

FIL 4200 - Epistemology and Philosophy of Science
Emnerapport (Høst 2015)
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1. Beskrivelse av og kommentarer til eventuelle avvik fra og endringer i emnebeskrivelsen

There was one departure from the description of the course. In the final week we discussed a paper by myself, titled 'Irrationality and the possibility of permissible belief: A challenge for knowledge normers, truth normers, and (some) reliabilists', rather than Sarah Moss's paper 'Epistemology formalized'. The reason for this is that the former paper dealt more closely with the issues that our discussion had focused in the the previous weeks than the latter did.

2. Kommentarer til kvantitative gjennomføringsdata på emnet (karakterer, stryk, frafall)

When the semester began there were seven students registered for the course. Of these, six turned up for the first class, and five were regular attendees. four of these five were MA students, and one was a postdoc from the Law Faculty auditing the course.

All five were qualified to write the final essay. Four did so.

3. Er det indikasjoner/eksempler på særlig god kvalitet? Hvordan er de fulgt opp?

The course focused on three separate but related issues in contemporary epistemology. The students were requires during the duration of the course to write short (1000 word) essays summing up the main issues and debates in each issue. This proved to be useful in establishing how much the students comprehended the material.

The course readings were structured dialectically so that often one week's reading would consist of a response to the arguments discussed in the previous week. This dialectical approach was beneficial, since it had the result that the students were enthusiastic about reading the material.

The three issues that the course focused on connected with one another in important ways. This allowed the students to see the 'bigger picture' of the philosophical questions at hand.

4. Er det indikasjoner på sviktende kvalitet? Hvordan er de fulgt opp?

I assigned quite a lot of reading for each class (2-3 articles per class). I found that it was not possible to discuss all of the reading in the 105 minute duration of the classes.

5. Hva er det fokusert på i denne perioden mht utvikling av studiekvalitet?

I did not have any information about the previous report when I taught the class

6. Forslag til tiltak for å forbedre emnet

I would assign less reading per class