

CIS 12W/Philosophy 14.4W**Computer Ethics****Spring 2008**

Instructor	Scott Dexter			Teaching Schedule
Email	sdexter@sci.brooklyn.cuny.edu	CC 3.12		M 1:40–4:15 105 F
Office	0113 Old Ingersoll (basement), TEL 718-951-5000 x2048	CIS 12		M 6:20–9:00 238 NE
Hours	M 12–1:30pm, 4:30–5:30pm and by appointment			
Website	http://www.sci.brooklyn.cuny.edu/~sdexter/cis12			
Text	We will be reading several selections from <i>Code, version 2.0</i> by Lawrence Lessig. It is available in a number of formats: you can download the PDF, or you can buy the book (Amazon has it for less than \$10 as of this writing). Go to http://codev2.cc/ for details (and be sure to get version 2.0!!)			
Grading	Your grade will be determined by your performance on 3 paper assignments, in-class writing, and class participation. These will contribute to your grade as follows:			
	Papers: 3 x 20%	Reading journal: 20%	In-class writing: 10%	Participation: 10%
Reading	This is a reading-intensive course. Assigned readings will be the subject of discussion on the day they are assigned; they will also be the basis for paper assignments and exam questions. You are encouraged to read ahead.			
Writing	All papers must be handed to me in class the day the assignment is due. Or left in my mailbox if you cannot attend class on the day the paper is due. I <i>do not</i> accept emailed assignments. This means you cannot send me attachments. If I receive an email with an attachment I will delete it. <i>No exceptions.</i>			
	There will be <i>no</i> extra-credit assignments. You may resubmit a paper once for a re-grading. The new grade will replace the original grade.			
	If you plagiarize a paper (it is not hard to catch plagiarism), <i>you fail the class.</i> See http://www.brooklyn.cuny.edu/bc/policies/pdf/AIP.pdf for an important discussion of policies regarding plagiarism, cheating, and academic integrity.			
Participation	This is a discussion-based class, so it's important that you make at least occasional contributions to the discussion. Some of the most valuable forms of participation are asking intelligent, well-reasoned questions (about readings, lectures, or ideas that arise in discussion), raising valid objections to arguments and displaying an awareness of the issues raised in any particular reading. Nothing you say in class will cause your grade to be lowered.			
Attendance	We will be doing in-class writing nearly every week. If you're not in class, you won't get credit for the writing. And no, you won't be able to make it up. Note that between participation and in-class writing, being in class counts for 20% of your grade. I won't take attendance regularly, but you'll be turning in in-class writing.			

Lateness I am in general very intolerant of lateness when it comes to handing in assignments or missing exams. Except in special circumstances, I will simply not grade late work. (That is, late papers will get a grade of 0). Exceptions to this are *documentable* family / medical emergencies, in which case I can be fairly flexible. If a more complicated situation is causing you to fall behind, *please* talk to me as soon as possible so we can figure something out.

Why This Class?

Any technology brings with it a number of ethical debates: are there “appropriate uses” of the technology? What is the relationship between this technology and our social structures (especially our norms)? Does this technology challenge conclusions made by traditional ethical theories? Practitioners associated with any mature technology (such as computing) must be familiar with the ethical issues of the field.

Computing forces us to rethink many established norms—the nature of production and economy; possibilities for (or limits on) social and political change; the boundaries of personal freedom and autonomy. Computing professionals designing, using and maintaining computing technologies must be aware of these ethical issues. In this class we will focus on four areas: regulation and laws, free speech, privacy and security, and codes of conduct for computer scientists. So that we can systematically assess the main arguments that swirl around these questions, we will begin with a brief study of traditional ethical theories such as virtue ethics, utilitarianism, and deontology as they might be applied to debates about computing technology.

This is a writing-intensive class. Expect to do lots of reading and writing. We won’t do any programming, but that won’t make this an easy class! Writing well is as hard—and, as your employers will let you know, as important—as coding well.

Course Objectives

Goal: Understanding the ethical issues in computing.

Learning objectives: By course-end the student will be able to understand and evaluate arguments pertaining to the analysis of ethical issues as they arise in the following areas:

- Technology as an agent of social and political change
- Regulating the Internet
- Privacy and anonymity of computer users
- Copyright and patent law as applied to software and other cultural artifacts
- Security on the Internet
- Codes of professional conduct for computer professionals

Goal: Effective Writing

Learning objectives: The student will develop the ability to express ideas clearly in writing, which includes the abilities to:

- Use writing to reflect on one's learning and to understand difficult material.
- Mount and criticize philosophical and ethical arguments in writing

Calendar and Readings

All of our readings are *required* in that they can be the subject of questions asked on paper and in-class writing assignments. I may post additional readings from the web (or give you handouts in class) during the semester; these are required in the same sense.

Date	Topic & Reading
Jan 28	<p data-bbox="298 337 1940 378">Introduction</p> <p data-bbox="298 402 1940 467">James H, Moor, "The Future of Computer Ethics: You Ain't Seen Nothin' Yet!" <i>Ethics and Information Technology</i>, Vol. 3, No. 2 (2001), pp. 89-91.</p> <p data-bbox="298 492 1940 589">(You might also like to read the 1985 paper of which this is an update: James Moor, "What is Computer Ethics?" available in HTML at http://www.southernct.edu/organizations/rccs/resources/teaching/teaching_mono/moor/moor_definition.html)</p>
Feb 4	<p data-bbox="298 621 1940 662">Ethics</p> <p data-bbox="298 686 1940 751">"Crossing the Line: Ethics for the Security Professional" http://www.secureworks.com/research/articles/ethics/</p> <p data-bbox="298 776 1940 841">"Ethics" (from the Internet Encyclopedia of Philosophy) http://www.iep.utm.edu/e/ethics.htm</p>
Feb 11	<p data-bbox="298 881 1940 922">Networks and Governance I</p> <p data-bbox="298 946 1940 1011">Internet Governance Project. September 9, 2004. "Internet Governance: The State of Play." pp. 6–12. http://www.internetgovernance.org/pdf/ig-sop-final.pdf</p> <p data-bbox="298 1036 1940 1101">New York Times. March 31, 2007. "Agency Rejects .xxx Suffixes for Sex-Related Sites on Internet" http://www.nytimes.com/2007/03/31/technology/31domain.html</p> <p data-bbox="298 1125 1940 1190">Internet Governance Project. January 16, 2007. "Triple X, Internet Content Regulation and the ICANN Regime." http://www.internetgovernance.org/pdf/new-xxx-contract.pdf</p>
Feb 18	<p data-bbox="298 1239 1940 1279">College Closed</p>

<p>Feb 25</p>	<p>Networking and Governance II</p> <p>Lessig, Code v 2.0. Chapter 7, "What Things Regulate."</p> <p>Slate, "Why You Should Care about Network Neutrality." http://www.slate.com/id/2140850/</p> <p>The Benefits and Risks of Mandating Network Neutrality, and the Quest for a Balanced Policy. Jon M. Peha https://www.dpacket.org/articles/benefits-and-risks-mandating-network-neutrality-and-quest-balanced-policy</p> <p>New York Times Bits Blog. January 17, 2008. "Time Warner: Download Too Much and You might Pay \$30 a Movie." http://bits.blogs.nytimes.com/2008/01/17/time-warner-download-too-much-and-you-might-pay-30-a-movie/</p>
<p>Mar 3</p>	<p>Software as Property I</p> <p>Mark Lemley, "Introduction to Computer Technology, Network Economics, and Intellectual Property Law," pp 1–29. http://www.law.berkeley.edu/institutes/bclt/pubs/swbook/chp1.pdf</p> <p>US Copyright Office, "Copyright Basics," pp 1–6 (stop at "Transfer of Copyright") http://www.copyright.gov/circs/circ01.pdf</p> <p>Eben Moglen, "Freeing the Mind: Free Software and the Death of Proprietary Culture." http://emoglen.law.columbia.edu/publications/maine-speech.html</p> <p>Print and bring to class:</p> <p>Windows XP End User License Agreement (EULA): http://www.microsoft.com/windowsxp/home/eula.msp</p> <p>The GNU General Public License (GPL), version 3: http://www.gnu.org/licenses/gpl.html</p>
<p>Mar 10</p>	<p>Paper 1 due/ peer editing</p>
<p>Mar 17</p> <p>(next page)</p>	<p>Software as Property II</p> <p>BitLaw, "The History of Software Patents." http://www.bitlaw.com/software-patent/history.html and http://www.bitlaw.com/software-patent/patentable.html</p> <p>Richard Stallman, 1994, "Why Software Should not Have Owners." http://www.gnu.org/philosophy/why-free.html</p> <p>Paul Graham, March 2006, "Are Software Patents Evil?" http://www.paulgraham.com/softwarepatents.html</p>

	<p>Software Freedom Law Center, "Windows vs. Linux: The Patent Tax." http://www.softwarefreedom.org/resources/2007/patent-tax.html</p> <p>Also read this patent: http://www.patentstorm.us/patents/5301348.html</p>
Mar 24	No Classes
Mar 26	<p>(Wednesday) Conversion Day: Monday Schedule</p> <p>Free and Open Source Software (a mostly economic perspective)</p> <p>Josh Lerner and Jean Tirole, "Economic Perspectives on Open Source," in <i>Perspectives on Free and Open Source Software</i>, MIT Press 2005. http://mitpress.mit.edu/books/chapters/0262062461chap3.pdf</p> <p>Eric von Hippel, "Open Source Software Projects as 'User Innovation Networks,'" in <i>Perspectives on Free and Open Source Software</i>, MIT Press 2005. http://mitpress.mit.edu/books/chapters/0262062461chap14.pdf</p> <p>(You can download the entire book at http://mitpress.mit.edu/catalog/item/default.asp?ttype=2&tid=10477)</p>
Mar 31	<p>Copyright, Property, and Digital Media</p> <p>Lessig, Code v 2.0. Chapter 10, "Intellectual Property."</p> <p>Cory Doctorow, "Why DRM is bad for Microsoft." http://www.dashes.com/nil/stuff/doctorow-drm-ms.html</p> <p>Microsoft, "Benefits of Windows Media DRM," http://www.microsoft.com/windows/windowsmedia/forpros/drm/benefits.aspx</p>
Apr 7	<p>Privacy and Identity</p> <p>Lessig, Code v 2.0. Chapter 11, "Privacy."</p> <p>Privacy International, "A Race to the Bottom: Privacy Ranking of Internet Service Companies." http://www.privacyinternational.org/article.shtml?cmd[347]=x-347-553961</p>
Apr 14	Paper 2 due/ peer editing
Apr 21	No Classes

<p>Apr 28</p>	<p>Surveillance and Security</p> <p>David Brin, <i>The Transparent Society</i>, Chapter One: The Challenge of an Open Society. http://www.businessweek.com/chapter/brin.htm</p> <p>Gabriel Weisman. "www.terror.net: How Modern Terrorism Uses the Internet." http://www.usip.org/pubs/specialreports/sr116.pdf</p> <p>Barbara Simons and Eugene H. Spafford. "Risks of total surveillance," <i>Communications of the ACM</i>, March 2003, Volume 46 Issue 3.</p>
<p>May 5</p>	<p>Risks, Reliability, and Responsibility</p> <p>John McCormick, "'We Did Nothing Wrong.'" http://www.baselinemag.com/c/a/Projects-Processes/We-Did-Nothing-Wrong/</p> <p>RISKS list, latest issue. http://catless.ncl.ac.uk/risks</p>
<p>May 12</p>	<p>Paper 3 due/ peer editing</p>