L'Anatomie à Paris - An Inclusive Approach
Models and illustrations as a way to popularize the study of anatomy in Paris
Cultural History of Art and Anatomy in France

Contact Information
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Summer Session 1 (July 3 - August 5)
SURG 144 Human Visceral Anatomy
SURG 143 Human Musculoskeletal Anatomy

UCSD Campus equivalents
Anthropology: Biological Anthropology
ANBI 144. Human Anatomy
ANBI 143. The Human Skeleton

Course Description and Purpose
Students will expand their understanding of the rich cultural heritage of anatomy education by traveling to France where the creation of anatomical models, aimed to be inclusive, started. This course is an interdisciplinary, cross-cultural, and international experience.

Online readings in peer-reviewed journals prior to travel will put the international experience into context. While in France, students will learn about how anatomical structures were represented and evolved overtime. Students visit anatomy museums and universities, containing centuries old anatomic models, in Paris and London. UCSD students will attend medical school mini-lectures and will discuss the trials, tribulations, and contributions of their most famous French surgeons-anatomists after visiting historic institutional artifacts. Sites containing anatomical models designed to be inclusive in the general study of the human body, such as the Musée Fragonard, Musée d'Histoire de la Médecine, Musée de l'Histoire Naturelle, Musée d'Anatomie, Musée Bourdelle, Catacombs and Musée de l'Homme will be visited. The artefacts will be considered within the context of how they were influenced by human dissections conducted by the French surgeons-anatomists. A daily travel itinerary will be furnished. Prior to each museum visit, students will complete Individual readiness Assessment Test (IRAT) in order to make sure they know the anatomy of specific regions prior to the visits. This will ensure rich discussions during the visits. Following the international travel, students will complete a written anatomy exam. They will also be discussed in depth in a series of seminars and group discussions.

This interdisciplinary experience allows for students to connect art, anatomy, science, history and culture in a unique fashion. The result is a deeper and richer understanding of the historic and cultural underpinnings of anatomy education, the connection between science and culture, and the influence of anatomic studies on the great Renaissance
masterpiece. Students will also be introduced to the challenges early anatomists faced from the prevailing clergy and the existing rigid scientific culture as they endeavored to advance scientific thought beyond contemporary and often dogmatic theological and secular understanding.

Course Learning Objectives
1. Critically analyze and integrate select peer-reviewed journal articles
2. in the history of science/anatomy, as well as the history of Renaissance art
3. by completing a Pre-travel Curriculum.
4. Utilize the knowledge acquired through the Pre-travel assigned readings to
5. develop a perspective that connects science in general and anatomy in particular
6. with art, history, culture, and religion.
7. Reframe the artistic representations of the human body and early anatomy texts, across time, within the context of how human dissection influenced these works of art.
8. Discuss the factors resulting in the production of anatomical models for medical education
9. Participate in visiting important universities in the history of science, medicine, and
10. anatomy in France, connecting these venues with the scientific advances made by
11. their faculty and alumni, as well as the cultural challenges they faced.
12. Critique the accuracy of the anatomical renderings in the different venues and formulate an estimation of the anatomists and artists’ mastery of human anatomy, across time.
13. Apply the knowledge acquired in the readings, seminars, discussions, and
14. international travel by authoring a Post-Travel Synthesizing Paper that
15. applies the interdisciplinary and cross-cultural themes addressed in the course.

Total hours: 110 Hours

1. Pre-travel Curriculum: 12 Hours
The Pre-Travel Curriculum contains 12 articles with sufficient content of readings and exercises to justify 12 hours to complete the Pre-travel Synthesizing Paper.

2. Classroom Student Hours: 90 Hours
Mini-lectures and study of the skeleton will be scheduled at Université Paris V, René Descartes and Université VI Pierre et Marie Curie, with local speakers
The activities below are also “classroom” hours to occur in France. Each activity, venue, and city are outlined below:

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<thead>
<tr>
<th>Location</th>
<th>Venue</th>
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<tr>
<td>Paris</td>
<td>Catacombs</td>
<td>Tour the underground maze of galleries, containing the remains of several million Parisians, elaborately arranged into an ossuary.</td>
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Paris  | Musée Fragonard  | Visit this collection devoted to anatomy. Honoré Fragonard spent years, preparing hundreds of the écorches, or “flayed figures”, intended to be used as educational tools. Some of his work is purely artistic as seen with the *Horsemman of the Apocalypse*.

Paris  | Musée d'Histoire de la Médecine  | Visit the collections put together by the dean Lafaye in the 18th century, focusing on surgical anatomy.

Paris  | Musée de l'Histoire Naturelle  | Examine similarities and differences in the anatomy of species through the galerie d’anatomie comparée.

Paris  | Musée d’Anatomie  | Fascinating collection of skeleton and wax models put together by French surgeon-anatomist Guillaume Dupuytren in 1835.

Paris  | Musée Bourdelle  | Admire the sculptures and paintings by Bourdelle.

Paris  | Musée de l'Homme  | An iconic piece from the Musée’s collection of anatomical waxes, Woman with a Tear, created by the anatomist and artist André Pierre Pinson for the cabinet of the Duke of Orléans, is representative of the waxes of the Enlightenment which so subtly combined the art and science.

Paris  | Le Louvre  | See Milo of Croton sculpture by Puget and others.

London  | Hunterian Museum and Anatomy Museum, Strand Campus  | Visit the unrivalled collections of human anatomical specimens, models, painting, and sculptures and revive the last anatomical dissection and demonstration took place in the Anatomy Theatre.

3. Post-travel Synthesizing Paper: 8 Hours
The Post-travel Synthesizing Paper requires connecting the readings, travel experience, discussions, and journal entries into a unifying, scholarly, university level paper to justify eight hours.

**Local speakers**
Dr. Martin Lhuaire (Université Paris V, René Descartes)
Dr. Jean Marc Chevalier (Université Paris V, René Descartes)
Dr. Salma El-Batti (Université Paris V, René Descartes)
Dr. Dominique Hasboun (Université Pierre et Marie Curie)

**Evaluation**
A total of 100 points can be earned in the class. Points will be distributed as follows:
1. Pre-travel Curriculum (20 points). Prior to the travel experience, students will read articles from the peer-reviewed, scholarly literature that is posted to an online learning platform. Students will complete a Pre-travel Synthesizing Paper.
The Pre-Travel Curriculum must be completed prior to travel to France. Students are also required to attend a mandatory orientation meeting.

2. Travel Experience (60 points). Students are expected to attend all visits to the daily scheduled venues, complete an IRAT prior to each visit, and substantively participate in the visits and the group discussions that follow. Students are also expected to attend all scheduled mini lectures/seminars while abroad. Students will complete a written anatomy exam upon return from the travel experience.

3. Post-travel Synthesizing Paper (20 points). Use the insight gained from the Pretravel curriculum and the Travel Experience to write a Post-travel Synthesizing Paper. With commentary grounded in the readings and the lived experience in France, students are encouraged to compare the struggles faced by 14th to 16th century scientists with the challenges faced by today’s scientists in their efforts towards independent thinking in the advance of their discipline. Are the modern challenges all that different than those faced by scientists centuries ago? How are they similar, how do they differ? How does this examination inform your thinking as you enter your career? Are you willing to think differently, and challenge professional, societal, and theological norms? How has the travel experience impacted your thinking towards science, art, and culture?

Course Prerequisites
The completion of courses in human anatomy and Renaissance art history is strongly recommended, although not required.

Interested stakeholders:
1. Thomas J. Csordas, Ph. D (Director of Global Health Program and UCSD Global Health Institute) as the Global Health Program BA and BS students are required to take an elective in Biological Sciences and both courses fulfill this requirement.
2. Post Baccalaureate Premedical Program from UCSD Extension (BILD-X13).
3. Pre-med at Revelle, John Muir and Eleanor Roosevelt Colleges as those courses will fulfill the Anatomy with lab requirement for admission to most Health Professional Schools including Medicine, Dentistry, Physician Assistant, Nursing, Physical Therapy, Occupational Therapy.

Proposed advertisement:
Announcements through the offices of 1), 2) and 3). and through:
   a. plans.ucsd.edu/revelle
   b. healthbeat.ucsd.edu
   c. studentorg.ucsd.edu