1. **Title of the module**

LAWS6000 (LW600) Law, Science & Technology

1. **Division or partner institution which will be responsible for management of the module**

Division for the Study of Law, Society and Social Justice (Kent Law School)

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS Credits)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1) or Spring term (term 2)

1. **Prerequisite and co-requisite modules**

Prerequisites - LAWS5880 Public Law 1 or LAWS6140 Public Law 1 (Certificate) and LAWS5920 Public Law 2

1. **The courses of study to which the module contributes**

All single and joint honours undergraduate law courses

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate an understanding of science and technology studies literature and its applicability to legal studies
	2. Critically explore the epistemological basis of scientific and legal knowledge
	3. Critically analyse the making of scientific and legal ‘facts’ in specific contexts (for instance, the genetically modified foods debate)
	4. Demonstrate knowledge of the interface between science (and new technologies) and the law from a historical, socio-economic context
	5. Critically evaluate current legal-scientific debates within historical, socio-economic contexts
	6. Demonstrate a thorough knowledge of key texts in science and technology studies, actor-network theory and law and anthropology.
	7. Articulate a sound theoretical and practical understanding of key legal-scientific debates and issues.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Apply new critical methods in their understanding and evaluation of legal and scientific knowledge in specific situations.
	2. Demonstrate an awareness of, and sensitivity to, the economic, political and/or social implications that arise from different understandings of how scientific and legal facts are constituted
	3. Research independently by taking into account a variety of sources of information.
	4. Research efficiently using both legal and non-legal texts.
	5. Critically engage with legal and non-legal sources.
3. **A synopsis of the curriculum**

Weeks One-Four: Introduction to the broad field of Science and Technology Studies (STS), and how this body of work is relevant for the study of law; introduction to law and anthropology studies that engage STS

Weeks Five-Ten: Specific and topical case studies relating theory to concrete examples, including debates over genetically modified foods; legal-political disputes over ownership of biogenetic materials in context of pharmaceutical industry and agricultural sector; reproductive technologies, and others.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Franklin, Sarah, *Dolly Mixtures: The Remaking of Genealogies* (Durham: Duke University Press, 2007)
* Latour, Bruno, *Reassembling the Social: An Introduction to Actor-Network Theory* (Oxford: OUP, 2005)
* Latour, Bruno, *The Making of Law: An Ethnography of the Conseil d’Etat* (Cambridge: Polity Press, 2010)
* Pottage, Alain and M. Mundy (eds.), *Law, anthropology and the constitution of the social: the making of persons and things* (Cambridge: Cambridge University Press, 2004)
* Sunder Rajan, Kaushik, *Biocapital: The Constitution of Post-Genomic Life* (Durham: Duke University Press, 2006)
* Waldy, Catherine and Mitchell, R., *Tissue Economies: Blood, Organs and Cell Lines in Late Capitalism* (Durham: Duke University Press, 2006)
1. **Learning and teaching methods**

Total Study Hours: 150

Contact Hours: 20

Private Study: 130

1. **Assessment methods.**

13.1 Main assessment methods

The module will be assessed by 100% coursework;-

Coursework - Annotated bibliography (1500 words) -20%

Coursework - Summative essay (3000 words) – 80% PASS COMPULSORY

13.2 Reassessment methods

The module will be reassessed by a reassessment instrument of a takeaway paper for 100%. The reassessment will test all of the outcomes as indicated below in section 14 against the take away paper.

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Seminars | x | x | x | x | x | x | x | x | x | x | x | x |
| Private Study | x | x | x | x | x | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Annotated bibliography (1500 words)  | x | x | x | x | x | x | x | x | x | x | x | x |
| Summative essay (3000 words | x | x | x | x | x | x | x | x | x | x | x | x |

1. The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

**a) Accessible resources and curriculum**

1. Preference will be given to electronic resources that meet minimum accessibility standards and support the use of assistive technologies.
2. Module outlines will be made accessible at least four weeks before the module starts.
3. Prioritised reading lists will be made available sufficiently in advance to accommodate the provision of alternative formats and support those with a slow reading speed.
4. Lecture/seminar slides/outlines will be made available in electronic format in advance to allow all students to prepare (particularly students with notetaking difficulties).
5. In accordance with the School’s lecture capture policy, since there are no lectures, lecture capture will not be utilised and seminars are heavily discussion based.

**b) Learning, teaching and assessment methods**

The inclusive practices in the guidance (Annex B Appendix A, section b (1) and (2)) have all been considered in order to support all students in their assessments on this module.

1. **Campus(es) or centre(s) where module will be delivered:**

Canterbury

1. **Internationalisation**

The module takes a global outlook on law, science and society issues. It is built on a series of examples and cases studies from diverse contexts (including Asia, Africa and North America). It also touches on fundamental issues relevant to global movements and processes (including for example the interface between law, technology and development; access to health; climate change and its global impact). This is reflected in each of the assessments where students are expected to engage the global context as explored in the module. Reading lists include authors from a variety of geographies. Students are encouraged in the class to use their own background and experiences to contribute to discussions and examples.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs(Q6 & 7 cover sheet) |
| 02/07/18 | Major | September 2018 | 8, 9 | No |
| 09/2021 (EAP) | Major | September 2021 | 13, 14  | No |