Introduction to Science Studies. I.
HIGR 238; SOCG 255A; PHIL 209A; COGR 225A
Fall 2014
Professor Robert S. Westman
Tuesday, 9:30 a.m.–12:20 p.m.
Science Studies Seminar Room (3rd Floor H&SS: Room 3027)
Office Hours: Thursdays, 3:30–5:30 p.m. (4072 H&SS)

Objectives and Requirements: This seminar is a *historical* introduction to the main problems of Science Studies. It is necessarily selective and does not include all topics. It is required for all first-year students in the Science Studies Program; other interested students only by special permission of the instructor.

ACCESS POINTS:
**AVAILABLE ELECTRONICALLY ONLINE THROUGH TED**
Other items can be found fairly easily with clever and obvious browser entries or by going directly to the journal via Roger (*Representations, Isis*, etc.)


--Laura Snyder. *The Philosophical Breakfast Club and the Invention of the Scientist.* 2011 Dibner Library Lecture:


2. **October 14: From 19C Positivism and the Logical Positivists to Popper and Cold War Philosophy of Science.**


3. **October 21: Underdetermination and Anti–Realism: Pierre Duhem—Scientist, Philosopher and Historian of Science.**


4. **October 28: Marxist and Non–Marxist Sociology of Scientific Knowledge, ca.**
1930s–70s.


5. Nov. 4: The Scientific Fact as Locus of History, Philosophy and Sociology of Science.


--Struan Jacobs, "Polanyi's Presagement of the Incommensurability Concept,"

7. Nov. 18: In the Wake of Kuhn.

**Thomas S. Kuhn, "Reflections on my Critics," in Criticism and the Growth of Knowledge, pp. 231–278.** 


For comparison, see my The Copernican Question: Prognostication, Skepticism and Celestial Order (Berkeley: University of California Press, 2011), chap. 5 (available online through Roger).

8. Nov. 25: The Localist Turn and the Problem of Rule-Following.


**Clifford Geertz, “‘From the Native’s Point of View’: On the Nature of Anthropological Understanding,” pp. 55–70.**


Where and When to Turn in Your Essay:

Due: Wednesday, December 17, 2014, 2 p.m.
Please deliver a hard copy to the Science Studies Program Coordinator, Courtney Hibbard, at the Science Studies Office and send an e-copy to me at:

rwestman@ucsd.edu

Essay Topic.

In the past century or so, humanistic and social scientific disciplines have made scientific knowledge a major topic of study. Over this period, different assumptions, questions, conceptual tools and methods have guided
investigation, ultimately leading to greater sophistication—but also to controversy.

Using only materials studied in this seminar, (1) identify the major questions, methods, controversies (if relevant) and subject matters that have prevailed in different periods from the pre–World War I era to the recent past; and (2) describe and, if possible, explain shifts in intellectual interest and commitment.

A one–page outline will be due in class in Week 7. The outline will be marked Satisfactory/Unsatisfactory.

Class Discussion and Presentations.

You are expected to read all texts listed under the topic for each week, unless marked “recommended”.

A group of students will lead each week’s discussion (except for Week 1). Be prepared to volunteer. Each week’s group will prepare a set of questions before the session and distribute it to the seminar by Monday evening. The week’s leaders will also present short reviews of the readings in class and raise questions for discussion. These presentations will be taken into consideration in your final grade.

Evaluation.

Final Essay (double–spaced; approximately 25 pp.)
Class discussion and presentation: +/− to final grade on paper.

Required Books: To be purchased at your favorite book outlet.
--Thomas S. Kuhn. *The Structure of Scientific Revolutions*. 3rd ed. Chicago:
Univ. of Chicago Press, 1996; first pub. 1962.