with Martin Ford</li><li>https://en.wikipedia.org/wiki/Digital_divide</li><li>Tsetsi, Eric, and Stephen A. Rains. "Smartphone Internet access and use: Extending the digital divide and usage gap." *Mobile Media & Communication* 5.3 (2017): 239-255.</li></ul> |
| Week 12: Digital Labor | <ul><li>Rosenblat, Alex, and Luke Stark. "Algorithmic labor and information asymmetries: A case study of Uber's drivers." *International Journal of Communication* 10 (2016): 27.</li><li>Newton, C. "The Trauma Floor: The Secret Lives of Facebook Moderators in America" *The Verge,* Feb. 25, 2019. https://www.theverge.com/2019/2/25/18229714/cognizant-facebook-content-moderator-interviews-trauma-working-conditions-arizona</li><li>**[Optional] Podcast:** Function "We Can't Just Log Off: Mental Health and Tech" https://podcasts.apple.com/us/podcast/we-cant-just-log-off-mental-health-and-tech/id1439658455?i=1000452023198</li></ul> |
| Week 13: Intellectual Property and Plagiarism | <ul><li>Quinn – Chapter 4, "Intellectual Property", An Interview with June Besek</li><li>https://en.wikipedia.org/wiki/Intellectual_property</li><li>Quinn – Appendix A Plagiarism</li><li>https://en.wikipedia.org/wiki/Plagiarism</li></ul> |
| Week 14: Information Privacy | <ul><li>Quinn – Chapter 5, "Information Privacy," An Interview with Michael Zimmer</li><li>https://en.wikipedia.org/wiki/Information_privacy</li><li>https://en.wikipedia.org/wiki/Information_privacy_law</li><li>Warren and Brandeis, "The Right to Privacy"</li></ul> |

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| | • Quinn – Chapter 6, "Privacy and the Government", An Interview with Jerry Berman |
| Week 15: Security, Surveillance, and Privacy | • Quinn – Chapter 7, "Computer and Network Security", An Interview Matt Bishop<br>• **Podcast:** Flash Forward, "Unreel" April 4, 2017: https://www.flashforwardpod.com/2017/04/04/unreel/ |
| Finals | No Readings |