1. KentVision Code and title of the module

HIST8170 Deformed, Deranged and Deviant

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

Arts and Humanities (History)

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

Level 7

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

30 Credits (15 ECTS credits)

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

Autumn or 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:

MA Modern History; MA in the History of Science, Technology, Environment and Medicine; MSc Science, Communication and Society;

Also available as an elective module

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

* 1. Demonstrate a deeper understanding of science, medicine and the body;
	2. Appreciate the dynamics of the relationship between medical practitioners, scientists and difference;
	3. Navigate through a rich and complex historiography, and current controversies, of the changing nature of the definitions of difference over time;
	4. Utilize a wide range of primary materials including medical and scientific journals, contemporary accounts, illustrations, depictions and memoirs;
	5. Engage with concepts pertinent to the remit of the Masters programme, especially constructions of the changing nature of difference; the body and mind as contested spaces; modes and methods of scientific measurement and standardisation of the body; treatment regimes.

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

* 1. Synthesize different types of historical information effectively with in-depth utilization of primary and secondary material;
	2. Demonstrate self-directed learning, critical expression, fluent prose and a sophisticated understanding of the subject. Students will be able to reflect on their experience and identity future directions for research via independent study and teacher feedback;
	3. Engage in class discussions and group work on complex historical issues and present using a variety of methods, which will emphasize communication skills and encourage team-building;

## A synopsis of the curriculum

From medical marvels in the nineteenth century to questions surrounding quality of life in the late twentieth century, the course explores the continuities and changes in the relationship between medical science and difference. The course will investigate the ways that medicine has understood, categorised and treated those whose body or behaviour was considered different. It will also examine the body and mind as contested sites; spaces occupied by those considered different; the establishment of normality versus deviance; the changing conceptions of difference in this historical period and the shifting theories and methodologies of medical practice in relation to it.

## 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: 276

Contact Hours: 24

Total: 300

## Assessment methods

* 1. Main assessment methods

Essay (4,000 words) 40%

Group Project 40%

Seminar Analysis 20%

* 1. Reassessment methods

100% coursework: Essay (4,000 words) – 100%

## 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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Direct Teaching** | **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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Essay** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| **Group Project** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Seminar Analysis** | **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

This module focuses on the relationship between difference and medical science. It incorporates internationalism in a number of ways. Firstly, it considers ideas of disability in a European context – particularly drawing on how medical ideas shaped understandings across the continent, specifically focusing on the case study of Victor ‘the Wild Boy of Averyon’. Secondly, issues of body appearance are grounded in Western ideals of perfection and imperfection. Thirdly, experiences of sexuality and deviance are grounded in European theories, with a focus on the work of Freud and his impact on British scholars. Finally, students are encouraged to adopt a broad international scope for a group project focused on their personal interests – last year’s submission included examples from Germany, the USA, and Hong Kong.

**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 PLOs (Q6&7 cover sheet) |
| --- | --- | --- | --- | --- |
| 6/1/2021 | Minor | 2022/23 | 1, 12, 13, 14 | no |
|  |  |  |  |  |