# ML and Society

Feb 3, 2022

## Please have a face mask on

#### Masking requirement

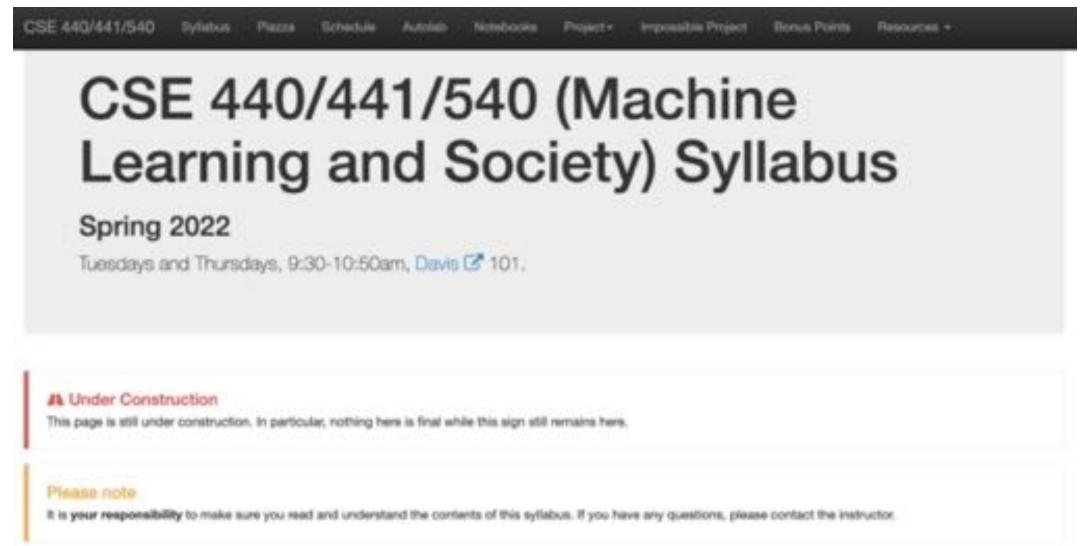


UR requires all students, employees and visitors – regardless of their vaccination status – to wear face coverings while inside campus buildings.

https://www.buffalo.edu/coronavirus/health-and-safety/health-safety-guidelines.html

Who does my machine learning model serve? How do I know? What can I do about it?

## Read the syllabus carefully!



#### Academic Integrity

## One (potential) project deadline TODAY 5pm!

## **Project Topics**

Here are the four proposed projects (each link leads you to the page for the specific project, which has more details on what each project will entail):

- 1. Human acceptance of algorithmically controlled systems
- 2. Incorporating multiple notions of fairness
- Algorithmic Auditing
- 4. Creating more teaching tools for ML and Society course

#### Highly recommended

We strongly encourage y'all to pick from the project topics listed above since we have put some thought into creating projects that are (1) funl but (2) also feasible within the time frame of a semester.

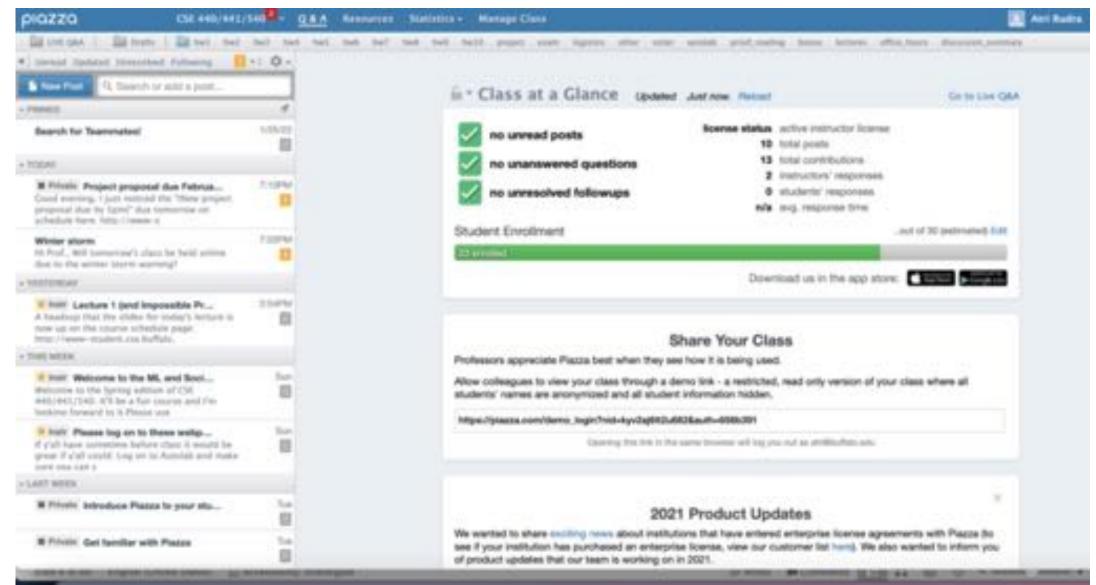
However, see the point below.

#### If you want to propose your own project

While we hope that y'all will pick from one of the topics listed above, we do want to give y'all a chance to propose your own project if you have a strong reason to do so (e.g. such a project will be very closely related to your major and/or you took this course because you had a specific project in mind.

If you go down this path, you need to let Atri know by 5pm on THURSDAY February 3, 2022. If you miss this deadline, then you will have to choose from one of the above topics.

## Make sure you are on piazza



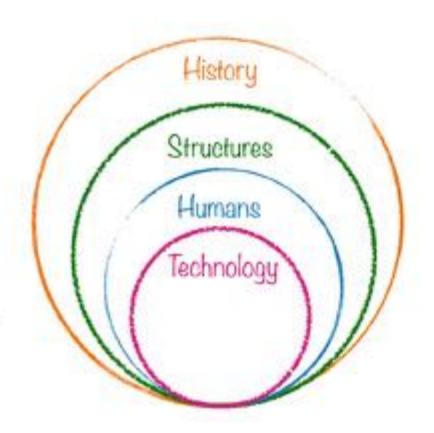
## Impossible Project event

Join us for an evening of presentations and discussion regarding the:

#### Impossible Project

#### Making Computing Anti-Racist.

During the Fall semester of 2021, 600 first-year UB students in Computer Science and Engineering accepted the challenge to imagine what it would take to build a world in which computing could become anti-racist. Starting with the specific case of the use of predictive policing algorithms, they proposed computational and noncomputational solutions to the problems execerbated by technology in society.



## Few things I forgot to mention

If something does not make sense, it's almost surely my fault!

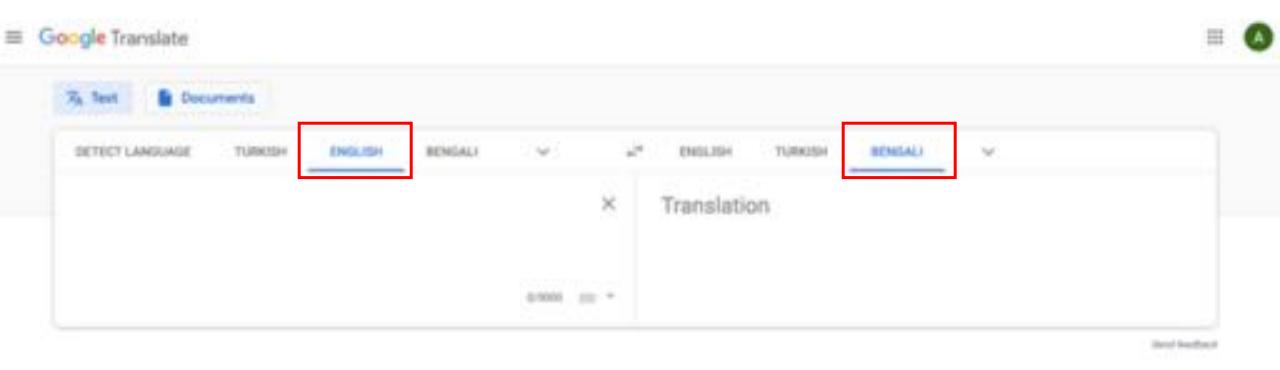


Feedback is greatly appreciated!

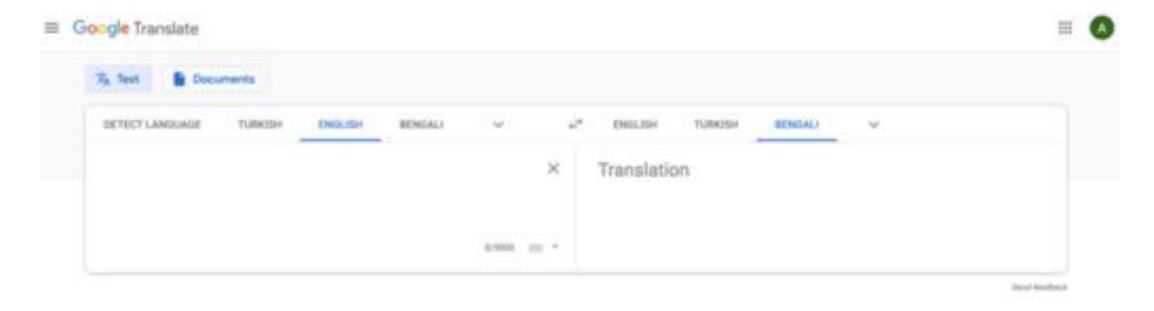
# Questions/Comments?



## Let's move to Google translate

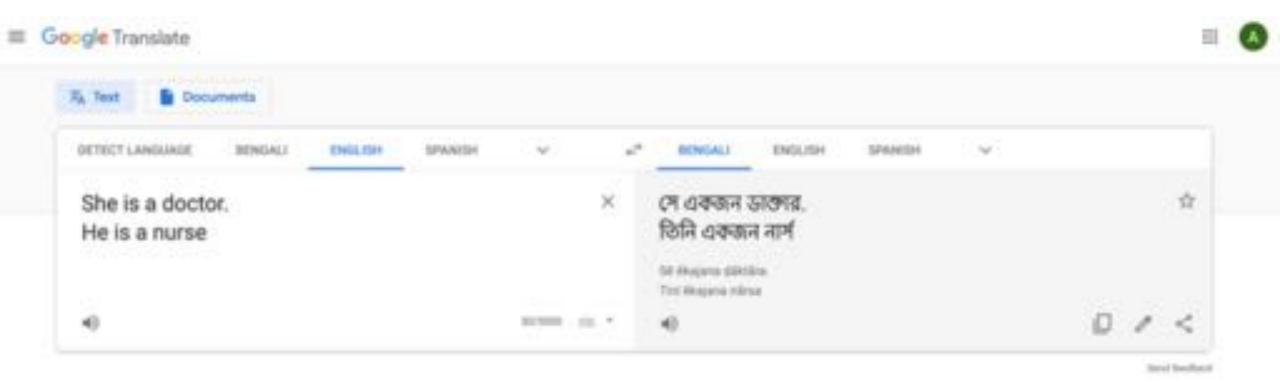


## Translation job# 1



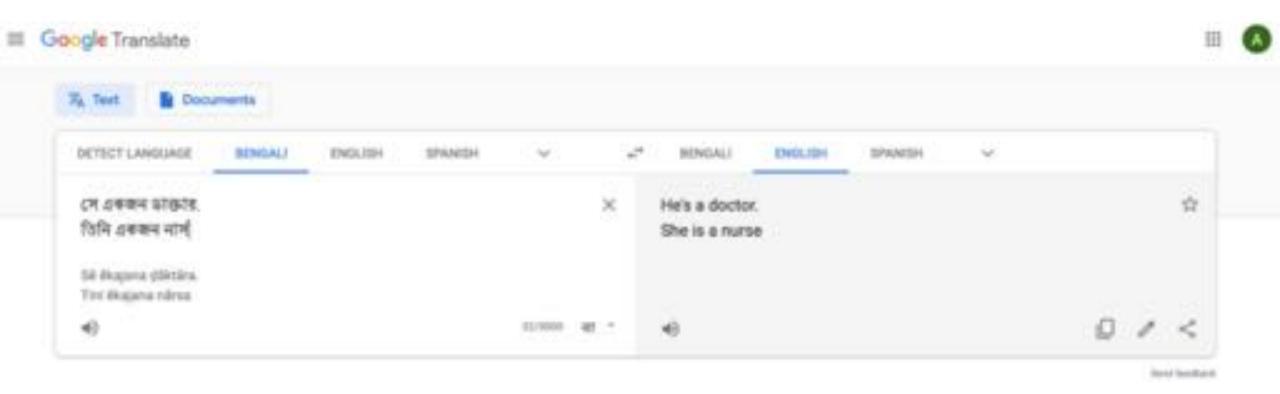
She is a doctor He is a nurse

## Hit translate once...

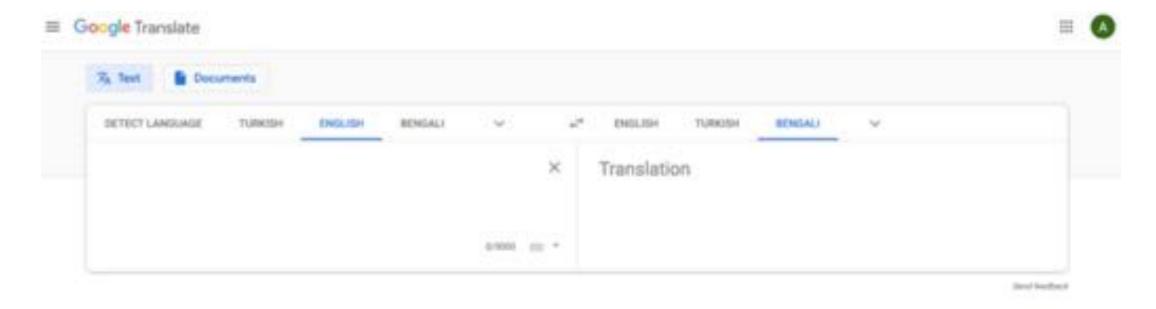


## Notice anything?

## Hit translate one more time!

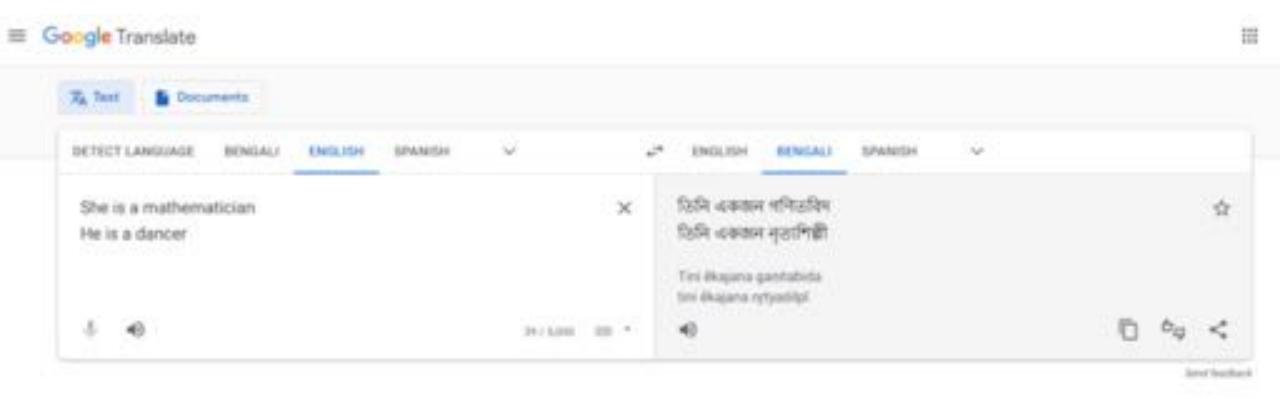


## Translation job# 2



She is a mathematician He is a dancer

## Hit translate once...



## Notice anything?

## Hit translate one more time!



## Questions to ponder

#### Questions to ponder

Do you think the above result are biased?

If not, why not?

If so,

- What do you think could be the reason for this bias?
- Do you think Google Translate is responsible?
- Should Google Translate do something to fix the bias?

# Questions/Comments?



# Why does this matter?



# Questions/Comments?



## So who is right?



"Algorithms can be biased"



"Algorithms are based on math and hence cannot be biased"

## Main Steps in Traditional Algorithm Design

**Problem Statement** Real world problem Problem definition **Problem Definition** Precise mathematical def Algorithm Algorithm design "Implementation" **Data Structures** Analysis Correctness/Run time

## Two main points about traditional algorithms

Problem is defined BEFORE algorithm is designed

Can prove algorithm is correct for ALL imuts

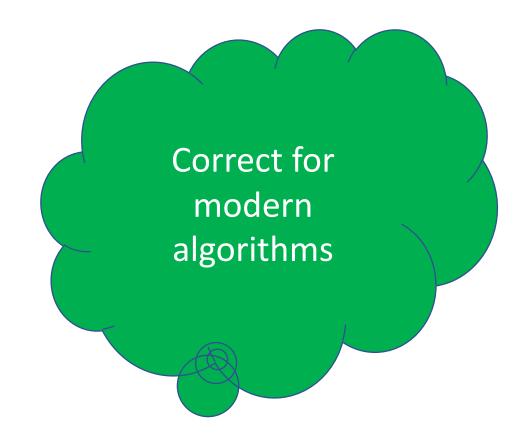
Though really you would wrong there as well since the problem statement itself could be biased..

One *could* consider such algorithms not biased

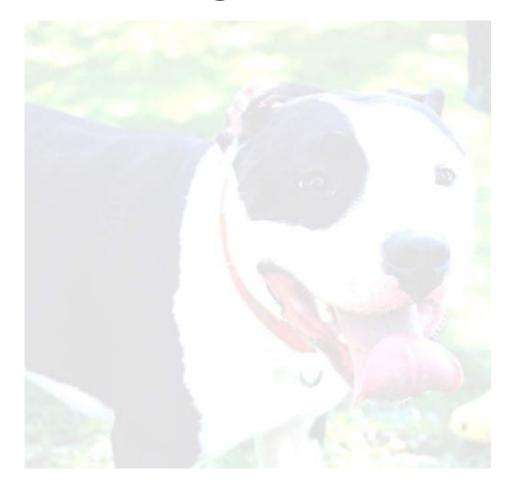
## Today

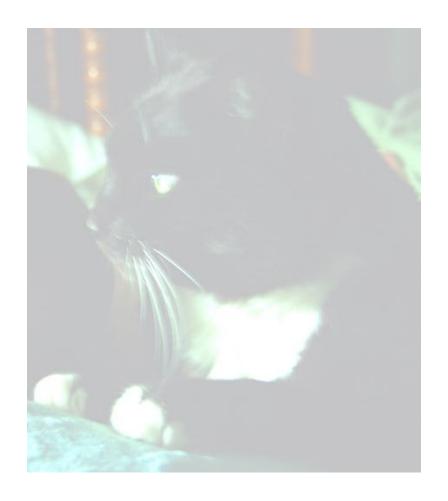


"Algorithms can be biased"

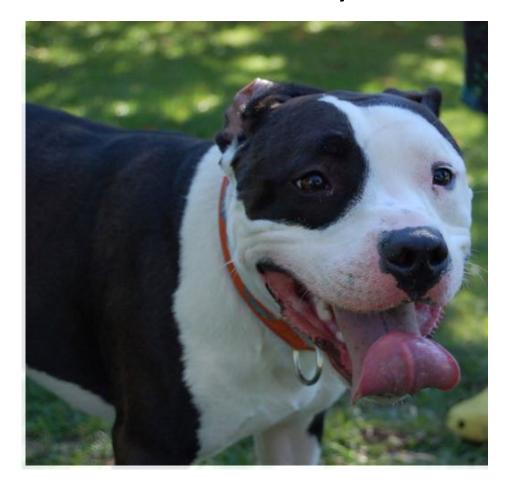


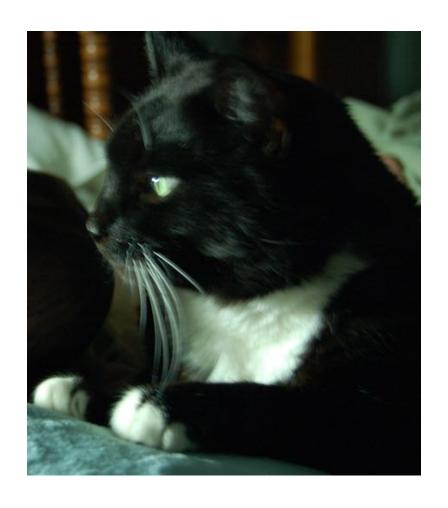
# Cat vs. Dogs



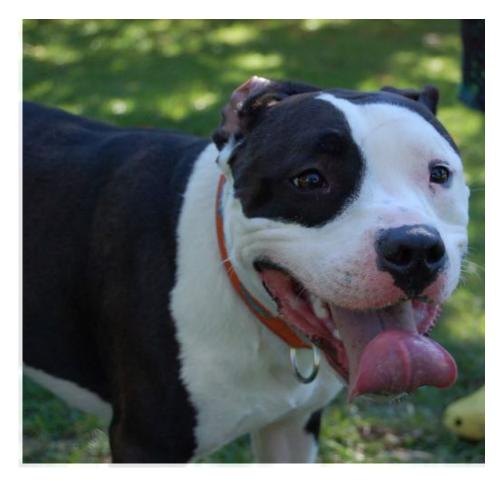


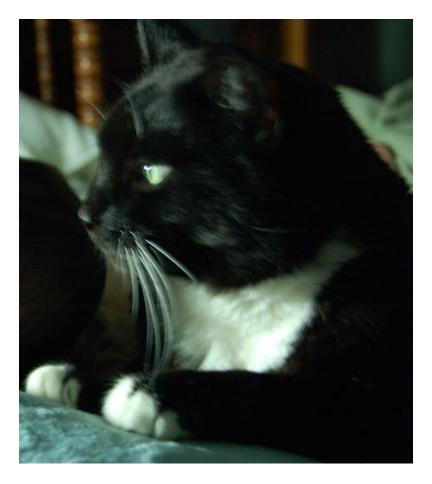
# Warren and Billy





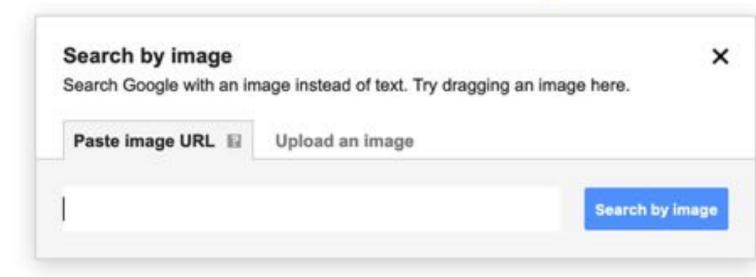
# How do you "define" a dog vs cat image?



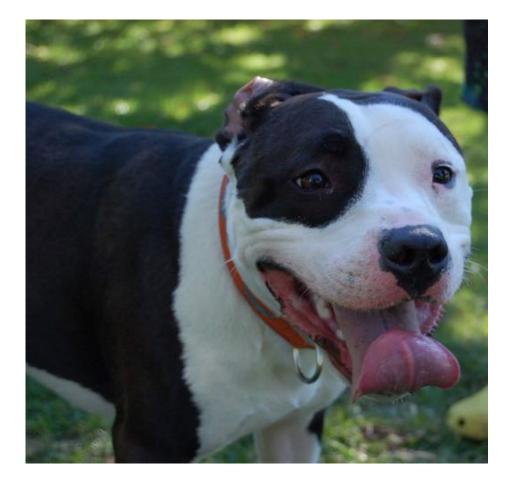


## Google Images has "solved" this problem





## How do you "define" a dog vs cat image?





http://www-student.cse.buffalo.edu/~atri/algo-and-society/support/notes/intro/images/billy.JPG

http://www-student.cse.buffalo.edu/~atri/algo-and-society/support/notes/intro/images/warren.JPG

# Better way to get to the URL CSE 440/441/540 Spring 2022

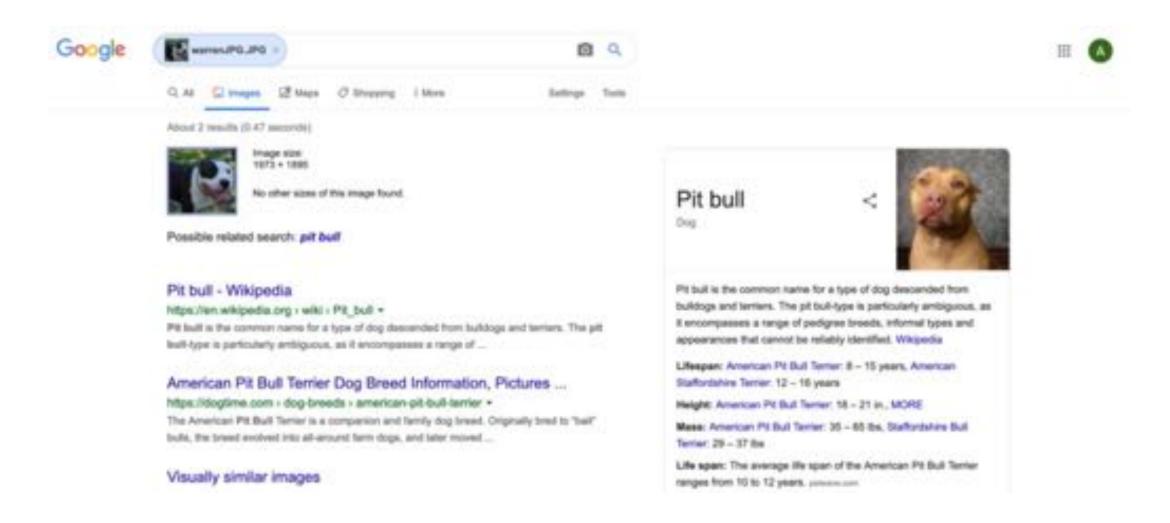
#### The cats vs. dog is a "solved" problem

While you spend the rest of the semester trying to come up with a mathematically precise definition of when an image has a cat: vs. when an image has a dog, let us see how existing platform already solves this problem. In fact, we will use the 'reverse image search' capability of Google Images of to try and identify the object in Billy and Marrien's images.

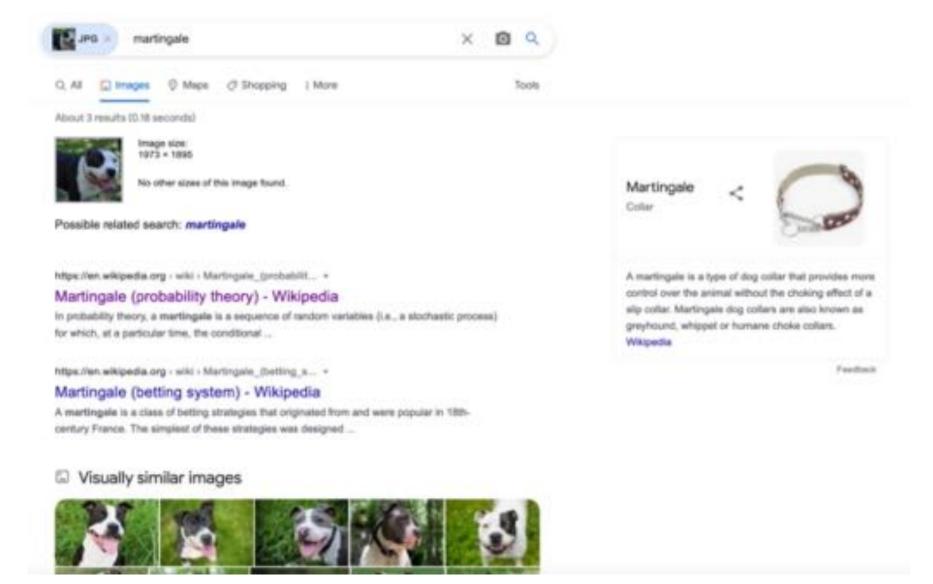
# Reverse Image search for Billy and Warren Go to Google Images Cf and then perform a reverse image search for Billy and Warren. In particular, click on the "camera" icon ( ). Choose the Paste Image URL option using this link for Billy and this link for Marren



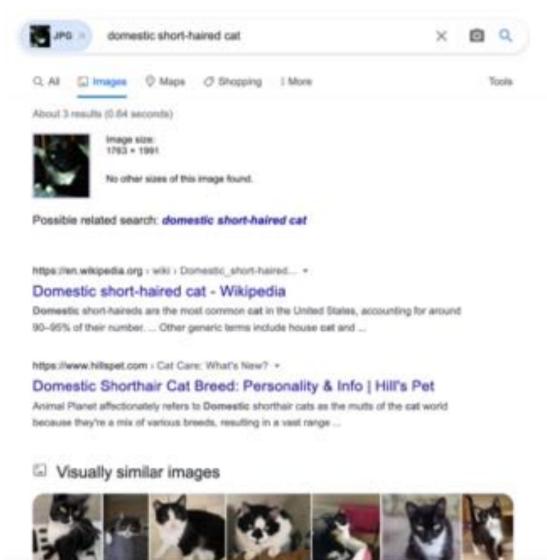
## My result for Warren (Spring 20)

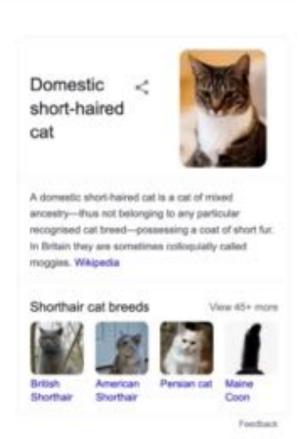


## My result for Warren (Spring 22)

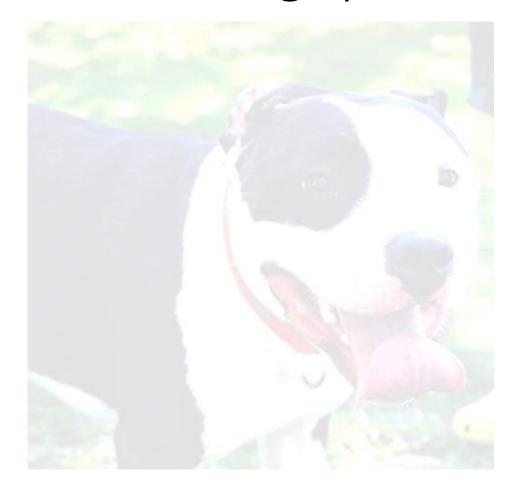


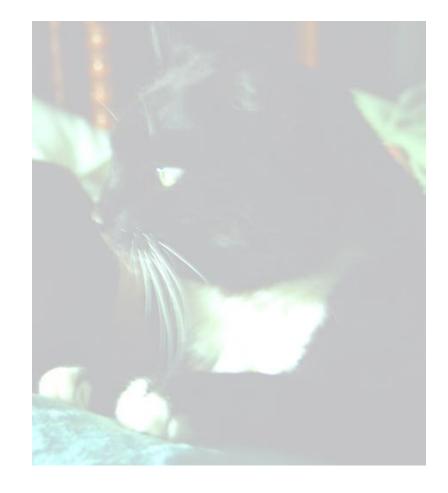
## My result for Billy





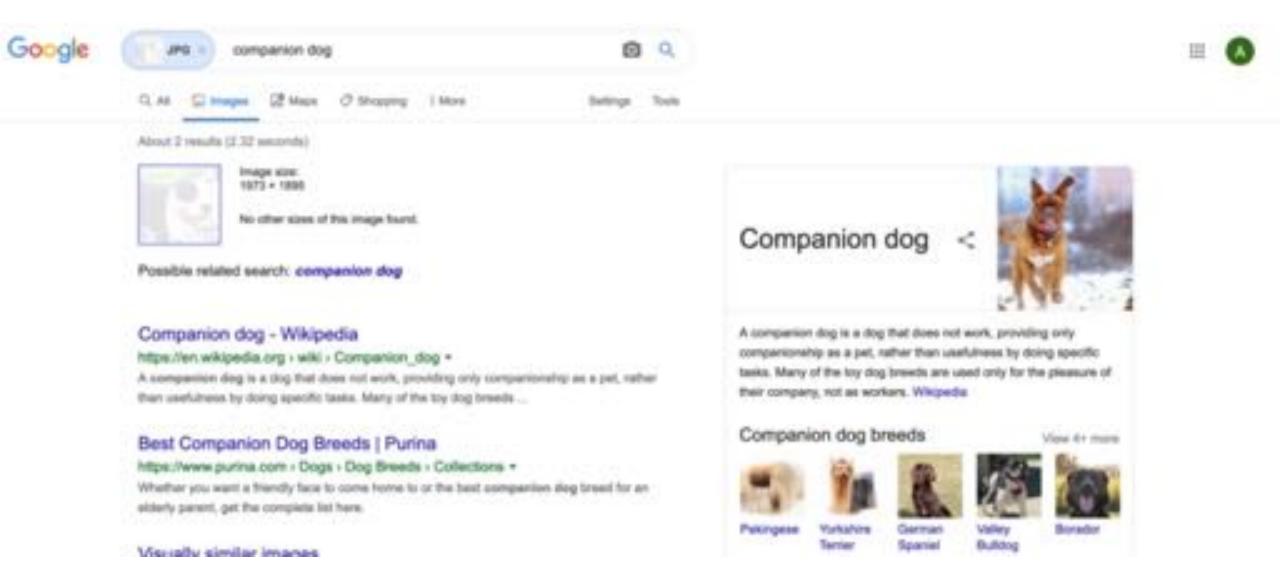
## So cats vs dogs problem solved?



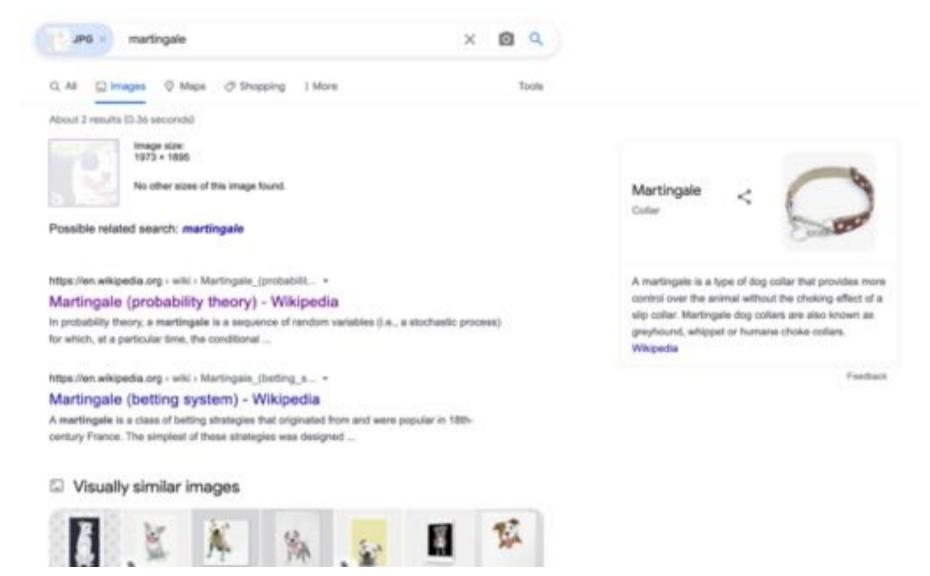


Here are the detailed instructions. Go to Google Images of and then perform a reverse image search for Billy and Warren. In particular, click on the "camera" icon ( ).

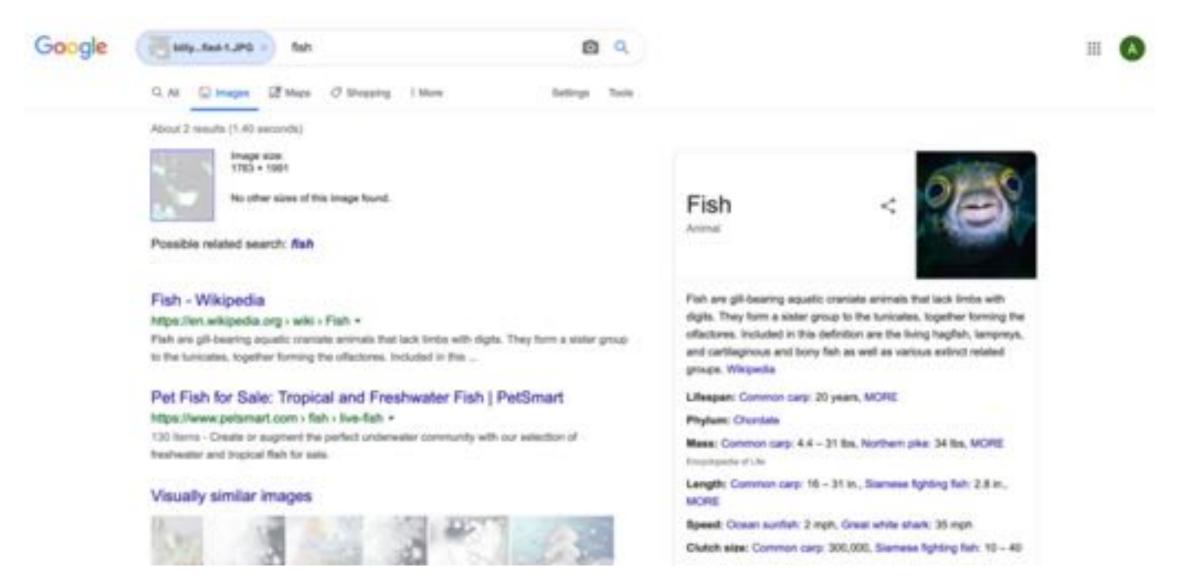
## My result for modified Warren (Spring 20)



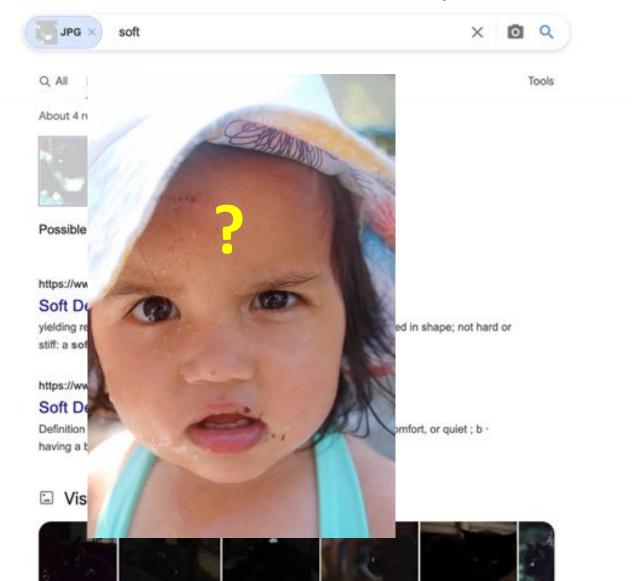
## My result for modified Warren (Spring 22)



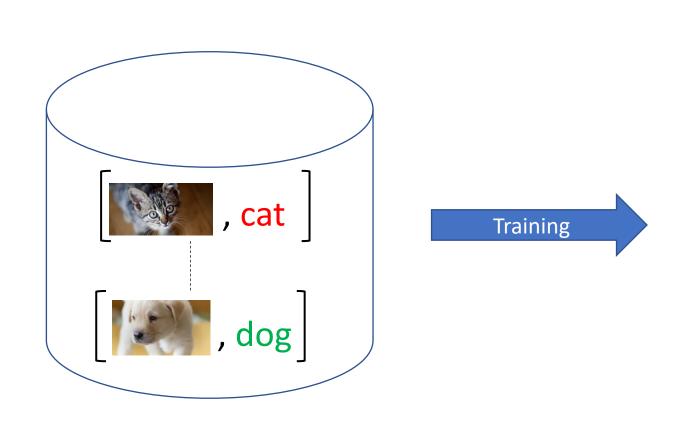
# My result for modified Billy (Spring 20)



# My result for modified Billy

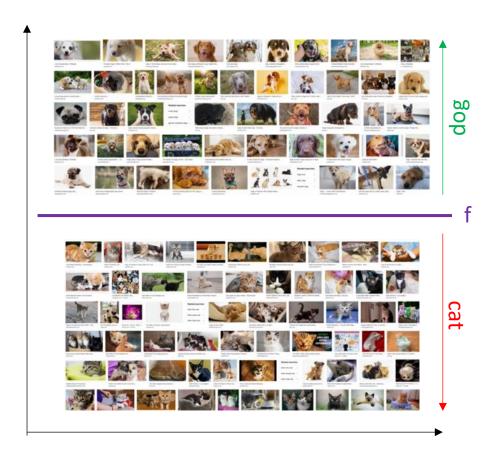


### How does Google Images work?





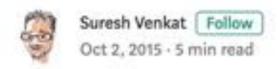
### When a new image comes in





### When an algorithm isn't...







Go

The popular press is full of articles about "algorithms" and "algorithmic fairness" and "algorithms that discriminate, (or don't)". As a computer scientist (and one who studies algorithms to boot), I find all this attention to my field rather gratifying, and not a bit terrifying.

)gs

What's even more pleasing is that the popular explanation of an algorithm follows along the lines of the definition we've been using since, well, forever

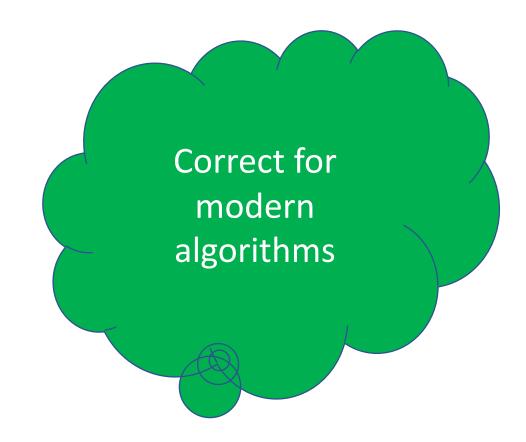
An algorithm is a set of steps (the instructions) each of which is simple and well defined, and that stops after a finite number of these steps.

If we wanted a less intimidating definition of an algorithm, we turn to the kitchen:

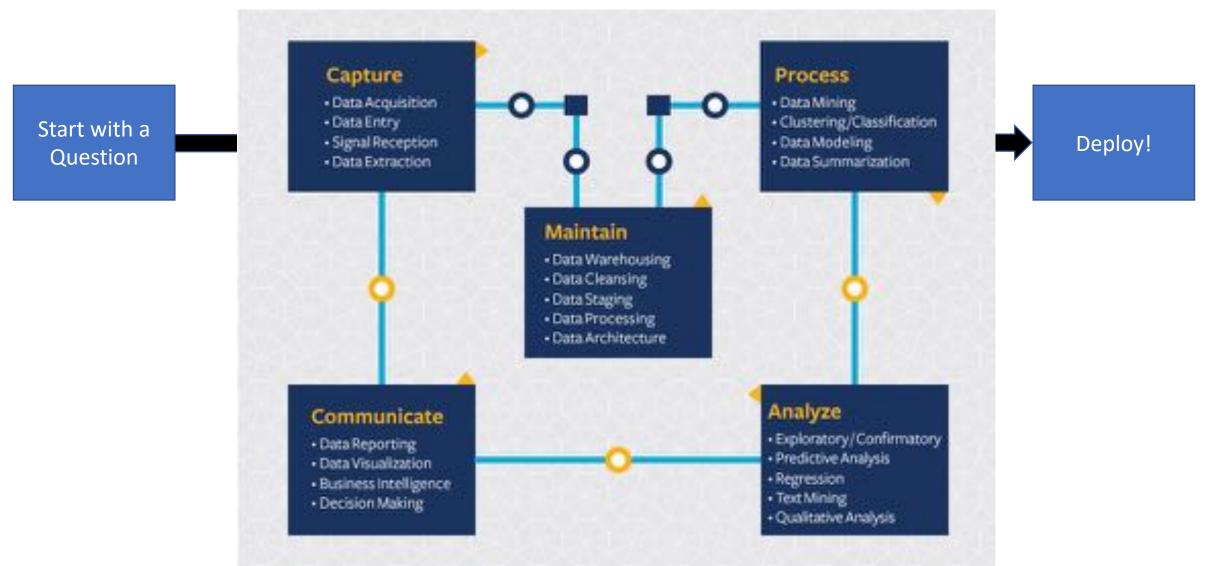
# AOC is right!



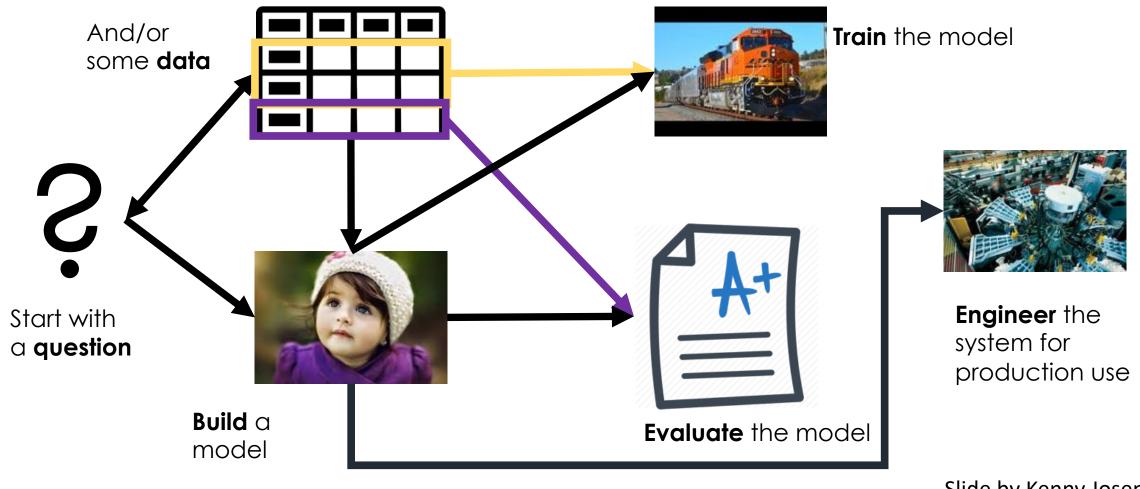
"Algorithms can be biased"



# Modern Algorithm = Machine Learning (ML)

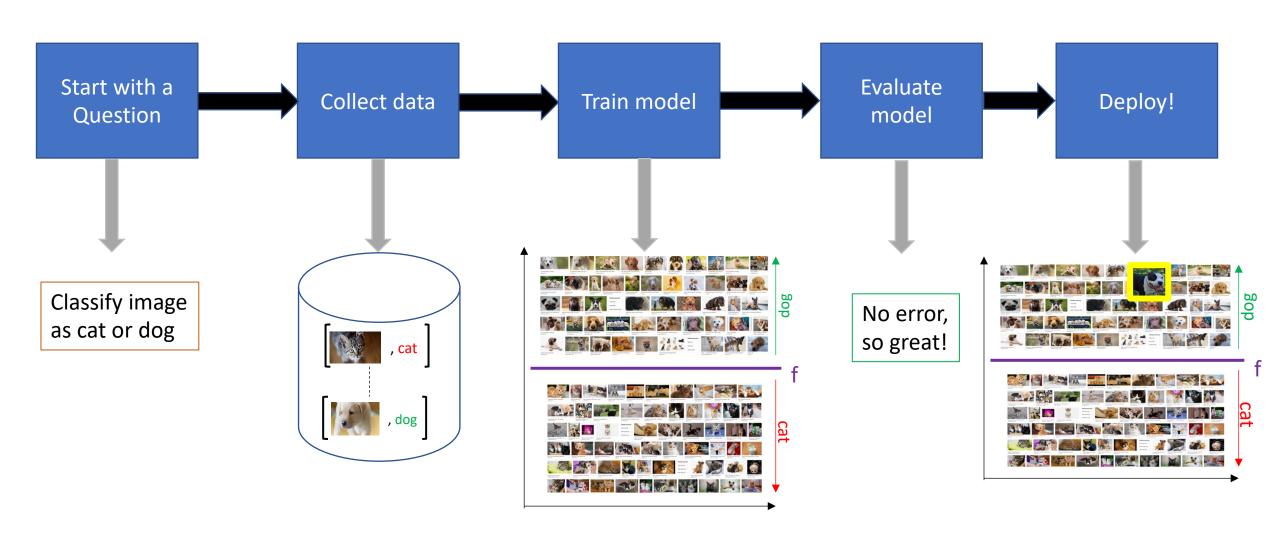


## The Machine Learning Pipeline



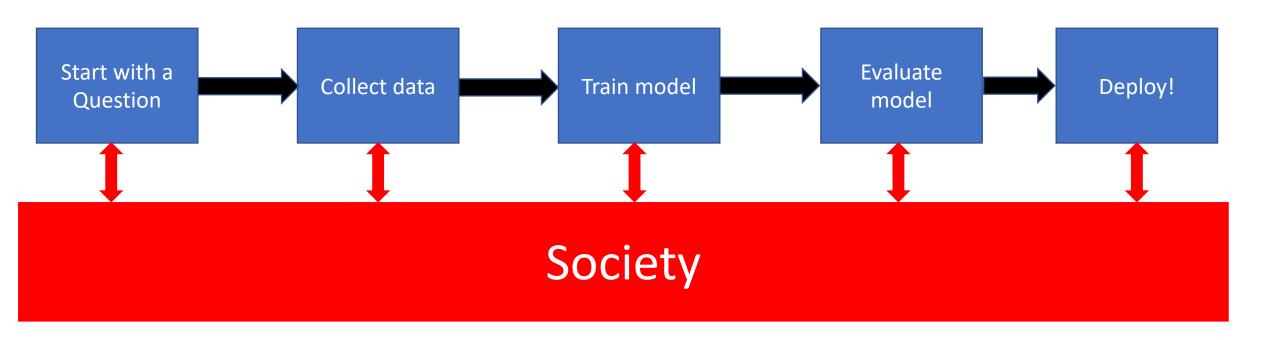
Slide by Kenny Joseph

### Back to cats vs. dogs

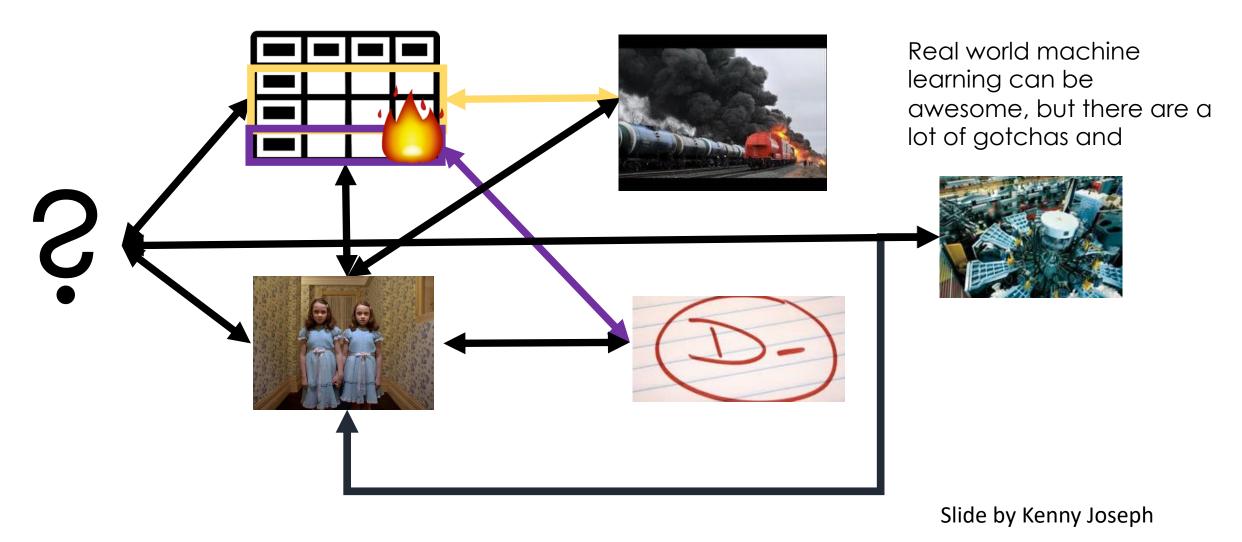


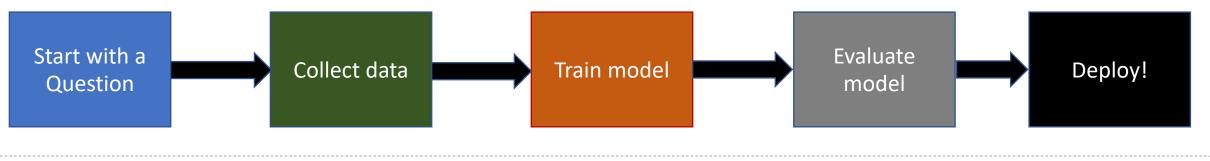


### What is missing from this picture?



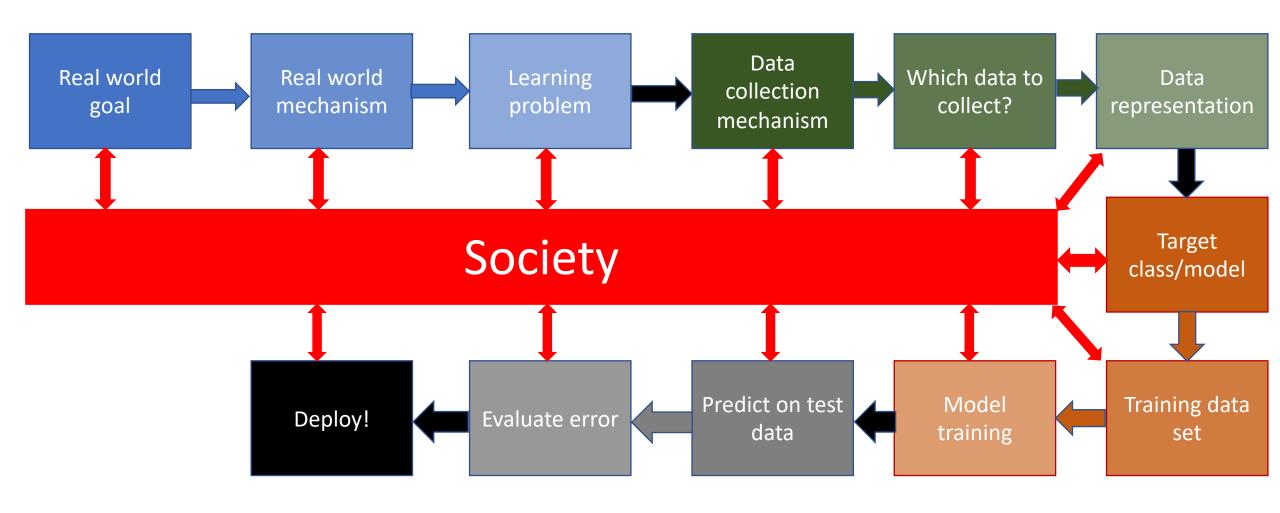
# A real view of the ML Pipeline







## What is missing?

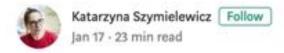


### Not the only ML+society pipeline in town

INSIDE AL

### Black-Boxed Politics:

Opacity is a Choice in Al Systems



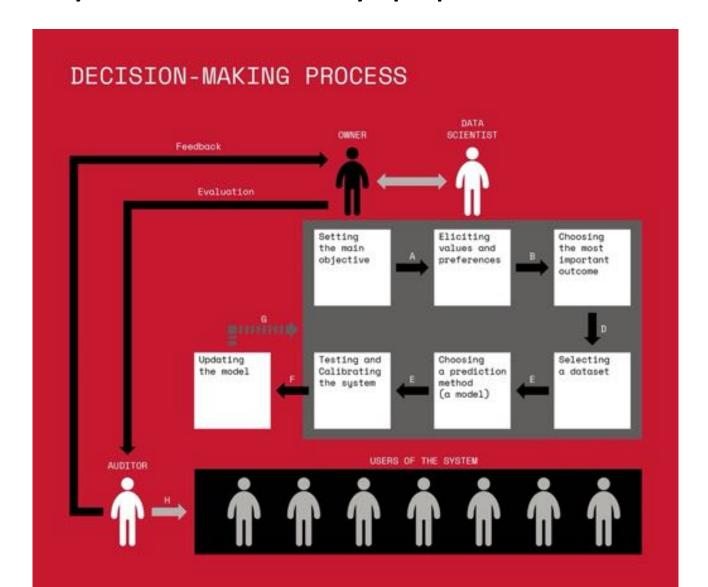


Written by: Agata Foryciarz, Daniel Leufer, Katarzyna Szymielewicz

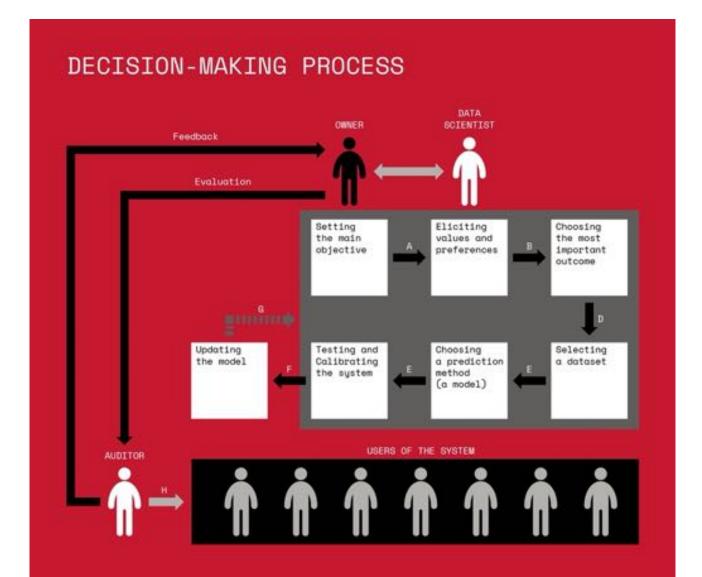
Illustrations by: Olek Modzelewski

Artificial intelligence captures our imagination like almost no other technology: from fears about killer robots to dreams of a fully-automated, frictionless future. As <u>numerous authors have documented</u>, the idea of creating artificial, intelligent machines has entranced and scandalized people for millennia. Indeed, part of what makes the history of 'artificial intelligence' so fascinating is the mix of genuine scientific achievement with myth-making and outright deception.

### Not the only ML+society pipeline in town



# A walkthrough



### HUMAN DECISIONS THAT SHAPE AN AI SYSTEM

### otting the ease objective

### solving volume and approximation

### schedule a primary

### mains a prestation settles most)

### eting and Salikerting the system

### studies exched politicals

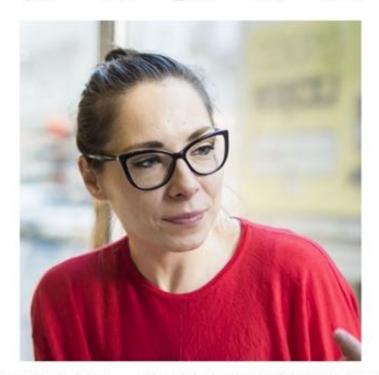
# Pass-phrase for today: Katarzyna Szymielewicz

### Katarzyna Szymielewicz

President

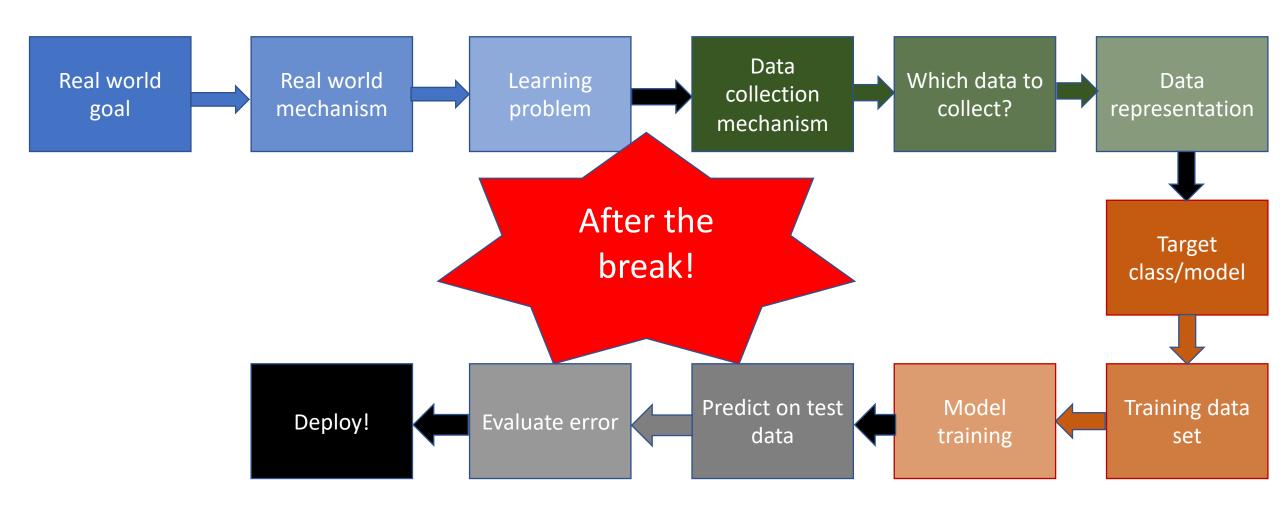
Panoptykon Foundation

Share \* share • share



Expert in human rights and technology, lawyer and activist. Co-founder and president of Panoptykon Foundation – Polish NGO defending human rights in surveillance society. Since zorz vice-president of European Digital Rights. Graduate of the University of Warsaw (Law) and the School of Oriental and African Studies (Development Studies). Stipendist and member of Ashaka – international network of social entrepreneurs. Her work exposes the invisible: data exploitation happening behind friendly, commercial interfaces, the fallacy of free choice and political trade-offs coming with security narrative.

## A walkthrough?



# Next Thursday

Th, Feb 10	Impact of Systemic Racism (Class discussion)	Watching Assignment: Are We Automating Racism? (Glad You Asked S2 E2)
		Does My Neighborhood Determine My Future? (Glad You Asked S2 E3) ☐ Is Meritocracy a Myth? (Glad You Asked S2 E4) ☐ ☐
		(Project choice due by 5pm)

### **Discussion Summary**

### In-class discussions

In-class discussions will be based on a paper, a video, and/or a podcast. The paper/video/podcast(s) will be assigned at least a week in advance of the in-class discussion. By default you are supposed to read/watch/listen the entire paper/video/podcast (for each reading assignment we will post on Piazza on what exactly we expect y'all to read). Further, y'all are supposed to read/watch/listen BEFORE coming to the in-class discussion. In the spirit of trust but verify, y'all will have to submit a discussion summary before the class (for more details on this, see below). During the class, everyone is expected to actively participate in the class discussion on the assigned reading (for more details on this, please see below.)

### There is no "right" answer

As y'all will see in many parts of the course there will not be a "right" answer. This is more so in the case of the in-class discussions. The discussion are not for you to say what you think / want you to say but they are an opportunity for me (and the rest of the class) to hear what YOU think about the topic. So please participate accordingly!

### Grading

Each in-class discussion is worth 5% of your final grade (split equally between the discussion summary and participation). We expect there to be five in-class discussions. (If we end up having six class discussions, then the points for the final discussion will contribute to the Bonus part of the grade.)

### What goes into a discussion summary?

### Discussion Summary

For each in-class discussion (see the schoolule for the dates), you will submit a summary of what you read. Your submission should have three parts:

- Ecophist What did this paper/video/podcast make you think about? What were the specific parts of the paper/video/podcast that made you think that? What were the main strengths/weeknesses of the paper/video/podcast? What did you like/dislike, and why?
- Operations: What didn't you understand? What choices did the author make that you didn't understand/agree with? What were the aspects of the paper/video/podcast that you thought it got wrong?
- Epiphanics Does this paper/video/podcast help you think in a new way about a problem you're working on? Is there a part of the paper/video/podcast you found particularly
  confusing that you'd like help understanding? How does this paper/video/podcast link to some of the other papers/videos/podcasts we have discussed or other concepts
  you've learned in class?

### Submitting the discussion summary

Your submission is due as a PDF of at most one(1) page on Autolob. The submission is due by 5pm of the day BEFORE the in-class discussion. You must submit a discussion summary for all the items as a whole if there is more than one assigned (if there are multiple items then they would be fairly closely related to each other).

### Discussion summary grading rubric

Here is the split of grades for the various parts of discussion summary (for a total of 188 points):

- . Houselds: 30 points.
- · Questions: 30 paints.
- · Epiphanies: 48 points.

Have you heard of COMPAS?



Risk Assessment | est |



### **Broward County**

County in Florida

Broward County is a county in southeastern Florida, US. According to a 2018 census report, the county had a population of 1,951,260, making it the second-most populous county in the state of Florida and the 17th-most populous county in the United States. The county seat is Fort Lauderdale. Wikipedia

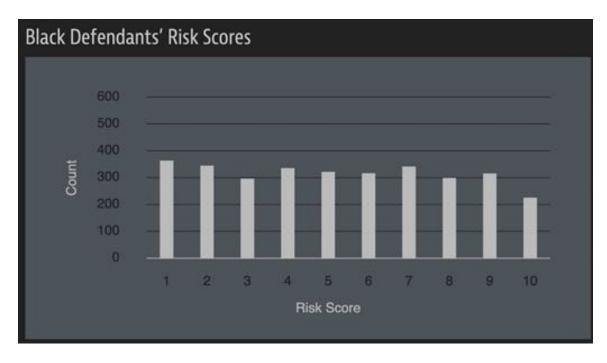
Incorporated cities: 24

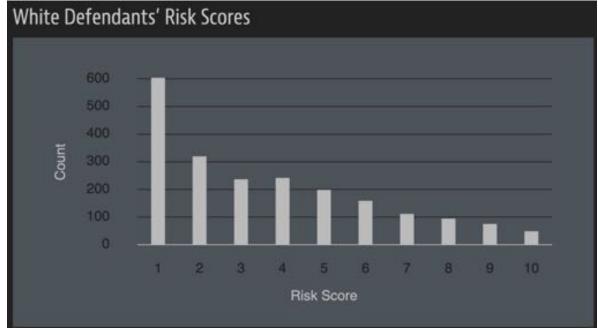
Population: 1.936 million (2017)

Mayor: Mark D. Bogen



# A sample of their result





38 FEDERAL PROBATION Volume 80 Number 2

False Positives, False Negatives, and False Analyses: A Rejoinder to "Machine Bias: There's Software Used Across the Country to Predict Future Criminals. And It's Biased Against Blacks."

Anthony W. Flores
California State University, Bakersfield
Kristin Bechtel
Crime and Justice Institute at CRJ
Christopher T. Lowenkamp
Administrative Office of the United States Courts
Probation and Pretrial Services Office

