

## POL 526: Technology, AI, and Ethics in Policy and Public Administration

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<b>Time &amp; Location</b>	Asynchronous / Online
<b>Professor</b>	Dr. Daniel S. Schiff <a href="mailto:dschiff@purdue.edu">dschiff@purdue.edu</a> Beering Hall 2228
<b>Office Hours</b>	Mon & Wed 9:30 AM – 10:30 AM (or by appt.) <a href="https://calendly.com/dschiff-qt4/office-hours">https://calendly.com/dschiff-qt4/office-hours</a> Zoom or in-person. Please reach out for any reason!

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### Course Description

Technology and data analytics are rapidly transforming government operations, decision-making, and engagement with the public. This course examines how emerging technologies like artificial intelligence (AI), automated decision systems, and digital platforms are being adopted in the public sector. It explores the benefits, ethical risks, and challenges associated with implementing these technologies in areas like healthcare, education, child welfare, and criminal justice. During this course, you will analyze governance strategies, policies, and administrative procedures to promote responsible technology use in government. Topics covered include transparency, accountability, discretion, bias, trust, and more. Through readings, videos, discussions with your classmates, and a guided research project aligned with a topic of your interest, you will identify best practices for procuring, implementing, and auditing AI systems, as well as engaging with the public and diverse stakeholders on the adoption of new technologies. The course aims to equip you with the insights needed to propose solutions that maximize the benefits and minimize the harms of AI and technology in policy and public administration contexts at local, national, and international levels.

### Learning Outcomes

By the end of the semester, you will:

1. Summarize prominent forms of digital technology and algorithmic practices that are being adopted in government operations and decision-making.
2. Analyze emerging trends in the use of AI, automated decision systems, and other tools in public agencies and governments, in the U.S., internationally, and at the local level.
3. Assess the benefits as well as risks and challenges associated with implementing these technologies in the public sector, including how the use of new technology is transforming

interactions between government and citizens, impacting social welfare, and implicating issues of transparency, accountability, discretion, discrimination, and public trust.

4. Evaluate ethical concerns, biases, and risks to social welfare that may arise from the use of AI and automated decision systems in administering public programs and services, and demonstrate the ability to examine issues from multiple perspectives.
5. Propose governance strategies, policy solutions, and administrative procedures to promote responsible and ethical use of AI and other emerging technologies in the public sector, such as best practices for procurement, implementation, auditing, and public engagement.
6. Locate, evaluate, and integrate reliable, diverse, and high-quality sources of information.
7. Demonstrate effective professional delivery by organizing presentations and communicating your ideas with effective supporting materials.
8. Exercise intellectual autonomy and agency in your critical thinking and dialogue.
9. Model social, ethical, and political sensitivity as you grapple with complex issues.

## Teaching Philosophy

It's a privilege to be teaching you this semester about AI and other emerging technologies, and their role in policy and public administration. As a policy scientist and one of the earliest scholars of AI policy and ethics, I have come to appreciate how important, complicated, and fascinating these topics are. I hope you will too during this course.

Whether as 'merely' an informed citizen or as a professional in government, industry, academia, or the non-profit sector, you may very well have the chance to influence how technology is utilized to impact your life and the issues you care about. You will certainly use these tools and be shaped by them. Shaping the direction of technology is harder than it may initially appear, and doing so well requires thoughtfulness, sensitivity, and the ability to approach issues with rigor and from multiple perspectives.

*My aim in designing this course is to help you learn the skills you really need to pull this off as a thoughtful scholar and professional, emphasizing your ability to independently find, evaluate, synthesize, and communicate ideas and bring them to fruition.* This course therefore emphasizes gradual and ongoing work through projects, collaborative learning and feedback, and quality over quantity of learning.

I know that life can be busy, difficult, and complicated. You might be tempted to skip assignments or do them at the last minute. You might prefer to socialize with friends or check on social media in lieu of doing readings. You might be focused on getting good grades and wondering how each assignment affects your final score, such that you might not "see the forest through the trees."

My strong recommendation for you is to *engage with the material and not worry so much about grades*. If you engage meaningfully in the course, my belief is that you can ‘forget’ about grades, discover what interests you, and learn to enjoy the process, while gaining valuable knowledge and skills.

In short, my main encouragement to you is that **what you get out of a course depends on how much you put into it!** I look forward to learning together with you.

## Course Materials

All course materials are in digital format and will be made available via [Brightspace](#); I’ve endeavored to select materials that do not require you to spend additional money to learn.

Each week, you should **work your way through the Brightspace Modules as per the syllabus**. Note that this syllabus is subject to change; the latest version will be available via Brightspace. You are expected to **review your e-mail, Brightspace, and the syllabus regularly to stay up-to-date**.

When you are uncertain about assignments, due dates, or course policies, the first place to look is always the syllabus. Then you may consult a classmate and finally me if you are still unsure.

## Policies

**Attendance and Engagement.** Our course is asynchronous. However, participating in an active fashion each week is mandatory and should be a priority for you. Our time together will include online discussions, lectures, and readings, along with ample time to develop, present, and get feedback on projects. Active engagement is thus indispensable for you to learn, reflect, and develop ideas together, all of which are critical for you having the most meaningful learning experience.

Engaging is also about more than just logging on. You should come each week prepared to discuss and raise questions about the readings and share progress on your out-of-class activities. You should contribute to learning through asking questions, helping facilitate conversations, and giving suggestions to your classmates. I encourage you to view class as an opportunity to explore ideas and challenge your thinking, not as a check-the-box exercise. Our class is a safe space to raise questions or concerns, to note criticisms, or to explore tensions. There are no dumb questions and I encourage you to push outside of your comfort zone!

Students who engage actively in class, log on regularly, complete core project assignments and complementary assignments like the syllabus quiz, provide feedback to classmates in a timely fashion, etc., will receive full credit for their Engagement. Students who fail to engage us robustly and in a timely fashion may receive deductions to their final grade.

Under [academic regulations](#), excused absences may be granted for cases of grief/bereavement, military service, jury duty, Medically Excused Absences like hospitalizations, and parenting leave. My assumption is that an absence of a couple of days will not delay your ability to complete assignments by the end of the week. However, if you must take an extended absence due to absences such as the above, religious observations, or major illness, please send me an email as soon as possible. Other activities, like a family wedding, early holiday flight, or dental appointment are not excused absences under university policy.

**If permission is not obtained at least 72 hours before an assignment deadline**, the late policy applies, unless there is a documented unanticipated emergency. Late notice cannot be considered unless there is compelling evidence, as a matter of fairness to all students. Students generally have a number of days up to a full week to complete assignments, so a last-minute extension request is unlikely to be granted. I will provide opportunities for students to check their attendance and report any mistakes, so end-of-semester requests may not be considered. If other situations arise that affect your attendance in a prolonged manner, we can explore options to help you stay on track. You may also contact the Office of the Dean of Students (765-494-1747).

**Controversies.** Some subjects may be controversial, but all topics should be discussed with evidence and respect. In many cases, there are no clear “right” answers. Instead, you should do your best to support your position with evidence (qualitative or quantitative). Try to give the benefit of the doubt to others’ statements and positions, and attempt to find the grain of truth in them.

**Professionalism and Communication.** Course communications should always be treated as professional. For example, emails should begin with “Dear Professor” or “Hello Dr. Schiff” and end with “Thank you, your name” or “Sincerely, your name.” This is standard professional behavior and good practice for life after college. You may refer to further guidance [here](#). Standards are typically different for doctoral students or experienced professionals. As a general rule, I encourage you to defer to the most formal approach and title when interacting with someone for the first time, and then ask their preference before opting for a more informal communication approach.

Regarding timeliness, I will do my best to respond to your messages within 24-48 hours but may not respond during evenings or weekends, so messages sent on Friday may not get a response until Monday or Tuesday. Generally, I will try their best to hold the following response times: emails (2 days); discussion forums (3 days); assignment feedback and grades (2 weeks). These policies help preserve work-life balance and health, something I encourage for you as well. Please note that your professors, like you, are very busy, so I appreciate making good use of our time (e.g., please read the syllabus before asking a basic logistical question). Finally, just because I may send a message at a non-working hour does not mean you need to.

**Writing and Language Usage.** Communication is an essential skill and this course requires that you make an effort to effectively communicate your ideas. This includes finding and using resources to assist with research, organization, and presentation of ideas. [Purdue's OWL lab](#) is a world-renowned resource; you can refer to it for guidance on many topics (writing quality, citation formats) and [I encourage you to make a student appointment at some point during the semester.](#)

**Formatting.** Unless otherwise specified in the assignment, citations in written work must follow the [APA](#) format, which is commonly used in social science and can help you in future classes and beyond. All written work (except perhaps bullets and tables/graphics) should be double-spaced in Times New Roman font, and have 12-point font with 1" margins all around. Citations should be in-line with a References section at the end of your writing. Consider using a reference manager like Zotero, EndNote, or Mendeley to make management of references easier. The purpose of citations and formatting is not because I am a fan of particular font designs or style choices; it's to encourage basic consistency and professionalism. Check out some common mistakes I see with citations [here](#).

**Late Policy.** Unless an exception for unusual circumstances has been agreed upon with your instructor at least 72 hours in advance, a late assignment will result in a one-half grade penalty to the letter grade (e.g., 5 points) if the assignment is submitted later that day, followed by an additional letter grade penalty (e.g., 10 points) for each subsequent 24-hour delay. Assignments later than 48 hours late may be rejected and receive no credit. I want all students to be successful, and I am willing to accommodate illness and emergencies, but this must be communicated well beforehand. If you are prone to procrastination, I recommend scheduling time to work on assignments well before the due date. Let me know if I can help you with time management. That said, if you are debating between possible misconduct to get an assignment in on time versus submitting an assignment late, always choose the latter and reach out to me.

**Grade Appeals.** Grade appeals will be accepted no *earlier* than 24 hours and no *later* than 5 days after you receive a graded assignment. Each appeal must include a written explanation of the reason for the appeal and responses to comments on the original assignment, referencing the appropriate areas of the syllabus or BrightSpace that articulate your adherence to course policies and assignment guidelines. I reserve the right to adjust grades in either direction (i.e., increase or decrease your grade) in response to the appeal.

**Extra Credit.** I may offer occasional extra credit opportunities involving additional activities related to the course, e.g., attending special events or presenting at a conference. You can also reach out if you identify a worthwhile opportunity. End-of-semester requests will not be considered.

**Honors Course.** If you wish to participate in the course under the Honors Grade Mode (H), you are responsible for advancing the procedure and all deadlines in a timely fashion according to the

guidance [here](#). If you are interested in this option, contact me to discuss the additional assignments and adjustments to the syllabus and grading no later than the end of the first week of the course.

**Academic Integrity.** Academic integrity is one of the highest values that Purdue University holds. This class abides by the [Purdue Honor Pledge](#): “As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue.”

All assigned work is expected to be individual, except where indicated otherwise. You are encouraged to discuss assignments with your classmates; however, what you hand in should be your own work. You should review policies on [Student Conduct here](#). This includes the Code of Honor, Statement of Values, Statement of Integrity, Code of Conduct, Bill of Student Rights, etc.

Citations should be used for ideas, statements, comments, etc., that are not common knowledge or your own original thought. Err on the side of avoiding any possible plagiarism. Refer to the [guide](#) from Purdue OWL and ask if you are unsure. In general, you should not be copying text directly, adopting major ideas, or borrowing more than a few words without using quotes and citing the original source. Instead, focus on paraphrasing and citing sources. Credit others for their work!

*Having to meet with students and report them to the Dean of Students for plagiarism and violations of the AI policy is the worst part of my job and often the worst part of a student’s college experience, so please do us both a favor and remember the shortcuts are not worth it. Every semester, at least one student is surprised to find themselves facing a failing grade and meeting with the Dean’s office. Don’t be that student. Remember: don’t plagiarize, just use quotes!!*

**Policy on Chatbots, LLMs, and/or Generative AI.** You are permitted to use these tools for particular purposes: background research, to answer specific questions you are curious about, and to generate ideas *after you have done so yourself*. You are not permitted to use these tools to create shortcuts in your work that minimize your engagement with important learning, including becoming a better writer, editor, and coming up with original ideas.

Impermissible usages include: summarizing core course readings instead of reading yourself, auto-generating text (such as class comments) to insert into assignments, auto-improving/modifying text you write, answering homework questions directly, generating core project ideas or outlines before you have done so yourself, and attempting to pass off AI work as your own.

Permissible usages include: brainstorming after you have brainstormed yourself, background research on any topics or concepts of interest, creating AI-generated artwork (recommend citing this), providing feedback on assignments or drafts, or suggesting edits to your work. *If you use these tools in any major graded assignment, you are required to submit an addendum* transparently communicating what tasks you engaged in and which tasks AI engaged in, and critically analyze your contributions and the quality of the contributions of the AI.

As a scholar of AI policy and ethics, I take this topic seriously; violations will constitute violations of the Academic Integrity policy. I recommend adhering to the guidelines and asking me when unsure. I may also use AI tools as part of my teaching practice, including as part of grading. For example, Perusall uses AI to grade the quality of your comments, though I review your work personally as well.

You are responsible for knowing and adhering to the policies on academic misconduct and AI use. Violations of these policies may result in grade deductions, automatic failure of assignments, and/or automatic failure of the course. The standard course policy for egregious or deceptive AI misuse is automatic failure of the course.

To avoid running into this situation, all major written course assignments (documents but not necessarily slides) should be created using software that tracks version and revision history. For written documents, use Google Docs. For presentations, use PowerPoint (this will be easier for audio recordings). You will share links to these documents when you submit assignments. You should also consider [sharing links](#) that you use from conversations with chatbots.

**Nondiscrimination Statement.** Purdue University [is committed to](#) maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

I share these commitments as well as the University's commitment to [freedom of expression](#).

**Students with Disabilities.** Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: [drc@purdue.edu](mailto:drc@purdue.edu) or by phone: 765-494-1247.

After you have registered through the DRC and as soon as possible, please contact me to [discuss accommodations](#). You can also present a "Letter of Accommodation" to me at any point in the semester. Please know that as someone with a disability myself, I am here to support you.

**Mental Health and Well-being.** Your well-being is critical to me. School and life can be difficult and *struggling with mental health is extremely common amongst students, staff, and faculty*, so don't feel like you need to struggle alone and *don't be afraid to reach out*. Purdue offers a number of resources, and I am also available to chat or point you in the right direction – just send me an e-mail.

If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try Purdue's tool called [WellTrack Boost](#). This can provide you some tools, ideas, and resources. If you need additional support and information about other options and resources, please see the [Office of the Dean of Students](#) for drop-in hours (M-F, 8 AM – 5 PM).

If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, please contact [Counseling and Psychological Services \(CAPS\)](#) at 765-494-6995 during and after hours, on weekends and holidays, or [go to the CAPS office](#) on the second floor of the Purdue University Student Health Center (PUSH) during business hours.

If you feel overwhelmed, isolated, embarrassed, or don't know where to start, just contact CAPS.

**Support Services.** Purdue has many options for both [academic](#) and [personal](#) support that are available. This includes support on food, healthcare, housing, legal services, healthcare, and financial well-being, as well as academic consultations, coaching, and supplemental instruction. You may also contact the [Dean of Students](#) for support. There is no appointment needed and Student Support Specialists are available to serve students 8 AM – 5 PM Monday through Friday.

**Violent Behavior Policy.** Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity.

**Emergency Preparation.** In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or syllabus.

## Grading Breakdown

Attendance and Engagement	N/A
Course Readings	N/A
Independent Project	80%
Peer Reviews	20%

## Grading Scale

Final letter grades will be determined as follows, with the possibility for bonus points, curving, or penalties depending on your engagement in the course:

A = 100 – 93%

A- = 92 – 90%

B+ = 89 – 87%

B = 86 – 83%

B- = 82 – 80%

C+ = 79 – 77%

C = 76 – 73%

C- = 72 – 70%

D+ = 69 – 67%

D = 66 – 63%

D- = 62 – 60%

F = 59% and below

## Bottom Line

My philosophy is that having a meaningful learning experience is more important than your final grade. To have a meaningful learning experience (which should conveniently result in excellent marks as a byproduct), student should plan to complete all assigned readings and be engaged in class. If you can focus on *cultivating* your intrinsic interest and motivation, you can basically ignore grades, and it's a lot more fun! This holds through college and your professional life.

# Assignments

## Attendance and Engagement (No formal % assigned)

Please refer to the course policies on attendance and engagement and review them carefully. Consider that this course is built on steady, regular work each week rather than one or two end-of-semester assignments. You may also be asked to complete additional activities, like uploading your headshot to your Brightspace account, completing small quizzes, etc. These are part of your engagement grade, counted as part of your overall course grade.

Engaging with classmates on the class forum, answering their questions, and bringing in outside information are all strongly recommended. Feel free to discuss your reactions, questions, connections with other ideas or issues, flaws you see, and so on. No formal engagement grade is assigned, and all students start with 100% in this category. However, bonus credit from extra credit assignments and deductions due to lackluster engagement are possible.

## Course Readings (No formal % assigned)

Students sometimes feel they can skip assigned readings. For example, in some technical courses, if you can set up or solve a problem, you may not need to read the textbook to pass an exam.

In this course, readings are not optional. In classes like ours, the act of reading material from new disciplines or grappling with complicated readings *is itself part of the learning*. In fact, in this course, readings are arguably the most important part of the class.

However, the number of readings is purposefully low so that they are not an undue burden. This is a bit of a bargain, a contract between you and me. As a result, you are expected to complete all assigned work, as this is critical to you having a meaningful learning experience. Not doing readings or doing them incompletely may result in pop quizzes or changes to your grade.

All readings or out-of-class assignments are listed in Brightspace and the syllabus and are **due before finishing each week of class**. You can use Brightspace's calendar to help keep track as well.

## Independent Project (80%)

### Overview

The keynote activity is your independent project, which you can think of the project as a case study, policy memo, or similar. During the course of the semester, you will work on this regularly, every week. That is, the goal is ongoing effort and gradual progress, not just the final output. Indeed,

notice that the final project report is worth the same number of points as the week one project proposal!

The main deliverables for the project are (80% of your grade total):

- Week 1: Project Proposal and Real-World Problem Identification (10 points)
- Week 2: Preliminary Literature Review and Policy Alternatives (10 points)
- Week 3: Stakeholder Analysis (10 points)
- Week 4: Case Study Review (10 points)
- Week 5: Mid-Point Check-In (10 points)
- Week 6: Policy Recommendation Development (10 points)
- Week 7: Risk Assessment and Ethical Considerations (10 points)
- Week 8: Final Project Report & Reflection (10 points)

The overall purpose of the project is to help you build a high-quality final product based on regular work, team support, and to build your skills to do so independently, e.g., gathering and synthesizing data, managing a project timeline, etc.

### *Recorded Presentations*

Five times during the semester, you will present a short progress update to the class via a recorded (video) or narrated (audio) presentation. These updates occur during Weeks 2, 3, 4, 6, and 7, and are an opportunity for you to show your progress and seek feedback and support.

- Each progress update should take about 3-5 minutes total.
- You should post your recorded project updates by Thursday at midnight for full credit.
- You should create slides to help clearly convey your project and progress to the class. There are no rules on the number of slides, but 3-5 slides is a reasonable amount (1 slide or 2 is likely too brief, and 10 slides is likely too many). I strongly recommend using PowerPoint due to the straightforward ability to insert audio recordings into slides with modest file size.
- The progress update should help contextualize your work and can serve as an opportunity for you to explicitly request feedback on challenges you are facing.
- The most important thing with your short presentation is to show demonstrable progress. Consider using screenshots of your written final project as evidence.
- Each week there are detailed instructions about the activities and tasks. You will receive feedback from two of your classmates according to the same rubric. Your score will be an average of the peer reviews you receive, with potential modifications by the instructor.
- You should not include huge blocks of text or just read off your slides or a script. The idea is for you to demonstrate some fluency with the topic as an indication of your progress and

learning. That means you should be able to talk about what you have learned and what you have done somewhat informally, or ‘off the cuff.’

### *Written Submissions*

Three times during the semester, you will present written updates. This includes your initial project proposal in Week 1, your midpoint progress report in Week 5, and your final project report plus an additional short reflection at the end of Week 8.

Your written assignments must follow course policies on citations, formatting, academic misconduct, and use of AI. Make sure to review these carefully. You should create your written project using software that tracks version and revision history, in particular, Google Docs, and you should submit a link to your full Google Doc with revision history as part of your submission.

As an incomplete list:

- Your documents should also be formatted professionally, e.g., 12-point font, Times Now Roman, including a header with basic information like your name, the name of the assignment, the course and semester, instructor name, and date. The late policy will apply, and submissions later than 48 hours may not be accepted.
- References should be included in text (“in line citations”) using APA and at the end as a Reference section, and do not count towards page length. Do not submit a paper that fails to properly cite sources or that conveys a sequence of words as your writing when it should be quoted. If you draw on a source like Wikipedia or a blog, either cite and quote appropriately, or use material from a different primary source (preferred). See the plagiarism policy for guidance or the link [here](#) if you are unclear about specific ways to cite, quote, or paraphrase sources.
- If you use generative AI tools for the midpoint or final project, you must include an addendum describing in detail how these tools were used, with sections specifying: 1) your particular usages of chatbots/large language models/AI, 2) your extent of reliance on these tools, 3) the role that these tools have compared to your own role, 4) evidence/examples of this process, and 5) your reflections on the impact on your learning experience, including benefits and drawbacks. A transparency report template will be provided to you. As a general rule, a transparency report is particularly important when you are using AI for a major assignment or to a significant degree. On the other hand, if you use AI to generate images or to help with PowerPoint slide design, for example, it may be sufficient to include a brief footnote.

- Plagiarism or failing to adhere to the policy on generative AI use may result in a letter grade reduction, automatic failure of the assignment or course (standard outcome), and referral to the [OSRR](#).

### Peer Review (20%)

During Weeks 2, 3, 4, 6, and 7, when you prepare a short presentation and record it, you will also view presentations from two of your classmates! This is a nice opportunity to help others and to learn about interesting topics related to the course, best practices in research, writing, presentation style, etc. Try to view the peer reviews as a great opportunity for extra learning.

Here are some tips about the peer review process:

- You will post your own recording or a link to it to the discussion board (instructions are provided on BrightSpace). When naming your document, use the following naming convention: [Lastname]\_[POL-526]\_[Week#].
- Download and/or watch your peers' presentations. Specifically, you will review 2 of your groupmates' presentations using the peer review rubric provided on Brightspace (e.g., Week 2 Student Peer Review Form.docx). You may be in a group with 3 or 4 people, randomly assigned each week. (You are not required to do more than two peer reviews, though you are welcome to. If one of your teammates has not submitted their project, there's not much you can do!)
- This should be done within a few days to give your groupmates timely feedback. For example, if presentations are posted on Thursday, your peer reviews are due on Sunday, though you are welcome to get them in as soon as Friday.
- When saving your completed peer review form, use the following naming convention: [Reviewer Last Name]\_[Filename you downloaded]. Upload your completed peer review form as a reply to the discussion post of your groupmate whose work you reviewed.
- When you finish your review, put an "x" in the appropriate sheet and cell [here](#).
- Each peer review you do is worth 2 points, such that 2 points x 5 weeks x 2 classmates per week = 20 points total. You will receive from 0-2 points depending on whether you completed your peer reviews for both groupmates effectively or not.
- Try to provide constructive feedback, including both positives in specific areas for improvement. It can be anything as sophisticated as you sharing interesting sources or issues you are aware of, or anything as subtle as improvements to formatting or citation style. But please try to provide some concrete help to your groupmate.

To recap the main activities and deliverables for the project, see the table below:

<b>Week</b>	<b>Activity</b>	<b>Points</b>	<b>Deliverable</b>
Week 1	Project Proposal and Real-World Problem Identification	10	1-2 pages (written)
Week 2	Preliminary Literature Review and Policy Alternatives	10	3-5 minute presentation (recorded) + peer review of 2 classmates
Week 3	Stakeholder Analysis	10	3-5 minute presentation (recorded) + peer review of 2 classmates
Week 4	Case Study Review	10	3-5 minute presentation (recorded) + peer review of 2 classmates
Week 5	Mid-Point Check-In	10	5-8 pages (written)
Week 6	Policy Recommendation Development	10	3-5 minute presentation (recorded) + peer review of 2 classmates
Week 7	Risk Assessment and Ethical Considerations	10	3-5 minute presentation (recorded) + peer review of 2 classmates
Week 8	Final Project Report & Reflection	10	10-12 pages + 1-2 page reflection (written)

Recall that:

- Readings, modules, etc., are due at the end of each week (Sunday)
- Written project updates are due Sunday at midnight for Weeks 1, 5, and 8
- Recorded project updates are due Thursday at midnight for Weeks 2, 3, 4, 6, and 7, and peer reviews are due the following Sunday at the latest.

## Schedule of Readings and Assignments

Week & Dates	Topic	Readings & Videos	Assignments
Week 1: 1/13/25 - 1/19/25	From E-Government to AI-Government & National AI Policy and Strategy	<p><b>Readings:</b> Bovens &amp; Zouridis (2002). Public Administration Review Optional: Van Noordt &amp; Tangi (2023). Government Information Quarterly</p> <p><b>Videos:</b> Core Definitions of AI, The Global Response, Policy Issues and Applications, From Street-Level to System-Level Bureaucracies</p>	Project Proposal (1-2 pages)
Week 2: 1/20/25 - 1/26/25	AI Ethics (Introduction & Implementation)	<p><b>Readings:</b> Fjeld et al. (2020). Berkman Klein Center Optional: Sadek et al. (2024). AI &amp; Society</p> <p><b>Videos:</b> AI Ethics (Part 1 &amp; 2), Barriers Facing AI Ethics Implementation</p>	Preliminary Literature Review and Policy Alternatives + Peer Reviews
Week 3: 1/27/25 - 2/2/25	Public Values & Administrative Accountability	<p><b>Readings:</b> Young, Bullock, &amp; Lecy (2019). Perspectives on Public Management and Governance Optional: de Boer &amp; Raaphorst (2021). Public Management Review</p> <p><b>Video:</b> Artificial Discretion and Bureaucracy Overview</p>	Stakeholder Analysis + Peer Reviews
Week 4: 2/3/25 - 2/9/25	Procurement, Auditing & Public Engagement	<p><b>Readings:</b> Schiff et al. (2024). Big Data &amp; Society Skim: Sloane et al. (2021). AI and Procurement Optional: Seger et al. (2023)</p> <p><b>Video:</b> AI Ethics Audits Overview</p>	Case Study Review + Peer Reviews
Week 5: 2/10/25 - 2/16/25	Project Check-In	<p><b>Readings:</b> None <b>Videos:</b> None</p>	Midpoint Project Draft (5-8 pages)
Week 6: 2/17/25 - 2/23/25	The Future of Work & AI in Education	<p><b>Readings:</b> Bankins et al. (2024). Journal of Organizational Behavior OR Schiff &amp; Rosenberg-Kima (2023). Handbook of Critical Studies of AI Optional: UNESCO (2023). AI Guidance</p> <p><b>Videos:</b> AI in Workplaces and Education</p>	Policy Recommendation Development + Peer Reviews
Week 7: 2/24/25 - 3/2/25	AI in Healthcare, Criminal Justice, & Social Services	<p><b>Readings:</b> Solanki et al. (2022). AI and Ethics OR Oswald et al. (2022). SSRN OR Kuo et al. (2023). CHI</p> <p><b>Video:</b> Eubanks' Talk on AI in Government Services</p>	Risk Assessment and Ethical Considerations + Peer Reviews

Week 8: 3/3/25 - 3/9/25	Final Projects	<b>Readings:</b> None <b>Videos:</b> None	Final Project (10-12 pages)
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