

Term Information

Effective Term Autumn 2018

General Information

Course Bulletin Listing/Subject Area History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5710
Course Title History of Anatomy
Transcript Abbreviation Anatomy History
Course Description This course examines the history of anatomy as a way categorizing and explaining the relationships of parts to wholes in once living creatures, notably human beings. We focus on the history of anatomical observations, education, modes of communication, and professionalization.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Laboratory, Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Students must have graduate standing, or have completed Anatomy 2220, 2300 or 3300, or have permission from both instructors.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings Cross-listed in Anatomy

Subject/CIP Code

Subject/CIP Code 54.0104
Subsidy Level Doctoral Course
Intended Rank Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students learn & analyze the history of anatomical knowledge and practices through historical readings, research & enrichment activities. They demonstrate proficiency in written & oral communication skills through papers, discussion & presentations.

Content Topic List

- Covering the history of anatomical knowledge, education and practices from the ancient world to contemporary discussions of dissection, digital tools & ethics. Emphasis is on the social, religious & political contexts of changes in this discipline.

Sought Concurrence

No

Attachments

- History-Anatomy 5710 Syllabus.docx: History/Anatomy 5710 Syllabus
(Syllabus. Owner: Bowerman, Ashley E.)
- History-Anatomy 5710 short text for curriculum review.docx: Curriculum review text
(Other Supporting Documentation. Owner: Bowerman, Ashley E.)
- Team Teaching Proposal - History-Anatomy 5710.docx: Team-Teaching Proposal
(Cover Letter. Owner: Bowerman, Ashley E.)
- History-Anatomy Letter of Support - Rosenstein.pdf: LOS - Rosenstein
(Other Supporting Documentation. Owner: Bowerman, Ashley E.)
- History-Anatomy Letter of Support - McHugh.pdf: LOS - McHugh
(Other Supporting Documentation. Owner: Bowerman, Ashley E.)
- History-Anatomy Letter of Support - Clinchot.pdf: LOS - Clinchot
(Other Supporting Documentation. Owner: Bowerman, Ashley E.)

Comments

- When taught the boiler plate language should be included in misconduct and disabilities *(by Heysel, Garrett Robert on 08/18/2017 10:56 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bowerman, Ashley E.	08/18/2017 09:02 AM	Submitted for Approval
Approved	Otter, Christopher James	08/18/2017 09:03 AM	Unit Approval
Approved	Heysel, Garrett Robert	08/18/2017 10:56 AM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	08/18/2017 10:56 AM	ASCCAO Approval

Team-teaching Proposal: Rationale and Description
History 5710/Anatomy 5710: History of Anatomy

We propose offering a course on the history of anatomy that combines a historian's and an anatomist's perspectives on this fundamental science. We seek to understand how and why past anatomists could see and interpret the body differently than we do today, and so gain greater understanding of our own interpretive lenses. Lawrence contributes the historian's emphasis on the ways that people studied and understood the human body in the context of their own times and places, and hence with their own presuppositions about its philosophical, religious and social meanings, as well as its biological and medical ones. Kalmar contributes the anatomist's emphasis on deep, clear observation, attention to the evolution of formal terminology, learning through dissection, and the ethical treatment of human remains. For each chronological period, we include the historical analysis of primary sources alongside students' experience with anatomical objects, such as viewing specimens in the Museum of Biodiversity, describing human bones and working with prosected cadavers.

For the Department of History, this course will count towards the major, but will not be required for any degree. It will contribute to the department's thematic constellation in Environment, Health, Technology and Science, which is of particular interest to graduate students seeking interdisciplinary training in this area. Like the very successful interdisciplinary course on the history and science of HIV (History 3704/MicrBio 3704 HIV: From Microbiology to Macrohistory), this course expands the department's collaborations with the sciences. The course will also be added as an elective to the undergraduate interdisciplinary minor in Medical Humanities, as well as to the new MA degree in Medical Humanities & Social Sciences.

For the Department of Biomedical Education & Anatomy, this course contributes an elective to the Division of Anatomy's graduate program by educating students in the history of their profession. Additionally, this course will support the anatomy undergraduate minor currently being developed. Many of Anatomy's graduates join teaching programs. Such an integrated course provides an excellent foundation in the intellectual, social and political history of anatomy that will emphasize and enhance the humanistic content they convey to future students. Besides advancing our students' knowledge, this course enhances the interdisciplinary activities between anatomy and the humanities.

We plan to interweave our content knowledge and academic skills throughout the course meetings, although Lawrence will take the lead on didactic presentations and discussions of historical content and Kalmar will organize all of the laboratory instruction involving human specimens. Having a historian and an anatomist regularly reflect on the same materials from different disciplinary perspectives will model interdisciplinary discussions for the class. Students who experience this dual view of human anatomy as a historical science will gain considerable awareness of how anatomical knowledge was (and is) constructed and conveyed to others. Students from the humanities (e.g. History, English and Comparative Studies) will learn the physicality of anatomical study; the presence of human remains matters. Students from the sciences, especially graduate students in Anatomy, will learn how much social, religious and political factors shaped the evolution of anatomical knowledge and educational practices. Students from these different backgrounds will also help one another to appreciate and explain different perspectives on this discipline. Both will benefit from interdisciplinary discussions of diverse topics, including attitudes towards the dead body, the interpretation of visual media and the evolution of technical vocabularies.

Susan Lawrence, Department of History
Eileen Kalmar, Department of Biomedical Education & Anatomy

The History of Anatomy Anatomy 5710/History 5710

Term (AU, SP, SU), Year AU18 (proposed start)
Course code

Eileen Kalmar, PhD

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Susan C. Lawrence, PhD

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Course overview & policies

Course description:

In this course, we examine the history of anatomy as a way of observing, categorizing and explaining the relationships of parts to wholes in once living creatures, notably human beings. Anatomy, like other sciences, developed as a reflection of the assumptions and preoccupations of its practitioners, which in turn were shaped by their historical contexts. We will focus on the history of anatomical education, modes of communication, and professionalization. In addition to traditional didactic and discussion sessions, students will study anatomical materials, visit collections of biodiversity specimens, rare books and library resources, and participate in other activities. Students will also lead discussion sessions, give oral presentations, and write a short academic research paper on a course related topic of their choice.

Prerequisites

Students must have graduate standing, **or** have completed Anatomy, 2220, 2300 or 3300, **or** have permission from both instructors.

Readings

Required readings will be available on Carmen or through the OSU libraries' portals to digital media.

Policies

- Attendance is mandatory. It is your responsibility to make arrangements for missed class periods. If possible, arrange excused absences with the instructors at least one week in advance. For personal or family emergencies, contact one of the course directors as soon as possible. Students must come to class prepared to participate in discussion and other activities.
- Using email. We expect students to read their email at least once a day. While we like to be available to students by email, please do not rely on getting an immediate response. We will return all emails within 24 hours or by Monday at noon for emails sent after

12:00 p.m. on Friday.

- Using Carmen. Students are responsible for checking Carmen for any changes to the course schedule. All assignments must be submitted in electronic form (MS Word or other Carmen compatible file format, but not Adobe pdf) to Carmen.

Academic integrity and professional conduct

Academic misconduct, including plagiarism, is taken very seriously at The Ohio State University and will not be tolerated. We will follow University Rule 3335-5-487, which states that “each instructor shall report to the Committee on Academic Misconduct all instances of what he/she believes may be academic misconduct.” Penalties for academic misconduct may include dismissal from your program. Additionally, distracting, disruptive and/or unprofessional behavior will not be tolerated. Persons committing such infractions will be asked to leave and may not be permitted to return. The Code of Student Conduct can be reviewed at (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Student wellness

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use to be among the top ten health impediments to academic performance. Students experiencing personal problems or a situational crisis during the term are encouraged to contact OSU Counseling and Consultation Services (614-292-5799; <http://www.ccs.ohio-state.edu>) for assistance, support and advocacy. This service is free and confidential.

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructors as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Ave.; email slds@osu.edu; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>.

Course objectives & outcomes

In Anatomy 5xxx/History 5xxx, students will gain broad perspectives on the history of anatomy. Because this is a cross listed course and we anticipate having students from quite different disciplinary backgrounds, participants will also enhance their abilities to work and communicate with diverse peers. The course goals and objectives may be divided into two (overlapping) categories, content and skills.

Content objectives

At the end of this semester, students will be able to

- describe the overall historical chronology of changes in anatomical teaching and knowledge, including the names of major figures, publications and organizations across time.
- explain the current consensus views on why historical change occurred, including religious, political and socio-economic factors.
- assess how anatomists are products of their own time periods and why this insight is

- significant for current and future developments in anatomical education and research.
- analyze the range of perspectives on the ethics of current and historical access to cadavers
- differentiate and evaluate the ways that anatomical knowledge is conveyed through vocabulary, images and personal experience.

Skills and experience outcomes

At the end of the semester, students will have

- demonstrated interpersonal and professional communication skills through participation in small group work, classroom discussions and peer review of assignments.
- reflected on the educational value of learning by experiencing different campus resources
- created a 5-10 minute video using presentation software (such as a voice-over PowerPoint presentation) in which they explain an historical event, development, concept or issue in a professional, but engaging manner that could be used for online teaching or as part of a portfolio.
- given a 15 minute live presentation on the same topic as their video to the class.
- prepared a short research paper that conforms to their disciplinary standards for writing style, citation usage and citation formatting.

Assignments & Grading

More detailed instructions for the assignments, including the relevant assessment rubrics, will be provided on separate handouts on Carmen.

Participation

Participation is vital to the structure of this course. Participation includes active listening to instructors' presentations, preparation for class, writing discussion questions, and making regular contributions in small group and full class discussions.

Reflections on activities

Students will write a 1½-2 page reflection on what they learned from six of the eight activities, including any comments they have for improvements. These are check-off assignments due one week after the session.

Individual presentations

- Each student will make a 5-10 minute video using presentation software that incorporates audio, images and/or short video clips made by the student, as appropriate for the topic. All presentations must include a timeline of relevant historical events and contexts. Students will be evaluated on how well they communicate a historical concept, idea, issue or event to an educated general audience (such as a group of first year undergraduates or new co-workers). The videos will be posted for other students to evaluate through peer review. The presentation may be on the same topic as the

research paper, but it does not have to be.

- At the end of the semester, students will present a 15 minute revised version of their presentation live to the class. Students will provide peer review feedback to the presenters.
- Before the last class meeting, students will contribute their timeline events and contexts to a course wiki so that we have a combined timeline view of all of the course presentations.

Research paper

Each student will prepare a 5-8 page research paper that conforms to their disciplinary standards for writing style, citation usage and citation formatting. Details on formatting the paper and citations will be provided in separate handouts. Students will be required to peer review a draft of another student's paper two weeks before the final due date.

Grade distribution	500 points
• Participation @ 5 per session	140 points
○ Attendance @ 1	
○ Classroom and laboratory participation @ 4	
• Laboratory reflections @ 10	60 points
• Video presentation	60 points
○ includes peer review of video presentation @ 15	
• In-class presentation	80 points
○ includes peer review of in-class presentation @ 15	
○ includes shared timeline contributions @ 5	
• Research paper	160 points
○ includes peer review of research paper @ 30	

Grading scale:

	93 - 100 (A)	90 - 92.9 (A-)
87 - 89.9 (B+)	83 - 86.9 (B)	80 - 82.9 (B-)
77 - 79.9 (C+)	73 - 76.9 (C)	70 - 72.9 (C-)
67 - 69.9 (D+)	60 - 66.9 (D)	Below 60 (E).

Course Schedule

This course schedule is a draft. The final version will depend on meeting days and times. We propose a T/TH offering.

Unit 1. Foundations

Session 1. Introduction – approaching the discipline of anatomy from the discipline of history

- Syllabus review, course expectations
- Mandatory laboratory orientation

- What does it mean to think historically about a science?

Session 2. Before Aristotle – what can we assume about early anatomical knowledge?

- The language of body parts
- Egyptians, medicine and mummification
- Reading
 - N. J. Enfield, Asifa Majid, and Miriam van Staden, “Cross-linguistic categorization of the body: Introduction,” *Language Sciences* 28 (2006): 137-147.
 - Heinrich von Staden, *Herophilus: The Art of Medicine in Early Alexandria* (New York: Cambridge University Press, 1989), 1-31.

Session 3. Aristotle and his *Historia Animalium*

- Observation, identification and categorization – foundations of anatomy
- Reading
 - Armand Marie Leroi, *The Lagoon: How Aristotle Invented Science* (New York: Penguin Books, 2014), Chapter 3, “The Known World,” and Chapter 4, “The Anatomies.” (pp. 39-74)

Session 4. ACTIVITY: Museum of Biological Diversity

- Preparation
 - Visit the Museum’s website at <https://mbd.osu.edu/>. Read about the history of the collection of tetrapods and the introductions to the sections on fishes, molluscs and archology. Explore the collections at OSU via the VertNet database at <http://portal.vertnet.org/p/ohio-state-university>. Choose one of the Tetrapods to examine in more detail and find a specimen reference that you would like to see (if possible).
 - How and when did you learn about the ways that anatomical features were used to establish categories of living creatures?

Session 5. Alexandria: Herophilus and Erasistratus

- Human anatomy: the practice of medicine vs. the practice of science
- Reading
 - Heinrich von Staden, *Herophilus: The Art of Medicine in Early Alexandria* (New York: Cambridge University Press, 1989), 138-181.

Session 6. ACTIVITY: Galen on human osteology

- Reading
 - Charles Singer, “Galen’s Elementary Course on Bones,” *Proceedings of the Royal Society of Medicine* (1952): 767-776
- Activity: small groups
 - Compare Galen’s observations and descriptions to what you observe on the same bones.
 - Choose a bone and write a description in your own words of what it looks like, without using any technical anatomical terms you know from prior study.

- Discussion: objects, vocabulary, text – can anatomical knowledge be accurately transmitted by text?

Session 7. Rome: Galen – the magisterial anatomist

- Description versus explanation, form and function
- Reading
 - Charles Singer, trans. and ed. *Galen On Anatomical Procedures* (New York: Oxford University Press, 1956), xiii-xxiv, 1-30.
 - Margaret Tallmadge May, trans. and ed. *Galen On the Usefulness of the Parts of the Body* 2 vols. (Ithaca, NY: Cornell University Press, 1969), 1:3-12, 67-112.
- Preparation for session 8. In small groups, choose a section of Galen's *On Anatomical Procedures* (provided) to study.

Session 8. ACTIVITY: Can you see Galen's body?

- Using Galen's text, study the relevant prosected cadavers in small groups.
- Present Galen's understanding of the anatomical structures to the rest of the class, demonstrating on the prosections.

Session 9. Universities, anatomy and dissection in Medieval Europe

- Breaking the taboo on human dissection in the 13th-14th centuries
- Reading
 - Katherine Park, "The Criminal and the Saintly Body: Autopsy and Dissection in Renaissance Italy," *Renaissance Quarterly* 47 (1994): 1-33.
 - F. d'Errico Valentin, "Brief Communication: Skeletal Evidence of Operations on Cadavers from Sens (Yonne, France) at the End of the XVth Century," *American Journal of Physical Anthropology* 98 (1995): 375-390.

Session 10. Planning a video presentation on a topic and a research paper in the history of anatomy

- Discussion of academic expectations of different disciplines
- Finding primary and secondary sources
- Professional writing
- How to make a voice-over slide presentation

Unit 2. Books, Images and Bodies

Session 11. The Printing Press as an Agent of Change

- Communication technologies and historical change
- Introduction to Vesalius
- Reading
 - Elizabeth Eisenstein, *The Printing Press as An Agent of Change: Communications and Cultural Transformation in Early-Modern Europe* (1980), 683-708.
 - TBD digital visualization and tacit knowledge
 - Charles O'Malley, *Andreas Vesalius of Brussels, 1514-1564*. Selections

- Vesalius, Preface to *On the Structure of the Human Body* (1543).
- Hesler, “An Eye Witness Report [of Vesalius teaching]”

Session 12. ACTIVITY: Special Collections in the Health Sciences Library

- See Vesalius, *De Fabrica Corporis Humani* (2nd ed) and other anatomical texts from the 16th-18th centuries; what values are explicit and implicit in these objects?
- What do these books *mean* for teaching and learning anatomy? The perspective of the professor? The perspective of the student?

Session 13. Renaissance art and the transformation of anatomical knowledge.

- Reading
 - Martin Kemp, “The mark of truth”: Looking and Learning in Some Anatomical Illustrations,” in *Medicine and the Five Senses* (1993).
 - Martin Kemp, “A Drawing for the *Fabrica* and Some Thoughts on Upon the Vesalius Muscle Men,” *Medical History* 14 (1970).
 - K. B. Roberts and J. D. W. Tomlinson, *The Fabric of the Body: European Traditions of Anatomical Illustration* (Oxford: Clarendon Press, 1992), 125-140.

Session 14. ACTIVITY: Drawing the body – the meanings of representation

- In small groups and working with prosected specimens, chose body areas to illustrate through diagrams and through representative images.
- Discussion: the complexities of information conveyed through images, challenges of “representation”

Unit 3. The Professionalization of Anatomy in Historical Contexts

Session 15. Lectures and laboratories – the transformation of anatomical education in the 18th - 19th centuries.

- Susan Lawrence, “Anatomy and Address: Creating Medical Gentlemen in Eighteenth Century London,” *The History of Medical Education* (1993).
- Michael Sappol, *A Traffic of Dead Bodies: Anatomy and Embodied Social Identity in Nineteenth-Century America*, 74-97.

Session 16. ACTIVITY: Models, cadavers and prosections

- What and how do students learn from anatomical models (physical or digital) and from cadavers?
- What difference does it make to do dissection oneself vs using prosections? *Students with experience doing hands-on dissection will report on this learning experience to the rest of the class.*
- Should/can cadaver dissection be replaced with imaging and virtual dissection?

Session 17. Anatomists professionalize: universities, organizations, journals, international nomenclature

- Physicians, anatomists, physical anthropologists

- Reading
 - E. B. Jamiseon, *Basle Anatomical Nomenclature BNA* (London and Edinburgh: W. Green & Son, 1916), v-vii, look through a sufficient number of pages to be able to discuss how the international committee attempted to standardize terminology. Students will choose sections to examine more closely. [This volume is online in the Internet Archive]
 - *Terminological Anatomica* (current edition). Students will compare the section they examined in the 1916 *BNA* with the current edition of the *TA*
 - TBD article on the history of anatomists and the emergence of physical anthropology as a discipline

Session 18. ACTIVITY: Health Sciences Library

- 20th century teaching and research texts in a global context: journals and websites
- In small groups, students will be assigned different journals and texts to find, discuss and present to their peers. [Some texts will be retrieved from storage for this exercise]

Session 19. Gender

- Reading
 - Londa Schiebinger, "Skeletons in the Closet: The First Illustrations of the Female Skeleton in Nineteenth-Century Anatomy," *Representations* 14 (1986): 42-82
 - Susan Lawrence and Kae Bendixen, "'His and Hers: Depictions of Male and Female Anatomy in Anatomy Texts for Medical Students, 1890-1989," *Social Science and Medicine* 35 (1992):925-934.
- Video presentation draft due; peer review due within three days

Session 20. Race

- Reading
 - Fernando Armstrong-Fumero, "'Even the Most Careless Observer': Race and Visual Discernment in Physical Anthropology from Samuel Morton to Kennewick Man," *American Studies* 53 (2014), 5-29.

Session 22. ACTIVITY. Determining ethnicity, gender and age – physical anthropology and skeletal remains

- Visit [if possible] the Bioarcheology Research Laboratory [BARL] or a teaching laboratory for physical anthropology; alternate: students will work with bone boxes held in the Division of Anatomy

Session 23. Cadavers and politics – Anatomy Acts

- Reading
 - Michael Sappol, *A Traffic of Dead Bodies*, 98-135.
- Final video presentation due

Session 24. Cadavers and altruism – the rise of donor programs in the United States

- Reading

- Susan C. Lawrence and Susan E. Lederer, “American Cadavers, 1880-1980: The Rise of Body Donation in Maryland, a Case Study” [will be forthcoming or in print]
- A selection of donor forms and donation websites.

Session 25. Current trends in research, teaching and the bioethics of anatomical study.

- Reading
 - Small groups of students will choose an article from *Clinical Anatomy*, *The Anatomical Record*, *Anatomical Science Education* or *Human Anatomy and Physiological Science Educator* and together will decide what the reading tells us about current trends. Brief reports on these will form the basis for classroom discussion.

Session 26. Student research presentations

Session 27. Student research presentations

Session 28. Student research presentations, presentation of the combined timeline, and final wrap up.

Anatomy/History 5710 Text for curriculum review

Course description [241 characters]

This course examines the history of anatomy as a way of categorizing and explaining the relationships of parts to wholes in once living creatures, notably human beings. We focus on the history of anatomical observations, education, modes of communication, and professionalization.

Course objectives and outcomes [225 characters]

Students learn and analyze the history of anatomical knowledge and practices through historical readings, research and enrichment activities. They demonstrate proficiency in written and oral communication skills through papers, discussion and presentations.

Content topic list [225 characters]

This course covers the history of anatomical knowledge, education and practices from the ancient world to contemporary discussions of dissection, digital tools and ethics. Emphasis is on the social, religious and political contexts of changes in this discipline.



August 10, 2017

Steven Fink
Associate Executive Dean for Curriculum and Instruction
College of Arts and Sciences
The Ohio State University
114 University Hall
230 N Oval Mall
CAMPUS MAIL

RE: Susan Lawrence and Eileen Kalmar Team Teaching Proposal

Dear Steve:

It is my pleasure to endorse Professor Susan Lawrence's request for a Team-Teaching Grant to fund a collaborative project between the Departments of History and Biomedical Education & Anatomy entitled "History of Anatomy." Susan Lawrence, Professor, Department of History, and Eileen Kalmar, Assistant Professor, BMEA, will team-teach the course.

We believe this course is central to the development of a medical history concentration for our majors, and we are committed to providing departmental support for the course on a continuing basis once it is approved. Indeed, this project should reflect well on the College of Arts and Sciences, as well. As you can see from Lawrence's and Kalmar's proposal, the course is aligned with the College of Arts and Sciences Strategic Plan to "promote a spirit of collaboration and cooperation..." Based on their well thought out and detailed proposal and accompanying syllabus, there is good reason for confidence that this project will achieve its goal of combining a historian's and an anatomist's perspectives on the science of anatomy.

I hope the committee can support this important project. Please feel free to contact me with any questions.

Sincerely,

Nathan Rosenstein
Professor and Chair
rosenstein.l@osu.edu



THE OHIO STATE UNIVERSITY

COLLEGE OF MEDICINE

Department of Biomedical Education & Anatomy
Division of Anatomy

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M. Scott Herness, Ph.D.
Interim Vice Provost for Graduate Studies and
Dean of the Graduate School
250 University Hall
230 North Oval Mall
Columbus, Ohio 43210-1366

W. Randy Smith, Ph.D.
Vice Provost, Academic Programs
Office of Academic Affairs
203 Bricker Hall
190 North Oval Mall
Columbus, OH 43210-1366

August 11, 2017

Dear Drs. Herness and Smith,

I have been involved in the initial discussions, reviewed the final proposal and fully support the interdisciplinary, team-taught **History of Anatomy** course that is being proposed by Drs. Eileen Kalmar (Department of Biomedical Education and Anatomy) and Susan Lawrence (Department of History). This course fills a current need with the department and university and will have wide appeal to students in Anatomy, History and Medical Humanities. The teaching and learning methods for this exciting course will include a mix of traditional classroom and anatomic laboratory experiences.

Please feel free to contact me if you have any questions regarding my support of the course.

Sincerely,

Kirk M McHugh
Professor & Director
Division of Anatomy
Dept. of Medical Education & Anatomy
The Ohio State University



THE OHIO STATE UNIVERSITY

August 11, 2017

M. Scott Herness, Ph.D.
Interim Vice Provost for Graduate Studies and
Dean of the Graduate School
250 University Hall
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W. Randy Smith, Ph.D.
Vice Provost, Academic Programs
Office of Academic Affairs
203 Bricker Hall
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Columbus, OH 43210-1366

Dear Scott and Randy:

I have reviewed and fully endorse the proposed team-taught course: **History of Anatomy** being proposed by Drs. Susan Lawrence (Department of History) and Eileen Kalmar (Department of Biomedical Education & Anatomy). I anticipate that this course will be well subscribed by students in Anatomy, History and Medical Humanities. Uniquely, this course will bring together two disciplines to create a unique offering for students. In addition, the teaching and learning methods will include traditional classroom and anatomic laboratory experiences.

Please do not hesitate to contact me if I can provide further information in support of this proposed course.

Sincerely,

Daniel M. Clinchot, M.D.
Vice Dean for Education
Associate Vice President for Health Sciences Education
Chair, Department of Biomedical Education and Anatomy
Professor of Physical Medicine and Rehabilitation

DMC:sl

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