1. **Title of the module**

SOCI9380 (SO938) Technology, Society and Policy

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

School of Social Policy Sociology and Social Research

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**

20 credits (10 ECTS)

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

Spring term (term 2)

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

None for SSPSSR students,

Co-requisite SOCI9480 (SO948) Key Texts in the Social Studies of Science for students taking School of History programmes

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

Optional module for

MA in Sociology

MA in Political Sociology

MA in Criminology

MSc in Environmental Social Science

MA in International Social Policy

and for specific programmes outside SSPSSR including

MA Science Communication

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

8.1 Have a comprehensive understanding of the historical context of contemporary science-society relations, in particular the social ambivalence toward emerging science and technologies.

8.2 Possess a systematic understanding of the key debates and main actors in shaping scientific practice and science policies.

8.3 demonstrate originality in using an interdisciplinary approach in assessing the impact of science and technology, and critically assess the value of the range of research methods

8.4 Critically and systematically apply key theories of science and technology studies (STS) to the analysis of contemporary issues and critically evaluate the effectiveness of scientific policies and other forms of governance.

8.5 Have a systematic and critical understanding of both the limits and strengths of social sciences and natural sciences in comprehending and responding to social problems.

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

9.1 communicate ideas to both academic and general audiences using a variety of methods.

9.2 demonstrate skills of critical thinking and systematic evaluation, particularly on competing interpretations of scientific risks.

9.3 synthesise and critically evaluate knowledge from different disciplines and schools of thoughts.

1. **A synopsis of the curriculum**

This module takes you to the expanding field of science and technology studies (STS) in sociology. Of course no background in science is needed. We will discuss all the ways our lives and society are shaped by technology, and how we are increasingly being encouraged to think of ourselves in these terms. The module aims to help you develop an empirically grounded and theoretically engaged understanding of key issues in the contemporary regulatory debates on science and technology. Such debates include discussions on the making of policies, guidelines, professional code of conduct, as well as other forms of societal governance. It is interdisciplinary and takes on a global perspective to explore the social, political, economic and ethical implications of scientific progress. Whilst you are expected to participate in discussions of the full range of issues this module covers, you will only be assessed by your knowledge in your chosen topic. Indicative topics include: Risk society and the “humanisation” of science, science and its environmental impact, biosecurity and biosafety, technology and inequality, intellectual property rights, public engagement and public consultation, citizen science, AI and posthumanism, and national innovation policies.

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

Douglas, H. E. Science, (2009) Policy and the Value-Free Ideal. Pittsburgh, PA: University of Pittsburgh Press

Matthewman, S. (2011) Technology & Social Theory, Basingstoke: Palgrave Macmillan

Fuller, S. (2000) The Governance of Science: Ideology and the Future of the Open Society, Buckingham ; Philadelphia : Open University Press

Jasanoff, S. (2007) Designs on Nature: Science and Democracy in Europe and the United States, Princeton, NJ: Princeton University Press

Latour, B. (2004) Politics of Nature: How to Bring the Sciences into Democracy, Cambridge, Mass. and London: Harvard University Press

Lynch, H.F., Bierer, B.E., Cohen, I.G. and Rivera, S.M. (2017) Specimen Science: Ethics and Policy Implications. Cambridge MA: The MIT Press.

Michaels, P.J and Kealey. T. (ed) (2019) Scientocracy: The Tangled Web of Public Science and Public. Washington DC: Cato Institute

1. **Learning and teaching methods**

Contact hours: 22

Private study hours: 178

Total hours: 200

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

Coursework – essay (4000 words) – 80%

Coursework seminar presentation (10 minutes) -20%

13.2 Reassessment methods

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 |  | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |  |
| Seminars |  | **X** | **X** |  |  |  | **X** |  | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay - 4000 words | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| presentation | **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**

The key debates in the contemporary governance of science and technology examined are applicable specifically set in a global context. The generic learning outcomes are applicable to both international and domestic contexts

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 7/11/2016 | Minor | January 2017 | 5, 7, 13 |  |
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| Updated by SSPSSR into CMA compliant format November 2018 |