



## **Political Science 3395G (550) Human Rights, Artificial Intelligence and Cybersecurity Winter, 2023**

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### **1. Course Information**

Course Name, Number, Section: Political Science 3395G, Section 550

Instructor(s): Dr. Laszlo Sarkany

Contact Information: lsarkan@uwo.ca

Office: V 125

Office Hours: Tuesdays, 2:45pm– 4:00pm

Class Location: HC-H227

Scheduled Class Times (including lab or tutorial hours): Tuesdays, 12:30pm – 2:30pm

Prerequisites/ Antirequisites: Enrolment in 3rd or 4th year in any Political Science module, or permission of the Department.

### **2. Course Description**

The aim of this course is to introduce students to critical social issues at the intersection of human rights, artificial intelligence, and cyberwarfare. The emphasis in this course will be on understanding how ‘actual’ artificial intelligent systems impact such critical aspects of human rights as privacy, discrimination, inclusion, transparency and accountability. Emphasis will further be placed on the nature and phenomenon of cyberwarfare, and the challenges of governing cyberspace. Key questions that will animate our discussion this term will be the following: should artificial algorithmic systems, not only remember our names and tell us what the weather is like outside, but also decide – without human input – who should be hired in the public and private sectors, what social services should be available to what groups in society, and when weapons should fire and at what targets – and did we mention, do all this without any human input? With regards to cyberspace and cyberwar, what is cyberwar, how is it fought, how can we defend against

it, and to what extent is it different from conventional warfare? Finally, what are the challenges of regulating and governing cyberspace?

3. **Course Learning Outcomes** – By enrolling in this course, students will:
- a. Develop a thorough understanding of (the non-technological) aspects of artificial intelligence and cybersecurity, and how they relate to social justice and international relations
  - b. Understand the key links between AI and a range of key human rights issues such as privacy and democratic governance
  - c. Understand the phenomenon of cyber conflict and warfare, and how international relations scholars have attempted to make sense of this new/old phenomenon
  - d. Critically evaluate existing policy approaches to regulation of AI and cybersecurity
  - e. Evaluate the challenges of governing cyberspace

#### 4. Textbooks and Course Materials

##### **Required Textbooks:**

Kaplan, Jerry. (2016). ***Artificial Intelligence: What Everyone Needs to Know***. New York: Oxford University Press. (Also available on Kindle as well.)

P.W. Singer and Allan Friedman, ***Cybersecurity and Cyberwar: What Everyone Needs to Know***. Oxford University Press; 2014.

**\*\*\*The rest of the readings assigned are accessible on-line in the appropriate journals on on-line sources, which are further available electronically through UWO library web page.**

##### **Further Resource:**

Niezen, Ronald. ***#HumanRights : The Technologies and Politics of Justice Claims in Practice***, Stanford University Press, 2020. (Available online via the website of the UWO library: <http://ebookcentral-proquest-com.proxy1.lib.uwo.ca/lib/west/detail.action?docID=6199687>)

#### 5. Methods of Evaluation

<b>GRADING</b>	<b>VALUE</b>	<b>DUE DATE</b>
Class participation	15%	Ongoing; attendance will be taken.
Discussion papers	20 %	Due each Friday at 11:59pm.
Seminar presentation	20%	Ongoing; decided during the second week of class

Essay proposal submission	15%	March 14 <sup>th</sup> , 2023 on OWL
Class Essay	30%	April 10 <sup>th</sup> , 2023 on OWL

## METHODS OF EVALUATION AND ASSESSMENT

### I) IN-CLASS PARTICIPATION

You are expected to participate during each of the lectures and meetings by asking questions and providing unique and multifaceted insight into the readings. Each of the lectures and meetings will last 2 hours. During the first hour a seminar presentation will be held, and the instructor will lecture on the particular topics discussed. During the remaining 60 minutes the students will be able to ask questions of the presenters or the instructor:

- Verbally, and in person
- By posting questions and comments on the discussion forum created each week during the term. The discussion forum will be available on OWL.

Overall, participation should reflect awareness of the main arguments in the readings, and should be informed. Please note that the frequency of participation will not be considered as having the same value as the quality of participation.

Discussions regarding artificial intelligence, human rights and cybersecurity may lend themselves to multi-faceted discussions involving a variety of view points and opinions, which may – or may not – be shared by all. Therefore, students are asked that they conduct themselves in such a way that they show the utmost respect to other who may – or may not – share their views. The key here is to respect each others’ opinions and perspectives. Any student uttering any negative or derogatory comments towards the views of others will first be asked to change their behaviour, or will be asked to take a few-minutes break from the discussion.

***\*\*\*Please note that attendance will be taken at the beginning of each class. As per department policy, two absences for personal and confidential reasons will be accommodated.***

### II) DISCUSSION PAPERS

During the term you will be asked to complete four (4) discussions papers by analyzing any of the topical papers found on the website of the Center of International Governance Innovation (CIG): [Surveillance & Privacy - Centre for International Governance Innovation \(cigionline.org\)](http://cigionline.org). In another words, you will be tasked with choosing any of the articles listed, summarizing the content of the article, and finally analyzing the content.

You may choose which of the four (4) weeks during the term you would like to submit a discussion paper. The papers should be 1000-words, or four double-spaced pages long. The papers should be written in an essay format, and a bibliography will not be necessary for the paper. You will, however, be asked to cite – in a footnote – any outside sources you use to complete the paper.

### III) SEMINAR PRESENTATION

A group of 2—3 student will provide a 20 – 25-minute presentation on at least three (3) of the assigned readings for a particular week. We will decide on the order of presentation on the second day of the lectures.

The presentation will be followed by a 5 to 10 minute ‘question and answer’ period. During this time, the presenters will be able to answer any clarifying questions

**\*\*\*Please note that you are more than welcome to go above and beyond the reading list provided below. For some of the weeks, you will in fact be required to select your own reading.\*\*\***

Presentations should include the following:

- |      |  |     |
|------|--|-----|
| i)   | Selecting two key (2) questions which will guide the overall presentation  | 10% |
| ii)  | Summary of the main arguments in the readings                              | 30% |
| iii) | Analysis of the strengths and weaknesses of the arguments                  | 30% |
| iv)  | Offering at least <b>two to three key questions</b> for further discussion | 20% |

**IV) PROPOSAL SUBMISSION  
2023 at 11:59PM**

**March 14<sup>th</sup>,**

On March 14<sup>th</sup>, and in preparation for the class essay, then, students will be asked to submit a 750-word essay proposal not later than a week after the above-mentioned presentation, or on March 11<sup>th</sup>, 2022. Students should incorporate in the written proposal the comments, advice and suggestions received from their colleagues and the course instructor.

The components of the proposal will be as follows. **(You MUST use the format outlined below.)**:

**Section I** – ‘Research Question(s)’ – maximum three questions should be posed, and they should all *closely* relate to the central topic of the essay.

**Section II** – ‘Introduction’ – no longer than 250 words – which must include a clearly identifiable thesis statement.

**Section III** – Listing of all of the subsections of the essay, entitled ‘Section 1 – Section ‘n’. Under each subsection, there needs to be a sentence or two describing the themes/topics/arguments/cases discussed.

**Section IV** – ‘Conclusion’, which will include a brief summary of the arguments.

**V) MAJOR RESEARCH ESSAY  
April 10<sup>th</sup>, 2023**

You will be responsible for writing a **class essay** worth 30% of the final mark. The essay will be due on the last day of classes during the fall term. **The essay should be 10-12 double spaced pages long**, on a topic agreed to by the student and the instructor no later than November 1<sup>st</sup>.

*\*\*\*Students are highly encouraged to write the class essay on a topic discussed either during their seminar presentations, or while commenting on a seminar presentation.*

- i) Formatting should be as follows: Size 12, Times New Roman font, with 1” – 1.25” margins. I will accept Chicago style, the Modern Languages Association (MLA) style, and the American Psychological Association (APA) style formatting of footnotes, endnotes, in-text referencing, bibliography, etc.
- ii) In regards to the sources used for the essays, please note the following order:
  - a. Books
  - b. Journal articles
  - c. Policy papers
  - d. Discussions in the media with wide readership – approximately 500,000 readers and above
- iii) You are asked to consult and cite at least 10– 12 sources.
- i) Extensions will only be granted on compassionate grounds, and only if I am notified in writing of your circumstance.
- ii) With respect to the topic of the essay, it will be your responsibility to contact me about your topic. If you choose not to do so, I reserve the right to directly criticize the topic of the essay, which will most certainly have an impact on the mark you achieve in the course.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com <http://www.turnitin.com>

***\*\*\* Each assignment/paper is due on the date noted. Late assignments will automatically receive a grade of zero unless there are extenuating circumstances such as illness or personal emergency (documentation is required). Extensions may be granted in instances where illness, personal or family emergency, or mental health issues are a factor, though waiting until after the deadline to see an academic counsellor will increase the possibility that you will receive zero.***

**As a final note, students are strongly encouraged to take advantage of the instructor’s office hours to discuss course readings and lectures, or exam performance.**

## **WEEKLY READING ASSIGNMENTS:**

### **WEEK 1, JANUARY 10<sup>TH</sup> - Introduction**

Latonero, *AI and Upholding Human Rights* (video)

<https://events.technologyreview.com/video/watch/mark-latonero-ai-human-rights/>

Cath, C., Wachter, S., Mittelstadt, B. *et al.* Artificial Intelligence and the ‘Good Society’: the US, EU, and UK approach. *Sci Eng Ethics* 24, 505–528 (2018). <https://doi-org.proxy1.lib.uwo.ca/10.1007/s11948-017-9901-7>

### **WEEK 2, JANUARY 17<sup>th</sup> – A Primer on Human Rights and What is AI**

Kaplan, section 1

Kamphorst, “The primacy of human autonomy: Understanding agent rights through the human rights.” Available at <http://ceur-ws.org/Vol-885/paper3.pdf>

Teubner, G. (2006), Rights of Non-humans? Electronic Agents and Animals as New Actors in Politics and Law. *Journal of Law and Society*, 33: 497-521. <https://doi-org.proxy1.lib.uwo.ca/10.1111/j.1467-6478.2006.00368.x>

Risse, M. “Human rights and artificial intelligence: An urgently needed Agenda.” *Human Rights Quarterly*, vol. 41, no. 1, 2019, pp. 1 – 16.

“Universal Declaration of Human Rights,” available at <https://www.un.org/en/universal-declaration-human-rights/index.html>

### **WEEK 3, JANUARY 24<sup>th</sup> - The Evolution of AI and the Edge of Knowledge in the Field**

Kaplan, section 2 and 3

Liu, “The power structure of artificial intelligence.” *Law, Innovation and Technology*, vol. 10, no. 2, pp. 197 – 229.

Hoy, “Emerging scientific technologies help defend human rights.” *Science*, vol. 361, no. 6405, pp. 859-860.

### **WEEK 4, JANUARY 31<sup>st</sup> – AI and Privacy**

Buttarelli. “Privacy matters: updating human rights for the digital society.” *Health and Technology*, vol. 7, no. 4, pp. 325 – 328.

Kayaalp. “Patient privacy in the era of big data.” *Balkan Medical Journal*, vol. 35, no. 1, pp. 8 – 17.

### **WEEK 5, FEBRUARY 7<sup>TH</sup> – AI and Democracy**

Nemitz. “Constitutional democracy and technology in the age of artificial intelligence.” *Philosophical Transactions of the Royal Society A: Mathematical, Physical and Engineering Sciences*, vol. 376, no. 2133.

“Will Democracy Survive Big Data and Artificial Intelligence?” available at <https://www.scientificamerican.com/article/will-democracy-survive-big-data-and-artificial-intelligence/>

## **WEEK 6, FEBRUARY 14<sup>TH</sup> – AI and the Public Sector**

Bundin, et. al. “Legal aspects of the use of ai in public sector.” *Communications in Computer and Information Science*, vol. 858, pp. 171 – 180.

Clark, David, Thomas Berson and Herbert S. Lin, eds. “At the nexus of cybersecurity and public policy: Some basic concepts and issues.” National Research Council of the National Academies, Washington, D.C. Available at [At the Nexus of Cybersecurity and Public Policy: Some Basic Concepts and Issues - PubMed \(nih.gov\)](#); chapters 1, 3, and 5.

McKelvey and McDona. “Artificial intelligence policy innovations at the Canadian federal government.” *Canadian Journal of Communication*, Vol. 44, no. 2, pp. 43 – 50.

**\*\*\*READING WEEK – FEBRUARY 20<sup>th</sup> – 24<sup>TH</sup> \*\*\***

## **WEEK 7, FEBRUARY 21<sup>ST</sup> – CYBERSECURITY: IT’S NUTS AND BOLTS**

Singer and Friedman, Part I, section 1, 2 and 3

Lamensch, Marie, “For Rights Defenders, Cyber is the New Battleground,” available via [CIGI](#).

Robert Fay and Wallace Trenholm, “The Cyber Security Battlefield,” available via [CIGI](#).

\*\*\*(Please also note the readings which follow after this piece.)

## **WEEK 8, FEBRUARY 28<sup>TH</sup> – CYBERSECURITY: IT’S NUTS AND BOLTS, PART II**

Singer and Friedman, Part I, sections 4, 7, 13 and 14

## **WEEK 9, MARCH 7<sup>TH</sup> – CYBERSECURITY AND CYBERCRIME PART I**

**Singer and Friedman, Part II, sections 1, 2 3 and the focus on ‘Anonymous’**

Wilner. “Cybersecurity and its discontents: Artificial intelligence, the internet of things, and digital misinformation.” *International Journal*, vol. 73, no. 2, pp. 308 – 316.

**WEEK 10, MARCH 14<sup>TH</sup> – CYBERSECURITY AND CYBERCRIME PART II**

Singer and Friedman, Part II, sections 5, 6, 7, 8

**WEEK 11, MARCH 21<sup>ST</sup> – CYBERWAR, PART I**

Singer and Friedman, Part II, sections 13, 14, 15, and 16

**WEEK 12, MARCH 28<sup>TH</sup> – CYBERWAR PART II**

Singer and Friedman, Part II, sections 17, 18, 19, 20 and 23

Ashrafian. “Artificial Intelligence and Robot Responsibilities: Innovating Beyond Rights.” *Science and Engineering Ethics*, vol. 21, no. 2, pp. 317 – 326.

Kaplan, section 8

Livingston and Risse. “*The Future Impact of Artificial Intelligence on Humans and Human Rights.*” *Ethics and International Affairs*, vol. 33, no. 2, pp. 141 – 158.

*Additional sources:*

<https://events.technologyreview.com/video/?topic=intelligent-machines>

<https://ai-hr.cyber.harvard.edu/>

**WEEK 13, APRIL 4<sup>TH</sup> – COURSE WRAP-UP**





## **Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022-2023**

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no disruptions to in-person instruction. This is subject to change.

### **Student Code of Conduct**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy,

specifically, the definition of what constitutes a Scholastic Offence, at the following website: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academiccalendar/) . The appeals process is also outlined in this policy as well as more generally at the following website: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf).

### **Turnitin.com**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Statement on Use of Personal Response Systems (“Clickers”)**

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Academic Consideration for Missed Work**

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

### **Policy on Academic Consideration for a Medical/ Non-Medical Absence**

- (a) Consideration on **Medical Grounds** for assignments worth *less than 10%* of final grade: **Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad

outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

**b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

**c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [hurousss@uwo.ca](mailto:hurousss@uwo.ca).**

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation\\_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at [hurousss@uwo.ca](mailto:hurousss@uwo.ca) for any further questions or information.

**Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at

[huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/>  
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1> Academic Support & Engagement: <http://academicssupport.uwo.ca/>  
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>  
Western USC: <http://westernusc.ca/your-services/#studentservices>

### **Wellness and Health Supports at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca) Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)  
Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages - [Academic Calendar - Western University \(uwo.ca\)](#)