COURSE SYLLABUS

Course Title	Course Code	Semester	Course Hour/Week		Credit	ECTS
Technology Ethics	GAME318	6	**Theory** 3	**Practice** -	3	5
Course Type	Compulsory Course	Department Elective	Faculty Elective	University Elective	CoHE (YÖK) Elective	Other
	-	X	-	-	-	-
Level of Course	Associate Degree (Short Cycle)		Undergraduate (First Cycle)		Graduate/ Doctoral (Second /Third Cycle)	
	-		Yes		-	

Language of Instruction	English

Course Instructor(s)	Vic Grout	E-mail: vic.grout@arucad.edu.tr Office: TIOFF18
Course Objectives	The significance of technology ethics has become clearer over the past decade as artificial intelligence and several other key technologies have advanced and driven the world towards an uncertain future. Technology impacts, and is impacted by, many diverse factors. In this course we will explore the – often difficult – ethical decisions that have to be made with current and emerging technologies and examine various approaches to making them. The course steers a balanced path between underlying philosophical theory and practical application in the real world, including obstacles to ethical discussions and decisions.	

Course Learning Outcomes	**Students will able to:**	**Teaching Methods**	**Evaluation Methods**
	1. Explain and reflect upon how traditional and evolving ethical frameworks have been, and can be, applied to current and emerging issues in technology.	Lecture notes and reading material	Midterm exam
	2. Demonstrate experience of taking part in discussions on the merits and demerits of different approaches to emerging technological issues.	Lecture notes and class discussion/debate	Midterm exam

Course Content	3. Critically compare and contrast appropriate and inappropriate ethical approaches to technological issues.	Lecture notes and class discussion/debate	Final academic report/paper
	4. Independently develop solutions to emerging and future technology ethics issues	Lecture notes and class discussion/debate	Final academic report/paper
	The course follows an open model of technology ethics and examines various ethical views and outcomes. However, although ethics – including technology ethics – is often a subjective subject, the course will strive constantly to ground this in practical examples with positive – or at least, *clear* – outcomes. Students will be encouraged to find their own path through topics in which opinion is divided and consider the form real world solutions – sometimes involving compromise – might take. As the course unfolds, there is a particular focus on emerging and future technology and the role of ethics for all of us as we move forward.		

COURSE OUTLINE/SCHEDULE

Week	Topic	Implementation (theory/practice)	Required Reading, Preliminary preparation
1	Introduction and overview of module.	T	Class notes.
2	Ethical frameworks: Ethical screening, Codes of conduct and the STEEPLED model. Underlying philosophy.	T	Class notes. 'Technology Ethics', Gregory J. Robson and Jonathan Y. Tsou, Routledge, 2023, ISBN-13: 978-1032038704
3	Different views on the ethics of technology. (What is technology and why does it need ethics?) Different views on ethics. (What is ethics and how does it apply to technology?)	T	Class notes. 'Technology is Not Neutral', Stephanie Hare, LPP, 2022, ISBN-13: 978-1907994975
4	Social Media, Leisure and Game Ethics. Some more philosophies!	T	Class notes. 'Technology Ethics', Gregory J. Robson and Jonathan Y. Tsou, Routledge, 2023, ISBN-13: 978-1032038704 https://vicgrout.net/2019/06/05/how-to-win-a-social-media-argument/
5	Case Study 1: Ethics of Autonomous/Self-driving cars. Applying and comparing different ethical methods. (It's harder than we thought!) The 'Accountability Gap'.	T	Class notes. 'Technology is Not Neutral', Stephanie Hare, LPP, 2022, ISBN-13: 978-1907994975
6	Ethics of Artificial Intelligence. (*What* exactly is AI? The 'Turing Test'.) The need for adaptation? Alignment? *Control*? Is technology *neutral*?	T	Class notes. https://vicgrout.net/2019/09/02/turing-test-for-dogs/ https://vicgrout.net/2020/02/25/ai-machine-learning-for-minefield-clearance/

7	Behaviour-altering technology and personal autonomy. Social media and other forms of mass communication.	T	Class notes. Vic Grout, 'No More Privacy Any More?', *Information, Vol. 10, No. 1, p19, 2019.* *https://vicgrout.net/2015/08/23/the-prof-on-a-train-game/* https://vicgrout.net/2019/01/25/youre-not-my-dad-the-kettle-said-so/
8	**MIDTERM**		**Exam (40 Points)**
9	Case Study 2: Privacy vs. Security? What is 'freedom' in the digital world? What's its cost?	T	Class notes. https://vicgrout.net/2017/09/01/ethics-and-technology-freedom-or-restriction-individuality-or-uniformity/
10	Responsibility and accountability. The legal picture. Can technologies *discriminate*?	T	Class notes. 'Technology is Not Neutral', Stephanie Hare, LPP, 2022, ISBN-13: 978-1907994975
11	Extended Case Studies	T	Class notes. 'Technology Ethics', Gregory J. Robson and Jonathan Y. Tsou, Routledge, 2023, ISBN-13: 978-1032038704.
12	Technologies as moral agents. Technologies as moral patients? The control problem revisited.	T	Class notes. 'Technology is Not Neutral', Stephanie Hare, LPP, 2022, ISBN-13: 978-1907994975.
13	Case Study 3: Technologies as companions?	T	Class notes. Vic Grout, 'Robot Sex, Ethics and Morality', https://nature.berkeley.edu/garbelottoat/wp-content/uploads/grout-2016.pdf
14	Transhumanism and posthumanism. The science and the (new) philosophy	T	Class notes.
15	Practical problems with technology ethics.	T	Class notes
16	Wash-up session and assignment Q&A	T	https://vicgrout.net/2024/12/12/why-isnt-technology-ethics-happening/
17	**FINAL**		**Academic Paper Submission (60 points)**

Required Course Material(s) / Reading(s)/ Text Book(s)	'Technology Ethics', Gregory J. Robson and Jonathan Y. Tsou, Routledge, 2023, ISBN-13: 978-1032038704 'Technology is Not Neutral', Stephanie Hare, LPP, 2022, ISBN-13: 978-1907994975

Recommended Course Material(s)/ Reading(s) /Other	'Digital Media Ethics', Charles Ess, Polity (Library Catalogue number: QA76.9.M65 .E87 2014) 'Turing's Radiator' Blog: https://vicgrout.net/ Vic Grout, 'No More Privacy Any More?', *Information, Vol. 10, No. 1, p19, 2019.* Vic Grout, 'Robot Sex, Ethics and Morality', https://nature.berkeley.edu/garbelottoat/wp-content/uploads/grout-2016.pdf

ASSESSMENT		
Learning Activities	**NUMBER**	**WEIGHT in %**
Mid-Term Exam	1	40
Quiz		
Assignment		
Project		
Field Study		
Presentation / Seminar		
Studio Practice		
Other		
Contribution of Final Paper to the Final Grade	1	60
TOTAL		100

CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAMME LEARNING OUTCOMES						
No	PROGRAMME LEARNING OUTCOMES	Level of Contribution (1-lowest/ 5-highest)				
		1	2	3	4	5
1	Knows the historical development of the field of communication, basic concepts, theories.	X				
2	Knows the basic concepts and terminology related to the field of game design.		X			
3	Has knowledge about the history of computer and video games and developments in this field.	X				

4	Knows game design processes and related applications.		X			
5	Has the ability to utilize various disciplines such as communication, art, music, psychology, mythology, cinema, etc. in the game design process.			X		
6	Has the ability to analyse analogue and digital game genres.			X		
7	Has the ability to use contemporary game engines and problem solving skills.		X			
8	Has the knowledge of questioning the game designs with an analytic and critical perspective.		X			
9	Has knowledge about media literacy.			X		
10	Has the competence to prepare projects based on ethical principles in game development processes.					X
11	Has the competence to evaluate games as an art form.			X		
12	Has the competence to use game design concepts and methods in related fields such as design, software development and media.	X				
13	Has the competence to take part and responsibility in game development teams.				X	
14	Has the competence to collect, analyse and interpret analytical data about games and players.		X			
15	Has the competence to develop and present a digital game project by using game design practices effectively.	X				
16	Evaluates artificial intelligence applications in their studies with a critical approach in terms of aesthetics and originality, and uses them in accordance with ethical rules.					X

ECTS / STUDENT WORKLOAD				
ACTIVITIES	**NUMBER**	**UNIT**	**HOUR**	**TOTAL (WORKLOAD)**
Course Teaching Hour (X weeks * total course hours)	15		3	45
Preliminary Preparation and self- study	15		2	30
Mid-Term (Exam revision)	1		5	5
Quiz				
Assignment				
Project				
Field Study				
Presentation / Seminar				

Studio Practice				
Final Examination/ Final Project/ Dissertation	1		45	45
Other				
TOTAL WORKLOAD				125
TOTAL WORKLOAD / 25				5
ECTS				5

ETHICAL RULES WITH REGARD TO THE COURSE

Detected and undetected plagiarism is a serious offence at any time and it could have devastating effects on your degree result and future professional lives. However, plagiarism is easy to avoid if you make sure you identify and acknowledge your sources thoroughly and do not copy directly from visual examples, designs, or notes that have in turn been taken word for word from your sources. The maximum similarity level is 20% in written assignments.

Important Note on Attendance: You must attend at least 70% of the sessions for this course or you will automatically fail. Students cannot be absent more than 30% of the time, *even if you have medical reports* or other forms of justification. Lecturers have no control over this rule: it will be rigorously applied by the system.

You will also be required to submit a statement on your use (if any) of generative AI when submitting assignment work.

ASSESSMENT DETAILS AND EVALUATION CRITERIA:

Final Grades will be determined according to the Course Learning Activities and Final Examination/ Project/ Dissertation Assessment Details as below, and comply with the Education and Examination Regulation set forth by the University.

You will be assessed through a combination of (midterm) formal, timed exam (40%) and (final) assignment report (60%).

The (midterm) formal, timed exam (worth 40% of the overall course grade) will test basic understanding of key concepts and their application in simple scenarios. The (final) assignment report (worth 60% of the overall course grade) will allow you to work on a real-world ethical problem of your choice, applying your own methodology towards a resolution. A sample assignment might be as follows:

For the assessment report for this course, you will assume the role of a policy advisor to a government or other legislative body. This authority is intending to introduce new laws or regulations to cover some aspect of emerging technology with ethical ramifications. You have been asked to provide a report paper discussing what these ethical issues are and making recommendations for the appropriate application of ethical principles guiding these laws for this new technology. This is a considerable undertaking so the assessment will be divided. For the midterm report, you will define and identify the ethical issues. For the final report later, you will produce the recommendations. Possible scenarios might include:

- Self-driving (‘autonomous’) vehicles. You might be advising a national government or an international trade body with regulatory powers, for example.

- Directed marketing through AI and big data analysis of personal data. Would this need a national or international approach?
- Privacy and security in the new 'high surveillance' world. (A question of balance?)
- Making health services more efficient through new technology. (This is happening … supposedly!)
- New rules for social media and/or other online activity. (Some governments are trying.)
- Emerging technology in the sex/pornography industry. (This would require very different approaches in different cultures so whom would you be advising?) Alternatively, for something less controversial, you could consider robot/AI 'companions' in a more general sense?
- Autonomous ('smart') weaponry. Advising the United Nations (UN) perhaps?

Your work will be evaluated on the basis of your:

- discussion of the ethical issues and ethical questions identified
- description of, and justification for, the principles or frameworks used as the foundation for ethical reasoning. (ethical philosophy or philosophies to be applied.)
- identification of any other constraining factors. (existing laws or regulations, for example.)
- ethical arguments leading from principles to outcomes
- answers to the ethical questions identified
- identification of ethical questions that can't be answered. (uncertainties in regard to future technological development, for example.)
- recognition of possible/probable alternative views or criticisms of your position, and their implications.
- formal recommendations for future legislation/regulation. (including any need to revise or reconsider.)
- references used in the report.

PREPARED BY	Vic Grout
UPDATED	14/03/2025
APPROVED	