



## COURSE SYLLABUS

# Science and Technology Studies (STS): Historical and Contemporary Perspectives, 7.5 credits

*Vetenskaps- och teknikstudier (STS): historiska och nutida perspektiv, 7,5 högskolepoäng*

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<b>Course Code:</b> FLVTS33	<b>Education Cycle:</b> Third-cycle level
<b>Confirmed by:</b> Dean of Research (HLK) Apr 21, 2022	
<b>Valid From:</b> Spring 2023	
<b>Version:</b> 1	

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### Intended Learning Outcomes (ILO)

The student shall meet the following learning outcomes, which cover knowledge and understanding, skills and abilities as well as judgement and approach. On completion of the course, the student should be able to:

#### Knowledge and understanding

- account for cornerstones in the modern history of science and Science and Technology Studies (STS)
- describe the social embeddedness and autonomy of science

#### Skills and abilities

- relate their own research to scientific paradigms and theories of science
- reflect upon scientific and technological practices

#### Judgement and approach

- discuss historical developments in the history of science and Science and Technology Studies (STS)
- critically review the role of normativity in scientific practices.

### Contents

- History of science in the 20th century
- The emergence of Science and Technology Studies (STS)
- The role of scientific methods
- The role of normativity in scientific practices – and in understanding scientific practices
- Realism/anti-realism in the philosophy of science – and beyond

### Type of instruction

The teaching consists of lectures and exercises performed individually and in groups.

The teaching is conducted in English.

### Prerequisites

The applicant must meet the general entry requirements for third-cycle courses and programmes.

English proficiency corresponding to English 6, or English course B in the Swedish upper secondary school system, is required.

### **Examination and grades**

The course is graded Fail (U) or Pass (G).

The examination is based on instruction and course literature and includes one individually written assignment. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided in a study guide distributed at the beginning of the course.

### **Course evaluation**

The instruction is followed up throughout the course, and a course evaluation is performed at the end of the course. The course coordinator collates and comments on the evaluation before submitting it to the associate dean of doctoral programmes at the School of Education and Communication. The evaluation is to function as a basis for future improvements to the course.

### **Course literature**

Bloor, David (2011). Relativism and the Sociology of Knowledge (pp. 433-455). In Steven Hales (ed.), *A Companion to Relativism*. Wiley-Blackwell.

Brown, Matthew (2020). Science and moral imagination: a new ideal for values in science. University of Pittsburgh Press, pp. 25-56. Available open access: [valuesinscience.com](http://valuesinscience.com)

Dewey, John (2011). The Need for a Recovery of Philosophy (pp. 109-149). In Robert B. Talisse and Scott F. Aikin (eds.), *The Pragmatism Reader*. Princeton University Press. (file will be provided)

Dewey, John (2008). Logic: The Theory of Inquiry, chapter 4 and 6. In John Dewey, *The Later Works*, vol. 12. Southern Illinois University Press. (file will be provided)

Fleck, Ludvik (1979). *Genesis and development of a scientific fact*. University of Chicago Press, pp. 53-148.

Gibbons, Michael et. al. (1994). *The New Production of Knowledge*. SAGE. E-book available on PRIMO.

Haraway, Donna (1988). Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective. *Feminist Studies*, 14(3), 575-599. Available on PRIMO.

Law, John (2004). *After Method. Mess in social science research*. Routledge.

Oreskes, Naomi (2019). *Why trust science?*. Princeton University Press, pp 1-159. E-book available on PRIMO.

Rorty, Richard (2008). Texts and Lumps. *New Literary History*, 39(1), 53–68. doi.org/10.1353/nlh.0.0001. Available on PRIMO.

Rorty, Richard (2003). “Solidarity or Objectivity?,” in *Philosophical Skepticism* (pp. 344–360). Blackwell Publishers Ltd. doi.org/10.1002/9780470693476.ch33. E-book available on PRIMO.

Sismondo, Sergio. (2010). *An introduction to science and technology studies*. Wiley-Blackwell.

Weber, Max (2012). *Max Weber: Collected methodological writings*. London: Routledge, pp. 11-138. E-book available on PRIMO.

**Other resources:**

The Interactive Anti-Plagiarism Guide - Jönköping University (will be available on the learning platform)

Search and write (n.d.). *Citing sources - how to create literature references*. University Library: Jönköping University