

RELIGION AND MEDICINE

4180H-0201 (82740)

Basics

Location:

Time: Tuesday and Thursday 12.00-1.15

Credit Hours: 3

Dr. Ann Gleig

Office: PSY 236

Office Hours: **Virtual** Tuesday 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

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 couple of adjustments:

1. I have slimmed down some of the weekly reading
2. I have replaced the midterm ethnographic site visit project with a Create a Class project that does not require you to visit any outside space or work in a group.

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 note: I am fully vaccinated and will wear a mask indoors. I fully encourage you to so the same.

UCF COVID 19 Statement:

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.

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.

Course Requirements:

- **DOCUMENTARY ANALYSIS (6%)**

There are four modules in the class and for each module you will be required to watch one or more documentaries that you will critically analyze using the theoretical framework of the module. Each one is worth 1% of your final grade. This will also count as an attendance and participation grade. Because of Covid, I am not setting any face to face attendance requirements.

- **EXAM PREPARATION (4% 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. This involves writing and responding to multi-choice question exams from the discussion review terms to help you revise Module material for the exams. This will also count as an attendance and participation grade

- **TWO EXAMS (25% each, 50% total)**

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 75 minutes for 60 questions. These questions will be drawn from the review terms and questions that will be provided for each class. I will provide a test quiz on webcourse to give you a sense of what to expect from the exams.

- **CREATE A CLASS ON RELIGION AND MEDICINE (20%)**

For your midterm project, you will be required to create a class (provide reading, Powerpoint, review terms) on some topic related to Religion and Medicine that you find compelling. This project can be done alone or in pairs. However, if you decide to work in pairs, please make sure you are following safe meeting practices. I strongly suggest that you meet via zoom. See Webcourse for details.

- **INTEGRATIVE FIRST- AND THIRD-PERSON SELF-CARE PROJECT (20%)**

For your final class project, you have a choice of three projects each of which combines first and third person research and involve an element of self-care: "Food as Medicine," "Movement as Medicine," or Mindfulness as Medicine." This project can be done alone or in pairs. See Webcourses for details of each option.

*Please note: you can change the order of the midterm and final project if you want. The benefit to doing the final self-care project earlier is that you will likely be less stressed midterm than at the end of the semester. The benefit to doing it at the end of the semester is that we cover some helpful material in Module Three.

Extra Credit:

There will be **1%** extra credit possibility in this class. You have two options. One is a short writing assignment called “Religion and Medicine in the News.” The other is a poem writing assignment called “Where I am From”.

See webcourse for details

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!"

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 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

Disability Accommodation – Student Accessibility Services - <http://sas.sdes.ucf.edu/> & sas@ucf.edu Diversity and Inclusion Training and Events – 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 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”).
Readings should be done BEFORE each class so you are ready to discuss the material

AUGUST

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

T 24th Introductions, Syllabus and Key Terms

Th 26th 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)

T31st Modern Scientific Framework: Biomedicine

- i. Russell, “The History of Biomedicine” 1-17.

SEPTEMBER

Th 2nd Critique of Biomedicine I: Racism and Biomedicine

- i. Deirdre Cooper Owens, *Medical Bondage*, Chapter. 1 “The Birth of American Gynecology.” p.15-42.
- ii. In Focus: Reducing Racial Disparities in Health Care By Confronting Racism <https://www.commonwealthfund.org/publications/2018/sep/focus-reducing-racial-disparities-health-care-confronting-racism>

T 7th Critique of Biomedicine I: Dualism and Impersonal Physicians

‘The Nature of Suffering and the Goals of Medicine’. *New England Journal of Medicine*, 306: 639-645

Happy Rosh Hashanah !

Th 9th Wit

(Hulu, HBO, UCF library (video) DVD

You will watch WIT and write a critical analysis of it.

T: 14th Postmodernity: Religion and Medicine in Contemporary Times

- i. Martin E. Marty, “Religion and Healing the Four Expectations”

Th: 16th Guest Lecture: Dr. Bertam Berney

Reading TBA

MODULE TWO: Religion, Ethics, and Medicine

HIV and Dying with Dignity

T 21st H.I.V. in the USA

- Anthony Petro, *After the Wrath of God* “Chapter One: American Christianities, Sexualities and AIDs”

Available as an e-book via UCF library:

<http://www.oxfordscholarship.com.ezproxy.net.ucf.edu/view/10.1093/acprof:oso/9780199391288.001.0001/acprof-9780199391288> (You might have to log-on using UCF credentials first)

Th 23rd H.I.V. in the USA.

- Anthony Petro, *After the Wrath of God* Chapter Four: Protest Religion

T 28th H.I.V in Africa

--Melissa Browning from *Risky Marriage*

Th 30th The Normal Heart

Watch: The Normal Heart (available UCF Swank)

Direct link: <https://digitalcampus-swankmp-net.eu1.proxy.openathens.net/ucf298355/watch/156042F0667157A9?referrer=direct>

No synchronistic class: Online assignment as proof of attendance

OCTOBER

T 5th

Dying Well in the U.S.

-Wendy Cadge, Chaplains (Pdf)

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

Th 7th Dying Well Across Cultures

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

--Class Zoom Visit: Tenku Ruff, Interfaith Chaplain

T: 12th Watch: How to Die in Oregon (documentary at home) rent on Amazon 3.99

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

No Synchronistic class: Online assignment as proof of attendance

MIDTERM EXAM: Open Tuesday 12th -Wednesday 13th

MODULE 3: Alternative Healing and Wellness Culture: Insider and Outsider Perspectives

Th 14th Watch Fed Up (via UCF Swank) <https://digitalcampus-swankmp-net.eu1.proxy.openathens.net/ucf298355/watch/2A2DD148A4CE5435?referrer=direct>

Online assignment

T: 19th Religion and Food, Religion as Food:

Annie Blazer “Hallelujah Acres: Christian Raw Foods and the Quest for Health” from *Religion, Food and Eating in North America* (eds) Zeller, Dallam, Neilson and Rubel. Available to read online via UCF library

(ii) “The New Religion: How the Emphasis on Clean Eating Has 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

Th 21st Food Justice

Voices From the Front Line of Food Justice: <https://www.rewire.org/voices-from-the-front-lines-of-the-food-justice-movement/>

Soul Fire Farm:

https://www.soulfirefarm.org/?fbclid=IwAR29TJGLCTL3Gaed9NR5d_P4_smTmz2vnOWhHRkI2gQ4X17pEbtzYkKjNg

Class Visit: Soul Fire Farm

T 26th Christian Science: A Critical Perspective

Guest Lecturer: Beth Young

Reading: Caroline Fraser “Dying the Christian Science Way”

<https://www.theguardian.com/world/2019/aug/06/christian-science-church-medicine-death-horror-of-my-fathers-last-days>

Th 28th Christian Science Visit: An Inside Perspective

Christian Science Visitor: Giulia Nesi Tetreau

-Mary Baker Eddy, Selections

NOVEMBER

T 2nd Yoga in a Classical Context

-Flood, “Yoga and Renunciation

Th 4th Yoga in a Modern Context

_ Curtis, “Body Building and Nation Building”

<http://www.bbc.co.uk/blogs/adamcurtis/entries/2989a78a-ee94-385e-808f-c9c7c38d1cb7>

- Andrea Jain, *Selling Yoga: From CounterCulture to Pop Culture*

Read Online at UCF library: Chapter Four Branding Yoga

T 9th. Online Yoga Class

Instructor: Sameera Qureshi,

Listen to Podcast: <https://darrenmain.com/islam-yoga-with-sameera-qureshi/>

MODULE FOUR: Religion, Spirituality, and Mental Health

Th 11th Jung: The Collective Unconscious as Healing Source

Reading from *Memories, Dreams and Reflections*

T 16th: “Conversion” Therapy

Pray Away: Watch Documentary on Netflix and submit online
Read: Tanya Erzen *Straight to Jesus* selections

Th 18th Psychedelics as Medicine

Reading: Michael Pollan, "The Trip Treatment"

<https://www.newyorker.com/magazine/2015/02/09/trip-treatment>

Thanksgiving Week

T 23rd Psychedelics as Medicine (2)

Watch: Unwell: Ayahuasca (Netflix)

Submit analysis as proof of attendance

Th 25th No Class Thanksgiving

T 30th Clashes between Indigenous Culture and Biomedicine

Reading: *The Spirit Catches You*

DECEMBER

2ND Last Class

Reading: *The Spirit Catches You*

Final Exam Online (open Thursday 2nd to Sunday 5th)

Final Project Due: Saturday 11th 11.59pm

Grades Due 15th December

ASSIGNMENT GUIDELINES AND RUBRICS ARE ON WEBCOURSE