

HONORS SEMINAR V: AESTHETICS, VALUES, AND AUTHORITY

TECHNOSOCIETY: EMERGING TECHNOLOGIES AND THEIR ETHICAL IMPLICATIONS

IDH3034

COURSE SYLLABUS

FALL 2021

Instructor:	Gus Roque, M.S.	Dept.	Honors College
Office Hours:	By appointment, via Zoom meeting.	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. 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 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: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends and systems (Global Awareness).
- GL2: Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems. (*Global Perspectives*)
- GL3: Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.. (*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://goglobal.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://goglobal.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.

Honors College Policies and Requirements

Academic Misconduct Procedures and Policies

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.

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

Please refer to the following documents for additional information:

FIU Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

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. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements. <http://honors.fiu.edu/current-students/portfolio/>

Honors Engagement

Requirements Honors College students are required to accumulate at least 20 engagement 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 engagement points. Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly. <http://honors.fiu.edu/current-students/citizenship/>

Community Service

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

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. <http://honors.fiu.edu/current-students/hearts/>

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.

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.

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](#))
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
Module Quizzes (6)	1	6
Module Activities (6)	5	30
Reflective Journals (3)	5	15
Video Discussions (2)	10	20
Final Project (1)	29	29
	TOTAL	100

Assignments

Assignments turned in late

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

Module Quizzes (x 6, 1 points each activity)

Objectives met:

- 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

****Must be completed by 11:55pm on due date.
Work that is late will lose 1 point for each day that it is late

At the end of each module, you will be presented with a Module Quiz. The quiz questions will cover the material presented in the module. You will have 2 attempts. Each quiz has a time limit of 30 minutes. Each quiz is worth 1 point.

Module Activities (x 6, 5 points each activity)

Objectives met:

- 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

****Must be turned in by 11:55pm on due date.
Work that is late will lose 1 point for each day that it is late

At the end of each module, you will be presented with an activity to complete. **Use the text box to type in your response.**

Reflective Journals (x 3, 5 points each activity)

- CO4: Relate how emerging technologies will intersect with their future career goals

****Must be turned in by 11:55pm.
Work that is late will lose 1 point for each day that it is late

- CO6: Describe how their personal relationship with technology affects their everyday life

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

****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 (29 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*)
- 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*)

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

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

***This project can be done solo or with a group. Max members = 3.**

Choose **two** emerging technologies discussed during this term. Combine and mash both technologies to create a startup company (or non-profit, you choose) that **solves** a global problem. Think big. Dream big.

You will turn in the following items:

1. A one-page press release talking about your company and the services the company provides
2. a 45 second audio advertisement for your company

3. A magazine-style, full page advertisement
4. A 5 minute (max) video or audio file where you, the CEO of this company is being “interviewed”,

Within the deliverables above you must cover the following:

- Describe your company
 - Name/slogan/logo
- What **global problem** is the company trying to solve?
- How does your company incorporate the two assigned technologies 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	Week
Introduction Module	Week 1
AI	Weeks 2 & 3
VR	Weeks 4 & 5
Human Genome Editing	Weeks 6 & 7
3D Printing	Weeks 8 & 9
Drones	Weeks 10 & 11
Privacy Module, Media Literacy Module & Personal Knowledge Management Module	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.

Part I (FALL)			
Week	Module	Topics Covered	What you owe me!
1 August 23 to August 29	Introduction Module	Introduction to Course	<input type="checkbox"/> Read the syllabus <input type="checkbox"/> Introduce yourself to the class
2 August 30 to September 5	Tech #1 (as voted by the class)	Artificial Intelligence	<input type="checkbox"/> Reflective Journal #1 (due Sunday night) <input type="checkbox"/> Quiz (due Sunday night) <input type="checkbox"/> Activity (due Sunday night)
3 September 6 to September 12			
4 September 13 to September 19	Tech #2 (as voted by the class)	Virtual Reality	<input type="checkbox"/> Video Discussion #1 <input type="checkbox"/> Quiz <input type="checkbox"/> Activity
5 September 20 to September 26			
6 September 27 to October 3	Tech #3 (as voted by the class)	Human Genome Editing	<input type="checkbox"/> Reflective Journal #2 <input type="checkbox"/> Quiz <input type="checkbox"/> Activity
7 October 4 to October 10			
8 October 11 to October 17	Tech #4 (as voted by the class)	3D Printing	<input type="checkbox"/> Video Discussion #2 <input type="checkbox"/> Quiz <input type="checkbox"/> Activity
9 October 18 to October 24			
10 October 25 to October 31	Tech #5 (as voted by the class)	Drones	<input type="checkbox"/> Reflective Journal #3 <input type="checkbox"/> Quiz <input type="checkbox"/> Activity
11 November 1 to			

November 7			
12 November 8 to November 14	Privacy & Media Literacy Module	Privacy, Media Literacy	<input type="checkbox"/> Quiz <input type="checkbox"/> Activity
13 November 15 to November 21			
14 November 22 to November 28	Time to work on Final Project (Thanksgiving Holiday - University Closed November 25 - 27)		
15 November 29 to December 5		Final Project Due	<input type="checkbox"/> Final Project (due December 5)
16 December 6 to December 12		End of Class Survey	<input type="checkbox"/> End of Class Survey (due by December 11)

References

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