

## **ARTSSCI 4DS3: Digital Society + Public Policy**

**Fall 2021**

**Tuesdays** 7.00-10.00 pm

\*Break: 8.30-8.45

**Classroom:** MDCL-1016

**Instructor:** Vass Bednar

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Office hour: Mondays from 12.00-1.00 pm ET, **virtually**

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## Course description

★ **TechCrunch** - [How the “works” of public policy and the “geeks” of tech can get together](#)

★ **New York Times** - [Why Startups Need a Regulatory Strategy to Succeed](#)

This course explores and interrogates the relationship(s) between disruptive innovators and regulatory environments with an eye to improving the pace and scope of policy change. It connects public policy structures to business growth while considering the ethical and moral implications of transformative digital technologies. Each week, we will also contextualize a dominant technology company through a company case study using the methodology of the “Regulatory Hacking” framework. This inquiry course is relevant for students that may wish to pursue careers in public policy, the law, or business.

## Course objectives

Upon completion of the elective, students will:

- Understand the basic functions of digital technologies from a policy perspective and their likely impacts for Canadian and global economies;
- Understand current efforts to regulate disruptive technologies across orders of government in Canada;
- Learn how to assess the regulatory environments and opportunities that a new product or company operates within;
- Produce a case study on a Canadian start- or scale-up using the “Regulatory Hacking” framework;
- Be prepared to contribute to the design of innovative policies in regards to the technological revolution;
- Have a deeper understanding of how to regulate new technologies for the social good with complex understandings of the challenges at stake in terms of ethics, democracy, and state sovereignty.
- Be better equipped to take on important roles in developing policy directions for government, industry, and society as they adapt to new regulatory frameworks and technological platforms as a technically oriented policy professional.

## Instruction Mode

- The dominant delivery mode is in-person. The first two lectures in September will be delivered **virtually on Zoom**.

## Required Texts & Materials

- [Regulatory Hacking: A Playbook for Startups](#)
- [Silicon Values: The Future of Free Speech Under Surveillance Capitalism](#)
- [An Ugly Truth: Inside Facebook's Battle for Domination](#)
- [TikTok Boom: China's Dynamite App and the Superpower Race for Social Media](#)
- [Deep Fakes: The Coming Infocalypse](#)
- [What Tech Calls Thinking: An Inquiry into the Intellectual Bedrock of Silicon Valley](#)
- [The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power](#)

## Optional

- [How to Destroy Surveillance Capitalism](#)
- [Autonomous Technology: Technics-out-of-Control as a Theme in Political Thought](#)
- [Platform Capitalism](#)
- [AI Superpowers: China, Silicon Valley, and the New World Order](#)
- [The Aisles Have Eyes: How Retailers Track Your Shopping, Strip Your Privacy, and Define Your Power](#)
- [Reset: Reclaiming the Internet for Civil Society](#)
- [Driven: The Race to Create the Autonomous Car](#)
- [Code: And Other Laws of Cyberspace, Version 2.0](#)

## Evaluation

Participation will be entirely digital, and may incorporate: polls during lecture, Miro-board activities, break-out discussions, and commentary online. Students will be expected to actively participate throughout the course and can discuss their comfort level and strategies for engagement with me directly. Course material will include less traditional sources of policy insight; such as a documentary and some podcasts, along with chapters of relevant books. Recent news stories may frequently be “walked” into the classroom and will be shared with students ahead of lecture.

| <b>Assignment</b>            | <b>Deadline</b> | <b>Weight (%)</b> |
|------------------------------|-----------------|-------------------|
| Paper proposal               | September 28th  | 10                |
| Documentary written response | October 19th    | 10                |
| Case study                   | November 2nd    | 15                |
| Class participation          | Ongoing         | 20                |
| Leading class discussion     | Ongoing         | 10                |
| Final paper                  | December 14th   | 35                |
| <b>TOTAL</b>                 | <b>---</b>      | <b>100</b>        |

## **Assignments**

### *Leading a Class Discussion*

Students will lead off the class discussion. In pairs, they will provide a 5-10 minute overview of a selection of the lecture's readings and pose a few questions to the group. These discussions may occur in smaller "break out" rooms via Zoom.

Students will be evaluated based on their ability to ascertain top-level concepts and ideas featured in the readings, as well as construct thoughtful and engaging questions to pose to their peers.

\*We will assign the discussion leaders together (automatically and randomly) during the first lecture.

### *Class Participation*

There are a range of ways in which students can participate in the course. If a lecture is online we will sometimes have small break out "rooms" via Zoom that I will float between, this will allow for smaller discussion. There is also a chat function during class.

Students must demonstrate a strong understanding of the course readings and apply them in discussion. Bringing topics from the news or other sources and connecting them to our themes, as well as drawing from past readings, will also be viewed favourably.

### *Proposal for Final Paper*

Early in the course, students will be asked to submit a 1-2 page [500-750 word] proposal for their final paper. The proposal should outline:

- Their chosen topic within the broadly defined topics in public policy and technology;
- A rationale for the selection or hypothesis regarding the subject matter;
- Proposed sources.

Students will be evaluated based on the clarity of their proposal and breadth of their sources. The purpose of this early assignment is to get you thinking about the final paper, as the class takes place over a condensed timeline of ~8 weeks.

A Word document or PDF can be uploaded to “Avenue to Learn” by midnight of the due date.

Late assignments will be penalized at a rate of 5% per day.

Note: If there is a way to scaffold the assignments (case study and final paper) by focussing them on a particular issue area, that could be advantageous from a research perspective.

### *Documentary Written Response*

During Reading Week, you will watch the documentary of your choosing from the following options: American Factory, The Cleaners, Terms and Conditions May Apply, and After Truth. You'll draft a 500 word response to some aspect of the film that links it to a potential policy intervention.

### *Midterm Case Study*

Working in pairs of their own choosing, students will present a midterm case study on an early-stage Canadian technology company of their choice, highlighting and assessing the regulatory context and considerations for the firm and offering a brief discussion using the “Regulatory Hacking” framework.

The presentation will be 10 minutes in length and the case study will be submitted electronically for evaluation. Students will be provided with a simple PPT template to ensure consistency across groups.

Presentations will take place during class on Tuesday, October 19th, with the potential for additional presentations on Tuesday, October 26th. Students will ask productive questions of

their peers from either a “government” or “venture funding” lens. Students will be assigned their perspective, and the questions will contribute to the participation grade.

The case study should outline:

- The chosen company: name, location, type;
- What the company does (product and business model);
- The laws, regulations, and norms that are directly related to the company’s offering;
- The company’s “Power Map” (player, relationships, interests and motivations, capabilities, constraints, and if applicable, access to data);
- An assessment/recommendation of whether and how the company is a responsible innovator:
  - Who is this going to benefit? Whom might it harm?
  - Whom is this selling to?
  - Who influences the buyer?
  - Who is currently making money from this complex industry?
  - Other layers in a complex market?
  - Who are the related special interests?
  - Who are the thought leaders that influence the market’s thinking?

The format of the case study can be simple bullets organized under the headers above.

A Word document or PDF can be uploaded to Avenue to Learn by midnight of the due date.

NOTE: I will consider pairing students that have proposed similar topics for their final papers, as the case study could be useful for their research.

\*Please see me if you have any questions about any aspects of this assignment.

### *Final Paper*

The final paper for the course will ask students to discuss a **policy opportunity** or **priority** related to **an emergent or disruptive technology in Canada**. A student may choose to evaluate emerging or recent legislation or regulatory initiative from another jurisdiction and assess how it might be applied or adapted in a Canadian setting, ultimately concluding with a recommendation for strategic implementation. The position of the author can be from: business, government, or community/advocacy.

Topics may include, but are not limited to: alternate data use in policy-making decisions, artificial intelligence, algorithmic bias in datasets, improved consumer consent, consumer protection, cybersecurity, data monetization, data trusts, data portability, digital tax, disinformation, e-health the internet of things., labour rights and organizing, micromobility, platform regulation, open banking, self-driving cars, smart cities, surveillance, privacy, workforce displacement, etc.

The final paper should be between 8-10 pages in length [12-point Times New Roman font, 1.5 spacing] and include a range of sources to demonstrate research across mediums.

Your final research paper will be assessed based on the following criteria:

- Is the essay clearly written? Is it concise, easy to read, and free of grammatical or spelling errors?
- Does it provide both relevant and accurate information to the reader, based on the facts provided in the materials referenced?
- Does it make a strong argument for the policy opportunity or priority that it is championing or critiquing ?
- Does it consider alternative arguments and address them?

A Word document or PDF can be uploaded to Avenue to Learn by midnight of the due date.

### **Late Penalties**

Late submissions will be penalized at a rate of 5% per day. Extensions should be secured in advance of the deadline.

### **Schedule of Readings & Lectures**

#### *Snapshot*

- September 7th - Course overview, Legislative Landscape in Canada
- September 14th - Data Governance, Surveillance Capitalism, Platform Capitalism
- September 21st - Deep Fakes
- September 28th - Voice Recognition Software + Marketing
- October 5th - Loyalty Programs
- October 12th -- Reading Week
- October 19th -- Company Case Studies
- October 26th -- Company Case Studies (continued) and Gig Work
- November 2nd -- Mis- and Dis- information
- November 9th -- Digital Currencies
- November 16th -- Autonomous weapons, autonomous vehicles
- November 23th -- Taxation
- November 30th -- Competition Policy
- December 7th -- Conclusion

#### *With Readings*

- *September 7th - Course overview, Legislative Landscape in Canada*
  - Regulatory Hacking - Chapters: 1 and 2

- Podcast: [We need to reclaim our lives from our phones and 'reset,' says CBC Massey lecturer Ron Deibert](#)
- [What Tech Calls Thinking](#)
- [We Need Rules to Rein in Big Tech](#)
- [Techno-optimism and policy-pessimism in the public sector big data debate](#)
- [It's Time to Bring Back the Government's Expert Tech Policy Unit](#)
- [The role of the arts and humanities in thinking about artificial intelligence \(AI\)](#)
- ['Move Fast and Break Things': Law, Technology, and the Problem of Speed](#)
- [TECH LABOR](#)

In this session, we will survey and discuss the landscape of regulatory entrepreneurship, anchoring with an overview of the approaches to policy-making demonstrated by the platforms Uber and Airbnb. I will provide a course overview and anchor technology policy progress and opportunities in a Canadian context. We will discuss the complexities of the “innovation” economy and review recent work on the “intangibles” economy. I will introduce and review the “Regulatory Hacking” framework. We will also establish course expectations and anticipated outcomes. This lecture will serve as an introduction to broad issues related to regulation and the digital economy.

➤ *September 14th - Data Governance, Surveillance Capitalism, Platform Capitalism*

- Surveillance Capitalism - Chapters:
- Podcast: [Surveillance capitalism: Who is watching us online — and why?](#)
- [How to Destroy Surveillance Capitalism](#)
- [The Ghost Work Behind Artificial Intelligence](#)
- [Time to Ban Surveillance-Based Advertising](#)
- [Workplace Surveillance](#)
- [Vaccination passports: Challenges for a future of air transportation](#)
- [Ethics, Surveillance, & the Coronavirus Pandemic, with Arthur Holland Michel](#)
- [Automation for the Bosses](#)
- Company Case Study: Google

In this session, we will review the economics of platform companies and the growth of the FAANGs (Facebook, Amazon, Apple, Netflix and Alphabet (formerly known as Google)) in terms of economic value and employment levels. We will discuss associated issues and policy opportunities, drawing on previous readings and looking ahead to future topics. We will also review and discuss the economics of “surveillance capitalism,” - the business model that underpins the digital world - with an emphasis on the mechanics of data consent, collection, use, and value creation. We will also review and discuss the range of analogies for data, i.e. exhaust, oil, utility, bodies, etc. as we seek to situate the value and exchange of data in a policy context.

➤ *September 21st - Deep Fakes*

- [Deepfake news: AI-enabled disinformation as a multi-level public policy challenge](#)
- [The Double Exploitation of Deepfake Porn](#)

- [Deepfake Bot Submissions to Federal Public Comment Websites Cannot Be Distinguished from Human Submissions](#)
- [Making it by faking it: Toronto's Wombo becomes viral sensation by bringing deepfake technology to the masses](#)
- Podcast - [The troubling rise of facial recognition technology](#)
- Company Case Study: Wombo
  
- *September 28th - Voice Recognition Software + Marketing*
  - Podcast - [Biometric surveillance](#)
  - [Preparing for smart voice assistants: Cultural histories and media innovations](#)
  - [Racial technological bias and the white, feminine voice of AI VAs](#)
  - [Personal choices and situated data: Privacy negotiations and the acceptance of household Intelligent Personal Assistants](#)
  - Optional: [The Smart Wife](#)
  - Optional: [The Voice Catchers: How Marketers Listen In to Exploit Your Emotions, Your Privacy, and Your Wallet](#)
  - Company Case Study: Alexa
  
- *October 5th - Loyalty Programs*
  - [Plastic surveillance: Payment cards and the history of transactional data, 1888 to present](#)
  - [Loblaw's points economy for private-health data follows Big Tech's playbook](#)
  - [Laying Down the Loblaw](#)
  - Optional: [The Aisles Have Eyes: How Retailers Track Your Shopping, Strip Your Privacy, and Define Your Power](#)
  - Company Case Study: Loblaw's PC Optimum Program
  
- *October 12th -- Reading Week*
  - \*Documentaries - watch one and write a brief response to it, drawing connections to a related legislative opportunity in Canada (500 words). Post in Avenue to Learn and respond to 3 classmates.
    - [American Factory](#) (Also on Netflix) → This is a Netflix exclusive documentary, and they've included it in the films that can be used for educational purposes: <https://media.netflix.com/en/only-on-netflix/81090071>
    - [The Cleaners](#) - The Politics of Removing Inappropriate Content from the Internet → [Available on Kanopy](#)
    - Terms and Conditions May Apply → **McMaster library** [has it here](#)
      - [Too Long; Didn't Read: Finding Meaning in Platforms' Terms of Service Agreements](#)
    - [After Truth - Disinformation and the Cost of Fake News](#) → [Available on](#)

## Kanopy

### ➤ *October 19th -- Company Case Studies*

Come prepared to constructively inform and critique the case studies of your peers. This is an active, collaborative classroom experience. It is expected that you will receive the and incorporate much of the feedback received from your peers in order to strengthen your submission.

### ➤ *October 26th -- Company Case Studies continued - Gig Work*

- [Platformic Management, Boundary Resources for Gig Work, and Worker Autonomy](#)
- [Controlling space, controlling labour? Contested space in food delivery gig work](#)
- [Making The Gig Economy Work For Workers](#)
- [Should Gig Work be Government Run?](#)
- [An Uber Ambivalence: Employee Status, Worker Perspectives, & Regulation in the Gig Economy](#)
- [The Constant Boss: Labor Under Digital Surveillance](#)
- [A Silicon Valley Love Triangle: Hiring Algorithms, Pseudo-Science, and the Quest for Auditability](#)
- Company Case Study: Instacart

Drawing from earlier discussion on the economics of platforms, we will consider the evolving context of work, surveying opportunities for more effective labour standards that could better protect and empower non-standard workers.

### ➤ *November 2nd -- Mis- and Disinformation*

- [Artificial Intelligence, Advertising, and Disinformation](#)
- [Hacking democracy: managing influence campaigns and disinformation in the digital age](#)
- [Global disinformation campaigns and legal challenges](#)
- [Disinformation, Digital Information Equality, and Electoral Integrity](#)
- [Disinformation For Hire: How A New Breed Of PR Firms Is Selling Lies Online](#)
- [What Google and Facebook Need to do to Fight Disinformation](#)
- [Amplification and its Discontents](#)
- [Content Moderation Remedies](#)
- [Searching for Alternative Facts: Analysing Scriptural Inference in Conservative News Practices](#)
- Company Case Study: Facebook

We will look at policy responses and opportunities related to the increase in false, misleading and inflammatory disinformation published online and through social media across jurisdictions.

- *November 9th -- Digital Currencies and the Future of Money + AI and Geopolitics*
  - [Digital authoritarianism: How technology designed to empower us was seized by autocrats](#)
  - [Facebook's Libra: The Next Tax Challenge for the Digital Economy](#)
  - [TikTok Boom: China's Dynamite App and the Superpower Race for Social Media](#)
    - Part 3: The Growth of TikTok
    - Part 6: Geopolitics
    - Part 7: The Future
  - [Twitter thread from the founder of DogeCoin](#)
  - Company Case Study: TikTok
  
- *November 16th -- Autonomous weapons, autonomous vehicles*
  - [Big Data, Artificial Intelligence and the Rise of Autonomous Smart Cities](#)
  - [The new Leviathan is an autonomous digital machine](#)
  - Company case study: Flash Forest
  
- *November 23th -- Taxation, The Creator Economy*
  - [Bits, Bytes and Taxes: VAT and the Digital Economy in Canada](#)
  - [Digital companies and their fair share of taxes: Myths and misconceptions](#)
  - [Taxing Tech: The Future of Digital Taxation](#)
  - [Taxation of Digital Platforms](#)
  - [The Digital Services Tax as a Tax on Location-Specific Rent](#)
  - [Strategic Knowledge: Teens use "algorithmic folklore" to crack TikTok's black box](#)
  - Company Case Study: Airbnb

We will review proposals for digital taxes in Canada and around the world (such as the "Netflix tax" and Bill 150 in Quebec) and relate these initiatives to previously discussed issues of platform capitalism, surveillance capitalism, and regulatory entrepreneurship.

- *November 30th -- Competition Policy*
  - [An Ugly Truth: Inside Facebook's Battle for Domination](#)
    - Chapter 1: Don't Poke the Bear
    - Chapter 2: The Next Big Thing
    - Chapter 7: Company over Country
    - Chapter 8: Delete Facebook
    - Chapter 12: Existential Threat
    - Epilogue: The Long Game
  - [The State of Competition Policy in Canada: Towards an Agenda for Reform in a Digital Era](#)
  - [App Imperialism: The Political Economy of the Canadian App Store](#)

- [Assessing Abuse of Dominance in the Platform Economy: A Case Study of App Stores](#)
  - [Competition in Ad Tech: A Response to Google](#)
  - [The Antitrust Case Against Apple](#)
  - [Antitrust and Commitment Issues: Monopolization of the Dating App Industry](#)
  - [Beijing Blocks Merger, Tightens Data Rules as Post-Didi Crackdown Speeds Up](#)
    - [China's Big Tech face wake-up call as country's web of data protection laws grows more elaborate](#)
  - [Coalition for App Fairness](#)
  - Company Case Study: Amazon
- *Tuesday, December 7th -- Conclusion*
- Canada's tech policy priorities and agenda
  - [Inside the Industry That Unmasks People at Scale](#)
  - [The App that Monetized Doing Nothing](#)
  - [What happened to the promise of the internet? It's time for a reset, says Ron Deibert](#)
  - [The Future of Artificial Intelligence, with Stuart J. Russell](#)
  - [Reset: Reclaiming the Internet for Civil Society](#)
  - Discussion re: final paper drafts. Students will trade printed copies of their paper drafts with peers to receive constructive feedback.

## ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>.

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

## AUTHENTICITY / PLAGIARISM DETECTION

**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., online search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

## COURSES WITH AN ONLINE ELEMENT

**Some courses may** use online elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses online elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

## CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

## ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

## REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

In the event of an absence for medical or other reasons, students should review and follow the [Policy on Requests for Relief for Missed Academic Term Work](#).

## ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors. The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done either by the instructor for the purpose of authorized distribution or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

## **EXTREME CIRCUMSTANCES**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

## **NOTES FOR ALL ARTS & SCIENCE COURSES**

1. Some of the statements above refer to a “Faculty Office”; please note that the Arts & Science Program Office serves in this capacity.
2. It is the responsibility of students to check their McMaster email regularly. Announcements will be made in class, via A2L, and/or via the course email distribution list.
3. For additional information regarding requests for accommodation, relief for missed term work (e.g. MSAF), deferred examinations, etc., students should read carefully the [Requests](#) and [Resources](#) pages on the Arts & Science Program website.

## Appendix A: Supplementary Reading List

- [Everybody Lies: Big Data, New Data, and What the Internet Can Tell Us About Whom We Really Are](#) - Stephens-Davidowitz
- [AI Superpowers: China, Silicon Valley and the New World Order](#) - Lee
- [Capitalism Without Capital: The Rise of the Intangible Economy](#) - Haskell & Westlake
- [Radical Markets: Uprooting Capitalism and Democracy for a Just Society](#) - Posner & Weyl
- [The Politics of Bitcoin: Software as Right-Wing Extremism](#) - Columbia
- [Abolish Silicon Valley](#) - Liu
- [Uncanny Valley](#) - Weiner
- [The Fixer](#) - Tusk
- [Gigged: The End of the Job and the Future of Work](#) - Kessler
- [Documentary: After Truth - Disinformation and the Cost of Fake News](#)
- [Tools + Weapons](#) - Smith
- [Technically Wrong: Sexist Apps, Biased Algorithms, and Other Threats of Toxic Tech](#)
- [Automating Inequality: How High Tech Tools Profile, Police, and Punish the Poor](#)
- Think Tank: [AI Now Institute](#)
- [Regulation of Artificial Intelligence \(globally\)](#)
- [The New Geopolitics of Converging Risks: The UN and Prevention in the Era of AI](#)
- [Artificial Intelligence Principles for Vulnerable Populations in Humanitarian Contexts](#)
- [Permissionless Innovation](#)
- [Turning Point: Policymaking in the Era of Artificial Intelligence](#)
- [Evasive Entrepreneurs and the Future of Governance: How Innovation Improves Economies and Governments](#)