



ENGRG 3605 | LEC 001 | FALL 2024

## Ethics of Computing and Artificial Intelligence Technologies

### Course Description

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Computing is ubiquitous in modern life, and essential to professional work in engineering, science, and many other disciplines. However, computing technologies, especially those referred to as “artificial intelligence,” raise distinctive normative issues. This course surveys a variety of social, ethical, and political issues that arise in connection with computing technologies, including artificial intelligence, from a philosophical perspective. Specific topics may include: hacking, privacy, intellectual property, persuasive and deceptive design, social injustices reinforced by algorithmic systems, machine ethics, and science fiction issues such as robot rights or existential risks posed by superintelligent computer systems. Content delivery will be through a mix of lectures, readings, and in-class discussion.

# ENGRG 3605

## Ethics of Computing and Artificial Intelligence Technologies

### Fall 2024 | LEC 001

**Class No.:** 18869

**Credit hours:** 3.0

**Credit option:** Letter grades or S/U

**Cross-listed and/or held with:** STS 3605, PHIL 2473

**Permission note:** Students in the College of Engineering must have completed a first-year writing seminar and be at the sophomore level or above.

**Major requirements:** This course is expected to fulfill a liberal studies distribution requirement for engineering majors (Group 3: Ethics, Cognition, and Moral Reasoning). Approval is currently pending in the College of Arts & Science.

**Minor requirements:** This course fulfills either a minor elective or the Foundations of AI: Ethics, Governance & Policy requirement for the Bowers CIS AI Minor.

**Meeting times:** Tuesdays & Thursdays 1:25 PM to 2:40 PM

**Meeting location:** Hollister Hall 401

**Course Website:** [Canvas](#)

## Who Should Take This Course?

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Students in any program of study—but especially computer and electrical engineering, operations research & information engineering, computer science, information science (or ISST), data science, science & technology studies, public policy, and philosophy students—to whom one or more of the following applies:

1. Interested in responsible applications of computing and artificial intelligence technologies.
2. Interested in the social and cultural impacts of computing technologies, especially their potential benefits and harms.
3. Concerned about recent and near-future developments in computing technology that are said to pose threats to democracy, work, or even life on earth.
4. Concerned about how race, class, gender, disability, and other social categories are linked to unfair differences in the effects of computing technologies.
5. Concerned about business practices and public policy surrounding the social impacts of computing technologies and artificial intelligence.

# Instructor

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**Dr. Trystan S. Goetze** (they/them/theirs)

Senior Lecturer and Director of the [Bovay Engineering Ethics Program](#)

Senior Lecturer (by courtesy) in Philosophy

**Email:** [tsgoetze@cornell.edu](mailto:tsgoetze@cornell.edu)

**Phone:** [607-254-8438](tel:607-254-8438)

**Office:** [Hollister Hall 471](#)

## Meet with Me

Please use the following options to book an appointment to discuss matters relating to this course.

**In-person**, Tuesdays or Wednesdays, in Hollister 471: [Book an appointment](#)

**Online**, Wednesdays or Thursdays, on Zoom: [Book an appointment](#)

**For other options:** [Email my assistant](#), Amber DeJesus, to find a mutually convenient time to meet.

## Course Learning Outcomes

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After completing this course, students will:

1. Be able to identify and describe a variety of social, ethical, and political issues that arise distinctively from the use and development of computing technologies.
2. Be able to use normative theories from the humanities and social sciences, as well as personal and professional ethical principles, to make sense of ethical issues in computing.
3. Be able to reason about, critique, defend, and develop specific opinions on social, ethical, and political issues that arise in connection to computing technologies.
4. Have improved their written and oral communication skills and academic research skills.
5. Have developed a sense of the uses and limitations of large language model-based generative artificial intelligence applications, through hands-on experiments as part of the research and writing process.

# Course Materials

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The course readings will be distributed electronically through the course website on Canvas. There is no textbook or coursepack to purchase, and no materials will be supplied through CAMP or the libraries.

You will complete a number of written assignments in-class. You will receive a blue book free of charge for this purpose. Additional blue books will be provided as needed.

Some in-class activities will require you to bring hard copies of articles or draft work, which you must print on your own time and at your own expense.

# Course Schedule

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This schedule is subject to change in light of unexpected events which may disrupt teaching and learning.

Sessions whose topics are **in bold** will include a graded in-class assignment. Attendance is not monitored for any other class sessions.

The class session on 12/3 is tentatively scheduled to be one of two dates when students may give a presentation on their research projects. However, it's possible that the number of presentations could be accommodated by a single session; in that case, the session on 12/3 will be devoted to a science fiction computer ethics issue.

M = Monday    T = Tuesday    R = Thursday    [x] = Reading is number *x* in the [list below](#)

Date	Topic	Reading / Work Due
T Aug 27	Introduction to the Course	—
R Aug 29	What is Computer Ethics?	Moor [1]
T Sep 3	Professional Ethics in Computing	ACM [2]
R Sep 5	<b>Workshop 1: Identifying a Topic</b>	D1 — Q1 (Friday)
T Sep 10	What is Artificial Intelligence?	Heaven [3]
R Sep 12	Automata and Illusion	Sharkey & Sharkey [4]
T Sep 17	AI and the Truth	Hicks et al. [5]
R Sep 19	<b>Workshop 2: Finding Quality Sources</b>	D2 — Q2 (Friday)
T Sep 24	Privacy and Computing Technologies	Garfinkel [6]
R Sep 26	Surveillance and Democracy	Reiman [7]

Date	Topic	Reading / Work Due
T Oct 1	Privacy and Race	Allen [8] (read introduction and Part I only)
R Oct 3	<b>Workshop 3: Using Sources Effectively</b>	D3 — Q3 (Friday)
T Oct 8	Bias in Computer Systems	Friedman & Nissenbaum [9]
R Oct 10	Algorithms and Autonomy	Rubel, Castro, and Pham [10]
T Oct 15	Fall Break – No class	
R Oct 17	<b>Workshop 4: Planning Your Arguments</b>	D4 — Q4 Friday
T Oct 22	Digital Media Piracy	Witt [11]
R Oct 24	Free, Libre, and Open-Source Software	Stallman [12]
T Oct 29	Data Sovereignty	Carroll et al. [13]
R Oct 31	<b>Workshop 5: Writing and Answering Objections</b>	D5 — Q5 (Friday)
T Nov 5	Computer Hacking	Spafford [14]
R Nov 7	Hacking Back	Lin [15] — Q6 (Friday)
T Nov 12	Deceptive Design	Brignull [16]
R Nov 14	Gamification	Nguyen [17]
T Nov 19	<b>Workshop 6: Giving and Receiving Feedback</b>	D6
R Nov 21	Sustainable Computing	Betz et al. [18] — Q7 (Friday)
T Nov 26	Automation and Labor	Crawford [19]
R Nov 28	Thanksgiving Break – No class	
T Dec 3	<b>TBD</b> (either D7 Presentations or a science fiction topic)	D7 (possibly)
R Dec 5	<b>Presentations</b>	D7 — Q8 (Friday)
M Dec 9	Final Paper Due Date	D8
TBD	<b>Final Exam</b>	Ex

## Important Dates

See the [2024-25 academic calendar](#) for details.

- Monday, August 26: First day of classes
- Monday, September 2: Labor Day (no classes)

- Monday, September 9: Last day to add classes
- Saturday, October 12 to Tuesday, October 15: Fall Break (no classes)
- Monday, October 21: Last day to drop classes, or to change grade options
- Wednesday, November 27 to Sunday, December 1: Thanksgiving Break (no classes)
- Monday, December 9: Last day of classes
- Tuesday, December 10 to Thursday, December 12: Study Period
- Friday, December 13 to Saturday, December 21: Final Exams

## Assessment

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Your final grade will be determined from the following assignments:

- Reading Quizzes: 10%
- Research Project: 50%
  1. Topic Brainstorm: 1%
  2. List of Sources: 1%
  3. Annotated Bibliography: 2%
  4. Argument Outline: 3%
  5. Draft Objections: 3%
  6. Draft Paper & Peer Review: 2%
  7. Presentation: 5%
  8. Final Paper: 33%
- Final Exam: 40%

See below for more information on each of these assignments. Full assignment instructions and grading rubrics will be provided on Canvas.

### Q1–8. Reading Quizzes (10%)

**Homework.** Every few weeks there will be a quiz on the most recent assigned readings. These are open-book, on Canvas, and on your own time. Each quiz will have 3–5 questions that are multiple choice (or similar formats such as multiple answer, matching, or true or false), and a one-paragraph reflection

question. There will be eight quizzes in total, but only your best five will count towards your final grade. Each quiz that is counted is worth 2% of your final grade.

The quiz due dates are as follows:

1. 9/6
2. 9/20
3. 10/4
4. 10/18
5. 11/1
6. 11/8
7. 11/22
8. 12/6

## D1–8. Research Project (50%)

You will research a topic of interest to you in the ethics of computing and artificial intelligence. The project will be scaffolded through the following assignments. Many of these assignments are to be completed during in-class workshops.

### D1. Topic Brainstorm (1%)

**Due 9/5 in-class.** Come up with a list of three to five case studies you may wish to research in more depth. Identify ethical issues, stakeholders, and opinions. In Workshop 1, you will take notes in a blue book to record your ideas.

### D2. List of Sources (1%)

**9/19 in-class.** In Workshop 2, you will begin researching potential sources to draw from for factual and normative material to use in your paper. Check their quality and organize them.

### D3. Annotated Bibliography (2%)

**Homework + 10/3 in-class.** In Workshop 3, you will bring four sources to class, which you must read ahead of time; during this workshop you will write in your blue book a summary of each and notes on how you will use them.

#### D4. Paper Outline (3%)

**10/17 in-class.** In Workshop 4, you will outline the argument(s) you plan to make in your paper, writing this in your blue book.

#### D5. Draft Objections (3%)

**10/31 in-class.** In Workshop 5, you will add to your paper outline in your blue book by drafting some possible objections to your argument(s) and how you will respond.

#### D6. Peer Review (2%)

**Homework + 11/19 in-class.** Before Workshop 6, you must write a complete draft of your paper. Bring a copy of it to class for a peer in your discussion group to read and comment on. You will complete a review of at least one peer's paper on a worksheet; scan and upload this to Canvas before the end of the class. Your grade will be based on your engagement with the peer review.

#### D7. Presentation (5%)

**Homework + 12/3 or 12/5 in-class.** In the final two class sessions, you and your peers will each give a presentation of your paper. Your presentation will be graded by members of your discussion group.

#### D8. Final Paper (33%)

**Homework due 12/9.** Using your peer's feedback on the draft paper to make revisions, edit your final draft and submit it on Canvas. Include a one-page coversheet briefly explaining your response to the peer review and any changes you made to the paper.

### Ex. Final Exam (40%)

**To be formally scheduled.** A comprehensive final examination will be scheduled in the normal exam period. The exam will contain a mix of questions drawn directly from the unit tests, as well as short answer and essay questions.

## List of Readings

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- [1] J. H. Moor, "What is Computer Ethics?," *Metaphilosophy*, vol. 16, no. 4, pp. 266–275, 1985.
- [2] ACM, "ACM Code of Ethics and Professional Conduct," Association for Computing Machinery. Accessed: Jul. 15, 2022. [Online]. Available: <https://ethics.acm.org/>
- [3] W. D. Heaven, "What is AI?," MIT Technology Review. Accessed: Jul. 18, 2024. [Online]. Available: <https://www.technologyreview.com/2024/07/10/1094475/>



- [4] N. Sharkey and A. Sharkey, "Artificial intelligence and natural magic," *Artif. Intell. Rev.*, vol. 25, no. 1, pp. 9–19, Apr. 2006, doi: 10.1007/s10462-007-9048-z.
- [5] M. T. Hicks, J. Humphries, and J. Slater, "ChatGPT is bullshit," *Ethics Inf. Technol.*, vol. 26, no. 2, p. 38, Jun. 2024, doi: 10.1007/s10676-024-09775-5.
- [6] S. Garfinkel, "Privacy in a Database Nation," in *Computers, Ethics, and Society*, 3rd ed., M. D. Ermann and M. S. Shauf, Eds., New York and Oxford: Oxford University Press, 2003, pp. 137–152.
- [7] J. H. Reiman, "Driving to the Panopticon: A Philosophical Exploration of the Risks to Privacy Posed by the Highway Technology of the Future," *Comput. High Technol. Law J.*, vol. 11, no. 1, pp. 27–44, 1995.
- [8] A. L. Allen, "Dismantling the 'Black Opticon': Privacy, Race Equity, and Online Data-Protection Reform Forum Collection: Envisioning Equitable Online Governance," *Yale Law J. Forum*, vol. 131, pp. 907–959, 2022 2021.
- [9] B. Friedman and H. Nissenbaum, "Bias in Computer Systems," *ACM Trans. Inf. Syst.*, vol. 14, no. 3, pp. 330–347, 1996.
- [10] A. Rubel, C. Castro, and A. Pham, "Algorithms, Agency, and Respect for Persons," *Soc. Theory Pract.*, vol. 46, no. 3, pp. 547–572, 2020, doi: 10.5840/soctheorpract202062497.
- [11] S. Witt, "The Man Who Broke the Music Business," *The New Yorker*, Apr. 20, 2015. Accessed: Jul. 23, 2024. [Online]. Available: <https://www.newyorker.com/magazine/2015/04/27/the-man-who-broke-the-music-business>
- [12] R. Stallman, "The GNU Manifesto." Accessed: Feb. 25, 2024. [Online]. Available: <https://www.gnu.org/gnu/manifesto.html>
- [13] S. R. Carroll et al., "The CARE Principles for Indigenous Data Governance," *Data Sci. J.*, vol. 19, no. 43, pp. 1–12, Nov. 2020, doi: 10.5334/dsj-2020-043.
- [14] E. H. Spafford, "Are Computer Hacker Break-Ins Ethical?," *J. Syst. Softw.*, vol. 17, no. 1, pp. 41–48, 1992, doi: 10.1016/0164-1212(92)90079-Y.
- [15] P. Lin, "Ethics of Hacking Back: Six arguments from armed conflict to zombies," California Polytechnic State University, San Luis Obispo, CA, Policy paper on cybersecurity, Sep. 2016. Accessed: Jun. 14, 2023. [Online]. Available: <http://ethics.calpoly.edu/hackingback.htm>
- [16] H. Brignull, "Dark Patterns: Deception vs. Honesty in UI Design," A List Apart. Accessed: Feb. 25, 2024. [Online]. Available: <https://alistapart.com/article/dark-patterns-deception-vs-honesty-in-ui-design/>
- [17] C. T. Nguyen, "How Twitter Gamifies Communication," in *Applied Epistemology*, J. Lackey, Ed., Oxford and New York: Oxford University Press, 2021, pp. 410–436. [Online]. Available: <https://doi.org/10.1093/oso/9780198833659.003.0017>

[18] S. Betz *et al.*, “Sustainability Debt: A Metaphor to Support Sustainability Design Decisions,” in *RE4SuSy 2015*, Ottawa, ON: CEUR Workshop Proceedings, Aug. 2015, pp. 55–63. [Online]. Available: <https://ceur-ws.org/Vol-1416/Session2Paper4.pdf>

[19] K. Crawford, “Labor,” in *Atlas of AI: Power, Politics, and the Planetary Costs of Artificial Intelligence*, New Haven & London: Yale University Press, 2021, pp. 53–87.

## Course Policies

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The following policies will govern this course, in addition to the policies of the university.

### Communicating with the Instructor

Please use **email** for all routine course-related matters. I am more likely to respond quickly if you include the course number in the subject line. Please ensure that you use your Cornell email address, to reduce the likelihood of being caught in a spam filter. **I do not check or reply to email on weekends and university holidays.**

Please call my office **phone** only for urgent matters, such as an emergency accommodation or to cancel an imminent appointment.

### Office Hours

I do not have regular drop-in office hours. You may schedule an appointment to meet with me in-person on Tuesdays or Wednesdays, or online via Zoom on Wednesdays or Thursdays, using the bookings links in the [Meet with Me](#) section above. You may also [email my assistant](#) to book a meeting at another time.

### Attendance and Participation

Taking part in the class activities is part of your learning, not how you are evaluated. Thus, there is no grade attached specifically to attendance or participation.

Students are responsible for making up for material they may have missed in preparation for assessments, either by coming to office hours or through additional study.

### Workshops

Attendance at the class sessions devoted to a workshop is necessary in most cases to complete work towards your research project. If you miss a workshop class for any reason, you must make time to complete the work at an alternative time. See Late and Missed Work, below, for instructions on making these arrangements.

## Discussion Groups

On the first day of classes, you will be assigned to a discussion group. Your group will work together on in-class activities and workshops towards your research project.

Groups will be created by the instructor by randomly assigning students to groups, then adjusting to ensure a diversity of programs of study and social identities in each group.

Group members are expected to be mutually supportive and respectful of one another. If you have any concerns about your group or the behavior of your peers, please contact the instructor.

## Late and Missed Work

**Quizzes** are expected to be submitted by 5:00 PM on the due date, but will not be considered late until midnight. Late quizzes will not be accepted. Missed quizzes will receive a grade of zero. Your worst three quiz grades will be ignored in the final grade, including zeroes from missed quizzes. Where extenuating circumstances mean that you were unable to complete a quiz, you may instead receive a grade of “Excused,” meaning that the quiz will not count towards your final grade; email the instructor to discuss your circumstances and request this academic consideration.

If you must miss a **workshop** where you are to complete an in-class deliverable towards your research project, you must contact the instructor within one week in order to arrange an alternative time to complete the work. If you show up to a workshop not having completed the required homework, it may not be possible for you to complete the workshop, so you must make alternative arrangements in this case as well. The same applies to your **presentation**. If alternative arrangements are not made, a grade of zero will be entered unless extenuating circumstances exist.

If you require an alternative time for the **final exam** and do not have an existing academic consideration or accommodation, please write to the instructor as soon as possible to make arrangements.

For electronically submitted assignments, you are urged to complete and submit them in advance on the posted deadline. Computer systems can slow down or fail unexpectedly, potentially putting you in an awkward position.

The above policies in this subsection may be overridden by accessibility accommodations, where appropriate. You must contact Student Disability Services to make an accessibility plan *before* contacting me about your accessibility needs with regard to assessments. See below for more information on accessibility.

## Extensions

If you know in advance that you will need additional time to complete a project assignment, please **write to the instructor in advance of the deadline, and propose a new due date**. The instructor may ask for justification for longer extensions where there is no academic consideration or disability accommodation letter on file.

## Religious Observances

For guidance on requesting accommodations for religious holidays and observances, see the [Student and Campus Life page on this topic](#).

## Academic Integrity

Each student in this course is expected to be familiar with and to abide by the [Cornell University Code of Academic Integrity](#). Any work submitted by a student in this course for academic credit must be the student's own work.

If you are unsure about what constitutes a violation of the Code of Academic Integrity, or about any other issue related to academic integrity, please ask the instructor.

Students agree that by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the [terms of service, privacy, and usage policies](#) posted on the Turnitin.com site.

Regarding particular assessments, violating any of the following policies will be considered inconsistent with the Code of Academic Integrity:

- Collaboration on **quizzes** is not permitted.
- Informal discussion of your **project assignments** with others is encouraged, and, indeed, required through the workshops. Substantive collaboration, such as trading off sections to co-author or line-by-line content editing, is not permitted. Hiring third-party tutors (i.e., tutors not acting under an affiliation with a Cornell academic support service) is strongly discouraged. If another person writes any portion of work that you submit for these assignments, that is plagiarism.
- Collaboration during the **exam** is not permitted. Group studying before the exam, including brainstorming ideas for the essay portion and critiquing practice essays, is encouraged. The exam is closed-book, and no electronic devices of any kind are permitted, except for accessibility devices.

- Unauthorized use of **generative artificial intelligence** will be treated as an academic integrity violation. See below.

For **additional guidance**, please consult the following sources:

- [Provost's Guide to Academic Integrity at Cornell](#)
- [Library Guide to Academic Integrity](#)
- [College of Arts & Sciences guide for avoiding plagiarism](#)
- [Information on Academic Integrity hearings](#)

## Academic Use of Generative AI Technologies

Some in-class workshops involve experimenting with Microsoft CoPilot as a research tool. When you use results from these activities in your research, you must provide a dated transcript exported from CoPilot.

Unsupervised use of generative AI, and use of generative AI other than Cornell's enterprise licensed CoPilot tool, is not permitted, except in the following cases:

- Brainstorming ideas
- Finding sources for research
- Improving spelling and grammar

For each of these purposes, you must submit a dated transcript with your assignment indicating how generative AI content was used.

Copying or paraphrasing text generated entirely by AI is not permitted and will be considered plagiarism.

Using generative AI technologies in ways contrary to this policy will be treated as inconsistent with the Code of Academic Integrity, particularly the student's responsibilities not to misrepresent their work (I.A.1.) and not to fraudulently or unfairly advance their academic position (I.A.2.), and will result in a primary hearing. See the links above for information on this procedure.

## Accessibility

Your access in this course is important to me. While I try to make my courses as accessible as I can by design, I understand that accommodations may be necessary. If you identify an accessibility need for yourself, please consult with Student Disability Services (SDS) on your next steps as soon as possible. In general, I will only act on accessibility requests that come via the SDS process.

Please request your accommodation letter early in the semester, or as soon as you become registered with SDS, so that we have adequate time to arrange your approved academic accommodations.

- Once SDS approves your accommodation letter, it will be emailed to both you and me. Please follow up with me to discuss the necessary logistics of your accommodations.
- If you are approved for exam accommodations, please consult with me at least two weeks before the scheduled exam date to confirm the testing arrangements.
- If you experience any access barriers in this course, such as with printed content, graphics, online materials, or any communication barriers, reach out to me or SDS right away.
- If you need an immediate accommodation, please speak with me after class or send an email message to me and SDS at [sds\\_cu@cornell.edu](mailto:sds_cu@cornell.edu).

**You never need to disclose the nature of your disability to me**, only your needed accommodations.

If you have or think you may have a disability, please contact Student Disability Services for a confidential discussion: [sds\\_cu@cornell.edu](mailto:sds_cu@cornell.edu), 607-254-4545, <https://sds.cornell.edu>.

## Academic Disruptions and Considerations

Emergent and often unexpected disruptions to learning can be difficult for students to process while maintaining their academic focus. Engineering students who do not qualify for mandated accommodations for these disruptions and who need short-term academic flexibility can request assistance from Engineering Advising. These temporary disruptions may include acute illness (common cold and the flu), family emergency, death in the family, personal crisis, and concern for unsettling world events.

Academic Considerations is the process in which Engineering Advising immediately responds and assists students who are experiencing a short-term extenuating circumstance and academic disruption. The Academic Considerations process involves an advisor in Engineering Advising sending out a general notification to a student's instructors on the student's behalf notifying them that the student is experiencing an extenuating circumstance and to consider offering flexibility if appropriate. This general notification serves as a pathway for students to connect with their instructors to find possible flexible academic options.

To request an academic consideration, contact Engineering Advising at [adv\\_engineering@cornell.edu](mailto:adv_engineering@cornell.edu) or 607-255-7414. Or, contact your [professional academic advisor](#) in Engineering Advising directly to discuss.

If you are not a student in the College of Engineering and believe you need a short-term academic consideration due to a disruption, please consult the advising office in your department, college, or school to determine the appropriate process.

## Grading Practices

This course uses letter grades as defined by the [Cornell Grading System](#). Students may change grading options between letter grades and S/U until the 57th calendar day of term. Students interested in the S/U option are responsible for ensuring that this choice will not interfere with any academic requirements they wish to have this course counted towards. Students should consult their academic advisor and familiarize themselves with the rules in the [Engineering Undergraduate Handbook](#), or the appropriate handbook for their major, college, or school, when considering the S/U option. Auditing the course is not permitted.

Instructions for assessments will specify the maximum number of points earnable for that assessment, and how much each component of the assessment is worth towards that total. Written assignment instructions will be accompanied by the rubric that will be used in grading.

Your final grade will be calculated as a score out of 100, and converted to a letter or S/U grade using the following table:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
97-100	93-96	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59
S (pass)									U (fail)			

The instructor reserves the right to adjust final grades using a bell curve if they believe that doing so would more accurately reflect student achievement. This decision, if made, will be explained in writing. I see this as an extreme measure and will only take it if I have serious concerns about the cohort's grades.

Please be advised that due to backend limitations, the gradebook in Canvas is not necessarily an accurate reflection of your anticipated final grade. Visit the instructor at office hours if you wish to have a more accurate calculation.

## Sources of Support

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The following services are available to you if you require support.

### Writing Skills

Students requiring additional guidance with writing assignments are encouraged to consult the following resources:

- The instructor, via [email](#) or [appointment](#)

- [The Cornell Writing Centers](#)
- [Library resources](#)

## Student Disability Services

[SDS](#) should be your first point of contact when it comes to disability and accommodation matters.

## Library Help

The [library](#) can offer help with any stage of your research.

## Health

[Cornell Health](#) is the healthcare provider for undergraduate students.

Cornell Health offers various [mental health services](#) to students.

## Student Support & Advocacy Services

[These services](#), offered by Student and Campus Life, provide guidance to students facing challenging life events and crisis situations, including:

- Academic difficulty due to physical or mental health issues
- Extenuating life circumstances impacting academic performance and/or overall functioning
- Seeking assistance finding or getting connected to support services on campus and/or in the local community
- To report a concern about the well-being or safety of themselves, another student, or the broader community
- Trouble fitting in or adjusting to college
- Food insecurity or unstable housing
- Financial Distress
- To talk through a life stressor
- Relationship challenges
- Not sure where else to go



## Centers for Equity, Empowerment, and Student Belonging

The [Centers for Student Equity, Empowerment, and Belonging](#) (The Centers) is part of the Office of the Dean of Students within Student and Campus Life. The Centers work together to **support student equity, empowerment, and belonging**. This is defined as:

- Equity ensures that students are provided the resources needed to access the same opportunities.
- Empowerment promotes the skills, knowledge, and confidence necessary to take control of one's life.
- Belonging cultivates an inclusive community, welcomes individuality, celebrates identity, appreciates contribution, inspires connection, and supports equity.

This is accomplished through identity-based programs, resources and community spaces. Each area focuses on identity exploration and celebration, involvement opportunities, leadership development, support, and allyship. The Centers encourage students to explore and embrace the depth of their multiple identities to foster a more profound understanding of themselves and others.

The Centers are led by a dynamic leadership team and consist of the following areas:

- [Asian & Asian American Center](#)
- [Black Student Empowerment](#)
- [First-Generation and Low-Income Student Support](#)
- [Gender Equity Resource Center](#)
- [Latinx Student Empowerment](#)
- [LGBT Resource Center](#)
- [Office of Spirituality and Meaning-Making](#)
- [Undocumented/DACA Student Support](#)

## Confidential Support

The university offers a number of [confidential resources](#) for individuals who are looking for support, or an opportunity to consider next steps, who need care or who may be unsure about whether to report incidents to the university or police. Conversations with the university's "confidential resources" are kept strictly confidential and, except in rare circumstances, will not be shared (including to faculty, coaches, parents, etc.) without explicit permission.

- [Cornell Health](#) (medical and mental health providers, students only: (607) 255-5155)
- [Cornell Victim Advocacy Program](#) (for students, staff, and faculty: (607) 255-1212, [victimadvocate@cornell.edu](mailto:victimadvocate@cornell.edu))
- The professional staff of the [Gender Equity Resource Center](#): (607) 255-1406, [GenEq@cornell.edu](mailto:GenEq@cornell.edu)
- The professional staff of the [LGBT Resource Center](#): (607) 254-4987, [lgbtrc@cornell.edu](mailto:lgbtrc@cornell.edu)
- [The University Ombuds](#): (607) 255-4321, [ombuds@cornell.edu](mailto:ombuds@cornell.edu)
- The director of the [Office of Spirituality and Meaning Making](#) and the pastoral counselors of Cornell United Religious Work (CURW): (607) 255-4214 / (607) 255-6002)
- [The Advocacy Center of Tompkins County](#) 24/7 hotline: (607) 277-5000