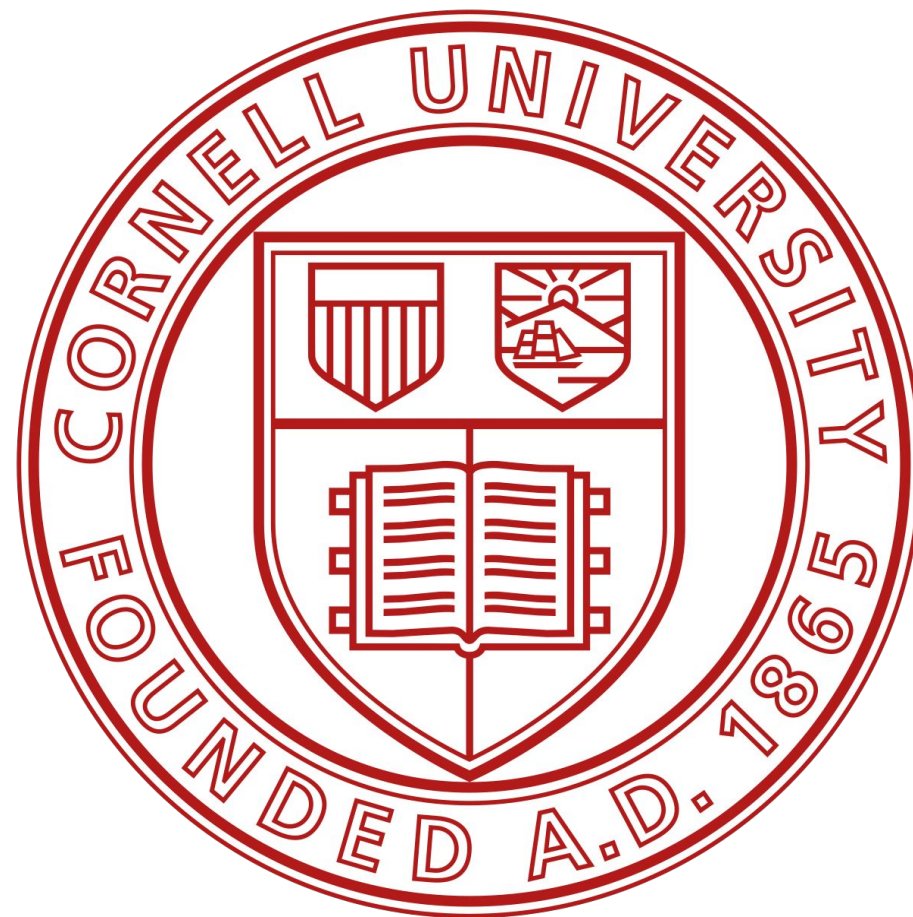
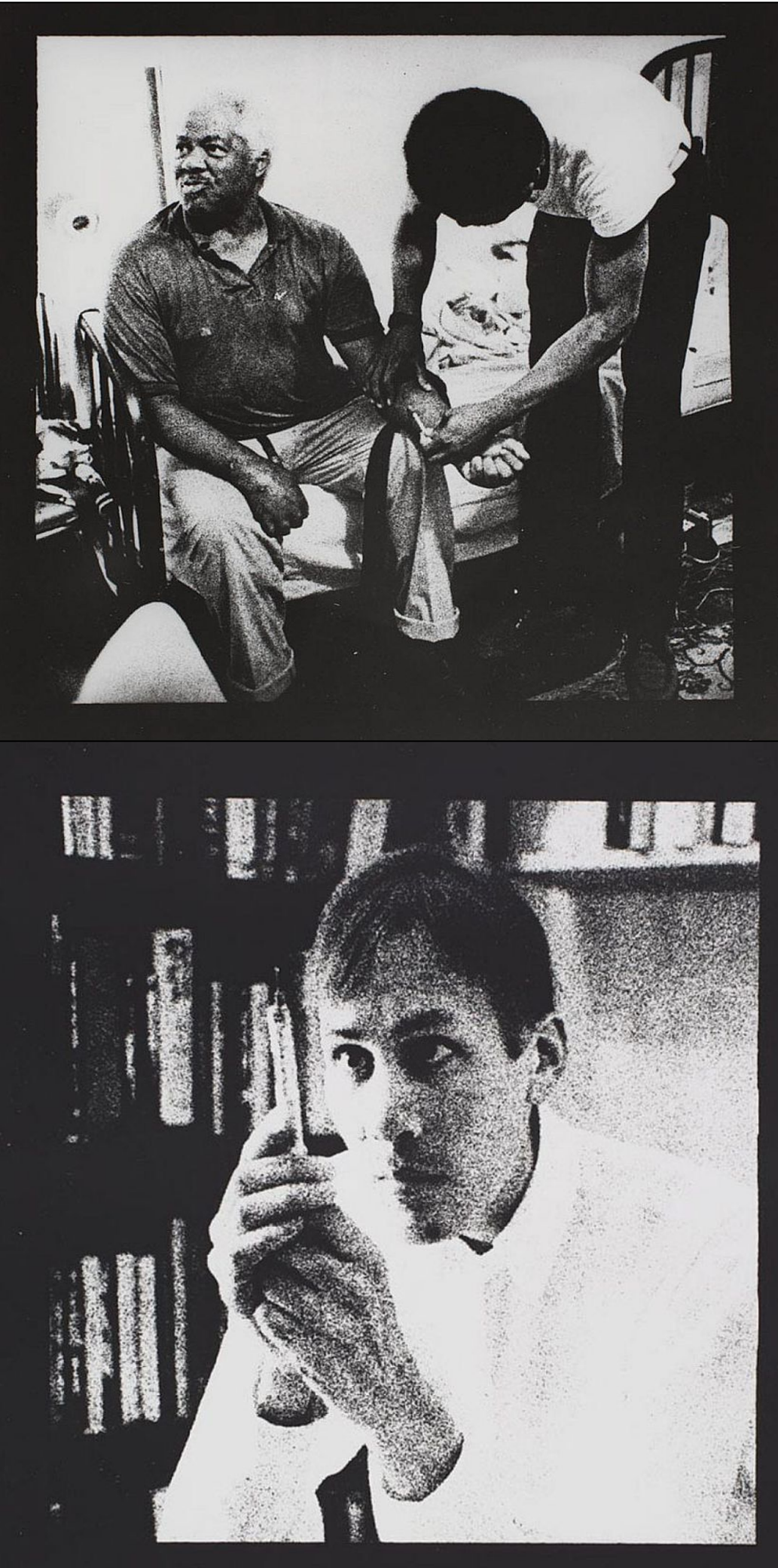


“The Art of Global and Public Health” - Utilizing an HIV/AIDS Study Gallery to Integrate the Arts and Humanities into Global and Public Health Education



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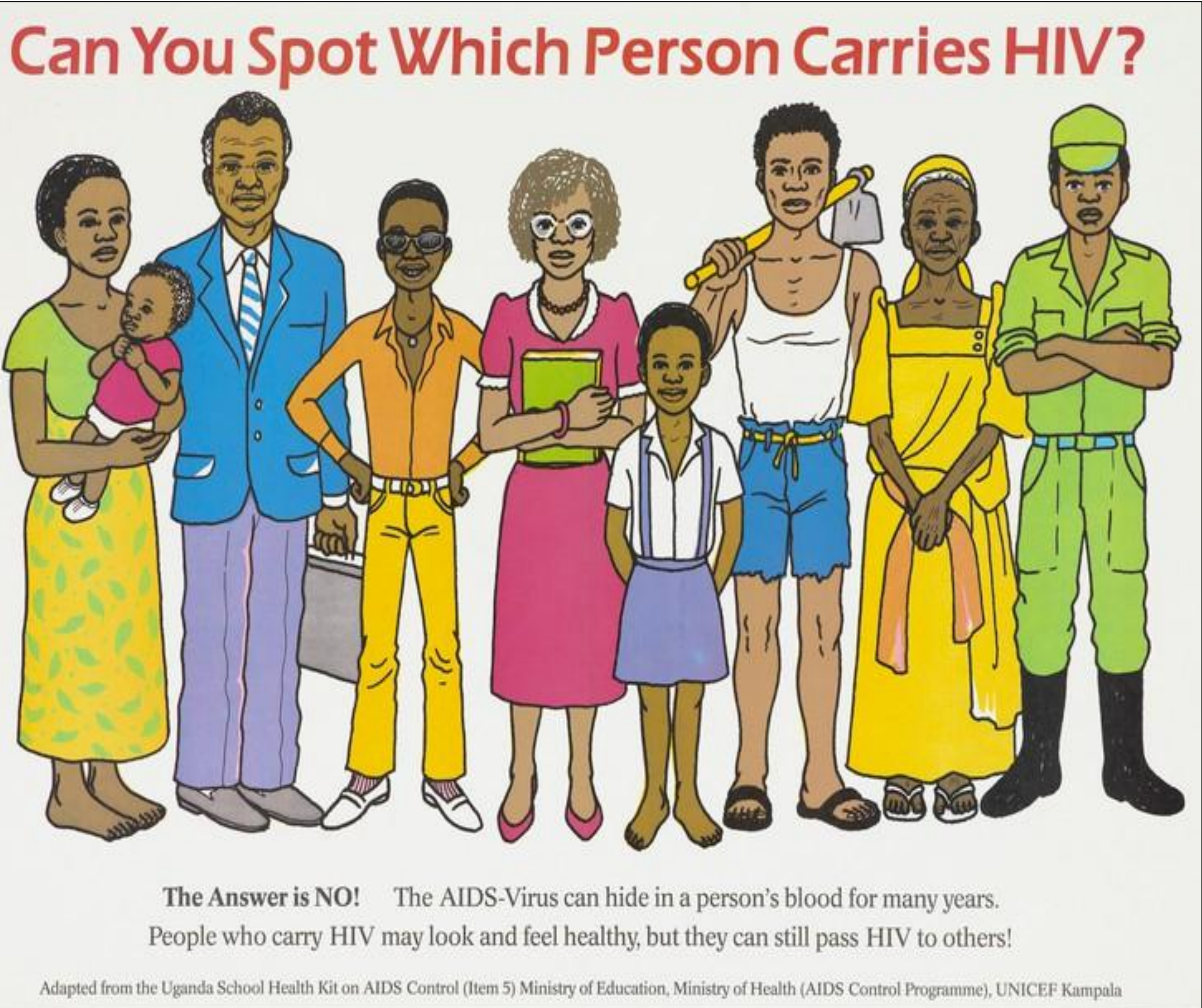
HIV/AIDS Study Gallery at the Herbert F. Johnson Museum at Cornell



Photographs by Brian Weil from his 1985 to 1991 series



HIV/AIDS educational poster from USA 1980



HIV/AIDS educational poster from Uganda, 1995



HIV/AIDS educational poster from California 1987

Student Learning Objectives:

1. Invite active student engagement and challenge students to grapple with the complexity of global and public health problems and issues through small group discussions and written critical reflection.
2. Create a space for students to integrate and deepen their learning and build community with one another.
3. Utilize the arts to examine the historical, social, cultural and political context of the HIV/AIDS pandemic.
4. Examine public health communication strategies and consider when it may or may not be appropriate to use fear as a tool to promote health and behavior change.

Since 2015, global and public health faculty have collaborated with Cornell University’s Johnson Museum to curate and facilitate an interactive HIV/AIDS study gallery for **more than 500 undergraduate and graduate students**. The study gallery features the photography of **Brian Weil, an artist and activist**, who fought to make AIDS a subject of cultural and political discourse. Alongside are HIV/AIDS global awareness education posters, providing insights into **how culture and politics structure public health communications**. While grappling with the photos, students are challenged to think deeply about the history of HIV/AIDS and to put human faces and stories to the dramatic numbers they learn about in class. These sessions enrich students' understanding of **how political-economic and sociocultural factors shape HIV risk, vulnerability, stigma, and discrimination**. After participating in the session, students complete a written reflection. To examine the impact on student knowledge, perspective, and skill development, a **qualitative analysis was conducted on 158 de-identified student reflections**. Descriptive coding and thematic analysis revealed key areas of impact.

Research Question: What was the impact of the HIV/AIDS study gallery on students’ learning in the context of GPH education?

Findings (Key Themes and Impact Codes)

Through a systematic coding process, 12 key impact codes were identified. Through analysis of these codes, 4 key themes of impact of the HIV/AIDS gallery were identified.

Theme 1:
Students deconstruct social, political, and cultural narratives about a public health topic & marginalized groups while also grappling with personal biases.

Student Quotes:
“My previous preconceptions surrounding the HIV/AIDS epidemic was shattered by a single photograph”

“Most of us jumped to the conclusion that he was a scientist trying to come up with a cure. To our surprise as we read the description of the photograph, the man was HIV positive (dying from AIDS). This was a quick reality check for us all, forcing us to remember that HIV affects all races and socioeconomic statuses.”

Theme 2:
Students utilize multi-disciplinary perspectives and engage with the study gallery to reframe and interpret public health across different cultures, communities, and historical moments.

Student Quote:
“Bringing the humanities into public health isn't just an essential piece of the curriculum: art, history, and philosophy combine with the social and life sciences to create the foundation on which the field is built. Is there ‘public health’ without the past? Without voices- listened to and ignored? Without ethical considerations? I’m grateful for this session, and I hope there is much more wrestling/discomfort/learning/engaging woven throughout the program.”

Theme 3:
Students critically analyze how artists, governments, and organizations communicate public health topics in diverse ways by extracting deeper meanings, intentions, and incentives.

Student Quotes:
“It also made me want to be a more critical consumer of advertising and messaging around public health, and to ensure that I am never inadvertently contributing to bias or stigma by how I speak about public health”

“Starting with changing the words we use to describe public health crises and those affected, we can effectively combat damaging stigmas that make it harder to connect treatment and care with those in need.”

Theme 4:
Through recognizing the impact of structural inequalities and SDOH, students humanize and build empathy and compassion for marginalized groups affected by the public health issue.

Student Quote:
“I felt the humanization of concepts so integral to public health was a valuable lesson that is sometimes left out of our coursework. I think that it’s important for us as future public health practitioners to prioritize seeing our priority populations as individuals, each with their own story and complex life experiences.”

Impact Code	Definition
Making connections	Relates one of the topics seen in the exhibit to another piece, a topic learned in class, or something external (widespread or general)
Applying background information	Utilizes one's personal identity and personal experiences to how the art/public health posters are perceived
Critiquing public health messages/communication	Challenges an idea or disagrees with how a message is presented to the audience (specifically geared toward HIV/AIDS Awareness posters in the gallery)
Personal insight	Develops and describes a new realization and key moment of learning
Critical analysis	Details the examination and analysis of a particular photograph or poster by looking for themes, messages, or overall deeper meanings
Cultural comparisons	Compares or contrasts how two or more cultures/countries/regions target a public health topic in varying ways
Challenging bias	Evaluates personal reactions, assumptions, and misconceptions about the art/public health posters to examine forms of implicit and explicit bias
Art humanizing statistics	Describes an emotional response or a new perspective gained from the art that cannot be captured from epidemiological data or statistics
Understanding the artist's intent	Explores and examines the artist's intent/objectives
Structural inequalities	Identifies structural violence and systemic disparities that disproportionately affect the health of marginalized groups
Prejudiced undertones	Examines how HIV/AIDS awareness posters produce and reinforce biases, stigma, and discrimination
Critiquing artistic approach	Challenges how the artist chose to express the public health issue being addressed (colors, images, lighting, etc.)



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