



HPSC0019

Human Sciences and Society

Syllabus

v1

Session	2022-23
Module tutor	Professor Joe Cain

2. Description

Science plays key roles in solutions to problems of global and local concern. But science never is the only force at work, and increasingly it faces stiff competition for influence. HPSC0019 focuses on science when it is put to use in solutions. We concentrate on engagement between scientists and others within communities of interest coming together to solve problems. Think climate change, pandemics, earthquake prediction, or collapse of biodiversity as problems of global concern; or, air quality, water supply, nutrition, or pest control as problems of local concern. In this module, we explore the forces that can constrain and enhance science in these engagements. We investigate ways scientists can improve their effectiveness when engaging. We'll ask if better engagement can circle around to improve science itself.

HPSC0019 is available only to Year 2 students in Human Sciences BSc. The timetable spans both Terms 1 and 2, mixing traditional lecture periods with active seminars and sessions organized by you and your peers. As part of key skills development, this module aims to introduce careers involving science policy and science communication. There's more to science than data and hypotheses. There's more to the life of scientists than time at the lab bench. This course samples from that wider range of opportunities.

3. Key information

3.1 Digital resources

Moodle	profjoecain.net/0019moodle
Timetable	profjoecain.net/0019time

ReadingList	profjoecain.net/0019read
Required texts	Ideally, you're reading <i>New Scientist</i> every week

3.2 Module tutor

Tutor	Professor Joe Cain
Email	J.Cain@ucl.ac.uk
Telephone	0207 679 3041
Web	ucl.ac.uk/sts/cain profjoecain.net
Office location	22 Gordon Square, room 4.3
Meet with tutor	book an appointment: tinyurl.com/profjoecain

4. Aims and objectives

4.1 Aims

Science plays key roles in solutions to problems of global and local concern. But science is never the only force at work. Increasingly, it faces stiff competition for influence. HPSC0019 focuses on science when it is put to use in solutions. The overall aim of this module is to investigate models for engagement when science is put to work to solve problems:

- which models help us understand the role of science in society?
- which forces constrain science in these engagements?
- how might scientists improve their effectiveness when engaging others in the task of problem solving?
- can better engagement circle around to improve science itself?

This module provides a collective activity for second year Human Sciences students. It allows you to develop your knowledge base, to gain some insight into the social relations of science, to develop the interpersonal and organizational skills for working in teams, to develop skills in research, argument, and communication, and to engage with values you may not share.

4.2 Objectives

By the end of the module, students should be able to:

1. interpret data from the perspective of multiple stakeholders
2. work in an interdisciplinary, collective, and collaborative fashion
3. apply evidence and argument to real-world problems
4. integrate social, cultural, political, industrial, and economic contexts of science
5. effectively communicate in ways appropriate to the context
6. identify contrasting models of dissemination and engagement

5. Assessment

Coursework for this module includes one project undertaken by individuals and one project undertaken by student teams.

5.1 Summary

Code	Weight	Type	Detail	Due date
CW	25%	project 1 individual essay	advocacy piece written as blogpost 1500 words	09 Nov 2022
CW	25%	project 2 team essay	advocacy piece written as POSTnote 2000 words	draft: 19 Dec 2022 final: 05 April 2022
ORAL	50%	project 3 team presentations	team submits three film pieces of a debate. 30 minutes total	proposing: 15 Feb 2023 opposing: 15 Mar 2023 reply: 05 Apr 2023

All due dates are 12:00 noon London time.

5.2 Project 1: Individual essay (25%)

This is an advocacy piece. You adopt a position, argue in favour of that position by marshalling relevant evidence, consider criticisms of your position, and document your evidence.

The format for this essay is a blog post. To set the level of technical detail and determine your voice, write for an audience of *New Scientist* readers. That is, write your post as though it were a commissioned piece from *New Scientist* for use on their web site.

Titles will be posted on Moodle. Select one from those options. Criteria for assessment also are provided on Moodle.

Your individual essay *must not* exceed 1500 words. You *may* include up to 3 images and up to 1 table provided they contribute substantially to the piece and are appropriately referenced. Additional notes for guidance are provided on Moodle.

You are the sole author of your Project 1 essay. You alone will receive the mark. There is no opportunity for revision or resubmission.

5.3 Projects 2 and 3: Team project producing essay and films

Projects 2 and 3 are team projects, and they overlap in content and effort. That overlap is intentional.

As a sequence of work, the essay of Project 2 documents the arguments presented in the debate of Project 3. In turn, the debate produces information that feeds back towards improving the essay. In our experience, this pattern best reflects real-world working conditions. It also gives students maximum opportunity to produce outstanding work.

As a sequence of due dates, the team essay is drafted in Term 1 and submitted for formative assessment. Debates are produced in Term 2. After the debates, the updated essay will be due.

Teams will be assigned by the module tutor. You will stay with your team through the remainder of the module. Titles will be assigned by the module tutor. This is to reflect real-world working conditions in a think tank or consultancy built around contract projects.

Project 2 and 3 organization will take place during Reading Week of Term 1. This timing allows students to contribute ideas to the pool of potential subjects from which assignments will be drawn.

To divide responsibilities evenly, each team will be asked to agree on six roles:

1. Project 2 writer 1
2. Project 2 writer 2
3. Project 3 presenter 1 proposing the motion
4. Project 3 presenter 2 proposing the motion
5. Project 3 presenter 3 opposing a different motion
6. Project 3 presenter 4 replying to opposing film about you team's motion

Each group also will name one "Project point-of-contact," or POC. This person will be the first point of contact to the tutor for discussions and troubleshooting. The person who agrees to serve as POC will also serve one of these other roles, so do not agree to take on POC unless you understand this point. The role of POC may change hands over the course of the session, such as to accommodate different workloads or to offer experience to more people.

It must be understood that students are **not** expected to contribute merely one part of their team's project **nor** are they expected to do all the work associated with that one role. They simply take responsibility for ensuring this element is completed, and they take the initiative to move it forward. We do expect a person identified as "presenter" to present; "writer" to write. However, as a matter of time management, teams may shift the relative balance of work individuals undertake as they deem fit provided this is agreed within the group and it results in a relatively fair distribution of effort. For instance, I might volunteer to be an opposition presenter because I have a heavy load in Term 1 already, and I've never done "opposition" presentations before so I would like to practice this. Or, I might recognise that I'm a strong presenter but relatively weak at writing this kind of document, so I might ask to be a "writer" to gain more experience in that role. No matter what my role is, I still contribute to all aspects of the projects.

The reason for structuring assessment this way is that it mimics a career path common for human science students, with first jobs likely to involve research assistance as a consultant, communications officer, project contributor, or marketing officer. In these roles, you will be focused on a client's instruction, dropped into a team of someone else's making, tasked, given strict deadlines and frustratingly tight specifications, then expected to get the job done.

This type of work is structured around **tasking** by managers onto projects that might be outside your expertise but that take advantage of your skills researching new questions, sifting acquired information, and applying critical skills. Tasking also requires social skills. In consultancies, working teams are organized by managers, and they frequently are - for want of a better term - imposed. Employees are expected to adapt, work together, draw out the best in each other, and remain task oriented. Employers notice and respect people who not only work well in teams but who also can marshal the teams they are placed in to produce commendable results.

You are a joint author of your Projects 2 and 3. All members of the group will receive the same mark for the submitted work.

5.4 Project 2: Team essay (25%)

Your team will produce an advocacy document supporting your position. This will deliver your evidence base. It also will provide you with a different means for communicating your point-of-view.

The format for this essay will mimic a [POSTnote](#), produced by the [UK Parliamentary Office of Science and Technology](#). These documents set a gold standard format for consultation and advocacy. Your producing an excellent product in this module can provide you with a strong addition to your CV portfolio.

To set the level of technical detail and to determine your voice, consider the presumed audience to be UCL human sciences alumni working in high levels of the British civil service.

A non-assessed draft will be due in Term 1 for feedback. Submission is compulsory. An assessed final submission will be due at the end of Term 2. Due dates are listed elsewhere in this syllabus and on Moodle.

Your team essay **must not** exceed 2000 words. It **may** include up to 3 images and 1 table provided they contribute substantially to the piece and are appropriately referenced. As a design, try to create a document that works nicely within 4 sides of A4 paper when printed. The content does not need to be presented in one continuous essay, and it may be broken into elements composed into something like a brochure, as in actual POSTnotes. Additional notes for guidance are provided on Moodle.

5.5 Project 3: Team debates (50%)

Debates are a well-established genre for testing ideas in evidence-based policy development, consultancy, and legal practice. The choreography focuses on a “motion” or “title” set by a moderator. One team proposes the motion and presents an argument in its favour. A second team replies to the proposing team, with arguments against the case they offered. Then, the proposing team has a chance to reply.

In Project 3, each team will produce 3 films related to their assigned subject, with the cumulative running time not to exceed 20 minutes. These films will include:

1. Proposal (10-minute film featuring 2 presenters)
2. Reply (5-minute film featuring 1 presenter)

Each team also will be assigned a different debate title to oppose. This will be chosen at random from among the other teams in the module. The team will be allowed to watch the film proposing the motion, then produce a film to include:

3. Peer review of the proposal (5 minutes film featuring 1 presenter)

Students will produce elements as individual films. Submission deadlines for these different pieces will be staggered to best manage the overall workload.

6. Schedule

Treat this schedule as provisional. Inevitably, our schedule will change this year as we adapt to new events and to the pace of your work in the module. Follow those changes on Moodle. I have divided our timetable into segments associated with the projects.

The schedule identifies which students are expected to attend individual sessions. This is to help you prioritise your time. When “all students” is given, attendance will be collected. When a role is specified, students in those roles are expected to attend; other students are welcome to attend, too, but this is not expected. In all weeks, students seeking assistance - or wanting to talk about lateral issues - are welcome to book an appointment or contact me.

6.1 Getting Started

UCL Week	Date	Topic	To do
6	03 Oct	Introduction Who attends: All students	Before: Read the latest issue of <i>New Scientist</i> . I will expect you to know at least one key story. After: add suggested titles to forum for Project 1 on Moodle.

6.2 Towards Project 1

UCL Week	Date	Topic	To do
07	10 Oct	Project 1 launch Who attends: All students	Before: watch film 07.
08	17 Oct	Researching STS topics Who attends: All students	During: bring your developing ideas for Project 1 to discuss.

09	24 Oct	Draft review and critique Who attends: All students	During: Share plan of essay.
10	31 Oct	Drop-in help session Who attends: This session is optional. Attend if you have questions about Project 1.	During: optional help session for anyone who wants a little help with Project 1.
11		Reading Week	No sessions scheduled.
11	09 Nov Wed	Project 1 due	Submit via Moodle. Due 12:00 London time.
11	11 Nov Friday	Propose debate topics	Propose debate topics via Moodle forum and add to conversations.

6.3 Developing Project 2

UCL Week	Date	Topic	To do
12	14 Nov	Project 2 launch Who attends: All students	Before: watch film 12. During: discuss plan for Project 2, create project teams, assign project titles, discuss roles and division of labour. After: (1) contact other members of your team; (2) establish a communications system; (3) brainstorm initial questions and resources; (4) agree on roles.
13	21 Nov	Researching Q and A Who attends: Project 2 writers	Before: POCs submit agreement about roles. Submit via Moodle. During: Project 2 writers attend to discuss their developing work. POCs welcome to attend, too, but this is optional. During: all others use this week to contribute to Project 2 development with your team.
14	28 Nov	Drop-in live session Who attends: Project POCs	Before: Continue work on Project 2. During: Project POCs report on progress within group. Share best practice. During: all others use this week to contribute to Project 2 development with team and via Project 2 forum on Moodle.
15	05 Dec	Careers session Who attends: All students	Before: review UCL Careers service provision via website; review Health Sciences careers Moodle. During: bring questions about your careers thinking; bring the ideas you have for strengthening your careers development through summer 2022.

			Overlapping: Project 2 writers should be circulating a working draft of essay within their project team; team members should be providing feedback and research assistance as requested.
16	12 Dec	Drop-in help session Who attends: Optional for Project 2 writers seeking assistance	During: all team members need to make strong efforts to support writers working to complete Project 2 essay drafts, which are due this week. Stay in communication and be helpful.
	19 Dec Monday	Project 2 essay draft due	Submit via Moodle. Due 12:00 London time.

During the Interregnum, take a break. Time-off is important in developing resilience. In the new year, return to the project and your lead role. Plan your needs for the first half of Term 2. Take advantage of training resources for film, presentation, or publication, such as through LinkedInLearning. Be sure to record your skill development. Its CV building.

6.4 Developing Project 3

UCL Week	Date	Topic	To do
20	09 Jan	Return to Project 2 Who attends: All students	<p>Before: review feedback for Project 2 essay draft; review the plan for project 2 presentations; reassemble the team and coordinate work.</p> <p>Before: watch film 20.</p> <p>During: discuss Project 2 feedback; discuss Project 3.</p> <p>After: team focuses on Project 3 planning and needs assessment for Project 2 revision.</p>
21	16 Jan	Drop-in help session Who attends: Project 3 presenters 1 and 2	<p>Before: Project 3 planning and research.</p> <p>During: Project 3 presenters 1 and 2 meet to discuss plans and share best practice. POCs may also attend, optional.</p> <p>Teams: work towards research and scriptwriting</p>
22	23 Jan	Drop-in help session Who attends: Project POCs	<p>Before: watch film 22.</p> <p>During: POCs discuss progress within teams, troubleshoot where needed, discuss criteria for assessment and raise questions from your team about those criteria.</p> <p>Teams: continue work, practice film technique, share skills with editing films.</p>
23	30 Jan	Drop-in help session Who attends: Project 3 presenter 4 replying to opposition film	<p>Before: draft proposing film should be nearing completion.</p> <p>During: presenter 4s meet to discuss opposition strategies.</p> <p>Teams: scripts should be near completion; films should be drafted</p> <p>After: complete draft proposing film.</p>

6.5 Expanding Project 3

UCL Week	Date	Topic	To do before the live session
24	06 Feb	Peer review as a process Who attends: All students	During: bring notes on experiences from previous peer reviewing.
24	08 Feb Wed	Submit draft film “proposing the motion”	POC to upload draft film to Teams channel.
25	13-17 Feb	Reading Week	No sessions scheduled
25	15 Feb Wed	Project 3 (proposing) due	During: POC to upload film to Teams channel. Opposition topics will be assigned.
26	20 Feb	Careers session Who attends: All students	Before: review UCL Careers service provision via website; review Health Sciences careers Moodle. During: bring questions about your careers thinking; bring the plans you have for strengthening your careers development through summer 2023. Overlapping: teams focus on all aspects of Project 3.
27	27 Feb	Screening and feedback Who attends: All students	Before: watch all Project 3 (proposing) films, add constructive feedback to Project 3 forum on Moodle. During: discuss feedback and discuss work for presenters 3 and 4. After: teams review their work thus far, strategy for completion.
28	06 Mar	Drop-in help session Who attends: Presenter 3s opposing a different motion	During: POCs may attend help session, optional. Team: teams support presenter 3.
28	15 Mar Wed	Project 2 presentations (opposing) due	POC to upload draft film to Teams channel.

6.6 Finishing Projects 2 and 3

UCL Week	Date	Topic	To do before the live session
29	13 Mar	Drop-in help session Who attends: Presenter 4s replying to opposing film about your motion	Before: watch all opposition films; contribute feedback to Project 3 forum on Moodle; develop strategies for replying to opposition. Team: team supports presenter 4s.
30	20 Mar	Conclusion and feedback; moving into your Year 3 Who attends: All students	Before: complete formal module evaluation. During: discuss portfolio, Year3 dissertation. After: team work to complete Projects 2 and 3, supporting Presenter 3s and Project 2 writers.
31	05 Apr Wed	Project 3 (reply) due Project 2 essay due	POC to upload draft film to Teams channel.

7. Plan for each week

Moodle is the central organising tool for learning in this module. Unless told otherwise, we meet in person in rooms on the Bloomsbury campus.

Students are expected to undertake several activities each week for this module, focusing on the theme identified as the session topic:

- in person class session** (1 hour per week identified in the UCL Timetable) - The purpose of this class time is for tutors to present content associated with the week's theme and to offer help sessions supporting the projects.
 - In some weeks, tutors will deliver live face-to-face presentations during this scheduled hour, and attendance is expected from students.
 - In other weeks, tutors will provide unstructured help sessions for specific groups associated with projects. Instructions on who attends is provided in the schedule.
 - the schedule lists work expected before, during, and after the live class sessions. This will be repeated on Moodle.
 - Prior to the scheduled face-to-face session, students are expected to complete any asynchronous learning activities prescribed by the tutor in the weekly instructions.
- engagement on projects** (4 hours per week) - students are expected to make time to read and reflect upon relevant material supporting their essay writing. This means going beyond simple regurgitation of information or trite analysis. Also, time for revision is essential for producing polished, readable, and insightful writing.
- independent reading** (4 hours per week) - students are expected to undertake independent reading in subjects associated with this module. Tutors will offer suggestions for additional reading, and peers can offer supplements. Finding relevant material is an essential professional skill and should not be taken lightly. Students are encouraged to share their growing understanding via forums on Moodle. You also should be reading *New Scientist* each week as a core element of your degree programme. This will support your projects; it also will contribute to open-ended discussions.

Reading Week is scheduled for UCL Week 11 and UCL Week 25, which are the sixth week of formal teaching in the teaching terms. During these weeks, no tutor-led activities are scheduled. Instead, students are given time to catch-up where needed and to read more widely in their subject, using the wide variety of resources available to them as members of the UCL community. Students are encouraged to use online forums to discuss their discoveries as they might do through other social media. Students are expected to be pursuing their studies during this week. It is *not* a holiday.

7.1 Content delivery

We meet in person in the assigned rooms at UCL Bloomsbury.

If needed, we will adapt the module plan in light of requirements for physical distancing. Changes will be communicated via Moodle announcements.

7.2 Required materials and additional materials

This is not the type of module where the tutor assigns required readings, you read them, we test on that. It is the type of module where you're expected to find resources you think are relevant, sift them according to quality, and make the most use of what you have.

As a result, required materials for this module are slight. When selected, they are used to ensure a baseline of knowledge. I'll also offer additional materials -- and you'll contribute some, too -- for the benefit of inspiration. Who knows? I have no doubt you'll be interested by most topics in the module. And I'm certain you'll be gripped by at least one of the topics we'll engage, and you'll want to know more. Additional materials will get you started.

7.3 Participation in teamwork

There will be a significant amount of self-organised project and teamwork in this module. Full participation in project teams is part of your participation for this module.

For project 1, students are welcome to organise peer groups. These should be supportive discussion groups in which you share preliminary thinking, seek advice, and offer constructive peer review. You are welcome to share draft material, too. Project 1 work is submitted separately by individuals and marks are awarded to individuals.

For projects 2 and 3, students are organised into teams by the module tutor. Teams submit a series of assessed work, and all members of the team receive the same mark for each item of work submitted by team members.

Teamwork projects frequently raise concerns about relative contributions, one person compared with the next. You are responsible for your own role. You also are responsible for the work involved in keeping your team focused and functioning well, with all people contributing more-or-less equally throughout the project.

Teamwork sometimes is not easy. It requires many different skills and a degree of tolerance for differences among team members. Most of your working lives will be spent in environments that will require collaboration with people of different cultures, beliefs, abilities, and personalities. Sadly, the world of work also includes many settings with people who have different levels of commitment to excellence in the work you must deliver. It is essential to develop skills for creating and working within friendly, non-threatening, and supportive environments. It also is essential to develop skills for identifying people's individual strengths, cultivating them, motivating them, and empowering them within your team. Do not let superficial, first impressions lead you to overt or covert biases. Also, do not expect the tutor to micro-manage participation. It's your team; make it work.

Managing teams and solving problems are common subjects discussed job interviews. As in the question, "Describe an experience you've had getting the most from a team you've been assigned to." Teamwork like you'll experience in this module is common across every sector of employment.

8. Important policy information

Refer to the *STS Student Handbook*. As this is an HPSC module, we follow the rules of that handbook.

8.1 Essay extensions and mitigations

Information about extensions and mitigations is provided in the [STS Student Handbook](#). Individual tutors cannot grant extensions on their own initiative, so please do not ask.

STS works with Human Sciences regarding mitigations. Students with arrangements through Human Sciences do not need to seek duplicate arrangements with STS. Raise your situation with the module tutor, who will liaise with relevant staff about the matter.

8.2 Project feedback

Your feedback and first marks on each project will be accessible via Moodle, normally two weeks (15 working days) after the due date. Please note that first marks are provisional and might change after second marking and moderation by external examiners. Marks are confirmed and fixed in June at the STS Board of Examiners.

Please focus on the feedback provided by the first marker, which is what will allow you to improve in the next piece of coursework. You should discuss all your feedback with your personal tutor with the aim of identifying weaknesses and possible routes for improvement.

8.3 Course communications

Me communicating with you:

- Moodle Announcements: the principal means for communications in this module. You can set Moodle to “digest” communications (collecting all notices sent in one day into a single email sent once per day). I find “digest” helps keep me organized and avoids disruption hour-to-hour in my day.
- Moodle FAQ: the same questions tend to repeat, so I’ll post on the Moodle FAQ those frequently-asked-questions that keep coming up.
- Moodle Forums and Chat: I scan these most days, normally first thing in the morning, and you’re likely to find answers to questions here, too.
- If I have a matter for you specifically, I’ll communicate to your UCL email address. I don’t use other email addresses. I’ll put “0019” in the subject line to help you filter. If you want help managing email using filters, see UCL IS’s “how-to” guides: <https://www.ucl.ac.uk/isd/how-to-guides>

You communicating with me:

- Meet with tutor: you have dedicated time in my diary for one-to-one meetings. Some of this time is in-person drop-in time. Some of this time is scheduled appointments online (Teams). Details are on Moodle.
- email: I have responsibilities for over 100 students, and I’m a slow typist. Please understand that email is not ideal for every communication. Please also prioritise: use email for confidential and personal matters (e.g., tell me about a SORA or if an accessibility obstacle exists that we need to sort), use it only after checking for information on Moodle. Please do not expect a response outside normal working hours (Monday–Friday, 09:00–17:00 GMT), and be courteous in your communications with staff and fellow students.