

| B.A. European Cultures and Society  |                                 |                              |          |                           |                           |        |            |                       |
|---|---------------------------------|------------------------------|----------|---------------------------|---------------------------|--------|------------|-----------------------|
| Modultitel  |                                 | Naturwissenschaft als Kultur |          |                           |                           |        |            |                       |
| englischer Modultitel   |                                 | Science as Culture           |          |                           |                           |        |            |                       |
| Modul TD C 6<br>Wahlpflichtmodul<br>680118000   | Leistungs-<br>punkte            | Lehrangebot                  | Workload | davon<br>Präsenz-<br>zeit | davon<br>Selbst-<br>stud. | Dauer  | Turnus     | Studien-<br>abschnitt |
|   | 5                               | 2 hrs/week                   | 150 h    | 30 h                      | 120 h                     | 1 Sem. | jedes WiSe | 3. oder 5. Sem.       |
| <p><i>The students understand that science is a human endeavour which is not a fixed set of knowledge but a cultural activity with specific outcomes that shape and are shaped by society. In this respect, they also understand how science and scientific knowledge production were developed in the European context and that they are part of the European culture.</i></p> <p><i>The students develop an understanding of how scientific concepts and scientific methods were developed historically. They are able to identify internal and external factors that shaped, triggered or obstructed these developments and can identify central periods of scientific development. The students can use methods for understanding, criticising, and reflecting texts by scientists as well as by historians of science. They can analyse procedures in order to compare cerebral knowledge and non-cerebral knowledge (skills, tacit knowing) as well as their role in scientific knowledge production.</i></p> <p><i>The students can analyse primary and secondary source texts as well as material objects that are related to conceptual and methodological developments. They can develop practical procedures based on textual and material sources and reflect on this process. They reflect practical experiences with reconstructed instruments in order to develop an understanding of performative and material aspects of knowledge production. They are able to value conceptual understandings that are historical and transfer their understanding to contemporary discussions about social issues related to scientific developments.</i></p> <p><i>The students can collaborate in order to perform procedures based on their interpretation of the published account. The students can place their understanding in the respective historical contexts, reflect on their interpretation and on those of others. They are able to reflect on different procedures of producing a consensus and on epistemological aspects of knowledge production in different historical situations. In this respect, they are able to identify criteria that are historically relevant and put them in relation to their modern understanding of knowledge production.</i></p> |                                 |                              |          |                           |                           |        |            |                       |
| Teilmodule  |                                 |                              |          |                           |                           |        |            |                       |
| Nr.   | Titel                           |                              |          |                           |                           |        |            |                       |
| 1,  | 680118100<br>Science as Culture |                              |          |                           |                           |        |            |                       |