HPSC0091 Science, Technology & Identity

Course Syllabus

2023-24 session | Dr Simon Lock | simon.lock@ucl.ac.uk

Course Information

This module is your opportunity to 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 politics lens. The module is interdisciplinary, and will draw on wide range of concepts from political philosophy, sociology, education, cultural studies and STS.
*** BEWARNED: there is a lot of reading and it IS essential! ****

Basic course information

Course website:	See Moodle
Moodle Web site:	Search "HPSC0091"
Assessment:	100% Coursework: 50% Translation Project, 50% Essay
Timetable:	Term 2, Wednesday, 10am-12pm
Prerequisites:	None
Required texts:	See syllabus & Moodle
Course tutor(s):	Dr Simon Lock
Contact:	simon.lock@ucl.ac.uk
Web:	https://www.ucl.ac.uk/sts/people/dr-simon-lock
Office location:	22 Gordon Square, room 2.2
Office hours	Tuesday 2-3pm (in person) and Wednesdays 2-3pm (online)

Schedule

Week	Topic	Date	Preparation Activity
1	Intro and Thinking about Science, Technology and Identity	10th Jan 2024	Essential readings

2	Science and Race	17th Jan 2024	Essential readings Assigned students lead discussion
3	Technology and Race	24th Jan 2024	Essential readings Assigned students lead discussion
4	Science and Gender	31 Jan 2024	Essential readings Assigned students lead discussion
5	Technology and Gender	7th Feb 2024	Essential readings Assigned students lead discussion
READING WEEK			
6	Science and Sexualities	21 Feb 2024	Essential readings Assigned students lead discussion
7	Technology and Sexualities	28 Feb 2024	Essential readings Assigned students lead discussion
8	Science and Disability	06 Mar 2024	Essential readings Assigned students lead discussion
9	Technology and Disability	13 Mar 2024	Essential readings Assigned students lead discussion
10	Student chosen topic week	20 Mar 2024	Essential readings Assigned students lead discussion
	Translation project videos due	25 March 2024	
	Essay due	22 April 2024	

Assessments

Summary

	Description	Deadline	Word limit	Deadline for Tutors to provide Feedback

		Monday 25 March 2024, 5pm	10 minutes	
Translation project	Video presentation (group)			
Closed Exam	Academic Essay	Monday 22 April 2024 5pm	2500	6th Feb 2023

Assignments & Specific Criteria for Assessment for this Module:

Assessment 1: Translation Project

The translation projects will be carried out in pairs (ish) or threes (ish), and will give you the other 50% of your mark (the essay being also 50%).

The brief: Working with the theoretical concepts discussed in the weeks before, you will choose your own specific contemporary case-study concerned with science, technology, identity and social justice and produce a presentation. For the theory 'element' think about how your case study challenges, adds to, or disrupts the theoretical concepts discussed over the course of the module AND how it compares to the other case studies on the reading list.

In your group you will submit a 10 min video presentation of your case study and critical analysis using the ideas and themes and discussion from the class. This will be due on Monday 25 march, 5pm.

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

Assessment 2: Research essay

You will need to write a 2500 word essay on your own that will be 50% of your mark, due on the 22 April 2024 at 5pm. The summative assessment will involve both theoretical reflection and research using primary & secondary sources, using course concepts and applying them to an STS issue or case study (if you use the same theme or case study of your translation project make sure your thinking has moved on from when you did the TP & précis, rather than handing in the exact same thing twice!). The aim of this assignment is for students to critically engage with the theoretical dimensions of a science and/or technology issue. You will write your own essay title/question. If you want formative feedback on your question (along with a rough thematic area and plan for your arguments) and send them to Simon for feedback by the 1st March 2024. The 2500 words does not include your references.

Please see Moodle for more information about the assessments and specific

assessment criteria.

Generative AI Statement

Students are permitted to use AI tools for:

☐ Drafting ideas and planning or structuring written materials
☐ Reviewing and critically analysing written materials to assess their validity
☐ Helping to improve your grammar and writing structure – especially helpful if English is a second language
☐ Experimenting with different writing styles
☐ Getting explanations

Students are **not** permitted to use AI tools for:

☐ Writing the entire essay or large chunks of an essay (e.g., more than a few sentences). Any use of AI must be documented (see below).

Students **must** correctly document their use of AI tools so that it can be appropriately acknowledged. Please see the library's guidance, here - https://library-guides.ucl.ac.uk/referencing-plagiarism/acknowledging-AI

Please be aware that you are responsible for ensuring that the assessment that you submit correctly references the use of other people's ideas and work. If you submit AI generated text that has used the work of human authors and it is not appropriately referenced, this may count as academic misconduct.

For further information on using AI in your assessments, please visit - https://www.ucl.ac.uk/students/exams-and-assessments/assessment-success-guide/engaging-ai-your-education-and-assessment

Aims & objectives

Aims:
This module aims to 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 politics lens. The module is interdisciplinary, and will draw on wide range of concepts from political philosophy, sociology, education, cultural studies and STS.

Objectives

By the end of this module students should be able to:
- Be active & engaged participants in co-constructing their classrooms, responsible for their own learning.
- Demonstrate their understanding of key theoretical concepts from STS and identity theories.
- Demonstrate an understanding of the ways in which identities are co-constructed and contested through engagements with science, technology and culture both explicitly (for example, through medical categorisation systems) and implicitly (through media & cultural consumption embedded in everyday life).
- Demonstrate an understanding the roles of structure and agency in the co-construction of identities on one hand and science & technology on the other.
- Apply key theoretical concepts from this course to critically analyse a range of issues (contemporary & historic) in science & technology.
- Analyse closely, interpret and show the exercise of critical judgement in the understanding

Your participation matters! This is a participatory, collaborative class where students help to lead their own discussions and activities. On a weekly basis you will have academic homework to do. Each week you will need to read the essential readings (& any of the additional readings that you find interesting). If it is your week to lead the class discussion you will come prepared with questions and critiques to stimulate discussion with the class.

You are expected to attend all classes and to demonstrate active engagement with your learning through taking on teaching & learning activities, participating in discussions, exploring readings and other learning materials, sharing notes & materials as appropriate and sharing your ideas with the group. You can miss up to two classes without upsetting us too much (but please email to let me know). If you miss three we'll need to have a chat about what's going on & what solutions might be available to best support your learning.

Reading list

This module involves lots of reading & thinking, _before_ you come to class, to form the basis of an informed discussion. See Moodle for the full reading list. There you will also find suggested additional readings to assist you when planning and writing your assessments (again these are broadly themed by weekly topic but they also work well across the whole course)