

COLLEGE OF IMAGING ARTS & SCIENCES

-----TOPIC OUTLINE FORM-----

Shell courses have very flexible course outlines that allow instructors to develop a specific focus and content for their particular Topic offered within the Shell.

In order for a new Topic within a Shell course to be scheduled, a completed, approved digital version of this form must be submitted to the Scheduling Officer by the scheduling deadline date for the term in which the topic will be offered. **No late submissions will be accepted.**

Procedure for proposing a new Topic:

1. Faculty proposing to offer a new Topic will complete this form, and forward to the Program Chairperson or Graduate Director for approval initials.
2. The Program Chairperson or Graduate Director then secures the approval initials of the school's Administrative Chair on this form.
3. The Administrative Chair forwards the form to the CIAS CCC chair for review.
4. If approved by the chair of the CIAS CCC, a digital version of this form will be forwarded to the CIAS Scheduling Officer for processing. A copy is also sent to the school's representative on the appropriate CIAS College Curriculum Committee (either graduate or undergraduate).

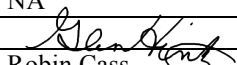
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COURSE # and TITLE: TOPIC: Honors Travel Seminar: Art of the Body / Florence

Proposing faculty: Joyce Hertzson **Date:** July 25, 2015

School: CIAS Interdisciplinary Studies - Honors **Program:** **HONORS**

1.0 Course Designations and Approval

Required course approval:	Approval Initials	Approval Request Date:	Approval Granted Date:
Program Chair/Graduate Director	NA		
School Administrative Chair		9.2.15	9.2.15
College Curriculum Committee Chair	Robin Cass	9.2.15	9.2.15

2.0 Course information:

Topic title:	Art of the Body / Florence
Topic proposed by:	Joyce Hertzson
Effective term scheduled:	2155

In the sections that follow, please use sub-numbering as appropriate (eg. 3.1, 3.2, etc.)

3.0 Goals of the TOPIC:

In addition to 3.01-3.04 detailed on the Shell Course outline:

3.05 The course will provide students with an understanding of historical approaches to medical illustration and representation

3.06 Present the cultural issues surrounding the direct observation of the human body

3.07 Trace the technological and material advances in image reproduction that affected illustration style

3.08 The course will include visits to medical libraries to access canonical works in the field of medical representation and instruction

3.09 The course will include travel to La Specola (Florence, Italy) to view 18th century, anatomically correct wax models.

3.10 Travel to the Uffizi and other museums (Florence, Italy) to study the painting and sculpture

that demonstrate anatomical correctness.

3.11 Discover how improved anatomical representations advanced instruction in medicine.

3.12 Research relationships between medicine, art and design

4.0 Course description (course title includes topic)

Course number: ITDI-300

Name of Course & Topic – Long Title: Art of the Body / Florence

Name of Course & Topic – Short Title (33 characters): TAH: Art of the Body / Florence

Art of the Body / Florence will trace the history of documenting the human body from the perspective of anatomical correctness in art to the development of atlases and objects for medical study and investigation. It will be a chronological, topical and cross-cultural look at the representation of the body in science and art. In addition to regular class meetings on the RIT campus, activities will involve readings, guest speakers, field trips to the University of Rochester Medical Library and travel to Florence, Italy for an intensive week of research, observation, and discussion.

5.0 Possible resources (texts, references, computer packages, etc.)

1. *De Humani Corporis Fabrica Libri Septum*; Andreas Vesalius

5.2 *The Fabric of the Body: European Traditional Anatomical Illustrations*; Roberts, K.B.

5.3 *Medicine: A Treasury of Art and Literature*; Carmichael and Ratzan

5.4 *Encyclopedia Anatomica: Museo La Specola Florence*; Taschen

5.5 *Human Anatomy: A Visual History from the Renaissance to the Digital Age*; Rifkin, Ackerman, Folkenberg

5.6 *The Sick Rose: Disease and the Art of Medical Illustration*; Richard Barnett

5.7 *Medicine in Art*; Giorgio Bordin and Laura Polo D’Ambrosio

5.8 *Hidden Treasure: The National Library of Medicine*; Edited by Michael Sapol

5.9 *Scope Magazine (1941–1957), Modernist Design for Modern Medicine*; Will Burton and Lester Beall.

6.0 Topics (outline):

6.1 An overview of the history of medical illustration

6.2 History of print and changing technologies and their effect on illustration style

6.3 Depiction of anatomical form

6.3.a Wax models at La Specola

6.3.b The effect of anatomical study in painting and sculpture

6.4 Medicine and Painting

6.4.a Teaching medicine through art

6.4.b Cultural distinctions

6.5 Race and gender in the depiction of the body

6.6 Art, Design and medicine

7.0 Intended course learning outcomes and associated assessment methods of those outcomes

(please include as many Course Learning Outcomes as appropriate, one outcome and assessment method per row).

Course Learning Outcome	Assessment Method
7.0 Consistent with Shell Course Outline	Consistent with Shell Course Outline

8.0 Program outcomes and/or goals supported by this course

7.1 Demonstrate an understanding of the historical and cultural changes in medical illustration.	Short paper
7.2 Trace the relationship between technological advances of reproduction and the representation of human anatomy	Short paper

7.3 Demonstrate an awareness of the effect of cultural diversity on the study of anatomy	Sketchbook/Research journal
7.4 Present the application of anatomical correctness in art and/or teaching medicine through art	Project/research paper

10.0 Required Resources - Identify all resources needed to effectively teach this class and what students will need to complete the assignments. (Please provide detailed list of equipment, software, computer lab, data storage/retrieval requirements, special classroom, studio, shop, wet lab, work space or media requirements)

HONORS MATRIX:

Criterion	Guideline	How requirement will be met
1. Honors Courses have experiential learning outcomes.	Honors courses will include an experiential learning outcome related to at least one of RIT's general education outcomes.	Students will have hands-on exposure to casting techniques on the human body prior to the visit to La Specola to view the wax anatomical models.
2. Honors Courses have individual research outcomes.	Research project can integrate field based research, site visits and course readings.	Students will complete the course with an independent research project that incorporates their exposure to La Specola, medical library visits, observations of sculpture and painting and the required readings. The form or final output of the research project will be determined by the skill sets and major of the individual students (w/ faculty support and advisement).
3. Honors Courses have research presentation outcomes.	Oral presentation of research at the end of the semester.	The independent research projects will be completed on our return to campus after Spring Break. The 'final exam' for the course will be presentations and critique of the research projects. Along with the projects will be a required research journal that documents the research and validates decisions made in the projects.
4. Classroom Discussion	Honors courses emphasize discussion in a seminar-style learning environment. Final course grade should include assessment of discussion of critical course readings and student research.	
5. Research portion of the grade	At least 20% of the final course grade should be based on research project.	See assignments in section 7

<p>6. Interdisciplinary teaching</p>	<p>Team-teaching, guest speakers from other disciplines, assignments that include other disciplinary approaches.</p>	<p>Guest Speakers:</p> <ul style="list-style-type: none"> •Margaret Pence, medical illustrator and instructor of Anatomical Illustration and the History of Medical Illustration. (With 16 students enrolled she will travel with the class to Florence. •Chris Hoolihan, librarian of rare books and manuscripts at the U of R Medical Library. •Nicole Ivy, Art Historian and Medical Historian, Indiana University, Bloomington, IN.
<p>7. Global education</p>	<p>Study abroad.</p>	<p>The class will travel over Spring Break to Florence, Italy where visits to La Specola, the Uffizi and the range of other museums in the area will provide primary source opportunities for observation and analysis of anatomical creations.</p>

Approval request date: This is the date that the college curriculum committee forwards this course to the appropriate optional course designation curriculum committee for review. The chair of the college curriculum committee is responsible to fill in this date.

Approval granted date: This is the date the optional course designation curriculum committee approves a course for the requested optional course designation. The chair of the appropriate optional course designation curriculum committee is responsible to fill in this date.