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~~The last 50 years has seen cell biology driven by two extraordinarily successful and intimately related approaches. The first is the "inspired investigator" model where an individual or small group of individuals identify a key biological process and an experimental paradigm for dissecting this process.~~

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~~The earliest information a cell receives is a pathogenic (biological or chemical) stimulus. The first receiver seems to play a major role in processing the stimulus.~~

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~~Contents Preface ix Acknowledgments xi 1. Science and Knowledge 1 2. Causality and the Three Pillars of Aristotelian Science 11 3. Scientifi c Knowledge 35 4. Cells and Factories~~

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"Honorable mention – Biomedicine and Neuroscience, 2011 Prose Awards" An examination of how the cell should be described in order to effectively process biological data "The fruitful pursuit of biological knowledge requires one to take Einstein's admonition [on science without epistemology] as a practical demand for scientific research, to recognize Waddington's characterization of the subject matter of biology, and to embrace Wiener's conception of the form of biological knowledge in response to its subject matter. It is from this vantage point that we consider the epistemology of the cell." –from the Preface In the era of high biological data throughput, biomedical engineers need a more systematic knowledge of the cell in order to perform more effective data handling. Epistemology of the Cell is the first authored book to break down this knowledge. This text examines the place of biological knowledge within the framework of science as a whole and addresses issues focused on the specific nature of biology, how biology is studied, and how biological knowledge is translated into applications, in particular with regard to medicine. The book opens with a general discussion of the historical development of human understanding of scientific knowledge, the scientific method, and the manner in which scientific knowledge is represented in mathematics. The narrative then gets specific for biology, focusing on knowledge of the cell, the basic unit of life. The salient point is the analogy between a systems-based analysis of factory regulation and the regulation of the cell. Each chapter represents a key topic of current interest, including: Causality and randomness Translational science Stochastic validation: classification Stochastic validation: networks Model-based experimentation in biology Epistemology of the Cell is written for biomedical researchers whose interests include bioinformatics, biological modeling, biostatistics, and biological signal processing.

This book provides the fullest philosophical examination of theories of evolutionary epistemology now available. Here for the first time are found major statements of new theories, new applications, and many new critical explorations. The book is divided into four parts: Part I introduces several new approaches to evolutionary epistemology; Part II attempts to widen the scope of evolutionary epistemology, either by tackling more traditional epistemological issues, or by applying evolutionary models to new areas of inquiry such as the evolution of culture or of intentionality; Part III critically discusses specific problems in evolutionary epistemology; and Part IV deals with the relationship of evolutionary epistemology to the philosophy of mind. Because of its intellectual depth and its breadth of coverage, Issues in Evolutionary Epistemology will be an important text in the field for many years to come.

This book, first published in 2000, explores a range of diverse issues in the intersection of biology and epistemology.

An Epistemology of the Concrete brings together case studies and theoretical reflections on the history and epistemology of the life sciences by Hans-Jörg Rheinberger, one of the world's foremost philosophers of science. In these essays, he examines the history of experiments, concepts, model organisms, instruments, and the gamut of epistemological, institutional, political, and social factors that determine the actual course of the development of knowledge. Building on ideas from his influential book Toward a History of Epistemic Things, Rheinberger first considers ways of historicizing scientific knowledge, and then explores different configurations of genetic experimentation in the first half of the twentieth century and the interaction between apparatuses, experiments, and concept formation in molecular biology in the second half of the twentieth century. He delves into fundamental epistemological issues bearing on the relationship between instruments and objects of knowledge, laboratory preparations as a special class of epistemic objects, and the note-taking and write-up techniques used in research labs. He takes up topics ranging from the French "historical epistemologists" Gaston Bachelard and Georges Canguilhem to the liquid scintillation counter, a radioactivity measuring device that became a crucial tool for molecular biology and biomedicine in the 1960s and 1970s. Throughout An Epistemology of the Concrete, Rheinberger shows how assemblages–historical conjunctures–set the conditions for the emergence of epistemic novelty, and he conveys the fascination of scientific things: those organisms, spaces, apparatuses, and techniques that are transformed by research and that transform research in turn.

Since the heyday of ordinary language philosophy, Anglophone epistemologists have devoted a great deal of attention to the English word 'know' and to English sentences used to attribute knowledge. Even today, many epistemologists, including contextualists and subject-sensitive invariantists are concerned with the truth conditions of "S knows that p," or the proposition it expresses. In all of this literature, the method of cases is used, where a situation is described in English, and then philosophers judge whether it is true that S knows that p, or whether saying "S knows that p" is false, deviant, etc. in that situation. However, English is just one of over 6000 languages spoken around the world, and is the native language of less than 6% of the world's population. When Western epistemology first emerged, in ancient Greece, English did not even exist. So why should we think that facts about the English word "know," the concept it expresses, or subtle semantic properties of "S knows that p" have important implications for epistemology? Are the properties of the English word "know" and the English sentence 'S knows that p' shared by their translations in most or all languages? If that turned out to be true, it would be a remarkable fact that cries out for an explanation. But if it turned out to be false, what are the implications for epistemology? Should epistemologists study knowledge attributions in languages other than English with the same diligence they have shown for the study of English knowledge attributions? If not, why not? In what ways do the concepts expressed by 'know' and its counterparts in different languages differ? And what should epistemologists make of all this? The papers collected here discuss these questions and related issues, and aim to contribute to this important topic and epistemology in general.

How do we know right from wrong? Do we even have moral knowledge? Moral epistemology studies these and related questions about our understanding of virtue and vice. It is one of philosophy's perennial problems, reaching back to Plato, Aristotle, Aquinas, Locke, Hume and Kant, and has recently been the subject of intense debate as a result of findings in developmental and social psychology. In this outstanding introduction to the subject Aaron Zimmerman covers the following key topics: What is moral epistemology? What are its methods? Including a discussion of Socrates, Gettier and contemporary theories of knowledge skepticism about moral knowledge based on the anthropological record of deep and persistent moral disagreement, including contextualism moral nihilism, including debates concerning God and morality and the relation between moral knowledge and our motives and reasons to act morally epistemic moral skepticism, intuitionism and the possibility of inferring 'ought' from 'is,' discussing the views of Locke, Hume, Kant, Ross, Audi, Thomson, Harman, Sturgeon and many others how children acquire moral concepts and become more reliable judges criticisms of those who would reduce moral knowledge to value-neutral knowledge or attempt to replace moral belief with emotion. Throughout the book Zimmerman argues that our belief in moral knowledge can survive sceptical challenges. He also draws on a rich range of examples from Plato's Meno and Dickens' David Copperfield to Bernard Madoff and Saddam Hussein. Including chapter summaries and annotated further reading at the end of each chapter, Moral Epistemology is essential reading for all students of ethics, epistemology and moral psychology.

An examination of the constitutive role of rhythm and movement in the visualization of developing life. In The Form of Becoming Janina Wellmann offers an innovative understanding of the emergence around 1800 of the science of embryology and a new notion of development, one based on the epistemology of rhythm. She argues that between 1760 and 1830, the concept of rhythm became crucial to many fields of knowledge, including the study of life and living processes. She juxtaposes the history of rhythm in music theory, literary theory, and philosophy with the concurrent turn in biology toward understanding the living world in terms of rhythmic patterns, rhythmic movement, and rhythmic representations. Common to all these fields was their view of rhythm as a means of organizing time–and of ordering the development of organisms. With The Form of Becoming, Wellmann, a historian of science, has written the first systematic study of visualization in embryology. Embryological development circa 1800 was imagined through the pictorial technique of the series, still prevalent in the field today. Tracing the origins of the developmental series back to seventeenth-century instructional graphics for military maneuvers, dance, and craft work, The Form of Becoming reveals the constitutive role of rhythm and movement in the visualization of developing life.

What is knowledge? Why is it valuable? How much of it do we have (if any at all), and what ways of thinking are good ways to use to get more of it? These are just a few questions that are asked in epistemology, roughly, the philosophical theory of knowledge. This is Epistemology is a comprehensive introduction to the philosophical study of the nature, origin, and scope of human knowledge. Exploring both classic debates and contemporary issues in epistemology, this rigorous yet accessible textbook provides readers with the foundation necessary to start doing epistemology. Organized around 11 key subtopics, and assuming no prior knowledge of the subject, this volume exposes readers to diverse, often contentious perspectives–guiding readers through crucial debates including Hume's problem of induction, Descartes' engagement with radical skepticism, rationalist and empiricist evaluations of a priori justification, and many more. The authors avoid complex technical terms and jargon in favor of an easy-to-follow, informal writing style with engaging chapters designed to stimulate student interest and encourage class discussion. Throughout the text, a wealth of up-to-date references and links to online resources are provided to enable further investigation of an array of epistemological topics. A balanced and authoritative addition to the acclaimed This is Philosophy series, This is Epistemology is a perfect primary textbook for philosophy undergraduates, and a valuable resource for general readers with interest in this important branch of philosophy.

A comprehensive introduction to the theory of knowledge.

These essays examine the developments in three fundamental biological disciplines--embryology, evolutionary biology, and genetics. These disciplines were in conflict for much of the 20th century and the essays in this collection examine key methodological problems within these disciplines and the difficulties faced in overcoming the conflicts between them. Burian skillfully weaves together historical appreciation of the settings within which scientists work, substantial knowledge of the biological problems at stake and the methodological and philosophical issues faced in integrating biological knowledge drawn from disparate sources.