1. **Module Leader**

Professor Sally Sheard

**Biography.** Sally Sheard is the Andrew Geddes and John Rankin Professor of Modern History at the University of Liverpool, UK, with a special interest in the interface between expert advisers and policymakers in the UK and in international organisations. She has written on the history of hospitals, political economy of public health, finance of British medicine, development of the NHS, and medical education. She is a senior associate for the organisation History and Policy [www.historyandpolicy.org](http://www.historyandpolicy.org). She is the director of CHSSoHMT: the Centre for the Humanities and Social Sciences of Health, Medicine and Technology at the University of Liverpool: [https://www.liverpool.ac.uk/humanities-social-sciences-health-medicine-technology/](https://www.liverpool.ac.uk/humanities-social-sciences-health-medicine-technology/).

2. **Module Description**

This module is focused on how the health of people in Britain has changed since the middle of the eighteenth century. Life expectancies have increased, from around 40 years to over 80 years; the pattern of diseases has changed, from infectious disease epidemics, to the emergence of cancers, heart disease, diabetes and other chronic conditions. This module acknowledges that health is shaped by social, economic and political issues as well as by the effectiveness of medicine. It draws extensively on Liverpool’s health history, and incorporates a public health trail and a visit to the iconic Nightingale-designed Liverpool Royal Infirmary.

3. **Module Aims**

This module aims to:

- Build students’ confidence in understanding, discussing and communicating complex ideas, both in written and spoken language.
- Develop skills in research, collaborative learning and in preparing and delivering a group presentation.
- To introduce the history of health and medicine, through exploring how experiences and expectations of health have changed in response to a wide variety of determinants, including living standards, lifestyle choices and medical care.

4. **Content**

The following topics will be considered on the module:

The medical marketplace and medical education (1750-1850)
Epidemic crises (1830-1860)
Emergence of Germ theory and bacteriology (1850-1900)
The changing role of the hospital (1800-2017)
5. Module structure

The module will be delivered over a three-week period in six two-hour sessions (four hours per week, total 12 hours contact time). The final block will be an assessment session.

Each session will take the form of a lecture followed by an interactive seminar. Students will be expected to participate fully and actively throughout the sessions.

In addition, it is expected that students will spend 38 study hours outside of the classroom contact hours on activities including assigned reading, optional reading of areas of personal interest, homework tasks, web research and preparation for assessment. The ‘flipped classroom’ approach will be used, requiring students to prepare in advance for the sessions, and so students should be aware that in order to fully benefit from the face-to-face classroom sessions, they will need to have done the preparation work assigned beforehand.

6. Teaching methods

The teaching approach will include the following:
- Taught sessions
- Small group working
- Group discussions
- Presentations

7. Assessment:

Assessment will be by:
- Group presentation (worth 25% of the overall mark)
- Written essay/reflection of 750-850 words (worth 75% of the overall mark)

Standard University policies apply with regard to late submission of assessments. There is no re-assessment opportunity.

8. Course structure:

The Indicative schedule is as follows:

**Session One:**

*The medical marketplace and medical education (1750-1850)*

The course will begin with some general information about the module, including the aims and assessment. Then it moves on to consider the emergence of medicine as a profession, and how this linked to developments in knowledge of the human body through anatomical dissection and the creation of hospital-based schools of medicine.

**Session Two:**

*Epidemic crises (1830-1860)*
This session focuses on the mid-nineteenth century – a time when Britain and much of Western Europe experienced catastrophic epidemics of infectious diseases, especially cholera. They coincided with social unrest and rapid urbanisation. We will spend the some of this session on a walking tour of Liverpool’s Georgian Quarter to look at the sites of the 1832 cholera riots and key medical buildings.

**Session Three: The changing role of the hospital (1800-2017)**

The role played by hospitals in healthcare has changed dramatically over the past two hundred years. They were originally places of care, but not always cure, in which patients stayed for long periods of time, paid for by philanthropic donations. Now they are locations of high technology and specialist care, in which there are relatively few beds, and the majority of treatment is given to ‘out-patients’.

**Session Four: Emergence of the Welfare State (1900-1948)**

This session will consider the conditions which allowed Britain to develop one of the earliest ‘welfare states’ in 1948, in which universal health care [UHC] is provided free at the point of delivery, and funded through a taxation system rather than insurance-based as in many other countries.

**Session Five: The Social Determinants of Health (1948 -2017)**

We will discuss how health is determined by a wide range of factors, such as income and lifestyle choices, as well as access to health services, and how health (and health inequalities) has become more politicised since the introduction of the National Health Service [NHS] in 1948.

**Session Six: Group Presentations**

In this final session the students will give group presentations about their chosen topics. It will outline how the literature search was constructed and the results; and the main research findings.

9. **Learning outcomes**

On completion of this module, students will be able to:

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Assessment component which assesses this learning outcome</th>
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<tbody>
<tr>
<td>Better understand and communicate complex ideas in written and spoken language</td>
<td>Written essay/reflection Group presentation</td>
</tr>
<tr>
<td>research a topic within the subject area, be better able to work collaboratively in this research and to produce a piece of work based on that research</td>
<td>Written essay/reflection Group presentation</td>
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<tr>
<td>An ability to analyse the determinants of health, the role of the patients, the practitioner and the state in health care.</td>
<td>Written essay/reflection Group presentation</td>
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<tr>
<td>A broad understanding of how experiences and expectations of health</td>
<td>Written essay/reflection Group presentation</td>
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for individuals and populations have changed.

10. Skills

Key skills that will be developed:

<table>
<thead>
<tr>
<th>Skill</th>
<th>How this skill is developed</th>
<th>Mode of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>Group discussions, activities and tasks in class</td>
<td>Group presentation</td>
</tr>
<tr>
<td>Communication</td>
<td>Orally in group discussions, activities and tasks in class, in writing by production of assessed assignment</td>
<td>Written essay/reflection</td>
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11. Books, ebooks and websites:

The University Website at [www.liv.ac.uk/library](http://www.liv.ac.uk/library) provides access to many relevant books and electronic books, as well as academic journals and databases.

Recommended Pre-Course Reading


These books are excellent introductions to this module, but it is not necessary or required to read all of them. We recommend dipping into the chapters of particular interest to you.

We may also assign readings from these books as preparatory work during the course.

Core Texts


**Useful Websites**

[https://wellcomelibrary.org/](https://wellcomelibrary.org/) Wellcome are one of the main funders for history of medicine research internationally. They have an excellent library and exhibition space in London. The online catalogue is a very efficient way to begin research for material on specific topics.