

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	PHILOSOPHY		
<b>ACADEMIC UNIT</b>	PHILOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>PSAEF-151</b>	<b>SEMESTER</b>	<b>FALL 2024</b>
<b>COURSE TITLE</b>	Narrativity and Artificial Intelligence: Interdisciplinary narratives		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge, skills development		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek/English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	TBA		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b> <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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul> <p>The aim of the course is to familiarize students with interdisciplinary approaches of the Humanities and AI through the examination of the notion of narrativity. With the successful completion of the course the students will have acquired:</p> <ol style="list-style-type: none"> <li>1) Specific knowledge of widely discussed and disputed philosophical issues regarding what it means to be human in the AI era.</li> <li>2) Skills and competences in the interdisciplinary approach of the Humanities and digital technology with particular emphasis on the concepts of narratives and empathy.</li> <li>3) Specific knowledge of literary theories and their application to a broad interdisciplinary framework of narratives from various fields such as literature, narrative medicine, theatre and museum studies.</li> </ol>
---

4) Specialised knowledge of the notion of “memory institutions” and the use of new, alternative and digital sources and narratives, in particular, for the cultivation of historical empathy.

**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>  |

Search for, analysis and synthesis of data and information, with the use of the necessary technology.  
 Adapting to new situations.  
 Team work.  
 Working in an interdisciplinary environment.  
 Production of new research ideas.  
 Respect for difference and multiculturalism.  
 Showing social, professional and ethical responsibility and sensitivity to gender issues.  
 Criticism and self-criticism.  
 Production of free, creative and inductive thinking.

**(3) SYLLABUS**

The course includes:

1. Introduction and lectures regarding the following topics:
  - A. The dynamic relationship between humans and AI: the opportunities and challenges created by the rapid advancements in AI.
  - B. Examination of the notion of the human nature and consciousness in the constantly changing digital era.
  - C. Analysis of the interdisciplinary approach of the Humanities and AI with particular reference to the various ways in which narratives are influenced, enriched or viewed from a completely new perspective in digital contexts. Specific emphasis will be drawn to the notion of empathy and the problematization about the moral limits of AI.
  - D. Discussion of exemplifying cases of such interdisciplinary narratives from various areas of the Humanities, such as literature, narrative medicine, theatre, and museum studies.
2. Group discussions and (oral and written) reflection on the aforementioned topics.

**(4) TEACHING and LEARNING METHODS - EVALUATION**

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Distance learning
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Use of databases</li> <li>• Use of digital tools</li> <li>• Presentations-teaching with specified software (ppt etc.)</li> </ul>

	<ul style="list-style-type: none"> <li>• Teaching Material, announcements and contact through the platform of elearn</li> <li>• Contact via email</li> </ul>	
<p><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Individual Study for the essay preparation and writing, team work, and oral examination	86
Course total	<b>125</b>	
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><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>Language of evaluation: Greek</p> <p>Written essay of 2500-3500 words on given topics and oral presentation- examination.</p>	

**(5) ATTACHED BIBLIOGRAPHY**

Charon Rita et al. *The Principles and Practice of Narrative Medicine*. Oxford University Press, 2017.

Dougherty Jack and Kristen Nawrotzki. *Writing History in the Digital Age. Series: Digital Humanities*. University of Michigan Press, 2013. <https://www.fulcrum.org/concern/monographs/nz806057k>

Hayes Paul and Noel Fitzpatrick. Narrativity and responsible and transparent AI practices. *AI and Society*, published online 25 February 2024, 1-21. <https://doi.org/10.1007/s00146-024-01881-8>

Hermann Isabella. Artificial intelligence in fiction: between narratives and metaphors. *AI and Society* 38, 2023, 319–329. <https://doi.org/10.1007/s00146-021-01299-6>

Kampourelli Vassiliki. Historical empathy and medicine: Pathography and empathy in Sophocles' *Philoctetes*. *Medicine, Health Care and Philosophy* 25, 2022, 561–575. <https://doi.org/10.1007/s11019-022-10087-y>

Montemayor Carlos, Halpern Jodi and Abrol Fairweather. In principle obstacles for empathic AI: why we can't replace human empathy in healthcare. *AI and Society* 37, 2022, 1353–1359. <https://doi.org/10.1007/s00146-021-01230-z>

Pasikowska–Schnass Magdalena and Lim Young–Shin. Artificial Intelligence in the context of cultural heritage and museums: Complex challenges and new opportunities. *European Parliamentary Research Service* PE 747.120, May 2023. Brussels: EPRS. [https://www.europarl.europa.eu/thinktank/en/document/EPRS\\_BRI\(2023\)747120](https://www.europarl.europa.eu/thinktank/en/document/EPRS_BRI(2023)747120)

Rodosthenous George and Angeliki Poulou (eds). *Greek Tragedy and The Digital*. Bloomsbury, 2022. <https://www.bloomsbury.com/au/greek-tragedy-and-the-digital-9781350185869/>

Topol Eric. Machines and empathy in medicine. *The Lancet* 402: 10411, 21 Oct. 2023, 1411. [https://doi.org/10.1016/S0140-6736\(23\)02292-4](https://doi.org/10.1016/S0140-6736(23)02292-4)

Zaagsma Gerben, On digital history. *BMGN-Low Countries Historical Review* 128-4, 2013, 3-29. <https://orbilu.uni.lu/bitstream/10993/32726/1/2013%20Zaagsma%20On%20Digital%20History.pdf>