Introduction Discussion & Assignment on Understanding the importance of responsible use of AI and advocating for a fair AI art system

Description

To understand the ethics involved in AI in the visual arts, we need to promote a non-exploitative and fair AI art system. It's important to advocate for laws that protect artists' property and ensure that AI developers change how their engines acquire data. For example, images with copyright metadata should only be used with the artist's permission and proper compensation.

Support laws with heavy penalties for copyright violators and advocate for safe legal avenues for artists to pursue these penalties without personal risk. Although copyright laws for visual art and music are the same, the music industry is more respected because it relentlessly pursues its rights and reparations, discouraging illegal use.

A relevant case study is Stable Diffusion, which uses only copyright-free music for Dance Diffusion to avoid legal issues, respecting intellectual property rights by keeping copyrighted material out of training data. Chris Beatrice highlighted the issue by stating, "We violated the copyright of millions of visual artists because, unlike with the music industry, we thought we could get away with it."

Therefore, it is crucial to speak up on behalf of visual artists whose works are being used without permission to generate AI images.

Assignment

Discuss the difference between Dance Diffusion and Stable Diffusion. Weigh the importance of AI Ethics Principle from UNESCO points 5, 6 and Montreal points 2, 6, 9 in this context.

Ethical Focus

UNESCO

- Principle 5: Responsibility and Accountability

  AI systems should be auditable and traceable. There should be oversight, impact assessment, audit and due diligence mechanisms in place to avoid conflicts with human rights norms and threats to environmental well-being.

- Principle 6: Transparency and Explainability

  The ethical deployment of AI systems depends on their transparency & explainability (T&E). The level of T&E should be appropriate to the context, as there may be tensions between T&E and other principles such as privacy, safety and security.

Montreal

- Principle 2: Autonomy

  AIS must be developed and used while respecting people's autonomy, and with the goal of increasing people's control over their lives and their surroundings.

- Principle 6: Equity

  The development and use of AIS must contribute to the creation of a just and equitable society.

- Principle 9: Responsibility
  The development and use of AIS must not contribute to lessening the responsibility of human beings when decisions must be made.

Assessment

When evaluating the assignment, the following questions will be considered:

1. To what degree does the student utilize a consistent ethical framework to devise a solution to the issue at hand and, to the degree they do not, where can the student better incorporate ethical frameworks (consequentialist ethics, deontological ethics, virtue ethics) to answer these questions?
2. To what degree is the analysis given by the student based on facts that are consistent with the issues that are raised in the two examples?
3. To what extent does the student address all of the issues raised in the case study with a cogent argument that is informed by moral and ethical theories?

For this assignment, *Understanding Different Ethical Perspectives/Concepts* criteria of the ER Value Rubric of AAC&U (aacu.org) was used. For convenience, the AACU Value Rubric is also provided below:

ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	Milestones		Benchmark
	4	3	2	1
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.