**Creative Arts and Cultures Course Proposal:**

Greek/Latin Medical Terms (CLHU O2xx)

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**Description**

Greek/Latin Medical Terms is a course that introduces the created language of medical/scientific terminology while also giving students a grounding in the creation and development of the medical arts in selected cultures and time periods (the course presents materials from Old Kingdom Egypt, Periclean Athens, Imperial Rome, the Abbasid Caliphate, Medieval Europe, Chinese traditional medicine, and the United States on the eve of World War I). What students come to understand as the term unfolds is the extent to which medical care was considered a creative art throughout most of human history, dependent on the innovation and inspiration of practitioners, and often directed by systems of aesthetic principles. Whereas in some cultures, the idea of medicine as an art had been superseded by the idea of medicine as a science, in other cultures the idea of medicine as art still persists. Students spend the term encountering art, literature, film, and guest speakers that present to them the evolution of the medical arts as they were practiced and as they are practiced across a variety of cultures, while simultaneously acquiring the vocabulary and concepts that let them discuss what they learn in the proper technical language.

Greek/Latin Medical Terms meets Category III of the CAC criteria: Creative Arts through Different Cultures and Connections between Other Disciplines. Please see the chart below for how the assignments in this course map onto the Category III criteria.

**Format:**

This course is a three-credit course that is lecture and discussion driven.

**Greek/Latin Medical Terms is Category III-- Creative Arts through Different Cultures and Connections between Other Disciplines**

This category must:

* Meet Goal 1 and Goal 4a
* Meet outcome 3f and two other outcomes of Goal 3
* May also meet Goal 4b

| CAC Goals  | Course Goals  | Course Assignments and Assessments |
| --- | --- | --- |
| Goal 1: To acquire the basic vocabulary of an art | Acquire a vocabulary of terminology that is applicable to the medical arts, health sciences, and the hard sciences | **Assignment:** Term Tests**Assessment:** Term Tests are multiple choice tests that assess the student’s facility with retaining and applying the core vocabulary for the course. The benchmark goal is a class-wide average of 70% on these tests. |
| Goal 4a: To acquire a basic understanding of aesthetic analysis | Acquire an appreciation for the development of the medical arts in ancient cultures | **Assignment:** Case Study Write Ups that focus on the aesthetic ideals that are foundational principles in the medical arts for many cultures; a specific example: the astrological aesthetic for the medieval diagnostic chart, *Zodiac Man*. **Assessment:** Rubric for these assignments will focus on students describing the aesthetic ideals represented in the art depicting medical care/treatment.The benchmark goal is 70% of students being able to describe the key aesthetic elements in those representations. |
| 3f. Students explore connections between the creative arts and other disciplines.   | Understand how medical care begins as an art for many cultures and then evolves into a science | **Assignment:** Quick Check In’s ask students to compare and contrast ideas that are hallmarks of the medical arts in earlier cultures with their development/alteration in medical care based on the scientific method; specific examples: traditional medicine vs allopathic medicine; ritual vs diagnostic procedure**Assessment:** Quick Check In’s are short answer in nature. The benchmark goal is 70% of students being able to articulate the differences between sets of concepts |
| 3b. Students explore the role of the arts in cultures past and present.  | Be familiar with important texts that describe how standards of medical care have been developed and implemented in both ancient and modern cultures | **Assignment:** Case Study Write Ups and Exam questions that center on comparing training for the medical arts in ancient cultures versus modern US culture; specific example: working comparatively with the documentary *Development of Surgery in Medieval Europe* and Chabner’s account of training of surgeons in 21st century US.**Assessment:** The rubric for these assignments will focus on students being able to compare and contrast training for physicians across cultures and time, and the experiences of patients across cultures and times.The benchmark is 70% of students being able to delineate the major similarities and differences between cross-cultural standards and norms. |
| 3d. Students explore social justice, values, and responsibility in and through the arts.    | Analyze how the development of medical arts in various ancient cultures affects modern systems of medical care, practice, and research | **Assignment:** Case Study Write Ups and Exam sections focused on texts like the Hippocratic Oath or Winslow’s *Untilled Fields of Public Health* that discuss moral and ethical issues in healthcare.**Assessment:** The rubric for these assignments will focus on students discussing how the implementation of healthcare in these texts shows the historic concern that healthcare be grounded in moral and ethical principles for the provider, and the concern that patients receive access that is consistent in quality and availability.The benchmark is 70% of students being able to discuss the key features of the texts that pertain to these concerns and connect them to modern concerns as well. |