



# Anatomia Italiana:

## The Cultural History of Anatomy Along the Italian Peninsula (3 Credits)

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### WHO SHOULD TAKE THIS COURSE

- Faculty who are teaching or planning to teach courses in human anatomy, or human anatomy and physiology who:
  - Have an interest in the history of anatomy education, as well as Renaissance art.
  - Are able to participate in a 12-day experience traveling in Italy exploring the historic and cultural background to anatomy education.
  - Have an interest in incorporating into their classes an art and anatomy interdisciplinary element.

### COURSE FORMAT

1. Pre-travel experience - June 2014
  - Online directed learning activities of academic readings and discussions prior to attending the travel experience.
2. Travel experience - July 2014
  - A 12-day travel experience in Italy visiting four university anatomy museums, as well as several traditional cultural museums and venues that address art and anatomy.
3. Post-travel experience - August 2014
  - Online discussions of topics relating to the travel experience and the course objectives.
  - Completion of a final project via production and peer-review of individual instructional modules exploring the relationship between art and anatomy.

## COURSE DESCRIPTION

This course is designed to provide college-level instructors with the opportunity to expand their understanding of the rich cultural heritage of anatomy education along the Italian Peninsula, and its connection with Renaissance art. This course is an international experience preceded by a series of readings in peer-reviewed journals and scholarly books intended to put the travel experience into context, and followed by the development of a teaching module. Readings will be discussed in online forums, experienced deeper through the international experience, and applied by way of incorporating the teaching module into an existing anatomy course.

After a four-week online component, students will participate in a 12-day visit to Italy. They will visit anatomy museums in Rome, Florence, Bologna and Padua that are important to the history of anatomy education. These museums include historic anatomy theaters and centuries old anatomical wax models. Traditional cultural sites that contain Renaissance masterpieces, such as the Vatican museums, will also be toured. These masterpieces will be considered within the context of how they were influenced by the dissections conducted by the masters. This interdisciplinary experience allows for students to connect art and anatomy in a unique manner. The result is a deeper and richer understanding of the historic and cultural underpinnings of anatomy education.

Students who have participated in the travel experience prior to participation in the HAPS-I course are eligible to enroll in this course by completing the remaining online component and submission of an interdisciplinary teaching module.

## COURSE LEARNING OUTCOMES

Upon completion of this course, participants will be able to:

1. Critically analyze and integrate select peer-reviewed literature and scholarly books in the history of anatomy, as well as Renaissance art.
2. Use the knowledge acquired through the assigned readings to develop a perspective that connects art and anatomy.
3. Identify and visit important venues in the history of anatomy education along the Italian Peninsula.
4. Visit and reframe many of the Renaissance masterpieces within the context of how human dissection conducted by the masters influenced these works of art.
5. Consider the influence of Medieval and Renaissance art on early anatomy texts, and anatomical wax modeling.
6. Apply the knowledge acquired in the course through the incorporation of an interdisciplinary element into a currently taught anatomy course so as to deepen and enrich the student learning experience.

## EVALUATION

Participants will be evaluated on a “credit/no credit” basis. A total of 100 points may be earned with a passing grade being designated as a 70%. Points will be distributed as follows:

1) Participation in pre-travel experience activities	15 points
2) Participation in travel experience activities	45 points
3) Participation in post-travel experience activities	15 points
4) Final project	<u>25 points</u>
	100 points - total

### 1) Pre-travel experience activities

In the weeks prior to the travel experience, students will be asked to progressively read a series of articles in the peer-reviewed literature as well as book chapters. Students will be asked to actively and substantively participate in the discussions that follow the readings.

### 2) Travel experience participation

Students will be expected to attend all visits to the scheduled venues, and to actively and substantively participate in the visits and the discussions that follow.

### 3) Post-travel experience activities

In the weeks following the travel experience, students will be asked to actively and substantively participate in discussions addressing a variety of topics. These discussions will be directed toward the development of the final project, and will include a peer-review of several early drafts of the final projects completed by other students.

### 4) Final project

All course participants will create a final project. The goal is to direct the students to apply what they have learned to their specific college teaching duties. The theme of these projects is to create an interdisciplinary teaching element that connects art and anatomy, is grounded in the professional literature, and informed by the travel experience. It may take any reasonable form, such as a PowerPoint or Keynote presentation, written proposal or curriculum document, specific learning activity or module, or other teaching/learning resource. Initially, students will be placed in small groups where they will peer-review each other's projects. Students will then incorporate this feedback into their final product, and this will be submitted to the instructor.