

A - New Course Proposal V. 7.2022 : Entry # 2746**DEAN Decision**

Approved

Date

09/07/2023

Is this course intracollegiate or intercollegiate?

Intercollegiate

DEAN Comments

Dual Dean Approval Needed: Ken Elston 09/07/2023 & Brian Augustine 9/8/23

GEC Decision

Approved

Date

10/06/2023

APIRC Decision

Approved

Date

10/20/2023

Begin Form**Today's Date**

07/17/2023

Your Name:

Amanda Allen

Your Email:aallen4@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

Joey Fink

Email address of your Department Chair

A - New Course Proposal V. 7.2022 : Entry # 2746jfink@highpoint.edu

By checking below, I certify that my department chair has seen and approved the new course that I am proposing.

Yes

Please select the appropriate school overseeing this proposal:

Other

Please type the name of the school(s) overseeing this proposal

Both HBS and Natural Sciences since this is an integrative course

Which semester is this course to be taught for the first time?

Fall 2024

Information for the Registrar

Choose the department designator from the list below.

ITG

Proposed Course Number?

3005

Is this course cross listed?

No

Does this course replace a current course?

No

What is the title of the new course?

Medieval and Early Modern Medicine

Write the catalog description of your proposed course:

Integrative learning builds the ability to make connections among ideas and experiences to synthesize and transfer learning to new situations across courses, fields of study, over time, and between campus and community life. Integrative learning generates internal changes in the student, signifying growth as a confident, lifelong learner. It asks students to apply their intellectual skills and to develop their individual purpose, values, and ethics. Through integrative learning, students pull together their experiences inside and outside the classroom, making connections between theory and practice.

This specific integrative course will focus on various Medieval and Early Modern plants that monks, barber-surgeons, and physicians cultivated for medicinal purposes. Students will grow various plants using methods from historical sources, will research how these plants were used in medical practices, will create their own medicinal preparations from these plants based on archival evidence, and experimentally test the effects of these preparations using laboratory assays.

How many credit hours will this course be?

4

A - New Course Proposal V. 7.2022 : Entry # 2746**How will the course be graded?**

Letter grade

Please select the course repeat option for this course:

Not repeatable for credit

What is the offering cycle for this course?

Yearly

Does your course have any prerequisites?

No

Is this new course being proposed because of a new or revised major or minor proposal?

No

Gen Ed and Academic Programs**Is this course part of Gen Ed?**

- Yes

Does your course count in the general education core (one of the core classes that cannot be double-dipped in your major or minor)?

None of the above

Does your course count in any general education categories that can be double-dipped in the core or in a major/minor?

- Integrative Learning

Will this course be team-taught?

Yes

Who will team-teach with you and which department / school do they work in?

Jeremy Whitson in the Department of Biology, School of Natural Sciences

Does this course count towards a major or a minor?

No, it does not count toward any particular major or minor

Is this course part of an academic program?

- This course does not fulfill academic program requirements

Does this course include any community engagement?

A - New Course Proposal V. 7.2022 : Entry # 2746

No

Does this course participate in the GoGlobal Program?

No

Information for Curriculum Review**Rationale and evidence for new course's consistency with departmental mission:**

This course will serve to fulfill the new General Education Integrative Learning requirement for all students from 2022-2023 onward. In particular, this class will benefit History and Biology majors but will be open to any interested students. Per conversations with Kris Bell, there will not be any prerequisites as will be standard for most ITG 3000 courses. The class will rely on the newly emerging History Department Medieval/Early Modern Physic Greenhouse in Couch Hall. Students will be responsible for growing plants based on historical research that was critical for medieval/early modern medical practices. In groups, students will study 1-2 plants. They will first learn the basics on how to grow plants (in connection with members of the HPU Gardens team) and the basics on the importance of plants in medicine leading to the modern era. Students will start the class with intensive historical focus on medical and scientific theories, methodologies, and case-specific issues from the era ca. 1000-1700. As students explore the historical contexts and continue to grow their specific plants, students will then work on a hypothesis as to the underlying physiological mechanisms the plant affects that led to their use in medieval/early modern medicine. The second half of the course, once students have the solid historical context to shape their hypothesis, will focus on testing their hypothesis in the lab and reporting the results. The various assays will test the medicinal preparations for antioxidant, anti-inflammatory, antiproliferative, and antimicrobial properties. Through combining the historical context on how people of the past viewed the importance of plants in medicine and the use of modern scientific exploration, students will develop a better understanding of how our modern practices are linked directly with our past. While we might now have a more advanced understanding of biomedicine with better laboratory capabilities, we still should look to the past with a more respectful eye as a part of development to the current, modern age.

This course will specifically work within the Integrative Learning model as it bridges two fields from two different HPU schools and incorporates two different methodologies working together: historical primary source research and laboratory experimentation. Additionally, it will bring together students from a variety of different disciplines and will expect students to work together with their different perspectives/academic training to create strong hypotheses and final research papers that exhibit well-rounded scholarship and collaboration. The semester-long project of growing their plants, creating their medicinal preparations, and working through the experiments will also teach students how to work with others on long-term projects: diffusing any problems that may arise, critically thinking through solutions together, and regulating their time outside of class with equal responsibility. Thus, students will practice critical life skills that will help them in future academic and professional settings involving collaboration.

List all student learning outcomes for this course.

1. Students will communicate, in both spoken and written forms, complex historical and biomedical concepts and methodologies with varied audiences. (COMMUNICATION III)
2. Students will work in teams comprising students from humanities, science, and other academic backgrounds throughout the course to complete a course project. Students will learn how to work together to complete goals and tasks and blend their different academic and personal backgrounds in their weekly and semester-long work. (INTER- AND INTRAPERSONAL SKILLS I)
3. Students will address conflict directly and constructively, helping to manage or resolve it in a way that strengthens overall team cohesiveness and future effectiveness. (INTER- AND INTRAPERSONAL SKILLS III)
4. Students will connect historical and biomedical concepts, theories, practices, and frameworks to understand how medieval and early modern medicine led to modern concepts of healthcare. Students will thus better appreciate modern views through a lens on the past. (INTEGRATIVE I)
5. Students will adapt and apply skills, abilities, theories, or methodologies acquired in historical research and scientific methodology and how these skills overlap. (INTEGRATIVE II)
6. Students will utilize medieval archives and laboratory methodologies to critically analyze the ways in which medieval medicinal understandings and practices changed ca 1000-1600AD.

A - New Course Proposal V. 7.2022 : Entry # 2746

7. Students will connect modern pharmacological, biological, and botanical practices to the historical ways European peoples cultivated plants for medical use based on the contexts of the medieval and early modern era

List any units or content areas that will be required for all sections of this course.

Greco-Roman/Early Medieval Science and Medicine
 Medieval/Early Modern Medicine
 Medieval/Early Modern Natural Sciences
 Modern Perspective on Pathophysiology and Medicine
 Medieval/Early Modern Physic/Apothecary Gardens
 Antioxidants in Health and Disease
 Inflammation in Health and Disease
 Cell Death and Cancer
 Infectious Disease

List any assignments, tests, or other assessments that will be required for all sections of this course.

Final Research Paper: Students will write a final 8-10 page paper on the historical context of their chosen medicinal plants, the ways in which these medicines were used in the past, and present their final laboratory findings with appropriate statistical analysis and discussion.

Research Presentation: During the last week of classes, the student groups will present their semester-long research tying together the historical background of their chosen plant(s) and historical medical preparations with their modern laboratory research findings.

Public History Poster: Each group will design a public history-style poster to display in the greenhouse for public tours. The posters will highlight the basic historical research and connections to their modern scientific findings. Students will present their posters in an "open" greenhouse day to show off the displays with their plants.

List any readings or other materials that will be required for all sections of this course.

Readings:

Green, Monica Helen, ed. *The Trotula: An English Translation of the Medieval Compendium of Women's Medicine*. The Middle Ages Series. Philadelphia: University of Pennsylvania Press, 2002. <https://doi.org/10.9783/9780812202083>.

Hildegard. *Hildegard's Healing Plants: [from Her Medieval Classic Physica]*. Boston: Beacon Press, 2001.

Wallis, Faith, ed. *Medieval Medicine: A Reader*. Readings in Medieval Civilizations and Cultures. Toronto: University of Toronto Press, 2010.

Laboratory Assays:

antioxidant properties, anti-inflammatory properties, cytotoxicity/proliferation, antimicrobial.

List any course policies that will be required for all sections of this course.

Grading Policy:

Apart from the weekly reflection essays and participation, assignments will be graded by both professors and the final grade result will be based on agreement of both professors. The weekly reflections and discussions will be graded by the content-specific professor for that week's topic.

Attendance Policy:

After 2 absences, a student will be flagged in Starfish for excessive absences. After 4 absences a student will be withdrawn from the course.

If you would like to specify how requirements for contact hours must be met for all sections of this course, please indicate

A - New Course Proposal V. 7.2022 : Entry # 2746**below. (e.g., if any experiential learning activities will replace seat time)**

Students will be expected to have 2-3 hours a week dedicated to greenhouse time beyond the classroom time. This will be connected to assignment grading for accountability- thus, treated as another homework-style expectation. All other necessary greenhouse and laboratory times will be during regular class schedule time.

Is there anything else the reviewing parties should know about this new course proposal that hasn't been addressed?

Both course instructors will present at every class session and will divide the labor of in-class instruction equally according to their expertise.

Sample Syllabus

- [ITG-3000-Syllabus-Proposal.pdf](#)