

**MMC 6936: AI, COMMUNICATION, AND DEMOCRACY**

FALL 2024 (8/22/24 – 12/06/24)  
WEIMER 3024; Ws 09:35AM - 12:35PM

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**COURSE DESCRIPTION**

What effects will Artificial Intelligence (AI) have on democracy when it becomes ubiquitous in our daily lives and is integrated into communication, advertising, public relations, journalism, and social/mobile media? Is AI a culprit for disseminating fake news and mis-/disinformation and creating filter bubbles or echo chambers? How can we ensure AI is more inclusive, equitable, ethical, credible, and socially responsible? The AI, Communication, and Democracy seminar blends theory, research, and practice with a particular focus on AI for political, strategic, and civic communication in interdisciplinary, multidisciplinary, and cross-disciplinary settings. The course sheds light on how AI may benefit underserved groups, community organizations, and citizens alike in the civil society context. Through intensive reading, writing, and discussion, students will produce a high-quality paper for submission to a conference and/or journal.

**PURPOSE OF THE COURSE: LEARNING OUTCOMES**

As a result of participating in this seminar, students will learn to:

- *Comprehend* various theoretical perspectives and methodological approaches regarding AI, communication, and democracy at multiple levels.
- *Criticize* current issues and problems that occur in democratic communications in the context of the roles of AI technologies.
- *Connect* various theoretical and methodological approaches to current issues and problems in democratic communications especially for AI technologies.
- *Conduct* critical analyses regarding democratic communications with a particular emphasis on AI technologies.

- *Convey* creative thinking and knowledge to community and civic life that can nurture the civil society and democracy at the local, national, and global levels.

## **COURSE READINGS**

- Course materials, including required readings, are available on the Canvas Website (<https://elearning.ufl.edu>).

## **COURSE REQUIREMENTS & ASSIGNMENTS**

Students can expect to dedicate approximately 10-12 hours to course readings and assignments. It is important to note that throughout the semester, students will be required to write up and submit a four-page response paper on the readings eight times.

### **Attendance and Participation (100pts, 10%)**

- All students are expected to attend every class throughout the entire semester.
- Only absences with reasonable excuses will be considered acceptable.
- If you miss a seminar without a reasonable excuse, you will not be eligible to receive an A grade, no matter how well you perform on other assignments and activities (e.g., A- if one absence, and B+ if two absences).
- On top of attendance, all students are expected to actively participate in the group discussion.

### **Response Papers (400pts, 40%)**

- Throughout the course, you will be required to write and upload eight four-page response papers on Canvas. These papers should be typed in WORD and based on the required readings for each topic/week. The response papers are due by 09:35am on Tuesdays before the seminar day.
- You should include the following elements: 1) summaries of the five readings, 2) critiques (comments and thoughts) of the readings with at least one discussion question each reading, and 3) at least five suggested readings related to the topic, along with a brief description in one or two paragraphs for each.
- Each response paper is worth 50 points (50pts X 8 times = 400pts): Summaries of the readings (20pts), critiques of the readings (20pts), and suggested readings (10pts).

### **Discussion Lead Paper (100 pts, 10%)**

- You will have the opportunity to serve as a discussion leader for a topic of your choice.
- You will upload an eight-page discussion lead paper on Canvas, which should be typed in WORD based on the required readings. The discussion lead paper is due by 09:35am on Tuesdays before the seminar day.

- Your discussion lead paper serves as an extended version of the response papers and should encompass the following elements: 1) summaries of the five readings, 2) critiques of the readings with at least two discussion questions each reading, and 3) at least ten suggested readings regarding the topic with a brief description in one or two paragraphs.
- Your discussion lead paper is worth 100 points: Summaries of the readings (40pts), critiques of the readings (40pts), and suggested readings (20pts).

### **Prospectus (100pts, 10%)**

- As part of the course requirements, you will write a short three-page prospectus for your final paper (50pts, 5%).
- After completing the prospectus, please ensure to post it on Canvas no later than 09:35AM on 10/15 (Tuesday), 2024.
- You will also have an opportunity to present your prospectus during the Week 9 (10/16) (50pts, 5%). Feedback will be provided by the instructor and the peer participants.

### **Final Paper (200 pts, 20%)**

- As you develop your final paper, you are encouraged to consult with me in person during my office hours and/or by appointment.
- There are two options for your final paper. You can develop a research proposal, which includes a problem statement, a thorough literature review, well-defined research questions and/or hypotheses, and a description of your chosen research methods. For the advanced credit, you have the option to write a research paper, which follows a journal article style with results and conclusion (please consult with your instructor for secondary data).
- Throughout the project development, specific formats and guidelines will be provided to assist you.
- The final paper should consist of approximately 20 pages, excluding references, tables, figures, and appendix.
- Finally, your final paper is due by 1:59PM on 12/6 (Friday), 2024.
- You will post your term paper on Canvas. If Canvas does not work, you can email your final paper to [snah@ufl.edu](mailto:snah@ufl.edu).

### **Presentation (100 pts, 10%)**

- As you progress with your final paper, you will present your projects in PowerPoint during the last week of the semester (Week 16).
- The deadline for uploading your presentation files on Canvas is no later than 09:35AM on 12/3 (Tuesday), 2024.
- A specific format will be provided on Canvas prior to the presentations.
- During the presentation, each student will be expected to provide at least one feedback to their peers' presentation in class.

**Paper Format**

- For all papers, including response papers, discussion lead papers, prospectus, and final papers, please ensure that they are double-spaced and typed in Times New Roman with 12-point font size.
- Keep one-inch margins on all four sides of the papers.
- Prior to paper submissions, it is highly recommended for you to arrange a meeting with writing consultants at the University of Florida Writing Studio (<https://writing.ufl.edu/writing-studio>).
- To enhance your academic writing, consider reading *The Craft of Research* (4<sup>th</sup> ed.) by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, & William T Fitzgerald.
- Although there is no required academic writing style, it is strongly recommended for you to use the American Psychological Association (APA) (7<sup>th</sup> Ed.) style.
- More detailed guidelines, along with sample papers, will be provided to assist you further.

**GRADING SYSTEM**

Grade will be assigned as follows:

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<b>Attendance &amp; Participation</b>	<b>10% (100 pts)</b>
<b>Response Papers</b>	<b>40% (400 pts)</b>
<b>Discussion Lead Paper</b>	<b>10% (100 pts)</b>
<b>Prospectus &amp; Presentation</b>	<b>10% (100 pts)</b>
<b>Final Presentation</b>	<b>10% (100 pts)</b>
<b>Final Paper</b>	<b>20% (200 pts)</b>
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<b>TOTAL</b>	<b>100% (1000 pts)</b>

Final course grades will be assigned as follows:

- A (100 – 93%), A- (92 – 90%): Excellent
- B+ (89 – 87%), B (86 – 83%), B- (82 – 80%): Good
- C+ (79 – 77%), C (76 – 73%), C- (72 – 70%): Average
- D+ (69 – 67%), D (66 – 63%), D- (62 – 60%): Poor

NOTE:

- A indicates excellence in every assignment and activity.
- Scores are rounded to the nearest point: for instance, 89.4 down to 89 (B+); 89.5 up to 90 (A-).
- More information on UF grading policy may be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

## COURSE POLICIES

### Attendance & Participation

- Given “Attendance and Participation” is 10% or 100 pts of the entire grading, it is expected all students attend every class throughout the entire semester.
- Attendance itself is not sufficient which means students are expected to actively participate in class and group discussions in classroom.

### Excused Absences

- Excused absences include serious illness, illness or death of family member, university-related trips, major religious holidays, and other circumstances the instructor finds to be “reasonable cause of nonattendance.”

### Make-up Opportunities

- For all class assignments, make-up opportunities will be given. Missing assignments should be completed within a week from the initial deadlines.
- However, without reasonable excuses, scores will be reduced 10% of the total points of each assignment per week accordingly.

### Verification of Absences

- If your absences are excusable, you have to provide evidence before or after absences or within one week after the absences.

### Academic Integrity, Cheating, and Plagiarism

- Academic integrity is required for this course (<https://teach.ufl.edu/resource-library/academic-integrity-at-uf/>)
- You are required to abide by the Student Honor Code. Any violation of the academic integrity expected of you will result in a minimum academic sanction of “failing grade on the assignment or assessment.” Any alleged violations of the Student Honor Code will result in a referral to Student Conduct and Conflict Resolution. Please review the Student Honor Code and Student Conduct Code at [sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code](http://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code).
- Plagiarism, including self-plagiarism, and any kind of cheating will not be accepted or tolerated. For more information regarding plagiarism at <https://regulations.ufl.edu/wp-content/uploads/2018/06/4.040-1.pdf>
- You may not turn in work that is not your own, including work generated by Chat GPT and other AI programs.

### Classroom Behavior, Decorum, and Civility

- Students are required to share opinions and thoughts in a respectful manner.

- Language that belittles or degrades because of gender, race/ethnicity, political affiliation, religiosity, etc is not respectful.

### Students with Disabilities

- Please contact the Disability Resource Center at <https://disability.ufl.edu/get-started/> and consult with me if you have a documented disability and need accommodations.

### Diversity, Equity, and Inclusion

- The University of Florida's College of Journalism and Communications embraces a commitment toward an intellectual community enriched and enhanced by diversity along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. We expect each of our courses to help foster an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- I am committed to creating an inclusive environment in which all students are respected and valued. I will not tolerate disrespectful language or behavior on the basis of age, ability, color/ethnicity/race, gender identity/expression, marital/parental status, military/veteran's status, national origin, political affiliation, religious/spiritual beliefs, sex, sexual orientation, socioeconomic status or other visible or non-visible differences.
  1. Discuss the situation privately with me. I am always open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.
  2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
  3. Notify me of the issue through another source such as your academic adviser, a trusted faculty member or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.
  4. If you prefer to speak with someone outside of the course, Joanna Hernandez, CJC director of inclusion and diversity, is an excellent resource. You can email her at [jhernandez@jou.ufl.edu](mailto:jhernandez@jou.ufl.edu).

### Course Mailing List

- Every course-related communication will occur face to face, via email and/or Canvas.
- The course mailing list will use your university email account (ufl.edu).
- If you prefer using a different email account than the university account, it is your responsibility to change the settings in the university account to forward email to your preferred account.
- Email responses are expected at least within 48 hours although prompt responses usually occur.

## Electronic Devices

- You may use your laptop and smart phone for class activities and/or emergencies only.
- “Self-governing” over technologies is highly valued.

## Course Evaluation

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/](https://gatorevals.aa.ufl.edu/students/). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results>.

## CAMPUS RESOURCES

### Health & Wellness

- U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit the website at <https://umatter.ufl.edu>.
- Counseling and Wellness Center: 352-392-1575 or visit the website at <https://counseling.ufl.edu>.
- Student Health Care Center: 352-392-1161 or visit the website at <https://shcc.ufl.edu>.
- University Police Department: 352-392-1111 (or 911 for emergencies) or visit the site at <https://police.ufl.edu>.
- UF Health Shands Emergency Room/Trauma Center: 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville. Visit the [website at https://ufhealth.org/uf-health-shands-emergency-room-trauma-center](https://ufhealth.org/uf-health-shands-emergency-room-trauma-center).

### Academic Resources

- E-learning Technical Support: 352-392-4357 (24/7) or [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu). Website: <https://helpdesk.ufl.edu>
- Career Connections Center: 352-392-1601. Visit the [website. https://career.ufl.edu](https://career.ufl.edu).
- Library Support: <https://uflib.ufl.edu/>
- Teaching Center: 352-392-2010 or to make an appointment 352- 392-6420. Visit the [website https://academicresources.clas.ufl.edu](https://academicresources.clas.ufl.edu).
- On-Campus Student Complaints: Refer to the Student Honor Code and Student Conduct Code or the Orange Book at <https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code>.

## COURSE TOPICS & CALENDAR

### WEEK 1: FALL SEMESTER BEGINS (8/22)

### WEEK 2: Course Overview & Introduction: AI, Communication, & Democracy (8/28)

#### [Suggested Readings]

- Juan M. Lavista Ferres & William B. Weeks (2024). *AI for Good: Applications in Sustainability, Humanitarian Action, and Health*. Wiley.
- Bernard Marr (2024). *Generative AI in Practice: 100+ Amazing Ways Generative Artificial Intelligence is Business and Society*. Wiley.
- Seungahn Nah (2023). *The Research Handbook on AI and Communication*. Edward Elgar Publishing.
- Elena Esposito (2022). *Artificial Communication: How Algorithms Produce Social Intelligence*. MIT Press.
- James Katz et al. (2022). *Perceiving the Future Through New Communication Technologies: Robots, AI and Everyday Life*. Palgrave Macmillan.
- Jérôme Duberry (2022). *Artificial Intelligence and Democracy: Risks and Promises of AI-Mediated Citizen–Government Relations*. Edward Elgar Publishing.
- Beth Kanter & Allison H. Fine (2022). *The Smart Nonprofit Staying Human-Centered in An Automated World*. Wiley.
- Pieter Verdegem (2021), *AI for Everyone? Critical Perspectives*, London, UK: University of Westminster Press. Simon Moore & Roland Hübscher (2021). *Strategic Communication and AI Public Relations with Intelligent User Interfaces*, Routledge.
- David Gunkel (2020). *An Introduction to Communication and Artificial Intelligence*. Polity.
- Seungahn Nah et al. (2020). *Communicating Artificial Intelligence (AI): Theory, Research, and Practice*. Routledge.
- Francesco Marconi (2020). *Newsmakers: Artificial Intelligence and the Future of Journalism*. Columbia University Press.

#### **NOTE: Discussion Leaders, Prospectus, Final Presentation, and Final Papers**

### WEEK 3: THEORETICAL FOUNDATIONS I (9/4)

#### **[#1. Required Readings & Response Paper on Canvas by 09:35AM, 9/3]**

- Jakob Mökander & Ralph Schroeder (2022). AI and social theory. *AI & SOCIETY*, 37, 1337–1351.
- Jennifer L. Gibbs, Gavin L. Kirkwood, Chengyu Fang, & J. Nan Wilkenfeld (2021). Negotiating Agency and Control: Theorizing Human-Machine Communication From a Structural Perspective. *Human-Machine Communication*, 2.
- Laura Savolainen & Minna Ruckenstein (2022). Dimensions of autonomy in human–algorithm relations. *New Media & Society*, 1–19.



- Mykola Makhortykh et al. (2022). Not all who are bots are evil: A cross-platform analysis of automated agent governance. *New Media & Society*, 24(4) 964–981.
- Loup Cellard (2022). Algorithms as figures: Towards a post-digital ethnography of algorithmic contexts. *New Media & Society*, 24(4), 982–1000.

### [Suggested Readings]

- Provide a list of five suggested readings with a brief description (one or two paragraphs) at the end of your response paper regarding the topic under consideration.

## WEEK 4: THEORETICAL FOUNDATIONS II (9/11)

### [#2. Required Readings & Response Paper on Canvas by 09:35AM, 9/10]

- James Steinhoff (2022). Toward a political economy of synthetic data: A data-intensive capitalism that is not a surveillance capitalism? *New Media & Society*, 1–17.
- Shakir Mohamed & Marie-Therese Png & William Isaac (2022). Decolonial AI: Decolonial Theory as Sociotechnical Foresight in Artificial Intelligence. *Philosophy & Technology*, 33, 659–684.
- Nicolas Mattis et al. (2022). Nudging towards news diversity: A theoretical framework for facilitating diverse news consumption through recommender design. *New Media & Society*, 1–26.
- Saffron Huang & Divya Siddarth (2023). Generative AI and the digital Commons. <https://arxiv.org/abs/2303.11074>
- Jernej Kaluža (2022) Habitual Generation of Filter Bubbles: Why is Algorithmic Personalisation Problematic for the Democratic Public Sphere? *Javnost – The Public*, 29(3), 267-283.

### [Suggested Readings]

- Provide a list of five suggested readings with a brief description (one or two paragraphs) at the end of your response paper regarding the topic under consideration.

## WEEK 5: THEORETICAL FOUNDATIONS III (9/18)

### [#3. Required Readings & Response Paper on Canvas by 09:35AM, 9/17]

- Rainer Mühlhoff (2020). Human-aided artificial intelligence: Or, how to run large computations in human brains? Toward a media sociology of machine learning. *New Media & Society*, 22(10), 1868–1884.
- Mark Eisenegger & Mike S. Schäfer (2023). Editorial: Reconceptualizing public sphere(s) in the digital age? On the role and future of public sphere theory. *Communication Theory*, 00, 1–9.

- Robyn Caplan (2023). Networked Platform Governance: The Construction of the Democratic Platform. *International Journal of Communication* 17, 3451–3472.
- Sophie Toupin (2023). Shaping feminist artificial Intelligence. *New Media & Society*, 1–16.
- Andreas Jungherr (2023). Artificial Intelligence and Democracy. *Social Media + Society*, 1-14.

**[Suggested Readings]**

- Provide a list of five suggested readings with a brief description (one or two paragraphs) at the end of your response paper regarding the topic under consideration.

**WEEK 6: Framing Artificial Intelligence (9/25)**

**[#4. Required Readings & Response Paper on Canvas by 09:35AM, 9/24]**

- Breazu, P. & Katsos, N. (2024). ChatGPT as a journalist: Whose perspective is it reproducing? *Discourse & Society*, 1-21.
- Nah, S., Luo, J., Kim, S., Chen, M., Mitson, R., & Joo, J. (2024). Algorithmic Bias or Algorithmic Reconstruction? A Comparative Analysis Between AI News and Human News. *International Journal of Communication*, 18, 700-729.
- Sirén-Heikel, S., Kjellman, M., & Lindén, C.-G. (2023). At the crossroads of logics: Automating newswork with artificial intelligence—(Re)defining journalistic logics from the perspective of technologists. *Journal of the Association for Information Science and Technology*, 74(3), 354–366.
- Nguyen, D., Hekman, E. (2022). The news framing of artificial intelligence: a critical exploration of how media discourses make sense of automation. *AI & Soc.* <https://doi.org/10.1007/s00146-022-01511-1>
- Shaojing Suna et al. (2020). Newspaper coverage of artificial intelligence: A perspective of emerging technologies. *Telematics and Informatics* 53.

**[Suggested Readings]**

- Provide a list of five suggested readings with a brief description (one or two paragraphs) at the end of your response paper regarding the topic under consideration.

**WEEK 7: Public Understanding of AI (I) (9/29)**

**[#5. Required Readings & Response Paper on Canvas by 09:35AM, 9/28]**

- Wang et al. (2024). The artificial intelligence divide: Who is the most vulnerable? *New Media & Society*, 1–23.
- Naomi Aoki (2020). An experimental study of public trust in AI chatbots in the public sector. *Government Information Quarterly*, 37.

- Yu-Leung Ng (2022). Exploring the association between use of conversational artificial intelligence and social capital: Survey evidence from Hong Kong. *New Media & Society*, 1–16.
- Thomas Beauvisage et al. (2023). How online advertising targets consumers: The uses of categories and algorithmic tools by audience planners. *New Media & Society*, 1–22.
- Theo Araujo (2020). In AI we trust? Perceptions about automated decision-making by artificial intelligence. *AI & SOCIETY*, 35, 611–623.

#### [Suggested Readings]

- Provide a list of five suggested readings with a brief description (one or two paragraphs) at the end of your response paper regarding the topic under consideration.

### WEEK 8: Public Understanding of AI (II) (10/9)

#### [#6. Required Readings & Response Paper on Canvas by 09:35AM, 10/8]

- Karim Nader et al. (2022). Public understanding of artificial intelligence through entertainment media. *AI & SOCIETY*.
- Michael C. Horowitz (2023). Adopting AI: how familiarity breeds both trust and contempt. *AI & SOCIETY*.
- Yoji Inaba & Kazunari Togawa (2021). Social capital in the creation of AI perception. *Behaviormetrika*, 48, 79–102.
- Ella Glikson & Anita Williams Woolley (2020). HUMAN TRUST IN ARTIFICIAL INTELLIGENCE: REVIEW OF EMPIRICAL RESEARCH. *Academy of Management Annals*, 14(2), 627–660.
- Mikhaila N. Calice et al. (2021). Polarized platforms? How partisanship shapes perceptions of “algorithmic news bias”. *New Media & Society*, 1–22.

#### [Suggested Readings]

- Provide a list of five suggested readings with a brief description (one or two paragraphs) at the end of your response paper regarding the topic under consideration.

### WEEK 9: Prospectus Presentation (10/16):

\*Paper Due on Canvas by 09:35AM, 10/15

\*\*Presentation Files Due on Canvas by 09:35AM, 10/15

### WEEK 10: AI Public Interaction (I) (10/23)

#### [#7. Required Readings & Response Paper on Canvas by 09:35AM, 10/22]

- Taberez Ahmed Neyazi et al. (2023). The effect of information seeking behaviour on trust in AI in Asia: The moderating role of misinformation concern. *New Media & Society*, 1–20.

- Sarah Kreps & Douglas L. Kriner (2023). The potential impact of emerging technologies on democratic representation: Evidence from a field Experiment. *New Media & Society*, 1–20.
- Linnea Laestadius et al. (2022). Too human and not human enough: A grounded theory analysis of mental health harms from emotional dependence on the social chatbot Replika. *New Media & Society*, 1–19.
- Joo Wha Hong et al. (2021). Are you ready for artificial Mozart and Skrillex? An experiment testing expectancy violation theory and AI music. *New Media & Society*, 23(7), 1920–1935.
- Carlo Perrotta et al. (2022). Artificial intelligence and the affective labour of understanding: The intimate moderation of a language model. *New Media & Society*, 1-25.

**[Suggested Readings]**

- Provide a list of five suggested readings with a brief description (one or two paragraphs) at the end of your response paper regarding the topic under consideration.

**WEEK 11: AI Public Interaction II (10/30)**

**[#8. Required Readings & Response Paper on Canvas by 10:35AM, 10/29]**

- Yuheng Wu et al. (2022). Minority social influence and moral decision-making in human–AI interaction: The effects of identity and specialization cues. *New Media & Society*, 1–19.
- Saleema Amershi et al. (2019). Guidelines for Human-AI Interaction. CHI.
- Thomas Kosch et al. (2022). The Placebo Effect of Artificial Intelligence in Human–Computer Interaction. *ACM Trans. Comput.-Hum. Interact.* 29, 6.
- Rony Medaglia et al. (2023). Artificial Intelligence in Government: Taking Stock and Moving Forward. *Social Science Computer Review*, 41(1), 123–140.
- Ronald Fischer et al. (2023). What does ChatGPT return about human values? Exploring value bias in ChatGPT using a descriptive value theory. <https://arxiv.org/abs/2304.03612>

**[Suggested Readings]**

- Provide a list of five suggested readings with a brief description (one or two paragraphs) at the end of your response paper regarding the topic under consideration.

**WEEK 12: Ethical, Legal, and Policy Issues (I) (11/6)**

**[#9. Required Readings & Response Paper on Canvas by 09:35AM, 11/5]**

- Karl Manheim & Lyric Kaplan (2019). Artificial Intelligence: Risks to Privacy and Democracy. *Yale Journal of Law & Technology*, 21.
- Emilio Ferrara (2023). Should ChatGPT be Biased? Challenges and Risks of Bias in Large Language Models. <https://arxiv.org/abs/2304.03738v2>

- Alejo José G. Sison et al. (2023). ChatGPT: More than a Weapon of Mass Deception Ethical challenges and responses from the Human-Centered Artificial Intelligence (HCAI) perspective. <https://arxiv.org/abs/2304.11215>
- Niva Elkin-Koren (2020). Contesting algorithms: Restoring the public interest in content filtering by artificial intelligence. *Big Data & Society*, January–June, 1–13.
- Alexander Buhmann & Christian Fieseler (2023). Deep Learning Meets Deep Democracy: Deliberative Governance and Responsible Innovation in Artificial Intelligence. *Business Ethics Quarterly* 33 (1).

**[Suggested Readings]**

- Provide a list of five suggested readings with a brief description (one or two paragraphs) at the end of your response paper regarding the topic under consideration.

**WEEK 13: Ethical, Legal, and Policy Issues (II) (11/13)**

**[#10. Required Readings & Response Paper on Canvas by 09:35AM, 11/12]**

- Peterson-Salahuddin, C. (2024), Repairing the harm: Toward an algorithmic reparations approach to hate speech content moderation. *Big Data & Society*, April-June, 1-13.
- Jernej Kaluža (2022). Habitual Generation of Filter Bubbles: Why is Algorithmic Personalisation Problematic for the Democratic Public Sphere?, *Javnost – The Public*, 29(3), 267-283.
- Ian Moura (2023). Encoding normative ethics: On algorithmic bias and disability. *First Monday*, 28(1-2).
- Pradeep Paraman & Sanmugam Anamalah (2022). Ethical artificial intelligence framework for a good AI society: principles, opportunities and perils. *AI & SOCIETY*, 38, 595–611.
- Mariëlle Wijermars & Mykola Makhortykh (2022). Sociotechnical imaginaries of algorithmic governance in EU policy on online disinformation and FinTech. *New Media & Society*, 24(4) 942–963.

**[Suggested Readings]**

- Provide a list of five suggested readings with a brief description (one or two paragraphs) at the end of your response paper regarding the topic under consideration.

**WEEK 14: RESEARCH WEEK (11/20)**

**WEEK 15: NO CLASS (THANKSGIVING) (11/27)**

**\* Course Evaluation Period (11/26- 12/6)**

**WEEK 16: FINAL PRESENTATION (12/4):**

**\*Presentation Files Due on Canvas by 09:35AM, 12/3**

**\*\*Course Evaluation Period (11/26- 12/6)**

**NOTE: Final Paper Due on Canvas by 09:35AM, 12/6**

## COURSE OUTLINE

WEEK	WEDNESDAY (09:35AM – 12:35PM)	NOTE
1	8/22 FALL SEMESTER BEIGNS	Happy FALL SEMESTER!
2	8/28 Course Overview & Introduction	* Discussion Leaders
3	9/4 Theoretical Foundation (I)	* #1 Response Paper Due by 09:35AM, 9/3
4	9/11 Theoretical Foundation (II)	* #2 Response Paper Due by 09:35AM, 9/10
5	9/18 Theoretical Foundation (III)	* #3 Response Paper Due by 09:35AM, 9/17
6	9/25 Framing Artificial Intelligence	* #4 Response Paper Due by 09:35AM, 9/24
7	9/29 Public Understanding of AI (I)	* #5 Response Paper Due by 09:35AM, 9/28
8	10/9 Public Understanding of AI (II)	* #6 Response Paper Due by 09:35AM, 10/8
9	10/16 PROSPECTUS PRESENTATION	*Prospectus (Both Paper & Presentation File) Due by 9:35AM, 10/15
10	10/23 AI Public Interaction (I)	* #7 Response Paper Due by 09:35AM, 10/22
11	10/30 AI Public Interaction (II)	* #8 Response Paper Due by 09:35AM, 10/29
12	11/6 Ethical, Legal, and Policy Issues (I)	* #9 Response Paper Due by 09:35AM, 11/5
13	11/13 Ethical, Legal, and Policy Issues (II)	* #10 Response Paper Due by 09:35AM, 11/12
14	11/20 RESEARCH WEEK	*Final Presentation and Paper for Week 16
15	11/27 NO CLASS (THANKSGIVING)	* 11/25 – 11/29 (Thanksgiving Break) ** Course Evaluation Period (11/26- 12/6)
16	12/4 FINAL PRESENTATION	12/6 Class Ends * Presentation Files Due by 09:35AM, 12/3 ** Final Paper Due by 11:59PM, 12/6