



Universidad
Católica
de Valencia
San Vicente Mártir

COURSE GUIDE

Epistemology

Prof. Alfredo Esteve Martín, Ph. D.

**Philosophy Degree
3rd Year**

EPISTEMOLOGY

Preliminary remarks:

The teaching on this course is online. As specified in the Methodology section of this guide, it is interactive e-learning that is undertaken using audiovisual resources.

1.- COURSE DETAILS

Course Name	Epistemology
ECTS Credits	6
Type of Learning	Basic
Calendar	First Semester of the third year
Module Name	Theory of Knowledge
Course Requirements	None
Lecturer	Alfredo Esteve Martín, Ph.D. (alfredo.esteve@ucv.es)

2.- BRIEF DESCRIPTION OF COURSE CONTENTS

This course will firstly address the question of the very possibility of scientific knowledge, a question that, from classical philosophy to this day, has had multiple responses which have been extensively and thoroughly debated.

The question about the possibility of scientific knowledge has been accompanied throughout history by other closely related questions (and answers), namely:

1. What differences, in relation to scientific knowledge, does epistemology have in respect to other areas of knowledge and, in particular, with regard to gnoseology and the philosophy of science?
2. Is scientific knowledge objective? Does scientific knowledge require a knowing subject? Do its products exist independently of each other?
3. Is reality reached through scientific knowledge?
4. What are the criteria which identify and define the truth? Are there scientific truths?
5. Are there criteria (not values) to allow a demarcation between science and pseudoscience?

In summary: This course will try to give answers to these and many other questions relating to scientific knowledge, how it is justified, how it differs from other types of knowledge and what its major characteristics are.

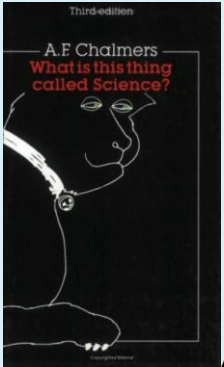
3.- COURSE PROGRAM AND CALENDAR

<p>1 The question about scientific knowledge</p> <p>1.1. Concept of epistemology 1.2. Differences between epistemology and gnoseology. 1.3. Differences between epistemology and philosophy of science 1.4. The naturalization of epistemology</p>	September
<p>2 Epistemology and the problem of reality</p> <p>2.1. Ontological realism 2.2. Epistemological realism 2.3. Semantic realism.</p>	October
<p>3 Epistemology and the problem of objectivity</p> <p>3.1. Objectivity as property of the object. Ontological objectivism 3.2. Epistemological objectivism 3.3. Popper and epistemology without a knowing subject 3.4. From Kant to evolutionary epistemology 3.5. From truth to utility 3.6. The objectivism as subjectivism</p>	October
<p>4 Epistemology and the problem of truth</p> <p>4.1. The correspondence theory of truth 4.2. The coherence theory of truth 4.3. The pragmatist theory of truth 4.4. The consensus theory of truth 4.5. The constructivist theory of truth</p>	November
<p>5 Epistemology and the problem of demarcation</p> <p>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.</p>	December

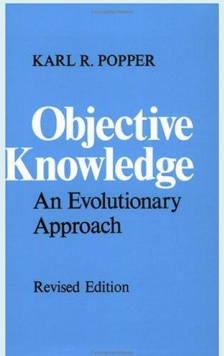
4.- REFERENCES

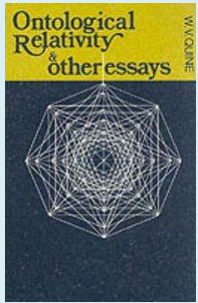
4.1 Basic bibliography

4.1.1	Course presentations (Epistemology), accessible in the virtual classroom.
4.1.2	Gaston Bachelard (1989): <i>Epistemología</i> , Madrid, Ed. Anagrama.

4.1.3	 <p>Alan F. Chalmers (1976): <i>What is this Thing Called Science?</i>, Queensland, University of Queensland Press .</p>
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4.2 Further reading

4.2.1	Bunge, M. (2007). <i>A la caza de la realidad. La controversia sobre el realismo</i> . Barcelona: Gedisa.
4.2.2	Diéguez, A. (1998). <i>Realismo científico. Una introducción al debate actual en la filosofía de la ciencia</i> . Málaga: Universidad de Málaga-Estudios y Ensayos.
4.2.3	Kant, I. (1973). <i>Crítica de la razón pura</i> . Tomo I (7ª ed.). Buenos Aires: Losada.
4.2.4	Ortega y Gasset, J. (1976). <i>El tema de nuestro tiempo. La doctrina del punto de vista</i> . Madrid: Revista de Occidente.
4.2.5	Hempel, C. (2006). <i>Filosofía de la ciencia natural</i> . Madrid: Alianza.
4.2.6	James, W. (1974). <i>El significado de la verdad</i> (4ª ed.). Buenos Aires: Aguilar.
4.2.7	 <p>Karl R. Popper (1972): <i>Objective Knowledge: An Evolutionary Approach</i>, Oxford, Oxford University Press.</p>
4.2.8	Popper, K. R. (1985). <i>El yo y su cerebro</i> . Barcelona: Labor (Trabajo en colaboración con J. C. Eccles).

4.2.9		Willard V. O. Quine (1969): <i>Ontological Relativity and Other Essays</i> , New York, Columbia University Press.
4.2.10	Richard Rorty (1991): <i>Objectivity, Relativism and Truth</i> , Cambridge, Cambridge University Press.	
4.2.11	Russell, B. (1981). La filosofía del atomismo lógico. En J. Muguerza. <i>La concepción Analítica de la Filosofía</i> (págs. 139-251). Madrid: Alianza.	
4.2.12	Tarski, A. <i>La concepción semántica de la verdad y los fundamentos de la semántica</i> (Trad.: Paloma García Abad) [Recuperado el 15 de junio de 2015 de http://serbal.pntic.mec.es/~cmunoz11/tarski.pdf]	
4.2.13	Vollmer, G (2005). <i>Teoría evolucionista del conocimiento</i> . Granada: Comares.	

5. METHODOLOGY

This subject corresponds to 6 ECTS credits, which is equivalent to 150 hours of student's work. That total amount of hours is distributed into 60 hours of teaching (2,4 ECTS) and 90 hours of student's self-study (3,6 ECTS).

In this subject, the **teaching** process (2,4 ECTS) is based on the following teaching-learning methodology:

- 1) A **dinamic text**, designed by the professor.
- 2) **Videoconference**, through which theory lessons are given as well as guided tasks (training tasks, text analysis, seminars, etc.) and collective tutorials. Videoconferencing must be always interactive and these sessions last 45 minutes.
- 3) Attending **Webinars** organised by the faculty and the head of the Department.
- 4) **Video-lessons** about the most relevant topics for the subject.
- 5) **Telematic activities through** UCVnet platform (such as taking part in debate forums, solving practical questionnaires etc.), with the lecturer's intervention to correct and provide some guidance to students.
- 6) **Assessment tests**.

Student's self-study (3,6 ECTS) is distributed in different activities:

- Asincronic re-view of the videoconferences.
- Preparing theory and practical lessons (*flipped classroom*).
- Course assignments.
- Studying and preparing the final assessment test.

6.- COMPETENCIES TO BE ACQUIRED BY THE STUDENT

(The figures refer to the officially approved (by ANECA) list of competencies of this Online Degree in Philosophy)

GENERAL COMPETENCIES [GC]

- 3 Problem-solving
- 5 Interpersonal skills
- 6 Intra- and interdisciplinary team work
- 11 Ability to learn and teach
- 12 Ability to adapt to new situations and generate new ideas

SPECIFIC COMPETENCES [SC]

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

7.- LEARNING OUTCOMES

RA₁. Understand the most influential theoretical implications in the philosophy of mind and knowledge [GC11, SC18]

RA₂. Argue and criticize different topics properly [GC3, 12, SC22, 23, 25, 26 y 32]

RA₃. Value the process of human knowledge as accessible and necessary for a successful life [GC5, 6, SC17, 26, 28]

RA₄. Recognize the importance of theories of freedom and anthropological conception in relation to some of the human and experimental sciences [GC6, 12 y SC23, 28, 37]

8.- ASSESSMENT

Assessment Tool	Allocated Percentage
Attendance and participation in synchronic sessions	10%
Submission of requested assignments and periodic evaluations	50%
Final evaluation through practical and written assignments	40%