

ORIGINATOR'S SECTION:

1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2017
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2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes No

3. Course will be a variable-topics (generic) course? Yes No
 ("generic" is a placeholder for topics)

4. Course abbreviation and Number:* MDIA 366

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
 Mobile Media Cultures

6. Abbreviated Title for PeopleSoft:
 (no more than 25 characters, including spaces)
 Mobile Media Cultures

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)

Explores mobile media cultures through the history of mobile media technologies, the convergence of old and new media, the ubiquity of mobiles in everyday life, and the shift towards a global mobile society. Examines how mobile technologies are used in politics and social protest, intimacy and family relationships, and economic development. Interrogates implications on culture, society, and everyday life such as identity, mobility, accessibility, privacy, and surveillance. May not be taken for credit by students who have received credit for MASS 470-5.

9. Why is this course being proposed?

The Media Studies degree aims to provide "students with theoretically-focused and application-based frameworks to understand media, media technology, and its influence upon domestic and global culture and society." (see University course catalog). This course gives students the opportunity to examine the impact of the most ubiquitous technologies in their lives. By examining mobile media cultures, students will be able to critically examine the role these technologies play in social, economic, and political life across the globe. Further, this course will expand the course offerings in the Media Studies major and contribute to students' understanding of the media while also facilitating their matriculation.

10. Mode of Instruction*

*For definitions of the Course Classification Numbers:
http://www.csusm.edu/academic_programs/curriculumschedule/catalogcurricula/DOCUMENTS/Curricular_Forms_Table/Instructional%20Mode%20Conventions.pdf*

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C-2 C-2
Activity		
Lab		

11. Grading Method:*

Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
 Credit/No Credit Only (C)
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment? Yes No

Faculty Credential Analyst Dean Program/Department - Director/Chair

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.



14. Course Can be Taken for Credit More than Once? Yes No
 If yes, how many times? (including first offering)

15. Is Course Crosslisted: Yes No
 If yes, indicate which course _____ and check "yes" in item #22 below.

16. Prerequisite(s): Yes No

17. Corequisite(s): Yes No

18. Documentation attached:
 Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* MASS 470-5

20. How often will this course be offered once established? once a year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No
 If yes, please specify:
 The course is an elective for both Media Studies and Communication majors.

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____	Signature _____	Date _____	_____ Support	_____ Oppose
Discipline _____	Signature _____	Date _____	_____ Support	_____ Oppose

SIGNATURES : (COLLEGE LEVEL) :

Cecilia S. Uy-Tioco
 1. Originator (please print or type name) _____ Date 4/7/2017
 2. Program Director/Chair _____ Date 4-7-17
 3. College Curriculum Committee _____ Date 5/3/17
 4. College Dean (or Designee) _____ Date 5/3/17

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date _____
 6. Vice President for Academic Affairs (or Designee) _____ Date _____
 7. President (or Designee) _____ Date _____

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

MDIA 366 MOBILE MEDIA CULTURES

COURSE DESCRIPTION:

Explores mobile media cultures through the history of mobile media technologies, the convergence of old and new media, the ubiquity of mobiles in everyday life, and the shift towards a global mobile society. Examines how mobile technologies are used in politics and social protest, intimacy and family relationships, and economic development. Interrogates implications on culture, society, and everyday life such as identity, mobility, accessibility, privacy, and surveillance.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, students will be able to

1. Evaluate the history and current place of mobile media in society and everyday life.
 - *Reinforces PSLO#4: Interpret shifts in media technology and context.*
 - *To be measured by students' participation in class discussions and by assessment of Photo Essay, App Analysis paper, and Group Project.*
2. Analyze the impact of mobile media in political, economic, social, and cultural life, specifically issues such as mobility, social interaction, identity, privacy, sense of place, and surveillance
 - *Reinforces PSLO#2: Identify media as a mode of creating, sustaining, and reflecting individuals, cultures, communities, and organizations.*
 - *To be measured by Mobile Media in the News presentation and paper, Issues in Mobile Media paper*
3. Analyze how mobile media is being deployed around the world, particularly regarding social protest and economic development.
 - *Reinforces PSLO#3: Examine ethical and power-related issues pertaining to a variety of media forms.*
 - *To be measured by Reading Quizzes and Issues in Mobile Media paper.*

COURSE TEXTS:

Required course readings will be available on Cougar Courses or other online sources.

COURSE EXPECTATIONS:

Students are expected to spend SIX hours each week for a three credit hour course. This work does not include attending the class meetings. Out-of-class work includes such engaging in active reading, taking notes, constructing responses, completing homework exercises, participating in online forums, preparing for class, etc. Please budget your time accordingly and be prepared to utilize this time in order to do well in this course.

UNIVERSITY WRITING REQUIREMENT:

The All-University Writing Requirement stipulates that courses with 3 or more units must have a writing requirement of at least 2500 words. This is fulfilled by the various writing assignments listed in the Course Requirements section below.

COURSE REQUIREMENTS:

1. Class Participation and Attendance (15%): As an upper-level course, the success of this class is dependent on your active participation. You must attend class to participate. As a result, students with habitual attendance problems, as measured by the class attendance sheet and peer evaluations, cannot expect to receive a favorable participation mark. It is not enough to simply come to class. Physical attendance without engagement in the discussion will result in an earned grade of C-/C. Participation in the class discussion is evidence of your having done the readings, you preparing for class, and of your commitment to being part of our community of learners. Furthermore, students will be expected to conduct themselves with professionalism. This means arriving on time and focusing on course activities (i.e., no mobile phones, FB and chat, disruptive conversations during lectures, etc.). In the case of personal or health emergencies, I will make exceptions on a case-by-case basis.

On occasion I will be breaking up the class into small groups for discussions and other activities that help us tackle the material at hand. Once in a while I may also ask students to volunteer to do a mini-presentation on the theorist, theory, or perspective we are about to discuss. Discussions, in-class writing, research, formal and informal collaboration with peers, class discussion questions, and hands-on creative projects will all contribute to the assessment of your class participation. Preparation outside of class significantly influences the quality of in-class participation. If you attend class unfamiliar with the assigned texts, indifferent to the work and/or ideas of your colleagues, and inadequately prepared with your writing, your participation grade will suffer. I encourage you to bring to class relevant materials for discussion from other classes, the media, and/or other learning experiences.

2. Reading Quizzes (10%): Throughout the semester, there will be reading quizzes to demonstrate that you have completed and understood the assigned course reading. There will be **at least** 10 of these, each 10 points. Only the top 10 will be counted towards your grade. Formats will vary and will include short essays, multiple choice, true/false, etc. While majority of these will be conducted in class, I may utilize other methods (i.e. online quiz, forum posts, etc.) as well. No make-up or late quizzes allowed.

4. Mobile Media in the News (10%): Each week, beginning Week 3 Mobility, three (3) students will discuss a mobile media story in the news. This assignment has two components: a) post the link to the story/news item on Cougar Courses with a short paragraph explaining why you thought it was noteworthy, b) presenting the new story in class for 5-10 minutes and engage the class in a discussion, and c) submitting a 3-page paper on Cougar Courses (due on the day you present) that discusses why you found this piece of news interesting and why you think it is related to our course. If the news item is related to our topic for the week, great, but this is not a requirement. A sign-up sheet will be passed around in class for student's to sign-up. No make-ups if you are absent unless you have a valid, documented reason (serious illness, death in the family, etc.). Tip: Make sure you pick something that a) is current, b) clearly related to mobile media technologies

(for example, not everything about the internet or video games is related to mobile technologies).

4. Mobile Media Photo Essay (10%): In pairs you will embark on a photo essay project focusing on mobile media cultures at CSUSM. A photo essay is a series of photos accompanied by captions and/or short paragraphs that tell a story and should have a central theme. In this case, your topic is to explore how mobile media is used at CSUSM. It's probably best to start with a theme or focus. For example, you could focus on people coming out of classrooms, catching them using their mobile technologies. Take a number of photos that you can choose from, but your final photo essay should have about 6-10 photos. Select an application or program to create your essay. Google slides or Powerpoint or similar type of program would be appropriate. Write an introductory paragraph providing details on what your project is about, giving your audience a preview of what's to come. Display you images as artistically or visually pleasing as you can, providing captions for each photo that explains the image and connects to your essay's theme. A handout with specifics will be distributed in class and posted on Cougar Courses.

5. Issues in Mobile Media Paper (10%): In a paper of 3-5 pages discuss the relationship between mobile media technologies and mobility, accessibility, privacy & surveillance, social life, and/or identity. A handout with more details will be distributed in class and posted on Cougar Courses.

6. Mobile App Analysis Paper (10%): In a paper of 3-5 pages you conduct an analysis of two mobile apps. Pick two apps that are similar or related, but not identical. Give a brief, well-worded description of the two apps. Draw on at least two (2) course texts and concepts in your analysis. More details will be discussed in class and posted on Cougar Courses.

7. Group Project (25%): In groups of 4-5 you will embark on a project proposing a mobile media app or (if you are adventurous!) a new mobile media technology. You will not be creating the app, but rather conceptualizing one. Details will be provided in class and Cougar Courses.

8. Final Essay (10%): A synthesis paper of at least 8 pages. The goal of this final paper is for you to demonstrate your understanding of key concepts, theories, and issues that concern mobile media cultures. You are tasked to think beyond simply how you use mobile media, but rather think about larger implications and meanings that have arisen from the ubiquity of mobile media in today's world. Think of a topic/theme/issue/aspect surrounding mobile media cultures that is interesting to you. It could be something on relationships (family, friends, and/or romantic), mobiles and disability, mobiles in the developing world, mobiles as tool for empowerment, mobiles as tool for exploitation, etc. Drawing on at least 3 course readings and one group presentation, discuss your topic using 3 course concepts and related issues surrounding them. Details to be discussed in class and posted on Cougar Courses.

GRADING AND PERFORMANCE ASSESSMENT:

Students earn their grades. I do not give them. An extraordinary performance will result in an extraordinary grade. For each assignment, students are expected to fulfill the requirements of the assignment. Work that presents this level of attention and performance is in the “**C**” range (average or fair). “**B**” range (good) work meets all of the requirements and exceeds in several areas, and “**A**” range (excellent) work exceeds expectations in all areas. “**D**” range (below average) work exhibits failure to meet minimum requirements for the assignment. A **failing grade (F)** generally results from academic dishonesty, missed deadlines, or a failure to adhere to the requirements of assignments.

Class Participation	15%	150 points
Quizzes and Writing on Readings	10%	100 points
Mobile Media in the News	10%	100 points
Issues in Mobile Media Paper	10%	100 points
Mobile Media Issues	10%	100 points
Mobile App Analysis Paper	10%	100 points
Group Project & Presentation	25%	250 points
<u>Final Essay</u>	<u>10%</u>	<u>100 points</u>
TOTAL	100%	1000 points

GRADING SCALE:

A 93-100%	B 83-85.9%	C 73-75.9%	D 63-65.9
A- 90-92.9%	B- 80-82.9%	C- 70-72.9%	D- 60-62.9%
B+ 86-89.9%	C+ 76-79.9%	D+ 66-69.9%	F < 59.9%

COURSE GROUND RULES:

Using common courtesies during our course is an expectation of all students. This includes avoiding coming late to class, chatting with your seatmate when during lecture or discussion time, checking email or Facebook in class, accepting or making calls/texts during class. Should you need to step out of the classroom while the class is ongoing, you are expected to step out unobtrusively and quietly shut the classroom door. Avoid bringing food that is exceptionally crunchy or smelly. See below for technology uses in the classroom.

Laptop, Tablet, and Mobile Phone Use

Mobile phones must be on silent mode or turned off during class time. I prefer that laptops and tablets not be used in class, however, if you must use them you must 1) Write me a letter explaining why the use of a laptop or tablet is necessary for your learning and promising you will not use it for non-class related communication (i.e. Facebook, email, chat, message, Twitter, blog reading, online shopping, etc.), and 2) Sit in the front row(s). All students are encouraged to read these two articles:

<http://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/>

http://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop?utm_medium=social&utm_source=facebook&utm_name=share-

Attendance

Attendance and participation is necessary for your success in this class. However, I do understand that “life happens” and you sometimes need to miss class. Because our class meets once a week, you have one (1) “life happens” day wherein your absence will not count against you. While you do not need to contact me regarding this absence, I do suggest you send me an email saying “Life happens absence” and the date you will be absent. Take note that the “life happens” option cannot be used on an exam, presentation, or quiz day.

Missing a class means missing something important. If you miss a class, it is your responsibility to borrow a classmate’s notes and keep up with the readings. Activities done in class cannot be made-up. In addition:

Two lates = one absence.

Miss two classes = one-third grade penalty (e.g., C plus to a C);

Miss three classes = two-third grade penalty (e.g., C plus to a C minus);

Miss four classes = one letter grade penalty (C plus to a D plus).

Academic Integrity

CSUSM and the Department of Communication strongly believe in academic integrity. By registering and attending courses at CSUSM you are agreeing to abide by the standards for academic integrity set forth by the university. As your instructor, I will uphold the standards of academic honesty and integrity as stated in the CSUSM Student Handbook. Every student is expected to submit original and independent work.

Be particularly careful to credit work through citations. In addition to direct quotations, you must also provide an in-text citation and an entry in your list of works cited for paraphrases and summaries of opinions or factual information not formerly known to the writer. If you decide to use another person’s ideas you must either quote the idea verbatim or completely rephrase the ideas in your own words and voice. Even when you paraphrase information, you still must cite the original source of the information (in-text and in your bibliography). Please give credit where credit is due, even in our class discussions. For example, if you have had an interesting conversation about a text or your learning with a friend, family, or group member, then acknowledge their contribution to your learning.

In academic work, you should follow a standardized format for your in-text citations and lists of works cited (for example, the formats created by the Modern Language Association [MLA], the American Psychological Association [APA], or Chicago Manual of Style).

Format for Assignments

All assignments must be typed using a reasonable font and point size. (12-point for serif fonts such as Times, Times New Roman, or Cambria; 10 or 11-points for sans serif fonts such as Verdana, Ariel, or Helvetica), one-inch margins, double-spaced, and stapled. You must correctly and consistently use a recognized citation style, for example MLA, APA, or Chicago. For a summary of the styles, visit <http://library.duke.edu/research/citing/workscited/>

Late Work

Papers and other assignments are to be turned in at the beginning of class on the due date or on the deadline specified. ***Late work will be reduced one letter grade per day. No work will be accepted over one week late*** without a valid written medical excuse or notice of death in the family. Work should be submitted in the format stipulated for each assignment (i.e. submit in class, post on Cougar Courses, etc.) Note that some course requirements cannot be submitted late. In addition, you have to be present for group presentations.

Questions Regarding Grades

If you have questions regarding grades for any course requirements, you must follow these guidelines: Read comments/feedback that I have given, then email me 24 hours *after* I have returned your papers to set an appointment to see me, and *within one week* of receiving your paper, project, exam, etc. You need to see me *in person* to discuss grades. No grade discussions will be made over email unless they are minor (i.e. I miscalculated marks on a quiz). After a week, you will have forfeited your chance to discuss any grade queries. You may of course come to me any time to discuss content of your papers, project, exam, or to discuss strategies on how to do better, etc.

The “plan ahead” and “back up your data” clause

Technical problems with your computer or printer are not an acceptable excuse for not submitting your work on time. Please save often, back up your work, and keep copies of emails to me in your “Sent” box. This way, in case you do encounter computer issues, you can show me that you had indeed been working on your paper or that you had made every effort to alert me.

Open Door Policy

You can discuss in person or through e-mail any questions or concerns you have regarding this course without worrying about it affecting your grade. It is best you come to me early on if you are having academic or personal issues that are preventing you from giving 100% to this course. While I do not need to know details, I need to have some idea of what’s going on with you before I can help you. It is more difficult to come to me begging for an extension once a deadline is passed.

Disability Accommodations/ADA Statement

Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300 and can be contacted by phone at (760) 750-4905, TDD (760) 750-4909 or by email at: dss@csusm.edu. Students authorized by DSS to receive accommodations should meet with me during my office hours, or in another private setting, in order to ensure your confidentiality.

WEEKLY SCHEDULE

Some adjustments to the schedule may be made during the term. Students are responsible for staying informed about possible changes in activities or due dates by attending class regularly and frequently monitoring email.

Date	Topic	Reading Assignment
Week 1	Introduction to course, syllabus, requirements, etc.	https://www.youtube.com/watch?v=Z1AKGL2rBXw
Week 2	History of Mobile Media	<p>Farman, Jason. (2012). "Historicizing Mobile Media: Locating Transformations of Embodied Space," in N. Arceneaux & A. Kavoori (Eds), <i>The Mobile Media Reader</i>. New York: Peter Lang. 9-22.</p> <p>Ling, Rich and Donner, Jonathan. (2009). <i>Mobile Communication</i>. Malden, MA: Polity Press. Chapter 2, 30-48.</p> <p>Goggin, Gerard. (2006). <i>Cell Phone Culture: Mobile technology in everyday life</i>. London: Routledge. Chapter 2, 19-40.</p>
Week 3	Mobility	<p>Goggin, Gerard and Hamilton, Caroline. (2012). "Reading After the Phone: E---reader and mobile media," in N. Arceneaux & A. Kavoori (Eds), <i>The Mobile Media Reader</i>. New York: Peter Lang. p. 102-119</p> <p>Kakihara, Masao & Sorensen, Carsten. (2001). Expanding the 'Mobility' Concept. <i>SIGGROUP Bulletin</i>, 22(3), 33-37.</p> <p>Gazzard, Alison. (2011). "Location, location, location: collecting space and place in mobile media." <i>Convergence</i>. 17(4): 405-417</p>
Week 4	Access	<p>Goggin, Gerard. (2006). <i>Cell Phone Culture: Mobile technology in everyday life</i>. London: Routledge. Chapter 5, 89-103.</p> <p>Donner, Jonathan. (2008). "Shrinking Fourth World?" In Katz, J. E. (Ed.). <i>Handbook of Mobile Communication Studies</i>. Cambridge, MA: MIT Press. 29-42.</p>
Week 5	Privacy and Surveillance	<p>Humphreys, Lee. (2010). Who's watching whom? A study of interactive technology and surveillance. <i>Journal of Communication</i>. 61(4). 575-595.</p> <p>Marwick, Alice. (2012). "Public Domain:</p>

Date	Topic	Reading Assignment
		Surveillance in everyday life." <i>Surveillance & Society</i> . 9(4): 378-393.
Week 6	Social Life	Ling, Rich and Donner, Jonathan. (2009). <i>Mobile Communication</i> . Malden, MA: Polity Press. Chapter 5. 107-133 Turkle, Sherry. (2008). "Always---On/Always---On---You: The Tethered Self." In Katz, J. E. (Ed.). <i>Handbook of Mobile Communication Studies</i> . Cambridge, MA: MIT Press. 121-137.
Week 7	Identity	Goggin, Gerard. (2006). <i>Cell Phone Culture: Mobile technology in everyday life</i> . London: Routledge. Chapter 3, 41-62. Katz, James E. and Sugiyama, Satomi. (2006). "Mobile phones as fashion statements: evidence from student surveys in the US and Japan." <i>New Media & Society</i> . 8(2): 321-337
Week 8	Intimacy	Crawford, Kate. "These Foolish Things: On Intimacy and Insignificance in Mobile Media," in <i>Foundations of Mobile Media Studies: Essential Texts on the Formation of a Field</i> , ed. J. Farman. NY & London, Routledge: 128-140. Albury, Kath and Bryon, Paul. (2016). "Safe on My Phone? Same-Sex Attracted Young People's Negotiations of Intimacy, Visibility, and Risk on Digital Hook-Up Apps," <i>Social Media + Society</i> . October-December: 1-10. DOI: 10.1177/2056305116672887 Casado, Elena and Lasén, Amparo, (2014) "What is disturbing and why not to disturb. On mobile phones, gender, and privacy within heterosexual intimacy," <i>Mobile Media & Communication</i> Vol. 2(3): 249-264 Hess, Aaron and Flores, Carlos. (2016). "Simply more than swiping left: A critical analysis of toxic masculine performances on <i>Tinder Nightmares</i> ." <i>New Media & Society</i> 1-18. DOI: 10.1177/1461444816681540
Week 9	Migrant Parenting	Uy-Tioco, Cecilia. (2007) "Overseas Filipino workers and text messaging," <i>Continuum: Journal of</i>

Date	Topic	Reading Assignment
		<p><i>Media and Cultural Studies</i>, 21 (2), 253–65</p> <p>Cabanes, Jason and Acedera, Kristel. (2012) "Of mobile phones and mother-fathers," <i>New Media and Society</i>, 14 (6), 916–30</p> <p>Madianou, Mirca. (2014) "Smartphones as polymedia," <i>Journal of Computer-Mediated Communication</i>, 19 (3), 667–80.</p> <p>Soriano, Cheryll Ruth R.; Lim, Sun Sun and Rivera-Sanchez, Milagros. (2015) "The Virgin Mary With a Mobile Phone: Ideologies of Mothering and Technology Consumption in Philippine Television Advertisements." <i>Communication, Culture & Critique</i>, 8: 1–19.</p>
Week 10	Politics and Social Activism	<p>Rheingold, Howard. (2008). "Mobile Media and Political Collective Action." In Katz, J. E. (Ed.). <i>Handbook of Mobile Communication Studies</i>. Cambridge, MA: MIT Press. 225-239.</p> <p>Qui, Jack Linchuan. (2014) "'Power to the People!' Mobiles, Migrants, and Social Movements in Asia." <i>International Journal of Communication</i> 8: 376–391.</p>
Week 11		<p>Lotam, Gilad; Graeff, Erhardt; Ananny, Mike; Gaffney, Devin; Pearce, Ian; and boyd, danah (2011) "The Arab Spring The Revolutions Were Tweeted: Information Flows during the 2011 Tunisian and Egyptian Revolutions." <i>International Journal of Communication</i> 5: 1375–1405.</p>
Week 12	ICT4D and Mobiles4D	<p>Donner, Jonathan (2010) "Framing M4D: The Utility of Continuity and the Dual Heritage of 'Mobiles and Development.'" <i>The Electronic Journal of Information Systems in Developing Countries</i>. 44.3: 1-16.</p> <p>http://www.ict4dc.org</p>
Week 13	Mobile Banking	<p>Hughes, Nick and Susie Lonie (2007) "M-PESA: Mobile Money for the 'Unbanked' Turning Cellphones into 24-Hour Tellers in Kenya." <i>Innovations: Technology, Governance, Globalization</i>, Winter/Spring Vol. 2, No. 1-2: 63-81.</p>
Week 14	Group Presentations	

Date	Topic	Reading Assignment
Week 15	Group Presentations	
Finals Week	Final Synthesis Paper	