

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

Code	33284
Name	Alternative and radical epistemology
Cycle	Grade
ECTS Credits	6.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
1004 - Degree in Philosophy	Faculty of Philosophy and Educational Sciences	4	Second term
1012 - Degree in Philosophy	Faculty of Philosophy and Educational Sciences	4	Second term

Subject-matter

Degree	Subject-matter	Character
1004 - Degree in Philosophy	24 - Radical and alternative epistemologies	Optional
1012 - Degree in Philosophy	23 - Alternative and radical epistemology	Optional

Coordination

Name	Department
VALOR ABAD, JORDI	359 - Philosophy

SUMMARY

Some of our strongest beliefs are rarely contrasted. We think that our daily experience of the world continually confirms them, and often we find it difficult even to imagine what a world that would make them false would look like. Many of these basic beliefs are expressed through normative, evaluative or modal judgments: "contradictions are false, every event must (necessarily) have a cause, hurting someone is not right," and so on. Normative and evaluative judgments use terms such as: (in)right, good, bad, good, it is necessary that, must, should, etc. These are judgements that speak of duties that must be fulfilled in order to achieve certain goals, or of what things are legitimate ends of our actions given their instrumental or intrinsic value. Ethics, logic and aesthetics are normative disciplines and philosophy and science incorporate norms and values that are expressed in their practice and methods. Many even think that critical reflection on norms and values constitutes the fundamental occupation of philosophy. But



how do we know or justify the truth of normative and value judgements? Do they reflect objective facts about the world or do they merely show (or express) concerns, needs or cognitive limitations specific to human beings or to a given society and historical perspective? Throughout the course we will ask ourselves these questions and discuss various advanced answers in the recent history of philosophy.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Not specified

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.
- Ser respetuoso con la diferencia y la pluralidad evitando la discriminación por razones de género.
- Ser respetuoso con la diferencia y la pluralidad evitando la discriminación por razones de género.
- Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.
- Be able to communicate in a foreign language.
- Be able to obtain information from different primary and secondary sources.
- Be able to analyse, synthesise and interpret relevant cultural, social, political, ethical or scientific data, and to make reflective judgements about them from a non-androcentric perspective.



- Be able to organise and plan work times.
- Acquire the capacity to pose and solve problems, as well as to make decisions, in a limited time.
- Be able to convey information, ideas, problems and solutions to others (experts or not).
- Be able to improve and develop professionally.
- Have critical and self-critical capacity.
- Know how to work in a team avoiding gender discrimination.
- Be able to handle the applications of information and communication technologies.
- Be able to take on social and ethical commitments.
- Be able to apply knowledge to practice.
- Be able to learn autonomously.
- Develop innovation and creativity.
- Be able to take on leadership, coordination and representation tasks.
- Be competent in the philosophical study of particular areas of research and human praxis, such as mind, knowledge, language, technology, science, society, culture, ethics, politics, law, religion, literature, arts and aesthetics, avoiding androcentric biases.
- Be familiar with the ideas and arguments of the main philosophers and thinkers, extracted from their texts, and with the investigation of their traditions and schools, identifying the possible androcentric biases.
- Identify the fundamental issues that underlie any type of debate.
- Be able to apply the knowledge acquired to clarify or solve certain problems outside one's own field of knowledge.
- Accurately describe the results of the analysis of controversial and complex problems.
- 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.
- Acquire the learning skills needed to undertake further studies with an increasing degree of autonomy.
- Appreciate autonomy and independence of judgement.
- Recognise human fallibility.

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

The learning results are considered to be linked to the didactic proposal that is manifested in:

(1) the basic descriptors of the subject



- (2) the skills to be developed,
- (3) the didactic proposal of the training activities, linked to the teaching methodology, and
- (4) the evaluation systems.

On this basis, it is expected that students

- (1) know the most important concepts, theories and working methods in the field of radical and alternative epistemologies and therefore, in the field of Philosophy of Science, at a degree level,
- (2) know how to apply this knowledge to the various fields of life in general and to philosophy in particular,
- (3) know how to expand this knowledge through research and analysis of new problems,
- (4) know how to transmit and disseminate this knowledge at all levels, and
- (5) are capable of undertaking further studies

DESCRIPTION OF CONTENTS

1. TOPIC 1. Wittgenstein's Tractatus and the Limits of Sense. (4 weeks).

2. TOPIC 2. The Naturalisation of Normativity. (4 weeks).

3. TOPIC 3. The Fact/Value Distinction and the Metaphysical Picture of the World. (4 weeks).

4. TOPIC 4. Biased Science. (3 weeks)

**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	10,00	0
Development of individual work	15,00	0
Study and independent work	20,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	15,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	15,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

1. Theoretical classes (magisterial or expository type, with students' eventual participation). Teaching and learning methodology: Students' presentation
2. Practical classes (of participatory type, and where it is a matter of relating theory with practice: cases studies and simulations, problem solving, analysis of texts and documents). Teaching and learning methodology: students' participation under the lecturer's guidance
3. Memory or guided report. Teaching and learning methodology: personal interviews to agree on the student's autonomous work and its preparation requirements, and to monitor its evolution.
4. Tutorials (individual or collective). Teaching and learning methodology: Personal interview of the agents involved or electronic consultation (through virtual classroom, e-mail, blogs, etc.).
5. Complementary activities: attendance at conferences, courses and other cultural, academic or scientific activities related to the field of study. Teaching and learning methodology: exposure of the agents involved with eventual participation of the assistants, and memory or report to be written by the students.
6. Study, tasks preparation and accomplishment. Teaching and learning methodology: Autonomous work.

EVALUATION

Students' work related to the practical hours of the subject will be the 30% of the final grade and the remaining 70% will depend on the grade obtained in the final theoretical exam. The evaluation will be carried out bearing in mind the students' performance will be based in some of the following assessable tests:



- Short or long answer written exercises
- Class participation (presentations and discussions of texts from the bibliography or exercises in practical classes)
- Brief essay (not longer than 2,000 words)

REFERENCES

Basic

- CARNAP, R. (1934): "El carácter de los problemas filosóficos". En Rorty (ed): El giro lingüístico: dificultades metafísicas de la filosofía lingüística. Barcelona: Paidós, 1990.
- DENNETT, D. (1995): Darwin's dangerous idea, New Cork, Simon and Schuster,.
- ELIAS, N. (1990): Compromiso y distanciamiento. Barcelona: Península.
- FEYERABEND, P.: Contra el método: esquema de una teoría anarquista del conocimiento. Orbis, 1985.
- HABERMAS, J. (1968): "Conocimiento e interés" en Ciencia y técnica como ideología. Madrid: Tecnos, 1984.
- KUHN, T.: La estructura de las revoluciones científicas. Fondo de cultura económica, 1971.
- LONGINO, Helen: 1990. Science as Social Knowledge. Princeton: Princeton UP.
- PUTNAM, H. (1988): Razón, verdad e historia. Madrid: Tecnos.
- QUINE, W. V. O. (1968): La naturalización de la epistemología en La relatividad ontológica y otros ensayos, Tecnos, Madrid, 1974.
- SCHLICK, M. (1932): El futuro de la filosofía, en Muguerza (ed): La concepción analítica de la filosofía. Madrid: Alianza, 1981.
- STROUD, B., (2015): Lautocomprensió i l'expectativa dassolir l'objectivitat. Quaderns de Filosofia 2: 95-135.
- VALOR, J. (2015): Les paradoxes i la filosofia: tres visions contemporànies. Quaderns de Filosofia 2: 57-88
- WILLIAMS, B. (1996) Descartes: El proyecto de la investigación pura. Madrid: Cátedra
- WITTGENSTEIN, L. (1921/1922) Tractatus Logico-Philosophicus. Madrid: Alianza, 1973.
- (1965): Conferència sobre ètica. Comprendre III: pp. 175-182, 2001