**New York City College of Technology**

**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.