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**PI 481-01 – Philosophy of Artificial Intelligence**  
Course Syllabus and Calendar

**Section Information**

PI 481-01  
In Person  
T/TR 2:00 P.M.-3:20 P.M.  
HSS Room 306

**Instructor Information**

Dr. Jonathan Wurtz  
Email [wurtzj@triton.uog.edu](mailto:wurtzj@triton.uog.edu)  
HSS 318F  
M-TH 11 am – 12:30 pm

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**COURSE CATALOG DESCRIPTION**

Each time this course is offered it covers one specific area of philosophy or a particular philosopher in Western and non-Western philosophy in a seminar format. This course is particularly recommended for those students who wish to develop their skills in careful reading, discussion and debate, and analysis to a high level. The skills cultivated in this course gives students an advantage when it comes to any kind of learning at university and beyond.

**COURSE CONTENT – The Philosophy of Artificial Intelligence**

This course offers an in-depth exploration of the philosophical questions and issues surrounding artificial intelligence (AI). As AI technology rapidly advances, it becomes increasingly important to understand its implications from a philosophical standpoint. We will examine the nature of artificial intelligence and machine learning, as well as their ethical, social, and metaphysical implications. The course is divided into two parts. The first part provides a basic understanding of machine learning technology, how it works, what its current limitations and problems are, and how indigenous knowledge can help support the development of better and more ethical AI. The second part of the course engages philosophical questions concerned with the application of AI in art, warfare, politics, and labor. We'll ask questions like "can AI make art?", "are autonomous weapons a more ethical form of warfare?", "How can AI support or break a democracy?", "How does autonomous labor change human economics?".

**COURSE REQUIREMENTS**

OPTIONAL TEXTS

**PI 481-01 CAPSTONE: PHILOSOPHY OF A.I.**  
**COURSE SYLLABUS**

STUDENT LEARNING OUTCOMES ALIGNMENT MATRIX

Course Student Learning Outcomes (SLO)	Program (PLO)	Institutional (ILO)
Justify philosophical positions with reasoned argument in a rigorous way to an advanced level	(A) Justify positions with reasoned argument in a rigorous way	Mastery of critical thinking and problem solving
Express philosophical positions orally and in writing precisely and clearly to an advanced level	(B) Express themselves orally and in writing precisely and clearly	Mastery of quantitative analysis
Understand and engage with philosophical perspectives different to their own to an advanced level	(C) Understand and engage with perspectives different to their own	Effective oral and written communication
Analyze real-world problems using philosophical tools to an advanced level	(D) Analyse real-world problems using philosophical tools	Understanding and appreciation of culturally diverse people, ideas, and values in a democratic context
Reconstruct the philosophical positions of authors through the close reading of texts at an advanced level	E) Reconstruct the positions of authors through the close reading of texts	Responsible use of knowledge, natural resources, and technology
Practice philosophical virtues in their interactions with others at an advanced level.	F) Practice philosophical virtues in their interactions with others	An interest in personal development and lifelong learning

GRADING INFORMATION + ASSIGNMENT DESCRIPTIONS

Course Final Grades

- A 940-1000 points
- A- 900-939 points
- B+ 870-899 points
- B 840-869 points
- B- 800-839 points
- C+ 770-799 points
- C 700-769 points
- D+ 640-699 points
- D 600-639 points
- F 0-599 points

NC No Credit. *Note: This Course Grade must be stated in the approve Course Catalog Description.*

UW: Unofficial withdrawal assigned by Registrar. Student stopped attending classes and did not submit required documents to the Admissions & Records office.

W: Withdrawal assigned by Registrar. Student stopped attending classes and submitted required documents to the Admissions & Records office.

NC No Credit. *Note: This Course Grade must be stated in the approve Course Catalog Description.*

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Assessment and Assignment

**Discussion Days**

The purpose of Discussion Days is to foster in-depth engagement with the course material, encourage critical thinking, and facilitate meaningful dialogue among students about the philosophical implications of artificial intelligence. On designated Discussion Days, we will focus on specific readings or topics related to the philosophy of artificial intelligence. Students will be expected to come prepared to actively participate in discussions by having thoroughly read the assigned material and submitting a 300-400 word answer to the corresponding prompt. Students are expected to both attend and participate during discussion days.

**Presentations**

At the beginning of the semester, every student will have to sign up for a day to present a summary of the previous class's material. Presentations must be at least 5 minutes and no longer than 15 minutes. During their presentation, students will have to 1) summarize the previous lecture, 2) support their summary with evidence from the reading, and 3) relate the previous class's material to the material that will be covered on the day they are presenting.

The presentation will be graded based on 5 criteria: 1) Accuracy, 2) comprehensiveness, 3) Breadth and Depth, 4) Preparedness, and 5) Professionalism:

**Accuracy** refers to the exactness of the presented information. It evaluated whether your presentation is true to the text and its philosophy, if the argument is fully and accurately summarized, and whether the presentation contains any mistakes or contradictions.

**Comprehensiveness** refers to whether your presentation hit every major detail necessary to support understanding is clearly and fully presented. It evaluates whether the arguments are fully presented, whether every major idea/example is discussed, and if everything is properly contextualized within the larger point of the text/philosophy.

**Breadth and Depth** refers to presentation's ability to critically engage with and go beyond the text. It specifically evaluates whether your presentation can make points beyond the descriptive summary of the text/lecture. Some ways to score points in this category is by offering your own examples, relating the last lecture to previous lectures, texts, arguments, or authors, offering a criticism or praise and more. It is highly encouraged that students do research to expand the breadth and depth of their presentation.

**Preparedness** refers to presentation's ability to present their presentation (rather than reading or thinking through their presentation) and answer potential questions about the material. It evaluates the presentation's familiarity and understanding of the material.

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**Professionalism** refers to the presentations style and evaluates how accessibly the information is presented. This is specifically evaluating how you engage your audience as the expert in the room—How do you convey the information in a productive way? Do you use PowerPoint, a handout, have exercises, games, offer examples, or lead discussions etc....

**Final Research Paper**

Research, address and engage with the relevant impacts of artificial intelligence for one of the following categories:

1. Medicine
2. Education
3. Psychology/Psychiatry
4. Love/Companionship
5. Human Rights
6. Environmental Sustainability
7. Global Warming
8. Consciousness
9. Autonomy
10. Student selected (with instructor's permission)

Your research paper should explore a philosophical question within one of the fields mentioned above. Critically reflect on the impacts of artificial intelligence on this question and the discussions surrounding it. Specifically, your paper should:

1. **Map out the Current Philosophical Landscape:** Provide an overview of the current philosophical discourse around your selected question.
2. **Highlight the Epistemological Shift:** Analyze the significant changes that artificial intelligence brings to this question or discussion.
3. **Examine the Ecological Impacts:** Discuss the psychological, social, and environmental impacts of AI related to your selected topic.

**Final Reflection Paper**

At the end of the semester, students will be asked to meet one-on-one with the professor to discuss their learning experience in the course. In preparation for this meeting, students will be asked to submit a final reflection paper addressing their overall learning experience in the class. The final reflection paper should be no longer than 3 pages and address the following prompts:

- a) Discuss your process as a learner: evaluate your engagement with course content by reflecting on how you handled all aspects of this course. What specific parts of your process worked and what parts would benefit from some adjustments? Why?
- b) Discuss the products you generated as demonstrations of your learning: evaluate how your work has changed across the semester. Did certain elements improve more than others? Did certain elements become easier or more challenging? Describe.

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- c) What will you do with this knowledge in future semesters? Make a commitment to yourself.
- d) What have you learned about yourself—as a learner and a member of a learning community—in this course?
- e) Considering points a-d, what final grade do you believe you deserve and why? What is this grade a reflection of? How is it a fair representation of your learning this semester?

## COURSE, PROGRAM, AND UNIVERSITY POLICIES

### **Attendance Privilege Policy:**

Attendance and participation affect your grade indirectly in this course. Rather than taking away points and coercing you to be in my class, this class's attendance policy works more like a credit score. The more you attend and participate (i.e., the more effort you show) the more exceptions you become privileged to. In other words, if you regularly show up and attend the full class time, participate, and come to my office hours, you will benefit from privileges such as late submission allowances, rounding up of points, excused unexcused absences, late make ups etc.... However, if you only show up a few times, don't turn in assignments, and are generally absent throughout the semester, you will not be privy to these privileges. This is also how I decide to round up your grades at the end of the semester.

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### **Network Etiquette:**

Remember your "netiquette," or network etiquette. Although you may traditionally interact informally with friends and family when you are online, it is important to note that this is a classroom environment and students must adhere to high standards of academic behavior. This classroom is a safe space for all ideas. Any comments, jokes, or remarks that denigrate the worth of an individual's physical/mental ability, body size, religion, race, creed, ethnic background, sexual preference, or gender are inappropriate and will not be tolerated.

- a. Do not say things in an email or forum post that you would not say face to face.
- b. Be polite, concise, and remember that all-caps signify yelling.
- c. Do not send forwards to the class list or to the professor.
- d. Proofread. Please avoid texting language, lack of punctuation, capitalization, or inappropriate signatures.
- e. Emojis should not be used in graded assignments. You are welcome to use them in informal writing.

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### COURSE SYLLABUS

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#### Email Policy:

Triton email is the official means of communication at the university. Every communication with the professor should occur through UOG's official email. It should include a subject line and a body text. The email's body should include proper salutation and clear explanation of its nature.

The professor will respond to email within 1-2 business days. The professor will respond to weekend or holiday emails at their own discretion. If you need to reach the professor urgently, hope for the best, but expect the worst (attendance policy qualifies how you can hope better).

#### Artificial Intelligence Statement:

ChatGPT is an amazing tool that will continue to be perfected. That being said, it is by no means perfect and does not have the capacity to write the kinds of assignments I am asking you to write. Think of AI as an assistant. While an assistant is extremely helpful, it cannot do the work for you.

Here are some guidelines for how to use AI in one of my classes:

#### Do use AI to:

- Proofread your essay.
- Help you put thoughts into words.
- Help you think of a word.
- Help you reword sentences.
- Help clarify your flow and syntax.
- Get an idea/Talk it out.
- Help you think of a clever title for your essay.
- Write an email to your professor

#### Don't use AI to:

- Write your essays/assignments.
- Think of an argument
- Think of a topic for your projects/assignments
- Select primary/secondary resources.
- Summarize a philosophy/philosopher's position.
- Provide an opinion.
- Think of a moral position.

#### Plagiarism Statement:

As per the Student Handbook, students are responsible for turning in their own original work for every class that they officially attend at the University of Guam. Due to this plagiarism is considered academic dishonesty (AKA cheating) and will be rewarded with a failing grade for the assignment (without possibility of making up). The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Any AI produced written work that is not more than 75% original will be considered plagiarized. **EVERY ASSIGNMENT THAT YOU TURN IN WILL BE FILTERED THROUGH Turnitin.com TO CHECK ITS ORIGINALITY.**

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**EEO/ADA Statement:**

ADA Policy and Commitment to Student Learning

The University is committed to maintaining the campus community as a place of work and study for faculty, staff and students, free of all forms of discrimination and harassment. If you experience harassment or discrimination, then you should report it immediately to the EEO/ADA & Title IX Office, Institutional Compliance Officer (671) 735-2244 located in Dorm 1. For immediate assistance in an emergency call 911.

**ADA Accommodation Services**

If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact the Disability Support Services office to discuss your specific accommodation needs confidentially. You will need to provide me with a Faculty Notification letter from the DSS counselor. If you are not registered, you should do so immediately at the Student Center, Rotunda office #6, ph/TTY: 735-2460, or [uogdss@triton.uog.edu](mailto:uogdss@triton.uog.edu) to coordinate your accommodation request.



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**COURSE CALENDAR**

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\*Schedule is open to change at the instructor's discretion.

Aug 15	Syllabus + Introduction to the Course
	<b>UNIT 1: A.I. AND ITS FUNDAMENTALS</b>
Aug 20	<b>Watch:</b> "The Computer and Turing: Crash Course History of Science #36" <b>Watch:</b> "Alan Turing: Crash Course Computer Science #15" by CrashCourse <b>Watch:</b> "I Made a Computer with just Redstone!" by mattbatwings <b>Watch:</b> "I Built a COMPUTER in Magic: The Gathering" by Because Science
Aug 22	<b>Read:</b> Boden's <i>A.I. Its Nature and Future</i> <b>Watch:</b> Vox's <a href="#">AI, Explained</a> Series  <i>Optional:</i> Geffer's <a href="#">"The Man Who tried to Redeem the world with Logic"</a>
Aug 27	<b>Read:</b> "Chapter 7: Propositional Logic"
Aug 29	<b>Read:</b> " <a href="#">Machine Learning for Humans</a> " <b>Watch:</b> <i>Deep Learning</i> Chapter 1, 2, and 3 By 3Blue1Brown <b>Watch:</b> What do Neural Networks Really Learn? Exploring the Brain of an AI model  <i>Optional:</i> <b>Watch:</b> "AI Learn to Walk" by Code Bullet <b>Watch:</b> "AI Learns to Speedrun QWOP" <b>Watch:</b> " <a href="#">The True Story of How GPT-2 Became Maximally Lewd</a> " by Rational Animations
	<b>UNIT 2: CURRENT LIMITS AND THE FUTURE OF A.I.</b>
Sep 3	Discussion 1
Sep 5	<b>Read:</b> Daniel Dennett's " <a href="#">Cognitive Wheels: The Frame Problem of AI</a> " <b>Watch:</b> " <a href="#">The Frame Problem in AI.</a> " <b>Watch:</b> " <a href="#">The biggest problem in AI? Machines have no common sense.</a> " Big Think.
Sep 10	<b>Read:</b> Bermudez's " <a href="#">Overview of Embodied Artificial Intelligence</a> "

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	<p><b>Watch:</b> <a href="#">“The OTHER AI Alignment Problem: Mesa-Optimizer and Inner Alignment”</a> – Robert Miles AI Safety</p> <p><b>Watch:</b> <a href="#">“We Were Right! Real Inner Misalignment”</a> by Robert Miles AI safety</p>
Sep 12	<p><b>Read:</b> Harnad, S. 1990. “The Symbol Grounding Problem.” <i>Physica D</i> 42: 335-346</p> <p><b>Watch:</b> <a href="#">“What does this symbol actually mean?”</a> – Adrian Treharne”</p> <p><b>Watch:</b> <a href="#">“Stevan Harnad – Symbol Grounding – pt 1”</a></p>
Sep 17	<p><b>Read:</b> Taddeo. Mariarosaria and Floridi, Luciano. 2005. “Solving the Symbol Grounding Problem: A Critical Review of Fifteen Years of Research.” <i>Journal of Experimental &amp; Theoretical Artificial Intelligence</i> 17(4).</p> <p><b>Watch:</b> <a href="#">“Stevan Harnad – Symbol Grounding – pt 2”</a></p>
Sep 19	<p><b>Read:</b> Angie Abdilla, Megan Kelleher, Rick Shaw, Tyson Yunkaporta <a href="#">“Out of the Black Box: Indigenous Protocols for AI.”</a></p>
Sep 24	<p><b>Read:</b> Jason Edward Lewis’ “Imagining Indigenous AI”</p> <p><b>Listen:</b> <a href="#">What we can Learn From an Indigenous approach to AI</a></p>
Sep 26	<p><b>Read:</b> Deborah Williams and Gerhard Shipley’s <a href="#">“Enhancing Artificial Intelligence with Indigenous Wisdom”</a></p> <p><b>Watch:</b> <a href="#">Hua Kí’i - A Prototype for Developing Ethical Indigenous AI</a></p> <p><b>Surf:</b> <a href="https://www.indigenous-ai.net/">https://www.indigenous-ai.net/</a></p>
Oct 1	<p><b>Read:</b> Lewis, Arista, Pechawis, and Kite’s <a href="#">“Making Kin with the Machines”</a></p>
Oct 3	Discussion 2
Oct 8	FALL BREAK
Oct 10	FALL BREAK
<b>UNIT 3: THE APPLIED PHILOSOPHY OF A.I.</b>	
Unit 3a: A.I. and Art	
Oct 15	

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	<p><b>Watch:</b> <a href="#">“Intro to Aesthetics”</a> by Philosophy Tube</p> <p><b>Watch:</b> <a href="#">“Andy Warhol and the Mimetic Theory of Art”</a></p>
Oct 17	<p><b>Read:</b> Coeckelbergh’s “Can Machines Create Art?”</p> <p><b>Watch:</b> <a href="#">“AI Art Keeps Winning”</a> by Mental Outlaw</p> <p><b>Read:</b> <a href="#">“Human Creativity x Machine Learning: Which Artists Are Using AI and Why?”</a></p>
	Unit 3b: A.I. and Warfare
Oct 22	Discussion 3
Oct 24	<p><b>Read:</b> Horowitz’s <a href="#">“The Ethics &amp; Morality of Robotic Warfare: Assessing the Debate over Autonomous Weapons”</a></p> <p><b>Watch:</b> <a href="#">War, AI and the New Global Arms Race</a>   Alexandre Wang</p> <p><b>Watch:</b> <a href="#">“The Threat of AI weapons”</a> by Veritasium</p> <p><b>Watch:</b> <a href="#">“What are the dangers of autonomous weapons   The Laws of War”</a></p>
Oct 29	<p><b>Read:</b> “The Need for and Nature of a Normative, Cultural Psychology of Weaponized AI” by Clancy, Bode, and Zhu</p> <p><b>Read:</b> Goetze’s “Mind the Gap: Autonomous Systems, the Responsibility Gap, and Moral Entanglement”</p> <p><b>Watch:</b> <a href="#">“A.I. is Making it Easier to Kill (You). Here’s How.   NYT”</a></p>
Oct 31	<p><b>Read:</b> Oltermann’s “‘At first I thought, this is crazy’: the real-life plan to use novels to predict the next war”</p> <p><b>Watch:</b> <a href="#">“The Future of modern Warfare: How Technology is Transforming Conflict”</a></p>
	Unit 3c: A.I., Privacy, and Democracy
Nov 5	Discussion 4
Nov 7	<p><b>Read:</b> Edenberg’s “The Problem with Disagreement on Social Media: Moral not Epistemic”</p> <p><b>Watch:</b> BBC News <a href="#">“How AI and deepfakes are changing Politics”</a></p> <p><b>Watch:</b> John Harris’ <a href="#">“I Deep Faked Myself, Here’s Why it Matters”</a></p> <p><b>Watch:</b> Victoria Bonney’s <a href="#">“How Social Media is Shaping our Political Future”</a></p>

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Nov 12	<p><b>Read:</b> Novelli et al., “Generative AI in EU Law: Liability, Privacy, Intellectual Property, and Cybersecurity”</p> <p><b>Listen:</b> <a href="#">“AI, Privacy, and Power”</a>   Spark with Nora Young</p> <p><b>Watch:</b> SGSB’s <a href="#">“The End of Privacy, How AI Developed a Mind of Its Own”</a></p>
Nov 14	<p><b>Read:</b> Savaget, Charini, and Evans’ “Empowering political participation through artificial intelligence”</p> <p><b>Watch:</b> Al Jazeera English’s <a href="#">“Could AI Threaten Democracy”</a></p> <p><b>Watch:</b> Al Jazeera English’s <a href="#">“Yoshua Bengio: Democracy is not safe in an AI world”</a></p>
Unit 3d: A.I. and the Automation of Labor	
Nov 19	Discussion 5
Nov 21	<p><b>Watch:</b> Kurzgesagt – In a Nutshell’s <a href="#">“The Rise of Machines – Why Automation is Different this Time”</a></p> <p><b>Watch:</b> Second Thoughts <a href="#">“These Jobs will be destroyed by Automation”</a></p> <p><b>Watch:</b> Andrei Jikh’s <a href="#">“All The Jobs AI Will Replace In 5 Years (And Jobs That It Won’t)”</a></p> <p><b>Watch:</b> Al Jazeera English <a href="#">“Will AI take your Job?”</a></p>
Nov 26	<p><b>Read:</b> Selections from Guattari’s <i>The Three Ecologies</i></p> <p><b>Read:</b> Robinson’s <a href="#">“The Problem with AI is the Problem with Capitalism”</a></p>
Nov 28	THANKSGIVING BREAK
Dec 3	<p><b>Watch:</b> Universal Basic Income – Kurstzgasat – In a nutshell</p> <p><b>Read:</b> Peter Fleming’s <a href="#">“Labour in a Post-Work Society: How Should it Be Organized?”</a></p> <p><b>Read:</b> David Shapiro’s <a href="#">“What is “Post-Labor Economics?” A Gentle Introduction”</a></p> <p><b>Watch:</b> Radical Alignment with David Shapiro <a href="#">“Post-Labor Economics Explained in 8 Minutes – How will the economy work after AGI?”</a></p> <p><b>Watch:</b> Novara Media’s <a href="#">“Fully Automated Luxury Communism: Interview with Aaron Bastani”</a></p>
Dec 5	<p>Discussion 6</p> <p>Final Paper Draft Due (Must be complete but not finished)</p>
Finals Week	<p>Final Paper Presentations</p> <p>End of the Year Meeting</p>

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