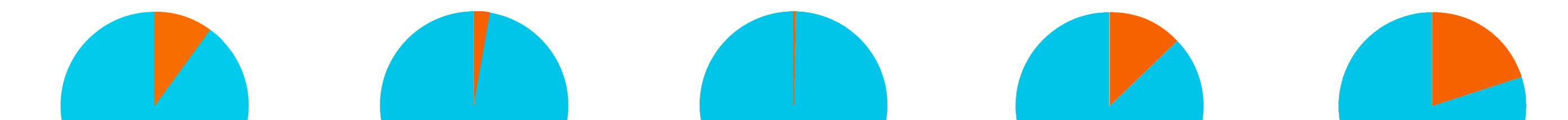
Diversity Reading List.org

Helping you include authors from under-represented groups in your teaching

Under-Representation in Philosophy



10%

3%

of the most cited authors in the Stanford Encyclopaedia of Philosophy are women of the most cited authors in the SEP are not white

of US authors of research publications in top journals are black

0.32%

of all authors in top journals are women

13%

16-20%

of full-time faculty are women in the US and UK

Theoretical background

The problem of under-representation in professional philosophy starts at the undergraduate level (Paxton et al. 2012: 955; cf. Dougherty et al. 2015 and Thompson et al. 2016). A number of factors contribute to the Perfect Storm which washes non-male and non-white students out of the discipline (Antony 2012). One of them is the stereotype of a philosopher as a white man (Haslanger 2008):

- the majority of the texts typically read in class are written by white men
- the philosophical ideals of rationality and objectivity are associated with maleness and whiteness

This influences two psychological mechanisms which further disadvantage students and philosophers from underrepresented groups (Saul, 2013):

- implicit bias most people are implicitly biased to expect white males to be better philosophers
- stereotype threat members of under-represented groups perceive themselves as less

Using the DRL: quick and easy

Categories	testimony		
Value Theory (342)			
 Metaphysics & Epistemology (228) 	Search in categories: -E	pistemology	Ψ
 Science, Logic & Mathematics (157) 	Medium:	Recommended use:	Difficulty:
 History of Western Philosophy (33) 	Book	Introductory	Easy
Philosophical Traditions (38)	Chapter	Overview	Intermediate
Miscellaneous (7)	ArticleEncyclopaedia	FurtherSpecialised	Advanced
Keywords		owing from Testimony	See Read Full used free text
abortion action aesthetics art art	2006, Philosophy Comp	bass 1(5): 432-448.	
classification autonomy causation	Categories: Epistemology, Epistemology of Testimony, Metaphysics & Epistemology		Keywords: epistemology, knowledge, testimony
outural property outure depiction desire			

philosophically able, which makes them likely to under-perform in class and in their careers

What can we do?

One way to help combat this is to decolonise the reading lists used to support teaching, by including philosophical writings by authors from under-represented groups:

- give students a chance to read good scholarship written by scholars from different backgrounds
- decrease the likelihood that they will perceive the discipline as open only to white men
- reduce the risk they will experience stereotype threat or develop an implicit bias

Making sure that a solid proportion of the readings in one's class are by authors from underrepresented groups, is not an easy task. Since such texts are likely to be less popular or less immediately available, finding them and assessing their usefulness involves considerable effort, adding to the already busy schedules of teachers and lecturers.

The Diversity Reading List is here to help you address this difficulty. It offers you a quick way to:

- find texts which might be otherwise hard to find
- evaluate their relevance for your teaching

The DRL's aim is to help you and your students overcome the cause of existing inequalities: the stereotype of the philosopher as a white male.

cultural property culture depiction desire disability distributive justice epistemology ethics feminism fiction gender imagination intuition justice Kant knowledge logic metaphysics mind models philosophy of language philosophy of logic philosophy of mathematics philosophy of mind philosophy of religion philosophy of religion portrait race Rawls realism representation responsibility science truth value Virtue virtue

Added by: Ben McGorrigan, Contributed by: Wayne Riggs

Abstract: Testimony is a vital and ubiquitous source of knowledge. Were we to refrain from accepting the testimony of others, our lives would be impoverished in startling and debilitating ways. Despite the vital role that testimony occupies in our epistemic lives, traditional epistemological theories have focused primarily on other sources, such as sense perception, memory, and reason, with relatively little attention devoted specifically to testimony. In recent years, however, the epistemic significance of testimony has been more fully appreciated. I shall here focus on two questions that have received the most attention in recent work in the epistemology of testimony. First, is testimonial knowledge acquired only by being transmitted from speaker to hearer? Second, must a hearer have positive reasons to justifiedly accept a speaker's testimony?

Comment: This text will serve as a good introduction to the epistemology of testimony. Aside from its relevance in teaching Epistemology, it will also be of use in teaching Aesthetics where Aesthetic Testimony has become a key topic of debate. Lackey provides various thought experiments which can aid the reader in understanding when knowledge seems to be acquired via testimony, and how this seems to work.

Difficulty: Easy	TEX EX	
Recommended use: Introductory reading, Contains a useful overview		
Comments (2): read and add advice on using this text	pp 🖳	
У f G+ 🔞 🔤 🥐	EN 🗷	

Contribute

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The DRL is not only a resource you can use, it's a resource you can make!

The List exists largely thanks to the involvement of all who care about making philosophy a discipline of equal opportunity. Many texts it includes have been recommended by philosophers from around the globe, and the project development was informed by their helpful suggestions.

We encourage you to join this effort and help us enrich this resource by contributing your suggestions for list entries and site improvements via our website.

Would you like to join the DRL team?

Volunteer

Would you like to join the DRL team? Here are the sort of things you could do:

- Review public contributions: scan contributions for texts you read and turn them into List entries!
- Small one-off jobs: Did you just teach a course which used texts by authors from under-represented groups? Simply turn your teaching notes into DRL entries!
- Continued involvement: If you have more time to commit, join our team of editors who develop the List on a regular basis!
- Promotion: Help us spread the word at conferences, blogs, social media!

Get Funded

Some of our volunteers went on to apply for grants which paid for their work in adding new List entries. So far, we were successful in applying for direct funding from departments and societies, including teaching innovation and professional development grants - see a list of our sponsors below!

There are a number of other sources of funding and different ways to approach them. We are happy to offer you assistance in developing your applications and support you all the way through. So why not give it a try?

Our sponsors



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