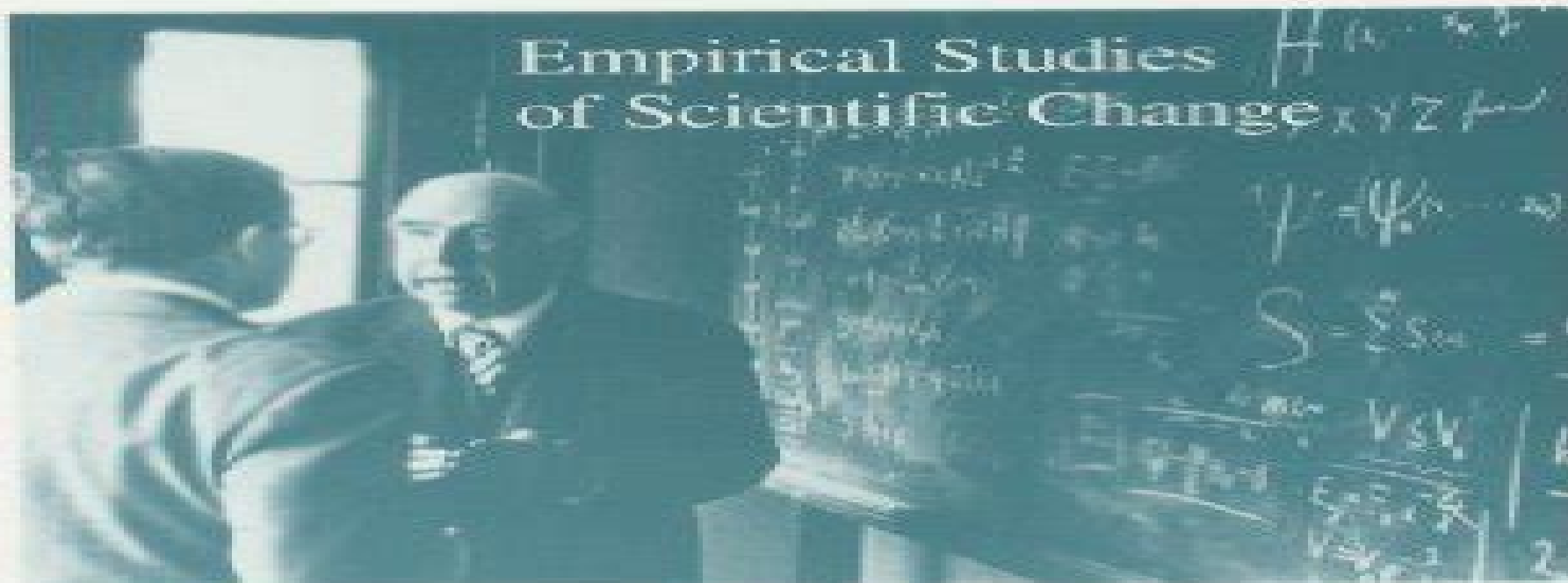


Scrutinizing Science

Empirical Studies
of Scientific Change



Edited by Arthur Donovan,
Larry Laudan, and Rachel Laudan

Scrutinizing Science Empirical Studies Of Scientific Change

Paul Thagard



Scrutinizing Science Empirical Studies Of Scientific Change:

Scrutinizing Science A Donovan,R Laudan,1988-05-31

How Scientists Explain Disease Paul Thagard,2018-06-05

How do scientists develop new explanations of disease How do those explanations become accepted as true And how does medical diagnosis change when physicians are confronted with new scientific evidence These are some of the questions that Paul Thagard pursues in this pathbreaking book that develops a new integrative approach to the study of science Ranging through the history of medicine from the Hippocratic theory of humors to modern explanations of Mad Cow Disease and chronic fatigue syndrome Thagard analyzes the development and acceptance of scientific ideas At the heart of the book is a case study of the recent dramatic shift in medical understanding of peptic ulcers most of which are now believed to be caused by infection by the bacterium *Helicobacter pylori* When this explanation was first proposed in 1983 it was greeted with intense skepticism by most medical experts but it became widely accepted over the next decade Thagard discusses the psychological processes of discovery and acceptance the physical processes involving instruments and experiments and the social processes of collaboration communication and consensus that brought about this transformation in medical knowledge How Scientists Explain Disease challenges both traditional philosophy of science which has viewed science as largely a matter of logic and contemporary science studies that view science as largely a matter of power Drawing on theories of distributed computing and artificial intelligence Paul Thagard develops new models that make sense of scientific change as a complex system of cognitive social and physical interactions This is a book that will appeal to all readers with an interest in the development of science and medicine It combines an engaging style significant research and a powerfully original argument

Cognitive Patterns in Science and Common Sense Theo A.F. Kuipers,Anne Ruth Mackor,2023-03-13 This collection of 17 articles offers an overview of the philosophical activities of a group of philosophers who have been working at the Groningen University The meta methodological assumption which unifies the research of this group holds that there is a way to do philosophy which is a middle course between abstract normative philosophy of science and descriptive social studies of science On the one hand it is argued with social studies of science that philosophy should take notice of what scientists actually do On the other hand however it is claimed that philosophy can and should aim to reveal cognitive patterns in the processes and products of scientific and common sense knowledge Since it is thought that those patterns can function as guidelines in new research and or in research in other disciplines philosophy can nevertheless hold on to the normative aim which is characteristic of classical philosophy of science Compared to this common assumption there is a diversity of subjects Some papers deal with general problems of science knowledge cognition and argumentation others with topics relating to foundational problems of particular sciences Therefore this volume is of interest to philosophers of science to philosophers of knowledge and argumentation in general to philosophers of mind as well as for scientists working in the physical and applied sciences biology psychology and economy who are interested in the foundations of their disciplines After

a foreword by Leszek Nowak and a general introduction by the editors the book is divided into four parts with special introductions I Conceptual Analysis in Service of Various Research Programmes Henk Zandvoort Rein Vos Rick Looijen Gerben Stavenga Ren e Dalitz II The Logic of the Evaluation of Arguments Hypotheses Default Rules and Interesting Theorems Erik Krabbe Theo Kuipers Alfons Keupink Maarten Janssen Yao Hua Tan Bert Hamminga III Three Challenges to the Truth Approximation Programme Sjoerd Zwart Hinne Hettema Theo Kuipers Roberto Festa IV Explicating Psychological Intuitions Anne Ruth Mackor Jeanne Peijnenburg Lex Guichard Michel ter Hark The Groningen research group was recently qualified by an official international assessment committee as one of the best philosophy research groups in the Netherlands

Science and Selection David L. Hull, 2001 One way to understand science is as a selection process David Hull one of the dominant figures in contemporary philosophy of science sets out in this 2001 volume a general analysis of this selection process that applies equally to biological evolution the reaction of the immune system to antigens operant learning and social and conceptual change in science Hull aims to distinguish between those characteristics that are contingent features of selection and those that are essential Science and Selection brings together many of David Hull's most important essays on selection some never before published in one accessible volume

Teaching General Chemistry Mansoor Niaz, 2008 The main objective of this monograph is to incorporate history and philosophy of science in the chemistry curriculum in order to provide students an overview of the dynamics of scientific research which involves controversies conflicts and rivalries among scientists that is the humanising aspects of science A major thesis of this book is the parallel between the construction of knowledge by the students and the scientists In looking for this relationship it is not necessary that ontogeny recapitulate phylogeny but rather to establish that students can face similar difficulties in conceptualising problems as those faced by the scientists in the past Given the vast amount of literature on students alternative conceptions misconceptions in science it is plausible to suggest that these can be considered not as mistakes but rather as tentative models leading to greater conceptual understanding Just as scientists resist changes in the hard core of their beliefs by offering auxiliary hypotheses students may adopt similar strategies Conceptual change in science education can thus be conceptualised as building of tentative models that provide greater explanatory power to students understanding

Understanding Psychology as a Science Zoltan Dienes, 2008-02-28 How can we objectively define categories of truth in scientific thinking How can we reliably measure the results of research In this ground breaking text Dienes undertakes a comprehensive historical analysis of the dominant schools of thought key theories and influential thinkers that have progressed the foundational principles and characteristics that typify scientific research methodology today This book delivers a masterfully simple though not simplistic introduction to the core arguments surrounding Popper Kuhn and Lakatos Fisher and Royall Neyman and Pearson and Bayes Subsequently this book clarifies the prevalent misconceptions that surround such theoretical perspectives in psychology today providing an especially accessible critique for student readers This book launches an informative inquiry into the

methods by which psychologists throughout history have arrived at the conclusions of research equipping readers with the knowledge to accurately design and evaluate their own research and gain confidence in critiquing results in psychology research Particular attention is given to understanding methods of measuring the falsifiability of statements probabilities and the differing views on statistical inference An illuminating book for any undergraduate psychology student taking courses in critical thinking research methods BPS s core area conceptual and historical issues as well as those studying masters phd s and experienced researchers

Handbook of Creativity Robert J. Sternberg, 1998-10-28 The goal of the Handbook of Creativity is to provide the most comprehensive definitive and authoritative single volume review available in the field of creativity To this end the book contains 22 chapters covering a wide range of issues and topics in the field of creativity all written by distinguished leaders in the field The chapters have been written to be accessible to all educated readers with an interest in creative thinking Although the authors are leading behavioral scientists people in all disciplines will find the coverage of creativity divided in the arts and sciences to be of interest The volume is divided into six parts Part I the Introduction sets out the major themes and reviews the history of thinking about creativity Subsequent parts deal with methods origins self and environment special topics and conclusions

Scientific Failure Tamara Horowitz, Allen Ira Janis, 1994 The contributors philosophers historians and scientists present famous scientific facts that began as mistaken theories then they proceed to explore these and other discoveries that have resulted from failed ideas and how these failures relate to the development of science

Handbook of Research Methods in Experimental Psychology Stephen F. Davis, 2008-04-15 The Handbook of Research Methods in Experimental Psychology presents a comprehensive and contemporary treatment of research methodologies used in experimental psychology Places experimental psychology in historical context investigates the changing nature of research methodology experimental design and analytic procedures and features research in selected content areas Provides an excellent source of potential research ideas for advanced undergraduate and beginning graduate students Illustrates the range of research methodologies used in experimental psychology Contains contributions written by leading researchers Now available in full text online via xreferplus the award winning reference library on the web from xrefer For more information visit www.xreferplus.com

Nature of Science in General Chemistry Textbooks Mansoor Niaz, Arelys Maza, 2011-07-15 Research in science education has recognized the importance of history and philosophy of science HPS Nature of science NOS is considered to be an essential part of HPS with important implications for teaching science The role played by textbooks in developing students informed conceptions of NOS has been a source of considerable interest for science educators In some parts of the world textbooks become the curriculum and determine to a great extent what is taught and learned in the classroom Given this background and interest this monograph has evaluated NOS in university level general chemistry textbooks published in U S A Most textbooks in this study provided little insight with respect to the nine criteria used for evaluating NOS Some of the textbooks however

inevitably refer to HPS and thus provide guidelines for future textbooks A few of the textbooks go into considerable detail to present the atomic models of Dalton Thomson Rutherford Bohr and wave mechanical to illustrate the tentative nature of scientific theories an important NOS aspect These results lead to the question Are we teaching science as practiced by scientists An answer to this question can help us to understand the importance of NOS by providing students an HPS based environment so that they too just like the scientists feel the thrill and excitement of discovering new things This monograph provides students and teachers guidelines for introducing various aspects of NOS based on historical episodes *Theories of Scientific Method* Robert Nola,Howard Sankey,2014-12-18 What is it to be scientific Is there such a thing as scientific method And if so how might such methods be justified Robert Nola and Howard Sankey seek to provide answers to these fundamental questions in their exploration of the major recent theories of scientific method Although for many scientists their understanding of method is something they just pick up in the course of being trained Nola and Sankey argue that it is possible to be explicit about what this tacit understanding of method is rather than leave it as some unfathomable mystery They robustly defend the idea that there is such a thing as scientific method and show how this might be legitimated This book begins with the question of what methodology might mean and explores the notions of values rules and principles before investigating how methodologists have sought to show that our scientific methods are rational Part 2 of this book sets out some principles of inductive method and examines its alternatives including abduction IBE and hypothetico deductivism Part 3 introduces probabilistic modes of reasoning particularly Bayesianism in its various guises and shows how it is able to give an account of many of the values and rules of method Part 4 considers the ideas of philosophers who have proposed distinctive theories of method such as Popper Lakatos Kuhn and Feyerabend and Part 5 continues this theme by considering philosophers who have proposed naturalised theories of method such as Quine Laudan and Rescher This book offers readers a comprehensive introduction to the idea of scientific method and a wide ranging discussion of how historians of science philosophers of science and scientists have grappled with the question over the last fifty years **Epistemology and**

Science Education Roger S. Taylor,Michel Ferrari,2012-03-28 How is epistemology related to the issue of teaching science and evolution in the schools Addressing a flashpoint issue in our schools today this book explores core epistemological differences between proponents of intelligent design and evolutionary scientists as well as the critical role of epistemological beliefs in learning science Preeminent scholars in these areas report empirical research and or make a theoretical contribution with a particular emphasis on the controversy over whether intelligent design deserves to be considered a science alongside Darwinian evolution This pioneering book coordinates and provides a complete picture of the intersections in the study of evolution epistemology and science education in order to allow a deeper understanding of the intelligent design vs evolution controversy This is a very timely book for teachers and policy makers who are wrestling with issues of how to teach biology and evolution within a cultural context in which intelligent design has been and is likely to remain a

challenge for the foreseeable future **T&T Clark Handbook of Pneumatology** Daniel Castelo, Kenneth M. Loyer, 2020-09-17 This handbook provides an interdisciplinary and diverse reference work to the Holy Spirit Daniel Castelo and Kenneth M Loyer gathered together a wide range of voices that are religiously geographically and ethnically diverse bringing theology into conversation with biblical studies ethics and morality and global Christian studies The T T Clark Handbook of Pneumatology examines the Holy Spirit in a variety of sources such as the Synoptic Gospels the Catholic Epistles the Old Testament and the Hebrew Scriptures It also includes chapters on key concepts in the field such as mediation and sacramentality ecology and creation This broad scope enables readers to appreciate how nuanced the field of Pneumatology is and how it can be relevant for other Christian discourses Why Trust a Theory? Radin Dardashti, Richard Dawid, Karim Thébault, 2019-03-14 Presents a collection of essays from leading physicists philosophers and historians of science providing perspectives on the epistemic status of fundamental physics *The Past, Present, and Future of Integrated History and Philosophy of Science* Emily Herring, Kevin Jones, Konstantin Kiprijanov, Laura Sellers, 2019-05-14 Integrated History and Philosophy of Science iHPS is commonly understood as the study of science from a combined historical and philosophical perspective Yet since its gradual formation as a research field the question of how to suitably integrate both perspectives remains open This volume presents cutting edge research from junior iHPS scholars and in doing so provides a snapshot of current developments within the field explores the connection between iHPS and other academic disciplines and demonstrates some of the topics that are attracting the attention of scholars who will help define the future of iHPS **A Nice Derangement of Epistemes** John H. Zammito, 2004-02-15 Since the 1950s many philosophers of science have attacked positivism the theory that scientific knowledge is grounded in objective reality Reconstructing the history of these critiques John H Zammito argues that while so called postpositivist theories of science are very often invoked they actually provide little support for fashionable postmodern approaches to science studies Zammito shows how problems that Quine and Kuhn saw in the philosophy of the natural sciences inspired a turn to the philosophy of language for resolution This linguistic turn led to claims that science needs to be situated in both historical and social contexts but the claims of recent science studies only deepened the philosophical quandary In essence Zammito argues that none of the problems with positivism provides the slightest justification for denigrating empirical inquiry and scientific practice delivering quite a blow to the discipline postmodern science studies Filling a gap in scholarship to date A Nice Derangement of Epistemes will appeal to historians philosophers philosophers of science and the broader scientific community Kuhn's Structure of Scientific Revolutions - 50 Years On William J. Devlin, Alisa Bokulich, 2015-05-18 In 1962 the publication of Thomas Kuhn's Structure revolutionized the way one conducts philosophical and historical studies of science Through the introduction of both memorable and controversial notions such as paradigms scientific revolutions and incommensurability Kuhn argued against the traditionally accepted notion of scientific change as a progression towards the truth about nature and instead

substituted the idea that science is a puzzle solving activity operating under paradigms which become discarded after it fails to respond accordingly to anomalous challenges and a rival paradigm Kuhn's Structure has sold over 1.4 million copies and the Times Literary Supplement named it one of the Hundred Most Influential Books since the Second World War. Now fifty years after this groundbreaking work was published this volume offers a timely reappraisal of the legacy of Kuhn's book and an investigation into what Structure offers philosophical, historical and sociological studies of science in the future.

Defining Science Charles Alan Taylor, 1996. The most interesting entry point to the demarcation problem in science since Popper's seminal formulation. Steve Fuller, Professor of Sociology, Social Policy, Durham University. What is science? What isn't science? And who draws the line between them? These are rhetorical concerns as Charles A. Taylor demonstrates in this ambitious book about the theoretical and cultural underpinnings of scientific practice. By showing how boundaries between science and nonscience are rhetorically constructed and socially enforced, *Defining Science* reveals the political and philosophical significance of such distinctions. Taylor examines the traditional demarcation problem, the problem of defining the boundaries of science as an ongoing rhetorical negotiation involving a full range of historical interests and social actors, from researchers and lab technicians to governmental and industrial patrons, program administrators, political representatives, journalists and educators. His case studies of the recent debates over creationism and cold fusion clearly demonstrate how the rhetorical dynamics of science operate within different fields. In both cases presented here with concision and insight, prevailing demarcations or defining portrayals of science emerge as far more nuanced than traditional accounts allow. Taylor analyzes traditional approaches to demarcation in science in order to incorporate their insights into his larger rhetorical view. His reformulation of philosophical, historical and sociological accounts of science clearly illustrates the intellectual value of an interdisciplinary rhetoric of demarcation. Furthermore, *Defining Science* suggests how we as a community can positively influence future constructions of science and society. This book confronts what is arguably the late twentieth century's definitive problem in a provocative and interesting way. It will be of interest to anyone engaged with the question of knowledge in public life. Charles Arthur Willard, Professor and Chair of the Department of Communication, University of Louisville.

Critical Appraisal of Physical Science as a Human Enterprise Mansoor Niaz, 2009-02-07. It is generally believed that doing science means accumulating empirical data with no or little reference to the interpretation of the data based on the scientist's rhetorical framework or presuppositions. Holton (1969a) has deplored the widely accepted myth of experimenticism according to which progress in science is presented as the inexorable result of the pursuit of logically sound conclusions from unambiguous experimental data. Surprisingly, some of the leading scientists themselves, Millikan is a good example, have contributed to perpetuate the myth with respect to modern science being essentially empirical, that is, carefully tested experimental facts free of a priori conceptions leading to inductive generalizations. Based on the existing knowledge in a field of research, a scientist formulates the guiding assumptions. Laudan et al. (1988) presuppositions. Holton

1978 1998 and hard core Lakatos 1970 of the research program that constitutes the imperative of presuppositions which is not abandoned in the face of anomalous data Laudan and his group consider the following paraphrase of Kant by Lakatos as an important guideline philosophy of science without history of science is empty Starting in the 1960s this historical school has attempted to redraw and replace the positivist or logical empiricist image of science that dominated for the first half of the twentieth century Among other aspects one that looms large in these studies is that of guiding assumptions and has considerable implications for the main thesis of this monograph Chapter 2 Why Science Matters Robert W. Proctor, E. J. Capaldi, 2008-04-15 Why Science Matters Understanding the Methods of Psychological Research rises above standard research methods texts by presenting an up to date view of contemporary psychological science as it is currently understood and practiced Explores not only the procedural aspects of psychological research but also delves into the issue of how to accomplish effective science Explicates how hypotheses and theories are to be evaluated Suggests that the proper approach to devising and evaluating theories is by abduction not by induction or deduction alone Incorporates new investigatory procedures current methodologists conflicts and issues implications of the philosophy of science and a lively prose style Provides a picture of science that will engage students and expand their abilities as both scientists and psychologists

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