

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT			
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	FS3	SEMESTER	AUTUMN
COURSE TITLE	PHILOSOPHY OF DIGITALITY		
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	10	
<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>	<i>special background, specialised general knowledge, skills development</i>		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek (and, when necessary, English)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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>Upon completion of this course each student will be able to:</p> <ul style="list-style-type: none"> • Have knowledge and understanding of the main characteristics and contentious issues of both the digital and the relevant moral and socio-political context of the time. • Achieve a coherent and solid knowledge of some of the most important theoretical and critical arguments regarding the connection of social, political and moral philosophy with the era of digitalization. • Have the ability to assess the social and political dimensions of the international digital transformation of our time. • Have developed the skill to orally present and analyze the main contentious issues of the subject in question, as well as to formulate their own philosophical arguments about it. • Write a paper in which they will discuss analytically and critically selected philosophical positions, as well as form their own opinion about them. • To familiarize themselves with theoretical, epistemological and factual data regarding the contentious issues of the relationship between digitality and socio-political & moral thought. • Cultivate critical and normative capacity regarding controversial socio-political and moral issues in the field of digital hyperreality.

- They will know and analyze the shifts brought about by digital technologies in the way contemporary societies function.

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?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

Others...

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

(3) SYLLABUS

Our world is facing the challenge of an unprecedented digital transformation. In this context, how can digital hyperreality, through virtual, potential and augmented reality, either threaten and corrupt or develop and enrich our ideas about who we are and where we are heading? The course covers a wide range of topics, including the nature of digital (hyper)reality, the ethical-cultural and socio-political implications of artificial intelligence, digital identity, creativity and authenticity in-between image and logos, concerns about the protection of personal freedom, equality and privacy, as well as the wider implications of the digital revolution. In this course, using a combination of both classic and modern and, of course, contemporary philosophical texts, we will explore the technological foundations and practical implications, as well as the risks, the challenges and the opportunities of our digital age. More specifically, avoiding both the technophobic and the technoloving dangers that lurk, on the basis of a mild technophilia, we will explore at what level, in what way and by what means the contemporary, constitutive, analytical and critical philosophical reflection can contribute to the effort not only to identify, analyse and understand these digital changes, but also to propose how we would like to regulate and turn them to the benefit of the ideas and values that we believe constitute, preserve and further develop our humanness.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • Use of ICT • Presentations – teaching with specialized software (ppt etc.) • Teaching material, announcements & communication through the classweb platform • Communication via email 	
<p style="text-align: center;">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.</i></p> <p><i>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></p>	Activity	Semester workload
	SEMINARS	39
	ESSAY WRITING	131
	STUDY AND ANALYSIS OF BIBLIOGRAPHY	80
Course total	250	
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Summative assessment: Presentation in class, essay writing</p> <p>Evaluation criteria: Connection to the problematic of the course, reasoning ability (inductive, productive, analogical, analytical and critical thinking), clarity and precision of formulation, degree of understanding of the core questions and concerns, ability to manage concepts and connections between the different fields of the relevant subject.</p>	

(5) ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <ul style="list-style-type: none"> • Lévy, P., 1998, <i>Becoming Virtual: Reality in the Digital Age</i>, transl. by Robert Bononno, New York: Plenum Trade. • Erinakis, N., Kouris, I., (ed. volume), 2023, <i>Contemporary Political Thought and Alternative Practices</i>, Athens: ENA. • Adams, Rachel, 2021, "Can artificial intelligence be decolonized?", <i>Interdisciplinary Science Reviews</i>, 46(1–2): 176–197.

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- Bijker, Wiebe E., and John Law (eds), 1992, *Shaping Technology/Building Society: Studies in Sociotechnical Change*, Cambridge, MA: MIT Press.
- Borgmann, Albert, 1984, *Technology and the Character of Contemporary Life: A Philosophical Inquiry*, Chicago and London: University of Chicago Press.
- Butler, Rex, 1999, *Jean Baudrillard: The Defense of the Real*, London and Thousand Oaks: Sage.
- Chalmers, D. J., 2022, *Reality+: Virtual Worlds and the Problems of Philosophy*, New York: W. W. Norton.
- Coeckelbergh, Mark, 2022, *The Political Philosophy of AI: An Introduction*, Cambridge: Polity.
- Debord, Guy, 1970, *The Society of the Spectacle*, Detroit: Black and Red.
- Goodman, Nelson and Catherine Z. Elgin, 1988, *Reconceptions in Philosophy*, London: Routledge.
- Grau, Oliver, 2003, *Virtual Art: From Illusion to Immersion*, Cambridge, MA: MIT Press.
- Kellner, Douglas, 1995, *Media Culture. Cultural Studies, Identity and Politics Between the Modern and the Postmodern*, London and New York: Routledge.
- Kitcher, Philip, 2001, *Science, Truth, and Democracy*, Oxford and New York: Oxford University Press.
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- Mitchell, W. J. T., *The Language of Images*, University of Chicago Press, 1980.
- Nissenbaum, Helen, 2010, *Privacy in Context: Technology, Policy, and the Integrity of Social Life*, Stanford, CA: Stanford Law Books.
- Rush, Michael, 2005, *New Media in Art*, London: Thames & Hudson.
- Sclove, Richard E., 1995, *Democracy and Technology*, New York: The Guilford Press.
- Smuts, Aaron, 2009, "What is Interactivity?", *Journal of Aesthetic Education*, 43(4): 53–73.
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- Tavinor, Grant, 2019, "On Virtual Transparency". *The Journal of Aesthetics and Art Criticism*, 77(2): 145–156.
- Winner, Langdon, 1977, *Autonomous Technology: Technics-out-of-Control as a Theme in Political Thought*, Cambridge, MA and London: MIT Press.
- Zuboff, Shoshana, 2017, *The Age of Surveillance Capitalism*, New York: Public Affairs.

- Related academic journals:

- *AI and Society*
- *The Philosophical Review*
- *Philosophy and Technology*
- *Journal of Political and Social Philosophy*
- *Journal of Political Philosophy*