



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 2015

Grading scale

Education cycle

Third cycle

Specific prerequisites

Eligible applicants are students who meet the requirements for admission to graduate studies in history or other humanities and social sciences.

Language of instruction

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

Intended learning outcomes

The aim of this course is to provide students with an overview and knowledge about established as well as recent research in the fields of history of science, technology, and environment, and neighboring fields like the environmental humanities, industrial heritage studies, science policy studies. Special attention will be given to spatial aspects in the history of science, technology and environment and to spatial theory.

After completing the course, students should be able to account for, discuss, analyze and apply important themes and problems in the fields of history of science, history of technology, environmental history and related disciplinary fields. Students should also be able to identify and critically evaluate some of the more recent theoretical developments within these fields, especially concepts and perspectives related to spatial and temporal aspects, and questions of how past, present and future are intertwined in the materialities of built environments and infrastructures, landscapes and living beings. The students are encouraged to reflect on these perspectives in relation to their own ongoing research.

Course teachers are Sabine Höhler, Thom van Dooren, Per Högselius, Dag Avango, Katarina Larsen and Peder Roberts.

Course contents

The course is divided into eight main course themes, an introduction and two essay discussion meetings. The main course themes are:

- 1) The Spatial Turn
- 2) Social-Natural Landscapes
- 3) Multispecies Studies
- 4) The Anthropocene
- 5) Natural Resources and Geopolitics
- 6) Industrial Heritage: Constructing Pasts, Presents and Futures
- 7) Science Policy Studies: Beyond the Science-Technology Dance
- 8) The Promises of Monsters

Disposition

To each of the four course topics a set of literature is assigned that consists partly of canonical international scholarship, partly of state-of-the-art readings that provide an overview of recent developments in the field. The literature accounts for about 400 pages in total for each course moment. Part is obligatory, part voluntary reading.

Teaching takes the form of seminars, with shorter introductions to the literature given both by teachers and students. Particular weight will be put on students' active discussion of the course material. Students will also write and present short text reflections in different academic formats: review, brief overview essay, introduction to, conference paper manuscript, "classics revisited" etc. Each student shall answer to at least one such small text task per course moment/thematic area (ca. 1,000 words). Each student shall also write two course

essays of ca. 3,000 words on a topic of choice that relates to the main topics discussed in the course and that does not form an immediate part of the student's own PhD research.

Each thematic area will take up the equivalent of one week of full-time studies. Beyond the full-day seminars, which take place once per thematic area, the students are encouraged to meet in smaller groups at least once per course part. The written tasks will be reviewed and commented by the teachers. In connection to the final essay, supervision will be provided. The course essays will be discussed jointly in separate meetings.

Course literature

- Lefebvre, Henri. 2001 [1974). *The Production of Space*. Oxford, Cambridge: Blackwell;
- Ingold, Tim. 2000. *The Perception of the Environment: Essays on Livelihood, Dwelling and Skill*. London & New York: Routledge;
- Haraway, Donna. 2008. *When Species Meet*. Minneapolis: University of Minnesota Press;
- Chakrabarty, Dipesh. 2009. "The Climate of History: Four Theses." *Critical Inquiry* 35: 197-222;
- Barbier, Edward B. 2011. *Scarcity and Frontiers: How Economies Have Developed through Natural Resource Exploitation*. Cambridge: Cambridge University Press;
- Storm, Anna, Olsson, Krister. 2012. The pit: landscape scars as potential cultural tools. *International Journal of Heritage Studies*;
- De Solla Price, Derek J. 1965. Is Technology Historically Independent of Science? A Study in Statistical Historiography, *Technology and Culture*, 6, pp. 553-568;
- Daston, Lorraine, Park, Katherine. 2001. *Wonders and the Order of Nature, 1150-1750*. New York: Zone.

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

To pass the course, the students will have to attend at least 80 % of the course events. Students have to actively participate in seminars and group exercises; they must pass the written examinations in the form of short review essays; and they must pass the course essay task of submitting two 3,000-word papers.

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.