



2. To enhance students' preparedness for a career in medicine (by different methodologies used in the current practice of medicine nevertheless viewed from their historical development through time and civilization.
3. To help students acquire knowledge that will advance their understanding of healthcare delivery locally, nationally and globally by presenting the history of medicine through time and from the perspective of several authors.
4. To provide opportunities for mentorship and guidance by HWCOM faculty.
5. To promote art forms as an integration of health and wellbeing in the community.

### Course Objectives:

Upon completion of this two-semester course, students will:

- Identify the role of the arts in different health practices through human history and diverse cultures.
- Analyze and interpret global and intercultural issues.
- Explain and link scientific and practical means of the times with their theoretical and cultural background using the arts and the concepts of health and healthcare through civilization.
- Critically read and interpret peer-reviewed material in the topics of medical history through art.
- Develop their interest and skills in leadership, communication, analysis and organization
- Develop learning strategies, test taking strategies and strategies to facilitate time management
- Be able to apply their knowledge in the behavioral, natural and social sciences to solve problems that call for scientific reasoning
- Conduct an analysis of texts - novels or articles -, discourses and representations produced through history or by current scholars as it relates to the different topics mentioned in the course description with a global and local perspective when applicable.
- Have developed skills to work collaboratively and in an interdisciplinary manner.
- Students will develop an awareness of the distinct set of professional skills (competencies) required for success as a medical student and emerging doctor.
- Students will become familiar with museums as educational and cultural venues.
- Students will participate in the process involved in curating an exhibition of work from PFFAM's collection. At the same time, students will produce works of their own creation. Students will build a plan for creating and curating and exhibit based on PFFAM pieces. The students' own artwork can be presented in a digital format within the exhibition.

### Format

- Class meets **once** a week. In general, each meeting is divided into two sessions with a break included, meeting style can vary as there can be a lecture or another presentation format by course director, an invited guest faculty or peers as stated in the calendar below. There will be opportunities for active learning in related "hot topics" or in the development of learning skills as they relate to art and history of medicine.
- Class will be supplemented by active learning strategies. Faculty will engage students with controversial/ethical discussion topics, case study analysis through class discussion, and out of class assignments.
  - Readings to be assigned by course director or other participating faculty as stated via the calendar or course announcements as needed.

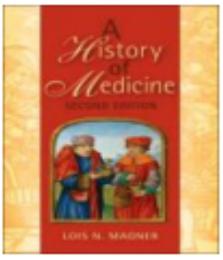
- o Assignments such as conducting a literature search or data search on a research topic and presenting the findings to the class.

### **Required Resources**

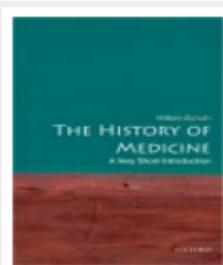
For this course you will need dependable Internet access. This is a **web-assisted course**. While some of the weekly required materials are posted on **CANVAS** at:

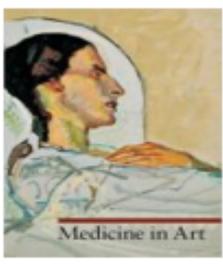
<https://canvas.fiu.edu/> or <https://fiu.instructure.com/courses/17349>

There are required books that would be available through the University bookstore. . You are responsible for regularly consulting online materials. You will receive announcements in class and by email through your FIU email address. You are responsible for any material distributed through CANVAS or through email. Details of the assigned reading materials will be posted in the calendar below.

	<p><a href="#"><u>A History of Medicine, Second Edition   Edition: 2</u></a></p> <p>Author: Lois N. Magner</p> <p>ISBN: 9780824740740</p> <p>Publisher: Taylor &amp; Francis</p> <p>Publication Date: 06/28/2005</p> <p>Estimated Student Price <b>(Savings based on Print, New)</b></p>
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Library access:<http://eds.b.ebscohost.com/ehost/detail/detail?sid=c5246f25-ac08-4ba0-b7b2-0ffd9596956d%40sessionmgr104&vid=0&hid=126&bdata=JnNpdGU9ZWWhvc3QtbGl2ZSZzY29wZT1zaXRl&preview=false#AN=158950&db=nlebk>

	<p><a href="#"><u>The History of Medicine A Very Short Introduction</u></a></p> <p>Author: William Bynum</p> <p>ISBN: 9780199215430</p> <p>Publisher: Oxford University Press</p> <p>Publication Date: 08/24/2008</p> <p>Estimated Student Price <b>(Savings based on Print, New)</b></p>
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### [Medicine in Art](#)

Author: Giorgio Bordin, Laura Polo D'Ambrosio

ISBN: 9781606060445

Publisher: Getty Publications

Publication Date: 10/12/2010

Estimated Student Price **(Savings based on Print, New)**

Library access: hard copy ONLY: <http://fiu.catalog.fcla.edu/permalink.jsp?27FI022416470>



### [The Plague](#)

Author: Albert Camus, Stuart Gilbert (Translator), Stuart Gilbert (Translator)

ISBN: 9780679720218

Publication Date: 05/28/1991

Publisher: Knopf Doubleday Publishing Group

Estimated Student Price **(Savings based on Print, New)**

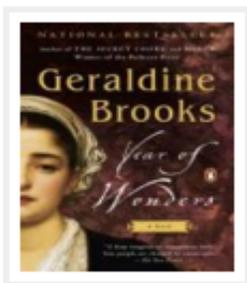
Print, new: \$15.00

Print, used: \$11.25 **(25% Savings)**

Print, new rental: \$9.75 **(35% Savings)**

Print, used rental: \$6.75 **(55% Savings)**

Student use of this title is Required



### [Year of Wonders A Novel of the Plague](#)

Author: Geraldine Brooks

ISBN: 9780142001431

Publisher: Penguin Publishing Group

Publication Date: 04/30/2002

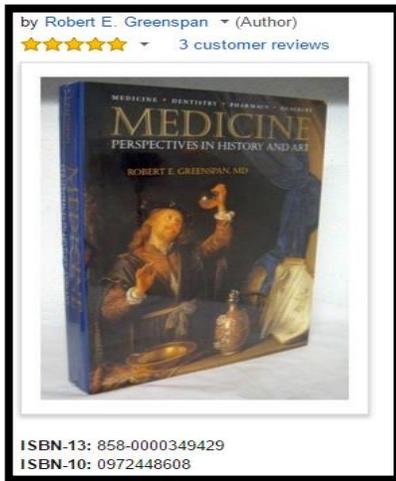
Estimated Student Price **(Savings based on Print, New)**

Library access: hard copy only: <http://fiu.catalog.fcla.edu/permalink.jsp?27FI022375906>

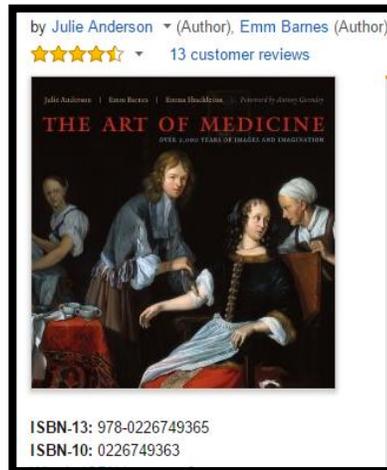
**NOTE: It is strongly advised that you obtain these editions of both movies as reading assignments and discussion board related activities would be linked to specific pages of both books.**

## Recommended resources:

Medicine: Perspectives in history and art.



The Art of Medicine



## Global Learning Outcomes

Upon completion of this course students will:

- **Global Awareness-** Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.
- **Global Perspective-** Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.
- **Global Engagement-** Students will be able to develop solutions to local, global, international, and/or intercultural problems and be able to articulate the causes and contributions to these problems through the paradigm of aesthetics, values and authority.

## Honors College Requirements

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.

### **Honors Citizenship Requirements**

Beginning in Fall 2014, Honors College students are required to accumulate at least **20 citizenship points** each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate **10 citizenship points**. See <http://honors.fiu.edu/current-students/citizenship/>.

All Honors College students must complete at least 20 volunteer service hours per academic year (fall/spring). The best way to be involved is by working with the City of Sweetwater via our unique Honors College-Sweetwater Partnership. Opportunities there include tutoring, working with the Senior Citizens' Center, offering citizenship classes, and helping the Li'l Abner Foundation's work with children. Other opportunities include working with virtually any non-profit organization and campus fundraising projects. To document your community service hours, log onto MyHonors ([myhonors.fiu.edu](http://myhonors.fiu.edu)). Volunteer hours DO NOT count toward the 20 citizenship points. See <http://honors.fiu.edu/current-students/community-service/>.

### **Student Portfolios**

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what "artifacts" or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student-learning outcomes over the 4-year Honors experience. See [www.honors.fiu.edu/portfolios](http://www.honors.fiu.edu/portfolios).

### **Honors Education in the Arts (HEARTS)**

The HEARTS program is designed to give Honors College students opportunities to explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. See <http://honors.fiu.edu/hearts>

### **Honors College Academic Misconduct Statement**

In The Honors College, the term "honor" refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

### **Procedures and Penalties**

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Honors College website (<http://honors.fiu.edu/honors-policies/>) and the Academic Misconduct Procedures, available at <http://integrity.fiu.edu/misconducts.html>.

Please refer to the following documents for additional information:

FIU Code of Academic Integrity: <http://integrity.fiu.edu/>

FIU Honors College Plagiarism Policy – <http://honors.fiu.edu/honors-policies/>

### **Religious Observances**

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor *at the beginning of the semester* of which dates you will be absent or any anticipated problems with completing course work.

### Policy for Assigning an "I" Incomplete Grade

An incomplete grade is a temporary symbol given for work not completed because of serious interruption not caused by the student's own negligence. Please see FIU's Policy for Assigning an Incomplete Grade.

### Physical, Mental and Sensory Challenges

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center, if you have not done so already.

### Grading and Evaluation

	Weight %
Response/Reflection Papers: 5 @ 25 points each-----	125 31.25
Discussion board – Novels- participation 6 @ 10 points each.....	60 15.00
Individual Presentation-----	15 3.75
Group presentation .....	20 5.00
Formative quizzes-----	20 5.00
Exam 1 -----	70 17.50
Exam 2-----	70 17.50
Final Exam -----	20 5.00
<b>TOTAL-----</b>	<b>400 100.00</b>

Grades will be calculated based on percent of total points earned:

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	95 or above	B	83 - 86	C	70 - 76
A-	90 - 94	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

## Attendance, Participation, Quizzes, etc.

**Participation:** There are many faculty members participating in this course, and as a result, not only many different teaching styles, but also many ways of assessing your mastery of the material. You are expected to be an active participant in class presentations and **discussions** in class and on the boards through CANVAS. To **participate**, you have to be there, so **attendance is mandatory**. Tardiness to class sessions will be addressed on individual bases if necessary. Should something arise, you will be allowed 2 absences. However, please keep in mind that it will not be possible to make up grades for missed presentations, class participation, or for missed quizzes.

**Formative quizzes** may be administered **impromptu or announced** on readings and in-class discussions. These short FORMATIVE assessments will gauge faculty and students coverage of the material and strengths and deficits of the course.

**ATTENDANCE:** Three **unexcused** absences will result in a decrease of one letter grade. Four or more unexcused absences will result in a course grade of 'F.' please also keep in mind that this course is designed for you—the future health professional. It is important that you maintain the highest ethical conduct and professionalism in your academic and personal life in order to be successful in attaining your future goals. If any problems should arise, please contact Dr. Castellano-Sanchez

**Individual Presentations: (15 points):** You will be offered a topic / image to present to peers and classmates during the course of the weekly sessions. Topics encompass different themes / artists / movements / disciplines covered in each 16 week (semester) period. You are expected to prepare a presentation that would last 5-7 min. Faculty and your peers will evaluate your presentation. The grade will be calculated as an average of your faculty's and peer's grading. The rubric is posted under evaluation "**forms**" in CANVAS.

**Group presentations: (15 points):** Groups of two or three students will be offered a list of well-known physicians and /or artists. Groups are to select one individual from the list and prepare a 10 min oral presentation to be shared during class time. The list provided will include a few mandatory items to be addressed in the presentation as well as several guidelines to prepare an art piece that represents the topic chosen, the latter art work created by the students will be digitized and presented with the exhibit that you will be curating for the PPFAM alongside with Dr. Galpin. The proposed list will be posted to CANVAS under **Group presentation**.

## Novels:

We will be reading together two novels throughout the semester. We will begin by "The Plague" by Albert Camus a Francophone Maghreb French Algerian Nobel Prize winner depicting a story through a plague and then a "Year of Wonders" by Geraldine Brooks, a novel based on the Plague in Britain.

**Students are expected to respond to the initial prompt once and follow up the discussion with two additional comments while each discussion board is opened.**

For both these authors I will be making a brief introduction of the author and the novels themselves.

**Netiquette** (<https://cpe.fiu.edu/moocs/policies.php> )

Keep in mind that when communicating through text in an online course, others cannot always take your body language and tone into account. This makes the words you use even more important. While you should feel free to express your ideas as you would in a face-to-face course, the following tips should help you as you communicate inside your course:

**DON'T SHOUT!** Typing in all caps indicates shouting and might be offensive to others.

**Check your writing for grammar and spelling errors.** Nobody's perfect, but a good writing style will make a better reflection on you and your ideas. Use general systematic options to check your spelling before sending/posting communication in an online course.

**Treat your classmates with respect** in terms of their privacy and of their opinions. Ask for clarification if you don't understand what another classmate means or if you feel there might be a conflict.

**Keep it polite** and maintain all discussions in the context of a classroom where we are all learning from each other in order to help each other achieve a positive and valuable learning experience.

**Think before you write.** Words live for a long time on the Internet, including to some extent in an online class. While you should feel free to express your opinions and participate in class discussions, it is a good idea to think first about the consequences before posting.

**Use proper language and titles.** Do not use slang or even profane words in an online education environment, even if they are words you consider, "not so bad," as they may sound offensive to the reader. As a sign of respect you should recognize and refer to your professor as Professor, Instructor, and/or Dr. (if s/he is credentialed as so.)

**Be Professional.** Leave the characters like smiley faces, and instant message abbreviations out. Your friends may like it, but chances are, your professor will not. Save it for personal conversations or definitely ask for permission before using them. They may be interpreted as childish or too casual for the online education environment. Last, always say please and thank you to demonstrate requests or appreciation versus making statements that might sound like demands as your professor and colleagues are there to facilitate your learning experiences.

**Avoid Spam.** Any information not related to the course must be approved by the instructor before posting. No advertising, selling or soliciting will be accepted.

Students are prohibited from posting advertisements or commercial solicitations in any area of the course, including on the discussion board or through messages/email, without the express consent of the instructor.

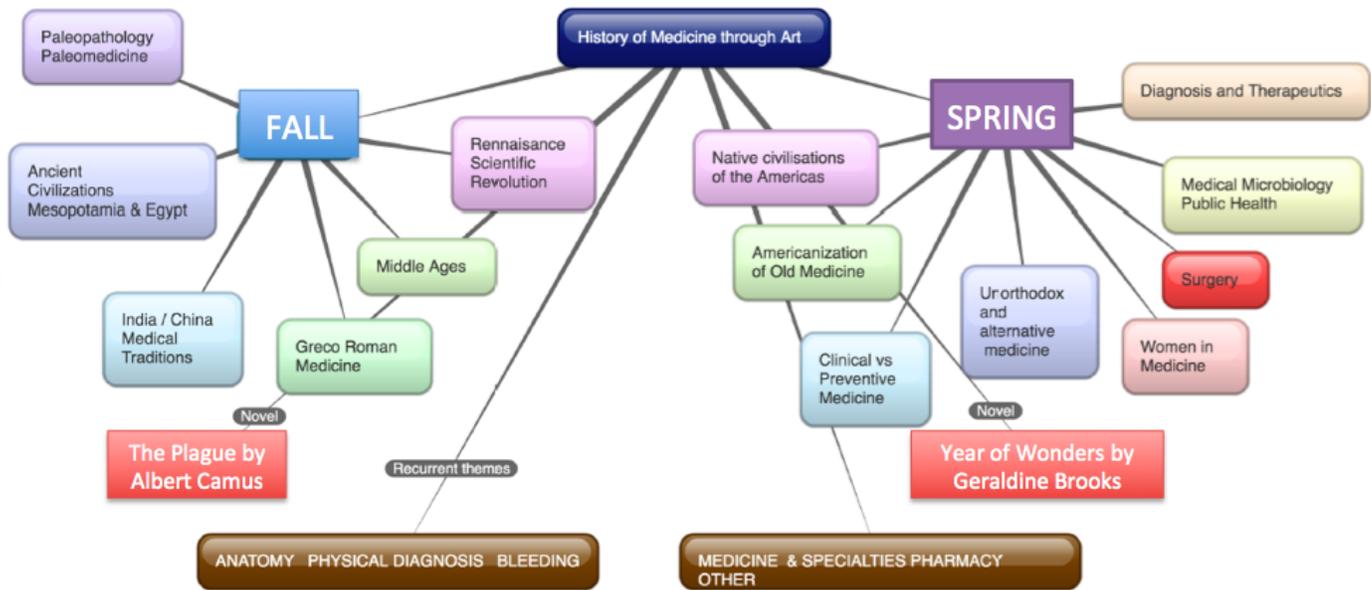
### **Exams 1, 2 and final:**

The format may include: multiple choice questions, fill in the blanks from a pool of topics provided, work of art recognition (image, write up or description), short response questions and brief essays. Closed book segment of the exam (in paper or through CANVAS as technology allows it) (50 % of each exam's grade)

The second part of the test is an open book segment with peer assistance during exam time or an essay to be submitted via CANVAS and Turnit in closer to the exam date. Students will be able to discuss their ideas to the topic (s) chosen for the written part of the exam with their peers in order to complete a small essay during class time. (50 % of each exams grade)

Details of the final exam will come closer to the exam date.

**Two Semester Course Overview:**



All articles, videos or excerpts for reading and assignments will be posted on CANVAS.

Note: Syllabus subject to change. Students will be notified by email or in class.

**TENTATIVE** Calendar for IDH 3034/4008: Fall 2017- MONDAYS 1:00 to 3:30 PM GC 289

Week & Date	Topic/ Facilitator	Learning Objectives	Reading assignment (prior to class)	Activity (In class)	Key words
1 Aug 20	Course Introduction Syllabus review CANVAS site review Group assignments Project assignation (AC) Professionalism (RB) <b>Curate an exhibit and museum</b> (AG)	1. Appraise how looking at art can make you a better professional. 2. Revise basic art terminology. 3. Students will develop an awareness of the distinct set of professional skills (competencies) required for success as a medical student and emerging doctor.	IDH 3034 on CANVAS	Review the following links: <ul style="list-style-type: none"> <li>• <a href="https://www.khanacademy.org/humanities/art-history-basics/tools-understanding-art/v/how-art-can-help-you-analyze-amy-e-herman">https://www.khanacademy.org/humanities/art-history-basics/tools-understanding-art/v/how-art-can-help-you-analyze-amy-e-herman</a></li> <li>• <a href="https://www.khanacademy.org/humanities/art-history-basics/beginners-art-history/v/why-look-at-art">https://www.khanacademy.org/humanities/art-history-basics/beginners-art-history/v/why-look-at-art</a></li> <li>• Complete student survey on CANVAS.</li> </ul>	Class expectations, calendar, evaluation, assignments, presentations, novels, books and other materials. <a href="https://www.khanacademy.org/humanities/art-history-basics/ah-glossary/a/art-history-glossary">https://www.khanacademy.org/humanities/art-history-basics/ah-glossary/a/art-history-glossary</a>
	Paleopathology and Paleomedicine (AC) Symbolic Images	1. List and classify the diseases known to occur in this period. 2. Briefly review Darwin's theory of evolution. 3. Define paleomedicine and paleopathology. 4. Which societal and living features can be drawn from the art work at various caverns, 5. Contrast the Paleolithic vs. Neolithic period. 6. Summarize the limitations of the paleopathology methods.	Magner Ch. 1. Pp. 1-21.  Medicine in Art pp. 174-177	Lecture <a href="http://www.metmuseum.org/toah/hd/preh/hd_preh.htm">http://www.metmuseum.org/toah/hd/preh/hd_preh.htm</a> <a href="https://www.khanacademy.org/humanities/prehistoric-art/paleolithic-art/a/paleolithic-art-an-introduction">https://www.khanacademy.org/humanities/prehistoric-art/paleolithic-art/a/paleolithic-art-an-introduction</a> <a href="https://www.khanacademy.org/humanities/prehistoric-art/neolithic-art/a/the-neolithic-revolution">https://www.khanacademy.org/humanities/prehistoric-art/neolithic-art/a/the-neolithic-revolution</a> <a href="https://www.khanacademy.org/humanities/prehistoric-art/paleolithic-art/a/lascaux">https://www.khanacademy.org/humanities/prehistoric-art/paleolithic-art/a/lascaux</a> <a href="http://whc.unesco.org/en/list/85/video">http://whc.unesco.org/en/list/85/video</a>	Diseases, healing, super natural, mummies, iceman, disease, paleomedicine, surgery, healing, rituals, traditions, magic, Asclepius, Hygeia, Hippocrates, panacea, assistance, corpus humane.

		<p>7. Analyze the diseases found from mummified cadavers.</p> <p>8. Identify examples or pre-historical art and infer their use then by using current representations.</p> <p>9. Recognize the different healing rituals, traditions, magic and surgical procedures of the time.</p> <p>10. Interpret the use and message (s) related to ancient instruments that represent medicine today.</p>			
2 Aug-27	Medicine in ancient civilizations: Mesopotamia and Egypt (AC)	<ol style="list-style-type: none"> <li>1. Cite de definition and location of early civilization in Egypt and Mesopotamia.</li> <li>2. Summarize how "medical books and notes were kept.</li> <li>3. Diseases of the time period by using imagery of the time.</li> <li>4. Paraphrase Hammurabi's code as it relates to medicine.</li> <li>5. Describe the roles of women in medicine by depicting representations of this time period.</li> <li>6. Relate the concept of Egypt as the "mother country of disease" by displaying works of art.</li> <li>7. Compare the different methods of mummification.</li> </ol>	<p>Magner Ch. 2 pp. 25-49 Medicine in Art pp.178-183</p> <p><b>RP1</b></p> <p><b>Due 9/10 by 11:59 PM</b></p>	<p>LECTURE</p> <p>In advance video screening:  <a href="https://www.youtube.com/watch?v=bz-KaLa_y_E">https://www.youtube.com/watch?v=bz-KaLa_y_E</a>  <a href="http://www.medicalnewstoday.com/info/medicine/ancient-egyptian-medicine.php">http://www.medicalnewstoday.com/info/medicine/ancient-egyptian-medicine.php</a>  <a href="https://www.khanacademy.org/humanities/ancient-art-civilizations/egypt-art">https://www.khanacademy.org/humanities/ancient-art-civilizations/egypt-art</a>  <a href="https://www.khanacademy.org/humanities/ancient-art-civilizations/ancient-near-east1#sumerian">https://www.khanacademy.org/humanities/ancient-art-civilizations/ancient-near-east1#sumerian</a></p>	Mesopotamia, Hammurabi's code, Egypt, medical papyri,
	Introduction to Novel and Writer <b>Discussion Board 1</b>	<b>"The Plague" by Albert Camus</b>	Pp. 1-63	<p>Respond to the discussion board as suggested in the instructions.</p> <p><b>Due: 09-18 by 11:59 PM</b></p>	

	Individual Presentations (5)	Rubric and Topic assigned in class			
3 Sep 03	<b>LABOR DAY – NO CLASS MEETING ASSIGNMENTS POSTED TO CANVAS</b>				
4 Sep-10	<p>Medical traditions of <b>India</b> and China (AC)-Part 1</p> <p><b>Curate an exhibit and museum (AG)</b></p>	<ol style="list-style-type: none"> <li>1. Relate how the social and ethnical mixtures of India lead to the development of their civilization and specifically their medical history.</li> <li>2. Describe Ayurvedic Medicine from a historical point of view.</li> <li>3. By using representations, compile features of the structure and organization of Ayurvedic Medicine.</li> <li>4. Describe the bases of Ayurvedic Medicine as defined by it ancient authors.</li> <li>5. Identify Dosas, humors and basic tissues as defined by Ayurvedic medicine.</li> <li>6. Enumerate characteristics of the practitioner.</li> <li>7. Categorize the advances in surgery, anatomy and dissection of the time by the use of representative images.</li> </ol>	<p>Magner pp. 53-62</p>	<p><a href="https://www.youtube.com/watch?v=j-NRHHPx4WE">https://www.youtube.com/watch?v=j-NRHHPx4WE</a>  <a href="https://www.khanacademy.org/humanities/art-asia/beginners-guide-asian-culture#hindu-art-culture">https://www.khanacademy.org/humanities/art-asia/beginners-guide-asian-culture#hindu-art-culture</a></p>	<p>Ayurvedic medicine, surgery, anatomy, dissection. Vedas, Rig-Veda, Atharvaveda, vaidya, branches of Ayurveda, Caraka, Susruta, Vagbhata, humors,</p>

	Individual Presentations	Rubric and Topic assigned in class			
5 Sep-17	<b>Medical traditions of India and China (AC)-Part 2</b>	<ol style="list-style-type: none"> <li>1. Distinguish Chinese from Greek medicine.</li> <li>2. Describe the ancient and current characteristics of Traditional Chinese Medicine (TCM).</li> <li>3. Review the limitations as to the information that pertains to ancient Chinese Medicine.</li> <li>4. Describe the relationship amongst the five phases or elements.</li> <li>5. Provide the basic concepts of anatomy in Chinese medicine.</li> <li>6. Defend the “yin-yang” complex as a status of harmony.</li> <li>7. Using representations of the time depict the characteristics of sages, physicians, healers and quacks.</li> <li>8. Illustrate examples of acupuncture and mixobustion.</li> <li>9. Depict advances of Chinese medicine in surgery.</li> <li>10. Examine the current state of TCM in the United States.</li> </ol>	<p><b>Magner pp. 63-84</b></p> <p><b>RP2</b></p> <p><b>Due Oct 1 by 11:59 PM</b></p>	<p>LECTURE</p> <p><a href="https://www.khanacademy.org/humanities/art-asia/beginners-guide-asian-culture">https://www.khanacademy.org/humanities/art-asia/beginners-guide-asian-culture</a></p> <p><a href="https://www.khanacademy.org/humanities/art-asia/imperial-china">https://www.khanacademy.org/humanities/art-asia/imperial-china</a></p> <p><a href="https://www.youtube.com/watch?v=fZRSjoM2kA8">https://www.youtube.com/watch?v=fZRSjoM2kA8</a></p>	<p>Chinese medicine, celestial emperors, Chinese anatomy, physicians, healers, quacks, acupuncture, drug lore, dietetics, modern practice of medicine, celestial emperors, the Inner cannon, Nei Ching, Fu His, Shen Nung, Huang Ti, triple warmer, life gate, yin / yang, acupuncture, mixobustion, sages, physicians, drug lore, surgery</p>
	Individual presentations	Rubric and Topic assigned in class			
6 Sep - 24	<b>Greco</b> Roman Medicine –Part 1 (AC)	<ol style="list-style-type: none"> <li>1. Relate how mythology and belief are associated with the development of medical practices in Greece and Rome.</li> <li>2. Illustrate an example of a segment of the Iliad that relates to medicine.</li> </ol>	<p>Magner pp. 89-113</p> <p>Medicine in Art pp. 184-187</p>	<p>LECTURE</p> <p><a href="http://www.greekmedicine.net/whos_who/Hippocrates.html">http://www.greekmedicine.net/whos_who/Hippocrates.html</a></p> <p><a href="http://www.ancient.eu/Greek_Medicine/">http://www.ancient.eu/Greek_Medicine/</a></p> <p><a href="http://www.medicalnewstoday.com/info/medicine/ancient-greek-medicine.php">http://www.medicalnewstoday.com/info/medicine/ancient-greek-medicine.php</a></p>	<p>Homer, the Iliad, Apollo, physiology, medicine, Hippocrates, nature of disease, four humors, Asclepius God of Medicine, Melampus, Pythagoras,</p>

		<p>3. Describe the historical details of the life of Hippocrates.</p> <p>4. Correlate the fields of philosophy and medicine in the Greek world.</p> <p>5. Identify key features of philosophers of the time that influenced the field of Greek medicine.</p> <p>7. Examine the role of Hippocrates and his legacy in western medicine.</p> <p>8. Revise and diagram the doctrine of the four humors.</p> <p>9. Describe the Hellenistic period of medicine: Herophilus and Erasistratus</p>		<p><a href="https://www.khanacademy.org/humanities/ancient-art-civilizations/greek-art">https://www.khanacademy.org/humanities/ancient-art-civilizations/greek-art</a> - A beginner's guide (only) Greek</p> <p><a href="https://www.youtube.com/watch?v=AreFKsYw96Y">https://www.youtube.com/watch?v=AreFKsYw96Y</a></p>	<p>Alcmaeon, Empedocles, Humanistic holism, expectative medicine, at least no harm, the "Oath", yellow bile, black bile, blood and water; Herophilus, Erasistratus, Alexandrian Medicine, Library.</p>
	<b>Discussion Board 2</b>	<b>The Plague</b>	<b>Pp. 67-121</b>	<p>Respond to the discussion board as suggested in the instructions.</p> <p><b>Due Oct 9th by 11:59 PM</b></p>	
	<b>Individual presentations</b>	<b>Rubric and Topic assigned in class</b>			
7 Oct-01	<p><b>Greco Roman Medicine –Part 2 (AC)</b></p> <p><b>Curate an exhibit and museum (AG)</b></p>	<p>1. Enumerate features of the roman civilization that influenced medical history.</p> <p>2. Differentiate Romans from the Greek culturally.</p> <p>3. Describe a profile for Asclepiades, Pliny, Dioscorides and Cato.</p> <p>4. Identify the therapeutics alternatives that existed to the Romans and their records.</p> <p>5. Differentiate dogmatists from empiricists and Methodists.</p>	<p>Magner</p> <p>Pp. 114-131</p>	<p>LECTURE</p> <p><a href="http://www.ancient.eu/Roman_Medicine/">http://www.ancient.eu/Roman_Medicine/</a> -Roman Medicine</p> <p><a href="https://www.khanacademy.org/humanities/ancient-art-civilizations/roman">https://www.khanacademy.org/humanities/ancient-art-civilizations/roman</a></p> <p><a href="https://www.youtube.com/watch?v=AreFKsYw96Y">https://www.youtube.com/watch?v=AreFKsYw96Y</a> - Hippocrates</p> <p><a href="https://www.youtube.com/watch?v=uPAfGLyRmvc">https://www.youtube.com/watch?v=uPAfGLyRmvc</a> Hippocrates and Galen</p>	<p>Asclepiades, Cato, Pliny, Roman Medicine, Dioscorides, dogmatists, empiricists, Methodists, cardinal signs of inflammation, Galen and "ism", humors, blood, breath, pneuma, spirits, Mithriades, therapeutics and causes of disease</p>

		<p>6. Identify the characteristics and knowledge of roman surgery.</p> <p>7. Recall key biographic features of Galen that would influence his participation in roman medicine.</p> <p>8. Describe Galen’s interventions and advances in anatomy, physiology, therapy and causes of diseases.</p> <p>9. Illustrate the influence of Mithriades in roman therapeutics.</p> <p>10. Compare Galen’s position over the practice of medicine to that of your current view.</p>			
	<b>Individual presentations</b>	<b>Rubric and Topic assigned in class</b>			
8 Oct-08	Middles Ages Part 1 (AC)	<p>1. Describe general features of the historical segment of the middle ages.</p> <p>2. List the advances of medicine though the middle ages.</p> <p>3. Differentiate “religious medicine from human medicine.</p> <p>4. List the ways in which the church influenced medicine.</p> <p>5. Illustrate examples of religious martyrs and their cures.</p> <p>6. Describe the influence of Greek medicine in medieval times.</p> <p>7. Illustrate the medieval concept of a hospital.</p> <p>8. Describe and illustrate the establishment of universities.</p>	<p>Magner Pp. 135-154 Medicine in Art pp. 14-25</p>	<p>LECTURE <a href="http://www.medicalnewstoday.com/info/medicine/medieval-and-renaissance-medicine.php">http://www.medicalnewstoday.com/info/medicine/medieval-and-renaissance-medicine.php</a> <a href="https://www.khanacademy.org/humanities/medieval-world/medieval-europe">https://www.khanacademy.org/humanities/medieval-world/medieval-europe</a></p>	<p>Religious medicine, human medicine, middle ages, religion, humanism, Cosman Damian, St.. Sebastian, St. Edward the Confessor, St Thomas of Canterbury, St. Apollonia, Monasteries, universities, St. Bernard de Clarivau, Rosa anglica, regimen sanitatis, medical education, surgery, Hugh of Lucca, Guy de Chauillac, women and medicine, St. Hildegard, St. Walpurga, Trotula, epidemic diseases in the middle ages; illness, poverty</p>

		<p>9. Appraise the influence of monasteries in education and specifically in medical education.</p> <p>10. Qualify the scenario in which medical education took place in the middle ages.</p> <p>11. Describe the status of surgery during the middle ages.</p> <p>12. Illustrate the participation of women in medicine.</p> <p>13. Summarize the legalities involved in the practice of medicine and other health professions.</p>			
	<b>Discussion board 3</b>	<b>The Plague</b>	<b>Pp. 122- 185</b>	<p>Respond to the discussion board as suggested in the instructions.</p> <p><b>Due Oct 23rd by 11:59</b></p>	
9 Oct-15	Epidemic diseases in the Middle ages- Bubonic plague (NMM) Others (AC)	<ol style="list-style-type: none"> <li>List the most common infectious diseases during the Middle Ages.</li> <li>Describe the microbiologic and clinical features of the bubonic plague.</li> <li>Illustrate the geographic extent of bubonic plague.</li> <li>Describe previous episodes of a plague (Egypt and Athens).</li> <li>Appraise the economic and social impact of the plague in the Middle Ages.</li> </ol>	<p>Magner Pp. 156-177</p> <p>Medicine in Arts pp. 218-223 &amp; 272-278</p> <p><b>RP3</b></p>	<p><a href="https://www.khanacademy.org/humanities/renaissance-reformation/late-gothic-italy/beginners-guide-late-gothic/a/the-black-death">https://www.khanacademy.org/humanities/renaissance-reformation/late-gothic-italy/beginners-guide-late-gothic/a/the-black-death</a></p> <p><a href="https://www.khanacademy.org/humanities/medieval-world/medieval-europe">https://www.khanacademy.org/humanities/medieval-world/medieval-europe</a></p> <p><a href="https://www.khanacademy.org/humanities/renaissance-reformation/late-gothic-italy/beginners-guide-late-gothic/a/the-black-death">https://www.khanacademy.org/humanities/renaissance-reformation/late-gothic-italy/beginners-guide-late-gothic/a/the-black-death</a></p>	<p>Black death, bubonic plague, black death, Yersinia pestis, Yersinia paratuberculosis, Alexander Yersin, bacteriophage, bubonic, septicemic, pneumonic, vectors, rats, fleas, leprosy, leper, leper house, remedies, Mycobacterium leprae, medical treatment, WHO campaigns against infectious diseases.</p>

		6. Illustrate the historical / religious background of leprosy. 7. Describe the microbiologic and clinical features of leprosy.	<b>Due Oct 29<sup>th</sup> by 11:59 PM</b>		
	<b>Individual presentations</b>	<b>Rubric and Topic assigned in class</b>			
	<b>E1</b>	<b>Content and material covered in weeks 1 to 7 (Pre-Historic to Greek Roman)</b>		<b>MCQ / Essay</b> Closed and Open Book Segments	
10 Oct-22	<b>Discussion Board 4</b>	<b>The Plague</b>	<b>Pp. 189-257</b>	Respond to the discussion board as suggested in the instructions. <b>Due Nov 6<sup>th</sup> by 11:59</b>	
11 Oct-29	Middle Ages part 2 Islamic Medicine (AC)  <b>Curate an exhibit and museum (AG)</b>	1. Describe Islamic medicine and prophetic medicine. 2. Identify "yunani " medicine. 3. Name common pharmaceutical preparations and their intended use. 4. Characterize the function of Islamic hospitals. 5. Describe medical education in the Islamic world. 6. Review the contribution of Rhazes, Avicenna, Albucasis and Averroes. 7. Illustrate the contribution of Ibn an-Nafis to cardiovascular medicine. 8. Delineate the path of survival as it relates to Islamic medicine.	Magner pp. 178-193 Medicine in Art pp. 188-191	<a href="http://www.medicalnewstoday.com/info/medicine/medieval-islamic-medicine.php">http://www.medicalnewstoday.com/info/medicine/medieval-islamic-medicine.php</a> <a href="http://www.medicalnewstoday.com/info/medicine/medieval-and-renaissance-medicine.php">http://www.medicalnewstoday.com/info/medicine/medieval-and-renaissance-medicine.php</a> <a href="https://www.khanacademy.org/humanities/art-islam/beginners-guide-islamic">https://www.khanacademy.org/humanities/art-islam/beginners-guide-islamic</a>	Islamic medicine, prophetic medicine, Hadith, Koran, caliphs, hospitals, madrasas, clinical medicine, the great sages of Islamic medicine, Rhazees, Avicenna, Albucasis, Averroes, case of Ibn an Nafis, greco-islamic medicine survival

12 Nov-6	Renaissance and Scientific revolution Part 1 (AC)	<ol style="list-style-type: none"> <li>1. Describe the renaissance as a historical period.</li> <li>2. Identify the positive and negative events that occurred in this period.</li> <li>3. Delineate the benefits of printing to community and medical professions.</li> <li>4. Infer the influence of other sciences to the advancement of medicine.</li> <li>5. Describe the evolution of the Royal College of physicians and how was medical practice changed.</li> <li>6. Explain the importance of autopsy and anatomy to the practice of medicine in this period.</li> <li>7. Illustrate examples of the contributions of Leonardo da Vinci and Andreas Vesalius to anatomy.</li> <li>8. Characterize the work of women in medicine during this period.</li> </ol>	<p>Magner pp. 197-213 Medicine in Arts pp. 212-217</p> <p><b>RP4</b></p> <p><b>Due Nov 13<sup>th</sup> by 11:59 PM</b></p>	<p><b>LECTURE</b></p> <p><a href="http://www.medicalnewstoday.com/info/medicine/medieval-and-renaissance-medicine.php">http://www.medicalnewstoday.com/info/medicine/medieval-and-renaissance-medicine.php</a></p> <p><a href="https://www.khanacademy.org/humanities/renaissance-reformation/late-gothic-italy/beginners-guide-late-gothic/a/the-black-death">https://www.khanacademy.org/humanities/renaissance-reformation/late-gothic-italy/beginners-guide-late-gothic/a/the-black-death</a></p>	<p>Inventions, printing, incunabula, medical humanists, Copernicus, Kepler, Galilei, Thomas Linacre, Royal College of Physicians, John Caius, Andreas Vesalius, Sudor Anglicus, autopsies, anatomy, art, Andreas Vesalius, Leonardo Da Vinci, Epitome, Ambroise Pare, medicine, surgery,</p>
13 Nov-12	Case presentation (MAG)	<ol style="list-style-type: none"> <li>1. Discuss and illustrate the illnesses that existed in Louis XIV, the Sun King.</li> <li>2. Illustrate Louis XIV and his court, kingdom and lifestyle.</li> </ol>	<p>Material provided</p> <p>Article: Louis XIV "pourri" de la tete aux pieds. Le Point Decembre 2008.</p>	<p><a href="http://www.nytimes.com/1862/07/27/news/new-publications-journal-health-louis-xiv-written-drs-vallot-l-aquin-fagon-all.html?pagewanted=all&amp;pagewanted=print">http://www.nytimes.com/1862/07/27/news/new-publications-journal-health-louis-xiv-written-drs-vallot-l-aquin-fagon-all.html?pagewanted=all&amp;pagewanted=print</a></p> <p><a href="http://www.bilan.ch/garry-littman/english-room/royal-fistula-changed-face-surgery">http://www.bilan.ch/garry-littman/english-room/royal-fistula-changed-face-surgery</a></p>	<p>King of France, Sun King, Louis XIV, diseases: feet, head, abdomen, head, skin</p>

	<p>Renaissance and scientific revolution Part 2 (AC)</p> <p><b>Discussion Board 5</b></p>	<ol style="list-style-type: none"> <li>1. Describe the contributions of Ambroise Pare to surgery.</li> <li>2. Describe the influence of astrology in medicine.</li> <li>3. Enumerate the contributions of Paracelsus to medicine.</li> <li>4. Describe why syphilis is defined as the scourge of the renaissance.</li> <li>5. Differentiate the terms venereal disease from sexually transmitted disease.</li> <li>6. Identify basic clinical and microbiologic features of gonorrhea, syphilis, and other minor diseases and their accepted therapies.</li> <li>7. Describe and illustrate the contributions of Servetus, Harvey, Colombo, and Fabrici to the understanding of blood circulation and blood transfusion.</li> <li>8. Identify the importance of Landsteiner to transfusion medicine.</li> <li>9. Illustrate the emergency and advancement of solid organ transplantation.</li> </ol> <p>"The Plague"</p>	<p>Magner pp. 215-265 Medicine in Arts pp.</p> <p>Pages 258-308</p>	<p><a href="http://ocp.hul.harvard.edu/contagion/syphilis.html">http://ocp.hul.harvard.edu/contagion/syphilis.html</a>  <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3956094/?report=printable">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3956094/?report=printable</a>  <a href="http://www.infoplease.com/cig/dangerous-diseases-epidemics/syphilis-sexual-scourge-long-history.html">http://www.infoplease.com/cig/dangerous-diseases-epidemics/syphilis-sexual-scourge-long-history.html</a></p> <p><b>Respond to the discussion board as suggested in the instructions.</b></p> <p><b>Due Nov 27<sup>th</sup> by 11:59 PM</b></p>	<p>Ambroise Pare, Astrology, alchemy, Paracelsus, syphilis, gonorrhea, AIDS, chancroid, Trichomoniasis, fever therapy, Holy wood, mercury, congenital syphilis, blood circulation, Michael Servetus, Leech and Lancel therapy, blood transfusion, Landsteiner, immunology, ABO group, solid organ transplantation.</p>
14	<p>Group Presentations <b>Curate an exhibit and museum</b></p>	<p>Order TBD and posted to CANVAS site</p>			

Nov-19	(AG)				
	Introduction to Novel 2 and Writer  <b>Discussion board 6</b>	<b>"Year of Wonders"</b> Geraldine Brooks  <b>"Year of Wonders"</b> Geraldine Brooks	RP5 Due Dec 3rd by 11:59 PM  Pp. 1- 79	Movie screening  <b>Respond to the discussion board as suggested in the instructions.</b> <b>Due Nov 29th by 11:59</b>	
15 Nov-26	E2	<b>Content and material covered in weeks 8-15 (Middle Ages to Renaissance)</b>		MCQ / Essay Closed and Open Book Segments	
16 Dec-03	FINAL EXAM	TAKE HOME: ESSAY- TOPICS: TBA		<b>INDIVIDUAL ESSAIS</b>  <b>(Take Home FINAL exam segment)</b>	
		MCQ- IMAGE RECOGNITION		Closed book	



