



Theory of Science I, 5 ECTS

Ladok Code: FBIVE01

Established: This syllabus is established by the Research and Education Board 2015-11-02

Version: 2

Valid from: Autumn 2015

National research area: 1391 Library and Information Science

Education Cycle: Third cycle (Ph.D. Education)

Prerequisites: Bachelor's Degree or the equivalent. Priority is given to Ph.D. students.

Learning outcomes

After finishing the course the students should be able to

- discuss differences between various historical and current philosophical and sociological positions concerning epistemology and scientific practice
- compare various elaborations on key ideas and concepts within theory of science
- evaluate different theories of scientific method

Contents

Theory of science is a broad research area including a number of diverse themes. The course focuses on some of these. The aim is to supply an advanced introduction and overview to:

- Epistemology (both classical and modern)
- Positivism and post positivism
- Critical rationalism according to Karl Popper
- The paradigm theory of Thomas Kuhn
- Philosophies of scientific method
- Science and technology studies
- Theoretical frameworks

Teaching forms

Teaching is conducted in the form of individual tasks, lectures, seminars and exercises. Teaching is conducted in English.

Examination forms

The course is examined through individual tasks that are discussed in seminars.

Grades

ECTS is used as the grade scale.



Course literature and other teaching material

Godfrey-Smith, P. (2003). *Theory and reality*. Chicago and London: University of Chicago Press (288 pages)

Pritchard, D. (2013). *What is this thing called knowledge?* 3rd edition. London: Routledge. (232 pages)

Sismondo, S. (2009). *An introduction to science and technology studies*. 2nd edition. Oxford: Blackwell publishing. (205 pages)

Students influence and evaluation

Students opinions about course are collected systematically and regularly through oral discussion or/and in written form. The evaluation results are presented to the students. The evaluation result serves as a basis for further course development.

See also *Policy for course evaluation* (Policy för kursutvärdering, Högskolan i Borås 2005-06-07, dnr 56-02-10).