



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2021-22
Module Code	1401
Module Title	History & Health
Module Organiser(s)	Janet Weston
Faculty	PHP
FHEQ Level	Level 7
Credit Value	CATS: 15 ECTS: 7.5
HECoS Code	100785
Term of Delivery	Term 2
Mode of Delivery	It is currently planned to be delivered as a combination of face to face delivery, with some content online
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	None.
Accreditation by Professional Statutory and Regulatory Body	None.
Module Cap (Indicative 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)	August 2021

Programme(s)	Status
This module is linked to the following programme(s) <i>(Lead programme first)</i>	<i>(Compulsory/Recommended Option)</i>
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

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: <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
Upon successful completion of the module a student will be able to: <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.

Indicative Syllabus

Session Content
The module is expected to cover the following topics: <ul style="list-style-type: none"> • Responses to infectious diseases, with case studies such as cholera, smallpox and malaria. • Urban sanitary reform and its relationship with industrialisation and life expectancy. • The response of 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.

Session Content

- The development of 'tropical medicine', its relation to colonialism, and the shift towards 'global health'.

Our focus is largely on Britain and the United States, with some close attention to public health and health systems in parts of the world that were colonised by European powers.

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

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

Teaching and Learning Strategy

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. Lectures will make use of Panopto to pre-record and caption all lectures, with transcripts and slides available to download.

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. Students are provided opportunities for students to ask questions of lecturers in writing, as well as in person during seminars and are provided with detailed notes summarising content and key questions to be tackled in seminars.

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.

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 <i>(delete as appropriate)</i>	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..

Resources

Indicative reading list (*if applicable*)

Virginia Berridge, Martin Gorsky and Alex Mold, *Public Health in History* (Maidenhead: Open University Press, 2011)

See also:

- Alison Bashford, *Imperial Hygiene. A Critical History of Colonialism, Nationalism and Public Health* (Basingstoke: Palgrave Macmillan, 2003)
- Virginia Berridge, *Public Health: A Very Short Introduction* (Oxford: Oxford University Press, 2016)
- William Bynum, *History of Medicine: A Very Short Introduction* (Oxford: Oxford University Press, 2008)
- William Bynum & Roy Porter, *The Companion Encyclopaedia of the History of Medicine* (London: Routledge, 1993)
- Mary Fissell, Jeremy Greene, Randall Packard and James Schafer, 'Reimagining Epidemics', *Bulletin of the History of Medicine* 94.4 (2020), pp.543-561
- Mark Jackson (ed.), *The Oxford Handbook of the History of Medicine* (Oxford: Oxford University Press, 2011)
- Roy Porter, *The Greatest Benefit to Mankind. A Medical History of Humanity From Antiquity to the Present* (London: HarperCollins, 1997)
- Roy Porter, *Blood and Guts: A Short History of Medicine* (London: Allen Lane, 2002)
- Charles Webster (ed.), *Caring for Health: History and Diversity* (Maidenhead: Open University Press, 2001)

Other resources

- Lecture series delivered during Term 1 on the colonial histories and legacies of global and public health: this is available to all students.
- Additional resources, including recommended reading and primary source material, will be available on Moodle.

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle gives students access to lecture notes and copies of the slides used during the lecture. Where appropriate, lectures are recorded and made available on Moodle. All materials posted on Moodle, including computer-based sessions, have been made accessible where possible.

LSHTM Moodle is accessible to the widest possible audience, regardless of specific needs or disabilities. More detail can be found in the [Moodle Accessibility Statement](#) which can also be found within the footer of the Moodle pages. All students have access to "SensusAccess" software which allows conversion of files into alternative formats.

Student Support Services can arrange learning or assessment adjustments for students where needed. Details and how to request support can be found on the [LSHTM Disability Support pages](#).