



**REL4180 - Religion and Medicine**

Dr. Ann Gleig

fall 2019

**Instructor Contact**

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**Course Information**

<b>Course Name</b>	RELIGION AND MEDICINE
<b>Course ID &amp; Section</b>	4180-0201
<b>Credit Hours</b>	3
<b>Semester/Year</b>	Fall/2019
<b>Location</b>	Virtual Reality

## 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 the 'scientific' and the 'religious' worldview?
- What is 'health' and is there a difference between 'curing' and 'healing'?
- What is the spiritual significance of pain and suffering?
- What is 'disease' and are its roots physical, spiritual or both?
- What is the relationship between religious and spiritual healing systems and modern biomedicine?

## 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

## Required Texts

- Anne Fadiman, *The Spirit Catches You and You Fall Down* (Farrer, Straus and Giroux)
- You will also be required to rent a movie called Departures (directed by Yojiro Takita] on Amazon Instant \$3:99. We will watch this during week 6.

## Supplemental Texts

I will provide a number of select articles including links to on-line material. In addition, you will be required to watch a number of on-line documentary clips.

## Course Requirements

- 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 class mates. 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 % extra credit.

- \*In order to keep you on track and organized, the discussion questions for class A and class B will be open from Monday 9.00 am to Saturday 11.59pm. This means you will have nearly a week to contribute to both and not get behind with that week's material. Remember, these are not graded but you will need them to prepare for the module exam so you are strongly encouraged to keep up with them.

- **Graded: There are 4 graded assignments in the class:**

### **EXAM PREPARATION** (10% total)

There is a lot of material covered in this class and it is essential that you keep up with the discussion review terms for exam success. To help you prepare for the exams, you will do an exam preparation activity called "You're the Professor," in small groups. Instructions for this are provided but essentially it involves writing multi-choice question exams from the discussion review terms to help you study and think about the material for the exams. You will have 4 of these activities over the course of the semester, one for each exam and in total they will make up 10% of your final grade. Exam preparation is designed to test your attendance and participation in the class.

### **EXAMS** (15% each, 60% total)

At the end of each module, there will be a 45 multi-choice question exam that will be taken as a timed exam of 65 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. (Each exam is worth 15%)

### **WRITING ASSIGNMENTS** (5 % each, 20% total)

At the end of each module, you will be required to post a short (400-450 words) written post. These posts are designed to test your **application and evaluation** of the material in the unit. (Each written assignment is worth 5%)

### **SITE VISIT AND POWERPOINT PRESENTATION (10%)**

The final assignment which will be due the last week of class is a group Powerpoint presentation of a religious and healing site visit. Alone or in groups of no more than 4 people, you will be required to choose some site of religion and healing and make a Powerpoint presentation which will include background knowledge and content, a description of the actual visit and an integration with the themes of the class. Please see the assignment rubric for exact instructions. This project will test your creative application of the class material. There will be one week set aside for planning this between units 2 and 3.

Some past examples of these have included an Orlando drum circle, a yoga class, a visit to a sensory deprivation tank and the Christian Science Church in Winter Park. There are two sample presentations posted under the assignment rubric box. This is your creative assignment so I encourage you to unite your curiosity and creativity!

## **Tips for Success**

The following expectations will help you be successful in this course. Please carefully review these expectations and follow them.

1. Log into the course several times each week to check the course content, announcements, conversations, and discussions.
2. Keep up with the weekly readings and assignments. Students who keep up with the weekly reading and assignments tend to do much better in an online course than those who do not.
3. Please do not miss an assignment deadline. Refer to the course schedule/calendar to ensure that you submit assignments on time.
4. Remember that academic integrity will be appraised according to the student academic behavior standards outlined in The [Golden Rule of the University of Central Florida's Student Handbook](#).

## **Conversations**

Conversations will be an integral part of this course. Make sure you:

1. Check your inbox at least twice per week (more often is better).
2. Be patient. Don't expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply.

3. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
4. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
5. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or message).
6. Break up large blocks of text into paragraphs and use a space between paragraphs.
7. I will répond to all emails within 48 hours so please wait until then before contacting me again.

## Technical Resources

- [Center for Distributed Learning's](#) website provides information about support services and resources available for distance learners (e.g., Service Desk, Technology Commons, and campus computer labs).
- [Webcourses@UCF Support](#) provides technical support for students taking online courses at UCF.
- [Knights Online:](#) Resources specific for online students including Webcourses@UCF tutorials.

## Missed Assignments/Make-Ups/Extra Credit

**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 3 points for each day the assignment is late and will not be accepted after **3 days**.

**Make-up Exams:** There is a possibility to take exams on alternative dates in the case of documented illness or emergency. This will be arranged on an individual basis as necessary.

**Extra Credit:** There is one extra credit activity available in this class

**WITHDRAWAL DATE IS FRIDAY NOVEMBER 1st 11.59 pm**

## Evaluation and Grading

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points

B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	70 – 76 points
C	70 – 76 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

### **Academic Honesty**

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the [Office of Student Conduct](#) for further action. See the [UCF Golden Rule](#) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

### **Student Accessibility Services**

The University of Central Florida is committed to providing reasonable accessibility for all persons. This syllabus is available in alternate formats upon request. Students who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Accessibility Services <http://sas.sdes.ucf.edu> Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

### **Copyright**

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom

environment and your use only. All copyright materials are credited to the copyright holder.

### **Third-Party Software and FERPA**

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

### **Campus Safety Statement**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

In case of an emergency, dial 911 for assistance.

Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html). Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

Students with special needs related to emergency situations should speak with their instructors outside of class.

To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

### **Deployed Active Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and

require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

#### FINANCIAL AID IMPORTANT CHANGE

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than August 26. Failure to do so will result in a delay in the disbursement of your financial aid.

#### **YOU MUST COMPLETE THE COURSE QUIZ BY FRIDAY 9 PM TO DOCUMENT YOUR ATTENDANCE**

#### CLASS SCHEDULE

**The topic & readings for each week are given on the “Content Page” (slide two) of that week’s PowerPoint.**

**Week One: August 26<sup>th</sup>-September 1st**

*Introduction and Course Orientation Quiz*

#### **MODULE 1: From the Premodern to the Postmodern: Historical and Theoretical Foundations**

**Week Two: September 2<sup>nd</sup>-8th**

**Week Three: September 9<sup>th</sup> – 15th**

**Week Four: September 16<sup>th</sup> -22<sup>nd</sup>**

Assignments: Module Exam 1 & Writing Assignment 1 (Due Sunday September 22nd)

#### **MODULE 2: From Chaplains to CAM: Religion in the “Secular” Hospital Today**

**Week Five: September 23<sup>rd</sup>-29th**

**Week Six: September 30<sup>th</sup> -October 6<sup>th</sup>**

**Week Seven: October 7<sup>th</sup>-13<sup>th</sup>**

Assignments: Module Exam 2 & Writing Assignment 2 (Due Sunday October 13th)

**Week Eight: Project Preparation October 14<sup>th</sup> -20<sup>th</sup>**

**MODULE 3: Religious & Spiritual Healing Systems**

**Week Nine: October 21st – 27<sup>th</sup>**

**Week Ten: October 28<sup>th</sup>-November 3<sup>rd</sup>**

**WITHDRAWAL DATE: FRIDAY NOVEMBER 1<sup>st</sup>**

**Week Eleven: November 4<sup>th</sup> -10<sup>th</sup>**

Assignments: Module Exam 2 & Writing Assignment 2 (due Sunday November 10<sup>th</sup>)

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

**Week Twelve: November 11<sup>th</sup> -17<sup>th</sup>**

**Week Thirteen: November 18<sup>th</sup> -24<sup>th</sup>**

**Week Fourteen: November 25<sup>th</sup> -December 1<sup>st</sup>**

**Week Fifteen: December 2<sup>th</sup> – Last Class December 4<sup>th</sup> Project Week**

Assignments: Module Exam 4 & Writing Assignment 4 (due Sunday December 8<sup>th</sup>)

**FINAL ASSIGNMENT—SITE VISIT- IS DUE DECEMBER 11<sup>th</sup>**

**Grades to be submitted 16<sup>th</sup>; Grades available for students 18<sup>th</sup>**