<table>
<tr><td>NAME OF THE COURSE</td><td colspan="5">Sociology of science</td></tr>
<tr><td>Code</td><td>PMS111</td><td>Year of study</td><td colspan="3"></td></tr>
<tr><td>Course teacher</td><td>doc.dr. sc. Vlaho Kovačević</td><td>Credits (ECTS)</td><td colspan="3">2,0</td></tr>
<tr><td rowspan="2">Associate teachers</td><td rowspan="2"></td><td rowspan="2">Type of instruction (number of hours)</td><td>L</td><td>S</td><td>E</td><td>F</td></tr>
<tr><td>15</td><td>15</td><td></td><td></td></tr>
<tr><td>Status of the course</td><td></td><td>Percentage of application of e-learning</td><td colspan="3"></td></tr>
<tr><td colspan="6">COURSE DESCRIPTION</td></tr>
<tr><td>Course objectives</td><td colspan="5">1. To present the content of the course in Sociology of science
2. To explain the occurrence and development of Sociology of science
3. To explain wider social context of science and the function of it in society, as well as its place in social structure
4. To critically and creatively analyse science-society relationship, as well as functions of science
5. To notice the impact of science on development of society, and vice versa, i.e. how society influences development of science
6. To describe basic features of social structure of science (scientist, scientific work, relationships and groups in science, scientific institutions and social constructs)
7. To notice and describe connection between sociology of science and other culture components and forms of cognition
8. To critically think about internal and cognitive approaches to science
9. To notice the impact of social and scientific factors interaction in a certain historical period
10. To critically and creatively think about the idea of science and social circumstances</td></tr>
<tr><td>Course enrolment requirements and entry competences required for the course</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="5">After passing the exam successfully, students will be able to:
1. explain the content of the course in Sociology of science and basic duties of Sociology of science
2. explain occurrence and development of Sociology of science as a complex result of interaction of economic, political, moral and practical problems of scientific cognition, as well as the impact of science on those
3. explain social functions of science and their place in social structure
4. critically and creatively think, to stimulate interest, motivation and discussion on different impacts of society on science, and impacts of science on society
5. construct a systematic theoretical knowledge about the impacts of society on science, and impacts of science on society
6. explain how social structure of science contributes to, directs (or blocks) development of science
7. understand the purpose of culture within various forms of cognition as a wide research area of Sociology of science
8. explain why internal or cognitive approach to science, where social circumstances are incidental, is not sufficient
9. engage in social researches of science
10. explain the significance of society-science relationship as a cultural tradition</td></tr>
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Course content broken down in detail by weekly class schedule (syllabus)	1. Introductory lecture: Where does science go? Introduction of the programme / giving out the topics for seminar papers 2. The concept and the object of Sociology of science 3. The occurrence and the development of Sociology of science (I) 4. The occurrence and the development of Sociology of science (II) 5. Basic social functions of science 6. Science and other social subsystems 7. Statistic researches on science 8. Social structure of science (the position of a scientist) 9. Social structure of science (scientific work) 10. Social structure of science (relationships and groups in science) I 11. Social structure of science (relationships and groups in science) II 12. Scientific communities and institutions 13. Scientific constructs 14. Impact of different elements of science structure on development of society 15. Impact of scientists in society and impact of society structure on development of science
Format of instruction	
Student responsibilities	Class attendance.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*

Name	Ects	Name	Ects	Name	Ects

Grading and evaluating student work in class and at the final exam	Class attendance, class participation, test results, seminar paper results, exam results (if students take the exam).

Required literature (available in the library and via other media)

Title	Number of copies in the library	Availability via other media
	0	

Optional literature (at the time of submission of study programme proposal)	1. Habermas, J. (1986), Tehnika i znanost kao ideologija, Zagreb: Školska knjiga 2. Hagstrom, W. (1974), Competition in science. The American Journal of Sociology 39 (1): 1-18 3. Horgan, J. (2001), Kraj znanosti, Zagreb: Jesenski i Turk 4. Matić, D. (2001), Ratovi znanosti: pogled unatrag, Zagreb: Jesenski i Turk 5. Milić, Vojin. (1977), Nastajanje sociologije nauke, Sociologija 19 (1): 5-67

	6. Milić, V. (1995), Sociologija nauke: Razvoj, stanje, problemi, Novi Sad: Odsek za filozofiju i sociologiju Filozofskog fakulteta u Novom Sadu; Veternik: LDI 7. Needham, J. (1984), Kineska znanost i Zapad: velika titracija, Zagreb: Školska knjiga (17-55) 8. Popović, D. (2012), Žene u nauci: od Arhimeda do Anštajna, Beograd: Službeni glasnik 9. Popović, M. (1988), Problemi društvene strukture, Beograd: Naučna knjiga. (first, second, third and fourth chapter) 10. Prpić, K. (1996), Produktivnost istaknutih znanstvenika: znanstvena vrsnost i socio-kognitivni kontekst. Revija za sociologiju 27(1-2):37-52 11. Prpić, K. (2005), Elite znanja u društvu (ne)znanja, Zagreb: Institut za društvena istraživanja (185-321) 12. Prpić, K. (2008), Onkraj mitova o prirodnim i društvenim znanostima, Zagreb: Institut za društvena istraživanja (9-80, 163-189) 12. Sal Restivo (1994), Science, Society, and Values: toward a sociology of objectivity, London AND Toronto: Associated University Presses (first chapter) (PDF) 13. Skledar, N., Kregar, J. (2003), Znanost o društvu, Osnovni pojmovi i razvoj, Zaprešić: Visoka škola 14. Škorić, M. (2010), Sociologija nauke: mertonovski i konstruktivistički programi, Sremski Karlovci, Novi Sad: izdavačka knjižarnica Zorana Stojanovića 15. Ule, A. (1996), Znanost i realizam, Zagreb: Hrvatsko filozofsko društvo
Quality assurance methods that ensure the acquisition of exit competences	Office hours, discussion, active participation, class and teacher evaluation.
Other (as the proposer wishes to add)	No.