

HPSC0019

Human Sciences and Society

Syllabus

Term 1 v1

Session	2023-24
Module tutor	Professor Joe Cain

1. 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.

2. Key information

2.1 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

2.2 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 online appointment: profjoecain.net/meet or, visit during in-person hours (see Moodle)

3. Aims and objectives

3.1 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 more 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.

3.2 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

4. Assessment

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

4.1 Summary

Weight	Type	Detail	Due date
50%	project 1: essay POSTnote teamwork	2000 words	draft: 06 Nov 2023 final: 11 Dec 2023
50%	project 2: presentation "Review and Reply" teamwork	20 minutes in 2x10min pieces	peer review: 07 Feb 2024 response: 13 Mar 2024

All due dates are 17:00 London time.

The module requires teamwork. Teams will be assigned by the module tutor. You stay with your team through the life of the module. Project titles will be assigned by the module tutor.

The reason for structuring assessment this way is to mimic 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 design, tasked, given strict deadlines and frustratingly tight specifications, then expected to get the job done.

The work is structured around *tasking* 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.

All students in a group take responsibility for all elements of their teamwork. Students are expected to contribute to all elements of their team's project even though in the overall balance they might contribute significantly to one element and relatively less to others. That balancing must be agreed within the group. In the end, you are a joint author of your teamwork. All members of the group will receive the same mark for submitted materials.

4.2 Project 1: POSTnote essay

Your team will produce an briefing document on a title assigned by the module tutor. 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. 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 submitted for formative feedback. Submission is compulsory. An assessed final submission will be due at the end of Term 1. Due dates are listed elsewhere in this syllabus and on Moodle.

Project 1 must fit on 4 sides of A4 paper. This is nominally 2000 words. It *may* include up to 3 images and 3 tables provided they contribute substantially. Endnotes or bibliography may follow on additional pages and do not add to word count. The content does not need to be presented in one continuous essay, and it may be broken into blocks then composed into something like a brochure, as in actual POSTnotes. Additional notes for guidance are provided on Moodle.

4.3 Project 2: Review and Reply presentations

Peer review is a well-established mechanism in science for quality control and innovation. The usual choreography for peer review focuses on (1) submission of a paper, (2) peer review and comments, and (3) author response and revision.

Project 2 requires each team to peer review one of the other projects in this module; then later, to respond to peer reviews of their own work. Each will take the form of a 10-minute film, with cumulative running time not to exceed 20 minutes.

Which project each team is assigned to review will be chosen at random from among the other projects in the module.

Additional notes for guidance are provided on Moodle.

5. Schedule Term 1

Treat this schedule as provisional. Our schedule may change as we adapt to new events.

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.

UCL Week	Our Week	Date	Topic	Who attends?
06	1	02 Oct	Introduction	All students
07	2	09 Oct	Project 1 launch	All students
08	3	16 Oct	Researching projects	All students
09	4	23 Oct	Drop-in help session	Optional
10	5	30 Oct	Project Interdisciplinarity	All students
11		06-10 Nov	Reading Week	
11		06 Nov	Project 1 DRAFT due	
12	6	13 Nov	Feedback on drafts	All students
13	7	20 Nov	Responsible Research and Innovation	All students
14	8	27 Nov	Communicating advice	All students
15	9	04 Dec	Careers session	All students
16	10	11 Dec	Drop-in help session	Optional
17		11 Dec	Project 1 due	

6. 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:

1. **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.
 - a. In some weeks, tutors will deliver live face-to-face presentations during this scheduled hour, and attendance is expected from students.
 - b. In other weeks, tutors will provide unstructured help sessions for specific groups associated with projects. Instructions on who attends is provided in the schedule.
 - c. the schedule lists work expected before, during, and after the live class sessions
2. **engagement on projects** (4 hours per week) – Most time in this module will be spent on project research and working within your group. Students are expected to make time for these activities. Finding relevant material is an essential professional skill and should not be taken lightly.
3. **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. This includes 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.

6.1 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.

6.2 Participation in teamwork

Full participation in project teams is part of your participation for this module. 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.

7. Important policy information

Refer to the [STS Student Handbook](#). We follow the rules of that handbook.

7.1 Engaging with AI

UCL provides guidance for "[Engaging with AI in Your Education and Assessment](#)".

a. AI classification

This module has a **Category 2** rating regarding use of AI tools.

Category 2: AI tools can be used in an assistive role*

Students are permitted to use AI tools for specific defined processes within the assessment.

AI tools can be utilised to support the development of specific skills as required by the assessment. Students can leverage AI for tasks such as data analysis, pattern recognition, or generating insights. There will be some aspects of the assessment where the use of AI is inappropriate.

Examples of where AI might be used in an assistive category include:

- drafting and structure content
- supporting the writing process in a limited manner
- as a support tutor
- supporting a particular process such as testing code or translating content
- giving feedback on content, or proofreading content.

7.2 Extensions and mitigations

This is a long-term project, and time management is a learning objective. 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 respects all SORAs and ECs approved elsewhere in the university; normally, these are communicated to STS automatically.

7.3 Project feedback

Your feedback and first marks on coursework will be accessible via Moodle, normally four weeks (20 working days) after the submission date. We aim to give formative feedback sooner, normally two weeks. Please note that first marks are provisional and might change after second marking and moderation by external examiners. Marks are confirmed and fixed in summer at the STS Board of Examiners.

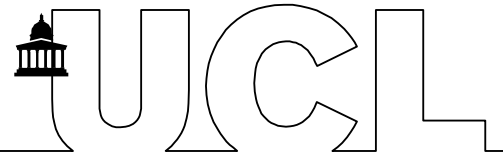
Please focus on the feedback provided by the first marker. This is provided to help you improve in future work. You should discuss all your feedback with your personal tutor with the aim of identifying weaknesses and possible routes for improvement.

7.4 Communication

Communications from the module tutor will use several paths:

- Moodle Announcements: the principal means for communications in this module.
Hint: 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 us organized and avoids disruption hour-to-hour in my day.
- If I have a matter for you specifically, we’ll communicate via your UCL email address. I don’t use other email addresses. I’ll put “0155” in the subject line to help you filter.
Hint: If you want help managing email using filters, see UCL IS’s “how-to” guides:
<https://www.ucl.ac.uk/isd/how-to-guides>

If you need to communicate with the module tutor, use email in the first instance.



HPSC0019

Human Sciences and Society

Syllabus Term 2 supplement v1

2.1 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

2.2 Module tutor

Module 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 online appointment: profjoecain.net/meet or, visit during in-person hours (see Moodle)

4. Assessment

4.1 Summary

Weight	Type	Detail	Due date
50%	project 1: essay POSTnote teamwork	2000 words	COMPLETED
50%	project 2		
	project 2a interview	10min film	07 Feb 2024
	project 2b presentation Convert new scientist feature article into 10 min presentation and deliver it on film	10min film	13 Mar 2024

All due dates are 17:00 London time.

Term 2 Project 2

Term 2 coursework builds on the Term 1 project. You're working in the same teams, and you're using the material developed in Project 1 to create deliverables for Project 2. Project 1 was the POSTnote, and this contributes 50% to the module mark. Project 2 has two elements and contributes 50% to the module mark. The two parts of Project 2 carry equal weight.

Peer review is a well-established mechanism in science for quality control and innovation. The usual choreography for peer review focuses on (1) submission of a paper, (2) peer review and comments, and (3) author response and revision.

Project 2 requires each team to peer review one of the other projects in this module; then later, to respond to peer reviews of their own work. Each will take the form of a 10-minute film, with cumulative running time not to exceed 20 minutes. All students in the group must appear on screen presenting substantive material in Project 2.

Which project each team is assigned to review will be chosen at random from among the other projects in the module.

Additional notes for guidance are provided on Moodle.

5. Term 2 schedule

Treat this schedule as provisional. Our schedule may change as we adapt to new events.

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.

UCL Week	Our Week	Date	Topic	Who attends?
20	1	08 Jan	Project 2 launch	All students
21	2	15 Jan	Communicating science	All students
22	3	22 Jan	The presentation - criteria for assessment	All students
23	4	29 Jan	Careers with Jo Budd	All students
24	5	05 Feb	Presentation - Drop-in help session	Optional
25		12 Feb	Reading Week	
			Project 2 Peer Review	DUE
26	6	19 Feb	Feedback on Presentations	All students
27	7	26 Feb	Audiences for science	All students
28	8	04 Mar	Format for literature summary	All students
29	9	11 Mar	Writing the literature summary - Drop-in help session	Optional
30	10	18 Mar	ANTH0035 primer	All students
		13 Mar	Project 2 Response	DUE