

COURSE OUTLINE

(1) GENERAL

SCHOOL	OF PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF PHILOSOPHY AND SOCIAL STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΦΓ268	SEMESTER	
COURSE TITLE	TOPICS IN GREEK PHILOSOPHY – EUDAIMONIA IN PLATO AND ARISTOTLE		
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 Greek philosophy, students are expected to identify, reconstruct and evaluate arguments, participating actively in discussion, and writing short essays on specific arguments.</p>
<p>General Competences</p>

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 and hidden premises etc.

Independent work:

Each participant undertakes to give an oral report on a specific book of Aristotle's *Nicomachean Ethics* and lead class discussion.

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) SYLLABUS

This seminar aims to address the following question: How are we to live in order to live good and happy lives? We will compare Plato's and Aristotle's approaches to this question, addressing further questions such as the following: Is the virtuous man happy? What is the role of friendship, good fortune, or material goods for the good life?

We will examine the main arguments of each philosopher, noting points of convergence but also essential differences between their approaches. Toward the end of the semester, we will also study contemporary philosophical approaches to the question of happiness.

TEXTS:

Plato, Apology
Plato, Gorgias

Aristotle, Nicomachean Ethics 1-4 & 7

Articles on happiness by contemporary philosophers

Lectures by contemporary historians of philosophy on the question of happiness

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:

- Broadie, S. (1991) *Ethics with Aristotle*. New York: Oxford University Press.
- Brown, L. (1997) "What is the Mean Relative to Us in Aristotle's Ethics?" *Phronesis* 42: 77-93.
- Cooper, J. M. (1999) *Reason and Emotion: Essays on Ancient Moral Psychology and Ethical Theory*. Princeton.
- Curzer, H. J. (1991) "The Supremely Happy Life in Aristotle's *Nicomachean Ethics*," *Apeiron* 28: 207-238.
- Kraut, R. (1979) "Two Conceptions of Happiness," *Philosophical Review* 88: 167-197.
- Lawrence, G. (1993) "Aristotle and the Ideal Life," *Philosophical Review* 102: 1-34.
- Nehamas, A. (2010) "Aristotelian *Philia*, Modern Friendship," *Oxford Studies in Ancient Philosophy* 39: 213-47.
- Reshotko, N. (2009) "Socrates and Plato on *Sophia*, *Eudaimonia*, and their Facsimiles," *History of Philosophy Quarterly* 26: 1-19.
- Russell, D. (2005) *Plato on Pleasure and the Good Life*. Oxford.

Scott, D. (2015) *Levels of Argument: A Comparative Study of Plato's Republic and Aristotle's Nicomachean Ethics*. Oxford.

- *Related Scientific Journals:*

Oxford Studies in Ancient Philosophy

Apeiron

Phronesis

Ancient Philosophy