RELIGION AND MEDICINE
4180-0W61 (91025)

Basics

Location: Virtual Reality & Embodied Minds
Credit Hours: 3

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Office Hours: Tuesday and Thursday 1.00-2.00 (or appointment)
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Course Description

From empirical scientific research on prayer to neuroscientific studies of the effects of meditation on the brain, the biomedical community is witnessing an increasing interest in the healing possibilities of religious or spiritual practices. Taking an historic and analytic approach, this course will trace the ever-shifting relationship between religious and spiritual traditions and medical and healing discourses. Some of the central questions it will engage include:

• What are some of the fundamental differences between ‘scientific’ and ‘religious’ views of health?
• In what ways do these worldviews come into conflict? And how is such conflict ethically, practically and legally mediated?
• What is ‘health’ and is there a difference between ‘curing’ and ‘healing’?
• What is ‘disease’ and are its roots physical, spiritual or both?

Course Structure

This course aims to give historic and analytic context to the varied relationships between religion and medicine by focusing on four main areas:

• How the relationship between religious and spiritual traditions and medical and healing discourses has developed across premodern, modern and postmodern periods
• The role of religion and spirituality in mainstream medicine today
• How traditional religious and spiritual systems such as Buddhism and Shamanism understand disease and healing, and how they are being adapted in contemporary society
• The role religion and spirituality has played cross-culturally in understanding and treating mental health.
Course Objectives

- You will have gained knowledge about some of the history of the relationship between religions and medicine.
- You will have a critical understanding of some of the key issues in contemporary cultural and religious perspectives on medicine, and an analytical appreciation of the different worldviews that inform these perspectives.
- You will be able to discuss, compare, analyze and critique a variety of perspectives on the question of the value human life, the spiritual significance of suffering, and the role of the healer.
- You will be able to recognize that you have a position or ‘worldview’ and that it is one among many; it is a view that is part of a particular time and tradition, and which can be challenged and enhanced by other views.

Course Requirements:

Assignments

There are two main types of assignments for this class: graded and ungraded.

Ungraded: At the end of each class, you will be provided with the terms and questions drawn from the lecture and readings that you will need to know for the exam. These will be given in discussion form so you can interact with your classmates. In other words, these are the equivalent of a classroom discussion. They will not be graded but they will be essential to prepare for the exam. I will also reward those who consistently and actively participate with 1-2% extra credit.

Graded: There are 3 graded assignments in the class

- 4 EXAMS (15% EACH)
  At the end of each module, there will be a 45 multi-choice question exam that will be taken as a timed exam of 60 minutes. Exams are timed strictly to restrict cheating by looking up things on the Internet. The questions on this exam will all be drawn from the ungraded class discussion/review terms. Exams are designed to test your retention and understanding of the unit material. See webcourse for more details.

- 4 SHORT WRITING ASSIGNMENTS (5% EACH)
  At the end of each module, you will be required to post a short (300-400 words) written post. These posts are designed to test your application and evaluation of the material in the unit. See webcourse for more details.

- SMALL GROUP SITE VISIT AND POWERPOINT PRESENTATION (20%)
  The final assignment that will be due the last week of class is a group powerpoint presentation of a religious and healing site visit. In groups of 3 or 4, you will be required
to visit a site of religion and healing and make a powerpoint presentation THAT will include background knowledge and content, a description of the actual visit and an integration with the themes of the class. These will be posted and shared during the last week of class. If you are taking the class long-distance or don't have the means to physically meet up with other classmates, we will discuss an alternative powerpoint assignment for you. See webcourse for more details.

**Deadlines:** I follow a strict policy for late assignments. Unless we have discussed and agreed on an alternative arrangement in advance, grades will be dropped by **half a letter grade** for each day the assignment is late and will not be accepted after **2 days**.

**GRADING:**

Grade Scale: Grades:  
- A = 100-90, (A 94+) 
- B = 89-80, 
- C = 79-70, 
- D = 69-60 
- F= 60- (0-2: minus, 7-9: plus)

**Grade Submission:** I will be using the system at UCF that allows me to report your grades to you when you log into your "MyUCF" page. The university follows the national FERPA (Family Educational Rights and Privacy Act) code, which does not allow the communication of grades to a student by email (including embedding them in documents, which means they cannot be placed on a paper emailed to me), or by posting them outside a professor's door. This is a confidentiality issue. Please do not ask me for your grade by email - by law I cannot send it.

**Withdrawal Deadline**

**Class Rules of Engagement**

**Cell phones, I-pods ect,** must be turned off before class begins and stored out of sight. Laptops will be allowed in class for class related activities only. If I find anyone using laptops for anything other than this, you won’t be allowed to use your laptop for the rest of the semester. This is designed to help create the best learning environment for you and your peers. Seeing the person next to you checking profiles out on match.com isn’t a motivational tool.

**Leaving class early:** If you need to leave class early, please let me know at the beginning of the class.

**Email format:** When writing an email to your Professor, please begin with (Dear) Dr. X (Gleig). If we have a continuous conversation on email, you don’t have to address me with every mail but all conversations should begin with the appropriate address. Please also check spelling and grammar on emails. This is a habit that I really want to encourage you to cultivate as in some of the larger UCF classes in which your Professor might never get the chance to know you personally, your emails are your sole representations. Please think about what an unaddressed, misspelt, text-style message
conveys about you as a student, and how this might affect you when it comes to negotiating absences, handing in assignments late, and border grades.

**It’s on the Syllabus!** Please check the syllabus before writing to ask me a question, as in 99% of questions, the information is on here and my reply will only be, (Dear X), “It’s on the syllabus!”

**Punctuality:** If you come to class later than 15 minutes, it will count as one of your two allotted absences.

**UCF Academic Integrity Code**

All written assignments require strict adherence to the honor code and must include the following “I (print name) hereby certify that I have adhered to the UCF academic integrity code (signature).” I have a zero-tolerance policy for plagiarism, which I consider an essentially cowardly and uncreative activity that undermines education, character and community:

UCF is committed to promoting a culture of academic integrity where faculty and students work together to meet our personal, professional, and social responsibilities. A degree from UCF is only valuable to the extent it reflects valid assessments of student learning. Misrepresenting your learning on texts, projects, reports, or papers invalidates your grades and tarnishes the credibility of UCF. While collaboration is encouraged in the learning and studying process, you should assume all tests, quizzes, etc. require your individual effort unless explicitly directed otherwise. Unauthorized collaboration, whether voluntary or not, is cheating. Unauthorized use of materials during a test, quiz or other assessment is cheating. Regarding papers and projects, one of the core fluencies that students need to demonstrate is the ability to discern information that is common to the public from the intellectual property of individuals. Use of protected ideas, processes or language without attribution or proper citation is plagiarism.

**Disability:** Any student with a disability requiring accommodations in this course must contact Disability Support Services.

**REQUIRED TEXTS**

Anne Fadiman, *The Spirit Catches You and You Fall Down*

Linda Barnes and Susan Sered (eds) *Religion and Healing in America* (Oxford University Press)

You will also be required to read a number of select articles and chapters that will be available on library reserve. Some of the readings are also available directly from the Internet in which case the URL address is provided.

**CLASS SCHEDULE:** (Tentative: We are covering a lot of material and it may “spill-over”).

This webcourse is based around a 2 class a week F2F structure so for each week, you will have two classes.
AUGUST

MODULE ONE: From the Premodern to the Postmodern: Historical and Theoretical Overview

Week One: Introductions, Syllabus Quiz and Key Terms

Week Two, Class A: Religion and Medicine in Premodernity
Week Two, Class B: Healing in Premodern Christianity

Week Three, Class A: Religion and Medicine in Modernity: The Rise of Biomedicine
Week Three, Class B: Biomedicine Under Question

Week Four, Class A: Religious Healing in Postmodernity
Week Four, Class B: Module One Exam Review

Week Five: MODULE TWO: From Chaplains to CAM: Religion in the Secular Hospital Today

Week Five, Class A: Religion in the Hospital: The Role of Chaplains
Week Five, Class B: “Being with Dying” Spirituality and Hospice Work

Week Six, Class A: Being with Dying in Japan: A Comparative Perspective
Week Six, Class B: Complementary and Alternative Medicine (CAM) goes Mainstream

Week Seven, Class A: CAM Under Question
Week Seven, Class B: Module Two Exam Review Class

Week Eight: Site Presentation Preparation Week

Week Nine: MODULE THREE: Healing in Religious and Spiritual Traditions

Week Nine, Class A: Medicine in Traditional Buddhism
Week Nine, Class B: The Mindfulness Revolution

Week Ten, Class A: Shamanism
Week Ten, Class B: Shamanism in the USA

Week Eleven, Class A: Healing in Traditional and Contemporary Islam
Week Eleven, Class B: Module Three Exam Review Class

Week Twelve: MODULE FOUR: From Possession to Prozac: Religion, Spirituality and Mental Health

Week Twelve, Class A: Mental Illness From Church to Clinic
Week Twelve, Class B: Freud & the Talking Cure

Week Thirteen, Class A: Jung and Modern Man in Search of a Soul
Week Thirteen, Class B: Spiritual Recovery Movement

Week Fourteen, Class A: Ex-Gay Therapies
Week Fourteen, Class B: Module Four Exam Review Class

Week Fifteen: Site Presentation Week