Honors 292: Digital Selves- Ethics and Identity in Emerging Technologies (Spring 2025)

Course and Instructor Information

Course Title: Digital Selves: Ethics and Identity in Emerging Technologies
Meeting Time: Tuesdays and Thursdays (11:00-12:15 pm)
Section: 02
Format: In-person
Class Size: 22 students
Meeting Location: McCormack M01-0208
Prerequisites: None
Professor: Cody Turner, Ph.D.
Email: codyturner2222@gmail.com or cody.turner@umb.edu
Office Location: 545 Wheatley Hall
Office Hours: Tuesdays (12:30-2:00pm), Thursdays (12:30-2:00 pm), or by appointment

Course Description

This course explores how emerging technologies transform personal identity and the ethical implications of this transformation in the digital age. Through hands-on experimentation, philosophical analysis, and creative synthesis, students examine various forms of digital selfhood: our datafied selves created through surveillance and self-tracking, our curated identities on social media, our virtual avatars in games and VR, our relationships with AI systems, and our potentially extended selves through neurotechnology.

Key questions include: How do different digital platforms affect how we present and understand ourselves? What happens to personal identity when it becomes digitized, quantified, or algorithmically mediated? Can virtual avatars and AI companions constitute genuine extensions of our identity? What ethical challenges arise as technology increasingly shapes who we are and how we relate to others? How should we navigate the moral dimensions of identity-transforming technologies? Through creative projects and analytical analysis, students will develop critical frameworks for understanding their own digital identities and evaluating the ethical implications of technology's impact on human selfhood. The course emphasizes active participation, critical thinking, creative expression, and the ability to articulate and defend philosophical perspectives.

Required Material: All required and optional readings for the class will be posted online through Canvas in the form of PDF files. I will also post other learning materials on canvas if possible, like relevant documentaries, links to YouTube videos, and podcasts.

Unit 1: Philosophical Foundations

Week 1:

- 1/28: Introduction to Course and Philosophy

  - Optional Reading: 'The Value of Philosophy' (Bertrand Russell)

- 1/30: Introduction to Technology Ethics and Identity

  - Required Reading: 'AI Mirror' (Introduction, Shannon Vallor)

  - Optional Readings: 'AI Mirror (Chapter 1, Shannon Vallor) *Technopoly* (Neil Postman, chapter 1), *Technology and the Lifeworld* (Don Ihde, Introduction), 'Technology and Neutrality' (Sybren Heyndels), 'What is Technology?' (Val Dusek), 'The Question Concerning Technology' (Martin Heidegger), 'Techno-Optimism: an Analysis, Evaluation, and Modest Defense' (John Danaher)

Week 2:

- 2/4: Introduction to Normative Ethics (Consequentialism versus Deontology)

  - Required Reading: 'The Debate Over Utilitarianism' (James Rachels)

  - Optional Readings: *An Introduction to the Principles of Morals and Legislation* (selected sections, (Jeremy Bentham), 'War and Massacre' (Thomas Nagel), 'The Right to Lie: Kant on Dealing with Evil' (Christine Korsgaard), 'What Makes Right Actions Right?' (W.D. Ross)

- 2/6: Introduction to Normative Ethics (Virtue Ethics)

  - Required Watching: [Crash Course- Aristotle and Virtue Theory](#)
  - Optional Readings: *Nichomachean Ethics* (Aristotle, books I-II), 'Virtues in the Digital Age' (Shannon Vallor), 'Moral Philosophy Meets Social Psychology: Virtue Ethics and the Fundamental Attribution Error' (Gilbert Harman), 'Confucianism, Buddhism, and Virtue Ethics' (Bradford Cokelet)

Week 3:

- 2/11: Introduction to Personal Identity Part 1

  - Required Reading: 'A Dialogue on Personal Identity and Immortality' (John Perry)

  - Optional Readings: 'Ship of Theseus' (Dupre), 'Of Mr. Locke's Account of Personal Identity (Thomas Reid), 'On Sameness of Identity' (Thomas Hobbes)

- 2/13: Introduction to Personal Identity Part 2

- o Required Reading: 'Divided Minds and the Nature of Persons' (Derek Parfit)

- o Optional Readings: "Insight Knowledge of No Self in Buddhism: An Epistemic Analysis' (Miri Albahari), 'The Narrative Self-Constitution View' (Marya Schechtman), 'Getting the story right: a Reductionist narrative account of personal identity' (Jeanine and Robert Schroer)

Unit 2: Data Ethics and Datafied Selves

Week 4:

- 2/18: Surveilled Selves- Digital Privacy and Surveillance Capitalism

  - o Required Reading: 'The Surveillance Delusion' (Carissa Veliz)

  - o Optional Readings: *The Age of Surveillance Capitalism* (Shoshana Zuboff, selected passages), 'Data, Privacy, and the Individual' (Carissa Veliz), 'Privacy exchanges: restoring consent in privacy self-management' (Mario Pascalev), 'In Defense of Surveillance Capitalism' (Peter Konigs), 'Privacy in the digital age: comparing and contrasting individual versus social approaches towards privacy' (Marcel Becker)

- 2/20: Quantified Selves: Ethics of Self-Tracking Devices

  - o Required Watching: Black Mirror Episode 'Arkangel' (Season 4, Episode 2)

  - o Optional Readings: 'The Quantified Relationship' (John Danaher, Sven Nyholm and Brian D. Earp), 'Self-Tracking for Health and the Quantified Self' (Tamar Sharon), 'Interpreting fitness: self-tracking fitness apps through a postphenomneology lens' (Elise Li Zheng), 'Detecting your depression with your smartphone?- An ethical analysis of epistemic injustice in passive self-tracking apps' (Mirjam Faissner, et al.) 'Track Thyself? The Value and Ethics of Self-knowledge Through Technology' (Muriel Leuenberger), 'The ethics of self-tracking. A comprehensive review of the literature' (Michał Wieczorek, et al.)

Week 5

- 2/25: Nudged Selves- Ethics of Digital Nudging

  - o Required Reading: 'Digital Nudging: Exploring the Ethical Boundaries' (Marcello Ienca and Effy Vayena)

  - o Optional Readings: 'Ethical Dimensions of Persuasive Technology' (James Williams), 'Socratic nudges, virtual moral assistants and the problem of autonomy' (Francisco Lara & Blanca Rodriguez-Lopez)

- 2/27: The Right to be Forgotten and the Value of Forgetting for Selfhood

  - o Required Watching: 'Black Mirror: The Entire History of You' (Season 1, Episode 3)

  - o Optional Readings: 'The Importance of Forgetting' (Rima Basu), 'Could You Ever Forget Me? Why People Want to be Forgotten Online' (Chanhee Kwak, Junyeong Lee, Heeseok Lee), 'Remembering me: big data, individual identity, and the psychological necessity of forgetting' (Jacquelyn Ann Burkell), 'The Right to Be Forgotten: A Philosophical View' (Luciano Floridi)

- 3/4: Digital Duplicates and the Ethics of Deathbots

    o Required Reading: 'Digital DoppelGangers and Lifespan Extension: What Matters (Brain Earp, Anda Zahiu, Nancy Jecker)

    o 'Digital Duplicates and the Scarcity Problem: Might AI Make Us Less Scarce and Therefore Less Valuable' (John Danaher and Sven Nyholm), 'The Ethics of 'Deathbots'' (Nora Freya Lindemann), 'Deletion as second death: the moral status of digital remains' (Patrick Stokes), 'Can Chatbots Preserve our Relationship with the Dead?' (Stephen Campbell, Pengbo Liu, and Sven Nyholm)

    o Optional Black Mirror Episode: 'Be right Back' (Season 2, Episode 1)

Unit 3: Social Media and Online Identity

- 3/6: Gamified Selves: Filter Bubbles and Digital Gamification

    o Required Reading: 'Twitter Gamifies the Conversation' (C. Thi Nguyen)

    o Optional Watching: '[The Gamification of Public Discourse](#)' (C. Thi Nguyen, Royal Institute of Philosophy)

    o Optional Readings: 'Echo Chambers and Epistemic Bubbles' (C. Thi Nguyen), 'On Subtweeting' (Eleonore Neufeld & Elise Woodard), 'Social Media and its Negative Impacts on Autonomy' (Siavosh Sahebi and Paul Formosa)

    o Optional Watching: Black Mirror: Nosedive (Season 3, Episode 1), 'The Social Dilemma' (Netflix Documentary)

- 3/11: Online Authenticity and Anonymity

    o Required Reading: 'Privacy in Social Media' (Andrei Marmor)

    o Optional Readings: 'Ethics of Authenticity: Social Media Influencers and the Production of Sponsored Content' (Mariah L. Wellman, et al.), 'The Moral Rights and Wrongs of Online Dating and Hook-Ups' (Lily Frank and Michal Klincewicz), 'The Moral Risks of Online Shaming' (Krista K. Thomason), 'Online Masquerade: Redesigning the Internet for Free Speech Through the Use of Pseudonyms' (Carissa Veliz)

- 3/13: Internet Memes and Memeified Identities

    o Required Watching: 'The Antisocial Network: from Memes to Mayhem; (Netflix Documentary)

- Optional Readings: 'What's Wrong with Trolling?' (Rebecca Roache), 'The Anonymity of a Murmur: Internet Memes' (Simon J. Evnine), 'The Function of Memes in Political Discourse' (Glenn Anderau & Daniel Barbarrusa), 'I Wrote this Paper for the Lulz: the Ethics of Internet Trolling' (Ralph DiFranco)

Week 8

- 3/25: Deepfakes and Manipulated Identities

  - Required Reading: 'Deepfake Technology and Individual Rights' (Francesco Sturino),

  - Optional Readings: 'Deepfakes and the Epistemic Backdrop' (Regina Rini), 'Deepfakes, Deep Harms' (Regina Rini & Leah Cohen), 'Deepfakes, pornography, and consent' (Claire Benn), 'Deepfakes and the epistemic apocalypse' (Joshua Habgood-Coote), 'Synthetic Media Detection, the Wheel, and the Burden of Proof' (Keith Raymond Harris), 'The Distinct Wrong of Deepfakes' (Adrienne de Ruiter)

Unit 4: Virtual Worlds and Avatar Identities

- 3/27: Narrative Identity and Virtual Avatars

  - Required Watching: 'The Remarkable Life of Ibelin' (Netflix Documentary)

  - Optional Readings: 'The Story of my (Second) Life: Virtual Worlds and Narrative Identity' (Marya Schechtman), 'Becoming oneself online: narrative self-constitution and the internet' (Anna Bortolan), 'Online Identity Crisis Identity Issues in Online Communities' (Selene Arfini et al.), 'Personal identity and the massively multiplayer online world' (Andrew Edgar), 'Beyond the physical self: understanding the perversion of reality and the desire for digital transcendence via digital avatars in the context of Baudrillard's theory' (Lucas Freund), 'Personal Identity Online' (Raffaele Rodogno), 'My avatar, my self: Virtual harm and attachment' (Jessica Wolfendale), Video games have always been queer (sections, Bo Ruberg)

  - Optional Watching: Black Mirror: Striking Vipers (Season 5, Episode 1), 'Our Digital Selves: My Avatar is Me' (Documentary)

  - **DIGITAL IDENTITY PROJECT #1 DUE**

Week 9

- 4/1: The Ethics of Virtual Agency

  - Required Reading: 'The Gamer's Dilemma' (Morgan Luck)

  - Optional Readings: 'The Ethics of Virtual Sexual Assault' (John Danaher), 'The Puzzle of Virtual Theft' (Nathan Wildman & Neil McDonnell)

- 4/3: The Immersive Self: Identity and Value in Virtual Reality

  - Required Reading: *Reality+* (David Chalmers, sections)

- Optional Readings: 'Virtual Reality and the Meaning of Life' (John Danaher),) 'Do Simulated Lives Matter?' (David Chalmers), 'Emotion and Ethics in Virtual Reality' (Alex Fisher), 'Ae You Living in a Computer Simulation?' (Nick Bostrom)

- Optional Watching: *The Matrix* (1999) and *Ready Player One* (2018)

Week 10

- 4/8: The Augmented Self: Identity and Value in Mixed Reality

  - Required Reading: 'Human Enhancement and Augmented Reality' (Emma C. Gordon)

  - Optional Readings: 'Augmented Reality, Augmented Epistemology, and the Real-World Web' (Cody Turner), 'Augmented Reality, Augmented Ethics: Who has the Right to Augment a Particular Physical Space?' (Erica Neely)

  - Optional Watching: Black Mirror- 'Men Against Fire' (Season 3, Episode 5)

Unit 5: Artificial Minds and Human Identity

- 4/10: AI Mirrors and Self-Understanding

  - Required Reading: The AI Mirror (chapters 2, Shannon Vallor)

  - Optional Readings: The AI Mirror (chapters, 3,4, and 7, Shannon Vallor), 'Algorithmic Bias and Access to Opportunities' (Lisa Herzog), *Weapons of Math Destruction* (Cathy O'Neil, Introduction and chapters 1 and 5), 'The Ethics of Predictive Policing' (Katerina Hadimatheou and Christopher Nathan), 'Algorithmic Bias: On the Implicit Biases of Social Technology' (Gabbrielle M. Johnson)

Week 11

- 4/15: AI Personal Assistants and Algorithmically Outsourced Selves

  - Readings: 'AI and Phronesis' (Nir Eisikovits and Dan Feldman)

  - Optional Readings: 'Socratic nudges, virtual moral assistants and the problem of autonomy', 'Living with AI personal assistant: an ethical appraisal', 'Ethical Issues with Artificial Ethics Assistants' 'Toward an Ethics of AI Assistants' (John Danaher), 'Neuromedia, Cognitive Offloading, and Intellectual Perseverance' (Cody Turner)

- 4/17: AI Companions and Algorithmic Intimacy

  - Required Watching*: Her* (2013)

  - Optional Readings: The Ethics of Automating Therapy' (Jake Burely et al.), 'Disrupted self, therapy, and the limits of conversational AI' (Dina Babushkina and Bas de Boer), 'The Philosophical Case for Robot Friendship' (John Danaher), 'The Symbolic Consequences Argument in the Sex Robot Debate' (John Danaher), 'Carebots and Care Givers: Sustaining the Ethical Ideal of Care in the Twenty-First Century' (Shannon Vallor)

- 4/22: AI Superintelligence and the Existential Self

  - Required Content: 'The Future of Work: Augmentation or Stunting?' (Markus Furendal and Karim Jebari)

  - Optional Readings: 'Will Life Be Worth Living in a World Without Work? Technological Unemployment and the Meaning of Life' (John Danaher), 'Human Achievement and Artificial Intelligence' (Brett Karlan), 'Why AI Isn't Going to Make Art' (Ted Chiang), 'How Does Artificial Intelligence Pose an Existential Risk?' (Karina Vold & Daniel R. Harris), 'The Vulnerable World Hypothesis' (Nick Bostrom), Large Language Models and Biorisk' (William D'Alessandro, Harry Lloyd and Nate Sharadin)

- 4/24: AI Personhood: Can Machines have Identity?

  - Required Reading: 'The Kant-Inspired Indirect Argument for Non-Sentient Robot Rights' (Tobia Flattery)

  - Optional Readings: 'Could a Large Language Model be Conscious?' (David Chalmers), 'Minds. Brains, and Programs' (John Searle), 'Computing Machinery and Intelligence' (Alan Turing), 'Welcoming Robots into the Moral Circle: A Defence of Ethical Behaviourism' (Danaher)

  - Optional Watching: Ex Machina (2014)

Unit 6: Neurotechnology and Extended Selves

- 4/29: Neuromodulation and the Self

  - Required Content: TBD

  - Optional Readings: 'Neuromodulation to Enhance Creative Cognition: a Review of New and Emerging Approaches' (Robert Cortes, et al.), 'Wired Emotions: Ethical Issues of Affective Brain-Computer Interfaces' (Steffen Steinert and Orsolya Friedrich), 'How Happy Is Too Happy? Euphoria, Neuroethics, and Deep Brain Stimulation of the Nucleus Accumbens' (Joseph Fins et al.), 'Happiness Issue- Moral Aspects of its Biochemical Enhancement' (Martin Farbák), 'Moral Neuroenhancement' (Brain D. Earp, et al.)

  5/1: Brain-Computer Interfaces and the Extended Mind

  - Required Reading: 'The extended mind' (Andy Clark & David Chalmers)

  - Optional Readings: 'The ethics of the extended mind: mental privacy, manipulation, and agency' (Robert Clowes, Paul Smart, & Richard Heersmink)

- 5/6: Brain-to-Brain Interfaces, Collective Identity, and Hiveminds

  - Required Reading: 'In Defense of the Hivemind Society' (John Danaher and Steve Petersen)

- Optional Readings: 'Overlapping Minds and the Hedonic Calculus' (Luke Roelofs and Jeff Sebo), 'Should we Use Technology to Merge Minds?' (Sven Nyholm and John Danaher)

- Optional Watching: "Q Who?" (Season 2, Episode 16)

- **5/8: Transhumanism, Life Extension, and Mind Uploading**

  - Required Watching: Black Mirror- San Junipero (Season 3, Episode 4)

  - Optional Readings: 'Uploading and Personal Identity' (David Chalmers), 'The Singularity: A Philosophical Analysis' (David Chalmers, sections 9 and 10), 'Predicting Me: The Route to Digital Immortality?' (Paul Smart), 'The Fable of the Dragon Tyrant' (Nick Bostrom)

- **5/13: Digital Identity Project Presentation Day**

  - **DIGITAL IDENTITY PROJECT #2 DUE**
  - **CREATIVE SYNTHESIS DUE**

Digital Identity Project Presentations Continued During Final Exam Period (TBD)

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Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Attendance	5%
Participation	20%
Digital Identity Project #1	25%
Digital Identity Project #2	25%
Creative Synthesis and Presentation	25%

Grades in the C+ to B- range represent performance that *meets expectations;* Grades in the B+ to A- range represent performance that is significantly *better than the expectations*; Grades in the A range represent work that is *excellent*. You may contact me for information about your current grade or your expected grade in the course.

Attendance (5%)

Students are expected to attend class in person each week. You are allowed one unexcused absence during the semester without it affecting your attendance grade. If you need to miss class for a legitimate reason (e.g., illness, doctor's appointment, etc.), please notify me via email in advance, and the absence will be excused.

Participation (20%)

To receive an A grade for participation, students must actively engage with course content by:

- Vocally participating in class discussions and activities (at least with their respective groups) during in-person meetings.
- Completing the required content prior to each class, whether it be a reading, assigned TV show episode/documentary, or podcast.
- Submitting one participation board post per week.
- Completing the occasional in-class reading/watching/listening check-ins.

Participation grades will be based on three components: in-class reading/watching/listening check-ins, class discussions, and weekly participation board posts, with each contributing roughly equally to the overall participation grade.

Required Readings or Videos: Before each class, there will be a required reading, TV show episode, or documentary to complete. For some classes, you may be asked to both read an article and listen to an AI-generated podcast version of it or choose between the two options. Specific instructions are provided on the course schedule for each assignment.

- *Important Disclaimer About Black Mirror Episodes:* Some *Black Mirror* episodes contain graphic or emotionally intense content. If you feel uncomfortable watching or are unable to access the episode, you may choose to complete one of the optional readings assigned for that day instead.

Participation Board Posts: Students must submit one participation board post per week, due prior to the start of the relevant class. With the exception of the first few weeks, participation will generally be open-ended and involve finding a news story and/or personal anecdote that is relevant to the topic of the day. By 'personal anecdote', I mean any experience that you (or someone you know) have had or observed on the internet that relates to the topic of the day. The anecdote could even just be a short statement expressing your thoughts on the topic. By 'news story', I do not necessarily mean a *breaking* news story, it could be some months or years old. Further, the news story/personal anecdote need not be tied to the specifics of the required reading/watching for that day; it just needs to broadly pertain to the topic at hand. This is meant to be open-ended. If you choose a news story, please include a link, and provide at least a 1-2 sentence description of the story. If you choose a personal anecdote, please provide at least a 3-4 sentence description of the anecdote. Students will have an opportunity to vocally share their news stories/personal anecdotes in class, but they will not be required to do so. These participation board posts will be very lightly graded, receiving either a P or F. Students are encouraged to comment upon each other's posts and use the participation board as a platform for lively interaction on the week's topics. If you do comment upon another student's post, the comment should be respectful and professional. Harmful or abusive writing will not be tolerated.

In-Class Reading/Watching Check-Ins: Some (not all) class periods will start with a reading (or watching) check in that will invariably consist of the following three questions: What is the main argument, thesis, or idea being put forward in the required content? What is something that you found confusing *or* objectionable in the required content? What is a thought-provoking discussion question or topic based on the required content that you would be interested in exploring further? Students should answer these questions in approximately a paragraph per question. These check-ins will be lightly graded, receiving a score of 0, 1, 2, or 3. As long you sufficiently demonstrate that you have consumed the required content for the day, you will receive a 3. Check-ins will not be announced in advance. Students' lowest required content check-in score will be dropped when calculating your final participation grade. Students should come prepared each class with paper and a writing utensil.

Digital Identity Projects (Project #1 = 25%, Project #2 = 25%)

Each student will complete two Digital Identity Projects, due **March 27 (Project #1)** and **May 13 (Project #2).** Each project has two components (which will be graded separately):

1. Experiment Documentation and Reflection (10% of course grade)
2. Philosophical Essay (15% of course grade)

Choose experiments that align with your interests and comfort level. If your experiments involve personal information, you control what you share. Students may choose to complete the first Digital Identity Project on either the Data Ethics or Social Media unit, and the second on either the Virtual Worlds and Avatar Identities unit or the Artificial Minds and Human Identity unit. Students are welcome to complete and submit both projects on Canvas before their respective due dates. They are encouraged to begin working on each project early and to make steady progress on them throughout the semester. However, they should complete the first Digital Identity Project before the second.

1. Experiment Documentation and Reflection (10%)

For this component, choose **two experiments** to conduct (see the 'Digital Identity Project: Experimentation Options and Paper Prompts' document on Canvas for further information). Your documentation will consist of two separate sections, one for each experiment. This is not a unified essay but a detailed record of your activities and reflections. Each experiment section writeup should include:

- *Part A- Experiment Documentation:* complete the documentation requirements for your experiment (see the 'Digital Identity Project: Experimentation Options and Paper Prompts' document on Canvas for more information on the relevant requirements for each experiment). This documentation will consist in maintaining a daily/weekly log of activities, including key observations, screenshots, videos, or data collected during your experiment. This documentation can be in narrative form or bullet points, but it should clearly document the sequence of activities and include relevant media such as screenshots or data.

- *Part B- Analysis Questions:* answer the analysis questions for each experiment: (Q1) What specific insights about digital identity did you gain from this experiment? (Q2) What ethical concerns or considerations emerged during your experiment? (Q3) What surprised you or challenged your assumptions during this process? (Q4) What additional reflections or observations emerged from your experience?

Each experiment's writeup should be around 2-3 pages, double spaced, times new roman, 11-12 point font. This equates to roughly 4-6 pages of documentation per project. I will not deduct points if you exceed this length; however, I will also not award extra points for exceeding it. *Both writeups should be combined into a single document for submission at the designated link on our Canvas website.* Experiment writeups are not required to reference course readings or handouts, though you may choose to do so if relevant. The primary focus should be on presenting detailed records, specific examples, and personal reflections from your hands-on experiments. You are also encouraged to incorporate insights from class discussions if they enhance your analysis.

2. Philosophical Essay (15%)

Write a philosophical essay in response to one of the prompts provided for your Digital Identity Project (see the 'Digital Identity Project: Experimentation Options and Paper Prompts' document on Canvas). While choosing a prompt that aligns with one of your experiments is encouraged, it is not required. The essay should be approximately 5–6 pages, double-spaced, in Times New Roman, 11–12 point font. Exceeding this length will not result in point deductions, but additional points will not be awarded for writing a longer paper. Your essay must cite and discuss relevant concepts and arguments from the course readings and handouts related to your chosen topic. While it is not mandatory to reference materials outside the course content, you are welcome to do so. Including specific examples and evidence from your experiments to support your argument is encouraged, but the primary focus should be on analyzing and integrating concepts and arguments from the course materials rather than elaborating on your experiments. For additional guidance, consult the Philosophical Essay handout. Rough drafts may be submitted for

feedback if sent at least 1.5 weeks before the due date. The use of AI (even Grammarly) for writing philosophical essays is strictly prohibited.

<u>Submission Guidelines</u>

Submit both the Experiment Documentation and Reflection and the Philosophical Essay as a single document titled "Digital Identity Project #1" or "Digital Identity Project #2" via the designated link on Canvas.

- Begin the document with the Experiment Documentation and Reflection, with each experiment clearly labeled as Experiment 1 (Part A and B) and Experiment 2 (Part A and B).
- Follow the documentation with the Philosophical Essay, starting on a new page and titled appropriately.
- Ensure that your file includes clear section headings for ease of navigation.

Final Creative Synthesis and Presentation (25%)

Choose one of your two digital identity projects to transform into a multimedia presentation that creatively synthesizes your experimental findings and insights. The purpose of this presentation is to share the story of your experiments and the lessons you learned, analyze the ethical implications of the topics you explored, and provide a cohesive narrative that links the two experiments together. The format for this presentation is open-ended but must combine at least two different forms of visual and/or audio media (e.g., slides with recorded narration, video essay with visuals, website with embedded elements).
       Students will deliver an in-person summary of their creative synthesis project at the end of the semester (either on the last day of class or during the final exam period). Each in-person presentation should be approximately 10–15 minutes long. However, the accompanying creative synthesis deliverable should contain content that exceeds what can be covered in a 10–15 minute presentation. Due to time constraints, the in-person presentation will serve as a concise summary of the broader creative synthesis project.

Options for creative synthesis presentations include but are not limited to:

- A PowerPoint presentation with embedded AI chat logs and video clips.
- A video essay paired with a written script or visual storyboard.
- A podcast with accompanying visuals, such as PowerPoint slides or infographics.
- A collage or series of digital artworks with a reflective written narrative.
- Poetry or short story collection.
- Mixed-media collage or digital scrapbook.
- Digital diary or vlog series.

When crafting your presentation, focus on highlighting the connections between your experiments and include relevant visual and/or audio data, such as AI chat logs, meme collages, video clips of avatars, or similar materials. Students are also encouraged to incorporate relevant insights from their philosophical essay, class readings, and course content into their presentation. This presentation will be due on the last day of class; however, students are welcome to complete it at any point in the semester. For example, if a student chooses their first Digital Identity Project to create their synthesis, they could complete it during the first half of the semester to finish early and submit it via Canvas at the designated link. The in-person presentation will account for 5% of the overall course grade, and the creative synthesis deliverable will account for 20%.

Due Dates and Late Policy

The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner via email and through Canvas. If you are unable to complete an assignment on time due to valid reasons (e.g., health issues, family obligations, or unavoidable disruptions), please email me before the due date to request an extension, and I will in most circumstances be happy to grant it. If you miss an

assignment and wish to make it up for partial credit, email me to discuss the terms for completing it. Partial credit opportunities will depend on the assignment and circumstances. Additionally, please make every effort to arrive at class on time to avoid disruptions.

Academic Conduct Statement

Education at UMass Boston is sustained by academic integrity. Academic integrity requires that all members of the campus community are honest, trustworthy, responsible, respectful, and fair in academic work at the university. As part of being educated here, students learn, exercise, increase, and uphold academic integrity. Academic integrity is essential within all classrooms, in the many spaces where academic work is carried out by all members of the UMass Boston community, and in our local and global communities where the value of this education fulfills its role as a public good. Students are expected to adhere to the Student Code of Conduct, including policies about academic integrity, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbook(s), linked at www.umb.edu/academics/academic_integrity.

Accommodations and Student Support Statements

Accommodations Statement: UMass Boston is committed to creating learning environments that are inclusive and accessible. If you have a personal circumstance that will impact your learning and performance in this class, please let me know as soon as possible, so we can discuss the best ways to meet your needs and the requirements of the course. If you have a documented disability, or would like guidance about navigating support services, contact the Ross Center for Disability Services by email (ross.center@umb.edu), phone (617-287-7430), or in person (Campus Center, UL Room 211). To receive accommodations, students must be registered with the Ross Center and must request accommodations each semester that they are in attendance at UMass Boston. For more information visit: https://www.umb.edu/academics/seas/disability-services/. Please note that the Ross Center will provide a letter for your instructor with information about your accommodation only and not about your specific disability.

Student Support Statement: Subject tutoring and writing assistance are available through the Office of Academic Support Programs (287-6550 or www.academicsupport.umb.edu).

AI Policy Statement- AI is allowed with attribution: Use of AI tools, including ChatGPT, is permitted in this course on certain assignments, like designated in-class learning exercises and the hands-on experimentation components of the Digital Identity Projects. To adhere to our scholarly values and to the Student Code of Conduct, students must cite any AI-generated material that informed their work; citations should include not only in-text citations and listing in the references, but also the full text of cited ChatGPT (or other Large Language Model (LLM) generator) as an appendix to the assignment. Using an AI tool to generate content without proper attribution qualifies as academic dishonesty. Students are also responsible for making sure that any AI generated text does not contain false or erroneous information. If students are unsure about whether or not a source is appropriate to use in the assignment, they should contact the instructor.

Health, Wellbeing, and Success: UMass Boston is a vibrant, multi-cultural, and inclusive institution committed to ensuring that all members of our diverse campus community are able to thrive and succeed. The university provides a wide variety of resources to support students' overall success. As we continue to deal with the ongoing impacts of the COVID-19 pandemic, these resources are more important than ever.
Are you in emotional distress? Call 617.287.5690 to speak with a licensed clinician 24/7 who can offer support, crisis recommendations, and assistance with finding resources.

- Have a campus question or issue? Use Here4U in the UMass Boston app or via umb.edu/here4U.
- Need help with food insecurity, legal consultation, financial counseling or emergency supplies? Contact U-ACCESS (https://www.umb.edu/campus-life/current-students/u-access/)
- Want advice in navigating a university or life situation? Contact the Dean of Students Office at umb.edu/deanofstudents.
- Want to access resources specifically for immigrant-origin, DACA, TPS, and undocumented students? Visit https://www.umb.edu/campus-life/diversity-inclusion/multicultural-affairs/undocumentedsupport/.

- Looking for additional identity-based community support? Find more resources at https://www.umb.edu/all-of-us/
- Want to make the most of your academic experience? Visit https://www.umb.edu/academics/seas/.
- Unable to attend class on a specific date or participate in an exam or class requirement due to a religious observance? Fill out the excused absence form (requires 2-weeks' notice) to request religious accommodation at https://www.umb.edu/campus-life/current-students/policies/right-to-excused-absence-because-religious-belief/.