



## Theory of Science II, 2.5 ECTS

### **Ladok Code: FBIVE02**

**Established:** This syllabus is established by the Research and Education Board 2015-11-02

**Version:** 2

**Valid from:** Autumn 2015

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**National research area:** 1391 Library and Information Science

**Education Cycle:** Third cycle (Ph.D. Education)

**Prerequisites:** Bachelor's Degree or the equivalent, Theory of Science I, 5 ECTS. Priority is given to Ph.D. students.

### **Learning outcomes**

After finishing the course the students should be able to

- discuss differences between various historical and current philosophical and sociological positions concerning epistemology and scientific practice
- compare various elaborations on key ideas and concepts within theory of science
- evaluate different theories of scientific method
- construct an outline for a theoretical framework applicable to current PhD student work

### **Contents**

Theory of science is a broad research area including a number of diverse themes. The course focuses on some of these. The aim is to deepen and strengthen understandings of content introduced in Theory of Science I, 5 ECTS.

### **Teaching forms**

Teaching is conducted in the form of individual tasks, and seminars. Teaching is conducted in English.

### **Examination forms**

The course is examined through an essay which is discussed in a seminar.

### **Grades**

ECTS is used as the grade scale.

### **Course literature and other teaching material**

Godfrey-Smith, P. (2003). *Theory and reality*. Chicago and London: University of Chicago Press (288 pages)

Pritchard, D. (2013). *What is this thing called knowledge?* 3<sup>rd</sup> edition. London: Routledge. (232 pages)

Sismondo, S. (2009). *An introduction to science and technology studies*. 2<sup>nd</sup> edition. Oxford: Blackwell publishing. (205 pages)



HÖGSKOLAN I BORÅS  
VETENSKAP FÖR PROFESSION

Syllabus

2015-11-02

Research and Education Board

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**Students influence and evaluation**

Students opinions about course are collected systematically and regularly through oral discussion or/and in written form. The evaluation results are presented to the students. The evaluation result serves as a basis for further course development.

See also *Policy for course evaluation* (Policy för kursutvärdering, Högskolan i Borås 2005-06-07, dnr 56-02-10).