

## COMPUTERS, THE INTERNET, AND SOCIETY

CSE 252 / EMC 252 / STS 252

MW 11:15 a.m. - 12:30 p.m.

Fall 2020

Zoom: <https://lehigh.zoom.us/j/92738068229>

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Office Hours by Appointment: <https://ericpsb.youcanbook.me>

Facebook. PRISM. Uber. Fake news. #MeToo. 4chan. It's easy to find evidence for the effect that technology has on society. It's a bit harder, though, to pin down exactly *how* these effects happen.

This course considers the **nature of the relationship between computing and society**. In it, we explore different accounts for this relationship. By the end of the course, you will be able to:

- identify social or ethical issues in computing technology development and deployment using a variety of conceptual and theoretical frameworks.
- enumerate the various positions that people can and do take on that issue.
- articulate and defend your own position for an appropriate course of action, drawing on examples from previous sociotechnical systems.

The above constitute the *learning objectives and outcomes* for this course.

This is a **writing intensive** course. Writing will occur through a combination of individual and group assignments. These assignments are structured to help you develop your ability to present well-supported arguments. They will also provide you experience discussing the kinds of issues and decisions that you will face after graduation. Anyone who goes into a technology sector will unavoidably need to deal with complex ethical issues. Anyone not directly involved in technology development will also need to consider issues of how different possible configuration of computers and people may affect their work and their lives.

### ASSIGNMENTS

All written assignments should be submitted in 10-12 point font, single column, single spaced, with 1" to 1.5" margins, in a legible and appropriate typeface of your choosing. Any references should be cited using any standard format that includes author name and year of publication for the in-text citation. Assignment lengths are specified in word count, exclusive of references, tables, captions, footnotes, etc. Assignments will be graded by a combination of graders and the Professor. Rubrics for each assignment will be available on CourseSite.

## POSITION PAPERS

This course is structured around a series of four units. Each unit focuses on a different topic, and each unit culminates in a written position paper. This paper will apply the readings, concepts, and other material covered during each unit to a novel issue not previously discussed in class. By asking students to demonstrate knowledge of and facility with the course material, these papers function in lieu of tests or exams for this class.

Position papers will be written in response to semi-open-ended prompts, which will be released on CourseSite at the beginning of each unit. Position papers should be no longer than a **maximum of 500 words** in length. *Papers over the maximum length will receive a grade of zero.*

## DEBATES

Each position paper will be accompanied by a **live debate on Zoom**. Students will be placed in teams of four, with a different team for each debate. Before the debate, each student will be assigned to read the position papers of two other students in their team. Students should prepare a series of questions for the authors of those position papers that are aimed at (constructively) critiquing the position paper.

During the in-class debate, students on the same debate team will be assigned to a Zoom breakout room together. Students within each team will rotate through three different roles:

- Leader – The student whose position paper is being discussed.
- Discussant – The two students asking questions of the Leader.
- Moderator – The student who keeps time and makes sure the debate stays on topic.

During each debate day, we will rotate so that each student spends one debate round as Leader, one as Moderator, and two as Discussant. Each debate round will last 15 minutes, for a total of approximately 60 minutes of debate. The two Discussants should take turns asking questions. Questions and answers should both be somewhat concise—aim for questions being about 45 seconds maximum and answers being about 90 seconds maximum. However, naturally occurring conversational back-and-forth is also welcome. It will be the Moderator's responsibility to ensure that all voices are heard equally, that time is kept, and that a civil tone is maintained.

Students who have limited bandwidth and/or internet access can obtain information to call in via phone. Students who lack reliable telephone access and/or who are located in a timezone that makes synchronous attendance exceptionally inconvenient may ask the instructor for additional accommodations. Students who miss one debate (e.g., due to a health-related absence) will attend a make-up debate during finals week. Students who miss two debates will only be able to make up one, unless highly extenuating circumstances arise.

These debates serve multiple functions. First, they help students identify weaknesses in their

position papers. Second, they provide experience critiquing another person's argument. Third, they offers a chance to gain experience with live discussion of social and ethical issues in computing, since synchronous discussion and asynchronous writing involve different skills. Finally, they offer an experience moderating debate among others, a task that is different from but just as difficult as actually participating in a debate.

Students in debate teams will also assess one another's performance. Each student will submit an assessment of each other student in their debate team. The assessment will be based on performance of the roles listed above. Assessments will be submitted via CourseSite using a rubric that will be made available there.

After the debate, students will have the option to revise their position paper. If they choose to revise their paper, it will be graded by the same grader who graded the initial version of the paper. A revised paper that demonstrates significant improvement will result in the grade being *raised by up to 10%* (i.e., one letter grade). Students will have a chance to see their initial grade before deciding whether to revise their position paper.

#### OPINION-EDITORIAL

During the course of the semester, you will write four position papers. Before the last day of class for the semester, you must select one of these position papers to submit as an op-ed piece to a regular periodical of your choice. You may choose something on par with the New York Times or Wall Street Journal, you may choose something more like The Morning Call, you may choose something like Wired, or you may choose any other legitimate journalistic venue with open op-ed submissions.

There are two elements to the op-ed submission. The first is the piece itself. It will likely involve a non-trivial amount of effort to make your argument comprehensible to an audience of educated but diverse readers, as they may not have intimate familiarity with all the material covered in class. The second is a reflection that you will write about this process. The reflection will cover the revision of your position paper, the submission process of your op-ed piece, what response you receive, and how you make sense of those experiences through the lens of the material covered in this class. More details will be made available on CourseSite.

#### INDIVIDUAL DAILY WRITING

For each class day with are assigned readings, there will also be a brief writing assignment. These writing assignments will be completed and submitted via CourseSite *before* the beginning of class for the day that they are due. These will be *brief* assignments, limited to **maximum of 150 words**. They will also be *timed* assignments. This means that you should complete the readings first, review your notes, then begin the writing assignment.

These prompts are intended to be **open-notes, but closed-book**. That is, during the completion of the activity, you may consult any notes you may have taken about the readings, but you should

not consult the readings themselves. Furthermore, students **should not discuss with one another** any of the prompts until after they have been submitted. That is, you should *not* complete an opening prompt then share with another student the question from the prompt, which would provide them more than the allotted time to complete the prompt.

Given the online, asynchronous manner in which these assignments will be completed, it will be virtually impossible to force students to comply with the above rules. Thus, students will need to exhibit the highest level of **academic integrity** when completing these assignments.

These daily assignments will be graded on a basic letter scale according to the following rubric:

- A: Thorough comprehension of material, well-reasoned and articulate argument, and thorough use of readings.
- B: Sufficient comprehension of the material and cogent reasoning grounded in readings. May have one small issue with argument.
- C: May be missing one or more major points, use of readings may show misunderstanding.
- D: Misses the central point of the prompt, little to no use of readings
- F: Off-topic, no response, incomprehensible, or similar issues.
- A+: Truly outstanding, novel insights or arguments that go beyond the class material.

All prompts are **mandatory**, regardless of whether or not you choose to attend class on any given day. At the end of the semester, the Professor will *drop the lowest two grades* on these assignments. You may use these as personal days, and choose not to attend class or to complete the writing assignment. Or, you may complete all the daily writing assignments, and use these as a buffer for your final grade when the lowest two grades are dropped.

#### CLOSING DISCUSSION TEAMS

Most class days will end with a closing prompt. This prompt will build on the material from that day's class. Students will then write responses to that prompt in small discussion teams. These teams will be randomly assigned, and students will be assigned to a different group for each of the four units.

Students will need to discuss with their team and formulate a brief response to the prompt, limited to a **maximum of 150 words**. These will be due 72 hours after the class day on which they are assigned. Teams may discuss their response via whatever communication channel works best for them. However, *responses should be written using Google Docs* with your Lehigh account. The edit history in Google Docs will help address situations that might arise about unequal effort among group members.

## FINAL VIDEO

Rather than a term paper, the final deliverable for this class will be a video. It should be about 5 to 10 minutes in length and will be completed in groups of three to five. Students will choose their own groups for this project.

This video should be persuasive. It should engage with a complex issue about the relationship between computing and society, it should take a position on that issue, and it should make an argument in support of that position. The issue should be something beyond the material covered in class, which leaves a wide variety of issues available to cover as a video topic.

The exact format and genre of the video are open. It could be a public service announcement, an infomercial, investigative journalism, science fiction, a documentary, etc. If you have a creative idea but are unsure about the appropriateness, please discuss your concerns with the Professor.

There are three milestones to be completed before submitting the final video.

- Submit group members and group name
- Submit a brief 1-2 paragraph synopsis of your planned video
- Submit an audiovisual (AV) timeline of video content

Due dates for each milestone are noted on the semester schedule below. Further details for each milestone will be made available on CourseSite.

Making this video will require working within the constraints of the current COVID-19 pandemic. Given the wealth of resources available to Lehigh students (software for video editing, online storage space for file sharing, etc.), students should be able to complete the final video in a distributed manner. Anyone who is facing extreme hardship of any kind or other challenges that warrant additional accommodations may contact the Professor.

## ATTENDANCE

Attendance is **optional but strongly encouraged**. A significant portion of the course involves developing an ability to make arguments, both in terms of articulating your own and in terms of understanding others. As such, in-class activities are integral, both to your own and to others' learning, as well as a non-negligible portion of your grade. We will try, as much as possible, to facilitate a discussion-based learning environment on Zoom. Furthermore, the in-class activities will provide scaffolding to answer the closing prompt. If you are unable to attend class meetings, you will likely need to watch the recorded video to be able to answer the closing prompt.

## STATEMENT ON COVID-19 PANDEMIC

To meet the challenge of teaching and learning during the COVID-19 pandemic, Lehigh instructors and students will be adopting new forms of instruction and interaction; following new guidelines around classroom behaviors; enhancing communications; and doing our best to be

patient, flexible, and accommodating with each other. In remote synchronous meetings, students are expected to attend just as they would any other Lehigh class. Zoom classes work best when all students come to class ready to participate and follow the instructor's guidelines regarding use of web-cameras. You may be asked to turn your camera on during active learning sessions in Zoom. If you have a strong preference not to do so, please contact your instructor to let them know. Students should respect the in-classroom privacy of their instructors and fellow students by not taking screenshots or recording class sessions. Some instructors will record Zoom sessions; however, any recorded live sessions will be shared only with students in the class and will be deleted at the end of the semester.

In our physical classrooms, Lehigh has established a policy requiring everyone to wear face coverings when in public spaces inside buildings on our campus and to maintain social distance. This policy applies to our physical classroom. Thank you in advance for following this rule. Students who do not wear a face covering during in-class meetings will be reminded to put their face covering on. If they do not do so, they will be asked once again to do so or leave the classroom.

#### ZOOM POLICIES

Our class Zoom meetings have been created with a series of settings designed to minimize potential disruptions and to increase the pedagogical benefit of distributed learning. While we would all likely prefer to be physically co-present in the same room, the steps below are meant to make the best of the situation that we have at hand.

By default, your microphone should be muted when you join the class meeting. Please **leave your microphone muted**, unless you are actively talking.

By default, your **video should be on** when you join the class meeting. As an instructor, it is helpful to see reactions (or the lack thereof) on students' faces. At the same time, turning on the video may be uncomfortable or even impossible for some students. If you choose or need to leave your video off, please consider setting a profile photo. For detailed instructions, please see <https://canvas.uw.edu/courses/721562/pages/zoom-adding-a-profile-photo> or <https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your-profile>

To access the class meeting, you will need to **use your Lehigh account to log in** to Zoom. In the interest of security, guest connections will not be allowed.

All class meetings **will be recorded**, and links will be shared on CourseSite ASAP after class ends. These recordings are *not* meant to take the place of attendance. You can neither ask questions nor have a discussion with a recording, and this course involves a good deal of both. Rather the recordings are intended to help those who may face connectivity issues, either temporary or long term, as well as those located in exceptionally inconvenient timezones.

You are encouraged to **connect to the meeting early**, ~5 minutes before the scheduled class start time. The Professor will similarly connect early to ensure that all technologies are appropriately configured.

Please feel free to contact the Professor with any additional questions.

## **GRADING**

You will receive a grade based on the following break down.

15% Individual daily writing assignments, ~1% each week

15% Group daily writing assignments, ~1% each week

30% Position Papers (7.5% each for 4 papers)

20% Debates (5% each for 4 debates)

10% Final Video

10% Grand Finale (aka, final exam)

## Grading Scale

97% – 100% A+	77% – 79.9% C+
93% – 96.9% A	73% – 76.9% C
90% – 92.9% A-	70% – 72.9% C-
87% – 89.9% B+	67% – 69.9% D+
83% – 86.9% B	63% – 66.9% D
80% – 82.9% B-	60% – 62.9% D-
	< 60% F

## **POLICIES**

### TECHNOLOGY IN CLASS

While in class, your attention should be on class. Please silence, disable, or turn off any device that makes noise. You will need to use some sort of computing device to attend the class meetings or watch the recordings. If you need accommodations of any sort due to limited technology and/or internet access, please contact the Professor.

## ACADEMIC INTEGRITY

*“If I have seen further, it is by standing on the shoulders of giants.”*

– (Isaac Newton, 1676)

In this class, you both are encouraged and will need to draw on the work and ideas of others. However, you must do so with appropriate acknowledgement. For scholarly writing, news media, books, or other publications, this usually means citation. In other cases, a footnote and/or an acknowledgement section may be more appropriate. Examples can be seen throughout the Professor’s presentation of course materials.

Students must abide by the Code of Conduct to which they agreed, including academic integrity (<https://studentaffairs.lehigh.edu/content/code-conduct#Art3>). **Plagiarism will not be tolerated.** If in doubt, ask the Professor, or see Lehigh’s plagiarism policies (available from [http://library.lehigh.edu/content/plagiarism\\_policies](http://library.lehigh.edu/content/plagiarism_policies)). Consider, also, the following Lehigh Student Senate Statement on Academic Integrity.

*“We, the Lehigh University Student Senate, as the standing representative body of all undergraduates, reaffirm the duty and obligation of students to meet and uphold the highest principles and values of personal, moral and ethical conduct. As partners in our educational community, both students and faculty share the responsibility for promoting and helping to ensure an environment of academic integrity. As such, each student is expected to complete all academic course work in accordance to the standards set forth by the faculty and in compliance with the University's Code of Conduct.”*

## ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you have a disability for which you are or may be requesting accommodations, please contact both the Professor and the Office of Academic Support Services, Williams Hall, Suite 301 (610-758-4152) as early as possible in the semester. You must have documentation from the Academic Support Services office before accommodations can be granted.

## TEAM WORK

A significant portion of the work in this class will be completed in groups or teams. At the end of the semester, you will be asked to evaluate the other members of the teams in which you have worked. Individuals who receive a negative evaluation from one team member will receive a notification that a complaint was made (though not by whom). Individuals who receive a negative evaluation from two team members will receive up to a 10% deduction in their grade on the project. Individuals who receive a negative evaluation from more than two team members will receive up to a 50% reduction in their grade on the project. Individuals who receive a glowing evaluation from all team members may receive up to a 5% bonus on their grade for the project. Complex cases may involve external dispute resolution if necessary.

## DISSENT

This class deals with complex, contentious topics. As such, you may disagree with the other students, the graders, or the Professor. This disagreement is both allowed and encouraged. However, disagreement must be voiced and conducted in a civil manner. From the Lehigh Principles of our Equitable Community:

*We recognize each person's right to think and speak as dictated by personal belief and to respectfully disagree with or counter another's point of view.*

Lehigh University endorses The Principles of Our Equitable Community. We expect each member of this class to acknowledge and practice these Principles. Respect for each other and for differing viewpoints is a vital component of the learning environment inside and outside the classroom. See [http://www.lehigh.edu/~inprv/initiatives/PrinciplesEquity\\_Sheet\\_v2\\_032212.pdf](http://www.lehigh.edu/~inprv/initiatives/PrinciplesEquity_Sheet_v2_032212.pdf)

## SCHEDULE

Each reading should be completed *before class* on the day that it is assigned. All readings with URLs are available through Lehigh. You **should not pay** for any of the readings. You can access them from on campus, or you can use the Lehigh VPN. For detailed directions, see:

- Linux: <https://lts.lehigh.edu/services/stepwise-instructions/installing-cisco-anyconnect-vpn-client-software-linux>
- Mac: <https://lts.lehigh.edu/services/stepwise-instructions/connect-vpn-mac>
- Windows: <https://lts.lehigh.edu/services/stepwise-instructions/install-and-connect-vpn-windows>

Any readings that are not freely available online will be posted on CourseSite.

DATE	TOPIC & READINGS	ASSIGNMENTS ETC.
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### WEEK 1 WELCOME

M Aug 24	Preliminaries	
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W	Clay Shirky. 2008. <i>It Takes a Village to Find a Phone</i> . Chapter 1, in <i>Here Comes Everybody</i> . Penguin Books: London.	
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### UNIT 1 – PRIVACY AND SURVEILLANCE

### WEEK 2

DATE	TOPIC & READINGS	ASSIGNMENTS ETC.
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M Aug 31	<p>Leysia Palen and Paul Dourish. 2003. Unpacking "privacy" for a networked world. In <i>Proceedings of the SIGCHI Conference on Human Factors in Computing Systems (CHI)</i>: 129-136.  <a href="http://dl.acm.org/citation.cfm?id=642635">http://dl.acm.org/citation.cfm?id=642635</a></p> <p>Helen Nissenbaum. 2001. A Contextual Approach to Privacy Online. <i>Daedalus</i>, 140(4) 32-48.  <a href="http://www.mitpressjournals.org/doi/abs/10.1162/DAED_a_00113">http://www.mitpressjournals.org/doi/abs/10.1162/DAED_a_00113</a></p>	
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W	<p>Nathan Newman. 2011. You're Not Google's Customer — You're the Product: Antitrust in a Web 2.0 World. <i>Huffington Post</i>. <a href="https://www.huffpost.com/entry/youre-not-googles-customer_b_841599">https://www.huffpost.com/entry/youre-not-googles-customer_b_841599</a></p> <p>Will Oremus. 2018. Are You Really the Product? <i>Future Tense</i>. <a href="https://slate.com/technology/2018/04/are-you-really-facebooks-product-the-history-of-a-dangerous-idea.html">https://slate.com/technology/2018/04/are-you-really-facebooks-product-the-history-of-a-dangerous-idea.html</a></p>	
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**WEEK 3**

M Sep 7	<p>Michel Foucault. 1977. The Means of Correct Training. In <i>Discipline and Punish: The Birth of the Prison</i>: 170-194. Vintage Books: New York.</p>	
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W	<p>Daniel J. Solove. 2011. Why Privacy Matters Even if You Have "Nothing to Hide." <i>The Chronicle of Higher Education</i>.</p> <p>Stuart Armstrong. Life in the Fishbowl: The strange benefits of living in a total surveillance state. <i>Aeon</i>.  <a href="https://aeon.co/essays/the-strange-benefits-of-living-in-a-total-surveillance-state">https://aeon.co/essays/the-strange-benefits-of-living-in-a-total-surveillance-state</a></p>	
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**Due F 9/11:**  
Position Paper 1

**WEEK 4 DEBATE!**

M Sep 14	<p>Debate Round 1: Privacy</p>	
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W	<p>Writers' Room 1: Privacy</p>	
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**UNIT 2 – TROLLEYS AND ROBOTS AND BRAINS,  
OH MY!**

**WEEK 5**

DATE	TOPIC & READINGS	ASSIGNMENTS ETC.
M Sep 21	<p>Edmond Awad, Sohan Dsouza, Jean-François Bonnefon, Azim Shariff, and Iyad Rahwan. 2020. Crowdsourcing moral machines. <i>Communications of the ACM</i> 63, 3: 48–55.  <a href="https://doi.org/10.1145/3339904">https://doi.org/10.1145/3339904</a></p> <p>Ian Bogost. 2018. Enough With the Trolley Problem. <i>The Atlantic</i>. Retrieved from <a href="https://www.theatlantic.com/technology/archive/2018/03/got-99-problems-but-a-trolley-aint-one/556805/">https://www.theatlantic.com/technology/archive/2018/03/got-99-problems-but-a-trolley-aint-one/556805/</a></p>	<b>Due:</b> Video Team Rosters
W	<p>Trips Ready. 2017. The code of ethics for AI and chatbots that every brand should follow. <i>Watson Blog</i>.  <a href="https://www.ibm.com/blogs/watson/2017/10/the-code-of-ethics-for-ai-and-chatbots-that-every-brand-should-follow/">https://www.ibm.com/blogs/watson/2017/10/the-code-of-ethics-for-ai-and-chatbots-that-every-brand-should-follow/</a></p> <p>Steve Worswick. 2018. Ethics and Chatbots. <i>pandorabots-blog</i>.  <a href="https://medium.com/pandorabots-blog/ethics-and-chatbots-8d4aab75cca">https://medium.com/pandorabots-blog/ethics-and-chatbots-8d4aab75cca</a></p> <p><i>Optional:</i> <a href="https://www.infoq.com/presentations/designing-chatbot-ethics/">https://www.infoq.com/presentations/designing-chatbot-ethics/</a> [video]</p>	
<b>WEEK 6</b>		
M Sep 28	<p>Bruno Latour. 1992. Where Are the Missing Masses? The Sociology of a Few Mundane Artifacts. In <i>Shaping Technology / Building Society: Studies in Sociotechnical Change</i> (eds. Wiebe Bijker and John Law): 225-258. MIT Press: Cambridge, MA.</p>	
W	<p>Nicholas Carr. 2008. Is Google Making Us Stupid? <i>The Atlantic</i>.  <a href="http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/">http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/</a></p> <p>Will Oremus. 2013. The Memex in Your Pocket: How technology is expanding our minds. <i>Slate</i>.  <a href="https://slate.com/technology/2013/03/cognitive-enhancement-how-the-internet-is-expanding-our-minds.html">https://slate.com/technology/2013/03/cognitive-enhancement-how-the-internet-is-expanding-our-minds.html</a></p>	<b>Due F 10/2:</b> Position Paper 2
<b>WEEK 7 DEBATE!</b>		
M Oct 5	Debate Round 2: Technological Autonomy	
W	Writers' Room 2: Technological Autonomy	<b>Due F 10/9:</b> Video-Synopsis

DATE	TOPIC & READINGS	ASSIGNMENTS ETC.
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**UNIT 3 – BIAS, FAIRNESS, AND ALGORITHMIC SYSTEMS**

**WEEK 8**

M Oct 12	Robyn Speer. 2017. How to make a racist AI without really trying. <i>ConceptNet blog</i> . Retrieved from <a href="http://blog.conceptnet.io/posts/2017/how-to-make-a-racist-ai-without-really-trying/">http://blog.conceptnet.io/posts/2017/how-to-make-a-racist-ai-without-really-trying/</a>	<b>Due:</b> Video Synopsis
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W	<p>Julia Angwin, Jeff Larson, Surya Mattu and Lauren Kirchner. 2016. Machine Bias. <i>Pro Publica</i>. <a href="https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing">https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing</a></p> <p>Peter M. Asaro. 2019. AI Ethics in Predictive Policing: From Models of Threat to an Ethics of Care. <i>IEEE Technology and Society Magazine</i> 38, 2: 40–53. <a href="https://doi.org/10.1109/MTS.2019.2915154">https://doi.org/10.1109/MTS.2019.2915154</a></p>	
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**WEEK 9**

M Oct 19	<p>Latanya Sweeney. 2013. Discrimination in Online Ad Delivery. <i>Communications of the ACM</i>, 56(5): 44–54. <a href="http://dx.doi.org/10.1145/2460276.2460278">http://dx.doi.org/10.1145/2460276.2460278</a>.</p> <p>danah boyd and Kate Crawford. 2012. Critical Questions for Big Data: Provocations for a cultural, technological, and scholarly phenomenon. <i>Information, Communication &amp; Society</i>, 15(5): 662-679</p>	
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W	<p>Michal Kosinski, David Stillwell, and Thore Graepel. 2013. Private traits and attributes are predictable from digital records of human behavior. <i>Proceedings of the National Academy of Sciences</i> 110, 15: 5802–5805. <a href="https://doi.org/10.1073/pnas.1218772110">https://doi.org/10.1073/pnas.1218772110</a></p> <p>Tarleton Gillespie. 2014. Can an Algorithm be Wrong? <i>limn</i> 2. <a href="http://limn.it/can-an-algorithm-be-wrong/?doing_wp_cron=1488263403.9042460918426513671875">http://limn.it/can-an-algorithm-be-wrong/?doing_wp_cron=1488263403.9042460918426513671875</a></p>	<b>Due F 10/23:</b> Position Paper 3
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**WEEK 10 DEBATE!**

M Oct 26	Debate Round 3: Algorithms and Bias	
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DATE	TOPIC & READINGS	ASSIGNMENTS ETC.
W	Writers' Room 3: Algorithms and Bias	<b>Due F 10/30:</b> Video AV Timeline

## UNIT 4 – RESISTANCE IS...?

### WEEK 11

M Nov 2	REGULATION Lawrence Lessig. 2006. What Things Regulate. from <i>Code Version 2.0</i> . <i>Optional:</i> Langdon Winner. 1980. Do Artifacts Have Politics? <i>Daedalus</i> 109, 1: 121–136.	
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W	JUST SAY NO S. Matthew Liao. 2018. Opinion   Do You Have a Moral Duty to Leave Facebook? <i>The New York Times</i> . Retrieved from <a href="https://www.nytimes.com/2018/11/24/opinion/sunday/facebook-immoral.html">https://www.nytimes.com/2018/11/24/opinion/sunday/facebook-immoral.html</a> Denise Anthony and Luke Stark. Don't quit Facebook, but don't trust it, either. <i>The Conversation</i> . Retrieved from <a href="http://theconversation.com/dont-quit-facebook-but-dont-trust-it-either-93776">http://theconversation.com/dont-quit-facebook-but-dont-trust-it-either-93776</a> Julieanne Romanosky and Marshini Chetty. 2018. When The Choice Is To Delete Facebook Or Buy A Loaf Of Bread. <i>Freedom to Tinker</i> . Retrieved from <a href="https://freedom-to-tinker.com/2018/03/28/when-the-choice-is-to-delete-facebook-or-buy-a-loaf-of-bread/">https://freedom-to-tinker.com/2018/03/28/when-the-choice-is-to-delete-facebook-or-buy-a-loaf-of-bread/</a> <i>Optional:</i> <a href="https://www.axios.com/sean-parker-facebook-was-designed-to-exploit-human-vulnerability-1513306782-6d18fa32-5438-4e60-af71-13d126b58e41.html">https://www.axios.com/sean-parker-facebook-was-designed-to-exploit-human-vulnerability-1513306782-6d18fa32-5438-4e60-af71-13d126b58e41.html</a> [video]	
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### WEEK 12

DATE	TOPIC & READINGS	ASSIGNMENTS ETC.
M Nov 9	<p data-bbox="370 338 560 371"><b>OBFUSCATION</b></p> <p data-bbox="370 390 1128 485">Finn Brunton and Helen Nissenbaum. 2011. Vernacular Resistance to Data Collection and Analysis: A political theory of obfuscation. <i>First Monday</i> 16, 5.</p> <p data-bbox="370 489 1128 590"><a href="https://firstmonday.org/article/view/3493/2955">https://firstmonday.org/article/view/3493/2955</a> [<i>Section 4 (The science of obfuscation) and Section 5 (The politics of obfuscation) are optional</i>]</p> <p data-bbox="370 604 1128 737">J. Nathan Matias. 2018. Quitting Facebook &amp; Google: Why Exit Option Democracy is the Worst Kind of Democracy. <i>Medium</i>. Retrieved from <a href="https://medium.com/@natematias/https-medium-com-natematias-quitting-facebook-google-aaf8f4c80fbf">https://medium.com/@natematias/https-medium-com-natematias-quitting-facebook-google-aaf8f4c80fbf</a></p>	
W	<p data-bbox="370 802 625 835"><b>WHISTLE BLOWING</b></p> <p data-bbox="370 852 560 886">[class cancelled]</p> <p data-bbox="370 900 1128 1031"><del>Peter Ludlow. 2013. The Banality of Systemic Evil. <i>New York Times</i>. Retrieved from <a href="https://opinionator.blogs.nytimes.com/2013/09/15/the-banality-of-systemic-evil/">https://opinionator.blogs.nytimes.com/2013/09/15/the-banality-of-systemic-evil/</a></del></p> <p data-bbox="370 1045 1128 1142"><del>Kenneth Taylor. 2015. The Ethics of Whistle Blowing. <i>Philosophy Talk</i>. <a href="https://www.philosophytalk.org/blog/ethics-whistleblowing">https://www.philosophytalk.org/blog/ethics-whistleblowing</a></del></p> <p data-bbox="370 1157 1128 1220"><del><i>Optional:</i> <a href="https://www.philosophytalk.org/edward-snowden-and-ethics-whistleblowing-extended-qa">https://www.philosophytalk.org/edward-snowden-and-ethics-whistleblowing-extended-qa</a></del></p>	<b>Due F 11/13:</b> Position Paper 4
<b>WEEK 13 DEBATE!</b>		
M Nov 16	Debate 4: Resistance	
W	Writers' Room 4: Resistance	
<b>WEEK 14 THANKSGIVING BREAK</b>		
M Nov 23	[ - no class - ]	
W	[ - no class - ]	
<b>WEEK 15 CONCLUSION</b>		

DATE	TOPIC & READINGS	ASSIGNMENTS ETC.
M Nov 30	<p data-bbox="370 338 675 365">FICTION AND FUTURES</p> <p data-bbox="370 390 1133 520">Julian Bleecker, Nick Foster, Fabien Girardin, and Nicolas Nova. 2015. Our Approach of Design Fiction. Near Future Laboratory. <a href="http://blog.nearfuturelaboratory.com/2015/07/28/our-approach-of-design-fiction/">http://blog.nearfuturelaboratory.com/2015/07/28/our-approach-of-design-fiction/</a></p> <p data-bbox="370 535 1073 598">Barry Brown et al. 2016. IKEA: The smart everyday for the many people (An IKEA Catalog from the Near Future).</p>	<p data-bbox="1170 321 1382 386"><b>Due:</b> Final Video Project</p>
W	<p data-bbox="370 642 963 669">Screening Video Projects - No reading assignment</p>	<p data-bbox="1170 642 1409 707"><b>Due F 12/4:</b> Video Team Assessment</p> <p data-bbox="1170 722 1409 751"><b>Due W 12/9:</b> Finale</p>