Internet, Society, & Philosophy

University of Oregon, PHIL 123, Winter 2014

Course Instructor
Dr. Colin Koopman, koopman@uoregon.edu
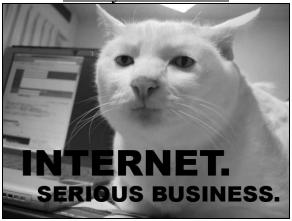Office Hours are Mondays 2:00-4:00 in SCH 250A

Course GTF
Cara Bates, cbates@uoregon.edu
Office Hours are Mondays 2:00-3:00 & Wednesdays 3:00-4:00 in SCH 250B

Course Meetings
Lectures: Mon., Wed., Fri. 1p-2p in 166 LA with Dr. Koopman & your GTF
Collaboratories (Sections): Fridays at either 2p or 3p (depending on your schedule) with your GTF

Primary Course Mascot

Backup Course Mascot

Course Website
via Lore at **http://lore.com/PHIL123-2014-Winter/** (include all punctuation)
Lore Course Access Code: 4CYGRY (just go to Lore.com and input this code)

Collaboratory Website & Archive
http://netphi.uoregon.edu/

PHIL 123 Course Description & Objective:

Shorter Description:
We all use the internet every day. But do we know what kind of society we are making when we do so? This course offers a philosophical introduction to key ethical and political problems of the Internet. Our focus will be on better understanding three core ethical and political concerns that the internet seems to have heightened: privacy and surveillance, intellectual property and ownership, & identity and personhood. Our efforts will be geared toward the challenging task of finding ways to articulate these and other problems emerging around us. What we need to deal with these problems are concepts through which we can navigate the massive transformations we are all living in the midst of. As we will see, philosophy is well positioned to help us create these concepts. See http://netphi.uoregon.edu/ for more information on this course including an archive of research projects from recent years.

Longer Description:
You use the internet and other digital network technologies daily, be it in the form of emailing, twittering, text messaging, web research, YouTube, Vimeo, Hulu, Snapchat, or even just making a seemingly simple phone call. Some of us are literally on the internet all day almost every day. But what is the internet? How well do we understand this ubiquitous and familiar feature of our everyday world? What is the internet capable of and what new capacities does it present to us? What new ethical, social, and political capacities does the internet enable? What does it render obsolete, problematic, or perhaps even impossible? As the world around us is being restructured, the socio-technology we call the internet and related social-technical assemblages pose critical questions for many of the familiar assumptions that structure the world in which we live. This course offers an exploration of some of the very real problems posed by new internet, information, communication, and computer techno-practices.

From the perspective of philosophy, the internet raises a number of crucial challenges to modern value theory (ethics, political philosophy) and modern epistemology (the theory of knowledge and science). In the realm of value theory, which will be our primary focus in this course, critical questions include the protection of personal information and personal privacy, self-representation and the creation of identity, and issues concerning property most especially intellectual property. This course will thus address three philosophical topics all of which are central to the impact of the internet on society today: *privacy (& surveillance), property (& ownership), and personhood (& identity)*.

This course will offer you the opportunity to reflect upon ways in which the discipline of philosophy might enable us to respond to these and other pressing problems. We shall not expect to be able to deliver any definitive solutions by the end of the course. Our focus will be on the challenging task of finding ways to articulate the problems emerging around us. What we need are concepts that help us understand the massive transformations we are all living in the midst of. Since philosophy involves, among other things, the practice of inventing, analyzing, and criticizing concepts, our goal will be to practice philosophy for the sake of better understanding the contemporary world in which we live.

Our work in this class will be both individual and collaborative. There will be individual response and research papers accounting for the majority of your grade. There will also be a collaborative group project component to this course which you will work on in the context of your sections (with your GTFs) and on your own time, and this will be graded on an effort-contributed basis. Though this is a large class, we will also strive to make the lecture portion as collaborative as possible.

PHIL 123 Coursework Requirements:

1. Attendance and Participation (totaling <u>15%</u> of your final grade)

    1a. Lecture Attendance (7.5%): You are expected to attend lecture (which means being present and not being tardy; latecomers will be marked absent) as well as complete in-class writing assignments and/or group work. Note also that hardcopy reading responses (see 2a) will be accepted in lecture only. Absence from *more than* three sessions (inclusive of lecture and section) is grounds for failure in this course.

    1b. Section/Collaboratory Attendance and Participation (7.5%): You must attend section/collaboratory and contribute to discussions, as well as complete any in-class work assigned in section.

2. Reading Responses and Other Written Work (totaling <u>20%</u> of your final grade)

    2a. Hardcopy Reading Responses (10%): You will bring reading responses to lecture every Monday, Wednesday, and Friday. These responses can (and should) be *very* short. One paragraph is the <u>maximum</u>. A one-sentence question on just one of the assigned readings is ideal. You can type this out or turn it in handwritten. Make sure that your name and your GTF name is on whatever you hand in, or you will not get credit. These will be due at the very beginning of class. Thus, if you are late for class, you will not receive credit for anything you turn in that day (as well, you will be marked absent). These will be marked Pass or Fail, i.e. you will receive a '99' or a '0' for these. It is very unlikely that you would fail any of these if you actually turn something in that indicates in any way that you have actually done the reading.

    2b. Internet Project Summary & Brainstorm (10%) - due on Friday 1/24: You will write a one-or-two page typed summary of a current project on internet ethics and/or politics with an eye toward brainstorming your in-class group project (see below) in connection with that project. Following is a list of projects you may peruse (or you can find your own). Your assignment is to visit at least one of these sites (I encourage you to check them all out), gain an understanding of what that site, or group, or project is about, and then summarize the work of this group or individual, and speculate on how your in-class group project could do relevant related work. List of possible sites (or find others): Electronic Frontier Foundation, Citizen Lab, Tor, Do Not Track, A Domain of One's Own, Network Cultures, FB Resistance, Cryptome, We The People (a group should build one of these for UO students).

3. Two Short Research Essays (15% each, totaling <u>30%</u> of your final grade) – due on dates below

    You will write two short individual research papers. These papers should be approximately 5-7 pages in length. Each of the papers needs to address one of the three core course topics. You will write <u>two</u> research papers, one each on a topic of your choosing from among our focus areas of Privacy, Property, and Personhood. It is up to you which of these three topics you choose to write your two papers on, and it is also up to you to keep track of the due dates that apply to you. The specific topic of the paper within the broad parameters of our discussions in lecture and the assigned and suggested readings is your choosing. It is part of your assignment to develop a good question around the topics you choose to write on. Accordingly, I will not prod or constrain you with a prompt. That said, I (as well as your GTF) will be very happy to discuss with you how to go about formulating a good question around which to focus your essay.

    These essays will be due in lecture on the first Monday following our last session on the topic you choose to write on. According to this, the due dates for your two papers are as follows:

- Privacy – Monday of wk 6
- Property – Monday of wk 8
- Personhood – Monday of wk 10

You must keep track of these due dates yourself; we will not hold your hand through this so stay on top of it on your own. <u>Late papers will not be accepted</u>.

4. Collaboratories: Group Research Project (this is <u>25%</u> of your final grade)

    Our discussion sections in this class will be run as collaboratories (=collaborations + laboratories). You must attend and contribute to your group project. This portion of your coursework will involve collaborative projects making use of online technologies (like blogs, wikis, document-sharing tools, etc.) towards a collaborative project that you will complete before the end of the term and showcase or summarize in a web-based archive of your project.

    At the beginning of the term each section will split themselves into groups of four (or maybe three) members, and each group will develop a collaborative project on one of the four main topics (Privacy, Property, and Personhood) that are the focus of this course. These smaller collaborative groups will have occasional opportunities to interact with collaborations from other sections working on the same topic area.

Why collaborative group work in this course? Some of the most interesting (and potentially valuable) aspects of the internet are the new forms of group collaboration that it facilitates. One way of better understanding internet collaboration will be to actually experience it in the context of this class.

As for grading, the majority of this portion of your grade depends on individual initiative and effort, not on overall group success. That said, the other members of your group will have the option to comment anonymously on your participation in the group research project at the end of the quarter, so you want to be sure to participate.

5. Collaboratory Reflective Essay (this will be <u>10%</u> of your final grade)

You will write a short reflective essay (which should be about 3 pages in length) about your experiences collaborating in this course. This is your occasion to step back from your work and reflect on the process as a whole, what you learned, what went well, what did not work well, and how you contributed (and might have contributed better). If there were any big blockages or obstacles in your group, feel free to address these in this reflective essay, as it will not be shared with other members of your group. This will be due on Tuesday of Exam Week with your GTF.

PHIL 123 Primary Texts:

All of our reading selections for this course will be available online through our class website (under the 'Library' section of the site). Please familiarize yourself with that site. Be comfortable using it. It's pretty easy but if you aren't savvy with it, then you will find this course unnecessarily difficult.

PHIL 123 Course Schedules:

This course will be structured to run on two concurrent schedules. One schedule will focus around our lectures with the Course Instructor and the other schedule will focus around collaborative research projects which you will undertake in the context of your sections with your GTF. The 'Lecture/Reading' schedule details the course of lectures as well as the readings you should review *prior* to each lecture session: this schedule is relevant for items (1a), (2a), & (3) listed under course requirements. The 'Collaboration/Section' schedule below details the sequence of meetings for your sections (which we will call 'collaboratories' in this course) with your GTF in which you will undertake a collaborative research project with a small group of your section peers: this schedule is relevant for items (1b), (2b), (4), & (5) listed above under course requirements.

Schedule 1: Lecture & Reading Schedule (Lectures with Instructor, MWF 1p-2p):

All readings listed below without a preceding * are *Required*. Those readings marked with a preceding * are *Optional* (some of the optional readings are available on our website and some you can easily find using the internet and library). *Note that some readings may be changed as we proceed through the term—if so, these will always be announced during lecture*.

	Net Phi: The *Internet* as a *Philosophical* Problem
Mon Jan 6:	Introduction to Net Phi Overview of the syllabus, introduction to the class, and a claim about why you *need* classes like this *After our first meeting, we will kick off the course by considering two introductory themes. We will begin with discussions of <u>the philosophy and history of the internet</u> (on 1/8, 1/10, 1/13, & 1/15). With this background, will then move to the main focus of the course, namely <u>the ethics and politics of information</u> (on 1/17, 1/22 & 1/24) with two special events to introduce us to problems of 'info-politics'.*
Wed Jan 8:	What Philosophy Is (and why we need it now as much as ever) John Dewey, "The Need for a Recovery of Philosophy" Gilles Deleuze & Felix Guattari, "The Question Then…" in *What is Philosophy?*, pp. 1-12 * Luciano Floridi, "A Defense of Constructionism: Philosophy as Conceptual Engineering"
Fri Jan 10:	What (Inter)Net Phi(losophy) Is (and why we need it today) James Moor, "Why We Need a Better Ethics for Emerging Technologies" Lawrence Lessig, "Latent Ambiguities" in *Code 2.0*, pp. 155-168 * Tom Boellstorff, "Making Big Data, In Theory" * Luciano Floridi, "Information Ethics, Its Nature and Scope" * Jonathan Zittrain, "The Generative Internet" (or, read *The Future of the Internet*, pp.67-100)

Mon Jan 13:	What an Internet Is: A Historical View
	Cerf et. al., "Brief History of the Internet"
	Janet Abbate, *Inventing the Internet*, Intro & Ch. 6, pp. 1-6, 181-220
	* Vannevar Bush, "As We May Think"
	* Hobbes' Internet Timeline at <www.zakon.org/robert/internet/timeline/>
	* *Download: The True Story of the Internet* (documentary film available online for free)
Wed Jan 15:	What Information Is: A Longer Historical View
	John Durham Peters, "Information: Notes Toward a Critical History"
	* Bernard Geoghegan, "The Historiographic Conceptualization of Information: A Critical Survey"
	* Claude Shannon, "A Mathematical Theory of Communication" (please skim this very difficult piece)
	* Daniel Headrick, *When Information Came of Age*, "…The Origin of Statistics", pp. 59-95
	* James Gleick, *The Information: A History, a Theory, a Flood*
	* Ian Hacking, *The Taming of Chance*
Fri Jan 17:	In-class visit with April Glaser of Electronic Fronter Foundation (EFF) on the Politics of Information
	John Perry Barlow (EFF co-founder), "A Declaration of the Independence of Cyberspace"
	Tim Wu, *The Master Switch*, pp. 3-14
	* Milton Mueller, *Networks and States*, Chapters 1 & 11
	* Eugeny Morozov, "Internet…: Empowering or Censoring?" <http://www.youtube.com/watch?v=Uk8x3V-sUgU>
Mon Jan 20:	*[No class for MLK Day]*
Wed Jan 22:	Attend at least one *Rewired* conference session, at 9.00a (preferable!), 10.45a, or 1.00p at Art Museum
	Rewired: http://waynemorsecenter.uoregon.edu/conferences-symposia/rewired-how-law-and-technology-shape-social-progress/
Fri Jan 24:	Why Internetworked Information is Political: Historical-Philosophical Considerations.
	Alexander Galloway, "Networks"
	John Perry Barlow, "A Declaration of the Independence of Cyberspace" – refresh
	Tim Wu, *The Master Switch*, pp. 3-14 – refresh
	Colin Koopman "Infopolitics" editorial in *The New York Times* (if published, or if not, then later)
	* Wendy Chun, *Control and Freedom*, pp. 1-6, 248-250, 274-297
	* James Tully, "Communication and Imperialism"
	* Jodi Dean, "Why the Net is Not a Public Sphere"
	* Zizi Papacharissi, "The Virtual Public Sphere: The Internet as a Public Sphere"
	* Cass Sunstein, "Democracy and the Internet"
	We are now in a good position to begin a philosophical-historical survey of some of the major problems of 'information politics & ethics' on the agenda today. We will focus on three core problem areas: privacy (weeks 4 & 5), property (weeks 6 & 7) and personhood weeks 8 & 9).

	Problems of Privacy & Surveillance: Privacy Ethics in an Informational World
Mon Jan 27:	What is Privacy?: An Introduction to Political Philosophy
	John Stuart Mill, *On Liberty*, Chapter 1
	Samuel Warren and Louis Brandeis, "The Right to Privacy", pp. 193-197 + 205-207
Wed Jan 29:	Why Privacy Matters: Justifications of Privacy
	Anita Allen, "Privacy" (Chapter 19 of *The Oxford Handbook of Practical Ethics*), pp. 485-497 only
	Thomas Nagel, "Concealment and Exposure", pp. 3-9 only
	* Daniel Solove, "Conceptualizing Privacy"
	* Deirdre Mulligan & Colin Koopman, "Theorizing Privacy's Contestability" (draft)
Fri Jan 31:	Current Privacy Issues: A Historical-Legal Perspective
	Ryan Lizza, "State of Deception" (from *The New Yorker*)
	Privacy Law Packet (you can just skim this, but please revisit the 4th Amendment!) < privacy_law_cases.pdf>
	* Lawrence Friedman, "The Eye that Never Sleeps: Privacy and Law in the Internet Era"
	* Daniel Solove, "A Brief History of Information Privacy Law"

	* Lawrence Lessig, "Privacy" (Chapter 11 in *Code 2.0*) * Anita Allen, *Unpopular Privacy*, pp. 3-26 (on coercing or mandating privacy)
Mon Feb 3:	<u>Privacy: A Concept Imperiled?</u> Daniel Solove, "A Taxonomy of Privacy", pp. 479-510 McKenzie Wark, "To the Vector the Spoils" * James Bamford, "The NSA Is Building the Country's Biggest Spy Center" (from *Wired* magazine) * Daniel Solove, *I've Got Nothing to Hide*, selections pp. 1-32 * Daniel Solove, *The Digital Person*, pp. 1-12, 27-44, on Kafka's *The Trial* and privacy
Wed Feb 5:	<u>Remaking Privacy Today</u> Peter Singer, "Visible Man: Ethics in a World without Secrets" (from *Harper's* magazine) Geert Lovink, "Twelve Theses on WikiLeaks" * Mat Honan, "How I Resurrected My Digital Life After an Epic Hacking (from *Wired* magazine) * Tom Boelstorff, "Making big data, in theory" (on theory as resistance to 'big data') * Electronic Privacy Information Center (EPIC), on *Facebook Privacy* at <http://epic.org/privacy/facebook/> * danah boyd and Eszter Hargittai, "Facebook Privacy Settings: Who Cares?" * *Privacy in Social Network Sites* conference: browse & watch at <www.privacyinsocialnetworksites.nl> * *We Live In Public* (interesting documentary film available via Netflix)
Fri Feb 7:	<u>In-Lecture Collaboratory Presentations:</u> Project Charters

Problems of Property & Ownership: Conflicts between Intellectual Property (IP) & Open Source (OS)	
Mon Feb 10:	<u>What is Property?: An Introduction to Moral Philosophy.</u> John Locke, *Second Treatise on Goverment*, Treatise Two, Chapter V, §§24-51 (pp. 115-126 of our PDF) John Stuart Mill, *Utilitarianism*, Chapter II, first few paragraphs (pp. 5-7 of our PDF) G.W.F. Hegel, *Philosophy of Right* , §§41-46 (pp. 55-59 of our PDF; very dense, so give it your best shot)
Wed Feb 12:	<u>What is Intellectual Property? (IP): Theories of Ideational Ownership</u> Adam Moore, "Personality-Based, Rule-Utilitarian, and Lockean Justifications of Intellectual Property," United States Constitution, Section 8 * Electronic Frontier Foundation, IP Issue Page at <www.eff.org/issues/intellectual-property> * Adam Moore, "Intellectual Property" at *Stanford Encyclopedia of Philosophy* at <plato.stanford.edu> * Justin Hughes, "The Philosophy of Intellectual Property" * Tom Palmer, "Are Patents and Copyrights Morally Justified?... Property Rights and Ideal Objects"
Fri Feb 14:	<u>New Ideas: Free and Open Source Software (FOSS) Movements.</u> Manuel DeLanda, "Open Source: A Movement in Search of a Philosophy" Eric Raymond, "The Cathedral and the Bazaar", selections (just skim this piece) Richard Stallman, "The Free Software Definition", selections (just skim this piece) * McKenzie Wark, *A Hacker Manifesto*, pars. 1-4, 17-23, 26-30, 48-70, 126-139, 183-206 (31 pgs. total) * Biella Coleman, *Coding Freedom: The Ethics & Aesthetics of Hacking*, pp. 1-4, 162-170, 196-200 * Christopher Kelty, *Two Bits: The Cultural Significance of Free Software*, pp. 27-63
Mon Feb 17:	<u>Current IP Problems: A Legal Perspective.</u> (guest lecture by Eric Priest, UO Law School) Lawrence Lessig, *The Future of Ideas,* pp. 3-16, 234-9 Read background on the *MGM v. Grokster* (2005) case on Wikipedia or Oyez * Wendy J. Gordon, "Moral Philosophy, Information Technology, and Copyright" * Pam Samuelson, "Three Reactions to *MGM v. Grokster*" * Mark Lemley, et. al., "Don't Break the Internet" (on PIPA and SOPA)
Wed Feb 19:	<u>The Next Stage of FOSS and IP: Source, Systems, and Cybernetics</u> (guest lecture by Jher, UO SJOC) Emily Eakin, "The Civilization Kit" (from *The New Yorker*) * Open Source Initiative: The Open Source Definition at <http://opensource.org/osd.html> * *Revolution OS* (documentary film on FOSS available online for free)
Fri Feb 21:	<u>In-Lecture Collaboratory Work</u>: Project Plans and Project Update

	Problems of Personhood & Identity: Networked and Virtual Selves, and maybe even 'Real' Selves
Mon Feb 24:	What is a Self?: An Introduction to the Philosophy of Human Nature René Descartes, *The Meditations*, Meditation II, pp. 102-106 of Penguin ed. (pp. 9-11 of our PDF) Wm. James, *Principles of Psychology*, "Consciousness of Self", pp. 291-296 of orig. (pp. 182-185 of PDF) Ian Hacking, "Making Up People"
Wed Feb 26:	Identifying Identities: A Philosophical History of Informational Persons. About, Brown, & Lonergan (eds.), *Identification & Registration Practices*, "Introduction" & "Afterword" * Jane Caplan and John Torpey, *Documenting Individual Identity* * James Scott, et. al., "The Production of Legal Identities Proper to States" * Ian Hacking, "The Looping Effects of Human Kinds"
Fri Feb 28:	Identity & Selfhood Online: Are Our Selves Imperiled? Sherry Turkle, *Life on the Screen: Identity in the Age of the Internet*, pp. 9-26 Jonathan Franzen, "Liking Is For Cowards. Go for What Hurts" (from *The New York Times*) – skim Stephen Marche, "Is Facebook Making us Lonely?" (from *The Atlantic* magazine) – skim * Clive Thompson, "Brave New World of Digital Intimacy" * Lindsy Van Gelder, "The Strange Case of the Electronic Lover"
Mon Mar 3:	New Kinds of Persons: What's Next?. Geert Lovink, "A World Beyond Facebook: Introduction to the Unlike Us Reader" Robert Gehl, "'Why I Left Facebook'" * John Palfrey and Urs Gasser, "Identities" in *Born Digital*, pp. 17-37 * Soraj Hongladarom, "Personal Identity and the Self in Online and Offline Worlds"
Wed Mar 5:	Identity, Systems, and the Theory & Practice of Philosophy (guest lecture by Jher, UO SJOC) Readings for this session will be announced later in the term
Fri Mar 7:	In-Lecture Collaboratory Work: take time to finalize your projects

	Conceptualizing the Internet: Why We Need Net Phi Ethics and Politics
Mon Mar 10:	Electronic Frontier Foundation (EFF) events Optional: 10a-12p (TBD): Knight Library Browsing Rm: Roundtable with EFF & others Required: 1p-3p (TBD): EFF Event for and by students (to be developed by this class) Optional: 5p?: EFF Workshop on Tracking Technologies (if there is interest)
Wed Mar 12:	Conclusion, Part I: The Politics of Information Readings to be announced
Fri Mar 14:	Conclusion, Part II: Net Phi and Why It Matters Readings to be announced

Schedule 2: Collaboratory (i.e., Section) Schedule:

Most of your collaboration project meetings are scheduled for your section time with your GTF, but we will spend a few Fridays during lecture working on the collaboration projects so as to give ourselves more time with the projects (these are marked with a gray background below).

Date	Events & Milestones (use these to help coordinate project management)
Wk 1; 1/10	Section Seminar: discussion of the course and introductory topics
Wk 2; 1/17	Meeting with April Glaser of EFF: work toward thinking about ideas for your group projects
Wk 3; 1/24	Collaboration – Brainstorm Projects: Bring a copy of your project brainstorm assignment (see 2b under assignments) to section. Brainstorm project ideas as a full class; split yourselves into groups; formulate a project case in terms of a problem. At the end of class you will divide yourselves into project groups.
Wk 4; 1/31	Collaboration – Define Problem: Formulate an initial statement of your project case and research problem, in seminar and online using collaboration tools such as wikis, blogs, or Google docs

	(note that this may require intensive in-person discussion). Begin drafting your Project Charter which you will present (in lecture) the next Friday.
Wk 5; 2/7	<u>In-Lecture Presentations of Project Charter</u>: Present finalized Project Charter to all groups across the class working on your topic (e.g., all privacy groups in all sections share with each other).
Wk 5; 2/7	<u>Seminar</u>: in section w/ your GTF you will discuss our Unit 1 (Privacy) readings. <u>Collaboration update</u> (10 mins.): Check in with your group about project plan & upcoming tasks
Wk 6; 2/14	<u>Collaboration – Finalize Project Plan & Implement</u>: You should have already finalized your Project Plan before class starts this day (following the format of the worksheet available on the course website). You will want to concretize your project plan as precisely as possible, including subdivision and assignments of tasks for the remaining weeks of the class. You will take 15 minutes (max.) at the beginning of class for very brief weekly progress report check-in from all the groups. You will then have time to further work on your project, including finalizing any project plan details.
Wk 7; 2/21	<u>In-Lecture Presentations of Project Plan and Project Update</u>
Wk 7; 2/21	<u>Seminar</u>: in section w/ your GTF you will discuss our Unit 2 (Property) readings <u>Collaboration update</u> (10 mins.): Check in with your group about project plan & ongoing tasks
Wk 8; 2/28	<u>Collaboration – Continue Implementation</u>: Execute on project plan. Weekly Progress Report.
Wk 9; 3/7	<u>In-Lecture Collaboration Work</u>: take time to finalize your projects and make sure everything is lined up and completed for the end of term – if you think your project is already finalized, then take the time to improve it and polish your presentation for the web archive.
Wk 9; 3/7	<u>Seminar</u>: in section w/ your GTF you will discuss our Unit 3 (Personhood) readings <u>Collaboration – Begin Finalizing</u> (10 mins.): Check in with group about project & final tasks
Wk 10; 3/10 thru 3/14	<u>Monday</u>: EFF Events (see Lecture schedule above for details) <u>Friday</u>: final project presentations to your section
Ex Wk; 3/18	Finalize the web archive of your project by Tuesday, 4PM Collaboratory Reflective Essay due as hardcopy to your GTF by Tuesday, 4PM

PHIL 123 Additional Course Information, Disclaimers, Fine Print, &c.:

Grading Standards: The following rubric reflects the general standards of the Philosophy Department at the University of Oregon:
- A = Excellent. No mistakes, well-written, and distinctive in some way or other.
- B = Good. No significant mistakes, well-written, but not distinctive in any way.
- C = Acceptable. Some errors, but a basic grasp of the material.
- D = Poor or Unacceptable. Several errors, with a tenuous grasp of the material.
- F = Failing. Problematic on all fronts, with no real grasp of the material, or a complete lack of effort.

Computer Use in Class: My policy for this class is that you may use laptops and tablets in class (but not cell phones, smart phones, etc.) provided that you do not sit in the last (back) row and provided also that you do not use your computers to check your email, your social network sites, shop, etc., etc.. If need be, we will revise this policy as the class progresses. Successful use of computers in the classroom is up to *you*, it's not up to me. Don't abuse this privilege such that it interferes with others' enjoyment of it.

Academic Honesty: I reserve the right to assign a grade of 'F' for the course to students who engage in any acts of academic dishonesty:
Plagiarism: Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. By placing one's name on work submitted for credit, one certifies the originality of all work not otherwise identified by appropriate acknowledgements. Verbatim statements by others must be enclosed by quotation marks or set off from the regular text as indented extracts. Students will avoid being charged with plagiarism if there is acknowledgement of indebtedness. Indebtedness must be acknowledged whenever: 1) one quotes another person's actual words or replicates all or part of another's product; 2) one uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words; 3) one borrows facts, statistics, or other illustrative material—unless the information is common knowledge. Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of Academic Learning Services (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise prepared totally or in part by another person, even if that person is acting as a tutor or editor (and ends up substantially producing part of the work).
Fabrication: Fabrication is the intentional use of information that the author has invented when he or she states or implies otherwise, or the falsification of research or other findings with the intent to deceive. Examples include, but are not limited to: 1) citing information not taken from the source indicated; 2) listing sources in a reference not used in the academic exercise; 3) inventing data or source information for research or other academic exercises.
Cheating: Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including the giving or receiving of unauthorized help in an academic exercise. Examples include but are not limited to: 1) copying from another student's work; 2) collaborating without authority or allowing another student to copy one's work in a test situation; 3) using the course textbook or other material not authorized for use during a test; 4) using unauthorized material during a test; for example, notes, formula lists, cues on a computer, photographs, symbolic representations, and notes written on clothing; 5) resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor; 6) taking a test for someone else or permitting someone else to take a test for you.