1. **Title of the module**

Law, Science and Society (LAWS9140/LW914)

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

Kent Law School

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

Level 7

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

20 credits (10 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**

None

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

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law

1. **The intended subject specific learning outcomes.  
   On successfully completing the module, students will be able to:**
2. Demonstrate a systematic understanding of the Science and Technology Studies (STS) literature and its intersection with legal regulation
3. Demonstrate a critical awareness of the complexity of the relationship between science and society, and the implications of this for regulating science and technology-intensive sites of regulation – e.g. climate change, pharmaceuticals, GM
4. Demonstrate a comprehensive ability to critically assess the institutional practices involved in the making of scientific facts and in their integration in policy and legal regulations
5. Demonstrate a systematic knowledge and understanding of the co-production of law, politics and science through particular case studies
6. Demonstrate a critical awareness of the links between scientific knowledge, power, and international development
7. Critically assess the role of scientific experts and accountability in democratic societies
8. **The intended generic learning outcomes.  
   On successfully completing the module, students will be able to:**

1. Demonstrate a critical awareness of the political, social and cultural contexts of “facts”

2. Demonstrate a comprehensive ability to carry out independent further research using interdisciplinary literatures informing a sustained and detailed argument

3. Demonstrate the ability to sustain a detailed argument, whilst covering controversial and contested topics

4. Critically summarise detailed theoretical and legal material, analysing and critically evaluating different positions that arise in the literature surveyed.

1. **A synopsis of the curriculum**

The focus of the module will be on understanding some of the processes of production and contestation of science and technologies, and will question what this newly articulated understanding of science tells us about how to regulate science and how to regulate with science. The module will be based, theoretically and methodologically, on some of the key texts of Science and Technology Studies (STS), familiarising students with this particular branch of sociology and its emphasis on the need to question common understandings of science as objective, neutral, and occupying a space distinct from “social” or “political” spheres. This will enable students to reflect on the idea that science, law and politics can be seen as co-produced, interrelated, and co-dependent, and that reliance on scientific “facts” or scientific experts in the making of regulation is not a neutrally informed process. These issues will be illustrated by case studies on contemporary and contested issues that have been of interest to lawyers and STS scholars – and, importantly, explored by scholars working at the interface of these disciplines. The case studies envisaged (which will include: climate change; GM products; pharmaceutical development and access to health; traditional medicine and global regulation) will provide a focal point for exploring the key questions and themes of the module: what is the role of science in law and policy/politics? How objective is science, and how do scientific methods and devices participate in building the image of science as an independent, a-political, discipline? What is/should be the role of scientific experts in democratic states? How far does global science, and its institutions, challenge the role and approaches of regulators? What are/should be the relationships between regulation, citizens and science?

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

Everson, M. and Vos, E. (Eds) (2009) Uncertain Risks Regulated, Abingdon: Routledge

Foster, K. R. and Huber, P. W. (1999) Judging Science: Scientific Knowledge and the Federal Courts, Cambridge: MIT Press

Goldberg, S. (1994) Culture Clash: Law and Science in America, New York: New York University Press

Latour, Bruno, Reassembling the Social: An Introduction to Actor-Network Theory (Oxford: OUP, 2005)

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, K, Biocapital: The Constitution of Post-Genomic Life (Durham: Duke University Press, 2006)

1. **Learning and teaching methods**

Total contact hours: 18

Private study hours: 182

Total study hours: 200

1. **Assessment methods.**

13.1 Main assessment methods

Commentary (Max 1500 words) – 15%

Presentation, in pairs, five minutes per person – 15%

Essay (Max 4000 words) – 70%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

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 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |  |
| Lectures | X | X | X | X | X | X | X | X | X | X |
| Seminars | X | X | X | X | X | X | X | X | X | X |
| Private Study | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay (70%) | X | X | X | X | X | X | X | X | X | X |
| Presentation (15%) |  | X | X |  |  |  | X | X |  |  |
| Commentary (15%) | 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**

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 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 KLS school-level statement on Lecture Capture, the lectures will not be recorded, as they 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 is international in its focus, and in the selection of examples chosen to support each section. Although these will vary from year to year (aiming to focus on emerging controversies wherever possible), particular attention will be given to issues such as global inequalities in the making of science; global science and inequalities; postcolonial perspectives on science and technology studies.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6 & 7 cover sheet) |
| 27/01/2019 | Major | September 2019 | 8, 9, 12, 13, 14, 15, 17 |  |
|  |  |  |  |  |