



COURSE DATA

DATA SUBJECT

Code: 33284
Name: Alternative and radical epistemology
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1004 - Degree in Philosophy	Facultat de Filosofia i Ciències de l'Educació	3	Second quarter
1004 - Degree in Philosophy	Facultat de Filosofia i Ciències de l'Educació		Second quarter
1012 - Degree in Philosophy	Facultat de Filosofia i Ciències de l'Educació	3	Second quarter
1012 - Degree in Philosophy	Facultat de Filosofia i Ciències de l'Educació	4	Second quarter

SUBJECT-MATTER

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

COORDINATION

VALOR ABAD JORDI

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: right-wrong, good-bad, it is necessary that, it must (or should) be the case that, etc. These judgements speak of duties that must be fulfilled in order to achieve certain goals, or speak 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.

We draw on value judgements and normative considerations when establishing how science should proceed and what it can accept as knowledge; we also draw on them when determining how to understand our individual and collective identity within specific social institutions and practices. That is why some of the course content relates to SDG (Sustainable Development Goals) 5 (gender equality) and 16 (peace, justice and strong institutions).

The course will foster knowledge of the regulatory framework and the fundamental principles of Organic Law 10/2022 of 6 September on the comprehensive guarantee of sexual freedom. It will cover topics relating to equality and a gender perspective, and will address strategies for the prevention, awareness-raising and detection of sexual violence in the educational setting, whilst integrating teaching practices aimed at preventing and detecting sexual violence, in coordination with the institutional resources and protocols established by the UV.

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 / LEARNING OUTCOMES

1004 - Degree in Philosophy

Accurately describe the results of the analysis of controversial and complex problems.

Acquire the capacity to pose and solve problems, as well as to make decisions, in a limited time.

Acquire the learning skills needed to undertake further studies with an increasing degree of autonomy.

Appreciate autonomy and independence of judgement.

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 apply knowledge to practice.

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.

Be able to apply the knowledge acquired to clarify or solve certain problems outside one's own field of knowledge.

Be able to communicate in a foreign language.

Be able to convey information, ideas, problems and solutions to others (experts or not).

Be able to handle the applications of information and communication technologies.

Be able to improve and develop professionally.

Be able to learn autonomously.

Be able to obtain information from different primary and secondary sources.

Be able to organise and plan work times.

Be able to take on leadership, coordination and representation tasks.

Be able to take on social and ethical commitments.

Be agile and efficient managing various sources of information: bibliographical, electronic and others.

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.

Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.

Develop innovation and creativity.

Have critical and self-critical capacity.

Identify and evaluate clearly and rigorously the arguments presented either in texts or orally.

Identify the fundamental issues that underlie any type of debate.

Know how to work in a team avoiding gender discrimination.

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.



Recognise human fallibility.

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.

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 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.

DESCRIPTION OF CONTENTS

1. TOPIC 1. Wittgenstein's Tractatus and the Limits of Sense. (4 weeks).
We will discuss the difficulties faced by Wittgenstein and the logical positivists in conceiving of philosophy, logic, ethics and other normative disciplines as theoretical disciplines. We will examine the relationship between norms and a priori knowledge, and the challenge posed by self-reference paradoxes to the justification of basic normative principles
2. TOPIC 2. The Naturalisation of Normativity. (4 weeks).
Is it possible to explain the existence of norms from the perspective of the natural sciences? And if so, does this help to justify the acceptability of certain norms and values? We will discuss the rise of the cognitive sciences and evolutionary conceptions of normativity.
3. TOPIC 3. The Fact/Value Distinction and the Metaphysical Picture of the World. (4 weeks).
Is it possible to construct a 'disinterested' picture of the world, independent of our normative convictions, value judgements and practical interests? We shall discuss whether it is possible to draw a clear distinction between value judgements and factual judgements and, if so, whether it is possible to establish that only factual judgements depict the world as it is.
4. TOPIC 4. Biased Science. (3 weeks).
To what extent do the prevailing norms and structure of a given society influence the way it constructs its view of the world and selects the focus of its research? Are aspects such as gender, social class, national or racial identity relevant when assessing scientific activity? We will discuss how our interests shape the view we form of the world.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	5,00
Theory	30,00
Seminar	15,00
Total hours	50,00

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	5,00
Individual or group project	25,00
Independent study and work	30,00
Preparation of lessons	25,00
Preparation for assessment activities	15,00
Resolution of case studies	0,00
Total hours	100,00

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 relating to the practical hours for the module accounts for 25% of the final mark, whilst the remaining 75% depends on the mark obtained in a written test held on the day of the final exam. Assessment is based on students' performance in some of the following assessed tasks:

1. Short or long answer written exercises
2. Class participation (presentations and discussions of texts from the bibliography or exercises in practical classes)
3. Brief essay (2.000 words)

In the second sitting, students will be assessed exclusively through a written in-person examination. Assessments relating to practical sessions or exercises that cannot be scheduled in the second sitting will not prevent students from being eligible for the highest mark. (It is compulsory to achieve a mark of 4 or above in type 1 assessments in order for the mark obtained in type 2 assessments to be taken into account.)



Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

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