

AI IN ANTIQUITY AND TODAY

CLA 3811: AI in Antiquity and Today (3 credits)

INSTRUCTOR: *Professor Flora Iff-Noël*

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OFFICE HOURS: TBA

COURSE WEBSITE: <http://elearning.ufl.edu>

PRIMARY GENERAL EDUCATION DESIGNATION:

Humanities (H)

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

SECONDARY GENERAL EDUCATION DESIGNATION:

International (N)

This designation is always in conjunction with another program area. Courses with International should demonstrate that a majority of the course addresses International content and engagement and it should be a substantial, defining feature of the course.

International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

WRITING REQUIREMENT: 4000 WORDS

This course is a Writing Requirement (WR) 4000 course. There will be one 4,000-word essay. The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. A minimum grade of C is required for general education credit. Courses intended to satisfy the general education requirement cannot be taken S-U.

The instructor will provide feedback on the final paper with respect to grammar, punctuation, clarity, coherence, organization, etc. A significant portion of the paper grade will be based on the student's ability to write an evidence-based, persuasive argument. See below "Grading Policies" for a more detailed

description of the paper.

Use the Chicago Manual of Style as a style reference. Use Chicago-style citations in footnotes (NOT author-date), including page numbers.

The UF Writing Studio (<http://www.writing.ufl.edu/>) is a resource run by the university to guide students through the academic writing process.

COURSE COMMUNICATIONS: You can use e-mail, use the Canvas inbox, or visit office hours. For private communications, it is best to use UF e-mail. You can also ask during class if you have questions. Students can expect to hear back within 24 hours, except on weekends, in which case it may be up to 48 hours. All assignments will be graded within one week of the due date.

REQUIRED TEXTS:

Philip K. Dick, *Do Androids Dream of Electric Sheep?*, Del Rey, New York, 1996, paperback, ISBN-13: 978-0345404473 [**required**]

All other readings will be made available through CANVAS for students enrolled in the course.

MATERIALS AND SUPPLIES FEES: *None*

ADDITIONAL RESOURCES: Course readings will be located in CANVAS. See the “Course Schedule” for the list of readings.

COURSE GOALS AND/OR OBJECTIVES: *By the end of this course, students will be able to:*

1. Critically evaluate the role the humanities plays in the adoption and acceptance of AI through discussions of texts and viewing of popular media.
2. Identify key elements from the literature of ancient Greece and Rome that offer a speculative look at AI and/or the ethical dilemmas that societies may face when using this technology.
3. Assess the ways in which AI shapes their lived experience in modern society and how it influences their perception of personal identity.
4. Demonstrate the ability to write a persuasive argument.

Course Description : Examines AI’s origins in ancient Greece and compares it to AI’s acceptance and use in modern society. Pairs discussion of Greek and Roman philosophical and literary texts on the soul and identity and the boundaries between the natural and artificial with emerging societal issues related to AI, including gender, racism, and slavery.

DISCLAIMER

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

COURSE SCHEDULE:

CRITICAL DATES: QUIZZES 1/23, 2/10, 3/22, 4/10 PAPER TOPIC 1/30

PAPER ABSTRACT AND OUTLINE 2/20 MIDTERM 2/27 FINAL PAPER 4/17 FINAL EXAM 4/26

SCHEDULE OF TOPICS/ASSIGNMENTS:

| Week | Topic | Readings | Assignments |
|------|---|---|--------------------|
| 1 | Introduction: What is AI? | “What Is Artificial Intelligence?” Podcast: “Policing the Robot Cops” | |
| 2 | Hephaistus’s Golden Servants: AI and the Enslaved | Homer’s <i>Odyssey</i> (Selections) “Did the Greeks Believe in their Robots?” (Devecka) | |
| 3 | Pandora: AI and Gender | Hesiod’s <i>Theogony</i> (Pandora) Ovid’s <i>Metamorphoses</i> (Pandora 2.0) Podcast: “Robot Eunuchs” | Quiz #1 |
| 4 | Phusis and Techne | Aristotle, <i>Physics</i> , II, 192-193 | Paper Topic Due |

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|----|-----------------------------|---|--------------------------------|
| 5 | Animate and Inanimate Tools | Aristotle, <i>Politics</i> , I, 1253 b 25- 1254, | Quiz #2 |
| 6 | Automata | Philo of Byzantium (Selections) | |
| 7 | Automata | Hero of Alexandria (Selections) Tybjerg, Karin. "Wonder-Making and Philosophical Wonder in Hero of Alexandria." <i>Studies in History and Philosophy of Science</i> 34, no. 3 (2003): 443–466. | Paper Outline and Abstract Due |
| 8 | AI, The Soul and Identity | Plato: <i>Republic & Phaedrus</i> (selections) Podcast: "Can Robots Make Art?" | Midterm Exam |
| 9 | AI and Religion | "Consuming <i>Westworld</i> : Facilitating the Robotics and AI Discussion through Science Fiction" by Jaime Wright in <i>Theology and Westworld</i> (eds. Juli Gittiger and Shayna Sheinfeld). In CANVAS | |
| 10 | AI and Philosophy | "SciFi Western or Ancient Greek Tragedy?" by Caterina Ludovica Baldini in <i>Philosophy and Westworld</i> (eds. James B. South and Kimberly S. Engels). In CANVAS | Quiz #3 |
| 11 | AI and Racism | Philip K. Dick, <i>Do Androids Dream of Electric Sheep</i> ARTICLE: "THE RISE OF THE RACIST ROBOTS" | |
| 12 | | Philip K. Dick, <i>Do Androids Dream of Electric Sheep</i> Talk by Maurizio Forte (03/31) | |
| 13 | AI and Gender, Part II | Watch: <i>Bladerunner 2049</i> (select scenes) | Quiz #4 |

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|----|--------------------|---|------------------|
| | | "Do Androids Dream of Electric Greeks?" by C.W. "Toph" Marshall. Oct. 27, 2018 <i>Eidolon</i> | |
| 14 | AI and Ethics | Guest Speaker on AI and Data Ethics The Hitchhiker's Guide to AI Ethics, Parts 1-3 | Final Papers Due |
| 15 | Course Conclusions | Review for Final | Final Exam |

GRADING POLICIES:

METHODS BY WHICH STUDENTS WILL BE EVALUATED & THEIR GRADE DETERMINED:

| Assignment | Total Points | Percent of Grade |
|---|--------------|--|
| Midterm exam | 100 | 20 % |
| 4 quizzes | 100 (each) | 30% (10 % each except the lowest grade which will be dropped) |
| Final paper | 100 | 20 % |
| Attendance, CANVAS discussion posts, and in-class participation | 100 | 10% |
| Final exam | 100 | 20 % |

Students will be expected to participate actively in class discussions. In this regard, it is necessary to read and analyze in depth the assigned texts before coming to class. In order to foster good participation, cell phone use is prohibited during class, and eating or drinking should be kept at a

minimum. The participation grade will also include posting three times during the semester on the Canvas Discussion Board and reacting three times to another student's post.

Your grades will be based on 4 quizzes (35 minutes, including basic definitions, text commentaries and short essays; your lowest quiz grade will be dropped); a Midterm and a Final Exam (50 minutes, same content, the Midterm will tackle the materials studied during the first half of the semester, and the Final the materials studied during the second half).

Finally, to complete the writing requirement (4000 words), you will write a final paper on an AI device **and** a text or movie about AI and reflect on their historical, cultural, philosophical and ethical dimensions. You will pick your topic by the 4th week of class, submit an abstract and outline by the 7th week, and submit your final paper by the 14th week in order to receive feedback before the end of the course.

INFORMATION ON CURRENT UF GRADING POLICIES FOR ASSIGNING GRADE POINTS:

See <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

GRADING SCALE:

| Letter Grade | % Equivalency | GPA Equivalency |
|---------------------|----------------------|------------------------|
| A | 93 – 100% | 4.0 |
| A- | 90 – 92% | 3.67 |
| B+ | 87 – 89% | 3.33 |
| B | 84 – 86% | 3.00 |
| B- | 80 – 83% | 2.67 |
| C+ | 77 – 79% | 2.33 |
| C | 74 – 76% | 2.00 |
| C- | 70 – 73% | 1.67 |
| D+ | 67 – 69% | 1.33 |
| D | 64 – 66% | 1.00 |
| D- | 60 – 63% | .67 |

| | | |
|-----------------------|--|------|
| E, I, NG, S- U, WF | | 0.00 |
|-----------------------|--|------|

For more information, see: <http://www.isis.ufl.edu/minusgrades.html>

COURSE POLICIES:

ATTENDANCE POLICY: Daily attendance will be taken. Students are expected to arrive at class on time and have prepared the homework. There will be a 5 point deduction from your final grade each time you are late to class, arrive unprepared, or are absent. Work handed in that does not have an excused absence will have a 5 point deduction for each day it is late.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

QUIZ/EXAM DATES/POLICIES: You must notify the course instructors ASAP if you cannot meet your obligations for the course. Students will receive one week to prepare for any makeup assignment, if circumstances allow it.

MAKE-UP POLICY: Students are expected to complete all assigned work by the due dates. Excused absences are consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation.

ASSIGNMENT POLICY: It is expected that you will arrive on time to class ready to work and have assigned work completed by the start of class. It will be difficult for you to fulfill the course goals and participate effectively in class without your synchronous participation. Our goal is to create a learning environment that supports and encourages your learning, so please do not hesitate to contact the instructors if you have any questions or concerns about the course or course assignments.

ONLINE COURSE EVALUATION: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their

Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

UF POLICIES:

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES: “Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.”

UNIVERSITY POLICY ON ACADEMIC CONDUCT: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

CLASS DEMEANOR OR NETIQUETTE: All members of the class are expected to follow rules of common courtesy in all email messages, class discussions and CANVAS discussion posts. You should always be respectful of others’ opinions – you are allowed to disagree with others, but should express your disagreement in a respectful way. Eating and drinking are strongly discouraged during class time and using a cell phone during class is not allowed. Disruptions in class will result in a 5 point deduction to your final grade each time they occur.

Health and Wellness U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.

University Police Department: Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

E-learning technical support for CANVAS: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Library Support: cms.uflib.ufl.edu/ask various ways to receive assistance with respect to using the libraries or finding resources.

Writing Assessment Rubric

| | SATISFACTORY (Y) | UNSATISFACTORY (N) |
|-----------------------------------|---|---|
| CONTENT | Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources. | Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources. |
| ORGANIZATION AND COHERENCE | Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas. | Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader. |
| ARGUMENT AND SUPPORT | Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments. | Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis. |
| STYLE | Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline. | Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly. |
| MECHANICS | Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points. | Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility. |

Humanities Course SLOs

| | HUMANITIES SLOS → STUDENTS WILL BE ABLE TO... | THIS COURSE'S SLOS → STUDENTS WILL BE ABLE TO... | ASSESSMENT STUDENT COMPETENCIES WILL BE ASSESSED THROUGH... |
|-------------------|---|---|---|
| CONTENT | Identify, describe, and explain the history, underlying theory and methodologies used. | Identify, describe, and explain theories and methodologies used in the discipline of Classics, and examine how ancient writers conceived of and evaluated AI in antiquity. | Class participation, discussion posts, quizzes, essays on quizzes midterm and final |
| CRITICAL THINKING | Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives. | Analyze and evaluate the origins of AI in ancient Greco-Roman society, and how that has influenced our modern perception of AI today. Identify multiple perspectives on the benefits of and the bias against AI in antiquity and today. | Class participation, discussion posts, paper assignment |

| | HUMANITIES SLOS → STUDENTS WILL BE ABLE TO... | THIS COURSE'S SLOS → STUDENTS WILL BE ABLE TO... | ASSESSMENT STUDENT COMPETENCIES WILL BE ASSESSED THROUGH... |
|---------------|--|---|---|
| COMMUNICATION | Communicate knowledge, thoughts and reasoning clearly and effectively. | Develop and present original, persuasively argued ideas about the primary texts by ancient Greek and Roman writers, and the secondary readings and media that interpret the texts, both through class discussion, and in writing. | Class participation, essays on quizzes, midterm, final paper |

International Objectives (for N co-designation)

| INTERNATIONAL OBJECTIVES → | THIS COURSE'S OBJECTIVES → (This course will....) | OBJECTIVES WILL BE ACCOMPLISHED BY: (This course will accomplish the objective in the box at left by...) |
|--|---|--|
| International courses promote the development of students' global and intercultural awareness. | Analyze works of ancient Greco-Roman literature by writers established in a particular history and culture, but which help students identify intercultural experiences in their own time. | Readings of Greek and Roman texts produced in a specific historical and cultural environment in Greek and Roman society, but which also speak to modern historical and cultural environments elsewhere in the world, and class discussions that clarify and draw out the texts' multiple perspectives. |

| INTERNATIONAL OBJECTIVES → | THIS COURSE'S OBJECTIVES → (This course will....) | OBJECTIVES WILL BE ACCOMPLISHED BY: (This course will accomplish the objective in the box at left by...) |
|--|--|--|
| Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. | Course readings and media examine the cultural, political, historical and social forces around AI's development which reflect and or/ differ from the modern cultural, political, and social forces elsewhere in the world shaping AI, and which influence and challenge the perception of AI worldwide. | Secondary readings on AI and the class discussion that connects them with the primary readings. |
| Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world. | Analyze how texts and media can be created in a particular context and culture in antiquity, yet remain relevant to a modern, worldwide audience. | Readings of texts that engage with the topics of AI's relation to gender, sexuality, power dynamics, and ethics, and class discussion of the ways in which Greek and Roman definitions of AI might overlap with US definitions of AI, and the ways in which they do not. |

International SLOs (for N co-designation)

| | INTERNATIONAL SLOS → STUDENTS WILL BE ABLE TO... | COURSE SLOS → STUDENTS WILL BE ABLE TO... | ASSESSMENT STUDENT COMPETENCIES WILL BE ASSESSED THROUGH... |
|-------------------|---|---|--|
| CONTENT | Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world. | Understand the historical, cultural, and social forces that have affected modern societal development and how these experiences have shaped modern AI's development. | Class participation, discussion posts, essays on quizzes |
| CRITICAL THINKING | Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world. | Analyze and reflect on how social systems and beliefs influence the definitions of and ethical responses to AI globally. Contrast with students' observations about AI and ethics, in their own cultures. | Class participation, discussion posts, essays on quizzes, and paper assignment |