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**Негосударственное образовательное учреждение высшего образования
«Школа управления СКОЛКОВО»**

Утверждено

Руководитель управления
по образовательной деятельности
В.К. Прокопеня

"30" июля 2026 г.

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ
Философия науки / Philosophy of Science**

**Москва
2026**

Дополнительная профессиональная программа	профессиональной переподготовки
Квалификация выпускника	специалист по управлению инновациями / Bachelor of Business Administration
Образовательная программа	Управление инновациями в бизнесе / Bachelor of Business Administration
Год начала подготовки	2024, 2025
Форма обучения	Очная

Трудоемкость	Контактная работа		Самостоятельная работа	Форма контроля
	лекции	семинарские занятия		
45	12	12	21	Дифф.зачет

1. АННОТАЦИЯ ДИСЦИПЛИНЫ

What are the distinctive features of science and scientific mode of knowledge-production in comparison to other forms of knowledge-production? How scientific theories, which appear as constructions of scientists' minds are related to and explain real phenomena? What are the criteria of signifying a practice as science/scientific and another not? Is there only *one* possible scientific explanation of phenomena or can there be multiple explanations that are equally justified? How scientific theories change and how does science progress if it does at all? How scientists do choose between scientific theories? In attempt to provide some conceptual basis for answering these and similar questions, in this course we will touch upon induction, underdetermination, scientific realism, scientific revolutions, problems of method, falsification, scientific rationality and/or irrationality, theory-ladenness, paradigms, and the relation between ontology and epistemology through a close study of works of philosophers and historian of science such as Karl Popper, Imre Lakatos, Thomas Kuhn, Paul Feyerabend, and W. V. Quine.

2. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОСВОЕНИЯ ДИСЦИПЛИНЫ

This course aims to encourage critical assessment of particular issues within philosophy of science. It also aims to show how various philosophers, scientists, and philosophers of science consider "identical" phenomena, their status, and particular problems and challenges differently due to their theoretical and philosophical orientations. The course provides the basic conceptual stockpile for understanding controversies around theory choice, the role of theory in delimiting a scope of a science, the formation of scientific concepts and conceptual systems, and scientific progress from mainstream and historical-dialectical stances.

В случае успешного освоения курса обучающиеся будут:
знать

- the fundamental problems of philosophy of science; these problems include scientific method, induction, naïve inductivism, verificationism, the problem of “demarcation”, the problem of theory and observation

уметь

- understanding and utilize Quine’s conceptualization of natural epistemology, posits and reality, the two dogmas of empiricism and Quine’s critical take on them, and his theory of ontological relativity

владеть

- understand and utilize fundamental concepts put forward by Karl Popper including his critique of Marxism and psychoanalysis, his solution to the problem of induction, his method of falsificationism, conjecture and error, and corroboration;
- understand and utilize Lakatos’s approach to the problem of demarcation, his critique of falsificationism, the model of the methodology of research programmes, hard core of research programmes, negative and positive heuristic, crucial experiment, and rational reconstruction of history of science;
- understand and utilize Kuhn’s concept of scientific revolution, normal science, paradigm, paradigm shift, his approach to the relation between theory and observation, incommensurability of paradigms, and relativism, and Feyerabend’s “anarchist” account of science, his analysis of the relation between action and knowledge, the uneven development in sciences, and the role of propaganda in theory choice.

Дисциплина направлена на развитие следующих компетенций и их индикаторов:

Код компетенции	Формулировка компетенции и/или ее индикатора (ов)
ПК-8.	Способен исследовать сложные объекты с разных дисциплинарных перспектив
ПК-8-1.	Знает эпистемологические и методологические границы дисциплин
ПК-8-2.	Анализирует и интерпретирует сложные объекты с позиций междисциплинарности, полидисциплинарности и транс-дисциплинарности

3. СОДЕРЖАНИЕ И СТРУКТУРА ДИСЦИПЛИНЫ

Название раздела/темы	Всего часов	Трудоемкость (час.) по видам учебных занятий			
		Контактная работа			Самостоятельная работа
		Всего	Лекции	семинары	
Тема 1. Introductions: Induction, verificationism, falsificationism	11	6	4	2	5

Тема 2. The methodology of scientific research programmes	11	6	2	4	5
Тема 3. The role of revolutions in science – non-rational and irrational accounts of science	11	6	2	4	5
Тема 4. What is natural epistemology?	12	6	4	2	6
Итого	45	24	12	12	21

Topic 1. Introductions: Induction, verificationism, falsificationism

An overview of “scientific method, scientific revolution, induction, naïve inductivism, the “problem of induction”, the problem of theory and observation, Popper’s critique of Marxism and psychoanalysis, Popper’s solution to the problem of induction, problems with falsificationism.

Topic 2. The methodology of scientific research programmes

An overview of Lakatos’s approach to the problem of demarcation, critique of falsificationism, methodology of scientific research programmes, negative and positive heuristic; the role of crucial experiments, and rational reconstruction of the history of science.

Topic 3. The role of revolutions in science – non-rational and irrational accounts of science

An overview of Kuhn’s revolutionary history of science, paradigms and normal science, the Copernican revolution, the relation between theory and observation, incommensurability, relativism, Feyerabend’s “anarchic” account of science, the relation between ideas and action and ideas and knowledge, the “uneven development” in science.

Topic 4. What is natural epistemology?

An overview of Quine’s concept of natural epistemology in relation to his theory of “posits and reality”, the theory of ontological relativity, the position of “mental entities”, language of science, and the relation between theory and the world.

One of the components of the course is interdisciplinary assembly, which is conducted based on the results of the module in SKOLKOVO. Assembly presents holistic overview of the completed disciplines, as a single integrated system.

4. ОЦЕНОЧНЫЕ СРЕДСТВА И ПРИМЕРЫ ЗАДАНИЙ ДЛЯ ОЦЕНКИ РЕЗУЛЬТАТОВ ОСВОЕНИЯ ДИСЦИПЛИНЫ

4.1 Текущий контроль

The final grade consists of the following components:

Response papers (individual work)— 60% of final grade

Students are expected to submit **five response papers** during the five first days of the course.

The formal structure of the response papers should be as follows:

1. Use MS Word Times New Roman 12 font.
2. Margins left, right, bottom, and top standard (2.5 cm).
3. Line spacing 1.5; NO extra space between paragraphs.
4. Indent the first line of each paragraph.
5. Left alignment only.
6. Total length should be 2 full pages.

The response papers are due September 25, 26, 27, 28, and 29 @ 20:00 Moscow time. Content-wise, please follow the following format: First, write a one-paragraph long summary of one of the assigned readings of the day. The paragraph should not be longer than two fifth of the first page. Second, choose two themes that interest you and explain them while linking them to each other. Third, choose two themes that you find obscure, difficult, or unacceptable and explain why you think they are so. Criteria for a good response are: clarity and precision of the summary, clarity of the identified themes, logical coherence, meaningful engagement and discussion of the chosen themes, flow of the argument, logical strength, and originality. Further breakdown of the criteria is available as an independent document in Canvas.

Students may use ChatGPT or other chatbots for clarifying their responses; yet, in case they do so they should add a separate note stating that they have acquired the help from the machine; they should explain to what extent and in what way the machine has helped them reaching their learning goals and understanding material. Failure in providing proper explanation amounts to a failing grade.

Group presentation—20% of final grade

Students will make a presentation in groups during the fourth timeslot on September 30th. Each group will have 7 minutes time for presentations followed by 8 minutes of discussion. The presentation must be related to one of the topics discussed during the course. Presentations will be graded based on the criteria of 1) clear argumentation, 2) depth of analysis, 3) creativity, 4) the ability to answer questions, and 5) public speaking skills.

Class participation—20% of final grade

Participation in a seminar course is critical for creating a positive learning environment as well as comprehending the material. It is especially vital for success in one's education, as we tend to learn more as we engage more. To this end, students will be expected to take an active part in class meetings. This requires that we come to class having read course materials and ready to ask questions of one another about them and that we come to class ready to meaningfully engage with one another. Successful participation in this course implies: 1) evidence that the student carefully read the assigned material 2) evidence that the student can engage with the material assigned and discuss it with their peers.

The final grade of the course consists of following components:

Final grade = 0,75 x course's grade + 0,25 x interdisciplinary course grade

4.2 Промежуточная аттестация

Обучающимся, набравшим достаточные для удовлетворительной оценки баллы за текущий контроль, оценка за дисциплину выставляется равной оценке за текущий контроль (См. п. 4.1).

Обучающимся, получившим неудовлетворительную оценку по результатам текущего контроля, необходимо по согласованию с преподавателем сдать один или несколько компонентов текущего контроля. Преподаватель вправе предложить обучающимся выполнить задание, не повторяющее задание текущего контроля, но проверяющее аналогичные знания, умения и навыки.

4.3 Примеры заданий

Reading

1. Feysabend, Paul. 1993. Against Method.
2. Hume, David. 2007. An Enquiry Concerning Human Understanding.
3. Kuhn, Thomas. 2012. The Structure of Scientific Revolutions.
4. Lakatos, Imre. 1989. The Methodology of Scientific Research Programmes.
5. Quine, Willard V. 1969. Ontological Relativity and Other Essays.
6. Quine, Willard V. 1963. Logico-Philosophical Essays.
7. Popper, Karl. 2002. The Logic of Scientific Discovery.

5. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

5.1 Литература

История и философия науки : учебник для вузов / А. С. Мамзин [и др.] ; под общей редакцией А. С. Мамзина, Е. Ю. Сиверцева. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2024. — 360 с. — (Высшее образование). — ISBN 978-5-534-00443-4. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/535851> (дата обращения: 16.05.2024).

5.2 Электронные образовательные ресурсы

Материалы дисциплины размещены в LMS: <https://l.skolkovo.ru/login/index.php>

5.3 Профессиональные базы данных и информационные справочные системы (при наличии) **нет**

6. ЛИЦЕНЗИОННОЕ И СВОБОДНО РАСПРОСТРАНЯЕМОЕ ПРОГРАММНОЕ ОБЕСПЕЧЕНИЕ

Операционная система Simple Linux, браузер Yandex браузер, антивирусное ПО Calmantivirus;

Свободно распространяемое ПО, в том числе отечественного производства:

Офисный пакет Libre Office, Okular PDF Reader, 7-Zip Архиватор, GIMP Редактирования фотографий, Inkscape Векторная графика, Blender 3D графика, Kdenlive Видеоредактор, Audacity Аудиоредактор, VLC Медиаплеер, Thunderbird Почтовый клиент, Flameshot Создание скриншотов

7. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

Учебная аудитория для проведения занятий лекционного типа, оснащенная мультимедийным оборудованием, учебной мебелью, доской или со стенами с маркерным покрытием.

Учебная аудитория для проведения занятий семинарского типа, оснащенная мультимедийным оборудованием, учебной мебелью, доской или со стенами с маркерным покрытием.

Аудитория (коворкинг) для самостоятельной работы, оснащенная учебной мебелью, ноутбуками.

Материально-техническое обеспечение аудиторий представлено на официальном сайте <https://bbask.ru/sveden/objects/>