### DAVID LÖWENSTEIN

# Know-how as Competence

A Rylean Responsibilist Account

Studies in Theoretical Philosophy

vol. 4

KLOSTERMANN

#### STUDIES IN THEORETICAL PHILOSOPHY

Herausgegeben von Tobias Rosefeldt und Benjamin Schnieder

in Zusammenarbeit mit

Elke Brendel (Bonn)
Tim Henning (Stuttgart)
Max Kölbel (Barcelona)
Hannes Leitgeb (München)
Martine Nida-Rümelin (Fribourg)
Christian Nimtz (Bielefeld)
Thomas Sattig (Tübingen)
Jason Stanley (New Brunswick)
Barbara Vetter (Berlin)
Marcel Weber (Genf)

vol. 4



#### VITTORIO KLOSTERMANN

### DAVID LÖWENSTEIN

# Know-how as Competence

A Rylean Responsibilist Account



#### VITTORIO KLOSTERMANN

#### Gedruckt mit Unterstützung des Förderungsund Beihilfefonds Wissenschaft der VG Wort

Bibliographische Information der Deutschen Nationalbibliothek Die Deutsche Nationalbibliothek verzeichnet diese Publikation in der Deutschen Nationalbibliographie; detaillierte bibliographische Daten sind im Internet über http://dnb.dnb.de abrufbar.

© Vittorio Klostermann GmbH Frankfurt am Main 2017 Alle Rechte vorbehalten, insbesondere die des Nachdrucks und der Übersetzung. Ohne Genehmigung des Verlages ist es nicht gestattet, dieses Werk oder Teile in einem photomechanischen oder sonstigen Reproduktionsverfahren oder unter Verwendung elektronischer Systeme zu verarbeiten, zu vervielfältigen und zu verbreiten.

### for Leonhard

the one who made me sing

## Contents

Pı	reface	xi			
In	Introduction Part One. Rylean Responsibilism				
Pa					
1	Ryle on Know-how and Intelligence	13			
	§ 1.1 Intelligence and Normative Practice	13			
	§ 1.2 Clarifying the Normativity of Activities	18			
	§ 1.3 Living Up to What it Takes	21			
	§ 1.4 Reliable Ability and Normal Situations	25			
	§ 1.5 Intelligence as Normative Guidance	29			
	§ 1.6 Normative Guidance and Rule-Following	35			
	$\S1.7$ Clarifying Loose Boundaries $\ \ldots \ \ldots \ \ldots \ \ldots$	39			
2	Ryle on Intelligence and Intellect	47			
	§ 2.1 The Manifestation of Know-how	47			
	§ 2.2 Teaching and Assessing	52			
	§ 2.3 Learning and the Intellect	58			
	§ 2.4 Acquisition and Improvement	62			
	§ 2.5 A Place for Propositional Knowledge	65			
	$\S2.6$ Ryle on Knowledge and the Mind $\ \ldots \ \ldots \ \ldots \ \ldots$	70			
3	Exercising Know-how	77			
	§ 3.1 Automatic Exercises of Competences	78			
	§ 3.2 How Know-how Explains Action	84			
	§ 3.3 Why Know-how Needs Intentional Action				
	§ 3.4 What Ought to Happen				
	§ 3.5 Consciousness and Knowledge of Action				
	§ 3.6 The Phenomenological Fallacy				

viii Contents

4	Inte	llectual Guidance 107
	$\S 4.1$	Understanding as Capacity to Assess
	$\S 4.2$	Assessment Capacities as Conceptual
	$\S 4.3$	Assessments as Propositional Knowledge
	$\S 4.4$	Guidance as Responsible Control
	$\S 4.5$	Guidance without Regress
	$\S 4.6$	Understanding without Regress
	$\S4.7$	Self-Reflexivity without Circularity
Pa	art Ty	wo. Cases, Language, and Intellectualism 143
5	The	Practical Nature of Know-how 147
	§ 5.1	Ability as Necessary for Know-how
	§ 5.2	On Impossible Exercises of Know-how
	§ 5.3	Ability as Insufficient for Know-how
	§ 5.4	Practical Luck
	§ 5.5	Masks, Finks, and Mimics
	§ 5.6	Is Know-how a Disposition?
6	The	Cognitive Nature of Know-how 177
		The Opacity of Know-how Ascriptions 177
	0	Is there de re Know-how?
	-	The Problem of Epistemic Luck
		Accounting for Epistemic Luck
	-	Procedural Knowledge
	-	The Cases of D.F. and H.M
	-	Machines, Animals, and Infants
7	On '	Knows how to' 209
	§ 7.1	'Knows how to' and Ability
		Pragmatically Salient Alternatives
		The Argument from Translation
	-	Ambiguity Tests
		The Polysemy of 'knows how to'
8	Fron	n Language to Intellectualism 235
	§ 8.1	The Standard Linguistic Account
	§ 8.2	Uniformity and Universality
	§ 8.3	The Limits of the Linguistic Approach
		Common Ground with Intellectualism
		Gradability and Novelty
		The Gambit of Detaching Skill

Contents

9	Inte	llectualism in Practice	267
	$\S  9.1$	Action-Guiding Understanding	268
	$\S 9.2$	Practical Modes of Presentation	270
	$\S 9.3$	Ryle's Regress	276
	$\S  9.4$	Selecting and Applying	281
	$\S 9.5$	Avoiding Ryle's Regress	284
	$\S 9.6$	Guidance for Intellectualists	289
$\mathbf{C}$	onclu	sion	293
B	bliog	raphy	297
In	dices		317
	Index	x of Cases	317
	Inde	x of Persons	319
	Inde	y of Subjects	325

## Preface

This book was long in the making. I started to work on the problem of know-how in 2010, when I first read the seminal article "Knowing How" by Jason Stanley and Timothy Williamson (2001). Like many others, I found myself fascinated, outraged, and perplexed at the same time, and I maintained this wonderful combination of attitudes for some time because of the intriguing mixture of explanatory aims and methodological approaches in the ensuing literature. Eventually, I started to focus on the origins of this recent and current debate, the texts of Gilbert Ryle (1945a; 1949), where I finally found an approach to know-how, and the beginnings of an account of this notion, which pointed me to a firm and promising path into the thicket of the discussion. In any case, this is the path I chose to take.

The first version of this book was completed in 2014 and defended in the same year as my doctoral dissertation, which was supervised by Holm Tetens and Tobias Rosefeldt. Since then, I have continued to discuss this material in many ways and to work on the text off and on, eventually turning the thesis into this book. Time and distance have allowed me to improve the book significantly, whatever its remaining flaws may be. I fear that I was unable to give due credit to all of the fascinating work which has been published in the meantime. But then again, what is a book but a temporary snapshot of continuously developing thought.

In working on this project, I had intellectual homes with wonderful colleagues at Freie Universität Berlin and at Westfälische Wilhelms-Universität Münster, and I was able to discuss my ideas at several conferences and in a number of reading groups and departmental colloquia at Freie Universität Berlin, at Humboldt-Universität zu Berlin, at Technische Universität Berlin, at Ruhr-Universität Bochum, at the University of Cologne, at the University of Duisburg-Essen, at Technische Universität Dresden, at Georg-August-Universität Göttingen, in Kirchberg am Wechsel, at the University of Konstanz, at Universität Leipzig, at Université du Luxembourg, at West-

xii Preface

fälische Wilhelms-Universität Münster, at the University of Osnabrück, at the University of Riga, at the University of St Andrews, and at the University of Vienna.

At these occasions, and in uncounted further conversations, I was immeasurably fortunate to be able to discuss my work with more and with more wonderful friends and colleagues than I could ever have wished. For their criticism, care, and charity, I am deeply, deeply grateful. This book still has many shortcomings. Without this help and support, there would have been many, many more.

Some have accompanied my work on this book from beginning to end, some have touched on it only slightly, and some may even be ignorant of how much they helped me. While I am unable to give due credit to these contributions individually, the least I can do is try, and most certainly fail, to list the names of those who would have deserved this. These are Adam Westra, Alexander Dinges, Andrea Kern, Andreas Müller, Anna Wehofsits, Ansgar Seide, Barbara Vetter, Beate Sachsenweger, Bolesław Czarnecki, Christian Kietzmann, Christian Nimtz, Christian Quast, David Lauer, David Ludwig, Dirk Kindermann, Dirk Koppelberg, Ellen Fridland, Eliot Michaelson, Emanuel Viebahn, Erik Rietveld, Ernest Sosa, Eugen Pissarskoi, Eva-Maria Jung, Fabian Börchers, Greg Sax, Gregor Betz, Hans-Johann Glock, Hannes Worthmann, Helen Bohse, Henry Jackman, Holm Tetens, Jacob Langeloh, James Andow, Jan Constantin, Jan Janzen, Jan Slaby, Jason Stanley, Jason Streitfeld, Jessica Brown, Joshua Habgood-Coote, Julia Zakkou, Kilu von Prince, Lars Dänzer, Luz Christopher Seiberth, Martin Grajner, Martin Kusch, Martin Weicholt, Matthias Haase, Miguel Hoeltje, Nadja El Kassar, Patrick Shirreff, Pedro Schmechtig, Pirmin Stekeler-Weithofer, Raphael Van Riel, Robert Brandom, Romy Jaster, Sebastian Rödl, Stefan Tolksdorf, Thomas Jussuf Spiegel, Tim Kraft, and Tobias Rosefeldt.

I would like to express my gratitude to the editors and the editorial board of *Studies in Theoretical Philosophy* for including my book in this series, and to Anastasia Urban at Vittorio Klostermann Verlag for her guidance and support during the publication process. I also gratefully acknowledge that the publication of this printed book and e-book have been generously supported by the Verwertungsgesellschaft Wort and by the School of Humanities at Freie Universität Berlin.

Finally, my greatest debt and gratitude is to Kilu, for sharing this journey with me, and for so much more.