

Literature List

PEA462 Theory of Science (7,5 ECTS)

Autumn 2021

Main Reading (Compulsory reading)

- Anderson, Elizabeth, "Feminist Epistemology and Philosophy of Science", *The Stanford Encyclopedia of Philosophy* (Spring 2017 Edition), Edward N. Zalta (ed.)
<https://plato.stanford.edu/archives/spr2017/entries/feminism-epistemology/> 2. Feminist Standpoint Theory (app. 4 pages)
- Bentley, Michael, "Constructivism as a referent for reforming science education", in Larochelle, Marie; Bednarz, Nadine & Garrison, Jim (eds.). (1998). *Constructivism and Education*. Cambridge: Cambridge University Press, pp. 233-249.
- Comte, Auguste (2000). *The Positive Philosophy*. Batoche Books. Chapter 1 "The importance of the Positive Philosophy", pp.27-42
- Gadamer, Hans-Georg (1977). *Philosophical Hermeneutics*. London: University of California Press. Chapter 6 "Semantics and Hermeneutics, pp.82-94
- Kim, J. & So, K. (2018). "Understanding the 'Other': Rethinking Multiculturalism in South Korea through Gadamer's Philosophical Hermeneutics", *International Journal of Multicultural Education*, Vol. 20, No.1, pp.102-117
- Kincaid, H. (2020). Concrete Ontology: Comments on Lauer, Little, and Lohse. *Philosophy of the Social Sciences*.
- Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2017). Paradigmatic Controversies, Contradictions, and Emerging Confluences, Revisited. *The SAGE Handbook of Qualitative Research*, 108.
- Lueger, Manfred & Vettori, Oliver (2014), "Finding meaning in higher education: a social hermeneutics approach to higher education research", *Theory and Method in Higher Education Research*, Vol 10, pp.23-42
- Markie, Peter, "Rationalism vs. Empiricism", *The Stanford Encyclopedia of Philosophy* (Summer 2015 Edition), Edward N. Zalta (ed.),
<https://plato.stanford.edu/archives/sum2015/entries/rationalism-empiricism/> Introduction 1: 1.1; 1.2 (app. 5 pages)

Department of Education

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. <https://doi.org/10.1177/0038038598032004005>

Roth, Klas. (2009). "Some thoughts for a new critical language of education", *Philosophy and Social Criticism*, vol. 35, No. 6, pp.685-703

Von Glaserfeld, Ernst, "Why constructivism must be radical", in Larochelle, Marie; Bednarz, Nadine & Garrison, Jim (eds.). (1998). *Constructivism and Education*. Cambridge: Cambridge University Press, pp. 23-28

Optional Readings

Will be provided at course start.