RELIGION AND MEDICINE
4180H-0201 (90211)

Basics

Location: BHC 0126
Time: Tuesday and Thursday 9.00-10.15
Credit Hours: 3

Dr. Ann Gleig
Office: PSY 236
Office Hours: Tuesday and Thursday 1.00-2.00 (or appointment)
Email: Ann.Gleig@ucf.edu

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 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 view
Course Requirements:

• **ATTENDANCE AND PARTICIPATION (10%)**

The class will be discussion heavy. As such, it is essential that you keep up with the reading. Aside from documented illness or emergency, you can miss 2 classes without penalty, for every class missed after, however, there will be a 2% deduction from your participation grade. Participation includes contributing to discussions in large and small groups and posting relevant articles on webcourse.

• **GROUP SITE VISIT AND PRESENTATION (30%)**

In groups of 3, you will visit a local site of healing and spirituality and present your experience with an analytic reflection to the class. See detailed prompt on Page 11 for details.

• **TWO UNIT ANALYSIS AND APPLICATION PAPERS (15% each)**

The course is structured around 4 modules. At the end of the first 2 modules, you will be required to write a 3-4 page paper that analyzes and applies the main themes of the unit. Please see the detailed instructions for each one on pages 12-13 of the syllabus.

• **FINAL RESEARCH PAPER with Thesis (30%)**

You will engage a research topic of your own choice that falls under the category of religion and medicine. This project will have three submission stages: (i) an abstract with bibliography; (ii) a draft and (iii) end product. (8-10 pages)

**Extra Credit:**
There will be 2 extra credit possibilities in this class. Each of these short writing assignments (between 250-350 words) will be worth 1 % extra credit.

(1) “Religion and Medicine in the News” See web-course for details
(2) Religion and Medicine Events See web-course for details

**Style, Submission, Deadlines**

**Paper Format:** All Papers must be 1.5 spaced, written in a 12inch font, and have a one-inch margin. (Any attempts to use obvious spacing strategies to outdo the required length will be penalized). Each page should be numbered. At the top of page one include the following information: the name of the professor (me), the name of the class, the name of the author (you) and the title of the paper. Papers must be written in MLA, Chicago or APA style (including footnotes and references). For information on documentation styles, see:
WRITING HELP: The University Writing Center (UWC) is a free resource for UCF students. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by the first floor of Colbourn Hall, or call (407) 823-2197.

Paper submission: Drafts should be submitted via my regular email Ann.Gleig@ucf.edu in Microsoft word. Please check that your file opens, as I haven’t got the time to track you down for a copy that does. Final Papers must be submitted in hand in class on the day that they are due.

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)

Please see page 10 of the syllabi for an explanation of my grading rubric for papers.

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 etc, 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, ect. 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 READING**
Anne Fadiman, *The Spirit Catches You and You Fall Down*
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.

All readings must be done before the class assigned and brought to class.

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

AUGUST

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

T 19TH  Introductions, Syllabus and Key Terms

TH 21ST  Overview from the Premodern to the Postmodern & Focus on Premodern Religious Healing
http://www.postmodernpsychology.com/Philosophical_Systems/Overview.htm

T 26th  Modern Scientific Framework: Secular Medicine and its Discontents
“Can Doctors be Taught How to Talk to Patients?”
http://well.blogs.nytimes.com/2014/02/27/can-doctors-be-taught-how-to-talk-to-patients/?_php=true&_type=blogs&_php=true&_type=blogs&ref=international-home&_r=1

T 28th  Postmodern Reconciliations? Religion and Medicine in Contemporary Times
-Martin E. Marty, “Religion and Healing the Four Expectations” and “True Believers: Science and Religion Cross Their Line in the Sand” at

SEPTEMBER

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

T 2ND  Introduction to Medical Ethics
Reading TBA
Guest Lecturer: Dr. Matt Bower

T 4TH  When Religious and Scientific Ethics Clash: Jehovah’s Witness
Selection of news articles on Jehovah’s Witness and Blood Transfusions

T 9TH 11th H.I.V. Religion and Medicine in the USA
Peter Allen, “AIDS in the USA” from *Wages of Sin*

T 11th H.I.V. Religion and Medicine in a Global Context
Reading: Browning from *Risky Marriage*
Guest Lecturer: Dr. Melissa Browning

DRAFT OF UNIT PAPER ONE DUE SATURDAY 13th SEND BY EMAIL BY 9.00 AM

T 16th Working with Religion in the Hospital: Chaplains
Wendy Cadge, selection from *Paging God*

Th 18th No Class (Work At Home)
Being with Dying: Spirituality and Hospice Work
Reading: Cadge, “Managing Death” and Joan Halifax, “The Heart of Wisdom: Being with Dying”
Watch: [https://webcourses.ucf.edu/courses/1011565/modules/items/7396601](https://webcourses.ucf.edu/courses/1011565/modules/items/7396601)

T 23RD Complementary and Alternative Medicine (CAM) in the Hospital
Tonya Passarelli, CAM in the USA

FINAL UNIT PAPER ONE DUE THE 23rd MUST BRING AS A HARDCOPY TO CLASS

TH 25th Irrational Health Service
Cathy Gunther Brown, “Does CAM Work and Is It Safe”

MODULE THREE: Healing in Religious and Spiritual Traditions

T 30TH “Prophetic Medicine and Contemporary Perspectives."
*Guest Lecture: Patty Holden*

OCTOBER

TH 2ND Healing in Traditional and Contemporary Islam
Marcia Hermansen, “Dimensions of Islamic Religious Healing in America”

T 7TH Healing and Medicine in Buddhism
Numrich, “Complementary and Alternative Medicine in America’s “Two Buddhasms”
Satipatthana Sutra http://www.accesstoinsight.org/tipitaka/mn/mn.010.than.html

**TH 9th Mindfulness in Modern Medicine**
Jon Kabat-Zinn, Introduction from *Full Catastrophe Living.*
“The Dark Knight of the Soul” http://m.theatlantic.com/health/archive/2014/06/the-dark-knight-of-the-souls/372766/
On the Value of Suffering in Buddhism:

**T 14th Shamanism in the US**
*The Spirit Catches You and You Fall Down* Chapters 1-9

**TH 16th Shamanism in the US**
*The Spirit Catches You and You Fall Down* Chapters 10-19

**MODULE 4: From Possession to Prozac: Religion, Spirituality and Mental Health**

**T 21st Mental Illness: From Church to Clinic.**
Reading: Time-line of Mental Illness
http://www.pbs.org/wgbh/amex/nash/timeline/index.html
“The Americanization of Mental Illness”
http://www.nytimes.com/2010/01/10/magazine/10psyche-t.html?pagewanted=all&_r=0

**21ST UNIT PAPER TWO DUE**

**TH 23rd Christian Science Visit**
Nate Frederick

**WITHDRAWAL Monday, October 27, 2014 11:59 PM**

**T 28th Freud: The Talking Cure: Neurosis and Sexuality**
Freud, from “Three Essays on Psychoanalysis

**TH 30th Jung: Sickness of the Soul**
Reading: From *Modern Man in Search of a Soul*

**NOVEMBER**

**T 4th The Spiritual Dimensions of Recovery Movements: AA and the Higher Power**

TH 6TH Alternative Spiritual Recovery Therapies: From Drumming to Ayahuasca
Winkleman “Spirituality and the Healing of Addictions: A Shamanic Drumming”
*Guest Lecture: Jake Sims*

T 11TH Gay Therapy

TH 13TH *Student Presentations*

T 18TH *Student Presentations*

TH 20TH No Class (AMERICAN ACADEMY OF RELIGION CONFERENCE)
Documentary and Review at Home

T 21ST NO CLASS: (AMERICAN ACADEMY OF RELIGION CONFERENCE)
Abstract and Bibliography for Final Paper due: Sent by email 11.59 pm.

TH 27TH THANKSGIVING

EXAMS 3RD-9TH

First Draft of the Research Paper Due: 5th December 2014. Submit via email by 9.00 pm
Your final research paper should include the following:

**Research Question:** Pose a thoughtful, creative question that engages you in challenging or provocative research. The question breaks new ground or contributes to knowledge in a focused, specific area – it is not overly generalized and vague.

**Information Seeking/Selecting and Evaluating:** gather information from a variety of quality electronic and print sources, including appropriate licensed databases (for example the academic databases on the library web pages). Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources (such as references to the Bible or other religious texts) are included if appropriate. The site must have a minimum of four such quality academic sources.

**Analysis:** carefully analyze the information collected and draw appropriate and inventive conclusions supported by evidence. You should make sure that your own voice comes through – in other words, don’t just ‘collect references’ or information but talk the reader through the argument and make your position clear.

**References:** Your final research paper must have at least four academic references. I will deduce points if not.

**Style Guidelines:** Please see style guidelines on

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**Grading Rubric**

**Competent/Credible/Complete:**

If you meet these first three standards, you are writing competently and will earn a grade of "C" (70-79).

1. **Unity**
   - Contains a center of gravity, a unifying and controlling purpose, a thesis or claim, which is maintained throughout the paper. In particular, the essay clearly responds to the prompt and drives toward a specific point about the topic.
   - Organizes writing around a thesis or according to the organizational requirements of the particular assignment (e.g., summary, narrative, argument, analysis, description, etc.)

2. **Evidence/Development**
   - Develops appropriate, logical, and relevant supporting detail and/or evidence.
   - Includes more specific, concrete evidence (or details) than opinion or abstract, general commentary.

3. **Presentation and Design**
   - Follows Hacker guidelines for standard English grammar, punctuation, usage, and documentation.
● Meets assignment requirements for length and/or format.

**Skillful/Persuasive:**

If you meet all of the competency standards above and, in addition, achieve coherence and exhibit audience awareness, you are writing skillfully and you will earn a grade of "B" (80-89).

4. **Coherence**
   ● Uses words and sentences, rhythm and phrasing, variations and transitions, concreteness and specificity to reveal and emphasize the relationship between evidence and thesis.
   ● Explains how, why, or in what way evidence/detail supports point/claim/thesis/topic/ideas.
   ● Incorporates evidence from outside sources smoothly, appropriately, and responsibly.

5. **Audience Awareness**
   ● Demonstrates a sense that the writer knows what s/he's doing and is addressing real people.
   ● Reflects a respect for values that influence ethos (e.g., common ground, trustworthiness, careful research).

**Distinctive:**

If you meet all of the competency standards, achieve coherence and exhibit audience awareness, and, in addition, demonstrate a mastery of one or more features of superior writing, you are writing distinctively and you will earn a grade of "A" (90-100).

6. **Distinction**
   ● Your writing stands out because of one or more of the following characteristics: complexity, originality, seamless coherence, extraordinary control, sophistication in thought, recognizable voice, compelling purpose, imagination, insight, thoroughness, and/or depth.

**Ineffective:**

If your paper does not meet competency standards, either because you have minor problems in all three competence areas (1-3 above) or major problems in one or two competence areas, you will earn a grade of "D" (60-69) or "F" (<60)

**Analyzing an Article**
(Adapted from The Miniature Guide to Critical Thinking, Dr. Richard Paul and Dr. Linda Elder, p. 13, ©2007 Foundation for Critical Thinking Press)

1. The main purpose of this article is (state as accurately as possible the author’s purpose for writing the article).
2. The key question(s) that the author is addressing is (Figure out the key question in the mind of the author when s/he wrote the article).
3. The main points in this article are (Identify the key conclusions the author comes to and presents in this article)
4. The most important information in this article is (Figure out the facts, experiences, data the author is using to support his/her conclusions).
5. How is this article relevant to your study of religion and medicine?
6. What questions does this article raise for you?
SITE VISIT PRESENTATION: GUIDELINES AND RUBRIC

The object of this self-organized site visit is for you to experience a healing context or environment, which has a spiritual or religious orientation. The idea is for you to apply some of the concepts that we have studied in class, and to pay attention to the values, philosophies and attitudes that underpin the style of healing that you have selected. There are many varieties of healing contexts that you could study. For example, you could go to a faith-healing church service, or you could have an acupuncture session, or visit a herbalist. It’s a good idea to experience something you are not familiar with, so that you look at it with ‘fresh eyes’. Please ‘write up’ your experience, using the prompts below for structure.

1. Where and when was the visit? Who was administering this healing? Was this person/organization associated with a particular religious tradition? If so, explain which one, and give a very brief sketch of this tradition’s core beliefs.
2. Who or what are the agents of healing, according to this tradition? (for example, faith, divine or supernatural forces, allopathic or ‘complementary’ medication, physicians, shamans, priests etc, or a combination of these things).
3. What was the physical setting (e.g. a church, an office, a private home)? How was the décor of the space – try to pay attention to all the five senses when you describe what the setting was like. How did you feel in this setting.
4. What ‘rituals’ did you have to perform? Did you have to lie down? Pray? Consume something? 5. How did the healer present him or herself? How comfortable did you feel in relation to this healer? Were you conscious of a power dynamic? What did it feel like? How did the healer dress and comport him or herself? Did he or she put you at your ease? Did he or she offer you information freely, or did you have to ask? How many other people (if any) were present? What role did they have? How did you relate to them? What role, if any, does the community have in healing in this tradition?
6. How does healing ‘work’ according to this tradition? For example, is it through a performative action (such as laying on of hands); through confession or acts of purification; through fixing broken relationships (with the divine or supernatural entities or with other humans); through physical manipulation; through ingestion of substances; through reinterpreting (making peace with) the causes of suffering, etc.? In other words, how would one go about trying to ‘get healed’ in this tradition? 7. How does the tradition account for illness and disease? For example, is it understood it in terms of an imbalance, the effects of sin or lack of faith, the influence of malevolent forces, the actions of microbes, and so on? 8. Refer back to the ‘four expectations of healing’ (Martin Marty) that we discussed earlier in the semester. Which of the four categories (autogenesis, synergism, empathy, monergism) do you consider best describes the healing methods used? 9. What was your experience of this healing? Did you find it helpful? Enjoyable? Uncomfortable? How much confidence did you have in the healer or the process? Did you have any expectations of it, and were they met? 10. Please write anything else you would like to share about this experience. Do you have any questions or critiques about this process?
Site Paper Guidelines

IN ADDITION TO THE ABOVE, SOME TIPS FOR STRUCTURING YOUR PRESENTATION:
Include:

(i) A description of the history and context of the site you are visiting (main beliefs and practices of the religion/healing tradition and a short history) Please use at least 2 academic sources, i.e. book or journal article for this. Do not use on-line material unless it is academic. E.G. If you visited an acupuncturist, you need to find academic information about the history of acupuncture. You cannot only use the acupuncturist's website for this as it is not objective (i.e. it will present a specific angle that is targeted at marketing)

(ii) A brief description of the specific local healing site you visited. You can use any materials at the site and also their website, if they have one. This should give some history for that specific center.

(iii) A description of your visit: what was the space like? What types of people were at the center? What caught your attention? What practices did you do? What teaching was given act? Read the questions above for specifics.

(iv) A conclusion which considers the difference between the academic study and lived experience of the visit i.e. what your idea of the tradition was like through studying about in through your references and what was the actual experience like of being there? Was it what you expected? Or completely different act? AND how this related to information we have discussed over the course of the semester. Did your visit illuminate or challenge any of the arguments or themes we've discussed. You might want to use Marty's 4 categories here.

UNIT ANALYSIS AND APPLICATIONS PAPERS: GUIDELINES AND RUBRIC

For each of the two unit papers, I am looking to see that you have: (1) understood and are able to clearly reproduce the main themes of the unit; (2) that you are able to apply and analyze these issues to a specific case study of your own; and (3) that you are able to evaluate the relationship between the wider debate and your specific example.

UNIT PAPER ONE

With specific examples, discuss the dominant patterns between religion, spirituality and medicine in the premodern, modern and postmodern eras (Understand and Reproduce) Expand on the postmodern section by finding one new case of contemporary religious or spiritual healing and interpret it through one of Marty’s 4 categories, paying attention to both the ways it confirms and conflicts with his framework. Does your case study, for
example, support or contradict Marty’s four categories? (Apply and Analyze) What else might your example suggest about the relationship between religion, spirituality and healing in postmodernity? (Evaluate)

UNIT PAPER TWO

In Unit Three, we traced and evaluated ways in which traditional Buddhism and traditional Shamanism had been adapted into contemporary healing modalities and/or the ways in which traditional religion has clashed with modern biomedicine. For your second unit paper, you will be required to find a traditional religion of your own choice and show one or more ways in which it has been adapted into a contemporary healing modality or how it has come into conflict with modern biomedicine. In other words, you will follow a similar trajectory with a religious or spiritual healing system of your own as the one that we followed with Buddhism and Shamanism together. You should include a description of the traditional form of the religion or spiritual system and then trace and evaluate its translation into the contemporary postmodern world.

I am looking for (1) a clear understanding of the difference between healing in a traditional religious and a secular or modern context and (2) an evaluative reflection on that shift between the two.

Requirements:

- Length 3-4 pages
- See syllabus for specific style guides such as font size, referencing style etc.
- References: You must use at least 4 written references. You can also use website references which must be cited with URL and date accessed.

Grading Rubric for Unit Papers

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Grade Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Does not meet assignment requirements Significant grammar and style problems Inadequate, ineffective and/or inaccurate use of sources Unsound structure and organization</td>
<td>D and below</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>• Meets most or all assignment requirements • May have some grammar and style problems • Somewhat adequate, effective and accurate use of sources • May have some problems with structure and organization</td>
<td>C</td>
</tr>
<tr>
<td>Good</td>
<td>• Meets all assignment requirements • Zero to minor grammar and style errors • Demonstrates adequate, effective, and accurate use of sources</td>
<td>B</td>
</tr>
<tr>
<td>Exceptional</td>
<td>- Employs sound structure and organization of ideas and arguments</td>
<td>- Satisfies all criteria for a Good evaluation and also shows exceptional creativity, innovation, or insight</td>
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