1. **Title of the module**

HIST6103 Making Room for Medicine: Medical Spaces, Environment, and Health

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 changing nature of medical spaces from 1750-1950.

8.2 Drawing on a range of primary sources, critically evaluate the role of religion, the state, the medical profession and patients in shaping medical spaces in Britain since 1750.

8.3 Critically assess the extent to which public attitudes towards hospitals changed throughout this period.

8.4 Critically analyse medical spaces through a series of individual case studies.

8.5 Situate the history of medical spaces in the broader contexts of Britain, and where possible, Europe and North America.

8.6 Critically evaluate the influence of medical spaces and environments on health.

8.7 Demonstrate a systematic understanding of role of the hospital through sources including plans and maps and acquire detailed knowledge of the history of medical spaces in this period.

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

9.1 Write informed research essays, historiographical review and commentary on documents.

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

9.4 Demonstrate 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

1. **A synopsis of the curriculum**

This course examines the changing nature of medical spaces from 1750. From eighteenth century London specialist hospitals for conditions such as fistula, to rural rehabilitation centres in the 1940s, this course explores the role of the medical profession, the state, religion and patients in the creation and maintenance of health. Medical spaces changed significantly in this period, moving from private to public, from long term rest cures to outpatient care, and from religious institutions to secular ones. The expansion of civic buildings in the nineteenth century, and the establishment of the NHS in 1948 are two important examples that demonstrate how medical spaces were interwoven in the wider medical, political, economic and socio-cultural sphere.

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

Hickman, Claire, *Therapeutic Landscapes*, (Manchester: MUP, 2013).

Berridge and Gorsky, *Environment, Health and History*, (AAIA, 2012).

Reinarz, Huguet-Termes, Bonfield (Eds)., *Hospitals and Communities, 1100-1960*. Oxford: Peter Lang, 2013.

Mooney and Reinarz, (Eds.), *Permeable Walls: Historical Perspectives on Hospital and Asylum Visiting*. Amsterdam: Rodopi, 2009.

1. **Learning and teaching methods**

Total contact hours: 60

Private study hours: 540

Total study hours: 600

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

Primary Source Review 3000 words 8%

Historiographical Commentary 1500 words 7%

Essay 4500 words 15%

Presentation 20 minutes 10%

Examination 1 2 hours 30%

Examination 2 2 hours 30%

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* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* |
| **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** |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Commentary | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Historiographical review | **X** | **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** |  |
| 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.

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**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