

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

John C. Weidman, Linda DeAngelo



Scientific Knowledge Socialized:

Scientific Knowledge Socialized Imre Hronszky, 1988 *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 **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 Function of Socialization in Social Evolution** Ernest Watson Burgess, 1916 *Science without Myth*

Sergio Sismondo, 1996-01-01 This philosophical introduction to and discussion of social and political studies of science argues that scientific knowledge is socially constructed *Socialization in Higher Education and the Early Career* John C.

Weidman, Linda DeAngelo, 2020-02-17 This book celebrates the contributions of John Weidman and his colleagues to the understanding of student socialization in higher education It includes innovative chapters reflecting new approaches to higher education student socialization with respect to students of color gender STEM and students in higher education systems outside the USA Specifically the book examines socialization between and within in a range of groups including national international and minority students parents doctoral students early career faculty and scholarly practitioners The book assesses methodological approaches and suggests directions for reformulating theory and practice Using sociological perspectives to address issues and concerns at both the undergraduate and graduate levels the book gives renewed life to

the college impact literature It includes revisions and expansions of the original Weidman frameworks based on the synthesis of existing research with new work reflecting unique perspectives by a variety of authors John Weidman has been an indisputable force in the study and understanding of student socialization in higher education This new book by Weidman and his coeditor Linda DeAngelo represents an undeniably significant and welcomed expansion of the original Weidman model of student socialization In updating and revising the original model chapter authors give attention to various contemporary issues such as student diversity gender differences early career experiences and internationalism Whether one samples only some of the articles that constitute this book or reads all of them the professional payoff will be substantial Kenneth A Feldman Professor of Sociology Stony Brook University John Weidman has made a number of groundbreaking contributions to our understanding of student socialization in postsecondary education This book edited with Linda DeAngelo brings together a group of fine scholars whose contributions will push our understanding even further It is a significant addition to the college impact literature Ernest T Pascarella Petersen Chair in Higher Education University of Iowa

Socializing Intelligence Through Academic Talk and Dialogue Lauren Resnick,Christa Asterhan,Sherice

Clarke,2015-04-19 Socializing Intelligence Through Academic Talk and Dialogue focuses on a fast growing topic in education research Over the course of 34 chapters the contributors discuss theories and case studies that shed light on the effects of dialogic participation in and outside the classroom This rich interdisciplinary endeavor will appeal to scholars and researchers in education and many related disciplines including learning and cognitive sciences educational psychology instructional science and linguistics as well as to teachers curriculum designers and educational policy makers **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 **Socialization** Rosalba Morese,Sara

Palermo,Juri Nervo,2018-06-20 This is the first book that highlights how socialization is experienced as being a complex concept in everyday life in various countries of the world The book represents the first attempt to provide an original and multidimensional definition of socialization that takes into account the contribution of different disciplines such as philosophy psychology sociology education and even architecture to underline its importance as a key aspect of human experience Therefore it represents an extraordinary opportunity to outline new horizons in the field **Correlates of Socialization**

Jayasree,1999 Contents Introduction Related Literature Method of Investigation Analysis of Data Findings and Discussion Executive Summary **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 *Encyclopedia of the Sciences of Learning* Norbert M. Seel,2011-10-05 Over the past century educational psychologists and researchers have posited many theories to explain how individuals learn i e how they acquire organize and deploy knowledge and skills The 20th century can be considered the century of psychology on learning and related fields of interest such as motivation cognition metacognition etc and it is fascinating to see the various mainstreams of learning remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology Beyond folk psychology and its na ve theories of learning psychological learning theories can be grouped into some basic categories such as behaviorist learning theories connectionist learning theories cognitive learning theories constructivist learning theories and social learning theories Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines such as philosophy and epistemology education information science biology and as a result of the emergence of computer technologies especially also in the field of computer sciences and artificial intelligence As a consequence machine learning struck a chord in the 1980s and became an important field of the learning sciences in general As the learning sciences became more specialized and complex the various fields of interest were widely spread and separated from each other as a consequence even presently there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely The Encyclopedia of the Sciences of Learning provides an up to date broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields including relevant areas of instruction pedagogy cognitive sciences and especially machine learning and knowledge engineering This modern compendium will be an indispensable source of information for scientists educators engineers and technical staff active in all fields of learning More specifically the Encyclopedia provides fast access to the most relevant theoretical terms provides up to date broad and authoritative coverage of the most important theories within the various fields of the learning sciences and adjacent sciences and communication technologies supplies clear and precise explanations of the theoretical terms cross references to related entries and up to date references to important

research and publications The Encyclopedia also contains biographical entries of individuals who have substantially contributed to the sciences of learning the entries are written by a distinguished panel of researchers in the various fields of the learning sciences

Socializing Metaphysics Frederick F. Schmitt, 2004-09-01 Human life is conducted within a network of social relations social groups and societies Grasping the implications of that fact starts with understanding social metaphysics Social metaphysics provides a foundation for social theory as well as for social epistemology philosophy of language philosophy of mind action theory ethics and political philosophy This volume will interest anyone concerned with mind action or the foundations of social theory Socializing Metaphysics supplies diverse answers from a broad array of voices to the basic questions of social metaphysics What is it for human beings to stand in social relations or form social groups Do these relations and groups bring about something above and beyond the individuals involved Is there any sense to the notion of a human being apart from social relations How can an individual achieve autonomy within a society In what sense are human kinds like race and gender socially constructed The answers are found within

Integrating History and Philosophy of Science Seymour Mauskopf, Tad Schmaltz, 2011-09-06 Though the publication of Kuhn's Structure of Scientific Revolutions seemed to herald the advent of a unified study of the history and philosophy of science it is a hard fact that history of science and philosophy of science have increasingly grown apart Recently however there has been a series of workshops on both sides of the Atlantic called HPS intended to bring historians and philosophers of science together to discuss new integrative approaches This is therefore an especially appropriate time to explore the problems with and prospects for integrating history and philosophy of science The original essays in this volume all from specialists in the history of science or philosophy of science offer such an exploration from a wide variety of perspectives The volume combines general reflections on the current state of history and philosophy of science with studies of the relation between the two disciplines in specific historical and scientific cases

Greek Studies in the Philosophy and History of Science P. Nicolacopoulos, 2012-12-06 Our Greek colleagues in Greece and abroad must know indeed they do know how pleasant it is to recognize the renaissance of the philosophy of science among them with this fine collection Classical and modern technical and humane historical and logical admirably original and respectfully traditional these essays will deserve close study by philosophical readers throughout the world Classical scholars and historians of science likewise will be stimulated and the historians of ancient as well as modern philosophers too Reviewers might note one or more of the contributions as of special interest or as subject to critical wrestling that ancient tribute we will simply congratulate Pantelis Nicolacopoulos for assembling the essays and presenting the book and we thank the contributors for their works and for their happy agreement to let their writings appear in this book

R S C xi INTRODUCTION REMARKS Neither philosophy nor science is new to Greece but philosophy of science is There are broader socio historical and more specific academic reasons that explain to a satisfactory degree both the under development of philosophy and history of science in Greece until recently and its recent development to international

standards It is perhaps not easy to have in mind the fact that the modern Greek State is only 160 years old during quite a period of which it was considerably smaller than it is today its present territory having been settled after World War II

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 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

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

Kuhn's Legacy Bojana Mladenović, 2017-09-05 Thomas Kuhn's *The Structure of Scientific Revolutions* is one of the most important books of the twentieth century Its influence reaches far beyond the philosophy of science and its key terms such as paradigm shift normal science and incommensurability are now used in both academic and public discourse without any reference to Kuhn However Kuhn's philosophy is still often misunderstood and underappreciated In Kuhn's *Legacy* Bojana Mladenović offers a novel analysis of Kuhn's central philosophical project focusing

on his writings after Structure Mladenovi argues that Kuhn's historicism was always coupled with a firm and consistent antirelativism but that it was only in his mature writings that Kuhn began to systematically develop an original account of scientific rationality She reconstructs this account arguing that Kuhn sees the rationality of science as a form of collective rationality At the purely formal level Kuhn's conception of scientific rationality prohibits obviously irrational beliefs and choices and requires reason responsiveness as well as the uninterrupted pursuit of inquiry At the substantive historicized level it rests on a distinctly pragmatist mode of justification compatible with a notion of contingent but robust scientific progress Mladenovi argues that Kuhn's epistemology and his metaphilosophy both represent a creative and fruitful continuation of the tradition of American pragmatism Kuhn's Legacy demonstrates the vitality of Kuhn's philosophical project and its importance for the study of the philosophy and history of science today

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

Socializing-integrating Activities for Kindergarten and Grades 1-6 Saint Louis (Mo.). Board of Education,1926

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