**Discipline status**

**1.Programme information**

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| 1.1 | University | **UNIVERSITATY OF BUCHAREST** |
| 1.2 | Faculty/Department | **FACULTY OF SOCIOLOGY AND SOCIAL WORK** |
| 1.3 | Department | **DEPARTMENT OF SOCIOLOGY** |
| 1.4 | Study domain | **SOCIOLOGY** |
| 1.5 | Study degree | **MASTER** |
| 1.6 | Study Programme | **SOCIOLOGY – Research in Sociology** |
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**2.Discipline information**

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| 2.1 | Discipline name | | | | **Cognition and epistemology** | | | |
| 2.2 | Persons in charge of the course | | | | **Prof.Mircea Dumitru** | | | |
| 2.3 | Person in charge of the laboratory | | | | **Prof.Mircea Dumitru** | | | |
| 2.4 | Grade | **II** | 2.5 Semester | **II** | 2.6 Evaluation type | **E** | 2.7 Status of the discipline | Compulsory |
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**3.Timpul total estimat (ore pe semestru al activităţilor didactice)**

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| 3.1 Număr de ore pe  săptămână | **2** | din care: 3.2 curs | | 1 | 3.3 seminar/laborator | 1 |
| 3.4 Total ore din planul de  învăţământ | 28 | din care: 3.5 curs | | 14 | 3.6 seminar/laborator | 14 |
| Distribuţia fondului de timp |  | | | | |  |
| Studiul după manual, suport de curs, bibliografie şi notiţe | | | | | | 28 |
| Documentare suplimentară în bibliotecă, pe platformele electronice de specialitate şi pe teren | | | | | | 42 |
| Pregătire seminarii/laboratoare, teme, referate, portofolii şi eseuri | | | | | | 30 |
| Tutoriat | | | | | | 18 |
| Examinări | | | | | | 4 |
| Alte activităţi | | | | | | 0 |
| 3.7 Total ore studiu individual | | | | | | 122 |
| 3.9 Total ore pe semestru | | | | | | 150 |
| 3.10 Numărul de credite |  | | | | | 6 |
| **4.Prerequisites (where relevant)** | | | | | | |
| 4.1 curriculum-related | - | | | | | |
| 4.2 competency-related | - | | | | | |
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| **5. Pre-requirements** | |
| 5.1. Regarding the course attendance | Previous lecture of required bibliography |
| 5.2. Regarding the laboratory attendance | 50% attendance and active participation in discussions |

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| **6. Competenţele specifice acumulate** | |
| **Professional skills** | Knowledge of the philosophical foundations of human sciences  Understanding of core distinctions in the methodology of human sciences |
| **Transversal skills** | Participation in scientific debates  Critical thinking and critical reading of philosophical literature |

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| **7. Educational objectives** | |
| 7.1 General objective | The class provides an introduction to the philosophical foundations of the human sciences. |
| 7.2 Operational objectives | The core idea is that the social sciences have an essential philosophical component part, whether or not the social scientists are willing to acknowledge this fact and this value commitment. The philosophical problems of the social sciences are linked to the more general problems of philosophy, indeed they are applications of those foundational philosophical issues such as metaphysical or epistemological or ethical problems. Chief amongst those issues that we shall address in the class are: the methodological divide - naturalism vs. interpretation; the explanation of human action; actions, intentionality, and the mind-body problem; behaviorism in the behavioral sciences; holism and antireductionism in sociology and psychology; functionalism as a research program a.s.o. |

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| **8. Contents** | | |
| 8. 1 Course topics | Teaching methods | Notes |
| 1. Introduction 2. Naturalism vs. Interpretation 3. The explanation of human action 4. Actions, Intentionality, and the Mind-Body Problem 5. Behaviorism in the Behavioral Sciences 6. Problems of Rational Choice Theory 7. Social Psychology and the Construction of Society 8. Holism and Antireductionism in Sociology and Psychology 9. Functionalism as a Research Program 10. Facts and Values in the Human Sciences | Lecture |  |
| The main textbook for the class is Alexander Rosenberg, *Philosophy of Social Science, Fifth Edition*, Routledge, 2016.  We shall also use two edited volumes which consist in essays on the topics that we address in the class:   1. Lee McIntyre and Alexander Rosenberg (eds.) *The Routledge Companion to Philosophy of Social Science,* Routledge, 2017 2. Harold Kincaid (ed.), *The Oxford Handbook of Philosophy of Social Science*, Oxford, 2012. | | |
| 8. 2 Laboratory drills | Teaching methods | Notes |
| The contents of the laboratory similar to those of the course. | Presentations, debates, applications. |  |

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| **9. Discipline content correlation with/validation by the expectations of epistemic communities as well as of those belonging to professional associations and employers, all related to the cognitive field of the discipline** |
| Fundamental and applied research depends on a profound mastery of methodological options. Employers in research institutes, as well as employers in institutions that rely on social analysis, require methodological accuracy and conceptual adequation from graduates, abilities strengthened through this course. |

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| **10. Evaluation** | | | |
| Type of activity | 10.1 Criteria of evaluation | 10.2 Methods of evaluation | 10.3 Weight in the final mark |
| 10.4 Course | Each student is supposed to work on a research paper which will eventually turn into an essay. Students will make presentations in the seminars. The final grade consists in the final essay (70%), the presentation in the seminar (20%), and the physical attendance at at least half of the seminars (10%). | Essay evaluation | **70%** |
| 10.5 Laboratory | Active participation in seminar discussions  Presentation in seminar | Attendance lists  Public presentation assessment | **10%**  **20%** |
| 10.6 Minimal standard | | | |
| The essay proves understanding of the main course topics. Public presentation proves ability to present scientific and philosophical arguments, and to enter a productive dialogue with the audience. Attendance is required for half of the seminars. | | | |

Datei Professor in charge of course Professor in charge of laboratory

01.10.2018

**ANNEX**

**b. Evaluation – mark increase**

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| Type of activity | 10.1 Criteria of evaluation | 10.2 Methods of evaluation | 10.3 Weight in the final mark |
| 10.4 Course | Each student is supposed to work on a research paper which will eventually turn into an essay. Students will make presentations in the seminars. The final grade consists in the final essay (70%), the presentation in the seminar (20%), and the physical attendance at at least half of the seminars (10%). | Essay evaluation | **70%** |
| 10.5 Laboratory | Active participation in seminar discussions  Presentation in seminar | Attendance lists  Public presentation assessment | **10%**  **20%** |
| 10.6 Minimal standard | | | |
| The essay proves understanding of the main course topics. Public presentation proves ability to present scientific and philosophical arguments, and to enter a productive dialogue with the audience. Attendance is required for half of the seminars. | | | |

**c. Evaluation – re-examination**

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| Type of activity | 10.1 Criteria of evaluation | 10.2 Methods of evaluation | 10.3 Weight in the final mark |
| 10.4 Course | Each student is supposed to work on a research paper which will eventually turn into an essay. Students will make presentations in the seminars. The final grade consists in the final essay (70%), the presentation in the seminar (20%), and the physical attendance at at least half of the seminars (10%). | Essay evaluation | **70%** |
| 10.5 Laboratory | Active participation in seminar discussions  Presentation in seminar | Attendance lists  Public presentation assessment | **10%**  **20%** |
| 10.6 Minimal standard | | | |
| The essay proves understanding of the main course topics. Public presentation proves ability to present scientific and philosophical arguments, and to enter a productive dialogue with the audience. Attendance is required for half of the seminars. | | | |