

# **Georgia Institute of Technology**

## **Course Syllabus: CS6603 AI, Ethics, and Society**

### **Fall 2022**

Delivery: 100% Web-Based on Canvas

Dates course will run: August 22, 2022 – December 12, 2022

### **Instructor**

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## **General Course Information**

### **Description**

Abuse of big data means your worst fears can come true. Are they being monitored by your employer? Check. Government intrusions into your daily life? Check. Being turned down by college admissions because you are predicted to not donate in 10-20 years? Check. Sounds a bit like the visions in the Minority Report. Alas, machine learning algorithms are already being deployed by industry, government, and, yes, even schools to make decisions that impact us in direct ways. Such programs are typically promoted as fair and free of human biases, but humans who make mistakes are programming, calibrating, and evaluating their performance. Thus resides the problem. How do we design algorithms that effectively deal with the large amounts of data to train them while ensuring their outcomes aren't misused? In this course, not only will we examine various AI/ML techniques that can be used to counterbalance the potential abuse and misuse of learning from big data, but we will focus on the effects of these technologies on individuals, organizations, and society, paying close attention to what our responsibilities are as computing professionals.

### **Pre-Requisites**

None. Although, it is expected that, throughout the course, you will develop working knowledge of using Python (which will help you complete the assignments later in the semester). Several optional exercises and additional lecture modules are provided to help you become familiar with Python and using Jupyter notebooks.

### **Course Goals and Learning Outcomes**

There are several outcomes for the course, based on four primary modules:

# Georgia Institute of Technology

## Course Syllabus: CS6603 AI, Ethics, and Society

### *Module 1 - Data, Individuals, and Society*

Objective: After completing this module, students will be able to understand the power and impact that analytics and AI/ML have on individuals and society, especially concerning issues such as fairness and bias, ethics, legality, data collection, and public use.

### *Module 2 – The BS of Big Data*

Objective: After completing this module, students will be able to understand the underlying components of big data, apply basic statistical techniques to data scenarios, and understand the issues faced when learning from big data, ranging from data biases, overfitting, causation vs. correlation, etc.

### *Module 3 – Fairness in AI/ML*

Objective: After completing this module, students can understand and apply basic AI/ML techniques to data scenarios, focusing on identifying fairness and bias issues in designing decision-making systems. We will work systematically towards understanding technical approaches to current AI/ML applications such as facial recognition, natural language processing, and predictive algorithms, all while being mindful of its social and legal context.

### *Module 4 – Bias Mitigation and Future Opportunities*

Objective: After completing this module, students can utilize tools and methods to quantify bias and examine ways to use algorithmic fairness to mitigate it, considering ethical and legal issues. Students will apply their knowledge of analytics and AI/ML to transform a current biased dataset into a more objective solution.

In this class, you will be challenged to broaden your understanding of state-of-the-art AI/ML algorithms and solutions, considering their potential impacts on society. You will have ample opportunity to analyze various situations critically and viewpoints provided in papers, books, on the web, and from your observations. You will be able to practice your learned knowledge by writing coherent and healthy-structured critiques of situations and papers, leading and participating in class discussions, and designing your algorithmic solutions. The issue of data misuse and abuse is not easily solvable; concrete right or wrong answers are not easily determined until after solutions are typically deployed into society. Given this, you are entitled to your opinions on any topics presented throughout the course, whatever they happen to be. You will not be penalized for your viewpoints; however, you must be able to support your viewpoints and resulting solutions effectively. This means showing that you have given your approach to a problem some thought, can discuss its various trade-offs and implications and can be supportive of other viewpoints, even though your personal views may differ.

# Georgia Institute of Technology

## Course Syllabus: CS6603 AI, Ethics, and Society

### Course Materials

#### Course Text

*Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy* by Cathy O’Neil (2016)

#### Additional Materials/Resources

Additional assigned readings will be included with each assignment.

#### Classroom Management Tools

- Video Lectures: All video lectures are located on Canvas.
- Projects: are located on Canvas.
- Graded Discussions: are located on Canvas.
- Reading Materials: are located on Canvas.
- **Ed** Discussion: is located on Canvas.
- Grades: is located on Canvas.
- Exams: are located on Canvas using Honorlock

### Course Requirements, Assignments & Grading

#### Assignment Distribution and Grading Scale

Assignments	Weight
Homework Projects	40%
Written Critiques	10%
Mid-Term Exam	10%
Final Project	15%
Final Exam	10%
Class Discussion/Exercises ( <i>Case Studies and, Exercises</i> )	15%
<b>Total</b>	<b>100%</b>

# Georgia Institute of Technology

## Course Syllabus: CS6603 AI, Ethics, and Society

### Grading Scale

Your final grade will be assigned as a letter grade according to the following scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

### Assignments Due Dates (Time zone)

Assignment due dates are Sundays at 11:59 PM [Anywhere on Earth time](#). We will not accept assignments submitted late due to time zone issues. We recommend [changing your time zone in Canvas](#) to show the due date in your local time. There are no exceptions.

### Late and Make-up Work Policy

Homework Projects and Written Critique assignments will be accepted with a deduction of 10% per 24-hour period starting after the due date submission time. Assignments over 3-days late (i.e., three 24-hour periods) will not be accepted. No time extensions are provided for the Exams, Final Project, and Class Discussion/Exercises. There will be no make-up work provided for missed assignments.

***Please verify the information in your assignment before submission. We will not be able to make any exceptions for submitting the wrong assignment or insufficient otherwise inadequate information in the assignment.***

Of course, emergencies (illness, family emergencies) will happen. In those instances, please get in touch with the Dean. The Dean of Students is equipped to verify emergencies and pass confirmation on to all your classes. For consistency, we ask all students to do this in an emergency.

### Office Hours

This class uses the chat tool **Ed** for its office hours. **Ed** office hours are not scheduled at specific times; instead, the teaching team will typically respond quickly on **Ed** by end-of-day. You may also feel free to email or post privately on **Ed** to set up a chat via an alternate technology.

### Feedback

Every semester, we make changes and tweaks to the course formula. As a result, we try new things every semester, and some of these things may not work. We ask for your patience and support as we figure things out, and in return, we promise that we, too, will be fair and understanding,

# Georgia Institute of Technology

## Course Syllabus: CS6603 AI, Ethics, and Society

especially with anything that might impact your grade or performance in the class. Second, we want to consistently get feedback on improving and expanding the course for future iterations. You can take advantage of the feedback box on **Ed** especially if you want to gather input from others in the class), give us feedback on the surveys, or contact us directly via private **Ed** messages.

### Technology Requirements and Skills

#### Computer Hardware and Software

- High-speed Internet connection
- Laptop or desktop computer with a minimum of a 2 GHz processor and 2 GB of RAM
- Windows for PCs OR Mac iOS for Apple computers.
- Complete Microsoft Office Suite or comparable and the ability to use Adobe PDF software (install, download, open, and convert)
- Mozilla Firefox, Chrome, and Safari browsers (*Note: Honorlock requires students to use Chrome*)

#### Canvas

This class will use Canvas to deliver course materials to online students. ALL course materials and assessments will take place on this platform.

#### Proctoring Information

The midterm exam will be proctored with open notes, pen/paper, and a calculator. A proctored exam is similar to the one you would take in the classroom. These exams are delivered via a tool called Honorlock. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account, download software, or schedule an appointment in advance. Honorlock is available 24/7; a computer, a working webcam, and a stable Internet connection are needed. You will need Google Chrome and download the Honorlock Chrome Extension to start. You can download the extension at:

[www.honorlock.com/extension/install](http://www.honorlock.com/extension/install).

When you are ready to take the exam, you would log into CANVAS, go to the course, and click on the exam link. Clicking Launch Proctoring will begin the Honorlock authentication process, where you will take a picture of yourself, show your ID, and complete a scan of your room. Honorlock will be recording your exam session via the webcam and your screen. Honorlock also has an integrity algorithm that can detect search-engine use, so please do not attempt to search for answers, even if it's on a secondary device. If you encounter any issues, you may contact them by live chat, phone (844-243-2500), and email (support@honorlock.com).

# Georgia Institute of Technology

## Course Syllabus: CS6603 AI, Ethics, and Society

### Course Policies, Expectations & Guidelines

#### Communication Policy

You are responsible for knowing the following information:

1. Anything posted to this syllabus
2. Anything emailed directly to you by the teaching team (including announcements Or Posts via **Ed**) 24 hours after receiving such an email.

Because **Ed** announcements are emailed to you, you should check your Georgia Tech email once every 24 hours to remain updated on new information during the semester. Georgia Tech generally recommends students check their Georgia Tech email once every 24 hours.

We generally prefer to handle communication via **Ed** to help with collaboration among the teaching team, but we understand **Ed** is not ideal for having information “pushed” to you. We may contact you via a private **Ed** post instead of an email. Still, if we do so, we will choose to send email notifications immediately, bypassing your settings, to ensure you’re alerted. This type of communication will also spring under #2 above.

Note that this means you won’t be responsible for knowing information communicated in several other methods we’ll be using. You aren’t responsible for knowing anything posted to **Ed** that isn’t linked from an official announcement. You don’t need to worry about missing critical information so long as you keep up with your email and understand the documents on this website. This also applies reverse: we do not monitor our Canvas message boxes and may not respond to direct emails. If you need to get in touch with the course staff, please post privately to **Ed** (either to all Instructors or to an instructor individually) or tag the instructor in the relevant post.

#### Online Student Conduct and (N)etiquette

Communicating appropriately in the online classroom can be challenging. To minimize this challenge, it is important to remember several points of “internet etiquette.”

That will smooth communication for both students and instructors:

- Read first, Write later. Read the ENTIRE set of posts/comments on a discussion board before posting your reply to prevent repeating commentary or asking questions that have already been answered.
- Avoid language that may come across as intense or offensive. Language can be easily misinterpreted in written and electronic communication. Review email and discussion board posts BEFORE submitting. Humor and sarcasm may be easily misinterpreted by your reader(s). Try to be as matter-of-fact and professional as possible.
- Follow the language rules of the Internet. Do not write using all capital letters because it will appear as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings. ☺

# Georgia Institute of Technology

## Course Syllabus: CS6603 AI, Ethics, and Society

- Consider the privacy of others. Ask permission before giving out a classmate's email address or other information.
- Keep attachments small. If it is necessary to send pictures, change the size to an acceptable 250kb or less (one free, web-based tool to try is [picesize.com](http://picesize.com)).
- No inappropriate material. Do not forward virus warnings, chain letters, jokes, etc., to classmates or instructors. The sharing of pornographic material is forbidden.

*NOTE: The instructor reserves the right to remove posts that are not collegial and do not meet the Online Student Conduct and Etiquette guidelines.*

### University Use of Electronic Email

A university-assigned student e-mail account is the official university means of communication with all students at the Georgia Institute of Technology. Students are responsible for all information sent to them via their university-assigned e-mail account. Students who forward information to their university e-mail account are responsible for all information sent to any other e-mail account, including attachments. To stay current with university information, students must check their official university e-mail accounts and other electronic communications frequently and consistently. Recognizing that some communications may be time-critical, the university recommends that electronic communications be checked minimally twice a week.

### Plagiarism & Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. All students enrolled at Georgia Tech and all its campuses are to perform their academic work according to standards set by faculty members, departments, schools, and colleges of the university; cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>.

Any student suspected of cheating or plagiarizing on an exam, exercise, or assignment will be reported to the Office of Student Integrity, investigate the incident, and identify the appropriate penalty for violations.

### Accommodations for Students with Disabilities

If you are a student with learning needs that require unique accommodation, contact the Office of Disability Services at (404) 894-2563 or <http://disabilityservices.gatech.edu/> as soon as possible to make an appointment to discuss your unique needs and to obtain an accommodations letter. Please also e-mail me as soon as possible to set up a time to discuss your learning needs.

# Georgia Institute of Technology

## Course Syllabus: CS6603 AI, Ethics, and Society

### Student-Faculty Expectations Agreement

At Georgia Tech, we believe it is essential to strive for an atmosphere of mutual respect, acknowledgment, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectations that you can have of me and that I have of you. Ultimately, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

### Subject to Change Statement

The syllabus and course schedule may be subject to change. Changes will be communicated via the **Ed** announcement tool. It is the responsibility of students to check **Ed for instructor posts**, email messages, and course announcements to stay current in their online courses.

## Course Schedule

Week/Dates	Topics	Deliverables
1 August 29	Lesson 1 Data Individuals, and Society Introduction Lesson 2 Overview	
2 September 5	Lesson 3 Ethics vs Law Lesson 4 Data Collection	Assignment: FB Case Study: Emails Exposed Case Study: Loan Denied
3 September 12	Lesson 5 Fairness and Bias	Case Study: Facebook Manipulation
4 September 19	Lesson 6 BS of Big Data & Stats 101 Overview Lesson 7 Python and Stats 101	Exercise: Anscombe's Quartet Exercise: Smoking Sampling Bias Design Assignment: Stats 101
5 September 26	Lesson 8 Descriptive Statistics Lesson 9 Inferential Statistics: Sampling Bias	Written Critique: Ethical Autonomous Vehicles
6 October 3	Lesson 10 Inferential Statistics: Causation vs Correlation Lesson 11 Inferential Statistics: Confidence	Mid-Term Exam (Ethics and Stats)
7	Lesson 12 AI/ML Techniques: Word Embeddings	Case Study: Word Embeddings

# Georgia Institute of Technology

## Course Syllabus: CS6603 AI, Ethics, and Society

Week/Dates	Topics	Deliverables
October 10	Lesson 13 Bias in Word Embeddings	Exercise: Bias in Word Embeddings
8 October 17	Lesson 14 AI/ML Techniques: Facial Recognition Lesson 15 Bias in Facial Recognition	Case Study: Facial Recognition Assignment: AI/ML Part I
9 October 24	Lesson 16 AI/ML Techniques: Predictive Algorithms Lesson 17 Crime-based Predictive Algorithms	Exercise: Predictive Algorithms Case Study: Predictive Algorithms
10 October 31	Lesson 18 Bias in Predictive Algorithms	Assignment: AI/ML Part II
11 November 7	Lesson 19 Fairness and Bias	
12 November 14	Lesson 20 Fairness and Bias Assessment Tools	Assignment: Fairness and Bias
13 November 21	Lesson 21 AI/ML Techniques for Bias Mitigation	Exercise: AI Fairness 360 Exercise: What-If Tool
14 November 28	Lesson 22 AI, Society, and Ethics Wrap-up	Written Critique: What-If Tool
15 December 5		Final Project
16 December 12		Final Exam
17 December 19		End-of-Course Survey, <a href="#">CIOS Survey</a>