The nineteenth century saw the origin of much of what we might identify as “modern” scientific and technological research and practice. Laboratories, factories explorations, empires – all had scientific significance and all were paramount in nineteenth century science. This is also perhaps the period which has enjoyed most sustained attention from historians of science. This course will give a critical introduction to some major themes of nineteenth century science, from a range of historical approaches.
Schedule
This schedule lists topics for class sessions. Most reading materials are available via Moodle, as are instructions for what we’d like you to prepare prior to the session. Unless otherwise noted, students are expected to have read the primary and secondary materials prior to class.

Also on the schedule are due dates related to the assessment and dates for optional activities undertaken by the department.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activity</th>
<th>Secondary Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Week</td>
<td>no lectures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Title</td>
<td>Author</td>
<td>Notes</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>And</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ralph O'Connor, &quot;Reflections on Popular Science in Britain: Genres, Categories, and Historians,&quot; <em>Isis</em> 100, no. 2 (June 2009), 333-345</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>or</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>And</td>
</tr>
</tbody>
</table>
14th Dec
The turn of the century: eugenics, sexuality and criminology

https://archive.org/details/jstor-2762125


Assessments

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
<th>Deadline</th>
<th>Word limit</th>
<th>Deadline for Tutors to provide Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>Essay – Source Analysis</td>
<td>11/11/2018</td>
<td>1000 words</td>
<td>Two weeks</td>
</tr>
<tr>
<td>85%</td>
<td>Essay – Research Proposal</td>
<td>11/12/2018</td>
<td>4000 words</td>
<td>Two weeks</td>
</tr>
</tbody>
</table>

Assignments

Source Analysis

Due date: (TBC)
1,000 words maximum

Please provide an in-depth source analysis of one or more sources pertaining to science in the nineteenth century.

You may choose to focus on one of the topics covered in the seminars, or you may choose to look beyond and follow your own interests.

You may want to consider the following questions:

1. What can you learn from the physical nature of the source?
2. What is the purpose of the source?
3. How does the author try to achieve that purpose?
4. What do you know about the author? Race, sex, class, occupation, religion, age, region, political beliefs? Does any of this matter?
5. Who was the intended audience?
6. What are the important metaphors or symbols?
7. What can the author’s choice of words tell you?
8. What about the silence? What does the author choose not to talk about?
9. Is the source prescriptive or descriptive?
10. Does it describe ideology or behaviour?
11. What historical questions can you answer using this source?
12. What historical questions does this source prompt?
13. What question can this source not help you answer?
14. Does your analysis of this source fit with other historians’ interpretations?
15. Does this source challenge or support the historiography?

Not all of these questions will be relevant to your chosen source[s], and you will not be able to answer them all effectively in 1000 words.

This is an exercise designed to help prepare you for more in-depth historical research. It might be beneficial, therefore, to think about this assessment in tandem with your Research Proposal.

The secondary material listed above will all reference primary source material that you might want to look at when making your selection.

There is an abundance of primary source material pertaining to science in the nineteenth century available online in digitised form (see list below).

However, you might also like to look at physical texts or objects. There are many places, local to UCL, that can provide access to such source material (see list below).

Finally, while scientific texts might provide the most obvious examples of relevant primary source material, feel free to take an expansive definition of ‘Science’ in the nineteenth century (and, to an extent, an expansive definition of the ‘nineteenth century’ – the ‘long’ nineteenth century is entirely acceptable). As well as scientific and medical tracts, treatises, and journal articles, you might like to look at letters, magazine, newspaper articles, advertisements, diaries, fiction, poetry, etc. You also need not confine yourself to textual sources. Drawings, paintings, photographs, albums, and objects can all form the basis of an effective source analysis.

I recommend you discuss your chosen source with Cristiano, Joe, or Frank (depending on its subject matter) well in advance of the deadline.

**Research Proposal**

Due date: (TBC)

4,000 words maximum

Imagine you are applying to a PhD programme. Write a research proposal. As a description of your proposed topic, it should enable the selector (or marker) to evaluate the scope and importance of your project. The aim of the research proposal is to demonstrate that you have a project both worth doing and manageable within the timescale of the degree for which you are applying. Your project must make an original contribution to understanding in its field. To make clear that your project is manageable within the relevant period, you also need to show that you understand the scale of the issues and problems you are addressing. This is a scholarly piece of writing. Except for the research questions, your proposal should be written in continuous prose, not bullet points or numbered lists. Please reference appropriately, including footnotes where necessary.

In order to do these things, your proposal should include:

1) Provisional Title
a. Be as concise and explicit as you can, including, where appropriate, dates.

2) Introduction
   a. Use this section to introduce the question and issues central to your research
   b. Identify the field of study in broad terms and indicate how you expect your research to intervene in the field.

3) Research Background and Questions
   a. This section is for you to situate your project in the context of the existing scholarship on your topic of study. Your 'topic of study' is not only 'Science in the Nineteenth Century', although it is important to place yourself within broad trends and historiographical ideas, but could be 'Eugenics in the Nineteenth Century', or even, 'Cesare Lombroso'. It is important to recognise the multiple levels of historiographical context.
   b. What are the key texts and approaches to the topic?
   c. Please include several research questions. It is important that you set out your research questions as clearly as possible, explain problems that you want to explore, and say why it is important to do so.
   d. How does your proposal differ from other lines of argument?
   e. How does your project extend our understanding of particular questions or topics?

4) Research Methods
   a. This section should set out how you will achieve what you set out to do in ‘Research Background and Questions’.
   b. This will depend very much on your research topic.
   c. What sources will you use? In other words, does your project involve archival sources, particular databases, or specialist libraries?
   d. Is your study interdisciplinary?
   e. What theoretical resources do you intend to use and why?
   f. What forms of textual, historical or visual analysis are relevant to your topic or field?
   g. How will you set about answering your research questions?

5) Schedule of Work
   a. Use this section to show that you have a realistic plan for completion of the study within three to four years (full time).
   b. You need to think here about dividing the proposal into sections (not necessarily chapters at this stage) and giving an indication of how you plan to research and write up each section.

6) Bibliography (not counted in the word limit)
   a. Include a bibliography, in a standard and consistent format, listing the books and articles to which you refer in the proposal.

The selectors (marker) who read your proposal know that it is a provisional statement and that your ideas, questions and approaches will change during the course of your research. You should treat the proposal as an opportunity to show that you have begun to explore an important area of study and that you have a question, or questions, that challenge and develop the area. It is also necessary to demonstrate that you can express your ideas in clear, precise, and persuasive English, accessible to a non-specialist.

Supporting Information

Please discuss your research proposal with us well in advance of the due date. Best to e-mail to make an appointment.
The criteria for assessment will be available via the Moodle site. Marks generally follow the departmental criteria for assessment. In sum, essays will be assessed on the following terms:
Aims and objectives

Aims

This is a Masters-level module. HPSC0081 pursues several kinds of goals. First, this is a module about the history of science and technology. This includes not only the substance of science, but also the people, places, contexts and consequences that surround and help to shape the course of events. Time is strictly limited in this module, so we’ve made some choices about how to focus the curriculum. Content aims are straightforward:

- identify key themes in 19thC science, both regarding content and historiography
- study this period in an integrated way, combining written sources, material artifacts, physical geography, and cultural geography
- while the focus is primarily on the British diaspora, this module will integrate some limited material from other contexts and geographies

The nineteenth century is a subject given considerable attention in English-speaking academic communities. The secondary literature is enormous. Another aim is to further develop the ability to assess interpretative work and relate evidence to interpretations. Primary sources will make up some of the essential readings. The aim is to promote a direct encounter with the activity in this period. Students are expected to further develop their skills working with original source materials: critical reading of testimony and evidence, plus critical reflection on their interpretation and extension. They also will be expected to develop further research skills to integrate archives, museum collections, and digital resources.

Objectives

Knowledge

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

- demonstrate key themes in 19thC science, both in content and historiography
- demonstrate an ability to research historical topics, including collecting and assessing primary sources, and relating primary sources to historiographical themes,
- demonstrate an ability to test historiographical arguments and develop relational points
- demonstrate professional-level research skills that integrate archives, museum collections, and digital resources
Transferrable and Key Skills

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

- demonstrate the ability to critically interpret both primary and secondary sources
- demonstrate skill in historical reasoning and comparative analysis
- demonstrate skill collecting primary materials relevant to the 19thC
- relate geographic and architectural knowledge to other types of historical artifacts
- approach new material in this course’s domain from a historical perspective and with a critical historian's eye
- demonstrate critical analysis of science communication and public engagement over a variety of venues

Module plan

Student responsibilities in this module will revolve around two components: seminars and writing. Two writing projects will be required: an analysis of source material and a research proposal.

Seminars

A series of seminars is timetabled, with two contact hours per week. Seminars are related to specific required readings, and students should come to seminar having read the essential material. They should be prepared to actively discuss that material and engage with others. Additional readings and Web sites are suggested for continued investigation of module topics. We expect students to actively engage module themes.