1. **Title of the module**

HIST8660 (HI866) - Making Science: Its History and Communication

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

School of History

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

Level 7

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

30 (15 ECTS)

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

Autumn

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

None

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

MA in Science Communication

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate knowledge of key themes in the history of science and technology.

8.2 Demonstrate knowledge and a critical understanding of a representative sample of science historiography, particularly in relation to: the history of science popularisation and writing, the analysis of material culture, geographies of science and ethics.

8.3 Demonstrate a critical understanding of themes and trends in the history of science and technology.

8.4 Demonstrate an understanding of how the historical methodologies used by historians of science translate into different forms of writing.

8.5 Demonstrate critical thinking about popular myths about science and technology and their histories.

8.6 Evaluate a range of sources for understanding the impact of science on wider culture.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Consider critically relevant intellectual concepts as well as differences of opinion and interpretation amongst historians and within museum studies and science communication.

9.2 Demonstrate problem solving skills and the ability to work both independently and within groups. Students will be able to engage in independent work, using library resources, and will be able to manage their time, undertake historical research, organise and analyse material, give oral presentations, and write essays.

9.3 Interact effectively with others and work co-operatively to enhance one another’s learning.

9.4 Communicate complex concepts effectively through written work.

9.5 Demonstrate oral communication skills, with IT skills developed through presenting work through PowerPoint, online forums and blogs and through using digital texts, catalogues and archives to carry out research.

9.6 Demonstrate presentation of information creatively and accessibly.

1. **A synopsis of the curriculum**

There is no better way to understand how scientific knowledge is made and consumed today than to look at how this happened in the past. Our examples come from 400 years ago up to the present day, and highlight how changes in the media of knowledge have shaped our understanding of science – printing presses, public lectures, museums and TV. How have audience needs and interests changed during this time, and how has the medium affected the message?

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Alberti, S.J. (2005) ‘Objects and the Museum’, Isis, 96

Bud, R. (1995) ‘Science, meaning and myth in the museum’, Public Understanding of Science

Collins, H. & Pinch, T. (1998) The Golem: What everyone should know about science. Cambridge: Cambridge University Press

Jenner, M.S.R. & Taithe, B.O. (2003) ‘The Historiographical Body’, in Cooter and Pickstone eds., Companion to Medicine in the Twentieth Century, 187-200. London: Taylor and Francis

Johns, A. (2000) The Nature of the Book: Print and Knowledge in the Making. Chicago: University of Chicago Press

Sleigh, C. (2010) Literature and Science. London: Palgrave MacMillan

1. **Learning and teaching methods**

Total contact hours: 33

Private study hours: 267

Total study hours: 300

1. **Assessment methods**
	1. Main assessment methods

Article/Blog Post 1,000 words 20%

Essay 1 3,000 words 30%

Essay 2 3,000 words 30%

Class Participation 20%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Blog post – up to 1000 words | **X** |  |  | **X** | **X** | **X** |  |  |  |  |  | **X** |
| Presentation |  |  | **X** |  |  | **X** |  | **X** | **X** | **X** | **X** | **X** |
| Essays – each 2,500 words | **X** | **X** | **X** |  | **X** | **X** | **X** |  |  |  |  |  |

1. **Inclusive module design**

The 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

b) Learning, teaching and assessment methods

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

Canterbury

1. **Internationalisation**

School of History modules encourage students to engage with the international significance of their subject matter, either in a comparative or historiographical fashion, or in the study of European and international themes. Some modules include the option for students to participate in international study visits. Students studying relevant foreign languages will consolidate their understanding of historical problems and themes. This module examines scientific and technological advances from both a British and an international, primarily European and American, context.

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018