**Proposed 15-Credit Interdisciplinary Undergraduate Minor Involving the Colleges of Public Health (CPH) and Arts and Sciences (ASC): *Public Health and the Arts***

**Amy Ferketich, College of Public Health, Division of Epidemiology**

**Julia Hawkins, College of Arts & Sciences, Department of Classics**

**Purpose and Rationale**

The COVID-19 pandemic has raised the awareness of many to the science and discipline of public health. In fact, in a phenomenon dubbed the “Fauci effect,” the pandemic has resulted in a record number of applicants to schools of medicine and public health across the country.1,2 Yet public health has been around since the late 19th century, and this proposal makes the case that now is the time to develop an interdisciplinary *Public Health and the Arts* minor program.

The first two phases of public health focused on disease prevention and health promotion, primarily. The field of public health has now moved into its third phase (Public Health 3.0).3 One of the key components of Public Health 3.0 is the creation of new partnerships. While the focus has been on engaging policymakers, the business community, and members of the general public, another group that is key to promoting Public Health 3.0 is the arts community, which includes all forms of creative expression including, but not limited to, theater, cinema, literature, art, opera, music, and dance. In the white paper “Creating Healthy Communities Through Cross-Sector Collaboration,” members of *ArtPlace America* discussed the need for public health professionals to work with artists to create healthier communities.4 The paper called for the following: 1) partnerships between arts and cultural organizations, public health, and community development; 2) the creation of upstream interventions that reduce or eliminate barriers to healthy living; 3) the promotion of arts and culture as ways to improve health, wellbeing, and health equity in communities; and, 4) engagement in activities that will promote social change in ways that improve health and wellbeing. Five important public health issues were highlighted in the paper: collective trauma, racism, social exclusion and isolation, mental health, and chronic disease. Examples of collaborative interventions that have been implemented in communities were given for each issue. Collectively, they demonstrate that public health professionals and artists need to continue to have such partnerships because the potential for community-level impact is greater when they act together.

This call for an arts-based public health curriculum has been echoed by no less than the National Academy of Sciences, Engineering, and Medicine in their 2018 white paper, which argues that Public Health and the liberal arts must unite in higher education: “We believe the future of our nation will be affected by our collective decisions [to integrate liberal arts into undergraduate pre-medical and public-health curricula].”5 Indeed, Public Health 3.0 is now calling for cross-sector engagement and collaboration to address the social determinants of health.3 Reducing health disparities by targeting the social determinants of health, though, has been the cornerstone of the Healthy People goals for the United States since 2000.6 While the public health community has been working towards a state of health equity for over 20 years, it took the COVID-19 pandemic to reveal to the larger population how intergenerational, structural racism is contributing to health inequities.7-10

A minor in *Public Health and the Arts* would expose students to both public health and the arts with the goal of promoting an understanding that community wellbeing encompasses many aspects of daily living and not just individual behavior. By combining foundational courses in public health and arts with discipline-specific courses in arts and humanities, students will gain an understanding and appreciation for how arts and culture are essential components of individual wellness and healthy communities. Students will complete courses that require them to identify innovative interventions to ameliorate community-identified problems and courses that encourage them to reflect on how public health issues (e.g., stigma due to mental health, infectious diseases) are represented in literature, art, theater, music and related fields.

The Ohio State University is uniquely qualified to offer this interdisciplinary minor for a number of reasons. First, OSU is home to the first accredited College of Public Health in Ohio. Faculty in all five divisions are active in work with local to global communities. Second, OSU has a number of strong programs in Arts and Humanities, as reflected in the proposed curriculum below. Over 10 departments/programs have identified courses that cover topics related to public health. Finally, the Wexner Center for the Arts has been a partner in this proposal. With their focus on public health in upcoming programming, they will be available to assist faculty in class projects, lectures, or other resources that can enhance the learning experience. Moreover, they can provide opportunities and experiences for students who want to view art that reflects public health.

In addition to these unique strengths, Ohio State has a nationally recognized Medical Humanities program: In a scan conducted by Project Director in Medical and Health Humanities and Arts Discovery Theme on the extent of Medical Humanities programming at Ohio State, it was concluded that, OSU’s Medial Humanities program is “unlike any other in the country” and is poised to “provide a national model for the country’s first university-wide Medical and Health Humanities and Arts program.” This argument was independently confirmed by acclaimed Yale scholar Wai Chee Dimock, who published a report on the similarities and differences between Ohio State’s Medical Humanities program and those of UNC Chapel Hill and Columbia University, claiming that OSU’s Medical Humanities program is “a multi-centric, multi-layered constellation, unlike anything currently existing [in the nation]…. In all these ways, the OSU Program seems agenda-setting….”

**Educational Learning Outcomes (ELOs; Competencies)**

Students completing the curriculum for *Public Health and the Arts* will be prepared to:

1. Describe how art and culture can enhance community wellbeing and improve health outcomes.
2. Articulate how creative forms of expression can reflect or elucidate public health issues to promote community wellbeing and improve health outcomes.
3. Identify innovative interventions to ameliorate community-identified problems that rely on an interdisciplinary response between the arts and public health disciplines.

**Implementation Date**

The ideal start date for this interdisciplinary minor is Autumn 2021. If approvals are completed by the end of Spring 2021, we can advertise the program with advisors and students during Summer 2021.

**Overlap with Other Minors at OSU and Programs at Other Institutions**

The College of Public Health has two minors: Global Public Health and Epidemiology. There is no overlap in learning goals with these two minors. The Global Public Health minor requires PUBHLTH 2010 Introduction to Global Public Health (similar to this proposed minor).

The College of Arts and Sciences has a minor in Medical Humanities, as noted above. But A Public Health and the Arts curriculum would, rather than duplicate strengths, complete the picture of Health Humanities at OSU. Medical Humanities generally, and, in particular in terms of its programming at Ohio State, tends to focus on the individual patient and the doctor. Public Health and the Arts, however, goes well beyond the typical doctor-patient binary and focuses on how individuals and groups interact to promote health and well-being at the societal and community level. In light of these different foci, we believe that Public Health and the Arts create mutually beneficial opportunities between these two very different, but complementary initiatives.

No other program exists, to our knowledge, in Ohio or perhaps even in the United States. At a recent workshop on Public Health and the Arts, hosted by the *ArtPlace America* group, there was a conversation about the need to introduce such interdisciplinary courses at the undergraduate and graduate level. One person mentioned that Yale was considering a certificate program in public health and the arts. It certainly seemed as though The Ohio State University would be the first, or among the first, to implement this interdisciplinary program.

**Admissions and Graduation**

Undergraduate students pursuing a bachelor’s degree may declare the minor.

**Anticipated Annual Enrollment**

We anticipate that approximately 20 students will enroll in the minor during the first year and that enrollment will expand during subsequent years. The goal will be to expand by up to 10 per year, with a maximum of 200 total per year.

**Faculty Oversight Committee**

The Faculty Oversight Committee will meet at least once a semester to discuss the minor, focusing on enrollments from various colleges, courses that are listed on the advising sheet and whether they are still offered (if not, they will be removed), and whether new courses should be added to the minor. We will reach out to departments in Arts & Humanities every year with a request to add courses that fit the objectives of the minor.

Amy Ferketich, College of Public Health, Division of Epidemiology

Jared Gardner, College of Arts & Sciences, Department of English

Julia Hawkins, College of Arts & Sciences, Department of Classics

Christine Morris, College of Arts & Sciences, Department of Arts Administration Education and Policy

Sebastien Proulx, College of Arts & Sciences, Department of Design

**Proposed Curriculum**

The minor program in *Public Health and The Arts* must requires a minimum of 15 credit hours of course work distributed across two areas: (a) foundations courses (6 credit hours), and (b) at least 3 credit hours from each of 2 selected areas: *practice/performance-based/service-learning*, and *critical thinking/reflective courses*. An additional 3 credit hours must come from the 2 selected areas.

**Foundations Courses**

**6 Credit Hours**

The foundations courses introduce students to basic ideas and concepts in two areas of study.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Foundations: 6 Hours*** | **Required** | **Course (Credit Hours)** | **Description** | **Prerequisites** |
| **PUBHLTH 2010:** *Introduction to Global Public Health (3 cr)* | Public health concepts examining the philosophy, purpose, history, organization, functions, and results of public health practices domestically and internationally. Presents the pressing global public health concerns of the 21st century. | GE Course |
| **Choose at Least 1** | **ART 2000**: *Encountering Contemporary Art (3 cr)* | Readings, lectures, discussions and field trips will introduce students to a diverse range of ideas, processes and contexts shaping the experience of visual art today. | N/A |
| **ARTEDUC 2367.01**: *Visual Culture: Investigating Diversity & Social Justice (3 cr)* | A study of the artists, the artworks, and art worlds from diverse ethnic cultures in North America. | GE CourseEnglish 1110, and Soph standing. |
| **ARTEDUC 2550**: *Introduction to Visual Culture: Seeing and Being Seen (3 cr)* | An introduction to issues of representation, spectacle, surveillance, and voyeurism, explored through a range of visual images and sites. | GE Course |
| **DANCE 3401:** *Dance in Popular Culture (3 cr)* | Popular dance in the United States, with an emphasis on how movement constructs identity and community | GE Course |

**Selected Areas**

**9 Credit Hours**

The selected areas provide an understanding and appreciation for how arts and culture are essential components of individual wellness and healthy communities. At least 3 credit hours from *practice/performance-based/service-learning* and at least 3 credit hours from *critical thinking/reflective courses*. An additional 3 credit hours must come from the 2 selected areas.

|  |  | ***Practice / Performance-Based / Service-Learning*: 3 Hours Minimum** |
| --- | --- | --- |
| **P*ractice/Performance-based/Service-learning:*** ***3 Hours Minimum*** | **Choose** **at Least** **1 Course** | **Course (Credit Hours)** | **Description** | **Prerequisites** |
| **ART 3009:** *Film/Video I: Technologies and Analysis (3 cr)* | Course is designed as an intro to the fundamental concepts, language, and technologies needed to work in video, grounded in critical and historical context. While the lessons learned in this class will apply broadly to all moving-image work, the focus of the work will be on fine arts approaches to video. Students will work on a series of very short projects throughout the semester. | N/A |
| **DANCE 2121:** *Improvisation (2 cr)* | Finding your own voice through movement; can be seen as a useful skillset for community based movement experiences. | N/A |
| **DANCE 5177:** *Alexander Technique (2 cr)* | A somatic practice with foundational philosophy for personal, and public health. | Permission of instructor |
| **DESIGN 3305:** *Visualization as Thinking (3 cr)* | An overview of concepts, processes and modes of communicating with visual media to effectively generate design proposals. | N/A |
| **DESIGN 3505***: Presentation as Thinking (3 cr)* | An overview of concepts, processes and modes of presenting information to create effective printed and digital communications. | N/A |
| **DESIGN 3105:** *Exploring Design Thinking (3 cr)* | An overview of concepts, processes and modes of identifying problems and proposing effective solutions from a design-oriented perspective. | N/A |
| **ENGLISH 2367.07S:** *Literacy Narratives of Black Columbus (3 cr)* | This service-learning course focuses on collecting and preserving literacy narratives of Columbus-area Black communities. Through engagement with community partners, students refine skills in research, analysis, and composition; students synthesize information, create arguments about discursive/visual/cultural artifacts, and reflect on the literacy and life-history narratives of Black Columbus. | GE Course1110 or equiv.; and Soph standing, or a declared major in English. |
| **ENGLISH 2269:** *Digital Media Composing (3 cr)* | In this course, students analyze and compose digital media texts while studying complex forms and practices of textual production. | GE CourseEnglish 1100 |
| **ENGLISH 2267:** *Introduction to Creative Writing (3 cr)* | This course offers an introduction to the writing of fiction, poetry, and creative nonfiction; analysis and discussion of student work; and discussion of general methods and the scope of all three genres (fiction, poetry, and creative nonfiction). | GE CourseEnglish 1100 |
| **ENGLISH 2276:** *Art of Persuasion (3 cr)* | This course introduces students to the study and practice of rhetoric and how arguments are shaped by technology, media, and cultural contexts. | GE CourseEnglish 1100 |
| **PUBHLTH/MUSIC 3XXX:** *Figaro Meets Florence Nightingale: The Marriage of Opera and Public Health (4 cr)* | This interdisciplinary course will introduce students to opera as an art form that represents public health issues. Students will explore six themes through opera and they will create their own opera to represent a modern public health issue. | GE Course (being proposed 2021) |
| **SPANISH 2208.22:** *Andean Music Ensemble (1 cr, up to 10 cr)* | Learning to playing and performing music from Bolivia, Peru, Ecuador, Chile, Colombia and Argentina. The course explores various musical genres within the Andean region. Students study techniques and methods for playing Andean instruments and learn to sing in Spanish, Quechua and Aymara | N/A |
| **THEATRE 2811:** *The Craft of Acting (3 cr)* | An introductory acting class exploring the basic techniques of imagination, concentration, character development, and script analysis through work on monologues, scenes, and plays. | GE |
| **THEATRE 3921S:** *The InterAct Theatre Project for Social Change: (after 2021)* | The creation, development and performance of interactive and instructional theatre for social awareness. | N/A |
| **THEATRE 5922S:** *Shakespeare & Autism (3 cr)* | An ensemble-based interdisciplinary service-learning course where students are trained in the Hunter Heartbeat Method intervention and then conduct interactive workshops with children on the autism spectrum. | Permission of instructor. |
| **WGSST 2326S:** *Feminist Perspectives on Addiction (3 cr)* | Combines the study of feminist scholarship on addiction and volunteer work at a local organization that provides services to persons with substance-abuse issues. Students will use the course material and tools of analysis to think and write critically about their volunteer experiences. It is strongly suggested that students take WGSST 1110 or another WGSST course prior to enrolling. | N/A |

|  |  | ***Critical Thinking / Reflective*: 3 Hours Minimum** |
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| ***Critical Thinking/Reflective*:** ***3 Hours Minimum*** |  | **Course** | **Description** | **Prerequisites** |
| **Choose** **at Least** **1 Course** | **ARTEDUC 5670**: *Public Policy and the Arts (3 cr)* | Introduction to the purposes, rationales, interests, issues, political dynamics, and performance of agency/programs in the U.S. cultural policy system. | N/A |
| **ARTEDUC 5687:** *The Social World of the Arts (3 cr)* | We often think about the arts as primarily aesthetic endeavors, but the social world around the creation, production, distribution, and reception of art are key in understanding the role of art and of artists in society. In this class, students will use a sociological lens to examine how individuals and groups create, produce, distribute, and consume art. | N/A |
| **CLASSICS 2204:** *Medicine in the Ancient World (3 cr)* | An introduction to the theory and practice of medicine in ancient Greece and Rome. | GE Course |
| **DANCE 3402:** *Dance in Global Contexts (3 cr)* | Surveys dance forms from around the globe, offering insights into the religious, social, and political functions of dances in their historical and contemporary practices. | GE Course |
| **ENGLISH 2367.06:** *Composing Disability in the U.S. (3 cr) (Renamed to Writing Health, Wellness, and Disability under new GE)* | Discussion & practice of the conventions, practices, & expectations of scholarly reading of literature & expository writing on issues relating to diversity within the U.S. experience. | GE CourseEnglish 1110.01 or equiv, and Soph standing; or EM credit for 1110.01 or equiv; or a declared major in English. |
| **ENGLISH 3361:** *Narrative and Medicine (3 cr)* | Study of fictional and nonfictional narratives offering diverse perspectives on such medical issues as illness, aging, treatment, health and healing, and doctor-patient relationships. | GE CourseEnglish 1110.01 or equiv. |
| **ENGLISH 4321:** *Environmental Literatures, Cultures, and Media (3 cr)* | Examines past and present environmental issues from the perspective of English studies, including literary, rhetorical, and cultural analysis of texts and media. | English 2367 or permission of instructor. |
| **ENGLISH 4554:** *English Studies and Global Human Rights (3 cr)* | Covers key human rights concepts and the role that humanities-based methods of analysis can play in the study of human rights. Examines how human rights are described in legal texts, cultural narratives, public discourses, and artistic representations. Also considers conflicting and contested representations, how they work, and how they are used in particular contexts. | GE CourseEnglish 2367 |
| **ENGLISH 4573.02:** *Rhetoric and Social Action (3 cr)* | Examination of persuasive strategies in social interaction, such as social movements, political protests, cultural trends, rituals and ceremonies, and everyday practices. | 6 cr hrs of English at 2000-3000 level, or permission of instructor. 3 cr hrs in 2367 in any subject is acceptable towards the 6 cr hrs. |
| **ENGLISH 4597.01:** *The Disability Experience in the Contemporary World (3 cr)* | This course considers global, national, and local issues of disability in the contemporary world and takes an interdisciplinary approach that combines historical, literary, philosophical, scientific, and service-oriented analysis of experience of disability. | English 1110 and Jr or Sr standing |
| **FRIT 3052:** *Mediterranean Voyages: Migrations and Travel (3 cr)* | An exploration of human movement in the contemporary Mediterranean: tourism vs migration. Survey of the historical varieties of travel in the Mediterranean and examination of contemporary written and filmed narratives of migration in the Mediterranean zone. | GE CourseEnglish 1110 or equiv. Not open to students with credit for CompStd 3052 or Italian 3052. |
| **FRIT 3053:** *The Black Mediterranean (3 cr)* | This course offers a broad survey of the Black Mediterranean, from the Ancient World through the present. | GE Course |
| **FRIT 3054:** *The 21st Century Skill: Intercultural Competence for Global Citizenship (3 cr)* | In this course students will develop cultural self-awareness, intercultural empathy, and an understanding of the patterns of behavior and values of people from different cultural contexts - all skills necessary for working and succeeding in the 21st century. | GE CourseAny world language course at the 1103 level, or equiv. |
| **HISTART 4601:** *Inventing the Americans: (3 cr)* | This course is currently under development. |  |
| **HISTART 5632:** *American Painting, Photography and Sculpture from 1900 to the Present (3 cr)* | American painting, sculpture and photography from 1900 to the present. | 2002 or English 1110 or equiv, or Grad standing, or permission of instructor. |
| **HRS 2530:** *Evolving Art & Science of Medicine (3 cr)* | An analysis of the concepts of health and healing, coupled with an examination of historical developments that have impacted the art and science of the practice of medicine. | GE Course |
| **ITALIAN 2051:** *Italian Journeys (3 cr)* | Introduction to social-cultural trends in Italy as reflected in literary texts and other materials from the beginnings to the Renaissance. Taught in English. | GE Course |
| **ITALIAN 2053:** *Italian Cinema (3 cr)* | Survey of the Italian cinema from the beginnings to today, with special emphasis on neorealism. Taught in English. | GE Course |
| **ITALIAN 2061:** *Mediterranean Food Culture (3 cr)* | This course studies Mediterranean Food Culture by exploring culinary metaphors and the relationships between cuisine and language, while discovering what kinds of tools we need to study food as a cultural product. | GE Course |
| **ITALIAN 3051:** *Italian Romances (3 cr)* | In this course, students will become familiar with the medieval foundations of the romance genre; analyze the figure of the knight errant who wanders far from the center of his or her culture; and investigate the abiding influence of romance storytelling on how stories are told and communities are represented in contemporary literature and film. | GE CourseEnglish 1110, or equiv. |
| **MUSIC 2250:** *Music Cultures of the World (3 cr)* | A survey of musical cultures outside the Western European tradition of the fine arts. | GE Course |
| **SPANISH 2389** S*panish in the US: Language as Social Action (3cr)* | Spanish in the US teaches students to understand and analyze discourses surrounding language and ethnicity in the media today. We focus on connecting theoretical tools to social patterns, with a strong emphasis on current media and culture. | GE Course |
| **SPANISH 4515** *Andean Art, Culture, and Society (3cr)* | Representations of cultural, social, and literary identities in the Andean regions in early and modern societies' daily life as embodied in maps, narratives, art, photography, autobiographical and literary texts. |  |
| **SPANISH 4516** *The Formation of Bolivian National Cultures (3cr)* |  |  |
| **SPANISH 4582** *Latinx Cinema: Filmmaking, Production & Consumption (3cr)* | Explores how films by and about Latinxs respond to the U.S. Latinx experience. Analyzes how representational strategies (in terms of race, sexuality, ethnicity, gender, and class) and the deployment of formal devices (such as narrative structure, lighting, cinematography, sound, editing, and mise-en-scene) give various shapes to Latinx experiences and identities. | Second level writing course |
| **SPANISH 5201** *Spanish in the Health Professions I (3cr)* | Introduction to Spanish discourse about health and wellness within the cultural contexts of populations in the US and Latin America. Highlights the complex relationships between language, culture, and power in discourse on health and wellness. | SPANISH 3403 |
| **SPANISH 5202** *Spanish in the Health Professions II (3cr)* | This course introduces students to the practice of interviewing for health and human services in Spanish. The course analyzes the theoretical, ethical, and sociological dimensions of medical and motivational interviewing in the context of the Spanish-speaking population in the United States. | SPANISH 5201 |
| **SPANISH 5461** *Latino Urbanism & the Reinvention of the American City (3cr)* |  |  |
| **THEATRE 2367.01** *Self Images: America on Stage, 1830 to the Present (3 cr)* | Exploration of the images of Americans presented on popular stages through written analysis of theatrical and critical texts. | English 1110 (110) or equiv, and Soph, Jr, or Sr standing |
| **THEATRE 2367.02:** *African American Theatre History (3 cr)* | Examination of aesthetic and sociological evolution in America of African American theatre, literature, and film. | GE CourseEnglish 1110 or equiv, and Soph, Jr, or Sr standing. |
| **THEATRE 5771.02** *Theatre for Social Change (3 cr)* | This course is an advanced study of theatre and performance strategies used for social change and community engagement, which includes Theatre for Development, Theatre for Education, and Augusto Boal's theory and practice.  | Offered every 3 years |
| **WGSST 2340:** *The Latina Experience (3 cr)* | Introduces the important and far reaching issues of Latinas today, recognizing the contributions of these women to U.S. history, the women's movement and feminism. |  |
| **WGSST 2230:** *Gender, Sexuality and Race in Popular Culture (3 cr)* | Explores how popular culture generates and articulates our understandings of gender and sexuality and their intersections with race and class. | GE Course |
| **WGSST 2317:** *Introduction to Gender and Cinema: offered AU/SP (3 cr)* | A study of the representation of gender in relationship to race, sexuality, and class in cinema. Topics may include stardom, genre, narrative, national cinemas, women and minority filmmakers, and film history. | GE CourseNot open to students with credit for 3317. |

**Advising**

The following is the advising sheet for advisors in ASC and Public Health. Advising will occur in each College, as advisors have regular interactions with undergraduate students.

**The Ohio State University**

**Colleges of Arts & Sciences and Public Health**

***Public Health and the Arts Interdisciplinary Minor***

**Contact Advisors:**

Heather Kerr, College of Public Health

Ryan Heitkamp, College of Arts & Sciences

**Faculty Advisors:**

Amy Ferketich, College of Public Health

Julia Hawkins, College of Arts & Sciences

**Overview**

A minor in Public Health and the Arts exposes students to both public health and the arts with the goal of promoting an understanding that community wellbeing encompasses many aspects of daily living and not just individual behavior. By combining foundational courses in public health and arts with discipline-specific courses in arts and humanities, students will gain an understanding and appreciation for how arts and culture are essential components of individual wellness and healthy communities.

**Public Health and the Arts Curriculum**

***Required foundational courses (6 cr)***

Foundational Public Health

PUBHLTH 2010 Intro to Global Public Health (3 cr)

Foundational Arts (Choose 1)

ART 2000 Encountering Contemporary Art (3 cr)

ARTEDUC 2367.01 Visual Culture: Investigating Diversity & Social Justice (3 cr)

ARTEDUC 2550 Introduction to Visual Culture: Seeing and Being Seen (3 cr)

DANCE 3401 Dance in Popular Culture (3 cr)

***Choose at least three from these electives (9 cr)***

At least 3 credit hours from practice/performance-based/service-learning and at least 3 credit hours from critical thinking/reflective courses. An additional 3 credit hours must come from the 2 selected areas.

Practice / Performance-Based / Service-Learning (3 Cr Minimum):

ART 3009 Film/Video I: Technologies and Analysis (3 cr)

DANCE 2121 Improvisation (2 cr)

DESIGN 3105 Exploring Design Thinking (3 cr)

DANCE 5177 Alexander Technique (2 cr)

DESIGN 3305 Visualization as Thinking (3 cr)

DESIGN 3505 Presentation as Thinking (3 cr)

ENGLISH 2367.07S: Literacy Narratives of Black Columbus (3 cr)

ENGLISH 2269: Digital Media Composing (3 cr)

ENGLISH 2267: Introduction to Creative Writing (3 cr)

ENGLISH 2276: Art of Persuasion (3 cr)

PUBHLTH/MUSIC 3XXX Figaro Meets Florence Nightingale: The Marriage of Opera and Public Health (4 cr)

SPANISH 2208.22 Andean Music Ensemble (1cr can be taken up to 10cr)

THEATRE 2811: The Craft of Acting (3 cr)

THEATRE 3921S The InterAct Theatre Project for Social Change: (will be offered after 2021)

THEATRE 5922S Shakespeare & Autism (3 cr)

WGSST 2326S Feminist Perspectives on Addiction (3 cr)

Critical Thinking / Reflective (3 Cr Minimum):

ARTEDUC 5670 Public Policy and the Arts (3 cr)

ARTEDUC 5687 The Social World of the Arts (3 cr)

CLASSICS 2204 Medicine in the Ancient World (3 cr)

DANCE 3402 Dance in Global Contexts (3 cr)

ENGLISH 2367.06: Composing Disability in the U.S. (3 cr) (Renamed to Writing Health, Wellness, and Disability under new GE)

ENGLISH 3361: Narrative and Medicine (3 cr)

ENGLISH 4321: Environmental Literatures, Cultures, and Media (3 cr)

ENGLISH 4554: English Studies and Global Human Rights (3 cr)

ENGLISH 4573.02: Rhetoric and Social Action (3 cr)

ENGLISH 4597.01: The Disability Experience in the Contemporary World (3 cr)

FRIT 3052: Mediterranean Voyages Migrations and Travel (3 cr)

FRIT 3053 The Black Mediterranean (3 cr)

FRIT 3054 The 21st Century Skill: Intercultural Competence for Global Citizenship (3 cr)

HISTART 4601 Inventing the Americans: (3 cr)

HISTART 5632 American Painting, Photography and Sculpture from 1900 to the Present (3 cr)

HRS 2530 Evolving Art & Science of Medicine (3 cr)

ITALIAN 2051 Italian Journeys (3 cr)

ITALIAN 2053 Italian Cinema (3 cr)

ITALIAN 2061 Mediterranean Food Culture (3 cr)

ITALIAN 3051 Italian Romances (3 cr)

MUSIC 2250 Music Cultures of the World (3 cr)

SPANISH 2389 Spanish in the US: Language as Social Action (3cr) (GE)

SPANISH 4582 Latinx Cinema: Filmmaking, Production & Consumption (3cr)

SPANISH 4515 Andean Art, Culture, and Society (3cr)

SPANISH 4516 The Formation of Bolivian National Cultures (3cr)

SPANISH 5461 Latino Urbanism & the Reinvention of the American City (3cr)

SPANISH 5201 Spanish in the Health Professions I (3cr)

SPANISH 5202 Spanish in the Health Professions II (3cr)

THEATRE 2367.02 African American Theatre History (3 cr)

WGSST 2340 The Latina Experience (3 cr)

WGSST 2230 Gender, Sexuality and Race in Popular Culture (3 cr)

WGSST 2317: Introduction to Gender and Cinema: offered AU/SP (3 cr)

**Public Health and the Arts guidelines**

***Required for graduation*** No

***Credit hours required*** A minimum of 15 hrs (some minors require more). 1000 level courses shall not be counted in the minor. At least 6 credit hrs must be upper-level courses.

***Transfer and EM credit hours allowed*** A student is permitted to count up to 6 total hours of transfer credit and/or credit by examination.

***Overlap with the GE*** A student is permitted to overlap up to 6 credit hours between the GE and the minor.

***Overlap with the major and additional minor(s)***

• The minor must be in a different subject than the major.

• The minor must contain a minimum of 12 hours distinct from the major and/or additional minor(s).

***Grades required***

• Minimum C- for a course to be counted on the minor.

• Minimum 2.00 cumulative point-hour ratio required for the minor.

• Course work graded Pass/Non-Pass cannot count on the minor.

• No more than 3 credit hours of course work graded Satisfactory/Unsatisfactory may count toward the minor.

***X193 credits*** No more than 3 credit hours.

***Approval required*** No approval is required for the minor course work.

***Filing the minor program form*** The minor program form must be filed at least by the time the graduation application is submitted to a college/school counselor.

***Changing the minor*** Once the minor program is filed in the college office, any changes must be approved by both participating colleges.

***Participating Colleges***

College of Arts and Sciences

Curriculum and Assessment Services

154 Denney Hall

64 Annie & John Glenn Ave

http://artsandsciences.osu.edu

College of Public Health

Office of Academic Programs and Student Services

100 Cunz Hall

1841 Neil Avenue

https://cph.osu.edu/

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2. Murphy B. Applications to medical school up big. Is it the “Fauci effect”? American Medical Association. December 18, 2020. <https://www.ama-assn.org/residents-students/preparing-medical-school/applications-medical-school-big-it-fauci-effect>. Accessed January 13, 2021.
3. DeSalvo KB, O’Carroll PW, Koo D, Auerbach JM, Monroe JA. Public Health 3.0: Time for an Upgrade. American Journal of Public Health, 2016; 106(4): 621-622.
4. Sonke, J., Golden, T., Francois, S., Hand, J., Chandra, A., Clemmons, L., Fakunle, D., Jackson, M.R.,

Magsamen, S., Rubin, V., Sams, K., Springs, S. (2019). Creating Healthy Communities through Cross-Sector Collaboration [White paper]. University of Florida Center for Arts in Medicine / ArtPlace America.

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