

Agenda 15/03/2024

Zaur, Brendan and Gary

Max: 10-15 minutes Presentation

Remaining: Discussion/Chat/Q&A/Everything Else

An interesting paper I read +1 (different perspectives)

- Three Critiques of Disinformation (For-Hire) Scholarship (J. Harson, 2024)
 - Definitional Vortexes, Disciplinary Unneighborliness, [Cryptonormativity](#)
 - Lesser Critiques:
 - Social Media: Rise of online disinformation through social media is acknowledged, yet empirical evidence regarding its effects on society remains inconclusive and primarily focused on the United States.
 - Conceptual refinement: Before exploring the work of disinformation/FIMI producers, it's crucial to understand what disinformation encompasses. He argues for 'conceptual refinement in disinformation scholarship'.
 - Ethnocentrism: Necessity for disinformation research to broaden its scope beyond the Western-centric focus, particularly the United States and inclusive of the Global South, to understand it across various political, social, and cultural contexts.

Another interesting paper +2 (different perspectives)

- Trust, distrust, and testimonial injustice (A. Carter, 2023 et al.)
 - Connection between Trust and Testimonial Injustice
 - Credibility Deficit
 - Credibility Excess
 - Competent and Incompetent Trusting
 - Trust Metacompetence
 - Mitigation Strategies: “Better at trusting” >>> Not to trust or distrust someone unfairly.

Relation to Disinformation/FIMI: All these ideas about trust, credibility, and bias are super relevant when we talk about disinformation and understanding why we trust some sources over others can help us figure out why disinformation spreads and how to stop it.

Philosophy module I found:

PHIL30880 Applied Epistemology

Academic Year 2023/2024

Knowledge is a fundamental aspect of survival: “we seek true beliefs in order to survive” (Fricker 2007, 161). Because we are embodied-minded beings situated within specific contexts, the knowledge we acquire or generate individually is expectedly limited. Some might even argue that individual knowledge—knowledge generated on our own—still relies on a wide range of resources provided for by other knowers in our social world, such that knowledge is in fact always-already social. The limitations to what we can know individually practically requires us to develop trusting relations and co-operative strategies with other knowers so we could collectively share the knowledge/s we acquire or generate.

Knowledge, however, does not simply refer to knowledge of something. Knowledge has a purposive content—it is also for something. Recent developments in Social Epistemology have brought attention to the normative dimension of the purposive content of knowledge. This refers to the investigation of the question about what we should know in relation to the kind of world or society we want to build (Fuller 2020). While varying in types and degrees of significance, what we know and not know directly affect who we become, as well as how we organise ourselves in relation to each other and the world.

In this module, we examine the role of knowledge and ignorance in our social and political life. In particular, we explore the ways in which it is socially conditioned and structured by power, as well as the ways in which knowledge / ignorance can

Applied Epistemology (PHIL30880)

SUBJECT:	Philosophy
COLLEGE:	Social Sciences & Law
SCHOOL:	Philosophy
LEVEL:	3 (Degree)
CREDITS:	5.0
TRIMESTER:	Autumn
MODULE COORDINATOR:	Professor Katherine O'Donnell

Another philosophy module I found:

PHIL20490 Knowledge & Scepticism

Academic Year 2023/2024

"A common refrain heard around New Scientist's offices in recent weeks has been "episte... what?!" Even among educated and well-informed people, epistemology – the study of knowledge – is neither a familiar word nor a well-known field of enquiry. But it has never been more important." - New Scientist Leader, 29 March 2017

This course is about "knowledge", and related phenomena such as "belief", "justification", and "scepticism".

In the first part of the course, we address some of the core questions in epistemology, such as: what exactly "is" knowledge, and how does it relate to "true belief"? Do we really know as much as we think we do? And, what is the difference between a justified and an unjustified belief?

In the second part of the course, we address questions concerning the "social" and "ethical" dimensions of knowledge, such as: can religious belief ever be rational? Are there "ethical" as well as rational standards of belief? How do we gain knowledge from others, and are there forms of injustice connected with the transmission of knowledge?

These are the central questions addressed in this module. We approach them by analysing classic and contemporary texts in epistemology; by carefully formulating arguments and responses to those arguments; and through discussion and debate.


The course is assessed on the basis of participation in tutorials (20% of final grade); a mid-term research essay (30% of final grade); and a written two-hour exam (50% of final grade). You will be supported in writing your essay and exam by (i) an essay rubric; (ii) a sample essay written by the lecturer; (iii) essay templates; (iv) links to relevant essay-writing resources; and (iv) feedback on drafts essays.

The course is taught by Dr. Daniel Esmonde Deasy (Associate Professor of Philosophy, UCD School of Philosophy) and is delivered in the form of 24 fifty-minute in-person lectures and 7 fifty-minute in-person tutorials. Lectures will consist in the presentation of content by the lecturer and in-class discussion, and tutorials will consist in discussion and short non-graded exercises.

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Knowledge & Scepticism (PHIL20490)

SUBJECT:	Philosophy
COLLEGE:	Social Sciences & Law
SCHOOL:	Philosophy
LEVEL:	2 (Intermediate)
CREDITS:	5.0
TRIMESTER:	Autumn
MODULE COORDINATOR:	Assoc Professor Daniel Esmonde Deasy
MODE OF DELIVERY:	Face-to-Face
INTERNSHIP MODULE:	No
HOW WILL I BE GRADED?	Letter grades 

 Print Page

(Google Chrome is recommended when printing this page)

Another possible one:

The idea is to perhaps do 1 or 2 philosophy modules (advanced) that will help me develop and think like a social science researcher things like logical reasoning, ontologies, epistemologies, the philosophy of science... etc

PHIL30280 Philosophy of Interpretation

Academic Year 2023/2024

What philosophical issues are raised in expressing, translating and understanding? Can we even perceive things without interpreting them? What are the best ways to understand the works of other cultures and epochs, and why? Is the interpreter passive and neutral before the text, or is he or she always active and creative? How should we evaluate creative interpretations? In this module such questions will be considered by way of an historical and critical introduction to the movements of hermeneutics and deconstruction. These collectively comprise the philosophy of interpretation in recent European philosophy. We begin with the foundations of hermeneutics laid by Schleiermacher and Dilthey, proceed to its development in the phenomenologies of Husserl and Heidegger, and conclude with its post-phenomenological variants in the work of Ricoeur, Derrida and Cassin.

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Curricular information is subject to change

What will I learn?



How will I learn?



Philosophy of Interpretation (PHIL30280)

SUBJECT:	Philosophy
COLLEGE:	Social Sciences & Law
SCHOOL:	Philosophy
LEVEL:	3 (Degree)
CREDITS:	5,0
TRIMESTER:	Autumn
MODULE COORDINATOR:	Assoc Professor Timothy Mooney
MODE OF DELIVERY:	Face-to-Face

Research on Research

Got gifted a book, halfway through it. Learning about framework for developing proposals, dealing with literature, readers, expectations and methods quant and qual.



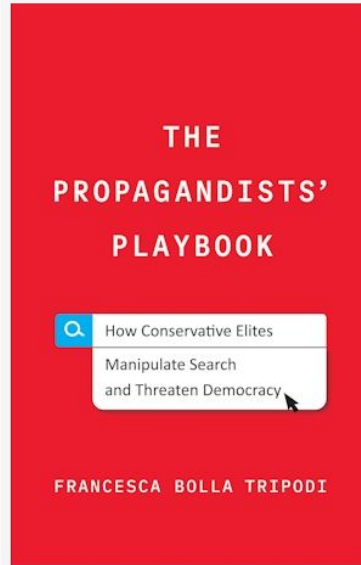
Questions

- How was Sheffield?
- How is Gary and his post-doc going?
Challenges?
- Any news on funding/fee account?
- How is VIGILANT?
- I looked into some of Freddy Heppell's work.
Really cool. I like it. Hope to do similar work.
- Will my lit review eventually be deep-diving into
the history and social effects of disinformation?
Very qualitative/case driven approaches from US
to Global South?
- I am thinking of making a website for myself,
and getting on LinkedIn and "Academic" Twitter,
is it useful? Recommended for
scholars/students/etc?
- Thinking of building an ML algorithm that
detects Irish-disinformation (specifically trained
on Ireland) - thoughts?

Recommended:

"There are optimistic signs that (explicit) disinformation scholarship is beginning to take "propaganda" as conceptually useful (e.g., Tripodi's noteworthy *The Propagandists' Playbook*, 2022), though one hopes disinformation scholarship will build on the enormous past body of propaganda research (since the 1920s) when it invokes propaganda"

[Home](#) / [Political Science](#) / [History](#) / [The Propagandists' Playbook](#)



LOOK INSIDE

Also Available: 

The Propagandists' Playbook

How Conservative Elites Manipulate Search and Threaten Democracy

by Francesca Bolla Tripodi

Course Book 

288 Pages, 5.50 x 8.50 in, 2 b-w illus.

Hardcover

9780300248944

Published: Tuesday, 16 Aug 2022

eBook

9780300269109

Published: Tuesday, 16 Aug 2022

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Seminary Co-op