**Technology, Humanity, and Social Justice: Health**

Carnegie Mellon University and the University of Pittsburgh

Fall, 2023

## Instructors

Veronica Dristas, dristas@pitt.edu (Pitt)

Korryn Mozisek, kmozisek@andrew.cmu.edu (CMU)

## Class Sessions

Friday, Oct. 27, 2023 – 5:00PM – 8:00PM

Saturday, Oct. 28, 2023 – 8:30AM – 6:00PM

Sunday, Oct. 29, 2023 – 9:00AM – 1:00PM

## Class Location

Synchronous Zoom Sessions (Links Posted on Canvas)

## Course Description

As humans rely more and more on electronic devices to support their everyday activities, there are ever present warnings about the impacts such reliance has on human autonomy ranging from who owns and controls information networks, the inequitable impact of technology consumption on peoples and places, varying accessibility of technology around the globe, and the promises and limitations of technology in improving human health. By engaging in technology as a lens, this sequence of weekend micro-courses encourages students to examine technology as a system disproportionately impacting humanity by enabling and constraining human rights of groups of people around the globe. With a multi-disciplinary focus, the course invites researchers and practitioners from the University of Pittsburgh, Carnegie Mellon, and relevant fields more broadly.

In Fall 2023, the focus will be on the impact technology has on human health. This will include a discussion about technology’s impact on human interactions, including mental health amid a pandemic and the changing reliance on technology on health care delivery. It will also include a focus on the accessibility and disparities on health care’s increased use of technology across the globe as well as the transition to digitizing health records and the dangers this creates in relation to privacy, among others.

This weekend micro-course is awarded one-credit for PITT students / 3 units for CMU students upon successful completion.

## Learning Outcomes

* Identify and define the characteristics of technology’s positive and negative impact on human health. [weekend worksheets]
* Identify varying perspectives of stakeholders on issues related to technology and its impact on human health. [weekend worksheets/activities, identifying stakeholders assignment, final paper]
* Compare disciplinary approaches and perspectives on technology, humanity, and social justice in relation to health. [weekend worksheets]
* Compare perspectives of stakeholders on issues related to technology and humanity to understand how this impacts perceptions and actions on the issue, particularly as it is concerned in finding a just resolution. [weekend activities, identifying stakeholders assignment, final paper]
* Reflect on the level of influence varying stakeholders have or are denied in shaping actions on the issue of technology, humanity, and health. [weekend activities, identifying stakeholders assignment, final paper]
* Examine why the perspectives of stakeholders compete with one another, including how this leads to potentially varying impacts on humanity depending on actions and what actions are considered as viable. [weekend activities, identifying stakeholders assignment, final paper]
* Propose recommendations of action on an issue in relation to technology, humanity, and health that represents the perspectives of stakeholders to develop a resolution. [weekend worksheets/activities, and final assignments]
* Support proposed recommendations by developing a cost-benefit analysis, including how the recommendation(s) harm and benefit the varying stakeholders and its wider societal benefit. [final paper]

## Course Policies

**Course Materials**: The course will use Canvas to provide announcements, assignments, session links, and readings to students. All assignments will be turned in via Canvas and all grading will be provided via rubrics in Canvas. All assignments will need to be typed. You should be sure to enable notifications to ensure that you receive all course announcements and updates.

[**Late Assignments**:](http://www.indiana.edu/~deanfac/download/holidayreq.html) The pre-course and post-course survey will need to be completed before its due date to gain credit. There will be NO extensions and a strict no late policy applied to the course survey assignments. This is a completion assignment that when completed in good faith will receive full credit; those that do not complete components or do not complete the survey in good faith will not receive any credit.

The Identifying Stakeholders Perspectives (Planning Assignment) and Engaging Perspectives in Decision-Making Proposal (Final Paper) assignments will face a penalty of *10% for each day* (a 24-hour period beyond the deadline) an assignment is late. This means that if your assignment is an hour late (or even 23 hours and 59 minutes late) it will face a 10% deduction. A new penalty will occur at 8AM (Eastern) for these assignments of each day it is late, i.e. if the assignment is 25 hours late then it will face a 20% deduction, 49 hours will face a 30% deduction, etc.

Every session worksheet will need to be completed before the end of the day (before midnight ET) it was assigned or face a penalty of 10% as outlined above. This means that the pre-course assignment review quiz as well as Session 1 and 2 worksheets are due before midnight (ET) on Friday, Oct. 27; the Session 3-7 worksheets are due before midnight (ET) on Saturday Oct. 28th; the Session 8 and 9 worksheets are due before midnight (ET) on Sunday, Oct, 29th.

**Assignment Extension Requests:** It is your responsibility to contact us regarding any special circumstances that may affect your ability to complete the assignments *before* the due date. If you are not going to complete the assignment on time, then you may request an extension without a late penalty. We will respond to requests for an extension on a case-by-case basis. Extensions during the weekend are viable *only prior to the due date*. All requests for speaker worksheets will occur through a Google Form provided via Canvas; no extensions are available for activity worksheets as sufficient time is provided during the sessions to complete. Extensions for the planning or final paper assignments will only be considered a viable option *up to 24 hours before* the assignment is due; requests for the planning or final paper assignment should be emailed to your campus instructor. Once you are within 24 hours of the due date or past due, the assignment will face the penalty outlined above and an extension may not be granted. Due to the scaffolded and interconnected nature of the assignments, limitations exist for extensions as noted on the Google Form for the weekend worksheets and as noted in Canvas announcements for the planning assignment/final paper.

[**Academic Integrity**](http://www.indiana.edu/~deanfac/download/holidayreq.html)**:** Any work that you submit should be your own work (i.e., not borrowed/copied from any other source, including our assigned readings, lectures from the presenters, and your classmates). All worksheets and papers must be written by the individual student turning in the assignment for evaluation.

When using other people’s ideas to substantiate your own, please properly cite the original source, including use of quotations when necessary. We will review proper citation procedures in class, and you should ask for clarification whenever needed.

As the Chicago Manual of Style notes in Ch. 13: “The choice between quoting, on the one hand, and merely copying, on the other, can mean the difference between properly acknowledging and crediting the ideas of others and falsely representing them as your own, thus making the conventions outlined in this chapter and in chapters 14 and 15 essential to modern scholarship.”[[1]](#footnote-1)

As a result, the course will apply this recommendation as the following: **any use of 4 or more words** from a report, journal article, webpage, lecture, or any reference material will need to **include the use of quotations** to indicate what you are crediting and will need to **include a proper footnote/endnote** following the Chicago style. In order to deter and detect plagiarism and cheating, *all assignments* will be submitted via Canvas with TurnItIn submissions enabled.

Quotations should be used even when light editing occurs; changing one word in the middle is not sufficient. Such small changes should be bracketed in the text and otherwise quoted and properly cited within the paper. You are also responsible for verifying any citations and quotes within assignments in the course. Presenting any false information related to quotes and/or citations will also run afoul of the academic integrity policy and face the penalty outlined below.

Students may use ChatGPT and other AI assistance technology for only the session 9 worksheet, planning assignment, and final paper. Use of such technology **must be cited like any other source**, including citations for its use in brainstorming or any other generative situation and use of quotations when material exceeds the policy outlined above. Additionally, all usage of AI tools will need to be **documented and included in-full as an appendix**. (The appendix in such cases will not count toward the word limit on either the planning assignment or final paper.)

As an example, but not limited to this example, if the instructors were to use ChatGPT to brainstorm beliefs of a stakeholder for the planning assignment, then the instructors would need to include all prompts without editing and in-full and their responses as an appendix to their paper as well as providing any necessary in-text citations for where that brainstorm was used and/or quoted. Information on how to cite AI tools via Chicago style is posted on Canvas.

Be aware that you are responsible for the content of any assignment you’ve turned in. If the AI tool or other assistance got something wrong, *you* got something wrong. If the AI tool or other assistance engaged in academic misconduct*, you* engaged in academic misconduct. Don’t put in stuff that you aren’t ready to stand behind 100% and that you aren’t sure whether it follows the above expectations for academic integrity.

You are expected to do research for this course. This cannot be using research or work produced for another class to complete any assignments without permission from either Veronica Dristas or Korryn Mozisek. Be sure to reach out for a meeting to discuss this dimension with your campus-specific instructor. Use of research or work from another course (without explicit, prior approval from your campus-specific instructor) will be considered a violation of academic integrity and face the penalty outlined below.

Discussion of this policy will occur in the course overview asynchronous video and during session 9 of the weekend. You should feel free to return to those session recordings as well as reach out to your instructor if you are not sure what is and is not allowed under this policy.

Failure to adhere to the above requirements will be viewed as an act of cheating, plagiarism, or outside assistance and it will be treated in accordance with Carnegie Mellon’s Policy on Academic Integrity, which can be found here: <http://www.cmu.edu/policies/student-and-student-life/academic-integrity.html> as well as the University of Pittsburgh’s Academic Integrity Guidelines, which can be found here: <https://www.provost.pitt.edu/faculty/academic-integrity-freedom/academic-integrity-guidelines>. Depending upon the individual violation, students could face penalties ranging from a zero on the assignment to failing the class. Violations will be reported according to the processes applicable to the student’s university.

[**Grading**](http://www.indiana.edu/~deanfac/download/holidayreq.html)**:** Assignments will be assigned a number grade. Discussions regarding grades must take place face-to-face, in person or via Zoom, during office hours or by appointment. *No discussions regarding grades will take place via email; this often hinders the clarification and mutual understanding rather than helping it*. No grades will be discussed within 24 hours after the graded assignment is returned via Canvas. This allows all parties to process and reflect on the feedback rather than simply reacting. Requests to discuss an assignment’s grade will need to occur within 7 days of the assignment’s return via Canvas. Comments on assignments are not reviewed; any questions about feedback should occur via email or during a meeting. There are no re-submission or re-submit opportunities for assignments; please make sure that you review all Canvas submissions to ensure you have turned in the correct assignments prior to their due date and grading.

**Accommodations for Students with Disabilities:** If you have a disability and have an accommodations letter from the Disability Resources office, we encourage you to discuss your accommodations and needs with us as early in the weekend (before the weekend starts is preferable) as possible. We will work with you to ensure that accommodations are provided as appropriate. If you suspect that you may have a disability and would benefit from accommodations but are not yet registered then we encourage you to contact Disability Resources (access@andrew.cmu.edu or drsrecep@pitt.edu). Please be aware that accommodations cannot be applied retroactively.

**Mental Health:** As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. CMU and Pitt services are available, and treatment does work. You can learn more about confidential mental health services available at CMU (<http://www.cmu.edu/counseling/>) and at Pitt (<https://www.studentaffairs.pitt.edu/cc/>). Support is always available (24/7) from Counseling and Psychological Services for CMU students at 412-268-2922 and from University Counseling Center for Pitt students at 412-648-7930.

**We must treat every individual with respect.** We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive campus community. Diversity can refer to multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. Each of these diverse identities, along with many others not mentioned here, shape the perspectives our students, faculty, and staff bring to our campus. We, at CMU and Pitt, will work to promote diversity, equity and inclusion not only because diversity fuels excellence and innovation, but because we want to pursue justice. We acknowledge our imperfections while we also fully commit to the work, inside and outside of our classrooms, of building and sustaining a campus community that increasingly embraces these core values.

Each of us is responsible for creating a safer, more inclusive environment.

Unfortunately, incidents of bias or discrimination do occur, whether intentional or unintentional. They contribute to creating an unwelcoming environment for individuals and groups at the universities. Therefore, our universities encourage anyone who experiences or observes unfair or hostile treatment on the basis of identity to speak out for justice and support, within the moment of the incident or after the incident has passed. Anyone can share these experiences using the following resources:

**Carnegie Mellon**

**Center for Student Diversity and Inclusion:** csdi@andrew.cmu.edu, (412) 268-2150

[**Report-It**](http://www.reportit.net/) **online anonymous reporting platform:** <https://cmu.ethicspoint.com/>

**University of Pittsburgh**

**Office of Diversity and Inclusion**: diversity@pitt.edu, (412) 648-7860

**Make a Report**: https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/make-report

All reports will be documented and deliberated to determine if there should be any following actions. Regardless of incident type, our universities will use all shared experiences to transform our campus climates to be more equitable and just.

**Technology**: It is assumed that each student enrolled in this course owns or has access to a personal computer and high-speed access to the Internet. We all depend on machines to get our work done. We all know that machines break down or crash. We expect that you will prepare your assignments far enough in advance so that when your computer or Canvas malfunctions you will be able to rectify the problem and turn in the assignment on time. If the issue is Canvas, you should email your assignment to your assigned instructor. Emailing is a last resort, not option A.

If you lose access to an internet connection or quality degrades and impacts your ability to participate in the course via Zoom, you will need to reach out to your instructor as soon as possible. This will allow us to help adapt based on circumstances and assist you in completing necessary coursework.

Finally, you should be sure to regularly check Canvas and your university email for any announcements or notifications related to the course.

**Research to Improve the Course**: For this class, I am conducting research on student outcomes. This research will involve your work in this course. You will not be asked to do anything above and beyond the normal learning activities and assignments that are part of this course. You are free not to participate in this research, and your participation will have no influence on your grade for this course or your academic career at CMU or Pitt. If you do not wish to participate or if you are under 18 years of age, please send an email to Chad Hershock (hershock@andrew.cmu.edu) with your name and course number. Participants will not receive any compensation. The data collected as part of this research may include student grades. All analyses of data from participants’ coursework will be conducted after the course is over and final grades are submitted. The Eberly Center may provide support on this research project regarding data analysis and interpretation. The Eberly Center for Teaching Excellence & Educational Innovation is located on the CMU-Pittsburgh Campus and its mission is to support the professional development of all CMU instructors regarding teaching and learning. To minimize the risk of breach of confidentiality, the Eberly Center will never have access to data from this course containing your personal identifiers. All data will be analyzed in de-identified form and presented in the aggregate, without any personal identifiers. If you have questions pertaining to your rights as a research participant, or to report concerns to this study, please contact Chad Hershock (hershock@andrew.cmu.edu).

**Course Grading:**

Course grades will be assigned based on the chart below.

|  |  |
| --- | --- |
| **A**: 500-465 | **A-**: 464-450 |
| **B+**: 449-435 | **B**: 434-415 | **B-:** 414-400 |
| **C+**: 399-385 | **C**: 384-365 | **C-**: 364-350 |
| **D+**: 349-335 | **D**: 334-315 | **D-**: 314-300 |
| **F**: 299 and lower |

## Assignments

**Pre-Course and Post-Course Survey (5% / 25 points) –** Students will be required to complete the *pre-course survey* by **5PM (EST) on Friday, Oct. 27th**. The pre-course survey will be accessible via the Assignments tab in Canvas. The pre-course survey will open at 8AM (ET) on the Monday prior to the due date (Monday, Oct. 23rd). The *post-course survey* is due by **5PM (EST) on Friday, Dec. 8th**. The post-course survey will open at 8AM (ET) on the Monday prior to the due date (Monday, Dec. 4th). Students will receive completion points for this component as long as they have provided a complete response following the survey directions and completed both the pre- and post-course surveys. Student identification will be taken to allow for credit of completion, but the survey responses will not be evaluated until after course grades are submitted. A third party will provide your name and confirmation of completeness to keep anonymity in relation to responses. You only need to submit the pre- and post-course survey once.

**Speaker Worksheets (30% / 150 points)** – After each speaker session, you are required to answer a set of questions about the lecture and their application to course objectives. Each worksheet is worth 25 points. All worksheet responses will need to be typed.

The quiz for the pre-course overview and assignment review as well as session 1 & 2 worksheets are due before midnight (ET) on Friday, Oct. 27th. Worksheets for sessions 3, 4, and 5 are due before midnight (ET) on Saturday, Oct. 28th.

**Activity Worksheets (20% / 100 points) –** There will be four activity sessions over the course of the weekend. These activity sessions will focus on dimensions of the final paper (Engaging Perspectives in Decision-Making Proposal) and applying course concepts to various case studies. You will need to be logged into the Zoom session at the start of the activity periods to participate. Students will need to be present for the entire discussion to adequately complete the reflection worksheet at the end of the session. All worksheet responses will need to be typed. *Note: Students arriving late cannot complete the assignment sheets associated with these activities and will receive a 0 for the session. Please arrive on time to be assigned a breakout group.*

The worksheet for session 6 & 7 is due before midnight (ET) on Saturday, Oct. 28th and is worth 50 points .

Worksheets for session 8 & 9 are due before midnight (ET) on Sunday, Oct. 29th and are worth 25 points each.

**Identifying Stakeholder Perspectives – Planning for the Final Paper Assignment (15% / 75 points) – Due Friday, Nov. 10th by 8AM (EST)**  – Students will need to review the provided list of topics and resources for this portion of the course. The provided list of topics will directly connect to the topic and ideas provided by our speakers over the course of the weekend. The resources will also provide students with a starting point for the identifying of stakeholders and the final assignment of creating a proposal to a governing body on the topic selected. *If students would like to work on a topic that does not appear on the provided list of options, then students can reach out for approval.*

Students will use the feedback from the session 9 worksheet to continue developing various stakeholder perspectives on the selected issue by completing the posted worksheet on Canvas. *Students cannot change their topic after session 9 of the weekend without permission from your campus instructor.*

**Engaging Perspectives in Decision-Making Proposal - Final Paper Assignment (30% / 150 points)** **–** **Due Friday, Dec. 8th by 8AM (EST)** - Each student will use the topic and stakeholders identified in the Identifying Stakeholder Perspectives assignment for this final assignment. This assignment will ask students to write a paper (2000-2500 words) aimed at an health-focused regulatory entity connected to the selected topic that can take action on the issue; this can be to a US or non-US based entity. The paper will develop over three sections: framing, stakeholder analysis, and recommendations.

Students will use the feedback provided on the Identifying Stakeholder Perspectives – Planning for the Final Paper Assignment to revise and expand the final paper assignment. *Students cannot change their topic after session 9 of the weekend or from the planning assignment without permission from your campus instructor.*

The more in-depth assignment description, rubric, and prior offering example papers will be posted on Canvas.

## Schedule

**Pre-recording, Asynchronous Review Before Class**: Course and Final Assignment Overview

*Pre-Reads: Prior to class, students should review the entire syllabus and its policies, the engaging perspectives in decision-making proposal (final assignment) assignment and rubric.*

*Pre-Class Brainstorm: Prior to class, students should review the list of topics and resources provided on Canvas. Students should select one topic and review the provided resources. If students would like to work on a topic that does not appear on the provided list of options, then students can reach out via email or Zoom office hours for approval.*

*Pre-Recording Quiz: This quiz will be due before midnight on Friday, Oct. 27th. You should complete the Canvas quiz after reviewing the syllabus, final assignment and rubric, and watching the pre-recording overview of the course and final assignment.*

***Friday, Oct. 27***

* **5:00PM-5:15PM**: Welcome Remarks and Overview of Course
* **Session 1** **– 5:15PM-6:30PM**: [Caroline Jean Acker](https://www.cmu.edu/dietrich/history/people/emeriti/acker.html), Associate Professor Emerita, Department of History, Carnegie Mellon University
* **Session 2 – 6:45PM-8:00PM:** [Ahmad Pahlavan Tafti](https://www.shrs.pitt.edu/people/ahmad-pahlavan-tafti), Director, Pitt HexAI Lab and Assistant Professor, Department of Health Information Management, University of Pittsburgh

***Saturday, Oct. 28***

* **Session 3 – 8:30AM-9:45AM**: [Mohammad Hammoud](https://web2.qatar.cmu.edu/~mhhammou/), Associate Teaching Professor, Department of Computer Science, Carnegie Mellon University Qatar
* **Session 4** – **10:00AM-11:15AM**: [Teresa Hagan Thomas](https://www.nursing.pitt.edu/person/teresa-hagan-thomas), Assistant Professor, School of Nursing, University of Pittsburgh
* **Session 5 - 11:30AM-12:45PM:** [Kristen Kurland](https://soa.cmu.edu/kristen-kurland),Teaching Professor of Architecture, Information Systems, and Public Policy, School of Architecture, Carnegie Mellon University

***LUNCH 12:45PM-2:00PM***

* **Session 6** – **2:00PM-3:45PM**: Group Activity: Analyzing Health and Technology Case Study

*Note: Students arriving more than 5 minutes late will not be assigned to a breakout group nor be able to complete the assignment sheet associated with this activity. Please arrive on time to be assigned a group and case study. This activity will also ask students to actively talk with one another to complete the activity. Be sure you are in a space that you can at least unmute and add to the conversation*

* **Session 7** – **4:00PM-5:45PM**: Group Activity: Comparing Analyses Health and Technology Case Studies

*Note: Students arriving more than 5 minutes late will not be assigned to a breakout group nor be able to complete the assignment sheet associated with this activity. Please arrive on time to be assigned a group and case study. This activity will also ask students to actively talk with one another to complete the activity. Be sure you are in a space that you can at least unmute and add to the conversation*

***Sunday, Oct. 29***

* **Session 8 – 9:00AM-11:15AM:** Practicing Community Discussions on Inclusive Approaches: A Case Study Activity

*Note: Students arriving more than 5 minutes late will not be assigned to a breakout group nor be able to complete the assignment sheet associated with this activity. Please arrive on time to be assigned a group and case study. This activity will also ask students to actively talk with one another to complete the activity. Be sure you are in a space that you can at least unmute and add to the conversation.*

* **Session 9 – 11:30AM-1:00PM**: Workshopping Your Stakeholder Profiles

*Pre-Class Work: Prior to the Sunday morning session, students should have selected a topic from the provided list and reviewed the available resources. Using your prior resources and brainstorms from the Part 3 portion of the Speaker Session worksheets, students will begin workshopping key stakeholders related to their topic. This will allow for feedback and provide a foundation of the next step of the Identifying Stakeholder Perspective assignment after the weekend.*

1. *The Chicago Manual of Style* (Chicago: The University of Chicago Press, 2017), 13.2. [↑](#footnote-ref-1)