



FAK3101 Perspectives on Science, Technology and Landscape in Time and Space 15.0 credits

Perspektiv på vetenskap, teknik och landskap i tid och rum

This is a translation of the Swedish, legally binding, course syllabus.

If the course is discontinued, students may request to be examined during the following two academic years

Establishment

Course syllabus for FAK3101 valid from Autumn 2010

Grading scale

Education cycle

Third cycle

Specific prerequisites

Eligibility to be accepted in the graduate programme in Historical Studies of Science, Technology, and the Environment.

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

After completing the course, the students should be able to account for, discuss, analyse and apply important themes and problems in the fields of industrial history, environmental history, history of science and technology. They should also be able to account for some of the more recent theoretical developments within these fields, especially concepts and perspectives related to spatial aspects of the past and its remains in form of landscape, infrastructure, buildings, and other material remains. The students are also encouraged to reflect on these perspectives in relation to their own ongoing research.

Course contents

The course is divided into four main themes: 1) Technological landscapes, heritage and aesthetics; 2) Environment, risk and crisis; 3) Research, innovation and policy; 4) The production, culture and mediation of knowledge

Course literature

Among the books discussed in the course are: David Nye, *American Technological Sublime* (Cambridge, Mass.: 1994); Sharon Zukin, *Landscapes of Power: From Detroit to Disney World* (Berkeley: University of California Press, 1991); Juliet Cruikshank, *Do Glaciers Listen? Local Knowledge, Colonial Encounters, and Social Imagination* (Vancouver: University of British Columbia Press, 2005); Sverker Sörlin & Paul Warde eds, *Nature's End: History and the Environment* (London: Palgrave MacMillan, 2009); Sheila Jasanoff, ed., *States of Knowledge: The Co-Production of Science and the Social Order* (London: Routledge, 2004); Lorraine Daston & Peter Galison, *Objectivity* (New York: Zone Books, 2007); Daniel R. Headrick, *When Information Came of Age: Technologies of Knowledge in the Age of Reason and Revolution, 1700-1850* (Oxford: Oxford University Press, 2000).

Examination

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

Other requirements for final grade

Active participation in seminars as well as written examination in the form of review essays and a paper.

Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.