

Identification	Subject (title, code,credits)	ENGL 107 Theory of Knowledge (IB) 3 KU/6ECTS
	Department	English Language and Literature
	Program (undergraduate, graduate)	Undergraduate
	Term	Fall, 2022
	Instructor	Yaser Hadidi (PhD)
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	Phone:	+989143156780 (WhatsApp)
	Classroom/hours	Two online 1-hour sessions a week, or one online session lasting at least 2 hours According to the schedule
Language	English	
Compulsory/Elective	Compulsory (IB course)	
Required textbooks and course materials	<p>Required Textbook:</p> <ul style="list-style-type: none"> - Pritchard, D. (2018). <i>What is this Thing Called Knowledge?</i> London: Routledge. <p>Further Reading:</p> <ul style="list-style-type: none"> - Heydorn, W. & Jesudason, S. (2013). <i>Decoding Theory of Knowledge for the IB Diploma: Themes, Skills, Assessment.</i> Cambridge: Cambridge University Press. - Sprague, J. (2017). <i>Theory of Knowledge: Skills for Success.</i> London: Hodder Education. 	
Course outline	<p>Course Description:</p> <p>This course is intended as an introduction to the theory of knowledge for readers with some intellectual sophistication but without an extensive knowledge of philosophy. The book chosen for the course has been designed to make it as user-friendly as possible, so that it can guide you through the theory of knowledge with the minimum fuss. Basic journey into the Theory of Knowledge involves exploring general topics in the field, and asking questions about, for example, what the value of knowledge is. Another dimension looks at where our knowledge comes from, and considers the role of, for instance, perception and memory in helping us to acquire, and retain, knowledge. In Theory of Knowledge, we also examine the scope of our knowledge, and to that end consider skeptical arguments which purport to show that the possession of knowledge – or at least the possession of certain kinds of knowledge at any rate – is impossible. The course presenter will deliver regular lectures on each section to clarify the concepts thoroughly.</p>	
Course objectives	<p>The aims of the course are:</p> <ul style="list-style-type: none"> - introduce students to the realm of Theories of Knowledge that is now crucial to gaining a bird's-eye view in many humanities disciplines - build students' core knowledge about the main Theories of Knowledge - encourage students to revisit and deeply reflect on what they think are fixed packages of the truth, belief and knowing - encourage change in students' actual future professional and teaching behavior, with Theories of Knowledge being exactly the thought provoker and agent of such change 	
Learning outcomes	<p>Learning Objectives:</p> <p>By the end of the course, students should be able to:</p> <ul style="list-style-type: none"> - know more about the core concepts in the discipline of Theories of Knowledge - reflect more deeply on their own systems of belief and knowledge, and, ideally, to verbalize their own reflection on them in the form of writing - improve their own professional action by bringing their reflectively changed belief and knowledge systems to bear on actual transformed moments of teaching and professional challenge, as well as human-related decision-making 	

Teaching methods	Instructor's Lectures		√
	Group and Class Discussion and Students' Presentations		√
	Students' Completion of Exercises Assigned on the Textbooks and other sources		√
Evaluation	Methods	Date/deadlines	Percentage (%)
	Midterm Exam	The 8 th Week	25
	Participation	Every Session	15
	Activity		5
	Presentations		10
	Writing Tasks and Exercises		10
	Final exam	The 16 th Week	35
	Total		100
Policy	<p>Assessment</p> <p>Course Evaluation:</p> <p>Even though the course presenter will deliver regular lectures on each section to clarify the concepts thoroughly, students are required to be prepared for every class by having read all the required materials beforehand, which will contribute to their participation grade. The course presenter's lectures are intended to treat every concept thoroughly, but in-class questions, which will show your readiness, are welcome; there will be time for these questions after the lecture is delivered as well. Additionally, students will complete both a midterm and final examination, which together compose a majority of the course grade. The remainder of the grade will consist of students presenting the assigned sections in the course book, volunteering for which is strongly recommended as it will contribute healthily to the student's final course grade.</p> <p>Attendance & Participation:</p> <p>Attendance (in online class) is vital to student success and students should attend all classes. Class participation will be judged and graded based on the quality and daily consistency of effort. Attendance is NOT participation. Each student can learn about the adequacy of their participation by informal discussion with the instructor. Satisfactory participation will require active involvement in the discussions and all other class activities. In addition, it will involve careful study of the assigned materials, homework completion, and reflection on the topics or questions given before the start of each class.</p> <p>Rules and Classroom Management:</p> <p>Notebooks and writing utensils are required (<i>electronic means of notetaking are also acceptable</i>). It appears that traditional note taking is best even in online classes.</p> <p>Cell phones may only be used for translation purposes or as otherwise directed by the instructor. If a student is discovered using their cell phone during class for any other purpose, their phone will be collected for the remainder of class and they will lose points.</p> <p>Late homework/assignments will not be accepted without prior approval. If a student misses a quiz, class discussion, or other graded activity, they will not be able to make it up.</p> <p>Students will conduct themselves properly with respect for the instructor, other students and themselves. Be kind, patient, and non-judgmental.</p> <p>No cheating and plagiarizing; no exceptions. Cheating/Plagiarizing will lead to failure on the test/assignment and possibly the entire course (please see "Academic Dishonesty" below). The negative ramifications to this academic dishonesty / plagiarizing awaiting the plagiarizing / academically dishonest student are more acute in the duration of online classes during the Covid-19 pandemic.</p> <p>Please feel free to see me (talk to me online/contact me online, in the period of Covid-19 related online classes) if you are overwhelmed or have other issues which are affecting your learning.</p> <p>Academic Dishonesty:</p> <p><i>Academic dishonesty, including cheating, copying, and plagiarism are serious offenses and will not be tolerated. This includes copying and pasting materials from sites or documents found on the Internet or without proper citation or acknowledgements.</i></p>		

<p>Students are expected to complete their own work apart from partner/group projects and assignments in which all students in the group are expected to contribute equally. Thus, any instance of academic dishonesty will result in a zero on the assignment for all students found to have been involved. Department heads and/or rectors may be contacted for further disciplinary action if deemed appropriate by the instructor.</p> <p>Flexibility Clause:</p> <p>The requirements, assignments, policies, evaluation procedures, etc. mentioned in this syllabus are subject to change. The needs of the instructor and students, as well as emerging knowledge, will be considered in modifying the course. If any modifications are made, every effort will be made to notify students of the changes as early as possible.</p>		
Tentative schedule		
Week	Topic and Activities	Required Reading for this Week
1	Some preliminaries: Types of knowledge; Two basic requirements on knowledge: truth and belief; Knowing versus merely ‘getting it right’; A brief remark on truth	Pritchard (2018) Chapter 1
2	The value of knowledge: Why care about knowledge?; The instrumental value of true belief; The value of knowledge; The statues of Daedalus; Is some knowledge intrinsically valuable?	Pritchard (2018) Chapter 2
3	Defining knowledge: The problem of the criterion; Methodism and particularism; Knowledge as justified true belief; Gettier cases; Responding to the Gettier cases; Back to the problem of the criterion	Pritchard (2018) Chapter 3
4	The structure of knowledge: Knowledge and justification; The enigmatic nature of justification; Agrippa’s trilemma; Informatism; Coherentism; Foundationalism	Pritchard (2018) Chapter 4
5	Rationality: Rationality, justification and knowledge; Epistemic rationality and the goal of truth; The goal(s) of epistemic rationality; The (un)importance of epistemic rationality; Rationality and responsibility; Epistemic internalism/externalism	Pritchard (2018) Chapter 5
6	Virtues and faculties: Reliabilism; A ‘Gettier’ problem for reliabilism; Virtue epistemology; Virtue epistemology and the externalism/internalism distinction	Pritchard (2018) Chapter 6
7	Mid-term Exam!	May be multiple-choice or open-ended
8	Perception: The problem of perceptual knowledge; Indirect realism; Idealism; Transcendental idealism; Direct realism	Pritchard (2018) Chapter 7
9	Testimony and memory: The problem of testimonial knowledge; Reductionism; Credulism; The problem of memorial knowledge	Pritchard (2018) Chapter 8
10	A priori and inference: A priori and empirical knowledge: The interdependence of a priori and empirical knowledge: Introspective knowledge: Deduction: Induction; Abduction	Pritchard (2018) Chapter 9
11	The problem of induction: The problem of induction; Responding to the problem of induction; Living with the problem of induction I: falsification; Living with the problem of induction II: pragmatism	Pritchard (2018) Chapter 10
12	Scientific knowledge: What is Science?; Science versus Pseudo-science ; The Structure of Scientific Revolutions; Concluding Remarks	Pritchard (2018) Chapter 11

13	Religious Knowledge: Is there any Religious Knowledge?; The evidentialist Challenge to Religious Knowledge; Natural Theology; Fideism; Reformed Epistemology	Pritchard (2018) Chapter 12
14	Moral Knowledge: The Problem of Moral Knowledge; Scepticism about Moral Facts Scepticism about Moral Knowledge; The Nature of Moral Knowledge I: Classical Foundationalism; The Nature of Moral Knowledge II: Alternative Conceptions	Pritchard (2018) Chapter 13
15	FINAL EXAM! (May be multiple-choice or open-ended)	

