New York University Tandon School of Engineering
Computer Science and Engineering Department
Syllabus (Updated 12/02/2020)
CS-GY 9223 Important Developments in Human-Computer Interaction – Spring 2021

Professor: Joseph Vaisman
Office:
Email:
Office hours: TBD (To Be Determined)

Prerequisite: Graduate standing, CS-GY 6543 or equivalent recommended – not required.

Grade Breakdown:

Homework,		A = 96 – 100	B- = 80 – 82
Midterm, & Final	80 points	A- = 90 – 95	C+ = 77 – 79
Group Project	20 points	B+ = 87 – 89	C = 73 – 76
		B = 83 – 86	C- = 70 - 72

Textbooks: Free access to most of the required materials will be provided.

Course Description:
We will cover important developments in human-computer interaction, focusing on debates and disagreements among HCI practitioners, among HCI researchers, and between the two groups.

Course Topics:

About Design.

Affective Computing.

Emotions and HCI.

Sociable Robots and Beyond.

Pleasure and Enjoyment in HCI.

Cuteness Engineering.

Anthropology-Based Computing.

Innovative Developments in HCI and Future Trends.

SCHEDULE

Week	Topics/Activities
01	About design. Course overview & Administrivia.
02	Human-Centered Design Thinking. User-Centered Design Thinking.
03	Empathy. Project topics.
04	Emotions and Affect in HCI. Project topics.
05	Affective Computing.
06	Debates about Usability in HCI
07	Sociable Robots
08	Sociable robots are here - or are they?
09	Kranzberg's Second Law and Social Robots
10	Pleasure and Enjoyment in HCI
11	Cuteness Engineering.
12	Anthropology-Based Computing
13	Review. About the final exam. Odds & Ends
14	Project Presentations
15	Final Exam

Moses Center Statement of Disability

If you are student with a disability who is requesting accommodations, please contact New York University's Moses Center for Students with Disabilities (CSD) at 212-998-4980 or mosescsd@nyu.edu. You must be registered with CSD to receive accommodations. Information about the Moses Center can be found at www.nyu.edu/csd.

NYU School of Engineering Policies and Procedures on Academic Misconduct

B. Definition: Academic dishonesty may include misrepresentation, deception, dishonesty, or any act of falsification committed by a student to influence a grade or other academic evaluation. Academic dishonesty also includes intentionally damaging the academic work of others or assisting other students in acts of dishonesty. Common examples of academically dishonest behavior include, but are not limited to, the following:

1. Cheating: intentionally using or attempting to use unauthorized notes, books, electronic media, or electronic communications in an exam; talking with fellow students or looking at another person's work during an exam; submitting work prepared in advance for an in-class examination; having someone take an exam for you or taking an exam for someone else; violating other rules governing the administration of examinations.

2. Fabrication: including but not limited to, falsifying experimental data and/or citations.

3. Plagiarism: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise; failure to attribute direct quotations, paraphrases, or borrowed facts or information.

4. Unauthorized collaboration: working together on work that was meant to be done individually.

5. Duplicating work: presenting for grading the same work for more than one project or in more than one class, unless express and prior permission has been received from the course instructor(s) or research adviser involved.

6. Forgery: altering any academic document, including, but not limited to, academic records, admissions materials, or medical excuses.