

OZSW Virtue Epistemology 2023 Course Program

Organizer: Duygu Uygun Tunc

Location: online

Monday 17 April	Varieties of Virtue Epistemology: Virtue Reliabilism and Responsibilism
09:30-12:30	<p>Lecture & Group Discussion: Virtue Epistemology and the Hinge Metaphor Lecturer: Nuno Venturinha</p> <p>Required readings:</p> <ul style="list-style-type: none"> • Greco, J. (2020). <i>The transmission of knowledge</i>. Cambridge University Press. Chapter 6 • Sosa, E. (2007). <i>A virtue epistemology: Apt belief and reflective knowledge</i>, (Vol. 1 Oxford University Press. Lecture 2 • Sosa, E. (2021). <i>Epistemic explanations: A theory of telic normativity, and what it explains</i>. Oxford University Press. Chapter 11 <p>Recommended (not required) readings:</p> <ul style="list-style-type: none"> • Pritchard, D. (2012). Anti-luck virtue epistemology. <i>The Journal of Philosophy</i>, 109(3), 247-279.
12:30-13:30	Break
13:30-16:30	<p>Lecture & Group Discussion: The Importance of Intellectual Character: an Introduction to Virtue Responsibilism Lecturer: Abida Malik</p> <p>Required readings:</p> <ul style="list-style-type: none"> • Baehr, J. (2011). <i>The Inquiring Mind: On Intellectual Virtues and Virtue Epistemology</i>. Oxford University Press. Chapter 6 • Alfano, M. (2012). Expanding the Situationist Challenge to Responsibilist Virtue Epistemology. <i>The Philosophical Quarterly</i>, 62(247), 223-249.
Tuesday 18 April	The Gettier problem and virtue epistemological solutions
09:30-10:00	Student presentations
10:00-12:30	<p>Lecture & Group Discussion: Virtue epistemological solutions to the Gettier problem Lecturer: Duygu Uygun Tunc</p> <p>Required readings:</p> <ul style="list-style-type: none"> • Gettier, E. (2020). Is justified true belief knowledge?. In <i>Arguing about knowledge</i> (pp. 14-15). Routledge. • Zagzebski, L. T., & Zagaebksi, L. T. (1996). <i>Virtues of the mind: An inquiry into the nature of virtue and the ethical foundations of knowledge</i>. Cambridge University Press. Part III, chapter 3 (pp. 283-299) • Sosa, E. (2007). <i>A virtue epistemology: Apt belief and reflective knowledge</i>, (Vol. 1 Oxford University Press. Lecture 5 (pp. 92-113)

	<p>Recommended readings: Greco, J. (2004). Knowledge as Credit for True Belief. In <i>Intellectual Virtue: Perspectives from Ethics and Epistemology</i>, M. DePaul and L. Zagzebski (eds). Oxford University Press.</p>
12:30-13:30	Break
13:30-16:30	<p>Lecture & Group Discussion: Credit and Luck in Virtue Theory Lecturer: Jaakko Hirvela</p> <p>Required readings:</p> <ul style="list-style-type: none"> Lackey, J. (2007). Why we don't deserve credit for everything we know. <i>Synthese</i>, 158, 345-361. https://philpapers.org/rec/LACWWD-2 Miracchi, L. (2015). Competence to know. <i>Philosophical Studies</i>, 172, 29-56. https://link.springer.com/article/10.1007/s11098-014-0325-9
Wednesday 19 April	Vice epistemology and the virtue perspective in social epistemology
09:30-10:00	Student presentations
10:00-12:30	<p>Lecture & Group Discussion: The State of the Art in Vice Epistemology Lecturer: Ian James Kidd</p> <p>Required readings:</p> <ul style="list-style-type: none"> Kidd, I.J. (2022). From Vice Epistemology to Critical Character Epistemology. M. Alfano, C. Klein, J. de Ridder (eds.), <i>Social Virtue Epistemology</i> (New York: Routledge), 84-102.
12:30-13:30	Break
13:30-16:30	<p>Lecture & Group Discussion: Corporate bullshitting and organizational vice Lecturer: Mandi Astola</p> <p>Required readings: TBA</p>
Thursday 20 April	Motivations for virtue epistemology
17:30-18:00	Student presentations
18:00-20:00	<p>Lecture & Group Discussion: Intellectual Virtue and Its Role in Epistemology Lecturer: Duncan Pritchard</p> <p>Required readings: Pritchard, D (2022). Intellectual Virtue and Its Role in Epistemology. <i>Asian Journal of Philosophy</i> 1(21). https://doi.org/10.1007/s44204-022-00024-4</p>
Friday 21 April	Extended and collective virtue epistemology
09:30-12:30	<p>Lecture & Group Discussion: Extended and distributed knowledge Lecturer: Orestis Palermos</p> <p>Required readings:</p> <ul style="list-style-type: none"> Palermos, O. (Forthcoming). Responsibility in Epistemic Collaborations: Is it Me, Is it the Group or Are We All to Blame?. <i>Philosophical Issues</i>. https://doi.org/10.1111/phis.12230

	<ul style="list-style-type: none"> Palermos, O. (Forthcoming). Collaborative Knowledge: Where the Distributed and Commitment Models Merge. <i>Synthese</i>. Palermos, O. (2022). Epistemic Collaborations: Distributed Cognition and Virtue Reliabilism. <i>Erkenntnis</i>. 87, 1481–1500 https://doi.org/10.1007/s10670-020-00258-9
12:30-13:30	Break
13:30-14:00	Student presentations
14:00-16:30	<p>Lecture & Group Discussion: Virtues and vices in science Lecturer: Duygu Uygun Tunc</p> <p>Recommended readings:</p> <ul style="list-style-type: none"> Uygun Tunç, D., & Pritchard, D. Collective Epistemic Vice in Science: Lessons from the Credibility Crisis. Preprint: http://philsci-archive.pitt.edu/id/eprint/21120

COMPLETION:

Short presentation: The participants will be asked to make a short presentation (c. 10 minutes) of one of the assigned articles. You can choose any texts from among the required or recommended readings, and choose any of the time slots designated as “student presentations” in the program. Please send the organizer an email before the course starts stating your primary and secondary preferred time slots for their presentation. Presentations will consist of (i) a statement of the author’s thesis, (ii) a sketch of the author’s main argument for this thesis, and (iii) explain the rationale of the major premises or indicate any problems with the author’s argument. (20% of final grade).

Final essay: The ReMA students will be required to write an essay at the end of the course (2 line spacing; 8-10 pages). PhD candidates should write a relatively longer essay (12-14 pages). The final essay shall formulate a thesis statement, argue for it, and defend it from possible objections. The discussion should manifest a good understanding of the assigned readings and class discussion. (70% of final grade).

Participation: 10% of the final grade.