Module/ Course Title: Philosophy of Science										
Module Student		Credits (anadita/EC	Semester	Frequer	Ley Duration	(a)				
SBF6000	code	119 hours	(creaits/EC TS)		(January)	ear i semester ((s)			
SDI 0000	02	117 nouis	2 credits		(Junuary)	'				
1	Ту	pes of courses	contact hours	indepe	endent study	class size				
		Personality	35 hours	4	2 hours	30				
	Dev	elopment Course								
2	Prere -	equisites for parti	cipation							
3	 3 Learning outcomes After completing this course students are able to: Understand various philosophical concepts and theories, their position, focus, scope, objectives and functions to be used as a rationale for planning and developing science Understand the philosophy of science as a means of self-development for a scientist with fundamental vision and orientation of philosophy based on values, morals, and academic ethics Apply the philosophy of science as the basis for a logical, critical, systematic framework of thinking Understand the implications of the development of science by applying humanity values 									
4	Subject aims/ Content (Sub-CPMK) The Philosophy of Science Course is a Philosophy Course with the field of study being Science. For non-philosophy (Cultural) students, this course is intended to provide some basic insights in understanding their respective scientific positions in the midst of a broad scientific treasure. Therefore, lecture materials are avoided from pure philosophy lecture materials and are more directed at the orientation of opening up insight about several important things related to science. They include Knowledge, Philosophy, Religion, and various enlightening critical debates, as well as a variety of discourses on changing the paradigm of the sciences ranging from very strictly scientific to the random search for truth in non-scientific spaces. In the last four meetings, students are invited to be more aware of the relevance of philosophy of science and the ethics of its application in the humanities. In short, this course is intended to encourage students of the humanities sciences to not narrowly view science, but to be open to the diversity of sciences that are currently developing very rapidly and specifically. The specification of the science they are pursuing is only one small field that must be reconciled and associated with other sciences.									
	Cour 1. 2. 3. 4. 5. 6. 7. 8. 9. 10	se content Week 1: Introduc Week 2: identify Week 3: identify Week 4: identify Week 5: understa Week 6: recogniz rationalism Week 7: identify post-structuralism Week 8: Mid-tern Week 9: understa problems. Week 10: unders falsification and	tion of RPS and lecturing human ventures in ing the categories of tring the Truth through I anding the Truth through I anding the tree of know tring the basic schools of magenthe basic schools of m Examination anding the Paradigm of tanding the dynamics of Thomas Kuhn's Parad	re contract seeking the uth, namely Religious Ph vledge and th of philosophy f philosophy f the Science of the Lakat digm Shift.	truth. Science, Philoso enomenology ne integration of y in getting the t in obtaining the s: Positivism an os' Safety Belt t	ophy, Religion sciences ruth of empiricism and e truth of structuralism and d Inductivism and their o answer the Popper's	d			

7	Module/Course Coordinator: Dr. Hipolitus K. Kewuel, M.Hum
6	This module is used in the following degree programmes as well: (No)
	FS = Final ScoreST = Structured TasksP = ParticipationME = Midterm ExamsFE = Final Exams
	FS = 0,15 P + 0,15 ST + 0,35 ME + 0,35 FE Notes:
5	Assessment methods The test/evaluation method is carried out through structured assignments, mid-semester examination, final semester examination, as well as class participation. The final score in this lecture is obtained through the formula or calculation below.
4	Teaching methods The learning method refers to an active learning strategy carried out with active student involvement and inquiry-based collaboration. Students actively seek for various relevant reference sources, lecturers as facilitators providing stimulus and act as facilitators during the lectures. Lectures are carried out by providing several study themes such as: 1) explanatory lectures and discussion, 2) group presentation, and 3) assignments in the form of writing an essay from the references based on the discussion in the class
	 Week 11: identifying the views of Feyerabend's Epistemological Anarchism and Umberto Eco's Abduction theory. Week 12: incorporating philosophical ideas into the realm of Linguistics Week 13: incorporating philosophical ideas into the realm of Educational Science Week 14: incorporating philosophical ideas into the realm of the Arts Week 15: incorporating philosophical ideas pragmatically into Applied Ethics. Week 16: Final Examination

8	Other information:
	Lectures use primary references such as journals, books and learning resources as follows:
	Primary references:
	1. Gaardner, Jostein, 1996, Dunia Sophie, Bandung: Mizan
	2. Hadiwijono, Harun, 1980, Sari Sejarah Filsafat Barat 1, Yogyakarta: Kanisius
	3. Hadiwijono, Harun, 1980, Sari Sejarah Filsafat Barat 2, Yogyakarta: Kanisius
	4. K. Bertens, 2002, Filsafat Barat Kontemporer, Inggris-Jerman, Jakarta: Gramedia Pustaka Utama
	 Keraf, A. (2001). Sony dan Mikhael Dua. Ilmu Pengetahuan. Sebuah Tinjauan Filosofis. Yogyakarta Penerbit Kanisius.
	6. Madjid, Nurcholish (ed.), 1999, Passing Over: Melintas Batas Agama, Jakarta: Gramedia
	7. Palmquist, Stephen. Pohon Filsafat. Pustaka Pelajar
	8. Tim Redaksi Driyarkara (ed.) Hakikat Pengetahuan: Cara Kerja Ilmu-ilmu, Jakarta: Gramedia, 1993
	9. Tjahjadi, S. P. L. (2004). Petualangan Intelektual. Yogyakarta: Kanisius.
	10. Wibisono, Koento, 1983, Arti Perkembangan Menurut Filsafat Positivisme Auguste Comte,
	Yogyakarta: Gajah Mada University Press
	Secondary references:
	1. Dewantara, Ki Hajar, 2009, Menuju Manusia Merdeka, Yogyakarta: Leutika
	2. Dhavamony, Mariasusai, 1995, Fenomenologi Agama, Yogyakarta: Kanisius
	3. F. Budi Hardiman, 2004, Filsafat Modern, dari Machiavelli sampai Nietzsche, Yogyakarta, Jakarta: Gramedia Pustaka Utama
	4. Freire, Paulo, 2000, Pedagogy of Freedom: Ethics, Democracy, and Civic Courage (Critical
	Perspectives Series: A Book Series Dedicated to Paulo Freire), translated by Patrick Clarke, New Vork: Powmen & Littlefield Publishers. Inc.
	5 Kaelan 1998 Filsafat Bahasa: Masalah dan Pengembangannya Vogyakarta: Paradigma
	6 Mustansvir Rizal dan Misnal Munir Filsafat Ilmu Pustaka Pelajar Yogyakarta 2003
	7. Sudiaria, A., dkk. (ed.), 2006. Karva Lengkap Drivarkara, Jakarta: Gramedia Pustaka Utama
	8. Sugiharto, Bambang, 2013. Untuk Apa Seni?, Bandung: Pustaka Matahari
	9. Suryajaya, Martin, 2016, Sejarah Estetika, Jakarta Barat: Gang Kabel

Appendix Task Guidelines and Rubrics 1

UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION										
	STUDENT TASK GUIDELINE									
COURSE TITLE	FLE Philosophy of Science									
CODE	SBF60002	CREDITS	2	SEMESTER						
LECTURER OF THE COURSE	Yohanes Padmo A	Adi Nugroho, S.S	S., M.	Hum.						
TASK FORM										
Study Group Discus	sion and Presentation	1								
COURSE LEARNI	ING OUTCOME									
 Being able to understand various philosophical concepts and theories, their position, focuses, scopes, goals, and functions so that they can be used as a rationale for planning and developing science Being able to understand the philosophy of science as a means of self-development as a scientist who has a basic vision and orientation of philosophy based on values, morals, and academic ethics 										
DESCRIPTION										
Discussion about a philosophy topic within the study group, then write the result down on a paper. On the time given, they will present the result in front of the class (plenary discussion).										
METHOD OF CO	OMPLETION									

- 1. Students congregate in a group discussion of 5-6 persons. There will be 6-7 groups.
- 2. Each group will get a topic of philosophy.
- 3. They discuss the topic within their own group.
- 4. Then write the result down on a paper.
- 5. On the time given, they will present the result in front of the class (plenary discussion).

OUTCOMES

- a. A short paper (3-5 pages) about the topic they discuss in the study group.
- b. A PowerPoint file consists of presentation points.

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Score				
'		1	2	3	4	
Understanding	Students understand the topic of philosophy given to them.					
Activity	Students actively discuss in their own study group.					
Communication	Students communicate the idea in their own study group as well as in the class.					
Genuine	The paper they write is not plagiarism.					

Responsibility	Each student actively gets involved in the study group, read the sources related to the topic, do the discussions, wrote the papers, and present them in front of the class.					
TIMES						
Meeting 9, 10, 11, 12, 13, 14, and 15						
OTHERS: -						

REFERENCES

Primary:

K. Bertens, 2002, Filsafat Barat Kontemporer, Inggris-Jerman, Jakarta: Gramedia Pustaka Utama Keraf, A. (2001). Sony dan Mikhael Dua. Ilmu Pengetahuan. Sebuah Tinjauan Filosofis. Yogyakarta Penerbit Kanisius. Madjid, Nurcholish (ed.), 1999, Passing Over: Melintas Batas Agama, Jakarta: Gramedia Palmquist, Stephen. Pohon Filsafat. Pustaka Pelajar Tim Redaksi Driyarkara (ed.) Hakikat Pengetahuan: Cara Kerja Ilmu-ilmu, Jakarta: Gramedia, 1993 Tjahjadi, S. P. L. (2004). Petualangan Intelektual. Yogyakarta: Kanisius. Wibisono, Koento, 1983, Arti Perkembangan Menurut Filsafat Positivisme Auguste Comte. Yogyakarta: Gajah Mada University Press Secondary: Dewantara, Ki Hajar, 2009, Menuju Manusia Merdeka, Yogyakarta: Leutika Dhavamony, Mariasusai, 1995, Fenomenologi Agama, Yogyakarta: Kanisius F. Budi Hardiman, 2004, Filsafat Modern, dari Machiavelli sampai Nietzsche, Yogyakarta, Jakarta: Gramedia Pustaka Utama Freire, Paulo, 2000, Pedagogy of Freedom: Ethics, Democracy, and Civic Courage (Critical Perspectives Series: A Book Series Dedicated to Paulo Freire), translated by Patrick Clarke, New York: Rowman & Littlefield Publishers, Inc.

Kaelan, 1998, Filsafat Bahasa: Masalah dan Pengembangannya, Yogyakarta: Paradigma Mustansyir, Rizal dan Misnal Munir, Filsafat Ilmu, Pustaka Pelajar. Yogyakarta, 2003 Sudiarja, A., dkk. (ed.), 2006, Karya Lengkap Driyarkara, Jakarta: Gramedia Pustaka Utama Sugiharto, Bambang. 2013. Untuk Apa Seni?. Bandung: Pustaka Matahari Suryajaya, Martin, 2016, Sejarah Estetika, Jakarta Barat: Gang Kabel

Appendix Task Guidelines and Rubrics 2

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION							
	STUDENT TASK GUIDELINE							
COURSE TITLE	Philosophy of Science							

CODE	SBF60002	CREDITS	2	SEMEST	TER					
LECTURER OF THE COURSE	Yohanes Padmo Adi Nugroho, S.S., M.Hum.									
TASK FORM										
Midterm Examination										
COURSE LEARN	ING OUTCOME									
 Being able to ur and functions sc Being able to ur basic vision and 	nderstand various phi o that they can be use nderstand the philoso l orientation of philos	losophical conce d as a rationale : phy of science a sophy based on v	epts an for pla s a me values	nd theories, anning and a cans of self- , morals, an	their pos developin developn d academ	ition, focuses, scopes, goals, ag science nent as a scientist who has a nic ethics				
DESCRIPTION										
Students answer the There will be 5 ques	questions according tions, students may c	to the materials hoose three of the	and th hem.	eories give	n during	the first mid semester.				
METHOD OF CO	MPLETION									
 There are 5 questions according to the materials and theories given during the first mid semester. Students elaborate their answers, write down their understandings, and explain them. The question sheet will be sent to the students by Telegram group. Students answer the questions themselves. The answer sheet will be saved in pdf. The pdf. file will be sent by google form. 										
OUTCOMES										
 Students und Students und Students und Students und Students und Students und 	lerstand the categorie lerstand the Truth thru lerstand tree of know lerstand empiricism a lerstand structuralism	s of truth betwee ough Phenomen ledge and integr nd rationalism and poststructu	en Sci ology ation ralism	ence, Philos of Religior of sciences	sophy, an 1	d Religion				

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING ASPECT DESCRIPTOR Score 3 4 1 2 Understanding Students understand the basic concept of science philosophy and the discourses about it. They do the test themselves and Genuine the answers are not plagiarism. Responsibility Students do the test in the time given. TIMES Meeting 8 **OTHERS : -**

REFERENCES

Gaardner, Jostein, 1996, Dunia Sophie, Bandung: Mizan
Hadiwijono, Harun, 1980, Sari Sejarah Filsafat Barat 1, Yogyakarta: Kanisius
Hadiwijono, Harun, 1980, Sari Sejarah Filsafat Barat 2, Yogyakarta: Kanisius
K. Bertens, 2002, Filsafat Barat Kontemporer, Inggris-Jerman, Jakarta: Gramedia Pustaka Utama
Keraf, A. (2001). Sony dan Mikhael Dua. Ilmu Pengetahuan. Sebuah Tinjauan Filosofis. Yogyakarta
Penerbit Kanisius.
Madjid, Nurcholish (ed.), 1999, Passing Over: Melintas Batas Agama, Jakarta: Gramedia
Palmquist, Stephen. Pohon Filsafat. Pustaka Pelajar
Tim Redaksi Driyarkara (ed.) Hakikat Pengetahuan: Cara Kerja Ilmu-ilmu, Jakarta: Gramedia, 1993
Tjahjadi, S. P. L. (2004). Petualangan Intelektual. Yogyakarta: Kanisius.
Wibisono, Koento, 1983, Arti Perkembangan Menurut Filsafat Positivisme Auguste Comte,
Yogyakarta: Gajah Mada University Press

Appendix Task Guidelines and Rubrics 3

UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION										
STUDENT TASK GUIDELINE										
COURSE TITLE	COURSE TITLE Philosophy of Science									
CODE	SBF60002	CREDITS	2	SEMESTER						

Yohanes Padmo Adi Nugroho, S.S., M.Hum.

TASK FORM

Final Examination/Final Paper

COURSE LEARNING OUTCOME

- 1. Being able to apply the philosophy of science as the basis for a logical, critical, systematic framework of thinking
- 2. Being able to understand the implications of the development of science by applying humanities values

DESCRIPTION

Students discuss in their own study groups about one topic within the scope of Philosophy of Science. They may choose a discourse or a philosopher to discuss.

METHOD OF COMPLETION

- 1. Students discuss in their own study group about the discourse of Science Philosophy or a Philosopher.
- 2. Students write down on paper, 5-7 pages, TNR12, spacing 1.5.
- 3. Students submit the paper by google form.

OUTCOMES

- 1. Students understand one discourse of science philosophy or the thinking of one philosopher.
- 2. Students are able to articulate the discourse/thinking.

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Score					
		1	2	3	4		
Understanding	Students understand one discourse of science philosophy or the thinking of one philosopher						
Activity	Students actively discuss in their own study group.						
Communication	Students communicate the idea in their own study group as well as in the class.						
Genuine	They do the test themselves and the answers are not plagiarism.						
Responsibility	Students do the test in the time given.						
TIMES							
Meeting 16							
OTHERS : -							

REFERENCES

Dewantara, Ki Hajar, 2009, Menuju Manusia Merdeka, Yogyakarta: Leutika Dhavamony, Mariasusai, 1995, Fenomenologi Agama, Yogyakarta: Kanisius F. Budi Hardiman, 2004, Filsafat Modern, dari Machiavelli sampai Nietzsche, Yogyakarta, Jakarta: Gramedia Pustaka Utama Freire, Paulo, 2000, Pedagogy of Freedom: Ethics, Democracy, and Civic Courage (Critical Perspectives Series: A Book Series Dedicated to Paulo Freire), translated by Patrick Clarke, New York: Rowman & Littlefield

Publishers, Inc.

Kaelan, 1998, Filsafat Bahasa: Masalah dan Pengembangannya, Yogyakarta: Paradigma

Mustansyir, Rizal dan Misnal Munir, Filsafat Ilmu, Pustaka Pelajar. Yogyakarta, 2003

Sudiarja, A., dkk. (ed.), 2006, Karya Lengkap Driyarkara, Jakarta: Gramedia Pustaka Utama

Sugiharto, Bambang. 2013. Untuk Apa Seni?. Bandung: Pustaka Matahari

Suryajaya, Martin, 2016, Sejarah Estetika, Jakarta Barat: Gang Kabel