

Section #TBD

Day/Time: TBD

Instructor: Shub A

Office: By appointment

Office Hours: By appointment

Contact Info: shub.a@usc.edu

Course Description:

This course explores the foundational concepts surrounding communication-related Artificial Intelligence (AI) products and services, with a strong focus on generative AI and its role in modern communication. Through class discussions, case studies, and hands-on projects, students will gain a deep understanding of AI's impact on communication technologies, from chatbots and virtual assistants to large language models and conversational AI. Students will apply AI tools like DALL·E, GPT, and MidJourney to create practical communication-based solutions. Case studies from Harvard Business Review (HBR) will provide real-world insights, while project work will allow students to apply their learning in a practical setting, developing strategies for AI implementation in communication technologies of their choice.

Course Overview:

This course delves into the rapidly evolving landscape of AI and communication technologies, emphasizing how generative AI is transforming the way we communicate. We explore foundational AI concepts such as deep learning, large language models (LLMs), and the application of AI tools in communication technologies like chatbots, virtual assistants, and automated content generation. The course focuses on the real-world application of these technologies, including visual communication tools like DALL·E and MidJourney, as well as text generation models like GPT and others.

Students will develop hands-on AI-driven communication strategies and learn to present their work using AI tools to address specific business communication challenges. The course emphasizes not just the technical implementation but also the broader business strategy and ethical implications of using AI in communication.

Course Learning Objectives:

- Understand AI's role in revolutionizing communication tools across industries.

- Learn the strategic and business models and how AI is used in the industry and companies
 - Learn to use AI-driven tools such as DALL·E, MidJourney, GPT, and Hugging Face, and beyond to solve communication challenges. Alongside, understand underpinning AI frameworks and technologies that support these AI tools.
 - Develop business communication strategies using AI tools and apply them to real-world problems.
 - Analyze AI-driven communication case studies and evaluate their business and technical implications.
 - Discuss ethical considerations in the use of AI for communication, including bias and data privacy.
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Course Notes:

Case Studies from HBR:

This course will include purchasing case studies from **Harvard Business Review (HBR)**. Links to the case studies will be provided to students for purchasing the cases. It is expected that students come to class fully prepared, having thoroughly read and analyzed the case studies, as they will be discussed in depth during class.

Laptop Policy:

All students are required to have a laptop (PC or Mac) for class use, capable of running any required AI tools, programming platforms, and accessing case study materials. For information about laptop recommendations, please refer to your institution's digital resource center. Students will also need access to AI platforms including but not limited to **ChatGPT, Hugging Face, MidJourney, and DALL·E** to complete assignments.

Required Readings and Supplementary Materials:

Course Materials:

- **Required Case Studies:**
 - Links to purchase the following **HBR case studies** will be provided:
 1. **AI21 Labs in 2023: Strategy for Generative AI**
 2. **Fixie and Conversational AI Sidekicks**
 3. **Facebook: Hard Questions (A) – Bonus Points**

It is imperative that students purchase and study these cases thoroughly before the scheduled discussion sessions. These cases will form the basis of in-class presentations, debates, discussions, and project work,

helping students understand AI's real-world applications in communication strategies. Third case studies submissions allows students to earn bonus points.

Required AI Tools and Platforms:

- **MidJourney:** Students will use this tool for AI-generated visuals in their final projects.
- **DALL-E:** Applied to generate communication scenarios and visual content.
- **GPT (Hugging Face)/ ChatGPT:** For text generation and chatbot development.
- **Student chosen AI tools:** Students can research and choose their own set of tools

These tools are essential for completing the hands-on exercises and projects in the course.

AI Policy:

We strongly advocate for the integration of **AI tools** like **ChatGPT, Gemini, MidJourney, and DALL-E** to enhance your educational experience. Mastering AI is a critical and emergent skill in today's evolving digital landscape, and our course website offers tutorials to help you develop proficiency with these technologies.

While AI can provide valuable insights, the **quality of AI outputs** depends largely on the **quality of the prompts** you provide. Thoughtful, detailed prompts lead to more accurate and useful results. However, it's important to **verify all AI-generated data independently** to ensure accuracy, as responsibility for any inaccuracy's rests with you.

For assignments that involve AI assistance, **transparent disclosure** is mandatory. You must include a brief overview at the end of your work describing:

- **How AI was used** in the assignment.
- **The specific prompts** employed in generating responses from AI tools.

This disclosure will not affect your grade but is required to maintain **academic integrity**. **Undeclared use of AI** will be treated as a breach of integrity and subject to disciplinary action.

Use AI **strategically and judiciously**, selecting scenarios where its application genuinely enhances your work. By doing so, you will not only strengthen your output but also deepen your understanding of AI's role in communication and business strategies.

Course Grading Scale

Letter grades and corresponding point value ranges.

Letter grade and corresponding numerical point range		
95% to 100%: A	80% to 83%: B- B minus)	67% to 69%: D+
90% to 94%: A- (A minus)	77% to 79%: C+ (C plus)	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C- (C minus)	0% to 59%: F

Grading Standards

What each letter grade demonstrates.

Letter Grade	Description
A	Excellent; demonstrates extraordinarily high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.
B	Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings.
C	Satisfactory/Fair; reasonable knowledge and understanding of subject matter; most expectations are met; despite any shortcomings, demonstrates basic level of understanding.
D	Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding.
F	Failing; unacceptably low level of knowledge and understanding of subject matter; deficiencies indicate lack of understanding.

Add/Drop Dates for Session

Follow USC Policy

Weekly Schedule:

Week	Topic	In-Class Activities	Readings/Media	Assignments/Case Studies
Week 1	Introduction to AI and Communication Technologies	Introduction to AI history and its role in communication. Overview of generative AI	AI and Generative AI Product Creation: 9 Steps to Epiphany by Shub A. <i>A Brief History of AI</i> (Link: Making Things Think)	Discussion: AI's evolution and its impact on communication industries.
Week 2	Foundations of AI in Communication	Overview of AI models (ML, deep learning, LLMs)	AI and Generative AI Product Creation: 9 Steps to Epiphany Chapter 1,2 by Shub A. Deep Learning by Ian Goodfellow (https://www.deeplearningbook.org/) <i>What Are Large Language Models?</i> – MIT Technology Review (Link: https://archive.org/details/deeplearning0000good)	Assignment: Students pick combinations of AI tools (text generation, chatbot, or visual tool) for their final project.

<p>Week 3</p>	<p>AI's Impact on Modern Communication</p>	<p>Student presentations on Case Study</p>	<p><i>AI21 Labs in 2023: Strategy for Generative AI</i> (HBR) How GenAI Changes Creative Work https://sloanreview.mit.edu/article/how-genai-changes-creative-work/ <i>How AI is Transforming Communication in Business</i> (Link: https://level365.com/ai-in-business-communication-a-comprehensive-guide/) https://www.businessnewsdaily.com/9402-artificial-intelligence-business-trends.html</p>	<p>Case Study 1 Due: AI21 Labs – Analyze AI-driven communication innovations.</p>
<p>Week 4</p>	<p>Deep Dive into Large Language Models</p>	<p>Understanding how LLMs enhance communication tools</p>	<p>AI and Generative AI Product Creation: 9 Steps to Epiphany (Chapter 11) by Shub A. <i>Language Models are Few-Shot Learners</i> – OpenAI Research (Link: GPT-3 Paper) Towards enhanced creativity in fashion: integrating generative models with hybrid intelligence https://www.frontiersin.org/journals/artificial-intelligence/articles/10.3389/frai.2024.1460217/full</p>	<p>Hands-On: Students discuss GPT-based tools for text generation in business communication.</p>

Week 5	Conversational AI: Chatbots and Virtual Assistants	Student Case Study Presentations	<p><i>Designing Bots: Creating Conversational Experiences</i> by Amir Shevat</p> <p><i>Fixie and Conversational AI Sidekicks</i> (HBR)</p>	Case Study 2 Due: <i>Fixie and Conversational AI Sidekicks</i> (HBR)
Week 6	AI and Social Media Communication	AI's influence on platforms like Instagram and TikTok	<p><u><i>Meta's going to put AI-generated images in your Facebook and Instagram feeds</i></u></p> <p><u><i>TikTok will automatically label AI-generated content on the platform</i></u></p> <p><u><i>Are AI Virtual Influencers the Future of Content on TikTok and Instagram?</i></u></p>	Exercise: Student Use AI for social media communication content creation (e.g., MidJourney for visual ads).
Week 7	Ethical Considerations in AI Communication	Debate on AI bias, ethical issues in communication	<p>AI and Generative AI Product Creation: 9 Steps to Epiphany (Chapter 9) by Shub A.</p> <p><i>Weapons of Math Destruction</i> by Cathy O'Neil (book)</p> <p>Viewing: <u>https://www.youtube.com/watch?v=TQHs8SA1qpk</u></p> <p><u><i>Algorithmic Bias Detection and Mitigation</i></u> – Brookings (Link: <u>Bias in AI</u>)</p> <p><u>https://hackernoon.com/navigating-bias-in-ai-challenges-and-mitigations-in-rlhf</u></p>	Class Exercise: Debate: Explore bias in AI communication and potential solutions.

			https://mindlab.cs.umd.edu/algorithmic-bias https://houstonlawreview.org/article/92126-copyright-safety-for-generative-ai	
Week 8	Communication and Data Privacy in AI	Guest speaker on data privacy and AI communication	<i>AI and Data Privacy: Challenges and Solutions – World Economic Forum</i> AI isn't the problem — it's the solution Rethinking Privacy in the AI Era https://www.isaca.org/resources/news-and-trends/newsletters/atisaca/2021/volume-32/challenges-of-ai-and-data-privacy-and-how-to-solve-them	Exercise: Develop a data privacy plan for AI communication tools.
Week 9	Mid-Term Project Presentations	Student Mid-term project presentations and feedback	Mid-term presentations https://www.youtube.com/watch?v=C3GTyyVruU4&pp=ygUgRHluIHNoDWlgQUkgcHJvZHVjdCBjcmVhdGlvbiB1c2M%3D The path to generative AI value: Setting the flywheel in motion	Presentation: Present initial AI tool implementation for communication strategy.

<p>Week 10</p>	<p>Emerging Technologies in Generative AI Communication</p>	<p>Discussion of emerging tech</p>	<p>https://moderndiplomacy.eu/2024/06/01/the-future-of-communication-ai-and-machine-learning-integration/</p> <p><i>Augmented: Life in the Smart Lane</i> by Brett King</p>	<p>In class exercise: Student prepare and speak about an emerging tech:</p> <p>e.g</p> <ul style="list-style-type: none"> • Large Language Models (LLMs) and Text Generation • Text-to-Image Generation • AI in Video Creation • Generative Design in Engineering • Generative Art and Music
<p>Week 11</p>	<p>AI Tools for Communication & Rise of AI Agents</p>	<p>Practical session: Using Hugging Face, Keras for communication projects</p>	<p>Using Hugging Face Transformers for NLP (Link: Hugging Face for NLP)</p> <p><i>Deep Learning with Python</i> by François Chollet</p> <p>https://youtu.be/z7-fPFtgRE4?si=fe9K7SFxBQgNtqOU</p> <p><i>What's next for AI agentic workflows ft. Andrew Ng of AI Fund</i></p> <p>https://www.youtube.com/watch?v=sal78ACtGTc</p> <p>https://www.youtube.com/watch?v=WNsJNIVALwY</p> <p>Andrew Ng On AI Agentic Workflows And Their Potential For Driving AI Progress</p> <p>https://www.youtube.com/watch?v=q1XFm21I-VQ&t=231s</p>	<p>Students Hands-On: Class discuss ideas on how to create agentic agents for communication tools</p>

Week 12	Scaling AI	<p>Student presentations on Bonus Case Study</p> <p>Discussion on scaling AI-driven communication tools for enterprises</p>	<p><i>Reading:</i> Facebook: Hard Questions</p> <p><i>AI and Gen AI Product Creation (chapter 5,6, 7), scaling research to production</i></p> <p><i>AI at Scale: Why Organizations Are Struggling – McKinsey (Link: Scaling AI)</i></p> <p><i>Scaling Up</i> by Verne Harnish</p>	Case Study 3 Due: Facebook: Hard Questions
Week 13	Final Project Preparation	Advisory sessions & One-on-one feedback sessions for final project	<p><i>AI and Gen AI Product Creation (chapter 10, AI will be the new UX)</i></p> <p>Preparation for final presentations</p> <p><i>Crossing the Chasm</i> by Geoffrey Moore (Chap 1-3)</p> <p><i>Lean Startup</i> by Eric Ries (Chapter 1-3)</p>	Project Check-In: Review of project progress.
Week 14	Business Strategy for AI Communication	Discussion on business strategies and market positioning of AI tools	<p><i>Crossing the Chasm</i> by Geoffrey Moore (Chap 3-6)</p> <p><i>Lean Startup</i> by Eric Ries (Chapter 4-5)</p> <p><i>Human + Machine: Reimagining Work in the Age of AI</i></p>	Discussion: How to position AI-driven communication tools in the market.
Week 15	Final Project Presentations	Final AI communication strategy presentations	<p><i>AI and Strategy: How to Lead with AI – HBR</i></p> <p><i>The Future of AI in Business</i> by MIT Sloan</p>	Presentation: Students present final projects with a detailed business and technical

			<i>Human + Machine: Reimagining Work in the Age of AI</i> <i>AI 2041: Ten Visions for Our Future</i>	insights from the tool and usage.
Finals Week	Final Project Submissions	Submissions	Exam Week <i>The Fourth Industrial Revolution</i> by Klaus Schwab <i>Optional: Generative Deep Learning: Teaching Machines to Paint, Write, Compose, and Play</i>	Student Exam Preparation

Evaluation and Grading:

<u>Category</u>	<u>Percentage</u>
Participation & In-Class Exercise (Individual)	15%
Case Study Assignments (Group)	20%
Mid-Term Project Presentation (Group)	20%
Final Project Presentation and Submissions (Group)	30%
Case Study Presentations (Group)	15%

A peer review process will be part of group projects and presentations, including Case Study Assignments, Mid-Term, and Final Project Presentations. Students will provide anonymous feedback on:

- Collaboration: Contribution to discussions and tasks.
- Effort and Commitment: Dedication and responsibility.
- Creativity and Initiative: Innovative ideas and solutions.

Peer reviews will contribute to the final grade, ensuring accountability, encouraging teamwork, and offering students valuable insights for self-reflection and improvement.

Individual Participation (15%)

The participation grade component will be determined by student contributions to lecture and classroom discussion, interactions with guest speakers, and your dedicated focus during the course (no mobile phone usage allowed during class). Students' discussion engagement level will be evaluated by the following criteria:

- Is the student well prepared with the readings and case studies. It is expected that you have deeply read through the materials and case studies before the class and worked on them beforehand in a structured way.
- Are discussion points relevant? Does the student provide thoughtful analysis, rather than just provide an opinion? Are they proactive in raising hand and engaging?
- Are the comments linked to a common thread that is relevant, and adds to the discussion?
- Does the student exhibit active listening skills?
- Students will be expected to present the learnings from the readings in the class and will also be evaluated based on their insights.

Case studies Submissions and Class Presentations (35%)

Students will be tasked to read the case studies assigned in the class (as noted), thoroughly read them and be prepared to discuss them during the class. Students will also be responsible to write a response to the questions posed during the case studies. Every case study discussion will involve class discussion and student presentations.

This course teaches how to work in real world and as no work is done without teams, you will form teams of ~4-5 during the class and all projects & case studies will be worked as a group. Individual work is not allowed as this course will be best learned in a team (case study discussions, communication tools).

Project Work (50%)

Project Scope: Each student group will select a communication tool driven by AI (e.g., DALL-E for visual content, GPT for text generation, or Hugging Face or a tool of choice). The task is to define a communication-related problem and develop an AI solution that incorporates the chosen tool. Students are not expected to generate a working code but they are expected to use the tools to develop their project and learn in depth how each of these tools function from user as well technical/ AI aspects.

The final project includes:

- **Problem Identification:** Define a business communication challenge (e.g., customer engagement, internal communication).
- **AI Solution:** Apply an AI tool (e.g., DALL-E for visual content, GPT for text generation, sentiment analysis).
- **Technical Implementation:** Outline the technical setup and deployment of the AI tool.
- **Technical Analysis:** Outline the technological underpinnings of the tool used by researching how the tool was developed and presenting the tech details, and limitations.
- **Communication Impact:** Assess the effectiveness of the tool in improving communication outcomes.
- **Business and Market Strategy:** Discuss how the AI tool will be positioned in the market, addressing scalability, target audience, and competition.

Deliverables:

- **Mid-term Presentation:** Present a prototype or initial implementation of the AI communication tool. Ensure a review of technology behind this tool and present how behind the scenes this tool is working.
- **Final Presentation:** Submit a strategy document (5 pages) and presentation detailing the technical and communication aspects of the tool and project, along with the business impact.
- **Final Project Presentation:** Present the completed AI communication tool to the class, including a market strategy. Present depth review of technology behind this tool and present how behind the scenes this tool is working.

Readings:

1. *AI and Generative AI Product Creation: 9 Steps to Epiphany* by Shub A.
2. *Deep Learning* by Ian Goodfellow, Yoshua Bengio, and Aaron Courville.
3. *Weapons of Math Destruction* by Cathy O'Neil.
4. *Augmented: Life in the Smart Lane* by Brett King.
5. *Scaling Up* by Verne Harnish.
6. *Crossing the Chasm* by Geoffrey Moore.
7. *Lean Startup* by Eric Ries.
8. *Designing Bots* by Amir Shevat.
9. *How AI is Transforming Communication in Business (AI in Communication)*.
10. *Algorithmic Bias Detection and Mitigation (Bias in AI)*.
11. *Generative Deep Learning: Teaching Machines to Paint, Write, Compose, and Play*
12. *The Fourth Industrial Revolution* by Klaus Schwab
(An examination of how AI and emerging tech are reshaping industries and society)
13. *Human + Machine: Reimagining Work in the Age of AI*

Statement on Academic Conduct and Support Systems

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation, is prohibited. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relation to the class, whether obtained in class, via email, on the internet, or via any other media. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonesty and is strictly prohibited. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Student Financial Aid and Satisfactory Academic Progress:

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate-](#) and [graduate-level](#) SAP eligibility requirements and the appeals process.

Support Systems:

[Annenberg Student Success Fund](#)

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

[Annenberg Student Emergency Aid Fund](#)

Awards are distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. These awards are not intended to cover full-tuition expenses, but rather serve as bridge funding to guarantee students' continued enrollment at USC until other resources, such as scholarships or loans, become available. Students are encouraged to provide as much information in their application, as well as contact their academic advisor directly with questions about additional resources available to them.

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-2500

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

About the Instructor:

Shub A. is an Associate Professor with extensive expertise in Artificial Intelligence (AI), Product Management, and Technology Strategy. Shub has held leadership roles across Fortune 50 companies, including Amazon, where he spearheaded key initiatives in AI and product innovation. His experience spans a variety of industries, including high-tech, retail, financial services, and travel, with leadership positions such as Senior Vice President of Product Management in Data and AI at US Bank and Director of Product Management & Technology at the Financial Industry Regulatory Authority (FINRA).

Shub's career has been built on a solid foundation of technical knowledge and strategic leadership, which he has applied to bring AI-driven products to market and solve complex business problems. With several patents in AI, Machine Learning, and Customer Experience, Shub also has published technical research papers and is a published author of books on AI and product management, including *AI and Generative AI Product Creation: 9 Steps to Epiphany*.

Shub holds dual Master's degrees: a Master of Science in Information Systems from Carnegie Mellon University (CMU) and an MBA from the University of California, Los Angeles (UCLA). He has also participated in executive education programs at the Massachusetts Institute of Technology (MIT). Apart from his industry work, Shub is passionate about mentoring and educating the next generation of innovators, and serves as an advisor to early-stage startups.

As a professor, Shub's courses focus on AI applications, product management, and digital strategy, blending academic theory with real-world experience to offer students a comprehensive learning experience. His teaching style emphasizes hands-on, practical learning, empowering students to develop AI-driven solutions to real-world business challenges.