

HPSC Module Catalogue (Undergraduate)

2020-21
v2

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 HPSC modules offered by UCL Department of Science and Technology Studies (STS) for the 2020-21 session. Detailed information, including sample syllabi, can be found on the department website: <https://www.ucl.ac.uk/sts/teaching>.

The information in this catalogue is correct at the date of publication (see headers) but may alter. Please check the latest edition of the module catalogue and the on-line timetable prior to formally registering on modules.

Timetable information

We use the UCL online timetable, www.ucl.ac.uk/timetable. The online timetable provides information about module times and locations.

Before formally registering please check for timetable clashes between modules. Clashes are not an acceptable excuse for missing classes. It is the student's responsibility to check carefully that they can attend all compulsory sessions for their modules.

The online timetable for the 2020-21 academic year will be published in August 2020.

Information for STS students

You can find more detailed information about individual modules in the STS Syllabus library, which can be found on the department website: <https://www.ucl.ac.uk/sts/teaching>.

STS students must discuss their selections with their personal tutor. Module selections must be approved by personal tutors before they will be confirmed in Portico. It is the student's responsibility to ensure they satisfy their degree requirements. These can be found on the Moodle parent page here: <https://moodle.ucl.ac.uk/course/view.php?id=10566>.

Module tutors may be contacted directly: see <https://www.ucl.ac.uk/sts/staff>.

You will not be able to change your Term 2 module selection after **4 December**. It is therefore essential that you make sure you research your module choices thoroughly before selecting them. If you want to make a change after you have confirmed your module choice, please consult your tutor. Changes can be made by your teaching administrator and you will need to request any changes to your Term 2 module registrations in good time before the deadline.

Students from other departments

Students outside STS are welcome to register on most HPSC modules. This catalogue indicates where modules are not open to all UCL students. In some cases, pre-requisites apply and queries regarding these should be directed to the module tutor. Otherwise, registration for students from other departments is on a first-come, first-served basis by date selected in Portico.

Our modules attract students from many different departments and backgrounds. These modules offer opportunities for students to meet new people, meet students from many different degree programmes, and develop transferrable skills they might not otherwise build. Challenge yourself to mix it up. Try STS. As always, discuss module selections with personal tutors.

Looking for an introduction to what each module covers? Interested in the kind of material and assessment you'll encounter? In 2018 and 2019 we filmed a series of videos with our teaching staff. You can watch these videos here -but be aware that some details may change for 2020 teaching: <https://www.youtube.com/user/STSUCL/playlists>.

HPSC modules at-a-glance

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2020-21 Term 1

Level 1 introductory modules

HPSC0003 History of Science: Antiquity to Enlightenment

Surveys the origins and development of science from the ancient Greeks to 1800 and around the globe. Main themes are the origins of science in the ancient world, the nature of the scientific revolution and the spread of science during the Enlightenment.

Tutor: Dr Simon Werrett

Teaching sessions: Term 1. Students attend one two-hour lecture per week.

Assessment: essay (1000 words) - 50% and essay (2500 words) - 50%

External Examiner: TBC

HPSC0008 Science Communication and Public Engagement

Introduces the public dimensions of science and technology. It explores the relationship between the professional world of science and the social, cultural and personal spaces in which science contributes to the shaping of society. It develops students' critical analysis skills with respect to the communication of science in different public contexts including the news media, museums, fiction and online.

Tutor: Dr Simon Lock

Teaching sessions: Term 1. Students attend two one-hour lectures plus one tutorial per week

Assessment: open book exam - 50% and essay (2500 words) - 50%

External Examiner: Dr Emma Weitkamp – University of the West of England, Bristol

HPSC0009 Introduction to History, Philosophy & Social Studies of Science

An engaging introduction to history, philosophy, and social studies of science, including key concepts in science and technology studies, public engagement with science, and science policy. Using contemporary scientific issues as its canvas, the focus of this module is to encourage students to develop their skills as interdisciplinary and publicly engaged scholars, working both in groups and individually. This course is intended as a foundation and sampler for later courses in science and technology studies.

Tutors: Dr Chiara Ambrosio and Dr Erman Sozudogru

Teaching sessions: Term 1. Students attend one lecture and one seminar per week.

Assessment: Individual annotated bibliography (500 words) - 30%, individual essay (2500 words) - 40%, individual blog post (500 words) - 30%.

External Examiner: Dr Angela Cassidy – University of Exeter

HPSC0011 STS Perspectives on Big Problems

This module introduces students to the uses of STS in solving big problems in the contemporary world. Each year staff from across the spectrum of STS disciplines – History, Philosophy, Sociology and Politics of Science – will come together to teach students how different perspectives can shed light on issues ranging from climate change to nuclear war, private healthcare to plastic pollution. Students have the opportunity to develop research and writing skills, and assessment will consist of a formative and a final essay. Students also keep a research notebook across the course of the module.

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

Convenor: Dr Cristiano Turbil

Teaching sessions: Term 1. 1 x 2-hour seminar per week.

Assessment: Essay (2500 words) – 100%

External Examiner: TBC

Level 2 intermediate modules

HPSC0012 Policy Issues in the Life Sciences

Provides a critical overview of policy issues arising from developments in the biological sciences. The module covers a variety of issues, including: medical research policy, biotechnology and public policy, debates about the social acceptability of recombinant DNA research, biology and its publics, controlling biological weapons research and animal experimentation. Attend all lectures and one seminar per week.

Tutor: Professor Brian Balmer

Teaching sessions: Term 1: Students attend one one-hour lecture and one seminar per week.

Assessment: Book review (1500 words) - 40%, essay (3000 words) - 60%

External Examiner: Dr Angela Cassidy – University of Exeter

HPSC0013 Science in Popular Culture

An introduction to media studies for those interested in relations between science and the media. What science gets covered in print, on TV and online? How and why is that material selected? How can we investigate the effects of media coverage on public knowledge of or attitudes towards science? The module gives a short survey of relevant empirical and theoretical work in media studies, and public engagement with science.

Tutor: Dr Emily Dawson

Teaching sessions: Term 1. Students attend one two-hour seminar per week

Assessment: essay (1000 words) - 50% and Content/Media Analysis Project (2500 words) - 50%

External Examiner: Dr Emma Weitkamp – University of the West of England, Bristol

HPSC0014 Philosophy of Science 2

Intensive exploration of some central, on-going debates in philosophy of science such as scientific realism and antirealism; the nature of scientific explanation; and the status of laws of nature. No pre-requisite philosophy of science knowledge required. However, if students have not completed HPSC0004 previously, they must secure the tutor's permission.

Tutor: Dr Chiara Ambrosio

Teaching sessions: Term 1. Students attend one two-hour lecture per week.

Assessment: oral recorded presentation - 10%, Essay (1000 words) - 40%, essay (2500 words) - 50%

External Examiner: Dr Ian Kidd – University of Nottingham

HPSC0022 Science and Religion

Examines the relations between science, religion and progress. Topics will include the relation between science and religion in the ancient world, in Islam and in China, the role of Christianity in the scientific revolution of the seventeenth century and some issues in the relation of religion and science today.

Tutor: Professor Andy Gregory

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

Teaching sessions: Term 1. Students attend 1 x 2-hour seminar per week.

Assessment: essay (1000 words) - 50% and essay (2500 words) - 50%.

External Examiner: TBC

Level 3 advanced modules

HPSC0061 Governing Emerging Technologies

This course goes inside technology to discuss its political and ethical dimensions. Technologies shape our future in powerful and largely unaccountable ways. Are they inevitable, or can we control the technologies that we get, anticipate their implications, prevent hazards and share their benefits? Why do we have iPads and space shuttles but we don't all drive electric cars and have clean drinking water in the developing world? Were the Fukushima nuclear meltdown and the financial crisis just accidents? What could regulators have done to prevent them? As science introduces new risks and ethical dilemmas, what should governments do to control research, publication, patenting and innovation? The course will teach students to think and write clearly and critically about technology. It will be assessed through an essay and a series of short blog-posts.

Tutor: Dr Jack Stilgoe

Teaching sessions: Term 1. Students attend one 1-hour lecture and one 1-hour seminar per week.

Assessment: Coursework (2500 words) - 50%, Essay (3000 words) - 50%

External Examiner: Dr Angela Cassidy – University of Exeter

HPSC0063 Social Sciences of Inequality

This module is an historical examination of the social sciences in the long twentieth century. Although we know much about the history of individual disciplines - psychology, economics, sociology, political science -, we know comparatively little about how the sciences of society have cooperated and competed in both public and political spheres. This module investigates how social scientists sought to redraft the architectures of the state, of organizations and of mass culture. To guide our itinerary of twentieth century social science, we examine the problem of 'inequality' has been conceptualized across time and across disciplines. Inequality has been understood as having racial, cultural, or political economic dimensions. These competing conceptions have animated programs of social change of lasting legacy to the present day. In this course we will also pay special attention to the social sciences of statistics and eugenics as developed at UCL.

Tutor: Dr Tiago Mata

Teaching sessions: Term 1. Students attend one two-hour seminar per week.

Assessment: Coursework (3500 words) – 80% and Presentation (15 minutes) – 20%

External Examiner: TBC

HPSC0065 Philosophy of Information

Information is now a vitally important scientific concept, while changes in information and communication technologies have rapidly altered our personal and working lives. This course examines these changes. It looks at philosophical approaches to information, and the implications of the 'information revolution' for such issues as society, personal identity, and scientific knowledge.

Tutor: Dr Phyllis Illari

Teaching Sessions: Term 1. Students attend one two-hour seminar per week.

Assessment: Essay (4000 words) - 100%

External Examiners: Dr Ian Kidd – University of Nottingham

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

HPSC0070 Eugenic in Science and Culture

Eugenics combined science and politics to create social policies intent on “improving the stock” of some human groups at the expense of others. This module investigates eugenics as a history of science and technology operating in cultures around the world. It considers eugenics as a history of people creating, interpreting, rejecting, and suffering from decisions grounded in scientific (and pseudo-scientific - this boundary is important) practices supported by eugenics campaigners. Importantly, this module presents eugenics through the intersection of categories such as gender, race/ethnicity, ableism, class, nationalism, and political philosophy. Eugenics is a subject with strong local (UCL) connections, and it is a subject with diverse global involvements and impacts. Ultimately, this module explores the history of eugenics to better answer far-reaching questions about the role of science in policy development, about the power of science in public understanding, and about rival approaches to expertise in the knowledge economy.

Tutor: Professor Joe Cain

Teaching sessions: Term 1. Students attend one two-hour lecture per week.

Assessment: Essay (4000 words) – 100%

External Examiner: TBC

HPSC0109 Philosophy of Medicine

This module provides students with an overview of the field of philosophy of medicine. Based on case-studies drawn from contemporary medical practice, the module will engage with six conceptual issues of major importance to medicine. In brief, these are the question of discovery (of diseases and treatments), with causation, with modelling, with complexity, with classification, and with evidence-based medicine.

Tutor: Dr Erman Sozudogru

Teaching sessions: Term 1. Students attend two one-hour seminars per week.

Assessment: Essay (4000 words) - 80%, Write up of Class Presentation (1000 words) - 20%

External Examiner: Dr Ian Kidd – University of Nottingham

HPSC0110 Medicine, History and Society

This course addresses the changes and developments in Western medicine from the Ancient Greek world to 1700. The course will discuss the varieties of theory and practice of medicine, the understandings of the body and illness, and the historical contexts in which medicine can be understood in the pre-modern world, including classical Greek and Roman society, medieval Islamic and Western cultures, and Renaissance and early modern periods.

Tutor: Dr Cristiano Turbil

Teaching sessions: Term 1. Students attend one two-hour lecture per week.

Assessment: Essay (3000 words) - 60%, 2-hour Exam - 40%

External Examiner: Dr Rebekah Higgitt – University of Kent

2020-21 Term 2

Level 1 introductory modules

HPSC0004 Philosophy of Science 1

This is an introductory module in the philosophy of science. The course is divided into two parts: (1) the epistemology of science and (2) the metaphysics of science. The first part of the course will focus on several central problems regarding the nature of scientific knowledge: how do scientists know if current scientific theories are true? Is science progressive? How do scientists test their theories and how are theories confirmed? Can science and pseudoscience be distinguished? How are sciences distinguished from one another? These questions will be discussed in the light of examples from science. During the course of discussing these problems, you will study some of the major positions that have been taken about scientific knowledge both in the history of philosophy and in the 20th century: Inductivism (Bacon), Logical Empiricism (Ayer and Quine), Falsificationism (Popper), Incommensurability (Kuhn) and Relativism (Feyerabend). What does it mean if more than two theories are consistent with the evidence (Quine/Duhem)? Philosophy of Science 1 will provide you with the background knowledge that you will need for other Philosophy courses that you will take in later years. You do not need prior knowledge of philosophy or science to do this course.

Tutor: Dr Emma Tobin

Teaching sessions: Term 2. Students attend two one-hour lectures and one one-hour tutorial per week.

Assessment: Critical Review – formative assessment (750 words), essay (1000 words) - 50% and essay (2500 words) - 50%

External Examiner: Dr Ian Kidd – University of Nottingham

HPSC0006 Science Policy

Introduction to social and political thinking about the role of science and technology in society and the relationship between science and the state. Topics normally include: the role of the state in the promotion, regulation and shaping of science and technology, the idea of scientific autonomy, the moral responsibility of the scientist and the commercialization of science. The course will also focus on current case studies; previous years topics have been geoengineering and biometric technologies. Attend one lecture plus one tutorial per week.

Tutor: Professor Brian Balmer

Teaching sessions: Term 2. Students attend one two-hour lecture and one one-hour tutorial per week.

Assessment: 3-hour exam - 50% and essay (2500 words) - 50%

External Examiner: Dr Angela Cassidy – University of Exeter

HPSC0007 Investigating Sociology and Politics of Science

This module provides an introduction to key problems, key concepts and key skills that define academic research in the Sociology and Politics of Science. In the module you will be introduced to the central questions of science studies past and present. Through readings of classic and contemporary works in the field we will identify the key problems and questions that motivate research. Questions such as, is there a specific culture of science? What is the relationship between science and political power? Is science a male field? Is science Western? You will be introduced to the main research methods that have aided scholars address those key questions and probe the practice of science and its place within culture and the polity. You will learn some of the basic steps for preparing and conducting robust original research and be encouraged to critically evaluate the appropriateness of evidence to argument in published works.

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

Tutor: Dr Tiago Mata

Teaching sessions: Term 2. Students attend one two-hour workshop session every week.

Assessment: 2 x 2500 word coursework - 50% each

External Examiner: Dr Angela Cassidy – University of Exeter

HPSC0010 History of Modern Science

This module provides an overview of the development of the sciences from 1850 to the present, with particular emphasis on the twentieth century. The development of science will be considered in its social, political and cultural contexts. Topics include science in different national contexts, science and war, the development of key new disciplines (such as quantum physics, relativity, genetics, particle physics) as well as the development of older ones. Emphasis will be on the physical and life sciences, with some comparative consideration of the social sciences.

Tutor: Professor Jon Agar

Teaching sessions: Term 2. Students attend two one-hour lectures and one one-hour tutorial per week.

Assessment: essay (1000 words) - 50% and essay (2500 words) - 50%

External Examiner: TBC

Level 2 intermediate modules

HPSC0017 Science and Ethics

Ethical issues of science and technology are constantly of interest to both scientists and the general public. This course covers core ethical theories, alongside at least nine current cases, which are selected by agreement among the students every year. Much of the teaching is discussion-based, with students analysing their chosen cases using the ethical theories. Students are assessed by written work, and they are encouraged to develop that on the case they personally choose, in discussion with the tutor. No prerequisites.

Tutor: Dr Phyllis Illari and Dr Erman Sozudogru

Teaching sessions: Term 2. Students attend one one-hour lecture and one one-hour seminar per week.

Assessment: Research Project (3000 words) – 100%

External Examiner: Dr Ian Kidd – University of Nottingham

HPSC0036 Engaging Public with Science

This module focuses on the many different ways in which publics engage with science in face-to-face contexts. Teaching will particularly focus on how scientists can most effectively engage members of the public through direct interactions such as science festivals and museums, and on how specific public groups, such as patient and citizen groups get involved, and engage with, scientific and medical research. Alongside gaining a practical understanding of how to organize such activities, students will also critically reflect on the theory and context that underpins such activities such as models of publics and audiences, rationales for engagement in different contexts and the wider policy contexts and historical trends.

Tutor: Dr Carina Fearnley

Teaching sessions: Term 1. Students attend 1 x 2-hour seminar per week.

Assessment: Essay (2,500 words) - 50%, Group Project (2,500 word group word report) - 50%

External Examiner: Dr Emma Weitkamp – University of the West of England, Bristol

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

HPSC0105 Sociology of Science and Technology

The aim of this course is to examine the sociological contribution to the analysis of science and technology, mainly focussing on science. We explore the complex relationship between science, technology and society, including key sociological accounts of the processes by which knowledge is constructed and validated. The course introduces main currents of thought and important empirical studies that have been influential in sociology of science. The focus is equally on contemporary and historical cases. By the end of this module students should: (1) Have an understanding of how science works as a social process i.e. how technical knowledge is produced by communities, (2) Have a detailed knowledge of the main theories in the sociology of science, (3) Be aware of the strengths and weaknesses of a range of sociological approaches to the analysis of science and technology, and (4) Be able to make links between sociological analyses of science and broader debates in science policy, history of science and philosophy of science.

Tutor: Dr Melanie Smallman

Teaching sessions: Term 2. Students attend one two-hour session per week.

Assessment: 3-hour exam - 50% and essay (2500 words) - 50%

External Examiner: Dr Angela Cassidy – University of Exeter

HPSC0124 Science in Government

Whether we are talking about climate change, health or the economy, science is increasingly seen as a source of advice and evidence for policymakers throughout government. But what is the relationship between science and decision-making? Where does evidence come from and who are the experts? How are ideas converted into law, treaty and regulation and how are they implemented in within governments? These are some of the questions we consider this course. Drawing on real-life case studies, as well as the academic literature from STS and political science, we will look at how science is used in government, in parliament, at a local and international level, taking account of the many actors and processes that shape this work.

Tutor: Dr Melanie Smallman

Teaching sessions: Term 2. Students attend one two-hour session per week.

Assessment: Essay (1200 words) - 30% and Essay (2500 words) - 70%

External Examiner: Dr Angela Cassidy – University of Exeter

HPSC0139 History of Science 2

This course offers an in-depth exploration of current concerns and issues in the history of science. The course introduces students to recent work in the field through an investigation of a wide range of global locations and topics, which might come from any period between antiquity and the recent past. Indicative topics may include, for example, postcolonial approaches to the history of science; Islamic medicine; scientific instruments and material culture; historical anthropology and archaeology of science; relations of science and art; science and religion; and relations of science and the environment. Specific topics may change each year. Assessment is by two 2500 word essays.

Tutor: Dr Simon Werrett

Teaching sessions: Term 2. Students attend one two-hour lecture per week.

Assessment: 2 x 2500 word essays – 50% each

External Examiner: TBC

Level 3 advanced modules

HPSC0002 Disease in History

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.

Tutor: Dr Cristiano Turbil

Teaching sessions: Term 2. Students attend one two-hour lecture per week.

Assessment: Essay one (3500 words) - 80%, Essay two (800 words) - 20%

External Examiner: TBC

HPSC0039 Science, Warfare and Peace

This module aims explore the relationships between science, war and the prevention of war. It will place military and security technologies within social, political, and historical contexts. There is particular emphasis on the twentieth and twenty-first centuries and on weapons usually designated as 'unconventional' or 'weapons of mass destruction'. In addition to thinking about how science, technology and warfare have shaped each other, this module also considers the changing role of the scientist in relation to the state, and considers broader themes such as the arms control, disarmament, ethics, and popular culture in relation to war.

Tutor: Professor Brian Balmer

Teaching sessions: Term 2. Students attend one two-hour lecture per week.

Assessment: Essay (3000 words) – 60% and 2-hour Exam – 40%

External Examiner: Dr Angela Cassidy – University of Exeter

HPSC0066 Science and Film Production

This module combines critical theory of the representation of science in cinema and television with practical production that will enable students to gain skills in scriptwriting, production (filming, lighting, sound recording, interview technique, presentation, narrative, documentary and docudrama genres) and post-production (paper, film and sound editing). The module establishes a social, cultural and intellectual context for production, and offers a strong critical foundation for the effective realization of production work. Teaching enables students to engage collectively with narrative theory in a critical and analytical forum. Students will make productions that will engage with real audiences on the web and other media platforms

Tutor: Dr Jean-Baptiste Gouyon

Teaching sessions: Term 2. Students attend one two-hour seminar per week.

Assessment: 5 minute Group Film - 80%, Essay (2000 words) - 20%

External Examiner: Dr Emma Weitkamp – University of the West of England, Bristol

HPSC0067 Science in the Ancient World

This course 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 look at the study of the heavens, including theories of how the world came into being, medicine, mathematics and technology. We also look at how the Greeks thought of disciplines such as astrology and alchemy and how their activities related to magic.

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

While the main focus is the Greeks, we also look at the Babylonian, Egyptian and Roman cultures, their medicine, technology and how they conceived of the world around them.

Tutor: Professor Andy Gregory

Teaching sessions: Term 2. Students attend one two-hour lecture per week.

Assessment: Essay (3500 words) – 50% and one three-hour unseen exam – 50%.

External Examiner: TBC

HPSC0107 Science Journalism

A practical course in communicating science considering various genres of output for different audiences and on different platforms. Students learn how to write short news stories, profiles, and reportages for broadsheet newspapers and popular science magazines, targeting a range of audiences from educated adults to school children with an interest in science. They learn how to produce other kind of contents for social media such as short captioned videos. They interview scientists on their work and present their interviews in writing as well as through podcasting. Issues in the public understanding of science are discussed from this practical standpoint of communication.

Tutor: Dr Jean-Baptiste Gouyon

Teaching sessions: Term 2. 1 x 1-hour lecture, 1 x 2-hour practical session per week

Assessment: Article Analysis (1000 words) - 10%, Newscast (3 minutes) - 30%, Group Work (3500 words) - 60%

External Examiner: Dr Declan Fahy - Dublin City University

HPSC0111 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 common link between scientific and artistic visual practices. Integrating the history and philosophy of scientific and artistic representations, the course 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: Dr Chiara Ambrosio

Teaching Sessions: Term 2, students attend one two-hour lecture and one one-hour seminar per week.

Assessment: Poster - 40%, Article (2500 words) – 40%, Presentation (10 minutes) – 20%

External Examiner: Dr Ian Kidd – University of Nottingham

2020-21 Terms 1 and 2

Level 2 intermediate modules

HPSC0019 Human Sciences in Society

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. This module 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.

Tutor: Professor Joe Cain

Teaching sessions: Terms 1 and 2. Students attend one one-hour seminar per week.

Assessment: group oral presentation (30 minutes) – 50%, group written coursework (25%), individual essay (1500 words) – 25%.

External Examiner: Dr Angela Cassidy – University of Exeter

Level 3 advanced modules

HPSC0041 Dissertation

Students undertake a research project of their own design in the field of history and philosophy of science or science and technology studies. Students organise their own supervision (in consultation with staff), and discussion of research progress is undertaken during regular supervisions. Students submit a 10,000-word dissertation summarising their findings. They deliver presentations on their work. This is a full-year, one course unit research module. This module is compulsory for all STS BSc students. It also is available, by permission, to students in other degree programmes.

Co-ordinator: Dr Cristiano Turbil

Meeting sessions: Terms 1 and 2. Fortnightly tutorials with supervisor.

Assessment: Presentation (15 minutes) - 20%, Plan/Proposal (1000 words) – 10%, Dissertation (10,000 words) - 70%.

HPSC0053 Research Project (iBSc)

This is a full-year, one course-unit module for students doing the Intercalated BSc in the Department of Science and Technology Studies. Students undertake a research project largely of their own design and direction in the field of science and technology studies. An appropriate supervisor is agreed with the course coordinator, and research is discussed during regular tutorials. Students submit a literature survey and a 10,000-word research paper summarising their finding. They also deliver an oral presentation describing their work-in-progress.

Co-ordinator: Dr Cristiano Turbil

Meeting Sessions: Terms 1 and 2 fortnightly tutorials with supervisor.

Assessment: Coursework (1200 words) -10%, Presentation Term 2 (20 minutes) (15%), Dissertation (10,000 words) (75%)

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