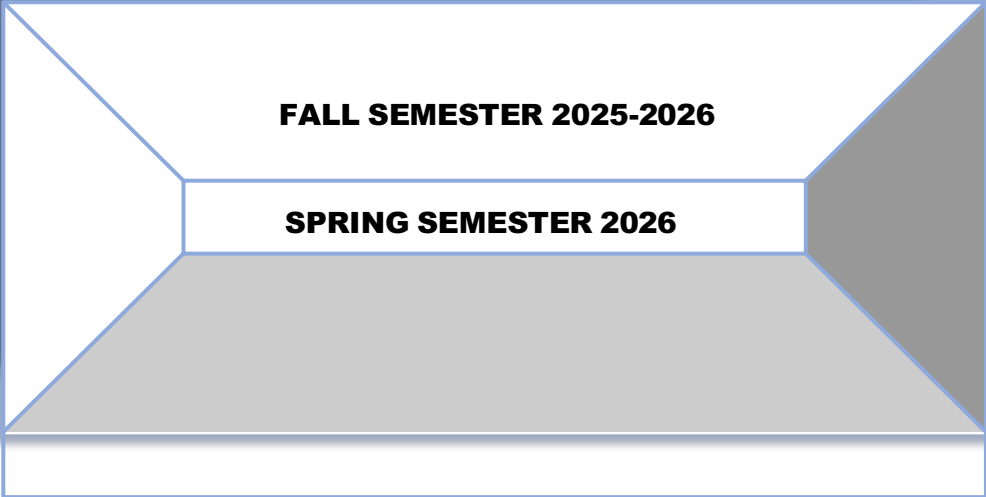


**POSTGRADUATE COURSES – RESEARCH
SEMINARS**

COURSE OUTLINES



FALL SEMESTER 2025-2026

SPRING SEMESTER 2026

1. SEMESTER

1. RESEARCH METHODOLOGY

COURSE OUTLINE

(1) GENERAL

SCHOOL	Philosophy		
ACADEMIC UNIT	Faculty of Philosophy		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	ΔΕΦ 101	SEMESTER	1
COURSE TITLE	Research Methodology I: Traditional and Critical Theory Lecturers: Karydas Dimitris, Pournari Maria		
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
Lectures and practical exercises		3	14
<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:	Modern Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://www.ecourse.uoi.gr		

(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> • 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

I. The first part of the course deals with the epistemological problems of formulating a scientific theory, as well as the criteria of the conceptual structure of scientific research data. The positions of logical positivism and meta-positivist epistemology are analyzed regarding methodological issues which are related with the demand for the unity of the sciences, as well as the controversy over the explanation and understanding of phenomena.

The expected learning outcomes concern the knowledge of the epistemology of sciences, as well as the conceptual conception of the characteristics of the phenomena. Knowledge of the sources and criteria for checking the validity of scientific theories about nature and society will result in students understanding the methodology of the scientific enterprise and the ontological investigation of reality.

In the course, critical texts from relevant sources of *Contemporary Empiricism* will be analysed and will be critically commented.

II. The second part of the course deals with Max Horkheimer's programmatic critique of knowledge as put forth in his work "Traditional and Critical Theory" (1937). Horkheimer links scientific with social critique on the one hand, while on the other he expounds the difference between traditional and critical theory. The term "traditional theory" is defined as the renewal of contemporary Metaphysics and Neopositivism, both of which characterizing the philosophy of the 20th century, which grounds in the deductive method of Descartes, which is envisioned the positivistic ideal of a unified science that no longer made a basic distinction between rationalism and empiricism.

Traditional theory maintains the idea of operational practice and utility, although it is itself the result of the very living and working situation which it dismisses. Instead, it contents itself with the ordering of concrete experience, while it regards both the actual conditions for its practical application and its theoretical objective as being external to theory. Contrary to this, critical theory reveals the cognitive content of historical practice and transcends the fixed, positivistic dualisms, highlighting the two reasons why the palpable facts are socially preformed.

Horkheimer's distinction between traditional and critical theory implies the actual division between empirical research and philosophical thought, the connection of theory with the sense data, of theory with action and the social working process. Furthermore it implies the relation between knowledge and emancipation, between knowledge and society; it exposes the logical and structural differences between traditional and critical theory as well as the differences between descriptive and prescriptive (normative) statements; it claims the necessity of the unity of theory and practice, the mediation between culture and economics; the basic function of the critique of political economy and *determinate negation*, with the aim to establish a balance between philosophical thought and empirical social research, so as to contribute to the formation of a society guided by reason.

By giving particular attention to Horkheimer's core arguments, later taken up by Theodor W. Adorno and Jürgen Habermas, the course participants will be enabled to critically evaluate a philosophical theory that has always negated the interrelation between knowledge and practical human interests. Moreover, they will learn to assess a theory based on the logic of experience and focused on the pursuit of quantified facts. On the other hand, the participants will concentrate on the self-reflective theory of knowledge of Critical Theory that links cognition to the emancipatory interests focused on tendency research. It is the final aim of this course to exercise its participants' faculty of judgment in order to enable them not only to recognize the validity of Horkheimer's project in our time, but also to assess its possible employability in comprehending and dealing with present theories of knowledge and current research programs.

In the course, Max Horkheimer's "Traditional and Critical Theory" will be analysed and will be critically commented.

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?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
The competences cultivated within the course are: - Independent research as well as teamwork, - interdisciplinary research, - respect for diversity and multiculturalism, - respect for the natural environment - the demonstration of social, professional, ethical responsibility and sensitivity to gender issues - the exercise of criticism and self-criticism, - as well as the analysis and resolution of current social issues of our time.	

(3) SYLLABUS

I. Philosophy of Sciences 1. Logical Positivism 1.1 Individualism-Holism 2. Historical turn 2.1 Scientific change: progress and rationality
II. Traditional and Critical Theory 1. Introduction 2. Traditional Theory 2.1 Model 2.2 Relation between theory and sense data 2.3 Relation between theory and practice 2.4 Relation between theory and social work process 2.5 Perception 3. Critical Theory 3.1 The ideas of rational society 3.2 Relation between knowledge and society 3.3 Knowledge and emancipation 4. Relation between traditional and critical theory 4.1 Logical and structural difference 4.2 Descriptive and normative propositions 4.3 Unity of theory and practice 4.4 Relation between culture and economy 4.5 Critique of political economy and determinate negation 5. Critical review and perspective

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face and Distance learning
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USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and as method of communicating with students and for research work.	
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
	Lectures	26
	Tutorials	13
	Study and analysis of bibliography	101
	Essay Presentation	50
	Essay writing	160
	Course total	350
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: Greek Methods of evaluation: written essay; personal choice and use of relevant literature besides the provided texts; use of other texts written by the applicant; presenting the works and works within the framework of the tutorial. The evaluation criteria: Monitoring / participation / study: 30% Essay Writing: 50% Written work, essay report, oral examination: 20%	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography: - Related academic journals: Sources Kouzelis, Gerasimos (ed.), <i>Epistemological Texts</i>, Athens: Nissos 1993. Kouzelis, Gerasimos & Psychopedis, Kosmas (eds.), <i>Epistemology of Social Sciences, Texts</i>, Athens: Nissos 1996. Rousopoulos, Georgios (ed.), <i>Contemporary Empiricism. From Vienna Circle to Davidson. Texts of Hahn, Neurath, Carnap, Schlick, Quine, Davidson</i>, Heraklion: PEK 2008. Horkheimer, Max: "Traditionelle und kritische Theorie" (1937), In Max Horkheimer, <i>Gesammelte Schriften</i>, Alfred Schmidt/Gunzelin Schmid Noerr (Eds), Vol. 4, Frankfurt am Main: S. Fischer, 1988, pp. 162-216. Horkheimer, Max: "Nachtrag" (1937), In Max Horkheimer, <i>Gesammelte Schriften</i>, Vol. 4, Frankfurt am Main: S. Fischer, 1988, pp. 217-225. Horkheimer, Max: «Der neueste Angriff auf die Metaphysik» (1937), In Max Horkheimer, <i>Gesammelte Schriften</i>, Alfred Schmidt/Gunzelin Schmid Noerr (eds), Vol. 4, Frankfurt am Main: S. Fischer, 1985 pp. 108-161. Horkheimer, Max/Marcuse, Herbert: "Philosophie und kritische Theorie", <i>Zeitschrift für Sozialforschung</i>, Jg. VI/1937, pp. 625-647.
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Bibliography

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- Gabriel, Gottfried: *Grundprobleme der Erkenntnistheorie. Von Descartes zu Wittgenstein*, 3η έκδ., Paderborn: Schöningh 2008.
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- Peters, Martina/Peters Jörg (eds): *Moderne Philosophiedidaktik. Basistexte*, Hamburg: Meiner 2019.
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- Ράντης, Κωνσταντίνος: «Η κοινωνική φιλοσοφία στο έργο του Max Horkheimer κατά τη δεκαετία του '30», στο *Η κοινωνική & πολιτική φιλοσοφία σήμερα. Αφιέρωμα στον ομότιμο καθηγητή κοινωνικής και πολιτικής φιλοσοφίας Παναγιώτη Νούτσο*, Κωνσταντίνος Ράντης (επιμ.), Αθήνα: εκδόσεις Παπαζήση 2022, σ. 389-403.
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- Wittgenstein, Ludwig: *Philosophische Untersuchungen*, στο Ludwig Wittgenstein, *Werkausgabe*, Vol. 1, Frankfurt am Main: Suhrkamp, 1984, pp. 225-618.

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF PHILOSOPHY		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE		SEMESTER	A'
COURSE TITLE	ANCIENT GREEK PHILOSOPHY – <i>THEORY AND PRACTICE IN THE WORK OF EPICTETUS</i> (LECTURER: PROFESSOR KONSTANTINOS TH. PETSIOS)		
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	7
<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:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://www.ecourse.uoi.gr		

(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> Our aim is to familiarize students with the philosophical framework within which the philosophy of the Stoics, and in particular that of Epictetus (50 AD-138 AD), developed. Extensive reference will be made to the Ancient, Middle and New Stoics, as well as to the particularities of individual Stoic philosophers. Epictetus' work was composed and his teaching developed during a critical historical period during which transformations of philosophical reflection were taking place. The thought of the philosopher of Nicopolis focuses on man and aims to cultivate free will ("προαίρεσις") and the ability of the subject to shape the conditions of his social presence. Among the concepts that will be examined are "good", "God", "providence", "predestination", "virtue", "passions" "freedom", "desire", "imagination", "cosmopolitanism" as well as the relationships between "soul" and
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"body". For the interpretation of Epictetus' philosophy, we will utilize the *Compendium* of Simplicius (6th century AD) in the Manual and focus our attention on the influence of his thought not only on Marcus Aurelius (121 AD-180 AD) but also on later Christian and pagan writers. We will also refer to the revival of Stoic philosophy and Epictetus during the 16th century (Justus Lipsius, 1547-1606) and the presence of Stoicism in Modern Greek thought.

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?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	
<i>Production of new research ideas</i>	<i>Others...</i>
	

- Introduction to the fundamental concepts of Stoicism
- Understanding the peculiarity of Epictetus' philosophical thought
- Practice in the way of organizing autonomous work
- Exercise of critical thinking.
- Cultivation of free, creative and inductive thinking

(3) SYLLABUS

- Currents of ideas during the 4th century BC [Platonism, Aristotelianism, Epicureans, Cynics)
- The philosophical legacy of Socrates
- The historical context of the Hellenistic period
- Religious syncretism • Ancient - Middle and New Stoa
- The fundamental concepts of Epictetus' philosophy
- The relations between Philosophy and Medicine in the work of Epictetus

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face – Online teaching	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in communication with students.	
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
	Lectures	39
	Study and analysis of texts and bibliography	86
	Course total (25 work load for each ECTS)	125

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>	Written essay at the end of the semester (70%) Written exercises during the course (30%)

(5) RECOMMENDED BIBLIOGRAPHY

Αρριανός, *Τῶν Ἐπικτήτου Διατριβῶν βιβλία τέσσερα*· τοῦ ἰδίου, Ἐπικτήτου, Ἐγχειρίδιον, στο: Johannes Schweighaeuser, *Epicteti Dissertationum ab Arriano Digestarum Libri IV. Eiusdem Enchiridium et ex deperditis sermonibus Fragmenta*. Tomus Primus, *Epicteti Dissertationes*, Lipsiae, 1799· Tomus Secundus. Pars Prima. *Notae in Epicteti Dissertationes Lib. I et Lib. II, Cap. I-XIV.*, Lipsiae, 1799· Tomus Secundus. Pars Secunda. *Notae in Epicteti Dissertationes Lib. II, Cap. XV- XXVI, Lib. III-IV*, Lipsiae, 1799· Tomus Tertius. *Enchiridion, Fragmenta, Indices*, Lipsiae, 1799.

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Κοραῆς Ἀδαμάντιος (ἐκδ.), Ἀρριανοῦ, *Τῶν Ἐπικτήτου Διατριβῶν Βιβλία Τέσσερα*. Μέρος Πρῶτον [*Παρέργων τῆς Ἑλληνικῆς Βιβλιοθήκης*, Τόμος Ὁγδοός], Ἐν Παρισίοις, 1827· Μέρος Δεύτερον [*Παρέργων Ἑλληνικῆς Βιβλιοθήκης*, Τόμος Ἐνατός], Ἐν Παρισίοις, 1827.

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Παπανοῦτσος Εὐάγγελος Π., «Ἡ ἠθικὴ φιλοσοφία τοῦ Ἐπικτήτου. Ἕνας γενικὸς χαρακτηρισμὸς καὶ ἡ σχέση της μὲ τὸν Χριστιανισμό» (ἀνέκδοτο μάθημα στὸ «Ἀθηναῖον», 1961-1962), *Φιλοσοφία* 12 (1982), σσ. 19-25.

Πέτσιος Κωνσταντῖνος Θ., (ἐκδοση κειμένου, πρώτη νεοελληνικὴ

μετάφραση, σχόλια, ευρετήρια, βιβλιογραφία), Γεώργιος Γεμιστός – Πλήθων, *Περὶ ὧν Ἀριστοτέλης πρὸς Πλάτωνα διαφέρεται*, Θεσσαλονίκη, Ζήτηρος, 2025.

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3. Modern and Contemporary Philosophy

COURSE OUTLINE

(1) GENERAL

SCHOOL	Philosophy		
ACADEMIC UNIT	Faculty of Philosophy		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE		SEMESTER	1
COURSE TITLE	Modern and Contemporary Philosophy Topic: Philosophy of Art and Aesthetics in Rousseau, Diderot, Burke, Kant, and Hegel (Assistant Professor Christos Grigoriou Assistant Professor Antonios Kalatzis Assistant Professor Spiridon Tegos)		
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
Lectures and practical exercises		3	8
<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>	General Background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Modern Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://www.philosophy.uoi.gr		

(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

The **first part** of the course, taught by Spiridon Tegos,

The **first part** of the course, taught by **Spyridon Tegos**, is a reflection on the nature of aesthetics in 18th century France. In this context, professor Tegos will analyze D. Diderot's *The Paradox of the Actor* and Rousseau's *Letter to D'Alembert about the spectacles*. With the *Actor's Paradox*, students will reflect on the actor's work and whether he should emotionally identify with or distance himself from the heroes he embodies, while Rousseau's *Letter* explores the effect of theater on social morals and Rousseau's argument that theater corrupts. Students will therefore understand on the one hand the complex nature of acting and on the other they will perceive the complex relationships that develop between aesthetics, in its contemporary meaning, with social theory and moral philosophy.

The **second part** of the course, taught by **Christos Grigoriou**, deals with the aesthetic work of Edmund Burke and Immanuel Kant. In other words, it concerns Burke's *Philosophical Enquiry into the Origins of our Ideas of the Sublime and Beautiful* and the first part of Kant's *Critique of the Power of Judgment*. In this context, the focus of interest is on the radical opposition between the sublime and the beautiful as expressed initially in Burke's empiricist terms and then in the context of Kant's subjective idealism. The purpose of the course can therefore be summarized as follows: a) the understanding of the different characteristics associated with the two aesthetic qualities and the objects that cause them b) the demarcation of the different emotions with which they are connected (gentle contemplation, on the one hand, a mixture of pain and pleasure on the other), c) the monstrosity of continuities and discontinuities between the work of the two philosophers regarding these qualities. Overall, the purpose of the course is, on the one hand, to allow students to refine their aesthetic judgments and deepen their aesthetic experiences, whether natural or artistic (to better understand what they feel), and, in the long run, to understand more deeply the evolution of modern art, which is based on this juxtaposition between the sublime and the beautiful and the gradual displacement of traditional notions of beauty.

The **third part** of the course, taught by **Antonios Kalatzis**, investigates G.W.F. Hegel's philosophy of art in order to exhibit the intertwining between aesthetics and social theory, which remains a point of reference for major works on art and social theory, such as T.W. Adorno's *Aesthetic Theory* and A.C. Danto's *After the End of Art*, until today. The course sets a fourfold goal: a) to delineate the main points of Hegel's theory of art, b) to reconstruct the relation between aesthetics and social criticism, c) to reflect on the place and the function of art and of artistic beauty in late Modernity, and, d) to analyse Hegel's concept of pre-discursive, artistic truth. The students will have the opportunity to engage in the close-reading of one of the major aesthetics texts of modern philosophy, the "Introduction" to Hegel's *Lectures on Aesthetics*. Firstly, the student will delve into the Hegelian differentiation between art, religion, and philosophy as culminations of human knowledge, then into the Hegelian division and hierarchization between the different kinds of art, and, finally, into the special epistemic access to the society enabled by art. Hence, the course offers an ideal deepening, in modern and contemporary philosophy and in interdisciplinary thought.

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

Project planning and management

<i>information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
Individual and joint research interdisciplinary research close reading criticism and self-criticism, analysis of central texts of German Idealism critical thinking reflection on the contemporary place and function of art	

(3) SYLLABUS

First part: Theories of Art and Aesthetics in Rousseau and Diderot

Second part: Burke's and Kant's Aesthetics

1. Introduction: From the traditional theory of art to an aesthetics of nature
2. The sublime and the beautiful in Burke
 - 2.1 The foundation of the sublime and Beautiful on pain and pleasure
 - 2.2 Obscurity and Sympathy
 - 2.3 Burke's biomedical foundation of Aesthetics
3. The sublime and the beautiful in Kant
 - 3.1 The four points of the judgment on beauty
 - 3.2 The negative pleasure of the sublime
 - 3.3 Aesthetics and Ethics

Third part: Aesthetics after G.W.F. Hegel

1. Introduction
2. Art in the Context of Hegel's Philosophy of "Absolute Spirit"
 - 2.1 The Concept of "Absolute Spirit"
 - 2.2 The philosophical truth claim
 - 2.3 The religious truth claim
 - 2.4 The aesthetic truth claim
 - 2.5 The hierarchy of truth claims and social self-knowledge
3. Hegelian aesthetics
 - 3.1 The field of aesthetics
 - 3.2 Methodologies in aesthetics
 - 3.3 The concept of artistic beauty
 - 3.4 The division of arts

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face and distance learning	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and as method of communicating with students and for research work.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, field-work, 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
	Lectures	26
	Tutorials	10
	Study and analysis of bibliography	24
	Essay Presentation	40
	Essay writing	100
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>	Course total 200	
	Language of evaluation: Greek Methods of evaluation: written essay; personal choice and use of relevant literature besides the provided texts; use of other texts written by the applicant; presenting the works and works within the framework of the tutorial. The evaluation criteria: Monitoring / participation / study: 30% Written work, essay report, oral examination: 20% Essay Writing: 50%	

(5) Literature

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Hegel, G. W. F., *Hegel's Aesthetics – Lectures on Fine Art*, Volumes I & II, T. M. Knox (trans.), New York: O.U.P. 1975

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Apostolopoulos, D., "Merleau-Ponty, Hegel, and the Task of Phenomenological Explanation", in: *Phänomenologische Forschungen* 2018 (1):27-52 (2018a)

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II. SEMESTER

1. RESEARCH METHODOLOGY II

COURSE OUTLINE

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	PHILOSOPHY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM GREEK PHILOSOPHY-PHILOSOPHY OF THE SCIENCES		
COURSE CODE	ΔΕΦ 201	SEMESTER	B
COURSE TITLE	RESEARCH METHODOLOGY II: Topic: «Philosophical “discourses” in the 20 th century: the analytic-continental divide».		

	INSTRUCTORS PROFESSOR GOLFO MAGGINI PROFESSOR PANAGIOTIS THEODOROU	
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 TEACHIN G HOURS	CREDITS
	3	14
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	ADVANCED LEVEL (SPECIALISED BACKGROUND)	
PREREQUISITE COURSES:	—	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES	
COURSE WEBSITE (URL)	https://ecourse.uoi.gr	

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> • 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	
The seminar aims at: • The familiarization of the student with the basic notions of the two “paradigms” of the 20th philosophical thought – the analytic and the continental. • Learning the basic methodology with which one studies the language and context of these paradigms. • Categorize the basic ideas and texts of the period and show the tendencies of the philosophical thought. • Showing the importance of this specific conflict for the development of the philosophical thought throughout the century.	
General Competences <i>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?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>

The “Research Methodology” Seminar aims at:

promoting a close, methodologically austere and historically informed approach of the most important philosophical works of contemporary thought,

- raising a critical thought over philosophical notions and arguments which need to be located within their philosophical contexts,
- cultivating the ability of conceptual categorizing and developing the assimilation of specialized philosophical languages.

SYLLABUS

The seminar examines, firstly, the basic elements of the transition from the 19th to 20th century philosophy putting emphasis on the first decades of the 20th century. It goes from the rise of philosophical hermeneutics in W. Dilthey and the beginnings of the philosophy of language in Frege and Russell to the four major philosophical figures of the '20s and '30s, that is, L. Wittgenstein, E. Husserl, M. Heidegger, and E. Cassirer as representatives of the predominant philosophical currents of philosophical analysis of language, phenomenology, and Neo-Kantianism, along with sciences and mathematics, for example Frege, with a special reference also to the analysis of language from G. E. Moore as answer to British Idealism.

Secondly, the seminar turns to the analytic–continental divide, which originated in the first three decades of 20th century to consider it as a paradigmatic philosophical strife over the status of knowledge, science, and even ethics and aesthetics. Finally, the seminar attempts a complete assessment of the “divide” evaluating its function and impact on the shaping and further evolution of 20th and 21st century philosophical discourses.

TEACHING and LEARNING METHODS – EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face and distant learning.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication</i>	Use of ICT in teaching and for research.	
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> <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 with students</i>	Activity	Semester workload
	Seminars	100
	Individual study & bibliographical research	70
	Semester research Project	120
	Short weekly Essays	60
	Course Total	350

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: Greek. Methods of Evaluation: Combination of Methods. Evaluation Criteria: short weekly essays & semester research project. Seminar attendance: Yes.
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RECOMMENDED BIBLIOGRAPHY

PRIMARY BIBLIOGRAPHY

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- Prado C.G. (ed.), *A House Divided: Comparing Analytic and Continental Philosophy*, Humanity Books, Amherst 2003.
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- Virvidakis Stelios, “Analytic and Continental Philosophy: Criteria of recognition and distinction”, *Neusis* 14 (2006), pp. 3–47.

2. MODERN GREEK PHILOSOPHY

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	PHILOSOPHY		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	ΔΕΦ 202	SEMESTER	2nd
COURSE TITLE	MODERN GREEK PHILOSOPHY TOPIC: "THEMES AND FIGURES"		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
		3	8
COURSE TYPE	Special background skills development		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://www.ecourse.uoi.gr		

(2) LEARNING OUTCOMES

Learning outcomes
This module aspires to introduce students to the variegated field of Modern Greek philosophy. We will discover this mosaic via examining its various historical phases and selecting representative texts from different periods for interpretation. In this way, we will be making comparisons with representatives of Modern Greek philosophy (from the post-byzantine era till our day), as well as with the roots of Modern Greek philosophy: ancient Greece and Byzantium, as well as European thought, esp. from Renaissance onwards. Themes that will concern us in this module are the following: • The (critical or dialogical) relation of Modern Greek philosophy to Western philosophy (both the continental and the analytic tradition). • The importance of the concept of person for a fresh stipulation of philosophy, and generally of the scientific "paradigm". • Comparisons within a mosaic of significant Modern Greek thinkers, esp. C. Castoriadis, K. Axelos, K. Papaioannou, E.P. Papanoutsos, P. Brailas-Armenis, E. Voulgaris, E. Moutsopoulos, Sp. Kyriazopoulos, P. Kondylis, N.A. Nissiotis and Elli Lambridi. • The relation of philosophy with metaphysics, as well as with its written exposition. Upon the module's successful completion, the students will be in a position to: • present the main axes of the philosophical reflections included in texts spanning all periods of Modern Greek philosophy in a clear manner, to situate them within a wider framework and to assess them hermeneutically, synthetically and critically. • Understand and explain why and how ancient Greek philosophy and the Byzantine civilization form the deepest roots of Modern Greek culture, as well as what the possibilities are for a dialogue with today's Western (mainly European) culture.

Gain the background in order to begin PhD studies on relevant to our module subjects, which will be characterized by research autonomy and innovation, as far as possible.
General Competences
- Development of critical, analytic and synthetic skills, as well as hermeneutical sensitivity - Development of philosophical (oral/written) expression and dialogue - Production of new research ideas - Production of creative thinking - Respect for difference and multiculturalism

(3) SYLLABUS

- Historical Introduction to Modern Greek Philosophy 15th-21st cent.: Persons and Subjects - Stipulating the beginning and the various phases of Modern Greek philosophy - Discussing Modern Greek Enlightenment - Modern Greek philosophy during the 20th cent. and its European interrelations - Interpretation of representative Modern Greek philosophical texts - Basic philosophical themes: - The contrast between freedom and determinism - The possibility of doing ontology qua metaphysics today - The critical dialogue with the West - The dialogue with M. Heidegger, L. Wittgenstein and the Frankfurt School - The role of Russian thinkers - Ontology and Art - The contradistinction of philosophy to science - Social considerations - The dialogue with ancient Greece - The problem of innovation (the 'Modern Greek person') and the renewed discovery of Byzantium

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face, as well as Distance learning	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching, communication with students, (esp. with regard to their essay writing).	
TEACHING METHODS	Activity	Semester workload
	Lectures & Seminars	65
	Study & Analysis of primary sources and bibliography	35
	Independent study & Essay writing	100
	Course total	200
STUDENT PERFORMANCE EVALUATION	- Language of evaluation: Greek. - In case of Erasmus students: English	

	• Methods of evaluation: analysis, commentaries on texts, access to literature in non-Greek languages, essay/presentation, -the use of any relevant literature is permitted, as well as the extensive use of the suggested bibliography. • Evaluation criteria: ○ Attendance, participation and study ▪ understanding the texts and situating them in a broader context ▪ abstract and synthetic skills ○ Essay ▪ structure of argumentation and the quality of expression
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(5) SUGGESTED BIBLIOGRAPHY

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- *Relevant Journals:*

- *Δευκαλίων*
- *Ελληνική Φιλοσοφική Επιθεώρηση*
- *Journal of Modern Greek Studies*
- *Κάτοπτρον Νεοελληνικής Φιλοσοφίας, Τόμοι Α’-Γ’, Ιωάννινα, Πανεπιστήμιο Ιωαννίνων, Τομέας Φιλοσοφίας – Εργαστήριο Ερευνών Νεοελληνικής Φιλοσοφίας, 2011-2016*
- *Φιλοσοφία, Επετηρίς του Κέντρου Ερεύνης της Ελληνικής Φιλοσοφίας της Ακαδημίας Αθηνών*

3. PHILOSOPHY OF THE SOCIAL SCIENCES

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	PHILOSOPHY		
LEVEL OF STUDIES	GRADUATE		
COURSE CODE	ΔΕΦ 203	SEMESTER	2 ND
COURSE TITLE	PHILOSOPHY OF THE SOCIAL SCIENCES Topic: "Elements of Social Ontology in Bourdieu's thought"		
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
LECTURES		3	8
<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:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
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

Placing Bourdieu's thought in the contemporary theoretical landscape.

Grasping the main conceptual parameters of bourdieuan thought, as well as the way in which they are integrated into a unitary theoretical perspective.

Making a systematic effort to understand the wider anthropological (and, correlatively, moral as well as political) ramifications of the concept of *habitus*.

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...

.....

The students get accustomed to thinking thoroughly and critically. They learn to approach original philosophical texts with respect, care, and attention to detail. They get accustomed to in depth studying, comprehension, critical assessment. In other words, they learn a certain way of perceiving-appreciating the study of philosophy, and their studies in general: they learn what it means to be devoted to an object of study. In conjunction, they learn how to compose a cohesive and creative research paper.

(3) SYLLABUS

Elements of Social Ontology in Bourdieu's thought

- Basic conceptual parameters of the bourdieuan perspective.
- The socialized body as the locus of dissolution of traditional dichotomies.
- The social and the personal.
- The practical and the reflective.
- *Social trajectory* and *charisma*.
- Continuity and discontinuity in social practices.
- Theatrical performance and social performativity.
- *Contract* and *initiation*.
- *Habitus* and *habit*: the prospect of creativity.
- The *habitus* and the unity of the social self.
- Practical integration and normativity: *habitus*, virtue, happiness.
- Social determination and personal initiative.

- Towards an anti-essentialist humanism.

(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>		
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
	Lectures	39
	Study	80
	Essay writing	81
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>	Student evaluation is (in fact) conducted throughout the semester, on the basis of their remarks and questions during the lectures, as well as their general disposition to take the course seriously. Their evaluation at the end of the semester, is based on the quality of their mandatory research paper, and of its presentation in class.	
	Course total	200

(5) ATTACHED BIBLIOGRAPHY

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III. SEMESTER

1. SOCIAL AND POLITICAL PHILOSOPHY

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF PHILOSOPHY		
ACADEMIC UNIT	PHILOSOPHY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM GREEK PHILOSOPHY – PHILOSOPHY OF THE SCIENCES		
COURSE CODE	ΔΕΦ 301	SEMESTER	3RD
COURSE TITLE	SOCIAL AND POLITICAL PHILOSOPHY Topic: “The Rawls – Habermas Debate: The Justification of Liberalism and the Public Use of Reason.” LECTURERS: ASSISTANT PROFESSOR SPYRIDON KALTSAS ASSOCIATE PROFESSOR KONSTANTINOS KOUKOUZELIS		
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	8
<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 SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://www.ecourse.uoi.gr		

(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*

The course focuses on the dialogue between John Rawls and Jürgen Habermas regarding the justification of liberalism and the public use of reason. The course is divided into three parts, which are organically connected to each other. The first part follows Rawls's theoretical development from the *Theory of Justice* to *Political Liberalism*, attempting a critical reconstruction of the key points of Rawlsian theory based on the methodological and philosophical premises of the contractual construction and its justification.

The expected learning outcomes concern the knowledge of the epistemological background of Rawls' theory of justice as well as the analysis of political constructivism. The knowledge of the sources and the reconstruction of specific criteria for checking the validity of the principles of justice will result in students's thorough understanding of the methodology of Rawls' overall philosophical project as well as the critical engagement of their ability to put it in practice by dealing with current problems of justice.

In the second part of the course, we will analyze the theoretical idea of "reasonable pluralism" and

the fundamental concept of public reason. The analysis is focused on the concept of overlapping consensus with reference to the distinction between the right and the good and the normative presuppositions of public reason.

The expected learning outcomes are knowledge, understanding and evaluation of Rawls' theory of justice focusing on the practical duty of political philosophy and the idea of overlapping consensus. The course will help to develop the critical judgement of the participants to enable them: (a) to critically engage with Rawls' project as well as to examine its validity in opposition to rival political trends, (b) to understand the relation between the justification of political liberalism and the condition of reasonable pluralism in contemporary democratic societies.

The third part is devoted to the Rawls-Habermas debate (*The Journal of Philosophy*, 1995). The exchange between Rawls and Habermas provides an opportunity to explore the basic tenets of political liberalism through its juxtaposition with Habermas's political philosophy. We will explore the normative premises of Habermas's political philosophy and we will deal in depth with the main points of disagreement between the two theorists. Special attention will be given to the debate about the scope of public reason, with particular emphasis on the relation between public reason and religion. In this regard, the concept of post-secular society developed by Habermas in his recent work will be thoroughly analyzed, focusing on the influence of political liberalism.

The expected learning outcomes are: (a) the knowledge and understanding of the main points of convergence and divergence between the two theorists regarding the justification processes of political liberalism and the public use of reason, (b) the understanding of and the critical engagement with the conditions for the effective use of public reason in the conditions of value and cultural pluralism, (c) the understanding and the critical evaluation of the contribution of religious arguments in the public sphere both in terms of the moral-political self-understanding of the citizens and the possibility of integrating into secular language the moral insights and the expressive possibilities of religion in order to strengthen social solidarity.

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...

- Search for, analysis and synthesis of data and information, with the use of the necessary technology.
- Bibliographical research and online resources.
- Philosophical interpretation of texts and concepts.
- Argument construction and reasoning.
- Working independently.
- Teamwork.
- Essay writing.
- Production of new research ideas.
- Respect for difference and multiculturalism.
- Fostering awareness of social inequality and injustice.
- Criticism and self-criticism.
- Production of free, creative and inductive thinking.

(3) SYLLABUS

Description

Content

1. Introduction: The Rawls – Habermas debate.

I. FROM THE *THEORY OF JUSTICE* TO *POLITICAL LIBERALISM*.

2. *Theory of justice* and justification.

2.1. Rawls's contractual construction and the justification of the principles of justice.

2.2. The original position and the veil of ignorance.

2.3. Impartiality and reciprocity.

3. Political liberalism.

3.1 Rawls's political turn.

3.2. The anti-metaphysical orientation of the theory.

3.4. Reasonable vs. Rational.

4. The practical task of philosophy.

II. *POLITICAL LIBERALISM* AND THE IDEA OF PUBLIC REASON.

5. Political liberalism and justification.

5.1. The fact of reasonable pluralism.

5.2. The political conception of justice and comprehensive doctrines.

6. The right and the good.

6.1. The concept of overlapping consensus.

6.2. Overlapping consensus and *modus vivendi*.

6.3. The good of political society.

7. The idea of public reason.

7.1. Normative presuppositions and scope of public reason.

7.2. The tasks of political philosophy.

III. THE RAWLS – HABERMAS DEBATE: A "FAMILY QUARREL?"

8. Habermas's critique of political liberalism.

8.1. The critique of the original position and overlapping consensus.

8.2. Democracy as a process.

8.3. Private and public autonomy.

9. Rawls's criticism of discourse ethics.

9.1. Discourse ethics as a comprehensive doctrine.

9.2. The justification of political liberalism.

10. Public reason and religion.

10.1. The concept of post-secular society.

10.2. The duty of civility and the scope of public reason.

10.3. Religious arguments in the public sphere.

11. Essay presentations.

12. Essay presentations.

13. Summary and prospects for future research.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face. Distance learning.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	• Use of ICT in teaching (e-course, PowerPoint). • Use of ICT in communication with students (e-mail, e-course).	
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> <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
	Lectures	39
	Tutorials	10
	Study and analysis of bibliography	41
	Essay writing	70
	Essay presentation	40
	Course Total	200
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	Evaluation language: Greek. Essay writing (70%): Evaluated by the course instructors and possibly supplemented by an oral examination.	

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 Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Attendance, class participation, and assignment presentation (30%).
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography

- Baier, K., 1989. "Justice and the Aims of Political Philosophy". *Ethics* 99, 4, σελ. 771-190.
- Barry, B., 1995. "John Rawls and the Search for Stability". *Ethics* 105/4, σελ. 874 – 915.
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- *Related academic journals*
 - *The Journal of Philosophy.*
 - *Philosophy and Public Affairs.*
 - *Philosophical Review.*
 - *Ethics.*
 - *European Journal of Philosophy.*
 - *Philosophy and Social Criticism.*

2. PHILOSOPHICAL HISTORIOGRAPHY

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	PHILOSOPHY		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	ΔΕΦ 302	SEMESTER	3rd
COURSE TITLE	ISSUES CONCERNING PHILOSOPHICAL HISTORIOGRAPHY THEME: "FROM ARISTOTLE TO BERNARD WILLIAMS"		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
		3	8
COURSE TYPE	special background skills development		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://www.ecourse.uoi.gr		

(2) LEARNING OUTCOMES

Learning outcomes
This module can be described as "meta-philosophical". That is, we will discuss issues related with the criteria we use in order to designate a text as a work of philosophy or of history of philosophy. Hence, the basic question we will be dealing with is the relation between philosophy and history of philosophy. Is history of philosophy a kind of philosophy? Can there be philosophy without historical grounding? Is there progress in the history of philosophy, at least in the manner of the history of science? We will discuss these questions in a systematic way, but also through concrete examples. In key passages of his oeuvre Plato refers to his philosophical predecessors, such as Parmenides (esp. in the <i>Sophist</i>) and Heraclitus (esp. in the first part of the <i>Theaetetus</i> and in the <i>Cratylus</i>). Aristotle in the first book of both the <i>Metaphysics</i> (on which we will focus) and <i>De anima</i> (as well as in the <i>Physics</i>, book I) deals with what his predecessors said about the issues in question, filtering their positions through his own views (four causes, teleology etc). Frequently in his work, Plotinus treats not only Plato and Aristotle, but also the Presocratics, as well as all the representatives of Hellenistic philosophy, including the Epicureans. A telling example is the 'historical investigation', included in the monumental treatise, <i>Enneads</i>, III.7 "On eternity and time", as well as the "doxographical excursus" of <i>Enn.</i> V.1.[10], which forms a good introduction to the system of Plotinus and in general of Neoplatonism. It is by no means accidental that these issues related to the nature of doing philosophy in a historical manner were once more touched upon by thinkers, who had been also scholars of the history of philosophy (esp. ancient Greek philosophy). Some characteristic examples are: Michael Frede, Richard Sorabji and Bernard Williams, on whom we will focus. Once again, it is not an accident that all these scholars sprouted out the field of Anglo-Saxon/analytical philosophy. In this field the relation between philosophy and its history was more problematic, compared to the prevailing atmosphere in

continental philosophy. (For instance, Heidegger dealt, even if in his own idiosyncratic manner, with ancient philosophy, e.g. the Presocratics and Plato, as well as with modern philosophy, esp. Nietzsche. See also the case of H.-G. Gadamer's philosophical hermeneutics).

Upon the module's successful completion, the students will be in a position to:

- present the key-points of reflection on the subject of history of philosophy in a clear and accurate manner, regarding the field of ancient Greek philosophy, and especially the 1st Book (A) of Aristotle's *Metaphysics*, situate them within a larger framework, as well interpret and evaluate them in a critical and synthetic manner;
- discern the philosophical questions and problems posed by the notion of "historicity", both in the ancient Greek and today's framework;
- present the key-points of reflection on the subject of history of philosophy in a clear and accurate manner, regarding the field of contemporary philosophical hermeneutics, and especially Bernard Williams' work (in comparison with examples from continental philosophy), situate them within a larger framework, as well interpret and evaluate them in a critical and synthetic manner;
- gain the background in order to begin PhD studies on relevant to our module subjects, which will be characterized by research autonomy and innovation.

General Competences

- Development of critical, analytic and synthetic skills, as well as hermeneutical sensitivity
- Development of philosophical (oral/written) expression and dialogue
- Production of new research ideas
- Production of creative thinking
- Respect for difference and multiculturalism

(3) SYLLABUS

- Introduction to the module's topic
 - Philosophy and history of philosophy
 - The problem of progress within the history of philosophy (in comparison with the history of science)
 - Two branches of this problematic within the fields of analytic and continental philosophies.
- Approaching various examples and interpretation of texts from the field of history of philosophy on the basis of the abovementioned axes
 - Examples from ancient Greek philosophy
 - Special attention to the 1st Book of Aristotle's *Metaphysics*
 - Examples from contemporary philosophy
 - Special attention to the case of Bernard Williams

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face, as well as Distance learning	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching, communication with students, (esp. with regard to their essay writing).	
TEACHING METHODS	Activity	Semester workload
	Lectures & Seminars	65

	Study & Analysis of primary sources and bibliography	35
	Independent study & Essay writing	100
	Course total	200
STUDENT PERFORMANCE EVALUATION	• Language of evaluation: Greek. ◦ In case of Erasmus students: English • Methods of evaluation: analysis, commentaries on texts, access to literature in non-Greek languages, essay/presentation, -the use of any relevant literature is permitted, as well as the extensive use of the suggested bibliography. • Evaluation criteria: ◦ Attendance, participation and study ▪ understanding the texts and situating them in a broader context ▪ abstract and synthetic skills ◦ Essay ▪ structure of argumentation and the quality of expression	

(5) SUGGESTED BIBLIOGRAPHY

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- Steel, C. (ed.) 2012: *Aristotle Metaphysics Alpha: Symposium Aristotelicum*. With a New Critical Edition of the Greek Text by Oliver Primavesi, Oxford University Press, Oxford.
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- Williams, B. 2006a: “Philosophy as a Humanistic Discipline”, in idem, *Philosophy as a Humanistic Discipline*, selected, edited and with an introduction by A.W. Moore, Princeton: Princeton University Press, 180 199.
- Williams, B. 2006b: *The sense of the past: Essays in the History of Philosophy*, edited and with an introduction by Myles Burnyeat, Princeton: PUP.

- Συναφή επιστημονικά περιοδικά:

OSAP (Oxford Studies in Ancient Philosophy)

Phronesis

BJHP (British Journal for the History of Philosophy)

Δευκαλίων

Φιλοσοφία, Επετηρίς του Κέντρου Ερεύνης της Ελληνικής Φιλοσοφίας της Ακαδημίας Αθηνών

3. BEGINNING OF MA-THESIS (INITIAL RESEARCH)

GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	PHILOSOPHY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM GREEK PHILOSOPHY-PHILOSOPHY OF THE SCIENCES		
COURSE CODE	ΔΕΦ 303	SEMESTER	3ND
COURSE TITLE	PREPARATION AND START OF MA THESIS (RESEARCH LEVEL)		
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
			14
<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 (the research for the master thesis may be hosted at one of the four research laboratories of the department and some of the research outputs may be presented in the academic events organized by the respective laboratory)		
PREREQUISITE COURSES:	—		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		

IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://ecourse.uoi.gr

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	
Upon successful completion of the thesis the following learning outcomes will have been achieved: • Exercise of reflective ability and critical thinking. • Systematicity in generating new research ideas. • Promotion of research originality. • Rigorous and coherent logical construction & consistent formulation of arguments with clear philosophical goals and positions. • Familiarity with the basic methods of bibliographic research. • Exercise in the ability to synthesize individual topics and structuring the thesis as a whole. • Effectiveness in the rational distribution of research information and proper planning of the stages of the research project.	
General Competences	
Analysis and synthesis of information Adapting to new situations Decision-making Working Independent Team Work Production of new research ideas	Project planning and management Respect for difference and multiculturalism Showing professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking

SYLLABUS

The master thesis should have the following structure:

- cover page,
- summary (Greek and English),
- Keywords (Greek and English),
- Tables (figures, images, index, etc.),
- Contents,
- Foreword (and acknowledgments, optionally),
- Introduction/parts/chapters,
- Epilogue,
- Bibliography.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face and distant learning.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	ICT Teaching, communication with students e-course (Uoi central platform) Use of the university library and the libraries of the research laboratories	
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
	Bibliographical research	100
	Writing of parts/chapters of the MA thesis (mostly in draft form)	150
	Autonomy study of research material (philosophical sources, secondary literature)	100
	Course Total	350
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>	The evaluation takes place in the following way: • by assessing the results of the bibliographic research, by successfully applying the rules of research methodology and ethics, and by actively assimilating the research material. • by drawing up the drafts form of the parts and chapters of the thesis and by the continuous interaction (submission of written texts, corrections/comments by the supervisor, and the anticipated integration of the corrections) between the postgraduate student and the supervisor. • by presenting the progress of the research in academic events, organized by the hosting research laboratory.	

RECOMMENDED BIBLIOGRAPHY

The bibliography is determined by the topic selection and is designed in cooperation with the supervisor.

Citation method:

Chicago style:

https://www.lib.teiep.gr/images/stories/BIBΛΙΟΓΡΑΦΙΚΕΣ_ΑΝΑΦΟΡΕΣ_ΠΡΟΤΥΠΑ_ΚΑΙ_ΠΑΡΑΔΕΙΓΜΑΤΑ_OKT_2018_ΠΙ.pdf

IV. SEMESTER

1. EPISTEMOLOGY-PHILOSOPHY OF SCIENCE

COURSE OUTLINE

(1) GENERAL

SCHOOL	Philosophy		
ACADEMIC UNIT	Philosophy		
LEVEL OF STUDIES	Master's degree		
COURSE CODE	Δ401	SEMESTER	4th
COURSE TITLE	Epistemology – Philosophy of Science Course Administrator: S. Orestis Palermos Teaching Staff: Palermos Orestis Pournari Maria Venieri Maria		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
		3	8
COURSE TYPE	General Background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	ecourse.uoi.gr		

(2) LEARNING OUTCOMES

Learning outcomes
The course is divided in three units: (1) Epistemology; (2) Philosophy of Science; (3) Special Issues in Philosophy of Science The aim of the first unit of the course are the familiarization of students with epistemology as a branch of philosophy, which helps them to understand the normative enterprise of knowledge production and to acquire the rational abilities of applying the criteria and the reasoning rules for its acquisition. The aims of the second unit of the course involve familiarizing students with

philosophy of science as a branch of philosophy to help them understand the nature and methodology of scientific knowledge.

The third unit of the course aims at familiarizing students with the intersections between epistemology and the philosophy of science with other branches of philosophy and the sciences. This enables them to become acquainted with interdisciplinary research within philosophy.

Learning Outcomes

After successful completion of this course, students will be able to demonstrate the following:

Knowledge: They will have acquired a range of complex and specialized information in the fields of epistemology and philosophy of science, which they will be able to critically evaluate and interpret. They will also be able to apply this knowledge to the analysis of theoretical, interdisciplinary issues within philosophy.

Skills: They will be able to critically understand and analyze a variety of complex issues within epistemology and philosophy of science. They will be able to explain and develop these issues both in the context of group discussions and in the form of written philosophical essays.

Abilities: They will be able to reconstruct, explain, and analyze logically and creatively complex arguments within epistemology and philosophy of science. They will be able to argue on their basis for a range of relevant scientific, philosophical, and technological issues, both orally and in written form.

General Competences

The course aims to:

- Foster the critical thinking skills of students
- Promote independent, creative, and productive study of and work on the theory of knowledge and the way this may be applied in order to evaluate specific scientific fields, ideas and discoveries
- Encourage autonomous research
- Cultivate the ability to participate to team discussion and debates.

(3) SYLLABUS

Indicative topics per unit:

Unit 1: Epistemology

Epistemology focuses on the conceptual analysis of the nature of knowledge, according to its tripartite definition as true and justified belief. This analysis highlights the importance of critical scrutiny in every form of knowledge, as

knowledge surpasses mere belief in terms of its scientific value, justificatory power, and its relationship with understanding.

Seminar 1: Introduction (Orestis Palermos)

Seminar 2: The Tripartite Definition of Knowledge: Belief, Truth, Justification (Maria Pournari, Orestis Palermos)

Seminar 3: Theories of Justification: Foundationalism, Coherence, Context (Maria Pournari, Orestis Palermos)

Seminar 4: Knowledge and Understanding (Maria Pournari, Orestis Palermos)

Unit 2: Philosophy of Science

Philosophy of science examines the nature of scientific knowledge and the scientific method. Does scientific knowledge correspond to proven knowledge? If the answer is negative, what is the epistemic authority of scientific knowledge?

Seminar 5: Wittgenstein and Logical Positivism (Thanasis Sakellaridis, Orestis Palermos)

Seminar 6: The Problem of Induction and Falsificationism (Orestis Palermos)

Seminar 7: New Philosophy of Science I: Thomas Kuhn (Orestis Palermos)

Seminar 8: New Philosophy of Science II: Imre Lakatos and Paul Feyerabend (Orestis Palermos and Thanasis Sakellaridis)

Unit 3: Special Topics in Epistemology and Philosophy of Science

Both epistemology and the philosophy of science have significantly influenced the study of various philosophical issues that either lie at the core of scientific branches or are of particular scientific interest. In this unit, we will explore various special topics that showcase how epistemology and philosophy of science interact with other branches of philosophy and science, and which are indicative of interdisciplinary study within philosophy.

Seminar 9: Philosophy of Mind and Cognitive Science I: From Cartesian Dualism to Behaviorism (Maria Venieri, Orestis Palermos)

Seminar 10: Philosophy of Mind and Cognitive Science II: Mind-Brain Identity Theory. Functionalism (Maria Venieri, Orestis Palermos)

Seminar 11: Philosophy of Mind and Cognitive Science III: The Problem of Consciousness (Maria Venieri, Orestis Palermos)

Seminar 12: Philosophy of Cognitive Science (Orestis Palermos)

Seminar 13: Philosophy of Artificial Intelligence (Orestis Palermos)

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Hybrid: In person and Online
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Yes

TEACHING METHODS	<i>Activity</i>	<i>Semester workload</i>
	Seminars	39
	Independent study of bibliography	111
	Essay	50
	Course total	200
STUDENT PERFORMANCE EVALUATION	• Essay	

2. GREEK PHILOSOPHY AND EUROPEAN CIVILIZATION:

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	PHILOSOPHY		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	ΔΕΦ 402	SEMESTER	4
COURSE TITLE	GREEK PHILOSOPHY AND EUROPEAN CIVILIZATION: NEOPLATONISM		
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	14
<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>	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (Erasmus students may submit an essay in English, French, German or Italian)		
COURSE WEBSITE (URL)	https://www.ecourse.uoi.gr		

(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

With the successful completion of the course, the students:

- will have acquired general knowledge of the development of Neoplatonism.
- will be able to offer an overview of the reception of Platonism from Antiquity to Modern Times and of the role of Neoplatonism in the development of European philosophy and spirituality (from the Renaissance to the 20th century).
- will have gained specialised knowledge concerning the relationship between philosophy and science as well as between philosophy and religion from Antiquity to Modern Times.
- will be able to analyze, summarize, and compare philosophical concepts, theories, and texts discussed in class.
- will be able to produce new research ideas and to formulate arguments in defense of their views both orally and in writing.

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...

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Working in an interdisciplinary environment
- Production of new research ideas
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

STRUCTURE

Part 1

Platonism and Neoplatonism

Instructors: *Dr. Akindynos Kaniamos, Dr. Argyro Lithari*

- 1 Introduction to Neoplatonism
- 2 The Platonic Dialogues as Guides for the Development of the Neoplatonic Philosophy (*Symposium, Phaedrus, Republic, Timaeus, Sophist*)
- 3 An overview of Neoplatonic Metaphysics: From the Stoics to Plotinus, and from Plotinus to Damascius

Part 2

Philosophy and Religion:

Cosmology and Soteriology from Plotinus to Ficino

Instructor: *Dr. Akindynos Kaniamos*

- 4 Plotinus and Porphyry
- 5 Plotinus and Iamblichus
- 6 Iamblichus and Proclus
- 7 Hermes Trismegistus Marsilio Ficino

Part 3

Philosophy and Science:

Plato's *Timaeus* and Proclus' *Hypotyposis astronomicarum positionum*

Instructor: *Dr. Argyro Lithari*

- 8 Philosophy and Astronomy
- 9 The *Timaeus*: Time and Eternity from Plato to Proclus
- 10 Time and the Celestial Bodies: the Visible Universe

Part 4

Neoplatonism and German Idealism

Lecture: Invited Speaker

11	The Perception of Proclus by Hegel
Part 5	
Special Issues of Neoplatonic Philosophy	
Instructors: <i>Dr. Akindynos Kaniamos, Dr. Argyro Lithari</i>	
12	Oral presentation of Essays - Discussion
13	Oral presentation of Essays - Discussion

DETAILED CONTENT

📍 Part 1 (Instructors: *Dr. Akindynos Kaniamos, Dr. Argyro Lithari*) **Platonism and Neoplatonism**

The first part of the course serves as an introduction to the history of Platonism. Emphasis will be placed upon fundamental principles and notions of Platonic and, especially, Neoplatonic metaphysics, as well as upon the relationship between philosophy and religion, on the one hand, and between philosophy and science, on the other, in the framework of the Platonic tradition. We will refer to (i) the main representatives of Neoplatonic philosophy, (ii) the historical context within which Neoplatonic philosophy emerged, (iii) the places where it thrived and the way it was exercised, (iv) passages from Platonic dialogues which served as a basis for the development of Neoplatonic philosophy, and which are presupposed for understanding the topics that will be discussed in the subsequent parts of the course, and (v) the shared attempt to construct a Platonic metaphysics as an alternative to Aristotle's metaphysics and the forms that this enterprise took.

📍 Part 2 (Instructor: *Dr. Akindynos Kaniamos*) **Philosophy and Religion: Cosmology and Soteriology from Plotinus to Ficino**

The second part of the course discusses topics in Late antique and Renaissance cosmology through the lens of Neoplatonic psychology and soteriology.

We shall address key questions, including:

- World and Soul: Soul's Descent and Ascent within the Visible Universe.
- The Role of Astrology in Neoplatonism.
- Deification and the Vehicle of the Soul (*ochêma-pneuma*).
- Magic, Theurgy, and the Neoplatonic Tradition.
- Purification of the Soul and Encounter with the Celestial Gods.

Texts:

- Selected excerpts from various Platonic dialogues (*Timaeus, Phaedrus, Republic*, among others).

- Passages from the *Corpus Hermeticum* (classified, following John Dillon, under the rubric of the "Platonic Underworld").

- Selected Neoplatonic readings (Plotinus, Porphyry, Iamblichus, Proclus, Ficino).

* This selection provides a foundation for exploring the Platonic and Neoplatonic frameworks that shape the thematic focus of the course on the interaction between cosmology and soteriology.

📍 Part 3 (Instructor: *Dr. Argyro Lithari*) **Philosophy and Science: Plato's *Timaeus* to Proclus' *Hypotyposis astronomicarum positionum***

The third part of the course focuses on philosophy and science in the Neoplatonic tradition, taking Plato's *Timaeus* and Proclus' *In Timaeum* and *Hypotyposis astronomicarum positionum* as starting points. It discusses the Platonic and Ptolemaic background of the perception of astronomy, in particular, and mathematics, in general, in Late Antiquity, as well as aspects of Neoplatonic metaphysics and natural philosophy.

3.1. Philosophy and Astronomy

Astronomic research in the 5th c. CE: Proclus' *Hypotyposis astronomicarum positionum*

Texts:

- *Hypot.* I §§1-10, 32-36 (Proemium)

- *Hypot.* VII §§1, 50-58

- Intermediary §§: Principles, aims, and method of astronomy | observational – mathematical astronomy & ‘philosophical’ astronomy | Proclus and the astronomers : similarities and differences

3.2. The *Timaeus*: Time and Eternity from Plato to Proclus

Plato, *Timaeus*: Content and Legacy, Time and Eternity

Proclus, *In Timaeum*: The Demiurge’s Gifts to the Cosmos

Texts: *In Tim.* II.2.22-4.8, III.8.12-23, 10.2-11.19, 12.12-14.2, 24.30-27.8 (Diehl)

3.3. Time and the Celestial Bodies: The Visible Universe

The Twofold Creation of the Cosmos

Kinds of Time and the Role of the Celestial Bodies

Celestial Spheres and Celestial Bodies, Celestial Motions, Sublunary World

Texts: *In Tim.* III.53.1-55.2, 55.2-58.4, 59.15-60.23, 69.2-28 (Diehl)

Part 4 (Lecture: Invited Speaker) Neoplatonism and German Idealism

Part 5 (Instructors: Dr. Akindynos Kaniamos, Dr. Argyro Lithari) Special Issues of Neoplatonic Philosophy

In this part of the course students will be given the opportunity to present orally texts of primary and secondary literature which they will select, according to their own interests, from a list of topics given to them. Each presentation will be followed by a short discussion. The students are expected to present and delve into special issues of Neoplatonic philosophy, thus they will be better prepared for their final written essay.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face and distance learning	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and in communication with the students	
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
	Lectures	39
	Study and Analysis of Bibliography	80
	Essay Writing	160
	Course total	279
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,</i>	Language of evaluation: Greek (English, French, German or Italian for Erasmus Students) • Method of Evaluation: - Final Essay: 70% - Continuous Evaluation (attendance, participation, oral presentation): 30%	

other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) RECOMMENDED BIBLIOGRAPHY

Selective Bibliography

- Addey, C. 2014. *Divination and Theurgy in Neoplatonism. Oracles of the Gods*. Farnham and Burlington VT: Ashgate.
- Armstrong, A. H. 1967. *Plotinus*. The Cambridge History of Later Greek and Early Medieval Philosophy. Cambridge: CUP.
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- Blumenthal, H. J. 1971. *Plotinus' Psychology. His Doctrines of the Embodied Soul*. The Hague: Nijhoff.
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- ---- 2023. *Ontology in Early Neoplatonism. Plotinus, Porphyry, Iamblichus*. Commentaria in Aristotelem Graeca et Byzantina 9. Berlin: De Gruyter.
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- Gerson, L. P. ed. 1996. *The Cambridge Companion to Plotinus*. Cambridge: CUP.
- ---- ed. 2011. *The Cambridge History of Philosophy in Late Antiquity*. 2 vols. Cambridge: CUP.
- ---- and J. Wilberding, eds. 2022. *The New Cambridge Companion to Plotinus*. Cambridge: CUP.
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- L. Langlois et J.-M. Narbonne, 36-43. Paris/Québec: Librairie Philosophique J. Vrin/Les Presses de l'Université Laval.
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Online Ressources

- <https://plato.stanford.edu/>
- <https://historyofphilosophy.net/later-antiquity/late-antiquity>
- https://athens-alexandria.ims.forth.gr/?page_id=115

Journals

- *The International Journal of the Platonic Tradition*
- *Ancient Philosophy*
- *Phronesis*
- *Dionysius*
- *Methexis*
- *Elenchos*, etc

3. FURTHER RESEARCH AND COMPLETION OF THE MA-THESIS

GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	PHILOSOPHY		
LEVEL OF STUDIES	POSTGRADUATE PROGRAM GREEK PHILOSOPHY-PHILOSOPHY OF THE SCIENCES		
COURSE CODE	ΔΕΦ 403	SEMESTER	D
COURSE TITLE	WRITE-UP AND COMPLETION OF MA THESIS		
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
			14
<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 (the research for the master thesis may be hosted at one of the four research laboratories of the department and some of the research outputs may be presented in the academic events organized by the respective laboratory)		
PREREQUISITE COURSES:	—		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/		

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> • 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

Upon completion of the thesis, students will acquire the following skills:

- Promotion of free and creative thinking.
- Systematic effort to produce new research ideas.
- Encouragement of research novelty.
- Acquaintance with the basic methods of bibliographical research.
- Practising the ability of unifying different thematic units and designing the entire research.

General Capabilities

Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below) in which of them is the course intended?

*Search, analyze and synthesize data and information, using the necessary technologies
Adapt to new situations
Decision making
Autonomous work
Teamwork
Work in an international environment
Working in an interdisciplinary environment
Producing new research ideas*

*Project design and management
Respect for diversity and multiculturalism
Respect for the natural environment
Demonstration of social, professional and moral responsibility and gender sensitivity
Exercise of criticism and self-criticism
Promote free, creative and inductive thinking
.....
Other ...
.....*

- Practising of criticism and self-criticism.
- Promotion of free, creative and inductive thinking.
- Adaptability to new situations
- Rigorous and coherent logical construction and consistent formulation of arguments and solid philosophical theses

SYLLABUS

The master thesis should have the following structure:

- cover page,
- summary (Greek and English),
- Keywords (Greek and English),
- Tables (figures, images, index, etc.),
- Contents,
- Foreword (and acknowledgments, optionally),
- Introduction/parts/chapters,
- Epilogue,
- Bibliography.

TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY METHOD <i>Face to face, Distance Learning, etc.</i>	Face-to-face, distand learning and hybrid.
USE OF INFORMATION AND	ICT Teaching, communication with students,

COMMUNICATION TECHNOLOGIES <i>Use of ICT Teaching, Laboratory Education, Communication with Students</i>	e-course (UoI central platform)	
TEACHING ORGANIZATION <i>Describe in detail the way and methods of teaching.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Analysis of Bibliography, Tutorial, Practice (Placement), Clinical Exercise, Art Workshop, Interactive Teaching, Educational Visits, Project Work, It; / RTI & gt;</i> <i>The student's study hours for each learning activity and the hours of non- guided study according to the ECTS principles</i>	Activity	Semester Workload
	Writing up thesis	150
	Checking of references	100
	Independent study	100
	Course Total	350
EVALUATION OF STUDENTS <i>Description of the evaluation process Assessment Language, Assessment Methods, Formulation or Conclusion, Multiple Choice Test, Short Response Questions, Test Questions, Problem Solving, Written Work, Reporting / Reporting, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other</i> <i>Certainly identified evaluation criteria are stated and if and where they are accessible by the students.</i>	The evaluation of students is based on the following points: 1. the bibliographical research and the compliance with the rules 2. the originality of material, 3. the level of understanding of the philosophical text, 4. the quality of public oral presentation.	

RECOMMENDED BIBLIOGRAPHY

The bibliography is determined by the topic selection and is designed in cooperation with the supervisor.

Citation method:

Chicago style:

https://www.lib.teiep.gr/images/stories/BIBΛΙΟΓΡΑΦΙΚΕΣ_ΑΝΑΦΟΡΕΣ_ΠΡΟΤΥΠΑ_ΚΑΙ_ΠΑΡΑΔΕΙΓΜΑΤΑ_OKT_2018_ΠΙ.pdf