

History of Science (A002226)

Course size *(nominal values; actual values may depend on programme)*

Credits 5.0 **Study time** 150 h

Course offerings and teaching methods in academic year 2023-2024

A (semester 2)	Dutch	Gent	lecture
			independent work

Lecturers in academic year 2023-2024

De Kockere, Jana	LW01	staff member
Van Dyck, Maarten	LW01	lecturer-in-charge

Offered in the following programmes in 2023-2024

	crdts	offering
Master of Science in Teaching in Arts and Humanities (main subject Philosophy)	5	A
Master of Arts in Historical Linguistics and Literature	5	A
Master of Arts in Philosophy	5	A

Teaching languages

Dutch

Keywords

Scientific Revolution

Position of the course

This course offers a specialized introduction to the Scientific Revolution of the sixteenth and seventeenth century.

Contents

We start with a historiographic assessment of the idea that something like a scientific revolution took place. We introduce the institutionalization of science during the nineteenth century and the ensuing reflections on this process that led to the origin of the discipline of history of science. A central place is occupied by the idea that science is an essential characteristic of "modernity". Based on selections from primary texts we discuss the evolutions within natural philosophical thinking in the sixteenth and seventeenth centuries. We attempt to understand the transformations in ideals of knowledge by correlating them to the changing social context. Using some case-studies we have a look at themes such as the introduction of mathematics as a privileged language, experiments as constructive method, laws of nature as ultimate object, and at the growing importance of the collective nature of research. In conclusion, each student gives a presentation on a freely chosen primary text from the scientific revolution.

Initial competences

Preferably a basic knowledge of the history of philosophy in the early modern period.

Final competences

- 1 Having knowledge of the most important developments in the Scientific Revolution.
- 2 Having insight in the relation between the Scientific Revolution and the changing social context.
- 3 Being able to assess the importance of historiographic reflections for attempts at writing the

history of science.

4 Being able to independently analyse primary sources.

5 Being able to give a clear oral presentation about independently carried out research.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Lecture, peer teaching, independent work

Extra information on the teaching methods

- Each week we discuss fragments from primary texts read at home.
- In preparation of the exam presentation all students elaborate a brief research question and comment on two research questions of their fellow students.
- For the exam all students give a presentation in which they independently analyse a primary text.

Learning materials and price

- Textbook: Peter Dear *Revolutionizing the Sciences: European Knowledge and Its Ambitions, 1500-1750*.
- The fragments from the primary texts and possible further literature are made available through Ufora.

References

Course content-related study coaching

On appointment; by the lecturer.

Evaluation methods

end-of-term and continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Participation, assignment, presentation

Examination methods in case of periodic evaluation during the second examination period

Assignment, oral assessment

Examination methods in case of permanent evaluation

Participation

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible

Calculation of the examination mark

Facilities for Working Students

1. Possible exemption from educational activities requiring student attendance.
 2. Possible rescheduling of the examination to a different time in the same academic year
 3. Alternative time for feedback is possible
- For more information concerning flexible learning: contact the monitoring service of the faculty of Arts and philosophy