



COURSE DATA

DATA SUBJECT

Code: 46508

Name: Philosophy, science and technology

Cycle: Master's Degree

ECTS Credits: 6

Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2256 - Master's Degree in Contemporary Philosophical Thought	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2256 - Master's Degree in Contemporary Philosophical Thought	Philosophy, science and technology	ELECTIVES

COORDINATION

PEREZ GONZALEZ SAUL

SUMMARY

The main purpose of the social sciences is to explain and understand human societies. These disciplines include, among others, sociology, anthropology, economics and social psychology. The aim of this course is to present and reflect on the main philosophical and methodological issues raised by the social sciences. Some of the issues we will address are the various models of explanation, the study of rationality (at the individual and social level), the observation and measurement of social phenomena (e.g. welfare), the use of evidence in public decision-making (e.g. development economics), the validity of experimental results and the role of values in the social sciences. To explore these issues, we will draw on both classical and contemporary philosophical works, as well as recent case studies.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS



No further requirements.

COMPETENCES / LEARNING OUTCOMES

-

Capacidad de analizar, sintetizar e interpretar datos de índole cultural, social, política, ética o científica y de emitir juicios reflexivos sobre ellos en los trabajos escritos que se presentan.

Comprensión en profundidad de las relaciones y conflictos entre distintos ámbitos de la cultura y el pensamiento: filosofía, ciencia, derecho, política, etc.

Comprensión en profundidad de los conceptos involucrados en discursos teóricos y prácticos sobre ciencia y tecnología, con vistas a identificar su significado, sus dialécticas específicas y sus implicaciones metadiscursivas

Conocimiento en profundidad del estado de la cuestión de los debates lógicos y epistemológicos en el contexto del pensamiento filosófico contemporáneo

Desarrollo de la capacidad de reflexión crítica sobre el presente y sus problemas científicos sobre la base de los recursos conceptuales procedentes de las diferentes disciplinas y tradiciones filosóficas

Mejorar las destrezas relacionadas con la exposición y defensa oral de una disertación o ensayo, así como la participación en debates y el trabajo en equipo.

Saber manejar con soltura las diversas fuentes de información, relevantes para la investigación (bibliográficas, electrónicas, etc.), así como la recopilación de dicha información y bibliografía con vistas a la creación de textos propios.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

DESCRIPTION OF CONTENTS

1. Philosophy of social sciences



- Basic concepts.
- Interpretation vs. naturalism.
- Holism vs. individualism.

2. Explanation

- Nomological-deductive model.
- Mechanistic explanation.
- Functional explanation.

3. Rationality

- Rational choice theory.
- Game theory.
- Social norms.
- Behavioural science.

4. Observation and measurement

- Social kinds and looping effect.
- Social construction of illness.
- Measurement of well-being.

5. Experimentation and evidence

- Experimental design.
- Evidence-based policy.
- Evidential pluralism.

6. Values

- Objectivity and neutrality.
- Values in science.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	40,00
Classroom practices	20,00



	Total hours	60,00
--	--------------------	--------------

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	52,50
Independent study and work	15,00
Preparation of lessons	30,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	97,50

TEACHING METHODOLOGY

The sessions will take the format of a seminar and will combine discussion of texts, participatory activities and explanations by the teacher.

EVALUATION

Assessment of the work (essays and/or reports) written by the student (in accordance with the general specifications of the Master's Degree in Contemporary Philosophical Thought for optional subjects).

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

Basic References

- Alexandrova, A. (2017). *A Philosophy for the Science of Well-being*. Oxford University Press.
- Álvarez, J. F., Jiménez-Buedo, M., Teira, D. & Zamora, J. (2019). *Filosofía de las Ciencias Sociales*. UNED.
- Cartwright, N., & Hardie, J. (2012). *Evidence-Based Policy: A Practical Guide to Doing It Better*. Oxford University Press.
- Cartwright, N., & Montuschi, E. (Eds.). (2014). *Philosophy of Social Science: A New Introduction*. Oxford University Press.



- Douglas, H. E. (2009). *Science, Policy, and the Value-free Ideal*. University of Pittsburgh Press.
- Duflo, E., & Banerjee, A. (2011). *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. PublicAffairs. [Trad.: *Repensar la pobreza: Un giro radical en la lucha contra la desigualdad global*. Taurus]
- Elster, J. (2015). *Explaining Social Behavior: More Nuts and Bolts for the Social Sciences*. Cambridge University Press. [Trad.: *La explicación del comportamiento social: Más tuercas y tornillos para las ciencias sociales*. Gedisa.]
- Guala, F. & Steel, D. (Eds.). (2010). *The Philosophy of Social Science Reader*. Routledge.
- Hedstrom, P. (2005). *Dissecting the Social: On the Principles of Analytical Sociology*. Cambridge University Press.
- Reiss, J. (2013). *Philosophy of Economics: A Contemporary Introduction*. Routledge.

Complementary References

- Guala, F. (2005). *The Methodology of Experimental Economics*. Cambridge University Press.
- Hedström, P., & Bearman, P. (Eds.). (2009). *The Oxford Handbook of Analytical Sociology*. Oxford University Press.
- Jarvie, I. C. & Zamora-Bonilla, J. (Eds.). (2011). *The SAGE Handbook of the Philosophy of Social Sciences*. SAGE.
- Kincaid, H. (Ed.). (2012). *The Oxford Handbook of Philosophy of Social Science*. Oxford University Press.
- Layard, R., & De Neve, J. E. (2023). *Wellbeing: Science and Policy*. Cambridge University Press.
- Martin, M., & McIntyre, L. C. (Eds.). (1994). *Readings in the Philosophy of Social Science*. MIT Press.