

MODULE SPECIFICATION

1. Overview

Academic Year (student cohort covered by specification)	2019-20			
Module Code	1401			
Module Title	History & Health			
Module Organiser(s)	Alex Mold			
Faculty	PHP			
FHEQ Level	Level 7			
Credit Value	CATS	15	ECTS	7.5
HESA Cost Centre	139			
HECoS Code	100785			
Term of Delivery	Term 2			
Mode of Delivery	Face to face			
Mode of Study	Full time			
Language of Study	English			
Pre-Requisites	None.			
Accreditation by Professional Statutory and Regulatory Body	None.			
Module Cap (Maximum number of students)	None.			
Target Audience	Students interested in developing critical perspectives on public health in the past and present.			
Module Description	This module introduces students to the history of public health in the West and the Global South. We analyse the development of public health in high-income countries and its exportation to low and middle-income countries in the nineteenth and twentieth centuries. We also assess the development of responses to key public health problems, such as sexually transmitted infections.			
Duration	5 weeks at 2.5 days per week			
Timetabling slot	Slot C2			
Last Revised (e.g. year changes approved)	July 2017			

2. Programme(s) that this module is part of

Programme	Status
MSc Public Health (general stream)	Recommended
MSc Public Health (health promotion stream)	Recommended
MSc Public Health (environment & health stream)	Recommended
MSc Public Health (health economics stream)	Recommended
MSc Public Health (health services management stream)	Recommended
MSc Public Health for Development	Recommended
MSc Health Policy Planning and Financing	Recommended
MSc Reproductive and Sexual Health Research	Recommended

3. Module Aim and Intended Learning Outcomes

Overall aim of the module
<p>The overall module aim is to:</p> <ul style="list-style-type: none"> • Enable students to employ historical perspectives in the critical evaluation of issues in public health and health services

Module Intended Learning Outcomes
<p>Upon successful completion of the module a student will be able to:</p> <ol style="list-style-type: none"> 1. Locate developments in public health and health services within historical context, in high, middle and low-income countries 2. Recognise the nature of historical debate and the contested status of historical claims 3. Analyse original documents in order to assess a significant historical question 4. Evaluate the historical dimensions of on-going public health issues

4. Indicative Syllabus

Session Content
<p>The module is expected to cover the following topics:</p> <ul style="list-style-type: none"> • Responses to infectious diseases, with case studies of cholera, smallpox and malaria • Urban sanitary reform and its relation to the modern rise in life expectancy • The response of the liberal democracies in the West to health challenges such as sexually transmitted disease • The development of 20th century welfare states in which health services became central political matters • Public health in the twentieth century and the international rise of health promotion • The development of tropical medicine and the shift towards global health • Our focus is largely on Britain, the US, Germany, and also on public health and health systems in low and middle-income countries

5. Teaching and Learning

Notional Learning Hours		
Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	30 hours	20
Directed self-study	36 hours	24
Self-directed learning	14 hours	9
Assessment, review and revision	70 hours	47
Total	150 hours	100

Teaching and Learning Strategy

Indicative Breakdown of Contact Time

Type of delivery	Total (hours)
Lecture	<u>9.5</u>
Seminar	<u>20.5</u>
Tutorial	
Computer Practical	
Laboratory Practical	
Fieldwork	
Project Supervision	
Total	30

The teaching and learning strategy is based on lectures which introduce the topic, followed by seminars which allow for in-depth exploration of the issues. The lectures incorporate a range of different types of material, including visual and audio-visual sources. The lectures are delivered by historians within the Centre for History in Public Health. The seminar sessions are based around analysis and discussion of primary and secondary source material. Students have access to all of the material in advance, as well as a set of questions which guide the discussion. There are plenty of opportunities throughout the module for students to discuss their essays informally, as well as a specific session set aside to discuss what makes a good history essay.

6. Assessment

Assessment Strategy

The module is assessed by a 3,000 word essay chosen from a list of questions, or students may, with the agreement of the module organiser, write an essay on topic of their choosing. The essay questions provided are based on the topics that will be covered in the seminars and lectures, and readings for these are provided on Moodle. In addition to the seminar materials, more detailed reading lists are provided for the essays, containing both primary and secondary sources.

The assessment maps on to the intended learning outcomes by:

- Posing questions that require students to locate developments in public health and health services within historical context, in high, middle and low-income countries
- Encouraging students to recognise the nature of historical debate and the contested status of historical claims
- Rewarding students who analyse original documents in order to assess a significant historical question
- Offering students the opportunity to evaluate the historical dimensions of on-going public health issues

Summative assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Coursework	3,000 word essay	100	All of the above

Resitting assessment

Resits will accord with the LSHTM's [Resits Policy](#)

For individual students resitting a group assessment there will be an approved alternative assessment as detailed below.

Assessment being replaced	Approved Alternative Assessment Type	Approved Alternative Assessment Length (i.e. Word Count, Length of presentation in minutes)
n/a	n/a	n/a

7. Resources

Indicative reading list (if applicable)

1. Virginia Berridge, Martin Gorsky and Alex Mold, *Public Health in History* (Maidenhead: Open University Press, 2011)
2. Virginia Berridge, *Public Health: A Very Short Introduction* (Oxford: Oxford University Press, 2016)
3. William Bynum, *History of Medicine: A Very Short Introduction* (Oxford: Oxford University Press, 2008)
4. William Bynum & Roy Porter, *The Companion Encyclopaedia of the History of Medicine* (London: Routledge, 1993)
5. Mark Jackson (ed.), *The Oxford Handbook of the History of Medicine* (Oxford: Oxford University Press, 2011)



6. Kenneth Kiple, *The Cambridge World History of Human Disease* (Cambridge: Cambridge University Press, 1993)
7. Roy Porter, *The Greatest Benefit to Mankind. A Medical History of Humanity From Antiquity to the Present* (London: HarperCollins, 1997)
8. Roy Porter, *Blood and Guts: A Short History of Medicine* (London: Allen Lane, 2002)
9. Charles Webster (ed.), *Caring for Health: History and Diversity* (Maidenhead: Open University Press, 2001)

8. Teaching for Disabilities and Learning Differences

This module addresses the needs of students with learning disabilities/differences by:

- Using Panopto to record all lectures
- Providing PowerPoint slides in advance of the lectures
- Providing detailed notes summarising content and questions for lectures and seminars
- Providing a session on how to write a good history essay