

## Review Symposium

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On

Laurens Laudan. *Progress and Its Problems: Toward a Theory of Scientific Growth*. Berkeley and Los Angeles: The University of California Press, 1977. Pp. x + 257. \$10.00.

## Laudan's Progress and Its Problems

DAVID L. HULL, *Philosophy, University of Wisconsin, Milwaukee*

Anyone teaching a course in the philosophy of science is presented with the problem of finding a text which carries recent disputes beyond the received doctrines set out in Hempel's *Philosophy of Natural Science* [1], the heresies which flowed from Kuhn's *The Structure of Scientific Revolutions* [3], and criticisms of both these positions collected in Suppe's *The Structure of Scientific Theory* [5]. Everyone seems to agree that neither logical empiricist philosophy of science nor the relativistic reactions to it are good enough. What has been needed for some time is a book which presents a fully developed, self-contained alternative to these two extremes, which is nevertheless easy to follow. Larry Laudan's *Progress and Its Problems* at long last does just that. Not everyone is likely to swallow Laudan's position whole, especially in regard to the short shrift he gives to empirical truth, but for pedagogic purposes, his book could not be better. The exposition is clear, the historical examples which he presents both to illustrate and to test his views are historically accurate, and Laudan's combination of the traditional epistemological elements is sufficiently novel to force both students and teachers out of their familiar mental ruts.

### 1. PROGRESS THROUGH PROBLEM SOLUTION.

As welcome as Laudan's book is as a text, it is primarily a contribution to the professional literature in philosophy of science and must be evaluated as such. *Progress and Its Problems* is above all else a sustained defense of the role of rationality in all intellectual endeavours, especially science. If cultural relativism were correct, if 'we in the West venerate science, not because it is more rational than its alternatives, but simply because we are a product of a culture that has traditionally set great store by science' (p. 3), then 'it would mean that

# Laudan Problem Solving And Is Building

**Yafeng Shan**



## **Laudan Problem Solving And Is Building:**

**Building Theories** David Danks, Emiliano Ippoliti, 2018-01-18 This book explores new findings on the long neglected topic of theory construction and discovery and challenges the orthodox current division of scientific development into discrete stages the stage of generation of new hypotheses the stage of collection of relevant data the stage of justification of possible theories and the final stage of selection from among equally confirmed theories The chapters written by leading researchers offer an interdisciplinary perspective on various aspects of the processes by which theories rationally should and descriptively are built They address issues such as the role of problem solving and heuristic reasoning in theory building how inferences and models shape the pursuit of scientific knowledge the relation between problem solving and scientific discovery the relative values of the syntactic semantic and pragmatic view of theories in understanding theory construction and the relation between ampliative inferences heuristic reasoning and models as a means for building new theories and knowledge Through detailed arguments and examinations the volume collectively challenges the orthodox view's main tenets by characterizing the ways in which the different stages are logically temporally and psychologically intertwined As a group the chapters provide several attempts to answer long standing questions about the possibility of a unified conceptual framework for building theories and formulating hypotheses **The Relationship Between a Model-building**

**Problem-solving Classroom and Conceptual Change Learning** John S. Lemberger, 1995 **Theory Construction in Second Language Acquisition** Geoff Jordan, 2004 Recently many SLA researchers have adopted a postmodernist approach which challenges the assumption that SLA research is a rationalist scientific endeavour The resulting epistemological arguments plus problems of theory proliferation contradicting theories and theory domain hinder progress towards a unified theory of SLA Theory Construction in SLA addresses these problems by returning to first principles it asks whether there is such a thing as reliable knowledge what is special about scientific method and how we can best explain SLA It is the first book to use the philosophy of science in order to examine the epistemological underpinnings of SLA research and evaluate rival theories of SLA Part One explores the central issues in the philosophy of science defends rationality against relativists and offers Guidelines for theory assessment Part Two examines different theories of SLA and evaluates them in terms of how well they stand up to the Guidelines **Formal Theory in Sociology** Jerald Hage, 1994-01-01 A group of renowned sociological theorists analyze why the attempts to make sociological theory formal in the 1960s and early 1970s failed This becomes not only an unusual and interesting analysis in the sociology of knowledge but several of the articles move to the level of analyzing the entire discipline explaining why positivism did not take hold and what are the distinctive characteristics of sociology as a discipline Anyone interested in sociology as a discipline and more specifically sociological theory will find interesting analytical models **Problems in Second Language Acquisition** Michael H. Long, 2017-09-25 Second language acquisition has an identity problem It is a young field struggling to emerge from the parent fields of education and

applied linguistics In his new book *Problems in Second Language Acquisition* Mike Long proposes a way to help second language acquisition develop a systematic and coherent focus using the philosophy of science as the lens The volume is neatly organized into three parts theory research and practice This structure allows a focus on areas of SLA of interest to many in the field These include theory proliferation and comparative theory evaluation the Critical Period Hypothesis and negative feedback and the practice of synthetic language teaching The controversial volume will be of interest to researchers educators and graduate students in second language acquisition applied linguistics TESOL and linguistics programs It may be recommended as additional reading for an introductory SLA course in order to stimulate class discussions

*Systematic Theology as a Rationally Justified Public Discourse about God* Michael Agerbo Mørch, 2023-01-23 For centuries it has been discussed whether systematic theology is a scientific discipline But it is not obvious what is meant by either systematic theology or scientific discipline Michael Agerbo Mørch presents an understanding of systematic theology as a tripartite discipline and science as a rationally justified public discourse about a given topic Systematic theology is shown to meet the most generally accepted criteria for scientific work since its theories can be tested and even falsified in an intersubjective setting This can be done by the most proper tool we have for assessing and comparing scientific theories which is coherence theory Therefore even though systematic theology is a distinct and normative discipline it is not compromising for its theories because it can present its theses in a transparent way that can be checked and criticized by peers and compared to relevant alternatives As such the book shows that systematic theology is a scientifically strong discourse that meets accepted criteria to the same degree as other disciplines

*Mathematics Education as a Research Domain: A Search for Identity* Anna Sierpiska, Jeremy Kilpatrick, 2013-03-14 No one disputes how important it is in today's world to prepare students to understand mathematics as well as to use and communicate mathematics in their future lives That task is very difficult however Refocusing curricula on fundamental concepts producing new teaching materials and designing teaching units based on mathematicians common sense or on logic have not resulted in a better understanding of mathematics by more students The failure of such efforts has raised questions suggesting that what was missing at the outset of these proposals designs and productions was a more profound knowledge of the phenomena of learning and teaching mathematics in socially established and culturally politically and economically justified institutions namely schools Such knowledge cannot be built by mere juxtaposition of theories in disciplines such as psychology sociology and mathematics Psychological theories focus on the individual learner Theories of sociology of education look at the general laws of curriculum development the specifics of pedagogic discourse as opposed to scientific discourse in general the different possible pedagogic relations between the teacher and the taught and other general problems in the interface between education and society Mathematics aside from its theoretical contents can be looked at from historical and epistemological points of view clarifying the genetic development of its concepts methods and theories This view can shed some light on the meaning of mathematical concepts and on the

difficulties students have in teaching approaches that disregard the genetic development of these concepts      Rasch Models for Solving Measurement Problems George Engelhard, Jr., Jue Wang, 2020-12-13 This book introduces current perspectives on Rasch measurement theory with an emphasis on developing Rasch based scales Rasch measurement theory represents a paradigm shift in measurement theory away from classical test theory and creates a framework for scaling that can yield invariant measurement Rasch Models for Solving Measurement Problems Invariant Measurement in the Social Sciences is a broadly accessible text Authors George Engelhard Jr and Jue Wang introduce Rasch measurement theory step by step with chapters on scale construction evaluation maintenance and use Points are illustrated and techniques are demonstrated through an extended example The Food Insecurity Experience FIE Scale The Rasch analyses in the book are run using the Facets computer program Facets syntax and R code for the ERMA program created by the authors to obtain parameter estimates and to examine model data fit together with sample data sets are all available on a website for the book      **The Heuristic View** Emiliano Ippoliti, Fabio Sterpetti, 2025-10-01 This volume offers a series of thought provoking analyses that explore non mainstream perspectives on knowledge acquisition and scientific discovery A central theme across many of the contributions is the heuristic conception of method a view that finds its philosophical roots in Imre Lakatos's work in the philosophy of mathematics and more distantly in Platonic notions of philosophical inquiry Knowledge acquisition is frequently conceptualized as a form of problem solving and problem solving is typically regarded as a rational endeavor However the dominant view in the philosophy of science has long held that scientific discovery resists systematic explanation in terms of logic and rationality If an alternative account of discovery grounded in these terms can be developed it would represent a significant theoretical advancement The essays collected in this book critically assess the promise and limitations of such non standard accounts and they investigate the possibility of framing scientific discovery within a logical and rational framework This volume will be of particular interest to scholars in the philosophy of science epistemology philosophy of mathematics and philosophy of logic as well as to scientists engaged in theoretical inquiry and graduate students working in these or related areas      Theories of International Trade Adam Klug, 2006-09-27 This book presents the results of a thorough survey into the different theories of international trade Conducted by the Israeli economic historian Klug before his untimely death in 2000 and now available for the first time      *A Nice Derangement of Epistemes* John H. Zammito, 2004-02-15 Since the 1950s many philosophers of science have attacked positivism the theory that scientific knowledge is grounded in objective reality Reconstructing the history of these critiques John H Zammito argues that while so called postpositivist theories of science are very often invoked they actually provide little support for fashionable postmodern approaches to science studies Zammito shows how problems that Quine and Kuhn saw in the philosophy of the natural sciences inspired a turn to the philosophy of language for resolution This linguistic turn led to claims that science needs to be situated in both historical and social contexts but the claims of recent science studies only deepened the philosophical quandary In essence Zammito argues

that none of the problems with positivism provides the slightest justification for denigrating empirical inquiry and scientific practice delivering quite a blow to the discipline postmodern science studies Filling a gap in scholarship to date A Nice Derangement of Epistemes will appeal to historians philosophers of science and the broader scientific community Error and Inference Deborah G. Mayo, Aris Spanos, 2011 Explores the nature of error and inference drawing on exchanges on experimental reasoning reliability and the objectivity of science **Problems of Empiricism: Volume 2** Paul Feyerabend, 1985-06-30 Volume 1 presents papers on the interpretation of scientific theories together with papers applying the views developed to particular problems in philosophy and physics The essays in volume 2 examine the origin and history of an abstract rationalism as well as its consequences for the philosophy of science and methods of scientific research *Methodological Aspects of the Development of Low Temperature Physics 1881-1956* K. Gavroglu, Yorgos Goudaroulis, 2012-12-06 This book is primarily about the methodological questions involved in attempts to understand two of the most peculiar phenomena in physics both occurring at the lowest of temperatures Superconductivity the disappearance of electrical resistance and superfluidity the total absence of viscosity in liquid helium are not merely peculiar in their own right Being the only macroscopic quantum phenomena they also manifest a sudden and dramatic change even in those properties which have been amply used within the classical framework and which were thought to be fully understood after the advent of quantum theory A few years ago we set ourselves the task of carrying out a methodological study of the most peculiar phenomena in physics and trying to understand the process by which an observed rather than predicted new phenomenon gets translated into a physical problem We thought the best way of deciding which phenomena to choose was to rely on our intuitive notion about the degrees of peculiarity developed no doubt during the past ten years of active research in theoretical atomic and elementary particle physics While the merits of the different candidates were compared we were amazed to realize that neither the phenomena of the very small nor those of the very large could compete with the phenomena of the very cold These were truly remarkable phenomena if for no other reason than for the difficulties encountered in merely describing them *Roads to Commensurability* D. Pearce, 2012-12-06 How many miles to Babylon Three score and ten Can I get there by candle light Yes and back again If your heels are nimble and light You may get there by candle light Any philosopher who takes more than a fleeting interest in the sciences and their development must at some stage confront the issue of incommensurability in one or other of its many manifestations For the philosopher of science concerned with problems of conceptual change and the growth of knowledge matters of incommensurability are of paramount concern After many years of skating over skimming through and skirting round this issue in my studies of intertheory relations in science I decided to take the plunge and make the problem of incommensurability the central and unifying theme of a book The present volume is the result of that decision My interest in problems of comparability and commensurability in science was awakened in the formative years of my philosophical studies by my teacher Jerzy Giedymin

From him I have learnt not only to enjoy philosophical problems but also to beware of simpleminded solutions to them The vibrant seminars of Paul Feyerabend held at Sussex University in 1974 left me in no doubt that incommensurability was and would remain a major topic of debate and dispute in the philosophical study of human knowledge Scientific Cognition, Semiotics, and Computational Agents: Essays in Honor of Lorenzo Magnani - Volume 2 Selene Arfini, 2025-09-19 This book the second of two volumes focuses on scientific cognition computationalism and scholars reception of what Lorenzo Magnani named eco cognitive views on the mind The authors of these chapters address complex questions which regard in part Magnani s contributions in the field of model based science the role of inferential models in mathematics the transformations and possible applicability of Charles Sanders Peirce s and Immanuel Kant s concepts and insight into current understanding of scientific progress and the still unsolved questions regarding the methodological steps that take researchers to scientific discoveries Some contributions also address the problematic understanding of artificial agents as intelligent how cognition can be discussed within the limits of computationalism and how the eco cognitive perspective on the mind also affects the conception of scientific reasoning and socially constructed phenomena The book is of great interest to those interested in epistemology philosophy of science mathematical logic and AI **New Philosophical Perspectives on Scientific**

**Progress** Yafeng Shan, 2022-11-01 This collection of original essays offers a comprehensive examination of scientific progress which has been a central topic in recent debates in philosophy of science Traditionally debates over scientific progress have focused on different methodological approaches notably the epistemic and semantic approaches The chapters in Part I of the book examine these two traditional approaches as well as the newly revived functional and newly developed noetic approaches Part II features in depth case studies of scientific progress from the history of science The chapters cover individual sciences including physics chemistry evolutionary biology seismology psychology sociology economics and medicine Finally Part III of the book explores important issues from contemporary philosophy of science These chapters address the implications of scientific progress for the scientific realism anti realism debate incommensurability values in science idealisation scientific speculation interdisciplinarity and scientific perspectivalism **New Philosophical Perspectives on Scientific Progress** will be of interest to researchers and advanced students working on the history and philosophy of science

**Explanation from Physics to Theology** Philip Clayton, Dean of Claremont School of Theology Philip Clayton, 1989-01-01 A valuable exposition of the thesis that the explanatory work of theology possesses formal similarities with that of the physical sciences the social sciences and philosophy Clayton exhibits an impressive command of a broad area of scholarship and his reflections are balanced and carefully argued Michael J Buckley S J Jesuit Theological Seminary **Status, Network, and Structure** Jacek Szmataka, John Skvoretz, Joseph Berger, 1997 This book challenges much that has been written about the decline of sociology as a vital essential area of inquiry into the human condition Against this Greek chorus of woe these papers show by example that sociology can make progress select significant problems and cumulate an integrated and

coherent set of findings and theoretical understandings Although the twenty papers in the book engage a wide variety of issues they are united by their adherence to one of the most active and successful traditions in sociology the group process tradition Group process research programs can examine tractable problems posed by social psychological phenomena for which sociology has the best methods of study they have the potential for a hardware based technological research front that discovers new phenomena and they come closest of all approaches in sociological research to using cognitive criteria in the choice of problems and to studying immutable phenomena The overall aim of the book is to provide models for researchers struggling to develop construct and integrate coherent sociological theory and knowledge The papers are grouped around three themes 1 the problem of theory construction in sociology including what is meant by theory and the methods of testing it particularly empirical testing 2 the extension and elaboration of existing theories of group processes notably in the study of status sentiment and the comparison process and 3 the theoretical issues at the intersection of social structures the pattern of connection in social networks and the process of rational choice

**Professional Academic Writing in the Humanities and Social Sciences** Susan Peck MacDonald, 2010-08-20 In Professional Academic Writing in the Humanities and Social Sciences Susan Peck MacDonald tackles important and often controversial contemporary questions regarding the rhetoric of inquiry the social construction of knowledge and the professionalization of the academy MacDonald argues that the academy has devoted more effort to analyzing theory and method than to analyzing its own texts Professional texts need further attention because they not only create but are also shaped by the knowledge that is special to each discipline Her assumption is that knowledge making is the distinctive activity of the academy at the professional level for that reason it is important to examine differences in the ways the professional texts of subdisciplinary communities focus on and consolidate knowledge within their fields Throughout the book MacDonald stresses her conviction that academics need to do a better job of explaining their text making axioms clarifying their expectations of students at all levels and monitoring their own professional practices MacDonald s proposals for both textual and sentence level analysis will help academic professionals better understand how they might improve communication within their professional communities and with their students



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