

CURRICULUM VITAE

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<i>Date of Birth</i>	June 7, 1976
<i>Citizenship</i>	Bulgarian
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<i>Language Known (Read and Write)</i>	Bulgarian, English, Russian
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Junior research associate – II degree - Institute for Philosophical Researches of the Bulgarian Academy of Sciences-present

Doctor of philosophy - Institute for Philosophical Researches of the Bulgarian Academy of Sciences – 2001-2004

Education Qualifications (University Level)

M.Sc. Philosophy, Veliko Turnovo University “Sts. Cyril and Methodius”- 1999-2000

B.Sc. Philosophy, Veliko Turnovo University “Sts. Cyril and Methodius”-1995-1999

Second Specialty- Business and Law

Pre University Education

Mathematics and English Training High School- Pleven, Bulgaria –1989-1995

Computer Skills

WINDOWS, MS OFFICE, PHOTOSHOP, COREL DRAW, HTML, OPEN OFFICE and INTERNET

Training and Work Experience

Pedagogical Intern in Philosophy-English Language School- February –June 2000

Philosophy Teacher at the High School of Fashion Design-Pleven September 2000-July 2001

Philosophy Teacher at the Technical Management High School-Pleven September 2001-February 2002

Philosophy Teacher in High School –Pleven- September 2001-February 2002

Conference Participations:

In Bulgaria

1. “Is Popper’s rationality a convention?”, paper presented on the 8th seminar devoted to Karl Popper, May, 2002, Institute for Philosophical Researches of the Bulgarian Academy of Sciences
2. “Culture in the scientific game”, paper presented on the XXII Varna International Philosophical School, 29 May-01 June 2002.
3. Myth and λογος, paper presented on the “Philosophy as vocation” scientific conference in memory of Atanas Danailov (1934 – 2000), 13-14 of November, 2002, Institute for Philosophical Researches of the Bulgarian Academy of Sciences
4. Development of the Science on theory evolution’s level and the term ”elimination” in the mentioned context”, paper presented on the 9th seminar devoted to Karl Popper, May, 2002, Institute for Philosophical Researches of the Bulgarian Academy of Sciences
5. “Intertheoretic Reduction”, paper presented on the second national meeting of the PhD students in Arbanasi, 26-27 of May, 2003
6. Can we talk about intertheoretic reduction in Biology?, paper presented on the third national meeting of the PhD students in Plovdiv, House of Lamartin, 29-30 May, 2004
7. Unity of Science as a Real Problem: Is There a Scientific Dialogue?, paper presented on the XXIII Varna International Philosophical School, 03-06 of June, 2004

Abroad

1. “Philosophy and Science in Greco-Roman World” – Summer School in CEU, Budapest, 7-18 of July, 2003
2. Research work in Iotvosh Loran University, Budapest, with scholarship from the Ministry of Science and Education – 15.01.2005 – 15.02.2005

Publications:

1. *Culture in the scientific game*. In: Philosophy between Old and New Values – Proceedings of XXII Varna International Philosophical School, 29 May-01 June 2002. IPhR – BAS, Sofia 2003., p. 400-404
2. *Unity of Science as a Real Problem: Is There a Scientific Dialogue?* – In: “Challenges Facing Philosophy in United Europe”, Proceedings of XXIII Varna International Philosophical School, 03 - 06 June 2005. IPhR – BAS, Sofia 2003., p. 89 - 95
3. *Intertheoretic reduction*. In: Hristov. I., (edited by), (2004). Philosophical Readings – Arbanasi 2003, Sofia: LIK.
4. *Can we talk about intertheoretic reduction in Biology?* – in the press
5. *Is Popper’s rationality a convention?* – in the press
6. *Scientific demarcations – reflection of 10th seminar devoted to Karl Popper*, Philosophy of Science Department, In “ Philosophical alternatives”, number 4-5, Institute for Philosophical Researches of the Bulgarian Academy of Sciences, 2004, p. 261-263

The theme of Ph.D. thesis: “The methodological status of the Intertheoretic Reduction”
(short annotation)

The reductionism debate has always played a special role in philosophy of science since the time this philosophical sub-discipline appeared. The following points of view formed the main dilemma. According to the first one, the reductionist attitude has always been important in history of science and could be even recognized as a driving force of scientific progress. This point of view basically rest on the assumption that any explanation is a kind of reduction of the explanandum (or what has to be explained) to the explanance (or the knowledge we already have). The opposite antireductionist point of view claims that any reduction oversimplifies or simply shifts the problem, which is to be solved. According to antireductionist, the things should be understood and explain in their own terms.

The aim of my study was to trace the development of reductionism – anti-reductionism debate in philosophy of science, looking in the same time for answer of the following questions:

- Does the reductionism-anti-reductionism dilemma constitute a real methodological problem or is it simply a linguistic contraversion which results from the clash of different discourses?
- Are there different kinds of reductionism? Which are they?
- To what extent is it reasonable to generalize the criticism of certain forms of reductionism transforming it into a criticism in reductionism in principle?
- What are the main methodological functions of reductionist program in science?
- Could the choice between reductionism and anti-reductionism be empirically justified?