Professor: Jennifer Kling, PhD
Office Hours: MWF 1-3pm; available by appointment (Sacred Heart Hall 312C)
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Course Description:
Broadly, this class will focus on the ethics of newly-existing and near-future technology. More concretely, we're going to discuss several technological advancements that humans recently have made or are on the cusp of making, and the ethical issues that are raised by those technologies. For instance, how should driverless cars be programmed? Should they always protect the driver, or should they be programmed to sacrifice the driver to save several pedestrians? Scientists are close (relatively speaking) to being able to clone humans; should they? How would having human clones around change human society and relationships? Computer programmers have created learning machines that are on the brink (according to DARPA) of being independently taskable; should we put those machines into military drones, and—essentially—fight our wars with robots? Should we try to regulate social media to make it less toxic to women and persons of color? Should life extension technology be made available to all, or only to those who can pay for it? Should we implement genetic therapy (so-called "designer babies") for expectant parents?

As you can see, the possibilities for interesting ethical issues are legion in this area. The class will be divided roughly into 3 parts: a section on military technology, a section on medical technology, and a section on virtual and networking (digital) technology. Throughout the class, you will learn how to read, watch, listen to, and critically analyze both philosophical and non-philosophical texts, with an eye to understanding not only the current status of technological progress, but also how we ought to think about the serious ethical issues that are inherent in much of our emerging tech. In addition, we will also make an effort to learn how to communicate ideas and concepts of a high intellectual order clearly, vigorously, and creatively.

This course is targeted towards high-level undergraduate students; no general or specific philosophical expertise is assumed or required, but you will need to be able to read carefully, discuss critically, and write insightfully about (what can be) difficult and oblique issues and topics. In this class, you will have to struggle with big concepts that you may not have engaged before, and you will have to work hard to succeed. Along the way you will come to better understand the content and import of emerging technology, and its ethical implications for our world today. In other words, in this course you are going to learn how to *do* ethical philosophy, which is both difficult and rewarding.

Course Requirements:
Participation (10%): You will need to both do the readings and come to class in order to be successful in this course. If you don't do the readings, you'll be lost in class; if you don't come to class, you'll be lost in the readings and the assignments. While *excessive* participation is not required, some willingness to engage with both me and your fellow classmates is necessary— without this willingness on your part, we won't be able to have the sort of productive class discussions that will enable you to successfully engage in the course. So, while a lack of participation won't harm your grade very much, participation can significantly *help* your grade.

I appreciate that speaking to a classroom full of your peers can be difficult; so, there are a number of other ways to participate in class. You may speak in class, you may engage in small group work, you may visit my

office hours, you may send me emails with questions, comments, and concerns, you may start online discussion threads, you may post relevant outside documents/videos/blogs, etc. to the course website, you may tweet and/or blog and/or journal about issues raised in class, etc. If you're unsure of whether some action counts as participation, please see me, and we'll discuss it.

Blog Posts (5% each): You are required to submit **<u>four</u>** blog posts throughout the semester. Blog posts are due by the start of the class period on the due date. **Late posts will not be accepted.** They should be roughly 200-300 words in length, and should *either* lay out the ethical issues surrounding a topic clearly and concisely, *or* contain your critical analysis and considered response to a topic. Blog posts may take the form of a standard text post, a 2-3 minute podcast, or a 2-3 minute video. If you wish to submit a blog post in some other form, please see me, and we'll discuss it. **Collaboration is encouraged but not required.**

Papers (15% each): There are **<u>three</u>** required academic papers for this course. Each paper should be 2 pages long, and should *critically engage* with some issue brought up in the course texts and class discussions. I will provide a list of topics one week in advance of each paper's due date. If you wish to write on a topic not on the list, please come see me to discuss your proposed topic. If you wish to submit a paper in some other form (podcast, video, tumblr, etc), please see me, and we'll discuss it.

Papers are due by the start of the class period on the due date. For every 24-hour period that a paper is late, I will take 5 points off. That said, I am aware that life happens; if you feel you need an extension, please ask me as soon as possible. The earlier you ask, the more likely I am to give you an extension. Failure to turn in any one of the papers will result in failing the course.

In-class Presentation (15%): Each student must do an in-class presentation, either by themselves or with a partner. Each presentation should be 5-10 minutes long, and should present and critically engage with the main points from the assigned text for the day. We will pick presentation dates a few weeks into the semester, so that students have a feel for the text on which they would like to present. If you wish to present on a topic/issue that is not covered by an assigned text, please see me, and we'll discuss it. Failure to do an in-class presentation will result in failing the course.

Final (10%): There is a required final exam for this course. The exam will consist of a series of short answers as well as one longer essay. Failure to take the final exam will result in failing the course.

Grading Scale:
A: An 'A' denotes exceptional skill and ability. An 'A' student demonstrates an excellent grasp of the material (i.e., the student understands the material enough to explain it succinctly and well), and also displays the ability to engage thoughtfully with both the broad issues and finer points under discussion.

B: A 'B' denotes solid-to-impressive skill and ability. A 'B' student demonstrates a good grasp of the material (i.e., the student understands the material well enough to explain it with few mistakes), and also displays the ability to engage thoughtfully with most, if not all, of the issues and points under discussion.

C: A 'C' denotes adequate skill and ability. A 'C' student demonstrates a fair grasp of the material (i.e., the student understands the big picture, but makes some serious errors in presentation), and also displays the ability to engage thoughtfully with at least some of the issues under discussion.

D: A 'D' denotes inadequate skill and ability. A 'D' student has serious problems with grasping the material, and fails to engage thoughtfully with any of the issues under discussion.

E: An 'E' denotes catastrophic problems in fulfilling the requirements of the course. An 'E' student neither grasps the material nor engages with it critically at any level.

While hard work is correlated with success, it is not sufficient for success. To get a good grade in this

course, you need to not only understand and engage with the material, but also communicate your understanding and engagement to me via your participation, projects, and papers. If you sense that you are heading towards a grade you do not want, please come see me as soon as possible (if you wait until the end of the semester, it will be too late).

Assignments:
All readings, videos, podcasts, etc can be found on this course's website.

Date	Topic	Assignment
8/30	Introduction to the Course	
9/1	What's a Technology?	*Read:* Wikipedia, "Ethics of Technology" https://en.wikipedia.org/wiki/Ethics_of_technology
9/6		*Read:* Debbie Chachra, "Why I Am Not a Maker"
9/8	Military Technology	*Watch:* BBC Documentary, "Race for the World's First Atomic Bomb: A Thousand Days of Fear" https://www.youtube.com/watch?v=Svmk-OiAovo
9/13		*Read:* G.E.M. Anscombe, "Mr. Truman's Degree"
9/15 **No Class: Professor Out**		
9/20		*Read:* Mary Roach, selections from *Grunt*
9/22 **Blog Post #1 Due**		*Watch:* TED Talk, "Regina Dugan: From mach-20 glider to hummingbird drone" https://www.ted.com/talks/regina_dugan_from_mach_20_glider_to_humming_bird_drone#t-78393
9/27 **No Class: Common Dialogue Day**		
9/29		*Read:* Kahn, "Understanding Just Cause in Cyberwarfare"
10/4 **Paper #1 Due**		*Read:* Roff, "Responsibility, liability, and lethal autonomous robots" and *Watch:* Sci-Fi Science with Dr. Michio Kaku, 'Cyborg Army' http://www.dailymotion.com/video/xyxxwg_physics-of-the-impossible-cyborg-army_shortfilms
10/6	**Dr. Purves Skypes In**	*Read:* Purves and Ryan, "A Dilemma for Moral Deliberation in AI"
10/11		*Read:* David Danks and Joseph H. Danks,

		"Beyond Machines: Humans in Cyberoperations, Espionage, and Conflict"
10/13 **Blog Post #2 Due**	Medical Technology	*Watch:* TED Talk, "Riccardo Sabatini: How to read the genome and build a human being" https://www.ted.com/talks/riccardo_sabatini_how_to_read_the_genome_and_build_a_human_being#t-249682
10/18		*Listen:* Bioethics Bites, "Julian Savulescu: Designer Babies" http://media.philosophy.ox.ac.uk/bioethicsbites/Savulescu.mp3
10/20		*Read:* Harris, ""Goodbye Dolly?" The ethics of human cloning"
10/25 **Paper #2 Due**		*Read*: McMahan, "Cloning, killing, and identity"
10/27		*Listen:* Bioethics Bites, "Molly Crockett: Brain chemistry and Moral Decision-Making" http://media.philosophy.ox.ac.uk/bioethicsbites/Crockett.mp3
11/1		*Watch:* TED Talk, "Alyson McGregor: Why medicine often has dangerous side effects for women" https://www.ted.com/talks/alyson_mcgregor_why_medicine_often_has_dangerous_side_effects_for_women
11/3 **Blog Post #3 Due**		*Read:* Ross Anderson, "Radical Life Extension Is Already Here, But We're Doing it Wrong"
11/8		*Watch:* TED Talk, "Maryn McKenna: What do we do when antibiotics don't work any more?" https://www.ted.com/talks/maryn_mckenna_what_do_we_do_when_antibiotics_don_t_work_any_more#t-864146
11/10	Virtual and Networking (Digital) Technology	*Watch:* TEDxBrussels, "Gerd Leonhard: Digital Ethics and the future of humans in a connected world" https://www.youtube.com/watch?v=bZn0IfOb61U
11/15 **Paper #3 Due**		*Read:* Ahn, "Pokemon Go Is AR's Foot in the Door to Our World"
11/17		*Read:* Madary and Metzinger, "Real Virtuality: A Code of Ethical Conduct"

11/22		*Listen:* Social Science Bites, "Sonia Livingstone on Children and the Internet" http://www.socialsciencespace.com/2012/07/sonia-livingstone-on-children-and-the-internet/
11/24 **No Class: Thanksgiving Break**		
11/29		*Read:* Lafrance, "When Will the Internet Be Safe for Women?"
12/1 **Blog Post #4 Due**		*Read:* McOwan, "When fridges attack: the New Ethics of the Internet of Things"
12/6		*Read:* McKeown, "On Human Beings and Being Human: Ethics and the Internet of Things" http://2013.neutralmagazine.com/article/on-human-beings-and-being-human-ethics-and-the-internet-of-things/
12/8		*Watch:* Brit Lab, "What Is The Singularity?" https://www.youtube.com/watch?v=8MVrtJdrYtA and *Read:* Levy, "The iBrain is Here: And it's already inside your phone" https://backchannel.com/an-exclusive-look-at-how-ai-and-machine-learning-work-at-apple-8dbfb131932b#.lw9cmspqb
Finals Week 12/12— 12/16		**Final Exam**

Code of Student Conduct:
All students at Siena Heights University are responsible for knowing and adhering to the academic integrity policy of this institution. For more information, please see the Code of Student Conduct. Please obey the spirit as well as the law of SHU's Code of Student Conduct. If you think that something is in violation of the Code, it probably is, so check before doing it. Please remember that unintentional plagiarism is still plagiarism, and that **you must cite all of your sources** for papers!

Please note: every assignment turned in for this class must be your own original work, produced specifically *for this class*. You may not turn in an assignment written for a previous and/or different class. To do so would constitute (self) plagiarism, and will be treated as such.

The Writing Center:
The Writing Center at Siena Heights University is a free resource available to all CAS students. Students are encouraged to visit the writing center for writing feedback at any stage in the writing process. For information regarding their tutors, hours, location, or to utilize their online links and resources, please visit writingcenter.sienaheights.edu.

Diversity and Disability Statement:
Our institution values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and

welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify the instructor as soon as possible. Students with disabilities are also welcome to contact the Office of Accessibility (517) 264-7683 or Laura Lyall (coordinator) at llyall@sienaheights.edu to discuss a range of options to removing barriers in the course, including accommodations. This process is initiated and driven by the student. It is to your advantage to begin the process in a timely manner, since accommodations are not retroactive. Grades earned before verification of a disability by the Office of Accessibility will not be changed.

Academic Engagement Policy:
In response to federal regulations governing financial aid, faculty will report students who are absent from class for one week without explanation. These students will be contacted to determine their current status. Students who are disengaged from a class for two weeks will be administratively withdrawn from that class and given a withdrawal grade equivalent to an E in grade point calculations. In order to avoid an administrative withdrawal, students can initiate a withdrawal themselves before the deadline (November 5) and avoid negative consequences to their grade points.

Sex- and Gender-based Violence and Harassment:
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted for **any** reason, you can find the appropriate resources here:
- The SHU Counseling Center, directed by Sandy Morley, is open M-F from 8 am to 5 pm or by appointment. Sandy Morley is a confidential resource. You can reach her at 517-264-7193 or smorley@sienaheights.edu, or stop by Ledwidge Hall 195-197. Counseling services are offered at no charge to University students.
- The SHU Public Safety Department can be reached at 517-264-7800 or by dialing 0 on campus. They are available 24 hours a day, 365 days a year, and they offer 24-hour escort service to any location on campus. Cindy Birdwell is the Chief Public Safety Officer and she is also SHU's Title IX Coordinator. She can be reached at 517-264-7194 or cbirdwel@sienaheights.edu and her office is in Ledwidge 179.
- Campus Ministry is another valuable resource for students, no matter their faith tradition. Father John Grace is a confidential resource on campus. He can be reached at 517-264-7198 or jgrace@sienaheights.edu, and his office is located in the Campus Ministry Lounge in Ledwidge.

Syllabus Changes:
I reserve the right to make changes to this syllabus as appropriate. The odds that I'll do so during the semester are small, but if I do, I will inform you as soon as possible.