

Course title: EUGLOH Open University 2028 autumn	Credits: 3
Course classification: free elective	
Type and number of contact hours: lecture	
Assessment method: practical grade	
Position of the course in the curriculum: not linked to a specific semester	
Prerequisites (if any): none	
Course description: a concise yet informative description of the knowledge and material to be acquired. Technology is often presented as something external to morality: technologies are developed, and society subsequently has to decide how they should be used. Yet technologies do not simply provide neutral tools for human action. They shape what people can do, what they notice, how they relate to one another, what kinds of decisions become possible, and what forms of behaviour become normal. This semester explores the moral dimensions of technology by asking not only “What should we do with technology?” but “What kinds of people, relationships and societies do particular technologies help us become?” The question is particularly urgent in the age of artificial intelligence, algorithmic decision-making, social media, surveillance and increasingly autonomous systems, but it also has a much longer history: technologies of writing, printing, navigation, industrial production, medicine and communication have always transformed human practices and social relations. This perspective makes morality something more than a set of rules applied after technological development have taken place. Shannon Vallor, for example, argues that emerging technologies create forms of “technosocial opacity” in which it becomes difficult to foresee the consequences of technological change, and proposes the cultivation of technomoral virtues as a way of responding to this uncertainty. The semester would bring together philosophy, literature, cultural studies, history, sociology, technology studies, and AI ethics to explore how technologies participate in the formation of values, habits and forms of life. In this context, the humanities have a distinctive role: not simply to warn about technological dangers or provide ethical principles for engineers, but to help us imagine, interpret, and critically examine the kinds of worlds that technologies make possible — and to ask what kinds of worlds we actually want to inhabit.	
List of the 2–5 most important required and recommended readings (lecture notes, textbooks), including bibliographic details (author, title, publication data, [possibly page numbers], ISBN)	
Vallor, Shannon. Technology and the Virtues: A Philosophical Guide to a Future Worth Wanting. Oxford University Press, 2016.	
List of the prescribed professional competencies and competence elements (knowledge, skills, etc.; Section 7 of the Training and Outcome Requirements) to whose development the course substantially contributes.	
a) Knowledge Understands how technologies shape human behaviour, social relations, decision-making processes, and societal norms rather than functioning as neutral tools.	
b) Skills Critically analyses the ethical, social, and cultural implications of emerging technologies in diverse contexts. Applies interdisciplinary perspectives from philosophy, ethics, sociology, history, and technology studies to contemporary technological challenges.	
c) Attitude Values ethical responsibility, human well-being, and social justice when assessing technological innovation. Appreciates the importance of inclusive and reflective discussions about the kinds of societies that technologies help create.	
d) Autonomy and Responsibility	

Reflects on the ways technologies influence personal behaviour, relationships, and civic participation.

Planned number of students: no limit

Additional information This online course is free of charge from EUGLOH. As the course is delivered online, participants need access to the necessary technology and internet to follow the programme.

Course coordinator: Ágnes Matuska

Instructors involved in the course (if any)