

## ERASMUS UNDERGRADUATE COURSES 2021-2022

The following courses are offered by Faculty members of the Patras University Department of Philosophy in the framework of Erasmus-plus Programme for the academic year 2019-2020 (each course corresponds to 5 ECTS). The Department coordinator is Assistant Prof. M. G. Mouzala. Course descriptions are available below. See departmental website:

<https://www.philosophy.upatras.gr>

### W I N T E R   S E M E S T E R   C O U R S E   D E S C R I P T I O N S

#### 1. ΓΕΝΙΚΑ

<b>ΣΧΟΛΗ</b>	School of Humanities and Social Sciences		
<b>ΤΜΗΜΑ</b>	Philosophy		
<b>ΕΠΙΠΕΔΟ ΣΠΟΥΔΩΝ</b>	Pregraduate		
<b>ΚΩΔΙΚΟΣ ΜΑΘΗΜΑΤΟΣ</b>	PHS_5058	<b>ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ</b>	6 <sup>ο</sup> or 8 <sup>ο</sup>
<b>ΤΙΤΛΟΣ ΜΑΘΗΜΑΤΟΣ</b>	The problem of evil from Euripides to Arendt		
<b>ΑΥΤΟΤΕΛΕΙΣ ΔΙΔΑΚΤΙΚΕΣ ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ</b>	<b>ΕΒΔΟΜΑΔΙΑΙΕΣ ΩΡΕΣ ΔΙΔΑΣΚΑΛΙΑΣ</b>	<b>ΠΙΣΤΩΤΙΚΕΣ ΜΟΝΑΔΕΣ</b>	
Lectures	3	5	
<b>ΤΥΠΟΣ ΜΑΘΗΜΑΤΟΣ</b>			
<b>ΠΡΟΑΠΑΙΤΟΥΜΕΝΑ ΜΑΘΗΜΑΤΑ:</b>	-		
<b>ΓΛΩΣΣΑ ΔΙΔΑΣΚΑΛΙΑΣ και ΕΞΕΤΑΣΕΩΝ:</b>	English or Greek		
<b>ΤΟ ΜΑΘΗΜΑ ΠΡΟΣΦΕΡΕΤΑΙ ΣΕ ΦΟΙΤΗΤΕΣ ERASMUS</b>	Yes		
<b>ΗΛΕΚΤΡΟΝΙΚΗ ΣΕΛΙΔΑ ΜΑΘΗΜΑΤΟΣ (URL)</b>	<a href="https://eclass.upatras.gr/courses/PHIL1991/">https://eclass.upatras.gr/courses/PHIL1991/</a>		

#### 2. ΜΑΘΗΣΙΑΚΑ ΑΠΟΤΕΛΕΣΜΑΤΑ

<b>Learning Outcomes</b>
By the end of the course, students are expected to be in a position to: <ul style="list-style-type: none"> <li>• Understand, discern, and present the main philosophical patterns of evil,</li> <li>• To situate them in the history of philosophy,</li> <li>• To reconstruct and present the pertinent arguments,</li> <li>• To read and understand the pertinent classical texts,</li> </ul>
<b>Skills</b>
<ul style="list-style-type: none"> <li>• To trace, analyze, and construct philosophical arguments.</li> <li>• Independent work</li> <li>• To raise objections</li> <li>• To respect the different approaches and to be aware of how important it is to understand the position held by others Αναζήτηση, ανάλυση και σύνθεση επιχειρημάτων.</li> </ul>

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### 3. Content

The course is an introduction to the philosophical understanding of evil in the moral sense of the term.

The main topics will be:· Κύριοι άξονες της πραγμάτευσης θα είναι:

1. Euripides' *Medea*
2. The Stoic conception of Evil
3. Christian Theodicy
4. The birth of the modern notion of evil in J.J. Rousseau
5. Kant's notion of radical evil
6. Nietzsche beyond evil
7. Arendt and the banality of evil

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### TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b>	Face-to-face Lectures	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	Eclass	
<b>TEACHING ORGANIZATION</b>	<b><i>Teaching Method</i></b>	<b><i>Semester Workload</i></b>
	Lectures	30
	Open Online Course	
	Reading of the Bibliography	40
	Study	20
	Essays Writing	35
	<b><i>Total</i></b>	<b><i>125</i></b>
<b>STUDENT ASSESSMENT</b>	Three essays of around 12 pages in total. The Essays are of different level of difficulty and are to be submitted after the 6 <sup>th</sup> , the 9 <sup>th</sup> , and the 13 <sup>th</sup> week.	

### Recommended Bibliography

Dossier with primary sources and secondary bibliography
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<b>SCHOOL</b>	School of Humanities and Social Sciences		
<b>DEPARTMENT</b>	Philosophy		
<b>LEVEL OF COURSE</b>	Undergraduate		
<b>COURSE CODE</b>	5017	<b>SEMESTER OF STUDIES</b>	6 <sup>th</sup> /8 <sup>th</sup>
<b>COURSE TITLE</b>	Analytic Metaphysics		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
		3	5
<b>COURSE TYPE</b>	Elective Scientific area, Skills development		
<b>PREREQUISITE COURSES:</b>	None		
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/modules/document/?course=PHIL1873">https://eclass.upatras.gr/modules/document/?course=PHIL1873</a>		

## LEARNING OUTCOMES

<b>Leraning outcomes</b>
Acquaintance with a fundamental area of contemporary philosophy. Students will demonstrate knowledge and understanding of the recent concepts, problems and history of metaphysics. They will be able to construct and defend arguments in this area and offer informed reflection on related scientific issues (eg, relations between physical and social phenomena and methodologies). They will have the background necessary to begin research in this area as well as in other areas which depend on it (eg, metaphysics of mind, topics in philosophy of language such as externalism and relativism).
<b>General Abilities</b>

Extraction, analysis and synthesis of information from a range of primary and secondary sources. Critical understanding of theories and principles. Decision-making in unpredictable study contexts, autonomous thinking, abductive and inductive reasoning. Eg: ability to distinguish theoretical and empirical explanation. Ability to use modal arguments. Ability to assess debates about the role of exact sciences in analyzing human and social phenomena.

## COURSE CONTENT

Study of metaphysical positions in two major analytic philosophers, Wilfrid Sellars and Saul Kripke. Sellars (1960) distinguished two descriptions of the world, the 'scientific image' and the 'manifest image'. While both descriptions seem true, they contradict one another. In his attempt to decide which one should be rejected, Sellars reaches unexpected results and questions the metaphysical validity of the scientific image of man. Kripke (1970/1980) formulates a number of theses on the modality of identity statements and uses them to reject the claim that mental states are identical to physiological states, reaching conclusions comparable to Sellars's in the metaphysics of mind.

## TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b>	Lecturing, face-to-face	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	Comprehensive eclass in Greek, Powerpoint, photocopies for in-class work	
<b>TEACHING ORGANIZATION</b>	<b><i>Teaching Method</i></b>	<b><i>Semester Workload</i></b>
	Lectures	39
	Independent study	86
	<b><i>Total number of hours for the Course</i></b>	<b>125</b>
<b>STUDENT ASSESSMENT</b>	Written final examination, prepared by in-class revisions and questionnaires. Presentations.	

## RECOMMENDED LITERATURE

- <https://eclass.upatras.gr/courses/PHIL1873>
- Wilfrid Sellars, "Philosophy and the scientific image of man?", *Science, Perception and Reality* (1963), 1-41.
- Saul Kripke, *Naming and Necessity*, Harvard University Press, 1980.
- Rudolf Carnap, "Empiricism, semantics and ontology" [1950], 2008.

<b>SCHOOL</b>	HUMANITIES AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	PHILOSOPHY		
<b>LEVEL OF COURSE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	PHS_1004	<b>SEMESTER OF STUDIES</b>	ERASMUS
<b>COURSE TITLE</b>	Dialectic and Self-knowledge in Plato's <i>Sophist</i>		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
	3	5	
<b>COURSE TYPE</b>	Specialised general knowledge		
<b>PREREQUISITE COURSES:</b>	None		
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	English		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PHIL2000/">https://eclass.upatras.gr/courses/PHIL2000/</a>		

## LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>Our aim in this course is to investigate the way in which the Socratic Dialectic on the one hand, and the Sophistic Dialectic which derives from the Sophistry of the noble lineage, on the other, differentiate from the Eristic Dialectic. We set out to show that both these kinds of Dialectic bring to the fore the innate capacities of each human soul to acquire self-knowledge.</p> <p>Upon successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> <li>• have demonstrated knowledge and understanding of the basic philosophical method presented in Plato's <i>Sophist</i> and almost the entire Platonic corpus</li> <li>• apply the acquired knowledge and understanding in other Platonic or related philosophical texts and prove that they have the abilities of philosophical reading, analysis, and critical understanding of these texts</li> <li>• have the ability to formulate and develop arguments to support or refute philosophical theories and conceptions</li> </ul>

- formulate judgments that include reflection on relevant metaphysical, cognitive or scientific and ethical issues
- have developed those learning skills which allow them to continue to study in a manner that may be largely self-directed or autonomous

### General Abilities

Working independently

Production of new research ideas

Criticism and self-criticism

Production of free, creative and inductive thinking

### COURSE CONTENT

The genuine philosophers and their appearances

The first five definitions of the sophist

The method of divisions

The sixth definition of the sophist

The seventh definition of the sophist

The task of the dialectician

Dialectic, Language and Self-knowledge

### TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b>	Face- to- face	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	Support of the learning-process through e-class platform	
<b>TEACHING ORGANIZATION</b>	<b><i>Teaching Method</i></b>	<b><i>Semester Workload</i></b>
	Lectures	30
	Study and analysis of text and bibliography	50

	Independent study	45
	<b>Total number of hours for the Course</b>	<b>125</b>
<b>STUDENT ASSESSMENT</b>	Written work (100%)	

#### RECOMMENDED LITERATURE

<p>Noburu Notomi, <i>The Unity of Plato's Sophist, Between the Sophist and the Philosopher</i>, Cambridge University Press 1999.</p> <p>Christian Glasmeyer, <i>Platons Sophistes, Zur Überwindung der Sophistik</i>, Universitätsverlag Winter Heidelberg 2003.</p> <p>Michel Fattal, <i>Le Langage chez Platon, Autour du Sophiste</i>, L' Harmattan 2009.</p> <p>Paolo Crivelli, <i>Plato's Account of Falsehood, A Study of the Sophist</i>, Cambridge University Press 2012.</p> <p>Melina G. Mouzala, "Logos as 'weaving together or communion of indications about <i>ousia</i>' in Plato's <i>Sophist</i>", <i>Platonic Investigations</i>, Vol. 10, 2019, 35-75.</p>
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<b>Course Title</b>	<b>Philosophy of Perception</b>
<b>Code No</b>	<b>5028</b>
<b>Course language</b>	<b>English</b>
<b>Semester</b>	<b>Winter 2021</b>
<b>ECTS</b>	<b>5</b>
<b>Instructor</b>	<b>K. Pagondiotis</b>
<b>Objectives</b>	<p>Students who successfully complete this course will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the major theories concerning the objects, the contents and the mechanisms of perception.</li> <li>• Evaluate conflicting philosophical arguments related to these theories.</li> <li>• Explain difficult philosophical concepts in their own words so that others will be able to understand them.</li> <li>• Connect basic theses in the philosophy of perception with broader themes in metaphysics and epistemology</li> <li>• Demonstrate skillful critical and reflective thinking.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• extraction, analysis and synthesis of information from a range of primary and secondary sources</li> <li>• critical understanding of theories and principles</li> <li>• decision-making in unpredictable study contexts</li> <li>• autonomous thinking and inductive reasoning</li> </ul>

<b>Prerequisites</b>	None
<b>Course Description</b>	<p>This course is designed to acquaint students with the basic problems of perception as they are discussed in analytic philosophy. The course has three parts, which deal with the objects, the contents and the mechanisms of perception respectively. More specifically, the first part examines the debate between direct and indirect realism. In this context we examine three versions of direct realism, disjunctivism, intentionalism and enactivism.</p> <p>The second part examines two debates on perceptual content: a) whether all perceptual content is intentional or it involves phenomenal content, and b) whether perceptual content is conceptual or non-conceptual. The third part examines a) the most influential psychological theories on the mechanisms of perception (early cognitive psychology's theory of perception, Gibson's ecological theory of direct perception and Fodor's modular theory of perception) and b) the debate on the cognitive penetrability of perceptual processes.</p>
<b>Course Readings</b>	<p>Campbell J. (2002): <i>Reference and Consciousness</i>. Clarendon Press – Oxford.</p> <p>Churchland, P. M. (1988): "Perceptual Plasticity and Theoretical Neutrality". <i>Philosophy of Science</i>, 55 (2), σελ. 167-188.</p> <p>Crane, T. (1992): "The nonconceptual content of Experience" in Crane, T. (1992): <i>The Contents of Experience</i>. Cambridge University Press.</p> <p>Crane, T. (2001): <i>Elements of Mind</i>. Oxford University Press.</p> <p>Evans, G. (1982): <i>The Varieties of Reference</i> (Edited by J. McDowell). Clarendon Press.</p> <p>Fodor, J. (1983): <i>The Modularity of Mind</i>. The MIT Press.</p> <p>Fodor, J. (1990b): "Observation Reconsidered" in Fodor, J. (1990a): <i>A Theory of Content &amp; Other Essays</i>. A Bradford Book-The MIT Press.</p> <p>Jackson, F. (1977): <i>Perception</i>. Cambridge University Press.</p> <p>Jackson, F. (1982): "Epiphenomenal Qualia", <i>Philosophical Quarterly</i>, 32, σελ. 127-136.</p> <p>Macpherson Fiona &amp; Haddock Adrian (eds.), <i>Disjunctivism: Perception, Action, Knowledge</i>. Oxford University Press.</p> <p>Martin, M.G.F. (2002): "The Transparency of Experience", <i>Mind and Language</i>, 17: 376–425.</p> <p>Noe A. (2004): <i>Action in Perception</i>, The MIT Press, Cambridge</p> <p>Putnam H. (1994): "Sense, nonsense and the senses: An inquiry into the powers of the human mind", <i>Journal of Philosophy</i> 91 (9):445-517</p> <p>Pylyshyn, Z. (1999): "Is Vision Continuous with Cognition? The Case for Cognitive Impenetrability of Visual Perception", <i>Behavioral and Brain Sciences</i>, 22(3), 341-423.</p> <p>Raftopoulos, A. (2009), <i>Cognition and Perception – How Do Psychology and Neural Science Inform Philosophy?</i> The MIT Press.</p> <p>Robinson, H. (1994): <i>Perception</i>. Routledge.</p> <p>Smith A.D. (2002): <i>The Problem of Perception</i>, Harvard University Press, Cambridge</p> <p>Tye, M. (1995): <i>Ten Problems of Consciousness - A Representational Theory of the Phenomenal Mind</i>. A Bradford Book - The MIT Press.</p>



AMERICAN THEATRE I

**4. GENERAL INFORMATION**

<b>FACULTY</b>	FACULTY OF HUMANITIES AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	THEATRE STUDIES		
<b>COURSE LEVEL</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	WTH214	<b>SEMESTER OF STUDIES</b>	3 <sup>rd</sup> (THIRD)
<b>COURSE TITLE</b>	AMERICAN THEATRE I		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
Lectures and students' assignments	3	5	
<b>COURSE TYPE</b>	Academic field: World Theatre Mandatory elective		
<b>PREREQUISITES</b>	Successful completion of the course THE041 <i>Introduction to Theatre Studies (Modern Theatre)</i>		
<b>INSTRUCTION AND ASSESSMENT LANGUAGE:</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (in English)		
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/THE761/">https://eclass.upatras.gr/courses/THE761/</a>		

**5. LEARNING OUTCOMES**

<b>Learning outcomes</b>
<b>By the end of this course the student is expected to:</b>
<ol style="list-style-type: none"> <li>1. recognize the salient characteristics of the American dramaturgy in the first half of the 20<sup>th</sup> century</li> <li>2. master basic methodological tools for the analysis of a dramatic text of the American dramaturgy</li> <li>3. recognize the salient characteristics of the playwrights they study</li> <li>4. be familiar with the historical and social background in which a playwright lived</li> <li>5. be able to recognize the influences a playwright has accepted and offered likewise</li> <li>6. be familiar with the dramatic language, style, the playwrights' stage directions, the space and the time used by the author in writing his play</li> <li>7. have acquired quite a comprehensive view of the stage representation of the plays they have studied.</li> </ol>
<b>General skills</b>
<b>By the end of the course the student will have developed the following skills (general abilities):</b>
<ul style="list-style-type: none"> <li>• familiar with the characteristics of American dramatic literature and</li> </ul>

American culture

- familiar with the dramatists of the first half of the 20<sup>th</sup> century, whose dramatic work has an outstanding impact on world level
- recognize the factors which influenced the reception of American dramaturgy in the Greek theatre
- analyze the structure and content of dramatic texts
- analyze and compare topics and characters in a dramatic text
- develop a view on characters, in relation to their dramaturgical role and their position in the plays of American dramatists they have studied
- intertextually approach drama texts, issues, and characters
- develop argumentation and produce evidentiary discourse
- further their analytical thought and skill, so as to write academic texts on modern American drama and culture
- spot the aesthetic, ideological, philosophical, and dramaturgical parameters reflected in a dramatic text they have studied
- have an adequate knowledge of modern American dramaturgy bibliography, and of individual playwrights.

## 6. COURSE CONTENT

This is the first part of a series of lectures on American theatre. Chronologically the course *American Theatre I* focuses on the American dramaturgy and the American theatre of the 20<sup>th</sup> century, from the beginning of the century to the 1960s. It also offers an introduction to American literary tradition before the 20<sup>th</sup> century. Topics discussed: the American identity/identities, landmarks in the history of American theatre before the 20<sup>th</sup> century (melodrama). The course focuses on the most representative modern American playwrights through discussion and case study analysis. Playwrights and plays under discussion and assessment: Lillian Hellman (*Toys in the Attic*), Thornton Wilder (*Our Town*), Eugene O' Neill (*Mourning Becomes Electra*), Tennessee Williams (*A Streetcar Named Desire* and *Glass Menagerie*), Arthur Miller (*Death of a Salesman*).

## 7. TEACHING AND LEARNING METHODS - EVALUATION

<b>INSTRUCTION METHOD</b>	In class (lectures, discussion, oral presentations of assignments, feedback)	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	Supportive images and the main points of each lecture are presented via slides (PowerPoint). Then the slides are converted into pdf files and are uploaded to the e-class, so as students can easily access and use them. Screening of videotaped theatre performances Worksheets, handouts, bibliographical material for classroom use. Select webpages are suggested for autonomous study.	
<b>INSTRUCTION ORGANIZATION</b>	<b>Activities</b>	<b>Semester student workload</b>

	Lectures	3x13=39
	Class preparation: Reading plays	6x3=18
	Assignment preparation and writing	33
	Autonomous study	35
	<b>Total number of hours for the course (25 hours of workload per ECTS credit)</b>	<b>125 hours (total student workload)</b>
<b>STUDENTS' EVALUATION</b>	<p>I. Written assignment (mandatory) (30%) in which a topic concerning a play, among those studied, is analyzed (approach, views, dramatic persona, etc.). A draft of the assignment is orally presented in class before the last week of the semester.</p> <p>II. Written final evaluation (70%) consisting of open and closed questions, which promote students' critical thinking.</p> <p>Assessment is conducted in Greek. Should any Erasmus students enroll in the course, they will be asked to write an essay in English.</p>	

## 8. RECOMMENDED LITERATURE

- ΠΑΤΣΑΛΙΔΗΣ, ΣΑΒΒΑΣ (2009) *Θέατρο, κοινωνία, έθνος. Από την «Αμερική» στις Ηνωμένες Πολιτείες (1620-1990)*. Τόμος Α'. Θεσσαλονίκη: University Studio Press.
- LEVINE, PAUL και ΤΣΙΜΠΟΥΚΗ, ΝΤΟΡΑ (2002) *Αμερικανικές Ταυτότητες. Η Λογοτεχνική Ιστορία των Ηνωμένων Πολιτειών 1603-2000*. Αθήνα: Πατάκης.
- ΠΑΤΣΑΛΙΔΗΣ, ΣΑΒΒΑΣ και ΝΙΚΟΛΟΠΟΥΛΟΥ, ΑΝΑΣΤΑΣΙΑ (επιμ.) (2001) *Μελόδραμα. Ειδολογικοί και Ιδεολογικοί Μετασχηματισμοί*. Θεσσαλονίκη: University Studio Press.
- ΧΕΛΛΜΑΝ, ΛΙΛΙΑΝ (1977) *Παιχνίδια στη σοφίτα*, μτφ. Κ. Ντελόπουλος, Αθήνα: Δωδώνη.
- WILDER, THORNTON (χ.χ.) *Η μικρή μας πόλη. Σε τρεις πράξεις*, μτφ. Μ. Βολανάκης, Αθήνα: Ίκαρος.
- Ο'ΝΗΛ, Ευγένιος (1986) *Το πένθος ταιριάζει στην Ηλέκτρα. Τριλογία. Ο γυρισμός – Οι κυνηγημένοι – Οι στοιχειωμένοι*, μτφ. Δ. Διαμαντίδου, Αθήνα-Γιάννινα: Δωδώνη.
- ΟΥΙΛΛΙΑΜΣ, ΤΕΝΝΕΣΣΗ (2012) *Λεωφορείο ο πόθος*, μτφ. Ε. Μπελιές, Αθήνα: Ηριδανός.
- ΟΥΙΛΛΙΑΜΣ, ΤΕΝΝΕΣΣΗ (2012) *Ο γυάλινος κόσμος*, μτφ. Ε. Μπελιές, Αθήνα: Ηριδανός.
- ΜΙΛΛΕΡ, Άρθουρ (2016) *Ο θάνατος του εμποράκου (Μερικές ιδιωτικές συνομιλίες σε δύο πράξεις και ένα ρέκβιεμ)*, 9<sup>η</sup> εκδ., μτφ. Ε. Μπελιές, Αθήνα: Πατάκης.

**Assigned course readings:**

**1<sup>st</sup> choice:** ΠΑΤΣΑΛΙΔΗΣ, ΣΑΒΒΑΣ (2009) *Θέατρο, κοινωνία, έθνος. Από την «Αμερική» στις Ηνωμένες Πολιτείες (1620-1990)*. Τόμος Α'. Θεσσαλονίκη: University Studio Press.

**2<sup>nd</sup> choice:** ΠΑΤΣΑΛΙΔΗΣ, ΣΑΒΒΑΣ και ΝΙΚΟΛΟΠΟΥΛΟΥ, ΑΝΑΣΤΑΣΙΑ (επιμ.) (2001) *Μελόδραμα. Ειδολογικοί και Ιδεολογικοί Μετασχηματισμοί*. Θεσσαλονίκη: University Studio Press.

**3<sup>rd</sup> choice:** LEVINE, PAUL και ΤΣΙΜΠΟΥΚΗ, ΝΤΟΡΑ (2002) *Αμερικανικές Ταυτότητες. Η Λογοτεχνική Ιστορία των Ηνωμένων Πολιτειών 1603-2000*. Αθήνα: Πατάκης.

## 9. COMMUNICATION

- During the semester the students will have the opportunity to continuously communicate with the instructor via email on working days.
- Office hours at the Department's premises.

## SPRING SEMESTER COURSE DESCRIPTIONS

<b>SCHOOL</b>	Humanities and Social Sciences		
<b>SEPARTMENT</b>	Philosophy		
<b>LEVEL OF COURSE</b>	Undergraduate		
<b>COURSE CODE</b>	<b>4002</b>	<b>SEMESTER OF STUDIES</b>	5 <sup>th</sup> and 7 <sup>th</sup>
<b>COURSE TITLE</b>	Ancient Greek Literature		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
	3	5	
<b>COURSE TYPE</b>	Elective		
<b>PREREQUISITE COURSES:</b>	-		
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	English		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	Yes		

<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PHIL1835/">https://eclass.upatras.gr/courses/ PHIL1835/</a>
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## LEARNING OUTCOMES

<b>Leraning outcomes</b>
By the end of the course students should know:  how to deal with questions concerning the mythical plot, dramatic structure and theatrical performance of Athenian tragedy; main contemporary interpretative approaches to Sophocles
<b>General Abilities</b>
Students will be able to:  work on ancient Greek tragedies in translation; attend performances of tragedy as spectators with awareness

## COURSE CONTENT

The course aims to enhance the students' skills in the interpretative investigation and teaching of ancient Greek literary texts. The content of the course concerns scenes from Oedipus tyrannus (ca. 425 BC) in translation. Taking into account stylistic, ironical and theatrical techniques, the analysis of the play centres on structure, on the themes of gods, family and city-state, time and self-consciousness, on the dynamic picture of man – and the world – as a unity of opposites, as well as on the symbolic rendering of psychological depth of central heroic personages interacting with the collective character of the chorus.
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## TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b>	- Lectures	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	- e-class	
<b>TEACHING ORGANIZATION</b>	<b><i>Teaching Method</i></b>	<b><i>Semester Workload</i></b>
	Lectures	39
	Writing assignments	21
	Individual study ( reading and writing)	65
	<b><i>Total number of hours for the Course</i></b>	<b>125</b>
<b>STUDENT ASSESSMENT</b>	<ul style="list-style-type: none"> <li>- Final written exams</li> <li>- Assessment of written essays during the semester</li> </ul>	

## RECOMMENDED LITERATURE

### a) Studies:

Easterling, P. E., ed. 1997. *The Cambridge Companion to Greek Tragedy*. Cambridge University Press. Macintosh, Fiona. 2009. *Sophocles. Oedipus Tyrannus*[Plays in Production]. Cambridge University Press.

Segal, C. P. 1981. *Tragedy and Civilization. An Interpretation of Sophocles*. Cambridge, Mass. and London: Harvard University Press.

Segal, C. P. 2nd ed. 2000. *Oedipus Tyrannus. Tragic Heroism and the Limits of Knowledge*. New York and Don Mills, Ontario.

Taplin, O. 1978. *Greek Tragedy in Action*. London: Methuen.

Vernant, J.-P. et P. Vidal-Naquet. 1972-1986. *Mythe et tragédie en Grèce ancienne*. 2 vols. Paris.

### b) Original text, translations, commentaries:

Davreu, Robert et Wajdi Mouawad. 2011. *Traduire Sophocle*. Arles: Actes Sud.

Dawe, R. D., ed. comm. 2nd ed. 2006. *Sophocles. Oedipus Rex* [Cambridge Greek and Latin Classics]. Cambridge University Press.

Grene, David, transl. 3rd ed. 2013. *Sophocles. Oedipus the King*, in David Grene and Richmond Lattimore, transls. *The Complete Greek Tragedies*, ed. by Mark Griffith and Glenn W. Most. University of Chicago Press.

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	PHILOSOPHY		
<b>LEVEL OF COURSE</b>	ERASMUS		
<b>COURSE CODE</b>	5044	<b>SEMESTER OF STUDIES</b>	E
<b>COURSE TITLE</b>	FROM GERMAN IDEALISM TO NIETZSCHE		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
Short essays through e-class	3	5	
<b>COURSE TYPE</b>	Scientific area on Modern Ethics		
<b>PREREQUISITE COURSES:</b>	none		

<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	English
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	yes
<b>COURSE WEBPAGE</b>	

## LEARNING OUTCOMES

### Γενικές Ικανότητες

The course intends to provide the students with fundamental knowledge on modern ethical theory and its critics. By the end of the course the students should be familiarized with critical philosophical issues regarding the role of reason and sensibility in moral action, the idea of freedom, the ethical value system of modernity and the radical deconstruction of the latter by the end of the 19<sup>th</sup> cent. Philosophy.

In particular, initially students will be introduced to basic Kantian concepts of morality, moral law, duty, freedom and autonomy. These will be followed by Schiller's idea of morality through the aesthetic education of man. The following lectures would be on Nietzsche's critique of modern values and the last three lectures will advance critical discussion on the whole range of the issues raised during the course. Students should have learned basic but important moral concepts and questions, contradictory answers towards perennial moral dilemmas and the basic theoretical approaches of modern ethical philosophy.

### General Abilities

By the completion of the course, students would be able to:

Enhance their ability to comprehend demanding original philosophical texts.

Develop the ability to comprehend and appreciate contradictory ideas about similar questions and thereby exercise their synthetic thinking and their ability to contextualize each philosophical system.

Develop a deeper philosophical understanding on the questions regarding the relationship between reason and sensibility, mind and body as regards ethical questions.

Further development of thinking in conceptual terms, while connecting this kind of abstract thinking with practical issues regarding mind-body connection, activation of their creative abilities, moderation of harmful passions through active mental and bodily activities

Further enhancement of articulating themselves through structured arguments and cohesive thought.

Improve their skill to write philosophical essays

Improvement of collaborative and communication skills

## COURSE CONTENT

3 lectures on Kantian morality, with focus on

The idea of freedom as autonomy

Understanding  $\gamma$ =the Moral Law/categorical imperative/maxims of moral action

Reason and Sensibility/The idea of a rational will

3 lectures on Schiller;s ethical theory, with focus on

The Kantian origins of his thought

The transformation of Kantian morality through the interplay of the drives

The role of aesthetics for the moral education of mankind

3 lectures on Nietzsche with focus on

The notion of a genealogy of morals

The origin of the basic moral concepts

The re-evaluation of all values.

The final three lectures will be devoted to short oral presentations by the students, who would develop specific issues related to their essays of assessment,

## TEACHING AND LEARNING METHODS – ASSESSMENT

<b>TEACHING METHOD.</b>	Lectures, face-to-face	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	e-class, power point	
<b>TEACHING ORGANIZATION</b>	<b>Teaching Method</b>	<b>Semester Workload</b>
	Lectures, , writing short essays by each students, discussion through arguments during the class	
	<b>Total number of hours for the Course</b> <b>39 hours on lectures</b> <b>10-20 hours approximately for essay correction and supervision of graduate essays, depending on the number of students</b>	



<b>STUDENT ASSESSMENT</b>	Final written essay (80%) + oral presentation in the class (20%)	

#### RECOMMENDED LITERATURE

Selection of original texts by Kant, Schiller, Nietzsche  
 Groundwork of the Metaphysics of Morals  
 Letters on the Aesthetic Education of Man  
 On the Genealogy of Morals  
 Special bibliography according to the topic of each essay.

<b>SCHOOL</b>	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	PHILOSOPHY		
<b>LEVEL OF COURSE</b>	COMPULSORY		
<b>COURSE CODE</b>	PHS_2004	<b>SEMESTER OF STUDIES</b>	4
<b>COURSE TITLE</b>	KANT		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
	Through eclass	3	5
<b>COURSE TYPE</b>	History of Philosophy		
<b>PREREQUISITE COURSES:</b>	None		
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek/English		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PHIL1908/">https://eclass.upatras.gr/courses/PHIL1908/</a>		

## LEARNING OUTCOMES

By the end of the course students are expected to:

- be acquainted with the basics of Kant's theoretical philosophy, its historical motivation, its aims, concepts, arguments and problems.
- understand the nature and problems of the relation between theoretical and practical use of reason in Kant's philosophy.

## General Abilities

Working with philosophical terminology.

Combination of systematic arguments with the history of philosophy.

## COURSE CONTENT

In this course, we will follow the development of Kant's positions in the Critique of Pure Reason. This work is the foundation of Kantian philosophy and an obligatory point of reference for almost all subsequent philosophical enterprises. We will discuss the key arguments of the Critique and focus on selected passages from all chapters.

## TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD.</b>	Lectures, face-to-face	
<b>COMMUNICATION TECHNOLOGIES</b>	E-class	
<b>TEACHING ORGANIZATION</b>	<b><i>Teaching Method</i></b>	<b><i>Semester Workload</i></b>
	Lectures, close reading of selected passages	Weekly study of selected original passages.
	<b><i>Total number of hours for the Course</i></b>	<b>39 hours</b>
<b>STUDENT ASSESSMENT</b>	Final exam	

## RECOMMENDED LITERATURE

- Immanuel Kant, *Critique of Pure Reason*, Cambridge University Press, Cambridge 1989.
- Ernst Cassirer, *Kant's Life and Thought*, Yale University Press 1981.
- Paul Guyer, *Kant*, Routledge, London 2006.

<b>SCHOOL</b>	HUMANITIES AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	PHILOSOPHY		
<b>LEVEL OF COURSE</b>	BA		
<b>COURSE CODE</b>	PHS 5059	<b>SEMESTER OF STUDIES</b>	6th & 8th
<b>COURSE TITLE</b>	Philosophical theories of the emotions		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
Lectures		3	5
<b>COURSE TYPE</b>	Elective		
<b>PREREQUISITE COURSES:</b>	None		
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PHIL1994/">https://eclass.upatras.gr/courses/PHIL1994/</a>		

#### LEARNING OUTCOMES

<b>Lerning outcomes</b>
<p>The course aims at surveying different theories of the passions and the emotions in ancient, modern and contemporary philosophy, the way passions and emotions are defined in them and the role they play in our mental life.</p> <p>Με την επιτυχή ολοκλήρωση του μαθήματος ο φοιτητής, φοιτήτρια, θα μπορεί:</p> <ul style="list-style-type: none"> <li>- να έχει μια εποπτική κατανόηση των βασικών διαφορετικών ορισμών των συναισθημάτων σε διαφορετικές φιλοσοφικές θεωρίες.</li> <li>- να συγκρίνει τις διαφορετικές αποψεις να αποτιμά κριτικά τα επιχειρήματα και αντεπιχειρήματα μεταξύ τους, και να αξιολογεί τις συνέπειες των διαφορετικών απόψεων για τη φιλοσοφική θεώρηση κάθε ρεύματος.</li> <li>- να εφαρμόζει έννοιες που έχει διαμορφώσει η φιλοσοφική και επιστημονική σκέψη (ψυχολογία, γνωσιακή επιστήμη) για τα συναισθήματα και χρησιμοποιούνται τόσο στη φιλοσοφία όσο και στις επιστήμες.</li> </ul>
<b>General Abilities</b>

Search, analysis and synthesis of information from the relevant sourcesA  
 Autonomous research  
 Practicing critical analysis  
 Advancement of free, creative and inductive thinking

## COURSE CONTENT

The content of the course includes the following themes:

Natural teleology, metaphysical teleology and mechanism in the context of ancient greek philosophy.

The teleological argument for the existence of a divine craftsman and the dispute over the idea of the evolution of natural kinds.

Darwin's theory of evolution through natural selection.

The units of selection: genes, organisms, populations.

Teleological concepts in biology: adaptation, purpose and function.

Uses of the theory of evolution in other scientific domains: society, culture, psychology.

## TEACHING AND LEARNING METHODS – ASSESSMENT

<b>TEACHING METHOD</b>	Class
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	Course material in the electronic platform E-class, special websites suggested, downloadable notes, and video lectures.
<b>TEACHING ORGANIZATION</b>	<p style="text-align: right;"><b>Semester Workload</b></p> Lectures: 39 hours Autonomous study: 90 hours Total: 129 hours
<b>STUDENT ASSESSMENT</b>	<ol style="list-style-type: none"> <li>1. Oral or written exam (60 %) including: Open questions, Short questions, Essay Questions. Problem solving questions.</li> <li>2. Mid-Term exams(40%).</li> <li>3. Self evaluation at the beginning and end of the term.</li> </ol>

## RECOMMENDED LITERATURE

### Bibliography

Dawkins, R. (1976). *The Selfish Gene*. Oxford: Oxford University Press.

Hull, D. L. and Ruse, M. (eds.) (1998). *The Philosophy of Biology*. Oxford: Oxford University Press.

Mayr, E. (1982). *The Growth of Biological Thought*, Cambridge, MA: Harvard University Press.

Millikan, R. G. (1984). *Language, Thought and Other Biological Categories*. Cambridge, Massachusetts: MIT Press.

Rosenberg, A. and McShea, D. W. (2008). *Philosophy of Biology: A contemporary introduction*. New York and London, Routledge.

Sober, E. (ed.) (2006) *Conceptual Issues in Evolutionary Biology*, Cambridge, Massachusetts: MIT Press.

Stanford Encyclopedia of Philosophy [SEP] <http://plato.stanford.edu>

Wright, L. (1973). "Functions". *Philosophical Review*, 82: 139–168.

<b>SCHOOL</b>	HUMANITIES AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	PHILOSOPHY		
<b>STUDIES LEVEL</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	PHS_5019	<b>SEMESTER</b>	6 <sup>o</sup> / 8 <sup>o</sup>
<b>COURSE TITLE</b>	Heidegger		
<b>EDUCATIONAL ACTIVITIES</b>		<b>WEEKLY PERIODS</b>	<b>ECTS</b>
	Lectures	3	5
<b>TYPE OF COURSE:</b>	Optional		
<b>REQUIREMENT COURSES:</b>	No		
<b>TEACHING AND EXAM LANGUAGE:</b>	Greek		
<b>COURSE IS AVAILABLE FOR ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/PHIL_2015/">https://eclass.upatras.gr/courses/PHIL_2015/</a>		

## 10. LEARNING OBJECTIVES

### Learning objectives

By successfully completing this course, the student is able to:

- comprehend the basic problematic of philosophical ontology,
- characterize Heidegger’s approach to ontology within a wider historical context of the ancient greek and recent European metaphysics,
- present main points and terms of Heidegger’s analysis of the human existence.

#### Skills

- pursuit, analysis and composition of arguments,
- pass judgement,
- independent research,
- respect for dissimilarity and recognition of the significance of understanding other peoples opinions.

### 11. COURSE CONTENT

The main purpose of this course is the introduction of Martin Heidegger’s philosophy (1889-1976) to the students, emphasizing “fundamental ontology”, as it was presented in “Being and Time” (1927). There will be a presentation of Heidegger’s view of ontology throughout the tradition of ancient greek and recent European metaphysics. Presented and analyzed in detail: the arguments for the repetition of the question of Being, the purpose to interpret Being in reference to Time and the Temporality of human existence, the most basic terms of existential analysis of the “Being-there”. The course completes with a short presentation of the latter evolution of Heidegger’s thinking, which is in fact “turning” towards “the History of Being”.

### 12. TEACHING METHODS-EVALUATION

<b>TEACHING METHOD.</b>	In class: lecture-readings, analysis, discussion	
<b>USE OF TECHNOLOGICAL MEANS</b>	E-class platform	
<b>TEACHING PLAN</b>	<i>Activity</i>	<i>Semester hours</i>
	Lectures	39
	Study	43
	Final exam preparation	43
	<b>Total</b>	<b>125</b>
<b>STUDENTS EVALUATION</b>	Final exam (end of semester)	

### 13. RECOMMENDED BIBLIOGRAPHY

- Χαίντεγκερ, Μάρτιν: Είναι και Χρόνος. Πρόλογος – Μετάφραση – Σχόλια Γιάννη Τζαβάρρα. Αθήνα: Εκδόσεις «Δωδώνη», 1978 [pdf στο διαδύκτιο]
- Ξηροπαΐδης, Γιώργος: Ο Heidegger και το πρόβλημα της οντολογίας. Από την υπερβατολογική φαινομενολογία του Edmund Husserl στην ερμηνευτική οντολογία του Martin Heidegger. Αθήνα: Κριτική, 1995.
- Dastur, Françoise: ΟΧαίντεγκερ και το ερώτημα του χρόνου. Αθήνα: Εκδόσεις Πατάκη, 2008.

<b>ΣΧΟΛΗ</b>	School of Humanities and Social Sciences		
<b>ΤΜΗΜΑ</b>	Philosophy		
<b>ΕΠΙΠΕΔΟ ΣΠΟΥΔΩΝ</b>	Pregraduate		
<b>ΚΩΔΙΚΟΣ ΜΑΘΗΜΑΤΟΣ</b>	PHS_	<b>ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ</b>	
<b>ΤΙΤΛΟΣ ΜΑΘΗΜΑΤΟΣ</b>	Philosophy of Action		
<b>ΑΥΤΟΤΕΛΕΙΣ ΔΙΔΑΚΤΙΚΕΣ ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ</b>	<b>ΕΒΔΟΜΑΔΙΑΙΕΣ ΩΡΕΣ ΔΙΔΑΣΚΑΛΙΑΣ</b>	<b>ΠΙΣΤΩΤΙΚΕΣ ΜΟΝΑΔΕΣ</b>	
Lectures	3	5	
<b>ΤΥΠΟΣ ΜΑΘΗΜΑΤΟΣ</b>			
<b>ΠΡΟΑΠΑΙΤΟΥΜΕΝΑ ΜΑΘΗΜΑΤΑ:</b>	-		
<b>ΓΛΩΣΣΑ ΔΙΔΑΣΚΑΛΙΑΣ και ΕΞΕΤΑΣΕΩΝ:</b>	English or Greek		
<b>ΤΟ ΜΑΘΗΜΑ ΠΡΟΣΦΕΡΕΤΑΙ ΣΕ ΦΟΙΤΗΤΕΣ ERASMUS</b>	Yes		
<b>ΗΛΕΚΤΡΟΝΙΚΗ ΣΕΛΙΔΑ ΜΑΘΗΜΑΤΟΣ (URL)</b>			

#### 14. ΜΑΘΗΣΙΑΚΑ ΑΠΟΤΕΛΕΣΜΑΤΑ

<b>Learning Outcomes</b>
By the end of the course, students will be in a position to: <ul style="list-style-type: none"> <li>• Understand the concept of a philosophy of action.</li> <li>• Trace the connections between ethical theories and philosophical views of action.</li> <li>• Trace some of the many transformations of the problem of action in the history of philosophy.</li> <li>• Form a view of their own.</li> </ul>
<b>Skills</b>
<ul style="list-style-type: none"> <li>• Pose philosophical questions</li> <li>• Explore different perspectives on what is true and what matters</li> <li>• Formulate philosophical arguments.</li> <li>• Work with primary literature.</li> </ul>

#### 15. Content

The course is an introduction to the philosophical understanding of action. Some of the main topics are the following: <ol style="list-style-type: none"> <li>1. The Utilitarian Philosophy of Action</li> <li>2. Calculation and Dialectic Activity in Plato's Phaedrus</li> <li>3. The Distinction between Praxis and Poiesis in Aristotle</li> <li>4. Reason as the Slave of the Passions in Hume</li> <li>5. Reason as Pure Practical Reason in Kant</li> <li>6. Contemporary Humean Philosophies of Action</li> <li>7. Contemporary Anti-Utilitarian Philosophies of Action (Platonic, Aristotelian, Kantian, religious)</li> </ol> <ul style="list-style-type: none"> <li>•</li> </ul>
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### TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b>	Face-to-face Lectures	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	Eclass	
<b>TEACHING ORGANIZATION</b>	<i>Teaching Method</i>	<i>Semester Workload</i>
	Lectures	30
	Open Online Course	
	Reading of the Bibliography	40
	Study	20
	Essays Writing	35
	<b>Total</b>	<b>125</b>
<b>STUDENT ASSESSMENT</b>	One final paper (10-15 pages long).	

#### Recommended Bibliography

Folder of documents available on e-class.
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