



INSTITUTO UNIVERSITARIO DE INVESTIGACIÓN  
EN ESTUDIOS NORTEAMERICANOS  
"BENJAMIN FRANKLIN"

<b>Course</b>	AI, Society and Security
<b>Program, semester, year</b>	International Studies Program, Spring, 2027
<b>Credits ECTS</b>	3 USA
<b>Instructor's full name and email</b>	Sandra Moore sandram@unm.edu
<b>Block dates (days and time)</b>	Monday-Thursday, 9 am-12 pm
<b>Classroom</b>	TBA
<b>Class hours</b>	45
<b>Office Hours</b>	12pm-1pm
<b>Requirements</b>	Curiosity, Access to a Computer
<b>Language of instruction</b>	English
<b>Type of teaching</b>	In person

## INTRODUCTION

This course covers multiple areas

## COMPETENCES

Explanation of competences to develop in the course. They can be divided into general and specific. Three or four are enough.

### General Competences (GC):

- GC1: Understand common use of AI both nationally and internationally
- GC2: Identify the scope and discuss potential impact of a mis-use cases with AI
- GC3: Identify risks with the use of AI

### Specific Competences (CE):

- SC1: Understand and discuss privacy and security concerns with AI
- SC2: Identify issues regarding AI from a global perspective  
government implementations of AI and impact on the global community

## METHODOLOGY

Explanation of the methods used in the course. There should be practice and theory.

## PREPARATION FOR CLASS

A text like this can be included:

- *Students will need to read all the articles and book chapters related to the topic before coming to class. While in class, students should show preparation for the readings by asking relevant questions and making comments related to the topic.*
- *Students should think about questions and the relations of the texts with other previous knowledge. Write comments and reflections related to the readings, which can be shared in class to start debates and discussions.*
- *Student takes notes during class presentation and discussions.*

## EVALUATION

The Evaluation criteria are dependent on your course. This is an idea to plan and evaluate your course. The total percentage of this section is ...100%

- **Activities out of the classroom.**

It is recommended to assign a percentage of the final grade to those activities outside of the classroom, to make sure that students participate in them. These are visits to organizations, day trips, and others.

Total 10 %.

- **Exams.**

Typically, students have a mid-term and a final exam.

Total 35 %.

If the teacher finds out that the student has copied in the exam, the final grade will be 0, without the possibility of making up for the exam.

The teacher can do “surprise quizzes”. These are at the beginning of the class and short (about 5 minutes). These can be considered as a classroom exercise.

- **Written work.**

It is recommended to give students a rubric so they know how this work will be assessed.

Total 35 %

**Note: teacher can deduct points from the work if the student turns in the written work late. It is necessary to say how many points each day.**

- **Oral presentations.**

It is recommended to give students a rubric so they know how this work will be assessed.

Total 5 %.

- **Participation.**

It can be divided into high and low participation. Usually, high participation is when students are attentive in class, they ask relevant questions, make comments, and answer questions posed by the teacher and other students. Their attitude shows interest, and they are actively taking notes.

Low participation is when students seem bored or uninterested, don't ask questions, don't make comments, and seldom participate in debates, discussions, or answer questions from the teacher and other students.

Total 10 %

## EVALUATION

The evaluation of this course is as follows:

PARTICIPATION	_10_ %
ACTIVITIES AND FIELD TRIPS	_10_ %
TASKS, ASSIGNMENTS, RESEARCH	_25_ %
ONLINE ACTIVITIES: Quizzes	_15_ %
MIDTERM EXAMS	_15_ %
FINAL EXAMS	_20_ %
ORAL PRESENTATION	_5_ %

### Plagiarism:

Plagiarism is a violation of academic norms and as such it can result in a failed course. In extreme cases it can include the expulsion from the program. In order to avoid this, it is recommended to remind students of how to cite and rephrase the works of authors when writing papers.

### ATTENDANCE (Instituto Franklin-UAH Policy)

Attendance is mandatory. Students are not permitted to miss any classes of the program without proper justification (i.e., emergencies, health problems); in this case, students have to show a medical note. The following types of excuses are not justified: family visits, illnesses without a medical note, personal trips, etc. Each unjustified absence will result in a grade deduction of 10 points in the final grade of the class (example: from A to B). Students will not be allowed, in the classroom or on fieldtrips, to arrive 10 minutes late or more. If a student has continual delays, he/she will be penalized with an absence, and the instructor may not allow them into class or the visit.

### STUDENTS WITH SPECIAL NEEDS (Instituto Franklin-UAH Policy)

Students with special needs should contact Antonio Fernández: [antonio.fernandezm@uah.es](mailto:antonio.fernandezm@uah.es). The Instituto Franklin-UAH can accommodate these students who show, through a medical note or a note from their academic advisor, that they require help in order to fulfill the program.

## USE OF TECHNOLOGY IN CLASS

Artificial Intelligence (AI) includes tools such as chatbots, text generators, paraphrasers, summarizers, and solvers. You are permitted the use of these tools for guidance on assignments, but it is crucial to use them ethically and responsibly. Think of AI as a digital tutor or teaching assistant – it's there to assist in your learning process, not to replace your own creative and analytical efforts.

When using AI tools, please adhere to the following guidelines:

1. **Complement, Don't Replace:** AI tools should support, not substitute, your own thinking, analysis, and engagement with the course content.
2. **Full Disclosure:** If you use an AI tool, you must cite it. Include the tool's name, the date you used it, the URL, and the specific prompt or query you input. This citation is necessary for full transparency.
3. **Reflective Usage:** Explain how the AI tool contributed to your assignment. Discuss what you learned from the tool, how you verified its accuracy and reliability, how you integrated its guidance with your own insights, and how you considered any limitations or biases of the tool.

4. **Accurate Citations:** Properly cite any AI tools used, adhering to the citation style specified by the instructor. This should include the AI tool's name, the date of access, the URL of the interface, and the specific prompt or query used.

*Example Citation:* Bing, “recent high quality instructional materials for teaching algebra to college students.” Accessed August 1, 2023. <https://www.bing.com/chat>.

5. **Accountability:** You are responsible for any errors in the AI tool's output. Do not rely on it to produce perfect or entirely accurate results. Always review and edit the AI-generated content before submitting your work. If you find errors after submission, inform the instructor promptly and make necessary corrections.

Any unethical or irresponsible use of AI tools, such as copying or paraphrasing the output without proper citation, presenting AI-generated content as entirely your own work without proper integration and verification, or misrepresenting your knowledge or skills through AI output, will be considered a breach of academic integrity. Such actions will lead to a zero grade for the assignment and may result in further disciplinary actions.

## USE OF BLACKBOARD

All courses offered by Instituto Franklin-UAH can be taught through the Blackboard virtual classroom. Also, teachers can have materials, forums, etc., in the virtual classroom even if they don't teach the class virtually. For more information about using it, contact Antonio Fernández: [antonio.fernandezm@uah.es](mailto:antonio.fernandezm@uah.es)

## CLASS SCHEDULE

DAYS	CLASS SCHEDULE	ASSIGNMENTS
Feb 15-March 6th		
M-TH	Ethics: Bias and algorithms & Mis-use cases of AI <hr/> Reading:  Unmasking AI & Cyber Privacy; Age of Surveillance Capitalism;	Discussion 1& 2, Quiz 1, Essay 1, Paper 1, Midterm
M-Th	Security and ChatGPT <hr/> Reading:	Discussion 3, Quiz 2, Research Paper 2,

	Links in Blackboard; Age of Surveillance Capitalism	
M-Th	AI and Global Policy & AI and Cybersecurity  Reading:  Links in Canvas; Age of Surveillance Capitalism	Discussion 4, Quiz 3, Final Exam

**Note:**

If there are activities outside of the classroom, it is important to include a warning note explaining that these are subject to change.

**BIBLIOGRAHY**

1. GDPR and EU AI Act
2. AI Policy Framework 1.0
  - a. *AI Risk Management Framework*  
<https://www.nist.gov/itl/ai-risk-management-framework>
3. Boulamwini, J. (2023). Unmasking AI: My Mission to Protect What Is Human in a World of Machines.
4. Boulamwini, J. and Gebru, T. (2018). Gender Shades: Intersectional Accuracy Disparities in Commercial Gender Classification. *Proceedings of Machine Learning Research* 81:1–15, 2018 Conference on Fairness, Accountability, and Transparency.  
<https://proceedings.mlr.press/v81/buolamwini18a/buolamwini18a.pdf>
5. Faclon Doss, A. (2020). *Cyber Privacy: Who Has Your Data and Why You Should Care*. ISBN: 9781948836920. BenBella Books, Inc.
6. Zuboff, S. (2019). *The age of surveillance capitalism. The fight for a human future at the new frontier of power*. Hachette Book Group, Inc.

*\*Other postings/readings will be available under the related modules in Blackboard*

### Recommended:

1. Bender, E. and Hanna, A. (2025). The AI Con.
2. Schellmann, H. (2024). The Algorithm.
2. Hill, K. (2023). Your Face Belongs to Us.
3. Nobe, S.U. (2018). Algorithms of Oppression: How Search Engines Reinforce Racism.
4. Moore, S., Brown, S., and Butler, W. (2022). AI and Social Impact: A review of current use cases and broader implications. In M. Dawson, O. Tabona & T. Maupong (Eds.), *Cybersecurity Capabilities in Developing Nations and its Impact on Global Security*. (pp. 133-161). IGI-Global Publishing.
5. Perez, C.C., (2019). *Invisible Women*. Abrams Press.
6. Rice, D. (2007). *Geekonomics*. Addison-Weasley Professional ISBN: 9780321477897
7. Schneier, B. (2015). *Data and Goliath-The Hidden Battles to Collect Your Data and Control Your World*. ISBN 978-0393352177

## INSTRUCTOR



Dr. Moore has over 17 years of experience in cybersecurity, digital forensics, risk management, and network operations. Her research focuses on AI, bias, security and ethics.

You may reach me by email:



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