




## REL4180 - Religion and Medicine

Dr. Ann Gleig

fall 2021

### Instructor Contact

<b>Instructor</b>	 <p>Dr Ann Gleig</p>
<b>Office</b>	PSY 236
<b>Office Hours</b>	By appointment
<b>E-mail</b>	<a href="mailto:Ann.Gleig@ucf.edu">Ann.Gleig@ucf.edu</a>

### 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/2021
<b>Location</b>	Virtual Reality

### Learning During COVID

We are living through and learning during an unprecedented historical time due to the vulnerabilities, restrictions and limits of COVID. It is a time of real insecurity and anxiety on multiple levels: physical, psychological and financial. In addition to our own wellbeing, we all have families and friends we care about immensely. **The most important thing is to take care of ourselves and each other.** As such, I urge you to contact me at any time, if you run into any issues and problems that impact your performance in the course. I am setting deadlines to maintain "normality" but given that we aren't living in normal times, I intend to be very flexible with all my students. To make the course more doable during this time, I have made a few adjustments:

1. I have slimmed down some of the weekly reading
2. I have added a week long midterm break with no reading so you can catch up on any assignments that have gotten away from you in this course and/or others.
3. I have replaced the final site visit project with four exam make-up assignments.
4. There will be no readings for the final week of semester so you can catch up on any assignments that might have gotten away from you in the second half of the semester and prepare for your finals in this course and/or others.

All of us are dealing with extra stress right now. I hope the class structure, which is still quite rigorous, will provide some focus but will not be too overwhelming. **Please reach out to me, if you find yourself having any problems. I am here for you. On the same note, I expect you to honor and not abuse my care by not misusing the Covid flexibility changes in the Course.** This means not using them as an excuse for laziness or irresponsibility on your behalf.

**UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines \(Links to an external site.\)](#).** Masks are

**required in approved clinical or health care settings. I myself am fully vaccinated and intend to wear a mask indoors.**

Please see the **bottom of this page for the UCF official policy and statement on COVID**

## Course Description

From empirical scientific research on prayer to scientific 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 a 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

You will only be required to purchase one text for this class:

- Anne Fadiman, *The Spirit Catches You and You Fall Down* (Farrer, Straus and Giroux)

- I will provide a number of select articles either as PDFs, as links to online material or links to texts available to read online via UCF library. In addition, you will be required to watch a number of online documentary clips. Please note: The reading for each class will be given on the Content Page of the Powerpoint for that class.

## 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. There are 19 of these over the course, if you participate in 7-12 I will award you 1 extra credit point, if you participate in more than 12 I will award you 2 extra credit points.** . For more details

see: [Discussion/Review Posts](#)

\*In order to keep you on track and organized, the discussion questions for class A and class B will be open from Sunday 9.00 am to the next Sunday 11.59 pm. This means you will have 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. For details see:

### **Graded: There are 5 graded assignments in the class**

**Exam Preparation:** 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 8% of your final grade. Exam preparation is designed to test your **attendance and participation** in the class. See [You're the Professor](#)

**Exams:** At the end of each module, there will be a 48 multi-choice question exam that will be taken as a timed exam of 70 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 12%) See [Exam Guidelines](#)

**Exam Analysis Exercise:** At the end of each exam, you will have the opportunity to go through your exam and make some exam corrections. You will be asked to correct between 1-4 questions that you got wrong on the exam. You will have 4 of these activities over the

course of the semester, one for each exam and in total they will make up 8% of your final grade. See [Exam Analysis 1](#)

**Short First Person Informal Writing Reflection:** Each module will contain a question for you to write a short first-person personal reflection on the material (200-300 words). These reflections are designed to test your **understanding** and **integration** of the reading material. Each is worth 2% and in total they will make up 8% of your final grade. See [First-Person Writing Reflection](#)

**Short Formal Writing Assignment:** At the end of each module, you will be required to post a short (350-450 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%) See [Writing Assignment Guidelines](#)

\*I normally assign an ethnographic site visit as the final assignment in the class but due to COVID restrictions and stresses, I am replacing it with the **Exam Make-Up Exercises**.

**Extra Credit:** There is the opportunity to earn 2% extra credit in this class. There are three extra credit choices and you can do one or two of those assignments (1) [Extra Credit: Religion and Medicine on the Silver Screen](#) (2) [Extra Credit: Miss Evers Boys](#) (3) [Extra Credit: Religion and Medicine in the News](#)

## 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](#)[Links to an external site.](#).

## 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 respond to all emails within 48 hours so please wait until then before contacting me again.

## Technical Resources

- [Center for Distributed Learning's Links to an external site.](#) 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 Links to an external site.](#) provides technical support for students taking online courses at UCF.
- [Knights Online: Links to an external site.](#) Resources specific for online students including Webcourses@UCF tutorials.

## Missed Assignments/Make-Ups/Extra Credit

**Deadlines and Make-Ups.** Due to COVID, I am suspending my standard deadline and make-up policies and working individually with students. All students will be expected to follow course deadlines unless of COVID related stresses, in which case please contact me by email.

**Extra Credit:** Is available for participation in the class discussion/review terms. See details above under Ungraded Assignments.

**WITHDRAWAL DATE IS OCTOBER 31st**

## 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](#)[Links to an external site.](#) 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>Links to an external site. 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 29th Failure to do so will result in a delay in the disbursement of your financial aid.

### CLASS SCHEDULE

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

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

**Week One: August 23rd-August 29th**

**Week Two: August 30th-September 5th**

**Week Three: September 6th– 12th**

**Week Four: September 13<sup>h</sup>-19th**

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

**Week Five: September 20th-26th**

**Week Six: September 27<sup>th</sup>-October 3<sup>rd</sup>**

**Week Seven: October 4<sup>th</sup>-10<sup>th</sup>**

**Week Eight: Mid-Term Catch Up (October 11th-17th)**

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

**Week Nine: October 18th – 24th**

**Week Ten: October 25<sup>th</sup>-October 31<sup>st</sup>**

**WITHDRAWAL DATE: FRIDAY OCTOBER 29TH**

**Week Eleven: November 1st-7th**

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

**Week Twelve: November 8<sup>th</sup>-14<sup>th</sup>**

**Week Thirteen: November 15<sup>th</sup>-21<sup>st</sup>**

**Week Fourteen: November 22<sup>h</sup>-November 28<sup>th</sup>**

## **Week Fifteen: November 29th- December 5th**

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

### **UCF COVID GENERAL STATEMENT**

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

### **UCF COVID 19 Illness Statement**

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

Students should contact their instructor(s) as soon as possible if they miss class for any illness to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.