

COURSE OUTLINE

(1) GENERAL

SCHOOL	Philosophy		
ACADEMIC UNIT	Philosophy and Social Studies		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΦB233.6	SEMESTER	Spring
COURSE TITLE	Moral Responsibility: Conceptual issues and Presuppositions		
INDEPENDENT TEACHING ACTIVITIES <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>	WEEKLY TEACHING HOURS	CREDITS	
	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific field		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

This course is an introduction to the contemporary debate on moral responsibility, as far as its main conceptions, its presuppositions, and its relationship to the problem of free will are concerned. This introduction combines the systematic and the historical approaches. Upon completion of the course, students will have acquired intimate knowledge of the main concepts, conceptual distinctions, questions and issues, as they are treated in the contemporary debate. At the same time, they will be able to categorise the classical philosophical positions from the perspective of the contemporary discussion. Moreover, they will be able –to some degree- to provide answers to their personal questions regarding issues and dimensions of moral responsibility.

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

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Others...

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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 focuses on various issues regarding (a) different conceptions of moral responsibility, as far as they are supported by (b) relevant theories, (c) the presuppositions of moral responsibility, and (d) its relation to the problem of free will. Since it concerns a contemporary debate, the course focuses on the theories of philosophers who take part in this debate. Aside from this, the classical theories in the history of philosophy are also discussed.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Yes	
<p style="text-align: center;">TEACHING METHODS <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>	Activity	Semester workload
	Lectures	39
	Preparation for the classes	39
	Preparation for the examination	44
	Examination	3
Course total	125	
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION <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>	Written or oral examination	

(5) ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <ul style="list-style-type: none"> - Κωνσταντίνος Σαργέντης, <i>Το πρόβλημα της ελεύθερης βούλησης</i>. Νήσος (2012) - Ted Honderich, <i>Πόσο ελεύθερος είσαι; Το ζήτημα της αιτιοκρατίας</i>. Ιωλκός (2006) - Thomas Nagel, <i>Η θέα από το πουθενά</i>. Κριτική (2000). - Χαράλαμπος Παπαδαμιάς: <i>Ελεύθερη βούληση και ηθική υπευθυνότητα. Κριτική εξέταση των σύγχρονων συμβατοκρατικών θεωριών</i>. Αθήνα: Σμίλη, 2019. - Ηλιοπούλου, Σοφία: «Ντετερμινισμός. Ηθική ευθύνη και συναισθηματικές αντιδράσεις», στο: <i>Διάλογος</i> 7 (2017), 115-144.
