

Документ подписан простой электронной подписью
Информация о владельце:
ФИО: Ястребов Олег Александрович
Должность: Ректор
Дата подписания: 23.06.2023 11:47:39
Уникальный программный ключ:
ca953a0120d891083f939673078ef1a989dae18a

**Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)**

Faculty of Humanities and Social Sciences

Educational Division

COURSE SYLLABUS

History and Philosophy of Science

(Course title)

Recommended by the Didactic Council for the Education Field

For all postgraduate programs

(Code and Name of the Field of Education / Specialty)

Courses (modules) are Taught as Part of the Educational Program of Higher Education

Postgraduate

(name (profile/specialisation))

2023

1. COURSE GOAL

The purpose of mastering the discipline "History and Philosophy of Science" is to prepare graduate students and applicants for the candidate's exam in the history and philosophy of science. This preparation consists of two stages. The first stage is the study of the history of the branch of knowledge in which the graduate student (applicant) carries out dissertation research. The second stage is the study of the philosophy of science, which includes two levels – the development of general problems of the philosophy of science and the study of philosophical problems of that particular branch of scientific knowledge on which the dissertation research is conducted.

2. LEARNING OUTCOMES

As a result of studying the discipline, the graduate student must:

Know: the basic concepts of the philosophy of science, the history of the development of scientific knowledge, the history of the formation and development of the scientific picture of the world; the main problems of demarcation of science, ontological, epistemological, social and axiological aspects of the philosophy of science, various methods of scientific knowledge of the world.

Be able to: use the knowledge of the philosophy of science to evaluate and analyze various methodological, interdisciplinary, ethical, social, cultural trends, facts and phenomena. Analyze philosophical and scientific texts and identify semantic constructions contained in them, correctly and convincingly formalize the results of mental activity, work with scientific texts and semantic constructions contained in them. Formalize text material, analyze results and theoretical conclusions into a scientific article.

Master: culture of thinking, methods and techniques of logical analysis, oral and written presentation of basic philosophical and scientific knowledge, skills of analysis of philosophical and scientific texts, methods of discussion and polemics, skills of public speech and written presentation of one's own point of view.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

Course workload is 3 credits (108 academic hours)

Table 4.1. Types of academic activities for full-time education

Types of academic activities	TOTAL, academic hours	Semester			
		1	2	3	4
<i>Classroom learning, academic hours</i>	68		68		
Lectures (LC)	40		40		
Lab work (LW)					
Seminars (workshops/tutorials) (S)	28		28		
<i>Self-study (ies), academic hours</i>	40		40		
<i>Evaluation and assessment (exam or pass/fail grading)</i>					
Course Workload	academic hours	108			
	credits	3			

5. COURSE UNITS AND CONTENTS

Table 5.1. The content of the course and types of academic activities

Course Units / Sections	Topics	Type of academic activity*
1. Section 1. The subject of study and the main approaches of the modern philosophy of science	<p>Topic 1.1. Three aspects of the existence of science: science as a cognitive activity, as a social institution, as a special sphere of culture. Modern philosophy of science as the study of the general laws of scientific knowledge in its historical development and changing socio-cultural context.</p> <p>Topic 1.2. A logical-epistemological approach to the study of science. The Positivist tradition in the philosophy of science. Expansion of the field of philosophical problematics in the postpositivist philosophy of science. The concepts of K. Popper, I. Lakatos, T. Kuhn, P. Feyerabend, M. Polani.</p> <p>Topic 1.3. Sociological and cultural approaches to the study of the development of science. The problem of internalism and externalism in understanding the mechanisms of scientific activity.</p>	LC, S
Section 2. Science in Modern Culture	<p>Topic 2.1. Traditionalist and technogenic types of civilizational development and their basic values. The value of scientific rationality.</p> <p>Topic 2.2. Features of scientific cognition. Science and philosophy. Science and art. Science and common knowledge. The role of science in modern education and personality formation. The functions of science in the life of society (science as a worldview, as a productive and social force).</p>	LC, S
Section 3. The emergence of science and the main stages of its evolution	<p>Topic 3.1. Pre-science and science. Two strategies for generating knowledge: generalization of practical experience and the construction of theoretical models that provide a way beyond the existing historically established forms of production and common experience.</p>	LC, S
	<p>Topic 3.2. The culture of the ancient polis and the formation of the first forms of theoretical science. Ancient logic and mathematics. Development of logical norms of scientific thinking and organizations of science in medieval universities. The role of Christian theology in changing the contemplative position of a scientist: man is a creator with a small letter; manipulation of natural objects — alchemy, astrology, magic. Western and Eastern medieval science.</p>	LC, S
	<p>Topic 3.3. The formation of experimental science in the European culture of Modern Time. Formation of ideals</p>	LC, S

Course Units / Sections	Topics	Type of academic activity*
	<p>of mathematized and experienced knowledge: Oxford School, R. Bacon, W. Occam. Prerequisites for the emergence of the experimental method and its connection with the mathematical description of nature: G. Galileo, F. Bacon, R. Descartes.</p> <p>The worldview role of science in the European culture of Modern Time. Socio-cultural prerequisites for the emergence of the experimental method and its connection with the mathematical description of nature.</p>	
Section 4. Structure of scientific knowledge	<p>Topic 4.1. Scientific knowledge as a complex developing system. The variety of types of scientific knowledge. Empirical and theoretical levels, criteria for its distinction. Features of the empirical and theoretical language of science.</p> <p>The structure of empirical knowledge. Experiment and observation. Random and systematic observations. The use of natural objects in the function of instruments in systematic observation. Observation data as a type of empirical knowledge. Empirical dependencies and empirical facts. Fact formation procedures.</p> <p>The problem of theoretical conditionality of scientific fact.</p>	LC, S
	<p>Topic 4.2. The structure of theoretical knowledge. Primary theoretical models and laws. Developed theory. Theoretical models as an element of the internal organization of the theory.</p> <p>The limitations of the hypothetical-deductive approach of theoretical knowledge. The role of constructive methods in the deductive unfolding of theory. Theory deployment as a problem solving process. Paradigmatic patterns of problem solving as part of the theory. Problems of the genesis of samples. Mathematization of theoretical knowledge. Types of interpretation of the mathematical apparatus of the theory.</p>	LC, S
	<p>Topic 4.3. The bases of science. The structure of the bases. The ideals and norms of research, and its socio-cultural dimension. The system of ideals and norms as a scheme of the method of activity. The scientific picture of the world. Historical forms of the scientific picture of the world. Functions of the scientific picture of the world (the picture of the world as an ontology, as a form of systematization of knowledge, as a research program). Operational foundations of the scientific picture of the world. The relation of the ontological postulates of science to the ideological dominants of culture.</p> <p>Philosophical foundations of science. The role of philosophical ideas and principles in the substantiation of scientific knowledge. Philosophical ideas as a heuristic of scientific search.</p>	LC, S

Course Units / Sections	Topics	Type of academic activity*
	Philosophical justification as a condition for the inclusion of scientific knowledge in culture. Logic and methodology of science. Methods of scientific cognition and its classification.	
Section 5 Mechanisms of generation of new knowledge in science.	<p>Topic 5.1. Historical variability of the mechanisms of scientific knowledge generation. The interaction of the foundations of science and experience as the initial stage of the formation of a new discipline. The problem of classification. The reverse effect of empirical facts on the foundations of science. Formation of primary theoretical models and laws. The role of analogies in theoretical search.</p> <p>Procedures for substantiating theoretical knowledge. The relationship between the logic of discovery and the logic of justification. Mechanisms of development of scientific concepts.</p> <p>Topic 5.2. The formation of a developed scientific theory. Classical and non-classical variants of theory formation. Genesis of problem solving samples. Problematic situations in science. The development of private tasks into problems. The development of the foundations of science under the influence of new theories. The problem of including new theoretical concepts in culture.</p>	LC, S
Section 6. Scientific paradigms and scientific revolutions. Types of scientific rationality	<p>Topic 6.1. Interaction of traditions and the emergence of new knowledge. Scientific paradigms. Scientific revolutions as a restructuring of the foundations of science. Typology of scientific revolutions. Interdisciplinary mechanisms of scientific revolutions. Interdisciplinary interactions and "paradigm vaccinations" as a factor of revolutionary transformations in science. Sociocultural prerequisites of global scientific revolutions. Restructuring of the foundations of science and changing the meanings of ideological universals of culture. The predictive role of philosophical knowledge. Philosophy as the generation of categorical structures necessary for the development of new types of system objects.</p> <p>Topic 6.2. Scientific revolutions as bifurcation points in the development of knowledge. The nonlinearity of knowledge growth. The selective role of cultural traditions in the choice of scientific development strategies. The problem of potentially possible histories of science. Global revolutions and types of scientific rationality. Historical change of types of scientific rationality: classical, non-classical, post-non-classical science.</p>	LC, S
Section 7. Features of the modern stage of science	Topic 7.1. The main characteristics of modern, post-non-classical science. Modern processes of	LC, S

Course Units / Sections	Topics	Type of academic activity*
<p>development. Prospects of scientific and technological progress</p>	<p>differentiation and integration of sciences. The relationship between disciplinary and problem-oriented research. Mastering self-developing "synergetic" systems and new strategies of scientific research. The role of nonlinear dynamics and synergetics in the development of modern ideas about historically developing systems. Global evolutionism as a synthesis of evolutionary and systemic approaches. Global evolutionism and the modern scientific picture of the world. Convergence of the ideals of natural science and socio-humanitarian cognition.</p> <p>Topic 7.2. Understanding the connections of social and intra-scientific values as a condition for the modern development of science. Inclusion of social values in the process of choosing research strategies. Expanding the ethos of science. New ethical problems of science at the end of the XX century.</p> <p>The problem of humanitarian control in science and high technologies. Environmental and socio-humanitarian expertise of scientific and technical projects. The crisis of the ideal of value-neutral research and the problem of ideologized science.</p> <p>Environmental ethics and its philosophical foundations. Philosophy of Russian Cosmism and V.I. Vernadsky's teaching about the biosphere, technosphere and noosphere. Problems of environmental ethics in modern Western philosophy.</p> <p>Topic 7.3. Post-non-classical science and the change of ideological attitudes of technogenic civilization. Scientism and anti-scientism. Science and parasience. The search for a new type of civilizational development and new functions of science in culture. Scientific rationality and the problem of the dialogue of cultures. The role of science in overcoming modern global crises.</p>	
<p>Section 8. Science as a social institution</p>	<p>Topic 8.1. Various approaches to the definition of a social institution of science. Historical development of institutional forms of scientific activity. Scientific communities and their historical types (republic of scientists of the XVII century; scientific communities of the era of disciplinarily organized science; formation of interdisciplinary communities of science of the XX century). Scientific schools. Training of scientific personnel.</p> <p>Topic 8.2. The historical development of ways of translating scientific knowledge (from handwritten publications to a modern computer). Computerization of science and its social consequences. Science and economics. Science and power. The problem of secrecy and closeness of scientific research.</p>	<p>LC, S</p>

Course Units / Sections	Topics	Type of academic activity*
	The problem of state regulation of science.	
Section 9 A. Philosophical problems of natural sciences, technical disciplines and mathematics	<p>Topic 9A1. Philosophical problems of mathematics. Problems, subject, method and functions of philosophy and methodology of mathematics. Philosophical problems of the evolution of mathematics. Regularities of the development of mathematics. Internal and external factors of the development of mathematical theory. Philosophy and the problem of substantiation of mathematics. Philosophical and methodological problems of the mathematization of science. Philosophical concepts of mathematics. The problem of substantiating mathematical knowledge at various stages of its development. Philosophical, methodological and historical problems of the mathematization of science.</p> <p>Topic 9A2. Philosophical problems of physics. Physics as the foundation of natural science. Ontological problems of physics. Problems of space and time. The concept of determinism and its role in physical cognition. The problem of objectivity in modern physics.</p> <p>Topic 9A3. Philosophical problems of chemistry. Conceptual systems of chemistry and its evolution. Reduction and reductionism in chemistry. The formation of the historical understanding of the subject matter of chemistry.</p> <p>Topic 9A4. Philosophical problems of geology. The place of geology in the genetic classification of sciences. The geological picture of the world as a reflection of geological reality. The problem of space and time in geology. V.I. Vernadsky's geochemical teaching about the biosphere and the noosphere. Geology and ecology.</p> <p>Topic 9A5. Philosophical problems of biology and ecology. The essence and specificity of philosophical and methodological problems of biology. The essence of the life and the problem of its origin. The principle of development in biology. Biology and the formation of a modern evolutionary picture of the world. Prerequisites and stages of the formation of evolutionary epistemology. The place of the targeted approach in biological research. Bioethics: social, ethical, juridical and philosophical problems of the application of biological knowledge. The subject of ecophilosophy.</p> <p>Topic 9A6. Philosophical problems of medicine. Philosophy of medicine and medicine as a science. Philosophical categories and concepts of medicine. The theory of reflection and modern scientific ideas about the evolution of forms of reflection in wildlife.</p>	LC, S

Course Units / Sections	Topics	Type of academic activity*
	<p>Dialectics of social and biological in human nature. The problem of norm, health and disease.</p> <p>Topic 9A7. Philosophical problems of technique. Philosophy of technology and methodology of technical sciences.</p> <p>The problem of the meaning and essence of technique: "technical" and "non-technical". Interaction of science and technique: basic models. The problem of the negative impact of technology on the surrounding world, society and the essence of man.</p> <p>Topic 9A8. Philosophical problems of computer science.</p> <p>Basic information theories. Cybernetics. General theory of systems. Computer science as an interdisciplinary science studying functioning and development of the information and communication environment and its technologization through computer technology.</p> <p>The Internet and its philosophical significance.</p> <p>The concept of information epistemology and its relation to cybernetic epistemology. Social informatics.</p>	
Section 9 B. Philosophical problems of social and humanitarian cognition	<p>Topic 9. Philosophy as integral science of society, culture, history and man. The specifics of the object and subject matter of social and humanitarian cognition. The subject of social and humanitarian cognition. The nature of values and their role in social and humanitarian cognition. Life as a category of social and cultural sciences.</p> <p>Time, space, chronotope in social and humanitarian knowledge.</p> <p>Communicativeness as a condition for the creation of new socio-humanitarian knowledge and expression of the socio-cultural nature of scientific knowledge.</p> <p>The problem of truth and rationality in the social sciences and humanities.</p> <p>Explanation, understanding, interpretation in social sciences and humanities. The main research programs of social sciences and humanities.</p> <p>The problem of separation of social sciences and humanities (by subject, by method, by subject and method at the same time, by research programs).</p> <p>Disciplinary structure and the role of social sciences and humanities in the process of social transformations.</p>	LC, S

* - filled in **only for full-time** education: LC - lectures; LW - laboratory work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Classroom Equipment	Specialized hardware and software (if necessary)
Lecture	Classroom for lectures, equipped with a set of specialized furniture; a set of devices including portable multimedia projector, laptop, projection screen, stable wireless Internet connection.	Multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Office 365 (MS Office, MS Teams), Chrome
Lab	Classroom for lab work, group and individual consultations, evaluation and assessment, equipped with a set of specialized furniture; a set of devices including portable multimedia projector, laptop, projection screen, stable wireless Internet connection.	Multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Office 365 (MS Office, MS Teams), Chrome
Seminars	Classroom for seminars, group and individual consultations, evaluation and assessment, equipped with a set of specialized furniture; a set of devices including portable multimedia projector, laptop, projection screen, stable wireless Internet connection.	Multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Office 365 (MS Office, MS Teams), Chrome
Computer classroom	Computer classroom for academic activity, group and individual consultations, evaluation and assessment, equipped with a set of specialized furniture; a set of devices including portable multimedia projector, 30 personal computers, projection screen, stable wireless Internet connection.	Multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Office 365 (MS Office, MS Teams), Chrome
Self-studies Classroom	Classroom for Self-studies, equipped with a set of specialized furniture; a set of devices including portable multimedia projector, laptop, projection screen, stable wireless Internet connection.	Multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Office 365 (MS Office, MS Teams), Chrome
Courtroom	Classroom for court hearing simulation equipped with a set of specialized furniture; a set of devices including portable multimedia projector, laptop, projection screen, stable wireless Internet connection.	Multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Office 365 (MS Office, MS Teams), Chrome

* - It is necessary to specify a classroom for self-study of students

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Main reading (sources):

1. Lars-Göran Johansson. Philosophy of Science for Scientists. Springer Cham, 2016. – 257 p.

2. Alex Rosenberg. Philosophy of Science. A contemporary introduction. Taylor & Francis e-Library, 2005. – 224 p.

3. E. Nikolaeva, N. Khazieva. History and philosophy of science: common problems. Textbook for masters, graduate students and applicants. Kazan, 2017. – 224 p.

4. Stepin Vyacheslav Semenovich. Philosophy and methodology of science. Favourites [Text/electronic resource] / V.S. Stepin. - Electronic text data. - M.: Academic project: Alma Mater, 2015. - 716 p. - (Philosophical technologies: Selected philosophical works).

<http://lib.rudn.ru/ProtectedView/Book/ViewBook/6753>

5. Markhinin Vasily Vasilyevich.

Lectures on the philosophy of science [Electronic resource]: Textbook / V.V.

Markhinin. - M. : University Book, 2016. - 428 p.

<http://lib.rudn.ru/ProtectedView/Book/ViewBook/6068>

Additional (optional) reading (sources):

1. Gnatik E.N. Philosophical problems of astronomy and cosmology [Electronic resource]: Educational and methodological manual on the discipline "Philosophical problems of natural sciences, technical and humanities" / E.N. Gnatik. -

Electronic text data. - Moscow : RUDN Publishing House, 2018. – 56 p

<http://lib.rudn.ru/ProtectedView/Book/ViewBook/6492>

2. Gnatik E.N. Philosophical problems of geology [Electronic resource] : Educational and methodological manual on the discipline "Philosophical problems of natural sciences, technical and humanities" / E.N. Gnatik. - Electronic text data. - M.: RUDN Publishing House, 2018. - 32 p. <http://lib.rudn.ru/ProtectedView/Book/ViewBook/6493>

3. History and Philosophy of science (Philosophical Sciences) [Text/electronic resource]: Educational and methodical manual for preparation for the candidate's exam / Comp. S.A. Lokhov; Edited by V.M. Naidysh. - Electronic text data. - M.: RUDN Publishing House, 2013. - 95 p.

<http://lib.rudn.ru/ProtectedView/Book/ViewBook/3932>

4. Mamchenkov Dmitry Valeryevich. Philosophy of Technology [Text/electronic resource]: Educational and methodical manual / D.V. Mamchenkov. - Electronic text data. - Moscow : RUDN Publishing House, 2013. - 47 p.

<http://lib.rudn.ru/ProtectedView/Book/ViewBook/3130>

5. Orest Vladimirovich Martyshin. Philosophy of law: Textbook for masters / O.V. Martyshin. - M.: Prospect, 2017. - 352 p.

6. Andrey Mikhailovich Orekhov.

Philosophy of sociology: a view from the side of social philosophy // Vestnik Peoples' Friendship University of Russia: Philosophy. - 2017. - No. T. 21 (4). - S. 565 - 571. <http://journals.rudn.ru/philosophy/article/view/17667/15373>

Internet-(based) sources:

1. Electronic libraries with access for RUDN students

- RUDN Electronic library system <http://lib.rudn.ru/MegaPro/Web>

- Electronic library system «University Library online» <http://www.biblioclub.ru>

- Electronic Library «URAIT» <http://www.biblio-online.ru>

- Electronic library system «Student. Consultant» www.studentlibrary.ru

- Electronic library system «Lan» <http://e.lanbook.com/>

- Electronic library system "Troitskyi most"

2. Databases and search engines:

- Electronic Legal and Regulatory Documentation Fund <http://docs.cntd.ru/>

- Search system Yandex <https://www.yandex.ru/>
- Search system Google <https://www.google.ru/>
- SCOPUS <http://www.elsevierscience.ru/products/scopus/>

* - Learning toolkits for self-studies in the RUDN Learning materials for self-studies on the relevant course pages in TUIS

8. ASSESSMENT AND EVALUATION TOOLKIT

Mid-Term Assessment and Evaluation Toolkit, Assessment and Grading Criteria are presented in the Appendix to this Course Syllabus

AUTHOR:

Associate Professor of the
Department of
Ontology and Theory of
Knowledge

Position, Name of the Department



Signature

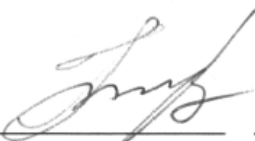
Dmitry V. Mamchenkov

Full name

HEAD OF THE DEPARTMENT

Head of the Department of
Ontology and Theory of
Knowledge,
Full Professor

Position, Name of the Department



Signature

Vladimir N. Belov

Full name

HEAD OF THE HIGHER EDUCATION PROGRAM

Position, Name of the Department

Signature

Full name