

# INTA 481: Geopolitics of Information

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## *Fall 2025 Syllabus*

**Instructor:** Wendi Arant Kaspar

This syllabus is subject to change at the instructor's discretion.

### **Course Description:**

This course examines how information and different modes of communication are tools of political strategy or statecraft, of warfare or economic maneuvering. Using historical cases and contemporary sources, students will analyze the techniques and motivations to understand how states and non-state actors have weaponized information for different purposes. They will also explore theories in psychology, sociology and communications to gain an understanding of behavior, motivation and response within the geopolitics of information, information warfare and information statecraft. Topics covered include: mis/disinformation, foreign interference, "fake news", social media, artificial intelligence and IoT, and commercialization of data. Students will examine conceptualizations of information ethics and policy in global, international, societal and individual frames to facilitate considering their own positions.

This is a writing-intensive course. As such, there will be several writing assignments: they will not be academic but rather more technical papers (backed with academic and other evidence). These will include a topic proposal, an environmental scan, an information climate/media profile, a government information policy/strategy overview – all of which will be compiled and added to a case analysis or net assessment. There will be instruction on researching and evaluating sources and effective writing practice and there will be regular feedback on your written products.

**Prerequisite:** Junior or senior classification.

### **Course Outcomes:**

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

- Define key concepts related to geopolitics of information and related concepts (information warfare, information statecraft, mis/disinformation, malign foreign influence, cognitive security, etc).
- Explain how different strategies and methods of information have been used to gain advantage.
- Describe how different actors can influence groups to behave in a specific way using psychological and sociological factors.
- Discuss how information technology has been and may be used to enact widespread change through manipulation and exploitation at the macro (i.e., sociopolitical) and micro (personal) level.
- Assess creators and sources for credibility, bias/motivation and utility.
- Articulate their critical thinking, analysis and conclusions effectively using credible evidence and appropriate communication formats.

### **Readings:**

There will be no requirement to purchase reading materials for this class. All readings will be available through Texas A&M subscriptions or via open access sources. They will NOT be put on course reserve: readings and viewings will be available through Canvas or students will be provided citation information for required readings and taught how to search for known sources.

**Grading Policies:**

Texas A&M University Grading Scale:

A = 90-100 %, B = 80-89 %, C = 70-79 %, D = 60-69 %, F = 59% or lower

**Grading:**

Attendance/Participation in class	20%
<ul style="list-style-type: none"> <li>- Discussion and in-class activities</li> <li>- Lead two opening discussions</li> </ul>	
Country (or alternative) profile assignment	45%
<ul style="list-style-type: none"> <li>- Country proposal (9/5) – 5%</li> <li>- Government information policy/strategy overview (9/26) – 10%</li> <li>- Media/news and social media/public engagement profile (10/17) – 10%</li> <li>- Environmental scan of country (11/7) – 10%</li> <li>- Rough draft and peer review (11/24) – 10%</li> </ul>	
Scenario Analysis (What If) Final Project	25%
Final briefing and discussion of scenario analysis	10%

**Assignments:**

Preceding each class, students are expected to do each assigned reading or video and come prepared to discuss in class.

Starting week 4, students will sign up to **lead two opening discussions** (5 minutes), reading the assigned article or watching the video for that day and identifying an additional source on their country, summarizing and leading any discussion that follows.

The semester project will be a **scenario analysis**, an extended what-if scenario about an information information-related topic proposed by the student and approved by the instructor. There will be milestone assignments (environmental scan, information policy, news/media climate, and public engagement) throughout the semester that will help the student collect sources and develop understanding about the topic. It will result in a scenario analysis (what if) report of no more than 10 double-spaced pages (not including the collated profile assignments from earlier in the semester). There will also be a 5-minute final briefing on the report.

**Class format:**

In class time will be spent on brief lecture and in-class activities as well as discussion. Homework will consist primarily of readings and watching videos as well as reflection journals (in which you will consider the topics of the class in the context of your country project). The first 5 minutes of class will be devoted to updates, review and any relevant news anyone wants to share. Questions about the topic or assignments, etc. are encouraged during this time. Note that asking questions – and answering questions – will count strongly for participation.

<b>Week</b>	<b>Monday</b>	<b>Wednesday</b>	<b>Friday (“Lab”)</b>
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<p>Week 1 (8/25-29):</p>	<p><b>Introduction &amp; overview of course, assignments &amp; expectations</b></p> <p><b>HOMEWORK FOR NEXT CLASS:</b> READ Geopolitics of Information  <a href="https://www.belfercenter.org/publication/geopolitics-information">https://www.belfercenter.org/publication/geopolitics-information</a></p>	<p><b>Foundations of geopolitics of information</b></p> <p><b>HOMEWORK FOR NEXT CLASS:</b>  WATCH Digital Disconnect Abridged: Fake News, Privacy and Democracy (36 min version – ep. 2) <a href="http://lib-ezproxy.tamu.edu:2048/login?url=https://www.kanopy.com/en/txexasam/watch/video/2730809/5601026">http://lib-ezproxy.tamu.edu:2048/login?url=https://www.kanopy.com/en/txexasam/watch/video/2730809/5601026</a></p> <p><b><u><a href="#">Make appointment with me to meet before 9/15</a></u></b></p>	<p><b>Library Session by Janina Siebert - Scholarly sources for country specific research</b></p> <p><b>HOMEWORK FOR NEXT CLASS:</b>  WATCH Disinformation in the Digital Age: Are Citizens Prepared?  <a href="https://carnegieendowment.org/2020/12/01/disinformation-in-digital-age-are-citizens-prepared-event-7483">https://carnegieendowment.org/2020/12/01/disinformation-in-digital-age-are-citizens-prepared-event-7483</a></p> <p>READ Prochaska, Stephen, Julie Vera, Douglas Lew Tan, and Kate Starbird. "Misleading Ourselves: How Disinformation Manipulates Sensemaking." <i>arXiv preprint arXiv:2410.14858</i> (2024).  <a href="https://arxiv.org/pdf/2410.14858">https://arxiv.org/pdf/2410.14858</a></p>
<p>Week 2 (9/1-5):</p>	<p><b>MLK Jr – No class</b></p>	<p><b>Dis/mis-information, motivation, biases &amp; barriers</b></p> <p><b>HOMEWORK FOR NEXT CLASS:</b>  WATCH Information Manipulation -  <a href="https://www.turing.ac.uk/events/turing-lecture-information-manipulation">https://www.turing.ac.uk/events/turing-lecture-information-manipulation</a></p>	<p><b>Lab Review Session-</b> Primary and secondary sources - why academic articles are useful (data, method, other sources, mike drop) – credibility, expertise, authority</p> <p><b>Country proposal DUE</b></p> <p><b>GUIDED LAB - Government</b></p> <p><b>HOMEWORK FOR NEXT CLASS:</b>  READ  <a href="https://www.historians.org/about-aha-and-membership/aha-history-and-archives/gi-roundtable-series/pamphlets/em-2-what-is-propaganda-(1944)/the-story-of-propaganda">https://www.historians.org/about-aha-and-membership/aha-history-and-archives/gi-roundtable-series/pamphlets/em-2-what-is-propaganda-(1944)/the-story-of-propaganda</a></p>

<p>Week 3 (9/8-12):</p>	<p><b>Propaganda: Capturing hearts &amp; minds</b></p> <p><b>HOMEWORK FOR NEXT CLASS:</b> READ Zaharna, R. S., &amp; Uysal, N. (2016). Going for the jugular in public diplomacy: How adversarial publics using social media are challenging state legitimacy. <i>Public relations review</i>, 42(1), 109-119. <a href="http://lib-ezproxy.tamu.edu:2048/login?url=https://www.sciencedirect.com/science/article/pii/S0363811115001010">http://lib-ezproxy.tamu.edu:2048/login?url=https://www.sciencedirect.com/science/article/pii/S0363811115001010</a></p>	<p><b>Public diplomacy &amp; public rhetoric</b></p> <p><b>HOMEWORK FOR NEXT CLASS:</b> WATCH The Cyber Shell Game – War, Information Warfare, and the Darkening Web - <a href="https://www.youtube.com/watch?v=ZKh1_9ZGtgA">https://www.youtube.com/watch?v=ZKh1_9ZGtgA</a> – (start watching at minute 34 through 48)</p>	<p><b>Library Session by Janina Siebert on news media (domestic, foreign and social media)</b></p> <p><b>HOMEWORK FOR NEXT CLASS:</b> READ a chapter of your choice in Mueller, M. L. (2010). Networks and states: The global politics of Internet governance. MIT press. <a href="http://lib-ezproxy.tamu.edu:2048/login?url=https://direct.mit.edu/books/monograph/3349/Networks-and-StatesThe-Global-Politics-of-Internet">http://lib-ezproxy.tamu.edu:2048/login?url=https://direct.mit.edu/books/monograph/3349/Networks-and-StatesThe-Global-Politics-of-Internet</a></p>
<p>Week 4 (9/15-19):</p>	<p><b>Global Information Environment: Information/Communication ecosystem, infrastructure &amp; policy, Internet governance and information sovereignty</b></p> <p><b>HOMEWORK FOR NEXT CLASS:</b> WATCH The Weaponization of Data: Cambridge Analytica, Information Warfare &amp; the 2016 Election of Trump - <a href="https://www.youtube.com/watch?v=BZ6I6uYlePo">https://www.youtube.com/watch?v=BZ6I6uYlePo</a></p>	<p><b>Malign foreign influence &amp; interference</b></p> <p><b>HOMEWORK FOR NEXT CLASS:</b> WATCH 3 kinds of bias that shape your worldview - <a href="https://www.ted.com/talks/j_marshall_shepherd_3_kinds_of_biases_that_shape_your_worldview?language=en">https://www.ted.com/talks/j_marshall_shepherd_3_kinds_of_biases_that_shape_your_worldview?language=en</a></p>	<p><b>Lab session on Credibility assessment: frameworks &amp; strategies</b></p> <p><b>HOMEWORK FOR NEXT CLASS:</b> READ The Autocrat in Your iPhone: How Mercenary Spyware Threatens Democracy – Foreign Affairs, Jan/Feb 2023. <a href="http://lib-ezproxy.tamu.edu:2048/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=poh&amp;AN=160920230&amp;site=ehost-live&amp;scope=site&amp;authtype=shib&amp;custid=s8516548">http://lib-ezproxy.tamu.edu:2048/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=poh&amp;AN=160920230&amp;site=ehost-live&amp;scope=site&amp;authtype=shib&amp;custid=s8516548</a></p>
<p>Week 5 (9/22-26):</p>	<p><b>Government surveillance &amp; myth of privacy</b></p> <p><b>HOMEWORK FOR NEXT CLASS:</b> READ a chapter of your choice in Krieg, A. (2023). <i>Subversion: The Strategic Weaponization of Narratives</i>. Georgetown</p>	<p><b>“The Story matters more” – rhetoric as reality</b></p> <p><b>HOMEWORK FOR NEXT CLASS:</b> READ a chapter of your choice in Rich, M. D. (2018). Truth decay: An initial exploration of the diminishing role of facts and analysis in American public life.</p>	<p><b>Lab session on Finding data</b></p> <p><b>Government Info Policy profile due</b></p> <p><b>HOMEWORK FOR NEXT CLASS:</b> WATCH After Truth: Disinformation and the Cost of Fake News <a href="http://lib-ezproxy.tamu.edu:2048/login?url=https://www.youtube.com/watch?v=ZKh1_9ZGtgA">http://lib-ezproxy.tamu.edu:2048/login?url=https://www.youtube.com/watch?v=ZKh1_9ZGtgA</a></p>

	<p><b>University Press.</b> <a href="http://lib-ezproxy.tamu.edu:2048/login?url=https://www.jstor.org/stable/j.ctv31jm8tm">http://lib-ezproxy.tamu.edu:2048/login?url=https://www.jstor.org/stable/j.ctv31jm8tm</a></p>	<p>Rand Corporation. <a href="https://www.rand.org/content/dam/rand/pubs/research_reports/RR2300/RR2314/RAND_RR2314.pdf">https://www.rand.org/content/dam/rand/pubs/research_reports/RR2300/RR2314/RAND_RR2314.pdf</a></p>	<p><a href="https://www.kanopy.com/en/texasam/watch/video/6799814">url=https://www.kanopy.com/en/texasam/watch/video/6799814</a></p>
<p>Week 6 (9/29-10/3):</p>	<p><b>Traditional Media, the Press &amp; being informed</b></p> <p><b>HOMEWORK FOR NEXT CLASS:</b> READ Arin, K. Peren, Deni Mazrekaj, and Marcel Thum. "Ability of detecting and willingness to share fake news." <i>Scientific Reports</i> 13, no. 1 (2023): 7298. <a href="http://lib-ezproxy.tamu.edu:2048/login?url=https://www.nature.com/articles/s41598-023-34402-6">http://lib-ezproxy.tamu.edu:2048/login?url=https://www.nature.com/articles/s41598-023-34402-6</a></p>	<p><b>"Fake News" &amp; how we know what we know</b></p> <p><b>HOMEWORK FOR NEXT CLASS:</b> READ Moore-Gilbert, Kylie, and Zainab Abdul-Nabi. "Authoritarian downgrading,(self) censorship and new media activism after the Arab Spring." <i>New Media &amp; Society</i> 23, no. 5 (2021): 875-893. <a href="http://lib-ezproxy.tamu.edu:2048/login?url=https://journals.sagepub.com/doi/full/10.1177/1461444818821367">http://lib-ezproxy.tamu.edu:2048/login?url=https://journals.sagepub.com/doi/full/10.1177/1461444818821367</a></p>	<p><b>Lab session on Citing your evidence</b> - Data/evidence – what do we mean? Why is it important?</p> <p><b>HOMEWORK FOR NEXT CLASS:</b> READ Galloway, C. (2016). Media jihad: What PR can learn in Islamic State’s public relations masterclass. <i>Public Relations Review</i>, 42(4), 582-590. <a href="http://lib-ezproxy.tamu.edu:2048/login?url=https://www.sciencedirect.com/science/article/pii/S0363811116300960">http://lib-ezproxy.tamu.edu:2048/login?url=https://www.sciencedirect.com/science/article/pii/S0363811116300960</a></p>
<p>Week 7 (10/6-10):</p>	<p><b>Social Media as a Sociopolitical Force (influencers and disruptors)</b></p> <p><b>HOMEWORK FOR NEXT CLASS:</b> WATCH How online social movements translate to offline results (PBS) - <a href="https://www.youtube.com/watch?v=DTOc1uMOIU">https://www.youtube.com/watch?v=DTOc1uMOIU</a></p>	<p><b>Social movements, civic engagement &amp; information activism</b></p> <p><b>HOMEWORK FOR NEXT CLASS:</b> READ Douglas, K. M., Sutton, R. M., &amp; Cichocka, A. (2017). The psychology of conspiracy theories. <i>Current directions in psychological science</i>, 26(6), 538-542. <a href="https://pmc.ncbi.nlm.nih.gov/articles/PMC5724570/">https://pmc.ncbi.nlm.nih.gov/articles/PMC5724570/</a></p>	<p><b>Lab Session on social, data, culture, ed, news, media</b></p> <p><b>HOMEWORK FOR NEXT CLASS:</b> WATCH 9/11: Truth, Lies and Conspiracies <a href="http://lib-ezproxy.tamu.edu:2048/login?url=https://video.alexanderstreet.com/watch/9-11-truth-lies-and-conspiracies">http://lib-ezproxy.tamu.edu:2048/login?url=https://video.alexanderstreet.com/watch/9-11-truth-lies-and-conspiracies</a></p>
<p>Week 8 (10/13-17):</p>	<p><b>Fall break – No Class</b></p>	<p><b>Conspiracy theories</b></p> <p><b>HOMEWORK FOR NEXT CLASS:</b> READ Inoculation theory: Using misinformation to fight misinformation - <a href="https://theconversation.com/in">https://theconversation.com/in</a></p>	<p><b>Lab session on triangulating and inoculating information</b></p> <p><b>HOMEWORK FOR NEXT CLASS:</b> READ Jackson, Colin F. "Information is not a weapons system." <i>Journal of Strategic</i></p>

		<a href="#">oculation-theory-using-misinformation-to-fight-misinformation-77545</a>	<i>Studies</i> 39, no. 5-6 (2016): 820-846. <a href="http://lib-ezproxy.tamu.edu:2048/login?url=https://www.tandfonline.com/doi/full/10.1080/01402390.2016.1139496">http://lib-ezproxy.tamu.edu:2048/login?url=https://www.tandfonline.com/doi/full/10.1080/01402390.2016.1139496</a>
Week 9 (10/20-25):	<b>Situational Awareness – Exploring What If scenario approaches</b>  <b>HOMEWORK FOR NEXT CLASS:</b> WATCH The internet in the balance: UN discussions and our online future <a href="https://www.youtube.com/watch?v=CyUYvzzVFuU">https://www.youtube.com/watch?v=CyUYvzzVFuU</a>	Situational awareness part 2 - Creativity and inductive reasoning  <b>HOMEWORK FOR NEXT CLASS:</b> DataViz webinar - David McCandless - Information is beautiful - <a href="https://www.youtube.com/watch?v=CSQOIYPEflo">https://www.youtube.com/watch?v=CSQOIYPEflo</a>	<b>Lab session on Visualization for sensemaking</b>  <b>HOMEWORK FOR NEXT CLASS:</b> Kathryn Bolkovac - <a href="https://www.youtube.com/watch?v=UeryHNIJTL0">https://www.youtube.com/watch?v=UeryHNIJTL0</a>
Week 10 (10/27-31):	<b>Weaponizing Truth: leaks, censorship and unauthorized transfer of information</b>  <b>HOMEWORK FOR NEXT CLASS:</b>  WATCH The Psychology of Misinformation <a href="https://kottke.org/22/01/the-psychology-of-misinformation">https://kottke.org/22/01/the-psychology-of-misinformation</a>	<b>Epistemology and Ethics (microethics and macroethics)</b>  <b>HOMEWORK FOR NEXT CLASS:</b> WATCH Michelle Golden (Tedx) <a href="https://www.youtube.com/watch?v=2N03L6OaxeE">https://www.youtube.com/watch?v=2N03L6OaxeE</a>	<b>Lab session on Elevator speech</b>  <b>HOMEWORK FOR NEXT CLASS:</b> READ 2 sections in Global Public Opinion on Artificial Intelligence (GPO-AI) <a href="https://utoronto.sharepoint.com/sites/ArtSci-SRI-External/Documents/Forms/AllItems.aspx?id=%2Fsites%2FArtSci%2DSRI%2DEternal%2FDocuments%2FGPO%2DAI%5FFinal%20Version%5FMay%2027%5Fupdated%2Epdf&amp;parent=%2Fsites%2FArtSci%2DSRI%2DEternal%2FDocuments&amp;p=true&amp;ga=1">https://utoronto.sharepoint.com/sites/ArtSci-SRI-External/Documents/Forms/AllItems.aspx?id=%2Fsites%2FArtSci%2DSRI%2DEternal%2FDocuments%2FGPO%2DAI%5FFinal%20Version%5FMay%2027%5Fupdated%2Epdf&amp;parent=%2Fsites%2FArtSci%2DSRI%2DEternal%2FDocuments&amp;p=true&amp;ga=1</a>
Week 11 (11/3-7):	<b>Artificial Intelligence, machine learning &amp; “Big Data” (and grid)</b>  <b>HOMEWORK FOR NEXT CLASS:</b> READ Magara, Tinashe, and Yousheng Zhou. "Internet of Things (IoT) of	<b>Tech as driver &amp; disruptor: IoT and other tech trends &amp; innovations</b>  <b>HOMEWORK FOR NEXT CLASS:</b> READ Chapter 2: From Information Warfare to Information Operations and	<b>Cyber Guest speaker: John Romero?</b>  <b>HOMEWORK FOR NEXT CLASS:</b> Walsh, K., Wallace, A., Pavis, M., Olszowy, N., Griffin, J., & Hawkins, N. (2021). Intellectual property rights and access in

	<p>Smart Homes: Privacy and Security." <i>Journal of Electrical and Computer Engineering</i> 2024, no. 1 (2024): 7716956.  <a href="http://lib-ezproxy.tamu.edu:2048/login?url=https://onlinelibrary.wiley.com/doi/10.1155/2024/7716956">http://lib-ezproxy.tamu.edu:2048/login?url=https://onlinelibrary.wiley.com/doi/10.1155/2024/7716956</a></p>	<p>Cyber Warfare in <i>Global Information Warfare: The New Digital Battlefield</i>, Second Edition – by Andrew Jones, Gerald L. Kovacich.  <a href="http://proxy.library.tamu.edu/login?url=http://www.taylorfrancis.com/books/9781498703260">http://proxy.library.tamu.edu/login?url=http://www.taylorfrancis.com/books/9781498703260</a></p> <p>Make appointment to meet with me before 11/21</p>	<p>crisis. <i>IIC-International Review of Intellectual Property and Competition Law</i>, 52, 379-416.  <a href="http://proxy.library.tamu.edu/login?url=https://link.springer.com/article/10.1007/s40319-021-01041-1">http://proxy.library.tamu.edu/login?url=https://link.springer.com/article/10.1007/s40319-021-01041-1</a></p>
<p>Week 12 (11/10-14):</p>	<p><b>Economic statecraft: Information as commodity and intellectual property protection</b></p> <p><b>HOMEWORK FOR NEXT CLASS:</b> READ US Spies Are Buying Americans’ Private Data. Congress Has a New Chance to Stop It. <i>Wired Magazine</i> -  <a href="https://www.wired.com/story/ndaa-2023-davidson-jacobs-fourth-amendment/">https://www.wired.com/story/ndaa-2023-davidson-jacobs-fourth-amendment/</a></p> <p>WATCH Information Warfare: Bad Actors in the Information Space -  <a href="https://www.youtube.com/watch?v=hKlGl1C1ic">https://www.youtube.com/watch?v=hKlGl1C1ic</a></p>	<p>“Information should be free” – tension between open access, IP and national security</p> <p><b>HOMEWORK FOR NEXT CLASS:</b> WATCH Securing Your IoT Devices -  <a href="https://www.youtube.com/watch?v=7zWVxrjlpE">https://www.youtube.com/watch?v=7zWVxrjlpE</a></p>	<p>Lab Session on jobs, resume – how to value add in AI/Tech</p> <p><b>EXERCISE:</b> Resume workshop and value statements in letter</p> <p><b>HOMEWORK FOR NEXT CLASS:</b> READ <u>one</u> chapter of your choice in Data cartels: the companies that control and monopolize our information.  <a href="http://lib-ezproxy.tamu.edu:2048/login?url=https://ebookcentral.proquest.com/lib/tamucs/detail.action?docID=29973005">http://lib-ezproxy.tamu.edu:2048/login?url=https://ebookcentral.proquest.com/lib/tamucs/detail.action?docID=29973005</a></p>
<p>Week 13 (11/17-21):</p>	<p><b>Commercialization of personal Information (&amp; government leverage of commercial sources)</b></p> <p><b>HOMEWORK FOR NEXT CLASS:</b> WATCH Davis, J. I., Boudreaux, B., Welburn, J. W., Aguirre, J., Ogletree, C., McGovern, G., &amp; Chase, M. S. (2017). Stateless attribution: Toward international accountability in cyberspace.</p>	<p><b>Criminal activity</b></p> <p><b>HOMEWORK FOR NEXT CLASS:</b> WATCH Value of your personal data - <a href="http://lib-ezproxy.tamu.edu:2048/login?url=https://topdocumentaryfilms.com/value-your-personal-data/">http://lib-ezproxy.tamu.edu:2048/login?url=https://topdocumentaryfilms.com/value-your-personal-data/</a></p> <p>READ the license agreement for one of the apps on your phone –</p>	<p><b>Digital footprint, privacy &amp; Exploitation of Information</b></p> <p><b>IN CLASS:</b> Self audit, Phone exercise</p> <p><b>HOMEWORK FOR NEXT CLASS:</b> Polizzi, G. (2023). Internet users’ utopian/dystopian imaginaries of society in the digital age: Theorizing critical digital literacy and civic engagement. <i>new media &amp;</i></p>

	<a href="https://www.rand.org/nsrd/projects/cyberspace-accountability.html">https://www.rand.org/nsrd/projects/cyberspace-accountability.html</a>	what are you agreeing to and how are they using your data?	society, 25(6), 1205-1226. <a href="http://lib-ezproxy.tamu.edu:2048/login?url=https://journals.sagepub.com/doi/full/10.1177/14614448211018609">http://lib-ezproxy.tamu.edu:2048/login?url=https://journals.sagepub.com/doi/full/10.1177/14614448211018609</a>
Week 14 (11/24-28):	<b>Discussion on Final Project</b> <b>DUE in class: Near Final Draft for peer review (DO COUNTRY GROUPS)</b> <b>HOMEWORK FOR NEXT CLASS:</b> Peer review of your assigned paper WATCH a film of your choice	<b>Thanksgiving break – No class</b>	
Week 15 (12/1-5):	<b>Peer review reporting out (COUNTRY GROUPS)</b>	<b>IN CLASS: Student Film discussion (no need to prepare anything formal)</b> <b>HOMEWORK FOR NEXT CLASS:</b> Finish your papers and prep for next week’s five min briefing	<b>IN CLASS: 3-5 min Project Briefing</b> <b>Class evaluations &amp; final consult on drafts</b>
Week 16 (12/8-12):	<b>IN CLASS: 3-5 min Project Briefing</b> <b>Class evaluations &amp; final consult on drafts</b>	<b>Reading day - No class</b>	<b>FINAL PROJECT DUE ON DECEMBER 12 BY MIDNIGHT!</b>