

# RELIGION AND MEDICINE

## 4180H-0201 (82740)

### Basics

Location: BHC 0126

Time: Tuesday and Thursday 12.00-1.15

Credit Hours: 3

Dr. Ann Gleig

Office: PSY 236

Office Hours: Tuesday and Thursday 2.00-3.00 (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 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 (25%)**

In groups of 3-4, 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 and webcourse for a sample A presentation.

- **TWO EXAMS (20% each)**

The course is structured around 4 modules. At the end of the first 2 modules and at the end of the final two modules, you will have a multi-choice exam that examines your retention and comprehension of this material. The exam will be open book and taken on-line but will be timed at 60 minutes for 45 questions. These questions will be drawn from the review terms and questions that will be provided for each class.

- **FINAL RESEARCH PAPER with Thesis (25%)**

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)**

**OR**

- **Create a website (you can use blog format) that develops a thesis about religion and medicine.** This will essentially involve the same amount of research and skills that a research paper would necessitate but rather than submit in paper format, you can create a website. Because of the technological skills needed you can work in pairs for this assignment. An example of an A assignment in this format from Religion and Medicine 2015 class is:

- <http://healingthroughprayer.weebly.com/#/any-thoughts/>

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**Extra Credit:**

There will be **1** extra credit possibility in this class. It is a short writing assignments (between 250-350 words) that will be worth 1 % extra credit.

(1) “Religion and Medicine in the News” 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.

**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** 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:** Aside from emergencies, if you come to class over 15 minutes late, 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.

### **Inclusion, Safety, and Disability Accommodation at UCF**

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [www.shield.ucf.edu](http://www.shield.ucf.edu) and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, **please notify the instructor as soon as possible and/or contact Student Accessibility Services.**

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact: Title IX – EO/AA - <http://www.eeo.ucf.edu/> & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu)

Disability Accommodation – Student Accessibility Services - <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto:sas@ucf.edu) Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://www.diversity.ucf.edu)

Student Bias Grievances – Just Knights response team - <http://jkrt.sdes.ucf.edu/>  
UCF Compliance and Ethics Office - <http://compliance.ucf.edu/> & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu) Ombuds Office - <http://www.ombuds.ucf.edu>

### **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 22<sup>rd</sup> Introductions, Syllabus and Key Terms**

#### **TH 24th Overview from the Premodern to the Postmodern & Focus on Premodern Religious Healing**

- i. “History of Religion, Science and Medicine: Historical Timeline” from *Handbook of Religion and Health*, eds. Harold G. Koenig, Michael E. McCullough, and David B. Larson, (Oxford, 2001), pp. 17-48 (Skim read to get a sense of the timeline from premodern to now)
- ii. Koenig “Religion, Spirituality and Health” **1-15.**

#### **T 29th Modern Scientific Framework: Secular Medicine and its Discontents**

- i. Russell, “The History of Biomedicine” 1-17.
- ii. Cassell, Eric J. (1982) ‘The Nature of Suffering and the Goals of Medicine’. *New England Journal of Medicine*, 306: 639-645

#### **TH 31st 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 <http://www.nytimes.com/1998/07/12/weekinreview/ideas-trends-true-believers-science-and-religion-cross-their-line-in-the-sand.html?pagewanted=all&src=pm>

## **SEPTEMBER**

### **MODULE TWO: Religion, Ethics and Medicine: HIV and Dying with Dignity**

#### **T 5th H.I.V. in the USA**

The Normal Heart

Peter Allen, “AIDS in the USA” from *Wages of Sin*

#### **Thurs. 7<sup>th</sup> H.I.V. in Africa**

Melissa Browning from *Risky Marriage*

**T 12th Religious Views on End of Life issues**

<http://www.pewforum.org/2013/11/21/religious-groups-views-on-end-of-life-issues/>

**T 14<sup>th</sup> How to Die in Oregon (Documentary)**

**T 19<sup>th</sup> Chaplains**

Wendy Cadge, selection from *Paging God*

**Th 21st Dying Well**

“The Last Call” <http://www.newyorker.com/magazine/2013/06/24/last-call-3>

“Zen and the Art of Dying Well” <http://opinionator.blogs.nytimes.com/2015/08/14/zen-and-the-art-of-dying-well>

**Th 28<sup>th</sup> Class Visit: Barry Pitegoff: Chaplaincy First Person Perspective**

**OCTOBER**

**Tu 3<sup>rd</sup> Exam Review \*\*\*\*\***

**\*\*\*\*\*FIRST EXAM (MODULES ONE AND TWO) OPEN FROM Tuesday 3rd-Thursday 5th 11.59\*\*\*\*\***

**MODULE THREE: Healing in Religious and Spiritual Traditions**

**Th 5th Religion, Food and Health**

Annie Blazer “Hallelujah Acres: Christian Raw Foods and the Quest for Health”

“The New Religion: How The Emphasis on Clean Eating Had Created a Moral Hierarchy”

[http://news.nationalpost.com/life/food-drink/the-new-religion-how-the-emphasis-on-clean-eating-has-created-a-moral-hierarchy-for-food?\\_lsa=a94e-ac3c](http://news.nationalpost.com/life/food-drink/the-new-religion-how-the-emphasis-on-clean-eating-has-created-a-moral-hierarchy-for-food?_lsa=a94e-ac3c)

**Tu 10TH “Prophetic Medicine and Medicine Wheels”**

**Guest Lecture: *Patty Holden***

**Th 12th Healing and Medicine in Buddhism**

Pierce Salguero “What is Buddhist Medicine?”

<http://www.patheos.com/blogs/americanbuddhist/2016/01/what-is-buddhist-medicine.html>

Satipatthana Sutra <http://www.accesstoinsight.org/tipitaka/mn/mn.010.than.html>

**Tu 17th Mindfulness in Modern Medicine**

Jon Kabat-Zinn, Introduction from *Full Catastrophe Living*.

Justin <http://www.patheos.com/blogs/americanbuddhist/2016/01/mindfulness-the-single-most-impactful-aspect-of-buddhism-in-america.html>

**Th 19<sup>th</sup> Shamanism**

*The Spirit Catches You and You Fall Down* Chapters 1-9

**Tu 24<sup>th</sup> Shamanism in the US**

*The Spirit Catches You and You Fall Down* (finish 10-19)

[http://sph.washington.edu/news/closeup/profile.asp?content\\_ID=2267](http://sph.washington.edu/news/closeup/profile.asp?content_ID=2267)

**Th 27<sup>th</sup> Christian Science Visit**

Reading: Section from Mary Baker Eddy *Science and Health* & “Suffer Little Children”

**WITHDRAWAL: OCTOBER 30<sup>th</sup>**

**T 31<sup>st</sup> PRESENTATION WEEK**

**NOVEMBER**

**TH 2<sup>nd</sup> PRESENTATION WEEK**

**MODULE 4: Religion, Spirituality and Mental Health**

**T 7<sup>th</sup> Historic and Contextual Frameworks**

**Reading:** Reading: Time-line of Mental Illness

<http://www.pbs.org/wgbh/amex/nash/timeline/index.html>

**And:** “The Encultured Brain: Illness and Culture: The Americanization of Mental Illness” <http://www.nytimes.com/2010/01/10/magazine/10psyche-t.html?pagewanted=all&r=0>

**TH 9<sup>th</sup> Freud: The Talking Cure and Religion as Neurosis**

Reading: “Obsessive Acts and Religious Practices”

**T 14<sup>th</sup> Jung: Modern Man and Loss of Soul**

Reading: Jung selections from *Memories, Dreams and Reflections*

**TH 16<sup>TH</sup> The Spiritual Dimensions of Recovery Movements: AA and the Higher Power (GUEST LECTURE: NICHOLAS BOEVING)**

Nicholas Boeving “Is Addiction Really a Disease? A Challenge to Twelve-Step Programs” *Tikkun* 26(4): 22. <http://www.tikkun.org/nextgen/is-addiction-really-a-disease-a-challenge-to-twelve-step-programs>

Sherine Kaufman Twelve Step Healing: <http://www.tikkun.org/nextgen/twelve-step-healing-beyond-disease-metaphors-and-god-talk>

**T 21st NO CLASS (AMERICAN ACADEMY OF RELIGION CONFERENCE)**  
-Give you review terms to study for exam

**TH 23rd No Class HAPPY THANKSGIVING**

**Tu 28<sup>th</sup> Ex-Gay Therapy**  
**Gay Therapy**

Tanya Erzen, "Sexual Healing: Self-Help and Therapeutic Christianity in the Ex-Gay Movement" pp.265-280

**Thurs 30<sup>st</sup> Last Class: Exam Review and PART SNACKS!**

**\*\*\*\*FINAL EXAM (MODULES Three AND Four) OPEN FROM Thursday 30th - SUNDAY 3rd 11.59**

**FINAL PROJECT DUE THURSDAY 7<sup>th</sup> before 1.00pm (Meet in classroom)**

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**ASSIGNMENT GUIDELINES AND RUBRICS WILL ALSO BE ON WEBCOURSE**

### **FINAL RESEARCH PAPER: GUIDELINES AND RUBRIC**

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 syllabus above. Also please consult grammar checklist sheet.

## **Grading Rubric**

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**Dr. Ann Gleig**

### **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 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? 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.

## **GRADING RUBRIC FOR PRESENTATION (worth 25 points)**

**Oral and Aesthetic Presentation:** Here I will be considering: how the slides look: the quality of the imagery on the slides, the slide presentation, and the confidence and clarity of the delivery of the presentation. Tip: avoid reading directly from the PowerPoint. A good oral presentation should add to the material on the slides either by adding context or breaking down the points made. (4 points)

**Intellectual Content:** Here I will be considering the strength of your academic research on the site. Choosing peer-reviewed secondary sources is **essential**. Does your research give sufficient critical historical context to the site? (8 points)

**Experiential Narrative:** Here I will be considering the actual visit and your description of your visit. Did you put adequate planning and thought into your visit? How much effort did you put into your site visit? Did you bring the site alive in your presentation? Did you answer the prompts given above? You can use primary source material here. (8 points)

**Integration** with class material: Here I will be considering your ability to put the experience of your site visit into dialogue with the class theoretical and historical lens. Do you show me that you can analyze the experience in terms of the analytic categories of the class? You could use Marty's four categories here, for example, or you could talk about the ways in which the site positions science and healing. (5 points)

**\*Bonus Point:** There is a possibility of a bonus point for those who bring something unique- and goes the extra mile- to their site presentations.