

Philo o h of Science 1: Social E i emolog & Po la ion Heal h Science

Assessment & Learning Objectives

This course uses a teaching and learning strategy called assignment scaffolding. Assignment scaffolding "can help students succeed by breaking down complicated tasks and content into manageable parts of gradually increasing complexity" (University of Toronto Center for Teaching and Learning). Each assignment is designed to guide students through the process of planning and completing a successful term paper. Specific learning objectives are provided below.

Assignment	Weight	Due Date
Module 1 Quiz	20%	Friday Feb. 11
Module 2 Exercise	25%	Monday March 7
Term paper outline	20%	Wednesday March 30

Course schedule and readings					
	Module 1				
1	(W) Jan. 5	Introduction [Remote delivery]	~ No readings ~		
2	(M) Jan. 10 (W) Jan. 12	The Problem of Induction [Remote delivery]	Broadbent (2013) Ch. 2: "Philosophical and epidemiological basics" ~15 pages~ Broadbent (2013) Ch. 3: "The Causal Interpretation Problem" ~30 pages		
3	(M) Jan. 17 Add/Drop: Jan. 18 (W) Jan. 19	Stability [Remote delivery]			

6	(M) Feb. 7 (W) Feb. 9	Lessons from feminist philosophies of science	de-Melo-Martin (2011) 'Feminist resources for biomedical research: Lessons from the HPV Vaccines' ~18 pages

11	(M) Mar. 21 (W) Mar. 23	Research ethics governance	Bull et al. (2019) "Shifting practise: recognizing Indigenous rights holders in research ethics review" ~ 12 pages Cox et al. (2020) "Epistemic Strategies in Ethical Review: