Course Syllabus

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CGS 3095: Technology in the Global Arena,

Section RVCC

Caryl Rahn

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Course Description And Purpose

Computing technologies, including the Internet, have led to an increase in opportunities for cooperation and interaction among societies around the world. As additional computing power, storage, and network bandwidth become available, the capabilities of interconnected systems become more and more powerful. This course aims to introduce students to the legal, social, and ethical issues that are brought about by the globally-connected Internet and continuing increases in computing power. These issues, including privacy, security, intellectual property, anonymity, civil liberties, and cultural integrity will be explored from the perspectives of different global societies and through the professional standards adopted by global computing organizations. The goal of this course is to enable computing professionals to make informed ethical decisions that account for societal differences regarding the technologies that they develop and administer.

This course will consist of ten modules with discussions and quizzes and one module for student presentations and papers. Modules will be open from the beginning of the course. Papers and Presentations will be completed individually and will be due during the second half of the course. Papers and Presentations will be evaluated at the end of the course. Discussions will be evaluated within one week of the respective due dates. Communication will take place primarily via Inbox and professor announcements.

Course Objectives

Students will be able to:

1. Discuss the legal, ethical, and social impacts of technology as related to intellectual property rights, and how the global reach of the Internet affects these issues.
2. Discuss the legal, ethical, and social impacts of technology as related to individual privacy, security, and anonymity across the globe and in the global Internet society.
3. Discuss a computing professional’s roles and responsibilities as related to intellectual property, privacy, anonymity, legal, social, and ethical issues.
4. Recognize the special issues that virtual worlds present to intellectual property, privacy, security, anonymity, social identity, and social inclusion.
5. Recognize the global impacts of the technological divide among diverse populations around the world.
6. Create and deliver a professional presentation on global technology impact issues.
7. Explain strategies for continued professional development
8. Produce a research paper on global technology impact issues.

Course Awards

Course Award

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. 
Major and Curriculum Objectives Targeted

Global Learning Course Outcomes

This is a Global Learning Discipline-Specific course that counts towards your Global Learning graduation requirement. Upon completion of this course, the student will:

1. Discuss the legal, ethical, and social impacts of technology as related to individual privacy, security, and anonymity in societies across the globe and in the global Internet society. (Global Awareness)
2. Discuss the legal, ethical, and social impacts of technology as related to intellectual property rights, and how the global reach of the Internet affects these issues. (Global Perspective)
3. Discuss a computing professional’s roles and responsibilities as related to intellectual property, privacy, anonymity, legal, social, and ethical issues. (Global Engagement)

Global Learning Graduation Honors

FIU’s Excellence in Global Learning Graduation Medallion is awarded to students who complete at least four global learning courses, participate in a variety of global co-curricular activities, and complete a capstone consisting of one of the following: a substantial original research project and presentation on a global topic; extensive foreign language study; long-term study abroad; or, a globally-focused internship. The Peace Corps Prep certification is conferred upon students who complete at least three global learning courses, language study, and a global problem-solving project. For more information, visit the [FIU Global Learning website](http://goglobal.fiu.edu/).

Important Information

Before starting this course, please review the following pages:

- [Policies](#)
- [Technical Requirements and Skills](#)
- [Accessibility and Accommodation](#)
- [Academic Misconduct Statement](#)

Course Prerequisites

This course has a prerequisite. Review the [Course Catalog](https://catalog.fiu.edu/2018_2019/) webpage for prerequisites information.

- ENC 3213 (Technical Writing)
- (COP 2210 (Prog. I) or COP 2250 (Prog. in Java))

Textbook

This course is an Affordability Counts course. Meaning, there is no textbook for purchase. All materials will be made available to you within the course.

Expectations Of This Course

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
- Introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion forum
- Take the practice quiz to ensure that your computer is compatible with Canvas
- Interact online with instructor/s and peers
- Attend or watch the recording for every Zoom session on the calendar.
- Review and follow the course calendar
- Log in to the course a minimum of 2-3 days per week
- Respond to discussion boards by the corresponding deadlines
- Respond to messages or emails within 2 days
- Submit assignments by the corresponding deadline

The instructor will:

- Log in to the course a minimum of five days per week, but usually daily
- Respond to discussion boards 2 days
- Respond to messages within 2 days, usually within 24 hours
- Grade discussions and the tutorial within 7 days of the assignment deadline
- Papers and Presentations will be graded at the end of the course.

Course Communication

Communication in this course will take place via Inbox. Please do not use email unless there is an emergency.

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

Discussion Forums

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

Discussion Forum Expectations:

1. **Topic Discussion Forum Expectations** (Modules 1-10)
   - Forum posts must discuss an issue related to the module topic, including a link or citation for a recent (published after 1/1/2015) reference article. Forums are not about your opinions, but rather are to highlight current social and ethical issues and trends involving information technology. Forum participation grades are based on quality of posts. Quality scoring assesses how well you describe the issue and the quality of the reference article(s) used.
   - Your initial post should be a minimum of 200 words long and response to a classmate should be a minimum of 100 words long. Each student should post an original response and at least one response to a classmates for full credit.
   - Discussions will end after the week their module is available.
   - Feedback on discussion posts will be provided within one week of the due date.
   - See the Topic Discussion Rubric for the grading criteria for all topic discussions.

2. **Individual Presentation Discussion Forum Expectations** (5 weeks of submissions worth 10 points each in Module 11)
   - This assignment gives students the opportunity to share their Individual Presentation with other students for comments and feedback.
   - Each student will repost his/her Individual Presentation in the Individual Presentation Discussion Forum so that group members can comment on the presentation. This does not count as one of the weekly posts.
   - Forum posts must discuss the issue referenced in the presentation you are discussing. Posts should be more than just an "I agree."
   - Forum participation grades are based on quality of posts and the quality of your analysis and comments.
   - Your initial post each week reviewing a classmates presentation should be a minimum of 200 words long.
   - Please post one additional, minimum 100 words long discussion post each week in the discussions with classmates for full credit.
   - The discussion posts are due for each week in Module 11 for full participation.
   - Discussions for each week will be due at the end of the week.
   - Feedback on discussion posts will be provided within one week of the due date.
Assignments

Assignment Expectations:

1. **Library Research Tutorials** (50 points)
   - Complete each [Library Research Tutorial](https://libraries.fiu.edu/researchtools/tutorials) on the library website.
   - A Word document should be submitted with screen shots of the results of each of the quizzes at the end of the modules.
   - The screenshots should show your score on the quiz.
   - There should be five screenshots in your Word document.
   - Be sure to include your name in the document and include your name in the filename as well.
   - This assignment is due by the end of Module 1, or the first week of class.
   - Late submissions will have a 10% deduction per day which is 5 points per day for 4 days.
   - This is an individual assignment.
   - See the Library Research Tutorial Rubric for grading criteria.
   - Submit this assignment in the Library Research Tutorials Assignment Dropbox.
   - Each of the five tutorials will be worth 10 points.
   - Grades will be posted within one week of the end of Module 1.

2. **Individual Presentation** (300 points)
   - You are required to make a 10-minute presentation on the topic of your paper. This topic must come from the list of topics in Modules 1-8 or Module 10. All topics require written approval from the instructor. If you have previously taken the course, you must choose a new topic.
   - Please review the [Individual Presentation Specifications](#).
   - Each presentation will be graded on content, global, social and ethical analysis of the issue presented, interest level, creativity, and clarity. Failure to submit your individual presentation is an automatic F grade for the course.
   - Presentations will be due at the beginning of Module 11 before the papers need to be turned in.
   - Late submissions will have a 10% deduction per day for 4 days. They will not be accepted after that.
   - This is an individual assignment.
   - Submit this assignment to the Individual Presentation Assignment Dropbox and to the Presentation Discussion Forum.
   - See the Presentation Rubric for how the assignment will be graded.
   - Grades will be posted at the end of the course.

3. **Individual Research Paper** (300 points)
   - A well-researched, well-written paper on one of the topics from modules 1-8 or 10. is a required element for this course. All topics require written approval from the instructor. If you have taken the course before, you must choose a different topic.
   - Failure to submit a paper is an automatic F grade for the course. Submitting a highly plagiarized paper (as determined by Turnitin scoring >= 20) is an automatic 0% paper grade. The paper will be graded on content, the global, social and ethical analysis of the issue presented, grammar, style, length, and adherence to the prescribed formatting requirements. At least 5 current credible sources should be used. The paper should be 5-8 pages long.
   - Papers will be due during Module 11.
   - Late submissions will have a 10% deduction per day for 4 days. They will not be accepted after that.
   - This is an individual assignment.
   - Students are encouraged to seek peer review from their assigned groups in the course before submitting the final draft for grading.
   - See the [Research Paper Peer Review Instructions](#).
   - This assignment should be submitted using Turnitin.com
   - See the Individual [Research Paper Format](#) for how the assignment should be formatted as well as instructions for content.
   - See the Individual Research Paper Rubric for how the assignment will be graded.
   - Grades will be posted at the end of the course.
   - Review the detailed [Turnitin Instructions](#) on how to submit your assignments.

Please note:
Assignment Dropbox will be available for the duration of the course, but due dates still apply except at the discretion of the instructor. Generally the last attempt before the due date would be the graded attempt.

Students are allowed unlimited attempts, but once the instructor grades an attempt, a subsequent attempt will not be graded.

Quizzes

In order to mitigate any issues with your computer and online assessments, it is very important that you take the “Practice Quiz” from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum hardware requirements.

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact FIU Online Support Services.

Quiz Expectations:

- There will be one quiz per module for the first 10 modules.
- Quizzes will be multiple choice and/or true/false. They will ensure that you have read and/or watched all the material for that module.
- Quizzes will be available during the entire course, but are due and end on the dates listed.
- Unlimited attempts are allowed, however, late submissions will only be accepted/graded with approval from the instructor. For late quiz attempts, only the first attempt will be graded even if Canvas allows further attempts.
- The highest grade is recorded.
- Quizzes cannot be submitted late.
- Quizzes will be 15 minutes long for about 10 questions.

Results

1. Students will be able to see the results immediately after the exam.
2. Students will only see the total score upon submission.

Zoom Video Conference

This class will be using Zoom

Zoom is an online meeting room where you can interact with your professor and fellow students by sharing screens, sharing files, chatting, broadcasting live audio, and taking part in other interactive online activities. We will be utilizing this tool to conduct a few classes. Meetings will be held to discuss the format of the course, the content of the required papers and presentations and any other topics requested. The Zoom schedule is as follows, but may be subject to change or additions. Meetings will be recorded so you can view them if you cannot attend.

Meetings will be available on the following dates from 10:00 PM to 11:00 PM:

- Meeting 1: Wednesday 8/28
- Meeting 2: Wednesday 9/25
- Meeting 3: Wednesday 10/16

Additional sessions may be added if needed. We will review quizzes, answer questions, and discuss material for the module during the Zoom sessions.

Reference the links below to learn about the tool, how to access your meeting room, and share your screen.

- Download Zoom.
- Joining a Zoom meeting.
- Enabling and Testing Audio & Webcam.
- Chat (Professors) - Students look at attendees section for instructions.
- How Do I Share My Screen.

https://fiu.instructure.com/courses/45156/assignments/syllabus
FIU Students and Faculty "Staying Safe and Healthy"

In collaboration with the Health, Safety, and Welfare Committee of the FIU Faculty Senate and the Healthy Panthers Council, the Provost encourages each faculty and student to take a proactive role in their safety, personal health, and well-being.

Through viewing the "Staying Safe and Healthy" video series, you will learn:

- How to respond to an active shooter situation
- Care of an unconscious person
- Care of the bleeding person
- Panther's Care Initiative
- How to enhance your personal health and well being

These 3-5 minute videos and related resources can be found for:

- On Campus Students in the Student Starter Kit in Canvas
- 2.0 Fully Online Students in Panther Den in Canvas
- Faculty in the Faculty Starter Kit in Canvas

This video series and related resources can make a difference in promoting the safety and protecting the health of all members of the FIU community. These resources are available any time you have a few minutes to watch them and you can refresh your memory about their content at any point in time. STAYING SAFE AND HEALTHY requires the commitment of each of us as Panthers.

Grading

Please Note: After grades are posted on an assignment or activity, there is a 2 week window in which to protest the grade. No protests will be accepted after that. Mistakes can be made, but it is up to the student to monitor his or her grades in a timely manner. I will gladly look at and fix errors within that 2 week window.

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<th>Points for Each</th>
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Grading Scale

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<td>B</td>
<td>84 - 86</td>
<td>C</td>
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<td>B-</td>
<td>80 - 83</td>
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<td>87 - 89</td>
<td>C+</td>
<td>77 - 79</td>
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## Module Weekly Schedule

### Module 1 - Orientation and Aspects of Computing Technology

#### Week 1: 8/26 - 9/1

**Supports Learning Objectives:**

2. Discuss the legal, ethical, and social impacts of technology as related to intellectual property rights, and how the global reach of the Internet affects these issues. (Global Perspective)

5. Recognize the global impacts of the technological divide among diverse populations around the world.

**Topics:**

- Unique problems created by technology
- Digital divide

**Content:**

- **Read**
  - Maner Paper: 'Unique Ethical Problems in Information Technology"
  - Newsweek Article: 'Is Google Making the Digital Divide Worse?'
  - Information Systems for Business and Beyond
    - Chapter 11 (Digital Divide)
  - Business Ethics
    - Chapter 2 (Ethics from Antiquity to the Present / different ethical models)

- **View**
  - TED Talk: Molinari - Let's Bridge the Digital Divide

**Tasks:**

1. Complete Library Research Tutorial
2. Review Content
3. Submit Quiz 1
4. Post for Discussion 1
5. Attend Zoom Meeting 1

### Module 2 - Intellectual Property Issues

#### Week 2: 9/2 - 9/8

**Supports Learning Objectives:**

2. Discuss the legal, ethical, and social impacts of technology as related to intellectual property rights, and how the global reach of the Internet affects these issues. (Global Perspective)

**Topics:**

- Patents, copyrights, and trademarks in the U.S. and abroad
- Software piracy, licensing, and patents
- Media piracy
- Reverse engineering of hardware or software
- Transnational issues concerning intellectual property
- Technology's roles in protecting IP and infringing on IP rights

**Content:**

- Do not copy without the express written consent of the instructor.
Syllabus for CGS3095 RVC 1198

- **Read**
  - Chapter 12 – Ethics and Legal Implications of Information Systems
  - IIP Digital Article: "What is Intellectual Property?"
  - IIP Digital Article: 'Intellectual Property Rights and Innovation'
  - WIPO Digital Article: "IP and Software"
  - **Listen**
    - American Life Episode: 'When Patents Attack Part Two'

**Tasks:**
1. Review Content
2. Submit Quiz 2
3. Post for Discussion 2

### MODULE 3 - PRIVACY AND SECURITY ISSUES

#### Week 3: 9/9 - 9/15

**Supports Learning Objectives:**
1. Discuss the legal, ethical, and social impacts of technology as related to individual privacy, security, and anonymity in societies across the globe and in the global Internet society. (Global Learning Outcome: Global Awareness)

**Topics:**
- U.S. Fourth Amendment rights and digital content
- Governments' rights and responsibilities to prevent cyber or physical attacks vs. individual privacy rights
- Privacy issues in the global arena: cultural, social, and legal aspects around the world
- Privacy in the workplace

**Content:**
- **Read**
  - Chapter 12 – Ethics and Legal Implications of Information Systems
  - US Fourth Amendment
  - Shaw Article: "Internet Privacy is Imperiled."
  - Garfinkel Article: "Internet Privacy Can Be Protected."
  - The New York Times: From Bubble Memory to Hot Spots and Fly Rod
  - **View**
    - TED Talk: Greenwald - Why Privacy Matters
    - TED Talk: Acquisti - Why Privacy Matters

**Tasks:**
1. Review Content
2. Submit Quiz 3
3. Post for Discussion 3
### MODULE 4 - ANONYMITY ISSUES

#### Week 4: 9/16 - 9/22

**Supports Learning Objectives:**

1. Discuss the legal, ethical, and social impacts of technology as related to individual privacy, security, and anonymity in societies across the globe and in the global Internet society. (Global Learning Outcome: Global Awareness)

**Topics:**

- Anonymity's role in freedom of expression
- Anonymity's role in criminal or unethical activities

**Content:**

- View

  - Webcast: NSF - Inside Anonymous
  - TED Talk: Poole - The Case for Anonymity

**Tasks:**

1. Review Content
2. Submit Quiz 4
3. Post for Discussion 4

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### MODULE 5 - FREEDOM OF EXPRESSION AND CIVIL LIBERTIES ISSUES

#### Week 5: 9/23 - 9/29

**Supports Learning Objectives:**

1. Discuss the legal, ethical, and social impacts of technology as related to individual privacy, security, and anonymity in societies across the globe and in the global Internet society. (Global Learning Outcome: Global Awareness)

**Topics:**

- Ethical and legal basis for technological privacy protection
- Ethical and legal framework for freedom of information
- Freedom of expression in cyberspace vs. cultural, social, and legal issues in other societies
- International and intercultural implications of technology use and technology commerce

**Content:**

- Read

  - [Information Systems for Business and Beyond.pdf Chapter 12 – Ethics and Legal Implications of Information Systems](https://open.umn.edu/opentextbooks/textbooks/information-systems-for-business-and-beyond)

- View

  - Your Car is Being Watched

**Tasks:**

1. Review Content
2. Submit Quiz 5
3. Post for Discussion 5
4. Attend Zoom Meeting 2
MODULE 6 - SOFTWARE AND CRITICAL PUBLIC INFRASTRUCTURE

Week 6

Week 6: 9/30 - 10/6

Support Learning Objectives:
3. Discuss a computing professional’s roles and responsibilities as related to intellectual property, privacy, anonymity, legal, social, and ethical issues. (Global Engagement)

Topics:
- Proprietary software protection vs. government’s requirements for public safety and disaster prevention/recovery
- Risks of computing in the implementation of public policy and government (e.g., electronic voting, electronic health records, etc.)
- Identify and evaluate the various threats and hazards that may impact critical infrastructure within and across the different sectors, and how they can be viewed in an all-hazards risk management approach.

Content:
- Read
  - Banking and Financial Infrastructure Continuity (PDF)
  - Strategic Fragility - Infrastructure Protection and National Security in the Information Age (PDF)
  - The Strategic National Risk Assessment in Support of PPD 8 (PDF)
  - Threat and Hazard Identification and Risk Assessment Guide (PDF)

Tasks:
1. Pre-Module 6 Survey
2. Review Content
3. Submit Quiz 6
4. Post for Discussion 6
5. Post Module 6 Survey

MODULE 7 - PROFESSIONAL ROLES AND RESPONSIBILITIES

Week 7

Week 7: 10/07 - 10/13

Support Learning Objectives:
3. Discuss a computing professional’s roles and responsibilities as related to intellectual property, privacy, anonymity, legal, social, and ethical issues. (Global Engagement)

Topics:
- Purpose & appropriateness of professional codes of conduct
- Acceptable use policies
- Whistle-blowing
- Role of professionals in global computing issues
- Evaluate ACM/IEEE Codes of Ethics

Content:
- Read
  - (https://openstax.org/details/books/business-ethics) BusinessEthics
    - Chapter 6.4 – What Employers Owe Employees / Privacy in the Workplace
Chapter 7.5 - What Employees Owe Employers / Criticism of the Company and Whistleblowing

ACM's Code of Ethics
IEEE's Code of Ethics
Epstein Article: "Case of the Killer Robot"

Tasks:
1. Review Content
2. Submit Quiz 7
3. Post for Discussion 7

MODULE 8 - COMPUTER-BASED GAMES

Week 8: 10/14 - 10/20

Supports Learning Objectives:
1. Discuss the legal, ethical, and social impacts of technology as related to individual privacy, security, and anonymity in societies across the globe and in the global Internet society. (Global Learning Outcome: Global Awareness)

Topics:
• Game developers responsibilities: Do/Should games teach ethical/unethical behaviors?

Content:
• Read
"Playing With Ethics: Video Game Controversy"
Guardian Article: "Ethical gaming: can video games be a force for good?"
Griffiths Article: "Sweatshop' Studio Littleloud Closes Its Doors"

• View
Alexander Video: "XOXO Conference"

Tasks:
1. Review Content
2. Submit Quiz 8
3. Post for Discussion 8
4. Attend Zoom Meeting 3

MODULE 9 - PROFESSIONAL DEVELOPMENT

Week 9: 10/21 - 10/27

Supports Learning Objectives:
7. Explain strategies for continued professional development

Topics:
• The need for continued professional development
• Strategies for continued professional development

Content:
Read Nichelson Article: "Keeping Up With Technology"

Tasks:
1. Review Content
2. Submit Quiz 9
3. Post for Discussion 9

MODULE 10 - VIRTUAL WORLDS

Week 10: 10/28 - 11/3

Supports Learning Objectives:
4. Recognize the special issues that virtual worlds present to intellectual property, privacy, security, anonymity, social identity, and social inclusion.

Topics:
- Real-world laws & social customs for virtual worlds
- Economic, social, and legal issues in virtual worlds

Content:
- Read
- Virtual worlds, past, present, and future New directions in social computing PDF
- Defining Virtual Worlds and Virtual Environments PDF
- View
  The Drax Files: World Makers (Watch the video at the bottom of the page under Global Community on the Second Life website)

Tasks:
1. Review Content
2. Submit Quiz 10
3. Post for Discussion 10

MODULE 11 - STUDENT PRESENTATIONS (ACTIVE LEARNING)

Weeks 11-15

Week 11: 11/4 - 11/10
Week 12: 11/11 - 11/17
Week 13: 11/18 - 11/24
Week 14: 11/25 - 12/1
Week 15: 12/2 - 12/8

Supports Learning Objectives:
6. Create and deliver a professional presentation on global technology impact issues.
8. Produce a research paper on global technology impact issues.

https://fiu.instructure.com/courses/45156/assignments/syllabus
### Course Summary:

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<td>Students should post discussions from 11/4 – 11/10 for week 11 (week 1 in rubric)</td>
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<tr>
<td>11/11 - 11/17</td>
<td>Students should post discussions from 11/11 - 11/17 for week 12 (week 2 in rubric)</td>
</tr>
<tr>
<td>11/18 - 11/24</td>
<td>Students should post discussions from 11/18 - 11/24 for week 13 (week 3 in rubric)</td>
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<td>Students should post discussions from 11/25 - 12/1 for week 14 (week 4 in rubric)</td>
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<td>12/2 - 12/8</td>
<td>Students should post discussions from 12/2 - 12/8 for week 15 (week 5 in rubric)</td>
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**Please Note:** Additional Content, such as readings or videos, not currently listed in the course calendar may be posted in the course.