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THEMATIZING IGNORANCE: PRAGMATIC AND EPISTEMOLOGICAL CONTEXTS

The article reconstructs two semantic contexts for the matizing ignorance. Pragmatic context refers to the modern debate on the applied aspects of ignorance as one of the most important means for the production of everyday life. It is examined by a new scientific discipline called agnotology. The author traces the epistemological context for the ming ignorance to tradition of docta ignorantia. The basic hypothesis is that “learning (recognized) ignorance” is the stable invariant of the cognitive strategy concerning problematic objects (the absolute, the infinite, the transcendental). Tracing the historical versions of “learning ignorance” in Plato, Nicolas of Cusa, Kant, and Ferrier, the author concludes that they can be grouped under agnoiology.

Keywords: Ignorance, agnotology, agnoiology, docta ignorantia.

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