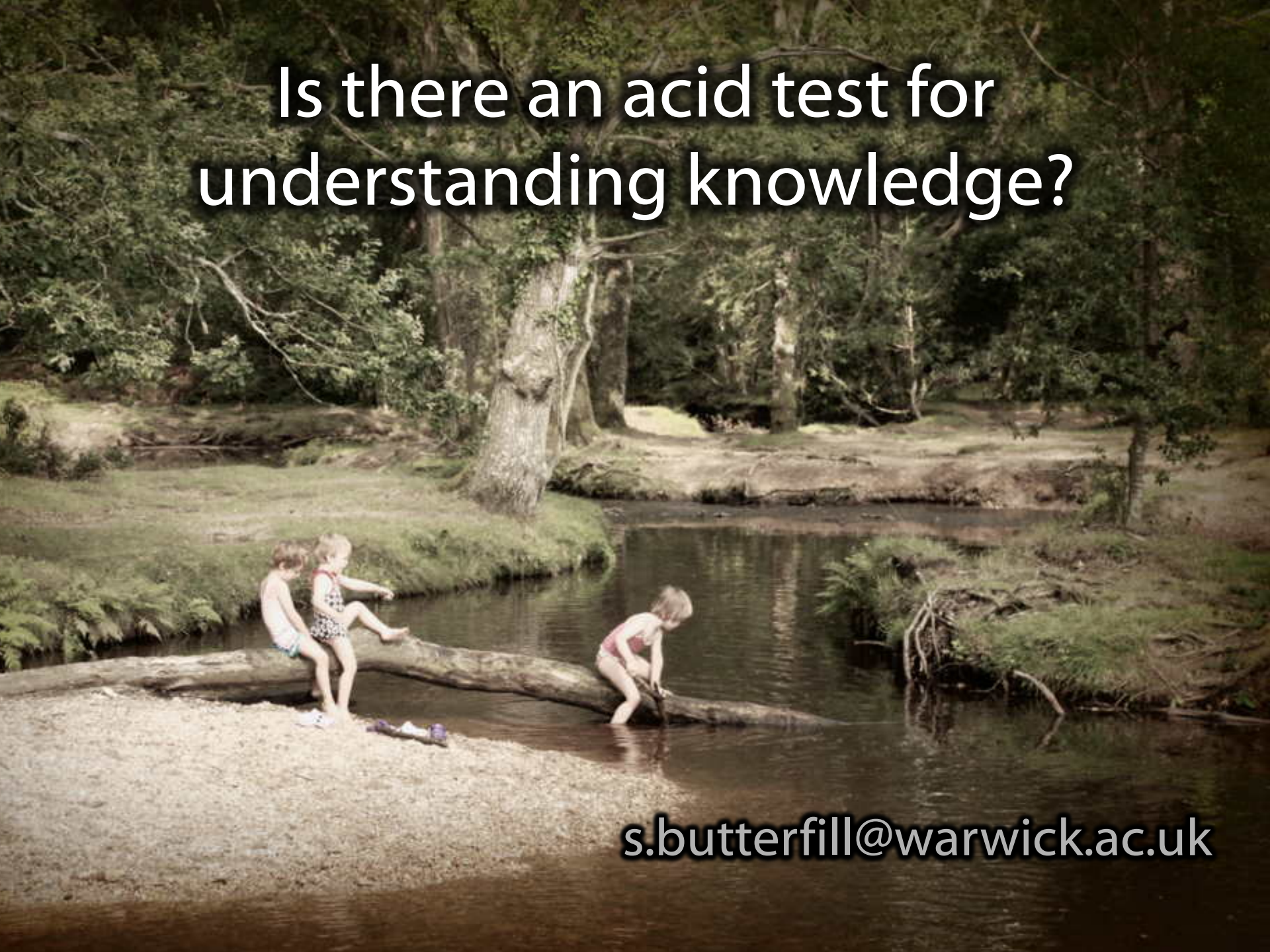


Is there an acid test for
understanding knowledge?



s.butterfill@warwick.ac.uk

Knowledge = Justified True Belief

Knowledge = Justified True Belief

BLUE SQUARE

Knowledge \neq Justified True Belief

Knowledge \neq Justified True Belief

How does knowledge differ from belief?

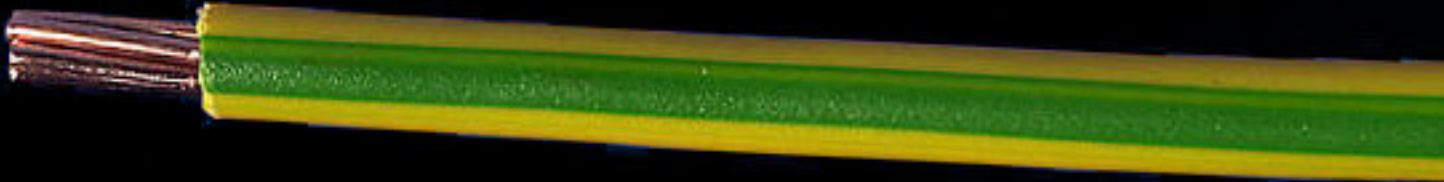
- distinctive ways of being acquired (*just knowing*)
- distinctive role in practical reasoning (Hawthorne)
- distinctive role in social interaction (Craig)

First Candidate

Who knows?

First Candidate

Who knows?



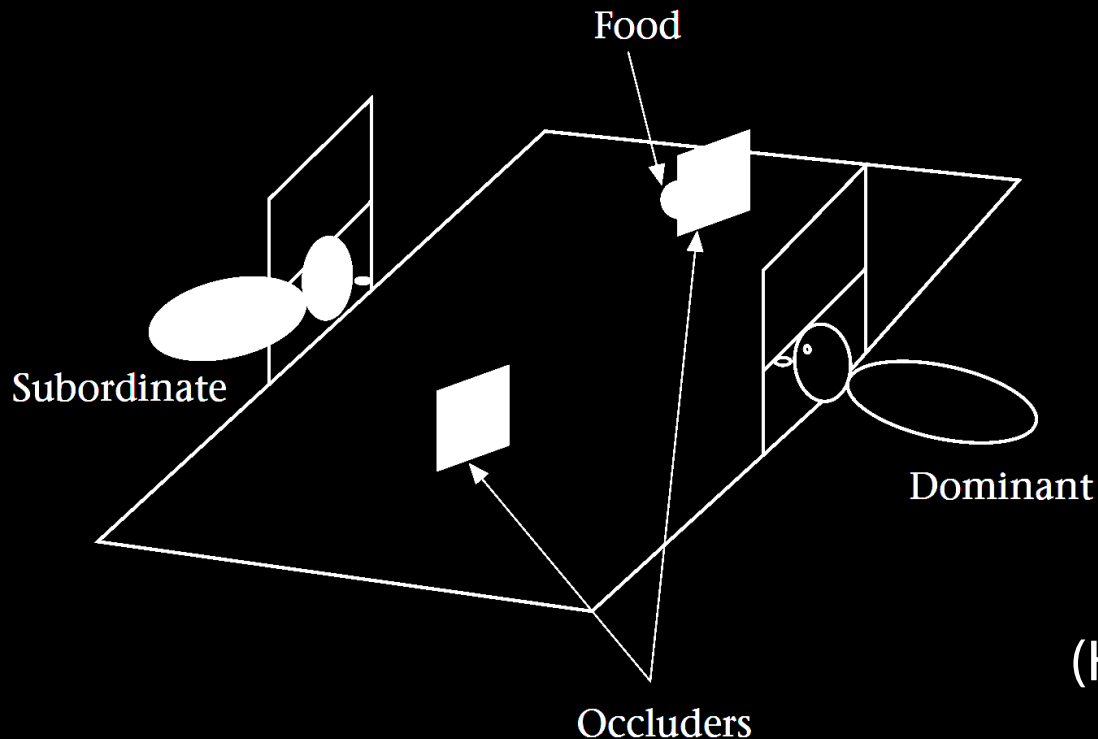
Second Candidate: tracking

“chimpanzees understand ... intentions ... perception and knowledge ... Moreover, they understand how these psychological states work together to produce intentional action”
(Call & Tomasello 2008:191)



Second Candidate: tracking

“chimpanzees understand ... intentions ... perception and knowledge ... Moreover, they understand how these psychological states work together to produce intentional action”
(Call & Tomasello 2008:191)



(Hare & Tomasello 2004)

Third Candidate: normative consequences

“knowing has to do with being an informant as opposed to just being a source of information” (Craig 1990, p. 35)

Third Candidate: normative consequences

“knowing has to do with being an informant as opposed to just being a source of information” (Craig 1990, p. 35)

We should take as premises in our practical reasoning only propositions that we know (Hawthorne 2004, pp. 29–31)

Fourth Candidate: sources

“How did you know it was a strawberry/
tomato—was it because you saw it or I told
you?” (Robinson & Whitcombe 2003)

Fourth Candidate: sources

“How did you know it was a strawberry/
tomato—was it because you saw it or I told
you?” (Robinson & Whitcombe 2003)

“we understand what knowledge is by
understanding how we get it or how it
comes to be.”

(Cassam 2008)



Fourth Candidate: sources

“How did you know it was a strawberry/
tomato—was it because you saw it or I told
you?” (Robinson & Whitcombe 2003)

“we understand what knowledge is by
understanding how we get it or how it
comes to be.”

(Cassam 2008)



“primary knowledge is perspicuous in that
one who has it knows how he knows what
he knows”

(Ayers 1991, p. 183)

Fourth Candidate: sources

“How did you know it was a strawberry/
tomato—was it because you saw it or I told
you?” (Robinson & Whitcombe 2003)

“we understand what knowledge is by
understanding how we get it or how it
comes to be.”

(Cassam 2008)



“primary knowledge is perspicuous in that
one who has it knows how he knows what
he knows”

(Ayers 1991, p. 183)

Seeing that there is chocolate in the draw is a way of knowing that there is chocolate in the draw.

Examples of Category A items

Travelling by train is a way of getting to Paris.

Making a telephone call is a way of getting pizza.

Firing a gun in public is a way of getting arrested.

Seeing that there is chocolate in the draw is a way of knowing that there is chocolate in the draw.

Examples of Category A items

Travelling by train is a way of getting to Paris.

Making a telephone call is a way of getting pizza.

Firing a gun in public is a way of getting arrested.

Examples of Category B items

Sprinting is a way of running.

Being red is a way of being coloured.

Painting a picture of Helen is a way of making a portrait of her.

Seeing that there is chocolate in the draw is a way of knowing that there is chocolate in the draw.

Examples of Category A items

Travelling by train is a way of getting to Paris.

Making a telephone call is a way of getting pizza.

Firing a gun in public is a way of getting arrested.

Examples of Category B items

Sprinting is a way of running.

Being red is a way of being coloured.

Painting a picture of Helen is a way of making a portrait of her.

Seeing that there is chocolate in the draw is a way of knowing that there is chocolate in the draw.

Examples of Category A items

Travelling by train is a way of getting to Paris.

Making a telephone call is a way of getting pizza.

Firing a gun in public is a way of getting arrested.

Examples of Category B items

Sprinting is a way of running.

Being red is a way of being coloured.

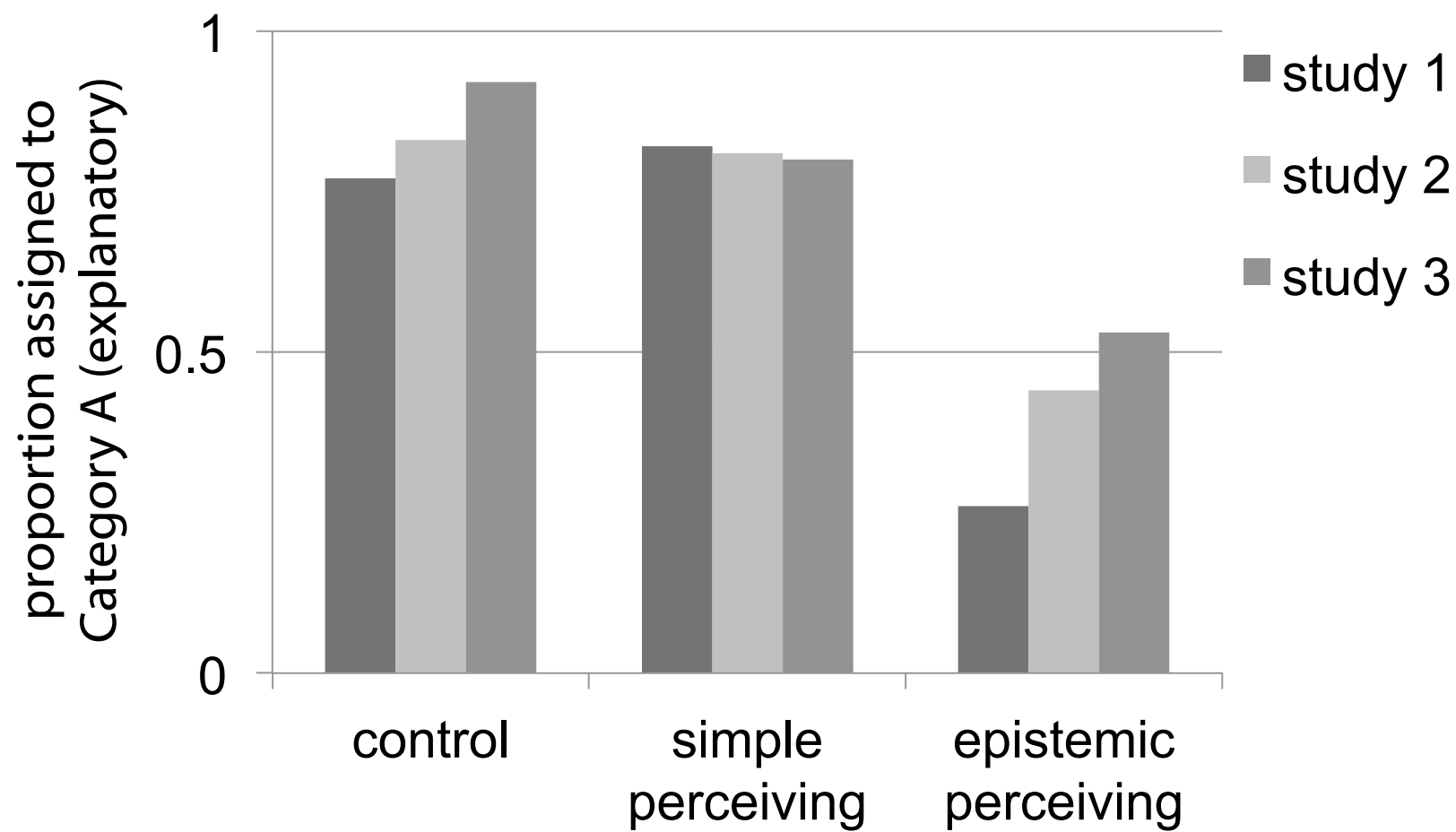
Painting a picture of Helen is a way of making a portrait of her.

A/B Seeing that there is chocolate in the draw is a way of knowing that there is chocolate in the draw.

A/B Feeling that the pullover is rough is a way of knowing that the pullover is rough.

A/B Hearing her footsteps is a way of knowing that Mavis is approaching

A/B Typing is a way of writing a letter.



		control		simple perceiving		epistemic perceiving	
	n	mean	s.d.	mean	s.d.	mean	s.d.
Study 1	81	77% (6.1)	(1.1)	82% (1.6)	(0.58)	26% (0.26)	(0.44)
Study 2	22	83% (5.0)	(0.90)	81% (3.2)	(1.15)	44% (1.8)	(1.74)
Study 3	28	92% (3.7)	(0.55)	80% (1.6)	(0.69)	53% (2.1)	(1.79)

“the lay concept of knowledge is roughly consistent with the traditional description of knowledge as justified true belief, but with the caveat that people also require that the belief be based on authentic, rather than apparent, evidence”

(Starmans & Friedman 2012, p. 282)

“the lay concept of knowledge is roughly consistent with the traditional description of knowledge as justified true belief, but with the caveat that people also require that the belief be based on authentic, rather than apparent, evidence”

(Starmans & Friedman 2012, p. 282)

