Cover Sheet: Request 15852

CLA 3XXX – AI in Antiquity and Today

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Jennifer Rea jrea@ufl.edu
Created	2/15/2021 8:10:10 PM
Updated	4/7/2021 11:14:40 AM
Description of request	Seeking approval to develop a new course, CLA 3XXX: AI in Antiquity and Today.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Classics 16140000	Mary Eaverly		2/16/2021
No document changes					
College	Conditionall Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The request is conditionally approved, with the following needed: • Add a Grading Scale. • Revise Grading Scheme formatting. Double-check that points/percentages add up. • Remove "Strengthen their academic writing skills" as a Course Objective. • Participation Grade: 5 point deduction for unexcused absence.	4/2/2021
No document changes					
Department	Approved	CLAS - Classics 16140000	Mary Eaverly		4/2/2021
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		4/7/2021
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			4/7/2021
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					

Step	Status	Group	User	Comment	Updated
No document changes					
College Notified					
No document changes					

Course|New for request 15852

Info

Request: CLA 3XXX – AI in Antiquity and Today
Description of request: Seeking approval to develop a new course, CLA 3XXX: AI in Antiquity and Today.
Submitter: Jennifer Rea jrea@ufl.edu
Created: 4/2/2021 2:10:12 PM
Form version: 2

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
CLA

Course Level
Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:
3

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
XXX

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Intermediate

• 1000 level = Introductory undergraduate
• 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate
• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate
• 4000/5000= Joint undergraduate/graduate
• 4000/6000= Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
AI in Antiquity and Today

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
AI in Antiquity and Today

Degree Type

Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Spring

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
2022

Rotating Topic?
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

• *Regularly Scheduled [base hr]*
• *Thesis/Dissertation Supervision [1.0 headcount hr]*
• *Directed Individual Studies [0.5 headcount hr]*
• *Supervision of Student Interns [0.8 headcount hr]*
• *Supervision of Teaching/Research [0.5 headcount hr]*
• *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:
Examines the origins of artificial intelligence in ancient Greece and compares it to the use and acceptance of AI in modern society. Addresses identity issues related to AI, including gender, racism, and slavery.

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
Students must be sophomore standing or data science majors (DAT_BS) or classics majors (CLC_BA) or minors (CLC_UMN) or have taken a 2000-level classics course (CLA 2100 or CLA 2120).

Completing Prerequisites on UCC forms:

• *Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.*
• *Use parentheses to specify groupings in multiple requirements.*
• *Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.*
• *Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).*
• *"Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.*
• *If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)*

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH
* *

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:
Rational for offering the course: UF's newly established initiative in Artificial Intelligence means that CLAS departments are being encouraged to offer courses that allow students to make critical connections between real-world AI technology and the role AI will play in their future lives.

Place in the curriculum: Our department chair has already discussed the possibility of this course being part of the AI Fundamentals and Applications Certificate. We also plan to ask for the course to be part of the Imagineering and the Technosphere Course Cluster, for UF Intersections Scholars.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
COURSE GOALS AND/OR OBJECTIVES: By the end of this course, students will be able to:
1. Critically evaluate the role the humanities plays in the adoption and acceptance of AI through discussions of texts and viewing of popular media.

2. Identify key elements from the literature of ancient Greece that offer a speculative look at AI and/or the ethical dilemmas that societies may face when using this technology.

3. Assess the ways in which AI shapes their lived experience in modern society and how it influences their perception of personal identity.

Course Textbook(s) and/or Other Assigned Reading

*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
Readings will be made available through CANVAS for students enrolled in the course. There is no one required textbook, but students will read a variety of articles, look at texts from ancient Greece in translation, listen to podcasts, and view popular media related to the course.

Specific examples:
Articles: "Do Androids Dream of Electric Greeks?" by C.W. "Toph" Marshall. Oct. 27, 2018 Eidolon (online publication)
"Did the Greeks Believe in their Robots?" by M. Devecka, Cambridge Classics Journal (2013) 59:

52-69.

Tybjerg, Karin. "Wonder-Making and Philosophical Wonder in Hero of Alexandria." Studies in History and Philosophy of Science 34, no. 3 (2003): 443–466.

"SciFi Western or Ancient Greek Tragedy?" by Caterina Ludovica Baldini in Philosophy and Westworld (2019) eds. James B. South and Kimberly S. Engels.

"Consuming Westworld: Facilitating the Robotics and AI Discussion through Science Fiction" by Jaime Wright in Theology and Westworld (2020) eds. Juli Gittiger and Shayna Sheinfeld.

"The Hitchhiker's Guide to AI Ethics, Parts 1-3" https://towardsdatascience.com/ethics-of-ai-a-comprehensive-primer-1bfd039124b0

"The Rise of the Racist Robot" https://www.theguardian.com/inequality/2017/aug/08/rise-of-the-racist-robots-how-ai-is-learning-all-our-worst-impulses

Podcasts: "Black Panther and the Rise of Black (Tech) Power." (available online)
"Policing the Robot Cops" (available online)
"Can Robots Make Art?" (available online)
"Robot Eunuchs" (available online)

Primary Texts:
Aristotle, Politics, I, 1253 b 25- 1254
Homer's Odyssey (Selections)
Plato: Republic & Phaedrus (selections)
Aristotle, Physics, II, 192-193
Philo of Byzantium (Selections)
Hero of Alexandria (Selections)
Hesiod's Theogony (Pandora) and Ovid's Metamorphoses (Pandora 2.0)

Viewings:
Select Scenes from the following: Black Panther, Bladerunner 2049, and Westworld

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
SCHEDULE OF TOPICS/ASSIGNMENTS:
Week   1
Topic   Introduction: What is AI?   "What Is Artificial Intelligence?"
Assignment: Podcast: "Policing the Robot Cops"

Week 2
Topic Hephaistus's Golden Servants: AI and the Enslaved
Assignment: Homer's Odyssey (Selections) and "Did the Greeks Believe in their Robots?" (Devecka); Quiz #1

Week 3
Topic: Pandora: AI and Gender
Assignment: Hesiod's Theogony (Pandora) and Ovid's Metamorphoses (Pandora 2.0) and Podcast: "Robot Eunuchs"

Week 4
Topic: Phusis and Techne
Assignment: Aristotle, Physics, II, 192-193; Paper Topic Due

Week 5
Topic: Animate and Inanimate Tools
Assignment: Aristotle, Politics, I, 1253 b 25- 1254; Quiz #2

Week 6
Topic: Automata

Assignment: Philo of Byzantium (Selections)

Week 7
Topic: Automata
Assignment: Hero of Alexandria (Selections) and Tybjerg, Karin. "Wonder-Making and Philosophical Wonder in Hero of Alexandria." Studies in History and Philosophy of Science 34, no. 3 (2003): 443–466. Paper Outline and Abstract Due

Week 8
Topic: AI, The Soul and Identity
Assignment: Plato: Republic & Phaedrus (selections); Podcast: "Can Robots Make Art?"; Midterm Exam

Week 9
Topic: AI and Racism
Assignment: Podcast: "Black Panther and the Rise of Black (Tech) Power"

Week 10
Topic: AI and Racism, Pt. 2
Assignment: "The Rise of the Racist Robots"; Quiz #3

Week 11
Topic: AI and Religion
Assignment: View select scenes from Westworld; "Consuming Westworld: Facilitating the Robotics and AI Discussion through Science Fiction" by Jaime Wright in Theology and Westworld (eds. Juli Gittiger and Shayna Sheinfeld).

Week 12
Topic: AI and Philosophy
Assignment: View select scenes from Westworld: "SciFi Western or Ancient Greek Tragedy?" by Caterina Ludovica Baldini in Philosophy and Westworld (eds. James B. South and Kimberly S. Engels).

Week 13
Topic: AI and Gender, Part II

Assignment: Bladerunner 2049 (select scenes); "Do Androids Dream of Electric Greeks?" by C.W. "Toph" Marshall. Oct. 27, 2018 Eidolon; Quiz #4

Week 14
Topic: AI and Ethics
Guest Speaker on AI and Data Ethics
Assignment: The Hitchhiker's Guide to AI Ethics, Parts 1-3; Final Papers Due

Week 15
Topic: Course Conclusions
Assignment: Review for Final; Final Exam

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If

participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
METHODS BY WHICH STUDENTS WILL BE EVALUATED & THEIR GRADE DETERMINED:
Assignment

Total Points

Percent of Grade
Midterm exam

100

20%
6 quizzes 100 (each)

30% (5 % each - the lowest quiz grade will be dropped)
Final paper 100

20%
Attendance, CANVAS discussion posts, and in-class participation

100

10%
Final exam

100

20%

Participation Grade: Students will be expected to participate actively in class discussions. In this regard, it is necessary to read and analyze in depth the assigned texts before coming to class. In order to foster good participation, cell phone use is prohibited during class, and eating or drinking should be kept at a minimum. The participation grade will also include posting once a week on the Canvas Discussion Board and reacting to another student's post. Daily attendance will be taken. Students are expected to arrive at class on time and have prepared the homework. There will be a 5 point deduction from your final grade each time you have an unexcused absence. Work handed in that does not have an excused absence will have a 5 point deduction for each day it is late.

Grading Scale

Letter Grade

%Equivalency

GPA Equivalency
A

94 – 100%

4.0
A-

90 – 93%

3.67
B+

87 – 89%

3.33
B

84 – 86%

3.00
B-

80 – 83%

2.67
C+

77 – 79%

2.33
C

74 – 76%

2.00
C-

70 – 73%

1.67
D+

67 – 69%

1.33
D

64 – 66%

1.00
D-

60 – 63%

.67
E, I, NG, S- U, WF

0.00

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Professors Jennifer A. Rea and Flora Iff-Noel

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations

Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Response:
Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Response:
Yes

Course Evaluation Policy

Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

* *

Response:
Yes