1. KentVision Code and title of the module

HIST3005 Introduction to the History of Health and Medicine

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Arts and Humanities, School of History

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 4

## The number of credits and the ECTS value which the module represents

30 Credits (15 ECTS)

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

Autumn and Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional to the following courses: BA History and History Joint-Honours; BA Military History; & BA Ancient, Medieval and Modern History

Also available as an elective module.

Available to Short-Credit students at the School’s discretion.

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

* 1. Understand the broad sweep of medical history, and possess the skills needed to understand, evaluate, contextualise and communicate effectively their knowledge of history.
	2. Demonstrate their intellectual interest in the history of medicine and their skills in researching historical subjects and in communicating their knowledge and ideas, using a variety of methods.
	3. Engage with the underlying issues associated with medical history, and have an ability to evaluate and interpret these within their specific context.
	4. Marshal an argument; summarise and defend a particular interpretation or analysis of historical events and challenge historiographical debates on the topic.
	5. Examine and evaluate primary sources, whether texts or images, and understand their context, strengths and limitations, and value.

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

* 1. Consider critically relevant intellectual concepts as well as differences of opinion and interpretation amongst historians. Students will have developed their ability to identify and solve problems.
	2. Work both independently and within groups. Students will have engaged in independent work, using library resources, and will have practised and improved their skills in time management, historical research, organisation and analysis of material, as well as written and verbal communication.
	3. 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.
	4. Practise their improved communication and IT skills.
	5. Present information creatively and accessibly.

## A synopsis of the curriculum

The module introduces students to a broad range of material and themes relevant to the history of health and medicine, highlighting changes and continuities in medical practice, theory and experience as well as in medical institutions, professions and in wider built and non-built environments. With its main focus on Britain and Western Europe in the nineteenth and twentieth centuries, the module explores themes, such as diseases and pandemics; the invention of the patient; mental health and the asylum system; public health and health environments; the rise of the welfare state; health and the body; the relationship between medicine and war; sexuality; and colonialism. Students are encouraged to examine each theme through the significant dynamics of class, gender, race and disability and compare wide ranging historiographies with current debates in health and medicine today.

## 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).

## Contact Hours

Private Study: 260

Contact Hours: 40

Total: 300

## Assessment methods

* 1. Main assessment methods

## Written Assignment 1 Plan (250 Words) – 5%

## Written Assignment 1 (1,500 words) – 25%

## Short Exercise (750 words or equivalent) – 15%

## Written Assignment 2 (1,500 words) – 25%

## Thematic Timed Essay (2,000 words) – 30%

* 1. Reassessment methods

100% Coursework

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Written Assignment 1 Plan | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Written Assignment 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Short Exercise  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Written Assignment 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Thematic Timed Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

## Inclusive module design

The Division 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## 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.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised(if applicable) | Impacts CLOs  |
| --- | --- | --- | --- | --- |
| 19/12/2022 | New | 2023/24 | N/A | No |
|  |  |  |  |  |