

Scientific And Philosophical Perspectives In Neuroethics

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~~Why do women have periods? Perspective of David Hume about Self~~ Saint Augustine's Philosophy

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Written for researchers and graduate students in neuroscience and bioethics, *Scientific and Philosophical Perspectives in Neuroethics* explores important developments in neuroscience and neurotechnology, and addresses the philosophical, ethical, and social issues and problems that such advancements generate. It examines three core questions.

Scientific and Philosophical Perspectives in Neuroethics ...

The former involves the philosophy of the mind and experiments in neuropsychology. The latter arm, led by applied ethicists and scientists, considers the scientific basis and societal implications of neuroscience research and

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technologies, including psychopharmacology, neuroimaging, forensic neuroscience, and computer-brain interfaces. The essays in *Scientific and Philosophical Perspectives in Neuroethics* generally fall into one of these two camps and often represent top-shelf contributions ...

Scientific and Philosophical Perspectives in Neuroethics

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Philosophical, Logical and Scientific Perspectives in ...

Since Thomas Kuhn's characterization of science by means of a list of epistemic values that provide "a shared basis for theory choice," there is a debate in philosophy of science about what the epistemic values of science are (for example, Kuhn 1977; McMullin 1983; Longino 1990; Lacey 2005). Kuhn's list comprised such values as empirical accuracy, consistency, scope, simplicity, and fruitfulness (Kuhn 1977, 321–22), which, as he argued, can be seen as constitutive of science.

Scientific Understanding: Philosophical Perspectives on JSTOR

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Philosophical and Scientific Perspectives on Downward Causation brings together experts from different fields—including William Bechtel, Stewart Clark and Tom Lancaster, Carl Gillett, John Heil, Robin F. Hendry, Max Kistler, Stephen Mumford and Rani Lill Anjum—who delve into classic and unexplored lines of philosophical inquiry related to downward causation. It critically assesses the possibility of downward causation given different ontological assumptions and explores the connection ...

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Scientific and Philosophical Perspectives in Neuroethics ...

bioethics, *Scientific and Philosophical Perspectives in Neuroethics* explores important developments in neuroscience and neurotechnology, and addresses the philosophical, ethical, and social issues and problems that such advancements generate. It examines three core questions. First, what is the scope and direction of neuroscientific inquiry? Second, how

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Scientific and Philosophical Perspectives in Neuroethics

This chapter introduces philosophical perspectives on education by discussing five major educational thoughts or philosophies (Idealism, Realism, Pragmatism, Existentialism, and Postmodernism) and...

(PDF) Philosophical perspectives on education

All ontologies, epistemologies, and philosophical perspectives are characterized by this pluralism, including the prevailing (post) positivist approach of the natural sciences. It is common for more than one philosophical perspective to resonate with researchers and for researchers to change their perspective (and thus epistemological and ontological positions) toward their research over time (Moses & Knutsen 2012).

A guide to ontology, epistemology, and philosophical ...

Scientific and Philosophical Perspectives in Neuroethics: Giordano, James J., Gordijn, Bert: Amazon.sg: Books

Scientific and Philosophical Perspectives in Neuroethics ...

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9780521703031: Scientific and Philosophical Perspectives ...

While philosophical thought pertaining to science dates back at least to the time of Aristotle, general philosophy of science emerged as a distinct discipline only in the 20th century in the wake of the logical positivist movement, which aimed to formulate criteria for ensuring all philosophical statements' meaningfulness and objectively assessing them.

Philosophy of science - Wikipedia

Pris: 1079 kr. Inbunden, 2010. Skickas inom 10-15 vardagar. Köp *Scientific and Philosophical Perspectives in Neuroethics* av James J Giordano på Bokus.com.

Scientific and Philosophical Perspectives in Neuroethics ...

Buy *What is Mental Disorder? : An essay in philosophy, science, and values: An essay in philosophy, science, and values (International Perspectives in Philosophy & Psychiatry) 1* by Bolton, Derek (ISBN: 9780198565925) from Amazon's Book Store. Everyday low prices and free delivery on eligible orders.

What is Mental Disorder? : An essay in philosophy, science ...

Reality and fiction come together in a season of films and talks that uncovers the connections between science and cinema. We've partnered with the London Mathematical Laboratory and invited leading figures from the world of science and mathematics to share their perspectives on their favourite films.

Science on Screen | Barbican

Susan F. Cannon, *Science in Culture: The Early Victorian Period* (Folkestone:

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Dawson, 1978); Paul Elliott, 'The Birth of Public Science in the English Provinces: Natural Philosophy in Derby, c.1690-1760', *Annals of Science* 57 (2000): 61-100; Jan Golinski, *Science As Public Culture: Chemistry and Enlightenment in Britain, 1760-1820* (Cambridge: Cambridge University Press, 1992); Ian ...

To most scientists, and to those interested in the sciences, understanding is the ultimate aim of scientific endeavor. In spite of this, understanding, and how it is achieved, has received little attention in recent philosophy of science. *Scientific Understanding* seeks to reverse this trend by providing original and in-depth accounts of the concept of understanding and its essential role in the scientific process. To this end, the chapters in this volume explore and develop three key topics: understanding and explanation, understanding and models, and understanding in scientific practice. Earlier philosophers, such as Carl Hempel, dismissed understanding as subjective and pragmatic. They believed that the essence of science was to be found in scientific theories and explanations. In *Scientific Understanding*, the contributors maintain that we must also consider the relation between explanations and the scientists who construct and use them. They focus on understanding as the cognitive state that is a goal of explanation and on the understanding of theories and models as a means to this end. The chapters in this book highlight the multifaceted nature of the process of scientific research. The contributors examine current uses of theory, models, simulations, and experiments to evaluate the degree to which these elements contribute to understanding. Their analyses pay due attention to the roles of intelligibility, tacit knowledge, and feelings of understanding. Furthermore, they investigate how understanding is obtained within diverse scientific disciplines and examine how the acquisition of understanding depends on specific contexts, the objects of study, and the stated aims of research.

While neuroscience has provided insights into the structure and function of nervous systems, hard questions remain about the nature of consciousness, mind, and self. Perhaps the most difficult questions involve the meaning of neuroscientific information, and how to pursue and utilize neuroscientific knowledge in ways that are consistent with some construal of social 'good'. Written for researchers and graduate students in neuroscience and bioethics, *Scientific and Philosophical Perspectives in Neuroethics* explores important developments in neuroscience and neurotechnology, and addresses the philosophical, ethical, and social issues and problems that such advancements generate. It examines three core questions. First, what is the scope and direction of neuroscientific inquiry? Second, how has progress to date affected scientific and philosophical ideas, and finally, what ethical issues and problems does this progress and knowledge incur, both now and in the future?

This volume explores questions about conceptual change from both scientific and philosophical viewpoints by analyzing the recent history of evolutionary developmental biology. It features revised papers that originated from the workshop "Conceptual Change in Biological Science: Evolutionary Developmental Biology, 1981-2011" held at the Max Planck Institute for the History of Science in Berlin in July 2010. The Preface has been written by Ron Amundson. In these

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papers, philosophers and biologists compare and contrast key concepts in evolutionary developmental biology and their development since the original, seminal Dahlem conference on evolution and development held in Berlin in 1981. Many of the original scientific participants from the 1981 conference are also contributors to this new volume and, in conjunction with other expert biologists and philosophers specializing on these topics, provide an authoritative, comprehensive view on the subject. Taken together, the papers supply novel perspectives on how and why the conceptual landscape has shifted and stabilized in particular ways, yielding insights into the dynamic epistemic changes that have occurred over the past three decades. This volume will appeal to philosophers of biology studying conceptual change, evolutionary developmental biologists focused on comprehending the genesis of their field and evaluating its future directions, and historians of biology examining this period when the intersection of evolution and development rose again to prominence in biological science.

This edited volume explores the interplay between philosophies in a wide-ranging analysis of how technological applications in science inform our systems of thought. Beginning with a historical background, the volume moves on to explore a host of topics, such as the uses of technology in scientific observations and experiments, the salient relationship between technology and mechanistic notions in science and the ways in which today's vast and increasing computing power helps scientists achieve results that were previously unattainable. Technology allows today's researchers to gather, in a matter of hours, data that would previously have taken weeks or months to assemble. It also acts as a kind of metaphor bank, providing biologists in particular with analogies (the heart as a 'pump', the nervous system as a 'computer network') that have become common linguistic currency. This book also examines the fundamental epistemological distinctions between technology and science and assesses their continued relevance. Given the increasing amalgamation of the philosophies of science and technology, this fresh addition to the literature features pioneering work in a promising new field that will appeal both to philosophers and scientific historiographers.

This book presents a "philosophy of science education" as a research field as well as its value for curriculum, instruction and teacher pedagogy. It seeks to re-think science education as an educational endeavour by examining why past reform efforts have been only partially successful, including why the fundamental goal of achieving scientific literacy after several "reform waves" has proven to be so elusive. The identity of such a philosophy is first defined in relation to the fields of philosophy, philosophy of science, and philosophy of education. It argues that educational theory can support teacher's pedagogical content knowledge and that history, philosophy and sociology of science should inform and influence pedagogy. Some case studies are provided which examine the nature of science and the nature of language to illustrate why and how a philosophy of science education contributes to science education reform. It seeks to contribute in general to the improvement of curriculum design and science teacher education. The perspective to be taken on board is that to teach science is to have a philosophical frame of mind—about the subject, about education, about one's personal teacher identity.

This collection addresses metaphysical issues at the intersection between

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philosophy and science. A unique feature is the way in which it is guided both by history of philosophy, by interaction between philosophy and science, and by methodological awareness. In asking how metaphysics is possible in an age of science, the contributors draw on philosophical tools provided by three great thinkers who were fully conversant with and actively engaged with the sciences of their day: Kant, Husserl, and Frege. Part I sets out frameworks for scientifically informed metaphysics in accordance with the meta-metaphysics outlined by these three self-reflective philosophers. Part II explores the domain for co-existent metaphysics and science. Constraints on ambitious critical metaphysics are laid down in close consideration of logic, meta-theory, and specific conditions for science. Part III exemplifies the role of language and science in contemporary metaphysics. Quine's pursuit of truth is analysed; Cantor's absolute infinitude is reconstrued in modal terms; and sense is made of Weyl's take on the relationship between mathematics and empirical aspects of physics. With chapters by leading scholars, *Metametaphysics and the Sciences* is an in-depth resource for researchers and advanced students working within metaphysics, philosophy of science, and the history of philosophy.

Social constructionists claim that scientific debates are influenced by non-evidential factors such as the rhetoric and professional clout of the participants. These essays undermine an extreme social constructionist perspective and indicate the need for a more realistic scientific rationality.

An interdisciplinary exploration of important developments in neuroscience, and the philosophical, ethical, and social issues that such advancements generate.

Philosophical Perspectives on the Engineering Approach in Biology provides a philosophical examination of what has been called the most powerful metaphor in biology: The machine metaphor. The chapters collected in this volume discuss the idea that living systems can be understood through the lens of engineering methods and machine metaphors from both historical, theoretical, and practical perspectives. In their contributions the authors examine questions about scientific explanation and methodology, the interrelationship between science and engineering, and the impact that the use of engineering metaphors in science may have for bioethics and science communication, such as the worry that its wide application reinforces public misconceptions of the nature of new biotechnology and biological life. The book also contains an introduction that describes the rise of the machine analogy and the many ways in which it plays a central role in fundamental debates about e.g. design, adaptation, and reductionism in the philosophy of biology. The book will be useful as a core reading for professionals as well as graduate and undergraduate students in courses of philosophy of science and for life scientists taking courses in philosophy of science and bioethics.

First Published in 1970. Routledge is an imprint of Taylor & Francis, an informa company.

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