CSE/IT/PHIL 382-01D
Ethics of Computing and Information Technologies
New Mexico Tech
Spring 2021
MWF 9:50-10:40
Distance Education (Online, Synchronous via Zoom)

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1. Course Description

Ethics is the study of right and wrong behavior, including rights, responsibilities, virtues, democracy, and justice. In this class, students will examine ethical and social questions regarding computing and information technologies. The course challenges students to think about connections among digital technologies, the responsibilities of information technology professionals, and social justice as they study topics such as social media, military applications of digital media, gendered technologies, and access to information technologies. In addition to learning the basics of research ethics and social responsibility, students will examine real-world debates regarding subjects like big data, computer code, and digital networks, and they will analyze the legal, political, and social stakes of information technologies. This course is suited both for students training in profession careers of Computer Science and Information Technology as well as for those more generally interested in ethical issues involving the internet, AI, robots, and other related technologies.

As a course in practical philosophy, students will develop their ability to think critically about ethics in real-world cases and the capacity to conduct independent research about ethical issues. The materials introduce students to a diverse set of authors and contemporary topics such as criminal justice software, digital intellectual property, censorship & regulation, hacking, digital activism, Big Tech, artificial intelligence, and robots for love and war. Along with regular participation, assignments include reading journals, 4 short papers, and an individual research project. Special emphasis is placed on intellectual humility, open-minded engagement, charitable reading, and respectful dialogue.

1.1. Mode of Instruction

This course will be fully online. Students should check Canvas regularly for announcements and for weekly modules. Classes will be primarily synchronous (live) via Zoom, for 50 minutes at the scheduled class time on Mondays, Wednesdays, and Fridays (9:50-10:40 AM):
- Join URL (with passcode): 
  https://zoom.us/j/96370015572?pwd=NmpLUXFqYkpuZGFYYytwRkZkS0Y0Zz09
- Meeting ID: 963 7001 5572
- Passcode: 448832
- Phone dail-in: +1 (253) 215 8782

We will have a mix of lecture, small group discussion, and large group discussions, along with several workshops. Students are expected to attend and contribute to class discussion. Every class will be recorded and posted for students who need to watch it at a later time. All quizzes and assignments will be done through Canvas. Because this is a fully online course, students will conduct group work for their final project exclusively online. Periodically (and if the professor gets sick), we may have asynchronous classes, with short recorded lectures and online discussion boards on Canvas.

1.2. Pre-requisites and Co-requisites

For PHIL 382, the pre-requisite is either ENGL 112 (College Writing) or the consent of instructor and advisor. For CSE/IT 382, CSE/IT 326 (Software Engineering) is a co-requisite.
1.3. Place in Curriculum

This course satisfies a core requirement for the Bachelor of Science in Computer Science/Information Technology. In addition, this class satisfies the requirements of an Area 5 (humanities) course in the New Mexico General Education Curriculum and focuses on the following Essential Skills: critical thinking, information and digital literacy, and personal and social responsibility. For more on the New Mexico Tech General Education Curriculum and how these essential skills are assessed, please visit the following website: https://www.nmt.edu/academicaffairs/assessment/gened.php. For more on the New Mexico General Education Requirements, please visit the following page in the NM Higher Education Department website: https://hed.state.nm.us/resources-for-schools/public_schools/general-education. This course also satisfies 3 credits toward a Philosophy minor or a Science, Technology, and Society minor: https://nmt.edu/academics/class/minors.php.

1.4. Course learning outcomes

By the end of class, students will be able to:

- Construct and clearly communicate arguments about the moral responsibilities of coders, companies, and governments and the rights and virtues of professionals and users, and defend arguments with charity and without logical fallacies;
- Write and research analytic essays about contemporary ethical problems with proper structure that contribute to popular and scholarly conversations;
- Recognize how human cultures and value judgments shape the process of programming, development, and implementation of computer software and other digital technologies, including algorithmic bias, internet access, and digital usability;
- Evaluate different conceptions of freedom, justice, democracy, and equality in terms of different ethical frameworks and apply them to real-world problems with technology and policy.

1.5. Required Texts


Paperback from NMT Bookstore: $17.00 new or $13.60 used
or download EPUB from RedShelf ($9.99)

(If you cannot secure a copy, there will be a course reserve in the library for 2-hour use.)

If you are unable to secure a copy, email the professor ASAP.
All other readings & assignments will be available electronically on Canvas or online.

2. Course Grading & Requirements

The total points for the class (100%) are broken down into 6 categories:

1. Participation & Attendance (20%): attend and contribute to live synchronous classes, including large- and small-group discussion, and to online forums for asynchronous classes (3 “freebies” for unexcused absences).
2. Reading journals (20%): for each day with assigned readings/materials, write an entry in the form of an annotated bibliography (6 “skips”).
3. Case studies (15%): write 2 case studies responding to a prompt about a hypothetical case (2 full pages, 7.5% each).
4. Analytic papers (15%): write 2 analytic essays on a chosen reading, using AOR structure (2 full pages, plus citations in APA, 7.5% each).
5. Research project (30%): conduct an individual analysis on a contemporary issue related to course themes, including presentation and report. The grade (equivalent to a final exam) includes: a brief proposal (1 page), a virtual presentation, and a written report including a summary (2-3 pages) and an annotated bibliography (2-3 pages).
6. Extra credit (+2%): write an ethical story as an essay prompt about a leader caught in a difficult situation (2 pages).

2.1. Participation and Attendance

To facilitate active learning, the course is highly interactive and discussion-based, so regular attendance and engaged participation are required. Everyone is expected to attend every class and participate with other students in small and large groups and on discussion boards. Regarding attendance, Students are allowed 3 unexcused absences (“freebies”). Additional unexcused absences will result in the loss of participation points (minus 1 of the total 20). An excused absence is one that has been arranged between the student and the professor. (Valid excuses include persistent technical problems with Zoom, hospitalization/serious illness, occupational/educational duties, family emergencies, triggering content, and religious holidays.) Students are responsible for communicating with the professor via email/Canvas. For all absences, students should watch recorded classes on Canvas. If students are having persistent technical issues, they should contact the professor to figure out how to improve their attendance and participation (e.g., using a phone to dial-in).

Participation is crucial for students’ abilities to recognize and engage with class topics, develop their own beliefs, and explain them to their peers. During synchronous Zoom classes, audio and video are expected (students can use smartphones or call in without a computer). Students should engage with their small groups each class and make at least one contribution to the larger discussion each week. For documentaries and any asynchronous classes, students are to participate in online discussion on Canvas. Post a reflection and question for your peers, and then make one reply (each worth ¼ of a participation point).

2.2. Reading Journals

Regular journaling prepares students for good practices in their independent research, and they will use a similar format for their final project’s annotated bibliography. Before class, starting the third Wednesday, students will submit bibliographic entries for each of the day’s materials (if any) on Canvas. Each entry should be 4 sentences minimum and must contain the following elements:

(1) a citation in APA style (example here);
(2) a concise summary, including the thesis (main claim) and the author’s support (grounds) for this thesis (2+ sentences); and
(3) a brief reflection on the material, including strengths and weaknesses (2+ sentences).
Students have 6 “skips” to pass on writing the 28 assigned journals (thus, only 22 are required). (To use a skip, simply do not submit a journal on Canvas.) For late entries, students receive half credit. These exercises facilitate comprehension and promotes charitable reading. The instructors will evaluate these journals solely in terms of completeness.

2.3. Case Studies

Students are expected to write 2 case studies responding to a prompt given a week in advance (at least 2 full pages, double spaced, 12-point font, 1-in margins). The essay should include:
1. a stance on the ethics of the situation, including permissibility and proposed actions;
2. grounds for that position, with special attention to ethical frameworks and issues in class; and
3. a discussion of strengths and weaknesses of the author’s position.

Any references should be in APA format (see https://nmt.libguides.com/phil389_choglueck); citations do not count toward minimum page requirement. These exercises will facilitate students’ abilities to think creatively about solutions to ethical problems, to practice taking and defending positions, and to understand the strengths and weaknesses of their chosen stance. Papers will be graded for completeness, clarity, and resourcefulness in terms of supporting reasons and empirical evidence.

2.4. Analytic Papers

Students will write 2 analytic essays on the reading assigned during the course (at least 2 full pages, double spaced, 12-point font, 1-in margins). In these essays, students should pick a specific claim in one assigned material since the last paper. The essay should use the Argument-Objection-Response (AOR) structure (see Handouts 1 and 3):
1. Claim: pick a claim made in the assigned reading material that you agree or disagree with, state/quote it succinctly, and identify the page it appeared;
2. Argument: state a reason that you agree/disagree with it (the more reasons, the better);
3. Objection: identify a strong objection to your argument; and
4. Response: reply to that objection. (repeat steps 2, 3, and 4)

Papers should also state the theoretical or social significance of the issue and argument. Include at least 2 objections and responses, and use as many AORs as needed to complete 2 full pages. References should be in APA format (see https://nmt.libguides.com/phil389_choglueck); citations do not count toward minimum page requirement. The aim of this exercise is to facilitate charitable reading, clear reasoning, and ability to engage constructively with objections. The professor will grade the papers for completeness, clarity, and clarity (see examples on Canvas).

2.5. Research Project

This is equivalent to a final exam. Each student will research and present a thorough case study of a contemporary ethical issue of their choosing, related to course themes. Their analyses must include the following elements:
1. Clarify a pressing contemporary ethical issue related to course themes;
2. Present a proposal for resolving the ethical issue or take a critical stance toward the policy/technology;
3. Defend the proposal or stance, using ethical justifications and scientific literature; and
4. Present at least 2 strong objections with a response to each.

Students should engage with both philosophical and scientific sources, including at least 4 peer-reviewed articles or books (not including class materials). The project involves three stages. **Stage 1:** Students will submit a 1-page proposal describing the case study, the ethical issue(s) at hand, and their preliminary plans for research and virtual presentation (see https://nmt.libguides.com/phil389_choglueck). **Stage 2:** After conducting that research, students will prepare and make a virtual presentation of their case study involving multimedia (such as a screencast of slides, a podcast, an explainer video, an infographic, etc.). Presentations will occur virtually during the last week of classes, with a Q/A on Canvas. **Stage 3:** Students will then write a final report, including (1) a summary of their presentation (2-3 pages) in AOR format, and (2) an annotated bibliography of their scholarly sources (2-3 additional pages), due finals week.

This exercise facilitates students’ abilities to think about how ethical issues relate to concrete cases, to conduct independent research on an issue of personal interest, and to work toward contributing to scholarly conversations. The professor will grade presentations in terms of clarity of argument and presentation quality (including creativity, design, and engagement). The summary and bibliography will be graded for clarity and completeness (including the 4 elements above). See examples on Canvas.

**2.6. Extra Credit**

For two percentage points of extra credit toward their final grade, students may write an open-ended story about a person in a leadership position who faces an ethically challenging situation related to bioethics (at least 2 full pages, double spaced, 12-point font, 1-in margins). *Without* providing any answers, the fictional story should prompt the audience to question, analyze, and consider the best outcome based on a limited set of details about the individual, their situation, and other parties involved. Set in the past, present, or future, the storyteller should incorporate a combination of ethical issues to add nuance and real-world complexity to their prompt, based on material from class and their own personal experience. The story should avoid overtly criminal acts and matters clearly settled by the law as well as obviously unethical conduct. While creating a complex set of circumstances, the storyteller neither offers respondents a judgment nor suggests a resolution.

Similar to an essay prompt, storytellers should end their story with setup for the audience to (1) take a stance toward the best course of action and (2) provide and elaborate on the moral justification for the decision made. This exercise invites students to think creativity and empathetically about ethics in the messy real world. The professor will grade the papers for completeness (see examples on Canvas).

**2.7. Late Paper Policy**

For all papers, a late penalty of 1% per day (out of the assignment’s 100 total points) is incurred on submissions past the due date. For instance, a paper turned in 10 days late has a starting grade of 90%. For papers late by over 3 weeks, students are responsible for contacting the professor to arrange a plan for completion.

**2.8. Final Grades**
Final grades will be based on the percentage of total points earned (see Gradebook on Canvas): A (100-93%), A- (92-90%), B+ (89-87%), B (86-83%), B- (82-80%), C+ (79-77%), C (76-73%), C- (72-70%), D (69-60%), and F (<60%).

3. Notes from the Professor

I encourage all students to come by my virtual office hours in the beginning of the semester and personally introduce yourself. My office hours are a safe space; I am happy to help you work through any questions or problems that might arise related to the course or school more generally. Please approach me if you have any questions about the assignments, readings, grading, other aspects of the class, or philosophy as a field of study (and the Philosophy minor). The best way to communicate with me is via email.

3.1. Course Policies for Respect and Equity

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity the students bring to this class be viewed as a resource, strength, and benefit. I aim to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Given the sensitive and challenging nature of the materials discussed in class, it is imperative that there be an atmosphere of safety, inclusiveness, and equity in the classroom. Accordingly, we will follow the advice of the writer James Baldwin:

We can disagree and still love each other
unless your disagreement is rooted in my oppression and
denial of my humanity and right to exist.

In line with this, students are also expected to promote respectful inclusiveness, especially in the face of differences, disagreement, and discrimination. Accordingly, certain disagreements, e.g., over the humanity, value, or abilities of marginalized groups, are disrespectful, unfair, and against our ground rules. As the instructor, I will attempt to foster an environment in which each class member is able to hear and respect each other.

Relatedly, students are expected to adopt a policy of step forward; step back: In order for everyone’s voice to be heard, students who tend to dominate discussions should attempt to “step back” so that other students may participate and contribute to discussion; students who tend to keep quiet during discussions should attempt to “step forward” and let the class benefit from their contributions. In any discussions, all students are encouraged to ask questions and engage fellow students in a respectful manner that facilitates an interdisciplinary setting. Students should also have respect for their fellow classmates and refrain from repeating sensitive or confidential discussions outside of the classroom.

3.2. Land Acknowledgement

We would like to acknowledge that our campus stands on the traditional territory taken from the Piro Pueblo peoples, including the Pueblo of Tzelaqui/Sevilleta. We extend our appreciation for the opportunity to live and learn on their territory. Settler colonialists squatted on this land,
violently expelled and exterminated the Indigenous peoples from their home lands, and forcibly moved them to reservations. These injustices were accomplished under false white-supremacist ideologies about the allegedly “simple, uninformed, inferior people” (see US vs. Sandoval 1913, for Supreme Court case related to NM). Please visit https://indianpueblo.org/new-mexicos-19-pueblos/ to learn more about these Indigenous nations, their culture, and their sovereign government.

3.3. Disability and Accommodations

I want this class to be accessible for each student to flourish with their unique abilities. New Mexico Tech is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodations are invited to make their needs known to the Office for Disability Services (ODS) as soon as possible. To schedule an appointment, please call 575-835-6209, or email disability@nmt.edu.

3.4. Counseling Services

Your mental health and experience in this class is important to me. New Mexico Tech offers individual and couples counseling, safety assessments, crisis intervention and consultations through The Counseling Center. These confidential services are provided free of charge by licensed professionals. For more information, please call 575-835-6619, email counseling@nmt.edu or complete an Intake Form on our website at https://www.nmt.edu/cds/. All services are provided via phone or Zoom during the COVID-19 pandemic.

3.5. Academic Dishonesty

Students are expected to submit their original work on journals, papers, and other assignments. They must acknowledge any use (in part or full) of someone else’s work with proper citations (in APA style). The instructor will not tolerate either plagiarism or cheating, which will result in an automatic failing grade on the assignment and/or the class. New Mexico Tech’s Academic Honesty Policy for undergraduate students is in the Student Handbook: https://www.nmt.edu/studentlife/dos/NMT%20Student%20Handbook%202019-20.pdf. Students are responsible for knowing, understanding, and following this policy.

3.6. Title IX Reporting (Sex/gender-based Discrimination)

Sexual misconduct, sexual violence and other forms of sexual misconduct and gender-based discrimination are contrary to the University’s mission and core values, violate university policies, and may also violate state and federal law (Title IX). Faculty members are considered “Responsible Employees” and are required to report incidents of these prohibited behaviors. Any such reports should be directed to Tech’s Title IX Coordinator (Dr. Peter Phaiah, 20D Brown Hall, 575-835-5187, titleixcoordinator@nmt.edu). Please visit Tech’s Title IX Website (www.nmt.edu/titleix) for additional information and resources.
4. Important Dates and Deadlines (subject to change)

1/22: Skills Workshop 1 (Logic)
2/3: First reading journal due
2/17: Case Study 1 due
   Skills Workshop 2 (Analytic Writing)
3/1: Analytic Paper 1 due
3/3-5: Canvas discussion on Citizenfour documentary
3/17: Case Study 2 due
   Skills Workshop 3 (Scholarly Research)
3/24: Research Project Stage 1 (Proposal) due
3/26-29: Canvas discussion on The Great Hack documentary
4/7: Analytic Paper 2 due
4/28: Research Project Stage 2 (Virtual Presentation) due
5/3: Research Project Stage 3 (Final Report: Summary + Bibliography) due
5/4 (optional): Extra-credit due
5/4: Late assignments due

5. Detailed Course Schedule

Required readings/materials (—), in-class activities (>), and assignment due dates (*):

Week 1:
What Does Philosophy Have to Do with Computing and IT?

[M 1/18: No class, Martin Luther King Jr. Day]

W 1/20: Course Introduction

> In class: Review the syllabus
* Due (before class): Introduce yourself to the class by posting on the Canvas discussion board.

F 1/22: Workshop on Logic
—Review: Handout 1 on Basics of Logic
—Review: Handout 2 on Common Logical Fallacies
> In class: Skills Workshop 1 (Logic)

Part I:
Professional Ethics in Computing and Programming

Week 2:
Ethical Frameworks through Tech Today

M 1/25: #AliBongoIsDead: Can Fake News Be Used for Good?


**W 1/27: Apple vs. FBI: Privacy and Security Tradeoffs**


**F 1/29: Workplace Discrimination and Gender Equality in Tech**


**Week 3:**

**Ethics of Computing**

**M 2/1: Moral Responsibility in Computing**


> In class: Activity on annotated bibliographies

**W 2/3: Algorithms, Values, and Stakeholders**


> In class: Activities on algorithm design

*Due: Reading Journal 1*
F 2/5: The Wealth Gap and Algorithms for Education
(Note: skip chap. 2 for now)
*Due: Reading Journal 2 (x 2)

Week 4:
Algorithms and Society

M 2/8: Algorithmic Bias and Mass Incarceration
*Due: Reading Journal 3

W 2/10: Economic Injustice and Optimizing the Workplace
*Due: Reading Journal 4 (x 2)

> In class: Assign Case Study 1 (due 2/17)

F 2/12: Virtue, Vice, and Models in Finance
*Due: Reading Journal 5 (x 2)

Week 5:
Social Responsibility for Programmers

M 2/15: Regulation and Accountability for Coding
*Due: Reading Journal 6 (x 2)

W 2/17: Workshop on Writing Analytic Essays
—Review: Handout 3 on Two Examples for Writing Analytic Arguments
Part II:
Big Data and Cyber Ethics

Week 6:
Digital Freedoms and Censorship

M 2/22: Liberty and Intellectual Property
*Due: Reading journal 7 (x2)

W 2/24: Informational Privacy and Paternalism
*Due: Reading journal 8

F 2/26: Confucianism and the Great Firewall of China
*Due: Reading journal 9

Week 7:
Government Surveillance and Citizen Action

M 3/1: Documentary on NSA Wiretapping and Snowden
—Read: none
*Due: Analytic Paper 1

W 3/3: Patriotism and Whistleblowing
*Due: Post short reflection on Canvas about *Citizenfour* culminating in a question
*Due: Reading journal 10 (x 2)
F 3/5: Civil Disobedience and Hacktivism
*Due: Post a response on Canvas discussion about Citizenfour
*Due: Reading journal 11

Week 8:
Identity on the Internet

M 3/8: Intersectional Oppression and Google’s Biases
*Due: Reading journal 12

W 3/10: Freedom of Speech and Anonymity Online
*Due: Reading journal 13
> In class: Assign Case Study 2 (due 3/17)

F 3/12: Trans* Identity and “Real Names” on Facebook
*Due: Reading journal 14

Week 9:
Trust on Social Media

M 3/15: Echo Chambers and Epistemic Bubbles
*Due: Reading journal 15

W 3/17: Workshop on Research with librarian Sarah Obenauf
—Review: Library course guide on research: https://nmt.libguides.com/phil389_choglueck/
> In class: Skill workshop 3 (Scholarly Research), assign Research Project (proposal due 3/24)
*Due: Case Study 2

F 3/19: Online Trust and Challenging Ignorance
—[Know Thyself #1] Visit: ASU’s Perils and Perks of Privilege Workshop (https://projecthumanities.asu.edu/perils-and-perks-of-privilege) and work through one or more of the Checklists on the right under “Resources”.
*Due: Reading journal 16

**Week 10:**
**Hacking and Cybersecurity**

**M 3/22: Ethical Hacking and Cyber Warfare**
*Due: Reading journal 17

**W 3/24: Documentary on Personal Data and Political Manipulation**
—Read: none
*Due: Research Project Proposal

**F 3/26: Revenge Porn and Data Rights**
*Due: Post short reflection on Canvas about *The Great Hack* culminating in a question
*Due: Reading journal 18

**Part III:**
**Our Digital Society, AI, and Robots**

**Week 11:**
**The Modern Good Life and Digital Technologies**

**M 3/29: Humanity and Automated Technology**
*Due: Post a response on Canvas discussion about *The Great Hack*
*Due: Reading journal 19

**W 3/31: Aristotle Online and Digital Friending**
*Due: Reading Journal 20
> In class: Assign Analytic Paper 2 (due 4/7)

[F 4/2: No Class, Academic Holiday]
Week 12:
Digital Liberation

**M 4/5: Confucius Online and Virtuous Networks**
*Due: Reading Journal 21

**W 4/7: Digital Democracy and “Slacktivism”**
*Due: Analytic Paper 2
(Note: No reading journal)

**F 4/9: Universal Design and Disability Accessibility**
*Due: Reading Journal 22

Week 13:
Roboethics and Artificial Intelligence

**M 4/12: Moral Status and Machine Persons?**
> In class: Assign Ethical Story (optional extra-credit, due 5/4)
*Due: Reading Journal 23

**W 4/14: Moral Machines and the Autonomous Trolley Problem**
*Due: Reading Journal 24

**F 4/16: More Self-Driving Cars and Ethical Algorithms**
*Due: Reading Journal 25

Week 14:
Robots for Love and War

**M 4/19: Military Ethics and Killer Robots**
*Due: Reading Journal 26

W 4/21: Bias in the Machine and CareBots
—[Know Thyself #3] Visit: Harvard’s Project Implicit (https://implicit.harvard.edu/implicit/) and take one or more Implicit Association Tests (IAT).
*Due: Reading Journal 27

F 4/23: Automated Intimacy and Robo-Lovers
*Due: Reading Journal 28 (x 2)

Week 15:
Conclusion and Final Presentations

M 4/26: Student Choice Topic (TBD)
—Read: None

W 4/28: Virtual Presentations (Asynchronous, No live class)
—Read: None
> In class: Watch three of your peers’ presentations. Before Friday, ask at least 3 questions and respond to any questions you get.
*Due (before class time): Presentation multimedia

F 4/30: Course Conclusion
—Read: None
(Note: Final day of class)

[Sa. 5/1—R 5/6: Finals Week, No Class]

(Note: No final exam)
*Due M 5/3: Research Project Report (Summary and Bibliography)
*Due T 5/4 (optional): Extra-credit Ethical Story
*Due T 5/4: Late assignments (by midnight)

Disclaimer:
The content of this syllabus is subject to change. The instructor will notify students in class and via Canvas of any changes with prior warning.

6. About the Professor

I am the Assistant Professor of Ethics at New Mexico Tech. I specialize in philosophy of science, biomedical ethics, and feminism. My research and teaching lie at the intersection of science and values, particularly the philosophical issues raised by pharmaceutical drugs. My main line of research explores how values and gender norms shape drug regulation at the US Food and Drug Administration (FDA), involving reproductive health and the labeling of drugs, as well as the consequences for women's health and reproductive justice. I also study how values influence biomedical research on male birth control.

Through philosophy, I work on socially relevant issues in health equity, public policy, and industry-funded research. To engage a broader audience, I write essays about public philosophy and science communication. To get outside my head, I climb rocks and read comics. My daily struggle is keeping house plants (likes terrariums and bonsai trees) alive in the desert climate of New Mexico—which is much less cooperative than my original home, New Orleans, LA.

I offer several philosophy courses for undergraduates involving ethics and values in science, for both general education and degree requirements in biology, computer science, and IT. I also teach Women & Gender Studies courses about feminism and sex/gender in science. I am the primary adviser for philosophy minors in the CLASS department. Course offerings include:

- PHIL 130: Ethics in Science and Engineering, offered regularly.
- WGS/PHIL 289: Science & Gender, offering in spring 2021
- PHIL 342: Philosophy of Bioethics, offered in the fall.
- PHIL/CSE/IT 382: Ethics in Computing and Information Technologies, offered in the spring.

For syllabi and more, see my website at: