Digital Culture

Code: 43840
ECTS Credits: 6

Degree	Type	Year	Semester
4316227 Applied Philosophy	OB	0	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: catalan (cat)

Prerequisites

No prerequisites

Objectives and Contextualisation

Analyze the ethical, aesthetic and cognitive problems that digital technologies currently pose, showing how previous problems to the digital revolution have been amplified by the use of new media and also how they have generated new problems as well

Apply specific theoretical philosophical models to solve these new problems, thus demonstrating the ability of the contemporary philosophy to solve complex ethical dilemmas, understand emerging artistic practices or understand how our knowledge is transforming radically.

Competences

- Analyze and interpret topics and problems in current contemporary philosophical research based on the interrelation between ethics, art and politics.
- Analyze critically and synthesize information obtained from an article or a specialized monograph, and from quality information distributed on the web.
- Classify in a systematic and revealing way the various manifestations of contemporary art, especially those associated with new traditions and media.
- Critically assess the implications on the human condition of new ideological, political, economic and technological forms that impact on the contemporary world.
- Establish and apply the implications that scientific knowledge and research have for advanced philosophical research.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Relate the concepts and knowledge of the various areas of current philosophical research in relation to dependencies between science and technology, and the ethical and political implications of such dependencies.
- Search for, select and manage information autonomously, both from structured sources (data bases, bibliographies, specialized journals) and from information distributed on the web.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.

Learning Outcomes

1. Analyze critically and synthesize information obtained from an article or a specialized monograph, and from quality information distributed on the web.
2. Apply the subject matter of current philosophy research to the field of digital technologies.
3. Conduct research into the relationships between art and new technologies.
4. Consider the ethical and political dilemmas linked to the possibilities afforded by new technologies.
5. Critically examine the social consequences of digital culture and the digital divide.
6. Relate the technological possibilities of digital culture to contemporary philosophical proposals.
7. Search for, select and manage information autonomously, both from structured sources (data bases, bibliographies, specialized journals) and from information distributed on the web.
8. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.

Content

In what ways are information and communication technologies changing our cultural, social and cognitive habits and processes? This module explores the ethical, epistemological and aesthetic implications of digital technologies from an applied perspective, to show the incidence that philosophical analysis can have in establishing a correct privacy policy in a social network, rethinking the museum due to the use of interactive installations, decide on the apparent neutrality of a recommendation algorithm or create new ways of distributing scientific knowledge.

Content by sessions

1) Basic concepts of digital culture

Analysis of the main concepts associated with the idea of digital culture, and the different mechanisms of cognitive, social and cultural transformation that these technologies entail.

2) Philosophical models from which to understand digital culture

There will be different philosophical approaches that currently applied philosophy used to analyze ethical, aesthetic and cognitive problems that involve the digital revolution. Among others we will consider models of identity and individualization from phenomenology, enactivism and biopolitics.

3) Ethics applied to digital technologies. Privacy

We will study in what ways digital technologies transform our relationship with public space and private space, how do tensions between basic rights are created and how can weavoid falling into a state of continuous vigilance by governments and corporations.

4) Ethics applied to digital technologies. Big Data

Linked to the previous session, we will see how massive data collection of all kinds, especially users, amplifies privacy threats and also generates other ethical dilemmas such as the question of ownership of data, algorithms such as the main mechanism for making social and political decisions, etc.

5) Ethics applied to digital technologies. The future of work

More jobs are increasingly lost as a result of automation processes. The inclusion of artificial intelligence further complicates this scenario. We must rethink our social and economic model, establish what is a "pure" result of technology and what is, in fact, an application of the neo-liberal model of society, and use critical philosophical tools to analyze phenomena such as cognitive capitalism, attention economy or the basic income concept.

6) Reviewing the (cyber) ontology applied: what is reality?

Is the universe a simulation? Where do we live and manage our identity? Can we differentiate between reality and virtuality? All these questions emerge in contemporary discourses from the revolution that we are experiencing in the modes of production and informational consumption. We will make a reflection on how the digital revolution requires a revision of the notion of ontology.

7) Artivism and electronic art. New forms of criticism and disobedience

New forms and artistic channels allow and promote new forms of socially distributed reflection on the community values that govern us. Art in digital environments has adopted new forms and has increased its critical nature in relation to the previous paradigm. We will examine some of the most significant ideas and works, especially those related to identity and morality.

8) The academic revolution: universities, knowledge, and e-Humanities

The production and diffusion of knowledge have undergone a profound transformation based on the expansion of work environments, generating new knowledge cultures, full of challenges, problems, and opportunities, in equal parts. We will enter into the revolution in the (capitalist) forms of producing (and selling) knowledge in the 21st century.

9) The ethical challenges of transhumanism. The world of cyborgs and conscious IA.

The technological possibilities in relation to the human transformation ofourselves demand a reconsideration of what is human nature and the modes of fusion between biological systems and engineering systems. We will discuss the main challenges in today's world about the future of humanity, perhaps its end as a species in the classical taxonomic sense. We will also discuss the positions (Western ones mostly) universalists confronted with the creation of communities (dynamically) homogeneous. We will also talk about how intelligent machines are changing our society.

10) The empirical lessons of some consequences of digitization

"Herbivorous men" in Japan, learning and gamification, personalized attention (or abandonment from educational liberalism?), Digital identity, informational law, the new digital economy or the deep network (Dark Web) are some of the alterations or changes that we can detect in the new digital societies and which point to some of the possible challenges involved in the digital revolution. By means of examples from societies with more digital implementation, we will review the philosophical and practical challenges of this new paradigm.

Methodology

Cultura Digital is based on a series of master classes that will present the main contemporary discussions in the philosophy of the digital world, from the different themes described in the content section of this guide. In paralel, these contents will be deabted in class by means of practical exercises and debates so students can show their understanding and their analysis capacity.

All this knowledge will be used in a final report of the module or an equivalent activity which will be the main element for evaluation

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master Classes	50	2	2, 4, 3, 6

Type: Supervised			
Debates	22.5	0.9	2, 5, 4, 3, 8, 6
Type: Autonomous			
Writing of a final report for the module. Presentation and defense of the report	70	2.8	1, 7, 4, 8, 6

Assessment

The evaluation will be based on developing a report or an equivalent activity related to the contents explained in class, where the student develops his or her own research analyzing a philosophical problem associated with the digital technologies. This activity will have to be agreed with one of the teachers, that will approve the topic and will recommend a basic bibliography that the student can then expand.

Each teacher will decide a date and place for the review of the evaluation tests. There will also be a recovery date that will be agreed with the Faculty.

If in classroom debates are not possible, online discussion will be implemented instead using Moodle.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final Report of the module	50%	4.5	0.18	1, 2, 7, 5, 4, 3, 8, 6
Participation in collective forums	20%	1	0.04	2, 7, 5, 8
Presentation and defense of the report	30%	2	0.08	8, 6

Bibliography

Barlow, J. P. (1996) *Declaración de Independencia del Ciberespacio (*
http://www.uhu.es/ramon.correa/nn_tt_edusocial/documentos/docs/declaracion_independencia.pdf*)*

Dery, M. (1998). Velocidad de escape: la Cibercultura en el final de siglo. Ediciones Siruela.

Morozov, E. (2012). *El desengaño de internet: los mitos de la libertad en la red* Grupo Planeta.

Pariser, E. (2011). The filter bubble: What the Internet is hiding from you. Penguin UK.

Turkle, S. (2012). *Alone together: Why we expect more from technology and less from each other*. Basic books.

Software

None