



# Course Outline (Higher Education)

<b>School:</b>	School of Arts
<b>Course Title:</b>	FOUNDATIONS OF KNOWLEDGE
<b>Course ID:</b>	FEAFN1101
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	090399

## Description of the Course:

The study of knowledge has traditionally focussed on how individuals can justify their claims to know the world. Recent breakthroughs in the field of social knowledge challenge individualist assumptions by exploring the collective ways in which knowledge is discovered, developed, justified, and challenged across time, place, languages, and cultures. This course introduces students to this exciting new field, exploring its critical potentials and applications to multiple disciplines in the humanities and social sciences. The course aims to inform and power professional practice in the 21st century by familiarising students with a broad range of disciplinary perspectives on knowledge.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

## Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Learning Outcomes:

**Knowledge:**

- K1.** Describe and explore a range of approaches to knowledge and social epistemology.
- K2.** Consider the significance for knowledge of standpoints, ideology, testimony, injustice, ethics, Indigenous knowledge, decolonisation, and objectivity.
- K3.** Explore how and why knowledge is contested in contemporary society.
- K4.** Examine how disciplinary knowledges can inform professional practice in the 21st century.

**Skills:**

- S1.** Analyse diverse modes of knowledge production and theories of knowledge.
- S2.** Analyse and appraise different forms of evidence.
- S3.** Read and think critically.
- S4.** Articulate an informed argument.

**Application of knowledge and skills:**

- A1.** Compare and critically discuss diverse approaches to knowledge including the significance of evidence.
- A2.** Read and reflect critically on the significance of context, culture, language, experience, place and history in shaping how we come to know and make sense of the world.

**Course Content:**

This course takes a critical, interdisciplinary approach to knowledge in the humanities and the social sciences. Students will read and critically interrogate the work of scholars working in social theory, critical theory, philosophy, sociology, history, and related disciplines.

Topics may include:

- Introducing knowledge: foundationalism and its critics
- Social knowledge: practice and society
- Marxist epistemology: standpoint and ideology
- Feminist epistemology: standpoint theory
- Knowledge and liberation: speech, dialogue, action
- Epistemic injustice: testimonial injustice
- Epistemic injustice: hermeneutic injustice
- Virtue epistemology: ignorance and the ethics of knowing
- Indigenous knowledge: history
- Indigenous knowledge: land
- Decolonising epistemology: knowledge in settler societies
- Critical realism: reclaiming objectivity

**Values:**

- V1.** Develop an appreciation for diverse conceptions of knowledge
- V2.** Recognise the value of reason, open-mindedness, critical thinking and academic rigour in the search for knowledge and truth
- V3.** Respect the ideas and skills of others
- V4.** Actively participate in learning in a supportive environment
- V5.** Appreciate the connection between disciplinary knowledge and practice.

**Graduate Attributes**

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, K4	1, 2, 3, 4
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S3, S4	1, 2, 3, 4
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K2, K3, S1, A2	1, 2, 3, 4
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S4, A1, A2	1, 2, 3, 4
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	N/a	N/a

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, S4, A1, A2	Actively engage in class and/or online discussion about diverse approaches to knowledge. Write critical reflections on the content discussed.	Critical reflections on peer discussion	40-50%
K1, K2, K3, S1, S2, S3, S4, A1, A2	Work in multi-disciplinary teams to discuss, explain, and assess an approach to knowledge.	Presentation	25-35%
K1, K2, K3, K4, S1, S2, S3, S4, A1, A2	Demonstrate skills in devising, developing, and expressing an argument addressing an aspect of course content.	Essay	25-35%

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)