

REL 307 RELIGION AND HEALTH

12:30-1:45 Tuesday and Thursday

Prof. Alice Keefe

Office hours: 2:00-3:30 Tuesday and Thursday

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SPRING 2019

Office: 412 CCC



Course description:

Exploration of the interrelationships between religion (and/or spirituality) and issues of health, illness, and healing. The first part of the course will employ shamanism as comparative tool for analyzing dynamics of religious healing. The second part of the course will explore complementary and alternative medicine through critical reflection on the religious roots of these practices. Emphasis will be on the development of skills in intercultural understanding, critical thinking and written communication.

Course learning outcomes:

- Identify, describe and compare key components of healing practices from a variety of global religious and cultural contexts.
- Analyze the cultural factors and forces shaping the adaptation and transformation of non-western healing practices within modern, western culture
- Demonstrate ability to recognize and bracket one's own worldview and exercise intellectual curiosity and empathetic insight about diverse cultural perspectives.
- Practice and hone skills in critical thinking, information literacy and written communication

Books on Text Rental:

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

Candy Gunther Brown, *The Healing Gods: Complementary and Alternative Medicine in America*

For Purchase:

REL 307 READER

Criteria for Evaluation:

3 short essays @ 10% each = 30%

Annotated bibliography = 25%

Midterm = 15%

Final exam = 15%

Short homework assignments and pop quizzes = 7.5%

Attendance and Participation = 7.5%

Explanation of Assignments

3 Short Essays (10% each). Each essay requires you to reflect thoughtfully on the assigned material with the aim of exercising and improving your skills in reading, critical thinking, and writing. Essays will be assessed on a 100 point scale according to the following criteria:

- * essay exhibits a careful reading of the assigned materials
- * essay applies critical thinking skills, as indicated in the prompt, in response to that material
- * essay is well organized, with a clear introduction, supporting paragraphs and a conclusion
- * essay uses quotes and/or specific points from the reading materials to support argument
- * essay is concise, clearly written, and carefully edited and proofread
- * essay is approximately 2-3 pages in length (500-800 words), typed and double-spaced.
- * essay is handed in on the assigned due date. Late essays will lose 3 points for every class period late.

Annotated Bibliography (25%). Each student will pose a focused question or topic area involving the intersection of religion/spirituality and health/healing/medicine/death that could serve as the basis of a research project. Students will research this question or topic and create an annotated bibliography that documents this research. An annotated bibliography is a list of academic sources on a topic, followed by a brief (150-200 words) descriptive and evaluative paragraph (the annotation). The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

- Each academic source must be properly cited, using a ***standard citation format*** (e.g., Chicago style, MLA, APA)
- ***An annotation (150-200 words)*** should follow each citation which describes the content of the book or article and evaluates its contribution to the question you are pursuing.
- Your annotated bibliography should include citations and annotations for ***at least 8-10 sources***.
- Your annotated bibliography should reflect ***good research methodology*** and include a variety of research media such as reference room materials, books and/or academic articles.
- Annotated bibliographies must be typed and printed and handed in on due date indicated on assignment schedule (13th or 14th week of the course).
- Late annotated bibliographies will lose 3 points per class day late, and will lose 20

points if handed in after Friday May 10th at 4 p.m.

Midterm (15%) and final exam (15%) will test your knowledge of assigned readings, videos, and class lectures and discussion.

Short homework assignments and pop quizzes (7.5%).

- Short homework assignments will appear on your assignment schedule and will be worth up to 10 points each. (10=excellent; 9=good; 8=developing; 7=poor).
- Short homework assignments must be handed in hard copy in class on day indicated on assignment schedule. Typed and double spaced preferred, but handwritten is acceptable.
- Late homework assignments will lose 1 point per class day late.
- There will also be a few pop quizzes during the semester worth 5-10 points each.
- Your grade in this category will be calculated by adding up points earned and calculating their percent value out of 100%.

Attendance and Participation (7.5%)

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 – $x*100/30$ in which x = number of unexcused absences.

Excused absence: An absence may be excused for reasons of illness, family emergency or a school or team related event; 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.

Whether the absence is excused or unexcused, if you miss class, you can check the “news” section of D2L to see if you missed any important information regarding the assignment schedule. Lecture notes will usually be posted in the “contents” section of D2L. *It is not the professor’s responsibility to fill you in on what you missed if you were absent.*

Active Participation means that you come to class *having done the assigned reading*, that you have *a copy of the assigned reading with you* in class, and that you *regularly contribute to class discussion*. Excellent active participation will raise your score in the attendance/participation category.

Classroom Etiquette:

- Cell phones must be muted and put away. Please ask for special permission to have your phone on your desk in cases where it is urgent that you be available for a call.
 - 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.
 - 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.
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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/>.