

*Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq.
We are all treaty people*

The following information is for quick reference; the full syllabus can be found below.

PHIL 2490 / CSCI 3101 – Social, Ethical, & Professional Issues in Computer Science, Winter 2024

Course Info. (More details provided in Section 1, Pages 2-3)

Delivery: In person, except if otherwise noted.

Room: Killam Library, MacMechan Auditorium;

Time: M/W 14:35-15:55 Atlantic

Contact: Dr. Travis LaCroix, tl@dal.ca, McCain 3180

Office Hours By appointment

Textbooks: None required. Lecture slides, readings, & additional resources available on Brightspace.

Important Dates.

08 Jan 2023 Classes begin – Winter term

23 Feb 2023 Winter break ends

02 Feb 2023 Munro Day – *University Closed*

06 Mar 2023 Last day to drop with a ‘W’

06 Feb 2023 Last day to drop without a ‘W’

29 Mar 2023 Good Friday - *University Closed*

19 Feb 2023 NS Heritage Day – *Uni Closed*

08 Apr 2022 Friday classes held

19 Feb 2023 Winter break begins

09 Apr 2022 Friday classes held, end of term

Schedule of Topics. (More details provided in Section 2, Pages 3-8)

Week 01	January 08, 10	Introduction to the Course + Ethics I: Consequences
Week 02	January 15, 17	Philosophical Ethics II: Duties and Character
Week 03	January 22, 24	Philosophical Ethics III: Relations and Rights
Week 04	January 29, 31	Regulation and Laws I: Data Protection, Privacy, and Security
Week 05	February 05, 07	Film Screenings
Week 06	February 12, 14	Regulation and Laws II: Antitrust and Intellectual Property
Week 07	February 19, 21	Winter Break — <i>No Class (University Open)</i>
Week 08	February 26, 28	Generative AI
Week 09	March 04, 06	Data and Datasets
Week 10	March 11, 13	Machine Bias
Week 11	March 18, 20	Environmental Costs
Week 12	March 25, 27	Machine Ethics
Week 13	April 01, 03	Topic TBA (Time Permitting)
Week 14	April 08	Friday Classes Held (No PHIL 2490 / CSCI 3101 Meeting)
Week 15	April 15, 17	Exam Period (<i>No Class</i>)
Week 16	April 22	Exam Period (<i>No Class</i>)

Grade Breakdown. (More details provided in Section 3, Pages 9-10)

Points	Description	Deadline
0	Plagiarism Quiz	March 21
20	Lecture Quizzes (Best 10 of 12)	<i>Weekly</i> , Fridays
15	Writing Assignment (Individual)	February 07
65	Writing Assignment (Group)	Feb. 07, 28; Mar. 20, 27; Apr. 09
2	Course Evaluation Game (Bonus)	End of Term (SLEQ close date)

Complete Course Policies and University Statements provided in Sections 4, 5, & 6 Pages 10-15.

Dalhousie University
Faculty of Arts and Social Science
PHIL 2490 / CSCI 3101 – Social, Ethical, and Professional Issues in Computer Science
Winter 2024, 3 Credit Hours, Lecture

1. COURSE INFORMATION

1.1. Territorial Acknowledgement. Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all treaty people.

1.2. Instructor Information.

Instructor	Dr Travis LaCroix
Pronunciation	// TRA-viss LA-kwah //
Office	Marion McCain, Room 3180
Office Hours	Virtual or in-person meetings By appointment only, https://calendly.com/tlacroix
Email	tlacroix@dal.ca

1.3. Course Times + Location.

Time	M/W 14:35-15:55 Atlantic
Delivery	In-Person, except if otherwise noted
Location	Killam Library, MacMechan Auditorium

1.4. TA Info.

David White
Caroline Vardigans

1.5. Important Dates. Listed below are some important dates, relevant to this course. A complete list of important dates for the academic year can be found online at https://www.dal.ca/academics/important_dates.html.

01 Jan 2023	University closed	05 Mar 2023	Last day to drop, 'W' notation
08 Jan 2023	Classes begin – Winter term	29 Mar 2023	Good Friday – <i>University Closed</i>
02 Feb 2023	Munro Day – <i>University Closed</i>	08 Apr 2023	Friday Classes Held
06 Feb 2023	Last day to drop, no 'W' notation	09 Apr 2023	Friday Classes Held, <i>Term Ends</i>
19 Feb 2023	Heritage Day – <i>University closed</i>	10 Apr 2023	Break before exams
19 Feb 2023	Winter break begins	11 Apr 2023	Exam period begins
23 Feb 2023	Winter break ends	23 Apr 2023	Exam period ends

1.6. Calendar Course Description. Computers can enable people to do things that our present laws and policies were not formulated to cover (hacking, sharing files on the internet, and companies sharing data). In such cases, people need to be able to decide for themselves the best course of action and defend such decisions. This course aims at developing the ethical reasoning skills and sensitivities that computer professionals will need to make good decisions and to justify them. The course includes a general introduction to ethical theories and their use in making and justifying decisions. We then consider various issues and case studies, illustrating the kinds of problems that can arise from the use and misuse of computers and technology: the responsibilities of computing professionals; ethics on the internet (hacking, computer crime, netiquette); privacy and information; intellectual property; social and political issues (digital divide, computers and work, the internet as a democratic technology).

1.7. Minimal Technical Requirements. This course will utilise D2L's Brightspace Learning Management System for readings, announcements, assignment submission, additional discussion, etc. If using a **PC (Windows)** or a **Mac (Mac OS)**, Dalhousie recommends that you use **Firefox** to access Brightspace since some other browsers (Internet Explorer, Edge, Safari), may not fully support the software. Brightspace can be accessed at <https://dal.brightspace.com>. You will also need a Microsoft Teams account to attend office hours if you choose to book a virtual appointment.

1.8. Prerequisites. None.

1.9. Course Rationale. Given the increasing ubiquity of computers in society, and the unique ethical issues which arise from their use and integration, it will be important to consider ethical, social, and professional issues arising from the use and misuse of computers and technology, both from the perspective of professionals and users.

1.10. Course Learning Outcomes. As a result of participating in PHIL 2490 / CSCI 3101, by the end of this course, students should be equipped to:

- Build a store of knowledge of issues, and perspectives on them, in computer ethics.
- Compare and contrast a variety of ethical theories and their applications to computing technology.
- Read and critique positions on issues in computer ethics.
- Formulate concrete theses concerning issues in computer ethics.
- Defend a thesis on an issue of computer ethics with arguments both textually and verbally.
- Understand some of the major theories in philosophical ethics and how to use them to make arguments.
- Improve their writing, reading, and argumentation skills.
- Collaborate on a team-based writing project.

1.11. Required Texts. Except if otherwise noted, all of the required readings for this course will be made available online through the Learning Management System, <https://dal.brightspace.com/>. Details about the readings are given in the course schedule below.

1.12. Detailed Course Description. We will consider ethical, social, and professional issues arising from the use and misuse of computers and technology. The course is oriented to the perspective of the **computer professional**, aiming at developing ethical reasoning skills and sensitivities to the myriad of issues that could arise for the professional, and to **the user**, aiming at understanding the nature of our rights and responsibilities in an increasingly online world. A key feature will be to explore and understand the unique ethical issues which arise from the use of computers. There are three main classes of things which fall under computer use: computer hardware/infrastructure; programs; and data. As we will see, these are not always distinct categories, and computers have some properties which no other artifacts do.

2. COURSE SCHEDULE

2.1. Summary of Topics.

PART I: Ethical Issues in Computer Science

Week 01	January 09, 11	Introduction to the Course + Ethics I
Week 02	January 16, 18	Philosophical Ethics II
Week 03	January 23, 25	Philosophical Ethics III

PART II: Professional Issues in Computer Science

Week 04	Jan. 30, Feb. 01	Regulation and Laws I: Data Protection, Privacy, & Security
Week 05	February 06, 08	Film Screenings
Week 06	February 13, 15	Regulation and Laws II: Antitrust and Intellectual Property
Week 07	February 20, 22	<i>Winter Break (No Class)</i>

PART III: Social Issues in Computer Science

Week 08	Feb. 27, Mar. 01	Generative AI
Week 09	March 06, 08	Data and Datasets
Week 10	March 13, 15	Machine Bias
Week 11	March 20, 22	Environmental Costs
Week 12	March 27, 29	Machine Ethics

END OF TERM

Week 13	April 03, 05	Topic TBA (<i>Time Permitting</i>)
Week 14	April 10, 12	Friday Classes held - No scheduled meeting; Break before exams
Week 15	April 17, 19	Exam Period (<i>No Class</i>)
Week 16	April 24	Exam Period (<i>No Class</i>)

2.2. Detailed Course Schedule. Except where otherwise noted, all of the required readings for this course will be made available online through the Learning Management System, <https://dal.brightspace.com/>. Readings for a given week should be completed *before* the meeting for that week. Additional resources will be posted on the Brightspace page as the semester progresses.

Week 1	Introduction to the Course + Philosophical Approaches to Ethics I		
Date	Associated Readings	Lecture	Weekly Deadlines
Monday 08 Jan.	Required Syllabus	Lecture 1 <i>Introduction to the Course</i>	Quiz 1 – Syllabus + Consequences <i>Due Jan. 12, by 23:59 Atlantic</i> (Brightspace)
Wednesday 10 Jan.	Optional Sinnott-Armstrong (2022)	Lecture 2 <i>Consequences</i>	
Week 2	Philosophical Approaches to Ethics II		
Monday 15 Jan.	Optional Alexander and Moore (2021) Homiak (2019) Hursthouse and Pettigrove (2021)	Lecture 3 <i>Duties</i>	Quiz 2 – Duties + Character <i>Due Jan. 19, by 23:59 Atlantic</i> (Brightspace)
Wednesday 17 Jan.		Lecture 4 <i>Character</i>	
Week 3	Philosophical Approaches to Ethics III		
Monday 22 Jan.	Optional Norlock (2019) Wenar (2021)	Lecture 5 <i>Relations</i>	Quiz 3 – Relations + Rights <i>Due Jan. 26 by 23:59 Atlantic</i> (Brightspace)
Wednesday 24 Jan.		Lecture 6 <i>Rights</i>	

Week 4	Regulation and Laws I: Data Protection, Privacy, and Security		
Date	Associated Readings	Lecture	Weekly Deadlines
Monday 29 Jan.	Required Raji et al. (2020) Benjamin (2019)	Lecture 7 <i>Surveillance and Privacy</i>	Quiz 4 – Data Protection, Privacy, and Security <i>Due Feb. 02 by 23:59 Atlantic</i> (Brightspace)
Wednesday 31 Jan.		Case Study / Discussion	
Week 5	Review, Catch Up		
Monday 05 Feb.	Required <i>The Social Dilemma</i> <i>Coded Bias</i>	Film Screening <i>The Social Dilemma</i> (2020)	Individual Writing Assignment <i>Due Feb. 07 by 23:59 Atlantic</i> (Brightspace) Quiz 6 – Review + Catch Up <i>Due Feb. 09 by 23:59 Atlantic</i> (Brightspace) Creation of Groups (Group Writing Assignment)
Wednesday 07 Feb.		Film Screening <i>Coded Bias</i> (2020)	
Week 6	Laws + Regulation II: Antitrust and Intellectual Property		
Monday 12 Feb.	Required NYT v. OpenAI Mystery AI Hype Theatre 3K, Episode 4	Lecture 8 Antitrust and Copyright	Quiz 6 – Antitrust and Intellectual Property <i>Due Feb. 16 by 23:59 Atlantic</i> (Brightspace)
Wednesday 14 Feb.		Case Study / Discussion	
Week 7	Winter Study Break		
Monday 19 Feb.	<i>No Class</i> <i>(University Closed Feb. 19)</i>		
Wednesday 21 Feb.			
Week 8	Generative AI		
Monday 26 Feb.	Required Bender et al. (2019)	Lecture 9 Large Language Models	Essay Proposal <i>Due Feb. 28 by 23:59 Atlantic</i> (Brightspace) Quiz 7 – Generative AI <i>Due Mar. 01 by 23:59 Atlantic</i> (Brightspace)
Wednesday 28 Feb.		Case Study / Discussion	

Week 9	Data and Datasets		
Date	Associated Readings	Lecture	Weekly Deadlines
Monday 04 Mar.	Required Birhane et al. (2021) Birhane et al. (2023)	Lecture 10 Data and Datasets	Quiz 8 – Data and Datasets <i>Due Mar. 08 by 23:59 Atlantic (Brightspace)</i>
Wednesday 06 Mar.	Optional	Case Study / Discussion	
Week 10	Machine Bias		
Monday 11 Mar.	Required Buolamwini et al. (2018) Tomasev et al. (2021)	Lecture 11 <i>Machine Bias</i>	Quiz 9 – Machine Bias <i>Due Mar. 15 by 23:59 Atlantic (Brightspace)</i>
Wednesday 13 Mar.	Optional Johnson (2021)	Case Study / Discussion	
Week 11	Environmental Costs		
Monday 18 Mar.	Required Crawford (2021) Strubell et al. (2019)	Lecture 12 <i>AI and the Environment</i>	Essay Draft <i>Due Mar. 20 by 23:59 Atlantic (Brightspace)</i>
Wednesday 20 Mar.	Optional Luccioni et al. (2023)	Case Study / Discussion	Quiz 10 – Environmental Costs <i>Due Mar. 22 by 23:59 Atlantic (Brightspace)</i>
Week 12	Machine Ethics		
Monday 25 Mar.	Required Raji et al. (2021) Birhane et al. (2022)	Lecture 13 Benchmarking and Ethics	Peer Review <i>Due Feb. 27 by 23:59 Atlantic (In Class)</i>
Wednesday 27 Mar.	Optional LaCroix and Luccioni (2024)	Peer Review (in class)	Quiz 11 – Benchmarking <i>Due Mar. 28 by 23:59 Atlantic (Brightspace)</i>
Week 13	(TBA)		
Monday 01 Apr.	Required <i>TBA</i> (See course webpage)	Lecture 14 <i>TBA (Time Permitting)</i>	Quiz 12 – TBA. <i>Due Apr. 05 by 23:59 Atlantic (Brightspace)</i>
Wednesday 03 Apr.	Optional <i>Mystery AI Hype Theatre 3K (Episode 12)</i>	<i>Review / Catch-up (If Needed)</i>	

Week 14	In-Lieu Day + Term End		
Date	Associated Readings	Lecture	Weekly Deadlines
Monday 08 Apr.	<i>None</i> (Friday Classes Held)		Final Essay Due – April 09 by 23:59 Atlantic (Brightspace)
Wednesday 10 Apr.	<i>None</i> (Break Before Exams)		Reflection Due – April 09 by 23:59 Atlantic (Brightspace) SLEQ – Due Apr. 10 by 23:59 Atlantic (Submit Online)
Week 15	Exam Period		
Monday 15 Apr.	<i>None</i>		
Wednesday 17 Apr.			
Week 16	Exam Period		
Monday 22 Apr.	<i>None</i>		

2.3. Complete List of Readings + Citation Info

Required Reading List

- Inioluwa Deborah Raji, Timnit Gebru, Margaret Mitchell, Joy Buolamwini, Joonseok Lee, and Emily Denton. 2020. Saving Face: Investigating the Ethical Concerns of Facial Recognition Technology *arXiv Preprint* 2001.00964: 1-7.
- Ruha Benjamin. 2019. Coded Exposure, Chapter 3 in *Race After Technology*. Cambridge: Polity Press. 97-136.
- Jeff Orlowski. 2020. *The Social Dilemma*. Exposure Labs, Argent Pictures, Agent Pictures, The Space Program. 1hr., 34 min.
- Shalini Kantayya, Director. 2020. *Coded Bias*. 7th Empire Media, Chicken & Egg Pictures, Ford Foundation - Just Films. 1hr., 30 min.
- The New York Times Company v. Microsoft Corporation, OpenAI Inc. 2023. 1:23-cv-11195 (United States District Court, Southern District of New York).
- Mystery AI Hype Theatre 3000. 2023. “Is AI Art Actually ‘Art’?” (Episode 4). <https://peertube.dair-institute.org/w/7La1qsDxFZNRV67RQ1M3P3>.
- Emily M. Bender, Timnit Gebru, Angelina McMillan-Major, Shmargaret Shmitchell. 2021. On the Dangers of Stochastic Parrots: Can Large Language Models Be Too Big? *FAccT '21: Proceedings of the 2021 ACM Conference on Fairness, Accountability, and Transparency*. 610-623.
- Abeba Birhane, Vinay Uday Prabhu, Emmanuel Kahembwe. 2021. Multimodal Datasets: Misogyny, Pornography, and Malignant Stereotypes. *arXiv Preprint* 2110.01963: 1-33.
- Abeba Birhane, Vinay Prabhu, Sang Han, Vishnu Naresh Boddeti, and Alexandra Sasha Luccioni. 2023. Into the LAION’s Den: Investigating Hate in Multimodal Datasets. *arXiv Preprint* 2311.03449: 1-17.

- Joy Buolamwini and Timnit Gebru. 2018. Gender Shades: Intersectional Accuracy Disparities in Commercial Gender Classification. *Proceedings of Machine Learning Research* 81: 1-15.
- Nenad Tomasev, Kevin R. McKee, Jackie Kay, and Shakir Mohamed. 2021. Fairness for Unobserved Characteristics: Insights from Technological Impacts on Queer Communities. *Proceedings of the 2021 AAAI/ACM Conference on AI, Ethics, and Society (AIES 2021)*.
- Kate Crawford. 2021. "Earth" Chapter 1 in *Atlas of AI: Power, Politics, and the Planetary Costs of Artificial Intelligence*. New Haven, CT: Yale University Press. 23-52.
- Emma Strubell, Ananya Ganesh, and Andrew McCallum. 2019. Energy and Policy Considerations for Deep Learning in NLP *arXiv Preprint* 1906.02243: 1-6.
- Inioluwa Deborah Raji, Emily M. Bender, Amandalynne Paullada, Emily Denton and Alex Hanna. 2021. AI and the Everything in the Whole Wide World Benchmark *arXiv Preprint* 2111.15366: 1-20.
- Abeba Birhane, Pratyusha Kalluri, Dallas Card, William Agnew, Ravit Dotan, and Michelle Bao. 2022. The Values Encoded in Machine Learning Research. *FACCT '22: 2022 ACM Conference on Fairness, Accountability, and Transparency*. 173-184.

Optional Reading List

- Walter Sinnott-Armstrong. 2022. Consequentialism. *The Stanford Encyclopedia of Philosophy* (Winter 2022 Edition). Edward N. Zalta & Uri Nodelman (eds.) <https://plato.stanford.edu/archives/win2022/entries/consequentialism/>.
- Larry Alexander and Michael Moore. 2021. Deontology. *The Stanford Encyclopedia of Philosophy* (Winter 2021 Edition). Edward N. Zalta (ed.) <https://plato.stanford.edu/archives/win2021/entries/ethics-deontological/>.
- Marcia Homiak. 2019. Moral Character. *The Stanford Encyclopedia of Philosophy* (Summer 2019 Edition). Edward N. Zalta (ed.) <https://plato.stanford.edu/archives/sum2019/entries/moral-character/>.
- Kathryn Norlock. 2019. Feminist Ethics. *The Stanford Encyclopedia of Philosophy* (Summer 2019 Edition). Edward N. Zalta (ed.) <https://plato.stanford.edu/archives/sum2019/entries/feminism-ethics/>.
- Leif Wenar. 2021. Rights. *The Stanford Encyclopedia of Philosophy* (Spring 2021 Edition). Edward N. Zalta (ed.) <https://plato.stanford.edu/archives/sum2019/entries/feminism-ethics/>.
- Shoshana Zuboff. 2015. Big Other: Surveillance Capitalism and the Prospects of an Information Civilization. *Journal of Information Technology*. 30: 75-89.
- Adam Moore and Ken Himma. 2018. Intellectual Property, in Edward N. Zalta (ed.) *The Stanford Encyclopedia of Philosophy*. <https://plato.stanford.edu/archives/win2018/entries/intellectual-property/>.
- Travis LaCroix. 2024. "Artificial Intelligence Today" Chapter 3 in *Artificial Intelligence and the Value Alignment Problem* Forthcoming: Broadview Press.
- Gabrielle M. Johnson. 2021. Algorithmic Bias: On the Implicit Biases of Social Technology. *Synthese*. 198: 9941-9961.
- Alexandra Sasha Luccioni, Yacine Jernite, and Emma Strubell. 2023. Power Hungry Processing: Watts Driving the Cost of AI Deployment? *arXiv Preprint* 2311.16863: 1-20.
- Travis LaCroix and Alexandra Sasha Luccioni. 2024. Metaethical Perspectives on 'Benchmarking' AI Ethics. *Unpublished* 1-39.
- Mystery AI Hype Theatre 3000. 2023. "It's All Hell" (Episode 12). <https://peertube.dair-institute.org/w/3R2hSuhjD4hy3WWGXifw4Z>.

3. GRADING

3.1. Grading Scheme. The breakdown for the final grade and submission details is given as follows (further details on each component is given below in Section 3.2).

Value	Description	Deadline
0 pts	Plagiarism Quiz	January 24
20 pts	Lecture Quizzes (10 x 2.0 points each, best 10 out of 12)	Fridays by 23:59 Atlantic (Weeks 1, 2, 3, 4, 5, 6, 8, 9, 10, 11 12, 13) <i>Submitted online via Brightspace</i>
15 pts	Individual Writing Assignment	February 07 by 23:59 Atlantic <i>Submitted online via Brightspace</i>
65 pts	<p>Group Writing Assignment</p> <ul style="list-style-type: none"> • Creation of Groups (5 points) • Essay Proposal/Outline (10 Points) • Draft Essay (15 points total) • Peer Review (10 Points Total) • Final Essay (20 points total) • Reflection (5 Points Total) 	<p>Groups: February 07 Proposal: February 28 Draft Essay: March 20 Peer Review: March 27 Final Essay: April 09 Reflection: April 09 <i>Submitted online via Brightspace</i></p>
2 pts	Course Evaluation Game (Bonus)	<i>End of Term (SLEQ close date)</i> <i>Submitted online</i>

3.2. Assignment Details. Where relevant, assignments should be submitted via the course webpage. Instructions for assignment submission will be posted on the course webpage (<https://dal.brightspace.com>).

3.2.1. Quizzes. 20 Points Total. Each week, there will be a short quiz on the lecture and required reading content from that week. The quizzes will typically be released after the Wednesday lecture, by 16:00 Atlantic, and they will be due by the subsequent Friday at 23:59 Atlantic. **No late submissions will be accepted.** Each quiz will consist of around 10 short questions (multiple choice, true/false, matching, short answer, etc.). There will be 12 quizzes in total. Each individual quiz will be worth 2 points. The best 10/12 quizzes will be counted toward the 20 points for the quiz grade (i.e., the lowest quiz will be dropped from the calculation). The deadlines (Fridays) and topics for the quizzes are as follows. **Submissions on Brightspace.**

Quiz 1 – Syllabus + Consequences	Jan. 12, 23:59 Atlantic
Quiz 2 – Duties + Character	Jan. 19, 23:59 Atlantic
Quiz 3 – Relations + Rights	Jan. 26, 23:59 Atlantic
Quiz 4 – Data Protection, Privacy, & Security	Feb. 02, 23:59 Atlantic
Quiz 5 – Review	Feb. 09, 23:59 Atlantic
Quiz 6 – Antitrust and Intellectual Property	Feb. 16, 23:59 Atlantic
Quiz 7 – Generative AI	Mar. 01, 23:59 Atlantic
Quiz 8 – Data and Datasets	Mar. 08, 23:59 Atlantic
Quiz 9 – Machine Bias	Mar. 15, 23:59 Atlantic
Quiz 10 – Environmental Costs	Mar. 22, 23:59 Atlantic
Quiz 11 – Benchmarking and Ethics	Mar. 28, 23:59 Atlantic
Quiz 12 – Topic TBA	Apr. 05, 23:59 Atlantic

3.2.3. Individual Writing Assignment. 15 Marks Total. Students will complete (individually) a short writing assignment (due February 07) in response to prompts provided. Additional details will be made available on the Brightspace webpage. ***Submissions on Brightspace Dropbox.***

3.2.3. Group Writing Assignment. 65 Marks Total. The final essay for this course will be a co-authored project, with groups of 1-5 students. Groups will be constituted by February 07 (worth 5 points). As a group, you must submit a proposal/outline of your paper (worth 10 points, due February 28), which specifies the theme, thesis, and structure of the argument, and sources that you will give. A draft of the paper is due March 20 (15 points total), and will undergo peer review (Due March 27, 10 points total). A final draft of the essay is due on April 09 (20 Points). You will also fill out an (individual) self-reflection by April 09 (5 points total). ***Submissions on Brightspace Dropbox.***

3.2.5. Bonus Marks. (Up to 2 Marks Total). Two (2) bonus marks will be awarded to everyone registered just in case a quorum (at least 3/4) of students registered complete the year-end course evaluations. More details are given below.

Course Evaluations Game. If a 3/4 majority of students fill out the year-end evaluation, then everyone will receive two (2) bonus marks for the course. Note that this bonus assignment has a structure typical of a prisoner's dilemma: If most students cooperate (fill out the evaluation), then it is in your individual interest to not (because you can get a bonus mark without expending additional effort in filling out the evaluation). Further, if most students defect (fail to fill out the evaluation), it is again in your best interest to defect (otherwise, you would have expended additional effort for nothing). This is a dilemma because it will always be in your own best interest to defect; however, it is in everyone's best interest to cooperate.

Submissions online (SLEQ page).

3.3. How to Succeed in This Course. You should attend all the lectures, submit the quizzes on time, fully engage in the in-class activities and discussions, complete the written assignments, and consider the feedback that you receive from your instructors. Moreover, it has been thoroughly demonstrated that the most effective way of learning is teaching. I encourage students to engage one another in study groups and practice explaining your understandings to your classmates (and indeed to anyone who will listen). If you are having difficulty with the course content, or require clarification, you should take advantage of office hours or post questions on the discussion forum on the course webpage.

4. COURSE POLICIES

4.1. Contact Policy. Contacting the instructor (or TAs) in any course can be intimidating. So, below is a template and some tips for how to best and to do this.

First, if you have a *general* question about course content, you should post the question in the appropriate forum on the discussion board on Brightspace rather than email, since at least one other person in the course probably has the same question.

If you have a question that is unique to you and answerable in a few sentences, you should contact the instructor for this course via email (see 'Instructor Information' Sec. 1.2 above). **Please put the course code ('PHIL 2490' or 'CSCI 3101') in the subject-line of your email.** My policy is to respond to any enquiries within 48 hours of receipt (excluding weekends and holidays). This is important: it means you should not email the instructor the night before a deadline and expect a reply in time. If I have not responded to your email within this time frame, however, you are entitled to (and should) send a follow-up email.

1. Importantly, *before* you reach out (to the instructor or TA), you should check the syllabus and course webpage to see if you cannot easily answer the question for yourself.
2. This might seem simple, but: *be polite and considerate*. That is, in your communication, it is good to acknowledge that the person on the receiving end is a human.
3. Finally, try to be clear and concise in your emails. The clearer the question, the more effectively it can be answered. For example, ‘I do not understand homework 3’ is far too vague to warrant a useful response. What, specifically, do you not understand? Instead, a question like ‘In problem 2 of homework 3, I am unclear if the question is asking us to find the probability of event X or the probability of event Y ?’ is much more likely to receive a helpful answer.
4. If you have a question about course content, it may be helpful to post it on the discussion forum on the course webpage since it is likely that at least one other person has the same question.

Here is a template, which you need not follow, but may be helpful in writing your emails:

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Dear Dr LaCroix,

I hope this finds you well.

I am writing to ask a question regarding [specific thing]. (I have checked
the course webpage and syllabus, but I did not find the answer to this
particular question.)

My question is...

Sincerely,
(Your name)
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Finally, if you have a question that is unique to you but would require an extensive response—e.g., feedback on an assignment—you should make an appointment to speak to me in office. (See ‘Instructor Information’, Sec. 1.2.)

Note that I will not respond to messages on Microsoft Teams.

4.2. Communication Blackout Period. The instructor and teaching assistants will not respond to any emails regarding assignments in the first 24 hours after the grades have been released or the assignment has been returned to students. Please wait at least 24 hours after having received your graded assignment before contacting your TA or instructor. (This time can be used to reflect on the feedback received.)

4.3. Late Submission Policy. No late submissions will be accepted on weekly quizzes. Everyone registered in the course is automatically granted a 48-hour extension on any written assignment. No notice needs to be given and no permission needs to be granted (i.e., you do not need to email me or your TA to request an extension). Submissions past this deadline will not be accepted unless alternative arrangements have been made with the instructor in advance of the deadline. No further extensions will be granted unless alternative arrangements have been made with the instructor in advance of the deadline. If you have not completed an assignment by the posted or extended deadline, you should submit what you have. If you are consistently struggling to complete the course work, you should reach out sooner rather than later, via email or an appointment in office hours.

Note that many of the policies on this syllabus are specifically designed to make Dalhousie’s official accommodations redundant. If a required accommodation is not adequately satisfied, please reach out to the instructor well in advance of the relevant deadline. Dalhousie has further information on accessibility, accommodations, and general academic support here:

https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-/deadline-extensions-and-deferred-exams.html.

4.4. Re-Grading Policy. All inquiries into discussing, reviewing, or appealing already graded coursework must be submitted in writing within 7 days of the student's grade being posted. After 7 days, I will not entertain any requests to go over, review, or revise work that has already been graded. All grade inquiries must include a written statement with evidence and reference to the provided assignment rubric as to why the student thinks their grade should be reviewed/revised. If a grade is reviewed by the instructor, the final assessment made by the instructor is the final grade; no further appeal will be granted.

All final grades at the end of the semester will be reported as calculated. Requests for an increase to one's grade will be ignored (including borderline cases).

4.5. Ground Rules for Discussion. The following ground rules form a set of expected behaviours for conduct in discussions and lectures. They are meant to foster an intellectual atmosphere where we work together to achieve knowledge. They are also meant to ensure that discussions are spirited without devolving into argumentation and to ensure that everyone has an opportunity to be heard.

DO:

- Respect yourself and others (share your viewpoint and allow others to share theirs).
- Show respect for others by learning and using their preferred names and pronouns.
- Give each other the benefit of the doubt. (Be charitable.)
- Be cautious of universal claims.
- Listen actively and attentively.
- Keep an open mind. (Expect to learn something new, or to have your views challenged by ideas, questions, and points of view different than your own.)
- Ask for clarification if you are confused.
- Challenge one another but do so respectfully.
- Allow others (and yourself) to revise or clarify ideas and positions in light of new information.
- Critique ideas, not people.
- Take responsibility for the quality of the discussion.
- Build on one another's comments; work toward shared understanding.
- Try to always have your readings in front of you.
- If you are offended by anything said during discussion, acknowledge it immediately.

DO NOT:

- Interrupt one another—even when you are excited to respond.
- Offer opinions without supporting evidence.
- Engage in put-downs.
- Make assumptions—ask questions instead.
- Do not monopolise discussion.

If you notice patterns that are troubling or impeding full engagement by others, please speak to me in office or via email. Such discussions should be understood as being strictly confidential. If it is not possible to speak to me, reach out to the department chair, an academic advisor, or a trusted mentor.

4.5. Covid-19. Up to date information about Dalhousie's current plans and policies regarding Covid-19 can be found online at <https://www.dal.ca/covid-19-information-and-updates.html>. As per the University's guidance for the Fall semester, **masks will not be required** in class. However, in the interest of public health, safety, and community-building, you are **strongly encouraged** to wear a mask when in the classroom. If you are not feeling well, please remain home. If you experience symptoms of COVID-19, including a cough (new or worsening) or a fever, you should complete a COVID-19 self-assessment and schedule a COVID-19 test through the province. You can consult the

Nova Scotia public-health guidelines here: <https://novascotia.ca/coronavirus/symptoms-and-testing/> If you are ultimately diagnosed with COVID-19, follow all guidance you receive from Public Health.

If any students are struggling, and are looking for mental health support, please make sure you reach out for help. There are a variety of mental health resources and supports available for students at www.dal.ca/mentalhealth. If you wish to chat with a mental health professional, same-day counselling appointments are available at the Student Health and Wellness Centre on the 2nd floor of LeMarchant Place. Appointments can be made by calling 902-494-2171 or online at: www.dal.ca/studenthealth/bookonline. Students can also access free and confidential mental health counselling support 24 hours per day, 7 days a week, by calling Good2Talk at 1-833-292-3698 or by texting GOOD2TALKNS to 686868. If you are in crisis, you can always call 902-429-8167 or 1-888-429-8167 to reach the Mental Health Mobile Crisis Team, 24 hours a day, 7 days a week.

4.6. Artificial Intelligence. All courses at Dalhousie emphasise the importance of academic integrity. Students are responsible for ensuring that all work they submit is their own, and, unless explicitly indicated by the instructor, AI-driven tools and generative AI models (including language models like the GPT suite, translation models like Google Translate or DeepL, editing tools like QuillBot, GrammarlyGo, etc.) should not be used to generate ideas or written material for any class offered. For further information about academic integrity and your responsibilities please see the website of the University Secretariat https://www.dal.ca/dept/university_secretariat/academic-integrity.html.

4.5. Disclaimer. This document is meant to be binding. However, in the event of circumstances beyond my control, the course contents, evaluation scheme, and other parts of the syllabus are subject to change. Consistent with Sec. 16.1 of the academic calendar, any changes to the syllabus that affects assessment components, the weight of individual assessment components, or examination requirements with a value of 10 percent or more must have the approval of at least two-thirds of enrolled students in order to be valid. See the academic calendar for more details. <https://academiccalendar.dal.ca/>.

5. UNIVERSITY STATEMENTS

5.1. Territorial Acknowledgement. Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people.

5.2. Internationalization. At Dalhousie, “thinking and acting globally” enhances the quality and impact of education, supporting learning that is “interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders.”

5.3. Academic Integrity. At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. (Read more: http://www.dal.ca/dept/university_secretariat/academic-integrity.html)

5.4. Accessibility. The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact: (A) the Student Accessibility Centre (for all courses offered by Dalhousie with the exception of Truro), or (B) the Student Success Centre in Truro for courses offered by the Faculty of Agriculture. Your classrooms may contain accessible furniture and equipment. It is important that these items remain in place, undisturbed, so that students who require their use will be able to fully participate.

5.5. Conduct in the Classroom – Culture of Respect. Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

5.6. Diversity and Inclusion – Culture of Respect. Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

5.7. Code of Student Conduct. Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

5.8. Fair Dealing policy. The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

5.9. Originality Checking Software. The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method.

5.10. Student Use of Course Materials. These course materials are designed for use as part of the Course Code at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g., uploading to a commercial third-party website) may lead to a violation of Copyright law.

6. UNIVERSITY POLICIES, GUIDELINES, AND RESOURCES FOR SUPPORT

Dalhousie courses are governed by the academic rules and regulations set forth in the Academic Calendar and the Senate. Important student information, services, and resources are available below:

University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates)
- Classroom Recording Protocol
- Dalhousie Grading Practices Policy
- Grade Appeal Process
- Sexualized Violence Policy
- Scent-Free Program

Learning and Support Resources

- Academic Support - Advising Halifax, Truro
- Student Health & Wellness Centre
- On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond)
- Indigenous Student Centre. See also: Indigenous Connection.
- Elders-in-Residence: The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre or contact the program at elders@dal.ca or 902-494-6803.
- Black Student Advising Centre
- International Centre
- South House Sexual and Gender Resource Centre
- LGBTQ2SIA+ Collaborative
- Dalhousie Libraries
- Copyright Office
- Dalhousie Student Advocacy Service (DSAS)
- Dalhousie Ombudsperson
- Human Rights & Equity Services
- Writing Centre
- Study Skills/Tutoring

Classroom Safety

- Students who experience COVID symptoms should *stay home* and protect their classmates.
- If you must stay home because you are experiencing COVID symptoms, please email me so we can discuss accommodations for the missed class.
- Although Dalhousie has not mandated masks for the Fall semester, you are encouraged to wear a mask in class.
- I will not be able to speak with students immediately before or after class; however, I will hold regular office hours, and virtual office meetings may be scheduled via email.
- If public health conditions make it necessary, or advisable, classes may move online.
- All students must follow health and safety requirements on campus and should be considerate of others' health concerns. If an individual student fails to consider the safety of their colleagues, class may be suspended; repeated inconsideration may lead to the student being reported under the University Code of Student Conduct.