Connected and Automated Vehicles: Implications of Enforcement Winter 2022

Personal and professional responsibility during this pandemic

As a scholar who studies risk, I take the ongoing covid-19 pandemic very seriously. As a member of this community, I take our responsibility to each other very seriously. As a lawyer, I take the obligations of our profession -- particularly to the more vulnerable and the less powerful -- very seriously. As your professor, I expect that you do as well.

We are at a difficult point in this pandemic. If you are vaccinated, young, and without a preexisting health condition, then covid-19 currently appears to present little risk of death to you. But there are other significant risks: Endangering those with preexisting conditions (whether known or unknown); contributing to new variants that present greater risk; depriving ourselves and our loved ones of the care we need in unrelated emergencies by burdening our hospitals and healthcare workers; and facing the possibility of long-term consequences of infection.

I expect that, unless your medical provider has advised you otherwise, you have received a full course of covid-19 vaccination.

I expect that you will effectively cover your nose and mouth at all times while you are in the physical classroom. "Effectively cover" means that you will correctly wear a mask that offers adequate protection to those around you -- in other words, a properly fitting mask designated as or equivalent to N95, KF94, or KN95. If adequately maintained and correctly worn, surgical masks are also acceptable, although they may not offer you as much protection as rated masks. If you cannot find or afford appropriate masks for this class, I will help you.

I expect that you will not attend class physically if you are sick, feel sick, think you might be sick, have been exposed to covid-19, or have reason to believe that your presence could endanger your colleagues. I will work with you on alternative arrangements.

If you have any concerns at any point about the safety, propriety, or practicality of your attendance or participation, I invite you to talk with me. You are not alone. I will offer at least as much flexibility as my discretion allows. The class records that I maintain will document the quality rather than the form of your participation.

Professor

My name is Bryant Walker Smith, and you are welcome to call me Bryant. My virtual office hours are by appointment.

Professors Bridgette Carr and Ann Verhey-Henke run the problem-solving bootcamp integrated within this course. Britt Eastman, the Law and Mobility Fellow at U-M Law School, will be assisting with our course.
Logistics

This course requires significant work both during and outside of class -- and both individually and in teams.

Our classes are on Wednesdays from 3:15pm to 6:30pm (except as announced), including:

Our first class on January 19th in 1025JH.

The problem-solving bootcamp on January 26th, February 2nd, and February 9th in 1225 Jeffries Hall (a different room) or by arrangement with Professor Bridgette Carr. Our remaining classes on February 16th, February 23rd, March 9th, March 16th, March 23rd, March 30th, April 6th, April 13th, and April 20th in 1025 Jeffries Hall (our original room) or online. This is a hybrid course. I will likely participate virtually for most of our sessions. You are welcome to participate virtually or (if you can be confident you do not pose a risk to others) in person. Provided you communicate with your team, you may switch your form of participation at any time.

If you are in the physical classroom, you will still need to join the Zoom classroom so that you can fully interact with your teammates.

Our course websites include:
NewlyPossible (public materials, including this syllabus and a tentative schedule).
Canvas (nonpublic materials).
Mural (team work product).
Zoom (virtual classroom).
Required materials (unless you make other arrangements with me) include:
Access to reliable high-speed Internet.
A webcam.
Earphones (if in person).

Description

We will be exploring the implications of automated and connected driving on enforcement, with particular focus on the roles of automation and nongovernmental actors. A substantive introduction to our course topic is available at the Newly Possible wiki.

Objectives

1. Develop problem-solving skills by solving a problem.
2. Solve a problem by applying problem-solving skills.
3. Develop teamwork and project management skills.
4. Reflect on the meaning of ethics and the roles of power, privilege, and discrimination both within and across disciplines.
5. Develop an interdisciplinary understanding of the basics of automated driving.
6. Develop an interdisciplinary understanding of the basics of enforcement.
7. Explore challenges and opportunities related to automated and private enforcement in connection with automated driving.
8. Navigate uncertainty, ambiguity, and inconsistency.
9. Read, listen, think, write, talk, and behave like a competent professional.

Expectations
1. Try!
2. Prepare.
3. Do the work.
4. Respect others.
5. Challenge yourself.
6. Act with honor in all you do.
7. Behave like the professional you will become.
8. If you have concerns (general or specific), talk with me.
9. Coordinate with your colleagues and with me in advance (except in an emergency).

Sensitivity of subject matter
1. Recognize and respect that your colleagues’ experiences may be different than your own.
2. Some students may be personally familiar with the kinds of tragedies, biases, and conditions present in our materials.
3. All of us (including me) will make mistakes in what we say and how we say it.
4. If you have concerns about particular topics, I invite you to talk with me.

Multitasking
1. You must be fully prepared prior to class.
2. You may not participate in any class session or other course activity while driving.
3. Use the bathroom and take a break when you need to do so.
4. During class, you may engage in activities conducive to your learning and participation, including communications that are relevant to our discussion.
5. During class, you may not engage in activities that are distracting to you or your classmates, including communications that are irrelevant to our discussion.
6. Familial obligations are an exception to this last rule: While I strongly encourage you to arrange for the care of your dependents during class time, I recognize that this is not always practical, and I support your efforts to balance these multiple responsibilities.
Grading

1. One-third of your grade will be determined by Professors Carr and Verhey-Henke based on your performance in the problem-solving bootcamp (including the gateways throughout the semester).

2. One-third of your grade will be based on your individual contribution, of which:
   1. One-third will reflect your inputs and activities.
   2. One-third will reflect your outputs.
   3. One-third will reflect your outcomes and impacts.

3. One-third of your grade will be based on your group's contribution, of which:
   1. One-third will reflect its inputs and activities.
   2. One-third will reflect its outputs.
   3. One-third will reflect its outcomes and impacts (both actual and potential).

4. See Peace Corps Theory of Change and Logic Model.

Accommodations

1. You deserve equal access and opportunity.

2. You may, but you need not, speak with me about your university-directed accommodations.

Interpersonal violence and mandatory reporting

1. You deserve to be safe.

2. Confidential reporting officers can provide confidential and anonymous support.

3. All other employees (including faculty) must report incidents of sexual assault, sexual exploitation, and partner or relationship violence to the university’s Title IX Coordinator.

Wellness generally

1. Law school is stressful, and the practice of law is stressful. Your physical, mental, and emotional health matters.

2. If you are lonely, scared, desperate, insecure, or unsure, you are not alone. Please reach out. Every semester I hear from students in crisis.

3. Our law school, university, and community have people who care about you and resources available to you, including:
   2. Sexual Assault Prevention and Awareness Center (SAPAC).
5. A food pantry (with food, cookware, and household items) a block from the law school.

6. And many others.

4. For people in their early 20s, motor vehicle crashes are a leading cause of death. Aggressive, inattentive, drowsy, and intoxicated driving are unlawful and irresponsible. Jokes that trivialize texting-while-driving are not funny. We owe better to each other.

5. Please take care of yourself and others. Prepare now by reviewing these links. Because you and your colleagues will largely determine the direction (and the success) of this course, this schedule is nascent and tentative. See the syllabus. Each assignment must be completed prior to the class for which it is assigned.

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January 19th: Class 1

1025 Jeffries Hall or online

1. Prepare a two-minute talk introducing us to something (anything!) interesting or important from or about your discipline that others might not know.

2. Read Peace Corps Theory of Change and Logic Model.


4. Read the syllabus.


7. Read this substantive introduction to our course topic. This introductory draft is merely a cursory overview intended to ground your research and spark your thinking. (You should of course cite your sources.)

8. Use NameCoach on Canvas to record your name, provide a phonetic spelling, and indicate (in brackets after the phonetic spelling) your pronouns.

9. Read the biographies of your colleagues on Canvas.
   1. For each of your colleagues, identify a unique question you could ask to learn something meaningful about them.
   2. Identify a question that someone could ask you to learn something meaningful about you.

January 26th: Class 2

*Problem-solving bootcamp in 1225 Jeffries Hall or by arrangement with Bridgette Carr*

1. Watch this one-hour Mural training video.
2. Read the Interviewing for Insights on Canvas (under Files).
3. Prepare, and bring to class, three to five questions in each of the following categories to ask your professor to learn more about your problem statement:
   1. Descriptive (Broad, Open, Evokes Storytelling)
   2. Structural (Specific, In-depth, Use to Categorize)
   3. Contrast (Clarity, Understand Relationships, Understand How Terms Are Used)
4. In preparation for class four, research our general topic and identify information, sources, experts, missing voices, questions, and next steps. These should be principally (though not necessarily exclusively) within your discipline. You may work individually or in an intradisciplinary group of your choice.

February 2nd: Class 3

*Problem-solving bootcamp in 1225 Jeffries Hall or by arrangement with Bridgette Carr*

1. Organize, and bring to class, your notes from your professor interview.
2. In no more than one page, prepare individual answers to the questions that your group prepared for your faculty interview. (Everyone brings expertise, information, and assumptions about the problem we are trying to solve, and it is important to document those at the beginning of our process.)
3. Watch the Ecosystem Mapping video on Canvas (under Files).
4. Complete the first version of your Ecosystem Map on Mural.

5. Complete the first four pages under "Social Identities" within the "Social Identities, Power, and Privilege" module of Collaborating for Change. You will likely need to register for edX using your U-M credentials; click the "Free Access" U-M logo button at the top of your screen on the MOOC landing page. You do not need to pay to access the MOOC: If a popup with the notification "pursue a verified certificate" appears on your screen while you are completing the MOOC sections, just click on "Back to course" at the top of your screen and continue through the sections. You do not need to "upgrade for $49" to complete this assignment.

6. Complete, and bring to class, the Social Identity Wheel on Canvas (under Files). The social identity wheel that you complete is for your own reflection only; you need not submit or otherwise share it.

7. In preparation for class four, research our general topic and identify information, sources, experts, missing voices, questions, and next steps. These should be principally (though not necessarily exclusively) within your discipline. You may work individually or in an intradisciplinary group of your choice.

February 9th: Class 4

*Problem-solving bootcamp in 1225 Jeffries Hall or by arrangement with Bridgette Carr*

1. Work with your group to identify the "How Might We" statement you want to use for Ideation. Put your chosen statement through the faucet. We will use your "How Might We" statement as the foundation for this last class of our problem-solving bootcamp.

2. Draft a professional memo to your colleagues summarizing the research you have conducted. You may work individually or in an intradisciplinary group of your choice. Save your memo as a PDF, name it "InitialResearch Your Discipline Your Initials.pdf" (e.g., "InitialResearch Law BWS BAC.pdf"), and upload it to the "Initial research memos" discussion on Canvas. Although I am far more interested in quality than quantity, I would suggest five to ten single-spaced pages per person (in outline or prose form).

February 16th: Class 5

*1025 Jeffries Hall or online*

1. Read all the memos posted to the "Initial research memos" discussion on Canvas.

2. Draft an individual reflection that synthesizes the research memos, describes potential next steps for your own research, proposes next steps for the class as a whole, and considers how I (Bryant) can help. Save your memo as a PDF, name it "InitialResearch Reflection Your Initials.pdf" (e.g., "InitialResearch Reflection BWS.pdf"), and upload it to the "Initial research reflection memos" discussion on Canvas.
Canvas. Although I am far more interested in quality than quantity, I would suggest about five single-spaced pages (in outline or prose form).

3. In your team from the problem-solving bootcamp, draft a procedural memo describing how you will conduct your teamwork for the remainder of the semester. You may wish to structure this as a team contract. Be as specific and concrete as possible. Consider:

1. What does success mean for you? Recall what we discussed in the first class (including inputs, activities, outputs, outcomes, and impacts) and what you discussed in the problem-solving bootcamp.

2. What do you value as individuals and as a team?

3. What are your collective fears and concerns? What steps can you to assuage or manage them now and throughout the semester?

4. What skills can you each offer your team? What skills do you each want to practice and improve? I fully support teams whose members seek to foster new strengths rather than merely use existing strengths, and I recognize this will bring additional challenges.

5. What roles if any will you assign (whether permanently or on a rotating basis)?

6. Who in your group will be principally responsible for coordinating, as needed, with the other teams?

7. What tools (other than Mural) will you use for communicating, collaborating, and documenting within your team?

8. When and how will you meet (respecting the current and potential health needs and responsibilities of your colleagues)?

9. How will you keep yourself and your team accountable?

10. How will you document your team's inputs, activities, outputs, outcomes, and impacts?

11. How will you receive feedback on and otherwise substantiate your individual inputs, activities, outputs, outcomes, and impacts?

12. How will you address emergencies, conflicts, and other difficulties? Under what circumstances will you involve me, Britt, Bridgette, Ann, or others in managing issues?

13. What is your specific plan, including deliverables, through March 9th?

14. What is your tentative plan for the remainder of the semester?

15. How will you coordinate with me? How can I help?

16. What is your team name?
4. Save your memo as a PDF, name it "TeamMemo YourTeamName YourInitials.pdf" (e.g., "TeamMemo DriverlessIsMore BWS BAR AVH.pdf") and upload it to the "Team memos" discussion on Canvas.

February 23rd: Class 6 (before winter break)
1025 Jeffries Hall or online

March 9th: Class 7 (after winter break)
1025 Jeffries Hall or online

March 11th: First bootcamp gateway

In Mural, create a new ecosystem process map for your team (do not copy your map from the bootcamp) and complete the Ecosystem/Stakeholder Mapping and Interview Synthesis sections (even if you have not yet completed all your expert interviews).

March 16th: Class 8
1025 Jeffries Hall or online

March 23rd: Class 9
1025 Jeffries Hall or online

March 30th: Class 10
1025 Jeffries Hall or online

April 1st: Second bootcamp gateway

Complete the Ideate and Prototype sections of your ecosystem process map (even if you have not yet collected all your feedback).

April 6th: Class 11
1025 Jeffries Hall or online

April 13th: Class 12
1025 Jeffries Hall or online Joint session with Seminar on AI and the Law

April 20th: Class 13
1025 Jeffries Hall or online
April 25th: Third bootcamp gateway

Complete your entire ecosystem process map. The Storyboarding section is optional and may be helpful in preparing your capstone deliverable.