

HPSC0034

Science, Identity and Global Perspectives

PROVISIONAL MODULE SYLLABUS

2022-23 session

Description

Where, how, and why differing groups encounter and are defined by science matters. In this module we explore how science affects people's lives in different ways and how different identities both shape, and are shaped, by science. Taking a global lens, we will explore how science and technology are co-constructed alongside the intersections of gender, 'race'/ethnicity, class, sexuality, disability, age and other factors that affect our life chances and our identities via a historical, sociological and political lens. For instance, what do assistive reproductive technologies (such as IVF) mean for how we understand gender and sexuality? How are science museums 'whitewashed'? What role has science played in our understanding of ablebodiedness? How has western science been shaped by colonial interests and identities? How have some non-western sciences developed to subvert and resist colonial rule. The module is interdisciplinary and will draw on a wide range of concepts from philosophy, sociology, anthropology, history, cultural studies, and STS.

Basic course information

Moodle page:	https://moodle.ucl.ac.uk/course/view.php?id=28052
Assessment:	100% coursework
Required texts:	See Moodle page for each week's readings.
Course tutors:	Dr Simon Lock & Dr Jenny Bulstrode
Contact:	simon.lock@ucl.ac.uk and j.bulstrode@ucl.ac.uk
Term:	Term 2
Teaching session:	Wednesdays 10:00-12:00 UK time.
Room:	IOE - Bedford Way (20) – 836

SCHEDULE

Date (UCL week)	Title	Module Tutor
11 January (20)	Introduction & expectations	Dr Simon Lock & Dr Jenny Bulstrode
18 January (21)	Authority & identity - whose revolutions?	Dr Jenny Bulstrode
25 January (22)	Can science be anti-racist? – thinking about race	Dr Simon Lock
1 February (23)	Knowledge & identity - differing ways of knowing.	Dr Jenny Bulstrode
8 February (24)	Beyond the binary – thinking about sex and gender	Dr Simon Lock
22 February (26)	Pathologising identities – thinking about sexuality	Dr Simon Lock
1 March (27)	Power & identity - surveillance & sousveillance.	Dr Jenny Bulstrode
8 March (28)	Deconstructing normativities – thinking about disabilities	Dr Simon Lock
15 March (29)	Technology & identity - technics & technodiversity.	Dr Jenny Bulstrode
22 March (30)	Assessment preparation	Dr Simon Lock & Dr Jenny Bulstrode

WHAT DO YOUR MODULE TUTORS EXPECT FROM YOU?

- To actively contribute, i.e. to think of questions to ask and comments to make even when that is difficult and to volunteer those questions in discussion.
- To critically evaluate, i.e. to actively assess the strengths and limitations of secondary literature and primary sources, rather than passively accept information.
- To carry out sustained research, i.e. to identify and engage closely with more than one primary source.
- To carry out in-depth research, i.e. to recognise the significance of fine details, such as nuances of language use and imagery.
- To carry out situated research, i.e. to show the significance of specific contexts (e.g. local politics, geographies and social conventions) to the case you are analysing.
- To apply self-reflection i.e. to actively assess the strengths and limitations of your own approach.

WHAT CAN YOU EXPECT FROM YOUR MODULE TUTORS?

- Support to develop an informed STS approach to Science and Identity in Global Perspectives.
- Introduction to radical literatures that challenge disciplinary conventions.
- Museum and gallery visits that will enable you to apply the insights you have drawn from readings and seminar discussions for yourself.
- Support to develop your own research on questions that interest and concern you e.g. through reading recommendations and feedback on work in progress.
- Detailed feedback on your final assessment to support your future work and project development.

HOW WILL THIS MODULE BE TAUGHT?

PREPARATION:

All sessions require preparatory work which may take the form of readings, films, podcasts & or preparation of individual presentations. Check the [HPSC0034 MOODLE PAGE](#) for the latest information on session assignments.

SEMINAR (IN PERSON):

When: Wednesday, 10:00-12:00 UK time.

Where: IOE - Bedford Way (20) – 836. Always check the [HPSC0034 MOODLE PAGE](#) for the latest information.

What: a variety of formats based around tutor-led discussio

ASSESSMENTS

Summary

	Description	Deadline	Word limit	Deadline for tutors to provide feedback
Translation project	See below & on Moodle	17 April 2023, 5pm	3000 words (max) (100%)	17 May 2023

Assessment: Translation Project

The brief: Working with the theoretical concepts and discussed in the weeks before, you will choose your own specific contemporary case-study concerned with science, technology, identity from a global perspective and produce critical essay of 3000 words. Your topic might be a specific identity related story from the news or an exhibition or gallery that speaks to the core themes of the module. This summative essay will involve both theoretical reflection and research using primary & secondary sources, using course concepts and applying them to an STS issue or case study

For the theory 'element' think about how your case study can be explained and critiqued by, challenges, adds to, or disrupts the theoretical concepts discussed over the course of the module AND how it compares to the other case study on the reading list that we've already discussed.

Assessment criteria for the essay:

- Has the essay chosen a relevant scientific, technological or medical topic/issue/exhibition that allows a discussion of identities that incorporates a global perspective?
- Has the essay drawn on/pointed to a critical approach/lens (or approaches/lenses) from STS and or cultural/sociological/political sciences (e.g. queer/critical race/crip studies) to help make sense of the issue and construct a critical argument?
- Is there a well evidenced and referenced argument? How clear is the argument?
- How well has the essay drawn on the literature that we have covered in the module? Has the essay brought in wider literature than just the class readings to support its argument?
- How well structured is the essay? Is the writing clear? Is it well referenced?

Assessment mark scheme:

Mark >70, Grade A, Distinction.

Because this covers a range of thirty points, the following breakdown has been introduced as a guideline:

(85-100): Marks awarded to truly exceptional pieces of work. This work satisfies all the requirements for an 'A' grade (see below) and all of the specific criteria for assessment marks >74.

(80-84): Satisfies all the requirements for an 'A' grade (see below) and two of the specific criteria for assessment marks >74.

(75-79): Satisfies all the requirements for an 'A' grade (see below) and one of the specific criteria for assessment marks >74.

(70-74): Satisfies all the specific criteria for assessment for this module.

Mark 60-69, Grade B, Good.

Satisfies most of the specific criteria for assessment for this module.

Mark 50-59, Grade C, Satisfactory.

Satisfies only one or two of the specific criteria for assessment for this module.

Mark 49-0, Grade F, Failure.

Satisfies none of the specific criteria for assessment for this module.

How to write an essay question from your brain:

Given the student-led nature of our seminars, we strongly encourage you to write your own essay questions or titles. Start with an aspect of a science & technology case study or exhibition that you are interested in exploring in terms of identity. If the case study/ies can be related to a particular identity issue or requires an intersectional approach, that gives you a clear steer on which kinds of ideas to use. Try to think about what you can do with the essay space (which is short) to develop an argument about the case study (or studies) that you are interested in, in relation to the theories we've discussed through our classes. Make sure to return to the 'so what' of the argument at regular points.

Think of this as an academic essay rather than an opinion piece. Start with the further readings we have provided in each week once you have a sense of the general area. Find other supporting STS literature and then integrate that with the course content (the 'big' theories) as well as the topic you want to look into. If you can't find STS literature on exactly your topic, find something outside STS that is parallel to it that you can use as a point of reflection. The further reading section under each week on Moodle will help broaden out your thinking beyond the papers we discussed in class.

Further instructions will follow and there will be opportunities to discuss with the tutors.