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| **Module name** | Sociology of Science |
| Erasmus code |  |
| ISCED code |  |
| Language of instruction | English |
| Website |  |
| Prerequisites | None |
| ECTS points hour equivalents | **Contact hours (work with an academic teacher)**: 30 **Total number of hours with an academic teacher:** 30  **Number of ECTS points with an academic teacher**    **Non-contact hours (students' own work):** 30 **Total number of non-contact hours:** 30  **Number of ECTS points for non-contact hours**  **Total number of ECTS points for the module** |
| Educational outcomes verification methods | Current assessment |
| Description | The module covers the knowledge in the area of sociology of science. Sociology of science studies social aspects of scientific activity: the influence of social relations, conditions and values systems on making science and understanding its role in human life. It is also a research on institutional structure of science. The seminar will investigate this problem area from the perspective of Fleck’s theory of thought collectives, Kuhnian structure of scientific revolutions, the ‘Strong Programme in the Sociology of Scientific Knowledge,’ as well as the so-called feminist philosophy of science. |
| Reading list | Some titles listed below will be available in English and Spanish   * Ludwik Fleck, *Genesis and Development of a Scientific Fact* * Thomas Kuhn, *The Structure of Scientific Revolutions* * Barry Barnes, David Bloor & John Henry, Scientific *Knowledge: A Sociological Approach* * Cassandra Pinnick, Noretta Koertge, Robert Almeder (eds.), *Scrutinizing Feminist Epistemology* |
| Educational outcomes | **KNOWLEDGE**  Students know basic terminology in sociology and methodology of science  Students know main currents in sociology of science and their origin  **SKILLS**  Students are able to discuss critically main tendencies in sociology of science  Students are able to point out the absurdity of the so-called Edinburgh school and repudiate social constructivism  **ATTITUDES**  Students acquire a critical attitude to all sociological theories of science  Students respect methodological conceptual apparatus  Students appreciate the role of science in private and social life  Students maintain a moderate realist attitude with respect to science |
| Practice | None |