

Literature List

PEA462 Theory of Science (7,5 ECTS)

Fall 2023

MAIN READINGS (COMPULSORY READING)

ALLEA (All European Academies). (2017). *European Code of Conduct for Research Integrity*. ALLEA. Retrieved from <https://www.allea.org/wp-content/uploads/2017/05/ALLEA-European-Code-of-Conduct-for-Research-Integrity-2017.pdf>

Anderson, E. (2017). Feminist Epistemology and Philosophy of Science. In E. Zalta (ed.) *The Stanford Encyclopedia of Philosophy* (Spring 2017 Edition). Retrieved from <https://plato.stanford.edu/archives/spr2017/entries/feminism-epistemology/>

Attewell, P. (1990). What Is Skill? *Work and Occupations*, 17(4): 442–48.

Bentley, M. (1998). Constructivism as a referent for reforming science education. In M. Larochelle, N. Bednarz & J. Garrison (Eds.), *Constructivism and Education* (pp. 233-249). Cambridge University Press.

Biesta, G.J.J. (2009). How to Use Pragmatism Pragmatically? Suggestions for the Twenty-First Century. *Education and Culture* 25(2): 34-45.

Call-Cummings, M. & Hook, M.R. (2015). Endorsing empowerment? A critical comparative study of peace education in Jamaica and Peru. *Journal of Peace Education*, 12(1): 92-108.

Comte, A. (2009). Account of the aim of this work–View of the nature and importance of the positive philosophy. In H. Martineau (Trans.), *The Positive Philosophy of Auguste Comte* (pp. 1-17). Cambridge University Press.

Gadamer, H-G. (1977). Semantics and Hermeneutics. In *Philosophical Hermeneutics* (pp. 82-94). University of California Press.

Guhin, J. (2021). Why Study Schools? In S. Abrutyn & O. Lizardo (Eds.), *Handbook of Classical Sociological Theory* (pp. 381–397). Springer.

Kingston, K. L., Luke, B., Furneaux, C., Alderman, L. (2022). A Reflection on Critical Methodology: Accountability and Beneficiary Participative Evaluation in Third Sector Research. *Voluntas*, 33: 1148-1155.

- Lueger, M. & Vettori, O. (2014). Finding meaning in higher education: a social hermeneutics approach to higher education research. *Theory and Method in Higher Education Research*, 10: 23-42.
- Oakley, A. (1998). Gender, Methodology and People's Ways of Knowing: Some Problems with Feminism and the Paradigm Debate in Social Science. *Sociology*, 32(4): 707–731.
- Roth, K. (2009). Some thoughts for a new critical language of education. *Philosophy and Social Criticism*, 35(6): 685-703.
- van Zanten, A. (2013). A Good Match: Appraising Worth and Estimating Quality in School Choice. In J. Beckert & C. Musselin (Eds.), *Constructing Quality: The Classification of Goods in Markets* (pp. 77–99). Oxford University Press.
- Von Glaserfeld, E. (1998). Why constructivism must be radical. In M. Larochelle, N. Bednarz & J. Garrison (Eds.) *Constructivism and Education* (pp. 23-28). Cambridge University Press.

Optional readings

Specific optional readings will be offered during the respective course lectures and seminars.

Relevant general collections and resources (all available as e-resource via Stockholm University Library):

The Oxford Handbook of Philosophy of Education (Handbook)

SAGE Handbook of Social Theory (Handbook)

SAGE Handbook of the Philosophy of Social Sciences (Handbook)

Theory and Society (Journal)