

COURSE OUTLINE

(1) GENERAL

SCHOOL	Philosophy		
ACADEMIC UNIT	Philosophy		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΦΣ3	SEMESTER	Winter
COURSE TITLE	Philosophy of Life		
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
Seminar meetings		3	10
<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>	Special Background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes <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> <i>Consult Appendix A</i> • <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>
Upon the successful completion of the class, students will be able to: - identify central figures, texts, and themes in the philosophy of life - accurately present and persuasively reconstruct arguments offered by thinkers belonging or related to the philosophy of life tradition - explain the contemporary relevance of methods, concepts, and arguments from the philosophy of life for biology, cognitive science, and other domains of empirical study - successfully deploy methods of conceptual analysis to interpret and critically evaluate texts - clearly present concepts and arguments in public in the seminar context

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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The class aims to cultivate the following general competencies:

- Search for, analysis and synthesis of data and information, with the use of the necessary technologies
- Working independently
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Criticism and self-criticism

(3) SYLLABUS

With a focus on issues at the intersection of nature and life, this seminar surveys key figures, texts, and arguments in the philosophy of life. It aims to give students a grasp of the genesis and distinctive philosophical contributions of the wider *Lebensphilosophie* tradition. In addition to critically evaluating rival definitions and philosophical models of life and the living, the seminar will focus on contemporary applications of insights from the philosophy of life, e.g. in autopoietic enactivism.

Indicative reading schedule:

1. Introduction. The Origins of the Philosophy of Life: Kant's account of natural teleology, Goethe on plants and colour.
2. The Origins of the Philosophy of Life: Schelling's *Naturphilosophie* and Darwin's evolutionary theory.
3. Nietzsche: Nature, Life, and History.

4. Nietzsche: Feeling, Knowing, and Interpreting.
5. Bergson: Life and Duration.
6. Bergson: Vital Force and Becoming.
7. Langer: Life, Feeling, and Art.
8. Von Uexküll: Organism and Environment
Canguilhem: Normativity and Adaptation
9. Plessner: Boundaries and Forms of Life.
10. Plessner: Nature and Artifice.
11. Jonas: Needful Freedom.
12. Maturana and Varela: Autopoiesis.
13. Thompson: Enactivism.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT during in-person meetings, eClass, electronic communication	
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> <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>	Activity	Semester workload
	Seminar attendance	39
	Independent study of texts	131
	Preparation for in-class presentation	20
	Final essay	60
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <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> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Language of evaluation: - English Methods of Evaluation: - Class participation (20%) - In-class presentation of a text (20%) - Final written essay, circa 2500 words (60%) Evaluation Criteria: - Quality and pertinence of in-class contributions - Clarity, organization, and originality of verbal presentation - Interpretive accuracy and fidelity when handling technical philosophical concepts and arguments - Structure and coherence of written work - Argumentative persuasiveness and originality	
	Course total	250

(5) ATTACHED BIBLIOGRAPHY

- *Primary Reading Materials (indicative)*

Kant, *Critique of the Power of Judgment*

Goethe, *Metamorphosis of Plants, Theory of Colours*

Schelling, *Ideas for a Philosophy of Nature* (1797)

Darwin, *The Descent of Man*

Nietzsche, *Genealogy of Morals, Writings from the Late Notebooks*

Bergson, *Creative Evolution*

Langer, *Feeling and Form*

Von Uexküll, *A Foray into the Worlds of Animals and Humans*

Plessner, *Levels of Organic Life and the Human*

Jonas, *The Phenomenon of Life*

Canguilhem, *The Normal and the Pathological*

Maturana and Varela, *Autopoiesis and Cognition*

Thompson, *Mind in Life*

Di Paolo, "The Enactive Conception of Life"

- *Suggested bibliography:*

Beiser, F. *Philosophy of Life: German Lebensphilosophie 1870–1920* (Oxford 2023)

Lenoir, T. *The Strategy of Life: Teleology and Mechanics in 19th Century German Biology* (Chicago, 1982)

Nassar, D. *Romantic Empiricism: Nature, Art, and Ecology from Herder to Humboldt* (Oxford, 2022)

Zammito, J. *The Gestation of German Biology: Philosophy and Physiology from Stahl to Schelling* (Chicago, 2018)

Zuckert, R. *Kant on Beauty and Biology* (Cambridge, 2009)