

## **Higher education and (non-ideal) epistemic justice in South Africa**

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This paper considers the ‘work’ that epistemic justice and injustice does in higher education. The goal is not perfect epistemic justice but, following Sen, comparative assessments of more and less (epistemic) justice. Drawing first on Miranda Fricker’s work and her conceptualization of testimonial and hermeneutic injustice, the paper draws on an historical example to show why it matters when epistemic justice fails. The paper then looks at capabilities and Amartya Sen’s specific concern with public reasoning for democratic life and shows how education is crucial space for developing this in the form of Frickers’ ‘epistemic contribution capability’. Finally, the paper turns to an empirical example from a photovoice project with undergraduate students from low income households at one university to consider how epistemic justice and a meta-epistemic capability were advanced in three dimensions, all working together: the right to research, decolonization, and capability and agency expansion.