1. **Title of the module**

PHIL5001 (PL5001) – Theories of Knowledge

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5.

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS).

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring.

1. **Prerequisite and co-requisite modules**

None.

1. **The programmes of study to which the module contributes**

Optional for BA Philosophy (Single and Joint Honours).

Also available as a “wild” module.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate a systematic understanding of the main positions in debates in epistemology, as well as an ability to evaluate the advantages and disadvantages of these positions;

8.2 Engage critically with some of the central positions and controversies in epistemology through their study of the relevant arguments, and ultimately support a particular position;

8.3 Demonstrate the ability to engage in a close critical reading of some of the major texts in epistemology and refer to these to support their own position.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate their skills in analysis and articulating a coherent position;

9.2 Demonstrate confidence and accuracy in oral and written argument, and an ability to use such arguments to support a coherent position;

9.3 Demonstrate their skills in critical analysis, argument, and supporting a particular position through their engagement with philosophical texts, through reading, writing, and discussion;

9.4 Show an ability to work independently and to take responsibility for their own learning;

9.5 Demonstrate their ability to clarify complex ideas and arguments, to develop their own ideas and arguments, and to express them orally and in writing.

1. **A synopsis of the curriculum**

What is knowledge? How do we arrive at knowledge? Why is knowledge more valuable than mere belief, or even true belief? Is there some level of justification that turns a belief into knowledge? Do we really have any knowledge at all? Such questions are central to philosophy. Indeed, the theory of knowledge—otherwise known as epistemology—is often taken to be one of the three main branches of philosophy, together with metaphysics and ethics.

In this module, we will investigate various epistemological questions and consider some of the answers that have been proposed by various theories of knowledge. In particular, we will consider possible responses to the sceptical claim that it is not possible to know anything. In doing so, we will consider competing theories of a priori knowledge, knowledge by perception, knowledge by introspection, and knowledge by testimony. In addition, we will look at the debate between foundationalism and coherentism, as well as the debate between internalists and externalists about justification. Lastly, we will discuss how knowledge is related to social power by considering the theory of testimonial injustice.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Audi, R. (2011). *Epistemology: A Contemporary Introduction to the Theory of Knowledge*, 3rd edition, Routledge: New York.

Fricker, M. (2007). *Epistemic Injustice: Power and the Ethics of Knowing*, Oxford University Press: Oxford.

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

Nagel, J. (2014). *Knowledge: A Very Short Introduction*, Oxford University Press: Oxford.

Sosa, E. (2008). Jaegwon Kim, Jeremy Fantl, and Matthew McGrath, *Epistemology: An Anthology*, Blackwell: Oxford.

1. **Learning and teaching methods**

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Essay 1 (1,500 words) – 30%
* Essay 2 (2,500 words) – 50%
* Presentation (15 minutes) – 20%

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework
1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** |  |  | **x** |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Knowledge is an important concept for cultures throughout the world. The systematic study of knowledge attempts to provide an account of knowledge that is common across all these cultures. As a result, internationalisation is actively incorporated and intended in this module. Moreover, the study of knowledge has occurred for thousands of years from different standpoints by numerous different cultures. In this module, many of these various different standpoints are considered.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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