UCL DEPARTMENT OF
SCIENCE AND TECHNOLOGY STUDIES

HPSC Module Catalogue (Postgraduate Taught)

2024-25
v1

Please note that the information below is subject to change. We will notify you with any amendments that may affect your module selection.

Overview

This catalogue describes modules offered by UCL Department of Science and Technology Studies (STS) for the 2024-25 session. Detailed information, including sample syllabi, can be found on the department website: www.ucl.ac.uk/sts/teaching.

The modules are catalogued by term and by programme (History & Philosophy of Science, and Science, Technology & Society programmes and Science Communication programme).

STS students must discuss their selections with their personal tutor. Module selections must be approved by personal tutors. It is the student's responsibility to ensure they satisfy their degree requirements.

Term 2 module selection after cannot be changed after **Term 1 2024-25**. It is therefore essential that you research your module choices thoroughly. The teaching administrator will circulate the deadline for changing Term 2 modules during Term 1 2024-25.

Timetable information

Students are advised that is their responsibility to check for timetable clashes between modules via the UCL online timetable. Clashes are not an acceptable excuse for missing classes.

The online timetable for the 2024-25 academic year will be published on 8 April 2024.

HPSC postgraduate modules

Click on the module code to jump to module information.

HPSC	Title	Tutor/Co-ordinator	Page
Term 1 (Autumn)			
0073	Introduction to Science and Technology Studies	Dr Erman Sözüdoğru	3
0080	Early Modern Science	Professor Simon Werrett	4
0081	Science in the Nineteenth Century	Dr Jenny Bulstrode	4
0082	Science in Antiquity	Professor Andrew Gregory	4
0084	Causality and Evidence in Science	Professor Phyllis Illari	5
0092	Responsible Science and Innovation	Professor Jack Stilgoe	6
0095	Special Topics in Science, Technology and Society	Dr Stephen Hughes	6
0120	Health and Disease: Past, Present and Future	Dr Cristiano Turbil	5
0126	Research Methods and Data Analysis in Science and Technology Studies	Professor Emily Dawson and Dr Simon Lock	6
0127	Public Engagement for Social Justice	Professor Emily Dawson & Dr Simon Lock	7
0149	Practical Science Broadcasting*	Noah Baker	3
0151	Practical Science Writing*	Helen Pearson	3
0153	Forms of Science Communication: Global Perspectives *	Dr Charlotte Sleigh	4
0162	Social Epistemology of Science	Dr Rory Jubber	5
0163	Warnings for Hazards and Threats	Professor Carina Fearnley	7
Term 2 (Spring)			
0044	Science and the Publishing Industry*	Professor Joe Cain	11
0059	Science, Art and Philosophy	Professor Chiara Ambrosio	8
0089	Curating Science and Technology	Science Museum Staff	8
0091	Science, Technology and Identity	Dr Simon Lock	9
0093	Science Policy in an Era of Risk and Uncertainty	Professor Carina Fearnley	9
0094	Political Economy of Science	Dr Tiago Mata	9
0121	Sociology of Science and Technology	Professor Brian Balmer	9
0122	Science Journalism	Dr Jean-Baptiste Gouyon	10
0144	Science and the Global System	Dr Jenny Bulstrode	10
0147	Digital Media Skills for Science Communication*	Richard Fisher	8
0152	Science Communication and Engagement in Practice*	Dr Stephen Hughes & Dr Melanie Smallman	8
0157	Science Technology and International Development	Dr Michel Wahome	10
0164	Global Governance and Emerging Technologies	Dr Saheli Datta Burton	11
0165	The Sociology and Politics of the Digital Age	Dr Cian O'Donovan	11
Term 3 (Summer)			
0097	Research Project	MSc History & Philosophy of Science and MSc Science, Technology and Society	13
0155	Science Communication Final Project	MSc Science Communication	13

*These modules are for students on the MSc Science Communication only

Module information and syllabi are available at: www.ucl.ac.uk/sts/teaching.

2024-25 Term 1

Compulsory modules by programme

History & Philosophy of Science and Science, Technology & Society:

HPSC0073 Introduction to Science and Technology Studies

This module introduces students to key episodes and themes in Science and Technology Studies and the methodological and critical perspectives required for their full understanding.

Tutor:	Dr Erman Sözüdoğru (convenor)
Assessment:	Essay (2000 words) – 50%, Essay (2000 words) – 50%
Teaching Session:	Term 1
External Examiner:	Dr Kirsten Walsh, University of Exeter

Science Communication:

HPSC0127 Engaging the Public with Science

This module focuses on the many different ways publics engage with science in face-to-face contexts. It will focus on direct interactions through events, such as science festivals, and through other informal activities. It also will focus on how specific public groups, such as patient and citizen groups, get involved, engage, and sometimes contribute to scientific and medical research. In addition to gaining practical experience with organizing such activities, students also will reflect critically on the theory and context that underpins these activities. Reflection includes sociological models for publics and audiences, rationales for engagement in different communities, wider policy contexts, and historical trends.

Tutor:	Dr Stephen Hughes
Assessment:	Group Presentation (20 minutes) – 30%, Group Coursework (2000 words) – 30% and Individual Coursework (2000 words) – 40%
Teaching Session:	Term 1
External Examiner:	Dr Jamie Lewis, Cardiff University

HPSC0149 Practical Science Broadcasting

This module supports students to develop advanced science writing skills, to communicate science to different audiences and through different channels, using different formats. The module is practice-based and is taught by a practitioner. It consists in a short intense period of classroom-teaching and a longer period of independent work, with the possibility of receiving formative feedback during the development of the portfolio content. The assessment is a portfolio of different formats of science writing.

Tutor:	Noah Baker
Assessment:	Podcast (10 minutes) – 100%
Teaching Session:	Term 1
External Examiner:	Dr Jamie Lewis, Cardiff University

HPSC0151 Practical Science Writing

This module supports students to develop advanced science writing skills, to communicate science to different audiences and through different channels, using different formats. The module is practice-based and is taught by a practitioner. It consists in a short intense period of classroom-teaching and a longer period of independent work, with the possibility of receiving formative feedback during the development of the portfolio content. The assessment is a portfolio of different formats of science writing.

Tutor:	Helen Pearson
Assessment:	Coursework (3000 words) – 100%
Teaching Session:	Term 1
External Examiner:	Dr Jamie Lewis, Cardiff University

Module information and syllabi are available at: www.ucl.ac.uk/sts/teaching.

HPSC0153 Forms of Science Communication: Global Perspectives

Taking a global perspective, this module introduces students to key episodes and themes in Science Communication Studies and the methodological and critical perspectives required for their full understanding.

Tutor: Dr Charlotte Sleigh (convenor)

Assessment: Coursework (3000 words) – 100%

Teaching Session: Term 1

External Examiner: Dr Jamie Lewis, Cardiff University

HPS-themed modules

HPSC0080 Early Modern Science

The early modern period, from roughly 1400 to 1800, experienced a radical transformation in Europeans' understanding of the natural world. We explore these changes through a series of key moments in the history of early modern science, including the trial of Galileo, Newton's experiments on light and gravity, Hooke's studies with the microscope, and the creation of the first map of India. The module examines these episodes through critical perspectives developed recently by historians of science. These include studies of patronage; the place of magic and alchemy in science; the role of collecting and museums in the development of science; relations between science and art; and the connections between early modern science and religion. We also pay attention to the value of STS approaches for better understanding early modern science by examining issues of trust, gender, science as practice and culture, science and social order, and the public understanding of science. Using ideas from there approaches transforms our understanding of science in the early modern period.

Tutor: Professor Simon Werrett

Assessment: Coursework (4000 words) – 100%

Teaching Session: Term 1

External Examiner: Dr Anna Marie Roos, University of Lincoln

HPSC0081 Science in the Nineteenth Century

The 19th century experienced a tremendous expansion of science. This module explores that expansion through the lens of popularisation, public engagement, and presentation. We cover a variety of settings, including museums, lecture halls, publishing devices, parlours, and private collections. We also cover a variety of communities and types of activities, including professional societies, amateur clubs, working men's clubs, and ephemeral consumer activity. How did the many venues intertwine? How do historians relate science in public to science done elsewhere? Do STS analytical tools and concepts help us understand historical activity related to science in public? This module includes visits to some of the surviving attractions of 19thC science.

Tutor: Dr Jenny Bulstrode

Assessment: Coursework (4000 words) – 100%

Teaching Session: Term 1

External Examiner: Dr Anna Marie Roos, University of Lincoln

HPSC0082 Science in Antiquity

This module examines the activities of the ancients in attempting to understand, predict and control the world around them. The main focus is the Greek 'investigation concerning nature and its philosophical, religious and social context. We investigate how they studied of the heavens (including theories of how the world came into being), medicine, mathematics and technology. We also investigate how the Greeks thought in subjects such as astrology and alchemy and how their activities related to magic. In addition to the Greeks, we also investigate Babylonian and Roman cultures, medicine, and technology as well as how they conceived of the world around them.

Tutor: Professor Andrew Gregory

Assessment: Coursework (3000 words) – 100%

Teaching Session: Term 1

External Examiner: Dr Anna Marie Roos, University of Lincoln

HPSC0084 Causality and Evidence in Science

Much of science aims to find and use causes, and finding evidence of causes and mechanisms is a core problem of science. Does penicillin cure bacterial infection? How large a dose and how often should we give a dose to be effective? Mechanisms are key elements of causal descriptions. For example, we seem to explain how penicillin cures bacterial infection when describing the mechanism by which it kills bacteria in the body. This module explores some of the most important views of causality and mechanisms in philosophy of science, and it examines how these views affect our understanding of the world around us.

Tutors: Professor Phyllis Illari

Assessment: Coursework (4000 words) – 100%

Teaching Session: Term 1

External Examiner: Dr Kirsten Walsh, University of Exeter

HPSC0120 Health and Disease: Past, Present and Future

What is disease? How has our understanding of disease, and people's experiences of disease, changed over time? This course will give you some new and challenging ways to think about these questions. We will take specific diseases such as cholera, tuberculosis, smallpox, plague, malaria and AIDS, and examine their social and medical impact during the past couple of centuries. In doing so, we will trace the interplay of scientific, clinical, social and moral judgments invested in 'framing' a disease.

Tutors: Dr Cristiano Turbil

Assessment: Coursework (1000 words) – 25% and Coursework (3000 words) – 75%

Teaching Session: Term 1

External Examiner: Dr Anna Marie Roos, University of Lincoln

HPSC0162 Social Epistemology of Science

The idea of approaching epistemological questions in a way that is simultaneously philosophical and respectful of the social dimensions of knowledge is relatively new. Epistemology through the 20th century was mostly focused on individual believers/knowers. Social Epistemology shifts the focus towards groups of believers/knowers and how social arrangements impact on the production, possession, and transmission of knowledge.

This course will examine issues in social epistemology that have a bearing on the history and philosophy of science. We will consider social epistemology as the challenge to more traditional individualistic approaches to knowledge- with the sciences and their practice functioning as the major focus area and primary source of case studies.

Major topics areas will include testimony and its problematisation in traditional epistemology, the veristic approach to social epistemology, the development of a genuine communitarian epistemology of science, constructivism and the sociology of scientific knowledge, the possibility of group knowers, disagreement, epistemic injustice and the nature of scientific expertise and its relation to democracy.

Tutor: Dr Rory Jubber

Assessment: Coursework (4000 words) – 100%

Teaching Session: Term 1

External Examiner: Dr Kirsten Walsh, University of Exeter

STS-themed modules

HPSC0092 Responsible Science and Innovation

Science, technology and innovation are powerful shapers of social organisation. They have huge potential for both benefit and harm. With power should come responsibility, but history is littered with cautionary tales to suggest that innovation is a form of 'organised irresponsibility'. Are there ways to steer and improve technologies responsibly while they are still emerging? In this module, we examine technologies that are transforming our world, and we consider examples when established technologies were new. Case studies include: geoengineering, gene editing, AI and self-driving cars. We use ideas from ethics, sociology of science, philosophy of technology, and science policy studies.

Tutor:	Pofessor Jack Stilgoe
Assessment:	Coursework (3000 words) – 100%
Teaching Session:	Term 1
External Examiner:	Dr Kathryn Oliver, London School of Hygiene and Tropical Medicine

HPSC0095 Special Topics in Science, Technology and Society: The Politics of Feeling in Science-Society Relationships

Conspiracy theories and misinformation, vaccine hesitancy, technological hype, climate anxiety, mistrust of scientific institutions, and legacies of harm and injustice trouble the relationships between science and society. This course aims to understand and respond to these challenges by exploring the powerful emotional dynamics which underpin them. Through interdisciplinary perspectives on affect, the module explores how feelings like anxiety, resentment, desire, grief, love, awe, and optimism drive hype around new technologies, mobilise climate change activists, create conspiracy communities, and provide relevance and meaning an unstable and uncertain world. It will examine the unconscious and embodied aspects of science-society relationships, asking how affective practices, habits, and routines, unconscious fantasies, denials, and other defence mechanisms, and the limitations and affordances of brains and bodies play their parts in public engagement, responsible innovation, and technoscientific governance. In focusing on the dynamic relational processes of affect and emotion, the course will provide students with the conceptual and practical tools required for understanding, analysing, and responding to the deep psychosocial tensions and conflicts underpinning many of the contemporary challenges in science-society relationships.

Tutor:	Dr Stephen Hughes
Assessment:	Oral examination (15 minutes) – 50%, Essay (2000 words) – 50%
Teaching Session:	Term 1
External Examiner:	Dr Kathryn Oliver, London School of Hygiene and Tropical Medicine

HPSC0126 Research Methods in Data Analysis in Science and Technology Studies

This module introduces students to the theory and practice of research methods in STS and social sciences. It covers research design; qualitative and quantitative methods; research management and ethics; and the epistemology of social research. The module is strongly recommended for any students wanting to undertake empirical social science research for their dissertation and later in their career. It also is strongly recommended for students who want to familiarise themselves with how social scientists (particularly within STS) undertake research. For students wishing to apply for ESRC +3 PhD funding, this module is designed to cover the core training requirements specified within Annex I of the *ESRC Postgraduate Training and Development Guidelines (2009)*.

Tutors:	Professor Emily Dawson and Dr Simon Lock
Assessment:	Group research proposal (2000 words) – 65%, Presentation (10 minutes) – 30%, Class participation – 5%
Teaching Session:	Term 1
External Examiner:	Dr Kathryn Oliver, London School of Hygiene and Tropical Medicine

HPSC0127 Public Engagement for Social Justice

This module focuses on the many different ways publics engage with science in face-to-face contexts. It will focus on direct interactions through events, such as science festivals, and through other informal activities. It also will focus on how specific public groups, such as patient and citizen groups, get involved, engage, and sometimes contribute to scientific and medical research. In addition to gaining practical experience with organizing such activities, students also will reflect critically on the theory and context that underpins these activities. Reflection includes sociological models for publics and audiences, rationales for engagement in different communities, wider policy contexts, and historical trends.

Tutor:	Professor Emily Dawson and Dr Simon Lock
Assessment:	Coursework (3000 words) – 100%
Teaching Session:	Term 1
External Examiner:	Dr Jamie Lewis, Cardiff University

HPSC0163 Warnings for Hazards and Threats

This module brings together both academic and practitioner knowledge around what warnings are, how they are designed, how they operate, and how to make warnings effective. This requires bringing a wide range of disciplines together that review disaster risk reduction for all natural hazards and human made threats, science communication, science policy, and understanding risk and uncertainly at scales from the local to the global. Whether warnings are technological, automated, community based, anticipatory, or responsive, this module explores the value of the people-centred warnings, and the need to create inclusive and multi-hazard warnings. Whilst the module explores several old and contemporary case studies, the core focus of the module is on a simulation exercise that evolves during the module providing an opportunity to put into practice the learnings from each week.

Tutor:	Professor Carina Fearnley
Assessment:	Coursework (2000 words) – 40%, Group oral presentation (15 minutes) – 40%, Coursework (1000 words) – 20%
Teaching Session:	Term 1
External Examiner:	Dr Kathryn Oliver, London School of Hygiene and Tropical Medicine

2024-25 Term 2

Compulsory modules by programme
Science Communication

HPSC0147 Digital Media Skills for Science Communication

This module supports students to develop advanced digital media skills, to communicate science to different audiences and through different channels, using different formats. The module is practice-based and is taught by a practitioner.

Tutor:	Richard Fisher
Assessment:	Coursework (20 pages or equivalent) – 100%
Teaching Session:	Term 2
External Examiner:	Dr Jamie Lewis, Cardiff University

HPSC0152 Science Communication and Engagement in Practice

This module maps people's encounter with science in culture. It explores the co-construction of science and technology alongside the intersections of gender, 'race'/ethnicity, class, sexuality, ability, age and other factors that affect our life chances and our identities. It looks at science communication in relation to social justice.

Tutor:	Dr Stephen Hughes and Dr Melanie Smallman (convenors)
Assessment:	Coursework (3000 words) – 100%
Teaching Session:	Term 2
External Examiner:	Dr Jamie Lewis, Cardiff University

HPS-themed modules

HPSC0059 Science, Art and Philosophy

This module explores the interactions between science and art from the mid-nineteenth century to the present. Its philosophical focus is the notion of "representation," conceived as a crucial link between scientific and artistic visual practices. Integrating the history and philosophy of scientific and artistic representations, the module will address a broad range of issues. These will include questions on the nature and role of visual representations in scientific and artistic practice, what counts as "objective" and "accurate" representation, when and how images count as "evidence", and whether the relations between science and modernism contribute to overturn the common sense view that "art invents, science discovers".

Tutor	Professor Chiara Ambrosio
Assessment	Coursework (4000 words) – 100% and Coursework (1000 words) – formative
Teaching Session:	Term 2
External Examiner:	Dr Kirsten Walsh, University of Exeter

STS-themed modules

HPSC0089 Curating Science and Technology

This module is designed around a simple question: how is the museum a different environment for historical and interpretative work compared with a university or a library? It opens access to the Science Museum's galleries, reserve collections, and curators to help students learn the ways history of science and technology are preserved, researched, and displayed in a national museum. The module includes practical engagement with objects and collections in Science Museum facilities. It also includes general museological questions about how to interpret

objects in HPS and STS. The module also examines how different kinds of objects feature in museum's work, from acquisition and conservation to display.

Tutor: Science Museum Staff

Assessment: Presentation (10 minutes) – 20%, Coursework (3000 words) – 80%

Teaching Session: Term 2

External Examiner: Dr Anna Marie Roos, University of Lincoln

*Note: this module is also considered a Science Communication module.

HPSC0091 Science, Technology and Identity

Where, how, with whom, how much and why we encounter (or not) science matters. This module explores how science affects our lives and the lives of other people through the lens of social justice. Science is a prized resource in our societies. As a result, it is important to map where people encounter science in their lives and what happens when they do. We'll investigate who can access science, how people access and use science (or not) and the differences in between. We will think about science and technology in contemporary and historic contexts using key concepts such as inclusion/exclusion, representation and recognition, relational and redistributive social justice, as well as intersectional approaches to class, race/ethnicity, gender, ability/disability, sexuality and other social positions, such as age or linguistic background. For instance, what do assistive reproductive technologies (such as IVF) mean for how we understand gender and sexuality? How are science museums 'whitewashed'? Do science policies include a 'hidden curriculum' that reproduces class-based advantages? The module is interdisciplinary and will draw on a wide range of concepts from philosophy, sociology, education, cultural studies, and STS.

Tutor: Dr Simon Lock

Assessment: Translation Project (2500 words) – 50%, Coursework (2500 words) – 50%

Teaching Session: Term 1

External Examiner: Dr Kathryn Oliver, London School of Hygiene and Tropical Medicine

HPSC0093 Science Policy in an Era of Risk and Uncertainty

This module brings together key thinkers, debates, and cutting-edge research on how society engages with uncertainty and risk. Diverse research methodologies and interdisciplinary skills will be applied in practical case studies to demonstrate the challenges experts in these subjects face with working on globally complex problems. In this module we discuss the challenges of integrating interdisciplinary data sets, and we examine the potential for more deliberative and participatory engagement with stakeholders. The module adopts a problem-based learning approach, using case studies of specific current interest.

Tutor: Professor Carina Fearnley

Assessment: Poster presentation – 20%, Group Debate 20%, Briefing Paper – 60%

Teaching Session: Term 2

External Examiner: Dr Kathryn Oliver, London School of Hygiene and Tropical Medicine

HPSC0094 Political Economy of Science

Science is big money. Scientific and technological research lead the development of new processes and products, creating new industries and markets. Science is integral to the production of value and wealth in contemporary capitalism. Science's direction and practice has long been shaped by agendas that go beyond the pursuit of disinterested truth. In this module we trace this entanglement of actors and interests. We examine how transformations in political economy, such as the rise of the corporation, the building up of national government bureaucracies and the expansion of financial markets, have transformed how science is administered and commodified. We examine the origins of the corporate research lab, the science park and the entrepreneurial university. We interrogate the likely consequences of neoliberal knowledge regimes, the advent of philanthrocapitalism, and open science.

Tutor: Dr Tiago Mata

Assessment: Essay (1500 words) – 30%, Essay (2000 words) – 70%

Teaching Session: Term 2

External Examiner: Dr Kathryn Oliver, London School of Hygiene and Tropical Medicine

HPSC0121 Sociology of Science and Technology

This module provides a broad survey of sociological models for studying the complex relationship between science and society. It also examines sociological analyses for the construction of knowledge both through historical and contemporary studies. What are the main currents of thought influential in sociology of science and technology? What are their strengths and weaknesses? How have they influenced researchers across the whole range of science and technology studies?

Tutor:	Professor Brian Balmer
Assessment:	Essay (1000 words) – 20%, Essay (3000 words) – 80%
Teaching Session:	Term 2
External Examiner:	Dr Kathryn Oliver, London School of Hygiene and Tropical Medicine

HPSC0122 Science Journalism

This is a practical module in communicating science across different genres of output for different audiences and on different platforms. Students write short news stories, profiles, and reportages for broadsheet newspapers and popular science magazines targeting audiences from educated adults to school children with an interest in science. They write blog posts and produce other kind of content for social media, such as short captioned videos. They interview scientists and present their interviews in writing as well as through podcasting. Issues in the public communication of science are discussed from this practical standpoint. This module is time intensive and requires substantial group work. It rests on the idea that the only way to learn how to write for journalism is to work in career appropriate setting. The assessment for the module is a mixture of formative and summative work.

Tutor:	Dr Jean-Baptiste Gouyon
Assessment:	Portfolio (4000 words) – 100%
Teaching Session:	Term 2
External Examiner:	Dr Jamie Lewis, Cardiff University

*Note: this module is also considered a Science Communication module.

HPSC0144 Science and the Global System

This module develops social and historical perspectives with the insights of radical, anti-colonial and decolonizing traditions. Using case studies from toxic waste, remote sensing, debt, drone surveillance, automation and the technologies of migrant crossings and protest movements, this course supports students to develop their own critical research about the place of science in the global system. Students will have the opportunity to apply what they have learned for themselves through introduction to diverse media, from award-winning films and oral history recordings to museum and art collections; and through individual tutor support to develop their own short research project on a topic of their choice.

Tutor:	Dr Jenny Bulstrode
Assessment:	Essay (3000 words) – 100%
Teaching Session:	Term 2
External Examiner:	Dr Anna Marie Roos, University of Lincoln

HPSC0157 Science Technology and International Development

The module will familiarise students with the global policy arena and the role that scientific expertise and technology development play in it. The module familiarises students with theories, perspectives and approaches that interrogate development and progress. It focusses on the interface between international policy regimes and developing country positionalities and examines evolving expectations and assumptions about modernity, technoscientific progress and ethics of knowledge production. The module is structured to teach and illustrate the application of STS theories and concepts through case study examples and have students reflect on how they engage with these ideas. Aside from introducing students to these concepts, the goal is also to build critical thinking and research skills through examination of key international development policy regimes and governance theories, strategies and practices and interrogating the ways in which global economic asymmetry is framed and addressed.

Tutor:	Dr Michel Wahome

Module information and syllabi are available at: www.ucl.ac.uk/sts/teaching.

Assessment: Essay Plan (1000 words) – 35%, Coursework (3000 words) – 65%

Teaching Session: Term 2

External Examiner: Dr Kathryn Oliver, London School of Hygiene and Tropical Medicine

HPSC0164 Global Governance and Emerging Technologies

Global governance is notoriously complex, contested, and contingent. This is especially the case for emerging technologies such as AI, 5G, IoT, gene editing etc. where the implications for society are as profound and entangled with our daily lives, as they are globally dispersed. For instance, what might global governance of AI look like, what does it entail and what are its implications? Through the lens of key controversies across various emerging technology areas, students in this module will critically explore issues of legitimacy, consensus, power, and solidarity informed by theories and concepts from science and technology studies, science policy, international political economy, and international politics.

Tutor: Dr Saheli Datta Burton

Assessment: Coursework (1500 words) – 40%, Coursework (2000 words) – 60%

Teaching Session: Term 2

External Examiner: Dr Kathryn Oliver, London School of Hygiene and Tropical Medicine

HPSC0165 The Sociology and Politics of the Digital Age

This interdisciplinary module engages critically with the technology and politics of the digital age. Drawing on work from history, sociology, political and cultural theory, this module will consider the history and social shaping of the internet, and the political, social and cultural logics (e.g. surveillance capitalism, network society, globalization, big data) that have both shaped the technology and also have been shaped or enabled by it. This will be achieved by considering a wide range of different issues, for example big data, AI, surveillance capitalism, social media and democracy, identities and digital technology, mass media, misinformation.

This module will equip students to critically examine and research the internet, digital technologies and media, digital cultures and the social and political processes that both create and underlie them.

Tutor: Dr Cian O'Donovan

Assessment: Assessment: Essay (2000 words) – 50%, Individual report 1 (500 words) – 25%, Individual report 2 (500 words) – 25%

Teaching Session: Term 2

External Examiner: Dr Kathryn Oliver, London School of Hygiene and Tropical Medicine

Science Communication module (open only to MSc Science Communication Students)

HPSC0044 Science and the Publishing Industry

Science involves extraordinary amounts of publishing. How does publishing work? How does publishing shape science communication? How is science publishing a global business and a local activity? This module investigates publishing as a process (who is involved? what are the parts of this complex business?). It also investigates the anthropology and STS of publishing (how is power distributed in the publishing industry? how do scientists control publishing? how are scientists controlled by it?) Topics discussed include: peer-review journals, popular science publishing, book publishing, textbooks, and related consumer goods. In recent years, changes in the industry have been nothing short of revolutionary: open access, print-on-demand, tablet reading, data-mining, and so much more. We examine these changes. The module has a deliberate careers focus, with opportunities to meet professionals in the industry. Assessment focuses on practical projects associated with the creation of real publications.

Tutor: Professor Joe Cain

Teaching session: Term 2

Assessment: Project (3000 words) – 100%

External Examiner: Dr Jamie Lewis, Cardiff University

Module information and syllabi are available at: www.ucl.ac.uk/sts/teaching.

2024-25 Term 3 and Summer

Compulsory modules

HPSC0097 Research Project - MSc History & Philosophy of Science and MSc Science, Technology and Society degrees only

The MSc History & Philosophy of Science and MSc Science, Technology and Society degrees culminate in a research project of the student's own design, and this project is documented by a research report or a dissertation. The student's work is guided by an academic supervisor. It also is supported by a variety of key skill programmes. Students are expected to construct a research project that includes original research, clear methodological choices, and relevance to significant conversations within the discipline. The dissertation is the capstone of the Master's programme. It should represent the very best research and analysis a student can produce.

Convenor:	Dr Rory Jubber (all STS academic staff serve as supervisors)
Assessment:	Dissertation (10,000 words) – 80%, Oral Presentation (8 minutes) – 10%, Coursework (1000-words) – 10%
Teaching Session:	Term 3 and Summer
External Examiner:	All STS External Examiners

HPSC0155 Science Communication Final Project – MSc Science Communication only

The Master's degree culminates in a science communication project of the student's own design. This project is documented by a project report, or a portfolio of science communication writings, or a science documentary, or a podcast, or any other mode of communication. The student's work is guided by an academic supervisor. It also is supported by a variety of key skill programmes. Students are expected to construct a project that includes original research, deliberate methodological choices, and shows relevance to significant conversations within the discipline. The project should represent the very best science communication a student can produce in their medium of choice.

Convenor:	Dr Melanie Smallman (convenor)
Assessment:	Dissertation (10,000 words or equivalent) – 80%, Coursework (1000-words) – 20%
Teaching Session:	Term 3 and Summer
External Examiner:	All STS External Examiners