Directions:

- Media:

  I would strongly prefer that you use a laptop or tablet to prepare and submit your essay. It must be readable by someone without access to a Windows machine (i.e. me). PDF is OK, while Word, Notepad etc. are not OK. You must e-mail your file at the end of class (NOT afterward).

  Writing on paper is fine.

  In any case, you are not allowed to access the Web, e-mail, etc. during the exam. The Davis honor code (UCD Student Judicial Affairs Code of Academic Conduct) applies.

- Content of your essay:

  First and foremost, you must make use of our course materials, meaning our reading materials, issues discussed in class, and so on. You are strongly encouraged to make points that you or others didn't make in class, but **your essay cannot consist ONLY of this**.

  For many issues in life, there are arguments and counterarguments. We have seen many argument/counterargument combinations in our class readings and discussions. When you make an argument, you may disagree with the counterarguments, but **you cannot ignore them.** If you assert something but omit mention of a counterargument from our course, you are not doing a good job.

  Make sure to address all the points listed below. You do NOT need to address these in itemized fashion, though, and you may find that an overall, non-itemized format flows better, especially if your various points interact with each other.

Essay:

Our class' main topic so far has been age discrimination in the tech field (meaning, roughly, jobs that CS graduates tend to have), meaning that employers often shun older job applicants, say over age 35, in favor of new and recent graduate?. This raises a number of questions (address them all):

1. To what extent, if any, is the premise of the question valid, i.e. that employers favor the younger applicates?

2. The CS Dept. Web page at UC Berkeley says, concerning the philosophy of their CS curriculum, "We must...look beyond today's technology and give students the big ideas and the learning skills that will prepare them to teach themselves about tomorrow's technology." The one at the University of Wahsington says "The department will prepare you well to adapt to the new technologies, tools and methodologies..." And the ACM document on model CS curricula, *Computer Science Curricula 2013*, includes this passage:

   > Commitment to Life-long Learning
   >
   > Graduates should realize that the computing field advances at a rapid pace, and graduates must possess a solid foundation that allows and encourages them to maintain relevant skills as the field evolves. Specific languages and technology platforms change over time. Therefore, graduates need to realize that they must continue to learn and adapt their skills throughout their careers. To develop this ability, students should be exposed to multiple programming languages, tools, paradigms, and technologies as well as the fundamental underlying principles throughout their education. In addition, graduates are now expected to manage their own career development and advancement. Graduates seeking career advancement often engage in professional development activities, such as certifications, management training, or obtaining domain-specific knowledge.

   It should be noted too that most CS curricula place programming as their central, recurring theme.

   Are the above quotes accurate descriptions of careers in our field? Are these departments, and the ACM, fulfilling ethical obligations under the ACM Code of Conduct?

3. Is it ethical, under the ACM Code of Ethics, for an employer to automatically screen out most older applicants, as a means of dealing with the huge numbers of applicants they have? How about Confucian ethics (as defined in our reading)? How about in your own "code of ethics"?

4. One frequently sees articles in the press in which CEOs or other industry executives say, "Our universities are not graduating enough CS majors, so we have a shortage," even though they are mostly excluding older workers. Discuss the ethics of this in the ACM/Confucian/personal senses.