

**Actas del IX Congreso de la Sociedad de
Lógica, Metodología y Filosofía de la Ciencia en
España**

Madrid, 13–16 de noviembre de 2018



**Proceedings of the IX Conference of the
Spanish Society of Logic, Methodology and
Philosophy of Science**

Madrid, 13–16 November 2018



Editado por:

Cristian Saborido (UNED)

Sergi Oms (U. de Barcelona)

Javier González de Prado (UNED / U. Nova de Lisboa)

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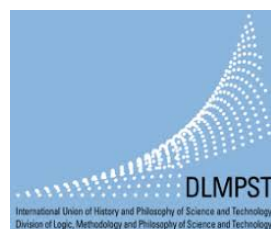
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Prefacio

En este volumen se recogen las actas de las comunicaciones presentadas al IX Congreso de la Sociedad de Lógica, Metodología y Filosofía de la Ciencia en España, celebrado los días del 13 al 16 de noviembre de 2018 en la Facultad de Filosofía de la sede central de la UNED, en Madrid.

Los congresos de la Sociedad de Lógica, Metodología y Filosofía de la Ciencia en España se celebran cada tres años en una ciudad diferente y constituyen la reunión científica más longeva, multitudinaria e influyente en estos ámbitos en nuestro país. Estos congresos se llevan a cabo en colaboración entre la SLMFCE (<http://www.solofici.org/>) y la universidad anfitriona de cada edición. Tienen como objetivo el fomento, la divulgación y la promoción de los estudios e investigaciones en Lógica, Metodología de la Ciencia, Filosofía de la Ciencia y sus disciplinas afines, así como la interrelación con los diferentes especialistas y Sociedades e Instituciones científicas, nacionales e internacionales, interesadas en estos campos científicos. El congreso tuvo además una dimensión marcadamente internacional. El formato de las comunicaciones y ponencias fue multilingüe y muchos de los participantes provienen de universidades extranjeras.

En esta ocasión, el congreso celebrado en la UNED consiguió reunir a una gran cantidad de expertos en las áreas de investigación abordadas por la SLMFCE. En total, se recibieron 222 propuestas, entre comunicaciones y simposios, respondiendo a la llamada a la participación lanzada por los organizadores del congreso. Tras un arduo proceso de evaluación ciega dirigido por los prestigiosos miembros del comité científico, se aceptaron finalmente 178 trabajos, entre comunicaciones individuales repartidas en mesas temáticas y las agrupadas en ocho simposios dedicados a cuestiones específicas.

Además, en cada edición del congreso se celebran las conocidas “Conferencias Lullius”, en las cuales un reconocido experto ofrece tres conferencias plenarias. Estas conferencias fueron inauguradas por Philip Kitcher en 2012 en Santiago de Compostela y en 2015 en Barcelona fue Hartry Field el galardonado con este reconocimiento. En esta ocasión, fue la prestigiosa profesora Nancy Cartwright, de la universidad de Durham y la Universidad de California en San Diego (<http://www.profnancycartwright.com/>), quién impartió estas tres conferencias.

Se debe señalar asimismo que hubo una sesión de “Encuentro con los editores”, organizada por la revista *Theoria*. También se celebró una sesión dedicada a la profesora Amparo Gómez, que lamentablemente nos dejó recientemente y a quien sus compañeros pudimos homenajear en el congreso.

El IX Congreso de la Sociedad de Lógica, Metodología y Filosofía de la Ciencia tuvo además un decidido compromiso en la promoción del trabajo de los investigadores más jóvenes. Prueba de esto es que se otorgaron dos premios de 500 euros cada uno a las mejores ponencias presentadas por estudiantes o recientes doctores.

Los organizadores de este congreso agradecemos la participación de todos los comunicantes, así como la ayuda de la Sociedad de Lógica, Metodología y Filosofía de la Ciencia en España, la Facultad de Filosofía y el Departamento de Lógica, Historia y Filosofía de la Ciencia de la UNED, quienes proporcionaron los medios, humanos y materiales, necesarios para que este evento pudiera tener lugar. Además, este congreso estuvo enmarcado en los eventos auspiciados por la *International Union of History and Philosophy of Science and Technology*. Y, por supuesto, no podemos dejar de expresar nuestro reconocimiento a todos los miembros del Comité Científico, el Comité de Programa y el Comité Organizador Local, sin cuya colaboración nada de esto hubiera sido posible.

La primera edición de los congresos de la SLMFCE se celebró precisamente en la Universidad Complutense de Madrid y en la UNED en el año 1994. Hoy, tras 24 años y 8 ediciones, podemos decir con orgullo que este congreso ha vuelto a su primera casa y que lo hace exhibiendo un reconocimiento académico y unos niveles de calidad indiscutibles, tal y como demuestran los excelentes trabajos que se presentan en estas actas.

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Socially responsible philosophy of science

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Science, directed at the achievement of collective goals, fulfils the principal aim of responding to relevant and significant questions (Kitcher 2001; van Fraassen, 2008). But these questions are dependent upon context and decidable within the framework of democratic societies. Traditional efforts to design a notion of epistemic significance independent of contextual restrictions, free from social and moral values, and demanding that the obtaining of epistemically significant truths is valuable in principle, is an undertaking impossible: moral and social values are inherent to scientific practice. Nor is it possible to defend the idea that all sciences can be unified in a hierarchical chain, or the vision that the integration of all theoretical proposals in a unified scheme is the essence of the objective understanding of our world. In fact, the image of a patchwork of theories, laws and disciplines without a hierarchical order or systematic relationship defended by N. Cartwright (1999) seems a more appropriate vision of the structure of science.

Social epistemology has turned its attention away from the question: how do we know? and now focuses instead on the question of the goals and results of science: what do we know and what do we not know, and why? The basic questions now are: who is science for? How does the fact that some people are excluded from science influence our knowledge? Which projects and goals are pursued and which ignored? Which experiences are considered valid or adequate and which are not? It is precisely these types of decisions that, to a large extent, make up the practice of science and which, finally, define the problems deemed relevant and the type of solutions deemed acceptable. Once a problem has been defined, just one response may be the most appropriate solution, but the problem could have been defined in a different way, and perhaps even other problems may have been identified as more relevant. From this point of view, Kitcher's arguments and thoughts regarding the possibility of a *well-ordered* science and the conditions under which such a science would be possible in the heart of democratic societies are extremely suggestive.

In my opinion, the question of *democratic science* is posed transversally in the reflection on science and enables us to identify three areas of analysis:

¹Inmaculada Perdomo, PhD in Philosophy of Science and Professor of the Area of Logic and Philosophy of Science, Faculty of Humanities, ULL. Director of the Research Institute of Gender and Women Studies at the University of La Laguna. She is part of the team that develops the research project: "Justice, Citizenship and Vulnerability: Narratives of precariousness and intersectional approaches", FFI2015-63895-C2-1-R IP: María José Guerra y Eva Darias (2016- 2018)

- a. That related to *theory contents*.
- b. That related to the *practice of science*.
- c. That related to the *goals and directions of science*.

With regard to the first point, many interesting works by feminist science critics, which focus on warning about the biases present in scientific contents, mainly in biomedical theories, share this concern. With regard to the second, as an example, Feminist epistemology had explored the processes and activities of social construction of knowledge concluding that the subject is plural but women are not in the center of that process, their voices are devaluated and not authorized (Helen Longino, 2001). It is an epistemic injustice (Miranda Fricker, 2007), and political action must be considered to increase the number of women in STEAM areas, and the structures of science and academies must be changes in order to create a more democratic or inclusive decision-making processes (Londa Schiebinger, 2011).

The dynamics and gender asymmetries in career paths of women and men, and real evacuation of women from classrooms in relevant areas and professions must be also analyzed. As an example, this year we knew that Tokyo medical school altered test scores to keep women out. The University began to keep the percentage of women admitted each year to around 30% of the incoming class. This had been done since 2010 when around 40% of successful applicants were women. This is an explicit exclusion, but some other mechanisms must be observed.

Miranda Fricker's concepts (hermeneutical and testimonial injustices) explain these mechanisms of exclusion well, reaching the area of epistemology and ethics. Epistemic activity evaluated, not in ideal and abstract terms, but considering that it is carried out by socially situated individuals, in the highly relevant context of shaping our current techno-culture such as in education, profession and institutions. Inequalities and power issues associated with market dynamics form a highly competitive world displacing subjects defined as different i.e. women and others.

There are two basic epistemic practices that we need to consider to address Miranda Fricker's proposal. First, transmitting knowledge to others and secondly, to make sense of our own social experiences. Both types of epistemic practices involve social and discursive interactions so these interactions must be situated in the field of policies and ethics of epistemic practices. These mechanisms or types of *epistemic injustice* are at the root of the dynamics of exclusion of women from the center of shaping our current techno-culture, which produces, transmits and reiterates narratives of "authorized" subjects and make those of different subjects invisible. The myths and images that structure our visions of technology continue to transmit the image of men as authorized agents of scientific and technological development, and women as subjects not interested in it, or not as much capable as men.

Furthermore, in a clear reference to Helen Longino criteria for criticism in scientific communities, when members of certain groups are taken less seriously in the classroom, in the lab, at conference venues, and in the grant proposal process, one effect can be that the researcher does not receive the level of rigorous

criticism that might be required in order to strengthen their work or help them identify in what positive direction the work needs to be developed. This is too a participatory injustice, argues Grasswick (2017).

In the case of science, the significance of such participatory epistemic injustices is exacerbated because of the high degree of cognitive authority placed in the institutions of science. When society, as a whole, relies on and privileges the institutions of science to direct and produce knowledge that will have social relevance, the impact of participatory epistemic injustices that prevent or deter access to these communities of knowledge generation is more pronounced than in other areas of knowledge production (Grasswick 2017, 317).

And finally in relation to third point, Kitcher's analysis of democratic decision-making processes applied to science suggests several interesting dilemmas which may be posed in response to the questions: how should we decide democratically which research areas and projects should be funded? What goals should science obtain? What projects would contribute to the common good if put into practice? Firstly, what do we actually mean by "the common good": that which is beneficial to the citizens of modern, rich, western democracies or the ones that will benefit all humanity? This debate is plagued with dilemmas but the question of how we should make decisions about science in today's modern, democratic societies is closely linked to yet another question: how can we democratise decision-making processes in science?

The relevant question here is that the agents involved in this type of discussion are not only scientists; moreover, the decisions made only by scientists do not result in a *well-ordered science*, since the pressures of competitiveness may prompt them not to consider the interests of other individuals, the majority of human beings. In fact, it is precisely this overlooking of the interests of the vast majority of human beings that constitutes the starting point for the need of a *well-ordered science*. In that sense, the question: *what kinds of science should be done?* is crucial (Kitcher, 2011).

Scientific policies play a key role in the establishment of the goals and objectives, which science should strive to achieve. This is now a big problem for all the countries because of the risks associated to the climate change and the advances of Biotechnologies and promises of Transhumanism, and worries about the Posthumanist new era (R. Braidotti, 2013). Funding projects, establishing priority areas of research, making a commitment to applied or basic research and laying out selective research quality evaluation and assessment criteria, etc. are all ways in which science aims to achieve certain goals. This orientation necessarily involves the ignoring of other possible lines of action which may have otherwise been initiated or developed. In democratic contexts, scientific policies should pursue the *common good*. This notion becomes a central one, and as such, it also becomes a critical task of the philosophy of science, in all its plural trends, to warn of any "failures to comply with" or "deviations from" the main objective, namely, that of improving the living conditions of all human beings taking care of the all living beings and of our common house.

A final point must be included: Philosophy of science must deliver also an important social function: making the public more aware of the importance of science, promoting a critical and informed public opinion. Philosophers of scien-

ce could be considered as public intellectuals who speak up for science, and rectify common misconceptions or uninformed judgments that may feed into political lobbies, agendas and ultimately policy-making. Philosophy of science is an integral part of our public discourse on science. Recent public discourses of P. Kitcher or M. Massimi emphasize our responsibility to communicate the value of science to society at large. These all are crucial tasks for a socially responsible Philosophy of Science.

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