1. **Title of the module**

HIST3850 (HI385) - Introduction to the History of Medicine

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

School of History

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

Level 4

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 or Spring term

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

None

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

BA in History, all single- and joint-honours programmes.

BA in Military History.

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

8.1 Been introduced to the broad sweep of medical history, and provided with the skills needed to understand evaluate, contextualise and communicate effectively their knowledge of history.

8.2 Developed their intellectual interest in the history of medicine and their skills in researching historical subjects and in communicating their knowledge and ideas, both orally and in writing.

8.3 Been introduced to the underlying issues associated with medical history, and have an ability to evaluate and interpret these within their specific context .

8.4 Learnt to marshal an argument; to summarise and defend a particular interpretation or analysis of historical events and challenge historiographical debates on the topic.

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

9.1 Considered critically relevant intellectual concepts as well as differences of opinion and interpretation both amongst historians, and they will have developed their ability to identify and solve problems

9.2 Worked both independently and within groups. Students will have engaged in independent work, using library resources, and will have practiced and improved their skills in time management, historical research, organisation and analysis of material, oral presentations and essay-writing.

9.3 Engaged in group work, in which they will have interacted effectively with others and worked co-operatively to enhance one another’s learning.

9.4 Acquired the skill to communicate complex concepts effectively through written work. They will have acquired the ability to further develop skills they have already gained, which will be of use to them in future study or occupations.

9.5 Improved their communication skills and skills with IT.

9.6 Acquired the skill to present information creatively and accessibly.

1. **A synopsis of the curriculum**

The module introduces students to a broad range of material and themes relevant to the history of medicine, highlighting changes and continuities in medical practice and theory as well as in medical institutions and professional conduct. The section on ancient medicine addresses the role of Greek writers such as Hippocrates. The section on medieval medicine focuses on major epidemics, the origins of medical institutions, and the role of medical care and cure in the context of social and demographic changes. In particular, this section addresses the role of the Black Death and subsequent plagues, as well as the history of hospitals. The section on early modern and modern medicine explores the development of psychiatry and the asylum system in the 18th century, the rise of public health and the welfare state, and the role of social Darwinism and eugenics in the 19th and early 20th centuries. For the late 19th and 20th centuries, the course will look at the role of gender and sexuality, medicine and modern warfare, health and disability, and modern medicine and medical ethics.

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

Barry, J. and C. Jones (eds.). (1994) Medicine and Charity before the Welfare State. London: Routledge

Bynum, W.F. et al. (2006) The Western Medical Tradition, 1800 to 2000. Cambridge: CUP

Conrad, L. I. et. al. (1995) The Western Medical Tradition. Cambridge: CUP

Elmer, P., Grell, O.P. (eds.) (2004) Health, Disease and Society in Europe, 1500-1800. A Source Book. Manchester: Manchester University Press

Getz, F.M. (1998) Medicine in the English Middle Ages. Princeton: Princeton University Press

Hardy, A. (2001) Health and Medicine in Britain since 1860. Basingstoke: Palgrave MacMillan

Jordonova, L.J. (2001) History in Practice. London: Arnold

Lindemann, M. (1999) Medicine and Society in Early Modern Europe. Cambridge: CUP

Loudon, I. (ed.) (1997) Western Medicine. An Illustrated History. Oxford: OUP

1. **Learning and teaching methods**

Total contact hours: 20

Private study hours: 130

Total study hours: 150

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

Autumn Term Assessment Methods:

Essay 1 2,000 words 40%

Essay 2 2,000 words 40%

Seminar Performance 20%

Spring Term Assessment Methods:

Essay 2,000 words 35%

Seminar Performance 15%

Examination 2-hours 50%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** | **X** |
| Lectures and Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essays | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Seminar Performance |  |  |  |  |  |  | **X** |  |  |  |
| Examination | **X** | **X** | **X** | **X** | **X** | **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**

School of History modules encourage students to engage with the international significance of their subject matter, either in a comparative or historiographical fashion, or in the study of European and international themes. Some modules include the option for students to participate in international study visits. Students studying relevant foreign languages will consolidate their understanding of historical problems and themes.

**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) |
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Revised FSO Jan 2018