

HONORS SEMINAR V: AESTHETICS, VALUES, AND AUTHORITY

TECHNOSOCIETY: EMERGING TECHNOLOGIES AND THEIR ETHICAL IMPLICATIONS

IDH3034-SECTION RVDA

COURSE SYLLABUS

SUMMER A 2021

Instructor:	Gus Roque, M.S.	Dept:	Honors College
Office Hours:	By appointment, via web meeting. (skype: roquegus)	E-mail:	groque@fiu.edu

Affordability Counts Medallion Winning Course



This course has been awarded the Affordability Counts Medallion. The Affordability Counts initiative at FIU seeks to make learning more affordable by reducing the cost of course materials to \$60 or less. Find out more by visiting the Affordability Counts website at lowcost.fiu.edu.

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. Around the world, 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. This is a Discipline-specific Global Learning course that counts toward your FIU Global Learning graduation requirement.

Course Objectives (CO)

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

- CO1: Describe and provide examples of the emerging technologies and concepts 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*)

Global Learning Medallion

The **Excellence in Global Learning Medallion** is an interactive, participatory program consisting of an extensive series of courses and activities designed to enhance your global awareness, global perspective, and attitude of global engagement. Participation in the GL Medallion program connects you to invaluable, high impact opportunities such as exclusive internships, student organizations focused on international and intercultural issues, study abroad, and the opportunity to exchange ideas and network during roundtable discussions. To learn more and sign up, visit <http://qoglobal.fiu.edu/medallion>

Complimentary Access to NYTimes.com

FIU is proud to provide complimentary access for the entire academic year to NYTimes.com to students, faculty, and staff. This digital access, available to every FIU community member, replaces the limited number of paper copies that were previously available on campus. To activate your access, please visit <http://qoglobal.fiu.edu/accessnyt>

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 3 days
- Grade assignments within 10 days of the assignment deadline

Textbooks

No textbook required. All readings and course materials will be provided within the course.

Course Communication

Communication in this course will take place via Canvas.

Messages is a private and secure text-based communication system which occurs within a course among its Course members. Users must log on to Canvas to send, receive, or read messages. 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.

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 Engagement 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/current-students/citizenship/>

Volunteer Service Hours

Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 engagement points discussed above. See <http://honors.fiu.edu/current-students/community-service/>

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/hearts/>.

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 Academic Misconduct procedures available at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-conflict-resolution/academic-integrity/index.php>

Please refer to the following documents for additional information:

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

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

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

Resources

Panthers Care & Counseling & Psychological Services

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with FIU’s Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at caps.fiu.edu. Professional counselors are available for same-day appointments. Don’t wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

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](#))
3. TED Talks ([privacy policy](#) and [terms of use](#))

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

Grading

Course Requirements	Points Each	Total Points
Reflective Journals (3)	10	30
Video Discussions (2)	20	40
Final Project (1)	30	30
	TOTAL	100

Assignments

Assignments turned in late

Work that is late will lose 1 point for each day that it is late.

Reflective Journals (x 3, 10 points each activity) <ul style="list-style-type: none">• CO4: Relate how emerging technologies will intersect with their future career goals• CO6: Describe how their personal relationship with technology affects their everyday life	**Must be turned in by 11:55pm. **Work that is late will lose 1 point for each day that it is late
<p>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).</p> <p>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.</p> <p>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?</p> <p>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.</p> <p>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.</p> <p>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.</p>	

Video Discussions (x 2, 20 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

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

****Work that is late will lose 1 point for each day that it is late**

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.

Final Project (30 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
- 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*)

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

****Work that is late will lose 1 point for each day that it is late**

<ul style="list-style-type: none"> ● GL2: Analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc. (<i>Global Perspectives</i>) ● GL3: Develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority. (<i>Global Engagement</i>) 	
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Choose an emerging technology (Artificial Intelligence, Augmented Reality OR Virtual Reality). Using the assigned technology, create a startup company that solves a global problem. Think big. Dream big. In a 5 minute (max) video or audio file where you, the CEO of this company is being “interviewed”, you must cover the following:

- Describe your company
 - Name/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 or audio files should be uploaded to Canvas (alternatively, you can use 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.

Final Project materials will be made public so everyone can see and review your finished “product”.

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
SUMMER A	
Introduction Module	Week 1
Artificial Intelligence Module	Week 2

Augmented Reality Module	Week 3
Virtual Reality Module	Week 4
Privacy Module	Week 5

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.

Part I			
Week	Module	Topics Covered	What you owe me!
1 May 10-16	Introduction Module	Introduction to Course	<input type="checkbox"/> Read the syllabus <input type="checkbox"/> Introduce yourself to the class <input type="checkbox"/> Reflective Journal #1
2 May 17-23	Artificial Intelligence Module	Artificial Intelligence	<input type="checkbox"/> Video Discussion #1 <input type="checkbox"/> Email Prof. Roque the problem you are trying to solve for approval
3 May 24-30	Augmented Reality Module	Augmented Reality	<input type="checkbox"/> Reflective Journal #2
4 May 31- Jun 6	Virtual Reality Module	Virtual Reality	<input type="checkbox"/> Video Discussion #2
5 June 7-13	Privacy Module	Privacy	<input type="checkbox"/> Reflective Journal #3
6 June 14-20		Final Project Due (Friday)	<input type="checkbox"/> Final Project (due June 18) <input type="checkbox"/> End of Class Survey (due June 18)

References

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