

Conflicting Expert Testimony and the Search for Gravitational Waves

Ben Almassi (2009)

Presented by: Jordan Olson on March 23, 2022

Main Questions

1. how can we make informed judgments about ***whom to trust*** given expert disagreement?
2. can experts on opposing sides of a disagreement ***be reasonable*** in maintaining their conflicting views?
3. what can the case of gravitational waves tell us about the ***epistemology of disagreement*** in general?

Main Dispute

- whether Weber had *successfully detected* gravitational waves;
not whether gravitational waves *exist*

Main Areas of Dispute

- replication
- theory
- calibration
- experimental errors

Main Areas of Dispute

- **replication:** do experiments need to be *identical* in order to count as replications?
- **theory:** if Weber had detected gravitational waves, what would that say about *cosmology*?
- **calibration:** how do we determine appropriate *surrogates* for calibration?
- **experimental errors:** do specific errors indirectly cast doubt on experimenter *credibility* in general?

Meta-Dispute

- Franklin's and Collins' *analysis* of the Weber case
 - how do we figure out whom to trust?
 - is their disagreement reasonable?
 - can we learn anything about disagreement in general?

Main Areas of Meta-Dispute

- social factors
- evidential factors
- experimenter credibility
- historical methodology

Almassi's Analysis of the Meta-Dispute

- **Franklin:** argues that “Weber was dismissed on evidential, squarely *epistemological* grounds...”
 - but some of Franklin's evidential considerations are *also social*
 - “*Franklin is right* to describe the position against Weber as reasonable”
- **Collins:** “emphasizes the *social factors* in the formation of opinion against Weber...”
 - but some of Collins' social considerations are *also evidential*
 - “*Collins is also right* that Weber's unpopular opinion could also be reasonably maintained”

Almassi's Analysis of Franklin

- **Franklin:** “rejection of Weber’s work was reasonable; although *neither infallible nor algorithmic*, it was based “on valid experimental evidence and on *reasoned and critical discussion*”, not cognitive, social, or career interests.”
- **Almassi:** “if the process was *not algorithmic*, *further explanation* is needed”
 - what follows from the fact that there is no algorithmic decision procedure?

Almassi's Analysis of Collins

- **Collins:** “Weber was reasonable too, and had things ended differently, that outcome would have been reasonable as well... His [Collins] point is that if experimental evidence alone did not “force” the anti-Weber movement, *something extra-experimental* must explain the formation of this majority opinion.”
- **Almassi:** what is this *something extra*?
 - “the “something extra” Collins locates in this case is *not overtly political*”
 - “Collins sees it [Weber’s loss of credibility] as a *social-political* process.”

Almassi's Analysis of Collins

- **Collins:** “Weber was reasonable too, and *had things ended differently*, that outcome would have been reasonable as well... His [Collins] point is that if experimental evidence alone did not “force” the anti-Weber movement, something extra-experimental must explain the formation of this majority opinion.”
- Almassi: what is this something extra?
 - “the “something extra” Collins locates in this case is not overtly political”
 - “Collins sees it [Weber’s loss of credibility] as a social-political process.”
- *wtf is this counterfactual?*

Everyone Hold Hands

- Weber's unpopular opinion was *reasonable*
- rejection of Weber's work was *reasonable*
- Franklin is *reasonable* in emphasizing epistemic factors
- Collins is *reasonable* in emphasizing social factors

Credibility and Reasonable Disagreement

- **claim:** “credibility is a *social factor* with *epistemic significance*”
- **argument:** “Reasonable expert disagreement was possible, I [Almassi] suggest, in part because of the *social-evidential dimensions of credibility*.”

Credibility: Social and Evidential

1. the trustworthiness of experimental results is partly dependent on the ***experimentalist's reputation*** in their scientific community
2. a scientist's credibility is partly dependent on their ***acceptance of the community-specific rules, norms, and assumptions*** which govern argument and discussion in that field

Almassi's Analysis of Garwin

- Garwin's "critique functions by appealing to ***experimenter credibility*** as evidentially relevant"
- main areas of Garwin's critique:
 - computer error
 - histogram bins
 - time zones
 - random data selectively presented
- "***reasoned and critical discussion*** [such as Garwin questioning Weber's credibility] can be the sort of social-epistemic enterprise capable of ***evidentially supplementing*** disputed experimental evidence"

Settling the Meta-Dispute?

- **Franklin:** “Garwin’s behavior could also be that of a scientist who believed that Weber’s results were wrong, and that valuable time and resources were being devoted to the investigation of an incorrect result.”
 - Weber’s loss of credibility is straightforwardly a matter of evidence
- **Collins:** “Garwin “acted as one might expect a scientist to act who realized that evidence and arguments alone are insufficient to settle unambiguously [the debate].”
 - Weber’s loss of credibility is a social-political process
- **Almassi:** *common ground* between Collins and Franklin when we recognize credibility as both social and evidential

Settling the Main Dispute?

- Feldman: “the *reasonable response* to *genuine epistemic disagreement* among epistemic peers after *full disclosure* of the evidence is *suspension of judgment*”

Settling the Main Dispute?

- **Feldman:** “the *reasonable response* to *genuine epistemic disagreement* among epistemic peers after *full disclosure* of the evidence is *suspension of judgment*”
- **Almassi:** “*Full disclosure* seems a demanding requirement for disputes in experimental physics.”
- **Almassi:** “Weber and his peers could reasonably disagree in part because of their *asymmetric access* to the experimental evidence.”

Conclusions?

- “we see how credibility assessments can license different assessments of the evidence by those with different commitments and different access to that evidence... we see how expert disagreement is possible and ***sometimes reasonable***”
- “as the gravity wave case suggests, our evidence for [scientific] knowledge ***is sometimes*** experimental and extra-experimental”

Answering the Main Questions?

1. how can we make informed judgments about *whom to trust* given expert disagreement?
 - well, how can we?
2. can experts on opposing sides of a disagreement *be reasonable* in maintaining their conflicting views?
 - what exactly does it mean to be reasonable?
3. what can the case of gravitational waves tell us about the *epistemology of disagreement* in general?
 - should we suspend judgment?
 - should we require full disclosure?
 - how do we balance/weigh experimental and extra-experimental factors?
 - how is credibility determined? how important is it?

Gems



Almassi is very... reasonable



clear(ish) breakdown of the dispute and Garwin's criticisms



I enjoyed the epilogue about LIGO

Integrated HPS

- Almassi uses an historical case study to (supposedly) shed light on the problem of expert disagreement
- what exactly is the philosophical thesis?
 - that credibility is (sometimes/always) both social and evidential?
 - that credibility is (sometimes/always) evidentially relevant?
 - that scientific knowledge is (sometimes/always) generated by both experimental and extra-experimental processes?
 - that the Duhem-Quine thesis is a genuine problem because reasonable people can always disagree about how to modify assumptions?



Weber Memorial Garden

The Weber Memorial Garden was created in honor of Professor Weber. The garden is a tribute to the life and work of Professor Weber, who was a dedicated educator and researcher. The garden is a beautiful and peaceful place, and it is a wonderful reminder of the impact that Professor Weber had on the University of Maryland. The garden is a testament to the power of education and the importance of supporting our faculty and staff. The garden is a beautiful and peaceful place, and it is a wonderful reminder of the impact that Professor Weber had on the University of Maryland. The garden is a testament to the power of education and the importance of supporting our faculty and staff.

