

# Benjamin Jacob Elzinga

## Curriculum Vitae

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Department of Philosophy  
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**Areas of Specialization:** Epistemology, Philosophy of Mind, Philosophy of Education  
**Areas of Competence:** Kantian Philosophy, Post-Kantian Philosophy, Kierkegaard

### Education:

Ph.D. (2018), Philosophy, Georgetown University.  
Dissertation: "Get Good: Self-regulation, Education, and Epistemic Agency".  
Committee: Bryce Huebner, Quill Kukla, David Bronstein, Jeremy Fantl (Calgary).  
M.A. (2013), Philosophy, Georgetown University.  
B.A. (2011), Philosophy, Grand Valley State University, Magna Cum Laude.

### Refereed Publications:

- 2023 "Know-How and Why Self-Regulation Will Not Go Away". *Synthese*. Online First:  
<https://doi.org/10.1007/s11229-023-04168-5>
- 2022 "Echo Chambers and Audio Signal Processing". *Episteme*. 19(3), 373-393.  
doi:10.1017/epi.2020.33
- 2022 "Knowing How to Know That". *Erkenntnis*. 87, 1987-2001. <https://doi.org/10.1007/s10670-020-00286-5>
- 2021 "Intellectualizing Know How". *Synthese*. 198, 1741-1760. <https://doi.org/10.1007/s11229-019-02160-6>
- 2019 "A Relational Account of Intellectual Autonomy". *Canadian Journal of Philosophy*, 49(1), 22-47. doi:10.1080/00455091.2018.1533369
- 2018 "Hermeneutical Injustice and Liberatory Education". *The Southern Journal of Philosophy*, 56(1), 59-82. <https://doi.org/10.1111/sjp.12268>
- 2018 "Self-Regulation and Knowledge How". *Episteme*, 15(1), 119-140. doi:10.1017/epi.2016.45

### Invited Publications and Book Reviews:

- 2023 "The Epistemology of Groups." *Australasian Journal of Philosophy*, 101(2), 515 [book note]
- 2021 "Echo Chambers and Crisis Epistemology: A Reply to Santos". *Social Epistemology Review and Reply Collective* 10 (1), 41-47. <https://wp.me/p1Bfg0-5Dm>.

### Manuscripts in Progress:

Passion and Collision: An Experiment in Kierkegaardian Epistemology  
Noncognitivism and the Ideal of Expert Performance  
The Romantic Symbol in the Films of Andrei Tarkovsky

## Refereed Presentations:

- “Andrei Tarkovsky on Symbol and Allegory in Film Editing.” At the American Society for Aesthetics 81st Annual Meeting in Arlington, Virginia U.S.A. 11/15-18/2023
- “Knowledge as Success through Ability.” At the 1st Jena Summer Symposium in Philosophy on Mental Capacities at Friedrich-Schiller-Universität Jena. Jena, Germany. 7/18-19/2018
- “Epistemic Dependence in Education.” At the 8th Annual Edinburgh Graduate Epistemology Conference. University of Edinburgh. Edinburgh, Scotland. 6/25-26/2018
- “Epistemic Dependence in Education.” At the 12th Southeastern Graduate Philosophy Conference at the University of Florida. Gainesville, Florida. 4/7/2018.
- “Fichte’s Innovation: The Mutual Recognition of Freedom.” At the Normativity and German Idealism: Contemporary Perspectives 2015 Conference. University of Sussex. Brighton, England. 5/26/2015.

## Invited Presentations:

- “Epistemic Dependence in Education.” As part of the NEH funded Summer Seminar on Philosophical Responses to Empiricism in Kant, Hegel, and Sellars. University of New Hampshire. Durham, New Hampshire. 6/18/2019 - 7/19/2019.
- “Self-Regulation and Knowledge How.” As part of the Pre-Read Discussion of Recent Publications on Ryle and Know-How. Friedrich-Schiller-Universität Jena. Jena, Germany. 7/20/2018.

## Professional Development:

- CNDLS Apprenticeship in Teaching Program  
Respect: Preventing Discrimination, Harassment, & Sexual Misconduct (2015)  
Think About It: Sexual Assault Prevention Training (2017)

## Teaching Experience:

### Courses Taught:

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|------------------------|---------------------|
| Mind and Meaning       | Theory of Knowledge |
| Intro. to Epistemology | What Am I?          |
| Intro. to Philosophy   | Existentialism      |
| Intro. to Logic        | Intro. to Ethics    |
| Free Will              | Do the Right Thing  |
| Philosophy of Language | Ways of Knowing     |
| Philosophy of Science  |                     |

### As Teaching Assistant:

- Introduction to Ethics (*Karen Stohr - Spring 2013*); Introduction to Philosophy (*Neil Lewis - Fall 2012; Bryce Huebner - Spring 2012; Mark Lance - Fall 2013; Linda Wetzel - Spring 2014; Rebecca Kukla - Spring 2015*); Bioethics (*Karen Stohr - Fall 2011*)

## Service and Activities:

- Journal Referee: Analysis; Asian Journal of Philosophy; Australasian Journal of Philosophy; Climate Policy; Cognitive Science; Episteme; Erkenntnis; Feminist Philosophy Quarterly; Philosophical Studies; Hypatia; Journal of Social Philosophy; Journal of the American Philosophical Association; Journal of Applied Philosophy; Mind; Philosophical Studies; Philosophy and Phenomenological Research; Social Epistemology; Southern Journal of Philosophy; Synthese.

Member and Presenter at the NEH funded Summer Seminar on Philosophical Responses to Empiricism in Kant, Hegel, and Sellars (6/18/2019 - 7/19/2019).  
Invited Contributor to the “Imperfect Cognitions” blog (7/10/2018):  
<http://imperfectcognitions.blogspot.com/2018/07/developing-conceptual-skills-for.html>  
Graduate Philosophy Publishing Workshop (Fall 2016-Spring 2017)  
Pittsburgh Reading Group (Member Spring 2013; Leader & Organizer Fall 2013-Spring 2014)  
20<sup>th</sup> Century European Philosophy Workshop (Fall 2011-Spring 2013)  
Engelhard Fellow (Spring 2013)

## Graduate Courses (\* audited courses)

### Epistemology, Metaphysics, Mind, & Language

Epistemology (Wayne Davis)  
Epistemology (Rebecca Kukla)\*  
Haugeland and Dennett (Lance & Huebner)  
Human Nature (Bryce Huebner)  
Intentionality (Georges Rey)  
Metaphysics (Linda Wetzel)  
Philosophy of Cognitive Science (Huebner)  
Pittsburgh Philosophy (Mark Lance)\*

### Ethics:

Deontic Pluralism (Margert Little)  
Ethics (Mark Murphy)

### History of Philosophy

Aristotle (David Bronstein)  
Logic/Language in Early Modern Philosophy (Huaping Lu-Adler)  
Rousseau (Rebecca Kukla)  
Kant’s M&E (Kukla & Hanna)  
Kant on Freedom (Huaping Lu-Adler)\*  
From Kant to Hegel (Terry Pinkard)  
Hegel (Terry Pinkard)  
Being and Time (William Blattner)

## Dissertation Abstract:

In my dissertation, I defend a unified account of knowledge and use it to articulate and resolve a number of problems in social epistemology. I argue that to know how to  $\Phi$  is to have a self-regulated ability to live up to the norms that govern  $\Phi$ -ing, and I argue that propositional knowledge is success through cognitive know how. I next address the kinds of social relations that sustain or undermine good epistemic practice. First, I focus on the problem of hermeneutical injustice, which occurs when members of a social group are unjustly prevented from developing or spreading new conceptual skills for making sense of the world. Second, I explore the empirical literature on what’s known as the Dunning-Kruger effect, which explains the tendency of unskilled individuals to over-estimate their abilities, to describe a novel form of skepticism. If you lack the conceptual skills to make sense of some feature of the world, that very lack can, to some extent, prevent you from recognizing your ignorance. In response to both problems, I develop a theory of educational practices. I argue that we develop new conceptual skills and come to recognize gaps in our epistemic resources by coming together in joint practices of self-regulation.

## References:

Bryce Huebner: [lbh24@georgetown.edu](mailto:lbh24@georgetown.edu) David Bronstein: [David.Bronstein@georgetown.edu](mailto:David.Bronstein@georgetown.edu)  
Quill Kukla: [rk75@georgetown.edu](mailto:rk75@georgetown.edu) Neil Lewis (teaching reference): [lewisn@georgetown.edu](mailto:lewisn@georgetown.edu)  
Jeremy Fantl: [jfantl@ucalgary.ca](mailto:jfantl@ucalgary.ca) Michael Kremer: [kremer@uchicago.edu](mailto:kremer@uchicago.edu)  
John Greco: [John.Greco@georgetown.edu](mailto:John.Greco@georgetown.edu)