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The central theme running throughout this outstanding new survey is the nature of the philosophical debate created by modern science's foundation in experimental and mathematical method. More recently, recognition that reasoning in science is probabilistic generated intense debate about whether and how it should be constrained so as to ensure the practical certainty of the conclusions drawn. These debates brought to light issues of a philosophical nature which form the core of many scientific controversies today. *Scientific Method: A Historical and Philosophical Introduction* presents these debates through clear and comparative discussion of key figures in the history of science. Key chapters critically discuss \* Galileo's demonstrative method, Bacon's inductive method, and Newton's rules of reasoning \* the rise of probabilistic 'Bayesian' methods in the eighteenth century \*



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the method of hypotheses through the work of Herschel, Mill and Whewell \* the conventionalist views of Poincaré and Duhem \* the inductivism of Peirce, Russell and Keynes \* Popper's falsification compared with Reichenbach's enumerative induction \* Carnap's scientific method as Bayesian reasoning The debates are brought up to date in the final chapters by considering the ways in which ideas about method in the physical and biological sciences have affected thinking about method in the social sciences. This debate is analyzed through the ideas of key theorists such as Kuhn, Lakatos, and Feyerabend.

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This textbook will enable scientists to be better scientists by offering them a deeper understanding of the scientific method.

From their grade school classrooms forward, students of science are encouraged to memorize and adhere to the "scientific method"—a model of inquiry consisting of five to seven neatly laid-out steps, often in the form of a flowchart. But walk into the office of a theoretical physicist or the laboratory of a biochemist and ask "Which step are you on?" and you will likely receive a blank stare. This is not how science works. But science does work, and here award-winning teacher and scholar Steven Gimbel provides students the tools to answer for themselves this question: What actually is the scientific method? Exploring the Scientific Method pairs classic and contemporary readings in the philosophy of science with milestones in

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scientific discovery to illustrate the foundational issues underlying scientific methodology. Students are asked to select one of nine possible fields—astronomy, physics, chemistry, genetics, evolutionary biology, psychology, sociology, economics, or geology—and through carefully crafted case studies trace its historical progression, all while evaluating whether scientific practice in each case reflects the methodological claims of the philosophers. This approach allows students to see the philosophy of science in action and to determine for themselves what scientists do and how they ought to do it. Exploring the Scientific Method will be a welcome resource to introductory science courses and all courses in the history and philosophy of science.

These essays throw new light on the complex relations between science, literature and rhetoric as avenues to discovery in the seventeenth and eighteenth centuries. Scholars from a variety of disciplinary backgrounds examine the agency of early modern poets, playwrights, essayists, philosophers, natural philosophers and artists in remaking their culture and reforming ideas about human understanding. Analyzing the ways in which the works of such diverse writers as Shakespeare, Bacon, Hobbes, Milton, Cavendish, Boyle, Pope and Behn related to contemporary epistemological debates, these essays move us toward a better understanding of interactions between the sciences and the humanities during a seminal phase in the emergence of modern Western thought.

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The scientific method is just over a hundred years old. From debates about the evolution of the human mind to the rise of instrumental reasoning, Henry M. Cowles shows how the idea of a single "scientific method" emerged from a turn inward by psychologists that produced powerful epistemological and historical effects that are still with us today.

Philosophical Chemistry furthers Manuel DeLanda's revolutionary intervention in the philosophy of science and science studies. Against a monadic and totalizing understanding of science, DeLanda's historicizing investigation traces the centrality of divergence, specialization and hybridization through the fields and subfields of chemistry. The strategy followed uses a series of chemical textbooks, separated from each other by fifty year periods (1750, 1800, 1850, and 1900), to follow the historical formation of consensus practices. The three chapters deal with one subfield of chemistry in the century in which it was developed: eighteenth-century inorganic chemistry, nineteenth-century organic chemistry, and nineteenth-century physical chemistry. This book creates a model of a scientific field capable of accommodating the variation and differentiation evident in the history of scientific practice. DeLanda proposes a model that is made of three components: a domain of phenomena, a community of practitioners, and a set of instruments and techniques connecting the community to the domain. Philosophical Chemistry will be essential reading for those engaged in emergent, radical and contemporary strands of thought in the philosophy of science and for those scholars and students

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who strive to practice a productive dialogue between the two disciplines.

When and where did science begin? Historians have offered different answers to these questions, some pointing to Babylonian observational astronomy, some to the speculations of natural philosophers of ancient Greece. Others have opted for early modern Europe, which saw the triumph of Copernicanism and the birth of experimental science, while yet another view is that the appearance of science was postponed until the nineteenth century. Rather than posit a modern definition of science and search for evidence of it in the past, the contributors to *Wrestling with Nature* examine how students of nature themselves, in various cultures and periods of history, have understood and represented their work. The aim of each chapter is to explain the content, goals, methods, practices, and institutions associated with the investigation of nature and to articulate the strengths, limitations, and boundaries of these efforts from the perspective of the researchers themselves. With contributions from experts representing different historical periods and different disciplinary specializations, this volume offers a fresh perspective on the history of science and on what it meant, in other times and places, to wrestle with nature.

A falling apple inspired the law of gravity—or so the story goes. Is it true? Perhaps not. But why do such stories endure as explanations of how science happens? *Newton's Apple and Other Myths about Science* brushes away popular

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misconceptions to provide a clearer picture of scientific breakthroughs from ancient times to the present.

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