Learning Outcomes

The scientific study of evil epitomizes the fundamental challenge that psychology faces in separating the influence of individual disposition (personality, biology, genetics) and the social situation (culture, norms, the influence of others).

After successfully completing this course, you will be able to:

✓ Provide scientific evidence that evil has both physiological and social causes that interact with each other.

✓ Analyze case studies of good and evil acts and explain the underlying psychological theories and research findings that inform your analysis.

✓ Apply psychological principles to design and execute interventions to reduce evil and increase faith in humanity among strangers in your community.

As we work towards those broad outcomes, you will learn to answer detailed questions like...

✓ Why do "good" people (like you) make "bad" decisions?

✓ What is the evidence that "normal" people are capable of evil behavior?

✓ How can we reduce existing hatred and terrorism?

✓ Do violent movies, songs, and games cause evil behavior?

✓ How are the brains of psychopaths different from "normal" brains?

For context, it may also be helpful to see the Department of Psychology's broader learning outcomes for all of its courses: ter.ps/PSYCobjs.

Something to think about...

Evil, by its very nature, can sometimes be quite disturbing. As we explore the psychology of evil we will read, discuss, and view depictions that are violent and graphic in nature and intended for a mature audience. I will not show or say anything for shock value alone, but I do believe it is important that we remain in touch with the real-life implications and impact of the concepts and theories we are thinking about. Therefore, there are many things in this course that some students might find to be reminders, or even triggers, of distress and trauma.

If you are at all concerned that your comfort level may interfere with your coursework, I encourage you to contact me now so we can discuss it and work together on a plan for your success.

Instructional Team

Dr. Scott Roberts (a.k.a. "Dr. Evil")
evil@umd.edu
(301) 683-8921

A little bit about me
I grew up in Connecticut and went to Denison University in Ohio to major in psychology. While there, I had the opportunity to volunteer at the Ohio State Chimpanzee Center, a research lab that studied various aspects of their intelligence. After graduating, I spent three years at the Kewalo Baine Marine Mammal Lab in Hawaii as a dolphin trainer, research assistant, and staff manager. I came to the University of Maryland to pursue a PhD in Social Psychology with a research focus on interrogation and lie detection. During that time I also served as a volunteer firefighter, EMT, and swift water rescue technician in Berwyn Heights, Maryland. I spent two years as a research psychologist for the Federal Government before returning to UMD as a faculty member and administrator, serving as the Director of Undergraduate Studies for Psychology, Director of the campus' Teaching & Learning Transformation Center, and Assistant Dean & Chief of Operations in the Graduate School. In September of 2022 I transitioned to a role with Capital One, where I lead a training and development team.

Meet with me!
Rather than have "office hours" that don't work for everyone, I find that the best strategy is to schedule meetings as needed. I am generally available between 5-10pm on weekdays and between 9am–9pm on weekends, so please email me a range of times that you're free in the next couple of days and I'll reply with a calendar invitation and Zoom link.

My teaching philosophy
I think it is important that you understand how I view my role and the goals I have for you, so please read a letter I have written to you: ter.ps/RobertsTeach

A Community of Learners

As members of a learning community, we are all here to support each other, challenge ideas in a way that advances our perspectives, and contribute as active and engaged participants. In order to do that, we need to have a mutual understanding of what is expected from each of us and what we have the right to expect from others.
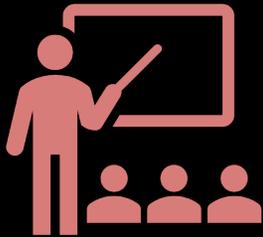
The instructional agrees to...

✓ Create and maintain a classroom environment that fosters student engagement and active learning.

✓ Establish clear standards, assess your learning & skills in a fair way.

✓ Give you helpful feedback that is intended to help advance your learning and performance.

✓ Respond to your questions in a timely manner.
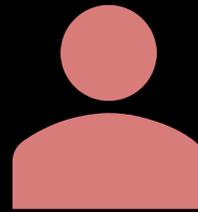
You, as a student, agree to...

✓ Take personal responsibility for your learning and performance.

✓ Ask questions.

✓ Actively engage the material and our discussions.

✓ Monitor your UMD email account and our ELMS page for time-sensitive updates.
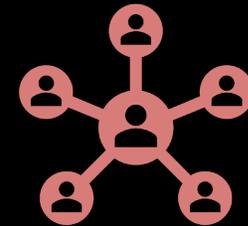
We all agree to...

✓ Inform ourselves of, and abide by, the course and campus policies.

✓ Be welcoming, respectful and encouraging to each other.

✓ Act as professionals. That means being on time, being prepared, and preventing foreseeable problems and delays.

If there is something I've missed, or if you ever feel like we as a community have come up short of these agreements, please email or call me so that we can work together to address it.

Succeeding Online

Whether this is your first "asynchronous" course or you are a seasoned pro, I think it is important to start by addressing some things that are critical to your success.
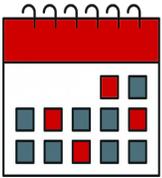
Make a schedule and stick to it. For many students, the most challenging aspect of an online course, especially one without scheduled meetings, is establishing a regular schedule for completing coursework. I will do my best to lay everything out for you in the syllabus so that you have a good sense of much time you should budget and when things are due. The trick is to schedule that time and maintain the routine as though you were in a physical classroom. Take time now to note what is due and make sure that you build in enough of a cushion to account for your other personal and professional responsibilities and unexpected issues.

Arrange for undisturbed time. Now that you've established your dedicated work time, ensure that you give your brain the chance to fully focus. Avoid distractions and other things that drain your cognitive resources (e.g., tv, other people talking), turn on "do not disturb" on your devices, and make yourself comfortable. Most people are overconfident in their ability to multitask, but the research evidence is undeniable – we learn less and perform worse when there are other things are brain is trying to do at the same time.

Consider an "accountabili-buddy". Just because you're in an asynchronous course doesn't mean you're in this alone. We tend to do better sticking to schedules and plans when there is someone else we're doing that with, so I strongly encourage you to find a person or small group that has the same plan as you and lean on each other to help stay on track and make this a more social experience. Even if you're both mute on Zoom working independently, there's still someone there to help you stick to the plan.

Meet with me. While we do not have scheduled meetings as a class, it's important to remember that I'm still here and available to meet with you. I will periodically host some informal opportunities to meet online with me and peers, but I hope that you'll take me up on the invitation to schedule a meeting if you have a question or anything you want to discuss.

Required Resources

Computer

You will need a computer capable of playing videos and a reliable internet connection. Please visit it.umd.edu/tech-resources for assistance.

Course ELMS Page - elms.umd.edu

I will use our ELMS page to post announcements and collect coursework. For information on how to complete quizzes, submit work, and view feedback visit go.umd.edu/student-canvas-help or email itsupport@umd.edu.

"Textbook" - go.umd.edu/evil

I am proud to say that you do not need to purchase a textbook. I received a grant from the MOST Initiative (go.umd.edu/usm-most) to create a free resource site for you. On that site, you will see that each module has detailed learning objective questions and the articles and videos you will need. The goal is to master the course content so that you can provide clear and concise answers to each of those learning objects questions… if you can do that without looking at your notes, you are fully prepared for any learning assessment I can create.
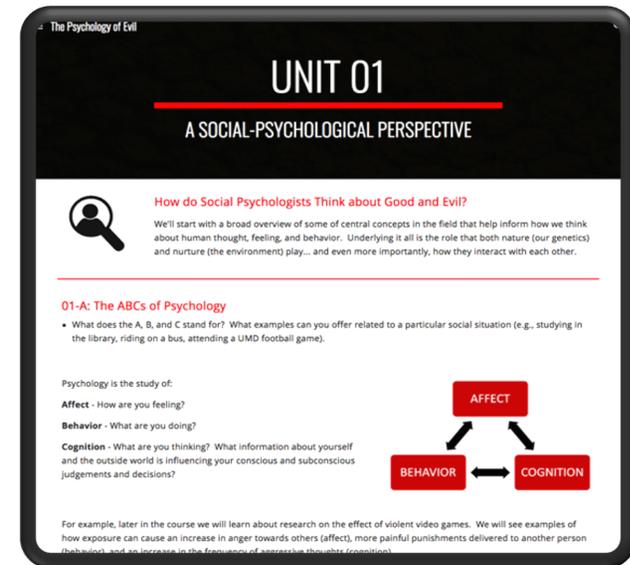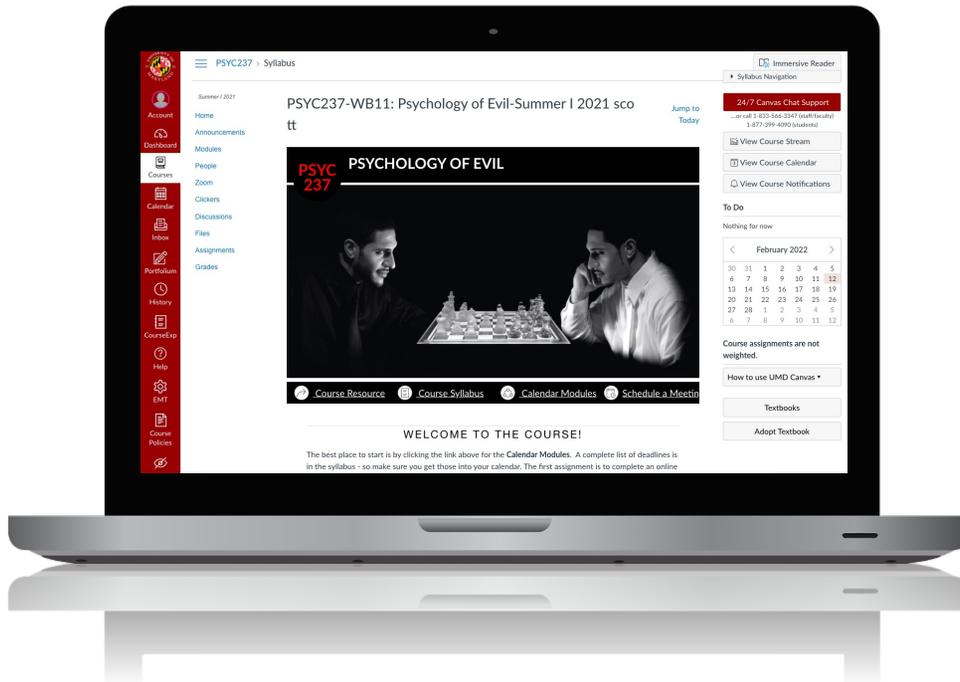
Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like academic integrity, student and instructor conduct, accessibility and accommodations, attendance and excused absences, grades and appeals, and copyright and intellectual property. Please visit go.umd.edu/course-policies for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Communication

I will post updates and answers to student questions using the ELMS "announcements" tool on our course page. By default, you should receive an email copy of announcements, but you can customize your notification settings in your profile. Either way, students are responsible for monitoring the ELMS announcements regularly. To ensure that I receive and questions or comments that you have, please write me via the course email account: evil@umd.edu. Please do not use the ELMS inbox, comment box on assignments, or my general university email account.

It is essential that we all conduct ourselves as professionals, so please visit ter.ps/email for some friendly guidance on writing emails. My goal is to help you strengthen your communication skills and develop the professional habits that can make or break the way someone responds to you.

Names/Pronouns and Self-Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more. Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

A note about the course design...

The course was designed with two underlying processes in mind:
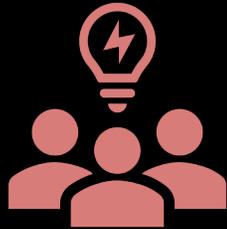
ANALYSIS

This course is designed to help you develop experience with how scientists think about evil… and how the knowledge we gain from social science can be used to combat it. Thus, we will be focusing our efforts on two fundamental processes to explore the field. First, and perhaps most challenging, we must step away from our personal feelings, emotional experiences and moral assumptions to engage in a scientific analysis of evil. We will integrate previous research findings into theoretical models of thought and behavior, apply those theories to explain real-life events, and develop scientific ways to answer questions about evil.

APPLICATION

The value of knowledge is in how we can us it, so the second process you will engage is the real-world application of your scientific knowledge. To be effective in using what we know to reduce evil you must be able to build upon your scientific analysis of the scholarly research to design a plan of action based on that evidence and put that plan into action. In academic writing and professional deliverables, you will communicate how you have refined your approach to both these processes in a way that simply reading a textbook about evil could not accomplish.

If you have any questions about why the course is taught the way it is, I would be happy to discuss it with you.

Learning Assessments

Worksheets (WS) are independent learning assessments that guide you through the course material and help you and I gauge what you have mastered and what requires more attention. Set up as an online quiz on our course ELMS page, you will complete and submit each worksheet by 11:59pm on the day it is due (unless otherwise announced on ELMS). Some worksheets will focus on the course resources and others on videos that I have recorded for you.

Timeliness is a critical professional skill, so please be sure that you submit your work well ahead of the deadline so that last-minute interruptions and technical issues do not get in your way. If there is something preventing you from submitting online by the deadline, please email or call me before that deadline. Rather than lock the assignment after the deadline passes, I will leave it open and ELMS will automatically apply a 10% late penalty for each day. Of course, late penalties does not apply to university-excused absences (go.umd.edu/course-policies).

Worksheets are independent, open-resource assessments. Everything you need to find the answers is provided for you on the course website and our ELMS page, so if you can't find something please let me know. That said, it is important that I clarify two things… first, though you are welcome to use the website, notes, and frankly any other legitimate resource you can find to help you answer the questions, copying answers to the questions is not the same as doing the work honestly. If you are unsure of whether a particular resource might be an integrity issue, just share it with me and we can discuss it. Second, you are welcome (and strongly encouraged) to discuss your responses and questions that you have, even before you have clicked submit… but only after everyone has honestly completed the work on their own to the very best of their ability. I trust you, but I still have to say it… sharing or copying answers is a cheater's way of stealing a grade instead of earning it. If you have questions about an item on a worksheet, please email me before you click submit and with at least 24 hours for me to respond.

There are a total of 13 modules, the first being an overview of the course, syllabus, and university policies to ensure you know everything you need to know to get off to an excellent start in the course. Each course module has two worksheets, the first ("A") designed to take you through that section of the course website and the second ("B") with recorded videos and graded review questions. Some modules have a required survey in between the two worksheets that ask about your personal opinions and experiences.

> **▾ Module 01 - A Social-Psychological Perspective**
>
> **237-WS-01-A**
> 100 pts | Submit
>
> **237-01-Poll**
> Submit
>
> **237-WS-01-B**
> 3 pts | Submit

Worksheets vary in length, but on average you should expect to spend between 2-3 hours on each one. You do not have to complete them in one sitting, your answers are auto-saved as you go and I encourage you to spread your work out over time.

Learning Assessments (continued)

Scientific Analysis Writing Assignments (SA) – Social scientists engage in a very specific process when they seek to explain human thought and behavior. These writing assignments will challenge you to think beyond your intuition and emotional reactions by placing you in the position of scholars and professional practitioners. These analyses will require you to reflect on scholarly findings to design solutions to complex problems based on empirical evidence. Although the perspective of each analysis is different, the underlying theme is the process of scientific discovery and the application of those discoveries to real-world phenomenon. This is precisely how social scientists work to understand and change human thought and behavior.

Each of the analyses will be assessed on (1) your demonstrated learning of the course content and (2) your ability to communicate that learning through strong academic writing. The details of each writing assignment and the rubric that will be used to assess it are available in the Assignments section of ELMS. If you are unsure about what the prompt is asking you to write about, please ask me. You should know upfront that the standards for your academic writing are very high, so you will need to write your papers with enough time for extensive proofreading and revision. I very strongly encourage EVERY student to take advantage of the University's Writing Center (ter.ps/writing) to help you improve your paper before submitting… but make sure you schedule those appointments in advance because the slots may fill up close to deadlines.

You are welcome (and strongly encouraged) to discuss your thoughts on the assignments with classmates, though your submission must represent only your own writing. If you proofread a peer's paper, I recommend making handwritten comments on a printed copy and doing so after you have already completed a solid draft of your own paper. Copying any text from another source (e.g., person, website, video script), even if you then swap out a few words and phrases, is a not the same as writing it yourself. My advice: never, ever copy and paste any text, into a paper or your own notes. Read, set it aside, write in your own words, then check back in with the reference to ensure you were accurate.

Written assignments will be collected via Turnitin on our course ELMS page, not because I do not trust you, but because it can help you improve your scholarly writing and can help me verify the integrity of all student work should anyone suggest otherwise. For information about Turnitin, how it works, what they do with your data, and the feedback reports you may have access to, visit go.umd.edu/tii-info

Just as with the worksheets, ELMS will automatically deduct 10% for each day it is late… so just as you would for any important project at your next job, please finalize and submit it well before it is due.

Learning Assessments (continued)

Peer Review (PR) – For each Scientific Analysis Writing Assignment, you will be assigned two peer reviews. The goal is not to grade or edit the submission, but to provide thoughtful reflections and constructive feedback so that everyone has the benefit of learning from each other. The rubric for the SA will provide more details about expectations and grading of your peer reviews, but it's worth saying upfront that you should expect to spend at least 45 min reading, drafting, and submitting your reviews.

Real-World Applications (RWA) - Too often our scientific analysis ends as a thought exercise and, independently, our action is driven by instinct and assumptions. Professional practitioners sometimes jump into action, but they must also engage in the same deliberate process of reflection, design, action and communication as you will throughout this course. Building on the process of scientific analysis, you will go beyond designing solutions by executing a strategic plan and communicating the outcome in academic writing and a professional presentation. You will receive details on the RWAs a bit later in the course, but you can expect that they will challenge you to apply the science by doing something positive. The assignments will build on each other in a way that allows you to incorporate feedback on your analyses, designs, and executions.

Exams (EX) are designed to provide a more comprehensive assessment of your learning, and as we move through the course you can expect them to be cumulative with regards to the application of earlier theoretical perspectives and research evidence to newer material. Everything you need to know for the exams comes from the learning objectives identified on the course resources and worksheets. If you practice answering those questions without your notes in front of you (or better yet, quiz each other) you will be well-prepared for any question I could ask you. The format will include multiple choice, select-all-that-apply, and matching questions. You may consult your notes and course resources, but may not communicate with any human other than the course instructor until the exam submission window closes.

Exams will be available within a 48-hour window as a timed, open-notes assessments administered via an ELMS quiz, so please review the deadlines now and schedule the time you plan to complete it. The average time to complete each exam is two hours, but I will set it up so that it is open for four hours after you start it because I do not want time pressure to be a factor in your performance. Unlike the other assessments, exams will not be accepted after the deadline without a university-excused absence, so please make sure you start no later than four hours before the posted deadline. Once time expires or the deadline passes, the exam closes and is automatically submitted.

Extra Credit (EC) – Occasional extra credit opportunities will be offered to everyone and announced via ELMS and cannot be made up if missed.

A note about your time...

3 Credits	Expect
16 weeks	8-10 hrs per week
6 weeks	18-23 hrs per week
3 weeks	33-48 hrs per week

Needless to say, completing the coursework and mastering the content takes time, and I want you to have an accurate expectation for what that will involve. The University's guidelines state that for every hour you spend in class per week you should expect to spend an average of 2-3 hours on coursework outside of class. A condensed summer schedule means a more demanding pace, which is all the more reason it's so important to have a schedule and spread things out throughout your week.

A little more on academic integrity...

I want to emphasize that I trust you. I trust that you are not here to cheat and that you are here to earn your grade the honest way. My professional obligation is to simply verify that everyone acted with integrity so that no one else can ever question the validity and value of your grade… and more importantly, the learning that your grade represents. I've done my best to state my expectations about the coursework throughout the syllabus, but there are three general things that I want to emphasize upfront:

- **Originality** – For all written submission, my expectation is that they are your personal words and never copied from another source. Copying, pasting, and editing a phase is not the same as writing something yourself. Guidance for scholarly writing in psychology, and for how to appropriately cite sources that you get information from, is covered in the Department's Ethics of Scholarship in Psychology (go.umd.edu/psycethics). Never copy text into your notes or a writing assignment.

- **Assessment** – Graded assessments are not about measuring you as a person, they are intended for you to demonstrate what you have truly learned and what you are still working on. I will specify what resources are permitted for each graded quiz or exam, and my expectation is that you will conduct yourself with honor and bring any questions or concerns to my attention.

- **Collaboration** -- I am aware that some students create social media pages or group chats to communicate with peers in the course. This is perfectly acceptable for asking general questions and coordinating plans for study sessions, but accessing any platform on which answers to graded assessment questions are shared before the assessment deadline, or simply sharing answers ("facilitation"), may constitute dishonesty on your part, regardless of your intention or level of activity. Further, using any platform in a way that excludes, intimidates, threatens, or harms another person may violate the Code of Student Conduct (go.umd.edu/student-conduct) or community standards (in other words, be decent and respectful). I encourage you to report any concerns about the inappropriate use of these technologies to me or the Office of Student Conduct as soon as they arise to ensure you are not implicated.

The value of the grade and degree you are here to earn relies on the honesty of everyone, and its value is diminished with anyone's dishonesty, however rare that might be. If there is something I need to know, please bring it to me anonymously.

Grades

Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal. It is also helpful to know what letter grades are intended to mean, so take a moment to visit go.umd.edu/letter-grades and read the section titled "Marking System."

All assessment scores will be posted on the course ELMS page. If you have questions about how something was scored, please email me to schedule a time for us to meet in my office. I am happy to discuss any of your grades with you, and if I have made a mistake, I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Learning Assessments	#	Points Each	Category Total	Category Weight
Worksheets (WS): Open-book content quizzes	26	100	2600	51%
Scientific Analysis (SA): Writing assignments	3	200	600	12%
Peer Reviews (PR): Reflect post response	3	100	300	6%
Exams (EX)	3	500	1500	29%
Real World Application (RWA)	1	100	100	2%

Final Grade Cutoffs	minus		plus
A	90.0%	94.0%	97.0%
B	80.0%	84.0%	87.0%
C	70.0%	74.0%	77.0%
D	60.0%	64.0%	67.0%
F		<60.0%	

Letter grades are based on the percentage of the total points earned on all assessments. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same thing as crossing it (89.99 ≠ 90.00). It would be unethical to make exceptions for some and not others. If you think I have missed anything that should be included above, or if you have any concerns about your ability to meet these expectations, please let me know.

Everyone needs help!

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit tutoring.umd.edu to learn more about the wide range of campus resources available to you. In particular, everyone can use some help sharpen their communication skills (and improving their grade) by visiting ter.ps/writing and schedule an appointment with the campus Writing Center. You should also know there are a wide range of resources to support you with whatever you might need (see go.umd.edu/assistance), and if you just need someone to talk to, visit counseling.umd.edu or one of the many other resources on campus (go.umd.edu/student-support).

Most services are free because you have already paid for it, and everyone needs help… all you have to do is *ask for it!*

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit go.umd.edu/basic-needs for information about resources the campus offers you and let me know if I can help in any way.

Technical Support

Technology will never work 100% of the time. Please understand that I am not able to diagnose and fix technical difficulties with campus tools or your personal computer. If you have any problems with course resources (ELMS website, clickers, Panopto recordings, etc.) please consult with the IT Helpdesk directly (helpdesk.umd.edu). If the problem is limiting access to a course resource, try using a campus computer in the meantime – visit lib.umd.edu/services/computing to find a computer lab near you

Advice from your peers...

Earning an "A" involves not only completing all of the worksheets and assignments, but relating all of the material back to the course learning objectives and trying to integrate information from various units. It is important to read information and then pause to think about possible examples or connections that can be made with other concepts in order to make sure that you fully understand it. It is helpful to review the course learning objectives almost everyday and make sure you can answer every part of each concept rather than glossing over some of them.

It is a class you have to work hard in, but you will get what you put into the course as a result.

I would recommend students to take the CLOs very seriously and do in the most complete way that they can. I would also try and think about how the concepts that we learned in class apply to your life and to the things that are appearing in the news. It really makes the concepts stick!

... be engaged and excited to learn, interact with the professor and other students, and when you're completing homework put other distractions away so you can focus and really indulge yourself in the material. This course was one of the most interesting classes I've ever taken so it wasn't hard to focus and I think that's why I did well.

Do the readings for the worksheets! Don't just answer the questions and then move on. These shouldn't be rushed through. Read over them and understand why you were right/wrong. This is helpful for the LCs. Give yourself enough time to complete the worksheets. For the writing assignments, definitely make sure you meet every part of the prompt. Just recheck to make sure you covered everything. Get it proof-read! Go to the Writing center! Ask your friends! It's easy to lose points over little mistakes but it's also really easy to prevent those mistakes. My last bit of advice is to review the CLOs. Be able to answer them be able to talk them out and connect them with the other concepts covered in the CLOs. If you can explain the answers to other people even better... This class isn't set up to make you fail. It's structured so that you have the information and guidelines to prepare yourself for every assignment.

Course Schedule

MONDAY	WEDNESDAY	FRIDAY
5/30 -	6/1 **WS-00**: Course overview & strategies for success	6/3 **WS-01**: A social-psychological perspective **WS-02**: Thinking scientifically about evil
6/6 **WS-03**: Good people, bad decisions **SA-01**: Defining Evil	6/8 **WS-04**: Normal people, evil actions; section review **PR-01**	6/10 **Exam #1** **EC:** Course reflection survey #1
6/13 **WS-05**: The evil of inaction	6/15 **RWA 01**: T.B.A	6/17 **WS-06**: Why is there evil in the first place? **WS-07**: The evolution of evil **SA-02**: Research Proposal
6/20 UMD CLOSED – Juneteenth	6/22 **WS-08**: Empathy, trust, & goodwill; section review **PR-02**	6/24 **Exam #2** **EC:** Course reflection survey #2
6/27 **WS-09**: Reducing hatred and harm	6/29 **WS-10**: Violent media	7/1 **WS-11**: The brains of psychopaths **SA-03**: Case Study
7/4 UMD CLOSED - Independence Day	7/6 **WS-12**: Mass murders; section review **PR-03**	7/8 **Exam #3** **EC**: Course reflection survey #3

Subject to change as necessary. For details and updated deadlines visit our course website at elms.umd.edu

Course Schedule

MONDAY	WEDNESDAY	FRIDAY
7/11 -	7/13 **WS-00**: Course overview & strategies for success	7/15 **WS-01**: A social-psychological view of evil **WS-02**: Thinking scientifically about evil
7/18 **WS-03**: Good people, bad decisions **SA-01**: Defining Evil	7/20 **WS-04**: Normal people, evil actions; section review **PR-01**	7/22 **Exam #1** **EC:** Course reflection survey #1
7/25 **WS-05**: The evil of inaction	7/27 **RWA 01**: T.B.A	7/29 **WS-06**: Why is there evil in the first place? **WS-07**: The evolution of evil **SA-02**: Research Proposal
8/1 -	8/3 **WS-08**: Empathy, trust, & goodwill; section review **PR-02**	8/5 **Exam #2** **EC:** Course reflection survey #2
8/8 **WS-09**: Reducing hatred and harm	8/10 **WS-10**: Violent media	8/12 **WS-11**: The brains of psychopaths **SA-03**: Case Study
8/15 -	8/17 **WS-12**: Mass murders; section review **PR-03**	8/19 **Exam #3** **EC:** Course reflection survey #3

Subject to change as necessary. For details and updated deadlines visit our course website at elms.umd.edu

PSYC of Evil Quick Links

Course Syllabus	go.umd.edu/evil-syllabus
Course ELMS Page	elms.umd.edu
Course Resource & Course Learning Objectives (CLOs)	go.umd.edu/evil
Course email	evil@umd.edu
Writing Center	go.umd.edu/writing-center
Counseling	counseling.umd.edu
IT Helpdesk	helpdesk.umd.edu