



Epistemic Injustice: Interdisciplinary Approaches

Tuesdays & Thursdays 10-12am
R 01 065 (Alte Universität)
Preliminary Syllabus as of 14 April 2023
ILIAS-Password: EpistemicInjustice_SoSe_2023

In the most basic sense, “epistemic injustice” means that someone is wronged in her capacity as a knower. Examples abound: attributing less credibility to certain knowers because of their gender, race or class, silencing others’ voices in specific social situations, or hindering whole communities to develop an adequate vocabulary to describe their social suffering are just a few forms that epistemic injustice can take.

The seminar has two aims. On the one hand, students will be introduced to the concept of “epistemic injustice” and its discussion by a close reading of Miranda Fricker’s seminal book *Epistemic Injustice. Power & the Ethics of Knowing* (2007). We will also look at the most important criticisms (especially from black and feminist epistemology) and the interdisciplinary development of these debates. For epistemic injustice has become an important concept not just in philosophy but in the social sciences, too. On the other hand, students will develop their own (small) projects in the field of “epistemic injustice” the second half of the seminar. These can be theoretical contributions to the philosophical, sociological or political discussion as well as empirical studies of specific phenomena of possible epistemic injustices, or combinations thereof. The seminar concludes with a one-day conference in which students present and discuss their projects.

General Reading

Fricker, Miranda (2010 [2007]): *Epistemic Injustice: Power and the Ethics of Knowing*. Oxford: Oxford University Press. **<-- You will have to buy this book before the seminar starts!**
Kidd, Ian James, José Medina and Gaile Pohlhaus (eds.) (2017): *The Routledge Handbook of Epistemic Injustice*. London/New York: Routledge.
Medina, José: *The Epistemology of Resistance. Gender and Racial Oppression, Epistemic Injustice, and Resistant Imaginations*. Oxford 2013.

Requirements

You have the choice of earning 2 ECTS (SL, not graded), 4 ECTS (SL+PL, graded) and 6 ECTS (SL+PL, graded). The details of these three options are as follows:

2 ECTS (SL, not graded): You need to give a short presentation in class for one of the text we discuss and provide an excerpt on ILIAS. For details about the presentation and the excerpt, see below.

4 ECTS (SL+PL, graded): You need to present your research proposal at our conference (SL, not graded). In addition, you need to hand in a written version of your research proposal (2,000–3,000 words), integrating the feedback from the conference until 31 August.

6 ECTS (SL+PL, graded): You need to give a presentation a short presentation in class for one of the text we discuss and provide an excerpt on ILIAS (for details, see below). You also need to present your research proposal at our conference (SL, not graded). In addition, you need to hand in a written version of your research proposal (2,000–3,000 words), integrating the feedback from the conference **until 31 August**.

Presentations in Class: These are meant to open up the discussion in class. Hence, they should be short (10-15 minutes) and answer four basic questions:

- What is the main argument in the text? How can we express its main thesis?
- How does the argument work?
- Where do you see problems? Identify where you find an argument hard to understand or why you think an argument is inconclusive.

- (d) End with a statement of your own that we can discuss. Note that it works much better if you do not just ask a question but offer a further thesis, an argument against the text or an example for what the text says (or a counterexample).

Please be aware that you should reconstruct the argument and not just recall the text. Since you will not have time to include every detail, you must decide what is important and what is not. It is far better if we discover in the discussion that we do need some of the left-out passages than if you try to cramp everything into the presentation.

Excerpts on ILLAS: Please provide an excerpt of the text you present in class in the corresponding file on ILLAS. These excerpts are meant to summarize the main ideas and arguments in the text. By the end of the seminar, we will have a collective excerpt of Fricker's whole book (and the others texts).

Presentations at the Conference: The seminar culminates in a joint conference together with the course "Research Design Across Disciplines" taught by Ece Ergin on **14 July 2023**, from ca. 10-17h. Students will have approximately 15 minutes time to present their research proposal, followed by 10 minutes of discussion. We will have groups of students from both seminars organising the conference programme and the panel chairs as well as making sure there is enough coffee and tea, fruits and biscuits and whatever else is needed.

Sessions

#	Date	Topic	Core Text	Further Reading (optional)
1	18.04.2022	Overview	---	
2	20.04.2022	Introduction & Power	Fricker, <i>Epistemic Injustice</i> , 1–17.	Foucault, Michel (2003 [1997]): <i>Society Must Be Defended. Lectures at the Collège de France, 1975–1976</i> . Translated by David Macey. New York: Picador, 23–40.
3	25.04.2022	Testimonial Injustice I	Fricker, <i>Epistemic Injustice</i> , 17–43.	Hänel, Hilkje C. (2021): #MeToo and testimonial injustice: An investigation of moral and conceptual knowledge. In: <i>Philosophy & Social Criticism</i> 48 (6), 833–859.
4	27.04.2022	Testimonial Injustice II	Fricker, <i>Epistemic Injustice</i> , 43–59.	Pohlhaus, Gaile (2013): Discerning the Primary Epistemic Harm in Cases of Testimonial Injustice. In: <i>Social Epistemology</i> 28 (2), 99–114.
5	02.05.2022	Virtue Epistemology	Fricker, <i>Epistemic Injustice</i> , 60–85.	McDowell, John (1979): Virtue and Reason. In: <i>The Monist</i> 62 (3), 331–350.
6	04.05.2022		NO CLASS!	
7	09.05.2022	Testimonial Justice I	Fricker, <i>Epistemic Injustice</i> , 86–108.	Highsmith, Patricia (1983 [1955]): <i>The Talented Mr. Ripley. Harmondsworth</i> : Penguin Books.
8	11.05.2022	Testimonial Justice II	Fricker, <i>Epistemic Injustice</i> , 109–128.	Williams, Bernard (2002): <i>Truth and Truthfulness: An Essay in Genealogy</i> . Princeton: Princeton University Press.
9	16.05.2022	Testimonial Justice III	Fricker, <i>Epistemic Injustice</i> , 129–146.	MacKinnon, Catharine A. (1987 [1984]): <i>Francis Biddle's Sister: Pornography, Civil</i>

#	Date	Topic	Core Text	Further Reading (optional)
				Rights, and Speech. In: idem., <i>Feminism Unmodified. Discourses on Life and Law</i> . Cambridge, MA: Harvard University Press, 163–197.
10	18.05.2022		ASCENSION DAY	
11	23.05.2022	Hermeneutical Injustice I	Fricker, <i>Epistemic Injustice</i> , 147–161.	Pohlhaus, Gaile (2012): Relational Knowing and Epistemic Injustice: Toward a Theory of "Willful Hermeneutical Ignorance". In: <i>Hypatia</i> 27.4, 715–735.
12	25.05.2022	Hermeneutical Injustice II	Fricker, <i>Epistemic Injustice</i> , 161–177.	Mason, Rebecca (2011): Two Kinds of Unknowing. In: <i>Hypatia</i> 26.2, 294–307. Alcoff, Linda Martín (2012): Epistemic Identities. In: <i>Episteme</i> 7.2, 128–137.
13	30.05.2022		PENTACOST BREAK!	
14	02.06.2022		PENTACOST BREAK!	
15	06.06.2022	Research Proposals I	Formalities & First Ideas	
16	08.06.2022		CORPUS CHRISTI	
17	13.06.2022	Applications	Blease, C., H. Carel and K. Geraghty (2017): Epistemic Injustice in Healthcare Encounters: Evidence from Chronic Fatigue Syndrome. In: <i>Journal of Medical Ethics</i> 43 (8), 549–557. Wardrope, Alistair (2014): Medicalization and Epistemic Injustice. In: <i>Medicine, Health Care and Philosophy</i> 18 (3), 341–352.	Carel, Havi and Ian James Kidd (2017): Epistemic Injustice in Medicine and Healthcare. In: Ian James Kidd, José Medina and Gaile Pohlhaus, Jr. (eds.), <i>The Routledge Handbook of Epistemic Injustice</i> . London/New York: Routledge, 336–346.
18	15.06.2022	Applications	Landström, Karl (2021): Archives, Epistemic Injustice and Knowing the Past. In: <i>Ethics and Social Welfare</i> 15 (4), 379–394.	Tsosie, Rebecca (2012): Indigenous Peoples and Epistemic Injustice: Science, Ethics, and Human Rights. In: <i>Washington Law Review</i> 87, 1133–1201.
19	20.06.2022	Critique	Dotson, Kristie (2014): Conceptualizing Epistemic Oppression. In: <i>Social Epistemology</i> 28.2, 115–138.	Toole, Briana (2019): From Standpoint Epistemology to Epistemic Oppression. In: <i>Hypatia</i> 34.4, 598–618.
20	22.06.2022		NO CLASS!	
21	27.06.2022	Research Proposals II	Finding Your Discussion in the Literature	
22	29.06.2022	Critique	Mills, Charles W. (2017): Ideology. In: Ian James Kidd, José Medina und Gaile Pohlhaus, Jr. (eds.), <i>The Routledge Handbook of Epistemic Injustice</i> . London/New York: Routledge, 100–111.	Adorno, Theodor W. (1973): Ideology. In: Frankfurt Institute for Social Research (ed.), <i>Aspects of Sociology</i> . Boston: Beacon Press, 182–205.

#	Date	Topic	Core Text	Further Reading (optional)
23	04.07.2022		NO CLASS!	
24	06.07.2022		NO CLASS!	
25	11.07.2022	Research Proposals III	Open Session	
26	13.07.2022	Research Proposals IV	Open Session	
27	14.07.2022	Conference	Conference, together with “Research Design Across Disciplines” (Ece Ergin)	
27	18.07.2022		Final Discussion	

Except for Fricker's book, all texts will be made available via ILLAS.