

<b>DEREE COLLEGE SYLLABUS FOR: PH 3118 THEORY OF KNOWLEDGE</b>	
<b>UK LEVEL 5</b> <b>UK CREDITS: 15</b> <b>US CREDITS: 3/0/3</b>	
(Updated Fall 2022)	
<b>PREREQUISITES:</b>	PH 1000 Introduction to Philosophy or PH 1001 Critical Thinking
<b>CATALOG DESCRIPTION:</b>	Systematic introduction to the major issues and dilemmas in the theory of knowledge. Elucidation of basic concepts of the theory of knowledge (“beliefs”, “epistemic ideals” etc.) and exploration of themes such as skepticism, fallibilism, induction, rationalism/irrationalism, the relativism/objectivism rivalry, the externalism/internalism debate, the methodological individualism - holism controversy, the status and scope of rationality, the fact/value dichotomy, theories of truth.
<b>RATIONALE:</b>	The aim of this course is to underline how epistemology is linked with the other branches of philosophy (primarily ontology and ethics) and highlight main themes and dilemmas of modern epistemology upon offering a solid background of basic concepts and key methodological tools. This course is indispensable for philosophy majors interested in systematizing their scholarly interests in contemporary epistemology. Given that the course advances from the classical empiricist and rationalist traditions to contemporary approaches in the theory of knowledge and that it discusses key methodological issues, it will be highly instructive for psychology, anthropology, sociology and history students.
<b>LEARNING OUTCOMES:</b>	As a result of taking the course, the student should be able to: 1. Demonstrate an awareness of some of the most fundamental problems and dilemmas in the theory of knowledge. 2. Evaluate classic debates and contemporary epistemological controversies of pivotal importance, showing a sufficient understanding of the proposed solutions to these epistemological rivalries. 3. Demonstrate an awareness of key methodological issues underlying central positions conveyed in modern epistemology and illustrate an understanding of the interconnection between main premises of the theory of knowledge and respective ones of other branches of philosophical inquiry. 4. Effectively discuss key epistemological issues by utilizing the offered resources and analytical tools.
<b>METHOD OF TEACHING AND LEARNING:</b>	In congruence with the learning and teaching strategy of the college, the following tools are used:

	<p>-Class lectures, interactive learning (class discussions of philosophical texts, contemporary philosophical positions and interpretations).</p> <p>-Research paper requiring selection of topic and in depth examination of arguments.</p> <p>-Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, discuss their research paper, and/or go over lecture material.</p> <p>-Use of a blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.</p> <p>-Use of library facilities: Students are encouraged to make use of library facilities for assignments, their research paper, further reading of recommended texts and preparation for the final exam.</p>								
<p><b>ASSESSMENT:</b></p>	<p><b>Summative:</b></p> <table border="1" data-bbox="727 827 1438 1020"> <tr> <td data-bbox="727 827 1295 919">First Assessment: Midterm examination - Essay-type questions</td> <td data-bbox="1295 827 1438 919" style="text-align: center;"><b>40%</b></td> </tr> <tr> <td data-bbox="727 919 1295 1020">Final Assessment: Research paper (3,000 words). Literature review/ interpretation of texts/ evaluation</td> <td data-bbox="1295 919 1438 1020" style="text-align: center;"><b>60%</b></td> </tr> </table> <p><b>Formative:</b></p> <table border="1" data-bbox="727 1087 1438 1157"> <tr> <td data-bbox="727 1087 1295 1121">Class presentation (individual or group)</td> <td data-bbox="1295 1087 1438 1121" style="text-align: center;"><b>0%</b></td> </tr> <tr> <td data-bbox="727 1121 1295 1157"></td> <td data-bbox="1295 1121 1438 1157"></td> </tr> </table> <p>The formative assignments aim to cultivate the students' skills for research while preparing them for their summative assessments.</p> <p>The first assessment tests Learning Outcomes 1, 2, and 3. The final assessment tests Learning Outcomes 1, 2, 3 and 4.</p> <p>The final grade for this module will not be determined through grade averaging. Students are required to resit any failed assessments.</p>	First Assessment: Midterm examination - Essay-type questions	<b>40%</b>	Final Assessment: Research paper (3,000 words). Literature review/ interpretation of texts/ evaluation	<b>60%</b>	Class presentation (individual or group)	<b>0%</b>		
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Class presentation (individual or group)	<b>0%</b>								
<p><b>INDICATIVE READING:</b></p>	<p><b>REQUIRED READING:</b></p> <p>Morton, Adam, <i>A Guide Through the Theory of Knowledge</i>, Third Edition, Blackwell Publishing Ltd., Mass., USA, Oxford, UK, 2003 (main textbook).</p> <p>BonJour, L., <i>Epistemology. Classic Problems and Contemporary Responses</i>. (2nd ed.) Rowman &amp; Littlefield Publishers INC 2010.</p>								

Pojman L., *The Theory of Knowledge. Classic and Contemporary Readings* (3d ed.) Cengage Learning 2002.

**RECOMMENDED READINGS:**

Audi, R., *Epistemology: A Contemporary Introduction to the Theory of Knowledge*, (2nd ed.), Routledge, London and New York, 2003 (esp. "Scientific, Moral and Religious Knowledge"- ch. 9).]

Bernstein R. "Peirce's Theory of Perception" in: *Studies in the Philosophy of Charles Sanders Peirce*, eds. Moore and Robin (Amherst: Univ. of Mass. Press, 1964), pp. 165-189.

Dancy, J., *An Introduction to Contemporary Epistemology*, Blackwell, Cambridge, Massachusetts, USA, 1991.

Davidson D. "On the Very Idea of a Conceptual Scheme" in: *Proceedings and Addresses of the American Philosophical Association*, Vol. 47 (1973 - 1974), pp. 5-20 (1974) 309-32

Hudson W.D. (ed.) *The Is – Ought Question*, Macmillan, London, 1969, esp. pp. 35-50 & 73-80.

Huemer, M. (ed.), *Epistemology: Contemporary Readings*, Routledge, London and New York, 2002.

Kondylis, P., "Universalism, Relativism and Tolerance", *Telos Journal*, New York, 2018, pp. 93-104.

Moser, P., Mulder D.H., Trout, J.D., *The Theory of Knowledge: A Thematic Introduction*, Oxford University Press, New York - Oxford, 1998.

Putnam, H., *Reason, Truth and History*, Cambridge University Press, Cambridge, UK, 1998 (1981) esp. pp. 49-74; 127-149.

Quine W.V. & Ullian J.S. *The Web of Belief* McGraw-Hill INC 1978.

Quine "Two Dogmas of Empiricism" in: Huemer, *Epistemology: Contemporary Readings*, Routledge, London and New York, 2002, pp. 176-193.

Sosa, E., Kim, J., (eds.), *Epistemology: An Anthology*, Blackwell Publishing Ltd., Mass., USA, Oxford, UK, 2000.

Weber, Max "Science as a Vocation" in: *Sociological Writings*, Continuum, New York, 1999, pp. 276-303.

<b>COMMUNICATION REQUIREMENTS:</b>	Research paper submitted in Microsoft Word. Class discussions require academic/professional English and debating speech skills.
<b>SOFTWARE REQUIREMENTS:</b>	Microsoft Word
<b>INDICATIVE CONTENT:</b>	<ol style="list-style-type: none"> <li>1. <b><u>Epistemology displaces ontology.</u></b></li> <li>2. <b><u>Terminological clarifications:</u></b> What does it mean to know? Beliefs. Epistemic ideals; Rationalism and Irrationalism;</li> <li>3. <b><u>Perception:</u></b> Perception and Perceptual Judgment. The Empiricist School of Thought.</li> <li>4. <b><u>A Priori Beliefs:</u></b> Criteria of Analyticity; Kant's Project; Quine's challenging the analytic/synthetic distinction; The Web of Beliefs.</li> <li>5. <b><u>Induction:</u></b> Hume; Hempel; Goodman; The Safeness of Induction; Inference to Best Explanation.</li> <li>6. <b><u>Fallibilism:</u></b> Error versus Ignorance. The Fear of Error; Foundationalism versus Coherentism. Types of Fallibilism and Changes on the Web of Beliefs.</li> <li>7. <b><u>Knowledge Definition:</u></b> "True Justified Belief" and Gettier's examples; Lehre's principle; Reliability. Defeaters; Knowledge and Trust.</li> <li>8. <b><u>Externalism, Internalism and Epistemic Virtues:</u></b> The Escape from Justification. Externalism vs Internalism; Ancient and Modern Skepticism.</li> <li>9. <b><u>Theories of Truth:</u></b> a) Correspondence theory of Truth b) Coherence theory of Truth c) Pragmatic Theory of Truth d) Truth as unconcealment Heidegger's critique of truth as "adequatio rei et intellectus" in <i>Being and Time</i>.</li> <li>10. <b><u>The Other Minds Problem:</u></b> Taking Another's View; Three classes of Psychological Beliefs: Self-centered (emphasis on the argument from analogy), Behavioral and Materialist Theories.</li> <li>11. <b><u>Moral Knowledge:</u></b> Cognitivism/non-cognitivism, Emotivism; reflective equilibrium; The Status of Rationality - Two Schools of Thought: Moral Rationalism vs Decisionism; The Relativism – Universalism debate; Skepticism and Relativism; Kondylis's critical account of the relativism –skepticism junctim; Fact - Value dichotomy: Hume, Hudson Vs McIntyre, H. Putnam; Marx's Theory in light of the Is-Ought problem</li> <li>12. <b><u>The Meaning and Value of Science:</u></b> rationality of ends and rationality of means; The limits of Reason; Max Weber's account of the status and scope of scientific knowledge; Universal rationality: In what sense?</li> <li>13. <b><u>Methodological Issues:</u></b> Individualism vs Holism - Particulars and Universals; Methodological distinction of the levels of social-ontology, sociology and history.</li> </ol>