

Socialized Knowledge, Values and Scientific Objectivity

Traditional accounts of scientific knowledge often oppose the involvement of values in scientific practices. Their arguments usually revolve around the idea that values can impair the objectivity of science and prevent it from reaching its goal. However, Helen E. Longino (2004) argues that the ideal of a value-free science is possible neither practically nor in principle. She then goes on to show through her social account of knowledge that values can in fact help realize the scientific agenda. I agree with Longino that her overall account not only provides us with a new philosophical conception of science in place of the value-free ideal, but its recognition and appreciation can also improve the fruitfulness of scientific activities.

Longino's rejection of the value-free ideal and her conception of a social account of knowledge begins with an analysis of the underdetermination problem. The underdetermination thesis as classically understood is that empirical data does not determine one unique scientific theory to explain the data, but there could be multiple theories that are empirically equivalent but inconsistent among themselves. This is different from the problem of induction as the latter has to do with "a generalization and its instances", whereas the former applies to theoretical statements that are neither a mere generalization of the data nor identical to observation statements in terms of their content (Longino 2002, 125). A very simplistic example is the following: Imagine that we have given some mathematical and geometric puzzles to 1000 male and 1000 female individuals around the age of 45 from different districts of Istanbul, and the results show that the males scored slightly higher than the females. If we link this data to the theory that the average male is likely to score higher than the average female on mathematical and geometric puzzles, then we will have a problem of induction. But if we come up with the theories that (T1) the result of our test stems from the difference between the nurturing and education of males and females, or (T2) the result of

Scientific Knowledge Socialized

**Olga Pombo, Klaus Gärtner, Jorge
Jesuíno**



Scientific Knowledge Socialized:

Scientific Knowledge Socialized Imre Hronszky, 1988 **Cognitive Semantics and Scientific Knowledge** András Kertész, 2004-04-29 The book focuses on the question of how and to what extent cognitive semantic approaches can contribute to the new field of the cognitive science of science The argumentation is based on a series of instructive case studies which are intended to test the prospects and limits of the metascientific application of both holistic and modular cognitive semantics The case studies show that while cognitive semantic research is able to solve problems which have traditionally been the domain of the philosophy of science it also encounters serious limits The prospects and the limits thus revealed suggest new research topics which in future can be tackled by cognitive semantic approaches to the cognitive science of science **Socializing Epistemology** Frederick F. Schmitt, 1994 In this wide ranging collection of never before published essays distinguished scholars in the fields of philosophy and economics examine such questions as whether testimony is a basic source of knowledge the degree to which notions of a good argument are determined by speakers and their audiences the role of individual biases in the development of science and the social aspects of group belief and group justification The collection ends with the first comprehensive bibliography of social epistemology **Correlates of Socialization** Jayasree, 1999 Contents Introduction Related Literature Method of Investigation Analysis of Data Findings and Discussion Executive Summary **ECKM 2017 18th European Conference on Knowledge Management** Academic Conferences and Publishing Limited, 2017 *Alterity, Values, and Socialization* Angela Uchoa Branco, Maria Cláudia Lopes-de-Oliveira, 2017-12-05 This book elaborates on issues regarding alterity values and human development in different educational contexts serving from young children to adolescents to adults and it claims for the need of educational contexts to consider their responsibilities regarding the development of the sociomoral dimension of human beings The authors experienced theorists and researchers sharing a cultural psychological perspective provide a fresh understanding of educational institutions and elaborate on how initiatives aiming at promoting dialogical practices and ethical orientation within educational contexts can be productive They provide teachers researchers psychologists and parents as well as the general public with useful knowledge in order to contribute to theoretical and practical advances concerning education and human development Practicing Feminisms, Reconstructing Psychology Jill G Morawski, 2025-10-01 *Practicing Feminisms Reconstructing Psychology* is a valuable survey of developments to date in feminist psychology and a provocative assessment of its future possibilities For many psychologists engaged with the questions raised by modern feminist the reconciliation of scientific methods and feminist commitments has been a complicated and sometimes perplexing project In her book Jill Morawski attempts to move beyond the apparent impasses toward a constructive feminist psychology The book assesses the substantive advances feminist psychology has made and proposes ways in which those transformations can lead to new research and methodologies These transformative interventions Morawski argues have often consisted of local and partial

alterations to established methods rather than a programmatic metatheory or a formulaic methodology She reviews a variety of exemplary studies that demonstrate how such intermittent practices taken together constitute a groundword for radically new forms of psychological inquiry The study describes feminist challenges to long held conceptions of objectivity subjectivity and validity and examines emergent problems and ongoing debates The feminist innovations discussed reveal the impossibility of a pure and abstract objective stance and demonstrate the feasibility of situated and critical objective practices Morawski also shows how experimental investigative strategies are generating new perspectives on subjectivity which incorporate agency as well as dependence reflection as well as reactivity Feminist inquiry is modifying the procedures through which knowledge is warranted with different evaluations of validation processes Despite the transformations in these areas the pursuit of a feminist psychology remains in transition in a liminal space Among the emerging issues Morawski explores are vicissitudes of reflexivity the investigator's self and the cultural bases of psychological knowledge

Academic Socialization of Young Black and Latino Children Susan Sonnenschein, Brook E. Sawyer, 2018-12-11 This book offers a strengths based family focused approach to improving the educational performance and school experience of struggling Black and Latino students The book discusses educational challenges faced by low income families of color and the different strengths within Black and Latino family life that can affect these challenges It focuses building on these strengths within the children's home environments that can serve as a foundation for subsequent learning The chapters describe a wide range of family practices and beliefs including development of interventions to support families that promote early language and literacy early mathematics and social skills The chapters also present quantitative and or qualitative studies using a strengths based approach to parents socialization of their children's early academic skills Topics featured in this book include Latino and Black parental resources investments and beliefs Academic socialization in the homes of Black and Latino preschool children Development of culturally informed interventions to promote children's school readiness skills Family school partnerships as a tool for improving educational opportunities Directions for future research Academic Socialization of Young Black and Latino Children is a must have resource for researchers educators clinicians and related professionals and graduate students in diverse fields including education developmental and school psychology family studies counseling psychology and social work and sociology of culture

Denationalizing Science E. Crawford, T. Shinn, Sverker Sörlin, 2013-06-29 Present trends indicate that in the years to come transnational science whether basic or applied and involving persons equipment or funding will grow considerably The main purpose of this volume is to try to understand the reasons for this denationalization of science its historical contexts and its social forms The Introduction to the volume sets out the socio political intellectual and economic contexts for the nationalization and denationalization of the sciences processes that have extended over four centuries The articles examine the specific conditions that have given rise to the growth of transnational science in the 20th century Among these are the need for cognitive and technical standardization of

scientific knowledge products pressure toward cost sharing of large installations such as CERN the voluntary and involuntary migration of scientists and the global market for R D products that has emerged at the end of the century The volume raises many new questions for research by historians and sociologists of science and poses problems that are of concern both to scientists and science policy makers

The Scientific Revolution Revisited Mikuláš Teich, 2015-04-20 The Scientific Revolution Revisited brings Mikul Teich back to the great movement of thought and action that transformed European science and society in the seventeenth century Drawing on a lifetime of scholarly experience in six penetrating chapters Teich examines the ways of investigating and understanding nature that matured during the late Middle Ages and the Renaissance charting their progress towards science as we now know it and insisting on the essential interpenetration of such inquiry with its changing social environment The Scientific Revolution was marked by the global expansion of trade by European powers and by interstate rivalries for a stake in the developing world market in which advanced medieval China remarkably did not participate It is in the wake of these happenings in Teich's original retelling that the Thirty Years War and the Scientific Revolution emerge as products of and factors in an uneven transition in European and world history from natural philosophy to modern science feudalism to capitalism the late medieval to the early modern period With a narrative that moves from pre classical thought to the European institutionalisation of science and a scope that embraces figures both lionised and neglected such as Nicole Oresme Francis Bacon Thomas Hobbes Isaac Newton Ren Descartes Thaddeus Hagecius Johann Joachim Becher The Scientific Revolution Revisited illuminates the social and intellectual sea changes that shaped the modern world

Theory and Practice in the Interdisciplinary Production and Reproduction of Scientific Knowledge Olga Pombo, Klaus Gärtner, Jorge Jesuino, 2023-01-10 This book addresses the urgent need for a large and systematic analysis of current interdisciplinary ID research and practice It demonstrates how ID is essentially a cognitive phenomenon something different from the frivolous and inconsequential attempt of trying to overcome the disciplinary competencies and exigencies By ID the authors show that it is a manifestation of the transversal rationality that underlies current scientific activity It is the very progress of specialized disciplines that requires interdisciplinary new research practices and new forms of articulation between domains something that has a strong impact on the traditional disciplinary structure of scientific and educational institutions Divided into two parts the book presents a conceptual framework as well as several case studies on ID practices The book aims at covering three main themes It contributes to the stabilization of ID meaning and characterizes the main ID theorizations which have been proposed until now It builds an innovative and broad understanding of the several ID determinations as an essentially cognitive phenomenon and of its institutional implications at the level of disciplinary structures and curricular organization Finally it distinguishes and maps the diversity of ID procedures and practices which are being used and tested by contemporary scientific and educational institutions This book is addressed to philosophers scientists and every one interested in science production and reproduction including science

teaching **The Concept of Scientific Law in the Philosophy of Science and Epistemology** Igor Hanzel,2013-03-14
The author argues that a reconstruction of scientific laws should give an account of laws relating phenomena to underlying mechanisms generating them as well as of laws relating this mechanism to its inherent capacities While contemporary philosophy of science deals only with the former the author provides the concept for the reconstruction of scientific laws where the knowledge of the phenomena enables one to grasp the quantity of their cause He then provides the concepts for scientific laws dealing with the relation of the quantity and quality of the cause underlying phenomena to the quality and quantity of its capacities Finally he provides concepts for scientific laws expressing how a certain cause due to the quantity and quality of its capacities generates the quantitative and qualitative determinations of its manifestations The book is intended for philosophers of science and philosophers of social science as well as for natural and social scientists

Transforming Social Representations S. Caroline Purkhardt,2015-06-19 Common sense by definition is familiar to us all Science for some of us is more remote yet it is not always clear what the connections are between these two ways of seeing the world In this title originally published in 1993 the author explores several related themes in social psychology to elucidate the way we understand the social construction of knowledge and the means by which we change social reality From the perspective of a critique of social representations theory the author argues that this necessitates a change of viewpoint from the individualistic and mechanistic assumptions of Cartesian science to the social and evolutionary perspective of a Hegelian framework This not only emphasizes the cultural and historical dimensions of social phenomena but also illuminates the social and dynamic nature of individuals As a consequence the discipline of social psychology must itself be transformed recognizing the active participation of scientists in the social construction of scientific knowledge This title will be of interest to those working in social psychology history and philosophy of science and sociology **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 *The Function of Socialization in Social Evolution* Ernest Watson Burgess,1916 **Teacher Socialization in Physical Education** K. Andrew R. Richards,Karen

Lux Gaudreault, 2016-12-08 Socialization is a complex process which has a profound effect on how we experience teaching and learning. The study of teachers' lives and careers through the lens of occupational socialization theory has a rich history in physical education. However, as the social and political climates surrounding education have changed, so have the experiences of teachers. This book pushes beyond traditional perspectives to explore alternative and innovative approaches to socialization. Written by a team of leading international physical education scholars, this is the first edited collection of scholarship on teacher socialization to be published in more than two decades. Divided into five parts, the book provides a review of current knowledge on teacher socialization in school settings as well as suggestions for different approaches to understanding teacher socialization and recommendations for future directions for studying teachers' lives and careers. A testament to what is known and what still needs to be learned about the lived experiences of physical educators, *Teacher Socialization in Physical Education: New Perspectives* provides valuable insights for all physical education students, teachers, and instructors. — *Ernan McMullin and Critical Realism in the Science-Theology Dialogue* Dr Paul L. Allen, 2013-05-28

Scientists, philosophers, and theologians have wrestled repeatedly with the question of whether knowledge is similar or different in their various understandings of the world and God. Although agreement is still elusive, the epistemology of critical realism associated with Ian Barbour, John Polkinghorne, and Arthur Peacocke remains widely credible. Relying on the lifetime work of philosopher Ernan McMullin, this book expands our understanding of critical realism beyond a permanent stand-off between the subjective and objective, whether in science or theology. Critical realism illuminates the subject and the objectively known simultaneously. Responding to criticisms made against it, this book defends critical realism in science and theology with a specific role to play in our understanding of God. — *Experiment and the Making of Meaning* D.C.

Gooding, 2012-12-06 the topic of meaning is the one topic discussed in philosophy in which there is literally nothing but theory. Literally nothing that can be labelled or even ridiculed as the common sense view. Putnam, *The Meaning of Meaning*. This book explores some truths behind the truism that experimentation is a hallmark of scientific activity. Scientists' descriptions of nature result from two sorts of encounter: they interact with each other and with nature. Philosophy of science has by and large failed to give an account of either sort of interaction. Philosophers typically imagine that scientists observe, theorize, and experiment in order to produce general knowledge of natural laws, knowledge which can be applied to generate new theories and technologies. This view bifurcates the scientist's world into an empirical world of pre-articulate experience and know-how and another world of talk, thought, and argument. Most received philosophies of science focus so exclusively on the literary world of representations that they cannot begin to address the philosophical problems arising from the interaction of these worlds: empirical access as a source of knowledge, meaning and reference, and of course realism. This has placed the epistemological burden entirely on the predictive role of experiment, because it is argued that testing predictions is all that could show that scientists theorizing is constrained by nature. Here a purely literary approach contributes to its own

demise The epistemological significance of experiment turns out to be a theoretical matter cruciality depends on argument not experiment **The Graduate School as a Socializing Agency** Louise Elizabeth Merz, 1961 **The Scientific Enterprise** Edna Ullmann-Margalit, 2012-12-06 The volume before us is the fourth in the series of proceedings of what used to be the Israel Colloquium for the History Philosophy and Sociology of Science This Colloquium has in the meantime been renamed It now bears the name of Yehoshua Bar Hillel 1915 1975 Bar Hillel was an eminent philosopher of science language and cognition as well as a fearless fighter for enlightenment and a passionate teacher who had a durable influence on Israeli philosophical life The essays collected in this volume have of course this much in common that they are all in of and pertaining to science They also share the property of having all been delivered before live and often lively audiences in Jerusalem and in Tel Aviv in the years 1984 1986 As is customary in the volumes of this series the essays and commentaries presented here are intended to strike a rather special balance between the disciplines to which the Colloquium is dedicated The historical and sociological vantage point is addressed in Kramnick s and Mali s treatment of Priestley in Vickers and Feldhay s studies of the Renaissance occult and in Warnke s and Barasch s work on the imagination From a philosophical angle several concepts all material to the methodology of science are taken up rule following by Smart and Margalit analysis by Ackerman explanation by Taylor and the role of mathematics in physics by Levy Leblond and Pitowsky

Unveiling the Power of Verbal Art: An Psychological Sojourn through **Scientific Knowledge Socialized**

In a global inundated with monitors and the cacophony of instantaneous conversation, the profound power and psychological resonance of verbal artistry frequently diminish into obscurity, eclipsed by the regular assault of noise and distractions. Yet, set within the musical pages of **Scientific Knowledge Socialized**, a captivating perform of literary brilliance that impulses with organic thoughts, lies an remarkable journey waiting to be embarked upon. Published by way of a virtuoso wordsmith, this exciting opus courses readers on a psychological odyssey, delicately exposing the latent possible and profound influence embedded within the complicated internet of language. Within the heart-wrenching expanse with this evocative evaluation, we will embark upon an introspective exploration of the book is central themes, dissect its interesting writing design, and immerse ourselves in the indelible effect it leaves upon the depths of readers souls.

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