

Carleton University
Winter 2020
<https://carleton.ca/polisci/>

PSI 5915X /PSCI 4801B

It has all gone to Hal: Artificial Intelligence and Long Reach of Pacification

Wednesday 18:05-20:55

Please confirm location on Carleton Central

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Office Hours: Wednesdays 4:45pm – 5:50 pm

Course Description and Objectives:

This course explores a simple hypothesis: the capacity of regimes, both corporate and state, to inspect, command, and destroy human life has historically been constrained by the transaction costs of ‘making violence.’ These costs are rarely solely material, but often include, social and political considerations. For instance, war fatigue and morale failure of home populations shifted from a nascent field of military research throughout colonial bombing campaigns in the 1930s, and became a significant field of research in determining what acts of violence and loss of life would be tolerated by home populations before they became war weary. What if occupations were to become cheap and bloodless for the occupier? What if predictive analytics gave would-be imperialists and occupiers the power to rule a population cheaply with minimal points of intervention in the social body? If the transaction cost of violence had previously created limits on the scope, intensity and duration of violence, any actor that can significantly reduce these transaction costs will be of world historical significance for human beings.

This course is an exploration of this premise. It is also an exercise on method, in that it will approach the impact of AI on violence not from the perspective of war, but from a method that focusing on the history of pacification. Pacification, in this sense, tries to understand the historical linkages that have gradually melded war and security, into a more encompassing and nonetheless blurry logic of ‘police.’ In this sense, the course focuses not solely on physical destruction and violence (though this is a theme) but on control, surveillance, and molding of human conduct more generally. Students will focus on the historical constitution of pacification, the present, and theorize the future of AI, robotics, and the human condition.

Students will learn components of critical social theory, become familiarized with some of the literature on pacification and use foresight techniques to understand the flashpoints among pacification, artificial intelligence, and emerging social orders.

Required Texts:

Neil Bostrom, *Super-intelligence: paths, dangers, strategies*, (Oxford: Oxford university press, 2014).

Yuval Noah, Harari, "*Homo Deus: A brief History of tomorrow*" (USA: Penguin Random House, 2015)

William, Bogard, *The Simulation of Surveillance: Hypercontrol in Telematic Societies*, by (Cambridge UK: Cambridge University Press, 1996)

Shoshana Zuboff, *The Age of Surveillance Capitalism: Frontiers: The Fight for a Human Future at the New Frontier of Power*, (Great Britain, profile books, 2019)

(All readings beyond these primary texts are either online or will be provided as photocopies.)

Grade Distribution

The breakdown of grading is as follows:

Critical Review	30% of your total mark (20 marks per essay)
Final Paper	50% of your total mark (10 marks on proposal opt.)
Participation	<u>20% of your total mark (20 marks)</u>

Explanatory Notes on Assignments

Mash-up Assignment

You will be asked to write one assignment of approximately 2500 words. The Mash-up assignment is an exploration of what would happen if an existing product, service, or commodity were combined with some of the emerging forms of artificial intelligence or robotization. Potential themes could be the application of artificial intelligence to borders, gamification of security and combat, robotization of police services, or deployments of autonomous vehicles in service of security, to name but a few examples. The assignment will be evaluated on clarity, use of social theory to support your thinking on implications and outcomes of the 'mash-up' and for creativity. It is encouraged that you submit a cover page with an image or representation of the semi-fictionalized object.

Final Paper

The final paper is worth 50% of your grade. It is a research paper. You may elect to convert 10% of the total mark of the paper into a research paper proposal, which I will mark and provide feedback and return at our last class. Though the specific focus is open, the paper should engage with the broader theme of artificial intelligence and decreasing transactions costs of pacification projects. Case studies are encouraged.

Participation

Graduate seminars depend heavily on attending class regularly and engaging with your fellow colleagues on readings, and sharing ideas. I want to encourage this approach for this class. However, I also recognize that there are all kinds of dynamics that make some more comfortable to share ideas than others, and for that matter a high quantity of interventions should not be valued more than deep insights that come less frequently. To this end, I would like to try and evaluate participation in two ways:

1). 12% of your participation will come from your role in leading a weekly discussion. This involves you coming to class a brief 10-minute presentation on the readings with a few questions you would like to pose to the class for discussion.

The remaining 8% of your attendance will be evaluated on your engagement in the classroom. To be clear, I am trying to evaluate these both on your insight into the readings, but also your engagement with others in the class. In particular, do you ask your colleagues questions with intent for them to clarify and expand their thinking, support their insights, and engage one another respectfully when you disagree. When I was a graduate student, there was a tendency to try prove to the professor that you have a better answer than your colleagues and this makes for a rather abysmal game of self-comparison.

However, the reason we come together in this seminar every week should ultimately be to work together to try to unpack some of the rather seismic social and economic shifts that are taking place. We will get further on these matters if we genuinely try to support one another's inquiries than if we simply expend time trying to prove to one another that we deserve to be here.

While I will do my utmost to be observant of this and provide fair marks according to these criteria, I recognize that much of this isn't just my perception of how you work together but how you perceive we work together as a group over the coming weeks. **For this reason, I will use a mixed method approach of my own evaluation of your participation and blind assessments from your peers to come up with the final mark of the 8%.** We can discuss how this will operate more in our first class.

Also, in terms of regular attendance, I am under no illusion that our evening course is the only thing going in your life, and life happens: people get dumped, partners get sick, and sometimes, especially in our long winters, people find themselves laid low by depression and anxiety. All these things, unfortunately, can take you away from our weekly meetings.

So, I will take attendance, but I will not penalize you for missing class. If you are away for two consecutive seminars without providing notification, you can expect me to follow-up.

Policy for Late Assignments:

I provide deadlines on assignments because I think we don't have them we tend to put things

off and put things off and then the easy relaxed, no worries approach to receiving your work because a source of considerable stress and anxiety. I do provide extensions, because, as mentioned, I recognize things happen; however, you need to get in touch with me and ask for an extension and to do so before the paper is actually due. If you do not do this and provide no explanation, I will deduct 3% per a day.

Tentative Lecture Outline and Reading List

January 8th: Security and War, Pacification as a method

Mark Neocleous, 2011, "A brighter and nicer life: Security as Pacification" in *Social and Legal Studies*, vol. 20, issue 2 pp. 191-208

Michel, Foucault, *Society Must be Defended, selections.*

January 15th: Speed and Efficiency in the Logics of Security, cont.

Patrick Colquhoun in *A General Police System: Political Economy and Security in the Age of Enlightenment*, ed. George Rigakos, John L McMullan, Joshua Johnson and Gulden Ozcan. (Ottawa: Red Quill Press: 2009): 245–276

Sir William Petty, in *A General Police System: Political Economy and Security in the Age of Enlightenment*, ed. George Rigakos, John L McMullan, Joshua Johnson, and Gulden Ozcan, (Ottawa: Red Quill Press: 2009), 33-51

Rigakos, George, Richard Hadden, 2001, "Crime, Capitalism and the Risk Society: Towards the Same Olde Modernity" in *Theoretical Criminology*, vol. 5 (1) pp. 61-84

January 22nd: Technology and Speed of Violence: a case study

Reviel Netz, *Barbed Wire: An Ecology of Modernity, selections, part. Two: confrontation, pp. 56-127*

January 29th: Simulation, outlines of a new regime of power

William, Bogard, 1996, *The Simulation of Surveillance: Hypercontrol in Telematic Societies*, by (Cambridge UK: Cambridge University Press), pp. 1-110

February 5th: Simulation, outlines of a new regime of power

William, Bogard, 1996, *The Simulation of Surveillance: Hypercontrol in Telematic Societies*, by (Cambridge UK: Cambridge University Press), pp.110-finish

February 12th: Algorithms and Government

Rachel Botsman, “Big Data Meets Big Brother as China Moves to Rate its Citizens” in *Wired*. October 2017, <https://www.wired.co.uk/article/chinese-government-social-credit-score-privacy-invasion>

Xiao Qiang, “The Road to Digital Unfreedom: President Xi’s Surveillance State” in *Journal of Democracy*, Vol. 30 issue 1, January 2019, 53-67

Ed Pilkington, “Digital Dystopia: How Algorithms Punish the Poor” the *Guardian*, October 14th, 2019, <https://www.theguardian.com/technology/2019/oct/14/automating-poverty-algorithms-punish-poor>

Robert Booth, “Benefits System automation could plunge claimants into deeper poverty” October 14th, 2019, <https://www.theguardian.com/technology/2019/oct/14/fears-rise-in-benefits-system-automation-could-plunge-claimants-deeper-into-poverty>

Week of February 17th – 21st: No Classes

February 26th: The Near Present of Pacification: Case Study of Airpower

Ole B Jensen, 2016, “New Foucauldian Bommerangs: Drones, and Urban Surveillance” *Surveillance and Society*, vol. 14 (1). 21-35

Mark Neocleous, 2014, “Air Power as Police Power” in *Environment and Planning D: Society and Space*, vol. 31, issue 4: 578-593

Major Jason Barlow, “Strategic Paralysis: An Air Power Theory for the Present” *School of Advanced Air Power Study*, Air University, 1992. Pp. 1-117

March 4th: War, Security AI: falling costs of violence

For this week, please the Black Mirror episode “Metal Head” Season 4, episode 5, before attending class. We will revisit the episode during class but our re-examination in class will be guided by questions and insights you bring to class from your initial viewing.

M.L.Cummings, 2017, “Artificial Intelligence and the Future of Warfare” in Chatham House: Royal Institute of International Affairs, pp. 1-18

Johnson, David, Draudt, Alida, Vanatta, Natalie, and Julie West, 2017, *The New Dogs of War, The Future of Weaponized Artificial Intelligence*, Army Cyber Insight at Westpoint with University of Arizona. Pp. 1-44

March 11th: The near present of pacification?

Shoshana Zuboff, 2019, *The Age of Surveillance Capitalism: The Fight for the Future at the Frontier of Power –read Part I, Part II, and “Utopia of Certainty in Part III*

March 18th: Future States of the Pacified Human Condition

Yuval Noah, Harari, 2015, *Homo Deus: A brief History of Tomorrow (USA: Penguin Random House)*

March 25th: Future State of Human Conflict, and Artificial Intelligence

Neil Bostrom, *Super-intelligence: paths, dangers, strategies*, (Oxford: Oxford university press, 2014). Pp. 1-158

***Research paper proposals due*

April 1st: Future State of Human Conflict, Artificial Intelligence and Violence

Neil Bostrom, *Super-intelligence: paths, dangers, strategies*, (Oxford: Oxford university press, 2014). Pp. 159 to complete.

April 20: Final Paper’s Due

Academic Accommodations

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Carleton Political Science Society

"The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

Official Course Outline

The course outline posted to the Political Science website is the official course outline.