



Fundamentals of Technology Ethics and Society (TEC 20101) -Fall 2023 (TTH)

Course and Instructor Information

Course Title: Fundamentals of Technology Ethics and Society

Credits: 3

Meeting Time: Tuesdays and Thursdays (11-1215 pm)

Format: In-person

Class Size: 30 students

Meeting Location: DeBartolo Hall, Room B011

Prerequisites: None

Professor: Cody Turner, Ph.D.

Email: cturne22@nd.edu

Office Location: 412 Flanner Hall

Office Hours: Mondays (345-445 pm), Wednesdays (345-445 pm), or by appointment

Course Description

This course will introduce students to fundamental ethical and social issues related to the design, development, and use of technology. Students will develop an understanding of philosophical ethical theories as a resource for analyzing how technology impacts both individual and collective civil, political, and human rights and issues related to autonomy, privacy, and identity, as well as how it reinforces power dynamics in society and its impacts on equity, justice, and fairness. Specific topics will include bias and fairness in algorithms, privacy, data governance and civil liberties, surveillance and power, social media, autonomous vehicles, virtual reality, cybersecurity, and the ethics of artificial intelligence.

Course Learning Objectives:

By the conclusion of the term, students will be expected to:

- Possess a basic understanding of foundational concepts and issues in technology ethics
- Be able to identify ethical dimensions of use and impact of technology
- Be familiar with normative theories that inform ethical thinking
- Integrate normative theories into the practical realities of designing effective laws and regulations around technology governance

Required Material:

All required and optional readings for the class will be posted online through Canvas in the form of PDF files. I plan to have the majority of readings for the course posted online prior to the start of the semester.

Course Schedule

Week 1: Introduction to Philosophy and Tech Ethics

- 8/22: Introduction to Philosophy and Philosophical Argumentation
 - Required Reading: 'The Value of Philosophy' (Bertrand Russell)
- 8/24: Introduction to Tech Ethics
 - Required Reading: *Technopoly* (Neil Postman, chapter 1)
 - Optional Reading: *Homo Deus*, (Yavul Harari, chapters 1 and 9)

Week 2: The Techno-Social World and Techno-Optimism versus Techno-Pessimism

- 8/29: The Techno-Social World
 - Required Readings: *Technopoly* (Neil Postman, chapter 2)
 - Optional Readings: *Technology and the Lifeworld* (Don Ihde, Introduction)
- 8/31: Techno-Optimism versus Techno-Pessimism
 - Required Reading: 'Techno-Optimism: An Analysis, An Evaluation, and a Modest Defense' (John Danaher)
 - Optional Reading: *AI Ethics* (Mark Coeckelberg, chapters 2 and 12), *What We Owe The Future* (William MacAskill, chapters 1 and 2)

Week 3: Meta-Ethics and Consequentialism

- 9/5: Meta-Ethics
 - Required Reading: 'The Challenge of Cultural Relativism' (James Rachels)
 - Optional Readings: 'The Wager' (Blaise Pascal), 'The Problem of Evil and Some Varieties of Atheism' (William Rowe), 'Is There a Hell? Universalism, Hell, and the Fate of the Ignorant' (Stephen Davis), 'Of Miracles' (David Hume), 'The Euthyphro' (Plato)

- 9/7: Consequentialism
 - Required Reading: ‘The Debate Over Utilitarianism’ (James Rachels)
 - Optional Readings: *An Introduction to the Principles of Morals and Legislation* (selected sections, Jeremy Bentham) ‘Alienation, Consequentialism, and the Demands of Morality’ (Peter Railton)

Week 4: Deontology and Virtue Ethics

- 9/12: Deontology
 - Required Reading: ‘War and Massacre’ (Thomas Nagel)
 - Optional Readings: *Groundwork on the Metaphysics of Morals* (selected sections, Immanuel Kant), ‘Rights-Based Ethics: A Critique and Replacement’ (Kai Nielsen), ‘The Right to Lie: Kant on Dealing with Evil’ (Christine Korsgaard), ‘Unifying the Categorical Imperative’ (Marcus Arvan)

- 9/14: Virtue Ethics
 - Required Reading: ‘Virtue Ethics’ (Rosalind Hursthouse & Glen Pettigrove, you can skip section 2)
 - Optional Readings: *Nichomachean Ethics* (Aristotle, books I-II), ‘Virtues in the Digital Age’ (Shannon Vallor), ‘Moral Philosophy Meets Social Psychology: Virtue Ethics and the Fundamental Attribution Error’ (Gilbert Harman), ‘Confucianism, Buddhism, and Virtue Ethics’ (Bradford Cokelet), ‘Virtues for Agents in Directed Social Networks’ (Mark Alfano), ‘A Virtue Epistemology of the Internet: Search Engines, Intellectual Virtues, and Education’ (Richard Heersmink)

Week 5: Digital Privacy (Ethics of Data Acquisition)

- 9/19: Digital Privacy
 - Required Reading: ‘The Surveillance Delusion’ (Carissa Veliz)
 - Optional Reading: ‘Data, Privacy, and the Individual’ (Carissa Veliz), ‘Privacy exchanges: restoring consent in privacy self-management’ (Mario Pascalev), ‘Consent and the Right to Privacy’ (Kevin Mills), ‘Information Privacy’ (Richard Spinello), ‘Digital Privacy is a Class Issue’ (Lizzie O’Shea)
 - **CHATGPT CASE STUDY MEMO DUE**

- 9/21: The Ethics of Facial Recognition Technology
 - Required Reading: ‘The Ethics of Facial Recognition Technology’ (Evan Selinger and Brenda Leong)

- Optional Reading: ‘The ethical application of biometric facial recognition technology’ (Marcus Smith and Seumas Miller), ‘The Vulnerable World Hypothesis’ (Nick Bostrom)

Week 6: Surveillance Capitalism and the Attention Economy (Ethics of Data Deployment)

- 9/26: Surveillance Capitalism and the Ethics of Adblocking
 - Required Reading: *The Age of Surveillance Capitalism* (Shoshana Zuboff, selected passages)
 - Optional Readings: ‘(When) Is Adblocking Wrong?’ (Thomas Douglas), ‘A Defense of Ad Blocking and Consumer Inattention’ (Alexander Zambrano and Caleb Pickard), ‘Price Discrimination in the Digital Age’ (Kasper Lippert-Rasmussen and Lauritz Aastrup Munch)
- 9/28: Digital Nudging and the Online Attention Economy
 - Required Reading: ‘Digital Nudging: Exploring the Ethical Boundaries’ (Marcello Ienca and Effy Vayena)
 - Optional Readings: ‘Ethical Dimensions of Persuasive Technology’ (James Williams), ‘Is the Attention Economy Noxious?’ (Clinton Castro and Adam K. Pham), ‘Ethics of the Attention Economy: The Problem of Social Media Addiction’ (Vikram Bhargava and Manuel Velasquez)

Week 7: Ethics of Social Media

- 10/3: The Gamification of Social Media, Filter Bubbles, and Digital Performativity
 - Required Reading: ‘How Twitter Gamifies Communication’ (C. Thi Nguyen)
 - Optional Readings: ‘Echo Chambers and Epistemic Bubbles’ (C. Thi Nguyen), ‘Retweeting: Its Linguistic and Epistemic Value’ (Neri Marsili), ‘Ethics of Authenticity: Social Media Influencers and the Production of Sponsored Content’ (Mariah L. Wellman, et al.)
- 10/5: Privacy in Social Media and the Ethics of Quitting Social Media
 - Required Reading: ‘Privacy in Social Media’ (Andrei Marmor)
 - Optional Reading: ‘The Ethics of Quitting Social Media’ (Robert Mark Simpson)

Week 8: Fake News, Deepfakes, and Midterm

- 10/10: Fake News and Deepfakes
 - Required Reading: ‘Fake News: Rebuilding the Epistemic Landscape’ (Neil Levy)
 - Optional Readings: ‘Fake News and Epistemic Vice: Combating a Uniquely Noxious Market’ (Megan Fritts and Frank Cabrera), ‘Fake News and Partisan Epistemology’ (Regina Rini), ‘Deepfakes and the Epistemic Backdrop’ (Regina Rini), ‘Deepfakes, Deep Harms’ (Regina Rini & Leah Cohen), ‘Computational Propaganda’ (Renee DiResta)
- 10/12: **Midterm**

Week 9: Ethics of Online Dating and Artificial Intelligence

- 10/24: Online Dating and Online Friendship
 - Required Reading: ‘The Moral Rights and Wrongs of Online Dating and Hook-Ups’ (Lily Frank and Michal Klincewicz)
 - Optional Readings: ‘Friendship Online’ (Dean Cocking), ‘Flourishing on Facebook: Virtue Friendship & New Social Media’ (Shannon Vallor), ‘The Philosophical Case for Robot Friendship’ (John Danaher), ‘Online Aristotelian Character Friendship as an Augmented Form of Penpalship’ (Kristjan Kristjansson)
 - **PAPER ASSIGNMENT PROMPT DISTRIBUTED**
- 10/26: Artificial Intelligence, The Future of Work, and Algorithmic Opacity

Required Reading: *AI Ethics* (Mark Coeckelbergh, chapter 1)

- Optional Readings: ‘What is Artificial Intelligence?’ (Margaret Boden), ‘The Future of Work: Augmentation or Stunting?’ (Markus Furendal and Karim Jebari), ‘Computing Machinery and Intelligence’ (Alan Turing), ‘Transparency as Manipulation? Uncovering the Disciplinary Power of Algorithmic Transparency’ (Hao Wong)

Week 10: Algorithmic Bias and Ethics of Autonomous Cars

- 10/31: Automated Decision Making and Algorithmic Bias
 - Required Reading: *Automating Inequality* (Virginia Eubanks, Introduction and chapter 1)
 - Optional Readings: ‘Algorithmic Bias and Access to Opportunities’ (Lisa Herzog), ‘Ethical Issues with Artificial Ethics Assistants’ (Elizabeth O’Neil, Michal Klincewicz, Michiel Kemmer), *Weapons of Math Destruction* (Cathy O’Neil, Introduction and chapters 1 and 5), ‘The Ethics of Predictive Policing’ (Katerina Hadimatheou and Christopher Nathan), ‘Algorithmic Bias: On the Implicit Biases of Social Technology’

(Gabbrielle M. Johnson), 'Algorithmic Bias: Senses, Sources, Solutions' (Sina Fazelpour and David Danks)

- 11/2: Ethics of Autonomous Cars
 - Required Reading: 'Self-Driving Cars and the Right to Drive' (William Ratoff)
 - Optional Readings: 'Automated Cars Meet Human Drivers: Responsible Human-Robot Coordination and the Ethics of Mixed Traffic' (Sven Nyholm & Jilles Smids), 'Autonomous Driving Ethics: from Trolley Problem to Ethics of Risk' (Maximilian Geisslinger et al.)

Week 11: Drone Ethics, Artificial General Intelligence, and the Control Problem

- 11/7: Ethics of Drones
 - Required Reading: 'Drones and the Threshold for Waging War' (Ezio Di Nucci),
 - Optional Readings: 'Making Drones to Kill Civilians: Is it Ethical?' (Edmund F. Byrne), 'The Possibilities and Pitfalls of Humanitarian Drones' (John R. Emery)
 - **PAPER ASSIGNMENT DUE**
- 11/9: Artificial General Intelligence, Superintelligence, and the Control Problem
 - Required Reading: 'How Does Artificial Intelligence Pose an Existential Risk?' (Karina Vold & Daniel R. Harris)
 - Optional Readings: *Superintelligence* (Nick Bostrom, chapters 2, 8, and 9)

Week 12: Machine Consciousness and Virtual Reality

- 11/14: Machine Consciousness, Mind Uploading, and Robot Rights
 - Required Reading: 'Could a Large Language Model be Conscious?' (David Chalmers)
 - Optional Readings: 'Can (Ro)bots Really Be Moral?' (Wendell Wallach and Collin Allen, chapter 4), 'Minds, Brains, and Programs' (John Searle), 'The Singularity: A Philosophical Analysis' (David Chalmers, sections 9 and 10), 'The Ship of Theseus' (Dubre)
- 11/16: Virtual Reality and the Metaverse
 - Required Reading: 'The Ethics of Virtual Sexual Assault' (John Danaher)
 - Optional Readings: 'Virtual Reality and Technologically Mediated Love' (Emma Gordon), 'The Ethics of Virtual Reality Technology: Social Hazards and Public Policy Recommendations' (James Spiegel), 'Virtual Reality and the Meaning of Life' (John

Danaher), *Reality+* (David Chalmers, chapters 1 and 2), 'Are We Living in a Computer Simulation?' (Nick Bostrom), 'Do Simulated Lives Matter?' (David Chalmers), 'The Values of the Virtual' (Rami Ali)

Week 13: Augmented Reality

- 11/21: Augmented Reality and the Real-World Web
 - Required Reading: 'Augmented Reality, Augmented Epistemology, and the Real-World Web' (Cody Turner)
 - Optional Readings: 'Augmented Reality, Augmented Ethics: Who has the Right to Augment a Particular Physical Space?' (Erica Neely), *Reality +: Virtual Worlds and the Problems of Philosophy* (David Chalmers)
 - **META QUEST 2 CASE STUDY MEMO DUE**

Week 14: The Ethics of Cybersecurity and Intellectual Property Rights in the Digital Age

- 11/28: The Ethics of Hacking, Cyberwarfare, and Cybersecurity
 - Required Reading: 'Ethical Approaches to Cybersecurity' (Kevin Macnish and Jeroen van der Ham)
 - Optional Readings: 'The Ethics of Cyberwarfare' (Randall R. Dipert), 'Is it OK to be an Anonymous?' (Philip Serracino-Inglott), 'The Ethics of Hacking: Should it be Taught?' (Nicole Radziwill et al.), 'Cyber Attacks and Terrorism: A Twenty-First Century Conundrum' (Marwan Albahar), 'Cyber Security and Individual Rights: Striking the Right Balance' (Mariarosaria Taddeo), 'The Ethics of Cyber Attack' (David Lonsdale)
- 11/30: Intellectual Property Rights in the Digital Age
 - Required Reading: 'How the Digital Turn Upsets Intellectual Property' (Constantin Vica and Emanuel-Mihail Socacio)
 - Optional Readings: 'Intellectual Property and the Internet: the Share of Sharing' (Ejan Mackaay) 'Questions of Intellectual Property in the Artificial Intelligence Realm' (Gonenc Gurkaynak et al.), 'Locke, Intellectual Property Rights, and the Information Commons' (Herman T. Tavani), 'Enforcing Intellectual Property on the Blockchain' (Martin Zeilinger)

Week 15: The Ethics of 3D Printing and Review

- 12/5: The Ethics of 3D Printing

- Required Reading: ‘Ethical Dilemmas in 3D Printing from a US Perspective’ (Erica Neely)
 - Optional Readings: ‘The Security Implications of 3D-Printing of Weapons’ (Gerald Walther), ‘The ethics of 3D printing copies of bodies donated for medical education and research: What is there to worry about?’ (Jon Cornwall)
- 12/7: Review

FINAL EXAM: December 14th from 1030 am-1230 pm (location TBD)

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Final Exam	20%
Participation	15%
Paper Assignment	20%
Midterm	20%
Reading Quizzes	15%
Case Study Memo #1	5%
Case Study Memo #2	5%

Grades in the C+ to B- range represent performance that *meets expectations*; Grades in the B+ to A- range represent performance that is significantly *better than the expectations*; Grades in the A range represent work that is *excellent*. You may contact me for information about your current grade or your expected grade in the course.

Reading Quizzes (15%)

Each week, students are expected to complete a short reading quiz on *one of the two required readings* for that week (which reading is up to you). These weekly reading quizzes will be completed on Canvas in the relevant module and are due before the start of class (no late submissions will be accepted). The quiz will invariably consist of the following three questions: What is the main argument, thesis, or idea being put forward in the reading? What is something that you found confusing *or* objectionable in the reading? What is a thought-provoking discussion question or topic based on the reading that you would be interested in exploring further? Students should answer these questions in approximately 1-2 paragraphs (around 200-400 words total): The quizzes will be lightly graded, receiving a score of 0, 1, 2, or 3. As long

you sufficiently demonstrate that you have completed the required reading, you will receive a 3. I will drop your lowest quiz grade at the end of the semester. *Importantly, there will be no reading quiz due during the two weeks in which there is a case study memo and the week of the midterm (see below).*

Case Study Memos (Memo #1 = 5%, Memo #2 = 5%)

There will be two case studies wherein students are expected to experiment with a given technology and then answer a set of questions based upon that experimentation. The two technologies under consideration will be ChatGPT (AI) and the Meta Quest 2 (VR). After experimenting with the technologies, students are expected to address the following questions (around 500-750 words total):

1) Project #1- ChatGPT and Large Language Models:

- a. Test the boundaries of ChatGPT's intelligence. Try to find some concrete ways in which ChatGPT falls short of being a genuine AGI. What is it not able to do that a real AGI would be able to do?
- b. Based on your experimentation, think of at least one positive use case of ChatGPT: how is it poised to enhance the productivity of someone working in a particular profession? How might someone use it to their benefit in everyday life?
- c. Based on your experimentation, think of at least one negative (ethically problematic) use case (or potential use case) of ChatGPT. How might this technology be used in an ethically suspect or unfair way?
- d. What is your general opinion of ChatGPT? How might it be viewed through the lens of one of the normative ethical theories we discussed? Do you think ChatGPT represents a significant advance in artificial intelligence technology or is it overhyped?

2) Project #2- Meta Quest 2 and Virtual Reality:

- a. Experiment with different apps on the Meta Quest 2 headset device. Find some concrete ways in which the virtual environments that you explore fall short of being 'real.' What are some features that the 'real' physical world possesses that are missing in the virtual worlds provided by the Meta Quest 2?
- b. Based on your experimentation, think of at least one positive use case (existing or hypothetical) of the Meta Quest 2: how is it poised to enhance the productivity of someone working in a particular profession? How might someone use it to their benefit in everyday life?

- c. Based on your experimentation, think of at least one negative use case (or potential use case) of the Meta Quest 2. How might this technology be used in an ethically suspect or problematic way?
- d. What is your opinion of the Meta Quest 2 in particular and virtual reality in general? How might it be viewed through the lens of one of the normative ethical theories we discussed? Do you think the Meta Quest 2 represents a significant advance in virtual reality technology or is it overhyped?

For project #2, students will individually visit the Navari Family Center for Digital Scholarship in the Hesburgh Library on their own time to experiment with the Meta Quest 2 devices that they have available.

These case study memos are not supposed to be formal academic papers and need not be structured as such. You can even answer the above questions in a bulletin format if you wish. The most important thing is that the memos sufficiently address the above questions and illustrate that you spent time carefully experimenting with and reflecting upon the technologies. The memos are due on Canvas by class time on the day they are due. *Again, there will be no reading quiz due during the two weeks in which there is a case study memo.*

Participation (15%)

Students are expected to attend class in-person each week. No more than two unexcused absences will be permitted during the semester. To receive an A grade for participation, students must also be actively engaged with the course content by (1) vocally participating in class discussion and learning activities during our in-person meetings, and (2) submitting a post to the online participation board for that day prior to the start of class. Regarding (1): students must arrive to class on time, be prepared to discuss the topic of the day, and refrain from being disruptive and disengaged.

Regarding (2): the goal of this element of participation is to allow students to further engage with the course content on their own terms and more deeply discern the practical relevance of the topics in technology ethics more clearly. Unlike the weekly reading quizzes (once a week), this participation assignment must be completed prior to each class (twice a week). With the exception of a few weeks, participation will generally be open-ended, and will involve finding a news story and/or personal anecdote that is relevant to the topic of the day. By ‘personal anecdote’, I mean any experience that you (or someone you know) has had or observed on the internet that relates to the topic of the day. The anecdote could even just be a short statement expressing your thoughts on the topic. By ‘news story’, I do not necessarily mean a *breaking* news story, it could be some months or years old. Further, the news story/personal anecdote need not be tied to the specifics of the required reading for that day; it just needs to broadly pertain to the topic at hand. This is meant to be open-ended. If you choose a news story, please include a link, and provide a 1-2 sentence description of the story. If you choose a personal anecdote, please provide a 3-4 sentence description of the anecdote. Students will have an opportunity to vocally share their news stories/personal anecdotes in class, but they will not be required to do so. These participation assignments will be very lightly graded, receiving either a P or F. Students are encouraged to comment upon each other’s posts and use the participation board as a platform for lively interaction on the week’s topics. If you do comment upon another

student's post, the comment should be respectful and professional. Harmful or abusive writing will not be tolerated.

To sum, the typical weekly obligations for the course (assuming there is no paper or case study memo due that week) include (a) the two required readings, (b) one reading quiz, and (c) two short participation submissions.

Midterm Exam (20%)

The midterm exam will be administered in-person on 10/12 and will feature a combination of multiple choice and short answer questions. The exam will cover material from the first half of the class and will be closed notebook. I will distribute a detailed study guide prior to the exam specifying which content is fair game for the exam. There will be no reading quiz the week of the midterm.

Final Exam (20%)

The final exam will be administered in-person on our scheduled exam date and will feature a combination of multiple-choice and short answer questions. The exam will cover material from the second half of the class and will be closed notebook. I will distribute a detailed study guide prior to the exam specifying which content is fair game for the exam.

Paper Assignment (20%)

Writing philosophical essays is crucial to becoming a good philosopher, as the act of writing forces students to clarify their thoughts, structure their ideas, and discern any confusions on the topic at hand. There will be one major paper assignment in the class. The required length for each paper is 5-7 pages double spaced, 12 times new roman. Students are expected to number their pages and include a bibliography (either MLA or APA format is acceptable). Avoid quoting my handouts or the readings. Direct quotations are prohibited for the purposes of this assignment. The prompt for each paper will include a handful of questions. Students are expected to choose one of these questions and write an essay in response to it. Students will have two weeks to write each paper and will submit their assignments on online via a designated link. I will take time to explain how to write a good philosophical essay and prioritize providing detailed feedback to help students become better writers. I will also provide the opportunity to give students feedback on rough drafts of their papers.

- **ChatGPT Disclaimer:** The use of ChatGPT (or any similar Large Language Model) for writing in this course is strictly forbidden and will be considered plagiarism. One of the worst things you can do in a tech ethics course is to use the technology in an unethical way to write papers for you.

Grading Scale:

Grade	Letter Grade
Excellent	A
	A-
Very Good	B+
Good	B
	B-
	C+
Average	C
Fair	C-
Poor	D+
	D
Merely Passing	D-
Failure	F

Due Dates and Late Policy

The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner via email and through Canvas. If you are unable to complete an assignment on time and have a valid reason (unavoidable study disruptions, health issues, family obligations), then send me an email beforehand to let me know and I am happy to grant an extension. Generally speaking, please try to arrive at class on time each meeting to avoid disruptions. If you are more than 15 minutes late for class, that will be considered an absence.

Academic Integrity Policy

The Policy: Students are expected to adhere to the University Honor Code, Student Guide to Academic Code of Honor (www.nd.edu/~hnr/code). Any violations of the Honor Code will be referred to the appropriate committee. The Honor code exists to inform students and Faculty of their obligations in upholding the highest standards of professional and ethical integrity. All student work is subject to the University Honor Code. Professional and Academic practice provides guidance about how to properly cite, reference, and attribute the intellectual property of others. Any attempt to deceive a faculty member or to help another student to do so will be considered a violation of this standard. It is your job to be sure that the instructor has no reason to suspect academic dishonesty.

Note: Plagiarism implies academic misconduct and is defined as “The practice of taking someone else’s work or ideas and presenting them as one’s own”. Importantly, plagiarism need not be intentional and can be the result of negligence.

Consequences: An instructor may impose a sanction on the student that varies depending upon the instructor's evaluation of the nature and gravity of the offense. Possible sanctions include but are not limited to, the following: (1) Require the student to redo the assignment; (2) Require the student to complete another assignment; (3) Assign a grade of zero to the assignment; (4) Assign a final grade of "F" for the course. A student may appeal these decisions according to the honor code policy.

Students with Disabilities and Sexual Harassment Policy

Students with Disabilities: The University of Notre Dame is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. Students seeking accommodations for disabilities can instigate a request with Disability Services. Learn more about how to register with Disability Services at the following link:
<https://dulac.nd.edu/academic/disabilities/>

Sexual Harassment Policy: It is Notre Dame policy to maintain a working and learning environment free from sexual harassment and from discrimination. Sexual harassment is illegal under Title VII of the Civil Rights Act of 1964, and Title IX of the Higher Education Amendments of 1972. Notre Dame will not tolerate sexual harassment of students or employees and will take action to eliminate such behavior. To learn more about Notre Dame's sexual harassment policy, visit the following link:
https://equity.nd.edu/assets/398818/policy_on_discriminatory_harassment_sexual_harassment_and_other_sex_based_misconduct_final.pdf