**Course descriptor**

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| Title of the course | **Society and health in historical perspective** | | |
| Title of the Academic Programme | Bachelor in History | | |
| Type of the course | Elective | | |
| Prerequisites | Foreign language (English); Source criticism, theory and history of historical knowledge; Social history of early modern, modern and contemporary Europe | | |
| ECTS workload | 6 | | |
| Total indicative study hours | Directed Study | Self-directed study | Total |
| 78 | 150 | 228 |
| Course Overview | This course surveys the history of medical knowledge and practice from antiquity to the early 20th century. Using a combination of both primary and secondary sources, the course will explore a number of ongoing themes: race, bodily difference, and medicine; medicine and the environment; women, gender, and medicine; the history of the body; the history of sexuality; and the close connections between forms of social order and forms of medical knowledge. Students will understand the fundamental questions and methods of the history of medicine; they will develop critical skills of assessing medicine’s complex role in contemporary society | | |
| Indicative Course Content | The “Hippocratic Heritage” of contemporary western medicine; medicine in late antiquity; faith and healing in the medieval period; medicine and knowledge in the Islamic world; medicine during the Renaissance;  medicine in the age of Enlightenment; professionalization, women-‐  doctors and midwives, and battles over ‘quackery’ in the eighteenth and nineteenth centuries; the role of medicine in colonialism and empire; and the promises and perils of modern medicine (dramatic decreases in  mortality on the one hand, the rise of Eugenics and the importance of Medicine to the National Socialist State on the other). | | |
| Teaching and Learning Methods | The course consists of lectures (40 hours) and seminars (38 hours). During the seminars the students will discuss assigned readings (both primary sources and secondary literature), will learn to lead the discussion and take minutes. | | |
| Indicative Assessment Methods and Strategy | Participation in the discussions during the seminars – 20%; discussion leader – 10%; seminar secretary – 20%; quizzes – 20%; final oral exam based on a set of questions, which are made known to students in advance – 30% | | |
| Readings / Indicative Learning Resources | Mandatory: Magner Lois N., *History of Medicine*. London; New York: Taylor & Francis, 2005 (selected chapters); Porter Dorothy, *Health, Civilization and the State: a history of public health from ancient to modern times*. London: Routledge, 1999 (selected chapters)  Optional: Jackson Mark (ed.), *The Routledge History of Disease*. London: Routledge, 2017. | | |
| Course Instructor | Associate Professor Marina Loskutova | | |