

REL 307 RELIGION AND HEALTH

Fall 2022

9:30-10:45 Tues/Thurs in Room 233 CCC (class meets in person)

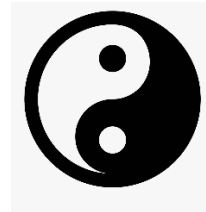
Prof. Alice Keefe

Office location: 488C Collins Classroom Center

Office hours: 12:30 to 2:30 Tuesdays and Thursdays and by appointment at other times.

Zoom appointments available upon request.

Email: akeefe@uwsp.edu



Course description:

- This course explores the interrelationships between religion and issues of health, illness, and healing. We will learn about traditional healing practices within a variety of global contexts and will employ a comparative methodology as we seek to understand how and why these healing practices “work” to generate contexts for healing. Throughout we will practice skills of empathetic understanding and critical analysis as we engage with diverse worldviews.

This course counts towards the Global Awareness category within your General Education requirements. The GEP Global Awareness Learning Outcomes are:

- Identify the key components found within one or more cultures that are distinct from those found in predominantly English-speaking cultures.
- Analyze key forces or processes that contribute to global interconnectedness, and their implications.
- Demonstrate curiosity and empathetic insight about diverse cultural perspectives.

Course specific learning outcomes for Religion and Health:

- Identify key components of healing systems within a variety of global cultures and employ a comparative methodology to analyze how and why these healing systems “work” to create contexts for healing
- Analyze how the forces of global interconnectedness have impacted or shaped religious traditions in the modern era, with specific attention to the encounter between traditional healing systems and modern biomedicine.
- Demonstrate curiosity and empathetic insight about different religions and traditional cultures, with specific focus on beliefs and practices relating to sickness and healing.
- To practice and improve skills in attentive reading, clear writing, critical thinking and information literacy.

Book on Text Rental:

David Kinsley, *Health, Healing, and Religion: A Cross-Cultural Perspective*

Additional required readings available on Canvas.

Criteria for Evaluation:

Short essay #1 on applying the three-step method = 10 %

Short essay #2 on applying the central themes in healing = 10%

Research methods assignment #1 = 4 %

Research methods assignment #2 = 5 %

Research methods assignment step #3 = 6 %

Final project: Research paper prospectus = 15%

Final project: Oral report on research = 2 %

Midterm test = 13%

Final exam = 15%

Best 8 out of 12 Weekly quizzes = 10%

Best 10 out of 14 Discussion forum posts = 5%

Attendance and participation = 5%

Explanation of Assignments

The midterm test (13%) and final exam (15%) will test your knowledge of assigned readings, videos, and class lectures and discussion. Tests are administered on Canvas and are open book and open notebook.

Late policy: Tests will remain open for three days after the due date. Late test submissions will lose 2 points (out of a possible 100) per day late, including weekend days.

Weekly quizzes (10%) are intended to help you to stay current in the course. Quizzes will be based on assigned materials, reading questions and class lectures since the previous quiz. Quizzes are posted on Canvas and are open book. You are not permitted to consult the internet for answers. ***I will count your best 8 out of 12 weekly quizzes.***

Quizzes will be posted by 5 p.m. on Tuesdays and must be completed by 9:30 a.m. on Thursdays (that is, by the time class begins on Thursdays).

Late policy: Quizzes will remain open for a week after the due date. If you take the quiz late, you lose ½ point (out of a total possible 10 pts) per day late (including weekends) after that.

Discussion forum posts (5%) will facilitate the exchange of ideas among students and allow for conversations that go beyond the class session. ***I will count your best 10 out of 14 discussion forum posts.***

Discussion forum posts should consist of meaningful and substantive content, conforming to the following criteria:

- Posts should be approximately 50 to 100 words in length.
- Posts should reflect accurate knowledge of material under discussion.
- Posts should consist of complete and grammatically accurate sentences.
- Posts that initiate threads should raise an issue or idea to which others can respond.
- Posts that respond to existing threads should reflect thoughtful engagement with other posts on the thread, and should advance the conversation.
- Posts should avoid profanity, rants, personal attacks, or disrespect towards any group or person on the basis of religion, race, ethnicity, sexual orientation, etc.

The criteria for scoring discussion points is as follows:

10 pts = Thoughtful and clearly expressed post which meets all criteria (see above) and thoughtful response to one or more other posts

9 pts = Thoughtful and clearly expressed post which meets all criteria (see above)

8 pts = Post is lacking in one of the required criteria (see above)

7 pts = Post is lacking in two or more of the required criteria (see above)

6 pts = Post is lacking in three or more of the required criteria (see above)

Discussion forum posts will be due by 11:59 on Friday evenings.

Late policy: Discussion forms will remain open for three days after the due date; late posts will lose 1/2 point per day late (including weekends).

2 Short Essays (10% each). The short essays require you to reflect thoughtfully on the assigned material with the aim of exercising and improving your skills in close reading, critical thinking and clear writing.

Short essay #1: In your own words, explain the three step rules of engagement for studying other people's religion. Then select a specific example, from the material we have studied thus far, where you experienced the material as strange or foreign to your own worldview. Explain how you practiced *each of the three steps* in relation to this material. What biases or values did you need to identify and bracket as you engaged with this material? What details (rituals, symbols, beliefs, group identity, etc.) did you notice that helped you understand this religious world from more of an insider's perspective (step 2)? What response(s) did you have in the end (step 3)?

Short essay #2: Choose any one component or "central theme" in healing, or a pair of two "central themes". Explain the theme or themes in your own words and illustrate by showing how this theme is at work in two or more of the religious traditions we've studied in this class. Conclude with an argument

about what this comparison shows you, and/or an analysis that seeks to understand why this theme might contribute to the healing process.

Short essays will be assessed on a 100 point scale according to the following criteria:

- exhibits a careful reading of the assigned materials
- has a well-articulated main point or argument
- uses quotes and/or specific points from assigned materials to support or illustrate points
- well organized, with a strong introduction, well organized supporting paragraphs and a conclusion that articulates the value or relevance of the argument.
- concise, coherent, and carefully edited and proofread
- approximately 2-3 pages in length (400-700 words), typed and double-spaced.

Late policy: Late essays will lose 1 point for every day late (including weekends) out of a possible 100 points. Drop box closes one week after due date.

Research methods assignments (4%, 5% and 6%). These assignments are designed to build your knowledge and expertise in information literacy, and allow you to explore topics that most interest you. These assignments will also prepare you for the final project.

Research methods assignment #1: Choose one of the following search terms, or another approved search term: Navaho (or Dine or Navajo), any other specific Native American tribal group, Traditional Chinese Medicine, Qi Gong (or Chi Gong), Acupuncture, yoga, Reiki, or mindfulness meditation. Using the “advanced search” function on UW search bar, pair this term with other such as “healing” “medicine” “health” etc. Find THREE sources that would be relevant to a research paper for this class. Cite each source using a standard citation format, and include a statement of WHAT KIND OF SOURCE this is (peer reviewed article, encyclopedia article, book review, book, documentary, etc.).

Research Methods assignment #2: Choose one of the following search terms, or another approved search term: Shaman, shamanism, Hmong, Korean Shamanism, drumming, dreamwork, ayahuasca, peyote, hallucinogens, Native American Church or any term from the last assignment which you did not use. Using the “advanced search” function on UW search bar, pair this term with other such as “healing” “medicine” “health” etc. Find THREE sources that would be relevant to a research paper for this class. Cite each source using a standard citation format, and include an ANNOTATION for ONE of those sources. Your annotation should include information about WHAT KIND OF SOURCE this is (peer reviewed article, encyclopedia article, book review, book, documentary, etc.), the DISCIPLINARY METHOD used, and a brief SUMMARY of the contents of the source. (Expected length of annotation: 50 to 100 words)

Research methods assignment #3: Prepare a practice research paper proposal. The proposal should contain the following elements: 1) the question which is your starting point (one sentence), 2) the reasons why this question is interesting to you and what you hope to explore or discover (approximately 100 words), 3) full citations for three sources relevant to this research project (using correct citation format), one of which must be an academic, peer reviewed article, with annotations for EACH of the THREE sources. Your annotations should include information about WHAT KIND OF SOURCE this is (peer reviewed article, encyclopedia article, book review, book, documentary, website, etc.), the DISCIPLINARY METHOD used by this source, and a brief SUMMARY of the contents of the source. (Expected length of each annotation: 50 to 100 words)

Late policy: Drop boxes will remain open for one week past the due date. Late submissions lose one point per day out of possible 20 points.

Final project: Research paper prospectus (15%) and oral report (2%)

Choose a tightly defined topic that is relevant to the study of religion, health and/or healing. Research this topic and on the basis of your findings, formulate an argument or thesis about this topic.

Your **research paper prospectus** must contain the following:

- 1) An introductory paragraph to the research paper you would write (if you were going to write an entire paper). This introductory paragraph should contain
 - A clear statement of your topic, and why it is interesting or important to you
 - A statement of what your paper would argue or what would be your thesis
 - The types of evidence you would use to support your argument
- 2) A minimum of seven relevant sources, cited using a standard and consistent citation format, with annotations for each source. Each annotation should include
 - information about WHAT KIND OF SOURCE this is (peer reviewed article, encyclopedia article, book review, book, documentary, website, etc.),
 - the DISCIPLINARY METHOD used by this source,
 - and a brief SUMMARY of the contents of the source, and HOW IT WOULD CONTRIBUTE to supporting your argument or thesis(Expected length of each annotation: 50 to 100 words)

In addition, you are required to present your topic/research to the class in **an oral report** during the last two weeks of class.

Oral reports will be assessed according to the following criteria:

- clarity of structure of report
- evidence of careful preparation
- appropriate body language and clear speech
- use of appropriate supporting visual aids
- engagement with discussion questions to and from peers
- good timing -- reports should be between 3 and 5 minutes in length

Late policy: The research paper prospectus will be due on Tuesday, Dec. 13. Late submissions will lose 2 points for every day late. Drop box closes Dec. 21 at midnight.

Attendance and Participation (5%)

Class attendance is required. I will take attendance in each class period and expect you to be present.

Excessive **unexcused absences** will adversely affect your grade.

Excellent attendance: two or fewer unexcused absences = A in this category.

Good attendance: three to five unexcused absences = B in this category.

Poor attendance: six to eight unexcused absences = C in this category.

Even worse attendance: nine to ten unexcused absences = D in this category.

Failing attendance: eleven or more unexcused absences = specific failing grade calculated by following formula – $x*100/y$ in which x = number of unexcused absences and y = number of class meetings at which attendance was taken.

Excused absence: An absence may be excused for reasons of illness, Covid quarantine, family emergency, military service call ups, or a school or team related event. (This rule follows university policy). Since there is no pick for “excused absences” in the Canvas attendance program, I will use the “late” pick to designated excused absences.

If you wish for an absence to be excused, you must send an email to Prof. Keefe stating the reason for your absence in advance of the absence. If you are forced to take an extended absence due to illness or other reasons, please talk to me about developing a plan for you to successfully complete the semester.

Active Participation means that you come to class prepared, having completed assignments for the day, and that you ***regularly contribute to class discussion.*** Excellent active participation will raise your score in the attendance/participation category.

Note: Canvas will show you the percent score of classes attended, but this score may differ from your final attendance score. See above for how your attendance and participation grade will be calculated.

Classroom Etiquette:

- Cell phones must be muted and put away, unless you are using your cell phone to access the reading under discussion in class.
- Laptop use in class is acceptable, though not recommended. (Studies show most students learn more effectively by taking handwritten notes.) If you are using a laptop for taking notes, you must close all social media sites and other sources of distraction.
- Please do not eat during class. It is distracting, especially if the people sitting near you are hungry.
- Do your best to get to class on time. However, sometimes circumstances intervene, and it is OK to enter the classroom late. Please come up after class to get credit for attendance.
- When speaking in class about matters involving religion, be aware of the religious diversity within the class, and strive to ensure that your comments are respectful of difference and contribute to an atmosphere of civil discourse.

Extra credit:

You can earn extra credit for the course by writing the research paper indicated in your prospectus. Your research paper must be 5-8 pages, with the argument clearly stated and supported, with citations and reference list. If you wish to write the research paper, you must check in with Prof. Keefe in advance. She will give you more detailed information about what is expected and the criteria for assessment. Due by Wed. Dec 21.

An “A” grade research paper = 8 to 10 points added to your final grade

A “B” grade research paper = 6 to 7 points added to your final grade

A “C” grade research paper = 4 to 5 points added to your final grade

No additional points for a research paper that merits a D or an F.

Additional policies

Plagiarism and cheating policy:

Plagiarism and cheating are violations of the codes of honesty and mutual respect that binds us together as a community. The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. In addition, all infractions will be reported to the university. For more information regarding the university policy on academic misconduct (plagiarism) and disciplinary procedures, please see chapter 14 of the University Handbook, located at this web page link:

<http://www.uwsp.edu/admin/stuaffairs/rights/rightsChap14.pdf>

Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here:

<http://www4.uwsp.edu/special/disability/>.

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