

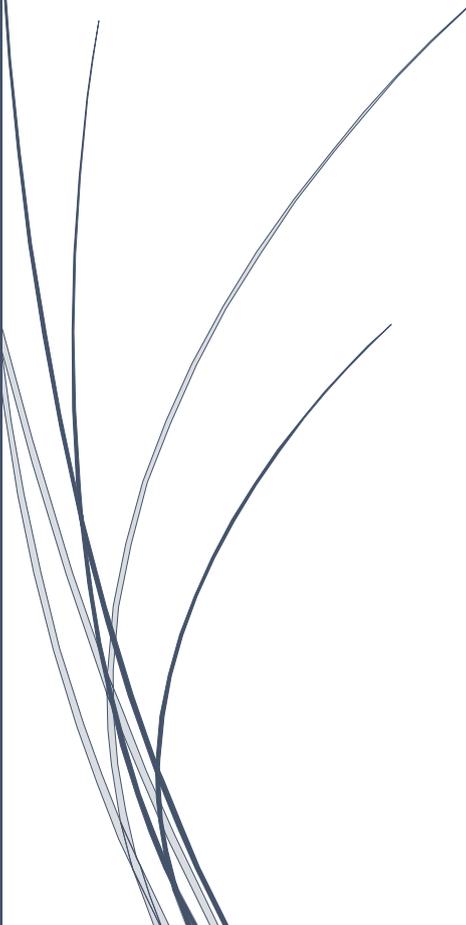


Academic Year
2021-2022

Interuniversity Interdepartmental Graduate Program

«GREEK PHILOSOPHY – PHILOSOPHY OF THE SCIENCES»

COURSE OUTLINES



IOANNINA 2021

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF PHILOSOPHY		
LEVEL OF STUDIES	POSTGRADUATE I.I.G.P. "GREEK PHILOSOPHY-PHILOSOPHY OF THE SCIENCES"		
COURSE CODE		SEMESTER	A
COURSE TITLE	REREARCH METHODOLOGY: Traditional and Critical Theory (Lecturer: Associate Professor Konstantinos Rantis)		
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)			

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • 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
<p>The course deals with Max Horkheimer's programmatical 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. The latter envisioned the positivistic ideal of a unified science that no longer made a basic distinction between rationalism and empiricism.</p> <p>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.</p> <p>Horkheimer's distinction between traditional and critical theory implies the actual division between empirical research and philosophical thought, the connection of theory with the sensual 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</p>

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 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 programmes.

In the course Max Horkheimer's *Traditional and Critical Theory* will be read and discussed.

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...

Independent research as well as teamwork, interdisciplinary research, respect for diversity and multiculturalism, criticism and self-criticism, and the analysis and resolution of issues of our time.

(3) SYLLABUS

1. Introduction
2. Traditional Theory
 - 2.1 Model
 - 2.2 Relation between theory and sensuousness
 - 2.3 Relation between theory and practice
 - 2.4 Relation between theory and 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 social 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	
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	39
	Tutorials	21
	Study and analysis of bibliography	80
	Essay Presentation	50
	Essay writing	160
<i>Course total</i>	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% Written work, essay report, oral examination: 20% Essay Writing: 50%	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography: - Related academic journals:</p> <p>Source</p> <ul style="list-style-type: none"> • 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. <p>Literature</p> <ul style="list-style-type: none"> • Adorno, Theodor W.: <i>Erkenntnistheorie</i> (1957/58), In Theodor W. Adorno, <i>Nachgelassene Schriften</i>, Abteilung IV: <i>Vorlesungen</i>, Karel Markus (eds), Vol. 1, Berlin: Suhrkamp, 2018. • Adorno, Theodor W., <i>Metakritik der Erkenntnistheorie. Studien über Husserl und die phänomenologischen Antinomien</i> (1956), In Theodor W. Adorno, <i>Gesammelte Schriften</i>, Rolf Tiedemann (eds), Vol. 5, Frankfurt am Main: Suhrkamp, 3η Ed. 1990. • Albert, Hans/Topisch, Ernst (eds), <i>Werturteilsstreit</i>, Darmstadt: WBG, 2th Ed. 1979. • Bonß, Wolfgang/Honneth, Axel: <i>Sozialforschung als Kritik. Zum sozialwissenschaftlichen Potential der Kritischen Theorie</i>, Frankfurt am Main: Suhrkamp 1982. • Bolte, Gerhard: <i>Von Marx bis Horkheimer: Aspekte kritischer Theorie im 19. und 20. Jahrhundert</i>, Darmstadt:
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Wissenschaftliche Buchgesellschaft, 1995.

- Descartes, René, *Discours de la methode pour bien conduire sa raison, et chercher la verite dans les sciences* (fr. – dt.), Hamburg: Meiner 1990.
- Dubiel, Helmut: *Kritische Theorie der Gesellschaft. Eine einführende Rekonstruktion von den Anfängen im Horkheimer-Kreis bis Habermas*, 3th Ed., Weinheim/München: Juventa Verlag 2001.
- Habermas, Jürgen: «Erkenntnis und Interesse», In Jürgen Habermas, *Technik und Wissenschaft als „Ideologie“*, Frankfurt am Main: Suhrkamp 1969, pp. 146-168.
- Habermas, Jürgen: *Erkenntnis und Interesse*, Hamburg: Meiner, 2008.
- Hegel, Georg Wilhelm Friedrich: *Phänomenologie des Geistes* (1807), Hans-Friedrich Wessels/Heinrich Clairmont (eds), Hamburg: Meiner, 1988.
- Honneth, Axel: "Zur sozialen Dynamik von Missachtung. Zur Ortsbestimmung einer kritischen Gesellschaftstheorie", In Axel Honneth, *Das Andere der Gerechtigkeit. Aufsätze zur praktischen Philosophie*, Frankfurt am Main: Suhrkamp 2000, pp. 88-109.
- Honneth, Axel: „Traditionelle und kritische Theorie“, In Axel Honneth (eds), *Schlüsseltexthe der Kritischen Theorie*, Wiesbaden: VS Verlag für Sozialwissenschaften, 2006, pp. 229-232.
- Kant, Immanuel: *Kritik der reinen Vernunft* (1787), Raymund Schmidt (eds), Hamburg: Meiner, 3th Ed. 1990.
- Peters, Martina/Peters Jörg (eds), *Moderne Philosophiedidaktik. Basistexte*, Hamburg: Meiner, 2019.
- Marx, Karl: *Grundrisse der Kritik der politischen Ökonomie* (1857/58), In Marx Engels Werke, Bd. 42, Berlin: Dietz 1983.
- Maus, Heinz/Fürstenberg, Friedrich, *Der Positivismusstreit in der deutschen Soziologie*, Neuwied/Berlin: Luchterhand, 1969.
- Ψυχοπαίδης, Κοσμάς: «Προβλήματα θεμελίωσης των Κοινωνικών Επιστημών», In Γεράσιμος Κουζέλης/Κοσμάς Ψυχοπαίδης (eds), *Επιστημολογία των Κοινωνικών Επιστημών. Κείμενα*, Αθήνα: εκδόσεις νήσος, 1996, pp. 543-562.
- Ράντης, Κωνσταντίνος: «Honneth versus Horkheimer. Το Ινστιτούτο Κοινωνικής Έρευνας της Φραγκφούρτης και το νέο επιστημολογικό του παράδειγμα», *Επιθεώρηση Κοινωνικών Ερευνών*, τχ. 114, 2004, pp. 3-25. (Ηλεκτρονική πηγή: http://www.grsr.gr/pdf/114_3-25.pdf)
- Ράντης, Κωνσταντίνος (2007): «Η γνωσιοθεωρία στη μαρξική κοινωνική θεωρία», *Επιθεώρηση Κοινωνικών Ερευνών*, τχ. 123, pp. 113-144. URL: <http://ejournals.epublishing.ekt.gr/index.php/ekke/article/view/6812/6536>
- Ράντης, Κωνσταντίνος: «Οι διαλεκτικές ή ιστορικές εικόνες στην Κριτική Θεωρία των Χορκχάιμερ, Μπένγιαμιν και Αντόρνο», *Αξιολογικά*, τχ. 22, 2009, pp. 59-84.
- Ritsert, Jürgen: *Einführung in die Logik der Sozialwissenschaften*, Münster: Westfälisches Dampfboot, 2th Ed. 2003.
- Schmidt, Alfred: *Die Kritische Theorie als Geschichtsphilosophie*, München/Wien: Carl Hanser Verlag, 1975.
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- Schweppenhäuser, Gerhard: *Kritische Theorie*, Stuttgart: Reclam, 2010.
- Türcke, Christoph/Bolte, Gerhard: *Einführung in die kritische Theorie*, Darmstadt: Primus Verlag, 1997.
- Strauss, Leo: «Die Unterscheidung von Tatsachen und Werten» (1953), In Hans Albert/Ernst Topisch (eds), *Werturteilsstreit*, Darmstadt: WBG, 2th Ed. 1979, pp. 73-91.
- Weber, Max: «Der Sinn der "Wertfreiheit" der soziologischen und ökonomischen Wissenschaften», In Max Weber, *Gesammelte Aufsätze zur Wissenschaftslehre*, In Johannes Winckelmann (eds), Tübingen: Mohr Siebeck, 7th Ed. 1988, pp. 488-539.

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF PHILOSOPHY		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE		SEMESTER	A
COURSE TITLE	MODERN AND CONTEMPORARY PHILOSOPHY Subject: The problem of causation on David Hume (Lecturer: Professor Maria Pournari)		
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>	General background		
PREREQUISITE COURSES:	Non		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	e-course.uoi.gr		

(2) LEARNING OUTCOMES

<p>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></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 			
<p>The expected results from the successful completion of the course are that the students become familiar with the classical empiricism and more specifically with the sceptical theory of D. Hume regarding the problem of knowledge and causality; to know the critical issues of the human intellect, which makes inductive reasoning and causal beliefs referring to matters of facts. In this regard, to have understood the meaning of the necessary connection between cause and effect, in the context of the interpretive understanding of the two definitions of causation that correspond to the epistemological work of the Scottish philosopher.</p>			
<p>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></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <ul style="list-style-type: none"> <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> </td> <td style="width: 50%; border: none; vertical-align: top;"> <ul style="list-style-type: none"> <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>.....</i> </td> </tr> </table>		<ul style="list-style-type: none"> <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> 	<ul style="list-style-type: none"> <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>.....</i>
<ul style="list-style-type: none"> <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> 	<ul style="list-style-type: none"> <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>.....</i> 		

<i>Production of new research ideas</i>	<i>Others...</i>
<p>The purpose is for students to exercise their critical thinking ability, including inductive thinking, in order to make evidential knowledge claims about the truth, constructing and reconstructing arguments that justify and establish these claims as inferential propositions and not as arbitrary assumptions.</p>	

(3) SYLLABUS

<ol style="list-style-type: none"> 1. Human understanding: impressions, ideas, associations, relations 2. Knowledge: relations of ideas, relations of matters of facts 3. Causation as a relation 4. The causal maxim 5. The problem of induction 6. The idea of the necessary connection of cause and effect 7. The definitions of causation
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching	
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 communicating with students in e-course	
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
	Seminars	26
	Tutorials	13
	Bibliography Study	58
	Essay Presentation	3
	Written Essay	100
	Course total	200
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>	<p>Essay Presentation 30%</p> <p>Written Essay 70%</p>	

(5) ATTACHED BIBLIOGRAPHY

Texts:

- David Hume (1739-40), *A Treatise of Human Nature, Of the Understanding* (1739), Selby-Bigge and Nidditch (ed.), Oxford 1978: Clarendon Press. Ντέιβιντ Χιουμ, *Πραγματεία για την Ανθρώπινη Φύση, Για τη Νόηση*, μτφρ. Μ. Πουρνάρη. Αθήνα 2005: Πατάκης.
- David Hume [1740], *An Abstract of a Book Lately Published, Entitled "Treatise of Human Nature", wherein the Chief Argument of that Book is Farther Illustrated and Explained*, London, (Keynes,
- J.M. & Sraffa, P. (es.) (1938) Cambridge: Cambridge University Press. Ντέιβιντ Χιουμ, *Σύνοψη*, στο Ντέιβιντ Χιουμ (2006). *Κείμενα. Αυτοβιογραφικά, γνωσιολογικά, ηθικά*, μφρς. Μ. Πουρνάρη. Αθήνα: Εκκρεμές.
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- Beauchamp, T. και Rosenberg, A. (1981), *Hume and the Problem of Causation*, Oxford: Oxford University Press.
- Chappell, V. C. (ed.) (1966), *Hume: A Collection of Critical Essays*, New York: Doubleday. Dicker, G. (1998), *Hume's Epistemology and Metaphysics*, London and N.Y.: Routledge. Fogelin, R. J. (1985), *Hume's Skepticism in the Treatise of Human Nature*, London: Routledge.
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- Garrett, D. (2015), *Hume*, London and New York: Routledge.
- Kemp Smith, (1941), N., *The Philosophy of David Hume, A Critical Study of its Origins and Central Doctrines*, London: Macmillan
- Livingston, D. W. (1984), *Hume's Philosophy of Common Life*, Chicago: University of Chicago. MacNabb, D. G. C. (1966), *David Hume, his Theory of Knowledge and Morality*, Oxford: Blackwell. Noonan, H. W. (1999), *Hume on Knowledge*, London and N.Y.: Routledge.
- Norton D. F. (ed.), *The Cambridge Companion to Hume*, Cambridge University Press, New York 1993. Norton, D.F. and Norton, M.J. (ed.) (2001), «Introduction» in *David Hume, A Treatise of Human Nature*, Oxford: Oxford University Press.
- Owen, David, (1999), *Hume's Reason*, Oxford: Oxford University Press.
- Παρισάκη-Γιανναράκη, Θ. (1979), *Αιτιακή Εξήγηση και Κοινωνική Ερμηνεία των Τεχνών στον D. Hume*, (Διδακτορική διατριβή), Τ. Φιλοσοφία Α.Π. Θεσσαλονίκης.
- Πουρνάρη Μ. (1994), *David Hume: Η Κριτική της Αιτιότητας ως Απόπειρα Θεμελίωσης μιας «Αληθούς Μεταφυσικής»*, (Διδακτορική διατριβή), Τ. Φιλοσοφίας Π.Ιωαννίνων.
- Πουρνάρη Μ., «Η Σκεπτικιστική «Θεμελίωση» της Επιστήμης στον David Hume», στο *Φιλοσοφία, Επιστήμες και Πολιτική* (1998). Αθήνα 1998: Τυπωθήτω, σσ. 367-377.
- Πουρνάρη Μ., «Ντέιβιντ Χιουμ: Η Πειραματική Μέθοδος Συλλογισμού στα Ηθικά Θέματα», *Ε.Ε.Φ.Σ.Ι. Δωδώνη*, 33 (2004), 207-15.
- Πουρνάρη Μ., «Ορισμένες προβληματικές συνέπειες του κλασικού εμπειρισμού», *Επιστημονική Επετηρίδα του Παιδαγωγικού Τμήματος Δημοτικής Εκπαίδευσης του Πανεπιστημίου Ιωαννίνων*, 19 (2006), 109-116.
- Πουρνάρη Μ., «Φυσιοκρατία και Κανονιστικότητα στην Επιστημολογία του David Hume», *Αξιολογικά*, 15 (2006), 117-30.
- Πουρνάρη Μ., «Η καντιανή ερμηνεία των μαθηματικών στον Χιουμ», στο *Για τον Ιμμάνουελ Καντ, 200 χρόνια μετά*, Τομέας Φιλοσοφίας Πανεπιστημίου Ιωαννίνων, Αθήνα: Νήσος 2006, σσ. 65-75.
- Πουρνάρη Μ., «Η Διάκριση Είναι και Δέοντος στον Ντ. Χιουμ», *Αξιολογικά* 24 (2011), 61-71. Read, R. and Richman, K.A. (eds.) (2000), *The New Hume Debate*, London: Routledge.

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- Wright, J. P. (1983), *The Sceptical Realism of David Hume*, Manchester University Press, Manchester.

Related academic journals:

- *Hume Studies*

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF PHILOSOPHY		
LEVEL OF STUDIES	POSTGRADUATE I.I.G.P. "GREEK PHILOSOPHY-PHILOSOPHY OF THE SCIENCES"		
COURSE CODE		SEMESTER	B
COURSE TITLE	RESEARCH METHODOLOGY II: Philosophical "discourses" in the 20 th century: the analytic-continental divide. (Lecturer: Professor Golfo Maggini)		
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>	Advanced level (specialized background)		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	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 seminar aims at:

1. The familiarization of the student with the basic notions of the two "paradigms" of the 20th philosophical thought – the analytic and the continental.
2. Learning the basic methodology with which one studies the language and context of these paradigms.
3. Categorize the basic ideas and texts of the period and show the tendencies of the philosophical thought.
4. Showing the importance of this specific conflict for the development of the philosophical thought throughout the century.

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	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment
Production of new research ideas	Others...

The "Research Methodology" Seminar aims at:

1. promoting a close, methodologically austere and historically informed approach of the most important philosophical works of contemporary thought.
2. raising a critical thought over philosophical notions and arguments which need to be located within their philosophical contexts.
3. cultivating the ability of conceptual categorizing and develops the assimilation of specialized philosophical languages.

(3) 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 Russel 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 Neo-Hegelianism.

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 21th century philosophical discourses.

(4) TEACHING and LEARNING METHODS – EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Physical Attendance	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of information and communications technology in teaching, communication and writing of graduate essay.	
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
	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>	<p>Language of evaluation: Greek.</p> <p>Methods of Evaluation: Combination of Methods.</p> <p>Evaluation Criteria: short weekly essays & semester research project.</p> <p>Seminar attendance: Yes.</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>Primary bibliography</p> <ul style="list-style-type: none"> Ayer A.J., <i>Language, Truth, and Logic</i> (Greek edition: <i>Γλώσσα, αλήθεια και λογική</i>, μετάφραση: Λ. Τάταρη-Ντουριέ, Σύναγμα, Athens 1994). Moore George Edward, <i>Refutation of Idealism</i> (Greek edition: <i>Αναίρεση του ιδεαλισμού</i>, μετάφραση: Ν.Μακρής, εκδ. Δρόμων, Αθήνα 2010). Heidegger Martin, <i>Being and Time</i> (Greek edition: <i>Είναι και Χρόνος</i>, τόμος πρώτος, μετάφραση: Γ. Τζαβάρας, Athens 1978, 1985). Heidegger, Martin & Cassirer, Ernst, (Greek edition: <i>Χάιντεγκερ Μάρτιν & Κασσίρερ Έρνστ, Η διαμάχη του Νταθός</i>, εκδ. Έρμα, Αθήνα 2019). Husserl Edmund, <i>Philosophy as Rigorous Science</i> (Greek edition: <i>Η φιλοσοφία ως αυστηρή επιστήμη</i>, μετάφραση-εισαγωγή Ν. Σκουτερόπουλος, εκδ. Ροές, Αθήνα). Wittgenstein Ludwig, <i>Tractatus Logico-Philosophicus</i>, (Greek edition: μετάφραση: Θ. Κιτσόπουλος, επιμέλεια: Ζ. Λορεντζάτος, εκδ. Παπαζήση, Αθήνα 1978). <p>Secondary bibliography</p> <ul style="list-style-type: none"> Critchley, Simon, <i>Continental Philosophy. A Very Short Introduction</i>, Oxford University Press, 2001 (Greek edition). Dummett Michael, <i>The Nature and Future of Philosophy</i>, Columbia University Press, New York 2010 (Greek edition).
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- Friedman, Michael, *A Parting of the Ways: Carnap, Cassirer, and Heidegger*, Open Court, Chicago IL 2000.
- Hatzimoysis Anthony, «Analytic and Continental Philosophy: Methodological Remarks», *Deukalion* 30/1-2 (2013), pp.188-294.
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- Jackson F., Smith M. (eds), *The Oxford Handbook of Contemporary Philosophy*, Oxford University Press, Oxford-New York 2008.
- Moran Dermot, “The Analytic-Continental Divide: Teaching Philosophy in an Age of Pluralism”, in: D. Evans, I Kucuradi (eds), *Teaching Philosophy in the Eve of Twenty-First Century*, Meteksan, Ankara 1998, 119-154.
- Prado C.G. (ed.), *A House Divided: Comparing Analytic and Continental Philosophy*, Humanity Books, Amherst 2003.
- Reynolds, J., W. James, Ed. Mares (eds), *Postanalytic and Metacontinental: Crossing Philosophical Divides*, Continuum, London-New York 2010.
- Trakakis Nick, “Doing Philosophy in Style: A New Look at the Analytic/Continental Divide”, *Philosophy Compass* 7 (2012), 919-942.
- Virvidakis Stelios, “Analytic and Continental Philosophy: Criteria of recognition and distinction”, *Neusis* 14 (2006), pp. 3-47.

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF PHILOSOPHY		
LEVEL OF STUDIES	POSTGRADUATE I.I.G.P. "GREEK PHILOSOPHY-PHILOSOPHY OF THE SCIENCES"		
COURSE CODE		SEMESTER	B
COURSE TITLE	The Philosophy of the Social Science: Social Theory and Aesthetics (Lecturer: Associate Professor Konstantinos Rantis)		
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	2	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:	Modern Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The course 'Philosophy of the Social Science' intends to introduce and analyze the key categories of Theodor W. Adorno's <i>Aesthetic Theory</i> and to demonstrate the actuality of the ultimate purpose of the work, namely the salvation of the non-identical.</p> <p>The course will investigate, firstly, the position of art in the 20th century, especially after the barbarism of Auschwitz and, secondly, the role of art in damaged civilization.</p> <p>The course will then reconstruct Adorno's philosophy of art by examining its critical account of Kant's aesthetics of the beautiful and the sublime, of Hegel's philosophy of art, and Freud's psychoanalytical critique of art. This enables us to analyze the basic critical categories of Adorno's philosophy of art – the enigmatic language of the work of art, the mediation between mimesis and rationality, aesthetic experience and the happiness of cognition – in order to come to an understanding of Adorno's utopia of the salvation of the non-identical.</p> <p>The critical assessment and final report will deal with the questions of, firstly, whether in our time it is possible to transcend the split between society and art and, secondly, whether art could possibly contribute to a society governed by reason, and in which way this might be feasible. At the end of the course, the students will be familiar with the categories of the central</p>

constellations in Adorno's philosophy of art, and ready for a competent treatment of critical questions and problems of contemporary philosophy of art and of Aesthetic Theory. In the tutorial the texts of *Aesthetics Theory* by Adorno will be analyzed and critically discussed.

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	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment
Production of new research ideas	Others...

Independent research as well as teamwork, interdisciplinary research, respect for diversity and multiculturalism, criticism and self-criticism, and the analysis and resolution of issues of our time.

(3) SYLLABUS

The Social Theory and the Aesthetics

1. The systematic place of art
2. The work of art and its truth content
3. Art and society
4. The theory of art in Kant and Hegel
5. The theory of art in Freud
6. Enigma, script, interpretation
7. The language of art
8. The mediation between mimesis and rationality
9. Aesthetic experience and the happiness of knowledge
10. The utopia of the salvation of the non-identical
11. Critical review and final report

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT 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. 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. 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	
	Course total	200	

<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of evaluation: Greek</p> <p>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.</p> <p>The evaluation criteria:</p> <p>Monitoring / participation / study: 30%</p> <p>Written work, essay report, oral examination: 20%</p> <p>Essay Writing: 50%</p>
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(6) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>- Related academic journals:</p> <p>Source</p> <ul style="list-style-type: none"> • Adorno, Theodor W., <i>Ästhetische Theorie</i> (1970), in Theodor W. Adorno, <i>Gesammelte Schriften</i>, τόμ. 7, Rolf Tiedemann (eds), Frankfurt am Main: Suhrkamp, 5th Ed. 1990. • Benjamin, Walter: <i>Das Kunstwerk im Zeitalter seiner technischen Reproduzierbarkeit</i>, Berlin: Suhrkamp 2012. • Hegel, Georg Wilhelm Friedrich: <i>Vorlesungen über die Philosophie der Kunst</i>, Hamburg: Meiner Verlag 2003. • Kant, Immanuel: <i>Kritik der Urteilskraft</i>, K. Vorländer (eds), Hamburg: Meiner, 7th Ed. 1990. • Schüller, Marco (eds): <i>Texte zur Ästhetik. Eine kommentierte Ästhetik</i>, Darmstadt: WBG, 2013. <p>Literature</p> <ul style="list-style-type: none"> • Baumeister, Thomas, <i>Die Philosophie der Künste von Plato bis Beuys</i>, Darmstadt: WBG, 2012. • Gehmann-Siefert, Annemarie, <i>Einführung in die Ästhetik</i>, München: UTB 1995. • Gehmann-Siefert, Annemarie, <i>Einführung in Hegels Ästhetik</i>, München: UTB 2005. • Γιανναράς, Αναστάσιος: <i>Θέματα παραδοσιακής και σύγχρονης Αισθητικής. Πανεπιστημιακές παραδόσεις</i>, Αθήνα: εκδόσεις Παπαζήση, 1975. • Henke, W. Roland, «Der dialektische Ansatz», στο Martina und Jörg Peters (eds), <i>Moderne Philosophie-Didaktik. Basistexte</i>, Hamburg: Meiner, 2019 (71-83). • Lindner, Burkhardt / Lüdke, W. Martin, <i>Materialien zur ästhetischen Theorie. Theodor W. Adornos Konstruktion der Moderne</i>, Frankfurt am Main: Suhrkamp, 1985. • Merleau-Ponty, M., <i>Η αμφιβολία του Σεζάν. Το μάτι και το πνεύμα</i>, ελλ. μτφρ. Α. Μουρίκη. Αθήνα: Νεφέλη, 1991. • Paetzold, Heinz: <i>Neomarxistische Ästhetik I: Bloch-Benjamin</i>, Düsseldorf: Pädagogischer Verlag Schwann, 1974. • Paetzold, Heinz, <i>Neomarxistische Ästhetik II: Adorno-Marcuse</i>, Düsseldorf: Pädagogischer Verlag Schwann, 1974. • Rantis, Konstantinos, «Adornos Theorie der Kulturindustrie. Eine kritische Bewertung in Zeiten kapitalistischer Globalisierung», στο Martin Niederauer / Gerhard Schweppenhäuser (eds), „<i>Kulturindustrie</i>“: <i>Theoretische und empirische Annäherungen an einen populären Begriff</i>, Wiesbaden: Springer VS, 2018 (87-104). • Rantis, Konstantinos, «Kants Kritik der Urteilskraft und Marcuses Befreiung der Natur», <i>Zeitschrift für kritische Theorie</i>, 48/49, 2019 (14-29). • Ράντης, Κωνσταντίνος: <i>Εισαγωγή στη διαλεκτική. Από τον Πλάτωνα ως τον Μαρκούςε</i>, Αθήνα: εκδόσεις Αλεξάνδρεια, 2015. • Quent, Marcus / Lindner, Eckardt (eds): <i>Das Versprechen der Kunst. Aktuelle Zugänge zu Adornos ästhetischer Theorie</i>, Wien / Berlin: Verlag Turia + Kant, 2014. • Scheer, Brigitte: <i>Einführung in die Philosophische Ästhetik</i>, Darmstadt: WBG, 1997. • Trebeß, Achim (eds): <i>Metzler Lexikon Ästhetik. Kunst, Medien, Design und Alltag</i>, Stuttgart / Weimar: Verlag J.B. Metzler, 2006.
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COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF PHILOSOPHY		
LEVEL OF STUDIES	POSTGRADUATE I.I.G.P. "GREEK PHILOSOPHY - PHILOSOPHY OF THE SCIENCES"		
COURSE CODE		SEMESTER	C
COURSE TITLE	SOCIAL AND POLITICAL PHILOSOPHY Lecturer: Assistant Professor LIA MELA)		
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		
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

The course focuses on John Rawls' theory of justice.

In *A Theory of Justice* (1971), Rawls aimed to resolve the seemingly competing claims of freedom and equality. In the original position, the rational contractors deliberate behind a veil of ignorance: they lack knowledge, for example, of their gender, race, age, intelligence, wealth, skills, education and religion. The only thing they know about themselves is that they are in possession of the basic capacities necessary to participate in an enduring system of social cooperation. First, that they have the capacity to form, pursue and revise a conception of the good, or life plan. Second that they have the capacity to develop a sense of justice and the desire to abide by it. When the principles of justice and people's considered judgements are in balance then a reflective equilibrium can be achieved. Rawls relies on the Kantian notion of autonomy as development of free moral agency. For Rawls, justice is a genuine virtue and he believes that a just society will be a good one for those who live in it.

In *Political Liberalism* (1993), Rawls turned towards unresolvable philosophical, religious, and moral disagreement amongst citizens regarding the human good. Rawls believes that it is unreasonable for citizens to attempt to impose their own comprehensive doctrine on others. In a liberal society, political power must be exercised in ways that all citizens may reasonably be expected to endorse. That is in accordance with a political conception of justice based on certain fundamental ideas implicit in public political culture: (a) citizens are free and equal; (b) society should be a fair system of cooperation. The ideal of public reason secures the dominance of the public political values –such as freedom, equality, and fairness– that serve

as the foundation of the liberal state. Rawls believes that the public political values will be the shared space of an overlapping consensus amongst different reasonable comprehensive doctrines. Citizens will support a political conception of justice for reasons internal to their own comprehensive doctrine and so will continue to do so even if their group gains or loses political power. Rawls believes that an overlapping consensus is not a mere modus vivendi and it is stable for the right reasons.

By the end of this course, students should be able:

- (a) To identify the basic traits of contemporary liberal theory.
- (b) To reconstruct the key points of Rawls' theory of justice.
- (c) To understand the differentiation between comprehensive and political liberalism.
- (d) To recognize the normative consequences of autonomy.
- (e) To realize the limits of free public reason.
- (f) To be aware of the heterogeneity of peoples and cultures.
- (g) To see the possibility of a liberal community.

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...

- Philosophical interpretation of texts.
- Free creative analytical as well synthetic reasoning.
- Basic argument construction.
- Independent research as well as teamwork.
- Interdisciplinary research.
- Essay writing.
- Promotion of critical thought.
- Ability to approach diversified philosophical ideas.
- Exercise criticism and self-criticism.
- Raise awareness on social justice.

(3) SYLLABUS

A. Aims and Method

- (1) Four Roles of Political Philosophy
- (2) Ideal and Non-Ideal Theory
- (3) Rawlsian Constructivism
- (4) Reflective Equilibrium

B. Justice as Fairness

- (1) The Original Position and the Veil of Ignorance
- (2) The Basic Structure of Society
- (3) The Two Principles of Justice
- (4) The Unity of the Right and the Good

B. Political Liberalism

- (1) The Conception of Citizens and Society
- (2) Reasonable Pluralism and Public Political Order
- (3) The Liberal Principle of Legitimacy
- (4) An Overlapping Consensus

Reconciliation and Realistic Utopia

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and 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	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>	Language of evaluation: Greek <ul style="list-style-type: none"> • Participation during the lectures: 20% • Essay Writing: 80% 	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
 - Related academic journals:

- 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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- Cohen, G.A., 2008. *Rescuing Justice and Equality*. Cambridge, MA: Harvard University Press.
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- Daniels, N. (ed.), 1989. *Reading Rawls. Critical Studies on Rawls' A Theory of Justice*. Stanford California: Stanford University Press.
- Darwall, S., 1976. "A Defense of the Kantian Interpretation." *Ethics* 86/2, σελ. 164 – 170.
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- Habermas, J., 1995. "Reconciliation Through the Public Use of Reason: Remarks on John Rawls's Political Liberalism". *Journal of Philosophy* 92, σελ. 109 – 131.
- Hampton, J., 1989. "Should Political Philosophy Be Done Without Metaphysics?" *Ethics* 99/4, σελ. 791 – 814.
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- Καντ, Ι., 1984. *Τα θεμέλια της μεταφυσικής των ηθών*. Μτφρ. Γ. Τζαβάρας. Αθήνα: Δωδώνη.
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- Μελά, Λ., 2007. *John Rawls. Η προβληματική του συμβολαίου*. Αθήνα: Ίδρυμα Σάκη Καράγιωργα.
- Μελά, Λ. (επιμ.), 2018. *Δοκίμια σύγχρονης πολιτικής φιλοσοφίας. Δικαιοσύνη, ελευθερία, αρετή*. Αθήνα: Παπαζήσης.

- Μιχαλάκης, Α., 2013. *Το δίκαιο και το αγαθό. Δοκίμιο για τη θεωρία της δικαιοσύνης του John Rawls*. Αθήνα: Αλεξάνδρεια.
- Nagel, T., 2011. *Ισότητα και μεροληψία*. Μτφρ. Κ. Κουκουζέλης & Π. Φλέσσας. Αθήνα: Εκκρεμές.
- O'Neill, O., 1986. "The Public Use of Reason". *Political Theory* 14/4, σελ. 523 – 551.
- Παπαγεωργίου, Κ., 1994. *Η πολιτική δυνατότητα της δικαιοσύνης. Συμβόλαιο και συναίνεση στον John Rawls*. Αθήνα: Νήσος.
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COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF PHILOSOPHY		
LEVEL OF STUDIES	POSTGRADUATE I.I.G.P. "GREEK PHILOSOPHY-PHILOSOPHY OF THE SCIENCES"		
COURSE CODE		SEMESTER	C
COURSE TITLE	ISSUES IN PHILOSOPHICAL HISTORIOGRAPHY (Lecturer: Professor GOLFO MAGGINI)		
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		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	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 course aims at:

- (1) students to be familiarized with the way philosophy in its systematic form is entangled with the historicity of philosophical questions in such a way as for them to be indissolubly connected with it
- (2) To situate the main ways that the most important philosophers follow in order to approach the history of philosophy, especially from the Renaissance and after
- (3) to trace «paradigms» of approaching the history of philosophy from the Enlightenment and beyond, especially with regard to Vico and Kant in the 18th century, Hegel and Schleiermacher at the first half of the 19th century and Dilthey, Heidegger and Cassirer from the 19th to 20th century.
- (4) to place issues of philosophical historiography in the context of the "history of
- (5) reception" of philosophical texts referring mainly on the tradition of ancient philosophical writing

- (6) to outline the metaphilosophical contrast of continental and analytic philosophy regarding the historicity of philosophical questions, even its more recent attempts to abate it.
- (7) to designate the importance of historicity for philosophy, not in a doxographical way, but in a more reflective and critical way.

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	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment
Production of new research ideas	Others...

A seminar with a complex hermeneutical and critical orientation helps students develop skills, philosophical and others, regarding:

1. the close promotion of historically informed approach to important philosophical works of modern philosophy, focusing on evaluating their own consistence and respecting for the variety of philosophical idioms that emerge from the historical unravelling of *philosophiein*.
 2. the cultivation of analytical thought and critical reflection on basic philosophical notions and philosophical arguments that need to be placed within their philosophical contexts, aiming at declining the simplification of philosophical questions.
- the encouragement of the ability of discernment/clarification, both conceptual and argumentative, while developing the assimilation of differentiated philosophical tendencies.

(3) SYLLABUS

- How to read a philosophical text? Historicity as the basic component of philosophical interpretation.
- Aristotle’s text in the Medieval Ages and Renaissance: linguistic and cultural roads in the course of centuries – the “history of πρόσληψη” of classical texts.
- The 17th century and the “conflict between ancient and modern”: modern thinking against its past.
- G. Vico and I. Kant: The Enlightenment against Philosophy’s past.
- Hegel: Philosophy’s historicity as the core of *philosophiein*.
- The hermeneutical beginnings of philosophy: Schleiermacher and Dilthey.
- The hermeneutical phenomenology against history of philosophy (I): Heidegger and Aristotle.
- The hermeneutical phenomenology against history of philosophy (II): the program of “destruction” of Western Metaphysics.
- The hermeneutical phenomenology against history of philosophy (III): the history of Metaphysics as a history of Being (Heidegger and Nietzsche).
- The historicity of *philosophiein* as a crucial point regarding the conflict between analytic and continental philosophy in the 20th century.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face
<i>Face-to-face, Distance learning, etc.</i>	

<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students</p>	<p>Use of information and communications technology in teaching, communication and writing of graduate essay.</p>																							
<p>TEACHING METHODS 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. 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</p>	<table border="1"> <thead> <tr> <th data-bbox="502 315 836 349">Activity</th> <th data-bbox="836 315 1171 349">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="502 349 836 383">Lectures</td> <td data-bbox="836 349 1171 383">26</td> </tr> <tr> <td data-bbox="502 383 836 416">Tutorials</td> <td data-bbox="836 383 1171 416">10</td> </tr> <tr> <td data-bbox="502 416 836 490">Study and analysis of bibliography</td> <td data-bbox="836 416 1171 490">24</td> </tr> <tr> <td data-bbox="502 490 836 524">Essay Presentation</td> <td data-bbox="836 490 1171 524">40</td> </tr> <tr> <td data-bbox="502 524 836 557">Essay writing</td> <td data-bbox="836 524 1171 557">100</td> </tr> <tr> <td data-bbox="502 557 836 591"></td> <td data-bbox="836 557 1171 591"></td> </tr> <tr> <td data-bbox="502 591 836 624"></td> <td data-bbox="836 591 1171 624"></td> </tr> <tr> <td data-bbox="502 624 836 658"></td> <td data-bbox="836 624 1171 658"></td> </tr> <tr> <td data-bbox="502 658 836 692"></td> <td data-bbox="836 658 1171 692"></td> </tr> <tr> <td data-bbox="502 692 836 725"><i>Course total</i></td> <td data-bbox="836 692 1171 725">200</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	26	Tutorials	10	Study and analysis of bibliography	24	Essay Presentation	40	Essay writing	100									<i>Course total</i>	200	
Activity	Semester workload																							
Lectures	26																							
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Essay Presentation	40																							
Essay writing	100																							
<i>Course total</i>	200																							
<p>STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure 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.</p>	<p>Language of Evaluation: Greek</p> <p>Methods of Evaluation: Combination of Methods</p> <p>Criteria of Evaluation: Weekly short essays & homework, semester essay, presentations : YES</p>																							

(5) ATTACHED BIBLIOGRAPHY

A- Primary Bibliography

- Cassirer E., *The Philosophy of the Enlightenment*, Princeton University Press, 2009.
- Dilthey W., *The Rise of Hermeneutics*, trans. F. Jameson, *GS V*, 1972, p. 229-244.
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B. Secondary Bibliography

- Cossutta Fr., *Éléments pour la lecture des textes philosophiques*, Bordas Editions, 1993.
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- Vattimo G. (ed.), *Que peut faire la philosophie de son histoire?*, Seuil, Paris 1989.
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COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF PHILOSOPHY		
LEVEL OF STUDIES	POSTGRADUATE I.I.G.P. "GREEK PHILOSOPHY - PHILOSOPHY OF THE SCIENCES"		
COURSE CODE		SEMESTER	D (Spring 2022)
COURSE TITLE	Epistemology – Philosophy of Science : Language and Mental States (Lecturer: Assistant Professor ATHANASIOS SAKELLARIADIS)		
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 optional		
PREREQUISITE COURSES:	Yes		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	ecourse.uoi.gr/course/view.php?id=1548		

(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

By the end of this unit the postgraduate students will be able to:

Comprehend on implementation of the philosophical methods (analytic philosophy) performing the linguistic meaning in addition with the philosophical aspects on philosophy of mind, and the philosophy of Science.

Understand more about the mechanisms of the linguistic function along with crucial comments on mind mechanism, perception and consciousness.

Develop the ability of understanding the interdisciplinary context related to their field of study.

Understand the crucial role of technology combining with philosophical principles.

Possess the necessary learning skills that will allow them to continue their studies in a self-efficient or/and autonomous way.

Conceive clearly the philosophical meaning and scientific background between "standard" or traditional interpretations and "alternative" readings on the above epistemic fields.

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 special abilities are described for the present course as:

- Search for analysis and synthesis of data and information working in an interdisciplinary environment by producing new research ideas
- Encouraging team work in a domestic and international environment
- Supporting criticism and self-criticism on such demanding epistemic fields as philosophy of language combining to the philosophy of mind and to the theories of cognition.
- Developing highly specialized knowledge about various philosophical areas concerning the theory of consciousness, intentionality, memory and perception.
- Possessing specific skills to be able to understand the criteria and the methods of the linguistic meaning producing new creative ideas based on well formed thinking.

(3) SYLLABUS

- Mental States and Linguistic Phenomena
- Philosophy of Language and Theories of Representation
- The Cartesian Cogito
- Consciousness and Perceptual function
- Functionalism and Supervenience.
- Personal Identity and the “other minds” problem.
- The “New Philosophy of Science” and the analytic tradition.
- The role of neuroscience in the philosophical theories of mind
- “Society of Mind” and the theories of Artificial Intelligence
- Chomsky, Searle and Fodor: “The Language of Thought”.
- “Chinese box” and “Embodied Mind”
- Mind and World
- Wilfrid Sellars: Language and Scientific Realism.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (Power Point)	
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
	Seminars and analysis of bibliography	75
	Study	86
	Course total	200
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>	<p>For the evaluation process is demanding a written essay in Greek, along with a public presentation answering to open-ended philosophical and epistemological questions</p> <p>The same process follows to the Erasmus students – The written essay should be written and presented in English.</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography</p> <ul style="list-style-type: none"> • B. Baars, <i>A Cognitive Theory of Consciousness</i>, Cambridge U. P. 1988 • W. H. Newton-Smith (ed.) <i>A Companion to the Philosophy of Science</i>, Blackwell, Malden MA., 2001. • M. Williams, <i>Problems of Knowledge</i>, Oxford U. P., 2001. • M. Donald, <i>Origins of the Modern Mind</i>, Harvard University Press, 1991 • M. Minsky, <i>The Society of Mind</i>, Simon & Schuster, 1988 • A. P. Martinich (ed.) <i>The Philosophy of Language</i>, Oxford: Oxford U. Press, 1990 • J. Fodor, <i>The Language of Thought</i>, Harvard University Press, 1980. • N. Humphrey, <i>A History of the Mind</i>, New York: Springer, 1992. • W. Sellars, <i>Empiricism and the Philosophy of Mind</i>, Harvard U.P, 1997 • W. Sellars, <i>Science and Metaphysics</i>, New York: Routledge, 1967. • G. Guezeldere, N. Block, O. Flanagan (eds) <i>The Nature of Consciousness</i>, MIT Press, 1997. • D. Chalmers, <i>The Conscious Mind</i>, Oxford U. P. , 1996. • N. Chomsky, <i>Language and Mind</i>, Cambridge University Press, 1968. • J. Kim, <i>Philosophy of Mind</i>, Westview Press, 1998. • J. McDowell, <i>Mind and World</i>, Cambridge, Mass.: Harvard U.P., 1996. • J. Searle, <i>Minds, Brains and Science</i>, Cambridge, Mass.: Harvard U.P.: 1986. • Sakellariadis, “Metaphor as a Hermeneutical Design of the Mental Phenomena: The role of narrative speech in the cognitive field of the Philosophy of Mind.”, <i>Selected Proceedings from the 10th Conference of the Hellenic Semiotics Society : Changing Worlds and Signs of the Times</i> , e Book (PDF), Volos 2016, pp. 730-738
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