

## REL. 281A: RELIGION, HEALING, AND MEDICINE

**INSTRUCTOR:** Dr. Leslie R. James, Ph.D.  
**SEMESTER:** Fall 2016  
**TIME:** 12:40-2:10 PM **TR:**  
**LOCATION:** JSC 151  
**OFFICE:** 306 Harrison Hall  
**OFFICE HOURS:** MW 9:30-11:30 AM, or by appointment  
**TEL. #** (765) 658-4887  
**E-MAIL:** ljames@depauw.edu

### I. REQUIRED TEXTS:

1. Fadiman, Anne. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus and Giroux, 1997.
2. Ferngren, Gary B. *Medicine and Religion: A Historical Introduction*. Baltimore, MD: The Johns Hopkins University Press, 2014.
3. Foucault, Michel. *The Birth of the Clinic: An Archeology of Medical Perception*. Trans. A.M. Sheridan Smith. New York: Vintage Books. A Division of Random House, Inc., 1994.
4. Kalanithi, Paul. *When Breath Becomes Air*. New York: Random House, 2016.
5. Other readings, DVDs, videos, *et al*, as directed by the Instructor. The symbol ® next to any reading signifies that it is on reserve at the Roy O. West Library.

### II. COURSE DESCRIPTION, OBJECTIVES AND PROCEDURES:

The course explores the intersection between religion, healing, and medicine through a cross-cultural study that includes Western religious and other cultural traditions such as Asian, South American, and African-Diasporic. In varying degrees, many religious traditions focus on therapeutic means of dealing with illness based on their understanding of the relationship between illness, disease and spirituality. In other words, the religious and spiritual beliefs of those who are ill are linked in some way or other to their health and wellbeing. Today, there is an increasing reconfiguration of the relationship between religion, healing, and medicine. Amongst other things, this reflects attempts to transcend the traditional dualism between religion, healing, and medicine in Western culture. Consequently, major course goals include exploration of the juxtaposition between religion, healing, medicine, and culture, theories of interpretation and approaches that reflect on their intersection, diversity in practices, types of discourses in the field under

study, conversation between modern and traditional ways of understanding religion, healing and medicine, and specific issues that elaborate on their relationship. In the final analysis, the course hopes to develop students' skill in an ethics of care.

Instruction will consist of four basic components: (1) assigned readings; (2) lectures; (3) class discussions/seminars/conferences, presentations, *et al*; (4) writing assignments, papers, and exams as scheduled on the syllabus. Reading assignments are to be done before the class period for which they are listed. Class lectures, discussions, and other activities will be based on the assumption that students have done the assigned readings. Knowledge of videos and other visual materials used in course is important. Such knowledge will be examined through oral discussion and in exams/quizzes.

Instructor's lectures will focus more on synthesizing readings, generating discussion, and clarifying issues raised by the readings, not simply summarizing contents of readings. Through the various learning components it is anticipated that each student will achieve a greater appreciation of what is actually meant as healing, and the healing traditions in various religious traditions.

Remember that the fundamental method of teaching in the course is that of the discussion/seminar. Readings are essential to the discussions. You are required to attend all classes and participate fully in seminar activities.

### **III. GRADING POLICY:**

1. Regular attendance and class participation is required. It is important that you attend all classes. Your absences affect the class environment, participation in the processes integral to the course's development, comprehension of issues/themes dealt with in course, as well as your integration and critical insight into the course material. Absences will be governed according to the University attendance policy (see current Student Handbook). University policy requires that advance notification be given only when an absence due to medical reasons will result in the student being unable to fulfill academic responsibilities such as papers and examinations. Notification is to be given by calling the departmental or Instructor's office. Irregular attendance will result in the lowering of course grade. Note will be taken of students' class attendances.

2. The course grade will be assigned according to the following formula: (1) Class Participation=15% (Based on class attendance and analytical, insightful, and constructive contribution to class discussions), (2) Exams=45% [aggregate of exams (mid-term, final, *et al*)], (3) Paper=20%, (4) Group Presentation=20%. Exams and other handwritten work must be done only in blue or black ink.

The grading scale for this course is as follows:

A= 95+

A- = 91—94

B+ = 87-90

B = 83-86

B- = 79-82

C+ = 75-78  
C = 71-74  
C- = 67-70  
D+ = 63-66  
D = 59-62  
D- = 55-58  
Fail = 54-

3. Students must scrupulously observe DePauw University policy regarding academic integrity (plagiarism, etc.). This is a serious matter and requires students' attention and careful consideration (see current Student Handbook on this issue). Students must also bear in mind the academic expectations of the University.

4. Students' conversations/dialogues/discussions with the Instructor beyond prescribed class times are critical to students' overall performance in course. They are an integral to the Instructor's pedagogy. Students are strongly advised to meet with Instructor at the commencement of the semester to discuss the course. In addition, students are required to keep appointments with the Instructor and be co-operative in working with peers on collaborative projects.

5. Assignments are identified in the syllabus; others will be announced in class. Assignments are due on dates specified at the beginning of the class period. Late submission of assignments will result in the reduction of grade. Computer and other problems that may arise at time assignments (papers, etc.) are due will not be considered acceptable for late submission of work. You are required to pay attention to and respect dates specified in the syllabus, and official dates in the DePauw calendar.

6. You are always welcome to make an appointment with the Instructor to discuss any problems that you might be having understanding any part of the course. It is critical that you address such areas in a timely fashion.

#### **IV. ADDITIONAL INFORMATION:**

**1. Research Papers:** Each student is required to do one (1) paper, 5 pages each (4 pages of text, plus one (1) page of bibliography). Typed, double-spaced, style, Chicago (Turabian), MLA (or any recognized style), on regular bond paper. One-inch (1") margin on left, right, and bottom sides; one-and-a-half inch (1.5") margin on the top. Paper, including bibliography must be typed in 12pt font size. Type your name and the assignment due date in the top right hand corner of the first page. Do not use a title page! **Pages must be numbered and stapled together!** Presentation of work in the finest quality is important!

**The research paper must be on any topic related to specific topic, theme, section, person or dimension of the course that falls within its first seven weeks of**

**the course: August 25-October 4/6, 201. It must have a clear and well-defined focus and clear title (and subtitle).**

The following procedure is to be followed in preparation for writing each paper. Each paper must be on a different topic related to specific sections/topic/aspects of the course. They must have a clear and well-defined focus, title (and subtitle).

Paper titles will be centered, in proper format, in the upper portion of the first page of the paper below name of author, course title, Instructor's name, due date. **You are required to submit to the Instructor a proposal for each paper by the deadline stated below (also stated in the schedule of classes). The proposal must include the following: (1) The paper's prospective title (and subtitle); (2) a brief description of the paper's focus (what it is looking at, exploring, examining, analyzing, critically reflecting on); (3) thesis or central argument; (4) conclusion; (5) one (1) page bibliography related to the paper topic. A final selected bibliography, integral to the paper, must be appended to the final paper. Sources listed in the bibliography must be cited in standard academic format. They must be cited in single space. The Instructor must approve your proposal before you begin to write the paper. You must develop a clear thesis and defend it with sound argument and supporting documentation. Let your paper be driven by a question you have raised within the framework of the course. Research the question you have raised drawing on the field of religious sources and other relevant sources, including course material, to answer the question or issue explored. A paper will not be accepted from you if you do not submit a proposal to the Instructor, obtain his approval, and where necessary meet with him, in a timely fashion, to discuss each paper. Late papers will not be accepted.**

Use of the Internet in academic work requires critical and responsible use. Confine your use of website references in bibliography to reputable and respected academic sites such as *JSTOR*. For further guidelines on the use of the Internet in doing research read, Charles Lipson, *Doing Honest Work in College: How To Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success* (Chicago and London: The University of Chicago Press, 2008), pp. 11-13, 42-53. You are permitted to use a maximum of four (4) Internet citations in your bibliography. These Internet sources or sites must be separate, not linked, to each other. This does not mean that you cannot use the Internet in preparation and research. Use the Internet critically. A source does not acquire authority simply because it is on the Internet. In the final analysis your bibliography must be essentially made up of written, or literary, sources such as specialized texts, ranking academic journals, and encyclopedias. You must follow any other guidelines the Instructor gives on the subject of writing papers. Content and style, amongst other things, are very important in writing.

For further guidance on the issue of plagiarism read, Charles Lipson, *Doing Honest Work in College: How To Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success* (Chicago and London: The University of Chicago Press, 2008), pp. 42-53, 55, 57-62, 63-110, 111-144.

**Start to list immediately possible topics/ ideas for your papers. How do your readings, reflections, and class discussions illuminate your understanding of the meaning of persons through the study of religion, healing, and medicine? How does**

**your study help you to identify important pillars of health, healing, and medical practice?**

You are encouraged to take advantage of all available resources at DePauw, including the Academic Resources Center (ARC) in producing your work. Services include the W-Center (Writing), the S-Center (Speech), and the Q-Center (Quantitative Reasoning). Bear in mind the extent of the ARC's responsibilities with respect to the writing of papers. DePauw's Roy O. West Library, Media Center, and other facilities provide useful toward the success of this class and your learning experience. Always plan and book facilities well in advance of time needed. **PAPER PROPOSAL DEADLINE: OCTOBER 4, 2016. PAPER DUE DATE: OCTOBER 27, 2016.**

**2. Class Group Presentation:**

The class will be divided into groups (3-4 per group). Members of each group will meet to discuss, define, and formulate a group proposal on a group project/topic related to the course from which they will create a group presentation to be presented to the class on the date specified in the syllabus. **The presentation will focus on course material dealt with from week eight (8) to twelve (12) of the course: October 11/13-November 15/17, 2016.** After it has formulated its proposal, the group will meet with the Instructor to discuss and have the group project approved by the Instructor. A formal report that describes the group's project must be submitted at the beginning of the presentation. The presentation gives you the opportunity to do creative and collaborative work on a project that reflects your integration of course materials. The presentation will be thirty-minutes long (30) minutes long. At the end of the presentation there will be a short period of class discussion on the presentation by the whole class. You are highly encouraged to use technology to prepare, produce, and present your group project **Deadline to submit presentation proposal and to meet with Instructor to discuss the proposal: November 10, 2016.**

The following criteria will be used to evaluate presentations:

1. Relevance of topic to course: The interface between religion, healing, and medicine.
2. Meeting with Instructor to discuss presentation.
3. Clear evidence of quality preparation and knowledge of the subject.
4. Organization and method of presentation.
5. Quality of delivery, exposition, and clarity.
6. Coordination between presenters and leading class discussion on presentation.

7. Formal group report/document describing and outlining the group's project to be submitted to the Instructor and the class at the beginning of the presentation.

8. Use of theories of religion, conflict, speech, and communication, to frame and interpret the presentation.

**How do your readings, reflections, and class discussions illuminate your understanding of the ethics of caring through the study of religion, healing, and medicine? How does they impact your willingness to collaborate with others in exploring social and cross-cultural resources on religion, healing, and medicine to combat, among other things, the reduction of human beings as simply biological or physical entities in the contemporary world?**

Students are encouraged to use the S Center at DePauw to prepare their group and other presentations. Other useful resources include the Q (Quantitative Reasoning) Center at DePauw to prepare and enhance the quality of their work. The Q, S, and W centers are all in proximity to each other in Asbury Hall 115. **Presentation dates: (1) November 29, 2016: 1 & 2, (2) December 1, 2016: 3 & 4. Dates are also listed in the "schedule of classes" section of this syllabus.**

### **3. Class Preparation:**

Students are expected to generate a high level of inter-action, participation, and discussion is required in this course. Be prepared.

### **4. Expectations for Class Discussion:**

A major goal of this course to is to develop your discussion skills in relationship to your understanding of the interface between religion, healing, and medicine. Though attendance at classes will not be considered sufficient for you to do well in terms of participation, it is impossible to do well in this course without sound preparation, and regular, meaningful, and creative class participation. The following are some ways through which you can contribute to course discussions during the semester:

1. Frame and express a response to discussion questions given to guide your reading.
2. Present an original idea related to the topic under discussion. Think outside the ballpark.
3. Critique constructively and respectfully an idea offered in the readings or by another class member, Instructor, or other person.
4. Listen intensely to fellow members of the class to build on what has been said already and to promote discussion.

5. Raise questions that advance or add further insight to the discussion.
6. Make connections between course material and issues in the public space, everyday life and struggles. How do people actually understand healing?
7. Show how comments/ideas shared in discussion help to explore and interpret the course material.
8. Play the “devil’s advocate” or call into question positions advanced by fellow class members in discussion.
9. Ask fellow class members, Instructor, to clarify ideas or comments that might not be clear to you.
10. Summarize and/or list the main/core ideas that emerge during discussions.

Intimacy with the course material is essential to achieve the above goals. You can never stop developing one’s discussion skills. The process of dialogue challenges you to focus on the critical issues related to the human quest for individual and communal identity, meaning, wellbeing, and integration. Responsive openness is a major way of being that contributes to a creative and sustaining class community.

**5. Writing:** Unless otherwise specified exams and other handwritten work will be submitted in blue or black ink only. The art of writing is revising. Do not hesitate to visit the W (Writing) Center for help as you prepare your report. Writing is also a process of exploration and learning, as well as a process of disclosure. In writing, it is always important to ask and discover what one is actually saying.

**6. Syllabus:** The syllabus is a map or plot of the direction of the course. Please ensure that you read your syllabus in detail at the commencement of the course. Failure to read the syllabus initially and throughout the course can result in failure to know all that is expected of you, and inability to correlate the different parts and themes of the course.

### **7. Disability Statement:**

*DePauw University is committed to providing equal access to academic programs and University administered activities and reasonable accommodations to students with disabilities, in compliance with the Americans With Disabilities Act and Amendments (ADAAA). Accommodations are determined on a case-by-case basis. Any student who feels she or he may need an accommodation based on the impact of a disability or learning challenge is strongly encouraged to contact Pamela Roberts, Coordinator of Academic Success and Student Disability Services for further information on how to receive accommodations and support. Academic Success and Student Disability Services is located at 101 E. Seminary St., [765-658-6267](tel:765-658-6267). It is the responsibility of the student to share the letter of accommodation with faculty and staff members. Accommodations will not be implemented until the*

*faculty or staff member has received the official letter. Accommodations are not retroactive. It is the responsibility of the student to discuss implementation of accommodations with each faculty and staff member receiving the letter and to coordinate the implementations with the Academic Success and Student Disability Services according to the prescribed regulations.*

## **8. Processes of Course Participation, Appropriation, and Reproduction:**

Laptop, personal computers, and other technology devices are not allowed during classes, unless allowed by course Instructor for specific learning and other occasions directly related to the course. Cell phones are not allowed in class. Construction of the classroom space requires reading, reflection, listening and focusing on frequencies, notes, and themes in course readings. Their reverberations, echoes, and resonances promote in deep engagement and reading of texts and their life. These learning strategies and practices promote identification and empathy with the textual narratives, build classroom community, broaden horizons of understanding and consciousness, raise significant questions, and help to frame papers, presentations, discussion, and their effects. Since your classroom presence is most valuable, only consider leaving the room while class is in session unless it is imperative.

**WELCOME TO THE CLASS. PLEASE READ YOUR SYLLABUS!**

### **SCHEDULE OF CLASSES**

#### **Week 1:**

**August 25: Course Introduction**

#### **Week 2:**

**Aug. 30-Sep. 1: Theories of Disease, Types of Healers, Medicine**

**August 30:**

**Class Preparation:**

**Readings:**

1. Ferngren, Gary B. *Medicine and Religion: A Historical Introduction*, pp. 1-13, Chaps.1. The Ancient Near East, pp. 14-35, Chap. 2, pp. 36-54.

**September 1:**

**Class Preparation:**

**Readings:**

1. Ferngren, Gary B. *Medicine and Religion: A Historical Introduction*. Chap. 3. Rome, pp. 55-72.

**Week 3:**

**September 6-8: Healing Traditions and Traditional Medicine**

**September 6:**

**Class Preparation:**

**Readings:**

1. Ferngren, Gary B. *Medicine and Religion: A Historical Introduction*. Chap. 4. Early Christianity, pp. 73-92.

**September 8:**

**Class Preparation:**

**Readings:**

1. Ferngren, Gary B. *Medicine and Religion: A Historical Introduction*. Chap. 5. The Middle Ages, pp. 93-118.
2. DVD. Feiler, Bruce. *Sacred Journeys. Lourdes*. PBS. BL 580.S23, 2014. ®

**Week 4:**

**September 13-15: Religion, Healing, and Modern Medical Culture**

**September 13:**

**Class Preparation:**

**Readings:**

1. Foucault, Michel. *The Birth of the Clinic: An Archeology of Medical Perception*. Trans. A.M. Sheridan Smith. (New York:

Vintage Books. A Division of Random House, Inc., 1994),  
Preface, ix-xix.

2. Ferngren, Gary B. *Medicine and Religion: A Historical Introduction*. Chap. 6. Islam in the Middle Ages, pp. 119-135.

**September 15:**

**Class Preparation:**

**Readings:**

1. Ferngren, Gary B. *Medicine and Religion: A Historical Introduction*. Chap. 7. The Early Modern Period, pp. 136-164.

2. Foucault, Michel. *The Birth of the Clinic: An Archeology of Medical Perception*. Chaps. 1, 2, pp. 3-37.

**Week 5:**

**Sep. 20-22:**

**Religion, Healing, and Modern Medical Culture**

**September 20:**

**Class Preparation:**

**Readings:**

1. Foucault, Michel. *The Birth of the Clinic: An Archeology of Medical Perception*. Chaps. 3, 4, pp. 38-63.

2. Ferngren, Gary B. *Medicine and Religion: A Historical Introduction*. Chap. 8. The Early Nineteenth and Twentieth Centuries, pp. 165-200.

**September 22, 2016: EXAM I**

**Week 6:**

**Sep. 27-29:**

**Religion, Healing, and Modern Medical Culture**

**September 27:**

**Class Preparation:**

**Readings:**

1. **DVD.** *The Boy in the Plastic Bubble.* PN 1997. B 6925. ®

2. Foucault, Michel. *The Birth of the Clinic: An Archeology of Medical Perception.* Chaps.5, pp. 64-87.

**September 29:**

**Class Preparation:**

**Readings:**

1. **DVD:** *The Boy in the Plastic Bubble.* PN 1997. B 6925. ®

2. Foucault, Michel. *The Birth of the Clinic: An Archeology of Medical Perception.* Chaps.5, pp. 88-106.

**September 28, 2016: DePauw Day of Dialogue 3.0**

**Week 7:**

**Oct. 4-6:**

**Religion, Healing, and Modern Medical Culture**

**October 4:**

**Class Preparation:**

**Readings:**

1. Ferngren, Gary B. *Medicine and Religion: A Historical Introduction.* Epilogue, pp. 201-213.

2. Foucault, Michel. *The Birth of the Clinic: An Archeology of Medical Perception.* Chaps. 7-9, pp. 107-173.

**October 6:**

**Class Preparation:**

**Readings:**

1. Foucault, Michel. *The Birth of the Clinic: An Archeology of Medical Perception.* Chap.10, pp. 174-194, Conclusion, pp. 195-199.

2. Fadiman, Anne. *The Spirit Catches You and You Fall Down:A*

*Hmong Child, Her American Doctors, and the Collision of Two Cultures*. (New York: Farrar, Straus and Giroux, 1997). vii-ix, Chaps. 1-7, pp. 1-92. Also read notes on sources applicable to each chapter.

**October 4, 2016: PAPER PROPOSAL DEADLINE**

**Week 8:**

**October 11-13: Religion, Healing and Modern Medical Culture**

**October 11:**

**Class Preparation:**

**Readings:**

Fadiman, Anne. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. Chaps. 8-14, pp. 93-209.

**October 13:**

**Class Preparation:**

**Readings:**

Fadiman, Anne. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. Chaps. 15-19, pp. 210-288.

**October 15-23, 2016: Fall Recess**

**Week 9:**

**Oct. 25-27: Religion, Healing and Medicine in Cultural Spaces**

**October 25:**

**Class Preparation:**

**Readings:**

1. Albert J. Raboteau. "The Afro-American Traditions." In Ronald L. Numbers, Darrel W. Amundsen, Eds. *Caring and Curing: Health and Medicine in the Western Religious Traditions*. (Macmillan Publishing Company, 1986). Chap. 20, pp. 539-562. ®

2. Gaston Espinosa. “‘God Made a Miracle in My Life’: Latino Pentecostal Healing in the Borderlands.’ In Linda L. Barnes, Susan S. Sered, Eds. *Religion and Healing in America*. Chap. 7, pp. 123-138. ®

**October 27:**

**Class Preparation:**

**Readings:**

1. John M. Janzen, Adrien Ngudiankama, Melissa Filippi-Franz, “Religious Healing among War-Traumatized African Immigrants.” In Linda L. Barnes, Susan S. Sered, Eds. *Religion and Healing in America*. Chap. 9, pp. 159-172. ®

2. Susan S. Sered. “Healing as Resistance: Reflections Upon New Forms of American Jewish Healing.” In Linda L. Barnes, Susan S. Sered, Eds. *Religion and Healing in America*. Chap. 14, pp. 231-252. ®

**October 27, 2016: Paper Due**

**Week 10:**

**November 1-3: Religion, Healing and Medicine in Cultural Spaces**

**November 1:**

**Class Preparation:**

**Readings:**

1. Linda L. Barnes. “Multiple Meanings of Chinese Healing in the United States.” In Linda L. Barnes, Susan S. Sered, Eds. *Religion and Healing in America*. Chap. 19, pp. 307-331. ®

1. Paul David Numrich. “Complementary and Alternative Medicine in America’s “Two Buddhisms.” In Linda L. Barnes, Susan S. Sered, Eds. *Religion and Healing in America*, Chap. 21, pp. 343-357. ®

**November 3:**

**Class Preparation**

**Readings:**

1. Marcia Hermansen. "Dimensions of Islamic Religious Healing in America." In Linda L. Barnes, Susan S. Sered, Eds. *Religion and Healing in America*. Chap. 25, pp. 407-422. ®
2. Prakash N. Desai. "Health, Faith Traditions, and South Asians Indians in North America." In Linda L. Barnes, Susan S. Sered, Eds. *Religion and Healing in America*. Chap. 26, pp. 423-437. ®
3. Kaja Finkler. "The Healing Genes." In Linda L. Barnes, Susan S. Sered, Eds. *Religion and Healing in America*. Chap. 29, pp. 471-484. ®

**Week 11:**

**November 8-10: Religion, Healing, Medicine and Film**

**November 8 & 10:**

**Class Preparation:**

**Readings:**

1. DVD. *Tuesdays With Morrie*. PN 1997. T 487. ®

**November 10, 2016: GROUP PROPOSAL DUE**

**Week 12:**

**Nov. 15-17: Religion, Healing, and Medicine: The Future**

**November 15:**

**Class Preparation:**

**Readings:**

1. Grace Davie, Martyn Percy. "The Future of Religion." In Cobb, Mark, Puchalski, Christina M., Rumbold, Bruce, Eds. *The Oxford Textbook of Spirituality and Healthcare*. (Great Clarendon Street: Oxford, U.K.). Chap. 63, pp. 481-486. ®

2. Paul Kalanithi. *When Breath Becomes Air*. (New York: Random House, 2016), Foreword, xii-xix, Prologue, pp. 3-16, Part 1: pp, 17-115.

**November 17:**

**Class Preparation:**

**Readings:**

1. Mark Cobb, Bruce Rumbold, Christina M. Puchalski. "The future of spirituality and healthcare." In Cobb, Mark, Puchalski, Christina M., Rumbold, Bruce, Eds. *The Oxford Textbook of Spirituality and Healthcare*. Chap. 64, pp. 487-492. ®
2. Paul Kalanithi, Paul. *When Breath Becomes Air*. Part II: pp. 119-199, Epilogue: pp. 201-225.

**Week 13:**

**Nov. 22-24:** **AAR/SBL Annual Conference**

**November 23-27: Thanksgiving Recess**

**Week 14:**

**Nov. 29-Dec. 1:** **GROUP PRESENTATIONS**

**November 29, 2016: GROUPS 1-2**  
**December 1: GROUPS 3-4**

**Week 15:**

**December 6-8:**

**I. December 6, 2016: Course Review**

**II. December 8, 2016: Last Day of Classes: Course Review**

**FINAL EXAM: Tuesday, December 13, 2016: 8:30-11:30 AM**