



Table 2. Course description

*The table needs to be copied for each course

1. GENERAL INFORMATION			
1.1. Course teacher	Assistant Professor Marina Novina	1.6. Year of the study programme	
1.2. Name of the course	Sociological and Psychological Aspects of Science	1.7. Credits (ECTS)	3 ECTS
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30 + 0 + 0
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate, graduate	1.9. Expected enrolment in the course	About 20 students
1.5. Status of the course	Elective course	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION			
2.1. Course objectives	To acquaint students with the origin and development of sociology and psychology of science, with basic concepts of sociology and psychology of science and with sociological and psychological aspects of science. To train students to recognize and distinguish different aspects of science, and to argue for or against different concepts of science based on the literature read.		
2.2. Course enrolment requirements and entry competences required for the course	-		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Describe the fundamental problems dealt with by different philosophical disciplines, define them and reproduce them using philosophical concepts.</p> <p>Compare different philosophical directions and identify cause-and-effect relationships that have led to philosophical thought formation throughout history.</p> <p>Distinguish the subject of philosophy from other scientific disciplines and distinguish philosophical disciplines.</p> <p>Connect philosophical ideas and teachings with the philosophers to whom they belong.</p> <p>Form arguments in everyday and scientific use based on the literature read.</p> <p>Develop critical thinking.</p>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>List and define the basic concepts and problems of sociology and psychology of science.</p> <p>To compare different sociological and psychological concepts of science and to identify the cause-and-effect relationships that led to such concepts.</p>		



	<p>Distinguish and explain the philosophical, sociological and psychological aspects of science. To connect different concepts of science with the philosophies, sociologists and psychologists to which they belong. Critically question different conceptions of science and, based on the literature read, form arguments for your own point of view about science as a subject of philosophical, sociological and psychological research</p>																																	
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Introduction to the course; Science about science? 2. Philosophy of science on aspects of science 3. Development of sociology of science and sociological aspects of science 4. Sociology of science – R. Merton 5. Sociology of science – strong program 6. Sociology of science - Steven Shapin; Bruno Latour 7. Sociology of science – social structure of science 8. Sociology of science – T. Khun 9. Development of psychology of science and psychological aspects of science 10. Psychology of science – biological psychology and science 11. Psychology of science – developmental psychology and science 12. Psychology of science – cognitive psychology and science 13. Psychology of science – personality psychology and science 14. Social psychology and science 15. What do scientists say? 																																	
<p>2.6. Format of instruction:</p>	<p>X lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work</p>	<p>X independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>																															
<p>2.8. Student responsibilities</p>	<p>Regular class attendance (min. 80% attendance for signatures), and preparation for classes (independent assignments) and class activity.</p>																																	
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</p>	<table border="1"> <tr> <td><u>Class attendance</u></td> <td>1 ECTS</td> </tr> <tr> <td>Experimental work</td> <td></td> </tr> <tr> <td>Essay</td> <td></td> </tr> <tr> <td>Tests</td> <td></td> </tr> <tr> <td>Written exam</td> <td></td> </tr> </table>	<u>Class attendance</u>	1 ECTS	Experimental work		Essay		Tests		Written exam		<table border="1"> <tr> <td>Research</td> <td></td> </tr> <tr> <td>Report</td> <td>1 ECTS</td> </tr> <tr> <td>Seminar essay</td> <td></td> </tr> <tr> <td><u>Oral exam</u></td> <td>1 ECTS</td> </tr> <tr> <td>Project</td> <td></td> </tr> </table>	Research		Report	1 ECTS	Seminar essay		<u>Oral exam</u>	1 ECTS	Project		<table border="1"> <tr> <td>Practical training</td> <td></td> </tr> <tr> <td>(other)</td> <td></td> </tr> <tr> <td>(other)</td> <td></td> </tr> <tr> <td>(other)</td> <td></td> </tr> <tr> <td>(other)</td> <td></td> </tr> </table>	Practical training		(other)		(other)		(other)		(other)		
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<p>2.10. Grading and evaluating student</p>	<p>Class activity 10% of the grade; independent assignments (report) 30% of the grade; oral exam 60% of the grade.</p>																																	



work in class and at the final exam			
	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	Godfery-Smith, P. (2003). <i>Theory and Reality: An Introduction to the Philosophy of Science</i> . Chicago University Press (izabrana poglavlja).		+
	Gregory J. Feist (2008). <i>The psychology of science and the origins of the scientific mind</i> . Yale University Press (izabrana poglavlja).		+
	Lee Smolin (2006). <i>The Trouble with Physics</i> . Boston: A Mariner Book (izabrana poglavlja).		+
2.12. Optional literature (at the time of submission of study programme proposal)	<p>Bloor, David (1991). <i>Knowledge and social imagery</i>. University of Chicago Press</p> <p>Calhoun, C. (ed) (2010). <i>Robert K. Merton: Sociology of Science and Sociology as Science</i>. Columbia University Press.</p> <p>Downes, S. M. (1993). Socializing Naturalized Philosophy of Science. <i>Philosophy of Science</i> 60:452–68.</p> <p>Feist, G., Gorman, M. (ur). (2012). <i>Handbook of the Psychology of Science</i>. Springer.</p> <p>Galton, F. (1874). <i>English Men of Science: Their Nature and Nurture</i>. Macmillan & Co.</p> <p>Gholson, B. i dr. (ur) (1989). <i>Psychology of Science: Contributions to Metascience</i>. Cambridge University Press.</p> <p>Goldman, Alvin I. (1999). <i>Knowledge in a Social World</i>. Oxford: Oxford University Press.</p> <p>Hull, David L. (1988). <i>Science as a Process: An Evolutionary Account of the Social and Conceptual Development of Science</i>. Chicago: University of Chicago Press.</p> <p>Kitcher, P. (1993). <i>The Advancement of Science</i>. Oxford: Oxford University Press.</p> <p>Kitcher, P. (1981). Explanatory Unification. <i>Journal of Philosophy</i> 48:507–31.</p> <p>Mahoney, M. J. (1979). Psychology of the Scientist: An Evaluative Review. <i>Social Studies of Science</i> 9(3):349-375</p> <p>Maslow, A. H. (2002). <i>The Psychology of Science: A Reconnaissance</i>. Maurice Bassett Publishing.</p> <p>Merton, R. K., Storer, N. W. (ed.) (1979). <i>The Sociology of Science: Theoretical and Empirical Investigations</i>. University of Chicago Press</p> <p>Shapin, S. (1994). <i>A Social History of Truth: Civility and Science in Seventeenth-Century England</i>. University of Chicago Press.</p>		



	<p>Shapin, S. (1982). <i>History of Science and Its Sociological Reconstructions</i>. <i>History of Science</i> 20:157–211.</p> <p>Shapin, S. (1996). <i>The Scientific Revolution</i>. Chicago: University of Chicago Press.</p> <p>Shapin, S., Schaffer, S. (1985). <i>Leviathan and the Air-Pump: Hobbes, Boyle, and the Experimental Life</i>. Princeton, N: Princeton University Press.</p> <p>Solomon, M. (2001). <i>Social Empiricism</i>. Cambridge, MA: MIT Press.</p> <p>Simonton, D. K. (1988). <i>Scientific Genius: a Psychology of Science</i>. Cambridge University Press.</p>
2.13. Quality assurance methods that ensure the acquisition of exit competences	.
2.14. Other (as the proposer wishes to add)	

Table 1. List of required and elective courses and/or modules with class hours and ECTS credits

*As needed, the table can be copied.

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LIST OF COURSES/MODULES									
Year of study:									
Semester:									
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/elective	

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University of
Zagreb

FORM 1 Evaluation of university study programmes of undergraduate, graduate and integrated undergraduate and graduate studies, and vocational studies
