1. **KentVision Code and 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 for the Study 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 term (term 1) or Spring term (term 2)

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

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

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

Compulsory to the following courses: None

Optional to the following courses: All single and joint honours undergraduate law courses - final year (stage 3) 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. **he 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, socio-legal studies, Science and Technology Studies (STS), anthropology and sociology. The module will critically engage recent examples, using the literature to not only frame debates but to find ways of challenging the dominant paradigms through which the relationship between law and scientific knowledge tends to be understood. The module engages with key texts from differing traditions and specific examples (including public health regulations ; climate change, law and scientific expertise; the regulation of reproductive technologies; science in the courtroom; the use of technologies in legal decision-making; the role of law in shaping global health inequalities) to explore other possible ways of thinking about the relationship between law, science, and technology. Cross-cutting themes for the module will include: legal decision-making and scientific uncertainty; the role of expertise in legal decision-making; the interface between law, power and technoscience; notions of objectivity and truth both in law and science; global science, postcolonialism and global inequalities.

1. **Reading list)**

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

* Bora A. 2008. Scientific norms, legal facts, and the politics of knowledge. In Who Owns Knowledge? Knowledge and the Law, ed. N Stehr, B Weiler, pp. 67–86. New Brunswick, NJ: Transaction
* Brownsword, Roger, *Law, Technology and Society Reimagining the Regulatory Environment* (Routledge, 2019)
* Callon, M., Lescoumes, P., and Barthe, Y. (2009) *Acting in an Uncertain World: An Essay on Technical Democracy*, Cambridge: MIT Press.
* Caudill DS, LaRue LH. 2006. No Magic Wand: The Idealization of Science in Law. Lanham,MD: Rowman & Littlefield
* Cole S. 2017. Science, Technology, Society and Law. Annual Review of Law and Social Science 13 pp. 351-371
* Cole, Simon A., and Michael Lynch. 2006. “The Social and Legal Construction of Suspects.” *Annual Review of Law and Social Science* 2 (1): 39–60.
* Harding S. 1998. *Is Science Multicultural?: Postcolonialisms, Feminisms, and Epistemologies*. Indiana University Press.
* Jasanoff, S. (1997) *Science at the Bar: Law, Science and Technology in America*, Cambridge: Harvard University Press.
* M’Charek, A., Hagendijck, R. and de Vries, W. (2013) ‘Equal before the law: on the machinery of sameness in forensic DNA practice’, *Science, Technology, & Human Values*, 38(4), 542-565.
* Pollock, A. and Subramaniam B. 2016. “Resisting Power, Retooling Justice: Promises of Feminist Postcolonial Technosciences.” *Science, Technology, & Human Values* 41 (6): 951–66
* 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**

Private Study Hours: 130

Contact Hours: 20

Total Study hours: 150

1. **Assessment methods.**

13.1 Main assessment methods

The module will be assessed by 100% Coursework;

Coursework - Annotated bibliography (1500 words) - 20%

Coursework - 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 outcomes against learning and teaching methods:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 |
| **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 |

**Module learning outcomes against assessment methods:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 |
| 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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 |
| 09/01/2022 | Minor | 2023-24 | 11 | No |