COURSE GUIDE

Epistemology

3rd Year

Academic Year 2025-2026

Course of the Subject: Epistemology

	ECTS
SUBJECT: Epistemology	6
Module: Theory of Knowledge	12

Type: Compulsory	**CURSO**: 3º
	Semestre: 1º
Lecturer(s):	**Department:**
Dr. Esteve Martín, Alfredo	**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 1st semester of the 3st year; Philosophy of Mind, is offered in the 2nd semester of the 3st 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%
The use of AI is not permitted in this subject.		

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

- Dynamic text for the course (Epistemology) and other academic material produced by the teacher (Alfredo Esteve).
- Bachelard, G. (1989): *Epistemología*. Madrid: Anagrama.
- Chalmers, A.F. (2010): *Qué es esa cosa llamada ciencia*. Madrid: Siglo XXI.
- Diéguez, A. (1998). *Realismo científico. Una introducción al debate actual en la filosofía de la ciencia*. Málaga: Universidad de Málaga-Estudios y Ensayos.
- Hempel, C. (2006). *Filosofía de la ciencia natural*. Madrid: Alianza.
- Vollmer, G (2005). *Teoría evolucionista del conocimiento*. Granada: Comares.

Bibliografía Complementaria:
- Bunge, M. (2007). *A la caza de la realidad. La controversia sobre el realismo*. Barcelona: Gedisa.
- Kant, I. (1973). *Crítica de la razón pura*. Tomo I (7ª ed.). Buenos Aires: Losada.
- Ortega y Gasset, J. (1976). *El tema de nuestro tiempo. La doctrina del punto de vista*. Madrid: Revista de Occidente.
- James, W. (1974). *El significado de la verdad* (4ª ed.). Buenos Aires: Aguilar.
- Popper, K. R. (2007). *Conocimiento objetivo*. Madrid: Tecnos.
- Popper, K. R. (1985). *El yo y su cerebro*. Barcelona: Labor (Trabajo en colaboración con J. C. Eccles).
- Quine, W. (1974): *La relatividad ontológica y otros ensayos*, Madrid, Tecnos.
- Rorty, R. (1996). *Objetividad, relativismo y verdad*. Barcelona: Paidós.
- 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.
- Tarski, A. (15 de junio de 2015). La concepción semántica de la verdad y los fundamentos de la semántica. Recuperado de https://filosevilla2012.files.wordpress.com/2014/06/2-tarski.pdf.
- 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. The scientific fact 1.2. Concept of epistemology. 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 *a priori* from biological anthropology.	2

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. Pragmatic truth.
	4.5. Truth as correspondence:
	    4.5.1 Saint Thomas Aquinas.
	    4.5.2 Logical atomism
	    4.5.3 Alfred Tarski
	    4.5.4 The hermeneutical approach
	4.6 The truth from the realism-antirealism debate
	    4.6.1 Hilary Putnam's internal realism
	    4.6.2 Laudan's anti-realist criticism
	    4.6.3 Van Fraasen's constructive empiricism
	    4.6.4 Giere's constructive realism
	    4.6.5 Niniluoto and critical realism
		4

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