

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Philosophy		
<b>ACADEMIC UNIT</b>	Philosophy and Social Studies		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>ΦA301.15</b>	<b>SEMESTER</b>	<b>Spring</b>
<b>COURSE TITLE</b>	Arthur Schopenhauer: Prize essay on the freedom of the will		
<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>	
	3	10	
<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>	Scientific field (Seminar)		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>			
<b>COURSE WEBSITE (URL)</b>			

### (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><b>This course focuses on</b> Arthur Schopenhauer’s <i>Prize essay on the freedom of the will</i>. <b>It consists of a detailed study of the essay and it combines the systematic and the historical approaches. Upon completion of the course, students will have become acquainted with this important essay, will be able to relate it to Schopenhauer’s Metaphysics and also will be able to approach it from the perspective of the contemporary debate on the problem of free will. Furthermore, they will have further developed their ability to write and present an academic paper.</b></p>

### **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...*  
*.....*

Working independently  
Decision-making  
Working in an international environment  
Working in an interdisciplinary environment  
Criticism and self-criticism  
Production of free, creative and inductive thinking

### **(3) SYLLABUS**

This course consists of a detailed study of Schopenhauer's conceptual distinctions and arguments in his Prize essay on the freedom of the will. The text is approached on the one hand historically, by highlighting its relation to Schopenhauer's Metaphysics, and on the other hand systematically, within the framework of the contemporary debate on the problem of free will. Students are expected to write and present academic papers.

## TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;"><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Yes	
<p style="text-align: center;"><b>TEACHING METHODS</b> <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>	<b>Activity</b>	<b>Semester workload</b>
	Interactive teaching	78
	Preparation for the class meetings	78
	Writing and presentation of the paper	94
<b>Course total</b>	<b>250</b>	
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b> <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>	(a) Presentation of the paper, (b) Final written paper	

### (4) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

-Arthur Schopenhauer: *Περί της ελευθερίας της βούλησης*. Μετάφραση Μιχάλης Παντούλιας – Δημήτρης Υφαντής. Εισαγωγή – Σχόλια – Επιμέλεια Δημήτρης Υφαντής. Ροές (2016).

-Κωνσταντίνος Σαργέντης, *Το πρόβλημα της ελεύθερης βούλησης*. Νήσος (2012).