Course summary:
This course explores - in historical context - the emergence of what is often called ‘the scientific worldview’. It is designed with the explicit aim of providing students with an overview of key themes and debates in the disciplines of history and sociology of science. It tries to emphasize not only themes of rupture and heresy (the idea that scientific discovery heralds a break with past knowledge and views), but also themes of continuity and reconfiguration (science as an ongoing engagement with earlier intellectual traditions and scientific knowledge). Scientific persona and their discoveries are discussed in relation to the artifacts, tools, and scientific objects of particular historical moments. Scientific ideas are contextualized with reference to contemporary religious beliefs, reigning cultural forms and political paradigms, as well as social and economic structures and their historical transformation.

Course requirements:
The course has a fairly heavy reading load for a 2-credit course but not always and not consistently throughout the course. Reading the mandatory texts for class is a core requirement. It is compensated by a lower writing requirement than is usual: at the end of the course, students will submit a 5 page commentary on new directions in the sociology and philosophy of science, focusing on one theme or author in particular. They will briefly introduce their take on this ‘new direction’ in the final class (week 12). In addition, students will each give a presentation of one reading from the mandatory course reading list. Grades will be calculated as follows: Attendance and participation (50%); class presentation (20%); written commentary (30%).

Week 1. History of Science, Sociology of Science, Philosophy of Science: (Dis)Entangling Disciplines

Mandatory reading:
- Deutscher, Penelope. (2005). “On Asking the Wrong Question (“In Science, Is the

Further reading:

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**Week 2. Antique/ Medieval/ Early Modern Constructions of Science: An Intellectual History Approach**

Mandatory reading:

Strongly recommended further reading:

Further reading:

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**Week 3. Scientific Revolutions and Revolutionaries. Do They Exist and What to Make of Them?**
Mandatory reading:
- John A. Schuster & Alan H. B. Taylor. "Blind Trust: The Gentlemanly Origins of Experimental Science" (review of Steven Shapin’s A Social History of Truth; see further reading)

Further reading:
- Margaret Jacob. 2010. The Scientific Revolution. A Brief History with Documents.

**Week 4: Modes of Knowledge: Observation, Experiment, Representations**

Mandatory reading:

Strongly recommended further reading:
Renaissance Linear Perspective Changed our Vision of the Universe.

Further reading:

**Week 5: (Dis)Ordering and Knowing**

Mandatory reading:

**Week 6: Instruments of Scientific Knowledge**

Mandatory reading:

Further reading:

**Week 7: Objects of Scientific Knowledge**

Mandatory reading:
- Andrew Curran. 2009. “Rethinking Race History: The Role of the Albino in the
Week 8: Boundaries & Boundary-Making Practices

Mandatory reading:

Strongly recommended further reading:

Weeks 9–10: Primary Texts Seminar

- Readings to be announced

Weeks 11–12: 21st Century Directions & Perspectives

Mandatory reading week 11:

Mandatory reading week 12:
- Reza Negarestani, “Notes on the Figure of the Cyclone”. In Leper Creativity: Cyclonopaedia Symposium. Ed Keller, Nicola Masciandaro, & Eugene Thacker (Eds. 2012).