



PRATT INSTITUTE  
SCHOOL OF INFORMATION  
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## LIS 619 INFORMATION AND HUMAN RIGHTS

ALL COURSE MATERIALS AVAILABLE ON MOODLE (LMS.PRATT.EDU)

CLASS HOURS: TUESDAYS 6:30-9:20PM, ROOM 602

OFFICE HOURS (BY APPOINTMENT): ROOM 604B:

MON: 5-6PM

TU: 1:30-2:30PM ; 9:20-10PM

### Course Description:

As information technologies make information more available, people rely and expect information to support their social interactions, education, employment, civic participation and other aspects of their lives and to view information as a *de facto* right.

This course will provide students with in-depth understanding of information as a human right and will equip them to understand how to use and communicate law, technology, professional standards and information sources to promote information rights and equitable access to users.

The course will begin by exploring the right to information as a human right by examining the legal and ethical support to information rights. We will examine how information affects social, cultural, economic and legal structures and improves people's lives. Similarly we will examine how the lack of information robs people of their basic human-rights. We will answer these questions by examining cases in both the United States and abroad and providing tools to assist specific communities. The course will explore the importance of information to humans political, social and economic rights through a series of past and current case studies.

In this course we will discuss the following questions:

How can information support greater human rights?

How can policies support better information practices?

How can we best deliver information to communities of users?

### What are the student learning outcomes?

By the end of this course students will gain in-depth knowledge in:

- Information and human rights in social, cultural, economic, legal, and political contexts.
- Methods and sources to support information needs

- The impacts of technological development and change on information as a right.
- Information access and use as rights.
- Relationships between information, human rights, and social justice.
- Factors that create information inequalities.
- Rights and disadvantaged populations.
- Rights in the context of information institutions (libraries, archives, and museums).
- The professional challenges presented by information as a human right.
- The processes of designing and assessing programs to promote information access.

### **e-Portfolio**

Starting Fall 2012, all students entering the MSLIS degree program are required to complete an e-portfolio that must be approved by their advisor before they will be permitted to graduate. The e-Portfolio provides students with an opportunity to showcase their best work from the courses they have taken at SILS, and an opportunity to demonstrate they have met the learning objectives of a Master of Information and Library Science.

Work completed for this course may be included in the e-portfolio.

Students must demonstrate that their work fulfills at least one of the following learning outcomes:

Students carry-out and apply research

Students demonstrate excellent communication skills and create and convey content

Students use information technology and digital tools effectively

Students apply concepts related to use and users of information and user needs and perspectives

Students perform within the framework of professional practice

Detailed information on the learning outcomes, requirements and how to create your e-portfolio is available from: <https://www.pratt.edu/academics/information-and-library-sciences/sils-eportfolio/>

Assignment in this will meet the following student learning outcomes:

SLO I: Research

SLO II: Communication

SLO V: Professional practice

### Communicating with your Professor

E-mail is the best way. Please use [drabina@pratt.edu](mailto:drabina@pratt.edu)

***In the subject line please write "6xx firstname lastname"***

E-mails are answered within 24h on weekdays and within 48h on weekends

### Notice on research, archiving and photographs:

1. Students taking this class may be asked to participate in faculty-sponsored research, and assignments, excluding any identifying information, may be used for research purposes.

2. Student work may be made available through institutional or departmental repositories or faculty websites. Students still retain intellectual property rights on their work but Pratt has the right to use and display your work (for more information see Pratt's Intellectual Property Policy available at: [http://www.pratt.edu/about\\_pratt/mission\\_and\\_governance/office\\_of\\_the\\_provost/policies\\_and\\_forms/](http://www.pratt.edu/about_pratt/mission_and_governance/office_of_the_provost/policies_and_forms/))
3. Students in the class may be photographed during class related activities. Photographs may be archived in institutional or departmental repositories. Photographs may be name tagged. If you object to this practice, please communicate with me at the beginning of the semester.

### Moodle

Pratt uses Moodle, a learning management system, to enhance classroom learning. All students enrolled in the course have access to course materials on Moodle. Please make sure you know how to access and use Moodle.

Access Moodle from [lms.pratt.edu](http://lms.pratt.edu) (works better than <https://www.pratt.edu/mypratt/> )

Also, please note that Moodle facilitates communication using Pratt e-mail only. If you do not use your Pratt account, please have the Pratt e-mail forwarded to the account that you do use (you can do this through Pratt web-mail).

Finally, be aware that Moodle tracks all your activities while logged-on, excluding email activity (i.e., if you e-mail another student in the class, your professor will not be aware of that, but your professor can see when you log-on, what you accessed, etc.)

### Course Requirements

Don't say you didn't know:

1. ALL assignments must be completed in order to receive a passing grade in the course.
2. Assignments should be uploaded to Moodle unless otherwise instructed. DO NOT e-mail assignments unless by prior arrangement.
3. All citations must be in APA style.
4. Late papers will receive a reduced grade.
5. Late papers will receive a grade but no comments.
6. Pratt policy: Students with extensive absences (three or more for any reason) may be required to drop the course.
7. Read assigned readings prior to class.

### Pratt's Grading Scale

Superior work:	A 4.0 (96-100)	A- 3.7 (90-95)	
Very good work:	B+ 3.3 (87-89)	B 3.0 (83-86)	B- 2.7 (80-82)
Marginally satisfactory:	C+ 2.3 (77-79)	C 2.0 (70-76)	
Failed:	F 0.0 (0-69)		

## Assignments

I. Participation	10%
II. <i>Blueprint</i> – group	30%
III. Term project	45%
IV. <i>Blueprint</i> – individual	15%

### **I. Participation (10%)**

Attendance and participation are required. It is fully expected that students participate and contribute to classroom discussion in a meaningful manner. Simply attending class will not suffice; students must participate in order to earn this portion of the final grade.

Please notify your professor if you know you will be absent.

Please note that it is **in your best interest** to participate in class, it is the best way to guarantee that your professors get to know you, remember you, and have something meaningful to say about you when you ask us to write letters of recommendation for you.

**Students with 3 absences** (for any reason, including documented medical reasons) cannot expect to receive an A in the course and, in accordance with Pratt Institute policy, may be asked to drop the class.

### **II. Blueprint – group (30%)**

For their class project we will chart the field of information and human rights along philosophical and thematic lines that will reflect individuals, schools of thoughts, events in the field. The outcome will be three (or TBD) posters/charts that provide a blueprint to information and human rights.

### **III. Term Project (45%)**

Each student will complete a project of their choice that uses information to support human rights and related to the US 2030 Agenda. This can be a term paper, a video, a visualization, or other. Intermediate deadlines:

**Feb 13:** Proposal – up to 150 word title and description of your proposed term project. Include title, type of project, and description.

**March 20:** Update – up to 1500 words of what you have so far. Should include a fairly developed bibliography and about half the term project completed

**April 17** – submit e-portfolio ready report for your respective degree with the School of Information

**April 24** – Final project due, Individual poster due, class posters due

**May 1**- Class presentations

### **IV. *Blueprint* – Individual (15%)**

Chart/map that reflects the way in which your term projects maps out information and human rights.

## Information and Human Rights – Spring 2018

As the name implies, this course is at the intersection of information and human rights, and in this way its origins are bi-disciplinary. We will begin by gaining a better understanding of human rights – the theories, scope, laws and ethics of human rights, through readings and seminar-study discussions. We will learn of related terms such as *development* and *globalization* and their relation to human rights. Next we will introduce the concept of information, including its many variants such as disinformation. Our main goal is to examine the ways in which information professionals can support human rights work.

We will take a critical perspective and examine some of the questionable sides of human rights work, such as the corruption in many aid organizations, the give-us-trade-not-aid movement, the role of the media, and more.

This will be covered in the first 5-6 weeks of the semester.

The second part of the semester will be devoted to the application of information to human rights through the United Nations Sustainable Development Goals (SDG) also called the UN 2030 Agenda. There are 17 goals and 167 Targets spanning economic, environmental and social development in the SDG, and of these four focus narrowly on information. Each week we will question and understand how the role of information is defined in the SDGs, whether through readings and case studies, and how information contributes to development, and how we as information professionals can personally contribute.

We will be using a unique pedagogy called *Blueprint for Counter Education*. Originally published in 1970, this curriculum-in-a-box supported the Critical Studies curriculum at CalArts. The box (2016 edition) includes two booklets and 3 posters that map the intellectual thought, thinkers and philosophies in postmodern thought. In class, we will work to map the field of information and human rights along lines that reflect its intellectual and ethical foundation. The *Blueprint* encourages critical, non-linear, conceptual, and design thinking approach to education.

The outcome of this second part of the semester (UN 2030 Agenda) is an individual project that contributes to human rights with the use of information. This can be a research paper, a website, a visualization, a video, a green-paper, using methods such as literature review, data collection, data analysis, storytelling techniques and more.

### Schedule: Spring 2018

<b>Class</b>	<b>Topic</b>	<b>Due</b>
1. Jan 16	Introduction to the course Understanding human rights	
2. Jan 23	Human rights - continued, information introduced. <i>The Blueprint for Counter Education</i>	
3. Jan 30	The intersection of information and human rights	
4. Feb 6	Global citizenship and local politics	
5. Feb 13	<i>Blueprint</i> workshop	Term project proposal
6. Feb 20	UN-Sustainable development goals	
Fri-Sat 2/23-24	FAT Conference <a href="https://fatconference.org/index.html">https://fatconference.org/index.html</a>	
7. Feb 27	Research methods and sources	
Feb 26- mar 2	Endangered Data Week <a href="http://endangereddatabeek.org/">http://endangereddatabeek.org/</a>	
8. Mar 6	Information as a human right and the role of information professionals	
9. Mar 20	Hidden archives – declassification, information activism and uncovering hidden truths	Term project update
10. March 27	Thinking critically about data and information	
11. Apr 3	Reporting about human rights – the role of the media	
12. Apr 10	NGO's – give us trade, not aid	
13. Apr 17	Mapping/charting	Portfolio SLOs
14. Apr 24	Mapping/charting	Individual project + poster
15. May1	Final presentations	Poster: 3 class

A note on the readings:

Readings are available in one of three places: Pratt databases, online (open-access) or on Moodle. The readings are listed in the order in which you should read them.

### **Class 01 | Jan. 16**

Introduction to the course (housekeeping)

Understanding human rights

*The first hour of class will be devoted to going over the syllabus, assignments, calendar, special events and more.*

*During the second part we will discuss what human rights means, using the Clapman reading as the foundation of the discussion, supplemented by the podcast.*

Clapman, Andrew. (2015) *Human rights: A very short introduction*. Oxford University Press. [Available from NYPL online]. Accompanying website from the publisher includes expanded materials: <http://graduateinstitute.ch/clapham-humanrights>

The Power of Words: Eleanor Roosevelt's Declaration of Human Rights Speech [podcast]

<http://wamc.org/post/power-words-eleanor-roosevelts-declaration-human-rights-speech#stream/0> [58min]

To whet your palate:

Kristof, Nicholas (2018, Jan 6), Why 2017 Was the Best Year in Human History. *The New York Times*. [available from <https://nyti.ms/2EdXTkH> ]

### **Class 02 | Jan 23**

Human rights - continued, information introduced.

*The Blueprint for Counter Education*

*During the first hour I will explain the Blueprint and propose a way we can apply this pedagogical approach to the course.*

*In the second part of the class, we will continue the discussion on the nature of human rights, and introduce the concept of information.*

I. Blueprint:

A review of the 2016 reprint that explains the concepts of the *Blueprint*.

<https://hyperallergic.com/298405/blueprint-for-counter-education-republished-and-still-daring-after-all-these-years/>

A 43min audio interview with the publishers of the second edition. <http://library-cafe.blogspot.com/2016/10/adam-michaels-and-jeffrey-t-schnapp.html>

Blueprint, official website: <http://blueprintforcountereducation.com/index.html>

II. Human Rights

Sen, Amartya (2009). Human rights and global imperatives. In: *The idea of justice*. Cambridge, Mass: Belknap Press of Harvard University Press. Pp 355-387.

[available from PMC 320.011 S474] and Moodle (sidebar pp 384-416).

Ramcharan, Bertrand (2018 Jan 7). Leave the UN Human Rights treaty alone. *Passblue*. [available from <http://www.passblue.com/author/bertrand-ramcharan/> ]

### III. Information

Britz, J., Hoffmann, A., Poneis, S., Zimmer, M., & Lor, P. (2013). On considering the application of Amartya Sen's capability approach to an information-based rights framework. *Information Development*, 29(2), 106-113. [Available from Moodle]

## **Class 03 | Jan 30**

The intersection of information and human rights

*This week we will begin discussion the ways in which information support human rights work and ask whether Information and Human Rights requires of Oxford comma or not. In other works, whether this is an bi-disciplinary or inter-disciplinary field of inquiry, as defined here: <https://www.ncbi.nlm.nih.gov/pubmed/17330451> Our charting/concept mapping continues throughout.*

Britz, J. J. (2008). Making the Global Information Society Good: A Social Justice Perspective on the Ethical Dimensions of the Global Information Society. *Journal Of The American Society For Information Science & Technology*, 59(7), 1171-1183. [Available from Moodle]

Froehlich, Thomas J (2017). A Not-So-Brief Account of Current Information Ethics: The Ethics of Ignorance, Missing Information, Misinformation, Disinformation and Other Forms of Deception or Incompetence. BiD: Textos universitaris de biblioteconomia I documentacio, 39. Available from <http://bid.ub.edu/en/39/froehlich.htm>

Singh, Kshitij K., Human Rights in Information Age: Emerging Issues and Challenges (May 16, 2015). Available at SSRN: <http://ssrn.com/abstract=2606863> or <http://dx.doi.org/10.2139/ssrn.2606863>

The perils of infrastructure:

Tufekci, Zeynep (2018, Jan 7). The looming digital meltdown. *The New York Times*. [available from <https://nyti.ms/2Ed2Lqj> ]

## **Class 04 | Feb 6**

Global citizenship and local politics

*Now that we have a better understanding of human rights, we will look at some of human right's close cousins: Globalization and development*

Steger, Manfred B (2017). Globalization: Very short introduction. Oxford University Press. 4<sup>th</sup> edition. Chapter 1: Globalization: a contested concept [available from NYPL online]

Bielby, Jared (2015). Global Digital Citizenship, *International Review of Information*



*Ethics 23 (2-3)*

[available from <http://www.i-r-i-e.net/inhalt/023/IRIE-023-01.pdf>]

Iliadis, Andrew (2015) The Right to Nonparticipation for Global Digital Citizenship. *Advocacy International Review of Information Ethics 23 (20-34)*

[available from <http://www.i-r-i-e.net/inhalt/023/IRIE-023-03.pdf>]

### **Class 05 | Feb 13**

To be confirmed

Blueprint workshop w/Jeffrey Schanapp (Harvard University, Graduate School of Design  
<http://www.gsd.harvard.edu/person/jeffrey-schnapp/> )

### **Class 06 | Feb 20**

UN-Sustainable development goals

*In this week we introduce the UN 2030 Agenda, also called UN Sustainable Development Goals (SDG). As the semester continues we will discuss the forthcoming class topics vis-à-vis the SDGs. We will continue mapping/charting our BLUEPRINT for Information and human rights.*

United Nations sustainable development goals <https://sustainabledevelopment.un.org/> .  
Focus on Targets 16.10, target 11.4, targets 5b, 9c, 17.8.

Powering sustainable development with access to information  
<https://en.unesco.org/ipdc-talks>. Watch at least 1-2 of the recorded talk here, they are on the right column and are about 6-15 min long each. <https://en.unesco.org/powering-sustainable-development-access-information/watch-back-all-talks>

Libraries, development and the UN 2030 agenda <https://www.ifla.org/libraries-development>

### **Class 07 | Feb 27**

Research methods and sources

*With an eye towards our individual research projects, we will study the methods and sources used when supporting human rights work with information. We will also devote one hour of this week's class by participating in Endangered Data Week. We will do so by contributing to the Wikimedia professional projects*  
[https://outreach.wikimedia.org/wiki/GLAM/Get\\_started](https://outreach.wikimedia.org/wiki/GLAM/Get_started)

Boechat , Marina Pantoja & Carvalho Pereira , Débora de (2015)

Reverse mediations: digital methods of social research for digital citizenship. *International Review of Information Ethics 23 (71-82)*

[available from <http://www.i-r-i-e.net/inhalt/023/IRIE-023-08.pdf>]

Datanav, (2016, May) a guide designed to help you navigate and integrate digital data into your human rights research. **Browse**. [available from <https://www.theengineerroom.org/datnav-digital-data-in-human-rights-research/> ]

Presentation of sources - to come.

**Fri-Sat Feb 23/24 @The New School, 40 Washington Square South**

FAT conference: Conference on Fairness, Accountability, and Transparency

Since this conference is outside regular class hours I cannot enforce attendance, but I encourage all students to attend. If more than 8 students can attend we can substitute this for 1-2 weekly meeting.

Your \$40 registration fee will be covered by the School of Information.

Conference program and details: <https://fatconference.org/index.html>

**Class 08 | March 6**

Information as a human right and the role of information professionals

*This week we will discuss the professional and ethical responsibilities of information professionals in supporting human rights work, and look at examples of projects, trying to relate case studies to the UN 2030 Agenda.*

Hudson, Dave (2012). Unpacking “information inequality”: Toward a critical discourse of global justice in library and information science. *Canadian Journal of Information and Library Science*, 36(3): 69-87. [available from Project Muse]

Lenart, Bartłomiej, Koshelek, Miranda (2014/2015). Human rights and access to information. *Progressive Librarian* 43: 57-66.  
[available from [http://www.progressivelibrariansguild.org/PL\\_Jnl/contents43.shtml](http://www.progressivelibrariansguild.org/PL_Jnl/contents43.shtml)]

Blog: Librarians and Human Rights <http://hrlibs.blogspot.com/>

Case studies:

Dickerson, Caitlin and Ted Bourne. (2017, Jan 7). Inside a suicide prevention center in Puerto Rico. *The New York Times*. [available from <https://en.unesco.org/powering-sustainable-development-access-information/watch-back-all-talks>

Peet, Lisa. (2016, Aug 25). Sci-Hub Controversy Triggers Publishers’ Critique of Librarian. *Library Journal* [available from <http://lj.libraryjournal.com/2016/08/copyright/sci-hub-controversy-triggers-publishers-critique-of-librarian/#> ]

**Class 09 | March 20**

Hidden archives – declassification, information activism and uncovering hidden truths

*This week we will look at two examples where access to information played an instrumental part in revealing historic facts. We will deconstruct the methods used to attain the information, the means of providing access to them and the way in which the story is told.*

Mau Mau (2015, July 3). Radiolab [podcast 45min] [available from <http://www.radiolab.org/story/mau-mau/>]

George Washington University, National Security Archive (NSA). [available from <https://nsarchive.gwu.edu/>]. Read about the NSA to understand their scope of activities. <https://nsarchive.gwu.edu/about>

Browse the website and chose two projects to examine more in-depth and share in class.

Schmidt, Mechtild (2018, Jan 6). Engaged Media Project: Involuntary Journeys – Regugee stories, An art + activism project. <https://mechthildschmidtfeist.com/2018/01/06/engaged-media-project-involuntary-journeys/>

## **Class 10 | Mar 27**

Thinking critically about data and information:

*How do we arrive at information driven policies? How do we balance economically sustainable decision with the right of individuals? What role does data play in human rights, how is data gathered, delivered, stored, used, presented, and by whom.*

Mathiesen, K. (2015), Human rights as a topic and guide for LIS research and practice. *Journal of the Association for Information Science and Technology*, 66: 1305–1322. [Available from Moodle]

Duflo, Annie & Karlan, Dean (2016, Jan 29) What Data Can Do to Fight Poverty. *The New York Times* <http://nyti.ms/1OVb4Ym>

Goldstein, Markus (11 Feb. 2016). What's wrong with how we do impact evaluation? *Development Impact blog, the World Bank*. <http://blogs.worldbank.org/impactevaluations/what-s-wrong-how-we-do-impact-evaluation>

Examples: The use of data in projects (Please review)

Civic Switchboard (2018): "... aims to develop the capacity of academic and public libraries in civic data ecosystems:

IMLS fund

ed project titled "Civic Switchboard: Connecting Libraries and Community Information Networks" <<https://www.ims.gov/grants/awarded/lg-70-17-0146-17>>" and to invite you to take a look at our website: <https://civic-switchboard.github.io/>.

This project is premised on the idea that academic and public libraries can serve as key players in civic open data initiatives, by helping people discover civic information, building data literacy and technical skills, providing technical assistance in data management and documentation,

creating feedback mechanisms to publishers, convening and hosting events, and connecting data users. This project encourages partnerships between libraries and local data intermediaries and will create a toolkit for libraries interested in expanding (or beginning) their role around civic information.

Communities that wish to play a role in this project can also participate in two ways:

- In Year 1, to broaden networks and expand resources, the project team will host workshops at two conferences: The National Neighborhood Indicators Partnership <<https://www.neighborhoodindicators.org/>> (May 2018) and the DLF <<https://www.diglib.org/>> (October 2018). Stipends will be available for libraries and data intermediary organizations interested in participating in these workshops; a limited number of complimentary registration fees for the associated conferences will also be available.

- In Year 2, the project will offer stipends to partnerships between libraries and local data intermediaries for field testing the toolkit.

Nora Mattern, University Library System at the University of Pittsburgh

EIFL Public Library Innovation Awards: <http://www.eifl.net/programme/public-library-innovation-programme/about-awards>

Innovation fund: please review this call for applications to fund: *Supporting data for development: applications open for a new innovation fund*

<https://blogs.worldbank.org/opendata/supporting-data-development-applications-open-new-innovation-fund>

What's the latest in development economics research? A round-up of 140+ papers from NEUDC 2017 (2017 Nov 8) <http://blogs.worldbank.org/impacetevaluations/what-s-latest-development-economics-research-round-140-papers-neudc-2017>

### **Class 11 | Apr 3**

Reporting about human rights – the role of the media

*This week we will look at how human rights workers report their work, what are their purposes in doing so, and how that differs from the role of mainstream investigative journalism and social media.*

OHCHR. Manual on human rights monitoring, Chap. 13: Human Rights reporting <http://www.ohchr.org/Documents/Publications/Chapter13-MHRM.pdf>

[skim] International Council on Human Rights Policy, ICHRP, Journalism, Media and the Challenge of Human Rights Reporting (2002). Journalism, media and the challenge of human rights reporting, ICHRP, Geneva, Switzerland, 2002. Available at SSRN:

<http://ssrn.com/abstract=1551233>

Joseph, Sarah (2016). 'Is Fox News a Breach of Human Rights?': The News Media's Immunity from the Guiding Principles on Business and Human Rights. *Business and Human Rights Journal*, 1, pp 229-253 doi:10.1017/bhj.2016.10 [available from Moodle]

Cary, Benedict (2018 Jan 2) 'Fake News': Wide Reach but Little Impact, Study Suggests. *The New York Times*. [available from <https://nyti.ms/2DOgt2u>]

Friedman, Thomas (2016, Feb 4). Social Media: Destroyer or Creator? *New York Times* [Available from: <http://nyti.ms/1nM7JCo>]

Case study:

Ostrovsky, Arkady. (Aug. 5, 2016) For Putin, Disinformation is power  
<http://nyti.ms/2b7Qcis>

### **Class 12 | Apr 17**

NGO's – give us trade, not aid

*There is a steady chorus against providing aid to developing countries, and a call to encourage their economic growth by providing them with sustainable business opportunities. This week we will analyze these arguments and come to our own determination.*

Evans, David (2016 Feb. 3). Is my NGO having a positive impact? World Bank development blog.  
[available from <http://blogs.worldbank.org/impactevaluations/my-ngo-having-positive-impact>]

Heinz, Wolfgang S. (2010). The Effectiveness of Domestic Human Rights NGOs: A Comparative Study. *European Journal of International Law* 21 (2)  
[Available from <http://ciaonet.org/record/20085>]

Landmann, Todd (2015. Dec. 10). Sound evidence on Human Rights – podcast exploring new perspectives on advocacy and cutting-edge research. *The Impact Blog*, London School of Economics.  
[available from <http://blogs.lse.ac.uk/impactofsocialsciences/2015/12/10/sound-evidence-on-human-rights-a-podcast/>]

Murdie, Amanda (2016 Jan 13). Do NGOs matter? The rights track: Sound evidence on human rights [Podcast] [available from <http://www.rightstrack.org/episode/2>]

### **Class 13/14 | Apr 17/24**

Mapping/charting

*During these two weeks we will finish our mapping/charting of information and human rights. The goal is to have about three charts for the class as a whole and one chart for each student, reflecting their own term project*

### **Class 15 | May 1**

Final Presentations