

Epistemology

Code: 100311
ECTS Credits: 6

Degree	Type	Year	Semester
2500246 Philosophy	OB	2	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Other comments on languages

Algun dels textos obligatoris estan escrits en aquesta llengüa.

Prerequisites

None.

Objectives and Contextualisation

Epistemology is that branch of philosophy which is concerned with issues about the nature and extent of what we know. In this course, we will explore a number of its central questions: What is it, exactly, to know something? Why, if at all, should we value knowledge? How should we respond to skeptical arguments? Which are the obstacles that prevent us from knowledge?

Competences

- Analysing and summarising the main arguments of fundamental texts of philosophy in its various disciplines.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Placing the most representative philosophical ideas and arguments of a period in their historical background and relating the most important authors of each period of any philosophical discipline.
- Recognising and interpreting topics and problems of philosophy in its various disciplines.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

- Thinking in a critical and independent manner on the basis of the specific topics, debates and problems of philosophy, both historically and conceptually.
- Using the symbology and procedures of the formal sciences in the analysis and building of arguments.

Learning Outcomes

1. Ability to maintain an appropriate conversation.
2. Accurately using the specific lexicon of the history of philosophy.
3. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
4. Carrying out a planning for the development of a subject-related work.
5. Correctly, accurately and clearly communicating the acquired philosophical knowledge in oral and written form.
6. Demonstrating a personal stance over a problem or controversy of philosophical nature, or a work of philosophical research.
7. Distinguishing and outlining the fundamental content of a philosophical text.
8. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
9. Expressing both orally and in written form, the issues and basic problems of the philosophical tradition.
10. Formulating arguments for and against an issue, using proper vocabulary, conceptual precision and argumentative coherence.
11. Identifying the main ideas of a related text and drawing a diagram.
12. Mastering the relevant languages to the necessary degree in the professional practice.
13. Reading basic philosophical text thoroughly.
14. Relating several ideas of the current philosophical debates.
15. Relating the various orders of the philosophical ideas of different authors and historical moments.
16. Solving problems autonomously.
17. Submitting works in accordance with both individual and small group demands and personal styles.
18. Summarising the topics and arguments exposed in a classical philosophical debate.
19. Using suitable terminology when drawing up an academic text.

Content

1. Clarification of the notion of knowledge: knowledge, opinion and conjecture.
2. Knowledge and certainty: scepticism.
3. Theories of justification: fundamentism, coherentism and fiabilism.
4. Knowledge and virtue.
5. Obstacles to knowledge.

Methodology

The directed activities follow the methodology of the learning based on the approach and the resolution of problems.

a) Lectures and discussion of problems related to the subject.

b) Argumentation practice in the classroom through the programmed readings. The student will have to read texts that will be discussed in such a way that the main ideas and the internal relations of the text are captured. Participation in class will be encouraged so that the student acquires the assigned competences.

The theoretical and practical classes will alternate throughout the course.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Discussion in class of required readings.	10	0.4	3, 5, 6, 7, 12, 9, 8, 19, 10, 11, 13, 1, 17, 14, 15, 16, 18, 2
Lectures.	45	1.8	3, 9, 8, 19, 10, 11, 13, 1, 16, 2
Type: Supervised			
Preparation of presentations/written papers.	23	0.92	3, 5, 6, 7, 12, 4, 9, 8, 19, 10, 11, 13, 1, 17, 14, 15, 18, 2
Resolution of doubts.	20	0.8	7, 4, 9, 8, 10, 11, 13, 1, 14, 15, 16, 18, 2
Type: Autonomous			
Required and supplementary readings.	30	1.2	3, 7, 12, 4, 19, 11, 13, 14, 15, 16, 18, 2

Assessment

The total score will be based on (i) the score obtained in a written test (50% of the final score), (ii) the score obtained in a presentation.

Students who do not have scores corresponding to the items (ii) and (iii) of the assessment will be considered as

option to reevaluate the items (i) and (ii).

The teacher must give her approval to the chosen paper in order to carry out (ii). The guidelines for writing and delivery of the presentation will be provided to the students.

The exam dates and of the delivery of the summary will be announced through the student's institutional email.

Spell checking will be evaluated. The reiteration of spelling or grammatical errors (minimum four) will give the resubmission option.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded for the assessment, the student will be considered as having failed the assessment.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available to the students.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
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Read a paper and do a written summary.	20%	19	0.76	3, 5, 6, 7, 12, 4, 9, 8, 19, 10, 11, 13, 1, 17, 14, 15, 16, 18, 2
Test.	30%	1.5	0.06	3, 13, 14, 15, 16, 2
Written exam.	50%	1.5	0.06	3, 5, 6, 7, 12, 4, 9, 8, 19, 10, 11, 13, 14, 15, 16, 18, 2

Bibliography

1. Textbooks:

J.BLASCO and T. GRIMALTOS, *Introducció a la teoria del coneixement*, València: Pretextos, 2^a edició revisada i ampliada en castellà: Publicacions Unviersitat de València, 2004.

D. QUESADA, *Saber, opinión y ciencia. Una introducción a la teoría del conocimiento clásica y contemporánea*, Barcelona: Ariel, 1998.

2. Consultation.

P. Boghossian, *Fear of Knowledge; Against Relativism and Constructivism*, Oxford University Press, 2007.

J. Dancy, E. Sosa and J. Turri (eds.), *A Companion to Epistemology*, Oxford, Blackwell, 1994.

J. Greco and E. Sosa (eds.), *The Blackwell Guide to Epistemology*, Wiley-Blackwell, 1999.

M. Steup, J. Turri and E. Sosa (eds.), *Contemporary Debates in Epistemology*, Wiley-Blackwell, 2013.

E. Sosa, *Virtue Epistemology*, Oxford, Oxford University Press, 2007.

3. Web links:

<http://plato.stanford.edu/>