



Course Information

PSCI 4952 (001) Political Science Capstone Seminar

Semester/Term: Spring 2026

Credit Hours: 3

Instruction Mode: Face to face

Meeting Days/Time/Location: MON, WED & FRI/1:00 pm – 1:50 pm/WH 121

Course Instructor Information

Instructor: Dr. Sing Hui Lee

Office: Wooten Hall 153

Email: Singhui.Lee@unt.edu

Office Hours: WED, 11:00 am – 12:30 pm (or by appointment)

Course Description

Welcome to the frontier of democratic innovation! This senior capstone seminar examines how generative AI (artificial intelligence) is fundamentally transforming political systems, governance structure, policy-making processes, and civic engagement in the Silicon Age. In this seminar, we explore these critical questions: Can AI enhance democratic participation or does it threaten it? How do algorithms shape political discourse, election outcomes, and policy decisions? What does ethical governance look like in an AI-driven world?

This seminar seeks to prepare you to be informed leaders, critical thinkers, and ethical practitioners at the intersection of politics and innovation. Learners will develop practical skills through project-based and service-based learning opportunities while building a professional portfolio that demonstrates their readiness to navigate complex political and technological challenges in their career.

Course Learning Outcomes and Objectives

- Ethical reasoning: Evaluate the ethical dilemmas posed by AI in politics including algorithmic bias, surveillance, misinformation, and digital authoritarianism.
- Policy analysis: Propose evidence-based policy solutions grounded in democratic values.
- Critical analysis: Analyze how generative AI disrupts traditional models of governance, representation, power distribution, and democratic accountability through political science frameworks.
- Research & data literacy: Conduct research on AI's political impacts, critically assess AI-generated political content, polling data, and policy recommendations.
- Professional development: Build career-ready competencies through microcredentials and professional portfolio development, connecting your political science background to concrete career pathways.
- Civic leadership: Apply course knowledge to address real community needs through service-based learning projects that leverage AI for civic good, demonstrating the role of politically engaged citizens in shaping technological futures.

Course Readings and Materials

All materials will be available electronically through Canvas, as handouts in class, or accessible via library databases. I understand that textbook costs can be a burden, so I have made it a priority to keep my courses free from textbook expenses.

Course Requirements

The course's meetings will combine seminars, class discussions, and group projects. Throughout the course, learners will complete several course assessments. Learners are also required to actively engage in class discussions and be familiar with the assigned materials and current political issues and challenges.

Communication and Announcements

- Please use your **UNT email account** to contact the instructor and to schedule appointments.
- I will try to respond to your emails at my earliest convenience. If you have not received a reply from me after one day, please email me again. I appreciate your patience and understanding.
- Check your UNT email account regularly for course and/or class announcements.
- Set your Canvas notifications to stay current with course and/or class announcements.
- You are welcome to come by my office during office hours or email me to schedule a time that works best for you.
- All UNT students have access to Canvas through their UNT student accounts. You can find more information on using Canvas here: [Student Guide to Canvas](#).

Course Assessments and Grading

Grading	Course Requirements	Summary Description
15%	Active engagement (individual)	Be an active member of the learning community. Attend classes and participate meaningfully. <i>(Please see below for further details)</i>
15%	Discussion Leadership (group)	Pick one module and co-lead a class discussion. <i>(Please see below for further details)</i>
15%	Microcredential portfolio (individual)	Complete relevant microcredential and integrate into professional portfolio. <i>(Please see below for further details)</i>
20%	ThriveAlive Career Journey (individual)	Learners will work on a multi-phase career development process through ThriveAlive platform. <i>(Please see below for further details)</i>
35%	Democratic Future Lab Project (capstone group project)	Learners work in teams on a community-engaged project combining service-learning and democratic innovation. <i>(Please see below for further details)</i>

Course Assignments

Active engagement (15%)

Your consistent, thoughtful engagement shapes our learning community. Come prepared, having completed readings, contribute substantive ideas, ask probing questions, and engage respectfully with diverse perspectives.

Discussion Leadership (15%)

This assignment requires learners to delve deeply into one module's content. Work with 3-4 classmates to co-facilitate a module discussion (**sign-ups Week 1**). Prepare discussion questions, facilitate small group activities, synthesize key themes, and connect materials to current events. Meet with the instructor **at least one week** before your module discussion.

Assignment Components and Weighting

Component	Weight
Class discussion leadership	10%
Reading summary	5%
Total	15%

- **Class Discussion Leadership (10%)**

- Preparations: Prepare 3-4 challenging debate or scenario questions to guide the class dialogue. These questions should move beyond simple comprehension and inspire the class to grapple with policy trade-offs, ethical dilemmas, or future implications. For example:
 - *Given "X" material(s), should country "Y" prioritize Policy 1 or Policy 2, and why?*
 - *What does this matter?*
 - *What should the policy response be?*
- Duration: 40 minutes
- Assessment criteria: The discussion will be assessed on the extent to which learners:
 - *Cover the required contents for the chosen module.*
 - *Include an interactive element (e.g., case study, role-play scenario, simulation, etc.)*
 - *Demonstrate the ability to lead a discussion well, engaging the class in a meaningful and interactive dialogue.*

- **Reading Summary (5%)**

- Content: Write a concise 2-page summary of the assigned materials (articles and/or videos).
 - *Synthesize the core arguments, identifying common themes or conflicting perspectives across the assigned materials.*
- Purpose: The summary will be shared electronically with the class to help the learning community prepare for your class discussion.
- Due date: Submit the reading summary and discussion questions to Canvas **ONE week before the assigned module**.
 - *For example, if your chosen module is on March 19th, please submit the reading summary and discussion questions to Canvas by March 12th, 11:59 pm.*

Submission and late policy

- 1) Assignments submitted after the published due date and time will incur the following penalty.
 - 1 day late: -10%
 - 2-3 days late: -20%
 - 4-7 days late: -30%
 - More than 1 week late: -50%

Refer to the sections on **Submission of Assignments** and **Make-up Coursework or Late Work Submission** below for more information.

**For a comprehensive overview of the “Discussion Leadership” assignment, please refer to the separate class handout. These materials will also be available electronically on Canvas.*

Microcredential Portfolio (15%)

Enhance your professional credentials by earning a microcredential (digital badge) relevant to AI, governance, data analysis, digital campaigning, or public policy to address your skill gap.

Suggested platforms:

- Coursera
- Google
- HubSpot Academy
- LinkedIn Learning
- Udemy (School of AI <https://www.udemy.com/user/school-of-ai/>)

Phase	Component	Requirement	Due Date
1	Research and select credential	Research and select the online course. Submit the proposal to the instructor.	FEB 15 th
2	Complete certification/badge	Complete ONE free online course or certification to earn the badge. Submit certificate/badge.	MARCH 15 th
3	Reflection paper	Submit reflection paper.	MARCH 22 nd
4	Lightning talk	Present your findings to the class.	APRIL 6 th , 8 th , 13 th

**For a comprehensive overview of the “Microcredential Portfolio” assignment, please refer to the separate class handout. These materials will also be available electronically on Canvas.*

ThriveAlive Career Journey (20%)

Your career development is not a one-time assignment – it is uniquely *yours* and an ongoing journey of self-discovery, exploration, and strategic planning. Learners will use the ThriveAlive platform to complete four modules, identify their “north star,” and connect their political science education to meaningful career pathways and aspirations.

Phase	Component	Requirement	Date
1	Engagement	Attend the Zoom session with Mr. Pete Canalichio	JAN 28 th
2	Orientation	Complete the onboarding and activation session with Mr. Jay Shah	FEB 4 th
3	Module 1	Complete Module 1: Exploration and Purpose	FEB 6 th
4	Module 2	Complete Module 2: Vision	FEB 13 th
5	Module 3	Complete Module 3: Mission	FEB 20 th
6	Module 4	Complete Module 4: Values	FEB 27 th
7	Program Reflection	Complete a short survey on the program	MARCH 6 th

Democratic Future Lab Capstone Project (35%)

This semester-long project combines community engagement, speculative design, and political innovation. Working in teams of 4-5 students, choose an organization to partner with to address a contemporary challenge while prototyping a vision of democratic futures. This capstone project combines the practical impact of service-learning with the creative experimentation of speculative design.

***Challenge: Design a meaningful project that serves a community partner and demonstrates how AI could transform democratic life.**

1) Project structure overview

- Each team will deliver the following:
 - *Community impact: **ONE** practical solution for your community partner*
 - *Speculative design: **ONE** experiential prototype exploring democratic futures*
 - *Critical analysis: Scholarly reflection on the connection between theory and practice*
 - *Public exhibition/presentation: Present your project to the class or community*
- **Project objective:** Develop teamwork, research, critical thinking, and communication skills through practical project management experience.

2) Deliverables and evaluation

Your team will be evaluated on the quality of your research, the feasibility of your solutions, and the professionalism of your presentation and written report.

Component	Weight
Written report	20%
Team collaboration	10%
Project presentation	5%
Total	35%

Written Report

- Length: 10-15 pages (*excluding bibliography and appendices*)
- **Due Date: May 3rd, at 11:59 pm on Canvas**
- Required sections: The report will include (but is not limited to):
 - *Executive summary (1 page)*
 - *Community impact plan (2-3 pages)*
 - *Speculative design concept (2-3 pages)*
 - *Integration rationale (1-2 pages)*
 - *Project management (1-2 pages)*
 - *AI integration and ethical analysis (2-3 pages)*
 - A short section detailing how AI or machine learning tools could be leveraged to scale, implement, or refine your proposed solution.
 - Discuss the ethical, labor, and societal risks associated with integrating this AI-driven approach.
 - *Bibliography (1-2 pages)*
 - *Appendices*

Project Presentation

- **Dates: April 20th, 22nd, 24th, and 27th**
- Requirement: Develop a clear, well-structured presentation of your findings and proposals. Prepare to discuss alternative viewpoints with the class.
- Evaluation: Clarity, effectiveness, and audience engagement.

Team Collaboration

- Evaluation: Assess how effectively team members worked together and communicated in the planning and execution of the project.

3) Draft submissions

Draft	Content Focus	Due Date (11:59 pm, Canvas)
1 st	Community partner selection, concept proposal, and team assignment	FEBRUARY 22 nd
2 nd	Research, relevant literature, speculative design component	MARCH 8 th
3 rd	Suggested revisions from the 1 st and 2 nd drafts	APRIL 5 th
Final	Comprehensive report with all revisions and progress	APRIL 19 th

4) Submission and late policy

Assignments submitted after the published due date and time will incur the following penalty.

- 1 day late: -10%
- 2-3 days late: -20%
- 4-7 days late: -30%
- More than 1 week late: -50%

Refer to the sections on **Submission of Assignments** and **Make-up Coursework or Late Work Submission** below for more information.

**For a comprehensive overview of the project, including detailed descriptions, requirements, and assessment criteria, please refer to the separate class handout. These materials will also be available electronically on Canvas.*

Communication and Announcements

- Please use your **UNT email account** to contact the instructor and to schedule appointments.
- I will try to respond to your emails at my earliest convenience. If you have not received a reply from me after one day, please email me again. I appreciate your patience and understanding.
- Check your UNT email account regularly for course and/or class announcements.
- Set your Canvas notifications to stay current with course and/or class announcements.
- You are welcome to come by my office during office hours or email me to schedule a time that works best for you.
- All UNT students have access to Canvas through their UNT student accounts. You can find more information on using Canvas here: [Student Guide to Canvas](#).

Submission of Assignments

Please submit **ALL written assignments** on Canvas by their respective due dates. (**please see the course schedule section and the separate class handout for the exact due dates.*)

Late submission policy:

- 1 day late: -10%
- 2-3 days late: -20%
- 4-7 days late: -30%
- More than 1 week late: -50%

Written Assignment Format

Please include the following format for **ALL written assignments**:

- Microsoft Word document or pdf format
- Font size 12 point
- Font type/style: Times New Roman, Arial, or Calibri



- Double-spaced
- Align left or justify

Grading Scheme for University of North Texas

Grade	Scoring
A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	0%-59%

Support and Planning

One of my main goals is to support you in being successful. If you are a parenting student, are caring for elders or other family members, are dealing with serious physical or mental health issues, are working several jobs, or have other extenuating circumstances that are likely to impact your participation, performance, and attendance in class, **PLEASE feel comfortable to discuss this with me. I will not see it as asking for favors and will not see it as complaining.** I can support you best if I know your situation and circumstances beforehand.

If a problem or emergency arises that prevents you from attending an exam, completing an online quiz, submitting a written assignment, or attending class, **please contact the course instructor immediately or at your earliest convenience.**

I hope to support you and work together with you in advance on any alternative arrangements you may need, rather than finding out after the fact that you needed them. I understand that some learners may have complications. I hope we can address and resolve the complication(s) together. **All information will be held in strict confidence.**

Course Policy on AI Tools

1) Use of AI Tools

In this course, AI tools (e.g., ChatGPT, Gemini, Claude, Perplexity AI, DALL-E) are permitted to complete all course assignments to align with the course learning objective of developing effective and responsible AI usage skills. When using AI tools to complete your assignments, follow the citation guidelines in the “AI Citation Guidelines” section and refer to the university policies on [academic honesty](#) (PDF). To ensure accountability in using AI tools in your assignments, provide a brief explanation of how you used AI, as outlined in the “Reflection on AI Learning” section.

This course will not use AI detection tools to check your assignments, as they are [not reliable and does not have a solid track record](#). However, failure to cite AI use or provide the required explanation will be considered as violation of academic integrity and subject to review ([see the “Review” section below](#)).

2) AI Citation Guidelines

When citing AI-generated contents in your assignments, please use either the APA citation style or the MLA citation style.

APA Citation Style

- *In-text citation:* (Creator of AI tool, year)
 - Example: if using ChatGPT, cite it as (OpenAI, 2025)

- *Reference list:* AI tool creator. (year). *AI tool name in italics* (Month and day) [Large language model]. URL for the AI tool with link
 - Example: if using ChatGPT, cite it as:
 - OpenAI. (2025). *ChatGPT* (Feb 28 version) [Large language model]. <http://chat.openai.com/>

MLA Citation Style

- *General format for AI works cited:*
 - Brief description of work done by the AI tool. *Name of AI tool in italics*, Version if known, name of the company, date the AI-content was generated, URL to the general cite of the AI tool or specific content if available.
 - Example:
 - Instructions for making Korean Japchae. *ChatGPT*, OpenAI, 5 Feb. 2025, <https://chatgpt.com/share/67a37e7c-6594-8000-ae5e-65d1a0774a0d>.

Please refer to the APA AI citation style ([APA Citation Format for ChatGPT](#)) or the MLA AI citation style ([Cite Generative AI in MLA Style](#) or [MLA Citations for AI-Generated Content](#)) for guidance and more information on how to properly cite AI use in your assignments. You may also refer to examples on how to cite AI use in your assignments by referring to the additional resources provided below.

Additional resources on how to cite AI-generated contents:

- [Purdue University](#)
- [University of Maryland](#)
- [University of Wisconsin Whitewater](#)

3) Reflection on AI Learning

If you are using AI tools to assist with your assignments, please include an “AI usage disclosure statement” to ensure academic integrity and transparency. Please include the following disclosure statement at the end of your work:

“I used (name of AI tool) to assist/help with (list the tasks that you used the AI tool for). I reviewed, modified, and verified my final work to ensure academic integrity, originality, and accuracy.”

Examples of tasks that you might seek assistance from an AI tool could include, but not limited to:

- Brainstorming ideas
- Generating outlines (essay, research papers, etc.)
- Proofreading
- Searching for information
- Summarizing text(s)
- Rewriting text(s)
- Translation
- Defining words
- Explaining idea(s), concept(s), theories, etc.
- Creating an image

Please disclose any AI-generated assistance you have used in your assignments. If you are not sure about how to use the AI tools, please visit me during office hours or schedule a meeting. I am happy to discuss it with you and guide you.

4) Review

AI can be a valuable tool in our learning journey, and transparency is essential in our learning process. I understand that navigating the use of AI tools in academic work can be challenging. My goal is to support you in using these AI tools responsibly and ethically. If you use AI tools in your assignments, please cite them and provide the required disclosure and explanation. This fosters trust, academic integrity, and a supportive academic environment. Additionally, it helps me to better understand your learning process and provide better feedback.

If a student's work demonstrates the use of AI tools without proper citation or the misuse of AI tools that compromises academic integrity, the assignment may be subject to review. In such cases, I will reach out to the student for a conversation, and we can work on the best way to demonstrate the student's understanding of using AI-generated contents properly. The student may be required to revise the assignment (either entirely or in specific areas) or complete an alternative assignment.

If you have any questions or concerns, I am happy to discuss them with you.

Academic Integrity Policy

The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. In the investigation and resolution of allegations of student academic dishonesty, the University's actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence.

Students may access and read more about The University's Student Academic Integrity at [Student Academic Integrity](#).

Student Attendance and Authorized Absences

Please arrive at class on time. As the course is built around interaction and dialogue, attendance is critical. The University of North Texas recognizes that student success is promoted by regular attendance and participation in class. When you miss classes, your grades will be affected. An absence is excused when due to serious illness, religious observance, participation in University of North Texas activities at the request of University of North Texas authorities, or compelling/extenuating circumstances beyond your control. When you miss class, please take note that it is your responsibility to arrange to make up the day's work. Please approach the instructor about your absence and inquire about ways of making it up. Students may access and read more about The University's Student Attendance and Authorized Absences at [Student Authorized Absences](#).

Attendance penalty structure

- 1) Allowed absences
 - Students are permitted **2 unexcused** absences without a grade penalty.
 - Each additional unexcused absence will result in a 1.5% reduction of the total class and course participation grade (15%).
- 2) Calculation
 - 3rd unexcused absence: -1.5% from the participation grade.

- 4th unexcused absence: -3% from participation grade.
 - 5th unexcused absence: -4.5% from participation grade.
- 3) Maximum penalty
- Maximum penalty is 7.5% of the participation grade.
 - Students with more than 5 unexcused absences will receive 0% for course participation.
- 4) Excused absences
- Documented medical, emergency, or official academic reasons will not count toward the penalty.
 - Authorized absences by The University of North Texas (access The University's Student Attendance and Authorized Absences at [Student Authorized Absences](#)).
 - Students must provide official documentation within **ONE week** of the absence.

Make-up Coursework or Late Work Submission

Only students with University-excused absences are able to submit make-up or late work unless you have communicated to the instructor of your extenuating circumstances, and we have arranged an extension for the assignment's due date. Please communicate with the instructor as soon as possible if you anticipate or think that you may not be able to meet the coursework's due dates. **The maximum extension would be ONE WEEK after the initial due date.** Any assignment submitted **AFTER** the one-week extension will receive a **partial grade**.

Assignments submitted after the deadline will be subject to the following policy:

1. **Late submission policy:**

- 1 day late: -10%
- 2-3 days late: -20%
- 4-7 days late: -30%
- More than 1 week late: -50%

2. Exceptions:

- **University-excused absences:** If you have a university-excused absence, please provide official documentation within **48 hours** of the missed deadline. Refer to the UNT policy on the [university-excused absences](#) (PDF).
- **Pre-Arranged Extension:** If you anticipate an inability to meet a deadline due to extenuating circumstances, please **contact the course instructor as soon as possible** to discuss a potential extension.
- **Extension Limit:** The maximum extension granted is **one week** from the initial due date. After the extension, submissions of assignments will be subject to the "Late Submission policy".

Emergency Notification and Procedures

UNT uses a system called **Eagle Alert** to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials. Therefore, the academic calendar is subject to change.

Students may access and read more about The University's Emergency Notifications and Procedures at [UNT Emergency Notifications and Procedures](#).

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. For information on the University's policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, and especially the [UNT Student Code of Conduct](#).

Withdrawal Policy

The Dean of Students Office is committed to helping you if you should ever intend to withdraw from a semester (drop ALL courses). If you wish to withdraw you must **do so in person at the Dean of Students Office (Sage Hall 110) during office hours**. This is a "one stop shop" for the withdrawal process. Students may only withdraw from the first day of class until the official last day to withdraw as indicated in the academic calendar for [Spring 2026 Academic Calendar](#).

You must visit the [Dean of Students Office](#) to obtain the official University Withdrawal Form and meet with a staff member. The meeting will ensure you are informed of any obligations you may have with the University or items you may need to fulfill upon returning to UNT. Students will also receive Financial Aid Exit counseling (as applicable). This will allow UNT to better understand the reasons why students leave in order to improve our University and its services. Students may access and find more information regarding withdrawal [here](#).

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year.

Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. For additional information, students may access the [UNT Policy 04.008 Records Management and Retention](#).

Sexual Discrimination, Harassment, and Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: <https://deanofstudents.unt.edu>, or by calling the Dean of Students' office at 940-565-2648. They are here to help.

Non-Discrimination Policy

The University of North Texas prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The university takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Equal Opportunity and Title IX coordinates and monitors the University's compliance with the requirements of federal and state non-discrimination laws. Direct questions or concerns to Equal Opportunity and Title IX at 940-565-2759, TTY access: 940-369-8652 or 800-735-2989. You may contact Equal Opportunity and Title IX by email at oeo@unt.edu.

ADA/ODA Accommodation Policy

The University of North Texas (UNT or University) does not discriminate on the basis of disability in admission, treatment, or access to its programs or activities, nor in employment in its programs or activities. The University is committed to providing equal educational access for qualified students with disabilities in accordance with state and federal laws, including the Americans with Disabilities Act of 1990 as Amended, and Section 504 of the Rehabilitation Act of 1973. In addition, the University is committed to making all programs and activities sponsored by UNT accessible, as required by the Texas Accessibility Standards and the Americans with Disabilities Act Accessibility Guidelines.

Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter. It is your responsibility to initiate a private discussion with faculty regarding your specific needs in any course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu/>. You may also contact them by phone at 940-565-4323.

SPOT Evaluation

The Student Perspective of Teaching (SPOT) is a requirement for all organized classes at UNT. This survey, which will be available to students sometime during weeks 13, 14, and 15 of the long semesters, provides students with the opportunity to evaluate the course and comment on how this class is taught.

Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email spot@unt.edu.

Your feedback and comments are very important to the continued success of this course and in improving my teaching skills. I value your feedback greatly. Thank you.

Helpful Resources

1) UNT Learning Center

The UNT Learning Center is an AMAZING department filled with AMAZING people – all here to help you, the student, maximize your potential in college and beyond. Not only do they provide us with our Supplemental Instructors, they also offer free of charge a number of services such as tutoring, academic coaching, study and learning workshops, speed reading, campus resources, and a number of other academic success-related topics! Check them out here: <https://learningcenter.unt.edu/>.

2) UNT Writing Lab

Another AWESOME resource available to students is the UNT Writing Lab. Need a refresher course in academic writing or some quick links for your next paper: <https://writingcenter.unt.edu/resources>. On-campus and want to attend a workshop to improve your writing skills? <https://writingcenter.unt.edu/workshops>. Off-campus and struggling with academic paper writing? Check out their online tutoring link here: <https://writingcenter.unt.edu/online-tutoring>.

3) Technical Assistance

If you experience technical difficulties with Canvas or other technology issues, you may contact the UNT Student IT HelpDesk through any of the following methods:

- a) Student help desk website: <https://aits.unt.edu/support>
- b) Email: helpdesk@unt.edu
- c) Phone: 940-565-2324
- d) Walk-in: Sage Hall, Room 330 (walk-in hours: Monday-Friday, 8am – 5pm)
- e) Support hours:
 - i. Monday-Thursday, 8am – 9pm
 - ii. Friday, 8am – 5pm
 - iii. Saturday-Sunday, 11am – 3pm

4) Veteran Students

For students who are active or retired military, thank you for serving our country! If you are a new or returning student, UNT has a lively Student Veteran organization, and a number of other campus resources available here: <http://studentaffairs.unt.edu/student-veteran-services>.

5) Life happens!

If you are experiencing a personal or family crisis which is affecting your success as a student here at UNT, please check out the resources here at UNT. <http://deanofstudents.unt.edu/resources>.

6) Basic Needs

You can't learn if you're hungry: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support 940-565-2648. Furthermore, please notify the instructor if you are comfortable in doing so. This will enable me to provide any resources that I may possess. You are not alone; we are here to help.

7) The UNT Food Pantry

Any current UNT student in need can visit the **Food Pantry 10am-7pm Monday-Thursday and 10am-5pm on Fridays during the long semesters**. Student can get in through the front door of Crumley Hall, or through the back near the docks. Students who visit the food pantry can request to meet with a staff member to discuss any difficulties they may be facing. When appropriate, referral to additional campus and/or community resources will be made. The Dean of Students Office has established protocols that allow for student confidentiality and dignity to be maintained. There is also a pantry located at the **Discovery Park in Room A160 next to the College of**

Engineering- Office of the Dean, which is open Mon-Fri 8am-5pm. There is also a Food Pantry located at UNT's New College at Frisco, which can be accessed by visiting the information desk.

Syllabus Change Policy

Unexpected circumstances may make it necessary to change the syllabus or course schedule. The course instructor may make changes to the syllabus in anyway deemed appropriate. Changes made to the syllabus will be announced in class and on Canvas.

Course Schedule

Date	Course Modules & Themes	Assignments & Due Dates
JAN 12, 14 & 16	<p><u>IAN 12: Meet & Greet!</u></p> <ul style="list-style-type: none"> Course overview & learning community <p><u>IAN 14: Course Assignment Workshops</u></p> <ul style="list-style-type: none"> Discussion leadership sign-ups Team formation for capstone project <p><u>Jan 16: Capstone Project Work Session</u></p> <ul style="list-style-type: none"> Learners brainstorming ideas for the capstone project 	
JAN 21 & 23	<p><u>IAN 21: Community Dialogue – Where will I be in 5 years?</u></p> <ul style="list-style-type: none"> Community dialogue on the future of the workforce in an AI-powered world <p><u>IAN 23: Capstone Project Work Session 1</u></p> <ul style="list-style-type: none"> Learners work with their teams on the capstone project 	
JAN 26, 28 & JAN 30	<p><u>IAN 26: Foundations of AI</u></p> <ul style="list-style-type: none"> Read Chapter 1 (Russell and Norvig, 2003) Interactive class activity <p><u>IAN 28: Engagement Session with Mr. Pete Canalichio, ThriveAlive founder</u></p> <ul style="list-style-type: none"> Attend the Zoom session with Mr. Pete Canalichio <p><u>IAN 30: Capstone Project Work Session 2</u></p> <ul style="list-style-type: none"> Learners work with their teams on the capstone project 	
FEB 2, 4 & 6	<p><u>FEB 2: Career Futurism</u></p> <ul style="list-style-type: none"> Discussion Leadership Read: <ul style="list-style-type: none"> <i>Agents, robots, and us</i> <i>Future-Proofing Your Workforce: 7 Jobs AI Will Create</i> <i>Is Your Job AI-Proof?</i> Watch: <ul style="list-style-type: none"> <i>TEDTalk “The future of AI, work, and human potential”</i> <i>TEDTalk “How AI is affecting human jobs?”</i> <p><u>FEB 4: ThriveAlive Program Orientation</u></p>	

	<ul style="list-style-type: none"> Complete the onboarding and activation session with Mr. Jay Shah <p><u>FEB 6: ThriveAlive Work Session</u></p> <ul style="list-style-type: none"> Complete Module 1: Exploration and Purpose 	
FEB 9, 11 & 13	<p><u>FEB 9: Prompt Engineering</u></p> <ul style="list-style-type: none"> Prompt engineering: overview and guide (Google Cloud) Prompt engineering guide (Analytics Vidhya) <p><u>FEB 11: Politics and Technology (1)</u></p> <ul style="list-style-type: none"> Discussion Leadership Read: <ul style="list-style-type: none"> Winner, L. (1980). "Do Artifacts Have Politics?" <i>Daedalus</i>, 109(1), 121-136. Tufekci, Z. (2014). "Engineering the public: Big data, surveillance and computational politics." <i>First Monday</i>, 19(7). Elections in UK and US at risk from AI-driven disinformation <p><u>FEB 13: ThriveAlive Work Session</u></p> <ul style="list-style-type: none"> Complete Module 2: Vision 	
FEB 16, 18 & 20	<p><u>FEB 16: Capstone Project Work Session 3</u></p> <ul style="list-style-type: none"> Learners work with their teams on the capstone project <p><u>FEB 18: Capstone Project Checkpoint 1</u></p> <ul style="list-style-type: none"> Learners meet with instructor to discuss the progress of the project <p><u>FEB 20: ThriveAlive Work Session</u></p> <ul style="list-style-type: none"> Complete Module 3: Mission 	<p>Submit microcredential proposal to instructor *Due February 15 on Canvas, 11:59 pm</p>
FEB 23, 25 & 27	<p><u>FEB 23: Politics and Technology (2)</u></p> <ul style="list-style-type: none"> Discussion leadership Read: <ul style="list-style-type: none"> <i>The National Security Case for Public AI</i> <i>Oligarchy, State, and Cryptopia</i> Watch "Danielle Allen at the Paris AI Action Summit" <p><u>FEB 25: Digital Democracy and Civic Participation</u></p> <ul style="list-style-type: none"> Discussion leadership Watch "Building a Digital Democracy" Read: <ul style="list-style-type: none"> Fischli, R., & Muldoon, J. (2024). Empowering digital democracy. <i>Perspectives on Politics</i>, 22(3), 819-835. For AI to make government work better, reduce risk and increase transparency <p><u>FEB 27: ThriveAlive Work Session</u></p> <ul style="list-style-type: none"> Complete Module 4: Values 	<p>Submit first draft plan for capstone project *Due February 22 on Canvas, 11:59 pm</p>

MAR 2, 4 & 6	<p><u>MARCH 2: AI and Democratic Participation</u></p> <ul style="list-style-type: none"> • Discussion leadership • Read: <ul style="list-style-type: none"> ○ Dahlgren, P. M. (2021). A critical review of filter bubbles and a comparison with selective exposure. <i>Nordicom Review</i>, 42(1). ○ Coavoux, S., & Aussant, A. (2025). Streaming Platforms, Filter Bubbles, and Cultural Inequalities. How Online Services Increase Consumption Diversity. <i>Sociological Science</i>, 12, 572-600. ○ Kreiss, D., & McGregor, S. C. (2018). Technology firms shape political communication: The work of Microsoft, Facebook, Twitter, and Google with campaigns during the 2016 US presidential cycle. <i>Political Communication</i>, 35(2), 155-177. <p><u>MARCH 4: Capstone Project Checkpoint 2</u></p> <ul style="list-style-type: none"> • Learners meet with instructor to discuss the progress of the project <p><u>MARCH 6: ThriveAlive Work Session</u></p> <ul style="list-style-type: none"> • Complete the program reflection survey 	<p>Submit second draft plan for capstone project *Due March 8 on Canvas, 11:59 pm</p>
MAR 9-14	<p><u>• SPRING BREAK!</u></p>	
MAR 16, 18 & 20	<p><u>MARCH 16: Voter Behavior and AI-mediated Information</u></p> <ul style="list-style-type: none"> • Discussion leadership • Read: <ul style="list-style-type: none"> ○ Prior, M. (2013). Media and political polarization. <i>Annual review of political science</i>, 16(1), 101-127. ○ Tufekci, Z. (2018). YouTube, the great radicalizer. <i>The New York Times</i>, 10(3), 2018. ○ Zuboff, S. (2023). The age of surveillance capitalism. In <i>Social theory re-wired</i> (pp. 203-213). Routledge. ○ Wong, W. (2025). Trends in Political Science Research: Artificial Intelligence and Voter Disinformation. <i>International Political Science Abstracts</i>, 75(2), 205-222. <p><u>MARCH 18: Algorithmic Governance</u></p> <ul style="list-style-type: none"> • Discussion leadership • Read: <ul style="list-style-type: none"> ○ Danaher, J., Hogan, M. J., Noone, C., Kennedy, R., Behan, A., De Paor, A., ... & Shankar, K. (2017). Algorithmic governance: Developing a research agenda through the power of collective intelligence. <i>Big data & society</i>, 4(2), 2053951717726554. ○ Katzenbach, C., & Ulbricht, L. (2019). Algorithmic governance. <i>Internet Policy Review</i>, 8(4), 1-18. ○ Johnson, G. M. (2021). Algorithmic bias: on the implicit biases of social technology. <i>Synthese</i>, 198(10), 9941-9961. 	<p>Complete ONE free online course or certification to earn the badge. Submit certificate/badge * Due March 15 on Canvas, 11:59 pm</p>

	<p><u>MARCH 20: Capstone Project Work Session</u></p> <ul style="list-style-type: none"> Learners work with their teams on the capstone project 	
MAR 23, 25 & 27	<p><u>MAR 23: Global Approaches to AI Regulation</u></p> <ul style="list-style-type: none"> Discussion leadership Read: <ul style="list-style-type: none"> Jelinek, T., Wallach, W., & Kerimi, D. (2021). Policy brief: the creation of a G20 coordinating committee for the governance of artificial intelligence. <i>AI and Ethics</i>, 1(2), 141-150. Filipova, I. A. (2024). Legal regulation of artificial intelligence: Experience of China. <i>Journal of Digital Technologies and Law</i>, 2(1), 46-73. Luna, J., Tan, I., Xie, X., & Jiang, L. (2024, October). Navigating governance paradigms: A cross-regional comparative study of generative ai governance processes & principles. In <i>Proceedings of the AAAI/ACM Conference on AI, Ethics, and Society</i> (Vol. 7, pp. 917-931). <p><u>MAR 25: Surveillance States</u></p> <ul style="list-style-type: none"> Discussion leadership Read: <ul style="list-style-type: none"> Creemers, R. (2018). China's Social Credit System: an evolving practice of control. <i>Available at SSRN 3175792</i>. Feldstein, S. (2019). <i>The global expansion of AI surveillance</i> (Vol. 17, No. 9). Washington, DC: Carnegie Endowment for International Peace. <p><u>MARCH 27: Capstone Project Checkpoint 3</u></p> <ul style="list-style-type: none"> Learners meet with instructor to discuss the progress of the project 	<p>Submit microcredential reflection paper *Due March 22 on Canvas, 11:59 pm</p>
MAR 30, APR 1 & APR 3	<p><u>MAR 30: Truth, Misinformation, and AI</u></p> <ul style="list-style-type: none"> Discussion leadership Read: <ul style="list-style-type: none"> Bradshaw, S., & Howard, P. N. (2019). The global disinformation order: 2019 global inventory of organised social media manipulation. Chesney, B., & Citron, D. (2019). Deep fakes: A looming challenge for privacy, democracy, and national security. <i>Calif. L. Rev.</i>, 107, 1753. Bourgault, J. R. (2025). Free Speech And Synthetic Lies: Deepfakes, Synthetic Media, and the First Amendment. <i>Student Journal of Information Privacy Law</i>, 3(1), 49. <p><u>APR 1: AI Ethics and the Future of Democracy</u></p> <ul style="list-style-type: none"> Discussion leadership Read: <ul style="list-style-type: none"> Coeckelbergh, M. (2025). Artificial intelligence, the common good, and the democratic deficit in AI governance. <i>AI and Ethics</i>, 5(2), 1491-1497. 	

	<ul style="list-style-type: none"> Formosa, P., Kashyap, B., & Sahebi, S. (2025). Generative AI and the future of democratic citizenship. <i>Digital Government: Research and Practice</i>, 6(2), 1-10. Iyer, V., Manshad, M., & Brannon, D. (2025). A Value-Based Approach to AI Ethics: Accountability, Transparency, Explainability, and Usability. <i>Mercados y negocios</i>, 26(54), 3-12. Rampling, A., Lewis, E., & Smith, R. The Top 10 AI Ethics Frameworks: Shaping the Future of Artificial Intelligence. <p><u>APR 3: Project Work Session 5</u></p> <ul style="list-style-type: none"> Learners work with their teams on the capstone project 	
APR 6, 8 & 10	<p><u>APR 6: Lightning Talk Session 1</u></p> <ul style="list-style-type: none"> 12 presenters <p><u>APR 8: Lightning Talk Session 2</u></p> <ul style="list-style-type: none"> 11 presenters <p><u>APR 10: Capstone Project Checkpoint 4</u></p> <ul style="list-style-type: none"> Learners meet with instructor to discuss the progress of the project 	Submit third draft plan for capstone project *Due April 5 on Canvas, 11:59 pm
APR 13, 15 & 17	<p><u>APR 13: Lightning Talk Session 3</u></p> <ul style="list-style-type: none"> 11 presenters <p><u>APR 15: Capstone Project Work Session 6</u></p> <ul style="list-style-type: none"> Learners work with their teams on the capstone project <p><u>APR 17: Capstone Project Checkpoint 5</u></p> <ul style="list-style-type: none"> Learners meet with instructor to discuss the progress of the project 	
APR 20, 22 & 24	<p><u>APR 20: Group Project Presentation</u></p> <ul style="list-style-type: none"> Capstone project presentation <p><u>APR 22: Group Project Presentation</u></p> <ul style="list-style-type: none"> Capstone project presentation <p><u>APR 24: Group Project Presentation</u></p> <ul style="list-style-type: none"> Capstone project presentation 	Submit last draft plan for capstone project *Due April 19 on Canvas, 11:59 pm
APR 27 & 29	<p><u>APR 27: Group Project Presentation</u></p> <ul style="list-style-type: none"> Capstone project presentation <p><u>APR 29: Course Wrap-up</u></p> <ul style="list-style-type: none"> Course reflection and feedback 	CAPSTONE PROJECT *Due May 3 on Canvas, 11:59 pm

AI Disclosure Statement

"I acknowledge the use of Gemini to assist in revising and refining the course syllabus."