

**COURSE DATA****Data Subject**

<b>Code</b>	33277
<b>Name</b>	Theory of knowledge II
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1004 - Degree in Philosophy	Faculty of Philosophy and Educational Sciences	3	Second term
1012 - Degree in Philosophy	Faculty of Philosophy and Educational Sciences	3	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1004 - Degree in Philosophy	19 - Theory of knowledge	Obligatory
1012 - Degree in Philosophy	18 - Theory of knowledge	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
CORBI FERNANDEZ DE IBARRA, JOSEP E.	359 - Philosophy
SANFELIX VIDARTE, VICENTE	359 - Philosophy

**SUMMARY**

In this course we will deal with the sources of our knowledge of the external world, the peculiarities of self-knowledge and, finally, some of the most recent applications of the latest developments in epistemology in different areas of contemporary culture.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

There is no prior knowledge

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 1004 - Degree in Philosophy

- Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio.
- Be able to apply knowledge to work in a professional manner and have competences for preparing and defending arguments and for solving problems within the field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Be able to communicate professionally both orally and in writing in the Universitat de València's native languages.
- Be able to communicate in a foreign language.
- Be able to obtain information from different primary and secondary sources.
- Be able to convey information, ideas, problems and solutions to others (experts or not).
- Have critical and self-critical capacity.
- Know how to work in a team avoiding gender discrimination.
- Be able to apply knowledge to practice.
- Be able to learn autonomously.
- Develop innovation and creativity.
- Identify the fundamental issues that underlie any type of debate.



- Expresar con precisión los resultados del análisis de problemas controvertidos y complejos.
- Identify and evaluate clearly and rigorously the arguments presented either in texts or orally.
- Be agile and efficient managing various sources of information: bibliographical, electronic and others.
- Appreciate autonomy and independence of judgement.
- Recognise plurality and respect differences.

## **LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)**

- Understand the nature of human knowledge, its problems and limits.
- Acquire the key concepts of the Theory of Knowledge.
- Understand the nature and function of the justification processes.
- Understand the relevance of skepticism in the foundation of the different processes and areas of knowledge.
- Understand the relationship of the Theory of Knowledge with other philosophical disciplines and the position of this subject within the philosophical subject.
- Show the relationship between the topics addressed by the different philosophical disciplines. - Understand the importance of argumentative processes (and their different types) in the acquisition of knowledge in different areas.

## **DESCRIPTION OF CONTENTS**

### **1. Knowledge of the external world**

### **2. Self-knowledge**

### **3. Applications of the theory of knowledge**

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Seminars	15,00	100
Tutorials	5,00	100
Attendance at events and external activities	5,00	0
Development of group work	15,00	0
Preparation of evaluation activities	30,00	0
Preparing lectures	40,00	0
Preparation of practical classes and problem	10,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

**PRESENTIAL CLASSES:** There will be 2 hours of weekly theoretical classes, taught by the teacher and in which students can participate. In these theoretical sessions the main concepts, thesis and positions on the subject will be explained. Complementing these classes are seminars. Each student (usually together with a partner) will be in charge of making a brief presentation in one of the seminar sessions. The rest of the time will be spent analyzing and discussing the proposed topic. The sessions will be prepared in tutoring sessions with the teacher, who will guide the student in the content and methodology. The presentation of each student should be expanded later (taking into account the elements that arise in the discussion) and written in the form of a short essay (of about eight pages). You will also have to have the teacher's guidance for the writing of this essay.

**THEORETICAL CLASSES PREPARATION:** Students must attend the theoretical classes having read the material that the teacher has recommended for each session. .

**PREPARATION OF PRACTICAL WORKS and PERFORMANCE OF TEAM WORK:** Throughout the course, students will have to prepare at least one work, either individually or as a team, under the direction and supervision of the teacher. This is the essay that they will have to present after the seminar session they have led. . **TUTORIALS:** There will be two types of tutorials, some scheduled for the preparation and supervision of the seminar session that they will lead and the subsequent performance of the practical work, and others for consultations. a) Scheduled tutorials: The scheduled tutorials will supervise the preparation of the seminar session to be conducted by each group of students, as well as the preparation of the essay on the text of the directed seminar. b) Unscheduled tutorials: See TUTORIALS group teacher tutoring schedule.

**COMPLEMENTARY ACTIVITIES:** Attendance at conferences, at some presentations at the congresses and symposia held each year at the center, as well as at the conference organized by the "Josep Lluís Blasco" Chair of Philosophy and Citizenship. A brief report should be presented for each of these activities.



SCHEDULE OF THE SUBJECT: month week September October

## EVALUATION

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## REFERENCES

### Basic

- BLASCO, J.L. I GRIMALTOS, T. (2003): *Teoria del coneixement*, València, Universitat de València, o la versió castellana *Teoría del Conocimiento*, València, PUV, 2004.
- BRONCANO, F. (1995): *La mente humana*. Vol. 8 *Enciclopedia Iberoamericana de Filosofía*, Madrid, Trotta.
- CHISHOLM, R. M., (1982): *Teoría del conocimiento*, Madrid, Tecnos,.
- DANCY, J., (1993): *Introducción a la epistemología contemporánea*, Madrid, Tecnos.
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- VILLORO, L. (ed.) (1999): *El conocimiento*. Vol. 20 *Enciclopedia Iberoamericana de Filosofía*, Madrid,





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### Additional

- AYER, A.J. (1940), *The Foundations of Empirical Knowledge*, Londres, Macmillan.
- BOGOSHIAN, P. y PEACOCKE, C. (Eds.) (2000), *New Essays on the a priori*, Oxford, Clarendon Press.
- BONJOUR, L. (2002), *Epistemology*, Lanham, MD: Rowman & Littlefield.
- BROWN, H. I. (1988), *Rationality*, Londres, Routledge.
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- GOODMAN, N. (1965), *Fact, Fiction and Forecast*, 2ª ed. Indianapolis, Bobs-Merrill. Traducción castellana: Hecho, ficción y pronóstico, Madrid, Síntesis, 2004.
- PRADES, J.LI. (Ed.) (2015), *Cuestiones de metafísica*, Madrid, Tecnos.
- STROUD, B. (2015), *Lautocomprensió i lexpectativa dassolir lobjectivitat*, *Quaderns de Filosofia*, V. II:2: 95-135.
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- WILLIAMS, B. 1996), *Descartes. El proyecto de una investigación pura*. Madrid: Cátedra
- IEK, S (2001), *El espinoso sujeto: el centro ausente de la ontología política*, Barcelona, Paidós.