



## HONORS SEMINAR V: AESTHETICS, VALUES, AND AUTHORITY

### TECHNOSOCIETY: EMERGING TECHNOLOGIES AND THEIR ETHICAL IMPLICATIONS (PART I)

IDH3034/3035-SECTION RVC

#### COURSE SYLLABUS

FALL 2017

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### Course Description

As a society, our reliance on technology has reached unprecedented heights. This reliance produces serious ethical dilemmas; however, we still want and need to use technology. What will our future look like as new technologies are introduced? This course will focus on emerging technologies and how those technologies affect the human condition. This course will expose students to emerging technologies like Virtual Reality, Augmented Reality, Artificial Intelligence, Internet of Things, The Quantified Self and Autonomous Objects. Personal Knowledge Management and Media Literacy will also be covered. Discussions and activities will center around emerging technologies and our human reactions and dependencies on them.

### Course Objectives (CO)

Upon successful completion of this course, students will be able to:

- CO1: Describe and provide examples of the emerging technologies covered in the course
- CO2: Recognize ethical implications related to emerging technologies and technology in general
- CO3: Report how national and international media cover emerging technologies
- CO4: Relate how emerging technologies will intersect with their future career goals
- CO5: Distinguish information provided from reliable sources from those that are not
- CO6: Describe how their personal relationship with technology affects their everyday life
- CO7: Design and deliver a video presentation with a selected emerging technology to solve a global problem

### Global Learning Outcomes (GL)

Upon successful completion of this course, students will be able to:

- GL1: Demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts. (*Global Awareness*)
- GL2: Analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc. (*Global Perspectives*)
- GL3: Develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority. (*Global Engagement*)

## Professor Roque's Teaching Philosophy

My goal as a teacher is to develop critical thinkers. I believe that:

- true learning never stops
- true learning comes from learning about yourself, by reflecting on your past and envisioning your future
- no one's a true expert in anything; learners should challenge, probe, and question.

I will do my part if you do your part. I am personally invested in your success. I care that you learn.

## Fully Online Course Expectations

This is an online course, which means most (if not all) of the course work will be conducted online.

Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- Review the how to get started information located in the course content
- Interact online with instructor/s and peers
- Review and follow the course calendar
- Log in to the course at least 4 times per week
- Respond to emails/messages within 5 days
- Submit assignments by the corresponding deadline

The instructor will:

- Log in to the course at least 4 times per week
- Respond to emails and messages within 7 days
- Respond to emails/messages within 48 hours
- Grade assignments within 10 days of the assignment deadline

## Textbooks

No textbook required. All readings and course materials will be provided within the course. You're welcome :)

## Course Communication

Communication in this course will take place via Course Messages in Blackboard and [Slack](#).

Messages is a private and secure text-based communication system which occurs within a course among its Course members. Users must log on to Blackboard to send, receive, or read messages. The Messages tool is located on the Course Menu, on the left side of the course webpage. It is recommended that students check their messages routinely to ensure up-to-date communication.

Visit our [Writing Resources webpage](#) for more information on professional writing and technical communication skills.

## POLICIES AND PROCEDURES

### Accommodation Policy

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center (DRC), if you have not done so already.

Please note that if you have a student who is registered with the DRC, you will receive notification about the student's disability and a detailed description of accommodations the student will require.

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit [Blackboard's Commitment Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

### Religious Holidays

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.”

### Academic Integrity

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

### Policies

Please review the [FIU's Policies webpage](#). The policies webpage contains essential information regarding

guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

## **Honors College Requirements**

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.

## **Honors Citizenship Requirements**

Beginning in Fall 2014, Honors College students are required to accumulate at least 20 citizenship points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points. See

<http://honors.fiu.edu/academics/policies/citizenship/>.

## **Student Portfolios**

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what "artifacts" or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. See

<http://honors.fiu.edu/students/honors-advising-center/portfolio-for-graduating-seniors/>.

## **Honors Education in the ARTS (HEARTS)**

The HEARTS program is designed to give Honors College students opportunities to "explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. See <http://honors.fiu.edu/heart/>.

## **Honors College Academic Misconduct Statement**

In The Honors College, the term "honor" refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

## **Procedures and Penalties**

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Honors College website (<http://honors.fiu.edu/academics/policies/>), and the Academic Misconduct Procedures, available at <http://integrity.fiu.edu/misconducts.html> .

Please refer to the following documents for additional information:

FIU Code of Academic Integrity – <http://integrity.fiu.edu/>

College Student Handbook – <http://studentaffairs.fiu.edu/about/student-handbook/>

FIU Honors College Policies – <http://honors.fiu.edu/students/policies/>

## Technical Requirements & Skills

Students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

This course utilizes the following tools:

1. Canvas ([privacy policy](#) and [terms of use](#))
2. NBC Learn ([privacy policy](#) and [terms of service](#))

Please visit our [Technical Requirements](#) webpage for additional information.

## Grading

Course Requirements	Points Each	Total Points
Participation in Live Webinars (2)	5	10
Module Activities (6)	5	30
Reflective Journals (3)	5	15
Video Discussions (2)	10	20
Group Project (1)	25	25
	<b>TOTAL</b>	<b>100</b>

## Assignments

<b>Live Webinars (x 2, 5 points each session)</b>	Live Webinar #1: August 23, 2017, 8pm EST Live Webinar #2: December 6, 2017, 8pm EST
<b>Live Webinar #1 (August 23, 2017 at 8pm)</b> In the first webinar session, you'll be introduced to the professor and the course. A detailed review of the syllabus will take place and students will have the chance to ask any questions they may have about the course. <b>Please plan to attend: however, if you can't make it to the webinar, the recording will be posted and you can acknowledge that the recording was watched for the 5 points.</b>	
<b>Live Webinar #2 (December 6, 2017 at 8pm)</b> Live session #2 will take place during the last week of the course. The instructor will present everyone's group project videos, discuss key takeaways from the course, answer any lingering questions and then ride off into the sunset. <b>Please plan to attend: however, if you can't make it to the webinar, the recording will be posted and you can acknowledge that the recording was watched for the 5 points.</b>	

<b>Module Activities (x 6, 5 points each activity)</b>	Module Activity #1 Due: September 10, 2017 Module Activity #2 Due: September 24, 2017 Module Activity #3 Due: October 8, 2017 Module Activity #4 Due: October 22, 2017 Module Activity #5 Due: November 5, 2017 Module Activity #6 Due: November 19, 2017 <b>**Must be turned in by 11:55pm on due date.</b>
<b>Objectives met:</b> <ul style="list-style-type: none"><li>• CO1: Describe and provide examples of the emerging technologies covered in the course</li></ul>	

- CO2: Recognize ethical implications related to emerging technologies and technology in general
- CO3: Report how national and international media cover emerging technologies
- CO4: Relate how emerging technologies will intersect with their future career goals

At the end of each module, you will be presented with an activity to complete. All activities must be completed and a one-page summary of your experience will be turned in. The paper should be turned in as a Microsoft Word document. If you use Apple Pages, please convert it to MS Word format. Same goes for Google Docs, convert it to MS Word format please. The paper will follow [APA \(6th edition\) guidelines](#).

Your paper should be typed, double-spaced with 1" margins on all sides. APA recommends using 12 pt. Times New Roman font.

### Reflective Journals (x 3, 5 points each activity)

- CO4: Relate how emerging technologies will intersect with their future career goals
- CO6: Describe how their personal relationship with technology affects their everyday life

Due: September 3, 2017

Due: October 1, 2017

Due: October 29, 2017

**\*\*Must be turned in by 11:55pm.**

Reflection is a form of internal inquiry that allows you as the learner to explore connections between theory and practice. It deepens understanding of the practice of our everyday lives and work, and helps us become more aware of our actions. (Brookfield, 1995).

You are required to write three **substantive** journal reflections. Reflection #1 will focus on your overall expectations of the course and your general level of interest with emerging technologies. Reflections 2 and 3 should be on the course materials, your experiences completing each module activity, and ways that the new knowledge you have gained can help you improve as a person.

What did you think of a particular subject or tools? What benefits us as humans? What doesn't work? What would you improve? What have you learned? What will you use? How will you use it? What global factors are important to consider?

It is best to record your observations, emotional responses, and insights as you progress through the material in each module in a free writing style. You should include citations and references of any and all works used within your journal. The journal reflections should be written in a professional manner that expresses your developmental learning throughout this course.

The journals should be turned in as a Microsoft Word document. If you use Apple Pages, please convert it to MS Word format. Same goes for Google Docs, convert it to MS Word format please. The journals will follow [APA \(6th edition\) guidelines](#).

Your paper should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use a clear font that is highly readable. APA recommends using 12 pt. Times New Roman

font.

### **Video Discussions (x 2, 10 points each activity)**

- CO1: Describe and provide examples of the emerging technologies covered in the course
- CO2: Recognize ethical implications related to emerging technologies and technology in general
- CO3: Report how national and international media cover emerging technologies
- CO4: Relate how emerging technologies will intersect with their future career goals
- CO5: Distinguish information provided from reliable sources from those that are not
- CO6: Describe how their personal relationship with technology affects their everyday life

Video Discussion #1 Due: September 17, 2017  
Video Discussion #2 Due: October 15, 2017  
**\*\*Must be turned in by 11:55pm.**

An ethical dilemma related to technology will be presented. You will be asked to read (or watch) background material on a topic, and then respond appropriately via a **video response** to the questions asked. Your video should be under 5 minutes long.

You won't be able to view other student videos until you have submitted your own. You will also be required to review at least one student's video.

### **Group Project (25 points)**

- CO1: Describe and provide examples of the emerging technologies covered in the course
- CO2: Recognize ethical implications related to emerging technologies and technology in general
- CO3: Report how national and international media cover emerging technologies
- CO4: Relate how emerging technologies will intersect with their future career goals
- CO5: Distinguish information provided from reliable sources from those that are not
- CO6: Describe how their personal relationship with technology affects their everyday life

Due: December 3, 2017  
**\*\*Must be turned in by 11:55pm.**

- CO7: Design and deliver a video presentation with a selected emerging technology to solve a global problem
- GL1: Demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts. (*Global Awareness*)
- GL2: Analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc. (*Global Perspectives*)
- GL3: Develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority. (*Global Engagement*)

You will be placed in groups by week 3. Groups will have 5 members (or less). Someone from the group will email Gus the problem you are trying to solve for approval by the of Week 6.

Groups will be assigned an emerging technology (Artificial Intelligence, Augmented Reality, Virtual Reality, Autonomous Objects or Quantified Self). Using the assigned technology, your group must create a startup company that solves a global problem. Think big. Dream big. In a 5 minute video (max time is 5 min), the group must cover the following:

- Describe your company
  - Name, logo, slogan
- What global problem is the company trying to solve?
- How does your company incorporate the assigned technology to solve the problem?
- How does this benefit the global community?
- What are the advantages of using your tech?
- What are the disadvantages of using your tech?
- Are there any ethical or privacy implications to consider?

Videos should be uploaded to YouTube or Vimeo or any other video sharing platform; please check privacy settings and make sure it's set to **public**. The link should be submitted to the assignment dropbox.

Some key things I'll be looking for (check the rubric):

- Every group member is on the video (doesn't have to be together in the same room)

During our last live webinar, we will show everyone's videos and discuss.

## Letter Grade

Letter	Range	Letter	Range	Letter	Range
A	Above 93	B-	81-83	F	< 61

A-	90 - 92	C+	76 - 80		
B+	87 - 89	C	70 - 75		
B	84 - 86	D	61 - 69		

## MODULES WE WILL COVER

Module Name	Term/Week
<b>FALL 2017 (Part I)</b>	
Introduction Module	Fall 2017, Week 1
Artificial Intelligence Module	Fall 2017, Weeks 2 & 3
Augmented Reality Module	Fall 2017, Weeks 4 & 5
Virtual Reality Module	Fall 2017, Weeks 6 & 7
Autonomous Objects Module	Fall 2017, Weeks 8 & 9
Quantified Self Module	Fall 2017, Weeks 10 & 11
Privacy Module	Fall 2017, Weeks 12 & 13
<b>SPRING 2018 (Part II)</b>	
Introduction Module	Spring 2018, Week 1
Drones Module	Spring 2018, Weeks 2 & 3
Internet of Things (IoT) Module	Spring 2018, Weeks 4 & 5
3D Printing Module	Spring 2018, Weeks 6 & 7
Blockchain Module	Spring 2018, Weeks 8 & 9
Human Gene Editing	Spring 2018, Weeks 10 & 11
Media Literacy Module & Personal Knowledge Management Module	Spring 2018, Weeks 12 & 13

## Course Calendar

Some dates/times may be changed, if necessary, with advanced notice.

The instructor reserves the right to make content and schedule changes as deemed necessary and appropriate at any time during the academic semester.

<b>Part I (FALL 2017)</b>			
Week	Module	Topics Covered	What you owe me!

<b>1</b> Aug 21-27	Introduction Module	Introduction to Course (Live Webinar)	<input type="checkbox"/> Attend live Webinar #1
<b>2</b> Aug 28 - Sept 3	Artificial Intelligence Module	Artificial Intelligence	<input type="checkbox"/> Reflective Journal #1 (due September 3) <input type="checkbox"/> Module Activity #1 (due September 10) <input type="checkbox"/> Meet with you group; choose a Group Leader
<b>3</b> Sept 4-10		Week 3: Groups assigned	
<b>4</b> Sept 11-17	Augmented Reality Module	Augmented Reality	<input type="checkbox"/> Video Discussion #1 (due September 17) <input type="checkbox"/> Module Activity #2 (due September 24)
<b>5</b> Sept 18-24			
<b>6</b> Sept 25- Oct 1	Virtual Reality Module	Virtual Reality	<input type="checkbox"/> Group leader should email Gus the problem you are trying to solve for approval (due October 1) <input type="checkbox"/> Reflective Journal #2 (due October 1) <input type="checkbox"/> Module Activity #3 (due October 8)
<b>7</b> Oct 2-8			
<b>8</b> Oct 9-15	Autonomous Objects Module	Autonomous Objects	<input type="checkbox"/> Video Discussion #2 (due October 15) <input type="checkbox"/> Module Activity #4 (due October 22)
<b>9</b> Oct 16-22			
<b>10</b> Oct 23-29	Quantified Self Module	The Quantified Self	<input type="checkbox"/> Reflective Journal #3 due (October 29) <input type="checkbox"/> Module Activity #5 (due November 5)
<b>11</b> Oct 30-Nov 5			
<b>12</b> Nov 6-12	Privacy Module	Privacy	<input type="checkbox"/> Module Activity #6 due (November 19)
<b>13</b> Nov 13-19			
<b>14</b> Nov 20-26		Time for Group Project	
<b>15</b> Nov 27-Dec 3		<b>Group Project Due</b>	<input type="checkbox"/> Group Project (due December 3)
<b>16</b> Dec 4-10		Live Webinar #2 - Wednesday, December 6, 2017 at 8pm	<input type="checkbox"/> Attend Live Webinar #2

## References

Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass.