### Course Title:
Health, Medicine & Society: A British Perspective

### Course Code:
LONS HISM 300S

### Subject:
History, Social Policy

### Credits:
3

### Semester/Term:
- ☐ Semester
- ☐ J-Term
- ☒ Summer

### Course Description:
To understand how healthcare is delivered and healthcare systems are developed, you must examine the political, economic, and cultural context during the times the policy was developed. This course offers a survey into the history of medicine in the UK from its roots in antiquity to medieval times through the establishment of socialized medical system.

### Course Requirements:

<table>
<thead>
<tr>
<th>Additional Readings and Resources</th>
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<tr>
<td>Articles and PowerPoint lecture slides as well as a full supplementary reading list are available from the instructor on the course Blackboard site through Arcadia University.</td>
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<table>
<thead>
<tr>
<th>Assignments</th>
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<tbody>
<tr>
<td>Course Requirements</td>
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<tr>
<td>Midterm Paper</td>
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<tr>
<td>Learning Log</td>
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<tr>
<td>Oral Presentation</td>
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<tr>
<td>Final Paper</td>
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<td>Class Participation</td>
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<td>Total</td>
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**Learning Logs** should be completed for each week of the course. If for any reason you miss a session or part of one you should reflect on whatever you did instead. Learning Logs can be submitted to the course leader for feedback as you go along but must also be submitted as a single document.
Learning Outcomes and/or Expected Student Competencies and Assessment Measures:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Course Requirement that will be used to assess the student’s achievement of this outcome</th>
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<tbody>
<tr>
<td>Explain how urbanization, scientific advancements and public health initiatives contributed to the development of a government funded health service.</td>
<td>Learning Logs and papers should set advances in the context of the time.</td>
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<tr>
<td>Analyze the socioeconomic factors at play during critical times of healthcare advancement. Students will investigate the social, political, and economic factors associated with different models of intervention (public health and healthcare) and systems of funding and delivery (Private and State).</td>
<td>Discussion in class should draw on knowledge of US System; Learning logs should reflect further exploration of US and UK system. Papers should reflect the organizational context of healthcare as well as clinical aspects.</td>
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<td>Identify and understand current “hot topics” associated with public health and public policy as it relates to changes in the National Health System.</td>
<td>Evidence used in learning logs should be based on robust, properly referenced sources not just anecdote or personal experience.</td>
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Course Outline:

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>Why study history? Metaphors of health and illness; Medicine in the UK Introduction</td>
</tr>
<tr>
<td>Session 2</td>
<td>Health Issues in Contemporary Context; Economics of health and healthcare</td>
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<td>Session 3</td>
<td>Ancient Medicine- Mediaeval &amp; Renaissance Medicine</td>
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<td>Session 4</td>
<td>British Museum Visit</td>
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<td>Session 5</td>
<td>Early Modern Period</td>
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<td>Session 6</td>
<td>Early Modern Medicine</td>
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<td>Session 7</td>
<td>Visit to Hunterian</td>
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<td>Session 8</td>
<td>Visit to Science Museum</td>
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<tr>
<td>Session 9</td>
<td>Progress in Health- myths</td>
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<tr>
<td>Session 10</td>
<td>19&lt;sup&gt;th&lt;/sup&gt; Century</td>
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<tr>
<td>Session 11</td>
<td>Spitalfields Walk</td>
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<tr>
<td>Session 12</td>
<td>Early 20&lt;sup&gt;th&lt;/sup&gt; Century</td>
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<tr>
<td>Session 13</td>
<td>Guest Lecture- Anti-psychiatry</td>
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<tr>
<td>Session 14</td>
<td>Final Presentations</td>
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**Other Policies:**

**Expectations**
Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at classes, attendance at all group sessions and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including e-mail.

**Attendance/Participation**
Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session.

**Course Policies**
For e-mail communications, students must use their Arcadia University e-mail account. Students are responsible for any information provided by e-mail or through Intranet postings.

**Plagiarism**
Representation of another’s work or ideas as one’s own in academic submissions is plagiarism, and is cause for disciplinary action. *Cheating* is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. *Fabrication* is the falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.

**Late or Missed Assignments**
Will not be accepted for grading.
| **Prerequisites:** | None. |

**Students with Disabilities**

Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before leaving the United States so that appropriate arrangements can be made.