1. **Title of the module**

HIST6075 (HI6075) - Sex, Health and Deviance in Britain since 1800

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 6

1. **The number of credits and the ECTS value which the module represents**

60 credits (30 ECTS)

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

Autumn and Spring

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

None

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

BA History (Single and Joint Honours)

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

8.1 Understand and critically assess the relationship between sex and health in Britain since 1800.

8.2 Critically evaluate the role of the Church, the State, the medical profession and others in shaping public discourse and societal norms surrounding sex and health in Britain since 1800, drawing on a range of primary sources.

8.3 Critically assess the extent to which public attitudes towards sex and private behaviour were regulated throughout this period, by drawing on examples of deviant attitudes and practices.

8.4 Critically analyse deviant attitudes and behaviours through a series of individual case studies according to geography, class, gender and ethnicity.

8.5 Situate the history of sex and health in the broader context of nineteenth and twentieth century Britain, and where possible, Europe, North America and Asia.

8.6 Critically evaluate the notion of deviance, drawing on relevant historical and sociological literature.

8.7 Develop a systematic understanding of the challenges faced by those considered sexually deviant in the twenty-first century through a detailed knowledge of the history of sex and sexuality.

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

9.1 Write an informed research essay, historiographical review and commentary on documents, under pressure of time.

9.2 Work critically with primary materials, ephemera, images, advertisements, newspapers, pamphlets, autobiographies, diaries, and contemporary film and video resources, accurately deploying established techniques of analysis and enquiry.

9.3 Develop the ability to navigate, identify, absorb and react to a substantial amount of material related to the subject in various formats.

9.4 Develop the ability to manage their own learning, enhancing skills which enable the design and completion of a research essay in which primary and secondary materials are assessed against current academic debates in the field

9.5 Develop communication skills and the ability to work in a team through class discussions on complex historical problems, and oral presentations

1. **A synopsis of the curriculum**

From early nineteenth century concerns over declining birth rates to the profound impact of the AIDS epidemic in the late twentieth century, this module will examine key political, economic, social and medical issues and events that shaped discourse, attitudes and behaviours surrounding sex and health in Britain since 1800. A central concern of this module will be to untangle the complicated relationship between public discourse and private behaviour. Indeed, while vocal social commentators, scientific and medical communities, the State and the Church increasingly sought to regulate sexual attitudes and behaviours, deviant and tabooed practices such as prostitution, masturbation and sex outside marriage were (and still are) prevalent. In untangling public discourse and private behaviour, the module will consider: the extent to which the regulation of sex and health has been successful; the ways in which attitudes and behaviours changed across the period and varied according to geography, social class, sexual preference, gender and ethnicity; and how they affect our attitudes towards sex and health today. Themes addressed in this module include: Britain’s role in the global commercialisation of contraceptive technologies; venereal disease; abortion and infanticide; eugenics; same-sex relationships; and sex crimes.

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

Cook, H. (2005) The Long Sexual Revolution: English Women, Sex and Contraception 1800-1975, Oxford: Oxford University Press

Davidson, R. and L. Hall (2001) Sex, Sin and Suffering: Venereal Disease and European Society since 1870, London: Routledge

Hall, L. (2012) Sex, Gender and Social Change in Britain since 1880, Basingstoke: Palgrave Macmillan

Jütte, R. (2008) Contraception: A History, Cambridge: Polity Press

Porter, R. and M. Teich (eds.) (1994) Sexual Knowledge, Sexual Science: The History of Attitudes to Sexuality, Cambridge: Cambridge University Press

Szreter, S. (1996) Fertility, Class and Gender in Britain 1860-1940, Cambridge: Cambridge University Press

Szreter, S and K. Fisher (2010) Sex Before the Sexual Revolution. Intimate Life in England 1918-1963, Cambridge: Cambridge University Press

1. **Learning and teaching methods**

Total contact hours: 60

Private study hours: 540

Total study hours: 600

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

Historiographical Review 3000 words 12%

Commentary 1500 words 6%

Essay 4500 words 14%

Presentation 20 minutes 8%

Examination 2 x 2 hours 60%

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)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Lecture | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** |  |  |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Commentary | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |
| Historiographical review | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |  |
| Research essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |  | **X** |
| Examinations | **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**

While the module is primarily focused on nineteenth and twentieth century Britain, it will incorporate a comparative perspective with other countries wherever possible. For example, the global trade in contraceptive technologies will be an important topic for discussion, as will the influence of North American and European birth controllers on Britain. See 8.5.

**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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018