

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

<b>Code</b>	33294
<b>Name</b>	Problems in the theory of knowledge
<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	4	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1004 - Degree in Philosophy	35 - Problems in the theory of knowledge	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
ESCRIBANO CABEZA, MIGUEL	359 - Philosophy

**SUMMARY**

The current debate around the way of conceiving rationality is strongly based on the difference between empiricism and rationalism that had its origin in the early modern period. The aim of this course is to deconstruct this last distinction and to examine the categories that support it (empiricism and rationalism) as part of the main works and protagonists of this period. This inquiry will allow a deeper understanding of the various current positions around the problem of defining the notions of reason and rationality.

This course is conceived as a seminar in which we will discuss some of the major works of modern empiricism and rationalism.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

Restrictions have not been specified with other subjects in the curriculum.

## OUTCOMES

### 1004 - Degree in Philosophy

- 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.
- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- 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 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

At the end of the course, the student should be able to draw a conceptual map of the notions, debates and arguments around the main problems addressed. Likewise, he/she should be able to put in writing, in an orderly and coherent way, the main lines of the subject matter of the course. Finally, he/she should be in a position to continue, autonomously, the study of the topics covered during the course.

## DESCRIPTION OF CONTENTS

### 1. Theoretical part

1. Science and reason in the *Regulae de Descartes*.
2. Leibniz's theory of knowledge. Subject and principles of reason.
3. The nature of human understanding in Locke and Hume.

### 2. Seminar

Discussion seminar around two representative works of the empiricist and rationalist positions of early modern period.

## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Seminars	15,00	100
Tutorials	5,00	100
Study and independent work	50,00	0
Preparation of evaluation activities	50,00	0
<b>TOTAL</b>	<b>150,00</b>	



## TEACHING METHODOLOGY

**PRESENTIAL CLASSES:** 20 hours of theoretical classes and 40 hours of the seminar, taught by the teacher and in which the students must participate.

**THEORETICAL CLASSES PREPARATION:** Students must attend the theoretical classes and seminar having read the recommended material for each session.

**PREPARATION OF THE SEMINAR:** Throughout the course, students will have to prepare at least one work under the direction and supervision of the teacher. It is also expected that they will make a presentation of some of the texts that will be discussed in the practical seminar.

**TUTORIALS:** There will be two types of tutorials, some programmed for the preparation and supervision of practical work and others for consultations.

## EVALUATION

### First call

The evaluation will be done through a written work and a series of evaluation activities continuous to be carried out during the course. The written work and the activities proposed in the classes will determine 80% of the final grade, while participation in the seminar will determine the remaining 20%. To pass the course it is necessary to obtain a grade equal to or greater than 5 in the written work.

### Second call

The evaluation will be done through a final written test on the entire syllabus that will determine the 100% of the final grade.

## REFERENCES

### Basic

- R. Descartes. Reglas para la dirección del espíritu. Madrid: Alianza, 2018.
- G.W. Leibniz. Nuevos ensayos sobre el entendimiento humano. Madrid: Alianza. 2021.



- G.W. Leibniz. Escritos filosóficos. Madrid: Antonio Machado Libros. 2003.
- J. Locke. Ensayos sobre el entendimiento humano. México: FCE. 2005.
- D. Hume. Investigación sobre el entendimiento humano. Madrid: Istmo. 2004.
- M. Ayers. Locke (epistemology and logic). London: Routledge. 1991.

#### **Additional**

- J-L. Marion. Sobre la ontología gris de Descartes. Ciencia cartesiana y saber aristotélico en las Regulae. Madrid: Escolar y Mayo Editores. 2008.
- N. Jolle. The light of the soul. Theories of ideas in Leibniz, Malebranche and Descartes. Oxford: Clarendon Press. 1990.
- N. Jolle. Leibniz and Locke. A study of the New essays on human understanding. Oxford: Clarendon Press. 1984.
- B. Stroud. Hume. México: UNAM. 1986
- F. Martínez Marzoa. Cálculo y Ser: aproximación a Leibniz. Madrid: Antonio Machado Libros. 1991.
- J. Ortega y Gasset. La idea de principio en Leibniz y la evolución de la teoría deductiva : Del optimismo en Leibniz. Madrid: CSIC. 2020.