

**Fiscal Unit/Academic Org** College of Public Health - D2505  
**Administering College/Academic Group** Public Health  
**Co-administering College/Academic Group** Arts and Sciences  
**Semester Conversion Designation** New Program/Plan  
**Proposed Program/Plan Name** Public Health and the Arts  
**Type of Program/Plan** Undergraduate minor  
**Program/Plan Code Abbreviation** PHA-MN  
**Proposed Degree Title**

**Credit Hour Explanation**

| Program credit hour requirements                              |         | A) Number of credit hours in current program (Quarter credit hours) | B) Calculated result for 2/3rds of current (Semester credit hours) | C) Number of credit hours required for proposed program (Semester credit hours) | D) Change in credit hours |
|---|---------|---|--|---|---------------------------|
| Total minimum credit hours required for completion of program |         |   |  | 15  |                           |
| Required credit hours offered by the unit                     | Minimum |   |  |   |                           |
|   | Maximum |   |  |   |                           |
| Required credit hours offered outside of the unit             | Minimum |   |  |   |                           |
|   | Maximum |   |  |   |                           |
| Required prerequisite credit hours not included above         | Minimum |   |  |   |                           |
|   | Maximum |   |  |   |                           |

**Program Learning Goals**

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

**Program Learning Goals**

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

**Assessment**

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? No

**Program Specializations/Sub-Plans**

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

**Pre-Major**

Does this Program have a Pre-Major? No

**Attachments**

- MB letter of support. PH Arts Minor.pdf  
*(Letter from the College to OAA. Owner: Droesch, Kynthia Ellen)*
- College Letter of Support D. Haddad.docx: Letter of support ASC  
*(Letter from the College to OAA. Owner: Vankeerbergen, Bernadette Chantal)*
- PH and the Arts minor proposal.pdf  
*(Program Proposal. Owner: Droesch, Kynthia Ellen)*
- Concurrence Letter - Public Health and the Arts Minor.pdf  
*(Support/Concurrence Letters. Owner: Droesch, Kynthia Ellen)*
- Responses to the Panel feedback.pdf: Response to Panel's feedback  
*(Other Supporting Documentation. Owner: Vankeerbergen, Bernadette Chantal)*

**Comments**

- See 3-2-21 feedback email *(by Oldroyd, Shelby Quinn on 03/02/2021 03:54 PM)*

**Workflow Information**

| Status             | User(s)   | Date/Time           | Step                   |
|--------------------|---|---------------------|------------------------|
| Submitted          | Droesch, Kynthia Ellen  | 01/20/2021 09:22 AM | Submitted for Approval |
| Approved           | Andridge, Rebecca Roberts   | 01/20/2021 09:27 AM | Unit Approval          |
| Approved           | Bisesi, Michael Salvatore   | 01/20/2021 09:53 AM | College Approval       |
| Revision Requested | Oldroyd, Shelby Quinn   | 03/02/2021 03:54 PM | ASCCAO Approval        |
| Submitted          | Droesch, Kynthia Ellen  | 03/25/2021 09:21 AM | Submitted for Approval |
| Approved           | Andridge, Rebecca Roberts   | 03/25/2021 02:57 PM | Unit Approval          |
| Approved           | Bisesi, Michael Salvatore   | 03/25/2021 03:05 PM | College Approval       |
| Pending Approval   | Jenkins, Mary Ellen Bigler<br>Hanlin, Deborah Kay<br>Oldroyd, Shelby Quinn<br>Hilty, Michael<br>Vankeerbergen, Bernadette Chantal | 03/25/2021 03:05 PM | ASCCAO Approval        |



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Professor and Chair (Interim), Environmental Health Sciences  
Fellow, AIHA  
(614) 247-8290 [bisesi.12@osu.edu](mailto:bisesi.12@osu.edu)

W. Randy Smith, Vice Provost for Academic Affairs  
Office of Academic Affairs  
203 Bricker Hall  
190 N. Oval Mall  
Columbus, OH 43210

January 20, 2021

Dear Dr. Smith:

The College of Public Health is in full support of the Undergraduate Minor in Public Health and the Arts offered jointly with the College of Arts and Sciences. The program was developed by Professor Amy Ferketich in collaboration with faculty from ten Arts & Humanities departments (Professor Julia Hawkins is the Arts and Sciences faculty representative on the proposal).

The proposed minor is designed to teach students how community wellbeing and health outcomes can be improved through collaborations between public health professionals and artists (defined broadly). This minor will offer students from numerous undergraduate majors an opportunity to enhance their degree plan of study.

In addition to the proposal, you will find attached all of the required information about this program, including the rationale, the degree requirements and the advising sheet. The next step will involve review within the Colleges of Public Health and Arts and Sciences.

Sincerely,

A handwritten signature in black ink, appearing to read 'Michael S. Bisesi', written in a cursive style.

Michael S. Bisesi  
Vice Dean, Academic Affairs & Academic Administration  
Professor and Interim Chair, Division of Environmental Health Sciences  
College of Public Health



January 15, 2021

Maria Miriti, Chair  
Arts and Sciences College Curriculum Committee  
The Ohio State University

Dear Maria and Committee Members,

On behalf of the College of Arts and Sciences, I am pleased to support a thoroughly timely and innovative minor program proposal, *Public Health and The Arts*. This interdisciplinary program is the result of thoughtful deliberation by faculty in the College of Public Health and those in ASC's Arts and Humanities Division to provide students with an examination of the societal determinants of health and, especially, of health equity.

Armed with the basic introduction to the two areas of study in the core, the program then invites students to pursue this examination by choosing at least one high impact practical course, and at least one course that provides for critical analyses of societal determinants of health and health equity. A third course can be chosen from either of these two options.

I feel this unique, well-conceived minor program will be an important addition the College of Arts and Sciences' continuing efforts to expand our catalog of interdisciplinary programs. The College appreciates your consideration of the proposal which we highly endorse.

Sincerely,



THE OHIO STATE UNIVERSITY

**Deborah Haddad, PhD**  
Assistant Dean, Curriculum  
College of Arts and Sciences

**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.<sup>1,2</sup> Yet public health has been around since the late 19<sup>th</sup> century, and this proposal makes the case that now is the time to develop the country’s first Public Health and the Arts 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).<sup>3</sup> 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.<sup>4</sup> 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].”<sup>5</sup> Indeed, Public Health 3.0 is now calling for cross-sector engagement and collaboration to address the social determinants of health.<sup>3</sup> 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.<sup>6</sup> 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.<sup>7-10</sup>

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 Medical 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**

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

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## Proposed Curriculum

The minor program in *Public Health and The Arts* must require 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 may come from either of the 2 selected areas.

### FOUNDATIONS COURSES

#### 6 CREDIT HOURS

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

|                      |                   | COURSE (CREDIT HOURS)  | DESCRIPTION   | PREREQUISITES                                 |
|----------------------|-------------------|--|---|---|
| FOUNDATIONS: 6 HOURS | REQUIRED          | <b>PUBLTH 2010:</b> <i>Introduction to Global Public Health (3 cr)</i>                             | 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 | <b>ART 2000:</b> <i>Encountering Contemporary Art (3 cr)</i>                                       | 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   |
|                      |                   | <b>ARTEDUC 2367.01:</b> <i>Visual Culture: Investigating Diversity &amp; Social Justice (3 cr)</i> | A study of the artists, the artworks, and art worlds from diverse ethnic cultures in North America.   | GE Course<br>English 1110, and Soph standing. |
|                      |                   | <b>ARTEDUC 2550:</b> <i>Introduction to Visual Culture: Seeing and Being Seen (3 cr)</i>           | An introduction to issues of representation, spectacle, surveillance, and voyeurism, explored through a range of visual images and sites.   | GE Course                                     |
|                      |                   | <b>DANCE 3401:</b> <i>Dance in Popular Culture (3 cr)</i>  | 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.

| <b>PRACTICE / PERFORMANCE-BASED / SERVICE-LEARNING: 3 HOURS MINIMUM</b>                                      |   |  |
|--|---|--|
| <b>COURSE (CREDIT HOURS)</b>   | <b>DESCRIPTION</b>  | <b>PREREQUISITES</b>   |
| <b>ART 3009: Film/Video I: Technologies and Analysis (3 cr)</b>  | 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  |
| <b>DANCE 2121: Improvisation (2 cr)</b>  | Finding your own voice through movement; can be seen as a useful skillset for community based movement experiences.   | N/A  |
| <b>DANCE 5177: Alexander Technique (2 cr)</b>  | A somatic practice with foundational philosophy for personal, and public health.  | Permission of instructor   |
| <b>DESIGN 3305: Visualization as Thinking (3 cr)</b>   | An overview of concepts, processes and modes of communicating with visual media to effectively generate design proposals.   | N/A  |
| <b>DESIGN 3505: Presentation as Thinking (3 cr)</b>  | An overview of concepts, processes and modes of presenting information to create effective printed and digital communications.  | N/A  |
| <b>DESIGN 3105: Exploring Design Thinking (3 cr)</b>   | An overview of concepts, processes and modes of identifying problems and proposing effective solutions from a design-oriented perspective.  | N/A  |
| <b>ENGLISH 2367.07S: Literacy Narratives of Black Columbus (3 cr)</b>  | 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 Course 1110 or equiv.; and Soph standing, or a declared major in English. |
| <b>ENGLISH 2269: Digital Media Composing (3 cr)</b>  | In this course, students analyze and compose digital media texts while studying complex forms and practices of textual production.  | GE Course English 1100   |
| <b>ENGLISH 2267: Introduction to Creative Writing (3 cr)</b>   | 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 Course English 1100   |
| <b>ENGLISH 2276: Art of Persuasion (3 cr)</b>  | This course introduces students to the study and practice of rhetoric and how arguments are shaped by technology, media, and cultural contexts.   | GE Course English 1100   |
| <b>PUBHLTH/MUSIC 3XXX: Figaro Meets Florence Nightingale: The Marriage of Opera and Public Health (4 cr)</b> | 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)  |

**Practice/Performance-based/Service-learning:  
3 Hours Minimum**

**CHOOSE  
AT LEAST  
1 COURSE**

| <b>PRACTICE / PERFORMANCE-BASED / SERVICE-LEARNING: 3 HOURS MINIMUM</b> |   |   |                           |
|---|---|---|---------------------------|
|   | <b>THEATRE 3921S: <i>The InterAct Theatre Project for Social Change: (will be offered after 2021)</i></b> | The creation, development and performance of interactive and instructional theatre for social awareness.  | N/A                       |
|   | <b>THEATRE 5922S: <i>Shakespeare &amp; Autism (3 cr)</i></b>  | 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. |
|   | <b>WGSST 2326S: <i>Feminist Perspectives on Addiction (3 cr)</i></b>                                      | 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                       |

| <b>CRITICAL THINKING / REFLECTIVE: 3 HOURS MINIMUM</b>   |   |   |  |
|--|---|---|--|
|  | <b>COURSE</b>   | <b>DESCRIPTION</b>  | <b>PREREQUISITES</b>   |
| <b>Critical Thinking/Reflective:<br/>3 Hours Minimum</b> | <b>ARTEDUC 5670: <i>Public Policy and the Arts (3 cr)</i></b>   | Introduction to the purposes, rationales, interests, issues, political dynamics, and performance of agency/programs in the U.S. cultural policy system.   | N/A  |
|  | <b>ARTEDUC 5687: <i>The Social World of the Arts (3 cr)</i></b>   | 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  |
|  | <b>CLASSICS 2204: <i>Medicine in the Ancient World (3 cr)</i></b>   | An introduction to the theory and practice of medicine in ancient Greece and Rome.  | GE Course  |
|  | <b>DANCE 3402: <i>Dance in Global Contexts (3 cr)</i></b>   | 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  |
|  | <b>ENGLISH 2367.06: <i>Composing Disability in the U.S. (3 cr) (Renamed to Writing Health, Wellness, and Disability under new GE)</i></b> | 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 Course<br>English 1110.01 or equiv, and Soph standing; or EM credit for 1110.01 or equiv; or a declared major in English. |
|  | <b>ENGLISH 3361: <i>Narrative and Medicine (3 cr)</i></b>   | 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 Course<br>English 1110.01 or equiv.   |
|  | <b>ENGLISH 4321: <i>Environmental Literatures, Cultures, and Media (3 cr)</i></b>   | 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.  |

**CRITICAL THINKING / REFLECTIVE: 3 HOURS MINIMUM**

|  |  |  |   |  |
|--|--|--|---|--|
|  |  | <b>ENGLISH 4554: <i>English Studies and Global Human Rights (3 cr)</i></b>   | 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 Course<br>English 2367  |
|  |  | <b>ENGLISH 4573.02: <i>Rhetoric and Social Action (3 cr)</i></b>   | 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. |
|  |  | <b>ENGLISH 4597.01: <i>The Disability Experience in the Contemporary World (3 cr)</i></b>                          | 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   |
|  |  | <b>FRIT 3052: <i>Mediterranean Voyages: Migrations and Travel (3 cr)</i></b>                                       | 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 Course<br>English 1110 or equiv. Not open to students with credit for CompStd 3052 or Italian 3052.                                   |
|  |  | <b>FRIT 3053: <i>The Black Mediterranean (3 cr)</i></b>  | This course offers a broad survey of the Black Mediterranean, from the Ancient World through the present.   | GE Course  |
|  |  | <b>FRIT 3054: <i>The 21<sup>st</sup> Century Skill: Intercultural Competence for Global Citizenship (3 cr)</i></b> | 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 Course<br>Any world language course at the 1103 level, or equiv.  |
|  |  | <b>HISTART 4601: <i>Inventing the Americans: (3 cr)</i></b>  | This course is currently under development.   |  |
|  |  | <b>HISTART 5632: <i>American Painting, Photography and Sculpture from 1900 to the Present (3 cr)</i></b>           | American painting, sculpture and photography from 1900 to the present.  | 2002 or English 1110 or equiv, or Grad standing, or permission of instructor.  |
|  |  | <b>HRS 2530: <i>Evolving Art &amp; Science of Medicine (3 cr)</i></b>  | 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  |
|  |  | <b>ITALIAN 2051: <i>Italian Journeys (3 cr)</i></b>  | 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  |
|  |  | <b>ITALIAN 2053: <i>Italian Cinema (3 cr)</i></b>  | Survey of the Italian cinema from the beginnings to today, with special emphasis on neorealism. Taught in English.  | GE Course  |
|  |  | <b>ITALIAN 2061: <i>Mediterranean Food Culture (3 cr)</i></b>  | 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  |
|  |  | <b>ITALIAN 3051: <i>Italian Romances (3 cr)</i></b>  | 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 Course<br>English 1110, or equiv.   |

**CRITICAL THINKING / REFLECTIVE: 3 HOURS MINIMUM**

|  |  |   |   |   |
|--|--|---|---|---|
|  |  | <b>MUSIC 2250: <i>Music Cultures of the World</i> (3 cr)</b>                      | A survey of musical cultures outside the Western European tradition of the fine arts.   | GE Course   |
|  |  | <b>THEATRE 2367.02: <i>African American Theatre History</i> (3 cr)</b>            | Examination of aesthetic and sociological evolution in America of African American theatre, literature, and film.   | GE Course<br>English 1110 or equiv, and Soph, Jr, or Sr standing. |
|  |  | <b>WGSST 2340: <i>The Latina Experience</i> (3 cr)</b>                            | 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.   |   |
|  |  | <b>WGSST 2230: <i>Gender, Sexuality and Race in Popular Culture</i> (3 cr)</b>    | Explores how popular culture generates and articulates our understandings of gender and sexuality and their intersections with race and class.  | GE Course   |
|  |  | <b>WGSST 2317: <i>Introduction to Gender and Cinema: offered AU/SP</i> (3 cr)</b> | 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 Course<br>Not open to students with credit for 3317.           |

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## **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  
TBD, 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)***

##### 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 Narr of Black Columbus (3 cr)  
PUBHLTH/MUSIC 3XXX Figaro Meets Florence Nightingale: The Marriage of Opera and Public Health (4 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 2367.02 Literature in the U.S. Experience (3 cr)  
ENGLISH 3361 Narrative and Medicine (3 cr)  
ENGLISH/GEOG 3597.03 Environmental Citizenship (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)  
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)  
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/>

## References

1. Smith MR, Young K. Public Health Programs See Surge in Students Amid Pandemic. The Associated Press, November 17, 2020. <https://khn.org/news/public-health-degree-programs-see-surge-in-students-amid-pandemic/> Accessed January 13, 2021.
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March 24, 2021

Dear Professor Hawkins and Professor Ferketich:

Thank you for seeking concurrence from the Department of English for the Public Health and the Arts Minor. I am pleased to provide concurrence on behalf of the department. We are excited about the opportunities the minor presents for Ohio State's students and appreciate your including English both in the planning for the minor and as a partner in offering courses. It's a very exciting interdisciplinary and cross-college partnership.

As part of my due diligence in responding to your request, I sought input on the minor from the department's Director of Undergraduate Studies, Director of Creative Writing, Director of Disability Studies, and Vice Chair for Rhetoric and Composition, who then talked to faculty in those areas as appropriate.

As a result of those discussions, I have a few suggestions to make about the minor as it moves forward, including two potential revisions to the course list and some additional courses to be considered for possible eventual inclusion. Departmental concurrence is not dependent on your making the revisions, but I wanted to bring them to your attention in the spirit of optimal curricular alignment.

There are two English courses listed in the Critical Thinking/Reflective area that we suggest potentially replacing or removing. First, we suggest replacing English 2367.02 ("Literature in the U.S. Experience") with English 2367.06 (currently titled "Composing Disability in the U.S." and will be retitled "Writing Health, Wellness, and Disability" under the new GE). This course has a stronger connection to the minor's Expected Learning Outcomes. Second, English/Geology 3597.03 ("Environmental Citizenship") has not been offered by the English department since 2013. It is taught a bit differently in Geography, and I have included a recent syllabus for your review.

For the Critical Thinking/Reflective area, we have one suggested course to add: **English 4597.01 ("The Disability Experience in the Contemporary World")**. 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. It has similar outcomes to many of the courses listed in this category for the minor. This course has English 1110 and Jr. or Sr. standing as prerequisites, and it is approved as a GE cross-disciplinary seminar course.

Finally, we have six suggested English courses for the Practice/Performance-Based/Service-Learning area:

Introductory rhetoric and composition courses:

- **English 2269 ("Digital Media Composing")**. In this course, students analyze and compose digital media texts while studying complex forms and practices of textual production.



- **English 2276 (“Arts of Persuasion”)**. This course introduces students to the study and practice of rhetoric and how arguments are shaped by technology, media, and cultural contexts.

These courses have similar objectives to other courses listed on the Public Health and the Arts Minor, such as ART 3009, Design 3105, Design 3305, and Design 3505. Both courses have English 1110 as a prerequisite, and both are GE courses: English 2269 is approved for GE VPA course, and English 2276 is approved for GE Cultures and Ideas.

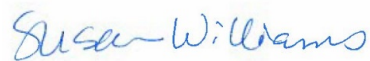
Introductory creative writing courses:

- **English 2267 (“Introduction to Creative Writing”)**. 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).
- **English 2265 (“Introductory Fiction Writing”)**. This course offers an introduction to the fundamentals of technique, craft, and composition; practice in the writing of fiction; and analysis and discussion of student work and published stories by masters of the genre.
- **English 2266 (“Introductory Poetry Writing”)**. This course offers an introduction to the fundamentals of technique, craft, composition, and prosody; practice in the writing of poetry; and analysis and discussion of student work as well as published poems by established poets.
- **English 2268 (“Introductory Creative Nonfiction Writing”)**. This course offers an introduction to the fundamentals of technique, craft, and composition; practice in the writing of creative nonfiction; and analysis and discussion of student work as well as published essays by masters of the many forms of creative nonfiction.

These courses focus on analyzing artistic expression and crafting original creative works, and they share similarities with Dance 2121, which is listed on the minor. Each of these creative writing courses have English 1110 as a prerequisite. If you wanted to only have one of these, we would suggest English 2267.

Thank you for considering these courses for inclusion in the minor.

Sincerely,



Susan S. Williams  
Professor and Chair  
Department of English

**From:** [Ferketich, Amy](#)  
**To:** [Oldroyd, Shelby Q.](#); [Hawkins, Julia Hawkins](#)  
**Cc:** [Steinmetz, Brad](#); [Vankeerbergen, Bernadette](#); [Hilty, Michael](#); [Droesch, Kynthia](#); [Kaye, Gail](#); [Bisesi, Michael](#)  
**Subject:** RE: Public Health and the Arts Minor  
**Date:** Wednesday, March 24, 2021 10:49:51 PM  
**Attachments:** [2021-3-24 PH and the Arts minor proposal.docx](#)  
[Concurrence Letter - Public Health and the Arts Minor.pdf](#)

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Hi everyone,

Please find attached the revised minor proposal and the concurrence letter from English. Our responses to the requests are below, in bold.

Best,  
Amy

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**From:** Oldroyd, Shelby Q. <oldroyd.2@osu.edu>  
**Sent:** Tuesday, March 2, 2021 3:50 PM  
**To:** Ferketich, Amy <ferketich.1@osu.edu>; Hawkins, Julia Hawkins <hawkins.552@osu.edu>  
**Cc:** Steinmetz, Brad <steinmetz.25@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Hilty, Michael <hilty.70@osu.edu>; Droesch, Kynthia <droesch.4@osu.edu>  
**Subject:** Public Health and the Arts Minor

Dear Professors Ferketich and Hawkins,

On Wednesday, February 17, the Arts and Humanities 1 Panel of the ASC Curriculum Committee reviewed a proposal to create a new undergraduate minor in Public Health and the Arts.

I am happy to report that proposal was unanimously approved with the following contingencies:

- Request a concurrence as a formality from the Department of English, as they run the Medical Humanities minor, and there is some overlap in courses. **RECEIVED: We incorporated their requested changes. Note, from the last four suggested introductory writing courses, we picked the one they recommended.**
- Clarify advising and faculty oversight of the minor. Include a statement that explains who is in charge of the minor and include a contact.
  - Advising: Typically, an interdisciplinary minor is placed within a unit for administration or a specific advisor is chosen. Faculty advisors could oversee the minor and staff advisors could be in charge of the everyday advising issues. These people should be listed in the proposal and identified on the advising sheet. **Heather Kerr from the CPH is listed; we still have not identified an ASC advisor. Julia reached out twice but has not received confirmation. For now, the name is TBD. We will add the name before we launch the minor.**
  - Faculty oversight: Consider creating an advisory board or committee to oversee the curriculum. The committee would be in charge of monitoring the minor, making adjustments to the curriculum and would be the point of contact for units interested in adding their courses to the minor. **We have added this information; the committee members will be Amy Ferketich, Jared Gardner, and Julia Hawkins.**
- Advising sheet, p. 2: **Changes have been made.**
  - Credit hours required “A minimum of 12 hrs (some minors required).” This is boilerplate language & should be replaced with “A minimum of 15 hrs.”
  - Two other paragraphs (under “Approval required” and “Changing the minor”) contain

boilerplate instructions for what information to share. These paragraphs should be adjusted to reflect the specifics of this particular minor.

I will return the minor proposal via curriculum.osu.edu in a minute to enable the department to address the points above.

Should you have any questions about the feedback of the Panel, please feel free to contact Brad Steinmetz (faculty Chair of the A&H1 Panel; cc'd on this e-mail), or me.

My best,  
Shelby

**Shelby Oldroyd**

Curriculum and Assessment Assistant

College of Arts and Sciences

154E Denney Hall, 164 Annie & John Glenn Ave.

Columbus, OH 43210

Phone: 614-292-6248

<http://ascas.osu.edu>