

Proposed title: Narrativity and Autobiographical thinking in responsible computing

Narratives are a part of human life. Humans have often been described as storytelling animals as we make use of stories to make sense of our values, actions and different aspects of our lives. Many philosophers propose different roles of narratives in human life. The approaches often include the use of fiction and sometimes non-fictional elements. In order to tackle the risks of self deception which the invention of fictional narratives about oneself presents, we propose the application of an interpretation of Alasdair MacIntyre's narrative philosophy as a basis for building a curriculum that aims at character development and human flourishing. MacIntyre is arguably one of the most influential contemporary philosophers who's work reflects narrative self-understanding while working within an Aristotelian-Thomistic tradition. In the curriculum, we take advantage of narrativity, a natural feature of human activity, building on it in order to help students make sense of their actions within the context of both personal and global narratives.

The application of the narrative philosophy to teaching ethics also facilitates the development of a capacity to move beyond the boundaries of the present moment and short term benefits of one's choices, to a deeper understanding of the long term impacts of daily decisions of the self on itself and on the society

This paper proposes narrativity and autobiographical thinking as means of integrating the elements of ethics into students' curriculum, by building up stories in line with selected issues in the humanities. The curriculum has two pedagogical aims, firstly to introduce the students to ethical issues in their areas of specialization and secondly to help them envision themselves as agents of change. This paper presents a curriculum for a course built for engaging students actively in seeking ways of responsible computing, thus preparing them to be future leaders in the world of science. It is hoped that each student who uses this curriculum will identify areas in which they can use their knowledge of computing and information sciences to make changes that promote human flourishing for themselves and for others in the society.

The presentation will take place in two parts: the first will be a presentation of the philosophical groundings for the narrative teaching especially on the topics of autobiographical thinking, self-creation and on autobiographical temporality. The second will present a curriculum being developed for use as an ethical computing course for university students in Nigeria. It will be based on experiences from narrative teaching already employed in North America with inclusion of contextual nuances and adaptations that suit the student profiles. It is a collaborative/interdisciplinary work between a philosophy teacher and a computer science teacher.