

COURSE OUTLINE

(1) GENERAL

SCHOOL	OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF PHILOSOPHY AND SOCIAL STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΦΓ068.3	SEMESTER	
COURSE TITLE	GREEK PHILOSOPHICAL TEXTS – PLATO'S "PROTAGORAS"		
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		
<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>			
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	no		
COURSE WEBSITE (URL)			

(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>In this seminar on Plato's <i>Protagoras</i>, students are introduced to Plato's ethics. The practice identifying, reconstructing and evaluating arguments. Active class participation is required. Students are also expected to write 2-3 short essays on specific arguments.</p>

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...
.....

Data identification, analysis and synthesis:

Participants in the seminar are invited to reconstruct arguments, identifying potential fallacies, hidden premises etc.

Team work:

Participants in this seminar regularly work in groups of four students (outside of regular class time), reconstructing and evaluating specific arguments and producing short essays on them.

Critical thinking:

Students are expected to participate actively in discussion, interpreting texts and evaluating arguments, as well as engaging critically with their fellow students' interpretative approaches.

(3) COURSE DESCRIPTION

In this seminar on Plato's *Protagoras*, students are introduced to Plato's main ethical views concerning the nature of virtue, its method of acquisition, as well as its relation to knowledge. We discuss questions such as the following: Is there a proper teacher of virtue? How does one become virtuous? Why do we appear to know what is good for us and yet fail to do it? What is the source of inner conflict? Finally, students will practice reconstructing and evaluating arguments, and develop their academic writing skills.

TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Distance learning	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Microsoft Teams	
<p style="text-align: center;">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></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	Participation in class discussion	3 hours/week
	Preparation for class	3-4 hours/week
	Course total	6-7 hours/week
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Oral exam (in Greek)	

(4) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Davidson, D. (2001) *Essays on Actions and Events*. Oxford.

Devereux, D. (1995) "Socrates' Kantian Conception of Virtue," *Journal of the History of Philosophy* 33: 381-408.

Gallop, D. (1964) "The Socratic Paradox in the *Protagoras*," *Phronesis* 9: 117-129.

Gould, J. (1955) *The Development of Plato's Ethics*. Cambridge.

Guevara, D. (2009) "The Will as Practical Reason and the Problem of Akrasia," *The Review of Metaphysics* 62: 525-550.

Kahn, C. H. (1996) *Plato and the Socratic Dialogue: The Philosophical Use of a Literary Form*. Cambridge.

Santas, G. X. (1979) *Socrates: Philosophy in Plato's Early Dialogues*. London, Boston and Henley.

Segvic, H. (2000) "No One Errs Willingly: The Meaning of Socratic Intellectualism," *Oxford Studies in Ancient Philosophy* 19: 1-45.

Vlastos, G. (1969) "Socrates on Acrasia," *Phoenix* 23: 71-88.

Vlastos, G. (1972) "The Unity of the Virtues in the *Protagoras*," *The Review of Metaphysics* 25: 415-458.

- Related Scientific Journals:

[Oxford Studies in Ancient Philosophy](#)

[Apeiron](#)

[Phronesis](#)

[Ancient Philosophy](#)