

COURSE OUTLINE

(1) GENERAL

SCHOOL	Faculty of Letters		
ACADEMIC UNIT	Department of Philosophy and Social Studies		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΦΓ 394.2	SEMESTER	Fall
COURSE TITLE	The Body in Early Modern Philosophy		
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	15ECTS	
<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>	Seminar, general background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	Fks.uoc.gr		

(2)

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>

With the completion of the course, the student will learn to work independently while being efficient in team work. Working in an international environment as well as in an interdisciplinary environment and produce new research ideas are part of the skills that the students of the course will develop during the semester. They will also be able to identify the status of the body in ethics, social and political philosophy of modernity alongside psychology and natural sciences.

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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(3)

(3) SYLLABUS

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In this course the student will be acquainted with the Early Modern history of the body in natural sciences alongside ethics, politics and philosophical anthropology. In this sense, the reflection of canonical philosophical figures from Descartes to Rousseau will be reviewed while emphasis will be given to lesser, known heterodox cases, especially female philosophers such as Emilie du Châtelet and M. Cavendish.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Distance learning</p>
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Platform teams https://teams.microsoft.com/l/team/19%3a3e6b44278d514d799e87a1b6623773d8%40thread.tacv2/conversations?groupId=b6d64361-b371-4d68-92ca-300f376e2ec1&tenantId=b6e0a680-49f9-4523-a06b-d5a873656d37</p>
<p>TEACHING METHODS <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>	<p>Activity Semester workload</p> <p>15 h essay presentation 35 h Research for the essay presentation 75 h essay writing 125</p> <p>Course total</p>
<p>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>	<p>Through the essay public presentation and the written work</p> <p>Criteria:</p> <ul style="list-style-type: none"> - Coherence - -Clarity - Concise arguments - Syllabus mastery -

(5)

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

Fluxes: The Early Modern Body and the Emotions
Ulinka Rublack and Pamela Selwyn

History Workshop Journal

No. 53 (Spring, 2002), pp. 1-16 (16 pages) Oxford University Press

– **The Philosophical Concept of a Human Body.** Douglas C. Long - 1964 -
Philosophical Review 73 (July):321-337.

- **17th and 18th Century Theories of Emotions**

<https://plato.stanford.edu/entries/emotions-17th18th/>

- **Michela Marzano**, *Penser le corps*, Paris: Seuil **2007**

ANTHONY A. LONG, *Greek Models of Mind and Self*, Harvard University Press,
2015

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