

COURSE OUTLINE

(1) GENERAL

SCHOOL	Faculty of Letters		
ACADEMIC UNIT	Department of Philosophy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΦΠ6.4		Spring semester
COURSE TITLE	A LIFE WORTH LIVING IN A WORLD OF ARTIFICIAL INTELLIGENCE		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Compulsory elective		
PREREQUISITE COURSES:	N/A		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>The course will aim to help students to:</p> <ul style="list-style-type: none"> • critically explore and analyse questions of purpose, value, and the meaning, or the vision, of a flourishing life in an era where we are increasingly dependent on AI driven technology. • develop an appreciation for truth-seeking pluralism, recognizing the value of diverse perspectives in their inquiries navigating themselves away from polarised views. • contribute to and benefit from a life-giving learning community characterized by empathy, openness, and intellectual rigour. • engage personally with key texts from a variety of traditions and on multitude of topics, bringing and reflecting on their own experiences and perspectives to the learning process. • enhance student's critical thinking and communication skills through the community of philosophical inquiry and a dialogical choreography.

- reflect on the impact of technological advancements on traditional ideas of human flourishing.
- examine, analyse, and critique various sources of existential meaning in both secular and religious contexts.
- grapple with key texts and discussions centred on existential questions, such as Tolstoy’s inquiry, “How, then, shall we live?”
- participate in discussions and hands-on activities to share personal and cultural experiences related to philosophical topics, highlighting the importance of multiple perspectives on meaning, value, and understanding.
- engage in collaborative projects and discussions to develop skills in empathy and intellectual humility through peer interactions and supportive learning activities.
- prepare reflective written and oral assignments connecting philosophical concepts to personal life experiences, fostering individual worldviews.
- practice altering, developing, or abandoning their original views in response to evidence and feedback.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Working independently and in groups/teams
- Researching, reading, analysing, and evaluating materials
- Speaking and writing clearly and cogently
- Using digital and technology-based resources and platforms
- Developing and practicing their interpersonal skills
- Exercising their critical, and self-critical, thinking
- Displaying cultural/contextual awareness with sensitivity and respect
- Demonstrating ethical, social, and professional integrity and responsibility
- Being open as to people, views, and contexts
- Producing their own vision in response to the course question.

(3) COURSE DESCRIPTION

“How, then, shall we live?” Tolstoy’s question poses a special challenge today, when our lives are increasingly dependent on new and extremely powerful forms of technology and AI, which mediate and control our work, recreation, social interaction, and personal relationships. How does one live a life worth living in such a world?

This course will address this question, with the aim of equipping young people with the skills needed to navigate these uncharted waters.

The class will examine classic texts about existential meaning, exploring various answers to Tolstoy’s question, and asking how proposed visions of the good life might be realized in the modern technological world. How do we find the golden mean in a world where social media fosters extremism? How do we live authentically in a world of superficiality and ostentation? How do we develop as rational beings in a world awash with misinformation? Do mystical experience and meditation have a place in a materialistic world? Should we reject new technology in search of a freer life?

We will examine texts by writers from various philosophical and religious traditions, such as (but not limited to) Plato, Aristotle, Zhuang Zi, Confucius, Marcus Aurelius, Boethius, Aquinas, Attar of Nishapur, Rousseau, Kierkegaard, Jean-Paul Sartre, Hannah Arendt, Victor Frankl, bell hooks, and Clifford Williams. We will also look at various texts on the impact of new technology.

(4) TEACHING and LEARNING METHODS – EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Yes (student research, individual or group presentations, teaching, etc)	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Sessions	39
	Preparation: individual research, group work, presentations, written contributions, plenary discussions, etc.	83
	Final exam	3
	Course Total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ul style="list-style-type: none"> • Class preparation and participation: portfolio (40%) • Final Assessment: a 3 hour written exam (60%) <p>The exact evaluation criteria will be made available to students at the start of the course.</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Anand, P. (2016). *Happiness Explained: What human flourishing is and what we can do to promote it*, OUP.
- Delaney, T., and Madigan, T., (2017). *Friendship and Happiness: And the Connection Between the Two*. McFarland.
- Hall, E. (2019). *Aristotle's Way: How Ancient Wisdom Can Change Your Life*, Penguin Press.
- Frankl, Viktor E. (2006). *Man's Search for Meaning*. Beacon Press.
- Grayling, G.A. (2019). *The History of Philosophy*, Penguin Books.
- Russell, B. (1930). *The Conquest of Happiness*, George Allen & Unwin.
- Setiya, K. (2022). *Life Is Hard: How Philosophy Can Help Us Find Our Way*, Hutchinson Heinemann.

- Zimmermann, J. (Ed.). (2023). *Human Flourishing in a Technological World: A Theological Perspective*, OUP.
- Croasmun, M., Miroslav, V., M. & McAnnally-Linz, R. (2023) *Life Worth Living: A Guide to What Matters Most*, an open field publication from Maria Shriver.

- Related online links:

<https://www.transcript-verlag.de/978-3-8376-6265-8/social-robotics-and-the-good-life/?number=978-3-8394-6265-2>

<https://newphilosopher.com/articles/living-a-flourishing-life/>

<https://philosophersmag.com/mistake-about-the-meaning-of-life/>

<https://www.philosophyoflife.org/>

<https://link.springer.com/article/10.1007/s00146-024-01942-y>

<https://www.newphilosopher.com/articles/living-a-flourishing-life/>