

ERASMUS

SOCIOLOGY

1	Name of the course	Sociology of scientific knowledge
2	Name and surname of the lecturer, title / academic degree	Andrzej Stawicki, MA
3	Language	angielski
4	Strona WWW	
5	Semestr	Winter and summer
6	ECTS and number of hours	<p>Hours with the participation of an academic teacher:</p> <p>Lecture 30h, 5 ECTS Consultations 5h Total number of hours with the participation of an academic teacher 35h Number of ECTS credits with the participation of an academic teacher 2</p> <p>Non-contact hours (student's own work): Studying literature 50h Preparation to the exam 25h Total number of non-contact hours 75h Number of ECTS points for non-contact hours 3</p> <p>Total number of ECTS points 5</p>
7	Prerequisites	English B2
8	Description of the course	The course aims to familiarize participants with the sociological approach to the analysis of scientific knowledge, the process of its creation, changes taking place in it and significance of its broad social context. Students learn about theoretical approaches to scientific knowledge as a result of social practices, learn about the main findings of sociology, methodology and philosophy of science. They will also learn the main methods used in research on the process and transformation of knowledge creation practices.
9	Topics	<ol style="list-style-type: none"> 1. Introduction to epistemological issue in social studies of knowledge and science. 2. Social aspects of knowledge "production". 3. Science as emergent communicative system. 4. Evolution of scientific system. 5. Structure of scientific revolution. 5. Social function of science – between autonomy and engagement. 5. Objectivity of scientific knowledge in sociological perspective. 6. Research methodology in studies of scientific knowledge and practice.
10	Literature	<p>Compulsory literature:</p> <ul style="list-style-type: none"> • Berger, P. L. and T. Luckmann (1966), The Social Construction of Reality: A Treatise in the Sociology of Knowledge, Garden

		<p>City, NY: Anchor Books</p> <ul style="list-style-type: none"> • Bourdieu P. (1988), Homo Academicus. Stanford University Press. • Bucchi, M. (2004) Science in Society. An introduction to social studies of science, London: Routledge • Gibbons M. et al. (1994). The new production of knowledge: the dynamics of science and research in contemporary societies. London: Sage • Knorr-Cetina K. D. 1982. "Scientific communities or transepistemic arenas of research? A critique of quasi-economic models of science" . Social Studies of Science 12, 101-30. • Krohn W., Koppers, (1990), The Selforganization of Science - Outline of a Theoretical Model In: Selforganisation. Portrait of a Scientific Revolution. W.Krohn, G. Koppers, H. Nowotny (red.). 64-88, Springer Netherlands. • Kuhn, Thomas S. (2012). The Structure of Scientific Revolutions. (4th ed.). University of Chicago Press. • Latour B., Woolgar S. (1986). Laboratory Life: The Construction of Scientific Facts. Princeton University Press. <p>Supplementary literature:</p> <ul style="list-style-type: none"> • Lakatos I. (1977). The Methodology of Scientific Research Programmes: Philosophical Papers Volume 1. Cambridge: Cambridge University Press • Nowotny H et al. (2001). Rethinking science: knowledge in an age of uncertainty. Cambridge: Polity. • Nowotny, Helga (2005). The public nature of science under assault politics, markets, science and the law. Berlin, New York: Springer. • Fuchs, C. (2004). Science as a Self-Organizing Meta-Information System. IO: Productivity.
11	Learning outcomes	<ul style="list-style-type: none"> • Students knows and understand main theoretical approach to studies of science and scientific knowledge creation. • Students understand significance of social and intersubjective aspects of scientific knowledge creation. <p>(K_W02) P6U_W P6S_WG</p> <ul style="list-style-type: none"> • Student can use his/her sociological knowledge in the analysis of the functioning of the science system and the changes taking place in it <p>(K_U01) P6U_U P6S_UW</p> <p>Students can discuss problematic aspects of objectivity of scientific knowledge and "non-scientific" aspects of its constructing.</p> <p>(K_U06) P6U_U P6S_UK</p>

12	Method of verification of learning outcomes (separately for each effect)	K_W02; K_U01; K_U06: Ongoing discussions; final essay.
13	Teaching methods	<ul style="list-style-type: none"> • Problem focused discussion • Text-based method
14	1 Assessment methods 2 Assessment criteria	1. Final essey. 2. Verification of knowledge and argumentation skills.