

Socializing Epistemology

The
Social
Dimensions
of
Knowledge

Edited by FREDERICK E. SCHMITT

Socializing Epistemology The Social Dimensions Of Knowledge

Rik Peels



Socializing Epistemology The Social Dimensions Of Knowledge:

Socializing Epistemology Frederick F. Schmitt, 1994 In this wide ranging collection of never before published essays distinguished scholars in the fields of philosophy and economics examine such questions as whether testimony is a basic source of knowledge the degree to which notions of a good argument are determined by speakers and their audiences the role of individual biases in the development of science and the social aspects of group belief and group justification The collection ends with the first comprehensive bibliography of social epistemology

Analyzing Social Knowledge Angelo J. Corlett, 1996-10-17 Analyzing Social Knowledge argues for both socialized and naturalized epistemology J Angelo Corlett takes social epistemology in a new direction applying the findings of experimental cognitive psychology to theories of social knowledge Corlett analyzes social knowledge in terms of group belief individual belief truth justification coherence and reliability and responsibility He provides a critique of leading theories of social knowledge and defends his analysis against respected criticisms of naturalized epistemology The far reaching implications of Analyzing Social Knowledge will interest epistemologists philosophers of the mind and cognitive psychologists

Knowledge as a Feeling Troy A. Swanson, 2023-05-08 Much of information science theory assumes a type of rationality in how individuals process the world around them but the impact of misinformation and disinformation along with the polarization of society into competing information factions calls for new understandings around our relationships to information Advances in neuroscience and psychology shed new light on how the brain processes information using both conscious and unconscious systems Current theory in neuroscience emphasizes that the mind is not a unified whole but a network of networks constructing reality to anticipate needs Knowledge is not a rational process but centers around the feeling of knowing which is the net output of competing brain processes The feeling of knowing assumes a group context and offers a social epistemological stance that judges knowledge within this group context With knowledge built into groups power dynamics allow work to be accomplished but also privilege some group members over others The feeling of knowing has significant implications for information science challenging theoreticians and practitioners to reconsider how individuals process information For information behavior the feeling of knowing offers a fuller picture looking at conscious and unconscious processing in the production of knowledge For information literacy the feeling of knowing sheds light on how individuals evaluate information and synthesize new sources into their existing knowledge Ultimately the feeling of knowing leads us toward new reflective and metacognitive tools that help meet this moment in the evolution of our information ecosystem This book explores the idea that knowing is a feeling that results from the interactions of the brain's unconscious and conscious processes and not through the accumulation of facts It's intended to help librarians educators and information scientists better understand what neuroscience and psychology are teaching about what it means to know and how our brain learns

The Routledge Handbook of Social Epistemology Miranda Fricker, Peter J. Graham, David Henderson, Nikolaj J.L.L. Pedersen, 2019-07-19

Edited by an international team of leading scholars The Routledge Handbook of Social Epistemology is the first major reference work devoted to this growing field The Handbook's 46 chapters all appearing in print here for the first time and written by philosophers and social theorists from around the world are organized into eight main parts Historical Backgrounds The Epistemology of Testimony Disagreement Diversity and Relativism Science and Social Epistemology The Epistemology of Groups Feminist Epistemology The Epistemology of Democracy Further Horizons for Social Epistemology With lists of references after each chapter and a comprehensive index this volume will prove to be the definitive guide to the burgeoning interdisciplinary field of social epistemology

Social Interaction and the Development of Knowledge Jeremy I.M. Carpendale, Ulrich Müller, 2014-04-04 Written by highly respected theorists in psychology and philosophy the chapters in this book explicate and address fundamental epistemological issues involved in the problem of the relationship between the individual and the collective Different theoretical viewpoints are presented on this relationship as well as between the nature of rationality and morality relativism and universalism and enculturation and internalization Many chapters also highlight similarities and differences between these alternative frameworks and Piaget's theory and thus correct the misperception that Piaget had nothing to say about the social dimension of development Other chapters focus on the implications of these debates for the important topic areas of pedagogy moral development and the development of social understanding in infancy and childhood Although Piaget's theory is presented and evaluated by some of the chapters in this collection the authors remain critical and do not shy away from revising or extending Piaget's theory whenever it is deemed necessary Though the topic covered in this book is of fundamental importance in the social sciences it is rarely addressed in a sustained way as it is in this collection of chapters The book benefits social scientists interested in fundamental epistemological issues especially as these concern the relationship between the individual and the collective with implications for the conceptualization of morality and rationality

Knowledge Communities in Europe Bertold Schweitzer, Thomas Sukopp, 2018-01-10 The publication presents research results on a multitude of knowledge exchange processes in post enlightenment Europe These focus on the question in how far deeply rooted processes of knowledge exchange by transnational intellectual discourses and international expert communities have contributed to a variety of networks of European intellectual identities and research practices These practices again constitute a fertile framework for de territorialised and de nationalised exchange of knowledge that might contribute to contagious processes of emancipation cooperation as well as problem solving

The Ethics of Belief Jonathan Matheson, Rico Vitz, 2014-08-14 How do people form beliefs and how should they do so This book presents seventeen new essays on these questions drawing together perspectives from philosophy and psychology The first section explores the ethics of belief from an individualistic framework It begins by examining the question of doxastic voluntarism i.e. the extent to which people have control over their beliefs It then shifts to focusing on the kinds of character that epistemic agents should cultivate what their epistemic ends ought to be

and the way in which these issues are related to other traditional questions in epistemology The section concludes by examining questions of epistemic value of whether knowledge is in some sense primary and of whether the ethics of belief falls within the domain of epistemology or ethics The second section extends this traditional debate to issues concerning the social dimensions of belief formation It begins with essays by social psychologists discussing the past three decades of research in lay epistemics It continues by examining Humean Kantian and feminist insights into the social aspects of belief formation as well as questions concerning the ethics of assertion The section concludes with a series of essays examining a topic that is currently of great interest to epistemologists namely the significance of peer disagreement

Education, Knowledge and Truth David Carr, 2003-09-02 In the 1960s educational philosophers showed enormous interest in the nature of knowledge and the curriculum This work responds to the need to reinstate conceptual problems of truth knowledge and the curriculum on the agenda for debate

Out from the Shadows Sharon L. Crasnow, Anita M. Superson, 2012-03-15 This collection draws together 18 papers on topics in standard areas of traditional analytical philosophy written from a feminist perspective It brings out traditional philosophy by challenging it in a constructive socially critical way that is essential for philosophy's fundamental goal of pursuing truth that matters

The Routledge Companion to Philosophy of Social Science Lee McIntyre, Alex Rosenberg, 2016-12-08 37 Why Is There No Philosophy of Political Science

Biblical Philosophy Dru Johnson, 2021-04-22 Biblical literature is as philosophically savvy as any ancient intellectual tradition using story law and poetry to reason with us

Franz Brentano and Austrian Philosophy Denis Fisette, Guillaume Fr  chette, Friedrich Stadler, 2020-12-05 The book discusses Franz Brentano's impact on Austrian philosophy It contains both a critical reassessment of Brentano's place in the development of Austrian philosophy at the turn of the 20th century and a reevaluation of the impact and significance of his philosophy of mind or descriptive psychology which was Brentano's most important contribution to contemporary philosophy and to the philosophy in Vienna In addition the relation between Brentano phenomenology and the Vienna Circle is investigated together with a related documentation of Brentano's disciple Alfred Kastil in German The general part deals with the ongoing discussion of Carnap's Aufbau Vienna Circle Lecture by Alan Chalmers and the philosophy of mind with a focus on physicalism as discussed by Carnap and Wittgenstein Gergely Ambrus As usual two reviews of recent publications in the philosophy of mathematics Paolo Mancosu and research on Otto Neurath's lifework Jordi Cat Adam Tuboly are included as related research contributions This book is of interest to students historians and philosophers dealing with the history of Austrian and German philosophy in the 19th and 20th century

Knowledge, Belief, and Character Guy Axtell, 2000 There have been many books over the past decade including outstanding collections of essays on the topic of the ethical virtues and virtue theoretic approaches in ethics But the professional journals of philosophy have only recently seen a strong and growing interest in the intellectual virtues and in the development of virtue theoretic approaches in epistemology There have been four single authored book length treatments of issues of virtue

epistemology over the last seven years beginning with Ernest Sosa's *Knowledge in Perspective* (Cambridge 1991) and extending to Linda Zagzebski's *Virtue of the Mind* (Cambridge 1996) and Jonathan Kvanvig's *The Intellectual Virtues and the Life of the Mind* (1992) and James Montmarquet's *Epistemic Virtue and Doxastic Responsibility* (1993). Rowman Littlefield has had a particularly strong interest in the direction and growth of the field. To date there has been no collection of articles directly devoted to the growing debate over the possibility and potential of a virtue epistemology. This volume exists in the belief that there is now a timely opportunity to gather together the best contributions of the influential authors working in this growing area of epistemological research and to create a collection of essays as a useful course text and research source. Several of the articles included in the volume are previously unpublished. Several essays discuss the range and general approach of virtue theory in comparison with other general accounts. What advantages are supposed to accrue from a virtue-based account in epistemology in handling well-known problems such as Gettier and Evil Genie type problems? Can reliabilist virtue epistemology handle skeptical challenges more satisfactorily than non-virtue-centered forms of epistemic reliabilism? Others provide a needed discussion of relevant analogies and disanalogies between ethical and epistemic evaluation. The readings all contribute.

The Fate of Knowledge Helen E. Longino, 2018-06-05

Helen Longino seeks to break the current deadlock in the ongoing wars between philosophers of science and sociologists of science. Academic battles founded on disagreement about the role of social forces in constructing scientific knowledge. While many philosophers of science downplay social forces, claiming that scientific knowledge is best considered as a product of cognitive processes, sociologists tend to argue that numerous noncognitive factors influence what scientists learn, how they package it, and how readily it is accepted. Underlying this disagreement, however, is a common assumption that social forces are a source of bias and irrationality. Longino challenges this assumption, arguing that social interaction actually assists us in securing firm, rationally based knowledge. This important insight allows her to develop a durable and novel account of scientific knowledge that integrates the social and cognitive. Longino begins with a detailed discussion of a wide range of contemporary thinkers who write on scientific knowledge, clarifying the philosophical points at issue. She then critically analyzes the dichotomous understanding of the rational and the social that characterizes both sides of the science studies stalemate and the social account that she sees as necessary for an epistemology of science that includes the full spectrum of cognitive processes. Throughout her account is responsive both to the normative uses of the term knowledge and to the social conditions in which scientific knowledge is produced. Building on ideas first advanced in her influential book *Science as Social Knowledge*, Longino brings her account into dialogue with current work in social epistemology and science studies and shows how her critical social approach can help solve a variety of stubborn problems. While the book focuses on epistemological concerns related to the sociality of inquiry, Longino also takes up its implications for scientific pluralism. The social approach she concludes best allows us to retain a meaningful concept of knowledge in the face of theoretical plurality and uncertainty.

Social Empiricism Miriam Solomon, 2007-01-26 For the last forty years two claims have been at the core of disputes about scientific change that scientists reason rationally and that science is progressive For most of this time discussions were polarized between philosophers who defended traditional Enlightenment ideas about rationality and progress and sociologists who espoused relativism and constructivism Recently creative new ideas going beyond the polarized positions have come from the history of science feminist criticism of science psychology of science and anthropology of science Addressing the traditional arguments as well as building on these new ideas Miriam Solomon constructs a new epistemology of science After discussions of the nature of empirical success and its relation to truth Solomon offers a new social account of scientific rationality She shows that the pursuit of empirical success and truth can be consistent with both dissent and consensus and that the distinction between dissent and consensus is of little epistemic significance In building this social epistemology of science she shows that scientific communities are not merely the locus of distributed expert knowledge and a resource for criticism but also the site of distributed decision making Throughout she illustrates her ideas with case studies from late nineteenth and twentieth century physical and life sciences Replacing the traditional focus on methods and heuristics to be applied by individual scientists Solomon emphasizes science funding administration and policy One of her goals is to have a positive influence on scientific decision making through practical social recommendations *Reflection, Science and the Virtues* Tony Gibbons, 2009-01-01 The word reflect appears in curriculum documents in texts in proposals and in plans No proposal appears complete without the word To reflect is evidently a good thing but what does it mean It is not just being reasonable Without a grasp of what it means to reflect how is it possible to implement the proposals and plans This book tackles the problem of what it is to reflect In doing so it examines the importance of reflection for a flourishing human being and its place in two major areas of human thought and education science and ethics Science is essentially a reflective activity and the teaching and development of science must acknowledge this The acquisition and practice of the virtues is also essentially a reflective activity as is evident in both the Aristotelian and the Confucian traditions To be prudent for instance is to be reflective The teaching of science and the learning of the virtues depend upon the development of the capacity to reflect Reflection appears to be an activity that is distinctive of human beings This book will be of interest to teachers and those responsible for the administration and development of education whether it be primary secondary or tertiary It also has something to say to anyone who is responsible for planning for the future And as we all do that it has something to say to all of us Tony Gibbons is an adjunct Senior Lecturer at the University of South Australia After teaching science and mathematics in UK secondary schools he trained teachers at Colleges in the UK before moving to South Australia where he taught Philosophy Having qualified in law he appeared as a barrister in refugee cases both in Australia and overseas during the 1990s before returning to Philosophy in particular virtue ethics **Knowledge and Knowing in Library and Information Science** John M. Budd, 2001-05-25 This landmark work traces the heritage of thought from the

beginnings of modern science in the seventeenth century until today that has influenced the profession of library and information science

Perspectives on Ignorance from Moral and Social Philosophy Rik Peels, 2016-06-23 This edited collection focuses on the moral and social dimensions of ignorance an undertheorized category in analytic philosophy Contributors address such issues as the relation between ignorance and deception ignorance as a moral excuse ignorance as a legal excuse and the relation between ignorance and moral character In the moral realm ignorance is sometimes considered as an excuse some specific kind of ignorance seems to be implied by a moral character and ignorance is closely related to moral risk Ignorance has certain social dimensions as well it has been claimed to be the engine of science it seems to be entailed by privacy and secrecy and it is widely thought to constitute a legal excuse in certain circumstances Together these contributions provide a sustained inquiry into the nature of ignorance and the pivotal role it plays in the moral and social domains

Sociality and Responsibility Margaret Gilbert, 2000-02-09 Sociality and Responsibility develops and extends the application of her plural subject theory of human sociality first introduced in the earlier works *On Social Facts* and *Living Together* Demonstrating the extensive range and fruitfulness of plural subject theory Gilbert presents accounts of social rules scientific change political obligation collective remorse collective guilt shared intention and an important class of rights and obligations

The Oxford Handbook of Rhetorical Studies Michael John MacDonald, 2017 Featuring roughly sixty specially commissioned essays by an international cast of leading rhetoric experts from North America Europe and Great Britain the Handbook will offer readers a comprehensive topical and historical survey of the theory and practice of rhetoric from ancient Greece and Rome through the Middle Ages and Enlightenment up to the present day

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