Department of Humanities

Special Topics Interdisciplinary Course Proposal

Course #ARTH 2101 Healing the Body: The Visual Culture of Medicine

Proposers: Sandra Cheng, Gwen Cohen-Brown, Aida Egues

10/27/14

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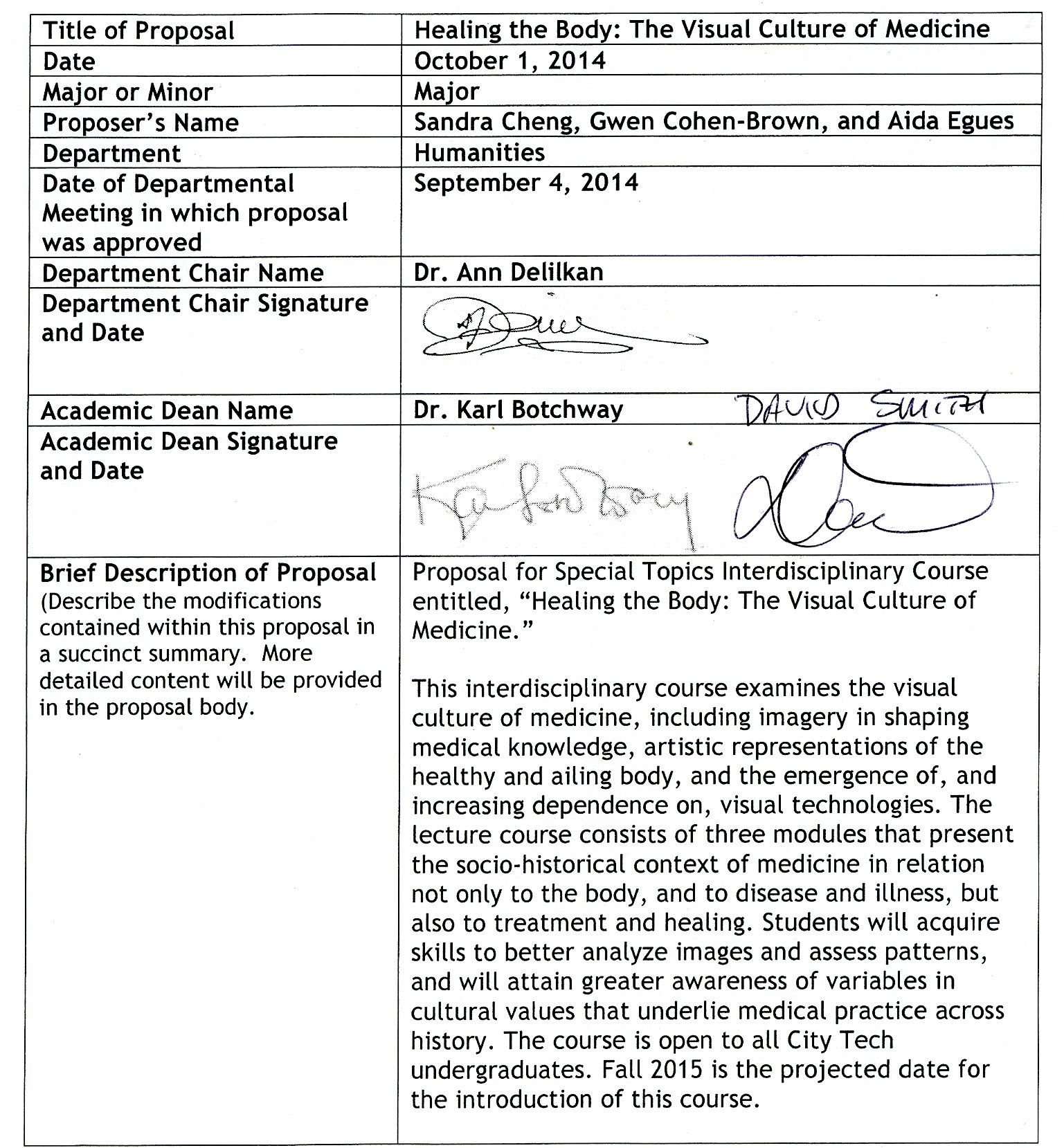
Interdisciplinary Committee Course Review Form 37

CUNY Common Core Course Submission Form 40

New York City College of Technology, CUNY

# CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.



|  |  |
| --- | --- |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | Major transformations in healthcare, especially after enactment of the Affordable Care Act, make it critical for both consumers and providers to “see” disease, healing and overall aspects of health through both historical and contemporary perspectives of medicine to better understand how visual images affect care. With the participation of the School of Arts and Sciences and School of Professional Studies, City Tech has the faculty expertise to offer a unique, interdisciplinary undergraduate course in the visual culture of medicine. The combination of faculty in the liberal arts and sciences and allied health professions gives students diverse perspectives on medicine that range from historical interpretations to the assessments of practicing professionals. The visual culture of medicine is a relatively new course offering in undergraduate curricula, frequently subsumed as a section of visual culture of science/technology courses, and usually offered as a course in art history or history departments. Drawing from faculty of diverse departments, City Tech’s course offers a truly interdisciplinary approach to the visual culture of medicine. This course will attract students from a variety of disciplines who have an interest in art history, history, science, and medicine, and are looking for a relevant interdisciplinary elective or seek to fulfill a common core requirement in Individual and Society. |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | This proposal was developed in summer 2014 and submitted for Application for Interdisciplinary Course Designationto the Interdisciplinary Committee on August 25, 2014. The Interdisciplinary Committee approved interdisciplinary designation on October 21, 2014. |

Please include all appropriate documentation as indicated in the Curriculum Modification Checklist.

For each new course, please also complete the New Course Proposal and submit in this document.

Please submit this document as a single .doc or .rtf format. If some documents are unable to be converted to .doc, then please provide all documents archived into a single .zip file.

## ALL PROPOSAL CHECK LIST

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal | X |
| * Rationale for proposal | X |
| * Date of department meeting approving the modification | X |
| * Chair’s Signature |  |
| * Dean’s Signature |  |
| Evidence of consultation with affected departments  List of the programs that use this course as required or elective, and courses that use this as a prerequisite. |  |
| Documentation of Advisory Commission views (if applicable). |  |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). | X |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

|  |  |
| --- | --- |
| Documentation indicating core curriculum requirements have been met for new programs/options or program changes. |  |
| Detailed rationale for each modification (this includes minor modifications) |  |

New York City College of Technology, CUNY

# NEW COURSE PROPOSAL FORM

This form is used for all new course proposals. Attach this to the [Curriculum Modification Proposal Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-10-Curriculum_Modification_Proposal_Form.docx) and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

|  |  |
| --- | --- |
| **Course Title** | **Healing the Body: The Visual Culture of Medicine** |
| **Proposal Date** | October 1, 2014 |
| **Proposer’s Name** | **Sandra Cheng, Gwen Cohen-Brown, and Aida Egues** |
| **Course Number** | ARTH 2101 |
| **Course Credits, Hours** | 3 credits, 3 class hours |
| **Course Pre / Co-Requisites** | ENG 1101 |
| **Catalog Course Description** | This interdisciplinary course examines the visual culture of medicine, including how images help shape medical knowledge, artistic representations of the healthy and ailing body, and the emergence and increasing dependence on visual technologies. The lecture course consists of three modules that present the socio-historical context of medicine in relation to the body, disease and illness, and treatment and healing. Students acquire skills to better analyze images, and examine variables in cultural values that underlie medical practice across history. |
| **Brief Rationale**  Provide a concise summary of why this course is important to the department, school or college. | Major transformations in healthcare, especially after enactment of the Affordable Care Act, make it critical for both consumers and providers to “see” disease, healing and overall aspects of health through both historical and contemporary perspectives of medicine to better understand how visual images affect care. With the participation of the College of Arts and Sciences and School of Professional Studies, City Tech has the faculty expertise to offer a unique, interdisciplinary undergraduate course in the visual culture of medicine. The combination of faculty in the liberal arts and sciences and allied health professions will give students diverse perspectives on medicine that range from historical interpretations to the assessments of practicing professionals. The visual culture of medicine is a relatively new course offering in undergraduate curricula, frequently subsumed as a section of visual culture of science/technology courses, and usually offered as a course in art history or history departments. Drawing from faculty of diverse departments, City Tech’s course will offer a truly interdisciplinary approach to the visual culture of medicine. This course will attract students from a variety of disciplines who have an interest in art history, history, science, and medicine, and are looking for a relevant interdisciplinary elective or seek to fulfill a common core requirement in Individual and Society. |
| **Intent to Submit as Common Core**  If this course is intended to fulfill one of the requirements in the common core, then indicate which area. | Yes, Individual and Society |
| **Intent to Submit as An Interdisciplinary Course** | Yes, submitted August 25, 2014, and approved by ID committee on October 21, 2014 |
| **Intent to Submit as a Writing Intensive Course** | No |

Please include all appropriate documentation as indicated in the NEW COURSE PROPOSAL Combine all information into a single document that is included in the Curriculum Modification Form.

# NEW COURSE PROPOSAL CHECK LIST

Use this checklist to ensure that all required documentation has been included. You may wish to use this checklist as a table of contents within the new course proposal.

|  |  |
| --- | --- |
| **Completed NEW COURSE PROPOSAL FORM** |  |
| * Title, Number, Credits, Hours, Catalog course description | X |
| * Brief Rationale | X |
| Completed [Library Resources and Information Literacy Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/curriculum_modification_library_form.doc) | X |
| **Course Outline**  Include within the outline the following. |  |
| Hours and Credits for Lecture and Labs  If hours exceed mandated Carnegie Hours, then rationale for this | X |
| Prerequisites/Co- requisites | X |
| Detailed Course Description | X |
| Course Specific Learning Outcome and Assessment Tables   * Discipline Specific * General Education Specific Learning Outcome and Assessment Tables | X |
| Example Weekly Course outline | X |
| Grade Policy and Procedure | X |
| Recommended Instructional Materials (Textbooks, lab supplies, etc) | X |
| Library resources and bibliography | X |
| **Course Need Assessment.**  Describe the need for this course. Include in your statement the following information. | X |
| Target Students who will take this course. Which programs or departments, and how many anticipated?  Documentation of student views (if applicable, e.g. non-required elective). | X |
| Projected headcounts (fall/spring and day/evening) for each new or modified course. | X |
| If additional physical resources are required (new space, modifications, equipment), description of these requirements. If applicable, Memo or email from the VP for Finance and Administration with written comments regarding additional and/or new facilities, renovations or construction. |  |
| Where does this course overlap with other courses, both within and outside of the department? | X |
| Does the Department currently have full time faculty qualified to teach this course? If not, then what plans are there to cover this? | X |
| If needs assessment states that this course is required by an accrediting body, then provide documentation indicating that need. |  |
| **Course Design**  Describe how this course is designed. |  |
| Course Context (e.g. required, elective, capstone) |  |
| Course Structure: how the course will be offered (e.g. lecture, seminar, tutorial, fieldtrip)? |  |
| Anticipated pedagogical strategies and instructional design (e.g. Group Work, Case Study, Team Project, Lecture) |  |
| How does this course support Programmatic Learning Outcomes? |  |
| Is this course designed to be partially or fully online? If so, describe how this benefits students and/or program. |  |
| **Additional Forms for Specific Course Categories** |  |
| [Interdisciplinary Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/Application-for-Interdisciplinary-Course-Designation.docx) (if applicable) |  |
| [Common Core (Liberal Arts) Intent to Submit](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/CommonCoreCourseSubmissionForm_4.2.12.doc) (if applicable) |  |
| Writing Intensive Form if course is intended to be a WIC (under development) |  |
| If course originated as an experimental course, then results of evaluation plan as developed with director of assessment. |  |
| **(Additional materials for** [**Curricular Experiments**](http://www.300jaystreet.com/college-council/curriculum_proposals/curricular-experiments)**)** |  |
| Plan and process for evaluation developed in consultation with the director of assessment. (Contact Director of Assessment for more information). |  |
| Established Timeline for Curricular Experiment |  |

# Chancellor’s Report

**Section AIV: New Courses**

**AIV.1. Department Humanities**

**Course Number: ARTH 2101**

**Title: Healing the Body: The Visual Culture of Medicine**

**Hours: 3 Class Hours, 0 Lab Hours**

**Credits: 3 Credits**

**Prerequisites: ENG 1101**

**Course Description:** Examines the visual culture of medicine, including how images help shape medical knowledge, artistic representations of the healthy and ailing body, and the emergence and increasing dependence on visual technologies. The lecture course consists of three modules that present the socio-historical context of medicine in relation to the body, disease and illness, and treatment and healing. Students acquire skills to better analyze images, and examine variables in cultural values that underlie medical practice across history.

**Rationale:** Major transformations in healthcare, especially after enactment of the Affordable Care Act, make it critical for both consumers and providers to “see” disease, healing and overall aspects of health through both historical and contemporary perspectives of medicine, in order to better understand how visual images affect care. With the participation of the School of Arts and Sciences and School of Professional Studies, City Tech has the faculty expertise to offer a unique, interdisciplinary undergraduate course in the visual culture of medicine. This course will attract students from a variety of disciplines who have an interest in art history, history, science, and medicine, and are looking for a relevant interdisciplinary elective or seek to fulfill a common core requirement in Individual and Society.

# Course Needs Assessment

The proposed course, ARTH 2101 Healing the Body: The Visual Culture of Medicine, will be offered by the Humanities Department, expanding the department’s course offerings that develop skills in the critical analysis of visual material. The course is expected to be taught in both Fall and Spring semesters, with a trial run of 20 students per section up to a maximum of 30 students per section. Enrollment is projected to be similar to the high enrollments for other art history courses. The initial offering of ARTH2101 Healing the Body: The Visual Culture of Medicine will be a day section, which may be expanded to an evening section or a hybrid class in the future. With full-time instructors who include scholars in art history and professionals in the allied health programs, this interdisciplinary course is being proposed as a model for implementation of a course that includes departments across different schools. With strong art history course offerings, the Humanities Department is an ideal department to introduce Healing the Body: The Visual Culture of Medicine course with hopes that it will be cross-listed with other departments in the allied health programs in the future. There is a minor overlap with some content in NUR 4010 Community Health Nursing, which is a course that is open only to students in the Department of Nursing.   
  
Although open to all City Tech students, Healing the Body: The Visual Culture of Medicine would attract students from a variety of disciplines who have an interest in art history, history, science, and medicine, and are looking for a relevant interdisciplinary elective or seek to fulfill a common core requirement in Individual and Society.

# Course Design

The course is designed as an elective course to serve as an introduction to the visual culture of medicine from the perspectives of historians and practicing health professionals. This interdisciplinary course is being proposed as a model for implementation of a course that includes departments across different schools. The course proposers are faculty members from the departments of Dental Hygiene, Humanities, and Nursing. The course is divided into three modules: the medical body, disease and illness, and treatment and healing, in order for each faculty member to be responsible for a module. The first module on “the medical body” provides a historical context for medical-related imagery and will be taught by an art historian, although it is possible for experts in medical anthropology or the history of science to teach this component. The second module “disease and illness” emphasizes epidemiology and will be taught by a professor with lengthy experience with pathologies. It is likely that professors in Biology, Vision Care, and other departments of the allied health professions can teach this second component. The third module on “treatment and healing” focuses on visual images related to places of treatment and treatment methods, and will be taught by a professor and practicing professional in the Nursing department who is also a fellow of the New York Academy of Medicine. It is possible that other faculty members in Nursing or Human Services can teach this component of the course. Although the course content is limited to the visual culture of medicine, the course is designed with three thematic modules to facilitate implementation across college departments. It is possible that content will vary with the instructors who collaborate to teach this interdisciplinary course. Depending on the professor’s expertise, it is also conceivable one instructor can teach two modules instead of one component of the course. It is the hope of the original proposers that other faculty who wish to teach this course can achieve a combination that gives equal weight to imagery related to both historical and contemporary medical practice.

The proposers are faculty members who participated in the NEH grant, Comparative Perspectives on Health, Illness, and Healing, as well as having been Fellows in the Title V grant A Living Laboratory: Revitalizing General Education for a 21st Century College of Technology. As participants in both grants, we recognized the value of collaboration across disciplines and the use of high-impact educational practices. Through illustrated lectures, group activities, place-based learning, selected readings, and discussion, students will develop skills to better analyze medical-related images, and will attain greater awareness of variables in cultural values that underlie medical practice across history. This course will attract students from a variety of disciplines who have an interest in art history, history, science, and medicine, and are looking for a relevant interdisciplinary elective or seek to fulfill a common core requirement in Individual and Society.

**Special Topics Interdisciplinary Course Proposal**

# Course Outline

**Course # ARTH 2101**

**Title: Healing the Body: The Visual Culture of Medicine**

3 credits, 3 class hours

**Prerequisite**: ENG 1101

**Recommended Textbook and Materials:**

Faculty will determine what material will be included in a course reader of articles and excerpts of texts, including those suggested for weekly readings and in the select bibliography.

**Course Description:**

This interdisciplinary course examines the visual culture of medicine, including how images help shape medical knowledge, artistic representations of the healthy and ailing body, and the emergence and increasing dependence on visual technologies. The lecture course consists of three modules that present the socio-historical context of medicine in relation to the body, disease and illness, and treatment and healing. Students acquire skills to better analyze images, and examine variables in cultural values that underlie medical practice across history.

## COURSE INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS

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| --- | --- |
| **LEARNING OUTCOMES** | **ASSESSMENT METHODS** |
| **1.**  Connect and integrate across-discipline knowledge between the humanities and medicine. | **1.**  ACTIVITY: View and analyze medical-related imagery through the lens of a historian and medical professional.  EVALUATION: Students submit critical analyses to material chosen by the instructor of each module.  ACTIVITY: Read from different sources to acquire a variety of disciplinary perspectives for discussion in class and on class blog.  EVALUATION: Students write reflective responses to class activities and to discussion topics posted by the instructor on the OpenLab throughout the semester.  ACTIVITY: Learn and apply skills from distinct disciplines to solve problems.  EVALUATION: Use of group and cumulative projects, submitted on the OpenLab and ePortfolio. |
| **2.**  Learn critical tools for looking at medical images in order to synthesize and transfer knowledge across disciplinary boundaries through the lens of morality, ethics, socio-economic factors, cultural bias, and changing environment. | **2.**  ACTIVITY: Through a combination of lecture, group activity, and discussion, students acquire a better understanding of issues of morality, ethics, and other cultural factors from the perspective of different disciplines as they relate to the body, to disease and illness, and to treatment and healing.  EVALUATION: Students participate in group activities to evaluate historical texts and contemporary sources in relation to medicine. Each group of 5-6 students is given several questions to answer and must formulate answers based on group discussion, analysis, and evaluation of the material.  ACTIVITY: High-impact practices, including field trips and game-based learning will help students better connect the multiple factors inherent to medical imagery.  EVALUATION: Students write reflective responses about their experiences and share with instructors and classmates on the OpenLab. |
| **3.**  Acquire an understanding of how different disciplinary perspectives and cultural traditions impact the interpretation of medical-related imagery | **3.**  ACTIVITY: Look, read, and discuss the images on significant events in the history of medicine and contemporary health practice.  EVALUATION: In seminar-like discussions, students are guided to help articulate their responses to images illustrated in Class Lectures and outlined in class readings.  ACTIVITY: Learn and practice the use of vocabulary from different disciplines in discussion and demonstrate knowledge of terms in discussion, class activities, writing assignments, projects, and exams.  EVALUATION: Students submit a response paper and/or homework, writing for in-class group activities, blog entries, and exams, which require well-written arguments that incorporate visual evidence and the meanings and concepts associated with them. |

## GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT METHODS

|  |  |
| --- | --- |
| **LEARNING OUTCOMES** | **ASSESSMENT METHODS** |
| **1.**  Demonstrate an ability think critically, to distinguish between fact and opinion, in the analysis of different kinds of medical imagery. | **1.**  ACTIVITY: Use material from a variety of sources in the classroom and for writing assignments. Students are expected to distinguish between primary and secondary sources in discussion, group activities, and writing assignments. They are expected to properly cite all material used for written assignments.  EVALUATION: In written assignments, group activities, and blog entries, students learn how to develop vocabulary and theoretical methods to analyze relationships between images and healthcare. |
| **2.**  Demonstrate the ability to evaluate critical and historical materials for the study of health and disease in order to construct a coherent and substantiated argument, written in clear and correct prose. | **2.**  ACTIVITY: Writing assignments demonstrate student research and bibliographic skills. Reflective writing (blogging), informal written assignments (classroom activities), and formal written assignments give students multiple opportunities to develop persuasive writing skills.  EVALUATION: In written assignments and group activities, students will demonstrate their understanding of health and disease and its connection and portrayal through the human experience. Students are expected to conduct bibliographic research to support their analyses. |
| **3.**  Develop communication skills and demonstrate the ability to reflect critically on the learning process. | **3.**  ACTIVITY: Classroom group work includes collaborative writing, game-based learning, and visual analysis activities to develop interpersonal skills.  EVALUATION: Through group activities, students apply their knowledge of the skills involved in looking at medical imagery, learn to better communicate with each other, and work together to submit short essays and presentations.  ACTIVITY: Seminar-like discussion gives students opportunities to develop communication skills.  EVALUATION: In class discussion, students share their understanding of the connection between visual images, on the one hand, and health and disease, on the other, and learn to better articulate their own critical responses and to listen to others.  ACTIVITY: Blogging on the OpenLab promotes self-reflective practices.  EVALUATION: This course uses City Tech’s Openlab as the interface for the class website, where students post blog entries that are responses to discussion topics posted by the instructor. Submissions that are personal and based on life experience will be submitted on password-protected pages. The Openlab class website allows easy communication between instructor and students. |

## FRAMEWORK OF CONTENT LEARNING OBJECTIVES FOR THREE MODULES

|  |
| --- |
| Module 1: The Medical Body  1. Explore the historical connection between art and medicine and connect to broader studies that connect the arts and sciences 2. Introduce basic art historical skills of formal analysis and iconography 3. Examine how new visual technologies impact the transmission of medical knowledge (i.e., print, photography, digital imaging) |
| Module 2: Disease and Illness  1. Connect the practice of medicine to ethical issues 2. Explore visual images in connection to epidemiology 3. Examine how medical practitioners are portrayed as heroes or villains |
| Module 3: Treatment and Healing  1. Introduce basic assessment skills in healthcare 2. Explore the change in sites of treatment 3. Investigate the development of treatment plans and therapies |

### Sample Weekly Course Outline

**Module 1: The Medical Body taught by Professor Sandra Cheng**

The module on the medical body focuses on the “screening of the body” from early dissection to modern-day medical imaging. This section begins with the intersection between art and science in the Renaissance period, when scientists and artists worked simultaneously to better understand the body through the study of anatomy. The age that brought forth Leonardo’s *Vitruvian Man* and Vesalius’s *On the fabric of the human body* was the start of an explosion of anatomical study in both the arts and sciences. Wax anatomical models played roles in both artistic study as well as medical training. Other topics within this module will include an investigation of the 19th-century application of the new medium of photography to the medical sciences, including the theory of polygenesis that was put forth by the founder of modern biology Louis Agassiz or Eadweard Muybridge’s photographic studies of human locomotion. The module will end with an investigation devoted to medical imaging as modern practice becomes increasingly reliant on images of the body produced via CT scans, MRIs, sonograms, and other models of digital scanning.

**Week 1:**  **Introduction**

* Course, student, and faculty introduction
* Introduction to the OpenLab
* Four Humors of Ancient and Medieval medicine
* Quiz: Which of the Four Humors is yours?
* Visual analysis and introduction to iconography with Albrecht Durer’s *Fall of Man*
* Viewing: excerpt Balanchine’s *Four Temperaments* ballet
* Visual analysis of [Thomas Woodruff’s Four Temperaments Variations](http://thomaswoodruff.com/four-temperament-variations/) painting series

**Homework:**

1. Explore the [*Leonardo Journal*](http://www.leonardo.info/) on CityTech library’s Project Muse database. Find an article about an artist who addresses issues that you believe are medically-grounded. Print out the article and write 3 paragraphs about what it is, why it interests you, and what you think is lacking (critique the article! and the work!). Students will turn in their homework in week 2 but they will present their 5-min reviews over the next 4 classes.

**Readings:**

Martin Kemp, “Medicine in View: Art and Visual Representation,” in Irvine Loudon, ed., *Western Medicine: An Illustrated History* (Oxford, 1997), 1-22.

Nicholas Mirzoeff, “What is Visual Culture?” in N. Mirzoeff, *The Visual Culture Reader* (Routledge, 1998), 3-13.

Erwin Panofsky, *The Life and Art of Albrecht Dürer*. 4th ed. (Princeton, 1955), 84 (excerpt).

**Week 2: Examining the Body**

* Picturing disease: bubonic plague, St. Anthony’s Fire, leprosy
* Locating medical professionals: midwives, physicians, surgeons, and charlatans
* Bodily fluids in art: from Renaissance putti to Dutch genre images of doctors to Andres Serrano

**Homework:**

1. View BBC *Beauty and Anatomy* documentary episode I “Galen and Leonardo”
2. Blog reflection

**Assignment:**

2-page Formal Analysis paper of images from a select group of works including Mantegna’s *Foreshortened Christ,* Caravaggio’s *Death of the Virgin,* Ghirlandaio’s *Old Man with His Grandson.*

**Readings:**

Excerpt, Boccaccio, introduction to *The* *Decameron*

**Week 3: Intersections between Art and Anatomy**

* Viewing: Leonardo’s anatomical studies (view examples of Windsor Castle drawings and 3D animations from recent 2012-2013 exhibitions in England)
* Medical revolution in Andreas Vesalius’ *De humani corporis fabrica* (1543)
* Dissection practices in early modern Italy
* Anatomical illustrations: flap prints to re-purposed erotic prints
* Later anatomy paintings: Rembrandt’s Anatomy lesson of Dr. Tulp
* Wax models: studies by Francesco Calenzuoli, anatomical wax models in Florence’s Museum La Specola

**Homework:**

1. Explore the anatomical models in Museum La Specola
2. Blog reflection

**Readings:**

Excerpt, Martin Kemp and Marina Wallace, *Spectacular Bodies: The Art and Science of the Human Body from Leonardo to Now,* exhibition catalogue, Haywood Gallery (University of California Press, 2000).

Excerpt, Sachiko Kusukawa, “The Uses of Pictures in the Formation of Learned Knowledge: the Cases of Leonhard Fuchs and Andreas Vesalius,” in *Transmitting Knowledge: Words, images, and instruments in early modern Europe*, ed. by S. Kusukawa and I. Maclean (Oxford, 2006), 73-96.

Excerpt, Katherine Park, "The Criminal and the Saintly Body: Autopsy and Dissection in Renaissance Italy." *Renaissance Quarterly* 47, 1 (1994): 1–33.

**Week 4: The Impact of Photography on Medical Knowledge**

* Ether, “The Death of Pain,” and Southworth & Hawes’ early documentation of operations
* Viewing: Excerpt from Episode 1 of Steven Soderbergh’s *The Knick*
* 19th century racial science and photography
* Louis Agassiz’s theory of polygenesis and slave daguerreotypes
* Civil War medical practice and documentation of the wounded
* Physiognomy and medical studies by Hugh Welch Diamond and Duchenne de Boulogne
* Eadweard Muybridge and the study of human locomotion

**Homework:**

1. Explore online the series “From Here I Saw What Happened and I Cried” (1995-1996) by Carrie Mae Weems
2. Blog reflection

**Readings:**

Excerpt, Brian Wallis, “Black Bodies, White Science: Louis Agassiz’s Slave Daguerreotypes,” *American Art* 9, 2 (1995): 38-61.

Excerpt, Jeff L. Rosenheim, “Collecting the Wounded,” in *Photography and the American Civil War,* exhibition catalogue Metropolitan Museum of Art (New York, 2013),173-193.

**Week 5: BioTech Frontiers and Digital Imaging**

* Artists who use or comment on biotech and digital imaging technologies
* Nancy Burson’s Age Machine and Human Race Machine
* Gary Schneider, Eduardo Kac, Bureau of Inverse Technology art collective, Bryan Crockett on Oncomouse
* The exam will be short answer and multiple choice
* The contents of the exam will reflect the topics covered

**Readings:**

Paula A. Treichler andLisa Cartwright, “Introduction,” special issue on “Imaging Technologies, Inscribing Science” of *Camera Obscura* 10, 128 (1992): 4-19.

Anne Marie Todkill, “The art of self-examination” on Gary Schneider’s *Genetic Self-Portrait* series, *Canadian Medical Association Journal* 161, 11 (1999): 1429.

**Module 2: Disease and Illness taught by Professor Gwen Cohen-Brown**

This module investigates the role of images in disease and illness and emphasizes the representation of epidemics from the late middle ages until now. Issues to be considered may include the impact of the Black Death. The twentieth century part of the unit will include an examination of Jonas Salk’s development of the vaccine for polio and the portrayal of medical doctors as heroes in pictorial magazines such as *Life.* The module ends with a careful study of the depiction of AIDS in fine art, popular imagery, the news media, and activism.

**Potential field trips in NYC or virtual trips:**

* Possible Field Trip: The Museum of Sex, The Bodies Exhibit, Morbid Anatomy Museum
* The Mutter Museum (via website)

**Week 6: Medical Mapping and Epidemiology**

* Game-based learning: use Plague Inc. or Pandemonium to simulate the outbreak of a pandemic disease and to give students an introduction of transmission on a global scale
* Discuss potential epidemics like Ebola and the current state of the AIDS epidemic

**Readings:**

Woody Allen, “If the Impressionists had been Dentists” in *Without Feathers*. New York: Random House, 1975.

Excerpt, Jessica Snyder Sachs. *Good Germs, Bad Germs: Health and Survival in a Bacterial World.* New York: Hill & Wang, 2007

**Homework:**

Students will be required to complete IRB certification to gain a better understanding of ethical codes.

Students will find an artwork that portrays the clinical manifestations of an epidemic, whether on an individual patient level or on a societal level and write about the portrayal of the disease and the efficacy of the medium chosen. This will be a short essay assignment.

Listen to Steven Johnson’s TEDTalk [“How the ‘ghost map’ helped end a killer disease.”](file:///C:\Documents%20and%20Settings\ADelilkan\My%20Documents\GroupWise\steven_johnson_tours_the_ghost_map)

**Week 7: Remembered, Recovered and Invented History**

* Miasma theory of disease
* The Black Death: how was it portrayed, the reality vs. idealized
* Discussion of the emerging theories of the bubonic plague
* Art and current and past representations of the plague in painting and sculpture

**Readings:**

Excerpt, Arno Karlen, *Man and Microbes: Disease and Plagues in History.* New York: Simon and Schuster, 1996.

Excerpt, Steven Johnson, *The Ghost Map. The story of London’s most terrifying epidemic and how it changed science, cities, and the modern world.* New York: Riverhead Books, 2006.

**Homework:**

Students will be required to find an artwork that portrays an image of the black plague and write a personal statement on how the piece affected their perception of the plague and how it could be used to present a current disease process. This will be a short essay assignment.

**Week 8: How are Medical Providers presented, Heroes or Villains**

* Lecture on Jonas Salk’s development of the vaccine for polio, how it was portrayed in art and media
* Medicine can be helpful or harmful. Not all medicine is accepted when first presented.
* Discussion will focus on some of the significant milestones in medicine and the leading forces behind them.
* Concepts to be presented will include, vaccines, antibiotics, anesthesia and hygiene.

**Homework:**

Students will be required to find a health care provider who changed the way medicine is practiced and find an artwork that demonstrates this change in technology. Examples of the former include Florence Nightingale, Marie Curie, and Jonas Salk. Student will post their findings on the OpenLab.

**Week 9: STDs, HIV and the AIDS Epidemic**

* HIV disease has changed how we think about and approach sexually transmitted diseases but it is by no means the first STD to affect society
* We will study Syphilis, Herpes, and Chlamydia, which have infected and affected millions
* We will study bacterial, microbial and viral transmission of STDs and how these diseases are portrayed in art and advertising

**Readings:**

Excerpt, Marita Sturken, Chapter 7 “Bodies of Commemoration: The Immune System and HIV” in *Tangled Memories: The Vietnam War, Man and Microbes: Disease and Plagues in History.* New York: Simon and Schuster, 1996.

Excerpt, Steven Johnson, *The Ghost Map. The story of London’s most terrifying epidemic and how it changed science, cities, and the modern world.* New York: Riverhead Books, 2006.

**Assignment:**

Students will be required to find an artwork that portrays an image of a sexually transmitted disease and write a personal statement on how the piece affected their perception of the disease. This will be a short essay assignment and presentation.

**Week 10: Exam and Presentations**

* The exam will be short answer and multiple choice
* The contents of the exam will reflect the topics covered
* Short presentations of personal reflections on STDs, HIV, or AIDS

**Module 3: Treatment and Healing taught by Professor Aida Egues**

The third module covers visual imagery associated with treatment and healing from the middle ages to today’s multi-billion dollar pharmaceutical advertising industry, which strives to present drugs in a positive light. This module is divided into two sections that are devoted to places of treatment (such as clinics, hospitals, and asylums) and on treatment methods. Students will be introduced to different sites of treatment from asylums to changing hospital environments and public clinics. Students will explore what “assessment” in terms of “seeing” the patient implies as both art and science. Students will examine concepts of harm reduction and those involved in alternative therapies.

**Week 11: Dealing with Health Challenges Through Art**

* The process of creating and finishing a piece of art has helped individuals deal with health challenges while making sense of emotional, mental or physical needs, often as a method of self-treatment.
* Students will examine how healing is possible for those who experience visual art through observation and contemplation of the message, and how it reinforces the awareness that one need not be alone in a time of health challenge.

**Readings:**

Excerpt, David Serlin, ed. *Imagining Illness Public Health and Visual Culture.* Minneapolis: University of Minnesota Press, 2010. (read select excerpts from this book for Weeks 11-14)

Excerpt, Lisa Diedrich. *Treatments Language, Politics, and the Culture of Illness.* Minneapolis: University of Minnesota Press, 2007. (read select excerpts from this book for Weeks 11-14)

Excerpt, Samuels, M., & Rockwood Lane. *Healing with the Arts: A 12-Week Program to Heal Yourself and Your Community*. Altria Books/Beyond Words, 2013.

**Assignment:**

Students will be required to discuss how famous artists through time produced work that portrayed the adaptation and struggle with disease, the use of art as a coping mechanism, the use of art to objectify emotional and physical suffering, and the use art to raise awareness of disease and other social issues. Examples include Vincent van Gogh, Auguste Renoir, Henry Matisse, Frida Kahlo, and Keith Haring. A short self-reflection piece about how the student interprets ‘art as treatment’ will be required.

**Week 12: Places of Healing: From Monasteries to Asylums to Community**

* Different physical places or sites of healing have evolved and been recognized for centuries, including the monastery, battlefield, institutions, home, and community-based centers.
* Discussion will focus on the contribution of the arts towards achieving clinical outcomes for the benefits of clients/patients, enhancing client/patient quality of life, helping healthcare providers manage health services, providing better quality of healthcare, raising staff moral and job satisfaction, and widening the skills of healthcare providers in different sites of treatment as integral parts of places of healing.

**Readings:**

Excerpt, Lelchuk Staricoff, R. *Arts in health: a review of the medical literature*. London: Art Council England, 2004.

Excerpt, Anthony Bourdain, *Typhoid Mary: An Urban Historical.* New York: Bloomsbury, 2001.

Listen to Radiolab podcast on [Patient Zero: Typhoid Mary](http://www.radiolab.org/story/169879-patient-zero/) or watch PBS Nova documentary [The Most Dangerous Woman in America](http://youtu.be/8JPCZOb7z2w).

**Assignment:**

To demonstrate awareness of client/patient encounters that are place/site-specific,

students will be required to present a written case study of how art heals in a site of treatment around the world, and will include art-healing programs.

**Week 13: Enhancing Health and Wellness: Assessment and Creative Expression**

* “Assessment” as both art and science, connects the feelings that patients reveal to the findings that healthcare providers gauge. Students will explore what assessment means in terms of use of all of the senses. Discussion will also address what nursing is, and what it is not, in terms of how to permit art as the expression of care through the seminal work of Florence Nightingale.
* Emotions influence immunological functioning and too much stress has a negative impact on the functioning of the body’s immune system.
* Students will investigate how art-based interventions are effective in reducing adverse physiological and psychological outcomes, including how ‘harm reduction’ aims to keep people safe and minimize death, disease, and injury from high risk behavior. Their findings will be contrasted with their research into how creative arts or expressive activities have emerged as effective means of enhancing health and wellness via alternative therapies.’

**Readings:**

Nightingale, F. (1860). [*Notes on Nursing: What it is and What it is Not*](http://digital.library.upenn.edu/women/nightingale/nursing/nursing.html). NY: D. Appleton & Company.

Excerpt, Rockwood Lane, M., & Samuels, M. Stuckey, H.L., & Nobel, J. “The connection between art, healing, and public health: A review of current literature.” *American Journal of Public Health* 100, 2 (February 2010): 254-263.

Excerpt and view video of *Bates’ Visual Guide to Physical Assessment*.

**Assignment:**

Students will engage in collaborative group work to present the potential benefits of art-based interventions in enhancing health and wellness to the class. Students will be pre-assigned areas of intervention through expressive writing, movement-based creative expression music engagement, and visual arts, as well as alternative healing measures.

**Week 14: Creating a Healing Environment**

* Information received through our senses evokes physiological and emotional responses of anxiety or serenity. Healthcare providers must learn to not only to see to care, but to care to see.
* The interaction between humans and the different environments, in which they are placed, have long been known and range from Roman physician Galen to Florence Nightingale, and then on to the 21st century patient-centered approach, up to today’s atmosphere of healing.
* Comics make an intriguing educational medium for patients, especially those with poor literary skills and marginalized groups such as those dealing with addiction or mental illness. Students will explore the use of graphic illness narratives to provide new knowledge about the illness experience and commentary on the pervading cultural conceptions of disease and health care.

**Readings:**

Excerpt, El Refaie, E. (2012). *Autobiographical comics: Life writing in pictures*. Jackson: University Press of Mississippi.

Green, M. J., & Myers, K. R. (2010). “Graphic medicine: Use of comics in medical education and patient care.” *British Medical Journal* 340, c863.

Wainwright, S.P. “Culture and aging: Reflections on the arts and nursing.” *Journal of Advanced Nursing* 52, 5 (December 2005): 518-525.

**Assignment:**

Students will be required to create a ‘web of causality’ type of illustration that demonstrates a visual representation of the creation of an environment where healing takes place. The physical illustration must incorporate issues associated with the environment, optimal client/patient outcomes, and strategies that facilitate healing environments for the client/patient that include the physical environments, social environment, and healing measures as treatment methods that can be integrated into healthcare environments that meet the needs of clients/patients and their families.

**Week 15: Final Exam and Review of Cumulative Projects**

* Viewing: Shutter Island excerpt
* The examination will be short essay. The content of the examination will reflect the cumulative topics covered
* A semester-long project will be submitted on ePortfolio on the OpenLab

**Sample Course Assignments**

Assignments include:

* Formal Analysis of a work of art from a select group of images related to course content
* Essay on art work that reflects clinical manifestations of an epidemic
* Presentation of case studies on the use of art for healing
* “Web of Causality” project demonstrates connection between healing and environment
* “Pathology Jeopardy” demonstrates knowledge of pathologies

**Course Grade Scale**

The following grade scale is recommended for use in this course. The exact distribution of percentages will be determined by the individual section instructor.

3 Module Assignments (Assignments in each module worth 10%) 30%

3 Exams (1 exam per module for 10%) 30%

Discussion/Blogging/Classroom Assignments 30%

1 Cumulative Journal 10%

**Assessment Methods:** Classroom discussion and responses to pertinent questions allow the instructors to assess, on a daily basis, how well the student comprehends the material that is being taught. Students are encouraged to ask questions, and the nature of their questions can show the instructor what needs further explanation. Paper assignments and exams enable instructors to see how well students are applying terminology, strategies, and concepts.

**New York City College of Technology Policy on Academic Integrity:**Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

**Attendance and Lateness**

Students may be absent without penalty for 10% of the number of scheduled class meetings during the semester as follows:

Class Meets Allowable Absence

1 time/week 2 classes

2 times/week 3 classes

3 times/week 4 classes

In a class that meets twice per week, more than 3 absences will result in course failure. Excessive lateness will affect the student’s grade. Three late marks equal one absence.

Grade Scale:

A 93-100

A- 90-92.9

B+ 87-89.9

B 83-86.9

B- 80-82.9

C+ 77-79.9

C- 70-76.9

D 60-69.9

F 59 and below

**Select Bibliography**

**Module 1**

R. Ballestriero. “Anatomical models and wax Venuses: art masterpieces or scientific craft works?” *Journal of Anatomy* 216 (2010): 223-234.

Reed B. Bontecou. *Shooting Soldiers: Civil War Medical Photography.* NY: Burns Archive Press, 2011.

Elspeth H. Brown. “Racializing the Virile Body: Eadweard Muybridge’s Locomotion Studies 1883-1887,” *Gender & History* 17, 3 (2005): 627-656.

Andrea Carlino. *Books of the Body: Anatomical Ritual and Renaissance Learning*. Chicago: University of Chicago Press, 1999.

Andrea Carlino. “Knowe Thyself: Anatomical Figures in Early Modern Europe,” *RES: Anthropology and Aesthetics* 27 (1995): 52-69.

Lisa Cartwright. *Screening the Body: Tracing Medicine’s Visual Culture.* Minneapolis: University of Minnesota Press, 1995.

Laurinda Dixon. *Perilous Chastity: Women and Illness in Pre-Enlightenment Art and Medicine.* Ithaca: Cornell University Press, 1995. (esp. chapter 1 “hysteria as a uterine disorder.”)

William Eamon. *The Professor of Secrets: Mystery, Medicine and Alchemy in Renaissance Italy.* Washington, DC: National Geographic, 2010.

Zirka Filipczak. *Hot Dry Men, Cold Wet Women: The Theory of Humors in Western European Art, 1575-1700*. New York: The American Federation of Arts, 1997.

David Gentilcore. *Medical Charlatanism in Early Modern Italy.* Oxford: Oxford University Press, 2006.

Sander L. Gilman. *Picturing Health and Illness: Images of Identity and Difference.* Baltimore: Johns Hopkins University Press, 1995. (esp. chapter 1 “How and Why do Historians of Medicine Use or Ignore Images in Writing their Histories?”)

Sarah Gordon, “Out of Sequence: Suspended and Spectacular Bodies in Eadweard Muybridge’s *Animal Locomotion* Series,”*Spectator* 28, 2 (2008): 10-22.

Robert Hobbes. “Andres Serrano: The Body Politic.” In *Andres Serrano: Works 1983-1993.* Philadelphia: Institute of Contemporary Art, University of Pennsylvania, 1994, 17-43.

Anne Maxwell. *Picture Imperfect : Photography and Eugenics 1870-1940*. Brighton UK and Portland, OR: Sussex Academic Press, 2008.

W.J.T. Mitchell. “Showing Seeing: a Critique of Visual Culture,” *Journal of Visual Culture* 1, 2 (2000): 165-181.

Eadweard Muybridge. *Muybridge's Complete Human and Animal Locomotion.* Dover Publications, 1979.

D. Petherbridge and L. Jordanova. *The Quick and the Dead: Artists and Anatomy.* Exhibition catalogue. Berkeley: University of California Press, 1997.

A. Riva, G. Conti, P. Solinas, and F. Loy. “The evolution of anatomical illustration and wax,” *Journal of Anatomy* 216 (2010): 209–222.

Molly Rogers. *Delia’s Tears: Race, Science, and Photography in Nineteenth-century America.* New Haven: Yale University Press, 2010.

Hélène Samson. “Resemblance and Identification: The Paradox of Gary Schneider's Self-Portrait,” in *Precarious Visualities*: *New Perspectives on Identification in Contemporary Art and Visual Culture.* Montreal: McGill-Queen's University Press, 2008.

Patricia Simons, “Manliness and the Visual Semiotics of Bodily Fluids in Early Modern Culture,” *Journal of Medieval and Early Modern Studies* 39, 2 (2009): 331-373.

Nancy Siraisi. “The formation of Western European Medicine,” in *Medieval & Early Renaissance Medicine.* Chicago: Chicago University Press, 1990, 1-16.

José van Dijck. *The Transparent Body: A Cultural Analysis of Medical Imaging.* Seattle: University of Washington Press, 2005.

Mariët Westermann. *The Amusements of Jan Steen: Comic Painting in the Seventeenth Century*. Zwolle: Waanders, 1997.

**Module 2**

Idan Ben-Barak. *The Invisible Kingdom: From the tips of our fingers to the tops of our trash, inside the curious world of microbes*. New York: Basic Books, 2009.

Samuel K. Cohn. *The Black Death Transformed: Disease and Culture in Early Renaissance Europe.* New York: Oxford University Press, 2002.

Tina Greenhalgh. *What Seems to the Trouble? Stories in Illness and Healthcare.* Radcliffe Publishing,2006.

Bert Hansen. *Picturing Medical Progress from Pasteur to Polio: A History of Mass Media Images and Popular Attitudes in America*. Brunswick, NJ: Rutgers University, 2009.

Robert Lerner. “Fleas: Some Scratchy Issues Concerning the Black Death,” *The Journal of the Historical Society* 8, 2 (2008): 205-228.

David M. Morens. “At the Deathbed of Consumptive Art,” *Emerging Infectious Diseases* 8, 11 (2002): 1353-1358.

Jessica Snyder Sachs. *Good Germs, Bad Germs: Health and Survival in a Bacterial World.* New York: Hill & Wang, 2007.

Marita Sturken. *Tangled Memories: The Vietnam War, the AIDS Epidemic, and the Politics of Remembering*. Berkeley: University of California Press, 1997.

Priscilla Wald. *Contagious: Cultures, Carriers, and Outbreak Narrative.* Duke University Press, 2008.

Charles Zerner. “Emerging Cartographies of Environmental Danger: Africa, Ebola, and AIDS,”

**Module 3**

Bien, Thomas. *Mindful Recovery: A Spiritual Path to Healing from Addiction*. New York: J. Wiley & Sons, 2002.

Callahan, Daniel, ed. *The Role of Complementary and Alternative Medicine: Accommodating Pluralism,* 2002.

Cassell, E. J. *The Nature of Suffering and the Goals of Medicine* (2nd ed.). Oxford University Press, 2004.

Dellasega, C., Milone-Nuzzo, P., Curci, K. M., Ballard, J.O., & Kirch, D. G. (2007). “The humanities interface of nursing and medicine.” *Journal of professional nursing,* 23(3), 174-9.

Eaton, V. G. “How the Opium Habit Is Acquired,” *The Popular Science Monthly* 33(1888):663-67.

Anne Fadiman. *The Spirit Catches You and You Fall Down: A Hmong Child, her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus, and Giroux, 1997

Michel Foucault. *The Birth of the Clinic: An Archaeology of Medical Perception*. London: Vintage, 1994.

Barbara A. Koenig and Jan Gates‐Williams. *Understanding Cultural Difference in Caring for Dying Patients.* 1995.

Judith Walzer Leavitt. “‘Typhoid Mary' Strikes Back: Bacteriological Theory and Practice in Early Twentieth-Century Public Health,” *Isis* 83, 4 (1992): 608-629.

Speer, George Van Cleve. *Things of the Spirit: Art and Healing in the American Body Politic, 1929-1941*. Oxford England: Peter Lang International Academic Publishers, 2012.

Thorne, S., Best, A., Balon, J., Merrijoy,K. & Rickhi, B. *Ethical Dimensions in the Borderland between Conventional and Complementary/Alternative Medicine*. December 2002, Vol. 8, No. 6:907-915.

Verghese, Abraham. *The Tennis Partner: A Doctor’s Story of Friendship and Loss.* London: Vintage, 1998.

# LIBRARY RESOURCES & INFORMATION LITERACY: MAJOR CURRICULUM MODIFICATION

Please complete for **all** major curriculum modifications. This information will assist the library in planning for new acquisitions; it will not affect curriculum proposals either positively or negatively.

Consult with library faculty subject selectors (<http://cityte.ch/dir>) **3 weeks in advance** when planning course proposals to ensure enough time to allocate budgets if materials need to be purchased.

**Course proposer:** please complete boxes 1-4. **Library faculty subject selector:** please complete box 5.

|  |  |  |
| --- | --- | --- |
| **1** | **Title of proposal**  Healing the Body: The Visual Culture of Medicine | **Department/Program**  Humanities Department |
|  | **Proposed by** (include email & phone)  Sandra Cheng ([scheng@citytech.cuny.edu](mailto:scheng@citytech.cuny.edu), x5003)  Gwen Cohen-Brown ([gcohen-brown@citytech.cuny.edu](mailto:gcohen-brown@citytech.cuny.edu), x5070)  Aida Egues ([aegues@citytech.cuny.edu](mailto:aegues@citytech.cuny.edu), x4918) | **Expected date course(s) will be offered**  Fall 2015  **# of students**  20 |

|  |  |
| --- | --- |
| **2** | **Are City Tech library resources sufficient for course assignments? Please elaborate.**  The library resources are sufficient for courses in Art History, Dental Hygiene, and Nursing, and therefore, sufficient for this course. |

|  |  |
| --- | --- |
| **3** | **Are additional resources needed for course assignments? Please provide details about format of resources (e.g., ebooks , journals, DVDs, etc.), author, title, publisher, edition, date, and price.**  See select bibliography. |

|  |  |
| --- | --- |
| **4** | **Library faculty focus on strengthening students' information literacy skills in finding, evaluating, and ethically using information. We can collaborate on developing assignments and offer customized information literacy instruction and research guides for your course.**  **Do you plan to consult with the library faculty subject specialist for your area? Please elaborate.**  We are in the process of consulting with Joan Grassano, subject liaison for Dental Hygiene and Nursing. |

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| --- | --- |
| **5** | **Library Faculty Subject Selector Professor Joan Grassano**  **Comments and Recommendations**  The library has the resources necessary to support the proposed course.  These include sizable book and journal collections in the arts and sciences, including art history, medicine, nursing, dentistry, dental hygiene, and public health, as well as a digital library of images in the arts, sciences and humanities.  The library will continue to acquire resources to support the proposed course.  **Date** 10/1/14 |

**New York City College of Technology**

**Interdisciplinary Committee**

# Application for Interdisciplinary Course Designation

**Date \_\_\_\_\_ August 25, 2014**

**Submitted by** **\_\_\_\_\_\_\_ Sandra Cheng, Gwen Cohen-Brown, and Aida Egues**

**Department(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Humanities**

1. **Proposal to Offer an Interdisciplinary Course**

1. Identify the course type and title:  
     
   🞎 An existing course\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
     
   🞎 A new course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
     
   X A course under development \_ Healing the Body: The Visual Culture of Medicine
2. Provide a course description: This interdisciplinary course examines the visual culture of medicine, including how images help shape medical knowledge, artistic representations of the healthy and ailing body, and the emergence and increasing dependence on visual technologies. The lecture course consists of three modules that present the socio-historical context of medicine in relation to the body, disease and illness, and treatment and healing. Students acquire skills to better analyze images, and examine variables in cultural values that underlie medical practice across history.
3. How many credits will the course comprise? \_\_3\_\_ How many hours? \_\_\_3\_\_\_\_\_\_\_\_\_\_\_\_\_
4. What prerequisite(s) would students need to complete before registering for the course? Co-requisite(s)?

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| --- |
| ENGL 1101 |

1. Explain briefly why this is an interdisciplinary course. This course comprises diverse perspectives of visual studies in medicine from academic and professional viewpoints. As the course is taught by faculty members from different departments, it will provide students with an overview of how visual imagery affects the transmission of medical knowledge and allow students to better understand the use of the visual in art history, history, and the allied health professions.
2. What is the proposed theme of the course? What complex central problem or question will it address? What disciplinary methods will be evoked and applied?

This interdisciplinary course examines the imagery of medical practice, the role of visual images in shaping medical knowledge, various artistic representations of the healthy and ailing body, and the emergence of, and increasing dependence on, visual technologies.

1. Which general learning outcomes of an interdisciplinary course does this course address?   
   Please explain how the course will fulfill the bolded mandatory learning outcome below. In addition, select and explain at least three additional outcomes.

X **Purposefully connect and integrate across-discipline knowledge and skills to solve problems**

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| --- |
| Students engage in the visual culture of medicine via academic and professional disciplines to see how images inform knowledge transmission |

X **Synthesize and transfer knowledge across disciplinary boundaries**

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| Skills learned in one module (different ways of seeing and interpreting) are applied to other modules, with different criteria and objectives for analysis |

X Comprehend factors inherent in complex problems

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| Students view visual imagery from a historical perspective and from the viewpoints of practicing health professionals to better recognize the complexities of knowledge transmission across time |

X Apply integrative thinking to problem solving in ethically and socially responsible ways

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| Students learn and analyze the patterns of historical medical issues to better recognize the ethical and culturally-sensitive issues in modern healthcare |

X Recognize varied perspectives

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| The combination of contributions from health professionals and historians will provide students a unique opportunity to recognize the multivalent impact of visual imagery |

🞎 Gain comfort with complexity and uncertainty

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X Think critically, communicate effectively, and work collaboratively

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| --- |
| Students are tasked to think critically according to diverse disciplinary criteria and will do so with frequent group work inside and outside of class. They will work collaboratively to enhance their learning experience and to support each other. |

X Become flexible thinkers

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| Students will be able to engage visual material related to medicine from the varied perspectives of multiple disciplines. |

🞎 Other

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| --- |
|  |

**General Education Learning Goals for City Tech Students**

* **Knowledge:** Develop knowledge from a range of disciplinary perspectives, and hone the ability to deepen and continue learning.
* **Skills:** Acquire and use the tools needed for communication, inquiry, creativity, analysis, and productive work.
* **Integration**: Work productively within and across disciplines.
* **Values, Ethics, and Relationships**: Understand and apply values, ethics, and diverse   
  perspectives in personal, professional, civic, and cultural/global domains.

1. How does this course address the general education learning goals for City Tech students?

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| This course encourages students to connect and integrate cross-discipline knowledge between the humanities and health professions. The combination of historical and modern perspectives along with place-based learning activities will synthesize and transfer knowledge across disciplinary boundaries through the lens of morality, ethics, socio-economic factors, cultural bias, and the changing environment. |

1. Which department would house this course[[1]](#footnote-1)? \_\_\_\_\_\_Humanities   
     
   Would all sections of the course be interdisciplinary? 🞎 No X Yes
   1. Would the course be cross-listed in two or more departments? 🞎 No 🞎 Yes   
      Explain.

|  |
| --- |
| Unclear whether it is possible to cross-list between College of Arts and Sciences and College of Professional Studies |

* 1. How will the course be team-taught[[2]](#footnote-2)? X Co-taught 🞎 Guest lecturers 🞎 Learning community  
       
     If co-taught, what is the proposed workload hour distribution? \_\_The course is designed for 3 faculty members, each teaching 1 module for 1 credit. It is possible that 2 faculty members may teach the course, one instructor teaching 2 modules and the other teaching 1 module.  
     X Shared credits 🞎 Trading credits   
     If guest lecturers, for what approximate percentage of the course? 🞎 Minimum 20%[[3]](#footnote-3) 🞎 other: \_\_%  
       
     Please attach the evaluation framework used to assess the interdisciplinarity of the course.[[4]](#footnote-4)
  2. What strategies/resources would be implemented to facilitate students’ ability to make connections across the respective academic disciplines?

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| --- |
| Use of the OpenLab (and possibly ePortfolio), communication among all faculty and students. The team work in class will mirror the team work between faculty |
|  |

1. Would the course be designated as:

X a College Option requirement[[5]](#footnote-5)? 🞎 an elective? 🞎 a Capstone course[[6]](#footnote-6)? 🞎 other? Explain.

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## INTERDISCIPLINARITY EVALUATION FRAMEWORK

### Course Proposers and Method of Team Teaching:

There are 3 modules in this course and different faculty members will teach each module:

* Module 1: The Medical Body
* Module 2: Disease and Illness
* Module 3: Healing and Treatment

Each faculty member will meet with students for 5 weeks and teach one module (although the faculty team may decide to teach parts of different modules). This structure will give faculty the opportunity to teach a 1-credit course. It is also possible that the course can be taught by two professors, one who covers the equivalent content of two modules and the other who teaches one module. Thus the course could be split 2-credits/1-credit between two instructors. The module format allows for greater flexibility with scheduling and including faculty members from disciplines other than those of the original proposers. The course will be designed to encourage participation by faculty drawn from multiple disciplines, including the Humanities, Basic and Natural Sciences, and Allied Health Professions.

Dr. Sandra Cheng, Assistant Professor of Art History, is a scholar of early modern art. She holds a doctorate in Art History from the University of Delaware.

Dr. Gwen Cohen-Brown, Professor of Dental Hygiene, is a Fellow in the American Academy of Oral and Maxillofacial Pathology. She holds a D.D.S. from NYU College of Dentistry.

Dr. Aida Egues,Assistant Professor of Nursing, is a Fellow of The New York Academy of Medicine. She holds a doctorate in Nursing Practice from Case Western Reserve University.

Drs. Cohen-Brown and Egues are ideal faculty members to develop and teach the interdisciplinary course because of their academic and professional experience with illness and treatment. As an art historian, Dr. Cheng is an apt candidate to develop the course because of her scholarly interests in early modern science, and 19th- and 20th-century photography and film. The proposers are faculty members who participated in the NEH grant, Comparative Perspectives on Health, Illness, and Healing, as well as Fellows in the Title V grant A Living Laboratory: Revitalizing General Education for a 21st Century College of Technology.

**Who Else Can Teach This Course?**

The course is designed with broad module themes, to encourage collaboration between multiple disciplines. Other disciplinary configurations for the course may include: Social Science/English, Biology, and Human Services. For example, module 1 on the Medical Body can be taught by a historian or gender studies scholar; module 2 on Disease and Illness can be taught by a biologist or any faculty in the Allied Health disciplines with experience with teaching epidemiology, and module 3 on Healing and Treatment can be taught by faculty in Human Services or those with a background in community health care or community health nursing. The key to the success of the course is the ability of the three faculty members to collaborate as a faculty unit to provide consistent interaction with students outside the classroom. We expect to consult each other to discuss student progress and class issues over the course of the semester.

**Virtual Team Teaching and Place-Based Learning**

Faculty will be encouraged to enter each other’s classrooms during other modules but because of potential scheduling conflicts, we know it may not be possible to do so frequently. The OpenLab is the ideal resource to use for submitting assignments because it is public and open to all faculty members. Each faculty member can view and provide valuable commentary on student contributions (i.e., “what a nurse would think about this issue,” “a historian would interpret it like this,” etc.) Depending on scheduling, faculty will attempt to coordinate at least one field trip or place-based learning activity that will include all participating faculty and students.

**Student Evaluations**

If possible, the current student evaluation forms should be updated to accommodate the evaluation of an interdisciplinary course. It would be taxing on students to complete 3 separate evaluation forms for 3 instructors, therefore, the form should modified and shortened to highlight select essential areas (clarity in communication, course content, continuity between modules). We believe in order to better gauge student course evaluations, we would like to add our own 1-page course survey to official student evaluation forms at the end of the semester.

## Interdisciplinary Committee Course Review Form

**DATE:** October 10, 2014

**REVIEWER:** Andleeb Zameer, Urmi Ghosh-Dastidar

**COURSE TITLE & NUMBER:** Healing the Body: The Visual Culture of Medicine

**CREDIT HOURS:** 3 Credits

**PREREQUISITES:** ENG 1101

**COURSE IS:** Existing New X In development

**PROPOSED COURSE DESIGNATION**: X College Option elective Capstone other:

**DEPARTMENT HOUSED IN:** Humanities

**PROPOSED STRUCTURE (e.g., co-taught, guest lecture, LC, other):**  Co-taught by three faculty

**CREDIT DISTRIBUTION** (if co-taught): 1 Credit/Faculty

**CATALOG DESCRIPTION:** This course examines the visual culture of medicine, including imagery in shaping medical knowledge, artistic representations of the healthy and ailing body, and the emergence and increasing dependence on visual technologies. The lecture course consists of three modules that present the socio-historical context of medicine in relation to the body, disease and illness, and treatment and healing. Students will acquire skills to better analyze images, assess patterns, and will attain greater awareness of variables in cultural values that underlie medical practice across history.

**DESCRIBE & EVALUATE HOW COURSE MEETS INTERDISCIPLINARY CRITERIA?**

**<Consider:** Our interdisciplinary definition: focuses on questions, problems, and topics too complex or too broad for a single discipline or field to encompass adequately; such studies thrive on drawing connections between seemingly exclusive domains. Also, evaluate Learning Outcomes: Purposefully connect and integrate across discipline knowledge and skills to solve problems; Synthesize and transfer knowledge across disciplinary boundaries; Comprehend factors inherent in complex problems; Apply integrative thinking to problem-solving in ethically and socially responsible ways; Recognize varied perspectives; Gain comfort with complexity and uncertainty; Think critically, communicate effectively, and work collaboratively; become flexible thinkers. Lastly, How is this Section/Learning Community/Other different from other sections/Learning Communities/Other?>

This course explores the connections between art, art history, healing, and allied health professions. Students will be provided a historical context of how art and imagery has played a role in the understanding of human anatomy and physiology as well as the role of imagery in the practice of modern medicine where imaging plays a crucial role in medical diagnostics. These are certainly exclusive domains that conventionally have belonged to humanities and medical sciences. This course seeks to explore these complex connections in an interdisciplinary context.

Learning outcomes are clearly stated including purposefully connect and integrate across-discipline knowledge and skills to solve problems, synthesize and transfer knowledge across disciplinary boundaries, comprehend factors inherent in complex problems, apply integrative thinking to problem solving, recognize varied perspectives, think critically, communicate effectively, and become flexible thinkers.

**DESCRIBE & EVALUATE THE INTERDISCIPLINARY STRUCTURE?**

<**Consider:** an interdisciplinary course at City Tech the course must be team taught by more than one faculty member from two or more departments in the College. An interdisciplinary course, by definition, has an interdisciplinary theme as its nucleus. Lastly, is the proposer’s rational for chosen structure (e.g., guest lecture, co-taught, etc.) in the spirit of interdisciplinarity?>

The proposed course will be offered in a format that is co-taught by three faculty from three different departments; one faculty from humanities and two faculty from two different allied health professions, dental hygiene and nursing. This will bring very diverse perspectives from both academic and professional viewpoints while exploring a central theme viz, the role of imagery and art in medical sciences. Students will definitely benefit from the diverse backgrounds and expertise of the faculty teaching the course while at the same time getting a very unique insight into how arts and imagery has influenced medical profession historically, and how imaging is a very important part of modern diagnostic medicine.

**DOES COURSE MEET REQUIREMENTS FOR GENERAL EDUCATION?** < see links for criteria CityTech: <http://www.300jaystreet.com/college-council/curriculum_proposals/past_proposals> NYS: <http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm> >

General Education learning goals are clearly stated in the course application including knowledge that encourages students to connect and integrate cross-discipline knowledge between humanities and health professions. Course will use place based learning activities to help synthesize and transfer knowledge across disciplinary boundaries through the lens of morality, ethics, socio-economic factors, cultural bias, and changing environment.

**STRENGTHS:** This course looks at a very interesting question of what are the historical connections between art, art history, and the knowledge of human body in the context of human health and disease. By bringing expertise from such diverse backgrounds like humanities and allied health professions, this course will certainly be a unique one that will be offered at City Tech. It will certainly add to the growing interdisciplinary curricula in the College and offer a very interesting choice to students from very diverse backgrounds. This course will certainly allow students to think “outside the box” in terms of historical connections and contemporary relationships between seemingly very different domains of art, art history and medical science.

**WEAKNESSES:** The course design and the interdisciplinary framework of the course have no weaknesses. However the syllabus outline should include course specific student learning outcomes and General Education learning goals and outcomes. According to the catalog description, “Students will acquire skills to better analyze images, assess patterns and will attain greater awareness of variables in cultural values that underlie medical practice across history.” May be further clarification on patterns and types of variable will be helpful.

# CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

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| **College** | College of Arts and Science |
| **Course Number** | **ARTH 2101** |
| **Course Title** | Healing the Body: The Visual Culture of Medicine |
| **Department(s)** | Humanities |
| **Discipline** | Art History |
| **Subject Area** | Enter one Subject Area from the attached list. |
| **Credits** | 3 |
| **Contact Hours** | 3 |
| **Pre-requisites** | ENG 1101 |
| **Catalogue Description** | This interdisciplinary course examines the visual culture of medicine, including how images help shape medical knowledge, artistic representations of the healthy and ailing body, and the emergence and increasing dependence on visual technologies. The lecture course consists of three modules that present the socio-historical context of medicine in relation to the body, disease and illness, and treatment and healing. Students acquire skills to better analyze images, and examine variables in cultural values that underlie medical practice across history. |
| **Syllabus** | Syllabus must be included with submission, 5 pages max |

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| **Indicate the status of this course being nominated:**  current course  revision of current course X a new course being proposed | | |
| **CUNY COMMON CORE Location**  **Please check below the area of the Common Core for which the course is being submitted. (Select only one.)** | | |
| Required  English Composition  Mathematical and Quantitative Reasoning  Life and Physical Sciences | Flexible  World Cultures and Global Issues X Individual and Society  US Experience in its Diversity  Scientific World  Creative Expression | |
| **Learning Outcomes**  **In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.** | | |
| **D. Individual and Society**  A Flexible Core course must meet the three learning outcomes in the right column. | | |
| 1. For the written assignments, students submit critical analyses to articles and images chosen by the instructor of each module. | | * Gather, interpret, and assess information from a variety of sources and points of view. |
| 1. Students are asked to write a response paper to articles and viewings. 2. Student will review module material and are expected to conduct bibliographic research to help their analysis. 3. Students participate in group activities to evaluate historical texts and contemporary sources in relation to a medicine and medical imagery. 4. Students write reflective responses to discussion topics posted by the instructor on the OpenLab throughout the semester. Students are also encouraged to respond to the comments of their fellow students. | | * Evaluate evidence and arguments critically or analytically. |
| 1. Response papers, project documentation, in-class group activities, and blog entries require well-written arguments that incorporate the visual evidence as well as the meanings and concepts associated with them in medical history. 2. In seminar-like discussions, students are guided to help articulate their responses to examples of medical imagery viewed in class lectures and outlined in their readings. | | * Produce well-reasoned written or oral arguments using evidence to support conclusions. |
| A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will: | | |
| 1. In written assignments, group activities, and blog entries, students learn how to develop a visual vocabulary and practice theoretical methods to analyze relationships between visual elements and the socio-economic and cultural contexts of medical imagery. Students will thus acquire an interdisciplinary understanding of issues of morality, ethics, and other cultural factors as related to the body, disease and illness, and treatment and healing. | | * Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology. |
| 1. The cumulative journal is a semester-long study of a specific disease that students will examine from multiple perspectives, including visual documentation and both historical and contemporary health practices. 2. This course uses City Tech’s Openlab as the interface for the class website, where students post reflective blog entries that are responses to discussion topics posted by the instructor. Submissions that are personal and based on life experience will be submitted on password-protected pages. | | * Examine how an individual's place in society affects experiences, values, or choices. |
| 1. Through class discussion, group activities, writing assignments, reflective writing, and course readings*,* students learn to analyze medical-related images by studying the socio-historical contexts of visual material, in order to better understand its ethical and cultural factors. | | * Articulate and assess ethical views and their underlying premises. |
|  | | * Articulate ethical uses of data and other information resources to respond to problems and questions. |
| 1. In written assignments and group activities, students will demonstrate their understanding of health and disease and its connection and portrayal through the human experience from local, national, and global perspectives. | | * Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making. |

1. An interdisciplinary course for the College Option requirement may be housed in a department that is not liberal arts. [↑](#footnote-ref-1)
2. Attach evidence of consultation with all affected departments. [↑](#footnote-ref-2)
3. While an interdisciplinary course must be team-taught, there is no formal percentage requirement, but this minimum is a guideline. [↑](#footnote-ref-3)
4. In the case that a course is equally taught, include proposed plans for faculty classroom observation and student evaluation of teaching. [↑](#footnote-ref-4)
5. To qualify for the College Option, such a course must also meet the New York State definition of a liberal arts and sciences course.  
   <http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm> [↑](#footnote-ref-5)
6. A course proposed as a Capstone course must be separately approved by the Capstone Experience Committee. [↑](#footnote-ref-6)