



UNIVERSIDAD
ALBERTO HURTADO

**FACULTAD DE FILOSOFÍA Y HUMANIDADES
DEPARTAMENTO DE FILOSOFÍA**

Carrera: Doctorado en Filosofía
Asignatura: Seminario
Código :
Profesor: Leandro De Brasi
Período Académico: 1er Semestre 2017
Horas / Créditos:

SEMINAR KNOWLEDGE, IGNORANCE AND POWER

DESCRIPCIÓN

This seminar will introduce and examine a range of topics at the intersection of epistemology and political/social/feminist philosophy, examining and evaluating our epistemic practices in light of the relations of power and subordination that exist between differently placed groups in society and of emerging technologies, and looking at different proposals for how this should shape our theorizing about knowledge and ignorance as well as democracy.

OBJETIVOS

This seminar will allow students to demonstrate core skills in philosophy, including interpreting and critically engaging with complex philosophical texts, evaluating arguments and theories, and developing one's own ideas in response to the issues discussed. Students will gain knowledge of some principal theories within analytic social, feminist and political epistemology, as well as the main accounts of phenomena such as epistemic injustice and active ignorance, and will be able to conduct research work on the topics covered in the seminar, manifesting the core philosophical skills aforementioned.

CONTENIDOS

- i. Mainstream (Traditional) Epistemology and Social Epistemology

- ii. “Malestream” Epistemology and Feminist Epistemology
- iii. Regulative Epistemology and Testimonial Practice
- iv. The Epistemology of Ignorance
- v. Testimonial Injustice and Epistemic Violence
- vi. Rumours, Urban Legends and Gossip
- vii. Knowledge in the Age of Specialization: Disagreement among Experts & Conspiracy Theories
- viii. Knowledge in the Age of Big Data: Bullshitting & The Fine Art of Baloney Detection
- ix. Intellectual Virtues & Epistemically Responsible Well Informed Agents
- x. Epistemic Democracy

EVALUACIÓN

Seminar Paper (50%)

- The seminar paper is the research written work required and counts toward 50% of the seminar's final grade.
- Papers can be on virtually any subject that is *relevant* to this seminar. I encourage you to come up with your own topic, but I am happy to make recommendations.
- Everyone should email me with a proposed topic by **June 1**. That email should (1) describe the problem your seminar paper will tackle, (2) suggest what sort of solution you hope to be able to defend and how you are going to do so, and (3) list the most important texts that you think you will need to study. Obviously, it is hard to answer these questions before you have finished (or even begun) your papers. But it is important that you do since I need to make sure that the research work you will do is challenging enough.
- Seminar papers should not exceed 5000 words in length. Seminar papers are due on **July 15**.
- Further comments on writing seminar papers and formal requirements will be provided.

Seminar Participation (50%)

- Participation in discussion in the seminar will count for 50% of the seminar's final grade. So poor participation will significantly (and dangerously) lower your final grade.
- Discussion is essential to any seminar (as opposed to, say, lectures). Though I hope that I will have some useful insights and perspectives to offer which will stimulate discussion, *each* member of the seminar should come *each* week armed with positive and negative comments, etc., of their own.

METODOLOGÍA

Given the nature of the class, each week a topic will be discussed by all the members of the seminar based on selected (required & complementary) readings designated (in advance) for each session. There is a very strong emphasis on group deliberation and active positive participation is expected from all students. Students will be asked to comment on issues and to examine and evaluate positions introduced in the readings or by members of the seminar.

BIBLIOGRAFÍA

N.B. All the required and complementary readings will be in English.

What follows is a list of some readings related to the topics we will discuss in the seminar that you might want to exploit for your research:

- Aikin, S. & Talisse, R. (2013) *How we Argue (and Why we Should)*. Routledge
- Alcoff, L. & Potter, E. (1993) *Feminist Epistemologies*. Routledge
- Ahlstrom-Vij, K. (2013) *Epistemic Paternalism*. Palgrave
- Baehr, J. (2016) *Intellectual Virtues and Education*. Routledge
- Barrow, R. & Woods, R. (2006) *An Introduction to Philosophy of Education* (4th ed). Routledge
- Bernecker, S. & Pritchard, D. (2011) *The Routledge Companion to Epistemology*. Routledge
- Bicchieri, C. (2017) *Norms in the Wild*. OUP
- Boghossian, P. (2006) *Fear of Knowledge*. OUP
- Brady, M & Fricker, M. (2016) *The Epistemic Life of Groups*. OUP
- Brennan, G., et al. (2013) *Explaining Norms*. OUP
- Brennan, J. (2012) *The Ethics of Voting*. PUP
- Broadbent, A. (2016) *Philosophy for Graduate Students*. Routledge
- Brownstein, M. & Saul, J. (2016) *Implicit Bias & Philosophy* (Vols. 1 & 2). OUP
- Burke, P. (2000/2012) *A Social History of Knowledge* (Vols. 1 & 2). Polity
- Christensen, D. & Lackey, J. (2013) *The Epistemology of Disagreement*. OUP
- Coady, A. (1992) *Testimony*. OUP
- Coady, D. (2006) *Conspiracy Theories*. Ashgate
- Coady, D. (2012) *What to Believe Now*. Blackwell
- Code, L. (1987) *Epistemic Responsibility*. Brown University Press.
- Code, L. (2006) *Ecological Thinking*. OUP
- Cohen, J. (2009) *Philosophy, Politics, Democracy*. HUP
- Craig, E. (1990) *Knowledge and the State of Nature*. OUP
- Cullison, A. (2015) *The Bloomsbury Companion to Epistemology*. Bloomsbury

Dentith, M. (2014) *The Philosophy of Conspiracy Theories*. Palgrave

Dunning, D. (2005) *Self-Insight*. Psychology Press

Estlund, D. (2008) *Democratic Authority*. PUP

Fairweather, A. & Flanagan, O. (2014) *Naturalizing Epistemic Virtue*. CUP

Fairweather, A. & Alfano, M. (2017) *Epistemic Situationism*. OUP

Faulkner, P. (2011) *Knowledge on Trust*. OUP

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Feldman, R. & Warfield, T. (2010) *Disagreement*. OUP

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Fuller, S. (1991) *Social Epistemology*. IUP

Gendler, T. & Hawthorne, J. (2010) *Oxford Studies in Epistemology*. Vol. 3. OUP

Goldberg, S. (2010) *Relying on Others*. OUP

Goldman, A. (1999) *Knowledge in a Social World*. OUP

Goldman, A. & Whitcomb, D. (2011) *Social Epistemology*. OUP

Gorman, J. & Gorman, S. (2016) *Denying to the Grave*. OUP

Greco, J. & Sosa, E. (1999) *The Blackwell Guide to Epistemology*. Blackwell

Greco, J. & Turri, J. (2012) *Virtue Epistemology*. MIT Press

Gutmann, A. & Thompson, D. (2004) *Why Deliberative Democracy?* PUP

Haddock, A., Millar, A. & Pritchard, D. (2010) *Social Epistemology*. OUP

Haslanger, S. (2012) *Resisting Reality*. OUP

Henderson, D. & Greco, J. (2015) *Epistemic Evaluation*. OUP

Hess, D. & Mcavoy, L. (2014) *The Political Classroom*. Routledge

Kahneman, D. (2013) *Thinking, Fast and Slow*. Farrar

Kelly, J. (2012) *Framing Democracy*. PUP

Kotzee, B. (2013) *Education and the Growth of Knowledge*. Blackwell

Kusch, M. (2002) *Knowledge by Agreement*. OUP

Kvanvig, J. (1992) *The Intellectual Virtues and the Life of the Mind*. Rowman&Littlefield

Lackey, J. (2006) *Learning from Words*. OUP

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Logino, H. (2002) *The Fate of Knowledge*. PUP

Lynch, M. (2016) *The Internet of Us*. Liveright

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Young, I. (2000) *Inclusion and Democracy*. OUP

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A great bibliographical source for the research you will need to do is the *Stanford Encyclopaedia of Philosophy Online*.