



Governing Iowa's Public Universities

In accordance with [Board of Regents policy 3.20](#), the following required information is available below:

Fall 2026

- I. Course title and number as designated in the institutional course catalog**
LIB 1100 AI, Algorithms, and (Y)our Future
- II. A course description including learning objectives that students are expected to achieve by the end of the course**
 - A. Course Description:**
 1. A wandering across, around, and through some of the major promises and perils presented by artificial intelligence (AI) like the ethical, economic, political, and creative impacts of these technologies. We will examine how these changes may impact your life, your future career, and (y)our world.
 - B. Course Level Learning Objectives:**
 1. critically evaluate AI's potential benefits and risks across personal, professional, and societal domains.
 2. analyze complex ethical challenges arising from emerging technologies, demonstrating the capacity to hold multiple, often contradictory perspectives and embrace unresolvable ambiguities.
- III. A general outline of the topics to be covered throughout the course:**
 - Topic 1: How does AI actually work?
 - Topic 2: Evaluating AI outputs
 - Topic 3: AI and the economy
 - Topic 4: AI and data privacy
 - Topic 5: AI and copyright
 - Topic 6: AI and higher education
 - Topic 7: AI in the workforce
 - Topic 8: AI and the environment
- IV. List of required textbooks, readings, and other materials necessary for the course**

All students read or watch:

 - SciShow, "We've Lost Control of AI"
 - C. Metz & K. Weise, "A.I. Is Getting More Powerful, but Its Hallucinations Are Getting Worse"
 - IBM, "Algorithmic Bias in AI: What It Is and How to Fix It"
 - Bloomberg, "How Circular Deals Are Driving the AI Boom"



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- PBS News Hour, "The complications and risks of relationships with AI chatbots"
- N. Itoi, "Be Careful What You Tell Your AI Chatbot"
- PBS News Hour, "Police say Flock cameras help solve crimes, but critics call them an invasion of privacy"
- K. Knibbs, "Why This Award-Winning Piece of AI Art Can't Be Copyrighted"
- D. Ovalle, "Is AI rewiring our minds? Scientists weigh cognitive cost of chatbots."
- Bloomberg, "AI Boom, Entry-Level Bust: Why College Grads Are Struggling to Land Jobs"
- A. Raman & M. Flynn, "Opinion: When Your Technical Skills Are Eclipsed, Your Humanity Will Matter More Than Ever"
- A. Zewe, "Explained: Generative AI's environmental impact"

Students read one of the following:

- K. Hill, "The Professors Are Using ChatGPT, and Some Students Aren't Happy About It"
- S. Carlson, "Will AI Make College Admissions and Advising Better – or Worse?"
- D. Kanner-Bitetti, "Using AI on Campuses: Security Surveillance or Privacy Invasion?"
- W. Coldwell, "I received a first but it felt tainted and undeserved": inside the university AI cheating crisis"

V. General description of the types of assessments used in the course (e.g., exams, papers, projects, experiential learning):

50% Engagement and participation
25% Presentation
25% Reflection