

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	School of Literature		
<b>ACADEMIC UNIT</b>	Philosophy and Social Studies		
<b>LEVEL OF STUDIES</b>	undergraduate		
<b>COURSE CODE</b>	<b>ΦB 030.6</b>	<b>SEMESTER</b>	
<b>COURSE TITLE</b>	Death and Suicide: Kant and Schopenhauer		
<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	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>	Special background		
<b>PREREQUISITE COURSES:</b>	Introduction to Ethics		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<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>At the end of this course the students are expected to:</b></p> <ul style="list-style-type: none"> <li>- have been familiarized with Kant's moral theory.</li> <li>- have been familiarized with basic concepts in Schopenhauer's philosophy.</li> <li>- have a good understanding of Kant's ideas on the moral wrongness of suicide.</li> <li>- have a good comprehension of Schopenhauer's arguments against the fear of death.</li> <li>- have analyzed thoroughly Schopenhauer's ideas on the wrongness of suicide.</li> </ul>

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

*Decision-making*  
*Working independently*  
*Team work*  
*Criticism and self-criticism*  
*Production of free, creative and inductive thinking*

### **(3) SYLLABUS**

This course will focus on Kant's and Schopenhauer's ideas on death and suicide. More specifically, we will start by reading Kant's ideas on the moral wrongness involved in suicide. Then, we will focus our attention on reading and analyzing Schopenhauer's ideas on why we should not fear death, as well as his condemnation of suicide.



#### (4) 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>		
<p style="text-align: center;"><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <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>
	Seminars	50
	Presentation	30
	Essay	45
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language 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>The student evaluation will occur during the seminars, as well as with student presentations they will be required to do in class which will focus on philosophical arguments by Kant and Schopenhauer. Finally, the students will be evaluated with an essay, which will include an analysis and presentation of philosophical arguments on death and suicide.</p>	

#### (5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography: Kant, <i>Groundwork of the Metaphysica of Morals</i> Schopenhauer, <i>The World as Will and Representation</i> - Related academic journals:</p>
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