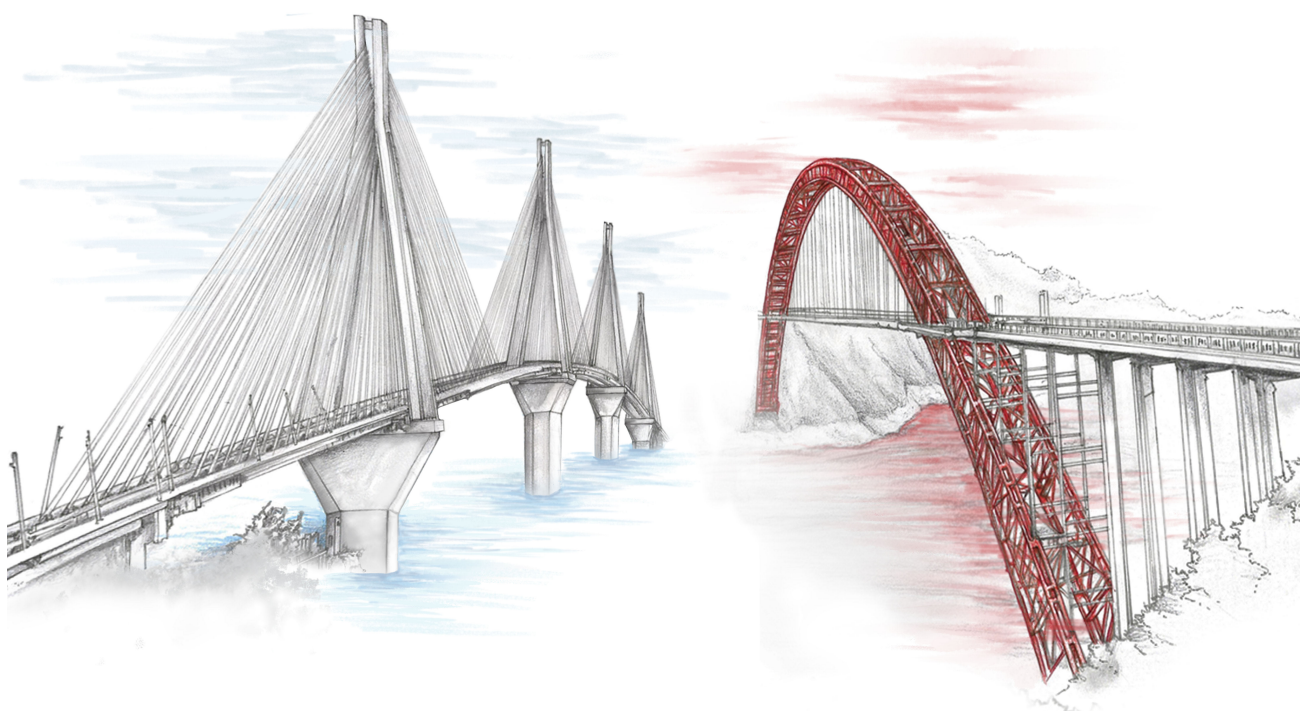


Study Guide 2026-2027
MA in Greek and Chinese Civilizations. A comparative approach

University of Patras & Southwest University

in collaboration with
the Kapodistrian University of Athens,
the University of Crete,
and the Aristotle University of Thessaloniki.



THE COLLABORATING UNIVERSITIES



UNIVERSITY OF
PATRAS
ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΑΤΡΩΝ



西南大學
SOUTHWEST UNIVERSITY



HELLENIC REPUBLIC
**National and Kapodistrian
University of Athens**
— EST. 1837 —



ΠΑΝΕΠΙΣΤΗΜΙΟ ΚΡΗΤΗΣ
UNIVERSITY OF CRETE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI

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1. Courses Outline and Teaching Staff
2. Practical Issues

A. Objectives and General Information

Objectives of the Program

The Master Degree GCC aims at (a) providing graduate students with solid and deep knowledge in the scientific area that is described in the title of the Degree, (b) promoting scientific research in this field, (c) promoting research collaborations between the Parties.

Program

The Master Degree GCC shall be organized by the following Department and/or Schools:

University of Patras, Department of Philosophy
University of Athens, Department of History and Philosophy of Science
University of Thessaloniki, Department of Philosophy and Education
University of Crete, Department of Philosophy and Social Studies
Southwest University, School of History and Culture

The courses' duration shall be two years, that is, four (4) semesters.

The Courses of the 1st year of Studies will be held at Southwest University, China.

The Courses of the 2nd year of Studies will be held at the University of Patras, Greece.

The Coordinating Committee 2023-2025

The Coordinating Committee is responsible for all issues for the smooth organization, coordination and operation of the Master's Degree, including the assessment of applications and the selection of the students, the selection of each year's teaching staff, etc.

Directors

Prof Pavlos Kontos, University of Patras

Prof Yong Wang, Southwest University

Members

Prof Stavros Kouloumentas, University of Patras

Prof Meiyun Guo, Southwest University

Prof Katerina Ierodiakonou, National Kapodistrian University of Athens

Prof Chloe Balla, University of Crete

As. Prof Pantelis Golitsis, Aristotelian University of Thessaloniki

Number of Students and Selection of candidates

1. Each year, up to 80 students may attend the program, with a minimum of 10 students per year. The number of students per class, however, is not allowed to exceed 25 students.

2. The minimum and maximum number of students may be modified by joint decision notified in writing by each one of the Parties. Such modification shall be made by way of an addendum to this implementation agreement and signed by the representations of each Party.

3. Access to the Master Degree shall be reserved to students who hold:

- A diploma conferring Bachelor's Degree in a subject area compatible with that of the present Master's Degree. Such areas are in particular –but not exclusively– the following: philosophy, history, history of science, classical studies, archaeology.
 - The Master Program will have two entries: one may apply either to the University of Patras or to Southwest University. Admission shall in each case be subject to the regulations of Master Studies in Greece and China, respectively.
4. Access to the present Master Degree is reserved to students who have a sufficient command of the English language.
- For non Chinese students, command of the English language shall be certified by a specific score in one of the international tests of English language proficiency (for instance, TOEFL, IELTS or IBT).
 - For Chinese students, command of the English language shall be certified by either the international English proficiency test, or a joint English Proficiency Interview organized by the Committee.
 - For Chinese students who have succeeded in the National Graduate Entrance Examination, no further certification is required.
 - Southwest University pledges, however, that it will provide advanced English courses for all the students.
5. Candidates are expected to submit their dossier within the time period that will be indicated in the Public Announcement of each year's Master's Program and those who are eligible will be invited to an online interview by the Coordinating Committee.
6. Students shall be selected on the basis of academic criteria by the Coordinating Committee. After their selection, they shall be recommended to the University of Patras and the University of Southwest for the official approval of their admission to the program. Candidates shall be notified of their selection no later than May, 31.

Qualification Awarded

Upon successful completion of the program, and fulfilled the relevant requirements (see Article 10):

- Greek and International Students shall be awarded two separate Master Degrees: One from Southwest University signed by its Rector and the other from the University of Patras (on behalf of all Greek parties) signed by its Rector. The degrees will be accompanied by official documents which clearly indicate that they are awarded in the context of the collaboration between all the five parties.
- Chinese Students who enter the Program through the National Graduate Examination shall be awarded two separate Master Degrees: one from Southwest University signed by its Rector and the other from the University of Patras (on behalf of all Greek parties) signed by its Rector.
- Chinese Students who enter the Program without taking National Graduate Examination will be awarded a Master Degree from the University of Patras.

Administrative and academic enrolment

1. Administrative and academic enrolment shall be annual.
2. Students shall be enrolled at two Universities: University of Patras and Southwest University.
3. Students shall pay their tuition fees of the 1st Year of Studies to Southwest University and those of the 2nd Year of Studies to the University of Patras. Tuition fees shall be 2.000 euros per year.
4. Students who request an extension of studies by 1 semester to complete their Master thesis should pay supplementary fees of 300 euros to the University of Patras.

Courses' language

The language of the courses shall be English. The assessment language shall be English.

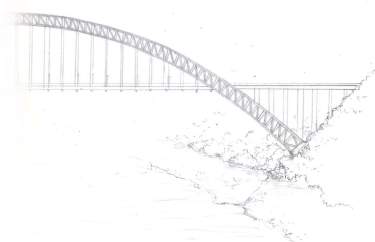
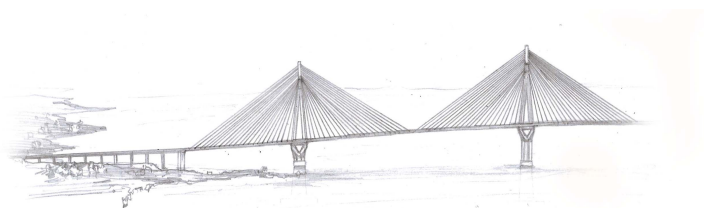
Award of the Degree

Award of the Degree is subject to students' successful performance in all the courses and in the final dissertation. In case a student fails in one or more courses, there will be a second chance to pass it before the end of the academic year (that is, before the following September). In case the student fails again, they are expected to repeat the course(s) the next academic year; the fees policy regarding these courses will be decided by the University of Patras or Southwest University depending on the year of studies to which the pertinent course(s) belong(s). In order to calculate the overall average, account shall be taken of the ECTS credits attributed to each course.

The Degree provided by Southwest University will not mention any grade. The degree provided by the University of Patras will be based on the following marking system:

- Excellent, when the overall average is equal to or higher than 8.5/10
- Very good, when the overall average is in the range of 7.0/10 to 8.4/10
- Good, when the overall average is in the range of 5.0/10 to 6.9/10

In case Chinese students fail in their 2nd year of studies at Patras, they will be given the opportunity to keep their credits from their 1st year of studies and enroll in a Chinese Master Program at Southwest University.



Courses & ECTS

The program includes courses of **120 ECTS** in total as follows:

Courses				Total Hours	ECTS Credits
1st Semester, Southwest University, China*					
1. Chinese Philosophy I				30	8
2. Chinese History I				30	8
3. Specific Topics on Comparative Civilization Studies I				30	6
4. MA Thesis*					8
2nd Semester, Southwest University, China					
1. Chinese Philosophy II				30	8
2. Chinese History II				30	8
3. Specific Topics on Comparative Civilization Studies II				30	6
4. MA Thesis					8
3rd Semester, University of Patras, Greece					
1. Ancient Greek Philosophy I				30	8
2. Ancient Greek Philosophy II				30	8
3. Optional Course				30	6
	Greek History I	or	Ancient Greek Science I		
4. MA Thesis					8
4th Semester, University of Patras, Greece					
1. Ancient Greek Philosophy III				30	8
2. Ancient Greek Philosophy IV				30	8
3. Optional Course				30	6
	Greek History II	or	Ancient Greek Science II		
4. MA Thesis**					8
* The compulsory courses required by the Chinese Government for Chinese Master's Degree, that is, "<i>A Survey of China</i>" for Greek and International Students and "Ideological education" for Chinese Students do not have any credits. ** It is mandatory for the MA Thesis to have a comparative character, that is, to address both the Greek and the Chinese Civilization. It is recommended the MA Thesis to be supervised by both a Greek and a Chinese Faculty Member. The MA thesis shall be submitted by the end of June of the 4th Semester and, in any case, not later than the end of September of the same year. Chinese students are expected to also submit their MA Thesis in Chinese.					

B. Regulations

1. Class Registration

Upon the beginning of each semester, students are invited to register for classes. At this point, there are no optional classes offered and therefore the process is straightforward.

2. Exams

Exams take place according to the official academic calendar of each institution. The evaluation methods are described in detail in courses' outline.

3. Extension of Studies

Students who have definitively failed one or more courses during the first or second year of study are invited to request an extension of their studies by one or two semesters after completing their second year and to submit a new essay in order to pass the course. [That is to say, after the first year of study, students are admitted to the second year regardless of the number of courses they have failed.] According to the Agreement (Article 10.1), the penalty fee is at the discretion of the Steering Committee of the Program; it has been set at **€300 per semester**. If students have failed courses at Southwest University, the fees should be paid to Southwest University too. If students have failed courses at the University of Patras or ask for an extension of their studies to complete their master thesis, the fees should be paid to the University of Patras.

4. Student Complaints and Objections Management Mechanism

In the context of strengthening the student-centered educational process, as well as compliance with the principles of transparency and accountability, the Program establishes a Student Complaints Management Mechanism. The Mechanism is made up of rules that govern the procedure to be applied regarding the submission of complaints by students and the adoption of every appropriate measure to deal with them.

Scope of the Mechanism: The Complaints Management Mechanism established by this Regulation concerns all complaints submitted by students that relate to the quality of the services provided by the Department, both in terms of education and administrative functions.

Submission of complaints and their registration: Every person who has the status of a student has the right to submit complaints to the said Department following the following procedure. The student records his/her complaints and submits it to the Coordination Committee.

Process of handling-addressing the problem: Within 7 days from the transmission of the complaint, the Directors of the Committee examines the problem and takes the appropriate actions, informing, as the case may be, the competent body. In case it is deemed necessary, an extraordinary Assembly is convened for the discussion and decision-making. Within a

reasonable time under the circumstances, the student is duly informed about the actions that have been taken and the handling in general, as well as about any relevant decisions.

Possibility of revision in a lesson: The students have the possibility to request a review to improve their score. If they fail more than three times in a course, in accordance with the current legislation, they can, upon application, be examined in this course by a three-member committee of Professors of the School, who have the same or a related subject and are appointed by the Dean. The person in charge of the course is excluded from the committee. The application for examination by a committee is submitted by the student at least one month before the beginning of the examination period. In case of failure in the specific examination as well, the student is referred back to the original examination method.

Activation of the Student Advocate: In the context of dealing with student complaints, it is possible to activate the Student Advocate where students can turn to settle issues with fellow students, teachers, administration: <https://synigorosfoititi.upatras.gr/>

5. Academic Advisors

Definition of Academic Advisor

Academic advisor is a faculty member assigned to a group of students to provide guidance for developing and achieving meaningful educational, professional, and personal goals. Our Master Program and the University of Patras recognize academic advising as a vital component of its students' educational experience. The university strives for the personal and professional success of its students and is committed to graduating highly skilled leaders.

Core Values of Academic Advising

Empowerment: Academic advisors motivate, encourage, and support students to recognize their potential, meet their challenges, and respect individuality.

Caring: Academic advisors mindfully care for students by building respectful relationships through empathetic listening and compassion.

Commitment: Academic advisors are committed to students' success through assessment, scholarly inquiry, and professional development.

Professionalism: Academic advisors act in harmony with the university's values and the advising profession for the benefit of students and other advisors.

Respect: Academic advisors show respect by recognizing the views and the rights of the students, maintaining a student-centered approach and mindset; and treating students with fairness.

Integrity: Academic advisors adhere to ethical behavior, and value honesty, transparency, and accountability to the student, institution, and the advising profession.

Inclusivity: Academic advisors support a multi-cultural environment and help students with different backgrounds to develop and reinforce self-perception, acceptance, and equity.

Academic Advising Conduct

Academic advisors & Students confront many ethical issues during the advisor/advisee engagements and hence there is a need for having a system of ethical principles for their benefit. Such principles should be credible and philosophically defensible. In general, academic advisors should bring about as much well-being as they can among students and avoid the harmful actions that may have a long-term effect on them. They should treat all advisees fairly or equitably in rights or privileges and respect the confidentiality of communication with advisees.

Advisor's Responsibilities

The academic advisors are assumed to meet the following expectations and responsibilities:

- Have current knowledge of the academic programs and their curricula as well as the university policies, regulations, and registration procedures.
- Be able to communicate the curricula, graduation requirements, and university policies and procedures to the students to allow appropriate choices for their degree programs.
- Closely monitor progress and offer support toward developing and achieving realistic academic plans and career goals.
- Promote proactive advising and help students to an appropriate response or recovery plan to address obstacles encountered in their academic life.
- Meet frequently enough with advisees via multiple channels of communication and interaction (face one-to-one, group meeting, and email) and maintain a respectful and confidential opportunity for the students to discuss their questions and concerns.
- Refer the students to the appropriate supporting offices or units and help them in identifying and utilizing on and off-campus resources.

The Process: Academic advisors are members of the teaching staff and each of them is responsible for, maximum, five (5) students. For the present academic year, because of the complexity of the matter, the role of academic advisor has been assumed by the two Directors of the Program, Professors Pavlos Kontos (via zoom meetings) and Yong Wang.

6. Master thesis

1. It is mandatory for the MA Thesis to have a comparative character, that is, to address both the Greek and the Chinese Civilization.
2. It is recommended the MA Thesis to be supervised by both a Greek and a Chinese Faculty Member.
3. In consultation with the Director, graduate students submit an application for the preparation of their thesis. The application includes the following: proposed title of the Thesis, supervisor's name, and a summary of the proposed Thesis. Next, the Steering Committee appoints the supervisor and the other two members of the examination committee for each student's thesis.
4. The Thesis must be original and possess a research-oriented character. The title of the Thesis can be changed upon the student's request and with the consent of the supervisor.
5. In order for the Thesis to be approved, the student must defend it before the examination committee. The work is graded by the committee members immediately after its defense.
6. The MA thesis shall be submitted by the end of June of the 4th Semester and, in any case, not later than the end of September of the same year.

7. Chinese students are expected to also submit their MA Thesis in Chinese.
8. Writing Guidelines: The Thesis has a length of around 12.000-15.000 words. Both the main text and the footnotes must be written in a font of the student's choice, size 12", with 1.5 spacing and full alignment.

C. Fellowships

Fellowships for Non-Chinese students

- SWU university will assist international students to apply for
 - China Scholarship Council (CSC) Scholarships,
 - Chongqing Mayor's Scholarships,
 - New Silk Road Scholarships, and
 - SWU President's Scholarship.
- According to the Greek Law, 30% of the Greek students enrolled in the Program will not pay fees for the second year of their studies.
- Depending on the available resources, the University of Patras is willing to exonerate **all** Greek students from the fees of the second year of studies. Requirements: students should have passed all courses of the 1st year of studies with, at least, a score of 85/100.

Fellowships for Chinese students: Chinese students will enjoy the scholarships and living subsidies provided by SWU.

D. 1st Year of Studies at Southwest University, Chongqing, China

1. Courses outline and Teaching Staff

Professors at Southwest University

Chinese History I: Prof Li Li, 1538306667@qq.com, wechat: 86-13452304956

Chinese History II: Prof Fang He, fanghe@swu.edu.cn, wechat: 8615316361625

Chinese Philosophy I & II: Prof Fanjun Meng, menglish@swu.edu.cn, wechat: 8613883828860

Comparative civilizations I & II: Prof Asi Liu, Liuas@swu.edu.cn, wechat: 8618584576505

Learning Outcomes

- Acquaintance with the practices of comparative research in the humanities, its particularity and importance.
- In-depth knowledge of the ancient Chinese Civilization
- In-depth knowledge of the ancient Greek Civilization
- Research skills in the humanities and, in particular, in Philosophy and History

COURSES OUTLINE

Chinese History I

SCHOOL	School of Humanities and Social Sciences		
DEPARTMENT			
LEVEL OF COURSE	MA in Chinese and Greek Civilizations: A Comparative Approach		
COURSE CODE	SWU.1	SEMESTER OF STUDIES	1
COURSE TITLE	Chinese History I		
INDEPENDENT TEACHING ACTIVITIES	TEACHING HOURS PER WEEK		ECTS CREDITS
Lectures	2		8
COURSE TYPE	Core Course		
PREREQUISITE COURSES:	-		
TEACHING AND ASSESSMENT LANGUAGE:	English		
COURSE OFFERED TO ERASMUS STUDENTS	NO		

LEARNING OUTCOMES

Learning outcomes
By the end of the course, students are expected to be in a position to: • Have an overview of the ancient and early modern Chinese history. • Have a better understanding and insight of contemporary China. • Understand and explain the main terms and approaches used in studying Chinese history. • Cultivate and adopt a comparative perspective in studying Chinese and Western history. • Trace, comprehend, and compare Western and Chinese historical writings. • Engage and appreciate fields related to Chinese history e.g. Chinese language, calligraphy, and fine arts.
General Abilities
• Examine and analyze major historical incidents and lessons in Chinese history. • Analytical skills in studying of Chinese history. • Analyze historical puzzles and tendencies in Chinese history and civilization.

COURSE CONTENT

This course offers a general introduction to Chinese history, interposed with specific historical topics and highlights, from the ancient civilization to the early modern period of late Qing Dynasty in 1840s. It is intended to offer an overview of the ancient and early modern Chinese history, equip the students them with a basic knowledge of Chinese history in a comprehensible and thought-provoking way, facilitate a better understanding of contemporary China, and foster their critical thinking and interest in further historical studies. The course has a twofold objective: (a) to cultivate a sound familiarization with Chinese history, (b) to present an array of ideas about the eventual relationship between history and civilization. It follows along with different dynasties and important periods in Chinese history in a chronological order. Special attention will be given to the comparative study of China and the West.

TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD		Face-to-face Lectures
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES		eclass
TEACHING ORGANIZATION	<i>Teaching Method</i>	<i>Semester Workload</i>
	Lectures	30
	Reading of the Literature	60
	Essay	60
	Study	50
<i>Total number of hours for the Course</i>		<i>200</i>
STUDENT ASSESSMENT		On-class Interactions; Group Presentations; final Essay

RECOMMENDED LITERATURE

Dossier of texts by notable historians or historical figures (Sima Qian, Liang Qichao, Qian Mu, Fan Wenlan, Patricia Buckley Ebrey, Charles Benn, John Keay, Jonathan Spence, Michael Wood, Harold Tanner, David Hinton, Mark Edward Lewis, John King Fairbank etc.)

Chinese Philosophy I

SCHOOL	School of Humanities and Social Sciences		
DEPARTMENT			
LEVEL OF COURSE	MA in Chinese and Greek Civilizations: A Comparative Approach		
COURSE CODE	SWU.2	SEMESTER OF STUDIES	1
COURSE TITLE	Chinese Philosophy I		
INDEPENDENT ACTIVITIES	TEACHING	TEACHING HOURS PER WEEK	ECTS CREDITS
Lectures		2	8
COURSE TYPE	Core Course		
PREREQUISITE COURSES:	-		
TEACHING AND ASSESSMENT LANGUAGE:	English		
COURSE OFFERED TO ERASMUS STUDENTS	NO		

LEARNING OUTCOMES

Learning outcomes
By the end of the course, students are expected to be in a position to: • Use the main terms of Chinese philosophy; • Understand the main notions of I-Ching Philosophy; • Understand the main notions of Taoist Philosophy; • Understand the main notions of Confucian Philosophy; • Compare the main tenets of different schools of Chinese philosophy.
General Abilities
• Discern and analyze philosophical questions from the perspective of Chinese philosophy; • Analyse basic texts of Chinese philosophy; • Discern various tendencies in Chinese philosophy and civilization.

COURSE CONTENT

The course of <i>The Chinese Philosophy</i> (I) consists of three parts: I-Ching Philosophy, Taoist Philosophy, and Confucian Philosophy. In I-Ching Philosophy, special attention will be given to 1) the formation of the Eight Diagrams (<i>ba gua</i>) as the overall symbolic illustration of the universe, the nature, the world as well as the human life; 2) the interpretation of 64 diagrams as a symbolic system; 3) the interrelationship between the diagrams; and 4) the influence of I-Ching upon Taoism and Confucianism. In Taoist Philosophy, special attention will be given to 1) the philosophical thoughts of <i>Tao Te Ching</i> by Lao Zi (or Lao Dan); 2) the philosophical thoughts of <i>Zhuang Zi</i> by Zhuang Zi (or Zhuang Zhou); 3) the interrelationship between Taoist Philosophy and I-Ching Philosophy. And in Confucian philosophy, special attention will be given to 1) the philosophical thoughts in <i>The Analects</i> by Confucius (or Kong Zi); 2) the philosophical thoughts in <i>Meng Zi</i> by Mencius (or Meng Ke); and 3) the philosophical thoughts in <i>Xun Zi</i> by Xun Kuang.

TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD		Face-to-face Lectures
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES		eclass
TEACHING ORGANIZATION	<i>Teaching Method</i>	<i>Semester Workload</i>
	Lectures	30
	Reading of the Literature	60
	Essay	60
	Study	50
	<i>Total number of hours for the Course</i>	<i>200</i>
STUDENT ASSESSMENT		On-class Interactions; Group Presentations; final Essay

RECOMMENDED LITERATURE

Dossier: Selection of Classic texts of Chinese Philosophy

Specific Topics on Comparative Civilization Studies I

SCHOOL	School of Humanities and Social Sciences		
DEPARTMENT			
LEVEL OF COURSE	MA in Chinese and Greek Civilization: A Comparative Approach		
COURSE CODE	SWU.3	SEMESTER OF STUDIES	1
COURSE TITLE	Specific Topics on Comparative Civilization Studies I		
INDEPENDENT TEACHING ACTIVITIES	TEACHING HOURS PER WEEK	ECTS CREDITS	
Lectures and Class Discussions	2	6	
COURSE TYPE		Core Course	
PREREQUISITE COURSES		-	
TEACHING AND ASSESSMENT LANGUAGE:		English	
THE COURSE IS OFFERED TO ERASMUS STUDENTS		NO	

LEARNING OUTCOMES

Learning outcomes
By the end of the course, students are expected to be in a position to: • Understand and explain the main concepts on each topic; • Elucidate and reconstruct the historical and philosophical arguments from original and secondary texts, and accordingly compare Chinese and Greek civilizations in regards of their kinship and fundamental divergence; • Construct one's own arguments for or against the thinkers within different cultural traditions in different periods; • Use historical and philosophical concepts and arguments to analyze the current cultural phenomena in China and the West.
General Abilities
• To analyze the methodological commensurability and main specific issues on comparative studies of Greek and Chinese civilizations; • To understand the common concern of humankind historically and philosophically from a comparative approach.

COURSE CONTENT

The course is designed to bring together and examine from a comparative perspective the historical and philosophical traditions of Greece and China that have developed in relative isolation from one another. It aims to: (1) offer the different philosophical views concerning the methodological commensurability of east and west civilizations, and (2) to present some main specific issues on comparative studies both historically and philosophically. Accordingly, the first part of the course involves 5 topics: (1) the possibility and the scope of the comparative study of Chinese and Greek civilizations, (2) the comparative study of Chinese and Greek histories and historiographies, (3) the comparison of cosmology and sacrifice practices in the East and
--

the West, (4) the notion of human nature in both Chinese and Greek classics, and finally, (5) Greek logic and Chinese logical thought in Pre-Qin period and Mohist logic in China.

TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD		Face-to-face Lectures
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES		eclass
TEACHING ORGANIZATION	<i>Teaching Method</i>	<i>Semester Workload</i>
	Lectures	30
	Reading of the Literature	40
	Essay	50
	Study	30
	<i>Total number of hours for the Course</i>	<i>150</i>
STUDENT ASSESSMENT		On-class Interactions; Group Presentations; final Essay

RECOMMENDED LITERATURE

Dossier of texts by Confucius, Mencius, Lao-Tzu, Chuang-Tzu, Mohism, Han Feizi, Xunzi, Zhoubi, Homer, Herodotus, Thucydides, Xenophon, Plato, Aristotle, Augustine, Aquinas, and the writings of contemporary thinkers such as Charles Taylor, Aaron Stalnaker, Michael Puett, Cheng Chung-ying, Lee Yearley, David Wong, Geoffrey Lloyd, François Jullien, François Hartog, etc.

Chinese History II

SCHOOL	School of Humanities and Social Sciences		
DEPARTMENT			
LEVEL OF COURSE	MA in Chinese and Greek Civilization: an Comparative Approach		
COURSE CODE	SWU.4	SEMESTER OF STUDIES	2
COURSE TITLE	Chinese History II		
INDEPENDENT TEACHING ACTIVITIES	TEACHING HOURS PER WEEK	ECTS CREDITS	
Lectures and Class Discussions	2	8	
COURSE TYPE		Core Course	
PREREQUISITE COURSES:		Chinese History I	
TEACHING AND ASSESSMENT LANGUAGE:		English	
THE COURSE IS OFFERED TO ERASMUS STUDENTS		NO	

LEARNING OUTCOMES

Learning outcomes
Upon completion of this course, students are expected to be in a position to: • Demonstrate an acquaintance with important social, economic, political, and cultural developments in modern China. • Think, discuss, and write critically and comparatively about China and the world. • Discern and analyze historical arguments, compare them with one another and evaluate them. • Analyze primary and secondary sources and construct original arguments regarding the history of modern Chinese society and culture. • Better understand how contemporary Chinese society functions and how Chinese people today think about their own society and their relations with other countries.
General Abilities
• To analyze historical events and sources critically. • To understand historical changes from local, global, and comparative perspectives.

COURSE CONTENT

The course is the second part of the two-semester study of Chinese history. It explores the late Qing Dynasty through the Reform and Opening-up period. It covers major issues and themes in modern Chinese history, including the impact of Western colonialism, internal rebellions and wars, the Japanese War, the Nationalist and Communist Revolutions and the Reform and Opening-up on China's state and society and its relations with the world. Meanwhile, it introduces the approaches of social, cultural, trans-national and global histories in examining these issues and individuals who experienced and shaped these historical changes. Field trips to historic sites in Chongqing will reinforce students' knowledge and understanding of the subject matter while highlighting the important role of the city in modern Chinese history.

TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD		Face-to-face Lectures
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES		eclass
TEACHING ORGANIZATION	<i>Teaching Method</i>	<i>Semester Workload</i>
	Lectures	30
	Reading of the Literature	60
	Essay	60
	Study	50
	<i>Total number of hours for the Course</i>	<i>200</i>
STUDENT ASSESSMENT		On-class Interactions; Group Presentations; final Essay

RECOMMENDED LITERATURE

Dossier of texts by historians (Yinghong Cheng, Gail Hershatter, Emily Honig, Jonathan Spence, Quoqi Xu, etc.) and historical figures (Qiu Jin, Lu Xun, Kang Youwei, He Zhen, etc.)

Chinese Philosophy II

SCHOOL	School of Humanities and Social Sciences		
DEPARTMENT			
LEVEL OF COURSE	MA in Chinese and Greek Civilization: an Comparative Approach		
COURSE CODE	SUW.5	SEMESTER OF STUDIES	2
COURSE TITLE	Chinese Philosophy II		
INDEPENDENT TEACHING ACTIVITIES	TEACHING HOURS PER WEEK	ECTS CREDITS	
Lectures and Class Discussions	2	8	
COURSE TYPE			Yes
PREREQUISITE COURSES:			Chinese Philosophy I
TEACHING AND ASSESSMENT LANGUAGE:			English
THE COURSE IS OFFERED TO ERASMUS STUDENTS			NO

LEARNING OUTCOMES

Learning outcomes
Upon completion of this course, students are expected to be in a position to: • Use the main terms of Buddhist Philosophy; • Understand the main notions of Neo-Confucian Philosophy;
General Abilities
• To analyze philosophical texts of Buddhist and Neo-Confucian Philosophy; • Discern the differences between opposing schools of the traditional Chinese philosophy; • To raise philosophical questions from within the perspective of Chinese philosophy.

COURSE CONTENT

The course of *The Chinese Philosophy* (II) consists of two parts: Buddhist Philosophy and Neo-Confucianism.

Regarding Buddhist Philosophy, the course is structured around three axes: 1) the philosophical thoughts in Indian Buddhism; 2) the philosophical thoughts in Chinese Buddhism; 3) the interrelationship between Indian Buddhism and Chinese Buddhism.

Regarding Neo-Confucianism, special attention will be given to 1) the philosophical thoughts of Neo-Confucianism by Zhu Xi; 2) the philosophical thoughts of Neo-Confucianism by Wang Yangming; 3) the interrelationship of the philosophical thoughts between the school represented by Zhu Xi and that by Wan Yangming.

TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD		Face-to-face Lectures
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES		eclass
TEACHING ORGANIZATION	<i>Teaching Method</i>	<i>Semester Workload</i>
	Lectures	30
	Reading of the Literature	60
	Essay	60
	Study	50
	<i>Total number of hours for the Course</i>	<i>200</i>
STUDENT ASSESSMENT		On-class Interactions; Group Presentations; final Essay

RECOMMENDED LITERATURE

Dossier: Basic Works of Buddhism and Neo-Confucianism.

Specific Topics on Comparative Civilization Studies II

SCHOOL	School of Humanities and Social Sciences		
DEPARTMENT			
LEVEL OF COURSE	MA in Chinese and Greek Civilization: A Comparative Approach		
COURSE CODE	SWU.6	SEMESTER OF STUDIES	2
COURSE TITLE	Specific Topics on Comparative Civilization Studies II		
INDEPENDENT TEACHING ACTIVITIES	TEACHING HOURS PER WEEK	ECTS CREDITS	
Lectures and Class Discussions	2	6	
COURSE TYPE			Core Course
PREREQUISITE COURSES:			Specific Topics on Comparative Civilization Studies I
TEACHING AND ASSESSMENT LANGUAGE:			English
THE COURSE IS OFFERED TO ERASMUS STUDENTS			NO

LEARNING OUTCOMES

Learning outcomes
By the end of the course, students are expected to be in a position to: • Understand and explain the main concepts on each topic; • Elucidate and reconstruct the historical and philosophical arguments from original and secondary texts, and accordingly compare Chinese and Greek civilizations in regards of their kinship and fundamental divergences; • Construct one's own arguments for or against the thinkers within different cultural traditions in different periods; • Use historical and philosophical concepts and arguments to analyze the current cultural phenomena in Chinese and the West.
General Abilities
• To discern and analyze the methodological commensurability and main specific issues on comparative studies of Greek and Chinese civilizations; • To understand the common concern of humankind historically and philosophically from a comparative approach.

COURSE CONTENT

The course is a continuation of the 2-semester course "Specific Topics on Comparative Civilization Studies", addressing different topics from both a historical and a philosophical perspective. Topics include: ethical approaches to human nature, righteousness and justice in both Chinese and Greek ancient classics, political philosophy in Chinese and Greek traditions, the comparison of the rule of a True King from Xunzi with Aristotle's political philosophy and main political philosophy trends
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nowadays, comparative studies of Chinese and Greek histories from the perspectives of social, economic, political, and cultural developments. Finally, special attention will be given to the study of different traditions in Chinese and Greek technical artifacts and activities, and the relationship between human beings and technology.

TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD		Face-to-face Lectures
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES		eclass
TEACHING ORGANIZATION	<i>Teaching Method</i>	<i>Semester Workload</i>
	Lectures	30
	Reading of the Literature	40
	Essay	50
	Study	30
	<i>Total number of hours for the Course</i>	<i>150</i>
STUDENT ASSESSMENT	On-class Interactions; Group Presentations; final Essay	

RECOMMENDED LITERATURE

Dossier with texts by Huang Di, Confucius, Mencius, Lao-Tzu, Chuang-Tzu, Mohism, Xunzi, Zhoubi, Homer, Herodotus, Thucydides, Xenophon, Plato, Aristotle, Augustine, Aquinas, and the writings of contemporary thinkers such as Charles Taylor, Fung Yu-lan, Cheng Chung-ying, Andrew Feenberg, Geoffrey Lloyd, François Jullien, François Hartog, etc.

Master Thesis

SCHOOL	School of Humanities and Social Sciences		
DEPARTMENT			
LEVEL OF COURSE	MA in Chinese and Greek Civilizations: A Comparative Approach		
COURSE CODE	MTh.	SEMESTER OF STUDIES	1, 2, 3, 4
COURSE TITLE	Master Thesis		
INDEPENDENT TEACHING ACTIVITIES		ECTS CREDITS	
Research and Written Essay		8 per semester, 32 in total	
COURSE TYPE		Core Course	
PREREQUISITE COURSES:		-	
ASSESSMENT LANGUAGE:		English	

LEARNING OUTCOMES

Learning outcomes
By submitting their Master Thesis, students are expected to be in a position to present a piece of original scholarship (written under the direction of a faculty advisor) that responds to a debate in comparative studies and will bring new evidence or arguments to bear upon the topic.
General Abilities
To write a publishable journal article

COURSE CONTENT

It is mandatory for the MA Thesis to have a comparative character, that is, to address both the Greek and the Chinese Civilization. It is recommended the MA Thesis to be supervised by both a Greek and a Chinese Faculty Member. The MA thesis shall be submitted by the end of June of the 4th Semester and, in any case, not later than the end of September of the same year. Chinese students are expected to also submit their MA Thesis in Chinese.

TEACHING AND LEARNING METHODS – ASSESSMENT

TEACHING METHOD	Writing Guidelines: The Thesis has a length of 12.000-15.000 words. Both the main text and the footnotes must be written in a font of the student's choice, size 12", with 1.5 spacing and full alignment.		
TEACHING ORGANIZATION	<i>Teaching Method</i>	<i>Semester Workload</i>	
	Reading of the Literature	400	
	Essay	200	
	Study	200	
	<i>Total number of hours</i>	800	
STUDENT ASSESSMENT	Final Essay and defense before a three-member committee		

2. Practical Issues

Accommodation

In recent years, SWU has increased the investment in the construction and renovation of international student dormitories to ensure the development of student accommodation needs, while improving the hardware facilities of international student dormitories, the use of classified placement of student accommodation methods, with professional property management services, to create a safe, orderly, civilized and clean accommodation environment for students. International College owns and manages three accommodation buildings, including communication and network access, equipped with combined furniture, intelligent electricity and water management equipment, independent toilet, heating and cooling air conditioning, refrigerator, flat screen TV, etc. There are complete public service facilities such as laundry, dining and fitness in dormitory area.

For further information, visit: http://admissions.swu.edu.cn/Campus_Life/Accommodation.htm

Transport (visit: http://admissions.swu.edu.cn/Campus_Life/How_to_reach_SWU.htm)

Train and Flight Ticket Booking

If you need the international office / International College to help booking train ticket airline tickets, please contact the teacher. Tel: 68367059

If you want to book train tickets online, please visit the following Web site:<http://train.cei.gov.cn>

For online booking air tickets, please access the following website:<http://www.airway.cc/>

Chongqing City Traffic

There are many bus routes in Beibei District, which make traveling quite easy. Paying a fixed fare of one Yuan, you can reach anywhere in urban Beibei.

Please make sure to stand firmly on the bus. Always keep your seatbelt fasten when taking a taxi, especially on the highway, pay more attention to traffic safety. In order to avoid loss, special attention should be paid to your credentials and property when traveling.

If you want to go urban area of Chongqing, take the bus 502 at Beibei bus station.

It is very easy to take a taxi in Beibei. Generally, taxi services are available day and night. Fares will be charged according to mileage traveled at 1.20-2.00 Yuan per km (labeled on both sides of the rear windscreen of the vehicle). The general starting price is fare for 3 km, and proper extra fee will be charged for customer waiting, night driving and empty returning.

On the Taxi roof there is a "TAXI" sign light; above the car's dashboard you may find a information card with the driver's photo, name, company and telephone on it for supervision. An "empty" (FOR HIRE) sign is placed on the front wind glass of the taxi. When you get out of the car, an invoice will be printed; you'd better keep the invoice, just in case there are problems, the invoices can help you to contact the taxi or its company.

E. 2nd Year of Studies at the University of Patras, Patras, Greece

1. Courses Outline and Teaching Staff

Professors at the University of Patras

CVs

Bartzoka, Alexandra	http://www.ha.upatras.gr/en/profile/bartzoka/
Kazantzidis, Giorgos	https://upatras.academia.edu/GeorgeKazantzidis
Kontos, Pavlos	https://philosophy.upatras.gr/en/staff/dep-staff/kontos-pavlos/
Kouloumentas, Stavros	https://philosophy.uoi.gr/en/didaskontes/stavros-kouloumentas/
Tambakis, Charis	https://philosophy.upatras.gr/prosopiko/e-di-p/tabakis-charis/
Zafeiropoulos, Christos	http://www.ha.upatras.gr/en/profile/czafirop/

Contact

Bartzoka, Alexandra	abartzoka@upatras.gr
Kazantzidis, Giorgos	kazanbile@gmail.com
Kontos, Pavlos	pkontos@upatras.gr
Kouloumentas, Stavros	skouloumentas@gmail.com
Tambakis, Charis	chtabakis@upatras.gr
Zafeiropoulos, Christos	czaf@upatras.gr

Learning Outcomes

- Acquaintance with the practices of comparative research in the humanities, its particularity and importance.
- In-depth knowledge of the ancient Chinese Civilization
- In-depth knowledge of the ancient Greek Civilization
- Research skills in the humanities and, in particular, in Philosophy and History

Ancient Greek Philosophy I

SCHOOL	School of Humanities and Social Sciences		
DEPARTMENT	Department of Philosophy		
LEVEL OF COURSE	Graduate		
COURSE CODE	UP.1	SEMESTER OF STUDIES	3
COURSE TITLE	Ancient Greek Philosophy I: The cosmos, the gods and human beings		
INDEPENDENT TEACHING ACTIVITIES	TEACHING HOURS PER WEEK		ECTS CREDITS
Lectures	3		8
COURSE TYPE	Core Course		
TEACHING AND ASSESSMENT LANGUAGE:	English		
COURSE WEBPAGE (URL)			

Learning outcomes
By the end of the course, students are expected to be in a position to: - discern the debates between different philosophical systems as to the creation and workings of the cosmos, the nature and role of gods, and the relation between human beings and gods. - comprehend the main features of ancient Greek philosophy (fruitful exchange of ideas, doctrinal and methodological diversities, interaction with other intellectual fields). - understand how key concepts such as being and becoming, accident and design, movement and rest were first formed and examined. - acquaint themselves with the main doctrines of Aristotelian natural philosophy.
General Abilities
- To analyze philosophical texts and construct their arguments. - To work in an international environment. - To evaluate the work of other scholars and develop their own interpretation. - To present their work in class.

Course Content
The course focuses on three interrelated questions examined by most ancient Greek philosophers: - how the cosmos is formed and maintains its equilibrium; - whether the gods fashion and supervise the cosmos or are not involved in its genesis and functioning; - the place of human beings in this orderly system and their relation to the gods. The course offers a general overview of various philosophical systems extending from the Milesians to the Hellenistic philosophers and attempts to analyse broader issues such as the relationship between theology, science and philosophy, the diffusion of ideas, and the development of philosophical thinking. Special emphasis is given to the transition from the mytho-poetic accounts of Homer and Hesiod to the

conceptualisation of the cosmos as a self-regulating system governed by norms, the Platonic theology as advanced in the *Timaeus* and defended in the *Laws*, the Aristotelian contribution to natural philosophy, as well as the debate between the Epicureans and the Stoics as to how human beings can reach happiness by having a proper understanding of the divine.

TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD		Face-to-face Lectures
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES		eclass
TEACHING ORGANIZATION	Teaching Method	Semester Workload
	Lectures	30
	Reading of the Literature	60
	Essay	60
	Study	50
	Total number of hours	200
STUDENT ASSESSMENT	Two Written Essays	

RECOMMENDED LITERATURE

- Algra, K., J. Barnes, J. Mansfeld και M. Schofield (eds.) 1999. *The Cambridge History of Hellenistic Philosophy*. Cambridge.
- Barnes, J. (ed.) 1995. *The Cambridge Companion to Aristotle*. Cambridge.
- Kahn, C. H. 1960. *Anaximander and the Origins of Greek Cosmology*. New York, London.
- Kirk, G. S., J. E. Raven and M. Schofield 1983. *The Presocratic Philosophers: A Critical History with a Selection of Texts*, 2nd edition. Cambridge.
- Leunissen, M. (ed.) 2015. *Aristotle's Physics: A Critical Guide*. Cambridge.
- Long, A. A. and D. N. Sedley 1987. *The Hellenistic Philosophers*, vol. I: *Translations of the Principal Sources and Commentary*, vol. II: *Greek and Latin Texts with Notes and Bibliography*. Cambridge.
- Mayhew, R. 2008. *Plato: Laws 10. Translated with a Commentary*. Oxford.
- Sedley, D. N. 2007. *Creationism and Its Critics in Antiquity*. Berkeley, Los Angeles, London.
- Wright, M. R. 1999. *Cosmology in Antiquity*. London, New York.
- Zeyl, D. J. 2000. *Plato: Timaeus*. Cambridge MA.

Ancient Greek Philosophy II

SCHOOL	School of Humanities and Social Sciences		
DEPARTMENT	Department of Philosophy		
LEVEL OF COURSE	Graduate		
COURSE CODE	UP.2	SEMESTER OF STUDIES	3
COURSE TITLE	Ancient Greek Philosophy II: Aristotle’s Ethics		
INDEPENDENT TEACHING ACTIVITIES	TEACHING HOURS PER WEEK		ECTS CREDITS
Lectures	3		8
COURSE TYPE			Core Course
TEACHING AND ASSESSMENT LANGUAGE:			English
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PHIL2215/		

Learning outcomes
By the end of the course, students are expected to be in a position to: • Understand, discern, and present the main concepts used in Aristotle's ethics. • Discern and analyze Aristotle's philosophical arguments. • Reconstruct and criticize these arguments. • Understand the intertwinement of Aristotle's notion in the <i>Nicomachean Ethics</i>. • Realize the significance of Aristotle's ethics
General Abilities
• To trace, analyze, and construct philosophical arguments. • To propose original interpretations • To raise objections • To illustrate philosophical arguments by means of real and fictional examples

Course Content
The course has a twofold objective: (a) to provide a first familiarity with Aristotle's Ethics as it is developed in his <i>Nicomachean Ethics</i>, (b) to make students realize the fundamental importance of Aristotle's <i>Nicomachean Ethics</i> within the tradition of Western philosophy up to the present day.

The course will follow the *Nicomachean Ethics* chapter by chapter, focusing on the main concepts and arguments, and showing their intertwinement. It will attempt to defend Aristotle's arguments, notwithstanding any potential critiques.

TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD		Face-to-face Lectures
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES		eclass
TEACHING ORGANIZATION	Teaching Method	Semester Workload
	Lectures	30
	Reading of the Literature	60
	Essay	60
	Study	50
	Total number of hours	200
STUDENT ASSESSMENT	Written Essay	

RECOMMENDED LITERATURE

- Aristotle, *Nicomachean Ethics*, C.D.C. Reeve & P. Kontos (eds.), *Aristotle Complete Works*, Indianapolis: Hackett Publishing Co. 2025.
- Bostock, David, 2000, *Aristotle's Ethics*, Oxford: Oxford University Press.
- Broadie, Sarah, 1991, *Ethics with Aristotle*, New York: Oxford University Press.
- Garver, Eugene, 2006, *Confronting Aristotle's Ethics: Ancient and Modern Morality*, Chicago: The University of Chicago Press.
- Gottlieb, Paola, 2009, *The Virtue of Aristotle's Ethics*, Cambridge: Cambridge University Press.
- Karbowski, Joseph, 2019, *Aristotle's Method in Ethics: Philosophy in Practice*, Cambridge: Cambridge University Press.
- Kontos, Pavlos, 2023. *Introduction to Aristotle's Nicomachean Ethics*. Cham: Palgrave MacMillan.
- Kraut, Richard, "Aristotle's Ethics", *The Stanford Encyclopedia of Philosophy* (Fall 2022 Edition), Edward N. Zalta & Uri Nodelman (eds.), URL = <https://plato.stanford.edu/archives/fall2022/entries/aristotle-ethics/>.
- Lear, Gabriel Richardson, 2000, *Happy Lives and the Highest Good: An Essay on Aristotle's Nicomachean Ethics*, Princeton: Princeton University Press.
- Pakaluk, Michael, 2005, *Aristotle's Nicomachean Ethics: An Introduction*, Cambridge: Cambridge University Press.
- Reeve, David, 2013, *Aristotle on Practical Wisdom: Nicomachean Ethics VI*, Cambridge, MA: Harvard University Press.

Greek History I

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Philosophy		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	UP.3.1	SEMESTER	3
COURSE TITLE	Greek History I: the <i>polis</i>, historical and philological approaches		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	ECTS CREDITS	
Lectures	3	6	
COURSE TYPE			Optional
TEACHING AND ASSESSMENT LANGUAGE			English
COURSE WEBSITE (URL)			

Learning outcomes
After the completion of the course the students will be able: - to understand and overview the historical and sociopolitical outline of the ancient Greek <i>polis</i>. - to approach primary sources for the study of the ancient Greek <i>polis</i> and to place them in their specific historical frame. - to understand political activity and social networks in the Athenian <i>polis</i>. - to search and study the relevant bibliography.
General Competences
- Search for, analysis and synthesis of data and information - Working independently - Criticism - Working in an interdisciplinary environment - Production of free, creative and inductive thinking

Content
The course is structured as following: - Introduction. Part I: The Chronotope of the <i>polis</i>. - Introduction. Part II: Terminology and current research. Political and social groups and networks. - The birth of the Athenian democratic <i>polis</i> (Solon, Cleisthenes, Pericles, and the 4th century democracy). - Discourse on the <i>polis</i>: a notional and ideological reading. - Decision-making and jurisdiction in classical Athens. - Further aspects of the political. - Spectators of speeches, audience of deeds: the <i>polis</i> as spectacle. - Discussion on the essays. - Conclusions and feedback on the course.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY		Face to face, in the classroom
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY		Powerpoint and eclass
TEACHING METHODS	Activity	Semester workload
	Lectures	30
	Collaboration with the instructor	40
	Study and analysis of bibliography	50
	Essay writing	30
	Course total (25 hours of workload per credit)	150
STUDENT PERFORMANCE EVALUATION	a) Participation in the seminar b) Written essay	

RECOMMENDED LITERATURE

- Azoulay, V., *Pericles of Athens*, Princeton 2014.
- Courier, C., - de Oliveira G. C. M. (eds.), *Ancient History from Below*, Oxford 2022.
- Gottesman, A., *Politics and the Street in Democratic Athens*, Cambridge 2014.
- Hansen, M. H., *The Athenian Democracy in the Age of Demosthenes*, Oxford 1999².
- Hansen, M. H., *Polis. An Introduction to the Ancient Greek City-State*, Oxford 2006.
- Hansen, M. H. – Nielsen, Th. H. (eds.), *An Inventory of Archaic and Classical Poleis*, Oxford 2004.
- Kamen, D., *Status in Classical Athens*, Princeton 2013.
- Neils, J. – Rogers, D. K. (eds.), *The Cambridge Companion to Ancient Athens*, Cambridge 2021.
- Ober, J., *Athenian Legacies: Essays on the Politics of Going On Together*, Princeton 2007.
- Ober, J., *Mass and Elite in Democratic Athens*, Princeton 1991.
- Osborne, R., *Greece in the Making, 1200-479 BC*, Oxford 2009².
- Rhodes, P. J., *A History of the Classical Greek World: 478-323 BC*, London-New York 2006.
- Rhodes, P. J., *The Greek City-States. A Sourcebook*, Cambridge 2007².
- Sinclair, R. K., *Democracy and Participation in Athens*, Cambridge 1988.
- Winkler, J. J. – Zeitlin Fr. (eds.), *Nothing to do with Dionysus? Athenian Drama in its Social Context*, Princeton 1990.

* Additional bibliography for the essays.

Ancient Greek Philosophy III

SCHOOL	School of Humanities and Social Sciences		
DEPARTMENT	Department of Philosophy		
LEVEL OF COURSE	Graduate		
COURSE CODE	UP.4	SEMESTER OF STUDIES	4
COURSE TITLE	Ancient Greek Philosophy III: Poetics: the art of discourse in ancient Greece		
INDEPENDENT ACTIVITIES	TEACHING	TEACHING HOURS PER WEEK	ECTS CREDITS
Lectures		3	8
COURSE TYPE		Core Course	
TEACHING AND ASSESSMENT LANGUAGE:		English	
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PHIL2204/		

LEARNING OUTCOMES

Upon successful completion of the course students should be able to:

- develop arguments for basic interpretive and ideological issues of classical ancient Greek literature, for its historical context, as well as for issues of its recruitment in modern Europe and in education;
- know basic historical and factual evidence about the original, common origin of poetic and philosophical discourse, but also to distinguish similarities and differences between those two kinds of discursivity;
- have elaborated and become familiar with the basic theories and reflections of the philosophers of the classical period on the process, criteria and purport of literature;
- have become familiar with the reference texts and the basic hermeneutic bibliography for the poetics of antiquity, in order to undertake research from the original or from a translation, with further personal study of the modern bibliography and online sources;
- be able to compare between forms of chinese and greek poetry, in order to understand conversions or diversions in style and ideas.

General Abilities

- To study and think independently.
- To investigate, locate and treat arguments.
- Acquaintance with the requisite interpretative attitude.
- Advancement of free, creative and inductive thinking.
- Possibility to work in cooperation with other study mates.

COURSE CONTENT

Our intention encompasses the inception and evolution of poetic discourse, the emergence of prose and rhetorics, as well as the formation of philosophical discourse as a distinct logical expression. Starting from

Homeric poetry, the teaching will go through didactic epic, lyric and elegiac poetry, theological poetic expressions and comic verses (*silloi*), reaching the dramatic works of the classical period. The ideological differentiation that occurs with the later lyric poets (such as Archilochus, Simonides and Pindar) and thinkers (such as Solon and Xenophanes) is pointed out. When tragic and comic poetry appeared, new forms of expression of the human drama are invented and a new chapter in the course of civilization begins. Of particular concern will be the consideration of the poetic art and the position of the poet by the philosophers of the classical era. Plato's dialogue «Ion» constitutes the first systematic criticism of art and especially of poetry, while in the *Republic* the question of poetry is re-examined in the context of a more general reflection on proper education. Aristotle's treatise on poetry seems to restore the function of art within the framework of the city, view in relation to its anthropological dimension. We thus aim on the one hand to highlight the diversity and creativity of ancient Greek culture in the field of poetic speech, and on the other hand to highlight the connection of poetic conceptions with philosophical reflection, which is common both to the Greek and the Chinese literary tradition. For this purpose, indicative texts characterized by contemplative content are selected and the study of literary criticism, as developed mainly by Plato and Aristotle, is not omitted.

TEACHING AND LEARNING METHODS - ASSESSMENT		
TEACHING METHOD		Face to face teaching
INFORMATION AND COMMUNICATION TECHNOLOGIES		e-class system
TEACHING ORGANIZATION	Activities	Workload hours
	Lectures	30
	Study of selected texts	60
	Individual study	60
	Exercises upon texts	50
Total working hours for the Course		200
Students Assessment: There will be two phases of evaluation: I. Undertaking research work (optional). In consultation with the teacher, topics can be assigned for individual or group study. An essay must be presented before semester's end. In that case the evaluation will contribute a 50% that will be extracted from the percentage of the final examination. II. The final exam will be in written form, asking for comments on interpretive and comparative issues of poetic works. Texts will be presented in the ancient Greek original followed with translation. An alternative possibility of oral exam is held for special reasons (e.g. illness, inability to participate in the written exam, writing inability). In case the student has already presented a written dissertation, the final exam will contribute a 50% to the evaluation.		

TEACHING AND LEARNING METHODS - ASSESSMENT

Evaluation criteria: a) adequate knowledge and study of the original texts, teacher's notes, as well as studying indicated sections of scientific textbooks; b) the written style of developing answers employing argumentation and personal judgment (or originality of thought).

During any rehearsal period of examination, any markings achieved from undertaken essays will still be valid.

RECOMMENDED LITERATURE

CAMPBELL, David A. [1991]* *Greek Lyric Poetry*. Edited and translated by David A. Campbell. London & Cambridge Mass.: Harvard University Press / Loeb Classical Library. 1. *Stesichorus, Ibycus, Simonides and others*.

GERBER, Douglas E. [1999]¹* *Greek Elegiac Poetry*. From the 7th to the 5th centuries B.C. Edited and translated by Douglas E. Gerber. London & Cambridge Mass.: Harvard University Press / Loeb Classical Library, 258.

[1999]²* *Greek Iambic Poetry*. From the 7th to the 5th centuries B.C. Edited and translated by Douglas E. Gerber. London & Cambridge Mass.: Harvard University Press / Loeb Classical Library, 259.

KASSEL, Rudolf [1965]* *De arte poetica liber*. Recognovit brevique adnotatione critica instruxit Rudolfus Kassel. Oxford: Typographeo Clarendoniano / Scriptorum classicorum bibliotheca Oxoniensis.

MURRAY, Penelope [1997]* *Plato on poetry. Ion, Republic 376e-398b9, Republic 595-608b10*. Edited by P. Murray. Cambridge; New York: Cambridge University Press / Cambridge Greek and Latin classics.

EASTERLING, Pat E. [1997]* *The Cambridge Companion to Greek Tragedy*. Edited by P. E. Easterling. Cambridge: Cambridge University Press.

ELSE, Gerald Frank [1958] «'Imitation' in the fifth century». *Classical Philology*, LIII (1958): 73-90.

[1986] *Plato and Aristotle on poetry*. Edited with introduction and notes by Peter Burian. Chapel Hill NC and London: University of North Carolina Press.

FORD, Andrew Laughlin [1992] *The Poetry of the Past*. Ithaca & London: Cornell University Press.

[2002] *The origins of criticism literary culture and poetic theory in classical Greece*. Princeton, N.J.: Princeton University Press.

KENNEDY, George Alexander [1989]* *The Cambridge history of literary criticism: I. Classical Criticism*. Edited by G. A. Kennedy. Cambridge, New York: Cambridge University Press (2001²).

LESKY, Albin [1957] *Geschichte der griechischen Literatur*. Dritte, neu Bearbeitete und Erweiterte Auflage. Bern und München: Francke Verlag (1971³).

LONG, Anthony A. [1999]* *The Cambridge Companion to Early Greek Philosophy*. Edited by A. A. Long. Cambridge: Cambridge University Press.

LUCAS, Donald William [1968]* *Aristotle: Poetics*. Introduction, commentary and appendixes by D. W. Lucas. Oxford: Clarendon Press (1981²).

Mac KEON, R. [1952] «Literary criticism and the concept of imitation in antiquity.» In R. S. Crane [1952]*: 147-175.

OKSENBERG-RORTY, Amélie [1992]* *Essays on Aristotle's «Poetics»*. Edited by Amélie Oksenberg-Rorty. Princeton: Princeton University Press.

VAN GRONINGEN, Bernhard Abraham [1953] *In the grip of the past*. Essay on an aspect of Greek thought. Leiden): E. J. Brill / Philosophia Antiqua: A series of monographs on ancient philosophy.

Ancient Greek Philosophy IV

SCHOOL	Faculty of Human and Social Sciences		
DEPARTMENT	Department of Philosophy		
LEVEL OF COURSE	Graduate		
COURSE CODE	UP.5	SEMESTER OF STUDIES	4
COURSE TITLE	Ancient Greek Philosophy IV Practicing Comparative Philosophy		
INDEPENDENT TEACHING ACTIVITIES	TEACHING HOURS PER WEEK	ECTS CREDITS	
Lectures	3	8	
COURSE TYPE		Core Course	
TEACHING AND ASSESSMENT LANGUAGE:		English	
COURSE WEBPAGE (URL)			

Learning outcomes
By the end of the course, students are expected to be in a position to: • Understand the aims, methods, and dangers that are proper to comparative philosophy, • Present and evaluate the main tendencies in the field,
General Abilities
• To analyze philosophical arguments regarding the very possibility of comparative philosophy. • To raise practical questions regarding the applicability of various methodologies, • To illustrate philosophical arguments by means of examples coming from the Greek and the Chinese traditions.

COURSE CONTENT
Comparative philosophy raises a set of philosophical and methodological problems: Why place traditions in comparison at all? What makes two concepts, arguments, or practices legitimately comparable? How can comparison illuminate without assimilating one tradition to the categories of another? I. The Aim of Comparative Philosophy: Topics would include the distinction between comparative philosophy, intellectual history, and comparative religion; comparison as a method of philosophical discovery rather than classification; challenging the supposed universality of familiar philosophical categories; and the possibility that comparison reveals assumptions invisible from within a single tradition.

2. What is the unit of comparison? Is it legitimate and fruitful to compare concepts, arguments, or philosophical problems? Texts or entire traditions? What are the dangers involved in each approach? Which unit is more appropriate for “translation”? For instance, too much historical contextualization and comparison becomes impossible: every concept is unique to its linguistic and historical environment, while too little contextualization and comparison becomes superficial.

3. The dangers involved: Comparison often has an asymmetrical structure. One tradition supplies the supposedly neutral categories while the other is translated into them. This could introduce discussions of Eurocentrism, Orientalism, and the historical construction of “Chinese philosophy” and “Western philosophy.” The opposite error deserves equal attention. In attempting not to assimilate Chinese philosophy to Greek or modern Western categories, scholars can portray Chinese thought as radically alien: “holistic rather than analytical,” “intuitive rather than rational,” “harmonious rather than argumentative.”

TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD		Face-to-face Lectures Invited Speakers Workshops
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES		e-class
TEACHING ORGANIZATION	<i>Teaching Method</i>	<i>Semester Workload</i>
	Lectures	30
	Reading of the Literature	60
	Essay	60
	Study	50
	Total number of hours	200
STUDENT ASSESSMENT	Active Participation in the Academic Activities, Round Tables, Workshops, etc.	

RECOMMENDED LITERATURE

Angle, S. C. “Methodologies and communities in comparative philosophy.” *Metaphilosophy* 55 (3) (2024):423-439.

• Defoort, C. “Is There Such a Thing as Chinese Philosophy? Arguments of an Implicit Debate.” *Philosophy East and West* 51.3 (2001): 393-413.

Kalmanson, L. “The Ritual Methods of Comparative Philosophy”. *Philosophy East and West* 67, no. 2 (2017): 399–418.

Krishna, D. "Comparative Philosophy: What It Is and What It Ought to Be." In *Contrary Thinking*, edited by Nalini Bhushan, Jay L. Garfield, and Daniel Raveh. Oxford: Oxford University Press, 2011.

• Lloyd, G. E. R., J. J. Zhao, and Q. Dong (eds.). *Ancient Greece and China Compared*. Cambridge: Cambridge University Press, 2018.

- Lloyd, G. E. R. “On the very possibility of mutual intelligibility”. In *Hau Journal of Ethnographic Theory*, Volume 4 (2): 221-235. 2014.
- Lloyd, G. E. R. *The Ambivalences of Rationality: Ancient and Modern Cross cultural Explorations*. Cambridge: Cambridge University Press, 2018.
- Ma, Lin & Jaap van Brakel. *Fundamentals of Comparative and Intercultural Philosophy*. Albany: SUNY, 2016.
- Ma, Lin & Jaap van Brakel. “On the Conditions of Possibility for Comparative and Intercultural Philosophy.” *Dao* 12.3 (2013): 297-312.
- Shankman, S. and S. W. Durrant (eds.). *Early China/Ancient Greece: Thinking through Comparisons*. Albany, NY: State University of New York Press, 2002.
- Vermander, Benoît. *The Encounter of Chinese and Western Philosophies: A Critique*. Leiden: De Gruyter, 2023.

Ancient Greek Science II

SCHOOL	School of Humanities and Social Sciences		
DEPARTMENT	Department of Philosophy		
LEVEL OF COURSE	Graduate		
COURSE CODE	UP.6.2	SEMESTER OF STUDIES	4
COURSE TITLE	Ancient Greek Science II		
INDEPENDENT TEACHING ACTIVITIES	TEACHING HOURS PER WEEK	ECTS CREDITS	
Lectures	3	6	
COURSE TYPE		Core Course	
TEACHING AND ASSESSMENT LANGUAGE:		English	
COURSE WEBPAGE (URL)			

Learning outcomes
By the end of the course, students are expected: • To have a broad overview and understanding of ancient science in the Greek and Roman world • To be familiar with some of the most important disciplines and fields of knowledge, which constitute ancient science, such as: biology, medicine, meteorology, geography, mathematics, mechanics and technology • To gain a cross-cultural perspective, especially with reference to comparisons between early Greek and early Chinese scientific thought • To have a clear understanding of the historical, cultural and conceptual conditions under which ‘rationalism’ and science thrive in antiquity • To be able to place ancient scientific thought within the wider spectrum of the history and evolution of ideas • To relate ancient scientific thought to modern science
General Abilities
By the end of the course, students are expected to be able: • To discuss their thoughts and ideas on the texts and topics under examination • To develop arguments and propose original interpretations • To raise objections and engage in creative debates, both in class and in writing

Course Content
The course has a twofold objective: (a) To make students familiar with the most important scientific fields of knowledge in the ancient Greek and Roman civilizations; (b) to situate ancient scientific progress within its wider historical, cultural and conceptual contexts; and, subsequently, to use the notion of scientific knowledge and scientific evolution as a means of pursuing and exploring cross-

cultural comparisons with other ancient civilizations but also, crucially, with modern science as we understand it today

TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD	Face-to-face Lectures	
USE OF TECHNOLOGIES	eclass	
TEACHING ORGANIZATION	Teaching Method	Semester Workload
	Lectures	30
	Reading of the Literature	40
	Essay	50
	Study	30
	Total number of hours	150
STUDENT ASSESSMENT	Two Written Essays	

RECOMMENDED LITERATURE

- Allen, B. (2021) *Experience and Experiment from Antiquity to the Anthropocene*, Oxford
- Gerolemou, M. and Kazantzidis, G. (2023) (eds.) *Body and Machine in Classical Antiquity*, Cambridge
- Irby, G. L. (2018) (ed.) *A Companion to Science, Technology, and Medicine in Ancient Greece and Rome*, Wiley Blackwell
- Jones, A. and Taub, L. (2018) (eds.) *The Cambridge History of Science. Volume 1: Ancient Science*, Cambridge
- Kazantzidis, G. (2024) 'Emotions across the Hippocratic corpus and the *Su Wen*', in: D. Cairns and C. Virag (eds.) *In the Mind, in the Body, in the World: Emotions in Early China and Greece*, Oxford: 114-131.
- Lehoux, D. (2012) *What did the Romans Know? An Inquiry into Science and Worldmaking*, Chicago and London
- Lloyd, G. E. R. (1996) *Adversaries and Authorities: Investigations into Ancient Greek and Chinese Science*, Cambridge
- Lloyd, G. E. R. (2002) *The Ambitions of Curiosity: Understanding the World in Ancient Greece and China*, Cambridge
- Mayor, A. (2020) *Gods and Robots: Myths, Machines and Ancient Dreams of Technology*, Princeton and Oxford

- Netz, R. (2022) *A New History of Greek Mathematics*, Cambridge
- Oleson, J. P. (2009) (ed.) *The Oxford Handbook of Engineering and Technology in the Classical World*, Oxford
- Romm, J. S. (1992) *The Edges of the Earth in Ancient Thought, Geography, Exploration, and Fiction*, Princeton
- Taub, L. (2017) *Science Writing in Greco-Roman Antiquity*, Cambridge
- Taub, L. (2020) (ed.) *The Cambridge Companion to Ancient Greek and Roman Science*, Cambridge

Practical Issues

Time Schedule, Winter Semester

Ancient Greek Philosophy II	Wednesday, 10am-1pm
Ancient Greek History I	Thursday, 2.30-5.30pm
Ancient Greek Philosophy I	Friday, 10am-1pm

Academic Calendar

WINTER SEMESTER 2025-2026
Start and End of Winter Semester Courses • Start of Winter Semester 29/09/2025 • End of Winter Semester Courses 16/01/2026
Start and End of Winter Semester Exams • Start of Winter Semester Exams 19/01/2026 • End of Winter Semester Exams 06/02/2026
SPRING SEMESTER 2025-2026
Start and End of Spring Semester Courses • Start of Spring Semester 16/02/2026 • End of Spring Semester 29/05/2025 Start and End of Spring Semester Exams • Start of Spring Semester Exams 08/06/2026 • End of Spring Semester Examinations 26/06/2025
Courses are not held on the following dates: National Holiday: October 28 Polytechnic: November 17 Saint Andreas: November 30 Christmas-New Year holidays: from December 24 until January 6 Three Hierarchs: January 30

Green Monday

National Holiday: **March 25**

Easter Holidays: **from Lazarus Saturday to Thomas Sunday: April 6 - April 19**

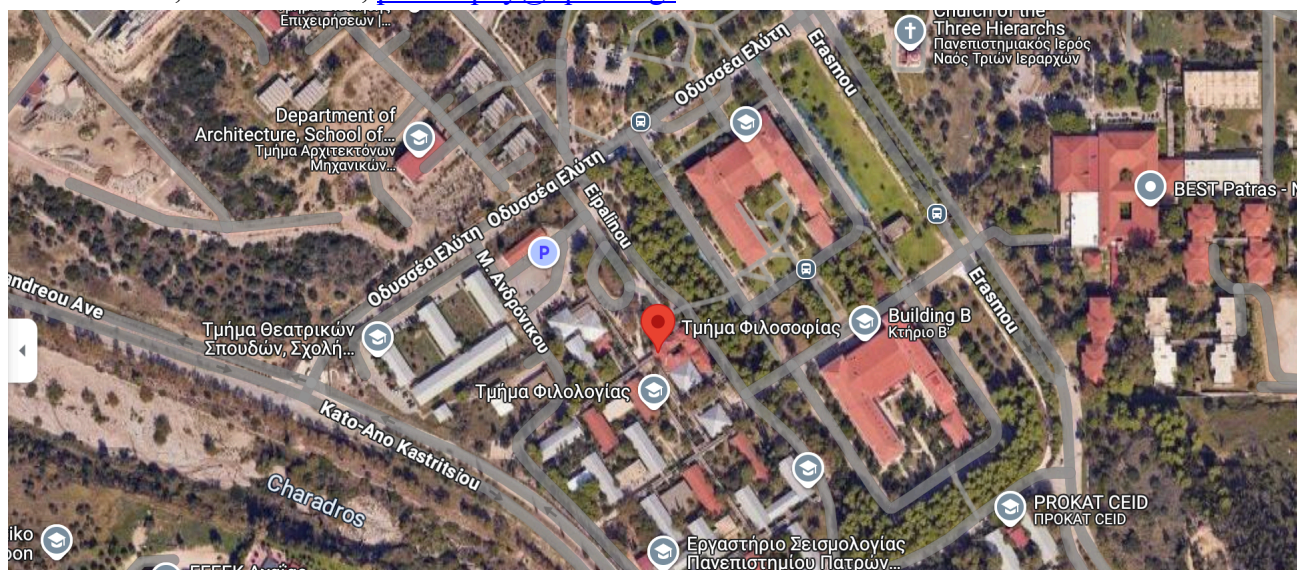
May Day: **May 1**

Holy Spirit: **June 9**

Life in the Department of Philosophy

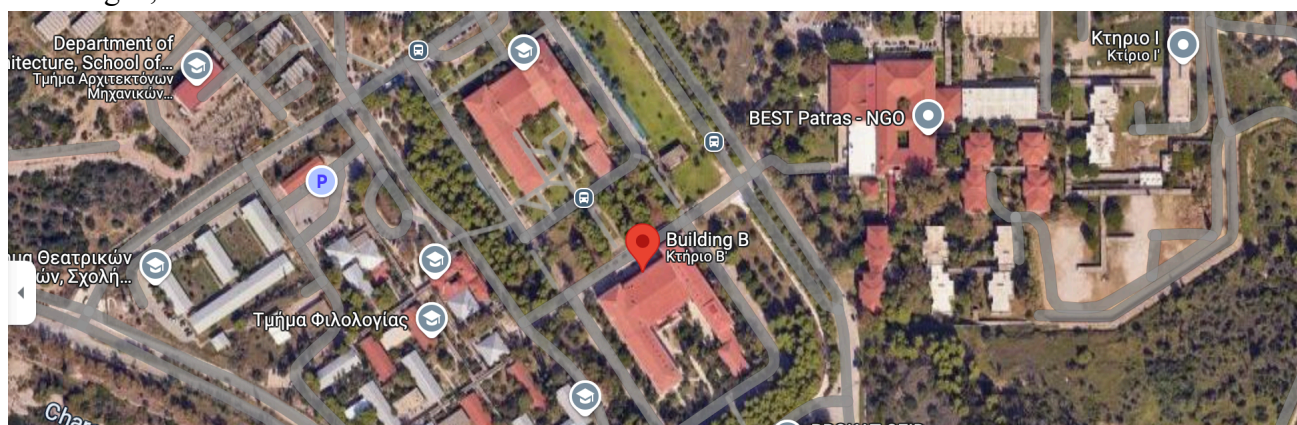
Secretariat, Department of Philosophy

Kostas Lenis, 2610-997817, philosophy@upatras.gr



Classroom and reading rooms

Building B, Ground Floor



Libraries

You can use both the Library of the Department of Philosophy and the Central University Library. For regulations, see here: <https://library.upatras.gr/english/>

Accommodation

Hostel Upatras ("Small Estia") Student Dormitory

The University of Patras provides affordable accommodation for exchange students at Hostel UPatras. The building's is Koridalleos 42 ([Google maps](#)). It is located between the city's center and the university, about 20 minutes* by bus from the city center and 10-15 minutes* by bus from the campus. The bus stop (bus lines 6 and 9) is a 5 minutes* walk ([Google maps](#)) and the train stop is a 15 minutes* walk from the residence ([Google maps](#)).

Directions for Reaching the University of Patras

Arriving in Patras from Athens International Airport

There are two ways to come to Patras from [Athens' Airport Eleftherios Venizelos \(ATH\)](#) ; by train and by bus.

By Train

Athens International Airport is connected to Patras via the [Suburban Rail](#) by train until Kiato and by a railway company bus until Patras. **INSTRUCTIONS:** You can take the train straight to Patras from Athens International Airport by asking for a ticket to Patras at the Proastiakos (suburban railway) ticket counter. You can also book your tickets online in advance. You have to get off the train after a few stops, at '[Kato Acharnai](#)'. From there, you will need to take the corresponding train heading to '[Kiato](#)'. Once you arrive in Kiato (terminal), you will have to exit the station and board the bus to Patras that will be waiting for you on the street outside. There's no need to buy a new ticket.

Ticket Price:

- Full ticket 20€, Full return ticket 32€
- Student ticket 15€, Student return ticket 30€

You can view the timetables, check the prices, and book your tickets [here](#) or via the TRAINOSE app on [Android](#) and [iOS](#).

By Bus

You have to use 2 buses. The first one is city bus No - [X93](#) from the [Airport to Kifissos Intercity Bus Station](#). From Kifissos, you will then take the intercity bus from Athens directly to Patras.

From Athens to the University

Take the Athens-Patras national road until you reach the Rion tolls. Immediately after the tolls, take the detour on the right. After 300m, at the point where there road dovetails, follow the road on the left which passes under the bridge and after 500m you will see the University Hospital. This is where the University campus begins.

From Patras to the University

- By car: The University campus is about 10 km from the city of Patras. From the centre of Patras, follow Korinthou Street to its end, then follow Panepistimiou Street and just after the "Olympic Champion D. Tofalos" Gym, before you pass the river (Charandros), turn right. The road signs on this road will direct you to the University.
- By bus: Buses on line 6 depart for the university every 10 to 15 minutes. The line's terminal is close to Vassileos Georgiou Sq. Visitors should take care to choose the right itinerary, as Line 6 does not only serve the University. The bus to the University Hospital leaves from Vasileos Georgiou Sq. and terminates at the Hospital. There is a reduced-price ticket for students throughout the academic year.

Other Information

University Sports Center

<http://gym.upatras.gr/en/>

Patras Guide

<https://uopa.esngreece.gr/patras-guide>

All you need to know about living in Greece

<https://studyinggreece.edu.gr/survival-guide/>