MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

Kyiv national university of construction and architecture

PHILOSOPHY OF SCIENCE AND TECHNOLOGY

Course methodological guidelines

Intended for second-cycle (Master's degree) higher education students across all majors within the Faculty of Urbanism and Spatial Planning.

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The methodological guidelines contain the curriculum materials for the educational component, lecture and practical class topics, individual assignments, module assessment tasks, and a list of recommended references.

Intended for second-cycle (Master's degree) higher education students across all majors within the Faculty of Urbanism and Spatial Planning.

Філософія науки і техніки: методичні рекомендації до курсу
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Містять матеріали навчальної програми освітньої компоненти: теми лекційних і практичних занять, індивідуальні завдання, завдання для модульного контролю та список рекомендованої літератури.

Призначено для здобувачів другого (магістерського) рівня вищої освіти усіх спеціальностей факультету урбаністики і просторового планування.

EXPLANATORY NOTE

The purpose of this course is to master the basic concepts and ideas of the philosophy of science and the philosophy of technology, to understand the general issues of the discipline, and to form a system of fundamental knowledge and skills in interdisciplinary philosophical and scientific thinking. The course aims to develop creative thinking in master's students and to establish a philosophical, worldview, and general theoretical foundation for future professionals in technological specializations.

The course introduces master's students to the issues of the philosophy of science, technology, and architecture. The interdisciplinary interaction of these complex systems is considered within a broad sociocultural context and their historical development. Special attention is given to the crisis of modern technogenic civilization and the global trends in changing the scientific worldview, types of scientific and technical rationality, and the value systems that scientists, engineers, and architects adhere to. The objective is not only to stimulate interest in studying the philosophical problems of modern scientific and technical knowledge but also to foster the development of critical attitudes toward new ideas, the ability to think logically, and the skills of argumentation in discussions and creative debates. The program aims to achieve a deep understanding of the social significance of one's future profession, as well as the moral and professional responsibility for the work to which one intends to dedicate their life.

The main purposes of the course are:

- forming of modem world outlook and integral vision of the world, based on humanistic ideas and principles of activity;
- forming of the foundations of the world and national philosophical culture in the system of scientific outlook of the students;
- forming of the critical and creative thinking ability in the sociotransformational and professional activities of a young scientist, mastering a modem style of scientific, practical and rationally-oriented thinking;
- forming of young scientists’ skills and abilities to clearly formulate and philosophically justify their social, political and life positions.

The aim of the course is to form relevant philosophical competences in students (subject- matter and operational competences). The formation of subject-

matter competences is carried out on the basis of studying the general educational course "Philosophy of science and technology".

On completion of this program, students should know:

- the philosophical and ideological problems in the context of the values of the modem civilization;
- the conceptual models of philosophical and methodological analysis of the science;
- the philosophical and methodological problems of disciplineorganized science;
- the conceptual content and methodology of new research tasks in the field of the contemporary philosophical problems and their evidence-based solutions;
- a complex of system methods and philosophical and methodological principles of modem scientific research and the content of the specifics of their application in professional activity;
- the content of the conceptual apparatus and methodology from the field of theory and practice of argumentation.

Operational philosophical competences of students can be identified correlatively to subject-matter competences of students, who should be able to:

- analyze and assess the content and level of philosophical and methodological problems in solving social and professional tasks;
- use in professional research and pedagogical activity knowledges of the history of the development of modern philosophical trends and about the latest trends in foreign philosophy;
- put forward independent hypotheses and innovative ideas, to carry out a critical analysis, generalization and systematization of scientific information, to set research objectives and choose the best ways and methods to achieve them;
- develop new research methods in relation to the scientific and production profile of activity;
- carry out scientific researches in compliance with the principles of academic ethics, accepting personal responsibility for objectives, means and results of scientific work;
- exercise creativity and scientific research in the context of a multidisciplinary approach to solving practical and fundamental scientific problems.

STUDY PROGRAMME

Content Module 1.
PHILOSOPHY OF SCIENCE.

Topic 1. Philosophy of Science: Concept and Subject.

The concept of "philosophy of science." Theoretical analysis of scientific and cognitive activity in the 19th century. Methodological ideal of science (J.F.W. Herschel, W. Whewell, J.S. Mill, A. Comte, H. Spencer). Development of the philosophy of science in the 20th century: influence of neo- and post-positivism, phenomenology, hermeneutics, Frankfurt School. Main stages of development. The first stage (second half of the 19th century). Principles of empiricism and historicism. Cumulative growth of scientific knowledge (problem of induction). The second stage (19th - early 20th century). Critique of the method of induction. Search for unity and integrity of scientific knowledge (Machism, analytical philosophy). The third stage (second third of the 20th century). Neopositivism and the program of the analysis of scientific language (Vienna Circle, Berlin Group). Logic of scientific research by K. Popper. The fourth stage (late 20th century). The idea of the relativity of norms of scientific and cognitive activity (postpositivism, critical realism). Humanization of science. Subject of the philosophy of science.

Topic 2. Main Contemporary Concepts of the Philosophy of Science.

Evolution of approaches to the analysis of science. Heterogeneity of "philosophy of science," assessment of its place and role in science. Main approaches to the analysis of science. Positivist approach (A. Comte, J.S. Mill, E. Mach, R. Avenarius). Cognitive value of human knowledge. Experience and facts. Cumulative development of science. Analytical approach (B. Russell, A.N. Whitehead, L. Wittgenstein, M. Schlick, R. Carnap). Scientific knowledge as semantics, syntax, and pragmatics. Logic and ideal language of science ("the limits of my language are the limits of my world"). Philosophical reflection beyond the language of science is unnecessary. Vienna Circle: search for truth and "cult of science." Factualism, inductivism, physicalism. Subject of philosophy – language of science. Principles of verification and falsification. Postpositivist approach (M. Polanyi, T. Kuhn, I. Lakatos, J. Agassi, S. Toulmin, P. Feyerabend). Symbolic logic and history of science. Rejection of rigid demarcation lines between science and non-science. New technologies of knowledge acquisition. Rejection of cumulativism, scientific revolutions, and paradigm shifts.

Sociological approach. Science as a social institution of modern society. Antiscientism (L. Mumford, A. Peccei, J. Ortega y Gasset, T. Roszak). Sociology of science (R. Merton, T. Parsons, M. Weber). Ethos of science as a set of obligatory norms and values of science.

Seminar I. *Global problems of humanity in the context of modern philosophy, science, and technology*

Topic 3. Science as an Object of Philosophical Analysis.

The concept of "science." Science as a specific form of human activity, process of cognition. Goal, result, method, object, subject. Science as a specific type of knowledge. Characteristics of scientific knowledge (objectivity, unambiguity, definiteness, justification, verification). Science as a field of spiritual production. Science as a form of social consciousness. Science as a social institution. Science as a direct productive force of society. Criteria of scientificity (objectivity, systematization, aiming for truth, universality, reliability, criticality, rationality, amoral). Functions of science in society.

Topic 4. Structure of Scientific Knowledge.

Classification of sciences. Classification of sciences by G. Hegel, A. Comte, W. Dilthey, H. Rickert, W. Windelband. Modern classification of sciences. Empirical and theoretical levels of scientific knowledge. Methodology in the structure of scientific knowledge. The concept of methodology. Functions of the method of science. General philosophical and general scientific methods of cognition.

Seminar II. *Scientific and integrative processes of modernity*

Topic 5. Features of Modern Science Development.

Dynamics and Ethos of Science.

Uneven development of science. Two strategies of scientific knowledge generation. Scientific revolutions as a restructuring of the foundations of science. Global scientific revolutions and changes in types of scientific rationality. The first scientific revolution and the formation of the classical scientific type of rationality. The second scientific revolution and the development of the classical type of rationality. The third scientific revolution and the formation of the non-classical type of rationality. The fourth scientific revolution and the formation of the post-non-classical type of rationality. Main characteristics of modern post-non-classical science. Science as a factor of social development. Anthropic principle. Paradigm of integrity. Concept of open rationality. Computerization of science. Establishment of the principle of historicism. Complexity of science structure. Expansion of the ethos of science. Global evolutionism and modern

scientific worldview. Concept of evolutionism, biosphere, and noosphere (N.I. Moiseev, V.I. Vernadsky). Synergetics - theory of self-organization (H. Haken, I. Prigogine).

Seminar III. Computer revolution, informatization of society, and the problem of information culture of scientists and specialists

Content Module 2.
PHILOSOPHY OF TECHNOLOGY. PHILOSOPHY OF ARCHITECTURE

Topic 6. Philosophy of Technology: Concept and Subject.

Relevance of philosophical understanding of technology. Ontological, anthropological, and methodological reasons. Sociocultural prerequisites for the philosophical analysis of technology. The concept of "technology" in philosophy (K. Jaspers, T. Veblen, A. Toffler, M. Heidegger, H. Blumenberg, J. Ortega y Gasset, U. Beck). Subject of the philosophy of technology. Main directions of contemporary philosophy of technology. Ontology, anthropology, methodology, and cultural studies of technology.

Seminar IV. Development of modern philosophy of science and technology

Topic 7. Perceptions of Technology in the History of Culture.

Technology and culture. Main historical stages of technology development. Ancient world. Technology as the art of craft, knowledge. Mythological and theological understanding of technology. Middle Ages and Renaissance. Technology and guild organization of craft. Modern era. Naturalistic understanding of technology. Merging of science and technology. Emergence of technical sciences and the development of professional technical education. Opposition of technicism and antitechnicism (technology as a good – technology as an evil). Modern society. Information stage of technology development. Commercialization of technology and globalization of the technical system. Technosphere and social progress. Increasing role of technocracy in social processes.

Topic 8. Formation of "Philosophy of Technology" as an Autonomous Discipline.

Technology as a mediator between man and nature. Technology as a means of resolving contradictions. K. Marx and the turn of philosophy towards technology. First attempts at philosophical understanding of technology (E. Kapp, A. Espinas). Technology as a means of achieving human happiness (Fred Bonn).

"Philosophy of Technology" by F.P. Engels. Main directions of modern philosophy of technology. Engineering philosophy of technology (E. Kapp, F. Dessauer, P.K. Engelmeier). Humanitarian philosophy of technology (K. Marx, K. Jaspers, L. Mumford, J. Ortega y Gasset, J. Ellul, M. Heidegger). Technological optimism (eudemonism) and technological pessimism (alarmism). Scientism and antiscientism. Philosophy of science and philosophy of technology.

Topic 9. Ontology and Anthropology of Technology.

Technology as an independent reality. Ontological characteristics of technology. Material objectivity, sociality, functionality. Essence of technology. Its exhaustibility and inexhaustibility. Nature and technology. Influence of the technosphere on the biosphere. Anthropological approach to the study of technology (A. Hunin, M. Berdyaev, K. Jaspers, J. Ortega y Gasset, H. Blumenberg). Influence of technology on humans. Stages of relationships between humans and technology (accidental technology, craft technology, human-technician). Influence of technology on human productive activity. Social responsibility of subjects of engineering activity. Legal, professional, and moral responsibility.

Topic 10. Architecture in the Context of Modern Philosophy and Science.

City – architecture – philosophy. Problems of the philosophy of architecture (R. Descartes, M. Foucault, L. Wittgenstein). The 20th century: non-classical thinking and architecture. Modernism. Postmodernism. Deconstructivism. Transition from non-classical to post-non-classical thinking. Architecture of the late 20th - early 21st century. Modern worldview and architecture: the challenge of time. Architecture as cultural-creating activity. Philosophy of the city.

Seminar V. Ethics of science and its social role

INDIVIDUAL ASSIGNMENTS

Completing an individual assignment in the form of writing a research paper or an essay. A research paper should be 11-15 pages long in A4 format, with a plan at the beginning of the work and a list of used sources at the end. The number of research papers is 1. An essay is a form of creative, independent work by the student. It should be 2-5 pages long excluding the title page, with font size 14 and 1.5 line spacing. The essay should present the author's personal position on the issue and conclusions.

Structure of the work:

Title page,

Introduction,

Main part,

List of references (at least three sources and formatted according to modern requirements).

Preparation of scientific reports on assigned topics for practical classes and presentations during practical sessions.

Preparation for the exam.

METHODS OF KNOWLEDGE CONTROL AND ASSESSMENT

Overall assessment is carried out by measuring learning outcomes through interim (module-based) and final assessment (exams, defense of individual work, etc.) in accordance with the requirements of external and internal quality assurance systems in higher education.

ACADEMIC INTEGRITY POLICY

Texts of individual assignments (including presentations or other formats) may be checked for plagiarism. For the defense of individual assignments, the originality of the text should be at least 70%. Exceptions include cases where publications by students in materials of scientific conferences and other scientific collections that have already passed plagiarism checks are included.

Cheating during testing and other written examinations, including the use of mobile devices, is prohibited. In case of cheating by the student, another assignment will be given. In case of repeated cheating, an additional session will be scheduled for testing.

ATTENDANCE POLICY

A student who misses a class for valid reasons must demonstrate to the instructor and provide to the faculty dean's office a document confirming these reasons. Due to objective reasons (illness, international internship, scientific and scientific-practical conference (round table), etc.), classes may be held online with the course coordinator's approval.

CONTROL METHODS

The main forms of students' participation in the educational process subject to ongoing control are: participation in practical classes; presentation, opposition, review of presentations; participation in discussions; analysis of primary sources; written assignments (tests, individual essays); and other written works prepared according to the requirements. Each course topic covered in lectures and practical classes is practiced by students in one form or another as listed above. Mandatory attendance at lectures, activity throughout the semester, attendance/completion of all classroom activities, and completion of other types of work specified in the curriculum for this discipline are required.

When assessing the level of student knowledge, the following aspects are analyzed:

Characteristics of the response: integrity, completeness, logicality, substantiation, correctness;

Quality of knowledge (degree of assimilation of factual material): meaningfulness, depth, flexibility, effectiveness, systematicity, generalization, solidity.

Level of ability to combine theory and practice when considering situations, practical tasks;

Level of mastery of mental operations: ability to analyze, synthesize, compare, abstract, generalize, draw conclusions from the problems being considered;

Experience in creative activities: ability to identify problems, solve them, formulate hypotheses;

Independent work: working with educational, methodological, scientific, auxiliary domestic and foreign literature on the issues under consideration, ability to obtain information from various sources (traditional; special periodicals, media, Internet, etc.).

Testing can be conducted with one or several thematic modules. In the latter case, the scores awarded to the student for answers to test questions are divided among thematic modules.

Individual assignments are defended by the student in additional sessions. Individual assignments can be completed in various forms. For example, students can complete them in the form of an essay. The essay should have a length of 11 to 15 pages of A4 text (Times New Roman font, size 14, line spacing 1.5), including a plan, the structure of the main part of the text according to the plan,

conclusions, and a list of references prepared in accordance with DSTU 8302:2015. The essay may also include a glossary of basic concepts related to the topic. Alternatively, individual assignments can be completed in other formats, such as didactic projects or PowerPoint presentations. In this case, the scope of the work is determined individually depending on the topic.

The literature recommended for the completion of individual assignments is provided in this curriculum and is also available electronically on the Educational website of the KNUCA, on the department's page.

Additionally, at the discretion of the instructor, the completion of individual assignments may be credited as participation in an international or all-Ukrainian scientific-practical conference with the publication of abstracts (reports) on one of the topics relevant to the content of the discipline or publication of an article on one of such topics in other scientific publications.

The text of the individual assignment is submitted to the instructor no later than 2 weeks before the start of the examination session. The instructor has the right to require the student to revise the individual assignment if it does not meet the established requirements.

The results of ongoing assessment are recorded in the work journal. A positive assessment of current performance, in the absence of missed or incomplete practical classes and positive assessments for individual work, is the basis for admission to the final form of assessment. Scores for classroom work are earned in case of absences.

The final assessment is conducted during the examination session, taking into account the results of ongoing and module-based assessment. During the semester assessment, the results of all types of educational work are considered according to the credit structure.

Assessment is conducted on a 100-point scale

Topics for Individual Assignments

I. Philosophical Foundations

1. Philosophy and Science: Common and Distinct Features in the Spiritual Mastery of Reality in the 21st Century.
2. Language of Philosophy: Categories of Philosophy and Cultural Universals in the Digital Age.
3. Philosophy as Personal Knowledge: The Role of the Subject in Scientific Cognition.

4. Being as a Philosophical Problem in the Context of Virtual and Augmented Reality.

5. Space and Time as Philosophical and Cultural Categories in the Era of Globalization and Technological Acceleration.

II. Philosophy of Nature and Human Existence

6. Philosophy of Nature and Ecological Values in the Age of the Anthropocene and Climate Crisis.

7. The Principle of Global Evolutionism in the Contemporary Scientific Picture of the World.

8. Synergetics and the Formation of Non-Linear Methodology of Cognition.

9. Existential Analytics of Human Being in the Context of Technological Civilization.

10. Consciousness, Language Structures, and the Problem of Self-Consciousness in the Age of Artificial Intelligence.

III. Philosophy of Science: Epistemology and Methodology

11. Truth and Relativism in Contemporary Philosophy of Science: Post-Truth Challenges.

12. Scientific Theory as an Object of Philosophical-Methodological Analysis.

13. Empirical Knowledge and Scientific Facts in the Era of Big Data and Machine Learning.

14. Metatheoretical Foundations of Science and the Evolution of Scientific Picture of the World.

15. Scientific Revolutions in the 21st Century: From Kuhn’s Paradigm to Digital and Technological Turns.

IV. Development and Structure of Science

16. Non-Classical and Post-Non-Classical Stages in the Development of Modern Science.

17. Differentiation and Integration of Scientific Knowledge in Interdisciplinary and Transdisciplinary Research.

18. Systemic Approach as a General Scientific Methodological Program in Contemporary Research.

19. Methods of Scientific Research in the Age of Artificial Intelligence and Automation.

20. Science as a Social Institution: Scientific Communities, Schools, and Communication in the Digital Environment.

V. Philosophy of Technology

21. Technology as an Object of Socio-Philosophical Reflection: From Heidegger to the Philosophy of Emerging Technologies.

22. Philosophy of Technology in the Context of Digitalization, Robotics, and Human Enhancement.

23. Traditions and Innovations in the Dynamics of Culture and Technological Development.

24. Modern Art and Philosophy: Interaction in the Age of Generative AI and Digital Creativity.

VI. Social, Ethical and Value Aspects

25. Ethics of Science and Norms of Scientific Ethos in the Context of Global Competition and Open Science.

26. Science, Morality, and Social Responsibility of the Scientist in the Era of Biotechnology and Climate Change.

27. Science and Power: Dialogue, Influence, and Ethical Boundaries.

28. The Value of Science in Modern Culture: Scientism vs. Anti-Scientism in the Post-Truth Era.

29. Science and Religion: Possibilities and Limits of Dialogue in a Technogenic Civilization.

VII. Contemporary Challenges and Future Perspectives

30. Philosophy of Science and Technology in the Context of Futurology: Prospects and Risks of Civilizational Development.

Questions for final assessment

1. Analyze the four main historical stages in the development of the philosophy of science from the second half of the 19th century to the late 20th century.
2. Compare the positivist view of cumulative scientific growth (A. Comte, J.S. Mill) with the analytical approach to scientific language (L. Wittgenstein, B. Russell).
3. Explain the logical analysis program of the scientific language, focusing on the principles of verification, factualism, and physicalism.
4. Critically evaluate Karl Popper’s criterion of falsifiability and his approach to the logic of scientific discovery as opposed to pure inductivism.

5. The Postpositivist Turn: Discuss the rejection of cumulativism and rigid demarcation lines in the works of Thomas Kuhn, Imre Lakatos, and Paul Feyerabend.
6. Describe the sociological approach to science (R. Merton, M. Weber) and define the concept and structural norms of the "ethos of science."
7. Identify and explain the core criteria that distinguish scientific knowledge from other forms of spiritual and cognitive activity (objectivity, systematization, universalism, and rationality).
8. Differentiate between the empirical and theoretical levels of scientific cognition and examine the functions of scientific methodology.
9. Analyze how global scientific revolutions restructure the foundations of science and trace the evolution from classical to non-classical types of scientific rationality.
10. Characterize the main features of modern post-non-classical science, highlighting the anthropic principle, open rationality, and the paradigm of integrity.
11. Explain the concept of global evolutionism and the transition of the biosphere into the noosphere in the philosophical and scientific legacy of Vladimir Vernadsky.
12. Define synergetics as a theory of self-organization (H. Haken, I. Prigogine) and discuss its role in shaping a non-linear methodology of cognition.
13. Define the ontological, anthropological, and methodological reasons for the philosophical analysis of technology as an autonomous discipline.
14. Trace the historical transformation of technology from ancient *techne* (the art of craft) to the highly commercialized and globalized information systems of modern society.
15. Analyze the pioneering contributions of Ernst Kapp and Alfred Espinas, and compare the engineering and humanitarian directions in the philosophy of technology.
16. Contrast the worldviews of technological optimism (eudemonism) and technological pessimism (alarmism/anti-scientism) in the context of global civilizational crises.
17. Discuss the anthropological approach to technology (K. Jaspers, J. Ortega y Gasset) and outline the three developmental stages of human-technical interaction.
18. Examine the ethical, legal, and professional responsibilities of scientists and engineers within modern technogenic civilization.

19. Analyze the transition from modernism to postmodernism and deconstructivism in architectural thinking as a reflection of changes in scientific and cultural worldviews.
20. Analyze the moral norms and principles of the 'ethos of science' through the lens of Vladimir Vernadsky's concept of the noosphere. How does the transformation of the biosphere into the sphere of human reason redefine the social and planetary responsibility of the modern scientist?

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Course resources

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