

PHILOSOPHICAL  
PERSPECTIVES  
ON  
NEWTONIAN  
SCIENCE

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edited by  
Phillip Bricker  
and  
R. I. G. Hughes



# Philosophical Perspectives On Newtonian Science

**Michael Matthews**



## **Philosophical Perspectives On Newtonian Science:**

*Philosophical Perspectives on Newtonian Science* Phillip Bricker, R. I. G. Hughes, 1990 These original essays explore the philosophical implications of Newton's work They address a wide range of topics including Newton's influence on his contemporaries and successors such as Locke and Kant and his views on the methodology of science on absolute space and time and on the Deity Howard Stein compares Newton's refusal to lock natural philosophy into a preexisting system with the more rigid philosophical predilections of his near contemporaries Christian Huygens and John Locke Richard Arthur's commentary provides a useful gloss on Stein's essay Lawrence Sklar puzzles over Newton's attempts to provide a unified treatment of the various real quantities absolute space time and motion According to Phillip Bricker's responding essay however the distinctions Sklar draws do not go to the heart of the debate between realists and representationalists J E McGuire and John Carriero debate Newton's views of the relationship between the Deity and the nature of time and space Peter Achinstein looks at the tension between Newton's methodological views and his advocacy of a corpuscular theory of light he suggests that Newton could justify the latter by a weak inductive inference but R I G Hughes believes that this inference involves an induction Newton would be unwilling to make Immanuel Kant's critique of Newton's view of gravity is discussed and amplified by Michael Friedman In response Robert DiSalle raises a number of problems for Friedman's analysis Errol Harris and Philip Grier extend the discussion to the present day and look at the ethical implications of Newton's work Phillip Bricker is Associate Professor of Philosophy at the University of Massachusetts at Amherst R I G Hughes is Associate Professor of Philosophy at the University of South Carolina *Philosophical Perspectives on Newtonian Science* is included in the Johns Hopkins Series on the History and Philosophy of Science

**A Historical Introduction to the Philosophy of Science** John Losee, 2001-03-01 John Losee provides a balanced and engaging survey of the development of views about scientific method Ideal for those coming to the subject for the first time this fully updated new edition incorporates discussion on contemporary debates including philosophy of biology normative naturalism theory appraisal experimental practice and scientific realism Concise profiles of the major philosophers discussed within the text are provided including Aristotle Galileo Newton Whewell Hempel and Kuhn

*Hume's Natural Philosophy and Philosophy of Physical Science* Matias Slavov, 2020-10-15 This book contextualizes David Hume's philosophy of physical science exploring both Hume's background in the history of early modern natural philosophy and its subsequent impact on the scientific tradition Drawing on Cartesian cosmology and Einstein's special relativity and taking in topics including experimentalism causation laws of nature metaphysics of forces mathematics relation to nature and the concepts of space and time this book deepens our understanding of Hume's relation to natural philosophy It does so in addition by situating Hume's thought within the context of other major philosophers and scientists including Descartes Locke Boyle Kant Newton and Leibniz Demonstrating above all Hume's understanding of the fluid relationship between philosophy and science *Hume's Natural Philosophy and*

Philosophy of Physical Science will provide new insights for historians and philosophers of science      **“The main Business of natural Philosophy”** Steffen Ducheyne, 2011-10-20 In this monograph Steffen Ducheyne provides a historically detailed and systematically rich explication of Newton’s methodology Throughout the pages of this book it will be shown that Newton developed a complex natural philosophical methodology which encompasses procedures to minimize inductive risk during the process of theory formation and which thereby surpasses a standard hypothetico deductive methodological setting Accordingly it will be highlighted that the so called Newtonian Revolution was not restricted to the empirical and theoretical dimensions of science but applied equally to the methodological dimension of science Furthermore it will be documented that Newton’s methodology was far from static and that it developed alongside with his scientific work Attention will be paid not only to the successes of Newton’s innovative methodology but equally to its tensions and limitations Based on a thorough study of Newton’s extant manuscripts this monograph will address and contextualize inter alia Newton’s causal realism his views on action at a distance and space and time the status of efficient causation in the Principia the different phases of his methodology his treatment of force and the constituents of the physico mathematical models in the context of Book I of the Principia the analytic part of the argument for universal gravitation the meaning and significance of his regulae philosophandi the methodological differences between his mechanical and optical work and finally the interplay between Newton’s theology and his natural philosophy      Turning Images in Philosophy, Science, and Religion Charles Taliaferro, Jil Evans, 2011-11-17 This engaging collection of essays locates the debate between theism and naturalism in the broader context of reflection on imagination and aesthetics The eleven original essays will be of interest to anyone who is fascinated by the power of imagination and the role of aesthetics in deciding between worldviews or philosophies of nature      **Science Unfettered** J. E. McGuire, Barbara Tuchańska, 2000 Working on a large canvas Science Unfettered contributes to the ongoing debates in the philosophy of science The ambitious aim of its authors is to reconceptualize the orientation of the subject and to provide a new framework for understanding science as a human activity Mobilizing the literature of the philosophy of science the history of science the sociology of science and philosophy in general Professors McGuire and Tuchanska build on these fields with the view of transforming their insights into a new epistemological and ontological basis for studying the enterprise of science In this approach McGuire and Tuchanska have combined work from both Anglo American and Continental traditions of philosophy As a result the works of Popper Kuhn Quine and Lakatos as well as Heidegger Gadamer Nietzsche Foucault and Feyerabend are called into play In addition Science Unfettered deals extensively with history and historicity offering a theory of historicity of science as it emerges in sociocultural contexts Unorthodox in its approach Science Unfettered articulates an alternative that views science ontologically as a practice a perspective from which traditional issues concerning the relationship of experiment to theory the cognitive to the social the relation between historical change and epistemic validity the meaning of objectivity and the like can be addressed in a more fruitful way than

is possible by starting with the traditional ontological framework of subject and object      **Interpreting Newton** Andrew Janiak, Eric Schliesser, 2012-01-12 Essays by leading scholars on Isaac Newton and his philosophical interlocutors and critics discussing a wide range of topics      **Logic, Methodology, and Philosophy of Science IX** Dag Prawitz, Brian Skyrms, Dag Westerståhl, 1994 This volume is the product of the Proceedings of the 9th International Congress of Logic Methodology and Philosophy of Science and contains the text of most of the invited lectures Divided into 15 sections the book covers a wide range of different issues The reader is given the opportunity to learn about the latest thinking in relevant areas other than those in which they themselves may normally specialise      **Newton and Empiricism** Zvi Biener, 2014 This is the first volume of original commissioned papers on the subject of Newton and empiricism The chapters contributed by a leading team of both established and younger international scholars explore the nature and extent of Newton's relationship to a variety of empiricisms and empiricists Among the many significant contributions of the volume are a detailed engagement with Newton's optical writings a careful contextualization of Newton's methods in seventeenth century context a critical analysis of the ways in which Locke and Hume responded to Newton and a history of the reception of Newton's methods in astronomy      **Historical and Philosophical Perspectives of Science** Roger H. Stuewer, 1989 First Published in 1970 Routledge is an imprint of Taylor Francis an informa company      **Isaac Newton's Scientific Method** William L. Harper, 2011-12-08 This book examines Newton's argument for universal gravity and its application to cosmology

**Philosophy of Science Today** Peter Clark, Katherine Hawley, 2003 A state of the art guide to the fast developing area of the philosophy of science An eminent international team of authors covers a wide range of topics at the intersection of philosophy and the sciences including causation realism methodology and epistemology      **Adapting Historical Knowledge Production to the Classroom** P.V. Kokkotas, K.S. Malamitsa, A.A. Rizaki, 2011-10-18 The aims of this book are to contribute to professional development of those directly involved in science education science teachers elementary and secondary science teacher advisors researchers in science education etc to contribute to the improvement of the quality of science education at all levels of education with the exploitation of elements from History of Science incorporated in science teaching it is argued that through such approaches the students motivation can be raised their romantic understanding can be developed and consequently their conceptual understanding of science concepts can be improved since these approaches make science more attractive to them and to contribute to the debate about science education at the international level in order to find new ways for further inquiry on the issues that the book is dealing with The book is divided in two parts The first expounds its philosophical and epistemological framework and the second combines theory and praxis the theoretical insights with their practical applications      **Newton: Philosophical Writings** Isaac Newton, 2014-08-14 This revised edition contains a wide range of Newton's writings that have influenced the development of philosophy in modern Europe

**Newton: Philosophical Writings** Andrew Janiak, 2014-08-14 Sir Isaac Newton 1642-1727 left a voluminous legacy of

writings Despite his influence on the early modern period his correspondence manuscripts and publications in natural philosophy remain scattered throughout many disparate editions In this volume Newton s principal philosophical writings including excerpts from the Principia and the Opticks and a corrected translation of De Gravitatione are collected in a single place This newly expanded second edition of Philosophical Writings contains new excerpts from Newton s earliest optical writings some of his unpublished reflections on the interpretation of Scriptural passages that concern the Earth s motion and his correspondence with important figures in his day including the theologian Richard Bentley the mathematician Roger Cotes and the philosopher G W Leibniz The excerpts show in depth how Newton developed a number of highly controversial views concerning space time motion and matter and then defended them against the withering criticisms of his contemporaries

*Science, Worldviews and Education* Michael Matthews, 2009-07-14 This book has its origins in a special issue of the journal Science Education Volume 18 Numbers 6 7 2009 The essay by Costas Skordoulis Science and Worldviews in the Marxist Tradition did not appear in that special issue due to a mistake in production scheduling It was published in an earlier issue of the journal Volume 17 Number 6 2008 but has been included in this book version of the special issue As explained in the Introduction the catalyst for the journal special issue was the essay on Science Worldviews and Education submitted to the journal by Hugh G Gauch Jr This was circulated to the other contributors who were asked to write their own contribution in the light of the arguments and literature contained in the paper Hugh made brief Responses and Clarifications after the papers were written However the Tanis Edis article on Islam and my own article on Priestley were processed too late to benefit from Hugh s appraisal The journal is associated with the International History Philosophy and Science Teaching Group which was formed in 1987 The group stages biennial international conferences and occasional regional conferences details can be found at [www.ihpst.org](http://www.ihpst.org) The group though the journal conferences and its electronic newsletter at [www.ihpst.org](http://www.ihpst.org)

*The Scientific Background to Modern Philosophy* Michael R. Matthews, 2022-11-21 Through a collection of works from key thinkers in natural philosophy the second edition of The Scientific Background to Modern Philosophy illuminates the central role scientific writing played in developing modern philosophical thought This revised and expanded edition includes many new translations and incorporates works by foundational eighteenth and nineteenth century thinkers not in the first edition including selections from works by Jean Baptiste le Rond d Alembert Denis Diderot milie Du Ch telet Jean Jacques Rousseau Joseph Priestley Immanuel Kant Carl Linnaeus William Paley and Charles Robert Darwin These new additions provide students with a more comprehensive understanding of the scientific context in which the major philosophical works of the modern era were written and complement the selections from works by Nicolaus Copernicus Francis Bacon Galileo Galilei Ren Descartes Robert Boyle Christiaan Huygens and Isaac Newton that are retained from the first edition

*Time for Science Education* Michael Matthews, 2012-12-06 The book s argument depends as do most proposals in education upon certain positions in the philosophy of education I believe that education should be primarily

concerned with developing understanding with initiation into worthwhile traditions of intellectual achievement and with developing capacities for clear analytic and critical thought. These have been the long accepted goals of liberal education. In a liberal education students should come to know and appreciate a variety of disciplines, know them at an appropriate depth, see the interconnectedness of the disciplines or the modes of thought and finally have some critical disposition toward what is being learned, to be genuinely open minded about intellectual things. These liberal goals are contrasted with goals such as professional training, job preparation, promotion of self esteem, social engineering, entertainment or countless other putative purposes of schooling that are enunciated by politicians, administrators and educators. The book's argument might be consistent with other views of education, especially ones about the training of specialists, sometimes called a professional view of education, but the argument fits best with a liberal view of education. The liberal hope has always been that if education is done well, then other personal and social goods will follow. The development of informed critical and moral capacities is the cornerstone for personal and social achievements.

**Science Teaching** Michael R. Matthews, 2015-12-22. Science Teaching argues that science teaching and science teacher education can be improved if teachers know something of the history and philosophy of science and if these topics are included in the science curriculum. The history and philosophy of science have important roles in many of the theoretical issues that science educators need to address: what constitutes an appropriate science curriculum for all students, how science should be taught in traditional cultures, how scientific literacy can be promoted and the conflict which can occur between science curriculum and deep seated religious or cultural values and knowledge. Outlining the history of liberal approaches to the teaching of science, Michael Matthews elaborates contemporary curriculum developments that explicitly address questions about the nature and the history of science. He provides examples of classroom teaching and develops useful arguments on constructivism, multicultural science education and teacher education.

**The Oxford Handbook of the History of Physics** Jed Z. Buchwald, Robert Fox, 2013-10-10. The Oxford Handbook of the History of Physics brings together cutting edge writing by more than twenty leading authorities on the history of physics from the seventeenth century to the present day. By presenting a wide diversity of studies in a single volume, it provides authoritative introductions to scholarly contributions that have tended to be dispersed in journals and books, not easily accessible to the general reader. While the core thread remains the theories and experimental practices of physics, the Handbook contains chapters on other dimensions that have their place in any rounded history. These include the role of lecturing and textbooks in the communication of knowledge, the contribution of instrument makers and instrument making companies in providing for the needs of both research and lecture demonstrations, and the growing importance of the many interfaces between academic physics, industry and the military.

## Decoding **Philosophical Perspectives On Newtonian Science**: Revealing the Captivating Potential of Verbal Expression

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