1. **Title of the module**

HIST7003 (HI7003) ‘Head, Shoulders, Knees, and Toes’: A History of the Modern Body (1800-1950)

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

Arts and Humanities (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**

30 credits (15 ECTS)

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

Autumn

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

None

1. **The course(s) of study to which the module contributes**

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

Available as a wild module.

Available to Short Term Credit students at the discretion of the school.

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

8.1 Demonstrate a familiarity to the main socio-cultural, medical and scientific developments relating to the body 1800-1950; and the skills needed to understand, critically evaluate, contextualise and communicate effectively their knowledge of this history and the complex issues involved.

8.2 Demonstrate intellectual interests in the history of the body and develop their skills in comprehensively researching historical subjects and in effectively communicating their detailed knowledge and ideas, both orally and in writing.

8.3 Demonstrate a comprehensive knowledge and critical understanding of the contexts and interpretations relating to the medico-scientific, social and cultural history of the body.

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

9.1 Demonstrate an understanding of the body in relation to modern history, and the history of medicine, science and the environment in an international context

9.2 Consider critically relevant intellectual concepts as well as differences of opinion and interpretation both in the past and among historians, which will encourage the development of abilities to identify issues and engage in meaningful discussion.

9.3 Utilise problem solving skills, and the ability to work both independently and within groups. Students will engage in independent work, using library resources, and will practice and improve their skills in time management, historical research, organisation and analysis of material, oral presentations and essay-writing.

9.4 Communicate complex concepts effectively both orally and through written work.

1. **A synopsis of the curriculum**

This module examines the cultural, social, medical and scientific understanding of the modern body. The nineteenth and the first half of the twentieth century saw a reconceptualization of the body, through technology, environments, conflict, the economy and the cultural construction of the body in relation to the wider world. The course makes it clear that the body is not neutral, and provides a way to explore wider concepts relating to biology, relationships, and experience.

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

Ina Zweiniger-Bargielowska, *Managing the body: beauty, health and fitness in Britain, 1880-1939*, Oxford: OUP, 2010.

Lisa Jean Moore and Mary Kosut, *The body reader*, New York: NY University Press, 2010.

Ivan Crozier, (ed.), *A cultural history of the human body in the modern age*, London: Bloomsbury 2010.

Michael Sappol and Stephen R Price, *A Cultural History of the Modern Body in the Age of Empire*, London: Bloomsbury, 2014.

Roderick Floud et al, *The Changing Body*, Cambridge: CUP, 2011.

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 270

Total study hours: 300

1. **Assessment methods**
	1. Main assessment methods 100% coursework

Essay 1 3,000 words 30%

Essay 2 3,000 words 30%

Take Home Assignment 2,500 words 20%

Seminar Participation 20%

13.2 Reassessment methods

100% Coursework (3,000 words)

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 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminars  | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** |  |  |
|  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |
| Take home assignment  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar  | **x** | **x** | **x** | **x** | **x** | **x** | **X** |
| Zine | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **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

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.

**DIVISIONAL 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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 28/02/2021 | Minor (ECA) | 2021/22 | 13-14 | No |
|  |  |  |  |  |