1. **Title of the module**

HIST8810 (HI881) - Places, Spaces and Things: Museums, Material Culture and the History of Science

[Title for SDS: Museums, Material Culture and the History of Science]

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 credits (15 ECTS)

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

Autumn and Spring

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

None

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

MA in Science Communication

All MA programmes run by the School of History

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, technology and medicine.

8.2 Demonstrate knowledge and a critical understanding of a representative sample of science historiography, particularly in relation to: the analysis of material culture, using objects and buildings as historical sources, and geographies of scientific knowledge.

8.3 Demonstrate a critical understanding of themes and trends in the display of objects related to science and technology in museums and an appreciation of the different spaces and locations in which such objects are displayed.

8.4 Demonstrate an understanding of how the historical methodologies used by historians of science translate into displays and the brief label and panel texts that accompany them.

8.5 Think critically about popular myths about science and its history, and how object displays and museums can bolster or critique them.

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. They will have been encouraged to develop their ability to identify and solve problems.

9.2 Solve problems and improv their ability to work both independently and within groups. Students will have engaged in independent work, using library resources, and will practice and improve their skills in time management, historical research, organisation and analysis of material, oral presentations and essay writing.

9.3 Engage in group work, particularly through an assignment based on developing a virtual exhibition and its accompanying text, as they will have been encouraged to interact effectively with others and to work co-operatively to enhance one another’s learning.

9.4 Communicate complex concepts effectively through written work. They will have acquired the ability to further develop skills they have already gained, which will be of use to them in future study or occupations.

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

9.6 Present information creatively and accessibly.

1. **A synopsis of the curriculum**

This module will explore the physical things, from pencils and air pumps to buildings and particle accelerators, that are essential to making scientific knowledge and, therefore, to understanding and communicating its history and practice. It will explore the literature on using objects, images and buildings as historical sources and museological approaches to the collection and interpretation of scientific instruments and related objects. Students will visit museums and have the opportunity to talk to curators about their work, as well as reflecting on existing displays. The module will be assessed through a mixture of practical tasks, based on real objects and displays, and an essay, encouraging critical reflection on the scholarship and museum practice encountered over the term.

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

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

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

K. Hill (ed.) (2012) Museums and Biographies: Stories, Objects, Identities. Woodbridge: Boydell Press

S. Lubar & W.D. Kingery (eds.) (1993) History from Things. Essays on Material Culture. Washington D.C.: Smithsonian Institution Press

P. Morris (ed.), (2010) Science for the Nation: Perspectives on the History of the Science Museum. Basingstoke: Palgrave Macmillan

D. Pantalony. (2008) ‘What is it? Twentieth-Century Artifacts out of Context’, HSS Newsletter

D.J. Warner (1990) ‘What is a scientific instrument, when did it become one, and why?’, British Journal for the History of Science

1. **Learning and teaching methods**

Total contact hours: 33

Private study hours: 267

Total study hours: 300

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

Object Analyses 500 words 15%

Presentation 10-15 minutes 15%

Essay 3500 words 35%

Exhibition Project 1000 words & 10-15 minute group presentation 35%

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)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |  |  |  |  |  |  |  |  |  |  |  |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Object Analyses | **x** | **x** | **x** | **x** | **x** |  | **x** |  |  | **x** |  | **x** |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  | **x** | **x** |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |  | **x** |
| Exhibition Project | **x** | **x** | **x** | **x** | **x** | **x** | **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.

**FACULTIES SUPPORT OFFICE 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) |
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Revised FSO Jan 2018