Term Information

Effective Term	Summer 2026
Previous Value	*Autumn 2022*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Offer in a DL format.

What is the rationale for the proposed change(s)?

We anticipate student demand for a DL format for this course and we judge that this course is well-suited for a DL learning environment.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We anticipate no programmatic implications of this change.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Philosophy
Fiscal Unit/Academic Org	Philosophy - D0575
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2340
Course Title	The Future of Humanity
Transcript Abbreviation	Future of Humanity
Course Description	Examination of long-term ethical challenges facing humanity due to technological, environmental, and other developments.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   38.0101
Subsidy Level   General Studies Course
Intended Rank   Freshman, Sophomore

Requirement/Elective Designation

General Education course:
    Culture and Ideas; Sustainability

Course Details

Course goals or learning objectives/outcomes	• Students analyze and interpret major forms of human thought, culture, and expression.
	• Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.
	• Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values,
Content Topic List	• Artificial Intelligence
	• Human Enhancement
	• Nanotechnology
	• Environmental Sustainability
Sought Concurrence	No

Attachments

• 2340 DL Approver reviewed as of 8.25.2025.pdf: ASC Distance Learning Approver Cover Sheet

   (Other Supporting Documentation. Owner: Shuster,Amy Lynne)

• 2340 DL Syllabus Future of Humanity.pdf: 2340 Sample DL Syllabus

   (Syllabus. Owner: Shuster,Amy Lynne)

• 2340 Syllabus (for Sustainability theme) 1.24.2022.pdf: 2340 Sample In Person Syllabus

   (Syllabus. Owner: Shuster,Amy Lynne)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Shuster,Amy Lynne	08/26/2025 01:08 PM	Submitted for Approval
Approved	Samuels,Richard	08/26/2025 01:08 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/08/2025 10:11 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/08/2025 10:11 AM	ASCCAO Approval

Syllabus

Philos/2340

Future of Humanity

Autumn 2026

3 Credit Hours

Asynchronous Online

Course overview

Instructor

- Jacob C MacDavid
- Email: macdavid.1@osu.edu
- Course Zoom Link: TBD
- Office Hours: TBA. If you cannot make these hours, please email me to set up another time that does work for you.
- Zoom Link: TBD

Note: My preferred method of contact is email.

Course description

Topic: What will life be like in a hundred, two hundred, or five hundred years? Some believe that further advances in technology will make human life unimaginably joyous and prosperous. Others have a much darker vision of our future, one in which our descendants are left with a depleted planet and face extinction at the hands of technological forces they cannot control. The future of humanity raises important philosophical and ethical questions. Why should we act more sustainably for the sake of future people? How

large should the human population become? Should we use technology to enhance ourselves? Will we someday be able to transcend our bodies by uploading ourselves into computers, and if so, would this be a desirable thing to do? How might artificial superintelligence change human life, and could it destroy it? These are some of the questions that we will consider.

Instruction and Assignments: I will post video lectures every week, which will cover that week's assigned course materials. You will also write one weekly reading response per week (with a few exceptions), along with a peer response. You will take 3 online tests, made of multiple-choice questions and long answer questions. You will write a podcast script about the philosophy of the future of humanity, divided up into several sub-assignments. Finally, you will create a short video where you describe a career field that attracts you and that would benefit the future of humanity.

General education goals and expected learning outcomes

As part of the Sustainability category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
    a. 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
    b. 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
    a. 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
    b. 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work,

building on prior experiences to respond to new and
challenging contexts.

3. Successful students will analyze and explain how social and
natural systems function, interact, and evolve over time; how
human well-being depends on these interactions; how actions
have impacts on subsequent generations and societies globally;
and how human values, behaviors, and institutions impact
multifaceted potential solutions across time.

   a. 3.1. Describe elements of the fundamental dependence of
   humans on Earth and environmental systems, and on the
   resilience of these systems.

   b. 3.2. Describe, analyze, and critique the roles and impacts
   of human activity and technology on both human society
   and the natural world, in the past, present, and future

   c. 3.3. Devise informed and meaningful responses to
   problems and arguments in the area of sustainability
   based on the interpretation of appropriate evidence and
   an explicit statement of values.

We will achieve these outcomes by reviewing the basic science of climate
change, considering the impacts that various future technologies might
have on society, and developing ethically informed responses to problems
for the future of humanity. Students will read philosophical and scientific
work for both academic and popular audiences, and analyze and evaluate
these texts in weekly reading responses. Students will develop their
perspectives on these issues through lecture and discussion. By writing a
final term paper or podcast script, students will develop and convey their
own takes on the future of humanity

How this online course works

Mode of delivery

This course is 100% online. There are no required sessions when you must
be logged in to Carmen at a scheduled time. However, there are several
online tests, which open and close at specific times as noted in the

Schedule of Classes. There is a large window of time for these tests, but if this window does not work for you, please email me, and we can re-schedule.

Pace of online activities

This course is divided into weekly modules. All modules will be posted at the start of the course, with the exception of lecture recordings. The lectures will be recorded twice a week, at a preset time. Students are welcome but not required to attend these lectures. Recordings of each lecture will be posted within a day of recording. Students are expected to keep pace with weekly deadlines.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

Participation requirements

There is no specific participation grade. However, you will be graded on weekly reading responses and peer responses. This is the primary way that you will officially interact with your classmates. You will interact with me largely by watching lectures, and reading my feedback on your assignments. I also warmly encourage you to attend my office hours, or send me emails. Interacting with you in an unscripted format is one of the most meaningful things about this job!

Participating in online activities

Nearly every week, you will have some assignment that requires you to create something (that week!) for the course, and to interact with your peers (the main way of doing this is the weekly reading responses and peer responses). These are not graded for participation, per se, but they *are* graded, and your performing them will allow you to interact more

with me and your classmates in a way that supports your learning process.

Office hours and live sessions

All live, scheduled events for the course, including my office hours, are optional. To clarify: you must watch the lecture recordings that I post, but you do not need to attend them at the time of my recording.

Response to Reading Response Sessions

After the peer response is due each week, I will video record my feedback, where I will share my screen and address student reading responses. In particular, I will look for objections and questions in these reading responses, and address them. You are welcome to attend this session. I will record them and post them. However, I will not consider it a requirement for you to watch these recordings, like I will for lectures.

Optional Carmen Forum

I will create several Carmen Forums (roughly, one per unit). There, you can post questions, comments, longer-form ideas, media recommendations, and other class-related content. Your fellow students will be able to reply. This activity is completely optional: you will neither gain nor lose and credit for participating. However, it will be a great way for you to interact a bit more with your classmates and explore your interests as they intersect with the course material.

Course communication guidelines

Writing style

For reading responses and final paper, your writing style can be informal, but be sure to use standard punctuation and capitalization, and attempt to write in complete sentences. For example: "Parfit raises an interesting point when he says that Society A is superior to Society B, even though Society B has more net happiness."

Tone and civility

Disagreement is an important part of philosophy. We improve each other when we share our conflicting perspectives. However, be sure always to be respectful, and never insulting in your responses. Assume that your interlocutor cares about the truth, about making the world a better place, and about you, and respond accordingly.

Citing your sources

For any written assignment, use only the assigned readings. You do not need to cite the assigned readings in reading responses. For the term paper, you will not need to provide in-text citations, but you must provide a Works Cited in a professionally recognized format (such as MLA), that cites every reading in the paper. For help with professional citations, check out: https://guides.osu.edu/citation

Protecting and saving your work

I recommend that you complete each assignment in a word processor (such as OpenOffice or Microsoft Word), and then upload or copy-paste the assignment into Carmen. This will ensure that you have a saved copy of your work.

Course materials and technologies

Textbooks

Required

1. *Rise of the Robots: Technology and the Rise of a Jobless Future*, Martin Ford. Basic Books, 2015.
2. *A Crack in Creation: Gene Editing and the Unthinkable Power to Control Evolution*, Jennifer Doudna and Samuel Sternberg. Houghton Mifflin Harcourt, 2017.
3. *Superintelligence: Paths, Dangers, Strategies*, Nick Bostrom. Oxford University Press, 2014.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at it.osu.edu/help, and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

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You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass website for more information: https://buckeyepass.osu.edu/
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and instructor response

How your grade is calculated

Assignment Category	Points and/or Percentage
Reading Responses and Peer Responses (weekly)	20%
First Test	15%
Second Test	15%

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Assignment Category	Points and/or Percentage
Third Test	15%
Term Paper (in three steps)	20%
Final Video	15%
Total	**100%**

Description of major course assignments

Reading Responses & Peer Responses

- **Description**

  Every week (except for Week 1, resulting in 14 total), you must submit a 100-200 word reading/video response. In these responses, you will write what you take the thesis of the relevant piece to be, and what you take to be the three most important supporting ideas.

  For each reading response, you will also complete one peer response, by commenting on at least one reading response written by another classmate. You must submit this peer response by 11:59pm on the Friday in the week *after* the relevant reading response (Example: if Reading Response Week 2 is due on Thursday September 3rd at 10:50am, then your peer response is due by Friday September 11th at 11:59pm). This response should be 100-200 words. You can write on any substantial thought you had about the students' response. Example ideas include: pointing out how the

response helped you think more carefully about the reading, a difference in interpretation between you and the other student, a part of the reading you think should also be mentioned, a reply to the original poster's question, etc.

○ **Grading**

This assignment is graded for completion. As long as you follow the format for the reading response, and complete the peer response, you will get full credit. The reading response grade you see in Carmen will be 75% based on your original reading response, and 25% based on your peer response (for example, if you write a reading response but no peer response, you will receive 75% for that reading response assignment)

○ **Academic integrity and collaboration guidelines**

You must use only the assigned readings/videos to complete this assignment. Do not use AI to help. I want you to grapple with and attempt to understand the media on your own, before we discuss in class, and before you seek outside help.

Tests

○ **Description**

There will be three tests, all administered online on Carmen. The tests will include between 10 and 20 multiple-choices questions, and one long-answer question. The tests are non-cumulative. Consult the Schedule of Classes for when they will be administered. A Module page in Carmen will clarify which course materials will be assessed on each test.

○ **Grading**

The multiple-choice questions will be worth half the exam grade, and the long answer response will be worth half the exam grade. The long answer response will be graded for quality, not merely completion.

- o **Academic integrity and collaboration guidelines**

  The tests are "open book." You may consult the notes I have posted, your own notes, and the readings/videos. However, you may not use AI to help you on the test, and you may not consult each other or other people, or use notes written by someone other than yourself or me.

Final Video

- o **Description**

  You must use Carmen to record a 5-minute video in which you describe a possible career path that would allow you to positively impact the future of humanity.

- o **Grading**

  The video will be graded mainly for completion: as long as you address each part of the assignment prompt and keep the video within five minutes, you will get full credit.

- o **Academic integrity and collaboration guidelines**

  You may consult any sources you like and obtain feedback from other people when planning this, but the video itself must be your work alone. You may use AI to help you come up with ideas or research, but you should write the script without the assistance of AI.

Term Paper

- o **Description**

  You will write a Term Paper, which will have the form of a Podcast Script. You will write two characters, each representing a philosophical view that we discussed in class. The characters will discuss a piece of art of your choice (poem, movie, TV show, song, painting, book, etc.) that deals with the future of humanity. The characters will use the art as a way to express

and debate their perspectives. This assignment will occur in three parts: first, you will submit a Summary of Views of each chosen philosopher; second, you will write a full first draft; third, after receiving feedback from me, you will write a second and final draft. The summary of views has a minimum word count of 800 words. The drafts must be between 1,200 and 2,000 words.

o **Grading**

The Summary of Views and First Draft will be graded for completion. The final draft will be graded based on a rubric, which you can find on the Carmen.

o **Academic integrity and collaboration guidelines**

You may use any reading or video from class, but you may not use any other source without first consulting me. While you are allowed to use AI to "discuss" your ideas, you may not use any AI-generated text, or your paraphrases of AI-generated text, in your podcast script.

Late assignments

Please email me if you think you will need an extension. I am typically able to offer them. Late assignments will be deducted one letter-grade per day.

Grading Scale

- 93-100: A
- 90-92: A−
- 87-89: B+
- 83-86: B
- 80-82: B−
- 77-79: C+
- 73-76: C
- 70-72: C−

- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time

Grading and feedback

For weekly reading responses, expect a grade within a week. For tests, expect a grade between two and three weeks. For each component of the term paper, expect a grade within two weeks. For the video, expect a grade within two weeks.

Preferred contact method

Please email me at macdavid.1@osu.edu. I typically respond within 24 business hours.

Academic policies

Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of

another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an environment free from harassment, discrimination, and sexual misconduct

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: http://civilrights.osu.edu/

Call 614-247-5838 or TTY 614-688-8605

civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Intellectual diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if

necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Disability Statement (with Accommodations for Illness)

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students

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may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

slds@osu.edu

https://slds.osu.edu/

098 Baker Hall, 113 W. 12th Ave

614-292-3307 phone

Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for

the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office.

Policy: Religious Holidays, Holy Days and Observances

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Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

Week	Date	Topics/Readings/Assignments	Assessments Due
1	Day 1: Tu. Aug 25 Day 2: Th. Aug 27 Lectures for both days recorded 11am, posted within twenty-four hours	Day 1: Introduction Day 2: **Climate Change** **Read before Lecture:** Brian Henning, "The Basics of Climate Science" pp. 51-61, from *Riders in the Storm: Ethics in an Age of Climate Change.* Anselm Academic, 2015 Kelsey Piper, "Will Climate Change Kill Everyone—or just Lots and Lots of People?", Vox.com, URL: https://www.vox.com/future-perfect/2019/6/13/18660548/climate-change-human-civilization-existential-risk, 2019.	None

Week	Date	Topics/Readings/Assignments	Assessments Due
2	Day 1: Tu. Sept. 1 Day 2: Th. Sept 3 Lectures for both days recorded 11am, posted within twenty-four hours	Day 1: **Climate Change** **Watch:** Molly Gardner, "The Nonidentity Problem #1 - Ethics | WIRELESS PHILOSOPHY." 7min 6s, Youtube Video, URL: https://www.youtube.com/watch?v=abPkNFzxeE4&t=184s, 2015. Molly Gardner, "The Nonidentity Problem #2 - Ethics | WIRELESS PHILOSOPHY," 10min 26s, Youtube Video, URL: https://www.youtube.com/watch?v=oKpsU7sVwjc&t=19s, 2015 Day 2: **Climate Change:** **Read**: Elizabeth Harman, "Can We Harm and Benefit in Creating?" *Philosophical Perspective*s, vol. 18, no. 1, 2004, pp. 89-113 (skip sections 4, 9, 10, and 11), Assigned: pp. 89-108. Edward Page, "Intergenerational Justice and Climate Change." *Political Studies*, vol. 47, no. 1, pp. 53-66, 1999, pp. 53-66. Assigned: pp. 61-66	Reading Response #1 (due at 10:55a on the day that the reading/video is assigned in this schedule)

We ek	Date	Topics/Readings/Assignments	Assessm ents Due
3	Day 1: Tu. Sept. 8 Day 2: Th. Sept 10 Lectur es for both days record ed 11am, poste d within twenty -four hours	Day 1: **Climate Change**, No New Readings Day 2: **Population Growth** **Read and Watch:** Hans Rosling, "DON'T PANIC — Hans Rosling showing the facts about population" 58min 50s, Youtube Vido, URL: https://www.youtube.com/watch?v=FACK2knC 08E&t=2862s, 2014. Derek Parfit, "Overpopulation and the Quality of Life," from *Applied Ethics: Perspectives from Romania*, edited by Muresan Valentin & Majima Shunzo, Center for Applied Ethics and Philosophy, Hokkaido University, pp. 145-164, 2013. Assigned: pp. 145-155.	Reading Respons e #2 (due at 10:55a on the day that the reading/vi deo is assigned in this schedule) Peer Respons e to Reading Respons e #1 (due 11:59pm on Fri Sept. 11)
4	Day 1: Tu. Sept. 15 Day 2: Th.	Day 1: **Population Growth**, No New Readings Day 2: **Algorithmic Bias Read**: AI Now Institute "Automated Decision Systems: Examples of Government Use Cases." URL: https://ainowinstitute.org/wp-content/uploads/2024/01/nyc-ads-taskforce-comments-compilation-091819.pdf, 2019.	Reading Respons e #3 (due at 10:55a on Thursday Sept 17)

We ek	Date	Topics/Readings/Assignments	Assessm ents Due
	Sept 17. Lectur es for both days record ed 11am, poste d within twenty -four hours	Julia Angwin, Jeff Larson, Surya Mattu, and Lauren Kirchner, "Machine Bias." ProPublica. URL: https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing, 2016 Jeff Larson, Surya Mattu, Lauren Kirchner, and Julia Angwin, "How We Analyzed the COMPAS Recidivism Algorithm." ProPublica, URL: https://www.propublica.org/article/how-we-analyzed-the-compas-recidivism-algorithm, (read (i) the introductory section before the "Previous Work" heading and (ii) the "How We Defined Recidivism" section).	Peer Respons e to Reading Respons e #2 (due 11:59pm on Sept 18)
5	Day 1: Tu. Sept. 22 Day 2: Th. Sept 24 Lectur es for both days	Day 1: **Algorithmic Bias.** **Read**: Sam Corbett-Davis, Emma Pierson, Avi Feller, and Sharad Goel. "A Computer Program Used for Bail and Sentencing Decisions Was Labeled Biased Against Blacks. It's Actually Not That Clear." *Washington Post (Online),* 2016. Rashida Richardson, Jason Schultz, and Kate Crawford, "Dirty Data, Bad Predictions: How Civil Rights Violations Impact Police Data, Predictive Policing Systems, and Justice," *NYU Law Review*, 2019, pp. 15-55. Assigned: pp. 192-203, 218-27.	Reading Respons e #4 (due 10:55am on Tu. Sept 25) Peer Respons e to Reading Respons e #3 (due 11:59pm

We ek	Date	Topics/Readings/Assignments	Assessm ents Due
	recorded 11am, posted within twenty-four hours	*Optional background reading:* Radley Balko "There's Overwhelming Evidence that the Criminal Justice System Is Racist. Here's the Proof." *Washington Post (Online)*, 2020. Day 2: No New Reading	on Fri. Sept. 25)
6	Day 1: Tu. Sept. 29 Day 2: Th. Oct 1 Lectures for both days recorded 11am, posted within twenty	Day 1: Test #1 Day 2: **Automation and Unemployment**. **Read**: Martin Ford, *Rise of the Robots* (pp. ix-xviii, 29-34, 72-75, 83-96, 102-128)	Day 1: Test #1 (Available for 48 hours, starting at class time) Reading Response #5 (due 10:55a on Th. Sept 28) Peer Response to Reading Respons

We ek	Date	Topics/Readings/Assignments	Assessm ents Due
	-four hours		e #4 (due 11:55pm on Friday Oct 2
7	Day 1: Tu. Oct 6 Day 2: Th Oct 8 Lectur es for both days record ed 11am, poste d within twenty -four hours	Day 1: **Automation and Unemployment**. **Read:** Steve Denning, "The 'Jobless Future' Is a Myth," Forbes.com, URL: https://www.forbes.com/sites/stevedenning/201 5/06/04/the-robots-are-not-coming/, 2015. Martin Ford, *Rise of the Robots* (pp. 193-198, 206-210, 215-220, 249-261 Day 2: **Automation and Unemployment** **Read**: John Danaher, "Will Life Be Worth Living in a World Without Work?" *Science and Engineering Ethics*, vol. 23, no. 1, pp. 41-64, 2017.	Reading Respons e #6 (due at 10:55a on the day that the reading/vi deo is assigned in this schedule) Peer Respons e to Reading Respons e #5 (due Fri Oct 9 at 11:59pm)

Week	Date	Topics/Readings/Assignments	Assessments Due
8	Day 1: Tu. Oct 13th Lecture recorded 11am, posted within twenty-four hours	Day 1: **Automation and Unemployment** **Read**: Lucas Scripter, "Meaningful Lives in an Age of Artificial Intelligence: A Reply to Danaher." *Science and Engineering Ethics*, vol. 28, no. 1, pp. 1-9, 2022 Day 2: Autumn Break	Summary of Views (due Mo. Oct 12, 11:59pm) Reading Response #7 (due 10:55am on Tu. Oct 13) Peer Response to Reading Response #6 (due 11:59pm on Tu. Oct 13)
9	Day 1: Tu. Oct. 20 Day 2: Th.	Day 1: **Mass Surveillance** **Read and Watch**: Stuart Thompson and Charlie Warzel. "Twelve Million Phones, One Dataset, Zero Privacy" New York Times (Online) URL: https://www.nytimes.com/interactive/2019/12/1	Reading Response #8 (due at 10:55a on the day that the

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We ek	Date	Topics/Readings/Assignments	Assessm ents Due
	Oct 22 Lectur es for both days record ed 11am, poste d within twenty -four hours	9/opinion/location-tracking-cell-phone.html, 2019. Bloomberg Originals, "The Surveillance Firm Recording Crimes from Baltimore's Skies." 7min 29s, Youtube Video, URL: https://www.youtube.com/watch?v=wRa-AucbN6k, 2016. Ruth Gavison, "Privacy and the Limits of Law" *The Yale Law Journal*, vol. 89, no. 3, 1980, pp. 421-471. Assigned: pp. 428-40 Day 2: **Mass Surveillance** **Read**: Ruth Gavison, "Privacy and the Limits of Law" *The Yale Law Journal*, vol. 89, no. 3, 1980, pp. 421-471. Assigned 440-456 Nick Bostrom, "The Vulnerable World Hypothesis." *Global Policy*, vol. 10, no. 4, 2019, pp. 455-476. Assigned: pp. 455-462	reading/vi deo is assigned in this schedule) Peer Respons e to Reading Respons e #7 (due Fri Oct 23)
10	Day 1: Tu. Oct 27 Day 2: Th.	Day 1: **Mass Surveillance** **Read**: Nick Bostrom, "The Vulnerable World Hypothesis." *Global Policy*, vol. 10, no. 4, 2019, pp. 455-476. Assigned: pp. 462-470. Day 2: **Human Enhancement and Transhumanism**	Reading Respons e #9 (due at 10:55a on the day that the reading/vi deo is

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We ek	Date	Topics/Readings/Assignments	Assessm ents Due
	Oct 29 Lectur es for both days record ed 11am, poste d within twenty -four hours	**Read and Watch**: McGovern Institute for Brain Research, "Genome Editing with CRISPR-Cas9," 4min 12s, Youtube video URL: https://www.youtube.com/watch?v=2pp17E4E-O8, 2014. Jennifer Doudna and Samuel Sternberg, *A Crack in Creation* (pp. xii-xx, 3-15, 96- 114, 154-88, 222-34) Science, Technology, and the Future, "What Is Transhumanism? The 3 Supers with David Pearce," 5min 18s, Youtube Video, URL: https://www.youtube.com/watch?v=zhKzzahPrs s , 2014,	assigned in this schedule) Peer Respons e to Reading Respons e #8 (due 11:59pm Fri Oct 30)
11	Day 1: Tu. Nov 3 Day 2: Th. Nov 5 Lectur es for both days record ed	Day 1: **Human Enhancement and Transhumanism** **Read and Watch**: Kurzgesagt, "How to Cure Aging – During Your Lifetime?" 7min 30s, Youtube Video, URL: Kurzgesagt, "How to Cure Aging – During Your Lifetime?" 2017. Larry Temkin, "Is Living Longer Living Better?" *Journal of Applied Philosophy*, vol. 25, no. 3, pp.193-210, 2008 Day 2: **Review,** No New Readings	Reading Respons e #10 (due 10:55a on Tu. Nov 3) Peer Respons e to Reading Respons e #9 (due

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We ek	Date	Topics/Readings/Assignments	Assessm ents Due
	11am, poste d within twenty -four hours		11:59pm on Fri. Nov 6) Term Paper, Draft #1 (due 11:59pm on Fri. Nov 6)
12	Day 1: Tu. Nov 10 Day 2: Th. Nov 12 Lectur e record ed 11am, poste d within twenty	Day 1: Test #2 Day 2: **Uploading Yourself** **Read**: David Chalmers, "Uploading: A Philosophical Analysis." *Intelligence Unbound: The Future of Uploaded and Machine Minds*, edited by Russell Blackford and Damien Broderick, Wiley-Blackwell, pp. 102-118. Assigned: pp. 102-111.	Test #2 (available for 48 hours, starting at class time) Reading Respons e #11 (due 10:55a, on Th. Nov 12) Peer Respons e to Reading Respons

We ek	Date	Topics/Readings/Assignments	Assessm ents Due
	-four hours		e #10 (due Fri Nov 13, 11:59pm)
13	Day 1: Tu. Nov. 17 Day 2: Th. Nov 19 Lectur es for both days record ed 11am, poste d within twenty -four hours	Day 1: **Uploading Yourself** **Read**: David Chalmers, "Uploading: A Philosophical Analysis. *Intelligence Unbound: The Future of Uploaded and Machine Minds*, edited by Russell Blackford and Damien Broderick, Wiley-Blackwell, pp. 102-118. Assigned: pp. 111-118 Day 2: **Artificial Superintelligence** **Read**: Nick Bostrom, *Superintelligence* (pp. iii-iv, 4-6, 22-25, 63-94 [skipping "Collective superintelligent" on pp. 65-68 and "Non-machine intelligence paths" on pp. 80- 82], 95-106)	Reading Respons e #12 (due at 10:55a on the day that the reading/vi deo is assigned in this schedule) Peer Respons e to Reading Respons e #11 (due 11:59pm, Fri Nov 20)

Week	Date	Topics/Readings/Assignments	Assessments Due
14	Day 1: Tu. Nov. 24 Lecture recorded 11am, posted within twenty-four hours	Day 1: **Artificial Superintelligence** **Read**: Nick Bostrom, *Superintelligence* (pp. 110-120, 127-139) Day 2: Thanksgiving	Reading Response #13 (due 10:55a, Tu. Nov 24) Peer Response to Reading Response #12 (due 10:55a, Wed. Nov 25)
15	Day 1: Tu. Dec. 1 Day 2: Th. Dec 4 Lectures for both days record	Day 1: **Artificial Superintelligence** **Read**: Nick Bostrom, *Superintelligence* (pp. 140-176, 256-264) Day 2: Review. No New Readings	Reading Response #14 (due 10:55a, Tu. Dec. 1) Peer Response to Reading Respons

Week	Date	Topics/Readings/Assignments	Assessments Due
	ed 11am, posted within twenty-four hours		e #13 (due 11:59pm; Friday Dec 4) Term Paper, Draft #2 (due 11:59pm; Friday Dec 4)
Finals		Test #3	Final Video (due 11:59pm, Monday Dec 7) Test #3 (open for 48 hours starting at 11am, Tuesday Dec 8

The Future of Humanity

Broadly understood, the ideal of sustainability enjoins us to act so that future generations of human beings are able to have as high a quality of life as we do. Caring about sustainability thus involves caring about the future of our species—a future that we cannot confidently predict. What does the future hold for us? Some believe that advances in technology will make human life unimaginably prosperous. Others have a much darker vision of our future—one in which our descendants are left with a depleted planet and face extinction at the hands of technological forces they cannot control. The future of humanity raises important philosophical and ethical questions. Why should we act more sustainably for the sake of future people? How large should the human population become? In what ways should we use technology to enhance ourselves? Will we someday be able to transcend our bodies by uploading ourselves into computers—and if so, would this be a desirable thing to do? How might artificial superintelligence change human life—and could it destroy it? These are some of the questions that we will consider.

Course Number: PHILOS 2340
Room: TBD
Meeting Times: Tuesday and Thursday, 2:20pm – 3:40pm **[NOTE: For simplicity's sake, I will use the meeting times and dates from when I last taught this course in AU20. Obviously, these will be different for future offerings of the course.]**

Professor: Eden Lin
            Department of Philosophy
            328 University Hall
            Office hours: by appointment
            lin.2659@osu.edu

General Education Category: Sustainability Theme.

Goals and Expected Learning Outcomes for All Themes:
- Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.
    - ELO 1.1: Engage in critical and logical thinking about the topic or idea of the theme.
    - ELO 1.2: Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
    - ELO 2.1: Identify, describe, and synthesize approaches or experiences as they apply to the theme.
    - ELO 2.2: Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

You will think critically and logically about issues relating to sustainability (ELO 1.1), and you will do this in greater depth than would be appropriate in an introductory course by engaging with academic

journal articles and an academic book (ELO 1.2). You will integrate approaches from disciplines as diverse as climate science, economics, demography, and philosophy (ELO 2.1), and your final video project will have you reflect on what you have learned and creatively apply this to the context of your choice of career (ELO 2.2).

Goals and Expected Learning Outcome for the Sustainability Theme:
- Goal 1: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human well-being depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.
  - ELO 1.1: Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.
  - ELO 1.2: Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.
  - ELO 1.3: Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

You will learn, and learn how to describe, how human well-being depends on the limited resources on Earth and on environmental systems whose ability to sustain human life is increasingly imperiled by anthropogenic climate change (ELO 1.1). You will analyze the impact of human activity and technology on society and the natural world (ELO 1.2) throughout the course: for example, the units on climate change and population growth concern their impacts on the natural world, and the units on autonomation and unemployment and on artificial superintelligence concern the potential future impacts of artificial intelligence on society and the natural world. Throughout the course, you will also reflect on your values and ethical convictions in order to develop thoughtful responses to sustainability-related problems and arguments (ELO 1.3).

Course Materials: There are three required books for the class: *Rise of the Robots* by Martin Ford, *A Crack in Creation* by Jennifer Doudna and Samuel Sternberg, and *Superintelligence* by Nick Bostrom. They are available at the University Bookstore. All other course materials will be available on Carmen or elsewhere on the internet. Please do each assigned reading (and watch each assigned video) *before* the class meeting that it is listed next to.

Grading Information: Your final grade will be calculated as follows:
- Headshot: **5%**
- Attendance and in-class participation: **20%**
- Weekly questions/comments: **20%**
- First exam: **20%**
- Second exam: **20%**
- Final video project: **15%**

Grading Scale: I will use the OSU Standard Grade Scheme:
- 93 – 100 (A)
- 90 – 92.9 (A-)

- · 87 – 89.9 (B+)
- · 83 – 86.9 (B)
- · 80 – 82.9 (B-)
- · 77 – 79.9 (C+)
- · 73 – 76.9 (C)
- · 70 – 72.9 (C-)
- · 67 – 69.9 (D+)
- · 60 – 66.9 (D)
- · Below 60 (E)

Headshot: By **11:59pm on Thursday, August 27,** you must upload a picture of your face in the "Headshot" assignment on Carmen.

Weekly Questions/Comments: Every week until the last week of November, you must do one of two things: (1) submit a question or comment about the reading/video assigned for *Tuesday's* class meeting by **11:59pm on Monday,** *or* (2) submit a question or comment about the reading/video assigned for *Thursday's* class by **11:59pm on Wednesday.** Your question or comment should address some way in which the reading/video (or some part of it) relates to sustainability. There will be no partial credit for late submissions, but your lowest two scores in the semester will be dropped.

Exams: There will be two exams, both of them administered in class. The first exam will take place on **Tuesday, October 6** and will concern the material that we will have covered by then. The second exam will take place on **Tuesday, November 24** and will concern all of the material covered after the first exam. Both will be "closed book" exams, which means that you will not be allowed to consult any materials (e.g., your notes, my slides, assigned readings) while taking them.

Final Video Project: You must use Flipgrid to record a 5-minute video in which you describe a possible career path that would allow you to help the future of humanity be more sustainable. In your vide, you must explain each of the following four things: (i) what work you would actually be doing, on a day-to-day basis, if you were on this career path, (ii) in what ways you would help the future of humanity be more sustainable if you were on this career path, (iii) why this career path would be a good fit for you in terms of your personality, interests, and qualifications, and (iv) what concrete steps you would need to take to get started on this career path (e.g., what kind of further education or internship experience you would first need to obtain). This will be due at **11:59pm on Thursday, December 3.** You may consult any sources you like and obtain feedback from other people when planning this, but the video itself must be your work alone.

Office Hours: To set up a meeting with me, please send me an email a few days in advance, listing all of the days and times at which you would be available to meet with me. We will meet virtually in the same Zoom meeting room that we use for class.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of academic misconduct to the

committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: http://studentlife.osu.edu/csc/.

Legitimate Excuses for Absences: If you have what I deem a legitimate excuse for being absent from one of our class meetings, that absence will not count against you in the determination of your attendance and in-class participation grade. I will always deem sufficiently serious illness a legitimate excuse, and since it may make sense for you to recover at home without being seen by a doctor, I will not require documentation. I will assess non-medical excuses on a case by case basis. If you think that you have an excuse for an absence, please tell me what it is as soon as possible—ideally *before* the relevant class meeting, if you know in advance that you will miss it.

Accommodations for Disabilities or COVID: The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Syllabus Updates: The syllabus may undergo some changes during the semester. Please download the latest version of the syllabus from the "Syllabus" section on Carmen.

<div align="center">Class Schedule</div>

Introductory Session

Tuesday,   What is this course about?
Aug. 25   What are its main objectives?
                What will it be like?

Climate Change

After reviewing the science of climate change, we consider some effects that its continuation might have on human beings in the future. We then discuss a puzzle in ethics that is connected to climate change: the non-identity problem.

Thursday,   Brian Henning, "The Basics of Climate Science"
Aug. 27   Kelsey Piper (Vox), "Will Climate Change Kill Everyone – or Just Lots and Lots
           of People?"
           Upload your headshot by 11:59pm

Tuesday,   Molly Gardner, "The Nonidentity Problem #1" (video)
Sept. 1   Molly Gardner, "The Nonidentity Problem #2" (video)

Thursday,   Elizabeth Harman, "Can We Harm and Benefit in Creating?" (skip sections 4, 9,
Sept. 3   10, and 11)
           Edward Page, "Intergenerational Justice and Climate Change" (pp. 61-66)

Population Growth

How many people will there be? How many people should there be? We consider how the human population has grown and is projected to grow. We also consider an argument for a surprising claim: the repugnant conclusion. According to this claim, the world would be better if it contained many times more people than it now contains, even if all of these people's lives were barely worth living.

Tuesday,   Hans Rosling, "Don't Panic" (video)
Sept. 8   Derek Parfit, "Overpopulation and the Quality of Life" (pp. 145-155)

Thursday,   Derek Parfit, "Overpopulation and the Quality of Life" (pp. 145-155)
Sept. 10

Algorithmic Bias

Companies and governments increasingly rely on algorithms to make decisions. By examining their use in the criminal justice system, we consider some ways in which algorithms can be biased.

Tuesday,   AI Now, "Automated Decision Systems: Examples of Government Use Cases"
Sept. 15   Julia Angwin, Jeff Larson, Surya Mattu, and Lauren Kirchner (ProPublica),
           "Machine Bias"

Jeff Larson, Surya Mattu, Lauren Kirchner, and Julia Angwin (ProPublica), "How We Analyzed the COMPAS Recidivism Algorithm" (read (i) the introductory section before the "Previous Work" heading and (ii) the "How We Defined Recidivism" section)

Thursday, Sept. 17	Sam Corbett-Davis, Emma Pierson, Avi Feller, and Sharad Goel (Washington Post), "A Computer Program Used for Bail and Sentencing Decisions Was Labeled Biased Against Blacks. It's Actually Not That Clear." Rashida Richardson, Jason Schultz, and Kate Crawford, "Dirty Data, Bad Predictions" (pp. 192-203, 218-27) *Optional background reading:* Radley Balko (Washington Post), "There's Overwhelming Evidence that the Criminal Justice System Is Racist. Here's the Proof."

Automation and Unemployment

We can expect automation to make more and more jobs obsolete in the coming years. How should we respond to this trend? Might there come a day when only a minority of people are able to secure paid employment? If so, how should we deal with this situation?

Tuesday, Sept. 22	Martin Ford, *Rise of the Robots* (pp. ix-xviii, 29-34, 83-96, 102-128)
Thursday, Sept. 24	Steve Denning, "The 'Jobless Future' Is a Myth" The Economist, "Automation and Anxiety: The Impact on Jobs" (excerpts) Martin Ford, *Rise of the Robots* (pp. 193-198, 206-210, 215-220)
Tuesday, Sept. 29	Martin Ford, *Rise of the Robots* (pp. 249-275) Intelligence Squared Debate: "The Universal Basic Income Is the Safety Net of the Future" (video; watch from 41:50 to 56:03)
Thursday, Oct. 1	John Danaher, "Will Life Be Worth Living in a World Without Work? (skip the section entitled "Will Technological Unemployment Happen?")
Tuesday, Oct. 6	**First exam**

Mass Surveillance

Technological developments are enabling governments to conduct surveillance on a scale that was previously impossible. What is privacy, and why is it valuable? Even if the costs of mass surveillance currently outweigh its benefits, could this cease to be true in a future in which individual people have the technological means to destroy civilization?

Thursday, Oct. 8	Stuart Thompson and Charlie Warzel (New York Times), "Twelve Million Phones, One Dataset, Zero Privacy"

Bloomberg, "The Surveillance Firm Recording Crimes from Baltimore's Skies" (video)

Ruth Gavison, "Privacy and the Limits of Law" (pp. 428-40)

Tuesday, **Oct. 13**	Paul Mozur and Aaron Krolik (New York Times), "A Surveillance Net Blankets China's Cities, Giving Police Vast Powers" Ruth Gavison, "Privacy and the Limits of Law" (pp. 440-56)
Thursday, **Oct. 15**	Nick Bostrom, "The Vulnerable World Hypothesis" (pp. 1-10, 23-33)

Human Enhancement and Transhumanism

New technologies will allow human beings to enhance their capacities in various ways. After looking at CRISPR-Cas9, a new genetic engineering technology, we assess some arguments for and against enhancement in general. Then, we examine the possibility that future technologies will allow people to live for thousands of years and to be revived after their deaths. We end by considering the idea that people could be uploaded into computers. Would this be desirable? Would it be possible, even in principle?

Tuesday, **Oct. 20**	McGovern Institute for Brain Research, "Genome Editing with CRISPR-Cas9" (video) Jennifer Doudna and Samuel Sternberg, *A Crack in Creation* (pp. xii-xx, 3-15, 96-114, 154-88, 222-34)
Thursday, **Oct. 22**	Michael Sandel, "The Case Against Perfection" Science, Technology, and the Future, "What Is Transhumanism? The 3 Supers with David Pearce" (video)
Tuesday, **Oct. 27**	Kurzgesagt, "How to Cure Aging – During Your Lifetime?" (video) Larry Temkin, "Is Living Longer Living Better?"
Thursday, **Oct. 29**	David Chalmers, "Uploading: A Philosophical Analysis" (pp. 102-111)
Tuesday, **Nov. 3**	David Chalmers, "Uploading: A Philosophical Analysis" (pp. 111-118)
Thursday, **Nov. 5**	*Catch-up day: no new reading*

Artificial Superintelligence

Some believe that by the end of the century, we will have developed artificial superintelligence (ASI): artificial intelligence that is much smarter in every domain than even the smartest human beings are. This ASI might very well become the most powerful entity on Earth. If it is friendly to us, it could do a much better job at solving our problems than we ever could. If it is unfriendly or indifferent to us, it could exterminate us. How should we prepare for the arrival of an ASI?

Tuesday, Nov. 10	Nick Bostrom, *Superintelligence* (pp. iii-iv, 4-6, 22-25, 63-94 [skipping "Non-machine intelligence paths" on pp. 80-82], 95-106)
Thursday, Nov. 12	Nick Bostrom, *Superintelligence* (pp. 110-120, 127-139)
Tuesday, Nov. 17	Nick Bostrom, *Superintelligence* (pp. 140-176)
Thursday, Nov. 19	Nick Bostrom, *Superintelligence* (pp. 177-193, 256-264)
Tuesday, Nov. 24	**Second exam**

What Can You Do to Help the Future of Humanity?

Tuesday, Dec. 1	No reading: please come prepared to discuss your final video project.
Thursday, Dec. 3	*Attendance optional: review of Second Exam.*

***

FINAL VIDEO PROJECT deadline: Thursday, Dec. 3 at 11:59pm

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the ASC Distance Learning Course Template for CarmenCanvas. See Carmen: Common Sense Best Practices and Carmen Fast Facts for Instructors for more on using CarmenCanvas

☐ A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

☐ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

☐ Syllabus is consistent and is easy to understand from the student perspective.

☐ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

☐ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).

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Instructor Presence

For more on instructor presence: About Online Instructor Presence.
For more on Regular and Substantive Interaction: Regular Substantive Interaction (RSI) Guidance

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

☐ Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (required).

☐ Regular instructor communications with the class via announcements or weekly check-ins.

☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

☐ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

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Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the <u>Quality Matters</u> rubric. For information about Ohio State learning technologies: <u>Toolsets</u>.

☐ The tools used in the course support the learning outcomes and competencies.

☐ Course tools promote learner engagement and active learning.

☐ Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.

☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery (required)? (For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

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Workload Estimation

For more information about estimating student workload, see Workload Estimation.

☐ Course credit hours align with estimated average weekly time to complete the course successfully.

☐ Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (required):

☐ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

See Creating an Accessible Course for more information. For tools and training on accessibility: Digital Accessibility Services.

☐ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

☐ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

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Additional comments (optional):

Academic Integrity

For more information: Promoting Academic Integrity.

☐ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

☐ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: Designing Assessments for Students.

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.

☐ Variety of assignment formats to provide students with multiple means of demonstrating learning.

☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

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Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above (required):

Community Building

For more information: Student Interaction Online and Creating Community on Your Online Course

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above)

Transparency and Metacognitive Explanations

For more information: Increasing Transparency and Metacognition

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

☐ Instructor explanations about the learning goals and overall design or organization of the course.

☐ Context or rationale to explain the purpose and relevance of major tasks and assignments.

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☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.

☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.

☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.

☐ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

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Syllabus and cover sheet reviewed by _Bob Mick_ on _8/25/25_

Reviewer Comments:

Additional resources and examples can be found on ASC's Office of Distance Education website.

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Attachment from ODE/Bob Mick

Philosophy 2340 – Future of Humanity

I am returning the signed Distance Approval Cover Sheet after completing the review of the distance learning syllabus and cover sheet. Below are my comments regarding the syllabus.

1. Instructor Presence and Regular Substantiative Interaction (RSI):
Regular and substantiative interaction will exist on a regular weekly basis in the course between the instructor and students that includes:

- Direct instruction (recorded lectures twice per week, live attendance at recording is optional)
- Instructor assessing and providing feedback on all student's course work, assignments, discussion board posts and reading responses on a regular basis
- Facilitating group discussion (required participation in discussion board posts for reading responses and peer feedback with instructor monitoring and providing feedback)
- Instructor providing opportunities to ask questions on content of course through email, discussion boards, and live office hours
- Instructor is available for individual virtual meetings

2. How this Online Course Works
This section provides clear direction for the students so they are aware of what they will be expected to complete each week and how they will interact with the instructor in this online course.

3. Credit hours and work expectations
The information in the syllabus and cover sheet states the total amount of time to be spent on this course with direct and indirect instruction is an average of 9 hours minimum per week. This is correct for a 3 cr hr, 14-week course.

4. Description of Major Assignments
All major assignments are clearly explained.