



UNIVERSITY OF CALGARY

Fall 2019

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: LAW AND TECHNOLOGY			
Course Number	LWSO 425		
Pre/Co-Requisites	Completion of at least eight full course equivalents		
Instructor Name	Sasha Reid	Email	sasha.reid@ucalgary.ca
Instructor Email Policy	Feel free to contact me over email at any time. Please put your course number and section in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. All emails violating customary email conventions will be ignored. All other emails will be answered within one business day. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining assignments or exams. If you have a course-related question, please check the course outline first. Questions that can be answered by consulting the course outline will not be answered. Also, please e-mail me for administrative purposes only, for example to set up an appointment. Please do not use e-mail as a replacement for an office visit, if there is something you want to discuss. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.		
Office Location	SS 912	Office Hours	By appointment
Class Dates	Tues Thurs		
Class Times	2:00 – 3:15 pm		
Class Location	MS 319		

Course Description

This course is designed to provide students with a comprehensive understanding of the role of modern and historical technologies in the creation, implementation, and practice of law. Students will explore technologies such as artificial intelligence and will ask questions regarding the ethics of incorporating AI into policing. Students can also expect to be introduced to issues such as the death penalty, physician assisted dying, forensics, and others. Throughout the course, students will be exposed to a survey of different technology and data issues affecting the criminal justice system. The class will examine these technologies through two critical lenses: (1) how technology and technological advances arise from social fears and needs (2) how technology changes power relationships between government and citizens. This class is taught primarily through case study.

Course Objectives/Learning Outcomes

Explain the various ways technology is impacting the legal profession and/or posing new questions for legal scholars; identify the ethical and moral implications of some of the new technologies that are becoming available; be able to anticipate legal and ethical challenges to advancing technology.

Required Textbooks, Readings, Materials, Electronic Resources

No textbook required. All other readings will be posted onto D2L.

Schedule of Lectures and Readings

Week 1. Welcome and Introduction to the Cases

Week Overview

This week students will be introduced to the course, the instructor, and the assignments.

Group Progress Tracker

This week you will assign yourself to a group. Together, the group will begin to explore the chosen case in more detail. **The theme of this week is foundation setting.** By the end of this week students should be assigned to a group of their choosing and should set up a space for their group to stay in touch (i.e. Google Docs, WhatsApp).

Week 2. What is Artificial Intelligence?

Week Overview

This week we will explore the fascinating field of artificial intelligence. We will ask: What is artificial intelligence? What can it do? What is the singularity? We'll also explore important ethical issues such as how might AI play a role in surveillance practices, courts, and medicine. **This week's classes are meant to provide an introduction to AI and to inspire thinking about the potential laws and regulations that may need to be implemented before the broad scale use of these technologies.**

Group Progress Tracker

This week students will begin to develop a more comprehensive understanding of their case/issue. Students may choose to watch documentaries, read articles, or research their issue in more detail. **The**

theme of this week is knowledge generation. By the end of this week students should be able have developed an understanding, albeit a limited understanding, of their case/issue.

Week 3. What is Consciousness?

Week Overview

This week we'll examine questions surrounding consciousness. We'll ask what is consciousness? How does one know they are conscious? What does it mean to be a conscious being? Taking Mary Shelly's Frankenstein as an example we'll also ask important questions such as: what responsibility do we have toward the creatures we create? This week's classes are meant to inspire thinking around the ethics of merging machines with artificial intelligence.

Group Progress Tracker

By this time the students should have developed a more comprehensive understanding of their case. They should be able to communicate the intricacies of their case with relative ease. Now, students should begin to identify particular legal, sociological, and equity issues of their case that could be expanded upon critically. The theme of this week is idea generation.

Week 4. Project MK Ultra

Week Overview

This week we'll explore the fascinating history of Project MK Ultra. We'll examine the war that inspired the efforts, the first experiments that were undertaken, and the lasting social/legal consequences of this project. This week's classes are meant to get students questioning the relationship between governments and people.

Group Progress Tracker

By this point students should be able to have a moderately intellectual discussion about their topic/case. Students should also have a firm idea as to what legal, sociological, and equity issues their case/issue presents. Students are not yet expected to have a deep understanding of those issues, but a superficial understanding is good at this point.

Week 5. Project MK Ultra, Oak Ridge Experiments, and Ted Kaczynski

Week Overview

This week we'll explore the extraordinary history of the Oak Ridge Experiments. We'll ask important questions such as: What are the medical and legal rights of psychiatric inmates? What responsibility do governments and physicians have toward vulnerable populations? And what responsibility do governments and researchers have when the effects of their experiments are harmful to its participants? This week's classes are meant to inspire thinking around the ethics of research and the necessity of ethical research protocols when working with human participants.

Group Progress Tracker

By this time the students should have developed a more comprehensive understanding the social, legal, and equity issues in this case. Students should have done some research on these issues and be able to make critical links between those issues and their case. At this point a Google Document should be created so that the connections between these issues and how they relate to your case can be elaborated on.

Week 6. Eugenics and Genetic Screening

Week Overview

This week we'll explore the history of eugenics. We'll examine questions such as: What is eugenics? Why is it important to know the history of eugenics? How are eugenic practices effecting people today? We'll also examine the ethics of sterilization, reproductive rights, and disability rights within the context of genetic screening. **This week's classes are meant to introduce students to the issue of genetic discrimination and to get students asking about the ethics of and responsible use of genetic technologies.**

Group Progress Tracker

By this week the students should have identified several sociolegal aspects of their case and begun to expand on them critically. This week, students should start looking for interviews or statements made by people who were directly affected by the issues in the case. Try to find appropriate interviews or commentaries to add to the Case Document.

Week 7. Genetic Editing, Cryogenics, and the Nerualink

Week Overview

This week we'll explore the topics of gene editing and physician assisted death. We'll ask important questions such as: How might gene editing contribute to discrimination? Should people suffering from untreatable genetic conditions be eligible for physician assisted death? How might AI technology complicate the issue of death? We'll explore some exciting questions about the role of cryogenic, AI technologies, and death. We'll explore the state of cryogenic technologies, ask whether cognitive death is inevitable, and theorize about the possibility of an uploaded consciousness. **This week's classes are a continuation of our discussion around the issue of genetic discrimination and the ethics of and responsible use of genetic technologies.**

Group Progress Tracker

By this week the students should have found interview information from several sources and gained a deeper understanding of the legal, sociological, and equity issues of their case.

Week 8. Crime Forecasting, Prediction, and Stop and Frisk

Week Overview

This week we'll explore the history of crime prediction. We'll look at how phrenology and immunology were used to predict homicidal tendencies in convicts. We'll examine the work of Phillip Zimbardo, specifically his abandoned cars experiment. And we'll ask questions such as: how can we predict crime? What is predictive policing? And what are the harms of profiling? **This week's classes are meant to inspire thought and debate about policing, profiling, and to get you thinking about the ethical use of algorithms among law enforcement.**

Group Progress Tracker

Students may wish to consolidate the knowledge they have acquired by now. Maybe start to refine some of the data you have collected/gathered for the Case Document. See what is necessary, what you'd like to keep, and delete the information that you feel is no longer necessary. Start to think about the timing of the groups presentations and what information you've collected thus far that you would like to include in the presentation.

Week 9. Eyewitness Testimony, Surveillance, and Function Creep

Week Overview

This week we'll explore the history of surveillance technology. We'll start with eyewitness testimony in the 1500's and work our way through the use of eyewitness testimony today. We'll explore issues such as the fallibility of human memory and the emergence of modern day surveillance practices such as CCTV. **This week's classes are meant to get students thinking about the nature of technology, advancements in technology, and the unanticipated and ethically problematic aspects of technological advancements.**

Group Progress Tracker

Begin thinking about the presentation. How would you like to structure it, what will be the major focus? What visuals, audio, and/or videos would you like to incorporate. How can you make the presentation meaningful? How can you make sure to present everything you've learned about your case in such a short period of time?

Week 10. Familial DNA, CODIS Creep, and the Golden State Killer

Week Overview

This week we'll explore the case of the Golden State Killer. We'll look at his crimes, the case, and the reasons why it took so long to solve. We'll examine the role of familial DNA in helping to solve this case and we'll examine the ethical issues pertaining to the use of DAN databases such as 23andMe and GEDmatch. **This week's classes are meant to get students thinking about laws and ethics surrounding public and private DNA collection.**

Group Progress Tracker

Start pulling together the slides for your group's presentation. Try to have some group members work on the presentation and others work on the Case document so that neither or the projects are neglected during any given week.

Week 11.

Week Overview

Term Break. No Classes.

Group Progress Tracker

Now may be a good time to start pulling together the loose ends for the Presentation and the Case Document You need not finish these items this week, but rather, bring more cohesion to them.

Week 12. The Death Penalty, Wrongful Convictions, and DNA

Week Overview

This week we'll look at the controversial topic of the death penalty. We'll examine the historical technologies that were used to enforce capital punishment and we'll examine how and why these technologies have evolved. We'll also examine important issues such as the prevalence of wrongful convictions and how that complicates the ethics of the death penalty. Lastly, we'll look at how modern technologies such as DNA and forensics are shaping public perceptions about the death penalty.

Group Progress Tracker

At this point students should have a good rough draft of the **Case Document**. It does not have to be complete, but a solid outline with some elaboration would be good. Students who are presenting the following week may also wish to put the final touches on their **Presentation/Slides**.

Week 13.

Group Presentations will be roughly 30 minutes each. There will be a 5-minute break between presentations during which time the group that follows can set up. The audience will be expected to contribute by asking "critical questions" following the presentations. Critical questions are mandatory and graded. Students who are presenting must submit their final case document via the Dropbox the day of their presentation.

Presentation Schedule

Tuesday

Group 1: Roll Red Roll

Group 2: The Case Against Adnan

Thursday

Group 4: Class Divide

Group 5: A Dangerous Son

Week 14.

Group Presentations will be roughly 30 minutes each. There will be a 5-minute break between presentations during which time the group that follows can set up. The audience will be expected to contribute by asking “critical questions” following the presentations. Critical questions are mandatory and graded. Students who are presenting must submit their final case document via the Dropbox the day of their presentation.

Presentation Schedule

Tuesday

Group 1: I am Evidence

Group 2: Abortion: Stories Women Tell

Thursday

Group 4: Baltimore Rising

Group 5: True Justice: Bryan Stevenson's Fight For Equality

Methods of Assessment and Grading Weights

1. Critical Commentaries (20%) + Personal Progress Journal (20%) (Total = 40%) | Due: Throughout the Semester

You are required to submit to D2L five Critical Commentaries of what you have learned or are in the process of learning about the intersection of law and technology. There are no firm word or length requirements as content and depth of thought will be prioritized in grading. The commentaries should not be a summary of what you learned. Rather, they should be an integrated synthesis of thoughts, ideas, and critical concepts. You may choose to bring in additional research to help support a point, debate about an issue discussed in class, or offer a new solution to a current issue. Submissions are due before the end of the semester. Students may decide which weeks they would like to submit a commentary. Submissions may only be handed in one per week. Meaning students cannot submit all five commentaries the last week of class. Each submission accounts for 10% of your final grade. Late assignments will not be accepted without appropriate documentation. Without appropriate documentation, late assignments will be penalized 10% per day, including weekends.

The weeks you've chosen to submit your Critical Commentary you will also submit your Personal Progress Journal. This journal is meant to reflect the personal work that the student is adding to the project and is meant to be a place wherein the student can reflect, professionally, on the progress of the case and how it is developing. There is no minimum or maximum word/page limitations as these are personal reflections. Notes should follow the DEAL model.

2. Class Presentation (20%) + Slides (10%) (Total 30%) | Due: Weeks 13 and 14

The students will be expected to present on their case during the last week(s) of class. The guidelines/rubric for the presentation and the slides will be discussed at the beginning of the semester. The presentation will be 30 minutes long (including time for questions). The PowerPoint slides must be submitted to the D2L Drobox folder the day of the presentation. Students are expected to contribute equal amounts of work to their overall project. An accountability form will be distributed to students near the end of the semester. If a lack of participation and an absence of collaborative work is indicated by group members the student will receive a 10% or more deduction to their Class Presentation + Slides Grade.

3. Case Document (15%) + Reflection (5%) (Total: 20%) | Due: December 6th 2019

In groups, students will compile a case document reiterating the major issues and elements of your selected case. Components of the Case Document include a:

- (1) Reflection: Provide a personal reflection on the learning that took place for you during the course of the semester.
- (2) Case Summary: Provide a brief overview of the case or major issue you are covering.
- (3) Interviews: Include interview information or commentaries from people who were involved in or affected by the issue/case.
- (4) Sociological Issues: List and describe three or four of the major sociological issues that are present in the case.
- (5) Legal Issues: List and describe three or four of the major legal issues that are present in the case.
- (6) Social Justice/Equity Issues: List and describe two or three of the major legal issues that are present in the case.
- (7) Examination of Policy and Legislation: Here you will discuss the policies and/or existing legislation that is contributing to the injustice seen in this case.
- (8) Recommendations and Future Directions: Put forward recommendations on how to improve the issue.
- (9) Resources: List any resources that the reader or the audience may wish to visit if they would like to learn more about the case, how to get involved in advocacy issues pertaining to the case, or how to get in touch with people actively working in the field
- (10) References: APA format will do.

Case Documents are expected to be intellectually compelling, informative, visually appealing, formatted for visual clarity, easy to read (refrain from heavy academic jargon), and evidence based. While the Case Document is shared by your group your grade will be independent of others. Your individual grade will be based on the following two items: (1) Visual Composing and (2) Written Composition. It is highly recommended that you indicate which section(s) are yours. This can be included in the Table of Contents. An exemplar for the case document will be provided at the beginning of the semester. Late assignments will not be accepted without appropriate documentation. Without appropriate documentation, late assignments will be penalized 10% per day, including weekends.

4. Self-Directed Critical Commentary (10%) | Due: Due: December 13th, 2019

Students are expected to attend presentation week. During this week, students will formulate questions based off of the presentation given by their peers. The student will choose the best question they were able to formulate and use that question to guide their final commentary.

Final Exam Information

This course does not have a final exam

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

Grade Reappraisal

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same

Technology Use

You are welcome to use a computer and whatever any other device(s) help support your learning. Cell phones should be on silent or vibrate.

Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they can provide the instructor with a

stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

3. Final grades are not posted by the Sociology Department. They are only available online.

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Absences and Deferrals

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar's Office. Further information can be found at:
<https://www.ucalgary.ca/registrar/exams/deferred-exams>

Deferred Term Work Form: Deferral of term work past the end of a term also requires a form to be filled out. It's available at:

https://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/deferred_termwork15_0.pdf

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

Academic Accommodation

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Success

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit:

<https://www.ucalgary.ca/student-services/student-success>

Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives, can be found here:

<https://www.su.ucalgary.ca>.

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.