1. **Title of the module**

LAWS6000 (LW600) Law, Science and Technology

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

Division 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 or Spring

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

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

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

All single and joint honours undergraduate law programmes - final year only module.

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
	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.
	7. Articulate a sound theoretical and practical understanding of key legal-scientific debates and issues.
	8. Apply new critical methods in their understanding and evaluation of legal and scientific knowledge in specific situations.
	9. 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
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Research independently by taking into account a variety of sources of information.
	2. Research efficiently using both legal and non-legal texts.
	3. Critically engage with legal and non-legal sources.
3. **A synopsis of the curriculum**

The Law, Science and Technology module explores different ways of thinking about the connections between law, science, and technology. The Law, Science and Technology module is an interdisciplinary module that introduces students to several interrelated fields including, law and anthropology studies that engage Science and Technology Studies (STS), the philosophy of technology, as well as the growing literature on law and technology. The module will be critically engaging with recent examples, using the literature to not only frame debates but to find ways of challenging the dominant paradigm of technology. The module engages with key texts from differing traditions to explore other possible ways of thinking about technology and technologies. New technological advancements are transforming law and placing a demand on us to re-imagine it. During this course, we will be taking a closer look at techno-regulation, discussing the possible opportunities and limits of the deployment of technology to solve problems traditionally dealt with by law. We will be exploring the role of experts and technology in law, using the recent Post Office Horizon system as a use case. We will be exploring questions of objectivity and truth both in law and science, including whether STS can provide new insights in the ‘post-truth’ age.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Benjamin, Ruha, *Race after technology abolitionist tools for the new Jim code* (Polity, 2019).
* Brownsword, Roger, *Law, Technology and Society Reimagining the Regulatory Environment* (Routledge, 2019)
* Crawford, Kate, *Atlas of AI* (Yale University Press 2021)
* Feenberg, Andrew, Technosystem, (HUP 2017)
* Jasanoff S, Science and Public Reason (Routledge 2012)
* 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* (Polity Press, 2010)
* Nyholm, Sven, *Humans and Robots* (Rowman and Littlefield 2020)
* Pasquale, Frank *New Laws of Robotics* (Harvard University Press 2020)
* Pottage, Alain and M. Mundy (eds.), *Law, anthropology and the constitution of the social: the making of persons and things* (Cambridge University Press, 2004)

There is no set textbook for this module. All core readings will be provided.

1. **Contact hours**

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;

1. Annotated bibliography (1500 words) - 20%

2. Essay (3000 words) - 80%

**Students must pass the essay in order to pass the module overall.**

13.2 Reassessment methods

Like-for-like

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 | 8.8 | 8.9 | 9.1 | 9.2 | 9.3 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **EITHER:** |  |  |  |  |  |  |  |  |  |  |  |  |
| Lectures  | X |  |  | X |  | X | X |  | X |  |  |  |
| Seminars | X | X | X | X | X | X | X | X | X | X | X | X |
| **OR:** |  |  |  |  |  |  |  |  |  |  |  |  |
| Combined Lecture/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 (20%) | X |  |  | X | X | X | X | X | X | X | X | X |
| Essay (80%) | X | X | X | X | X | X | X | X | X | X | X | X |

1. The Division/School 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, where offered separately, lectures will be recorded. Otherwise, lecture capture will not be utilised (as 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. 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 |
| 18/08/21 | Minor | September 2021 | 10, 11, 12-17 | No |