

# HPSC Module Catalogue (Undergraduate)

2024-25

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](http://www.ucl.ac.uk/sts/teaching).

## Timetable information

Students are advised that it 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.

## 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](http://www.ucl.ac.uk/sts/teaching).

STS students must discuss their selections with their personal tutor. It is the student's responsibility to ensure they satisfy their degree requirements – using the module selection proforma will help you to choose the correct modules.

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.

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# 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 1 (1500 words) - 50% and Essay (1500 words) - 50%

External Examiner: Dr Anna Marie Roos, University of Lincoln

### *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 1

Assessment: Essay (1000 words) - 30% and Unseen written exam (2 hours) - 70%

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

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

This module is an 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, 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 for later courses in science and technology studies.

Tutors: Professor Chiara Ambrosio and Dr Erman Sözüdoğru

Teaching session: Term 1

Assessment: Essay Plan (500 words) - 10%, individual essay (2500 words) - 80% and group presentation (500 words) - 10%.

External Examiner: Dr Kirsten Walsh, University of Exeter

### *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 Michele Wahome

Teaching session: Term 1

Assessment: Essay (1000 words) – 25%, Essay (2000-words) – 75%

External Examiner: Dr Kirsten Walsh, University of Exeter

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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 1

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

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

### *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: Professor Chiara Ambrosio

Teaching session: Term 1

Assessment: 7-minute recorded presentation - 20% and Essay (2500 words) - 80%

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 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

Teaching session: Term 1

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

External Examiner: Dr Anna Marie Roos, University of Lincoln

### *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.

Tutor: Dr Tiago Mata

Teaching session: Term 1

Assessment: Essay (1000 words) - 30% and 3-hour exam - 70%

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

### *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 in this module. Drawing on real-life case studies, as well as the academic literature from STS and political science, we will explore how science is used in government, in parliament, and in government at a local and international level. We'll take into account the needs of many actors and processes that shape this work.

Tutor: Dr Melanie Smallman

Teaching session: Term 1

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

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

### *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.

Tutor: Dr Melanie Smallman

Teaching session: Term 1

Assessment: Coursework (1000 words) - 40%, Group presentations (10 minutes) - 60%

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

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## **Level 3 advanced modules**

### *HPSC0042 Advanced Sociology of Science*

Numbers are everywhere. Statistics, indexes, indicators, scores govern public and private bureaucracies. The digital inscriptions of wearable and domestic devices generate data on our fitness, metabolism, leisure habits and viral exposures to empower projects of self-actualization. We not only

live with numbers, we live by them, at work and at play. For over forty years, scholars in the social sciences and humanities have studied how numbers govern us and the consequences of their dominion. Drawing from concepts and lessons of science studies and economic sociology students will learn how to ask questions of numbers. What are their politics? How do we open the black box of commensuration? How can numbers be made accountable?

Tutor: Dr Tiago Mata

Teaching session: Term 1

Assessment: Essay 1 (1000 words) – 25%, Essay 2 (2000 words) – 75%

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

### *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: Professor Jack Stilgoe

Teaching session: Term 1

Assessment: Coursework (2000 words) - 100%

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

### *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.

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*

What are the origins of modern medicine? How did people experience disease in the past? This course addresses the changes and developments in Western medicine from the Ancient Greek world to the 19th century. In this historical survey we will look at changes in the education of practitioners, locations of healing, and how expectations that people had of medicine, the body and illness shifted with new discoveries and theories about health and disease. Among the themes we will pursue are the rise of hospitals, developments in anatomy and physiology, religion and medicine, contagious diseases outbreaks, and changes in the doctor and patient relationship.

Tutor: Dr Cristiano Turbil

Teaching session: Term 1

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

External Examiner: Dr Anna Marie Roos, University of Lincoln

### *HPSC0161 Podcasting as Science Communication*

Podcasting is a digital media format rapidly growing as a channel for science communication. Audiences are growing in size and reach every year. As a format, podcasting offers many ways to innovate. It also makes use of familiar conventions from traditional radio and story-telling. This module is a practice-based module to develop skills for creating individual podcasts and series. It also develops perspectives for thinking about podcasts within the wider contexts of science communication, science and technology studies, and entrepreneurial development. What can podcasts do? What can you do with podcasts? Themes in this module range from format variety, audience, and purpose; inclusion, editorial, and ethics; markets, development, and innovation. Students will create podcast material suitable for publication. They also will assess current practices and trends in the industry. The module also will develop skills in critical reflection and application of theory in communication sciences such as through debates around representation, voice, performance, authorship, narrative, post-truth, and topics of current interest.

Tutor: Professor Joe Cain

Teaching session: Term 1

Assessment: Coursework (1000 words) – 25% and Project (20-minute episode) – 75%

External Examiner: Dr Jamie Lewis, Cardiff University

### *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.

Tutor: Dr Rory Jubber

Teaching session: Term 1

Assessment: Coursework (3000 words) – 100%

External Examiner: Dr Kirsten Walsh, University of Exeter

# 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.

Tutors: Dr Rory Jubber

Teaching session: Term 2

Assessment: 2-hour exam - 50% and Essay (2000 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 critically analyse case studies of recent science policies.

Tutor: Professor Jack Stilgoe

Teaching session: Term 2

Assessment: Essay (1000 words) - 30% and Unseen written exam (2 hours) - 70%

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

### *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.

Tutors: Dr Michel Wahome

Teaching session: Term 2

Assessment: Essay (2500 words) – 50% and Essay (2000 words) - 50%

External Examiner: Dr Jamie Lewis, Cardiff University

### *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: Dr Jenny Bulstrode

Teaching session: Term 2

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

External Examiner: Dr Anna Marie Roos, University of Lincoln

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## **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: Professor Emily Dawson

Teaching session: Term 2

Assessment: Coursework (1500 words) - 45%, Unseen written exam (3 hours) - 50% and Class participation - 5%

External Examiner: Dr Jamie Lewis, Cardiff University

### *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 (2500 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.

Tutor: Dr Stephen Hughes and Dr Simon Lock

Teaching session: Term 2

Assessment: Essay (2500 words) – 100%

External Examiner: Dr Jamie Lewis, Cardiff University

### *HPSC0038 Medicine and Society*

An engaging introduction to history, philosophy, and social studies of the medical sciences, including key concepts in science and technology studies, public engagement with science, and science policy. Using case-studies drawn from contemporary medicine, the focus of this module is to encourage students to develop their skills as independent, interdisciplinary and publicly engaged scholars.

Tutor: Dr Erman Sözüdoğru

Teaching session: Term 2

Assessment: Essay (2500 words) – 50%, Public Engagement Piece (700 words) – 30% and Abstract (300 words) – 20%

External Examiner: Dr Anna Marie Roos, University of Lincoln

### *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 Anna Marie Roos, University of Lincoln

### *HPSC0160 Warnings for All*

This module brings together both academic and practitioner knowledge around what hazard warnings are, how they are designed, how they operate, and how to make warnings effective and actionable. This requires bringing a wide range of disciplines together that review disaster risk reduction for all natural hazards, science communication, science policy, understanding risk and uncertainty 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. Contemporary case studies will be explored throughout the course.

Tutor: Professor Carina Fearnley

Teaching session: Term 2

Assessment: Essay (2000 words) - 70%, Oral Presentation (5 minutes) - 30%

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

## 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.

Tutor: Dr Cristiano Turbil

Teaching session: Term 2

Assessment: Essay one (3000 words) - 80%, Essay two (800 words) - 20%

External Examiner: T Dr Anna Marie Roos, University of Lincoln

### *HPSC0034 Special Topics in Science and Society: 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

Teaching session: Term 2

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

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

### *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 2

Assessment: Essay (2500 words) – 70% and Essay (1000 words) – 30%

External Examiner: Dr Jamie Lewis, Cardiff University

### *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) – 100%

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 activities in southern Asia and China. No prerequisites.

Tutor: Professor Andy Gregory

Teaching session: Term 2

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

External Examiner: Dr Anna Marie Roos, University of Lincoln

### *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.

Tutor: Dr Jean-Baptiste Gouyon

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".

Tutor: Professor 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

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## 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: Group presentation (20-minutes) – 50%, Essay (2000-words) – 50%

External Examiner: Dr Jamie Lewis, Cardiff University

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## 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

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

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