



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2024-25
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	This will be delivered mostly through face-to-face seminars and other in-person sessions, including visits to museums and archives, along with self-directed study.
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. We analyse the development of public health in high-income countries in the nineteenth and twentieth centuries, with a focus on Britain, and the exportation of these ideas to low and middle-income countries. 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	C2
Last Revised (e.g. year changes approved)	August 2024



Programme(s)	Status
This module is linked to the following programme(s)	
MSc Public Health	Recommended
MSc Public Health (Health Promotion)	Recommended
MSc Public Health (Health Economics)	Recommended
MSc Public Health (Health Services Management)	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
<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 should 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.

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 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	32.5	22
Directed self-study	35	23
Self-directed learning	12.5	8
Assessment, review and revision	70	47
Total	150	100

Type of delivery	Total (hours)
Lecture	7.5
Seminar	22.5
Tutorial	
Computer Practical	
Laboratory Practical	
Fieldwork	2.5
Project Supervision	
Total	32.5

Teaching and Learning Strategy

The teaching and learning strategy is based on lectures and preparatory reading which introduce key information, followed by seminars which allow for in-depth exploration of the issues. Lectures and seminars incorporate a range of different types of material, including visual and audio-visual sources. They are delivered by historians within the Centre for History in Public Health, with occasional external guest speakers.

Seminars 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 to guide the discussion. Students are encouraged to ask questions of seminar leaders and each other during seminars, and are provided with detailed notes summarising content and key questions to be tackled. Students can also contact seminar leaders with questions in

writing, during the module. There are further opportunities to develop relevant knowledge and skills through organised visits to museums and archives.

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. The essay questions provided are based on the topics that will be covered in the module, and reading lists for these topics are provided on Moodle. 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 describe and reflect on 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 [Chapter 8a](#) of the LSHTM Academic Manual

For individual students resitting (or deferring the original assessment) there will be an approved alternative assessment of the same type.

Resources

Indicative reading list

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

Virginia Berridge, *Public Health: A Very Short Introduction* (Oxford: Oxford University Press, 2016)

Pratik Chakrabati, *Medicine & Empire, 1600-1960* (Basingstoke: Palgrave Macmillan, 2013)

Marcos Cueto, Theodore Brown and Elizabeth Fee, *The World Health Organization: A History* (Cambridge: Cambridge University Press, 2019)

Lioba Hirsch with Rebecca Martin, *LSHTM and Colonialism: A Report on the Colonial History of the London School of Hygiene & Tropical Medicine (1899– c.1960)* (London School of Hygiene & Tropical Medicine, 2022)

Randall Packard, *A History of Global Health: Interventions into the Lives of Other Peoples* (Baltimore: Johns Hopkins University Press, 2016)

Other resources

- 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 transcripts and slides. It also gives access to the outline of each seminar, including key questions for discussion. 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](#).