**Technology, Humanity, and Social Justice: Environment and Sustainability**

Carnegie Mellon University and the University of Pittsburgh

Spring, 2025

## Instructors

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## Teaching Assistants

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## Class Sessions

Friday, March 14, 2054 – 5:00PM – 8:20PM

Saturday, March 15, 2025 – 8:30AM – 6:00PM

Sunday, March 16, 2025 – 8:30AM – 1:00PM

## Class Location

Synchronous Zoom Sessions (Links Posted on Canvas)

## Course Description

As humans rely more and more on electronic devices to support their everyday activities, there are ever present warnings about the impacts such reliance has on human autonomy ranging from who owns and controls information networks, the inequitable impact of technology consumption on peoples and places, varying accessibility of technology around the globe, and the promises and limitations of technology in improving human health. By engaging in technology as a lens, this sequence of weekend micro-courses encourages students to examine technology as a system disproportionately impacting humanity by enabling and constraining human rights of groups of people around the globe. With a multi-disciplinary focus, the course invites researchers and practitioners from the University of Pittsburgh, Carnegie Mellon, and relevant fields more broadly.

In Spring 2025, the focus will be on humanity’s use of technology and the disparate impacts on and benefits to the environment and varying groups of people. This will include discussion around the material, environmental, and health costs of extracting materials necessary to technology development and production as well as the waste created by the consumption habits initiated by global reliance on technology. It will also include a discussion of technology’s role in advancing sustainability.

This weekend micro-course is awarded one-credit for PITT students / 3 units for CMU students upon successful completion.

## Learning Outcomes

* Identify and define the characteristics of technology’s positive and negative impact on humanity relative to the environment. [weekend worksheets]
* Identify varying perspectives of stakeholders on issues related to technology and its impact on humanity relative to the environment. [weekend worksheets/activities, identifying stakeholders assignment, final paper]
* Compare disciplinary approaches and perspectives on technology, humanity, and social justice in relation to the environment. [weekend worksheets; comparison assignment]
* Compare perspectives of stakeholders on issues related to technology and humanity to understand how this impacts perceptions and actions on the issue, particularly as it is concerned in finding a just resolution. [weekend activities, identifying stakeholders assignment, final paper]
* Reflect on the level of influence varying stakeholders have or are denied in shaping actions on the issue of technology, humanity, and the environment. [weekend activities, identifying stakeholders assignment, final paper]
* Examine why the perspectives of stakeholders compete with one another, including how this leads to potentially varying impacts on humanity depending on actions and what actions are considered as viable. [weekend activities, identifying stakeholders assignment, final paper]
* Propose recommendations of action on an issue in relation to technology, humanity, and the environment that represents the perspectives of stakeholders to develop a resolution. [weekend worksheets/activities, and final assignments]
* Support proposed recommendations by developing a cost-benefit analysis, including how the recommendation(s) harm and benefit the varying stakeholders and its wider societal benefit. [final paper]

## Course Policies

**Course Materials**: The course will use Canvas to provide announcements, assignments, session links, and readings to students. All assignments will be turned in via Canvas and all grading will be provided via rubrics in Canvas. All assignments will need to be typed. You should be sure to enable notifications to ensure that you receive all course announcements and updates.

[**Late Assignments**:](http://www.indiana.edu/~deanfac/download/holidayreq.html) The pre-course and post-course survey will need to be completed before its due date to gain credit. There will be NO extensions and a strict no late policy applied to the course survey assignments. This is a completion assignment that when completed in good faith will receive full credit; those that do not complete components or do not complete the survey in good faith will not receive any credit.

The Identifying Stakeholders Perspectives (Planning Assignment) and Engaging Perspectives in Decision-Making Proposal (Final Paper) assignments will face a penalty of *10% for each day* (a 24-hour period beyond the deadline) an assignment is late. This means that if your assignment is an hour late (or even 23 hours and 59 minutes late) it will face a 10% deduction. A new penalty will occur at 8AM (Eastern) for these assignments of each day it is late, i.e. if the assignment is 25 hours late then it will face a 20% deduction, 49 hours will face a 30% deduction, etc.

Every session worksheet will need to be completed before the end of the day (before midnight ET) it was assigned or face a penalty of 10% as outlined above. This means that the pre-course assignment review quiz as well as Session 1 and 2 worksheets are due before midnight (ET) on Friday, March 14; the Session 3-7 worksheets are due before midnight (ET) on Saturday, March 15; the Session 8 and 9 worksheets are due before midnight (ET) on Sunday, March 16.

**Assignment Extension Requests:** It is your responsibility to contact us regarding any special circumstances that may affect your ability to complete the assignments *before* the due date. If you are not going to complete the assignment on time, then you may request an extension without a late penalty. We will respond to requests for an extension on a case-by-case basis. Extensions for the planning or final paper assignments will only be considered a viable option *up to 24 hours before* the assignment is due; requests for the planning or final paper assignment should be emailed to your campus instructor. Once you are within 24 hours of the due date or past due, the assignment will face the penalty outlined above and an extension may not be granted. Due to the scaffolded and interconnected nature of the assignments, limitations exist for extensions as noted in Canvas announcements/assignment descriptions for the planning assignment/final paper. There will be no extensions for the weekend as sufficient time will be made available for worksheet completion at the end of the sessions; 10 minutes will be provided at the end of each speaker session and at least 15 minutes will be provided at the end of each activity session.

**Attendance**: This is a synchronous engagement online course via Zoom with prescribed session times. Students are expected to attend all sessions live. If you need to miss a session, then a request for accommodation for an absence must be discussed prior to the course beginning; recordings will only be provided to those students who request accommodations in advance of the course. Only those students attending sessions will be eligible to turn in the graded worksheets for a session. Attendance will be logged by Zoom, so make sure to log-in using your university credentials so that your roster name and university email are recorded. During activity sessions (noted in the syllabus), you are expected to be in a space to unmute and turn on your camera to interact with your breakout room peers. If you are not engaged in your breakout room, then you will be removed from the session and lose the ability to turn in the session’s worksheet. Additionally, if you arrive after breakout rooms have been formed and an activity has begun, then you will not have the opportunity to participate in the activity or turn in a session worksheet.

[**Academic Integrity**](http://www.indiana.edu/~deanfac/download/holidayreq.html)**:** Any work that you submit should be your own work (i.e., not borrowed/copied from any other source, including our assigned readings, lectures from the presenters, and your classmates). All worksheets and papers must be written by the individual student turning in the assignment for evaluation.

When using other people’s ideas to substantiate your own, please properly cite the original source, including use of quotations when necessary. We will review proper citation procedures in class, and you should ask for clarification whenever needed.

As the Chicago Manual of Style notes in Ch. 13: “The choice between quoting, on the one hand, and merely copying, on the other, can mean the difference between properly acknowledging and crediting the ideas of others and falsely representing them as your own, thus making the conventions outlined in this chapter and in chapters 14 and 15 essential to modern scholarship.”[[1]](#footnote-1)

As a result, the course will apply this recommendation as the following: **any use of 4 or more words** from a report, journal article, webpage, lecture, or any reference material will need to **include the use of quotations** to indicate what you are crediting and will need to **include a proper footnote/endnote** following the Chicago style. In order to deter and detect plagiarism and cheating, *all assignments* will be submitted via Canvas with TurnItIn submissions enabled.

Quotations should be used even when light editing occurs; changing one word in the middle is not sufficient. Such small changes should be bracketed in the text and otherwise quoted and properly cited within the paper. You are also responsible for verifying any citations and quotes within assignments in the course. Presenting any false information related to quotes and/or citations will also run afoul of the academic integrity policy and face the penalty outlined below.

Students may use ChatGPT and other AI assistance technology or writing tools for only the session 9 worksheet, planning assignment, and final paper. Use of such technology **must be cited like any other source**, including citations for its use in brainstorming or any other generative situation and use of quotations when material exceeds the policy outlined above. Additionally, all usage of AI/writing tools will need to be **documented and included in-full as an appendix**. (The appendix in such cases will not count toward the word limit on either the planning assignment or final paper.)

As an example, but not limited to this example, if the instructors were to use ChatGPT to brainstorm beliefs of a stakeholder for the planning assignment, then the instructors would need to include all prompts without editing and in-full and their responses as an appendix to their paper as well as providing any necessary in-text citations for where that brainstorm was used and/or quoted. Information on how to cite AI tools via Chicago style is posted on Canvas.

Be aware that you are responsible for the content of any assignment you’ve turned in. If the AI tool or other assistance got something wrong, *you* got something wrong. If the AI tool or other assistance engaged in academic misconduct*, you* engaged in academic misconduct. Don’t put in stuff that you aren’t ready to stand behind 100% and that you aren’t sure whether it follows the above expectations for academic integrity.

You are expected to do research for this course. This cannot be using research or work produced for another class to complete any assignments without permission from either Veronica Dristas or Korryn Mozisek. Be sure to reach out for a meeting to discuss this dimension with your campus-specific instructor. Use of research or work from another course (without explicit, prior approval from your campus-specific instructor) will be considered a violation of academic integrity and face the penalty outlined below.

Discussion of this policy will occur in the course overview asynchronous video and during session 9 of the weekend. You should feel free to return to those session recordings as well as reach out to your instructor if you are not sure what is and is not allowed under this policy.

Failure to adhere to the above requirements will be viewed as an act of cheating, plagiarism, or outside assistance and it will be treated in accordance with Carnegie Mellon’s Policy on Academic Integrity, which can be found here: <http://www.cmu.edu/policies/student-and-student-life/academic-integrity.html> as well as the University of Pittsburgh’s Academic Integrity Guidelines, which can be found here: <https://www.provost.pitt.edu/faculty/academic-integrity-freedom/academic-integrity-guidelines>. Depending upon the individual violation, students could face penalties ranging from a zero on the assignment to failing the class. Violations will be reported according to the processes applicable to the student’s university.

[**Grading**](http://www.indiana.edu/~deanfac/download/holidayreq.html)**:** Assignments will be assigned a number grade. Discussions regarding grades must take place face-to-face, in person or via Zoom, during office hours or by appointment. **No discussions regarding grades will take place via email;** this often hinders the clarification and mutual understanding rather than helping it. No grades will be discussed within 24 hours after the graded assignment is returned via Canvas. This allows all parties to process and reflect on the feedback rather than simply reacting. Requests to discuss an assignment’s grade will need to occur within 7 days of the assignment’s return via Canvas. There are no re-submission or re-submit opportunities for assignments; please make sure that you review all Canvas submissions to ensure you have turned in the correct assignments prior to their due date and grading.

**Accommodations for Students with Disabilities:** If you have a disability and have an accommodations letter from the Disability Resources office, we encourage you to discuss your accommodations and needs with us as early in the weekend (before the weekend starts is preferable) as possible. We will work with you to ensure that accommodations are provided as appropriate. If you suspect that you may have a disability and would benefit from accommodations but are not yet registered then we encourage you to email Disability Resources ([access@andrew.cmu.edu](mailto:access@andrew.cmu.edu) or [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu)). Please be aware that accommodations cannot be applied retroactively.

**Mental Health:** As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. CMU and Pitt services are available, and treatment does work. You can learn more about confidential mental health services available at CMU (<http://www.cmu.edu/counseling/>) and at Pitt (<https://www.studentaffairs.pitt.edu/cc/>). Support is always available (24/7) from Counseling and Psychological Services for CMU students at 412-268-2922 and from University Counseling Center for Pitt students at 412-648-7930.

**We must treat every individual with respect.** We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive campus community. Diversity can refer to multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. Each of these diverse identities, along with many others not mentioned here, shape the perspectives our students, faculty, and staff bring to our campus. We, at CMU and Pitt, will work to promote diversity, equity and inclusion not only because diversity fuels excellence and innovation, but because we want to pursue justice. We acknowledge our imperfections while we also fully commit to the work, inside and outside of our classrooms, of building and sustaining a campus community that increasingly embraces these core values.

Each of us is responsible for creating a safer, more inclusive environment.

Unfortunately, incidents of bias or discrimination do occur, whether intentional or unintentional. They contribute to creating an unwelcoming environment for individuals and groups at the universities. Therefore, our universities encourage anyone who experiences or observes unfair or hostile treatment on the basis of identity to speak out for justice and support, within the moment of the incident or after the incident has passed. Anyone can share these experiences using the following resources:

**Carnegie Mellon**

**Center for Student Diversity and Inclusion:** [csdi@andrew.cmu.edu](mailto:csdi@andrew.cmu.edu), (412) 268-2150

[**Report-It**](http://www.reportit.net/) **online anonymous reporting platform:** <https://cmu.ethicspoint.com/>

**University of Pittsburgh**

**Office of Diversity and Inclusion**: [diversity@pitt.edu](mailto:diversity@pitt.edu), (412) 648-7860

**Make a Report**: <https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/make-report>

All reports will be documented and deliberated to determine if there should be any following actions. Regardless of incident type, our universities will use all shared experiences to transform our campus climates to be more equitable and just.

**Technology**: It is assumed that each student enrolled in this course owns or has access to a personal computer and high-speed access to the Internet. We all depend on machines to get our work done. We all know that machines break down or crash. We expect that you will prepare your assignments far enough in advance so that when your computer or Canvas malfunctions you can rectify the problem and turn in the assignment on time. If the issue is Canvas, you should email your assignment to your assigned instructor. Emailing is a last resort, not option A.

If you lose access to an internet connection or quality degrades and impacts your ability to participate in the course via Zoom, you will need to reach out to your instructor as soon as possible. This will allow us to help adapt based on circumstances and assist you in completing necessary coursework.

Finally, you should be sure to regularly check Canvas and your university email for any announcements or notifications related to the course.

**Research to Improve the Course**: For this class, we are conducting research on student outcomes. This research will involve your work in this course. You will not be asked to do anything above and beyond the normal learning activities and assignments that are part of this course. You are free not to participate in this research, and your participation will have no influence on your grade for this course or your academic career at CMU or Pitt. If you do not wish to participate or if you are under 18 years of age, please send an email to Chad Hershock (hershock@andrew.cmu.edu) with your name and course number. Participants will not receive any compensation. The data collected as part of this research may include student grades. All analyses of data from participants’ coursework will be conducted after the course is over and final grades are submitted. The Eberly Center may provide support on this research project regarding data analysis and interpretation. The Eberly Center for Teaching Excellence & Educational Innovation is located on the CMU-Pittsburgh Campus and its mission is to support the professional development of all CMU instructors regarding teaching and learning. To minimize the risk of breach of confidentiality, the Eberly Center will never have access to data from this course containing your personal identifiers. All data will be analyzed in de-identified form and presented in the aggregate, without any personal identifiers. If you have questions pertaining to your rights as a research participant, or to report concerns to this study, please contact Chad Hershock (hershock@andrew.cmu.edu).

**Course Grading:**

Course grades will be assigned based on the chart below.

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| --- | --- | --- |
| **A**: 500-465 | | **A-**: 464-450 |
| **B+**: 449-435 | **B**: 434-415 | **B-:** 414-400 |
| **C+**: 399-385 | **C**: 384-365 | **C-**: 364-350 |
| **D+**: 349-335 | **D**: 334-315 | **D-**: 314-300 |
| **F**: 299 and lower | | |

## Assignments

**Pre-Course and Post-Course Survey (5% / 25 points) –** Students will be required to complete the **pre-course survey by 5PM (ET) on Friday, March 14**. The pre-course survey will be accessible via the Assignments tab in Canvas. The pre-course survey will open at 8AM (ET) on the Monday prior to the due date (Monday, March 10). The **post-course survey is due by** **5PM (ET) on Friday, April 25**. The post-course survey will open at 8AM (ET) on the Monday prior to the due date (Monday, April 21). Students will receive completion points for this component as long as they have provided a complete response following the survey directions and completed both the pre- and post-course surveys. Student identification will be taken to allow for credit of completion, but the survey responses will not be evaluated until after course grades are submitted. A third party will provide your name and confirmation of completeness to keep anonymity in relation to responses. You only need to submit the pre- and post-course survey once.

**Speaker Worksheets (30% / 150 points)** – After each speaker session, you are required to answer a set of questions about the lecture and their application to course objectives. Each worksheet is worth 25 points. All worksheet responses will need to be typed.

The quiz for the pre-course overview and assignment review as well as session 1 & 2 worksheets are due before midnight (ET) on Friday, March 14. Worksheets for sessions 4, 5, and 6 are due before midnight (ET) on Saturday, March 15.

**Activity Worksheets (20% / 100 points) –** There will be four activity sessions over the course of the weekend. These activity sessions will focus on dimensions of the final paper (Engaging Perspectives in Decision-Making Proposal) and applying course concepts to various case studies. You will need to be logged into the Zoom session at the start of the activity periods to participate. Students will need to be present for the entire discussion to adequately complete the reflection worksheet at the end of the session. **Note: Students arriving late or who do not attend the session cannot complete the assignment sheets associated with these activities. Please arrive on time to be assigned a breakout group.**All worksheet responses will need to be typed.

The worksheets for session 3 & 7 are due before midnight (ET) on Saturday, March 15 and are worth 25 points each.

Worksheets for session 8 & 9 are due before midnight (ET) on Sunday, March 16 and are worth 25 points each.

**Identifying Stakeholder Perspectives – Planning for the Final Paper Assignment (15% / 75 points) – Due Monday, March 24 by 8AM (ET)**  – Students will need to review the provided list of topics and resources for this portion of the course. The provided list of topics will directly connect to the topic and ideas provided by our speakers over the course of the weekend. The resources will also provide students with a starting point for the identifying of stakeholders and the final assignment of creating a proposal to a governing body on the topic selected. If students would like to work on a topic that does not appear on the provided list of options, then students can reach out for approval.

Students will use the feedback from the session 9 worksheet to continue developing various stakeholder perspectives on the selected issue by completing the posted worksheet on Canvas.As a result, students cannot change their topic after session 9 of the weekend without permission from your campus instructor.

If an extension is needed and requested as per the policy outlined above, it cannot go beyond Thursday, March 27 at 8AM.

**Engaging Perspectives in Decision-Making Proposal - Final Paper Assignment (30% / 150 points)** **–** **Due Friday, April 25 by 8AM (EST)** - Each student will use the topic and stakeholders identified in the Identifying Stakeholder Perspectives assignment for this final assignment. This assignment will ask students to write a paper (2000-2500 words) aimed at a technology-focused regulatory entity connected to the selected topic that can take action on the issue; this can be to a US or non-US based entity. The paper will develop over three sections: framing, stakeholder analysis, and recommendations. This will build on the prior developed stakeholder profiles to provide a set of recommendations for action with a developed cost-benefit analysis as it relates to the recommendations’ impact on humanity and social justice. The more in-depth assignment description, rubric, and prior offering example papers will be posted on Canvas.

Students cannot change their topic after session 9 of the weekend or from the planning assignment without permission from your campus instructor.

For CMU students, if an extension is needed and requested as per the policy outlined above, it cannot go beyond Wednesday, April 30 at 8AM. Due to when the grade submission deadline is, there will be no extensions available to Pitt students.

## Schedule

**Pre-recording, Asynchronous Review Before Class**: Course and Final Assignment Overview

Pre-Reads: Prior to class, students should review the entire syllabus and its policies, the engaging perspectives in decision-making proposal (final assignment) assignment and rubric.

Pre-Class Brainstorm: Prior to class, students should review the list of topics and resources provided on Canvas. Students should select one topic and review the provided resources (or do their own research on the topic). If students would like to work on a topic that does not appear on the provided list of options, then students can reach out via email or Zoom office hours for approval.

Pre-Recording Quiz: This quiz will be due before midnight on Friday, March 14. You should complete the Canvas quiz after reviewing the syllabus, final assignment and rubric, and watching the pre-recording overview of the course and final assignment.

***Friday, Mar. 14***

* **5:00PM-5:15PM**: Welcome Remarks and Overview of Course
* **Session 1** **– 5:15PM-6:40PM**: [Dr. Michael Mosser](https://liberalarts.utexas.edu/government/faculty/mwm849), Director of Center of European Studies and Associate Professor of Instruction in Department of Government and the International Relations and Global Studies (IRG) program, University of Texas as Austin
* **Session 2 – 6:45PM-8:10PM:** [Dr. David Sanchez](https://www.engineering.pitt.edu/subsites/centers/mcsi/people/our-team/dave-v.p.-sanchez/), Associate Director,Mascaro Center for Sustainable Innovation, University of PIttsburgh

***Saturday, Mar. 15***

* **Session 3 – 8:30AM-10:05AM**: Group Activity: Analyzing Environment and Technology Case Study

**Note**: Students arriving more than 5 minutes late will not be assigned to a breakout group nor be able to complete the assignment sheet associated with this activity. Please arrive on time to be assigned a group and case study. This activity will also ask students to actively talk with one another to complete the activity. Be sure you are in a space that you can unmute and be on camera to add to the conversation.

The session will have a brief welcome and discussion of the logistics of the activity. Once in breakout rooms, each person will read a single article listed in the activity document. This review should be from 8:35-8:50am. The group will then answer the various activity questions providing insights from your article; this portion will be a conversation, not a divide and conquer between peers. This discussion should occur from 8:50-9:50am, when everyone will be brought back to the main room. The remaining 15 minutes will be allotted to the individual session worksheet.

* **Session 4** – **10:15AM-11:40AM**: [Dean Rosta Farzan](https://www.sci.pitt.edu/people/rosta-farzan), Associate Dean for Diversity, Equity and Inclusion and Professor, School of Computing and Information, University of Pittsburgh

***LUNCH 11:45PM-1:00PM***

* **Session 5 - 1:00PM-2:25PM:** [Dr. Lauren Bridges](https://as.virginia.edu/faculty-profile/lauren-bridges), Assistant Professor of Media Studies, University of Virginia
* **Session 6** – **2:30PM-3:55PM**: [Dr. Iris Grossman](https://www.chatham.edu/academics/graduate/sustainability/faculty/iris-grossman.html), Associate Professor of Sustainable Technology, Falk School of Sustainability, Chatham University
* **Session 7** – **4:15PM-6:00PM**: Group Activity: Comparing Analyses Environment and Technology Case Studies

**Note**: Students arriving more than 5 minutes late will not be assigned to a breakout group nor be able to complete the assignment sheet associated with this activity. Please arrive on time to be assigned a group and case study. This activity will also ask students to actively talk with one another to complete the activity. Be sure you are in a space that you can at least unmute and add to the conversation.

The session will have a brief welcome and discussion of the logistics of the activity. Once in breakout rooms, the group will work together to collaboratively answer the various activity questions providing insights from session 3 in the morning. Groups will also develop their slides using the provided template for each group. This discussion and slide development should occur from 4:20-5:20pm, when everyone will be brought back to the main room. A select number of groups will be asked to present their conversation to the class via their slide from 5:20-5:45pm. The remaining 15 minutes will be allotted to the individual session worksheet.

***Sunday, Mar. 16***

* **Session 8 – 8:30AM-10:15AM:** Practicing Community Discussions on Inclusive Approaches: A Case Study Activity

**Note**: Students arriving more than 5 minutes late will not be assigned to a breakout group nor be able to complete the assignment sheet associated with this activity. Please arrive on time to be assigned a group and case study. This activity will also ask students to actively talk with one another to complete the activity. Be sure you are in a space that you can at least unmute and add to the conversation.

The session will have a brief welcome and discussion of the logistics of the activity. Once in breakout rooms, the group will review the overview section of the activity. Each person in the breakout room will then take one of the stakeholder profiles to engage in the activity from. Stakeholder profiles should be assigned randomly. Each group member should review their stakeholder profile. Once completed, the group should then begin a conversation achieving the goal of the activity as outlined in the overview. Once ready, the group will develop their slides using the provided template for each group. This discussion and slide development should occur from 8:35-9:45am, when everyone will be brought back to the main room. A select number of groups will be asked to present their conversation to the class via their slide from 9:45-10:00am. The remaining 15 minutes will be allotted to the individual session worksheet.

* **Session 9 – 10:30AM-1:00PM**: Workshopping Your Stakeholder Profiles

Pre-Class Work: Prior to the Sunday morning session, students should have selected a topic from the provided list and reviewed the available resources (either those provided or your own research). Using your prior resources and brainstorms from the Part 3 portion of the Speaker Session worksheets, students will begin workshopping key stakeholders related to their topic. This will allow for feedback and provide a foundation of the next step of the Identifying Stakeholder Perspective assignment after the weekend.

1. *The Chicago Manual of Style* (Chicago: The University of Chicago Press, 2017), 13.2. [↑](#footnote-ref-1)