

# Philosophy, Art, and Artificial Intelligence

PHKI – FS26

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**Information Technology**  
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FH Zentralschweiz



This image was created with the assistance of DALL-E 2.

## Discuss in groups

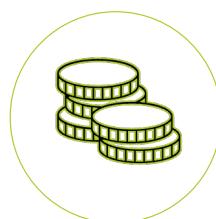
- What is the main argument?
- What future does it imagine?
- Do you agree?



### Philosophical

If art is about intention and meaning, does AI art qualify? Or is it "pattern remixing"?

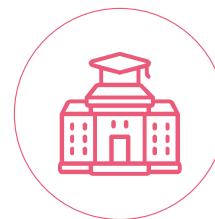
- a. **"Art and AI with Raphaël Millière"** (Podcast, 2023)
  - a. <https://overthinkpodcast.com/episodes/episode-80>
- b. **"Eyes can tell: Assessment of implicit attitudes toward AI art"** (pub, 2023)
  - a. <https://pmc.ncbi.nlm.nih.gov/articles/PMC10663653/>



### Economic

Who gets paid, credited, or protected?  
the prompter, the AI company, the  
training-data artists?

- a. **"An Economic Solution to Copyright Challenges of Generative AI"** (pub, 2024)
  - a. <https://arxiv.org/abs/2404.13964>
- b. **"The New Ethics of AI"** (video, 2024)
  - a. <https://dldnews.com/videos/the-new-ethics-of-ai/>



### Institutional

Will museums, galleries, and competitions accept AI art?

- a. **"AI won an art contest, and artists are furious"** (article, 2022)
  - a. <https://edition.cnn.com/2022/09/03/tech/ai-art-fair-winner-controversy>
- b. **"AI and the visual arts: The case for copyright protection"** (article, 2025)
  - a. <https://www.brookings.edu/articles/ai-and-the-visual-arts-the-case-for-copyright-protection/>

## RESOURCES

*Tip:*  
*Take note of each publisher / company. Is it possible that they are trying to push a certain narrative? Who is funding them?*

Based on everything you've read and discussed, what might be the #1 priority for...

a professional fashion designer?

a museum curator?

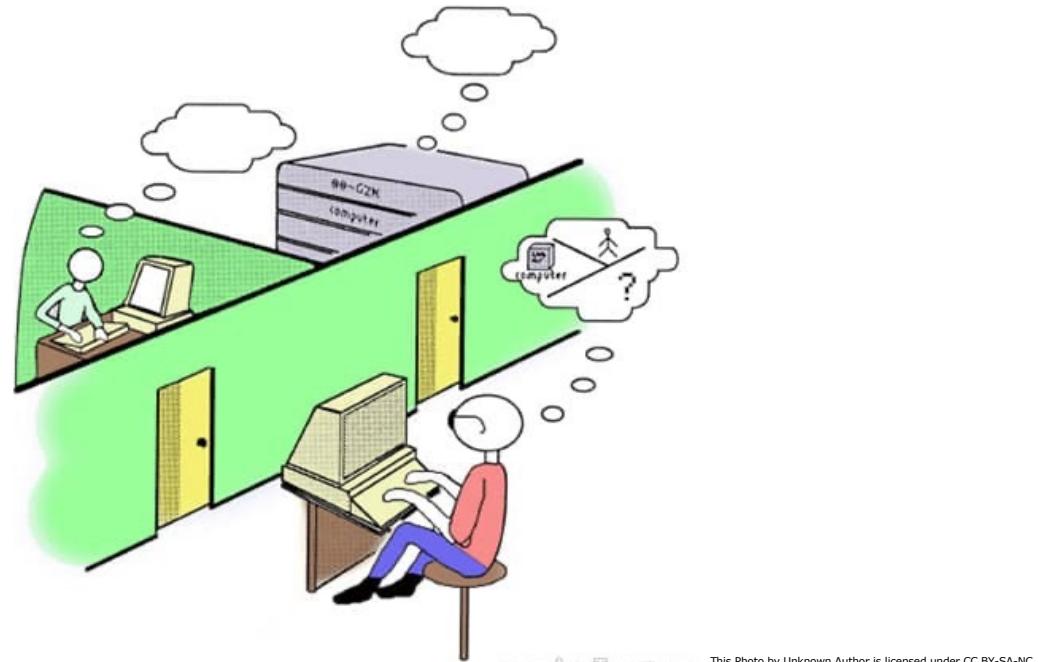
a Tech CEO?

## Week 2 Objectives

- a. Explain what the Turing Test is meant to show, and at least one major criticism of it.
- b. Define anthropomorphism in the context of AI and recognize it in examples from chatbots, robots, and media.
- c. Explain the uncanny valley hypothesis and apply it to visual examples of robots, avatars, or deepfakes.
- d. Reflect on how your own reactions to AI systems are shaped by these concepts.

## The Imitation Game/Turing Test

Oppy, G., & Dowe, D. (2023).



[www.AlanTuring.NET](http://www.AlanTuring.NET) This Photo by Unknown Author is licensed under CC BY-SA-NC

“Can machines think?”

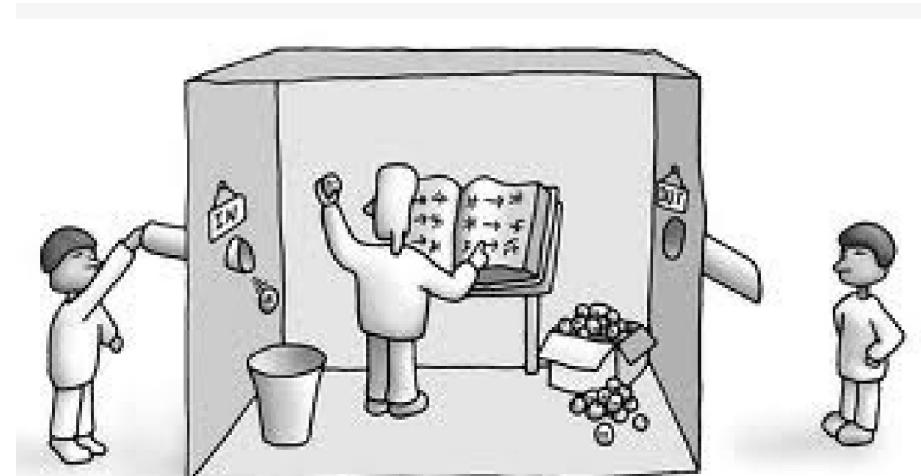
→ “Can a machine imitate a human well enough through text that a human judge can’t reliably tell it apart?”

# The Imitation Game/Turing Test

Block, N. (2021).

## At least three major criticisms:

- 1) Passing the test might only show symbol manipulation without understanding. (e.g. Searle, 1980 Chinese Room)
- 2) Chatbots/systems might pass by using scripted evasions, jokes, or pretending to have limitations (e.g. claiming to be a child or foreigner).
- 3) Conversation is only one piece of intelligence. It ignores physical interaction, perception, long-term learning, etc.



## Chinese Room

19

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# Classroom Turing Game

## Goals of the Roles:

- **Judge:** Figure out what actually convinces you someone is human or intelligent in **written text**.
- **Human:** Answer honestly, but also in a way that shows you're human.
- **AI:** You are pretending to be a chatbot that's trying to pass as human.

## Game Instructions (10 min):

- 1) Everyone** reads their role card and takes a few minutes to get into character/prepare.
- 2) Judges** ask 5 questions (e.g. Describe your last weekend, What's your favorite movie and why?).
- 3) Humans** and **AI** both **WRITE** answers on paper and hand to judge. Judge may ask follow-up questions (answers must also be written).
- 4) Judges** must decide who is human and who is AI.

## Classroom Turing Game – Discuss in your groups



- *How did you prepare for your role?*
- *What strategies made someone seem more human?*
- *Did generic answers seem bot-like?*
- *If an actual AI were in that role and fooled you, what would that mean to you?*

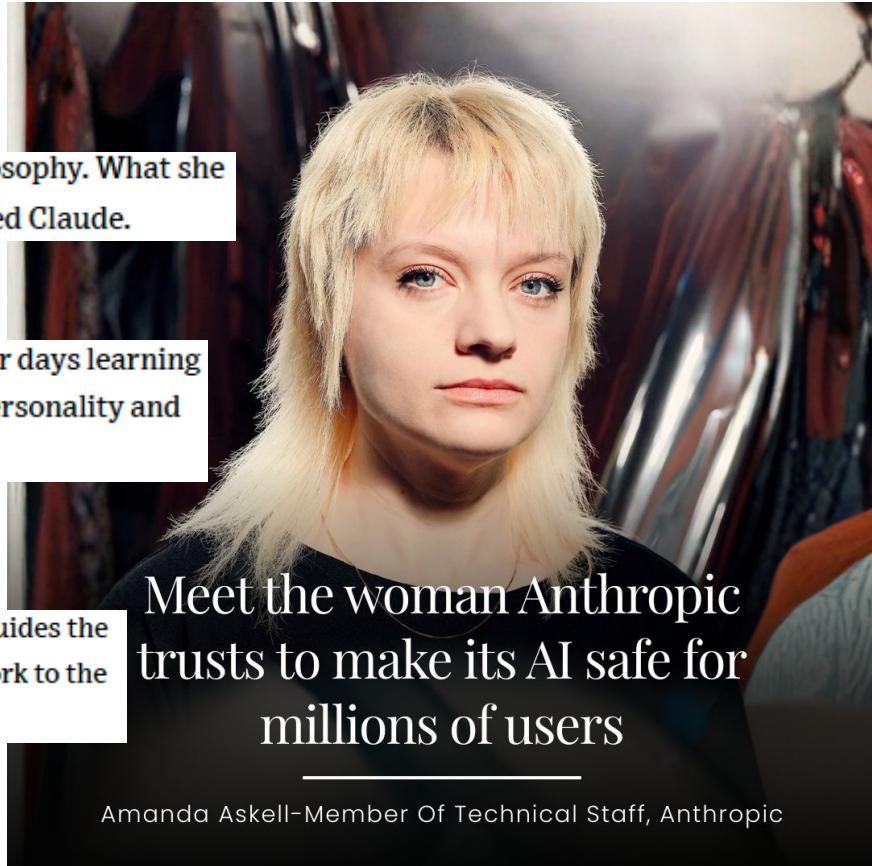
## Now look at a real company (Anthropic):

Ante, S. E. (2026, February 9).

Amanda Askell knew from the age of 14 that she wanted to teach philosophy. What she didn't know then was that her only pupil would be an AI chatbot named Claude.

An Oxford-educated philosopher from rural Scotland, Askell spends her days learning Claude's reasoning patterns and talking to the AI model, building its personality and addressing its misfires with long prompts.

Askell's aim is to endow Claude with a sense of morality—a digital soul that guides the millions of conversations it has with people every week. She compares her work to the efforts of a parent raising a child.



Meet the woman Anthropic trusts to make its AI safe for millions of users

Amanda Askell—Member Of Technical Staff, Anthropic

<https://www.wsj.com/tech/ai/anthropic-amanda-askell-philosopher-ai-3c031883>

# Anthropomorphism

**Definition:** attributing human-like feelings, mental states, and behaviors to AI systems. (Wikipedia)

## Degrees of Anthropomorphism

- *Courtesy*: saying “thanks” to a chatbot, politeness
- *Reinforcement*: exaggerating positive feedback (“it’s so smart”), giving it credit
- *Roleplay*: treating it as a character (e.g. “my therapist”)
- *Companionship*: seeing it as an emotional partner

What risks come from over-anthropomorphizing AI?

## Anthropomorphism Spotting

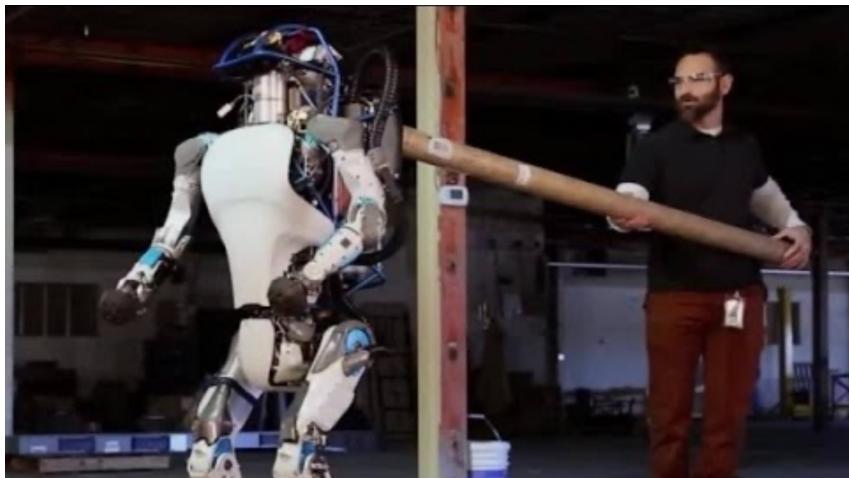
AI Product	Words that give the AI a role (e.g. friend, teammate, copilot, assistant, buddy, companion)	Words that suggest feelings or minds (e.g. understands, cares, learns what you like, knows you, listens)	Use of 'I', 'me', 'we'	Visual Anthropomorphism? (e.g. eyes, smiles, body language, warm colors, pet-like design)
<a href="https://www.grammarly.com/">https://www.grammarly.com/</a>				
<a href="https://anki.bot/pages/meet-vector">https://anki.bot/pages/meet-vector</a>				
<a href="https://m365.cloud.microsoft/">https://m365.cloud.microsoft/</a>				
<a href="https://slack.com/features/ai">https://slack.com/features/ai</a>				
<a href="https://replika.com/">https://replika.com/</a>				
<a href="https://github.com/features/copilot">https://github.com/features/copilot</a>				

**Which degree(s) of anthropomorphism are being encouraged for each AI product, and why do you think?**

McLeod, S. (2023).

## Is it ok to kick a robo-dog?

"Robot gets hilariously abused"



<https://www.youtube.com/watch?v=0VgxAnZKM14>

"Beloved HitchBOT destroyed in Philadelphia"



<https://www.youtube.com/watch?v=ERr2gqqM4i8>

**"No it's not ok."** - Published paper in 2016 11th ACM/IEEE International Conference on Human-Robot Interaction (HRI)

<https://ieeexplore.ieee.org/document/7451756>

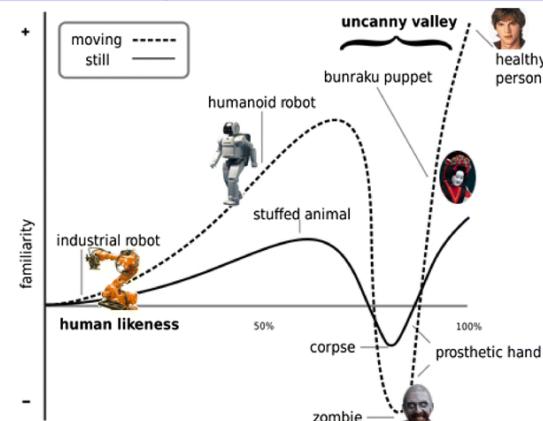
McLeod, S. (2023).

Kätsyri, J., Förger, K., Mäkäräinen, M., & Takala, T. (2015).

## The Uncanny (Valley)

### Definitions:

- (original, in 1906) Ernst Jentsch described the **uncanny**, known as 'unheimlich' in German, as something new and unknown that often initially carries negative connotations.
  - Sigmund Freud (in 1919): the experience when something can be both familiar and alien simultaneously.
- Masahiro Mori, The **uncanny valley** (1970): When entities look almost human (but not quite), people often feel unease, eeriness, or revulsion instead of liking them. As human-likeness increases, comfort usually rises - until very close to human, where it suddenly drops into a "valley," then recovers for actual humans.



Tin Toy  
animated film  
(Pixar 1988)



Salvador Dalí,  
*Old Age,*  
*Adolescence,*  
*Infancy (The*  
*Three Ages),*  
1940



Sonic the  
Hedgehog films  
1 & 2  
2010s+

## Uncanny Valley + Anthropomorphism

**Did you encounter any uncanny valley moments today while doing any of the activities?**

*(e.g. Classroom Turing Game, robot kick video, exploring AI product messaging)*

## References

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# Thank you!

*AI Disclosure*

Portions of these slides were developed with the assistance of AI tools (ChatGPT, DALL-E, Gemini, QR Code Generator, and others). AI was used to generate sources/examples, improve some wording, and to generate pictures.

I reviewed and edited all content to ensure accuracy, relevance, and alignment with the learning objectives.

Any errors remain my responsibility.

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