AI & Society: Political, Economic, and Social Impacts

Beatrice Magistro

Spring 2026

E-mail: b.magistro@northeastern.edu
Office Hours: Wed 3:00-5:00pm
Office: 922 RP

Web: www.beatricemagistro.com
Class Hours: Wed 5:15-8:35pm
Class Room: Kariotis Hall 209

Course Description

Artificial Intelligence represents one of the most significant technological disruptions of our time, with profound economic, political, and social implications. This graduate seminar examines AI through the lens of political economy, asking how AI compares to past automation waves, how its effects ripple through labor markets into political systems, and how different jurisdictions (EU/US/China) and organizations (governments, international bodies, firms) attempt to govern risks while enabling innovation. We combine causal empirical research on employment and political behavior with policy analysis and applied labs.

Students will engage with cutting-edge empirical research, develop skills in policy analysis, and produce original scholarship that contributes to our understanding of how societies can govern AI to promote both innovation and the public good.

Learning Outcomes

By the end of the semester, students will have the opportunity to:

- Apply political economy frameworks to analyze AI's effects on labor markets, economic inequality, and power distributions;
- Analyze how economic disruptions from AI translate into political outcomes including backlash, populism, and electoral behavior;
- Assess heterogeneous effects of AI across geographic, demographic, and partisan groups;
- Compare public responses to AI with reactions to other economic disruptions such as globalization and past automation waves;
- Evaluate how citizens form policy preferences about AI regulation and how these preferences vary across contexts;

- Diagnose potential sources of algorithmic bias in applied settings and propose practical mitigations aligned with current guidance (e.g., bias audits, human oversight);
- Compare and critique major AI governance approaches across jurisdictions and organizations (EU/US/China/international; public and corporate), identifying scope, obligations, and enforcement trade-offs;
- Produce publication-quality scholarship that advances theoretical and empirical understanding of AI's political economy;
- Develop and defend a data-driven *policy or governance* proposal that balances innovation, economic efficiency, and social welfare, with a feasible implementation and evaluation plan.

Class Format and Organization

Canvas

We will use Canvas as the main site for this class. I will post announcements, materials, readings, assignments, and other resources on Canvas. There will be a discussion section for each module where you can post reflections, substantive questions, share relevant contemporary developments, and engage with classmates' ideas. Please check Canvas regularly.

Class Structure

This is an in-person seminar with no hybrid option. Each 3-hour session follows this structure:

- First 30 minutes: Instructor provides an overview of the week's readings, highlighting connections between papers and situating them within broader course themes;
- Next 2 hours: Student-led discussions of individual readings (approximately 30 minutes per paper);
- Final 30 minutes: Synthesis discussion and connections to contemporary developments or research opportunities.

Lab weeks (Weeks 4, 8, 13): a brief in-class activity replaces part of discussion and counts toward Participation.

The seminar's success depends on our collective engagement with the materials and active participation in discussions.

Course Requirements & Grading

Participation and Engagement:	20%
Weekly Reflections:	20%
Discussion Facilitation:	20%
Final Research Project:	40%

Final grades will be assigned based on the following scale:

A	93–100	**A–**	90–92	**B+**	87–89	**B**	83–86	**B–**	80–82
C+	77–79	**C**	73–76	**C–**	70–72	**F**	$<$70		

Assignments

Core Readings and Reflections

Purpose: Engage deeply with cutting-edge scholarship on AI's societal impacts, developing critical analytical skills and identifying research opportunities.

Expectations: Complete **4–5 core readings** per week (**3 on lab weeks: 4 and 8**). Submit a reflection (500–600 words) on ONE or MORE readings of your choice that:

- Provides in-depth analysis of the paper's argument and contributions
- Critiques the theoretical framework and/or methodological approach
- Connects the reading to other course materials or contemporary developments
- Raises questions for discussion or further research
- You can build upon another student's reflection or contribute a new topic.

Logistics: Reflections are due on Canvas discussion board by **11:59pm on Tuesdays** before class.

Student-led Discussions

Discussion Leadership Structure: Each week, 3 or 4 students will serve as discussion facilitators, with each student responsible for leading discussion on ONE assigned reading (approximately 30 minutes). Each student will facilitate 3 or 4 times during the semester. For larger classes, we may assign 2 co-facilitators per reading. Readings marked with $\star$ are eligible for student-led facilitation.

Facilitator Responsibilities:

- Provide a 5-minute critical summary of your assigned reading
- Prepare 4-5 substantive discussion questions that connect the reading to broader course themes
- Lead a 25-minute seminar discussion on your paper
- Be prepared to draw connections to other readings when relevant
- You may (and SHOULD) use your classmates' posted discussion points to map out the discussion

Non-Facilitator Responsibilities:

- Complete all assigned readings before class
- Actively participate in all discussions
- Help sustain discussion momentum with questions, critiques, and connections
- Be prepared to engage substantively with each paper presented

Research Paper

Final Research Project (Due Finals Week): A substantial original research project that contributes to scholarship or practice in AI governance. Students can pick one of two tracks:

Track A – Academic Research Paper

- **Focus:** Pose an original research question on AI's political, economic, or social impacts.
- **Format:** 4,000–5,000 words (excluding refs/appendix) in journal style.
- **Acceptable designs:**
  - Empirical analysis using original or secondary data
  - Development of a formal or conceptual theoretical framework
  - Comparative or single–case study with clear analytic leverage
  - Systematic literature review that produces a novel synthesis
- **Example topics:**
  - *Empirical:* Testing whether AI exposure increases populist voting; comparing gender gaps in AI attitudes across countries; analyzing how local labor market AI exposure affects policy preferences;
  - *Theoretical:* Developing a formal model of how automation risk shapes coalition formation; theorizing the conditions under which technological change produces political backlash versus adaptation; conceptualizing AI as a critical juncture in the politics of redistribution;
  - *Literature review:* Synthesizing research on technological anxiety across different waves of automation; systematic comparison of how political science and economics approach AI's labor market effects; meta-analysis of experimental studies on AI and political attitudes.
- **Sources:** Minimum 15 scholarly citations.
- **Audience:** Academic (conference or journal submission).

Track B – Policy Design & Political-Economy Analysis

- **Focus:** Identify a real AI-governance problem and propose a practical policy solution.
- **Format:** *Policy Brief / Memo* of 2,500–3,500 words **plus** supporting exhibits (figures, tables, stakeholder map, etc.).
- **Core elements:**
  1. Problem statement and why it matters
  2. Existing policies and identified gaps
  3. Recommended policy with rationale
  4. Key drivers and stakeholders
     - Anticipated public support or backlash
     - Likely partisan, demographic, or geographic alignments
  5. Implementation plan and basic success metrics
  6. Distributional impacts and unintended-consequence assessment
- **Political economy focus:** Policy proposals must explicitly engage with political feasibility, drawing on course readings about public attitudes, partisan divisions, and stakeholder interests. Strong proposals will demonstrate understanding of the political constraints and opportunities for implementation.
- **Sources:** Minimum 15 citations.
- **Audience:** Government agency, multilateral body, or civil-society client.

Resources and Support

The instructor can provide guidance on accessing relevant datasets including survey data on AI attitudes, labor market statistics, election results, and policy databases. Students are encouraged to discuss data needs during office hours early in the semester.

Timeline

Week 5	3–5 page project proposal (research question or policy problem, key readings, data/ evidence plan) due on **Friday February 6th at 11:59pm ET** [10 points]
Week 15	10-minute in-class presentation + 5 minutes Q&A [10 points]
Finals Week	Final paper or policy brief with reproducible materials / appendices due on **Tuesday April 21st by 11:59pm ET** [20 points]

*Note: Depending on enrollment, presentation format may be adjusted to ensure all students can present. Alternative formats may include pre-recorded presentations with live Q&A or extended presentation sessions.

Schedule and Weekly Topics

The following schedule provides a general framework for the course. Adjustments may be made based on the progression of the class.

Reading guidance: $\star$ = eligible for student-led facilitation.

Week 1: Welcome and Course Introduction, 01/05 - 01/09:

- Introductions and research interests
- Course overview and expectations
- Assign readings to students
- Brief introduction to using AI tools for research

Background readings (no reflection required):

- Frieden, J. (2020), *The Political Economy of Economic Policy*. Finance & Development. Available at: https://www.imf.org/en/publications/fandd/issues/2020/06/political-economy-of-economic-policy-jeff-frieden
- Nobel Prize Committee (2025), *From Stagnation to Sustained Growth: Popular Science Background*. Available at: https://www.nobelprize.org/prizes/economic-sciences/2025/popular-information/
- The Economist (2023), *Large, creative AI models will transform lives and labour markets*. Available at: https://www.economist.com/interactive/science-and-technology/2023/04/22/large-creative-ai-models-will-transform-how-we-live-and-work
- Ethan Mollick (2025), *Mass Intelligence*. One Useful Thing. Available at: https://www.oneusefulthing.org/p/mass-intelligence

Week 2, 01/12 - 01/16: The Political Economy of Technological Change

- Ian Bremmer (2023), *How the World Must Respond to the AI Revolution*. Available at: https://time.com/6283716/world-must-respond-to-the-ai-revolution/
- Simon Johnson & Daron Acemoglu (2024), *Choosing AI's Impact on the Future of Work*. Available at: https://ssir.org/articles/entry/ai-impact-on-jobs-and-work
- Philippe Aghion, Simon Bunel & Xavier Jaravel (2025), *What AI Means for Growth and Jobs*. Project Syndicate. Available at: https://www.project-syndicate.org/commentary/ai-will-boost-productivity-growth-without-harming-jobs-by-philippe-aghion-et-al-2025-10
- Magistro, Beatrice, Borwein, Sophie, Alvarez, R. Michael, Bonikowski, Bart, and Loewen, Peter (2025), *The Coming AI Backlash: How the Anger Economy Will Supercharge Populism*. Foreign Affairs.

- ⋆ Autor, D. H. (2015), Why are there still so many jobs? The history and future of workplace automation. Journal of Economic Perspectives, 29(3), 3–30.
- ⋆ Mokyr, J., Vickers, C., & Ziebarth, N. L. (2015), The history of technological anxiety and the future of economic growth: Is this time different? Journal of Economic Perspectives, 29(3), 31–50.

Week 3, 01/19 - 01/23: Employment Effects of Technological Change

- ⋆ James Bessen (2019), Automation and Jobs: When Technology Boosts Employment. 34 Economic Policy 585.
- ⋆ Philippe Aghion, Antonin, C., Bunel, S., & Jaravel, X. (2022), The Effects of Automation on Employment: A Survey of the Recent Literature. In Robots and AI (1st ed., pp. 1–25). Routledge.
- ⋆ Agrawal, Ajay, Gans, Joshua S., & Goldfarb, Avi (2019), Artificial Intelligence: The Ambiguous Labor Market Impact of Automating Prediction. Journal of Economic Perspectives 33(2): 31-50.
- ⋆ David Autor (2024), Applying AI to Rebuild Middle Class Jobs. Working Paper 32140 http://www.nber.org/papers/w32140

Recommended Reading: Acemoglu, Daron & Restrepo, Pascual (2019), Automation and New Tasks: How Technology Displaces and Reinstates Labor. Journal of Economic Perspectives 33(2): 3-30.
Recommended Reading: Carl Benedikt Frey & Michael A. Osborne (2017), The Future of Employment: How Susceptible are Jobs to Computerisation? Technological Forecasting and Social Change 114: 254-280.

Week 4, 01/26 - 01/30: Distributional Effects of AI

- ⋆ Noy, Shakked and Zhang, Whitney (2023), Experimental Evidence on the Productivity Effects of Generative Artificial Intelligence. Science 381(6654): 187-192.
- ⋆ Brynjolfsson, Erik, Li, Danielle, & Raymond, Lindsey R. (2025), Generative AI at Work. The Quarterly Journal of Economics 140(2): 889-942.
- ⋆ Tyna Eloundou, Sam Manning, Pamela Mishkin, Daniel Rock (2024), GPTs are GPTs: An Early Look at the Labor Market Impact Potential of Large Language Models. Science 384(6702): 1306-1308.

Policy & Practice Box (short reads):

- ILO (2025), *Generative AI and Jobs: A 2025 Update - Research Brief* https://www.ilo.org/publications/generative-ai-and-jobs-2025-update.
- OECD (2024), *Using AI in the Workplace* https://www.oecd.org/content/dam/oecd/en/publications/reports/2024/03/using-ai-in-the-workplace_02d6890a/73d417f9-en.pdf

- WEF (2025), *Future of Jobs*—**Key Findings only** https://www.weforum.org/publications/the-future-of-jobs-report-2025/digest/.

In-class lab exercise - Minister for a day: In teams, for an assigned sector (healthcare / public administration / manufacturing), pick **one active-labor** measure and **one protective** measure (drawn from OECD), and name **one 12-month metric** (e.g., training completion, job-to-job transition rate, employment rate in at-risk occupation, median wage growth) to track. Brief share-out.

Week 5, 02/02 - 02/06: Political Behavior and Technological Change

- ⋆ Gallego, Aina and Kurer, Thomas (2022), Automation, Digitalization, and Artificial Intelligence in the Workplace: Implications for Political Behavior. Annual Review of Political Science 25: 463-484.
- ⋆ Gonzalez-Rostani, V. (2024). Engaged robots, disengaged workers: Automation and political alienation. Economics & Politics, 36, 1703–1730.
- ⋆ Anelli, Massimo et al. (2021), Individual Vulnerability to Industrial Robot Adoption Increases Support for the Radical Right. PNAS 118 (47) e2111611118.
- ⋆ Borwein, Sophie et al. (2024), Perceived Threat of Technology, Populism, and Vote Choice: Evidence from 15 European Democracies. West European Politics 48(3): 534-561.

Week 6, 02/09 - 02/13: Political Backlash and Anti-Technology Politics

- ⋆ Sophie Borwein, Beatrice Magistro, R. Michael Alvarez, Bart Bonikowski and Peter Loewen (2024), The potential for political backlash against AI. Working Paper.
- ⋆ Green, J., Grant, Z., Evans, G., & Inglese, G. (2025). Linking artificial intelligence job exposure to expectations: Understanding AI losers, winners, and their political preferences. Research & Politics 12(2).
- ⋆ Zilinsky, J. and Zeitzoff, T. (2025). Artificial Intelligence, Social Media, and the Politics of Anti-Technology. Forthcoming at the American Journal of Political Science.

Week 7, 02/16 - 02/20: Geography of Technological Change: Winners and Losers Across Space

- ⋆ Gallego, Aina, Kurer, Thomas, and Schöll, Nikolas (2022), Neither Left-Behind nor Superstar: Ordinary Winners of Digitalization at the Ballot Box. The Journal of Politics 84:1, 418-436.
- ⋆ Schöll, Nikolas and Kurer, Thomas (2024), How technological change affects regional voting patterns. Political Science Research and Methods, 12(1), 94–112.
- ⋆ Consiglio, Valentina & Kurer, Thomas (2025). Seeking Opportunity in the Knowledge Economy: Moving Places, Moving Politics? British Journal of Political Science.
- ⋆ Baccini, Leonardo and Weymouth, Stephen (2021), Gone for Good: Deindustrialization, White Voter Backlash, and US Presidential Voting. American Political Science Review, 115(2), 550–567.

Week 8, 02/23 - 02/27: Gender, Race, and AI

- ⋆ Mauro Cazzaniga, Augustus Panton, Longji Li, Carlo Pizzinelli, and Marina M. Tavares (2025) A Gender Lens on Labor Market Exposure to AI. AEA Papers and Proceedings 115: 56-61.
- ⋆ Borwein, Sophie, Magistro, Beatrice, Loewen, Peter J., Bonikowski, Bart, Lee-Whiting, Blake (2024), The Gender Gap in Attitudes Toward Workplace Technological Change. Socio-Economic Review 22(3): 993-1019.
- ⋆ Anastasopoulos, Jason, et al. (2024), Are Aisha and Darnell Better Civil Servants Than Emily and Greg? Evaluating Racial and Gender Bias in Generative AI-Based Civil Servant Assessments. Working Paper.

Policy & Practice Box (short read):

- Nicol Turner Lee, Paul Resnick, & Genie Barton (2019), *Algorithmic bias detection and mitigation: Best practices and policies to reduce consumer harms*. Brookings: https://www.brookings.edu/articles/algorithmic-bias-detection-and-mitigation-best-practices-and-policies-to-reduce-consumer-harms/

In-class lab exercise - AI Bias Audit: In groups, design and conduct a bias test using Claude or another LLM. Choose a hiring scenario (e.g., resume screening, interview questions) and a bias dimension (e.g., gender, race, age). Create two matched prompts that differ only on the variable being tested, run them multiple times, and document any differences in AI responses. Connect findings to Anastasopoulos et al.'s methodology and propose mitigations from the Brookings brief.

Week 9, 03/02 - 03/06: No class SPRING BREAK

Week 10, 03/09 - 03/13: Comparing AI to Other Economic Shocks

- ⋆ Di Tella, Rafael and Rodrik, Dani (2020), Labour Market Shocks and the Demand for Trade Protection: Evidence from Online Surveys. The Economic Journal 130(628): 1008-1030.
- ⋆ Gallego, Aina, Kuo, Alexander, and Manzano, Dulce (2023), Automation Versus Openness: Support for Policies to Address Job Threats. Journal of Public Policy, 44(1), 1–23.
- ⋆ Magistro, Beatrice, Borwein, Sophie, Alvarez, R. Michael, Bonikowski, Bart, and Loewen, Peter (2025), Attitudes Toward Artificial Intelligence (AI) and Globalization: Common Microfoundations and Political Implications. American Journal of Political Science 1–18. https://doi.org/10.1111/ajps.12959
- ⋆ Baccini, Leonardo, Kleinberg, Katja, and Weymouth, Stephen (2025). Legacies of Globalization and Risks of Automation: Economic Security and the Role of the State in the AI Economy. Working Paper.

Week 11, 03/16 - 03/20: Policy Preferences in Response to Technological Change

- ⋆ Heinrich, T. and Witko, C. (2025). Self-interest and preferences for the regulation of artificial intelligence. Journal of Information Technology & Politics , 22(3): 306-321.
- ⋆ Busemeyer, Marius R., and Tobias Tober. (2023). Dealing with technological change: social policy preferences and institutional context. Comparative Political Studies 56 (7): 968–999.
- ⋆ Bicchi, N., Kuo, A., & Gallego, A. (2024). Unpacking Technological Risks: Different Sources of Concern and Policy Preferences. Political Studies, 73(3), 1054-1077.
- ⋆ Raviv, Shir (2025), When Do Citizens Resist The Use of AI Algorithms in Public Policy? Theory and Evidence. Forthcoming at the Journal of Politics.

Recommended Reading: Magistro, Beatrice, Loewen, Peter, Bonikowski, Bart, Borwein, Sophie, and Lee-Whiting, Blake (2024), Attitudes Toward Automation and the Demand for Policies Addressing Job Loss: The Effects of Information About Trade-offs. Political Science Research and Methods, 12(4), 783–798.
Recommended Reading: Mitts, Tamar and Raviv, Shir (2024), How Media Coverage and Elite Communication Shape Public Opinion on AI Regulation. Working Paper.

Week 12, 03/23 - 03/27: AI Governance and Regulation

- ⋆ Kuo, Alexander and Gallego, Aina (2024), Balancing Progress and Protection: Do Citizens Want Governments to Shape Technological Adoption? Working Paper.
- ⋆ Victor Menaldo (2024), From Populism to Platforms: Antitrust Law and the AI Revolution. Working Paper https://ssrn.com/abstract=4947049
- ⋆ Margalit, Yotam and Raviv, Shir (2023), The Politics of Using AI in Policy Implementation: Evidence from a Field Experiment. Working Paper: https://ssrn.com/abstract=4573250
- ⋆ Bürgisser, R., Kurer, T., Häusermann, S. and de Pinho Tavares, S. (2025). Can Government Policies Moderate Political Backlash to Structural Change? URPP Equality of Opportunity Discussion Paper Series No. 67.

Week 13, 03/30 - 04/03: Comparative AI Regulation: EU/US/China

- **General**
  - The Economist, "AI needs regulation, but what kind, and how much?" https://www.economist.com/schools-brief/2024/08/20/ai-needs-regulation-but-what-kind-and-how-much
- **EU**
  - European Commission, "EU AI Act - overview" https://digital-strategy.ec.europa.eu/en/policies/regulatory-framework-ai.
  - European Commission, "AI Act enters into force (Aug 1, 2024)" https://commission.europa.eu/news-and-media/news/ai-act-enters-force-2024-08-01_en.

- Bruegel, "The European Union AI Act: premature or precocious regulation?" https://www.bruegel.org/analysis/european-union-ai-act-premature-or-precocious-regulation

- **US (Federal): continuity vs. reversal**
  - Stanford HAI, "Inside Trump's Ambitious AI Action Plan" https://hai.stanford.edu/news/inside-trumps-ambitious-ai-action-plan.
  - Brookings, "5 points of bipartisan agreement on how to regulate AI" https://www.brookings.edu/articles/five-points-of-bipartisan-agreement-on-how-to-regulate-ai/
  - Brookings, "Trump's executive orders politicize AI" https://www.brookings.edu/articles/trumps-executive-orders-politicize-ai/
  - The Conversation, "What's at stake in Trump's executive order aiming to curb state-level AI regulation" https://theconversation.com/whats-at-stake-in-trumps-executive-order-aiming-to-curb-state-level-ai-regulation-266668?utm_medium=article_clipboard_share&utm_source=theconversation.com

- **US (State): "failed" vs. "successful"**
  - *Summary of states*: Brookings, "How different states are approaching AI" https://www.brookings.edu/articles/how-different-states-are-approaching-ai/
  - *California (failed)*: Brookings, "Misrepresentations of California's AI safety bill" https://www.brookings.edu/articles/misrepresentations-of-californias-ai-safety-bill/.
  - *California (successful)*: Wharton AI & Analytics, "SB 53: What California's New AI Safety Law Means for Developers" https://ai-analytics.wharton.upenn.edu/wharton-accountable-ai-lab/sb-53-what-californias-new-ai-safety-law-means-for-developers/.

- **China**
  - Sheehan, Matt (2023). "China's AI Regulations and How They Get Made" (Carnegie) https://carnegieendowment.org/research/2023/07/chinas-ai-regulations-and-how-they-get-made?lang=en.

In-class lab exercise - Jurisdiction Case Study: Each group becomes an "expert" on one jurisdiction (EU, US Federal, US State, or China). Groups spend 60 minutes researching their assigned jurisdiction's AI regulatory framework, including high-risk definitions, pre/post-launch requirements, transparency rules, enforcement mechanisms, and key strengths/weaknesses. Each group then presents (10 minutes) to teach the class about their jurisdiction, followed by comparative discussion.

Week 14, 04/06 - 04/10: Comparative AI Regulation: Corporate/Regulatory Markets/UN

- **Corporate (internal governance)**

  - Anthropic *Responsible Scaling Policy* (ASL thresholds) **Skim** https://assets.anthropic.com/m/24a47b00f10301cd/original/Anthropic-Responsible-Scaling-Policy-2024-10-15.pdf.
  - OpenAI *Model Spec* (behavioral rules/defaults) **Skim** https://model-spec.openai.com/.
  - MIT Review. "AI companies promised to self-regulate one year ago. What's changed?" https://www.technologyreview.com/2024/07/22/1095193/ai-companies-promised-the-white-house-to-self-regulate-one-year-ago-whats-changed/

- **Beyond states and self-regulation**
  - Schwartz Reisman Institute "'What are regulatory markets and how can they help ensure that AI is safe, fair, and ethical?' https://srinstitute.utoronto.ca/news/regulatory-markets-for-ai
  - Schwartz Reisman Institute "Can a market-based regulatory framework help govern AI? New report weighs in" https://srinstitute.utoronto.ca/news/co-designing-regulatory-markets-for-ai

Possible guest: Prof. Denise Garcia (Global Commissioner on Responsible Military AI; author of *The AI Military Race*). https://hcss.nl/gcreaim-commissioners/

Week 15, 04/13 - 04/17: Student Presentations

Northeastern and Classroom Policies

Academic Integrity

All students enrolled in this course must adhere to Northeastern University's policy on "Academic Integrity." Those of you who are unfamiliar with this policy are expected to read it online at: https://osccr.sites.northeastern.edu/academic-integrity-policy/. Violations of the academic integrity policy will not be tolerated, and will be reported to university officials.

Artificial Intelligence

AI tools like ChatGPT and Claude are powerful resources for enhancing research and writing when used appropriately. In this seminar, AI should complement—not substitute for—your own thinking and analysis.
Appropriate use of AI:

- Grammar checking, spell checking, and style improvement suggestions
- Brainstorming and organizing ideas you have developed
- Finding relevant sources and literature (always verify independently)
- Checking clarity and coherence of your arguments
- Generating counter-arguments to test your thesis

Inappropriate use of AI:

- Having AI write any portion of your assignments
- Using AI-generated analysis or arguments without attribution
- Submitting AI-generated content as your own work
- Only using AI to summarize readings instead of engaging with them directly

Citation requirements: If you include large chunks of text copied from AI you must include a statement at the end of your work describing how you used the AI tool. Direct quotes from AI must be cited as:

- OpenAI, ChatGPT. Response to prompt: "[your prompt]" (Date, https://chat.openai.com/).
- Anthropic, Claude. Response to prompt: "[your prompt]" (Date, https://claude.ai/).

Inclusion and Diversity

I value all students regardless of their background, country of origin, race, religion, gender, sexual orientation, ethnicity, or disability status, and am committed to providing a climate of excellence and inclusiveness within all aspects of the course. All University policies related to inclusion and diversity can be found at https://policies.northeastern.edu/.

Title IX

Title IX protects individuals from sex or gender-based discrimination in educational programs. Northeastern's Title IX Policy prohibits sexual harassment, sexual assault, relationship or domestic violence, and stalking. In emergencies, call 911. For reporting options and resources: https://www.northeastern.edu/ouec. Please note that I am a university-mandated reporter, meaning that if I am made aware of an incident related to sexual assault, sexual harassment, gender-based harassment, dating or domestic violence, sexual exploitation, or stalking, I am required to report it to the Northeastern University's Office of University Equity and Compliance/Title IX Coordinator.

Support Services (*indicates confidential resource)

- ***University Health and Counseling Services:** Confidential medical and mental health services
- ***Find@Northeastern:** 24/7 mental health support (877.233.9477 US / +1.781.457.7777 International)
- **We Care:** Support network for various student concerns
- **Disability Resource Center:** Ensures equal access for students with disabilities
- ***OPEN:** Confidential support for alcohol, drugs, and sexual violence
- ***Center for Spirituality, Dialogue, and Service:** Spiritual support and guidance
- **Office for University Equity and Compliance:** Investigates discrimination reports

Challenges and Accommodations

Learning is most easily accomplished when you are physically and emotionally at your best. If you are struggling, know that there are resources on campus to help you. If you'd like to share any concerns with me, I'm happy to listen, support you, and help direct you to resources.

The Disability Access Services (DAS) at Northeastern ensures that students with disabilities have equal access to the academic experience at Northeastern and advocates for students with learning differences. Please share any formal DAS-approved accommodations with me as early in the semester as possible so I can make sure to put those accommodations in place. You can do so by requesting a "professor notification letter" through your DAS portal and following up with me via email. More information can be found here: https://disabilityaccessservices.northeastern.edu/. If you do not have formal accommodations through DAS but would like to request them, you can register here https://disabilityaccessservices.northeastern.edu/incomingandsunregisteredstudents/.