PHI 3641: Ethics and Innovation, Sections (TR)
Class #s: 16482, 16483, 16484, 20174, 20175, and 20176
Spring 2022

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Lectures: TR 3, LIT 0109

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Discussion Sections: 16482 - F3, MAT 0003
                     16483 - F5, AND 0021
                     16484 - F6, MAT 0003

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Discussion Sections: 20174 - F3, AND 0032
                     20175 - F4, AND 0021
                     20176 - F6, FLG 0285

Course Description and Objectives

This course is designed to familiarize students with some of the ethical issues surrounding innovation as well as some of the psychological and social obstacles to acting ethically. Our focus is somewhat narrow: we discuss some ethical issues arising from current innovations in bioengineering and ethical concerns engendered by social media. We also consider how psychological and social factors inhibit ethical behavior, with an eye towards identifying strategies to combat them.

We begin with some preliminaries to frame our discussions: laying some conceptual groundwork and getting clear on our methodology. We then jump into things and discuss some of the ethical concerns arising from bioengineering, especially germ-line engineering. We next turn to an examination of how psychological (biases and heuristics) and social factors (authority and echo chambers) can affect our ability to act ethically. Finally, we turn to some ethical worries surrounding social media – e.g. concerns about harms done, privacy, and autonomy.

REQUIREMENTS SATISFIED BY SUCCESSFUL COMPLETION OF THE COURSE
Students in this course can earn 2000 words towards the UF Writing Requirement (WR). The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades have two components. To receive writing

requirement credit, a student must receive C or higher for the final course grade as well as a C or higher on the writing component of the course.

PHI 3641 satisfies the Ethics requirement for the Innovation Minor and satisfies the General Education – Humanities (H) requirement.

GENERAL EDUCATION OBJECTIVES AND LEARNING OUTCOMES
This course is a Humanities (H) subject area course in the UF General Education Program. Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives. A minimum grade of C is required for general education credit.

PHI 3641 accomplishes these goals by familiarizing students with key ethical concepts and their application to current and potential future practices. Students will consider technological innovations and become adept at identifying the aspects of such innovations that raise ethical issues. We will consider and critically evaluate arguments for and against certain practices, such as germ-line engineering, through an ethical lens. Finally, PHI 3641 delves into some of the psychological and social pressures that inhibit ethical behavior with an eye towards identifying strategies for combatting them and promoting ethical behavior.

The General Education Student Learning Outcomes (SLO's) divide into three areas: CONTENT – students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline; COMMUNICATION – students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline; and CRITICALTHINKING – students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Students will satisfy the CONTENT SLO by demonstrating a mastery of key ethical concepts, the ability to identify features of a new technology or innovation likely to give rise to ethical issues, and the ability to identify and to anticipate inhibitors of ethical behavior. The COMMUNICATION SLO will be achieved by various short responses, two papers (approximately 1000-1200 words), two exams,, and participation in class. Students will be required to explain various ethical concepts and to apply them in their evaluation of the morality of certain practices or policies. Students will also demonstrate achievement of the CRITICAL THINKING SLO through the short responses and papers, which will be on assigned topics designed to test students' critical thinking abilities. Papers will be graded on the bases of a student's comprehension of the relevant issues, development and cogent defense of her or his position, clarity of expression, and mechanics.

In short, at the end of the course, students will be able to:
- Explain and apply central ethical concepts
- Apply those concepts to various practices and policies, especially those concerning innovations
- Analyze, evaluate, construct, and present persuasive arguments for particular ethical positions
- Identify and describe some inhibitors to ethical behavior

Required Texts

Various articles on Canvas, accessible in the 'Readings' folder, located in the 'Files' folder. Websites where some of these can be found also appear in the syllabus, under the 'Meetings and Readings' section. . *I highly recommend that you print these out, annotate them, and have them available during class.*

Recommended texts and resources

On writing well generally: Strunk, William and E.B. White. *The Elements of Style*, 4th edition. (Pearson, 1999).

The full text can be found here:
https://faculty.washington.edu/heagerty/Courses/b572/public/StrunkWhite.pdf

On writing a philosophy paper:
Pryor, Jim. "A Brief Guide to Writing a Philosophy paper" (2008).

The pdf is available in the 'Writing Information' folder under 'Files' on Canvas, but it can also be found here:
http://philosophy.fas.harvard.edu/files/phildept/files/brief_guide_to_writing_philosophy_paper.pdf

University Writing Program:
The writing service offers one-on-one service with a tutor who will help students learn to become better writers and editors. It is free for all current UF students. Please see https://writing.ufl.edu for more information.

Evaluation

- Discussion Board Posts (DBPs), worth 20% or 20 points of your course grade, associated with the lectures or assigned readings for the course. These should be approximately 50-400 words each depending on the task, and you should expect at least one of these for each reading (approximately 1-2 per week).
    - DBP assignments will be assigned via Canvas by no later than noon on the day prior to the class for which they are due. E.g. if a DBP is due for our meeting on Thursday, February 10th, the topic will be assigned via Canvas by no later than noon on Wednesday, February 9th. (I'll try to have these posted by noon of the day of the preceding class.)

    Discussion Board Posts figure into the course grade as follows:
    - Posts will count towards participation. You'll begin the semester with the full 20% or 20 points. You may miss one post without penalty. Each further missed post will result in a 5% or 5 point penalty deduction in this category: e.g. two missed posts would give a student 15/20; three missed posts would result in 10/10; etc.
    - We reserve the right to deny credit to any post that fails to engage with the relevant assigned material or that shows no genuine effort or thought. [**NB** – if you follow the directions of the assignment and make a reasonable attempt, this isn't anything you

should worry about. This caveat is for those who submit something just to submit something.]

- 2 Argumentative Essays (AEs), each approximately 1000-1200 words long and worth 25 points, totaling 50% of the course grade. In these essays, you'll explain a particular theory or practice and develop and defend a position of your own regarding it.
    - o Due dates: Tuesday, February 15th
        Friday, April 15th

- 2 proctored non-cumulative exams, each worth 15 points, totaling 30% of the course grade.
    - o Exam days: Friday, March 4th (in discussion section)
        Tuesday, April 19th (in class)

Grade Scale	Grade Value
100-93 = A	A = 4.0
92-90 = A-	A- = 3.67
89-86 = B+	B+ = 3.33
85-82 = B	B = 3.00
81-79 = B-	B- = 2.67
78-76 = C+	C+ = 2.33
75-72 = C	C = 2.00
71-69 = C-	C- = 1.67
68-66 = D+	D+ = 1.33
65-62 = D	D = 1.00
61-60 = D-	D- = 0.67
59-0 = E	E = 0.00

Writing Requirement
This course provides Writing Requirement credit of 2000 words. As such, it aims to ensure that you complete a minimum of 2000 words of writing evaluated for its effectiveness, organization, and clarity as well as grammar, punctuation, and usage of standard written English. (For more information on the Writing Requirement, see http://gened.aa.ufl.edu/writing-requirement.aspx.)

In order to get the Writing Requirement (WR) credit, you must get at least a C for the course grade, but you must also do well enough on the AEs. More precisely, you must complete both AEs and earn a C average or better on the writing components.

A word on Discussion Board Posts:
You should expect one Discussion Board Post assignment per reading. These are designed to satisfy two desiderata: (i) to provide you with questions that will help guide your reading and thinking, and (ii) to give you opportunities to practice your writing and argumentative skills in a low stake environment.

Please note that we will not provide much, if any, feedback on the discussion posts. However, you're **always** welcome to come to office hours to discuss your posts (or any of your ideas and questions)! Indeed, we hope and strongly encourage you to do so.

Further things to note:

(1) Course grades have two components. To receive writing requirement credit, a student must receive a C or higher for the final course grade as well as a C or higher on the writing component of the course. The writing component is determined by your scores on clarity and mechanics for all writing assignments.

(2) We will evaluate and provide feedback on Argumentative Essays with respect to comprehension, argument, grammar, punctuation, clarity, coherence, and organization.

(3) No discussion board post will be accepted after its due date except by 24-hour prior arrangement with the instructor, Dr. Palmer, or a **documented** university approved excuse.

   UF's policy: https://catalog.ufl.edu/ugrad/1516/regulations/info/attendance.aspx.

(4) No argumentative essay (AE) will be accepted after its due date without penalty except by 24-hour prior arrangement with the instructor, Dr. Palmer, or a **documented** university approved excuse.

   UF's policy: https://catalog.ufl.edu/ugrad/1516/regulations/info/attendance.aspx.

   The penalty for late writing assignments is as follows: points equaling a full letter grade deduction will be subtracted from your grade *for each day the assignment is late.* Lesser deductions will apply to assignments turned in less than 24 hours after the due date. *No writing assignment will be accepted 4 days after the due date.*

(5) There will be no make-up exams except by specific arrangement with the instructor, Dr. Palmer, a minimum of one week prior to the scheduled exam date or a **documented** university approved excuse.

   See https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx for what the university considers acceptable excuses.

(6) All papers will be submitted through Canvas and subject to anti-plagiarism detection via Turnitin software. Furthermore, we've discovered numerous cases of plagiarism that Turnitin has missed, including cases where students have modified papers found on sites such as Course Hero, and turned them in as their own. Any suspected act of academic dishonesty is reported to the Dean's Office, which prevents students from dropping courses in cases of suspected academic dishonesty. ***Plagiarism or cheating on any assignment will automatically result in a 0 for the assignment and possibly a grade of "E" for the course.*** **If you have any questions about how to cite properly, don't hesitate to get in touch. We're happy to assist you.**

(7) We strongly recommend that you **not** use outside sources for any of the writing assignments. This is for four reasons.
   a. Grades for writing assignments have a Comprehension component that requires you to show proficiency with the course material, specifically the texts assigned for class and the information conveyed in lecture and discussion. Students who rely on

outside sources frequently fail to properly focus on this information, and their grades suffer as a result.

b. Some students are tempted to use outside sources when they're having difficulty understanding the material. However, if you find yourself in this situation, outside sources frequently don't help. This is because many of these sources are professional and are pitched at a different audience. So you may find them more confusing than helpful, which will affect your writing. Although I don't want to dissuade you from looking at other sources for your edification, please be careful and don't hesitate to discuss the material or your ideas with us.

c. Although there are many reputable sources, many are disreputable as well, especially online sources. It can be difficult to tell which sources are reliable and which are not without already being very familiar with the material.

d. There is a higher risk of inadvertently plagiarizing. When writing, it's good to be focused on the ideas and lines of argument. But it's also easy to lose track of the sources of your information and to fail to cite when you should. If this happens with class material, then we know where the information is coming from, and there's usually little concern that you're representing someone else's work as your own. However, *this is not the case with outside sources*. **If you fail to identify an outside source, then, <u>whether you intend to or not</u>, you *are* representing someone else's work as your own, and that's plagiarism.** See the section of the syllabus on Academic Dishonesty for more on this.

e. Let me say a word specifically about the myriad sites, such as Course Hero, that advertise themselves as offering help to struggling students. These are sometimes billed as 'tutoring help' sites, but they often include papers other students have written and provided to the site. These websites are **not** helpful, and *I recommend in the strongest possible terms that you avoid them*. Far from being tutoring sites, they're places where you can buy other people's work. If you access these works and use those people's ideas, *this is plagiarism*; and if previous semesters are any indication, there's a high probability that we'll discover this and that the penalties mentioned above will apply.

Course Policies

Attendance*:* Regular attendance is very important. Failing to attend regularly results in missing explanations and discussions about the material and lost opportunities to ask questions, to check your understanding, and to try out potential lines of objections and responses. Students who miss out on these inevitably receive lower grades – often significantly lower – than their classmates who attend regularly.

There will be a daily attendance sheet that we expect you to sign.

However, please don't come to class if you're genuinely ill. In such circumstances, get in touch a classmate and ask to copy her or his notes. I recommend that you find several classmates that you're willing to share notes with and to exchange contact information as soon as you reasonably can.

Electronic Devices*:* Electronic devices are often a distraction and have been shown to negatively affect learning. There are various sources documenting this. See, for example, https://www.timeshighereducation.com/news/using-laptops-in-class-harms-academic-

performance-study-warns and https://www.scientificamerican.com/article/students-are-better-off-without-a-laptop-in-the-classroom/. However, you may decide whether to not to use them for yourselves.

For your own sake as well as your surrounding classmates, during class we ask that you keep all non-class related windows minimized, not look at email, or use your phones for anything that is not class related. This will help you pay better attention, which will improve your class performance. Should we find that the electronics are becoming a distraction, we reserve the right to ban them in the classroom.

Tardiness: As a courtesy to your classmates, your teaching assistants, and me, please be on time. Should your tardiness become a problem, I reserve the right to ask you to leave and to not allow you to sign the attendance sheet.

Online Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

CANVAS E-learning Environment

This course is supplemented by online content in the e-Learning environment known as "Canvas." You can log in to Canvas and access the course site at http://elearning.ufl.edu/. If you encounter any difficulties logging in or accessing any of the course content, contact the UF Computing Help Desk at (352) 392-4537. Do not contact the course instructor regarding computer issues.
- Pdf readings are in 'Readings' folder under the 'Files' tab.
- Check the 'Assignments' tab for paper assignments and short writing assignments.
- Check the 'Announcements' tab for new course content and general information.

If you encounter any difficulties logging in or accessing any of the course content, contact the UF Computing Help Desk at (352) 392-4537. Do not contact the course instructor regarding computer issues

Academic Dishonesty

All students must conform to the policies of UF's honor code regarding cheating, plagiarism, and the use of copyrighted materials (see: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/). *Plagiarism or cheating on any assignment will automatically result in a 0 for the assignment and possibly a grade of "E" for the course*. Any suspected act of academic dishonesty is reported to the Dean's Office, which prevents students from dropping courses in cases of suspected academic dishonesty.

Let me say a word about plagiarism, since by far it's the most common honor code violation that I've encountered. Plagiarism is defined in the University of Florida's Student Honor Code as follows:

"A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:
1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
2. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
3. Submitting materials from any source without proper attribution.
4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author." (https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/)

You're responsible for ensuring that you're familiar with the Honor Code and don't run afoul of it. The easiest way to avoid plagiarism, for example, is to ensure that you cite your sources. This is especially important if you use outside sources for the writing assignments. **Please note, however, that *we strongly recommend that you refrain from using outside sources in your writing assignments*. If you're uncertain how to cite properly, let us know, and we'll be happy to assist you.**

Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. This class supports the needs of different learners; it is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester. Please do not hesitate to me during the semester if you have any individual concerns or issues that need to be discussed.

The Disability Resource Center (https://disability.ufl.edu/ 352-392-8565) helps to provide an accessible learning environment for all by providing support services and facilitating accommodations, which may vary from course to course. Once registered with DRC, students will receive an accommodation letter that must be presented to the instructor as early as possible in the semester when requesting accommodations..

Counseling and Wellness Center

UF provides counseling and other kinds of help for students in distress. You can call the on-campus Counseling and Wellness Center at **352-392-1575** and see their website at https://counseling.ufl.edu/.

The "U Matter, We Care" program provides resources for everyone in the UF community. See the website at umatter.ufl.edu/. Students can contact umatter@ufl.edu seven days a week for assistance for students in distress. There is also a phone number for this program: **(352) 294-CARE.**

COVID Related Practices.

All classes will be held face-to-face; we will not employ hyflex, unless the University recommends we do so. Should that happen, I'll provide the relevant instructions. In the meantime, below are UF's current guidelines, which are posted at https://coronavirus.ufl.edu/health-guidance/.

- "Per the guidance from the Centers for Disease Control and Prevention, everyone is expected to wear a mask at all times when inside any UF facility, even if you are vaccinated. This includes our students, faculty, staff, vendors and visitors. Studies and guidance from the CDC state that both unvaccinated and vaccinated individuals can transmit the current COVID-19 variant to unvaccinated persons.
- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Our UF Health experts tell us that even if you've had COVID-19, you still need to get vaccinated. Having had COVID does not provide nearly as much protection as the vaccine. Visit this link for details on where to get your shot, including options that do not require an appointment: https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/.
- Covid-19 testing remains available both on and off campus. Visit the UF Health site for additional information.
- If you are sick, stay home and self-quarantine. Please contact the Student Health Care Center at (352) 392-1161 to discuss symptoms with a nurse or medical provider before your visit to ensure proper protective measures are taken to prevent further risk of spread to others
- Please continue to follow healthy habits, including best practices like frequent hand washing
- Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination."

Meetings and Readings

***Read all assigned material carefully before coming to class. **Make sure to read the article for each class that it is assigned**: i.e. if an article is assigned for more than one class, read it before *each* class during which we'll discuss it. Be prepared to bring up any questions or objections you have and to join in a general discussion.

Note: This schedule is only tentative and subject to change. We may go faster with the result that readings and assignments are moved up, but it's more likely that we'll end up moving more slowly through the material. If you have any questions about what you should be reading for the next class or on due dates, please contact me.

Note: Discussion Board Post assignments are **not** included in the schedule below in order to allow lecture and discussion flexibility. Remember that (1) you can expect to be have approximately 1 discussion post per reading, (2) you'll be notified of these via Canvas announcement, and (3) you'll have at least 18 hours from the time the announcement is sent to submit your post before it closes on Canvas.***

Introductory matters
Thursday, January 6th – Syllabus/Introduction to the Course
Friday, January 7th – Discussion section

Tuesday, January 11th – Shafer Landau's "What is Morality" pp. 7-9 (pdf) and McCarty's "A

Brief Introduction to Logic" (pdf)
Thursday, January 13th – McCarty's "A Brief Introduction to Logic" (pdf)
Friday, January 14th – Discussion section

Tuesday, January 18th – NO CLASS
Thursday, January 20th – McCarty's "A Brief Introduction to Logic" (pdf)
Friday, January 21st – Discussion section

Bioengineering
Tuesday, January 25th – Savulesco's "New Breeds of Humans: the Moral Obligation to Enhance"
            (pdf)
Thursday, January 27th – Savulesco's "New Breeds of Humans: the Moral Obligation to
            Enhance" (pdf)
Friday, January 28th – Discussion section

Tuesday, February 1st – Sandel's "The Case Against Perfection" (pdf)
Thursday, February 3rd – Sandel's "The Case Against Perfection" (pdf)
Friday, February 4th – Discussion section

Tuesday, February 8th – Catch up day
Thursday, February 10th – Pryor's "A Brief Guide to Writing the Philosophy Paper" (pdf) found
            under the Writing Information folder in Files.
            Discussion of paper 1
Friday, February 11th – Discussion section

Psychological and Social Inhibitors
Tuesday, February 15th – Rogerson and et al., "Nonrational Processes in Ethical Decision
            Making" (pdf)
          ==***PAPER 1 DUE***==
Thursday, February 17th – (1) Rogerson and et al., "Nonrational Processes in Ethical Decision
            Making" (pdf)
           (2) Milgram's "Behavioral Study of Obedience" (pdf)
Friday, February 18th – Discussion section

Tuesday, February 22nd – (1) Milgram's "Behavioral Study of Obedience" (pdf)
           (2) Ross and Nisbett's "Putting it all together: Stanley Milgram and the
             Banality of Evil" (pdf)
           (3) American Psychological Association's "Obeying and Resisting
             Malevolent Orders" (pdf)
Thursday, February 24th – Nguyen's "Escape the Echo Chamber" (pdf)
Friday, February 25th – Discussion section

Tuesday, March 1st – Nguyen's "Escape the Echo Chamber" (pdf)
Thursday, March 3rd – Catch up/Midterm Review
Friday, March 4th –Discussion section: ==**Midterm Exam**==***

SPRING BREAK – No class March 7th-11th

Social Media: Harms
Tuesday, March 15th – (1) Castro and Pham's "Is the Attention Economy Noxious?" (pdf)

(2) WSJ's Hobbs, Barry, and Koh's "'The Corpse Bride Diet': How TikTok Inundates Teens with Eating Disorder Videos" (pdf): https://www.wsj.com/articles/how-tiktok-inundates-teens-with-eating-disorder-videos-11639754848
(3) "How Social Media's Toxic Content sends teens into 'a dangerous spiral'" (pdf): https://www.hsph.harvard.edu/news/features/how-social-medias-toxic-content-sends-teens-into-a-dangerous-spiral/
(4) NYT's Frenkel's "The Storming of the Capital was Organized on Facebook" (pdf): https://www.nytimes.com/2021/01/06/us/politics/protesters-storm-capitol-hill-building.html?

Recommended:
(1) WSJ's Wells, Horwtiz, and Seetharam's "Facebook knows Instagram is Toxic for Teen Girls, Company Documents Show" (pdf): https://www.wsj.com/articles/facebook-knows-instagram-is-toxic-for-teen-girls-company-documents-show-11631620739?mod=hp_lead_pos7&mod=article_inline
(2) WSJ's Scheck, Purnell, and Horwitz's "Facebook Employees Flag Drug Cartels and Human Traffickers. The Company's Response is Weak, Documents Show (pdf): https://www.wsj.com/articles/facebook-drug-cartels-human-traffickers-response-is-weak-documents-11631812953?mod=article_inline
(3) Politico's Wu's "Jan. 6 Investigators Demand Records from Social Media Companies" (pdf) https://www.politico.com/news/2021/08/27/jan-6-investigation-social-media-records-506936

Thursday, March 17th – (1) Castro and Pham's "Is the Attention Economy Noxious?" (pdf), section 3.1.1, pp. 4-6
(2) "Just how harmful is social media?" (pdf): https://www.publichealth.columbia.edu/public-health-now/news/just-how-harmful-social-media-our-experts-weigh
(3) Social Media Use can be Positive for Health and Well-Being (pdf): https://www.hsph.harvard.edu/news/features/social-media-positive-mental-health/#:~:text=We%20know%20that%20having%20a,mental%20health%20and%20well%2Dbeing.&text=Our%20findings%20suggest%20that%20the,and%20duration%20of%20their%20use.
(4) Mundt, Ross, and Barnett's "Scaling Social Movements through Social Media: The Case of Black Lives Matter" (pdf): https://journals.sagepub.com/doi/pdf/10.1177/2056305118807911
Recommended: Kidd and McIntosh's "Social Media and Social Movements" (pdf)
Friday, March 18th – Discussion section

Weakened agency: Epistemic
Tuesday, March 22nd – (1) Castro and Pham's "Is the Attention Economy Noxious?" (pdf), section 3.1.2, pp. 6-9. [NB: C&M title this section 'Social-level Harms' and use 'weakened epistemic agency' to refer to how the attention economy attempts to manufacture increased usage.]
(2) Nature_"Measuring Magnetism: how social Media creates Echo Chambers (pdf):

https://www.nature.com/articles/d43978-021-00019-4
                    (3) The Conversation_"Feedback Loops and Echo Chambers: How
                        Algorithms Amplify Viewpoints (pdf):
                        https://theconversation.com/feedback-loops-and-echo-chambers-
                        how-algorithms-amplify- viewpoints-107935
            Recommended: Re-read Nguyen's "Escape the Echo Chamber" (pdf)
Thursday, March 24th – Satz's "Why Some Things should not be for Sale" (pdf): Focus on
                        'Noxious Markets: the Basic Parameters' and 'Equal Status in a
                        Democracy'. Consider whether or not Social Media is a Noxious
                        Market and how it affects democracy by spreading misinformation and
                        disinformation
Friday, March 25th – Discussion section

Tuesday, March 29th – Wrap up of Weakened epistemic agency: What steps should be taken to
                        strengthen epistemic agency?

Weakened agency: Privacy
Thursday, March 31st – Santanen's "The Value of Protecting Privacy," especially sections 1-2
                            and 5
Friday, April 1st – Discussion section

Tuesday, April 5th – (1) Wired_"How Facebook and other Sites Manipulate your Privacy
                            Choices" (pdf):
                        https://www.wired.com/story/facebook-social-media-privacy-
                        darkpatterns/
                    (2) Castro and Pham's "Is the Attention Economy Noxious?" (pdf), sections
                        3.2.1 Weakened Epistemic Agency [NB: our discussion of 'weakened
                        epistemic agency' doesn't track C&P usage of the term] and 3.2.2
                        Vulnerability, pp. 9-11
Thursday, April 7th – Wrap up of weakened agency: What steps should be taken to strengthen
                        agency and to protect privacy?
Friday, April 8th – Discussion section

Tuesday, April 12th – Paper Writing Discussion
Thursday, April 14th – Identifying ethical concerns arising from innovations
Friday, April 15th – Discussion section: Review for Final Exam
                    PAPER 2 DUE

Tuesday, April 19th – ***Final Exam***… Last day of class