

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	PHILOSOPHY		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE		SEMESTER	A' Winter
COURSE TITLE	MODERN AND CONTEMPORARY PHILOSOPHY Subject: The problem of causation on David Hume		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	8
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:	Non		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	e-course.uoi.gr		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes 		
<p>The expected results from the successful completion of the course are that the students become familiar with the classical empiricism and more specifically with the sceptical theory of D. Hume regarding the problem of knowledge and causality; to know the critical issues of the human intellect, which makes inductive reasoning and causal beliefs referring to matters of facts. In this regard, to have understood the meaning of the necessary connection between cause and effect, in the context of the interpretive understanding of the two definitions of causation that correspond to the epistemological work of the Scottish philosopher.</p>		
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> </td> <td style="width: 50%; border: none;"> <i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> </td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i>
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<i>Production of new research ideas</i>	<i>Others...</i>
<p>The purpose is for students to exercise their critical thinking ability, including inductive thinking, in order to make evidential knowledge claims about the truth, constructing and reconstructing arguments that justify and establish these claims as inferential propositions and not as arbitrary assumptions.</p>	

(3) SYLLABUS

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

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and in communicating with students in e-course	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><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
	Seminars	26
	Tutorials	13
	Bibliography Study	58
	Essay Presentation	3
	Written Essay	100
	Course total	200
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	<p>Essay Presentation 30%</p> <p>Written Essay 70%</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>		

(5) ATTACHED BIBLIOGRAPHY

-Texts:

David Hume (1739-40), *A Treatise of Human Nature, Of the Understanding* (1739), Selby-Bigge and Nidditch (ed.), Oxford 1978: Clarendon Press. Ντέιβιντ Χιουμ, *Πραγματεία για την Ανθρώπινη Φύση, Για τη Νόηση*, μτφρ. Μ. Πουρνάρη. Αθήνα 2005: Πατάκης.

David Hume [1740], *An Abstract of a Book Lately Published, Entitled "Treatise of Human Nature", wherein the Chief Argument of that Book is Farther Illustrated and Explained*, London, (Keynes, J.M. & Sraffa, P. (es.) (1938) Cambridge: Cambridge University Press. Ντέιβιντ Χιουμ, *Σύνοψη*, στο Ντέιβιντ Χιουμ (2006). *Κείμενα. Αυτοβιογραφικά, γνωσιολογικά, ηθικά*, μφρς. Μ. Πουρνάρη. Αθήνα: Εκκρεμές.

David Hume (1751). *Enquiries Concerning Human Understanding and Concerning the Principles of Morals*. L.A. Selby-Bigge (ed.) 1975, Oxford: Oxford Clarendon Press.

-Secondary Bibliography:

Bailey, Alan and Dan O'Brien (eds.) (2012), *The Continuum Companion to Hume*, London/N.Y.: Continuum I.P.G.

Beauchamp, T. και Rosenberg, A. (1981), *Hume and the Problem of Causation*, Oxford: Oxford University Press.

Chappell, V. C. (ed.) (1966), *Hume: A Collection of Critical Essays*, New York: Doubleday.

Dicker, G. (1998), *Hume's Epistemology and Metaphysics*, London and N.Y.: Routledge.

Fogelin, R. J. (1985), *Hume's Skepticism in the Treatise of Human Nature*, London: Routledge.

Garrett, D. (1997), *Cognition and Commitment in Hume's Philosophy*, Oxford and New York: Oxford University Press.

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Kemp Smith, (1941), N., *The Philosophy of David Hume, A Critical Study of its Origins and Central Doctrines*, London: Macmillan

Livingston, D. W. (1984), *Hume's Philosophy of Common Life*, Chicago: University of Chicago.

MacNabb, D. G. C. (1966), *David Hume, his Theory of Knowledge and Morality*, Oxford: Blackwell.

Noonan, H. W. (1999), *Hume on Knowledge*, London and N.Y.: Routledge.

Norton D. F. (ed.), *The Cambridge Companion to Hume*, Cambridge University Press, New York 1993.

Norton, D.F. and Norton, M.J. (ed.) (2001), «Introduction» in *David Hume, A Treatise of Human Nature*, Oxford: Oxford University Press.

Owen, David, (1999), *Hume's Reason*, Oxford: Oxford University Press.

Παρισάκη-Γιανναράκη, Θ. (1979), *Αιτιακή Εξήγηση και Κοινωνική Ερμηνεία των Τεχνών στον D. Hume*, (Διδακτορική διατριβή), Τ. Φιλοσοφία Α.Π. Θεσσαλονίκης.

Πουρνάρη Μ. (1994), *David Hume: Η Κριτική της Αιτιότητας ως Απόπειρα Θεμελίωσης μιας «Αληθούς Μεταφυσικής»*, (Διδακτορική διατριβή), Τ. Φιλοσοφίας Π.Ιωαννίνων.

Πουρνάρη Μ., «Η Σκεπτικιστική «Θεμελίωση» της Επιστήμης στον David Hume», στο *Φιλοσοφία, Επιστήμες και Πολιτική* (1998). Αθήνα 1998: Τυπωθήτω, σσ. 367-377.

Πουρνάρη Μ., «Ντέιβιντ Χιουμ: Η Πειραματική Μέθοδος Συλλογισμού στα Ηθικά Θέματα», *Ε.Ε.Φ.Σ.Ι. Δωδώνη*, 33 (2004), 207-15.

Πουρνάρη Μ., «Ορισμένες προβληματικές συνέπειες του κλασικού εμπειρισμού», *Επιστημονική Επετηρίδα του Παιδαγωγικού Τμήματος Δημοτικής Εκπαίδευσης του Πανεπιστημίου Ιωαννίνων*, 19 (2006), 109-116.

Πουρνάρη Μ., «Φυσιοκρατία και Κανονιστικότητα στην Επιστημολογία του David Hume», *Αξιολογικά*, 15 (2006), 117-30.

Πουρνάρη Μ., «Η καντιανή ερμηνεία των μαθηματικών στον Χιουμ», στο *Για τον Ιμμάνουελ Καντ, 200 χρόνια μετά*, Τομέας Φιλοσοφίας Πανεπιστημίου Ιωαννίνων, Αθήνα: Νήσος 2006, σς. 65-75.

Πουρνάρη Μ., «Η Διάκριση Είναι και Δέοντος στον Ντ. Χιουμ», *Αξιολογικά* 24 (2011), 61-71.

Read, R. and Richman, K.A. (eds.) (2000), *The New Hume Debate*, London: Routledge.

Strawson, G. (1989), *The Secret Connexion, Causation, Realism and David Hume*, Oxford: Clarendon Press.

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Traiger, S. (ed.) (2006), *The Blackwell Guide to Hume's Treatise*, Oxford: Blackwell.

Tweyman, S. (ed.) (1995), *David Hume: Critical Assessments*, 6 τόμοι, Oxford: Routledge.

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

- Related academic journals:

Hume Studies