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**Epistemic Emotions in Poulain de la Barre's *On the Education of the Ladies***

In the article *Emotion* in *Stanford Encyclopedia of Philosophy*, Andrea Scarantino and Ronald de Sousa describe epistemic emotions as those emotions that can guide us in our attempts to gain knowledge and overcome prejudice. Their examples are curiosity and doubt. Emotions may assist gaining knowledge, but they may also, as has been pointed out by feminist philosophers and critical philosophers of race, prevent knowledge and understanding by strengthening prejudice. In his discussion of epistemic injustice in *The Routledge Companion to Philosophy of Race*, José Medina argues that in addition to passive ignorance consisting of the absence of true beliefs and presence of false beliefs, there is active ignorance, upheld by cognitive as well as affective resistances and defence mechanisms. Due to affective commitments, even explicit anti-racists may be actively ignorant of their own racial privilege, for example.

In this paper I argue that in Poulain de la Barre's *On the Education of the Ladies* (1674), we find an elaborate discussion of the different and often contradicting roles of epistemic emotions. Poulain's book, strongly influenced by René Descartes' epistemology and theory of the passions, consists of fictive discussions involving two women and two men. One woman and one man act in the respective roles of host and teacher whereas a younger woman, characterized by her curiosity, and a younger man, characterized by his prejudice, act in the roles of pupils. I analyse the roles of different emotions in the learning processes of the two pupils.