



Universidad
**Católica de
Valencia**
San Vicente Mártir



Course Guide Epistemology

COURSE GUIDE

Epistemology

3rd Year

Academic Year 2023-2024



Course of the Subject: Epistemology

		ECTS
SUBJECT: Epistemology		6
Module: Theory of Knowledge		12
Type: Compulsory	CURSO: 3º Semestre: 1º	
Lecturer(s): Dr. Esteve Martín, Alfredo	Department:	
	E-mail: alfredo.esteve@ucv.es	

MODULE ORGANIZATION

EPISTEMOLOGY				ECTS 6
Duration and location within the study plan: It is part of the "Theory of Knowledge" module, which consists of 12 ECTS credits and contains two subjects: Epistemology, is offered in the 1 st semester of the 3 rd year; Philosophy of Mind, is offered in the 2 nd semester of the 3 rd year.				
Subject Matter and Subjects				
Subject Matter	ECTS	Subject	ECTS	Year/ semester
Theory of Knowledge	6	Epistemology	6	3/1
Theory of Knowledge	6	Philosophy of Mind	6	3/2



BASIC AND GENERALCOMPETENCIES	Weighting			
	1	2	3	4
3. Problem-solving			X	
5. Interpersonal skills			X	
6. Intra- and interdisciplinary team work		X		
11. Ability to learn and teach				X
12. Ability to adapt to new situations and generate new ideas				X

SPECIFIC COMPETENCIES	Weighting			
	1	2	3	4
17. To be able to pose philosophical questions			X	
18. To be able to relate different philosophical topics				X
22. Perform mental experiments				X
23. To write philosophical essays and show evidence of analytical and synthetic skills				X
25. To be able to understand and evaluate philosophical arguments				X
26. To be able to construct philosophical arguments				X
28. Identify anthropological issues, their interconnection and their implications		X		
32. To be able to search, select and quote bibliography related to philosophy			X	
37. To use specialized philosophical terminology and recognize categorical errors				X



LEARNING OUTCOMES	COMPETENCIES
RA1. Understand the most influential theoretical implications in the philosophy of mind and knowledge.	CG: 11 CE: 18
RA2. Argue and criticize different topics properly.	CG: 3, 12 CE: 22, 23, 25, 26, 32



LEARNING ACTIVITIES THROUGH SYNCHRONOUS COMMUNICATION			
ACTIVITY	Teaching-Learning Methodology	Relation to Learning Outcomes	ECTS ¹
VIRTUAL SESSION	Presentation of the content by the teacher, analysis of competencies, explanation and demonstration of skills, abilities and knowledge in the virtual classroom.	1, 2	0,7
PRACTICAL SESSION	Group work sessions through chat moderated by the teacher. Case studies, both true and fictitious, for the construction of knowledge through the interaction and activity of the student, critical analysis of values and social commitment.	1, 2	0,3
SEMINAR AND VIDEO-CONFERENCE	Monographic sessions throughout the course, oriented to current aspects and applications of the subject.	1, 2	0,2
VIRTUAL EVALUATION	Set of written or oral tests, used in the initial, formative or summative evaluation of the student.	1, 2	0,1
TOTAL			1,30

¹ La asignatura y/o materia se organiza en **DOCENCIA VIRTUAL** y en TRABAJO AUTÓNOMO DEL ALUMNO, con un porcentaje estimado en ECTS. Una adecuada distribución es la siguiente: **40%** para las Actividades Formativas **DOCENCIA (60 horas)** y 60% para las de Trabajo Autónomo tutorizado (90 horas) para **una asignatura de 6 créditos**.



LEARNING ACTIVITIES THROUGH ASYNCHRONOUS COMMUNICATION			
ACTIVITY	Teaching-Learning Methodology	Relation to Learning Outcomes	ECTS
INDIVIDUAL ACTIVITIES	Preparation of the final evaluation: student study, individual preparation of readings, essays, problem solving, assignments, reports, etc. for discussion or delivery in electronic format.	1, 2	2,3
INDIVIDUAL TUTORSHIP	Individual attention for monitoring and guidance of the learning process, carried out by a tutor with the aim of reviewing and discussing the materials and topics, seminars, readings, carrying out assignments, etc.	1, 2	0,1
CONTINUOUS EVALUATION ACTIVITIES	Group work: group preparation of readings, essays, problem solving, seminars, papers, reports, etc. for discussion or delivery. Discussion forums: participation and contributions to discussion forums related to the subject, moderated by the professor of the subject. Resolution of problems, comments, reports to deliver in installments throughout the course, making videos individually or cooperatively, answering questionnaires.	1, 2	2,3
TOTAL			4,70



EVALUATION SYSTEM FOR THE ACQUISITION OF COMPETENCIES AND GRADING SYSTEM		
Evaluation Instrument	EVALUATED LEARNING OUTCOMES	Granted percentage
Attendance and participation in synchronous communication activities	RA1, RA2	10%
Carrying out deliverable activities and Periodic evaluation through questionnaires	RA1, RA2	50%
Final Evaluation	RA1, RA2	40%

CONTENTS DESCRIPTION	COMPETENCIES
• The question about scientific knowledge • Epistemology and the problem of reality. • Epistemology and the problem of objectivity. • Epistemology and the problem of truth. • Epistemology and the problem of demarcation.	CG: 11, 12 CE: 18, 22, 23, 25, 26, 37



BIBLIOGRAPHY

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- Vollmer, G (2005). *Teoría evolucionista del conocimiento*. Granada: Comares.

Bibliografía Complementaria:

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- Russell, B. (1981). La filosofía del atomismo lógico. En Muguerza, J. *La concepción analítica de la Filosofía*. Madrid: Alianza, pp. 139-251.
- Russell, B. (2013). *Lógica y conocimiento*. Madrid: RBA.
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- Aquino, T. de (2001). "Sobre la verdad", *Summa de Teología* I, parte I, cuestión 16. Madrid: BAC.



TEMPORAL ORGANIZATION OF LEARNING		
	CONTENT BLOCK/DIDACTIC UNIT	NR. OF SESSIONS
Tema 1. The question about scientific knowledge.	1.1. Concept of epistemology 1.2. Differences between epistemology and gnoseology and philosophy of science 1.3. The naturalization of epistemology	3
Tema 2. Epistemology and the problem of reality.	2.1. Concept and types of realism. 2.2. Scientific realism: a) Ontological realism. b) Epistemological realism. 2.3. Philosophical origins of the instrumentalist position.	4
Tema 3. Epistemology and the problem of objectivity.	3.1. Objectivity. 3.2. Kant and the problem of commensurability. 3.3. The contribution of Nicolai Hartmann. 3.4. The <i>a priori</i> from biological anthropology.	4
Tema 4 Epistemology and the problem of truth.	4.1. Introduction. 4.2. The relational structure of the criterion of truth according to Hartmann. 4.3. Truth as coherence: 4.3.1 Main features of the coherentist theory 4.3.2 Philosophical origins of coherentism. 4.3.3 Russell's critique. 4.4. Truth as correspondence: 4.4.1 Saint Thomas Aquinas. 4.4.2 Logical atomism 4.4.3 Alfred Tarski. 4.5. Pragmatic truth.	2
Tema 5. Epistemology and the problem of demarcation.	5.1. The inductive approach 5.2. The principle of testability 5.3. The principle of falsifiability 5.4. The lack of logical criteria for demarcation.	2