



The Review of knowledge basics of critical realism school (the Frankfort School) with emphasis on geography

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ABSTRACT

Critical realism is as one of the known critical schools' approach, especially in the field of social sciences and in political and social affairs. This school of thought in the first half of the twentieth century and based on to deal with the mainstream of positivist knowledge and the capitalist system was formed. Frankfort School from the view of ideology considered as a part of the neo-Marxist school and its basic claim is linking knowledge and social practices aimed at achieving freedom. The followers of this school because of the belief in the world independent of our knowledge about it, consider themselves among the realist schools and have in common with positivist. In addition, members said, while insisting on the role of experience in the field of science and explain the methods of interpretation and hermeneutics are also loyal. But trying to make a middle way between positivism and hermeneutics disposition to adopt soon. The concerning reviews and analyzes and assumptions of present article about the Principles of its members said that the position of critical rationalism and relying on logical and epistemological analysis has been done show that, despite the claims of followers of the Frankfurt School the realist position, but because of the belief in the fundamentals and principles such as "relativism and historicism" in the field of knowledge and belief as well as social and cultural backgrounds of knowledge and some other assumptions, they cannot be placed among the realist school; but due to the obvious traces of opposite realist in the concept of this approach for this school, it should be considered as idealistic Schools. The main objective of this paper is to review and analyze it from the perspective of analysis from the logical and epistemological view.

Keywords: Realism, opposite of realist, logical analysis, the Frankfort School, critical geography.

1. Introduction

Frankfurt critical School in the first half of the twentieth century (1930), based on the so-called Vienna Circle was formed to deal with the school of logical positivism (Moshirzadeh, 2010: 237). Frankfurt School was a Marxist attitude and is considered as a kind of neo-Marxist approach (GHavam, 2008: 158) and (Griffiths, 2009: 971-970). Among the important issues that were important for Marxist intellectuals after World War I and occupied their minds was the question of the relation between "theory" and "practice" and know that this question has always been in Marxism. On the one hand, according to the principle of historical materialism of Marxism, believed to be a compulsive and inevitable course of human communities and the attainment of a classless communist society in which capitalist societies inevitable knew it will be inevitably, on the other hand social classes, including the workers to revolt and revolution and the establishment of the ideal communist society would be invited. The main question was that if socialism and communism is an inevitable process, so there is no need to stand up and move the masses? Should we wait for the natural course of motion of capitalist society into communist system to be or to act? However, the problem of explaining the theory and practice of Marxism was such ambiguous issues that the leaders of this school did not have a clear answer to fix it (Soroush, 2006: 194) and (Alamdari, 2006: 81). In the mid-twentieth century, "the founders of the school of Frankfurt are the heirs of Marx, went to America and digestion of the working class within the capitalist system have observed (Soroush, 2006: 195)." And therefore felt the need to revise the ideas of Marxism and neo-Marxist Frankfurt school of critical realism created with content. This first time in 1930 by the Frankfurt School "M.Horkheimer" was established, and others such as "Adorno", "E.Fromm", "H.Marcuse" and especially "J.Habermas" are considered the leaders of the Marxist school (Babaei, 2012: 830-829) and (Bozorgi, 1998: 170). Critical realism in terms of the basis of the compliance function "independent of our knowledge about the world", with both congenial "positivism" and "extreme interpretation" is Opposite. In critical realism, pragmatism and look out quantitative positivism approach is criticized. In their view, science positivism because of their conservatism, cannot meet the cultural and social issues. For positivism, knowledge of the area is completely separate values and norms, while followers of Frankfurt argue that these two areas are not only independent, but also because their foundation of knowledge and values are mixed together. However, Frankfurt approach by accepting mind-independent reality, look at scientific research accepts the positivist explanation but unlike them, don't know start of science by observing but know start of scientific activities with theory (Sadeghi, 2013: 35). Frankfurt attitude interpretative (hermeneutic) as a qualitative approach and believes that emphasis should be made to distinguish between natural and human subjects and thus make the distinction method as well. they believed, even natural subjects with regard to the framework (accrued) researcher, with commentary and interpretative methods studied (Golabi and Shahbazi, 2014: 53). Critical realism has hermeneutic approach to the issue of knowledge and human and social issues are not confined merely to make it in the sense that knowledge is both natural and human, while the framework is its own

meaning, a sense of perspective and horizon the researcher will be read. However, in critical realism, however, to understand and interpret the meanings of phenomena in the context of the theory researchers note emphasized, but the reality considers mind-independent and insist on experience to the role and performance in awareness and explain (Nasiripour, 2011: 45-40). Critical realism by adopting a middle way between positivism and hermeneutics, trying to make the role of normative statements (value) Like the ideology of the structure of scientific knowledge, to give a mixture of knowledge and values stressed. In other words, in the view of the followers of critical realism in its depth of knowledge of the values and interests of researchers mixed and interconnected.

Thus, although the Frankfurt School (school-cash) claimed realist approach in the field of cognition, but with more carefully the principles to which, it seems to them the issue of objectivity in clearly enough and nature is not distorted and ambiguous (McLean, 2008: 238).

Here to explain further, it is necessary to point out that school principals and assumptions:

Frankfurt School principals and basic assumptions: 1. The principle of the historicity of truth and knowledge; 2. emphasis on the sociology of knowledge; 3. Believes to the incorporation of valuable knowledge foundation (preceded by the facts of belonging); 4. emphasis on the role of paradigms and discourses knowledge (facts according to the paradigm of discourse); 5. belief in relativism of knowledge.

2. Literature Review

3-1. histories of truth and knowledge

The truth based on the variable, Things are changing and non-fixed outer reality and the truth and knowledge, it is the mind that conforms to the exterior are the facts, the variable itself will be intrinsically So that fits the realities of the time, facts and knowledge and the changing nature will also lapse. So essentially, no concept of historical fact and cannot imagine fixed and stable because no proof exists in the real world because of the sun, earth, mountains, plains, plants and all elements of the natural environment and the conditions and structures and not the same. According to "Demokrit" twice swam in a river cannot. Because the river is a very different beast to the river moments before (Tabatabai and Motahari, *Bitā*: 59-58).

Belief in the historicity of the facts and knowledge, including the principles of materialist attitude is rooted in a long history and before Plato and Aristotle in the fifth and sixth century BC by the "Sophists" and "septicemia cysts" it was articulate and promotes (Copleston, 2014: 99).

Based on historical facts, from the third century BC to the fifteenth century AD, the dominant paradigm in the field of philosophical thought in both East and West has been a paradigm rationalism. Gradually, Christian and Aristotelian rationalist approach to the key challenges.

Although people like Descartes in the seventeenth century tried to help rational principles, to cope with the rising tide of anti-intellectual in the pay period, however, the political, social and frustration many Western intelligentsia social conditions, the strength of re-thinking Sophist and septicemia Sistine this period, Western philosophical ideas of the eighteenth century, building upon the skepticism has come a full mentioned period gradually strengthened the idea that philosophy should be separated from social reality and life philosophy turned.

Thus, a new approach called "philosophy of life" appeared and scholars in the field of philosophical thinking appeared that philosophy worked with the realities of life conditions the social, political and economic link. Supporters argued that this perspective, the task of social philosophy of providing solutions to change people's lives (moeini Alamdari, 2006: 87) They were trying to philosophy and social theory discussions lifeless from the fence and cut off from life and stop people communicate between knowledge and life goals (that: 88-87) For example, war, revolution and the emergence of the state, nation and so on, all examples and examples idea of war, the whole idea of revolution, state, nation, etc. are considered. The general ideas, and historical period or phenomenon that occurs in the course of an event that embodies the idea and its expression. Last years, during the manifestation of the Hegelian ideas inspire people like he was, but he changed the abstract and metaphysical ideas of Hegel, his thought on the material world and the theory of "historical materialism "and concluded (tavakol, 2009: 158-141) Marx said of the living conditions of the population can understand people's thoughts and ideas (Soroush, 2006: 312-311) According to Marx, the period of feudal morality, bourgeois morality and ethics of our labor. In the humanities, he knew everything and superstructure period (Soroush, 2006: 190).

3-2. sociology of knowledge

Sociology of knowledge of the fundamentals of Marxism and its adherents considered the companions of the Frankfurt School. According to this principle, all aspects and forms of human knowledge, including philosophy, science, ethics and social origins and roots in the conditions of human society in any historical period, Accordingly, any truth in knowledge, especially in the social sciences, is a social construct, and therefore the motivation, goals, values and interests of individuals and researchers mixed and knowledge regardless of One cannot imagine the social field. (tavakol, 2009: 35) (Chernoff, 2009: 251-246). In this sense, first of objectivity is derived from its function of social conditions and, secondly, the number of human societies, can be maintained in the reality of social (Soroush, 2006: 204). According to "Jürgen Habermas" Frankfurt School scholars (critical), the validity of empirical scientific laws and theories related to the results of the evaluation criteria, Therefore, separation and duality of fact and value, already, gone, So should the illusion that the views of the people can somehow be outside the scope of history, society and culture, the medium-range (Habermas, 1967: 20-16) Host stresses that the interests, aspirations and values that determine how students are to create a variety of them (Habermas, 1968: 320-308). Since the origin of social facts is human, so the number of human societies can be maintained in reality (triggered, 2007: 57-53).

3-3. Knowledge Foundation mixing value (preceded by the facts of belonging)

One of the fundamental issues related to scientific objectivity and credibility of statements and propositions, the question of the relation between knowledge and values. This is one of the important issues at stake and the humanities and social sciences and concern many philosophers

and scientists in the field considered. According to some philosophers, social sciences, the facts do not contain elements of value in it, regardless of their purpose and belonging.

For example, "Max Weber" the scholars said, standing a scientist with the position of a politician is different because scientists to analyze and explain the facts regardless of traditional values and biases among politicians, while a politician seeks to promote the values of the party and its ideological (Sorosh, 2006: 196) Jürgen Habermas in his critical school of prominent representatives' knowledge and human interests "clearly stipulates that the knowledge and values human belonging and dependence mixture so that essentially irrespective of the existence of objective knowledge is impossible, so , Habermas argues, it is our interests and our research determined that subject, (Thompson, 1981: 99) and (S, 2006: 209).

3-4. paradigms and discourses (preceded by the facts paradigm and discourse)

The term paradigm, first by "Thomas Kuhn" the American philosopher and historian of science was built. The word "dialogue" with the first "Zoellick Harris" was used but by "Foucault" French philosopher grew (Jafari, 2010: 66).

According to Thomas Kuhn, a paradigm accepted by the scientific community in a period building placed and scholars from various disciplines to follow it are unconscious (Cohen, 2014: 33) Both paradigms and discourses of nature are closely related to ideology and sociology of knowledge (sorosh, 2006: 293). As the sociology of knowledge and ideological frameworks, conditions and dependence on social, economic and tendencies of allegiances and motives, people's behavior patterns are set, paradigms and discourses have similar functionalities ideology have. Clearly, with the domination of forced or compulsory paradigms and discourses on the thought and behavior of scholars, to receive objective processes, phenomena and facts would not exist.

3-5. Relativism

Including the Frankfurt School inevitable consequences of the foundations of the knowledge and belief, the belief in cyclical governance paradigms and discourses in determining the objectivity and credibility of statements and propositions scientific knowledge and belief in social origin, belief the relativity of knowledge and facts, the meaning of relativity is this, all the knowledge depends on what people believe and has two kinds of origin of theory and trends of people. And cause every person with his or her understanding and trends can understand based on themselves from reality .so there is no way to receiving to the common and stable fact. (Sadeghi, 2015: 205-197) and (Rorty, 2005: 23-19) and (Sadeghi, 2009: 116).

4.The results (Review basics of the Frankfurt School)

Historicism and objectivity and credibility of the principle of geographical cases: Based on the principle of historicism, essentially all of the facts are cyclical and variable character. So no reality is consistent to stable over time and therefore the concept of objectivity and truth in every historical period different from the period of before and after it. Here, the expression and offer

examples of statements and geographic cases, to review and assess the above principle described above.

- 1) Climatic conditions anywhere in the planet due to its geographical location.
- 2) The geographical position has always been their role in the strength or weakness.
- 3) Population in density land is less than rainy regions.
- 4)) In most cases, landlocked countries are poorer than the coastal states of the economy.
- 5) Proper implementation of land use planning would balance the country's space.
- 6) Security and national unity is more difficult in multinational states than nation of nations.
- 7) Precious environmental resources, an important factor in geopolitical disputes between countries.
- 8) Increase people's satisfaction with the performance of the state increases its national authority.
- 9) The type of soil in each area of the Earth, caused by tectonic activity and climatic conditions of the region.
- 10) Despite abundant water resources plays an important role in the geopolitical situation.
- 11) Areas with mineral resources, their geo-economic value.
- 12) Disputes between countries are predominant geographical origin.

So when you pay attention to these cases you will understand a fixed ratio and extra time and roaming. According to the article, we take a closer look.

For example, Proposition 1 reads: "the climatic conditions anywhere in the planet depend on its geographical location. There's no doubt that the climate and the temperature and precipitation in any geographical point directly is spot on how the sun's rays as well as its topography and geographical location. Common sense and check and experimental field trials clearly recognize that the relationship between geographical location and climatic conditions anywhere in the ground, as fixed and unchanging, and subject to the terms and history courses as well as views not the people. This is also true for the other propositions.

3. Methodology

This article is the kind of basic research in the form of cross - is done. It is a library of resources used.

4. Finding

Ditto on other propositions in the cases of the following have been proposed

5. The relationship between "land use planning programs" with "an atmosphere of harmony and balance in the country"
6. The relationship between "ethnic diversity" with "security and national unity."
7. The relationship between "precious environmental resources" with "geopolitical disputes."
8. The relationship between "public satisfactions" with "increasing authority of the national government."
9. The ratio between 'soil type in each region "with" tectonic activity and climatic conditions of each region. "
10. the ratio between "water-rich" and the "geopolitical status of a region."

11. The ratio between "mineral resources" and "geo-economic value and status of a region."

12. The ratio between the "geographic factors" and "conflicts between countries."

All statements, and these, firstly, are the relationship among the variables, the real objective and independent views, goals and interests of individuals and ratio test and relationship issues are experienced and are able therefore evaluate and determine the right and wrong over there.

However, there may be bugs and how to establish the relationship between the variables in parallel with the development of tools and methods have to be partial changes, but the relation between variables, despite the passage of time and historical developments, still remains is stable. Based on what was said, it can clearly be concluded that, contrary to the principle of geographical facts historicist school of critical realism, objectivity and reliability of its trans-historical and historical developments is not the function.

4-1.Sociology of knowledge and objectivity and credibility Geographic cases

According to the above principle, it is claimed that all knowledge comes from social realities and facts and in accordance with any social structure, can be certain of the reality of the community spoke, It means accepting that reality and geographical facts in any of the terms and structure of the general population and therefore the number of communities that you mentioned that the geographical facts, for example, we have multiple meanings and the concept of geographic location, and certainly had a sense of location from one society to another, will be different. However, in assessing and determining right and wrong hypotheses and theories, geographically, cannot be universal and comprehensive standard, that is independent of social circumstances. Because according to the sociology of knowledge, true and false theories and hypotheses geographical influence of social conditions in the community and with the structure, goals, motivations, traditions and cultures are mixed and, therefore, geographical theory, in the community A Create treated but in the community B Would be wrong.

So we check other ones:

1 Among the "geography of each region" with "climatic conditions of the region."

2 The ratio between the "geographical location" with "the strength or weakness of countries"

3 Among the "population density" with "weather conditions"

4 The ratio between the "location" and "economic power"

5 The implementation of land use planning "and" balance the country's space »

6 The relation between "ethnic diversity" with "security and solidarity countries"

7 Among the "environmental resources" with "geopolitical disputes."

8 The relation between "public satisfaction" with "increasing national authority"

9- Among the "soil type in each region" with "tectonic activity and climatic conditions of the region"

10 The relation between "water" and "geopolitical status of a region."

11 The relation between "mineral resources" and "geo-economic value and status of a region."

12 The relation between "conflicts between countries" and the "geographic factors"

It is clear that the interpretation of all geographers, regardless of their belonging to a different society and culture, data, hypotheses and theories and rules of equitable geographical and shared.

4-2. Knowledge and values of Geography

From the perspective of the followers of the Frankfurt School, scientific statements and propositions to make itself a system of values, motives and objectives and interests of individuals and groups is mixed. From the perspective of the followers of the Frankfurt School, scientific statements and propositions to make itself a system of values, motives and objectives and interests of individuals and groups is mixed. So, no reality independent of the goals and motives and allegiances basically does not arise. (Habermas, 1968: 320-308).

Clearly, a geographer researcher in human dignity, individual motivations, goals, and beliefs of its own, but the geographer tries as a researcher, mainly does not interfere their beliefs because the intervention. motivations and incentives and interests of researchers in the study will be led to her departure from the realm of science and scientific research. So we can say, objectivity and reliability of cases, rules and geographical theories in the research, quite apart from the goals and interests of individuals and researchers, but in the practical application, data, laws and theories such purposes, the interests and demands of researchers and other groups.

4-3. Paradigm, dialogue and objectivity and credibility of Geographic cases

Among the important principles of the Frankfurt School started putting emphasis on is its belief in the role of paradigms and discourses in determining the facts and the facts of knowledge. According to the followers of this school, every reality, including the reality of the natural and social environment was as human and social constructs and without relying on the paradigm of discourse, there is no possibility to receive objective truth and facts and knowledge independently outside the paradigm and discourse (Moshirzadeh, 2000: 317). But what is the paradigm and the discourse of the proponents of this school and the nature and function? According to Thomas Kuhn, a paradigm is a framework and structural and analysis model that in any era was on the views and actions of researchers and scholars in the natural or social sciences and leaders' community unconsciously bound to follow this example and pattern science and research. Ditto Michel Foucault's theory of discourse celebrity promoters of the interpretation of the words used and stipulates that discourse, discourse as a frame of mind and system of thought in every period of history that is as comprehensive structure, determines standards of thought and action. So that any receipt of any underlying reality, rooted in the principles of discourse in each period and the possibility of knowing the facts is not beyond the scope of discourse. A glimpse of the nature and concept of paradigm and discourse shows that the three-term paradigm, discourse and ideology, conceptually and functionally, are full compliance affinity with each other. Thus, due to the dominance of defaults and provisions of ideology, discourse and paradigms of thought and behavior of people, especially scientists, at any time, essentially independent knowledge of this framework and defaults is not possible. Since the collection ranging from the paradigm of intellectual discourse and ideologies, each one based on certain principles that have fundamental differences with each other, thus there is no allowing comparison between paradigms, discourse and ideologies and for this reason, it is said that paradigms are incommensurable and discourse and don't have time and date connection with each other. Of course, with definitions of the concept of paradigm and critical discourse offered

by the school of followers, many doubts and questions arise that need to be suitably responded. Some of these questions include:

If we accept that paradigms and discourses on the basis of the principles and content of their choice, are not comparable to each other, then why fans of paradigm and discourse, for example, A Critic from discourse B? If you cannot really compare paradigm, how and by what criteria can be ruled that paradigm and discourse A Are Better than paradigms and discourses B and therefore, can be denying paradigm B and Obeying Paradigms and discourses A?

If we accept that criterion and basis for determining the facts and the facts are set of paradigm and discourse, whether in the form of a number of paradigms and discourses, not the reality? In addition, if paradigms and discourses criterion of truth and falsity of theories and laws in natural and social sciences are, then how can we determine the truth or falsity of scientific theories and hypotheses? Because the number of discourses and paradigms, hypotheses and scientific theories we have any claim to truth, while in terms of content, competing and even conflicting with each other. If we accept that the paradigm and discourse are an alternative on the epistemology, philosophical and scientific scholars and philosophers, in that case, how determined objectivity and credibility of scientific and philosophical statements and propositions?

Why should paradigm and discourse analysis to be based on scientific research? Is it possible to get the facts and knowledge in the natural sciences and the social sciences, regardless of the analysis of discourse based framework exists or does not exist?

According to the paradigm theory and discourse, how are geographical facts and theories interpreted? The above questions are part of the questions raised by the paradigm theory and discourse cannot even be responded. Therefore, we believe that basically paradigm theory and discourse in the scientific research of acceptance and sufficient reasoning and independent scientific research and discourse analysis paradigm and simply relying on data experimental and principles of reason and logic are doing.

According to the presented explanations, now we survey the proposition and geographic statements in the past pages mentioned we are going to examine the relationship of these cases with the theory and discourse paradigm explains. For example, if we consider that these cases;

- The geographical location of any country, play an important role in security, power and development of the country.
- Population density in each geographical area, has a direct relationship with the climatic conditions of the region.
- Most disputes between individuals, groups, tribes and countries have geographical origin.

If you want to analyze above cases, discourse discussion, we then have to admit that in the discourse of modern, geographical location of countries play an important role in the security and strength of the country, while, for example, in the modern discourse or post-modern era, geographical location has no impact on the strengths and weaknesses of countries.

Also in connection with the distribution and population size in each geographical area, for example, in the determinism discourse of environmental climatic conditions have direct

involvement, whereas in the discourse of humanism climatic conditions, does not affect the distribution and population density of geographic areas.

Or that those opinions may be, in modern discourse and discourse during the Cold War, the geographic reasons origin from most conflicts between countries, groups and human category, while in the new era and the post-modern age of communication and dialogue, other factors and geographical phenomena role in the conflict between human and category of the country. Indeed, in the above claims and theories of discourse analysis in various forms, but usually in more or less the same is repeated with commentary, how much intellectual reasoning and empirical evidence and examples can be seen?

Do geographical location and its role in the security and future of the country, indeed indisputable fact, temporary, cyclical and based on a historical analysis The discourse is limited to certain periods, times and places and there is no relation among the location, security, and power? Can we accept that in modern discourse during the First and Second World Wars, geographical location has a major role in the security of the country's, but in the present and in the twenty-first century Does not exist relation between the geographical location with their security?

Have been the prevailing conflict between human category, tribes, states and empires from thousands of years ago, despite the passage of time and the developments and different historical periods, except for control of precious resources and rare environment, such as water, food, land and strategic positions and other geographic factors? Is Despite the ongoing debate over thousands of years and changes in the political, economic, cultural, etc., as in the present period, often a source of conflict between countries and geographic environment? If that is so, do not be clearly concluded that the facts and geographical facts and ditto facts and theories are tested and scientifically rigorous and rational rules, basically with dialogue and assumptions and not claims critical and graduate school they can be downloaded and is independent of recognition?

4-4.Relativism and objectivity and credibility of Geographic cases

One of the fundamental principles of critical theory is relativism principle. This is the inevitable consequence of belief in the principles of "historicism", "sociology of knowledge" and "discourse theory" and logically derived from them and the followers of the critical school, according to its principles, this principle is not denied. Relativism in science has two means, first of all, each scholar receives whatever is accurate and reliable and as the Second accordance with any orientation, as well belong to any social conditions can possessed knowledge and truth (Soroush, 2006: 26, 9). The principle of relativism is based on the assumption that there is no fixed reality, in the universal field and absolute knowledge and everyone base on the framework and principles that you want, you can get the facts and facts attain knowledge. Also in each society and culture accordance with the principles of the culture, will be attention to the definition of reality. Thus, the number of individuals and different communities, can be maintained in a different reality and knowledge. For example, if one says: "The population density in each geographical area, has direct relation with the climatic conditions of the region ", "soil in every region of the earth's surface, caused by tectonic condition and climate of the

region," "increase people's satisfaction in a country where the government is the government's actions lead to higher authority. "

According to the principle of relativity, these cases cannot be ascertained facts may be deemed, for example, five geographer of different orientations and from different cultures have five different and even contradictory interpretation of these cases and each of them claim their right interpretation. Certainly in this situation and relying on the principle of relativity, the theory is logically possible to judge and take them there, because the theory is to judge and determine the truth or falsity of theories, criteria and apart from the opinion of any of them does not exist and therefore, each of them will know his theory valid. Because according to the principles of critical school, all the facts subject to different interpretations and perspectives of diverse individuals and groups and have historical, social, and dialogue character, so relativism in the field will be inevitable.

Thus, it is possible to speak of any case, there will be universal and comprehensive geographic hypotheses and theories and hence geographical theory ad hoc and objectivity will be required. Indeed, if we accept any possible arbitration between different and even conflicting theories exist, then how can we determine the truth or falsity of a theory and a hypothesis? But the most important status and function of knowledge, judgment dignity of the hypotheses and theories. On the other hand, if we accept the facts no criterion for determining and understanding the vision, motivation and the researchers picked up there, in that case, what would be the meaning of objectivity in science?

Among other logical consequences of relativism is blocking the criticism. Because the researcher that in the realm of relativism is accepted, therefore, that the people that reality is not fixed and absolute, but exists reality and ideas, in the number of people. It is clear, according to this hypothesis, no one can be allowed to criticize other perspectives.

As stated, relativism in science entails a number of consequences that are outlined here refer to these outcomes:

Deny the objectivity of science

Deny the validity Features of the scientific facts and theories

Deny the independent criteria for evaluating ideas and theories of people The closure of criticism
According to what was stated in this section, it can be clearly concluded that the acceptance of the principle of relativity in geographic research, scientific inquiry is incompatible with the spirit and dignity of science research, and in this way the possibility of credible and objective knowledge of geography does not exist. In addition, by attention to this principle, possibility to evaluate and judge the facts and geographical theories and determine the truth or falsity of geographical theories would be impossible and this is clear that this would be in conflict with the objectivity and credibility of geographical knowledge.

In the end, the abstract of thought and principles of critical school (Frankfort) provide in the following table:

Table 1: Principles of Intellectual critical theory (Frankfort School)

Ontology approach	Principles of Epistemology	Methodology	Political - social approach	Geographical approach	The theoretical implications
1) belief in mind-independent reality (realism) 2) Belief in the reality of social 3) belief in the historicity of the facts	1) theory of discourse 2) the sociology of knowledge 3) fusion of knowledge and values (sounds and action) 4) relativism	1) experimental - Determination (natural sciences) 2) interpretative - Interpretation (Social Sciences)	1) Humanists 2) idealism 3) critical approach	1) critical geography 2) radical geography	1) negation of objectivity in science 2) denial of accreditation in science 3) shift from realism to idealism because of the epistemological existing foundations

5. Discussion & Conclusion

In the paper, the history of the formation of the Frankfort School, including important correspondence is critical approach in the field of science and politics, have pointed out. Whereas the above school claiming realistic approach, so in some respects, such as emphasizing the role of experience and explained in scientific research, has little in common with intuitivism school and traditional realism is known as positivism. However, because the Frankfort School and hermeneutical interpretive approach to knowledge for this to have some aspects in common with the hermeneutic schools also. But followers of this school trying to positivism and hermeneutics upon between the two schools, to adopt a middle way. Although the followers of the Frankfort School said that they have the realistic approach and therefore consider themselves among the realist school. However, this article reviews from the foundations and theoretical framework of this school shows that the principles and assumptions not to be reasonable. Therefore, untenable reliance on such principles cannot claim to be a realist approach.

This article reviews and analyzes from the position of critical rationalism on the principles and assumptions of above school was carried out, clearly shows the school system of knowledge and theoretical framework is lacked of consistency and rationality had been expected, but due to traces of excessive idealism in its foundations and assumptions, there is no realistic possibility of putting the school in the idealism school. Also, due to the epistemological and logical problems mentioned, the recommendations of this school as a model methodology in the social sciences, including geography does not seem appropriate.

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