Welcome!

Welcome to James Madison University and to The 24th Annual Conference on Ethics Across the Curriculum!

Conference Directors:
- David McGraw, James Madison University
- Mark Doorley, Villanova University

Thanks to our team of colleagues who helped to plan and organize the event:
- Shannon Conley, James Madison University
- Kacey Damaty, James Madison University
- Christian Early, James Madison University
- Tolu Odumosu, Morgan State University
- Katherine Ott-Walter, James Madison University
- Jason Robert, Arizona State University
- Emily York, James Madison University

In addition, many thanks to the others who helped out in many ways, from reviewing abstracts, to wrangling budgets, to helping with logistics. The conference could not have succeeded without their help.
- Elaine Englehardt, Utah Valley University
- Glen Miller, Texas A & M University
- Mark Piper, James Madison University
- Kathy Lubkowski, James Madison University
- Breann Riggert, James Madison University
- Lynn Cicatko and the Hotel Madison staff

SEAC Officers, Executive Committee, and Editors:
- Elaine E. Englehardt – President (Utah Valley University)
- Alan A. Preti - Secretary-Treasurer (Rosemont College)
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- Edyta Kuzian -Teaching Ethics Editor (Clemson University)
- Daniel E. Wueste - Teaching Ethics Editor (Clemson University)
- Sandra Woodson - Teaching Ethics Book Editor (Colorado School of Mines)
- Ariel M Sykes - Web Master (Kent Place School)
Sunday, October 1

5:00 – 6:30 pm Welcome Reception with hors d'oeuvres

The Welcome Reception is brought to you courtesy of The Graduate School at JMU.

The Graduate School at JMU offers more than 60 programs in the area of Arts; Business; Communication, Humanities and Social Sciences; Education; Health and Behavioral Studies; and Science, Technology and Math. A combination of rigorous curriculum taught by expert faculty with hands-on experiences and collaboration ensures a rich educational experience students benefit from years after graduation.

6:30 pm Opening Plenary Session
Appalachian Ballroom

- Welcome Address by Jonathan Alger, President, James Madison University
- Ethical Reasoning at JMU, Dr. Christian Early
- Keynote Address by Dr. Siva Vaidhyanathan, Robertson Professor of Media Studies and director of the Center for Media and Citizenship at the University of Virginia

Siva Vaidhyanathan is the Robertson Professor of Media Studies and director of the Center for Media and Citizenship at the University of Virginia. He is the author of Antisocial Media: How Facebook Disconnects Us and Undermines Democracy (Oxford University Press, 2018). He also wrote The Googlization of Everything -- and Why We Should Worry (University of California Press, 2011). He has written two previous books: Copyrights and Copywrongs: The Rise of Intellectual Property and How it Threatens Creativity (New York University Press, 2001) and The Anarchist in the Library: How the Clash between Freedom and Control is Hacking the Real World and Crashing the System (Basic Books, 2004).

Vaidhyanathan has appeared in an episode of The Daily Show with Jon Stewart to discuss early social network services. Vaidhyanathan has appeared in several documentary films, including Terms and Conditions May Apply (2013), Inside the Mind of Google (2009), and Freedom of Expression (2007). In 2016 Vaidhyanathan played a prominent role in the higher-education documentary, Starving the Beast.


The opening plenary session is brought to you courtesy of Ethical Reasoning in Action at JMU.

Ethical Reasoning in Action embodies and complements the university mission as we promise to prepare students to be “educated and enlightened citizens who lead productive and meaningful lives.”

We aim to answer this call wholeheartedly through coordinated and enhanced curricular and co-curricular opportunities that employ an eight-question ethical reasoning framework to be applied in three domains: personal, professional, and civic life.
Monday, October 2
8AM Continental breakfast available

8:30 – 9:45am Session One
Track 1A - Room: Shenandoah C

Panel Discussion: A Proposed Professional Certification for Ethics and Civil Discourse

Ethics centers offer diverse programs to universities and communities. This panel will explore whether and in what ways ethics education contributes to the skills of civil discourse, discuss various models of ethics centers and query whether and how they help students develop the skills of civil discourse, consider a proposal to develop a professional certification for Ethics and Civil Discourse, and weigh various concerns and challenges to the idea of a professional certification.

Deborah Mower is Director of The Center for Practical Ethics and is the Mr. and Mrs. Alfred Hume Bryant Associate Professor of Ethics and an Associate Professor of Philosophy at the University of Mississippi. She specializes in moral psychology, applied ethics and public policy, and moral education and assessment with a special interest in moral sensitivity, conviction, and civility.

Brian D. Birch, Director of the Center for the Study of Ethics, Utah Valley University, specializes in religious diversity, ethics education, and religion’s role in civil society. He’s been involved with the Parliament of the World’s Religions and is a Senior Research Fellow at the Foundation for Religious Diplomacy. He’s an editor and author of works like "What is Postmodernism?" and "Radical Pluralism: Essays in Ethical and Religious Diversity."

Elaine E. Englehardt, a Distinguished Professor of Ethics and Philosophy at Utah Valley University (UVU), includes over 40 years of teaching philosophy, ethics, and communication at UVU. She currently serves her second term as President of the Society for Ethics Across the Curriculum. Englehardt is the author of ten books and numerous peer-reviewed articles and has directed seven national grants, notably contributing to the Ethics Across the Curriculum movement. She has also served in various administrative roles at UVU and on several commissions.

Glen Miller’s current research triangulates the history of philosophy, especially ethics and political philosophy, and two emerging areas of ethical concern, the environment and technology. He regularly teaches a large course on engineering ethics and investigates issues in applied, practical, and professional ethics, including bioethics and cyberethics.

Moderator: Deborah Mower, University of Mississippi

Track 1B - Room: Allegheny A

1. Racist A.I.? Critical Reflection on the Artificial Intelligence and Structural Racism

This presentation challenges the misconception of AI’s “fairness” and exposes its potential to perpetuate racial biases and structural racism. Examples illustrate AI’s unintended consequences, like altering an Asian-American’s photo to appear white or causing a wrongful arrest due to a facial recognition error. It advocates for an ethical framework to evaluate AI, emphasizing the need for diversity in AI systems to combat structural racism effectively.

Wonchul Shin is the Catherine of Siena Teaching Fellow, Ethics Program, Villanova University.

2. Biased Face Recognition Technology Used by Government: A Problem for Liberal Democracy

This paper presents a philosophical analysis of the issue of biased face recognition technology (FRT) usage in law enforcement within liberal democracies. It highlights FRT’s increased errors with darker skin tones and females compared to Caucasian males, potentially leading to unjust investigations along racial and gender lines. The author defends “A Liberal Argument Against Biased FRT,” asserting that it contradicts the classical liberal principle of equal treatment by the government. Two objections to this argument are debunked. The paper concludes by advocating for equality before the law while urging the resolution of machine bias before deploying AI like FRT in liberal democracies.

Michael Gentzel holds a Ph.D. in philosophy from Johns Hopkins University and currently teaches philosophy and medical ethics at several universities in the Philadelphia region.

Moderator: Mark Piper, JMU
Track 1C - Room: Allegheny B

1. Teaching with Virtual Reality, or Why Life Will Never Be Good Enough
   I recently introduced Google Cardboard virtual reality sets to my students as a pedagogical tool to explore reality and the concept of the good life in the context of philosophical texts. Discussions revolved around authenticity, the possibility of living a good life in virtual reality, and human discontent as highlighted in existentialism and Plato's Symposium. The desire to create virtual worlds reflects our longing to escape the human condition. This pedagogical approach explores our inclination to seek alternatives to the given human existence, echoing Hannah Arendt's observation. In summary, I will discuss how I integrated virtual reality into the classroom to explore the concept of the "good life" and how students related this to their previous coursework.

Jill Drouillard is Assistant Professor of Philosophy and Women's, Gender, and Sexuality Studies at the Mississippi University for Women.

2. The Use of Natural Language Processing and Data Visualization for Ethics Pedagogy and Research
   This paper presents a software application called Story Analyzer (SA), and its use for ethical reasoning. SA uses natural language processing (NLP) and data visualization to produce dashboards of textual narratives. These visualizations depict narrative entities like people, groups/organizations, places, times, and ideas conveyed in text documents, and assist users to understand complex textual content. The paper shows how SA is used to facilitate ethical reasoning pedagogy as well as research involving ethical analysis.

Mike Mitri is professor emeritus of Computer Information Systems at James Madison University where he taught from 2001 - 2023.

Track 1D - Room: Allegheny C

1. Encouraging Engineering Students to Critically Consider the Technology-Neutral Stance
   This presentation outlines a course offered at Penn State University titled Ethics & Equity in Engineering Leadership. It targets upper-level engineering students, guiding them through a 7-week classical ethics crash-course before delving into equity and justice in engineering. A key objective is challenging the idea of technological neutrality. This course encourages critical thinking about technology's ethical implications using Ronald Schinzinger's 1972 question, "Is technology X an ethically acceptable social experiment?" By applying this question to contemporary examples, students gain insights into engineers' roles and responsibilities. The course culminates in a project where students analyze the ethics and equity issues of a chosen technological implementation.

Jacquelyn Huff is an Associate Teaching Professor in the School of Engineering Design and Innovation at Penn State University.

2. Cultivating Virtuous Engineers: Pedagogical Insights to Infuse Virtue Ethics Across the Wake Forest Engineering Curriculum
   Higher education has a responsibility to better prepare graduates for the complexity of real-world practice, and ethical preparedness is part of this responsibility. In engineering education, traditional compliance-based ethics need to be complemented by virtue ethics in order to cultivate integrity, empathy, courage, justice, humility, and practical wisdom. Wake Forest Engineering's six-year effort to integrate ethics and virtues into its brand new curriculum will be discussed.

Dr. Olga Pierrakos serves as a Founding Professor and the Founding Chair (2017-2022) of the Department of Engineering at Wake Forest University. She is the Principal Investigator of a Kern Family Foundation KEEN award titled “Educating the Whole Engineer: Engineering Fundamentals, Character Development, and Entrepreneurial Education.” She is an engineering education researcher and biomedical engineer.

Dr. Jessica Koehler is a Visiting Scholar of Leadership and Character in the Wake Forest Department of Engineering. She applies her practical and theoretical knowledge of STEM education, assessment, teacher professional development, and young adult holistic development to support the character education programming, assessment, and faculty training efforts.

Dr. Kyle Luthy is a Founding Assistant Professor in the Department of Engineering at Wake Forest University and co-Principal Investigator of the Kern Family Foundation KEEN award titled “Educating the Whole Engineer: Engineering Fundamentals, Character Development, and Entrepreneurial Education.” He holds a Ph.D. in Computer Engineering from North Carolina State University.

Moderator: Dr. Ruth Washington, LeMoyne-Owen College
1. **STEM Undergraduate Student Perceptions Regarding the Ethics of ChatGPT**

   AI's Impact on Education: AI tools like ChatGPT have raised concerns about misuse, legal and ethical issues, including deep fake creation, misinformation, bias, and transparency. Some academic institutions have banned ChatGPT due to concerns about cheating. This study surveyed STEM undergraduates from two universities, revealing that most students view AI tools as ethically acceptable aids in learning complex subjects, enhancing their STEM education and future careers.

   *Susan LeFrancois, Ph.D.* is an Assistant Professor of Innovation & Technology at Florida Polytechnic University.

2. **Fabricating ChatGPT – A Philosophical Analysis**

   This paper explores the philosophical impact of ChatGPT, an AI model by OpenAI, released in November 2022. It analyzes its reception in academia, discusses its potential in various fields, and examines ethical and practical implications. The study emphasizes responsible AI use, preserving human creativity while equally maintaining ethical standards. It particularly hones in on three research papers about ChatGPT, providing a deeper analysis of method and experimental design.

   *Michael Paskaru* holds a Bachelors with Honors in Psychology from York University and a Master’s degree in Philosophy of Mind and Psychology from Tilburg University. His master’s thesis delved into the influence of situationism and factitious virtue on education and ethical development.

Moderator: Tatjana Titareva, JMU

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10 – 11:15am Session Two

**Track 2A - Room: Shenandoah C**

**Panel Discussion: The Ethical Requirements for Academic Leaders**

Academic leaders, like leaders in business or politics, confront a variety of issues. In dealing with them leaders are constrained by organizational norms (“culture” rather than code) and organizational politics, and sometimes they prompt a question about leadership: does it require a different understanding of ethical duties, to avoid or mitigate for instance, the problem of “dirty hands.” The panel will focus on the plausibility and usefulness of the idea of an internal morality rather than ethical theory (e.g., utilitarianism, Kantianism, virtue theory) in thinking about the responsibilities of an academic leader such as a dean. What ethical norms, if any, are intrinsic to academic organizations? What ethical norms ought to govern an academic leader?

*Terry L. Price* is Coston Family Chair in Leadership and Ethics at the Jepson School of Leadership Studies, University of Richmond, specializing in leadership ethics and moral psychology, with a strong background in philosophy and politics.

*Wade L. Robison* is the Ezra A. Hale Professor of Applied Ethics at the Rochester Institute of Technology, known for his work in philosophy of law, David Hume, and practical ethics.

*Daniel E. Wueste* holds the Kathryn and Calhoun Lemon Professor of Philosophy position at Clemson University, focusing on practical and professional ethics, legal philosophy, and social and political philosophy, with experience as the founding director of the Rutland Institute for Ethics.

Moderator: Daniel E. Wueste, Clemson University
1. **Higher Education Professors and Administrative Leaders’ Perspectives on AI Ethics Across the Curriculum**

The rapid growth of technology in higher education requires collaboration between faculty and administrators to effectively implement AI education. Most educators lack the necessary knowledge and skills to assess AI applications, with only 6% using ChatGPT in 2023. Students adapt to AI more quickly. As deep learning advances, curriculum updates are inevitable. However, ethical concerns arise, particularly regarding AI-powered assistance in tasks like essay writing. This paper offers an overview of curriculum changes and quantitatively analyzes ethical advancements in AI integration in undergraduate and graduate education, using data from faculty and administrative leaders in public and private four-year institutions.

Dr. Sevinj Iskandarova is an Assistant Professor, Department of Business Administration and Economics, Bridgewater College, VA, USA.

Dr. Oris Griffin is Associate Dean for Diversity, Equity, and Inclusion, and Professor (LTLE), College of Education, JMU, VA, USA.

2. **Responsibly Developing and Deploying Predictive Analytics in Higher Education**

The proliferation of AI applications used by colleges and universities raises concerns about their potential risks. This presentation highlights important considerations in the responsible development and implementation of predictive models for higher ed institutions, including data governance, security, data quality, model transparency, and appropriate interpretation and use of results.

Renee Teate is a graduate of JMU and UVA, author of *SQL for Data Scientists*, and the Senior Director of Data Science at HelioCampus, an ed tech company that helps colleges and universities measure and evaluate their institutional effectiveness to drive continuous improvement.

Moderator: Amanda Sanson, JMU

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Track 2C - Room: Allegheny B

1. **Towards a Critical Consideration of The Material Ethics of AI: The Case Study of The Autonomous Car**

The future imaginary of autonomous mobility has impacted everything from urban planning policy to cybersecurity efforts to public safety priorities, each presenting their own ethical concerns. This paper argues that an often-overlooked ethical consideration is the material costs of building artificially intelligent systems. This case study combines discussions about the environmental impacts of data collection, semiconductor manufacturing, and the electronics supply chain to ask student to assess whether the benefits of AI systems outweigh the costs.

MC Forelle is an assistant professor in Science, Technology, and Society at the University of Virginia’s School of Engineering and Applied Science, where they study the impact of computerization and AI on the ability to repair, maintain, and modify consumer devices, domestic spaces, and urban infrastructures.

2. **Generative AI at the intersection of Technology and Society: A threat to privacy, integrity and creativity?**

Recent advancements in Artificial Intelligence (AI), particularly in generating convincing fake media using tools readily available on the internet, have sparked controversy. These AI-based tools pose various risks, from intellectual property theft and reputational damage to spreading harmful misinformation. As AI-generated content becomes increasingly indistinguishable from real content, it's challenging to navigate the ethical and policy discussions surrounding AI. This paper examines responses to three instances of generative AI use: the reactions of freelance artists on social media, concerns about privacy due to deepfakes, and how policymakers address misinformation. It discusses emerging trends in these responses and their impact on perceptions of technology and associated values within the field of STS.

Sehrish Altaf is a Master’s student in Science and Technology Studies at Virginia Tech.

Moderator: Emily York, JMU
**Track 2D - Room: Allegheny C**

1. **Diversifying Ethics Across the Curriculum To Challenge Global Existential Threats**
   Given the global impact of synthetic biology, weapons, and climate change, there's an urgent need to expand ethics to motivate global action. This paper proposes a research program to understand why ethical principles change across time and cultures and suggests ways to achieve global consensus on diversified ethics. It draws on interdisciplinary research in ethics, psychology, neuroscience, and evolutionary theory, utilizing experimental ethics. The paper explores cross-cultural ethics, African, African American, and Indian models of diversified ethics, and ethical rural ecovillages as potential solutions for global poverty and climate change.

   John Tharakan is Professor in the Department of Chemical Engineering at Howard University.
   Charles Verharen is Professor in the Department of Philosophy at Howard University.
   Both have conducted extensive research in Africa and India to complete this paper.

2. **Which Are the Best Future Populations? What We Must Study, Rather Than Stipulate**
   The question of designing ideal future populations has raised concerns, particularly regarding Derek Parfait’s "Repugnant Conclusion" which suggests that a large population with low welfare might be better than a small one with high welfare, all else being equal. However, we argue that this conclusion is misleading when we consider the multifaceted values influencing welfare. Rejecting a one-dimensional view of values, we need to examine how welfare and non-welfare values interact in our assessment of future populations, emphasizing the importance of understanding the beings whose welfare is at stake.

   Todd Jones is a Professor of Philosophy at the University of Nevada, Las Vegas who specializes in issues of group intentionality.

Moderator: Stephen Scales, Towson University

**Track 2E – Room: Appalachian Ballroom**

1. **On Being an Ethicist and Doing Ethics**
   The landscape of ethics work has undergone a transformative evolution over the past several decades, extending beyond traditional academic philosophy to encompass diverse domains and professions in which participants face unique ethical challenges specific to these domains. This session, hosted by the co-editors of a volume in the Blackwell Companion Series entitled "The Ethics of Doing Ethics," will engage participants in a discussion about the roles, responsibilities, and challenges faced by contemporary ethicists across various contexts. Information on submitting paper proposals for the project will be provided.

   Alan Preti is Associate Professor of Philosophy at Rosemont College.
   Timothy Weidel is Associate Professor & Department Chair of Philosophy at Gonzaga University.

2. **Mass-Audience Interactive Narrative Ethical Reasoning Instruction**
   University-based ethics centers teach ethical reasoning skills in a variety of ways. However, these diverse initiatives often lack a unifying component that allows for long-term retention. The speaker introduces "MAIN" ethical reasoning instruction, which involves using interactive narratives sustained over time in a communal setting to engage students effectively. This approach aims to ensure widespread engagement and retention in ethics programs. Its implementation requires substantial effort, but this is justified by the potential benefits.

   Mark Piper is a Professor of philosophy at James Madison University, specializing in normative ethics, especially debates concerning well-being and autonomy. He has also written on topics in metaethics, applied ethics, and the philosophy of education.

Moderator: Mark Doorley, Villanova University
11:30 Luncheon Keynote
Room: Appalachian Ballroom

Keynote Address by S. Matthew Liao, Arthur Zitrin Professor of Bioethics and Director of The Center for Bioethics at New York University
Title: AI and Ethics: Towards a Robust Normative Framework


S. Matthew Liao holds the Arthur Zitrin Chair in Bioethics and is the Director for The Center for Bioethics at New York University. From 2006 to 2009, he was the Deputy Director and James Martin Senior Research Fellow in the Program on the Ethics of the New Biosciences in the Faculty of Philosophy at Oxford University. He was the Harold T. Shapiro Research Fellow in the University Center for Human Values at Princeton University in 2003–2004, and a Greenwall Research Fellow at Johns Hopkins University and a Visiting Researcher at the Kennedy Institute of Ethics at Georgetown University from 2004–2006. In May 2007, he founded Ethics Etc, a group blog for discussing contemporary philosophical issues in ethics and related areas. He is interested in a wide range of issues including ethics, epistemology, metaphysics, moral psychology, and bioethics.

The Monday luncheon is brought to you courtesy of The College of Integrated Science and Engineering (CISE).

CISE brings together Computer Science, Engineering, and the School of Integrated Sciences, creating a dynamic environment for innovative applied STEM programs. We emphasize hands-on learning, supported by talented faculty who bring expertise from various applied science and technology fields and a genuine passion for teaching and innovative pedagogy.
Panel Discussion: Utilizing an Ethical Reasoning Framework to Create More Equitable STEM Education

This interactive session introduces the Ethical Reasoning Instrument (ERI), a tool facilitating the integration of ethical dimensions into STEM course design, promoting an ethically-grounded and inclusive approach to STEM education that prepares students to address complex societal challenges in a dynamic world characterized by scientific and technological advancements, social inequalities, political disruption, and climate change.

Laura Bottomley is an Associate Teaching Professor at NC State University, known for her work in engineering education and mentoring, and has received numerous awards for her contributions to empowering women and eliminating racism.

Carrie Hall, a lead Program Director at the National Science Foundation, has dedicated her career to broadening participation in STEM education and research, leading institutional change initiatives and national networks focused on equity and inclusion.

Lisette E. Torres, a Senior Researcher at TERC, specializes in addressing racialized gender justice and disability in science and higher education, actively participating in organizations such as Science for the People and co-founding initiatives like Sines of Disability and the National Coalition for Latinxs with Disabilities.

Moderator: Cynthia Bauerle, JMU

Track 3B - Room: Allegheny A

1. Intellectual Autonomy, Habits of Mind, and Student Use of Natural Language Generators

This paper explores whether and how faculty should incorporate ChatGPT or other natural language generators into their pedagogies. It argues that educators should discourage students from offloading cognitive tasks onto the NLG that would diminish their intellectual autonomy. The paper discusses the value of intellectual autonomy in higher education and suggests that over-reliance on NLGs can diminish it by inculcating habits of mind that are not conducive to thinking for oneself. The paper also offers practical suggestions for enhancing students’ intellectual autonomy.

Elisa Warford is an Associate Professor of Technical Communication Practice in the Engineering in Society Program at the University of Southern California. She teaches courses on ethics of technology, ethics of climate change, and engineering communication

2. What Would ChatGPT Say? Engaging with AI in the STS Classroom

AI applications in education, exemplified by ChatGPT, raise ethical questions in higher education. This study explores the value of nontechnical engineering skills within Science, Technology, and Society (STS) courses like Engineering Ethics. STS fosters critical thinking about how science and technology interact with society. Discussion-based courses, including active learning modules like "Tinkering with ChatGPT," challenge engineering students to incorporate social dimensions into problem-solving. An overarching question emerges: What ethical role do twenty-first-century engineers play in AI development?

Bryn Elizabeth Seabrook is Assistant Professor, University of Virginia, Department of Engineering and Society.

Moderator: Shannon Conley, JMU
1. Could AI be Medical Surrogates?
Could an AI replace human surrogates in making medical decisions for incapacitated patients based on the substituted judgment standard? While a digital twin AI could potentially predict patient decisions better, the issue isn't just about knowledge of the patient but also about permission. Human surrogates may defease the unwaived negative right of noninterference as duty-bearers to the patient’s positive right to be loved. Thus, AI, despite its predicative abilities, may not be suitable to permissibly decide for others.

Alexander Zhang is a joint philosophy and bioethics PhD student at Saint Louis University working on informed consent as permission and promise.

2. Teaching AI Ethics to Health Sciences Students: Strategies and Challenges
Integrating Artificial Intelligence (AI) into healthcare presents innovative developments and ethical complications. Equipping healthcare professionals and students with AI ethics knowledge is vital as AI’s role in medical decision-making grows. This presentation explores teaching AI ethics in undergraduate health sciences. Effective education involves foundational concepts, addressing AI algorithm ethics, data privacy, bias mitigation, and human-AI collaboration. Real-world case studies help navigate ethical dilemmas. Adapting to evolving AI and ethical frameworks while balancing theory and practice is key. Ensuring accessibility and fostering a culture of continuous learning are essential.

Katherine Ott Walter, Associate Professor, JMU and Ailton "Santo" Coleman, Assistant Professor, JMU, teach Ethics and Critical Thinking in Health to JMU Health Sciences majors.

Moderator: Jason Robert, Arizona State University

Track 3D - Room: Allegheny C

1. The Relationship between Humans and AI – Ethical Responsibility Narratives by Technology Students
Demystifying AI’s role is crucial for students in various fields, impacting their participation as learners, developers, or users and encouraging conversation about fairness, transparency, and safety in AI applications. Students' backgrounds shape their views on the human-AI relationship, whether humans-in-the-loop, machines-in-the-loop, or independent systems. This study, involving 70 undergraduates in a tech ethics course, examines students' conceptions of AI, helping them reflect on the relationship and its implications for learning.

Ashish Hingle is a Ph.D. Student in the Information Sciences and Technology department at George Mason University. Aditya Johri is a Professor in the Information Sciences and Technology department at George Mason University.

2. Ethics and Advanced Technology – with Assessment Methods and Case studies - A Review
Artificial Intelligence (AI) has evolved to handle complex tasks, but concerns about machine autonomy and human control persist. Technology advances impact ethics, and ethical considerations guide technology development. Universities can address these issues by integrating ethics into science and engineering curricula. This review examines assessment methods and case studies in AI ethics, emphasizing the importance of proactive ethical considerations in technology development.

PS Dhanasekaran, Ph.D., has 27 years of Industrial experience and about 13 years of teaching experience and is now Associate Professor in Mechanical Engineering Technology Program at SUNY Canton, NY.

Moderator: Afzal Upal, JMU
3:00 – 4:15pm Session Four
Track 4A - Room: Shenandoah C

Panel Discussion: Publishing Journal Articles from an Editor’s Perspective

This panel, comprising editors-in-chief and associate editors of journals focusing on practical and professional ethics, aims to guide scholars, especially young ones, in navigating the submission process, selecting appropriate journals, and optimizing manuscript preparation for faster publication and greater impact.

**George Leaman** is the Director of the non-profit Philosophy Documentation Center in Charlottesville, Virginia (www.pdcnet.org). He supervises the production, publication, and distribution of dozens of journals in philosophy, applied ethics, and religious studies. This work includes planning for the digitization of back issues, secure hosting, and online discovery of journal content. His scholarly work is focused on issues in publishing, German studies, and the history of philosophy.

**Edyta Kuzian** is editor-in-chief of Teaching Ethics, The Journal of the Society for Ethics Across the Curriculum. She is Senior Lecturer of Philosophy at Clemson University.

**Glen Miller**’s current research triangulates the history of philosophy, especially ethics and political philosophy, and two emerging areas of ethical concern, the environment and technology. He regularly teaches a large course on engineering ethics and investigates issues in applied, practical, and professional ethics, including bioethics and cyberethics.

**Ashley Shew** is co-editor-in-chief of Techné: Research in Philosophy and Technology. She is an Associate Professor in Science, Technology, and Society at Virginia Tech, where she participates in the STS PhD program, the Medicine & Society minor, the Disability Studies minor, the Bioethics graduate certificate, and Integrative Graduate Education Program on Regenerative Medicine.

**Daniel Wueste** holds the Kathryn and Calhoun Lemon Professor of Philosophy position at Clemson University, focusing on practical and professional ethics, legal philosophy, and social and political philosophy, with experience as the founding director of the Rutland Institute for Ethics. He is Special Issue Editor of SEAC’s journal, Teaching Ethics.

Moderator: Dan Wueste, Clemson University

Track 4B - Room: Allegheny A

1. **Robots, Case-based Reasoning, and ChatGPT: AI-Assisted Ethical Decision-Making**

   Our NSF-funded project aims to equip robots with AI-assisted ethical decision-making abilities, which is complex due to the challenges of reconciling formal ethical frameworks like Consequentialism and Deontology, social norms, and expert reasoning. Surveys involving ethics experts and laypersons helped assess ethical behavior in scenarios involving vulnerable populations. We employed a case-based reasoning architecture for humanoid robots to enhance human-robot interactions in high-risk situations. We also explore ChatGPT’s ethical dimensions, given its potential biases from training data, contrasting it with case-based systems regarding transparency and explainability.

   **Ronald C. Arkin** is Regents’ Professor Emeritus in the School of Interactive Computing at Georgia Tech and was the Director of the Mobile Robot Laboratory.

2. **AI Ethics for Sustainable Development and the UN Sustainable Development Goals**

   In September 2023, UN member states will convene at the Sustainable Development Goals Summit in New York to renew their commitment to Science, Technology, and Innovation (STI) for Sustainable Development. The draft Political Declaration acknowledges the importance of addressing artificial intelligence’s benefits and challenges. Although AI wasn’t mentioned in the original 2015 Agenda 2030, it has become integral to the digital transformation and SDG acceleration. This paper explores AI’s ethical dimensions in the context of UN SDGs and suggests faculty and student contributions.

   **William E. Kelly** retired from the American Society for Engineering Education (ASEE) as Director of External Affairs and prior to joining ASEE served as Professor of Civil Engineering and Dean of the School of Engineering at the Catholic University of America in Washington, DC.

Moderator: Carole Nash, JMU
Track 4C - Room: Allegheny B

1. “Humanly Generative:” AI and the Future Human Experience
   Our relationships with machines will define the future human experience. This presentation focuses on an innovative interrogation model designed to be “humanly generative;” to stimulate critical thinking, group reflection, and interactive dialogues through which students learn experientially about the benefits and the risks of generative AI. The pedagogical strategy is direct application of virtue ethics principles enacted through role playing and organic dialogue creation.

   Elisabeth Arnold Weiss is an Associate Professor of Technical Communication Practice in the Engineering in Society Program at the University of Southern California Viterbi School of Engineering.

2. Equitable uses of generative AI in classroom monitoring and student engagement
   The discourse on technology and education primarily centers on generative AI’s extrinsic impacts on academic integrity and course design. However, it overlooks the intersection of technology and pedagogy, particularly predictive algorithmic AI used for monitoring. This presentation examines the inception and expansion of monitoring technology in classrooms, discussing its role during the pandemic and beyond. It argues that despite practical benefits, these integrations raise moral concerns related to justice, integrity, and privacy. Counterarguments will also be addressed.

   Dr. Marius A Pascale is currently the Assistant Professor of Philosophy at Guilford College, specializing in Applied Ethics and Moral Psychology.

Moderator: Taimi Castle, JMU

Track 4D - Room: Allegheny C

1. Teaching Ethics for Aspiring Analysts and Spies
   This presentation highlights the critical need for ethics in intelligence analysis education. It addresses the challenge of balancing national security and ethics. The distinction between “intelligence analysis” and “intelligence activity” is clarified, exposing areas of ethical ambiguity. The presentation emphasizes the ethical obligation to train analysts to navigate this grey area. It outlines a comprehensive course covering metaethics, analytical techniques, and moral dimensions. Ultimately, it calls for fostering ethical awareness within the intelligence analysis community to equip the next generation of analysts with integrity and accountability.

   John Robinson is an Assistant Professor in the School of Integrated Sciences at James Madison University, where he teach in the Intelligence Analysis Program. He received a Ph.D. in Economics from George Mason University, with fields in Political Economy and History of Economic Thought, and worked as an Economic Analyst and later Data Scientist at the Central Intelligence Agency.

2. Artificial Intelligence and Nuclear Warfare: Ethical and Anticipated Ethical Issues
   We are in an era of rapid technological advancement, particularly in artificial intelligence (AI), which is being integrated into military systems worldwide. These developments have significant implications for nuclear risk management. While acknowledging the potential benefits, we must address issues like data complexity and information distortion in the digital age. AI in nuclear contexts can heighten tensions between adversaries, potentially increasing the risk of nuclear accidents, exchanges, and inadvertent escalation. This analysis explores the ethical concerns surrounding AI in nuclear warfare scenarios.

   Richard L. Wilson teaches philosophy and ethics in the Philosophy and Computer and Information Sciences Departments at Towson University.

Moderator: Christian Early
4:30 – 5:30pm
Blue Ridge Room
Student-Led Interactive Session: Exploring Ethical Considerations in Space Futures

Feel free to drop by for an informal and engaging undergraduate student-led interactive session. We will explore the exciting and ever-evolving realm of space futures through an ethical lens. This unique session, facilitated by students, will explore the profound ethical questions arising as humanity ventures further into the cosmos. We will explore the ethical dimensions of our future in space, where human exploration and commercial endeavors are pushing boundaries like never before. Our drop-in session will be centered on thought-provoking discussions, engaging activities, and collaborative exercises designed to encourage critical thinking among participants.

Organized by Dr. Shannon Conley, Associate Professor in the School of Integrated Sciences at James Madison University.

Reception, Banquet & Presidential Address
Appalachian Ballroom

5:30pm Reception

6:30pm Banquet & Presidential Address

Dr. Elaine Englehardt, President of the Society for Ethics Across the Curriculum

Elaine E. Englehardt is the Distinguished Professor of Ethics and a Professor of Philosophy at Utah Valley University (UVU). She has taught philosophy, ethics and communication classes at UVU for more than 40 years. She is in her second (three-year) term as President of the Society for Ethics Across the Curriculum. She is author of ten books, and has written numerous peer reviewed articles. She has served in various administrative positions at UVU including Vice President, Dean and Director. Her PhD is from the University of Utah. She has written and directed seven multi-year, national grants. Four large grants are in Ethics Across the Curriculum from the Department of Education's FIPSE; and three are in Interdisciplinary Ethics from the National Endowment for the Humanities. Her first NEH grant funded the beginning of the Ethics and Values core interdisciplinary course at UVU. From this work, she is considered the founder of the Ethics Across the Curriculum movement.

She served on Utah’s Judicial Conduct Commission for 8 years, Utah Humanities Council for 7 years and the Utah County Planning and Zoning Commission for 10 years. For 20 years Dr. Englehardt taught the Chanel 9 distance education television course "Ethics and Values" produced by UVU as well as numerous videos on a variety of topics in ethics. She has written and presented almost 200 papers and directed 8 grants. is a Distinguished Professor of Ethics and a Professor of philosophy at Utah Valley University.
Tuesday, October 3
8AM Continental breakfast available

8:30 – 9:45am Session Five
Track 5A - Room: Shenandoah C
Panel Discussion: ChatJMU: A Conversation about Teaching and Learning in the AI Age

This panel discussion addresses the ethical use of large language models (LLMs) in undergraduate General Education courses, examining their impact on instruction and scholarship, concerns about academic dishonesty, and the future of humanities disciplines, with a focus on creating student-centered syllabus policies.

Sarah Brooks, Madison Foundations Coordinator and faculty member in Art History, will present an overview of how JMU’S General Education program is responding to the challenges and opportunities.

Danielle DeRise, Director of First Year Writing and faculty member in the School of Writing, Rhetoric and Technical Communication, will discuss the myriad implications of LLMs as they directly impact the student experience in undergraduate writing courses.

Kenny Hopkinson, faculty member in the School of Communication Studies, will discuss the impact of LMMs on teaching and learning in communication.

William White, faculty member from the College of Education, and Mary K. Gayne, faculty member in History, will discuss LLMs from a critical thinking perspective.

Moderator: Danielle DeRise, JMU

Track 5B - Room: Allegheny A

1. The Ethics of AI and Image Descriptions

This presentation examines the ethical implications of computer-generated image descriptions that concern social categories. Capturing the content of an image ensures everyone is included in a society that conveys a great deal of information visually. But when is a person’s race, for example, in an image a form of “content” that should be conveyed? Absent human-generated guidelines (discussed here), leaving this process up to AI is unwise.

Rachel Levit Ades is a Postdoctoral Fellow at the Mudd Center for Ethics, Washington & Lee University.

2. Balancing AI’s Right to Learn from Data with the Rights of the Data Authors

This paper argues for granting AI the right to learn from publicly available online content, drawing on Kantian ethics to assert that AI can enhance human autonomy by expanding the range of ends that humans can pursue. The paper also acknowledges the importance of respecting authors’ rights when using publicly available content and proposes recommendations: AI should respect authors’ autonomy, delete copies of content after use, and protect authors’ confidentiality, ensuring a balance between AI’s learning rights and authors’ rights to their content.

Louai Rahal is an Assistant professor at the School of Public and Global Affairs at Fairleigh Dickinson University - Vancouver Campus.

Moderator: Christian Early
Track 5C - Room: Allegheny B

1. **AI and Cultivating the Intellectual Virtues**
   In the era of AI in education, the focus has been on tackling academic dishonesty and integrating AI into teaching practices. This paper shifts its perspective, emphasizing the importance of nurturing intellectual virtues in students. It argues that contemporary challenges faced by students, driven by academic, social, financial, and career pressures, lead them to prioritize efficiency in completing assignments, eroding the value of the learning process. AI can inadvertently reinforce this mindset. To promote intellectual virtues, the paper suggests breaking down assignments into smaller steps and encouraging reflection and argumentation.

   **Ross Moret** teaches classes about ethics and religion in Florida State University’s Honors Program.

2. **Living Well with AI: Virtue, Education, and Artificial Intelligence**
   How should we live with AI? Current approaches generally rely on finite guiding principles. The evolving and complex nature of AI challenges the effectiveness of these principlist approaches. Instead, we advocate for an Aristotelian virtue ethics perspective. We acknowledge the difficulty of cultivating virtue and the need for virtuous individuals with scientific expertise. While virtue ethics may not offer concrete rules, it has the flexibility necessary to deal with the ever-changing AI landscape.

   **Darby Vickers**, assistant professor of philosophy at University of San Diego
   **Nick Smith**, assistant professor of philosophy at Alabama A&M University

Moderator: Cliff Guthrie, Husson University

Track 5D - Room: Allegheny C

1. **AI, Moral Imagination, and Ethics Pedagogy**
   Emerging technologies promise ease, happiness, and safety through automation. Yet, engineering students responsible for AI and ML development must not delegate sustained critical attention to algorithms. They must consider the impact of these systems on individuals, societies, and environments, fostering a moral imagination for hybrid beings and engineered environments. Incorporating historical, sociological, and ethical perspectives into engineering education empowers students to engage in discussions shaping future societies positively, seeing AI and ML as tools enhancing creative and critical thinking. This approach ensures these technologies are integrated parts of dynamic systems, demystified for appropriate and beneficial associations.

   **William Davis** teaches ethics and STS in the Department of Engineering and Society at UVA.

2. **Practical, Non-Paternalistic Ethics Education: Achieving Assessment-Measure Balance via Moral Psychological (Self-) Knowledge**
   Regarding practical, non-paternalistic ethics education (i.e., improving “real life” ethical judgment, decision-making, and action without “correct” answers), a potential challenge—especially when proposing new courses/initiatives—is overreliance upon non-traditional assessment measures (e.g., reflection assignments). However, teaching students how to utilize moral psychological (self-)knowledge (assuming findings generalize) to reduce subjective ethical errors enables traditional assessment measures (e.g., exams) regarding such knowledge, which increases assessment-measure balance.

   **Mark Herman** is a Lecturer of Philosophy at Arkansas State University (further info: [www.MarkHHerman.com](http://www.MarkHHerman.com)).

Moderator: Kathy Ott Walter, JMU
Panel Discussion: AI in Higher Education: a Cross-Disciplinary Discussion

This panel aims to fill the gap in mainstream media reporting by gathering higher education professionals from various disciplines to discuss the specific implications of AI on their teaching and students, with presenters offering insights from diverse academic perspectives and engaging in a detailed Q&A session.

**Prof. Sara Bauknecht**, Chatham: Sara Bauknecht is a multimedia producer, journalist, and educator with 15 years of media experience. She's an assistant professor at Chatham University, a 2023-2024 Technology Faculty Fellow studying AI in journalism and PR education, and co-owner of XSquared Media.

**Dr. Amy Newlove Schroeder**, USC: Dr. Amy Newlove Schroeder, a senior lecturer at USC’s Viterbi School of Engineering, teaches writing, ethics, and speculative fiction. She's also an award-winning poet and writer.

**Dr. Diego Tibaquirá**, Miami-Dade: Dr. Diego Tibaquirá is a Professor of Computer Science with a CyberSecurity focus at Miami-Dade. He's a Marine Corps veteran and holds multiple degrees in Computer Science, specializing in CyberSecurity and Cloud Computing Workforce education.

**Dr. Judit Trunkos**, Robert Morris University: Dr. Judit Trunkos is an Assistant Professor of Political Science at Robert Morris University, specializing in soft power use by countries.

**Dr. Anthony Moretti**, Robert Morris University: Dr. Anthony Moretti is the department head and an associate professor at Robert Morris University, focusing on journalism and sport communication. He brings over a decade of broadcast journalism experience to his academic role.

**Moderator**: Anthony Moretti, Robert Morris University

Track 6B - Room: Allegheny A

1. **Assessing the Ethical Compass of ChatGPT**

ChatGPT-4, an advanced language model, raises ethical questions due to its influence on users' moral reasoning and potential political biases. This study examines ChatGPT-4’s moral values using three methods: administering a modified Moral Foundations Questionnaire, presenting ethical dilemmas, and direct questioning. The analysis reveals biases toward specific values but also demonstrates the AI’s ability to provide thoughtful, empathetic, and open-ended responses. This challenges educators to reconsider teaching objectives regarding ethical reasoning in light of AI’s proficiency in this traditionally human domain.

**Cliff Guthrie** is a member of the faculty at Husson University where he teaches and writes in the fields of ethics, philosophy, and religion. He is particularly interested in the fields of moral psychology and the ethical effects of smart technology.

2. **AI and the Practice of Ignorance**

For Socrates, philosophy meant acknowledging ignorance rather than securing knowledge. He aimed to make others aware of their ignorance, believing it was a way to care for them and society. In contrast, modern AI models lack this self-awareness and produce text without concern for truth. Teaching ethics as a practice of embracing ignorance involves highlighting the dangers of overconfidence and reframing ethics as a transformative spiritual exercise in one's relationship with oneself, society, and truth.

**Brian Hamilton** is Associate Professor of Religion at Florida Southern College.

**Moderator**: Alan Preti, Rosemont College
Track 6C - Room: Allegheny B

1. **AI and the Problem of Militarization of Education**
   The military's use of AI, particularly drones, has raised ethical concerns. Drones play a crucial role in the Russian war against Ukraine, termed the first "drone war." Russia developed a special military curriculum in school where drones operations take an important place. According to circumstances, the Ukrainian Ministry of Education will implement drone operation as part of the subject "Defense of Ukraine." This raises ethical questions about preparing children for AI use during wartime, which will be discussed in my talk.

   **Yuliia Kravchenko**, Independent Ukrainian Scholar

2. **“Stop Me (Before I Destroy the World)!”**
   Generative AI systems come with significant risks, akin to previous technological breakthroughs like the atomic bomb. While technological development often precedes ethical considerations, it's left to ethicists, legal experts, and policymakers to establish boundaries after deployment. AI's control systems and incentives differ notably, particularly regarding misinformation campaigns. This presentation outlines AI risks, primarily focusing on the misuse for misinformation. It advocates for comprehensive national and international regulations to enhance AI safety, although enacting such regulations faces challenges.

   Since earning his Ph.D. in Philosophy in 1995, **Stephen Scales** has been teaching ethics and other things at Towson University in Maryland.

Moderator: Chris Bachmann, JMU

Track 6D - Room: Allegheny C

1. **Academic Dishonesty and the Use of Technology: ChatGPT and Academic Writing**
   This paper explores the distinction between academically dishonest technology use and acceptable use, particularly concerning software like ChatGPT for paper writing. Academic dishonesty involves falsely claiming someone else's work as your own, but what's considered dishonest varies by context. It argues that the assessment should revolve around the valued skills within a context. In some cases, the act of writing itself may not be a valued skill, and prohibiting technology use might hinder other valued abilities. The paper concludes by contemplating its implications for academic writing standards.

   **Gareth Fuller** (he/him) is a Visiting Assistant Teaching Professor at the University of New England in Maine who researches topics in the philosophy of science and medicine, and topics at the intersection of ethics and education.

2. **Combatting Student Disengagement with Chatbots: Accessibility vs Safety**
   Student disengagement, exacerbated by the pandemic, poses challenges for universities. Chatbots are seen as a scalable solution to address this issue and are being considered for student mental health support. However, employing AI-powered programs requires balancing the values of accessibility and safety. Success here requires careful consideration of real-world AI usage and potential harms.

   **Ethan Davis** is the Assistant Director of The Center for Practical Ethics at the University of Mississippi.

Moderators: Emily Stevens and Sarah Stowell, JMU
11:30am Luncheon Keynote
Room: Appalachian Ballroom

Keynote Address by Dr. David Gunkel, Professor of Media Studies at Northern Illinois University

Title: The Relational Turn: An Ethics for the 21st Century and Beyond


The Tuesday luncheon is brought to you courtesy of The School of Integrated Sciences (SIS).
Panel Discussion: Exploring the Ethical Integration of Generative AI in Education: A Collaborative Journey towards Responsible Teaching and Learning

In Spring 2023, JMU’s College of Education realized the significant impact of ChatGPT on teaching. To prepare future educators ethically, we formed an interdisciplinary group. Our goals for Summer/Fall included reviewing relevant literature, understanding generative AI models, aligning ChatGPT use with college values, creating COE guidelines, creating teaching materials, and developing scholarship around our process. This presentation discusses the outcomes of our efforts to adapt to ChatGPT’s role in education.

Dr. Michele Estes is a Professor of Learning Design and Technology, and Interim Academic Unit Head, in the James Madison University College of Education, Learning, Technology and Leadership Education (LTLE) Department.

Dr. Amy D. Thelk is Associate Dean of Internal Supports and Accountability at James Madison University's College of Education, and holds degrees in Psychology, Counseling, and Assessment & Measurement.

Dr. Chelsey Bollinger is an Associate professor in the College of Education who researches the intersection between literacy education and technology integration.

Dr. Kara M. Kavanagh is an Associate Professor in the Department of Early, Elementary, and Reading Education whose work focuses on the micropolitical contexts of urban schools, policies and reforms that harm urban schools, and social justice-oriented teacher education.

Dr. Joi Merritt is an Associate Professor (Science Education) and Academic Unit Head of the Early, Elementary, and Reading Education (EERE) department in the James Madison University College of Education.

Dr. Smita Mathur is a Professor with the Department of Early, Elementary, and Reading Education in the College of Education at James Madison University.

Moderator: Kara M. Kavanagh, JMU

Teaching AI and Ethics in the Interdisciplinary Humanities Classroom

In this joint presentation, the co-editors of the Encyclopedia of Artificial Intelligence (2021) will share their experiences integrating artificial intelligence (AI) and ethics into their respective undergraduate courses. Speaker One's course, "The Artificial Other," explores AI's impact on culture and ethical reasoning, with a potential future focus on algorithmic anti-humanism. Speaker Two's course, "More Human Than Human," examines AI, cyborgs and robots in literature and reality, fostering discussions on the evolving definition of humanity and its ethical implications.

Philip L. Frana is Professor of Interdisciplinary Liberal Studies and Independent Scholars at James Madison University in Harrisonburg, Virginia, and has published widely on the history of technology, science, and medicine as well as the state-of-the-art in honors education.

Michael J. Klein is Professor of Interdisciplinary Liberal Studies and affiliate Professor of Writing, Rhetoric, and Technical Communication at James Madison University, and has published on healthcare equity, and science and technology in society.

Our SHARED Future: Lessons from an NEH-funded Summer Institute for Collegiate Faculty

The National Endowment for the Humanities supports Summer Institutes for higher education faculty, offering professional development on humanities-related topics. In Summer 2023, we organized an Institute titled "Our SHARED Future: Science, Humanities, Arts, Research Ethics, and Deliberation," which explored the intersection of bioengineering and the humanities. Bioengineering, with its potential to impact various domains, necessitates informed discussions. We integrated STEM subjects into the humanities to enhance liberal arts education. This approach helps humanists engage students effectively and stay up-to-date with timely topics relevant to both teaching and scholarship.

Jason Robert is a philosopher of biology and ethicist in the School of Life Sciences at Arizona State University.

Moderator: Rider Foley, University of Virginia
1. Incorporating Equity-Centered Context Setting in Content Strategy Courses for Google Analytics, Tableau, and Power BI: Fostering Socially Responsible Data Analysts

This paper underscores the importance of beginning technical courses like Google Analytics, Tableau, and Power BI with an equity-centered context. Drawing from feminist thinkers Simone de Beauvoir, Bell Hooks, and Patricia Hill Collins, it advocates for contextualizing data within broader social and cultural contexts, promoting critical assessment of bias, and addressing power dynamics in data analysis. This approach fosters ethical awareness and critical thinking, making it imperative for data analysts and educators.

Alif Laila Tisha is an Assistant Professor of Business at Seattle Colleges and Lecturer at the University of Washington's Milgard School of Business.

2. A Cyborg Theory of Deepfakes

This presentation delves into the rise of deepfake technology through a feminist lens, exploring its causes, concerns, and consequences. Drawing on feminist theorists like Donna Haraway, Regina Rini, Leah Cohen, and Linda Martin Alcoff, it examines deepfake applications from non-consensual porn to politics, highlighting moral concerns and social media platforms' responsibilities. It also probes the concept of virtual domination and subject-object interactions in the context of deepfakes, ultimately calling for new norm-setting approaches.

Jon Joey "JJ" Telebrico (he/they) is a recent graduate of Claremont McKenna College on a gap year where he spends time studying phenomenology, coaching debate, and volunteering with organizations addressing incarceration.

Moderator: Sandra Borden, Western Michigan University

Track 7D - Room: Allegheny C

1. Monstrous Machine-Learning AI: Ethical Themes from Frankenstein in the X-Files Episode "Rm9sbG93ZXJz"

The TV series The X-Files has explored social and ethical implications of emerging technology since the 1990s. In various episodes, FBI agents Mulder and Scully investigate enigmatic crimes involving mysterious technologies, including sentient computer programs, robotic cockroaches, and technologies of alien origin. A 2018 episode depicts them encountering an array of rogue AI smart technologies. The episode draws on themes in Mary Shelley's Frankenstein to raise questions about agency and responsibility. It suggests that collective neglect of care can turn AI technologies into monsters.

Benjamin Laugelli, assistant professor of engineering and society at the University of Virginia, teaches and writes about social and ethical aspects of technology and engineering practice with emphases on sustainability in design, technology and science fiction, and the LEGO® Group's brand identity and practices.

2. The Use of Artificial Intelligence in Filmmaking: A New Tool or the Death of Creativity?

In April 2023, Adobe's announcement of AI generative subprograms for filmmaking sparked mixed reactions within the industry. The rise of AI in creative fields prompts questions about the nature of creativity in filmmaking and raises concerns about intellectual property rights. This presentation explores opportunities and challenges in automated filmmaking, especially regarding job displacement. The Writers Guild of America's recent strike reflects growing urgency to regulate AI in creative processes. The implications extend to various filmmaking roles and may set new standards for storytelling in the entertainment industry.

Sam Rooker is a student at James Madison University, majoring in Intelligence Analysis and minoring in Public Policy.

Moderator: Tatjana Titareva, JMU
3:00 – 4:15PM Session Eight
Track 8A - Room: Shenandoah C

Panel Discussion: Transdisciplinary Communities of Practice

The term ‘Ethics across the curriculum‘ within the Society for Ethics Across the Curriculum signifies a broad interest in teaching ethics in all academic disciplines, emphasizing inclusivity in ethics pedagogy, while also encouraging a playful reimagining of 'ethics crossing the curriculum' as a collaborative approach to transdisciplinary ethical reasoning, fostering communities of practice that span various disciplines and promoting innovative teaching and learning methods to address complex sociotechnical issues and envision more just futures.

Emily York is an Associate Professor in the School of Integrated Sciences and Co-Director of the STS Futures Lab at James Madison University whose research and teaching is in the area of Science, Technology, and Society. Shannon Conley is an Associate Professor in the School of Integrated Sciences and Co-Director of the STS Futures Lab at James Madison University whose research and teaching is in the area of Science, Technology, and Society. Holly Yanacek is an Associate Professor of German, teaches German literature, cultural history, and translation courses at JMU and writes about the history of emotions and human relationships with the more-than-human world. Daisy L. Breneman holds a joint appointment with Justice Studies and University Advising, co-coordinates the Disability Studies minor, and serves as a Senior Faculty Associate for the Center for Faculty Innovation at James Madison University. Christine May, Associate Professor in the Department of Biology at James Madison University, is a conservation biologist and enjoys being a teacher-scholar and working with students in the General Education program. Cindy Klevickis: As one of the early faculty members of the Integrated Science and Technology Program, Cindy Klevickis has taught at James Madison University for more than 30 years with a particular interest in Biotechnology, Science Education and Sustainability issues.

Moderator: Emily York, JMU

Track 8B - Room: Allegheny A

1. The Eugenics in our AI: The Ethics of the TESCREAL SET
Those who develop AI often profess altruistic goals focused on maximizing human welfare and future flourishing. However, beneath these ideals lie troubling ethical beliefs collectively known as the TESCREAL set: Transhumanism, Extropianism, Singularitarianism, Cosmism, Rationalism, Effective Altruism, and Longtermism. These beliefs promote a future where a large number of human lives can thrive but can also wield a potentially harmful influence on AI technology. This presentation will explore these ideologies, their implications, and strategies for fostering students' critical thinking in this context.

Joshua Earle is Assistant Professor of STS at the University of Virginia, Department of Engineering and Society

2. An Ethical Convergence? Artificial Intelligence, Synthetic Biology, Quantum Computing and CRISPR
Advancements in computing power have accelerated the adoption of AI technologies in the last two decades. In scientific research, AI is merging with CRISPR, synthetic biology, and quantum computing, but the potential disruptions are underestimated. Balancing rapid innovation with public trust presents ethical challenges. Applying AI to CRISPR and synthetic biology can exceed Mendelian boundaries, potentially redefining personhood. Ethical frameworks, like the European Commission’s AI Act, can guide this convergence, considering diverse future stakeholders in an anticipatory ethics approach.

Dr. Michael W. Nestor, a neuroscientist with 20 years of research experience, holds a Ph.D. in Neuroscience. He worked at various prestigious institutions, including the National Institutes of Health and The New York Stem Cell Foundation. Richard L. Wilson teaches philosophy and ethics in the Philosophy and Computer and Information Sciences Departments at Towson University.

Moderator: Phil Frana, JMU
Track 8C - Room: Allegheny B

1. **Towards Broader Machine Ethics Education by Co-creating Curriculum**
   To educate a broader audience on the impacts of technology, we propose establishing a machine ethics pedagogy course in which faculty and students co-create machine ethics materials to be embedded in courses across the curriculum. Our approach provides an opportunity to learn about the implications of technology outside a computer science classroom while reducing the burden on faculty to integrate new material into their courses.

   **Jason "Willie" Wilson** is an assistant professor of computer science at Franklin & Marshall College, where he researches human-centered applications of artificial intelligence to human-robot interactions.

2. **Teaching the Ethics of Artificial Intelligence (and its Human Variants)**
   This paper outlines an Ethics of Artificial Intelligence course scheduled for fall 2024, detailing its structure, learning objectives, and assessment methods. The course is divided into three sections: foundational AI and ethics concepts, in-depth exploration of algorithms and ethical concerns, and aligning AI with societal values, including policy analysis. It employs formative and summative assessments and emphasizes a research project, significantly contributing to the final course grade.

   **Glen Miller**’s current research triangulates the history of philosophy, especially ethics and political philosophy, and two emerging areas of ethical concern, the environment and technology. He regularly teaches a large course on engineering ethics and investigates issues in applied, practical, and professional ethics, including bioethics and cyberethics.

Moderator: Wade Robison, Rochester Institute of Technology

Track 8D - Room: Allegheny C

1. **Democratic Backsliding and Journalism’s Responsibility for Public Excellence**
   Recent shifts in news media, particularly deinstitutionalization, where traditional journalism structures have eroded, pose challenges. Beyond concerns about press freedom, journalism has a moral duty to strengthen democracy. This involves forming a discerning public and promoting collective public virtues, fostering deliberative norms to improve political discourse, and creating public infrastructure for the common good. Journalism must go beyond media literacy to educate citizens’ practical reasoning and contribute to effective democracy.

   **Sandra L. Borden** is a professor of communication and director of the Center for the Study of Ethics in Society at Western Michigan University.

   **Mónica Codina** is a professor in the School of Communication at the Universidad de Navarra.

2. **A Medical Humanities Pedagogy of America’s Opioid Crisis**
   This paper outlines a pedagogical approach to teach medical students about the American opioid crisis, drawing from Medical Humanities principles. It emphasizes the need to teach medical ethics in a narrative, emotionally engaging manner. The paper covers the opioid supply chain, neurochemistry of addiction, and the unique American opioid crisis. It utilizes narratives to explore deceptive medical practices, employing concepts like the "power paradox" and empathy circuits. This approach enhances students’ understanding of healers' potential harm to patients and is adaptable to other undergraduate courses.

   **Heleana Theixos, PhD (She/Her/Dr T)** is Assistant Professor of Philosophy and Andrew P. Studdert Chair of Business Ethics & Crisis Leadership at Loras College in Dubuque, Iowa.

Moderator: Michael Klein, JMU
4:30 – 5:45PM Session Nine
Track 9A - Room: Shenandoah C

Panel Discussion: Twelve years of Ethical Reasoning in Action: Lessons Learned from JMU’s Ethics Across the Curriculum Program

"Ethical Reasoning in Action" (ERiA) is a James Madison University initiative aimed at fostering ethical reasoning across the institution. ERiA employs a framework spanning personal, professional, and civic contexts, aiming to elevate ethical discourse, unite teaching efforts, and encourage comprehensive application. It was established in 2011 as part of JMU’s Quality Enhancement Plan, approved by SACSCOC in 2013. The panel discussion will explore ERiA’s history, origins, challenges, successes, and insights for other universities considering similar initiatives.

Dr. Christian Early joined Ethical Reasoning in Action in 2018, and currently serves as Interim Director. He earned a PhD in 2001 from the University of Wales. His areas of research include philosophy of religion and ethics.

Dr. Fletcher Linder is Associate Provost for Online Strategy and University Studies Dean at JMU. He holds a Ph.D. in Anthropology from the University of North Carolina at Chapel Hill. Fletcher was instrumental in the creation of ERiA, and has continued to work closely with the initiative, and currently oversees its operations in his administrative role.

Kacey Damaty joined ERiA as assistant director in 2021 and works closely with JMU faculty, staff and administrators to coordinate many of its programs.

Moderator: David McGraw, JMU

Student-Led Interactive Session: Exploring Ethical Considerations in Space Futures
Blue Ridge Room

Feel free to drop by for an informal and engaging undergraduate student-led interactive session. We will explore the exciting and ever-evolving realm of space futures through an ethical lens. This unique session, facilitated by students, will explore the profound ethical questions arising as humanity ventures further into the cosmos. We will explore the ethical dimensions of our future in space, where human exploration and commercial endeavors are pushing boundaries like never before. Our drop-in session will be centered on thought-provoking discussions, engaging activities, and collaborative exercises designed to encourage critical thinking among participants.

Organized by Dr. Shannon Conley, Associate Professor in the School of Integrated Sciences at James Madison University.
Visit JMU’s 3-D Map at https://map.jmu.edu/