**UCL DEPARTMENT OF
SCIENCE AND TECHNOLOGY STUDIES**

# HPSC Module Catalogue (Undergraduate)

2022-23
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 2022-23 session. Detailed information, including sample syllabi, can be found on the department website: www.ucl.ac.uk/sts/teaching.

## 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 2022-23 academic year will be published on 4 April.

## Information for STS students

Further information about individual modules can be found in the STS Syllabus library, which is available on the department website: www.ucl.ac.uk/sts/teaching.

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 2022-23**. 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 2022/23.

## Students from other departments

Students outside STS are welcome on most HPSC modules. This catalogue indicates where this is not the case. 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.

To learn more about any STS module, a quick preview is available via the STS Youtube channel. We filmed a series of videos with our teaching staff asking them to offer a quick introduction. (Please be aware that some details may change for 2022 teaching.) www.youtube.com/user/STSUCL/playlists

# HPSC modules at-a-glance

Click on the module code to jump to module information.

## Level 1 modules (introductory)

| HPSC | Title | Tutor | Page |
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| **Term 1 (Autumn)** | | | |
| 0003 | History of Science: Antiquity to Enlightenment | Professor Simon Werrett | 5 |
| 0008 | Science Communication and Public Engagement | Dr Carina Fearnley | 5 |
| 0009 | Introduction to History, Philosophy & Social Studies of Science | Dr Chiara Ambrosio & Dr Erman Sözüdoğru | 5 |
| 0011 | STS Perspectives on Big Problems | Dr Noemi Tousignant (convenor) | 6 |
| **Term 2 (Spring)** | | | |
| 0004 | Philosophy of Science 1 | Professor Emma Tobin | 10 |
| 0006 | Science Policy | Dr Jack Stilgoe | 10 |
| 0007 | Investigating Sociology and Politics of Science | Dr Charlotte Sleigh | 10 |
| 0010 | History of Modern Science | Professor Jon Agar | 11 |

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

# Level 2 modules (intermediate)

| HPSC | Title | Tutor | Page |
|------|-------|-------|------|
| **Term 1 (Autumn)** | | | |
| 0013 | Science in Popular Culture | Dr Michel Wahome | 6 |
| 0014 | Philosophy of Science 2 | Dr Chiara Ambrosio | 6 |
| 0022 | Science and Religion | Professor Andy Gregory | 6 |
| 0037 | Thinking about Technology | Professor Jon Agar | 7 |
| 0105 | Sociology of Science and Technology | Dr Melanie Smallman | 7 |
| **Term 2 (Spring)** | | | |
| 0012 | Policy Issues in the Life Sciences | Professor Brian Balmer | 11 |
| 0017 | Science and Ethics | Professor Phyllis Illari | 11 |
| 0036 | Engaging the Public with Science | Dr Stephen Hughes | 11 |
| 0139 | History of Science 2 | Professor Simon Werrett | 12 |
| 0140 | Research Methods in Science and Technology Studies | Dr Michel Wahome | 12 |
| **Terms 1 and 2** | | | |
| 0019 | Human Sciences in Society **\*Human Sciences only** | Professor Joe Cain | 15 |

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

# Level 3 modules (advanced)

| HPSC | Title | | Tutor | Page |
|------|-------|---|-------|------|
| **Term 1 (Autumn)** | | | | |
| 0023 | Evolution in Science and Culture | | Professor Joe Cain | 7 |
| 0039 | Science, Warfare and Peace | | Professor Brian Balmer | 8 |
| 0061 | Governing Emerging Technologies | | Dr Jack Stilgoe | 8 |
| 0065 | Philosophy of Information | | Professor Phyllis Illari | 8 |
| 0109 | Philosophy of Medicine | | Dr Erman Sözüdoğru | 8 |
| 0110 | Medicine, History and Society | | Dr Cristiano Turbil | 9 |
| **Term 2 (Spring)** | | | | |
| 0002 | Disease in History | | Dr Noemi Tousignant & Dr Cristiano Turbil | 12 |
| 0034 | Special Topics in SPS | | Dr Jenny Bulstrode & Dr Simon Lock | 13 |
| 0044 | Science and the Publishing Industry | | Professor Joe Cain | 13 |
| 0067 | Science in the Ancient World | | Professor Andy Gregory | 13 |
| 0107 | Science Journalism | | Dr Jean-Baptiste Gouyon | 13 |
| 0111 | Science, Art and Philosophy | | Dr Chiara Ambrosio | 14 |
| **Terms 1 and 2** | | | | |
| 0041 | Dissertation | STS students only | ALL | 15 |
| 0053 | Research Project | STS iBSc students only | ALL | 15 |

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

# 2020-21 Term 1

## Level 1 introductory modules

### *HPSC0003 History of Science: Antiquity to Enlightenment*

When did science begin? Who invented it? How has it evolved over many centuries? How does science compare in different parts of globe and at differ times? This module surveys the origins and evolution of science from antiquity to circa 1800. For Antiquity, we compare cultures in Mesopotamia, Egypt, India, China, and the Mediterranean. For the Medieval period, we consider science's place in the expansion of Islam and Christianity. For the early Modern period, we consider the European Renaissance as well as science outside European spheres. How was science connected with trade and industry? How was it connected with empire and control?

Tutor: Professor Simon Werrett

Teaching session: Term 1

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

External Examiner: Dr Sabine Clarke, University of York

### *HPSC0008 Science Communication and Public Engagement*

Science involves communication across many platforms and with many audiences. This module introduces foundation concepts in science communication and public engagement. It's not a module to teach communication skills. Instead, it explores models and theories that lead to an improved understanding of communication and engagement. Who's the 'public'? Should science communication prioritize knowledge transfer, explanation, or dialogue? Should public engagement be "pro" science? What's the role for criticism and redirection of interest? This module examines the relationship between the professional world of science and the social, cultural and personal spaces in which scientists help shape society. It develops critical analysis skills with respect to the communication of science in different public contexts including the news media, museums, fiction and online.

Tutor: Dr Carina Fearnley

Teaching session: Term 1

Assessment: Essay (1000 words) – 35% and Essay (2000 words) - 65%

External Examiner: Dr Jamie Lewis, Cardiff University

### *HPSC0009 Introduction to History, Philosophy & Social Studies of Science*

This module offers 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 module is intended as a foundation and sampler for later courses in science and technology studies.

Tutors: Dr Chiara Ambrosio and Dr Erman Sözüdoğru

Teaching session: Term 1

Assessment: Individual annotated bibliography (500 words) - 10%, individual essay (2500 words) - 60%, blog (500 words) - 30%.

External Examiner: TBC

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

### HPSC0011 STS Perspectives on Big Problems

Science and technology are two of the most important drivers of our world. As a field of study, STS is organised to interpret those activities in the past, present, and future. This module focuses on some of the "big problems" of our time and the role science and technology plays in their construction and resolution. Each year, we concentrate in depth on one specific "big problem" and we draw staff from across the whole spectrum of our subject - history, philosophy, sociology, politics of science, and more – to contribute different tools and perspectives to give insights. Topics can range from artificial intelligence, climate change, clean energy, migration and population, pandemics, and social justice. Students have the opportunity to develop research of their own design.

Convenor: Dr Noemi Tousignant

Teaching session: Term 1

Assessment: Essay (2500 words) – 100%

External Examiner: Dr Sabine Clarke, University of York

# Level 2 intermediate modules

### HPSC0013 Science in Popular Culture

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? This module offers an introduction to media studies for those interested in relations between science and the media and the general discipline of science communication. The module surveys relevant empirical and theoretical work in media studies and public engagement with science. It also encourages the application of theory to real-world case studies.

Tutor: Dr Michel Wahome

Teaching session: Term 1

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

External Examiner: Dr Jamie Lewis, Cardiff University

### HPSC0014 Philosophy of Science 2

This module offers an intensive exploration of some central, on-going debates in philosophy of science. Topics include: scientific realism and antirealism; the nature of scientific explanation; and the status of laws of nature. Students also will consider applications to specific topics in current science. No pre-requisite philosophy of science knowledge required. However, students who have not completed HPSC0004 previously _must_ secure the tutor's permission.

Tutors: Dr Chiara Ambrosio and Dr Erman Sözüdoğru

Teaching session: Term 1

Assessment: 5-minute video - 10%, Essay (2500 words) - 50%, Essay (1000 words) – 40%

External Examiner: Dr Kirsten Walsh, University of Exeter

### HPSC0022 Science and Religion

The module explores the many different relationships for science and religion developed from antiquity to the present and around the globe. Students consider the value of particular modules for this relationship, such as conflict or co-ordination. They also explore explore case studies in rich detail. Examples 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 the relation between religion and science today.

Tutor: Professor Andy Gregory

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

Teaching session: Term 1

Assessment: Essay (1000 words) - 35% and Essay (2000 words) - 65%

External Examiner: Dr Sabine Clarke, University of York

### HPSC0037 Thinking about Technology

This module is an introduction to ways of thinking about technology, using historical, sociological and philosophical perspectives. The module starts with lectures and seminars on fundamental questions: what is technology? Is technology socially shaped? Do artefacts have politics? What are the common mistakes in thinking about technology? The module then addresses major themes (industrialisation and division of labour, technological lock-in, gender and technology, non-Western technology and maintenance) and key theories and models (Marx, Foucault, Heidegger). The module ends by addressing provocative questions such as: can machines think? Can machines be ethical? Do machines evolve?

Tutor: Professor Jon Agar

Teaching session: Term 1

Assessment: Essay (3000 words) – 100%

External Examiner: Dr Jamie Lewis, Cardiff University

### HPSC0105 Sociology of Science and Technology

This module examines the sociological analysis of science and technology. We explore the complex relationship between science, technology, and society. This will include key sociological accounts of the processes by which knowledge is constructed and validated. The module 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 link sociological analyses of science with broader debates in science policy, history of science, and philosophy of science. No prerequisites.

Tutor: Dr Melanie Smallman

Teaching session: Term 1

Assessment: Essay (1000 words) - 50% and Group Presentation (10-minutes) - 50%

External Examiner: TBC

# Level 3 advanced modules

### HPSC0023 Evolution in Science and Culture

Evolution is an idea at the heart of modern society. Everything evolves. This module explores the history of evolution as an idea in science and culture, covering topics from the eighteenth century to the present. Yes, it's about science: Darwin, Darwinism, and evolutionary studies are key. But there is so much more. We explore episodes as diverse as (a) dinosaurs and the origin of life, (b) social Darwinism and corporate capitalism, (c) eugenics, empire, and militarism, (d) the clash in religion between fundamentalism and modernity, and (e) changing views of what it means to be human. We also explore the idea of hero worship and commemoration: for example, why is Darwin buried in Westminster Abbey? In this module, we keep anchored on the life and work of Charles Darwin, but this anchorage provides opportunities to explore far and wide in the history of science and culture.

Tutor: Professor Joe Cain

Teaching session: Term 1

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

Assessment: Project (3000 words) – 100%

External Examiner: Dr Sabine Clarke, University of York


### HPSC0039 Science, Warfare and Peace

This module explores the relationships between science, war and the prevention of war. It will place military and security technologies within social, political, and historical contexts. We place a 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. It also considers broader themes, such as arms control, disarmament, ethics, and popular culture in relation to war. No prerequisites.

Tutor: Professor Brian Balmer

Teaching session: Term 1

Assessment: Essay (2500 words) – 70% and Essay (800 words) – 30%

External Examiner: Dr Jamie Lewis, Cardiff University


### HPSC0061 Governing Emerging Technologies

This module 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 module will teach students to think and write clearly and critically about technology.

Tutor: Dr Jack Stilgoe

Teaching session: Term 1

Assessment: Coursework (2000 words) - 50%, Essay (2000 words) - 50%

External Examiner: TBC


### HPSC0065 Philosophy of Information

Information is vitally important as a concept in science and technology studies. What is information? How is it distinct as a type of knowledge? Is information free from theory and bias? Can information explain? This module examines philosophical approaches to information. It also explores the implications of 'information revolutions' for issues such as privacy, personal identity, decision making, and the certification of knowledge. Changes in information and communication technologies have rapidly altered our personal and working lives. This module develops skills to strengthen our ability to critically engage these alterations.

Tutor: Professor Phyllis Illari

Teaching session: Term 1

Assessment: Essay (3000 words) - 100%

External Examiners: Dr Kirsten Walsh, University of Exeter


### HPSC0109 Philosophy of Medicine

This module surveys key themes in philosophy of medicine. We examine foundational issues in method, such as the use of randomised control trials as a gold standard. We also explore core decisions in metaphysics, such as classification. Our approach develops largely from case studies drawn from contemporary medical practice that speak to fundamental themes in conceptual analysis.

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

Examples include: questions of discovery (of diseases and treatments), causation, modelling, complexity, well-being, cure, and evidence-based medicine.

Tutor: Dr Erman Sözüdoğru

Teaching session: Term 1

Assessment: Essay (3000 words) - 100%, Essay plan (1000 words) – formative assessment

External Examiner: Dr Kirsten Walsh, University of Exeter


## HPSC0110 Medicine, History and Society

Every culture has complex ideas associated with medicine, health, and wellbeing. What makes a person ill? Who should intervene to do something about it? How do we position out health in relation to other needs, wants, and desired? This module explores the evolution of medical ideas and practices. Necessarily selective, the focus will be on the European West from antiquity to 1700. The module will discuss a wide variety of medical theory and practice, together with an equally wide range of understandings about the body and illness. Topics will draw from historical contexts including classical Greek and Roman societies; medieval Islamic, Christian, and Jewish cultures; Renaissance societies; and early Modern societies.

Tutor: Dr Cristiano Turbil

Teaching session: Term 1

Assessment: Essay (2000 words) - 60%, Essay (1000 words) - 40%

External Examiner: Dr Sabine Clarke, University of York

# 2020-21 Term 2

## Level 1 introductory modules

### HPSC0004 Philosophy of Science 1

This is an introductory module in the philosophy of science. The module is divided into two parts: (1) the epistemology of science and (2) the metaphysics of science. The first part of the module 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? Students also will examine some of the major positions about scientific knowledge in twentieth-century philosophy Inductivism (Bacon), Logical Empiricism (Ayer and Quine), Falsificationism (Popper), Incommensurability (Kuhn) and Relativism (Feyerabend). This module is designed as a foundation for other philosophy of science modules in the future. No prerequisites.

Tutor: Professor Emma Tobin

Teaching session: Term 2

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

External Examiner: Dr Kirsten Walsh, University of Exeter

### HPSC0006 Science Policy

This module surveys social and political thinking about the role of science and technology in society as well as 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, risk and governance with uncertainty, the idea of scientific autonomy, the moral responsibility of the scientist, and the commercialization of science. The module also will critical analyse case studies of recent science policies.

Tutor: Dr Jack Stilgoe

Teaching session: Term 2

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

External Examiner: TBC

### HPSC0007 Investigating Sociology and Politics of Science

This module introduces key problems, key concepts and key skills that define academic research in the Sociology and Politics of Science. Through readings of classic and contemporary works in the field we identify the problems and questions that motivate research. What is the relationship between science and political power? Is science a male field? Is science Western? Is there a specific culture of science? Students will be introduced to key research methods used to probe the practice of science and its place within culture and the polity. Students also will learn some of the key steps for conducting original research and critically evaluating evidence.

Tutor: Dr Charlotte Sleigh

Teaching session: Term 2

Assessment: Essay (1000 words) - 30% and Essay (2000 words) - 70%

External Examiner: TBC

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

### HPSC0010 History of Modern Science

Much of the science around us today has been shaped by processes operating since approximately 1800. This module surveys the evolution of science over this period and around the globe, with particular emphasis on science in the twentieth century. 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 expansion 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 session: Term 2

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

External Examiner: Dr Sabine Clarke, University of York

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# Level 2 intermediate modules

### HPSC0012 Policy Issues in the Life Sciences

This module 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. Case studies are used to build a foundation for critical analysis and core principles for policy studies.

Tutor: Professor Brian Balmer

Teaching session: Term 2

Assessment: Book review (1000 words) - 40%, Essay (2000 words) - 60%

External Examiner: TBC

### HPSC0017 Science and Ethics

Scientific research does not occur in an ethical vacuum. Researchers around the globe and in every discipline are expected to be ethical in their work. This module examines the fundamentals of ethics as it applies to science, and it provides opportunities for students to test ethical thinking in new settings. Core ethical theories are surveyed together with current cases, selected by students each 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 the case they personally choose, in discussion with the tutor. No prerequisites.

Tutors: Professor Phyllis Illari

Teaching session: Term 2

Assessment: Research Project (3000 words) – 100%

External Examiner: Dr Kirsten Walsh, University of Exeter

### 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 techniques scientists can use to effectively engage members of the public through direct interactions, such as through science festivals and museums. It also will examine the engagement of specific public groups, such as patient and citizen groups, to 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.

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

Tutor: Dr Stephen Hughes

Teaching session: Term 2

Assessment: Essay (2500 words) - 50%, Group Project (1000 words) - 50%

External Examiner: Dr Jamie Lewis, Cardiff University

### HPSC0139 History of Science 2

This module offers an in-depth exploration of current concerns and issues in the history of science. The module 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. No prerequisites.

Tutor: Professor Simon Werrett

Teaching session: Term 2

Assessment: 2 x 1500 word essays – 50% each

External Examiner: Dr Sabine Clarke, University of York

### HPSC0140 Research Methods in Science and Technology Studies

Generating new data is essential for ongoing research. This module surveys research methods for STS and across the social sciences that contribute to the generation of new data. One aim is to develop skills using a diverse range of methods. Another aim is to understand the strengths and weaknesses of particular methods for investigating particular questions. Students are introduced to the theory and practice of qualitative and quantitative methods. Topics include: research ethics, research design, face-to-face interviews and focus groups, surveys, content and discourse analysis, and ethnography. No prerequisites.

Tutor: Dr Michel Wahome

Teaching session: Term 2

Assessment: Essay (2000 words) - 60%, Group project report (1000 words) - 40%

External Examiner: TBC

# Level 3 advanced modules

### HPSC0002 Disease in History

What is disease? How have our ideas about disease changed over time and across different cultures? Have people's experiences of disease also changed over time? This module will survey the history of medicine and health across a wide time frame. We will consider the history of specific diseases, such as cholera, tuberculosis, smallpox, plague, malaria and AIDS. We also will 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. No prerequisites.

Tutor: Dr Noemi Tousignant and Dr Cristiano Turbil

Teaching session: Term 2

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

External Examiner: Dr Sabine Clarke, University of York

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

### HPSC0034 Special Topics in Science and Society

Detailed investigation of episodes, themes or problems in sociology and politics of science or science and technology studies. Topics vary with each year.

Tutor: Dr Erman Sözüdoğru

Teaching session: Term 2

Assessment: Essay (3000 words) – 100%

External Examiner: TBC

### 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 includes a deliberate careers focus, with opportunities to meet professionals in the industry. Assessment focuses on practical projects associated with the creation of real publications. No prerequisites.

Tutor: Professor Joe Cain

Teaching session: Term 2

Assessment: Essay (3000 words) – 80% and Five-minute presentation – 20%.

External Examiner: Dr Jamie Lewis, Cardiff University

### HPSC0067 Science in the Ancient World

This module examines activities of people in ancient societies to understand, predict, and control the world around them. The main focus is ancient Greece. We investigate how they studied of the heavens (including theories of how the world came into being and how the world operates), medicine, mathematics, and technology. We also investigate how the ancient Greeks thought about subjects such as astrology, alchemy, nature, and activities related to magic. In addition to the Greeks, we also investigate Babylonian, Egyptian, and Roman cultures. We also examine connections and comparisons with activties in southern Asia and China. No prerequisites.

Tutor: Professor Andy Gregory

Teaching session: Term 2

Assessment: Essay (1000 words) – 50% and Essay (2500 words) – 50%.

External Examiner: Dr Sabine Clarke, University of York

### HPSC0107 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 group work. It rests on the idea that the only way to learn how to write for journalism is to work in career appropriate settings. The assessment for the module is a mixture of formative and summative work. No prerequisites.

Tutor: Dr Jean-Baptiste Gouyon

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

Teaching session: Term 2

Assessment: Portfolio (3000 words) – 100%

External Examiner: Dr Jamie Lewis, Cardiff 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 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". No prerequisites.

Tutor: Dr Chiara Ambrosio

Teaching Session: Term 2

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

External Examiner: Dr Kirsten Walsh, University of Exeter

# 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 session: Terms 1 and 2.

Assessment: Coursework (100%)

External Examiner: Dr Jamie Lewis, Cardiff University

## Level 3 advanced modules

### HPSC0041 Dissertation

This is a full-year module for students undertaking a BSc degree in the Department of Science and Technology Studies (STS). Students undertake a research project of their own design in the discipline of their degree. Students are responsible for research conception, design, implementation, and analysis. Work is done under the tutelage of a dissertation supervisor. Students attend regular supervisions. A work-in-progress presentation is required during the session. At the end of the project, students submit a 10,000-word dissertation summarising their findings.

Co-ordinator: Dr Charlotte Sleigh

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

Assessment: Presentation (15 minutes) - 20%, Dissertation (10,000 words) - 80%

### HPSC0053 Research Project (iBSc)

This is a full-year module for students undertaking an Intercalated BSc in the Department of Science and Technology Studies (STS). 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 module coordinator, and research is discussed during regular tutorials. Students submit a literature survey and a 10,000-word research paper summarising their findings. They also deliver an oral presentation describing their work-in-progress.

Co-ordinator: Dr Charlotte Sleigh

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

Assessment: Presentation (15 minutes) - 20%, Dissertation (10,000 words) - 80%

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