Federal State Autonomous Educational Institution of Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
NAMED AFTER PATRICE LUMUMBA
RUDN University

Institute of Medicine

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

History of Medicine

course title

Recommended by the Didactic Council for the Education Field of:

31.05.03 Dentistry

field of studies / speciality code and title

The course instruction is implemented within the professional education programme of higher education:

Dentistry

higher education programme profile/specialisation title

2024-2025

1. COURSE GOAL(s)

The goal of the course "**History of Medicine**" is to study history, appropriateness and logic development of healing, medicine, medical activities and Public Health from Early being of mankind till our days in different civilizations in context of the World History; to demonstrate an interaction of national and international factors in development of medical knowledge and practice in different parts of the World; to acquaint students with the key advances and discoveries in different fields of Medicine, Surgery, Public Health, and their pioneers; to show the peculiarities of Medical ethics in different civilizations in different times.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course (module) "**History of Medicine**" is aimed at the development of the following competences /competences in part: GC–1, GC–5, GPC–1.

Table 2.1. List of competences that students acquire through the course study

Competence Code	Competence	Indicators of Competence Formation (within the framework of this discipline)
GC-1	UC-1. Being able to implement critical analysis of problem situations based on systems approach, develop an action strategy	GC-1.3. Assessing in a critical way the reliability of information sources, working with contradictory information from different sources
GC-5	UC-5. Being able to analyse and take into account cultural diversity in the process of intercultural communication	GC-5.4. Ensuring the creation of a non-discriminatory communication environment when performing professional tasks.
GPC-1	GPC-1. Being able to implement moral and legal norms, ethical and deontological principals in professional activity	GPC-1.1. Observing bases of medical ethics and deontology; legal bases in healthcare; legal aspects of medical practice.

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course '**History of Medicine**' refers to the core/variable/elective* component of (B1) block of the higher educational programme curriculum.

* - Underline whatever applicable.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*

UC-1	Being able to implement critical analysis of problem situations based on systems approach, develop an action strategy	Philosophy, Latin, Main Bio-medical sciences (Anatomy, Biology and Genetics, Histology and Embryology, Microbiology, Physiology)	Every following clinical subject: Internal Diseases, Dentistry, Surgery, Obstetrics and Gynaecology, Traumatology, Infectious diseases and Epidemiology, etc.
UC-5	Being able to analyse and take into account cultural diversity in the process of intercultural communication	World History, Russian History, History of Religions, Russian/Foreign language, Philosophy	Every following clinical subject: Internal Diseases, Dentistry, Surgery, Obstetrics and Gynaecology, Infectious diseases and Epidemiology, Traumatology, Hygiene, etc.
GPC-1	Being able to implement moral and legal norms, ethical and deontological principals in professional activity	Psychology and Pedagogics, Latin, Main Bio-medical sciences (Anatomy, Biology and Genetics, Histology and Embryology, Microbiology, Physiology)	Every following clinical subject: Internal Diseases, Dentistry, Surgery, Obstetrics and Gynaecology, Traumatology, Infectious diseases and Epidemiology, etc.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course '**History of Medicine**' is 2 credits (72 academic hours).

*Table 4.1. Types of academic activities during the periods of higher education programme mastering (**_full-time training_**)**

Type of academic activities		Total academic hours	Semesters/training modules
			3
Contact academic hours		**51**	**51**
Including:			
Lectures (LC)		34	34
Lab work (LW)			
Seminars (workshops/tutorials) (S)		17	17
Self-studies		18	*18*
Evaluation and assessment (exam/passing/failing grade)		**3**	**3**
Course workload	academic hours	72	72
	credits	2	2

 * To be filled in regarding the higher education programme correspondence training mode.

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
Early kinds of healing	Topic 1 Introduction. Early kinds of healing in Primeval Era	LC, S
Healing and Medicine in Ancient East Civilizations	Topic 2 Healing and Medicine in Ancient Mesopotamia (Sumer, Babylonia, Assyria) and Ancient Egypt	LC, S
	Topic 3 Healing and Medicine in Ancient India and Ancient China	LC, S
Healing and Medicine in Ancient Mediterranean countries	Topic 4 Healing and Medicine in Ancient Greece	LC, S
	Topic 5 Healing and Medicine in Ancient Rome	LC, S
Medieval Medicine (V–XV centuries)	Topic 6 Medicine in the Byzantine Empire and Medieval East (the Caliphates; Middle and Central Asia	LC, S
	Topic 7 Medicine in Medieval Western Europe (V–XV centuries) and Medieval (Old) Russ (IX–XV centuries)	LC, S
Medicine in Early Modern Time (XV – early XVII century)	Topic 8 Renaissance Medicine in Western Europe	LC, S
	Topic 9 Medicine in Pre-Hispanic Americas before and after the conquest (Mayas, Aztecs, Incas) and in the Russia State (XV–XVII centuries)	LC, S
Biological Sciences and Medicine in Modern Time (mid XVII –early XIX century)	Topic 10 Medico-Biological Sciences in Modern Time (Biology and Genetics, Anatomy, Histology, Pathology, Microbiology)	LC, S

		Topic 11 Medico-Biological Sciences in Modern Time (Physiology and Experimental Medicine)	LC, S
Clinical Medicine in Modern Time (mid XVII –early XIX century)		Topic 12 Clinical Medicine in Modern Time (Internal diseases; Infectious diseases and Epidemics)	LC, S
		Topic 13 Clinical Medicine in Modern Time (Problems and progress of Surgery; History of Dentistry)	LC, S
Medicine and Public Health in the XX century		Topic 14 Medicine and Public Health in the XX century (History of the Nobel Prizes in Physiology or Medicine; Medicine and Public Health in Russia in XIX–XX centuries; International co-operation in Public Health and Medicine)	LC, S

* - to be filled in only for **full** -time training: *LC - lectures; LW - lab work; S - seminars.*

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	• A set of specialized furniture: • All necessary equipment for lecture presentations.	*Technical equipment*: – Computer, monitor, projector TOSHIBA X200, – notebook ASUS F9E Core 2 DUO T5750, screen, microphone,– Internet. *Programme Support*: – Microsoft products (OC, including MS Office/ Office 365, Teams, Skype)
Seminar № 317 MI	• A set of specialized furniture: • wall-expositions devoted to different periods of the World History of Medicine and RUDN history, • show-cases holding literature recommended for students, • books on the history of RUDN,	*Technical equipment*: – Computer, HP Presario SG3531RU DualCore, – monitor Benq FP95G 19, – projector Epson EB-X03LCD 2700Lm, – screen 4302, microphone. *Information and expositions*: – pictures and portraits of famous scientists; – books on the World History of

	other displays on the World History of Medicine.	Medicine; – the World map; – Information decks in Russian and English
Self-studies	• Halls at the first, the second and the third levels of the Medical Institute building; Scientific Library at the main University building.	*Technical equipment*: – Computer, HP Presario SG3531RU DualCore, – monitor Benq FP95G 19, – projector Epson EB-X03LCD 2700Lm, – screen 4302, microphone

* The premises for students' self-studies are subject to **MANDATORY** mention

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:
Sorokina T.S. Teaching materials on the subject 'History of Medicine: for students doing Programme 31.05.03 'Dentistry'. Moscow: RUDN; 2023. – 80 с.

1. *Сорокина Т.С.* История медицины: в 2-х т. – Т. 1. – Учебник для студ. высш. мед. учеб. заведений. – 15-е изд., стереотип. (*гриф Минобразования РФ*). – М.: Издательский центр "Академия", 2023. – 288 с. *(in Russian).*
2. *Сорокина Т.С.* История медицины: в 2-х т. – Т. 2. – Учебник для студ. высш. мед. учеб. заведений. – 15-е изд., стереотип. (*гриф Минобразования РФ*). – М.: Издательский центр "Академия", 2023. – 352 с. *(in Russian).*

Additional readings:
1. *Balalykin D.A.* The History of Russian Surgery: Selected Pages. M. LLC Publishing house "Practical medicine". 2017. 288 p.
2. *Bynum W.* The History of Medicine. A very Short Introduction. Oxford. 2008. 170 p.
3. *Bynum W.F. and Porter Roy* (eds.). Companion Encyclopedia of the History of Medicine, 2 vol. London: Routledge, 1992.
4. *Calman, Kenneth C.* Medical Education. Past, Present and Future: Handing on learning. Churchill Livingstone Elsevier, 2007. 543 p.
5. *Cooter, Roger and Pickstone, John* (eds.). Medicine in the Twentieth Century. Amsterdam: Harwood Academic Publishers, 2000.
6. *Ellis, Harold.* A History of Surgery. London: Greenwich Medical Media Ltd; 2002. 264 p.
7. *Jackson, Mark* (eds.). The Oxford Handbook of the History of Medicine. Oxford: Oxford University Press, 2013.
8. *Jackson, Mark.* The History of Medicine. A beginner's Guide. London: Oneworld Publications, 2016. 238 p.
9. *Pashkov K.A.* Dental Science and Dentistry in Russia. Riga; 2013. 247 p.
10. *Pormann, Peter and Savage-Smith, Emilie.* Medieval Islamic Medicine. Edinburgh: Edinburgh University Press, 2007.
11. *Porter, Roy* (eds.). Medicine in the Enlightenment. Amsterdam: Rodopi, 1995.
12. *Porter, Roy.* The Greatest Benefit to Mankind: A medical history of humanity from Antiquity to the Present. London: Fontana Press; 1999. 833 p.
13. *Sorokina T.S.* Russian nursing in the Crimean War // The Journal of the Royal Society of Physicians of London. 1995. Vol. 29. No 1. P. 57–63.

14. *Sorokina T.S.* Nursing in the Russian-Turkish wars (1853–1856, 1877–1878) // Proceedings: 38th International Congress on the History of Medicine. In three vol. Vol. 2. Ankara, 2004. P. 1025–1028.
15. *Sorokina T.S.* Zemstvo physician – a prototype of modern General Practitioner // 40th International Congress on the History of Medicine. August 26-30, 2006. PROCEEDINGS. V. 1. – Budapest, 2006. P. 215-218.
16. *Sorokina T.S.* The Great Russian Surgeon Nikolay Ivanovich Pirogov (1810–1881) (bicentenary of his Birthday) // Vesalius: Acta Internationalia Historiae Medicinae. 2011. Vol. XVII. №1. P. 10–15.
17. *Sorokina T.S.* A Victory over the Plague in Moscow 1770–1772. In: Vesalius: Acta Internationalia Historiae Medicinae. June, 2013. XIX (1): 11–18.
18. *Sorokina T.* Eugeny Tareyev (1895-1986), a founding pioneer of Nephrology in Russia, and Europe. Journal of Nephrology. November-December 2013; 26:22:60-62.
19. *Sorokina, Tatiana S.* "The Great Silk Road" and the first Description of Hypoxia // In: Vesalius: Acta Internationalia Historiae Medicinae. Vol. XXII, No. 2 (Supp), December, 2016: 53–58.
20. *Sorokina, Tatiana S.* Teaching and Learning of the History of Medicine at Peoples' Friendship University of Russia (RUDN University). In: Vesalius: Acta Internationalia Historiae Medicinae. – Vol. XXVI, No. 1, June 2020 e-suppl.: 286–297.
21. *Strathern, Paul.* A Brief History of Medicine from Hippocrates to Gene Theory. London77: Robinson, 2005.
22. The Western Medical Tradition, 800 BC – AD 1800. Cambridge: Cambridge University Press, 1995.

7.2. Internet-based Sources

Table 7.2.1. Internet Sources

14 video-lectures (by T.S. Sorokina) on the History of Medicine in TUIS RUDN	http://esystem.rudn.ru/mod/lesson/view.php&id=
Learning toolkits for self-studies in the RUDN LMS TUIS	http://esystem.pfur.ru
Electronic Library System (ELS) of the RUDN University	http://lib.rudn.ru/MegaPro/Web
University library online	http://www.biblioclub.ru
ELS Wellcome Library	https://wellcomecollection.org/
Electronic library of the MSMDU Dpt. for the History of Medicine	http://www.historymed.ru
Electronic library of the Russian State Library (RSL – РГБ)	http://www.rsl.ru/
Electronic library of manuals	http://studentam.net/
Electronic library system Urait	http://www.biblio-online.ru

Databases and search systems

Electronic Fund of Low and Technical documentation	http://docs.cntd.ru/
Yandex	https://www.yandex.ru/
Google	https://www.google.ru/
SCOPUS	http://www.elsevierscience.ru/products/scopus/

***Таблица 7.3.2.* Video-lectures (by T.S. Sorokina) in Internet**

«Medicine in Ancient Greece» on TV 'Kultura', Programme 'Academia'.
https://tvkultura.ru/anons/show/episode_id/160878/brand_id/20898/
https://tvkultura.ru/anons/show/episode_id/161224/brand_id/20898/

«Medicine in Pre-Hispanic America»:
http://www.historymed.ru/encyclopedia/video_links/index.php?.ELEMENT_ID=2256

«Problems and success of Surgery in Modern Time»:
http://www.historymed.ru/encyclopedia/video_links/index.php?.ELEMENT_ID=2257

Training toolkit for self- studies to master the course *:

1. The set of lectures on the course "History of Medicine".
2. The laboratory workshop (if any) on the course "History of Medicine".
3. The guidelines for writing a course paper / project (if any) on the course "History of Medicine".
4. …………

* The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (GC–1 , GC–5, GPC–1) upon the course study completion are specified in the Appendix to the course syllabus.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

DEVELOPERS:

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| position, department | signature | name and surname |

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