

SCAR 2WW3 – HEALTH, HEALING, AND RELIGION Fall 2021

Instructor: Jeremy Cohen

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Office Hours: By Appointment via Teams

Lecture: Asynchronous + Optional Live Tutorials/Workshops

Course: Course materials and assignments via Avenue



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Course Overview

■ Land Acknowledgement

I recognize and acknowledge that McMaster University is located on the traditional territories of the Mississauga and Haudenosaunee nations, and within the lands protected by the “Dish with One Spoon” wampum agreement.

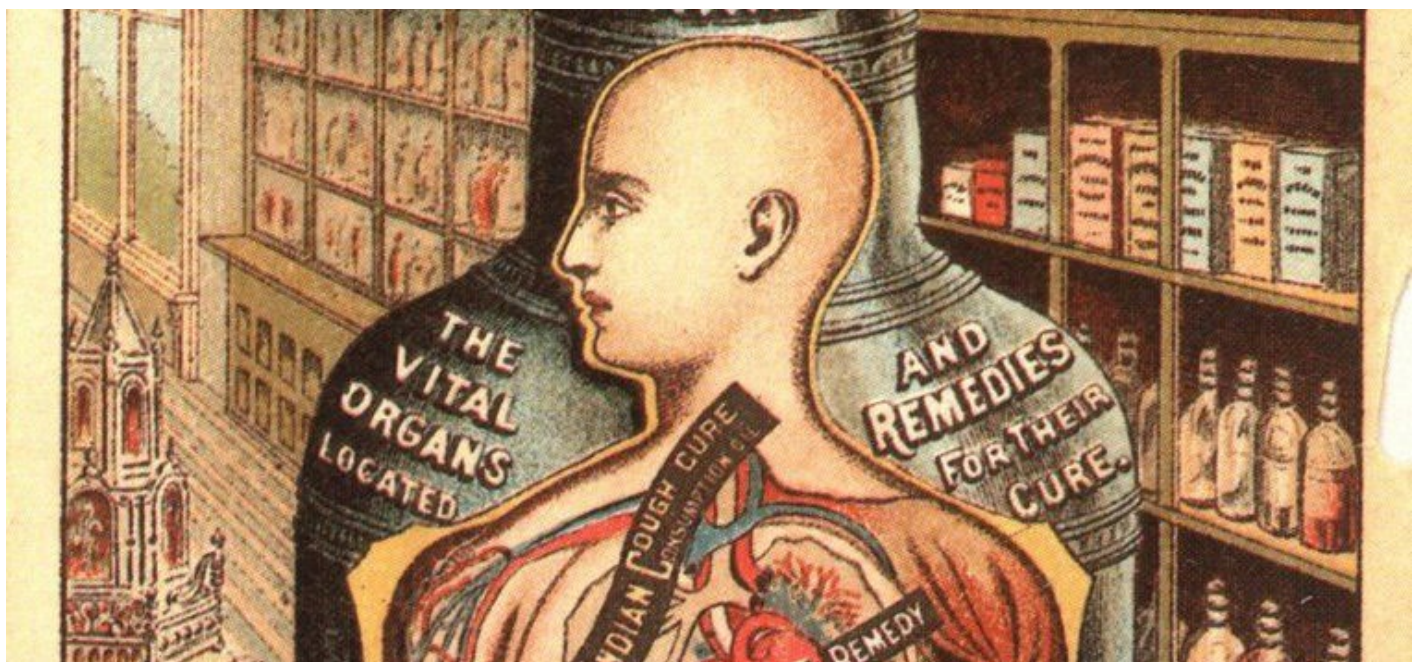
■ Course Information

We will explore and reflect upon the depths and complexities of health, healing, and religion. What is the difference between illness and disease? What do ritual and medicine have in common? What can Jewish and Islamic yoga tell us about modern spirituality? Does faith healing belong in hospitals?

We will contextualize health and healing in North America by examining key historical movements and contemporary debates.

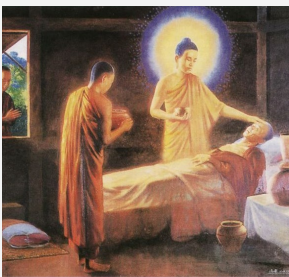
During the course, we will examine tensions between spiritual practices and secular institutions; the history of alternative medical practices; the prevalence of medical conspiracy theories; the varieties of religious healing in North America; and the effects of colonialism, racism and the lack of spiritual care experienced by Indigenous Canadians.

This is an interactive course that includes creative assignments and opportunities for us to meaningfully connect.



Course Objectives

This is an introductory course on health, healing, and religion offered by the Department of Religious Studies. I do not assume you have any prior knowledge of the topics discussed or any background in the social scientific study of religion. All are welcome!



■ **Introductory Survey**

To provide you with an introductory survey of selected aspects of health, healing, and religion, including folk medicine, biomedical interventions, and Indigenous experiences in Canada.

■ **Interdisciplinarity**

To familiarize you with classic and current theoretical models across disciplines with respect to health, healing, and religion.

■ **Critical Thinking**

To cultivate your analytical, reflective, and critical thinking skills. This includes re-evaluating your assumptions about sickness, healing and illness, and examining religion as a broad category of experiences.

■ **Human Focused**

To unpack the complex power dynamics around gender, class, race, and religion with respect to health and healing. You will learn to articulate the power of empathy by focusing on our shared collective humanity.

Course Delivery

You are responsible for completing all the assigned weekly readings and watching the posted video lectures and films. These prepare you for the course assignments.

PowerPoint slides are made available with the video lectures each week.

■ Course Delivery

- Asynchronous + Live Optional Tutorials
- Lectures recorded using Microsoft Teams
- Assignments and readings on Avenue
- **Tutorials:** Optional monthly Q&A and writing workshop

■ Required Texts

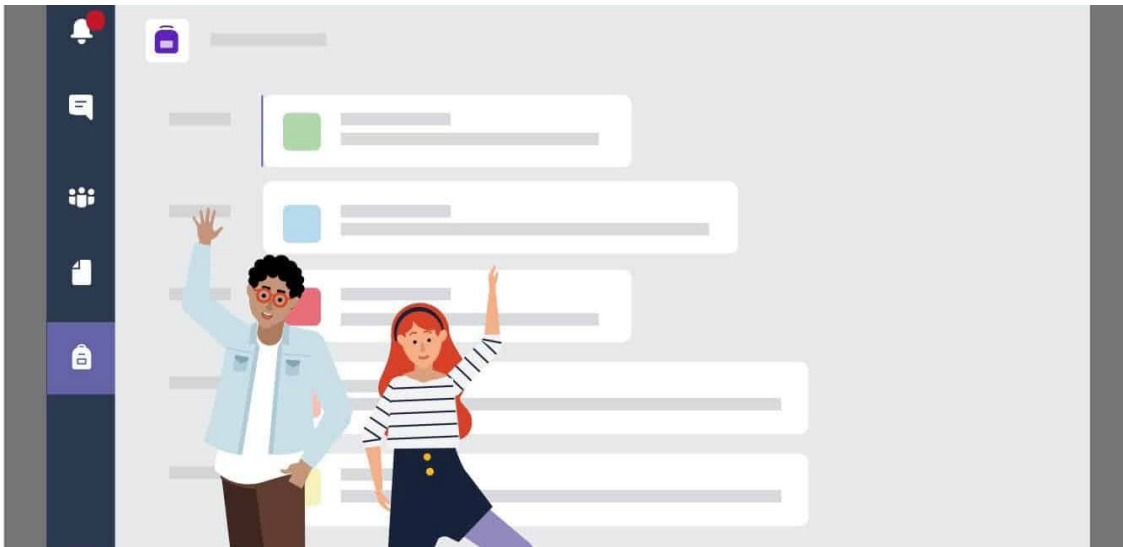
- Journal Articles via McMaster Library
- Book chapters are on Avenue
- Videos are all publically available



... this is the great error of our day in the treatment of the human body, that physicians separate the soul from the body. - Socrates.



Lecture Information



■ Asynchronous Through Teams

This course is offered asynchronously. The lectures are recorded using Microsoft Teams, and can be watched at any time through Avenue or Teams.

Students will be automatically enrolled in Teams.

- **Quick start PDF:** [Click Here](#)

■ Meetings & Communication

Teams allows us to communicate, run workshops, view and participate in lectures, and stay in touch in one location.

All meetings with myself and TAs are scheduled through Microsoft Teams (accessible through Avenue).

■ Tutorials / Workshops

At the end of every month, the TAs will hold a tutorial and workshop. The tutorial portion is your opportunity to ask questions about the course, seek clarification, and discuss course material.

There will be a writing workshop following the tutorial. Each month will focus on a different aspect of writing, including:

- How to write an essay,
- Grammar rules (including semi colons),
- Paraphrasing tips and tricks.

The tutorials and workshops are completely optional!

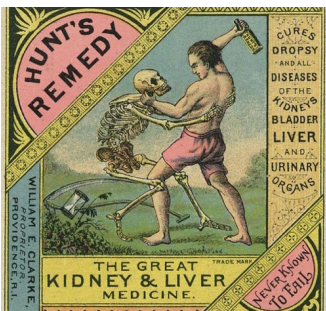
Course Assignments



■ Introduction (5%)

Introduce yourself to the class and answer the following questions: Who are you? Why are you taking this course? What is your knowledge of the topics we will discuss? What are your goals for this semester? What is one academic skill that you most want to improve (ex: writing, reading comprehension)?

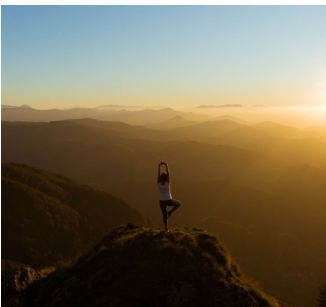
Due Date: September 20th, 2021 (11:59pm)



■ Quizzes (30%)

There will be a short quiz at the end of each module. The quiz covers the concepts presented in the readings and lectures for that module (no need to memorize dates). The goal of each quiz is to strengthen your knowledge of the topics discussed, and there will be opportunities to reflect on your answers during and after each quiz.

Due Dates: October 4th, November 1st, December 6th, 2021.



■ Reflection Journals (30%)

Using Microsoft Teams, you will write a short reflection each week. The goal of the reflection is to critically engage with a reading, theme, or question, and to connect theory to your reality. You can use the space to reflect on personal experiences, or connect course content to contemporary issues.

Some weeks I may provide question prompts to help guide your writing.

Due Date: Due dates and detailed instructions are on Teams.



■ Final Assignment (35%)

The final assignment is a short-essay or creative project that you can tailor to your interests and program. You can write a traditional short essay, create a video presentation, a training manual for healthcare workers, a podcast, etc. You can choose your topic from a list I will provide, or you propose your own.

■ Proposal/Abstract (10%):

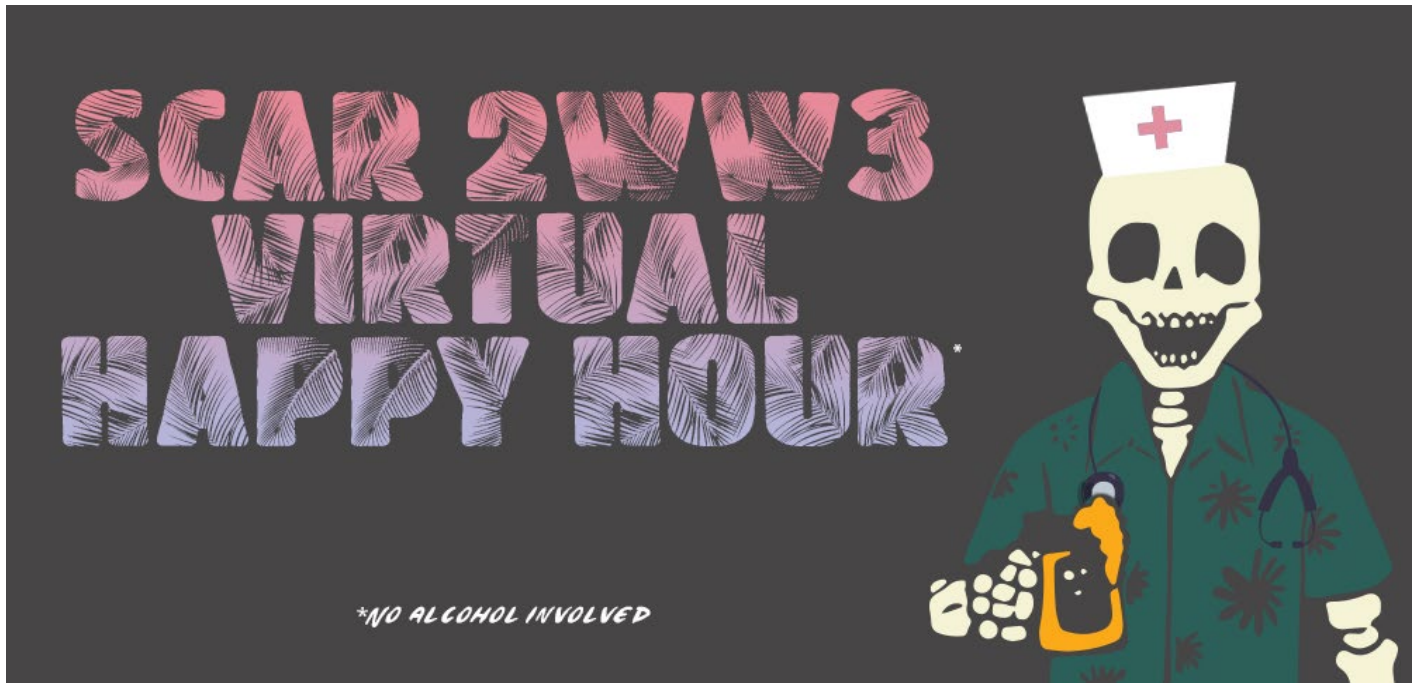
Due Date: November 12th, 2021.

■ Assignment (25%):

Due Date: TBD

Detailed instructions, rubric and topic suggestions available on Avenue.

2WW3 VIRTUAL HAPPY HOUR



■ Virtual Happy Hour(s)

During the semester, we will hold virtual happy hours where we can discuss anything related to the course, religion, and health and healing generally.

The Happy Hours are opportunities for us to informally interact with each other over video, and to connect in a safe and welcoming environment.

This is an optional, extracurricular event. It will not be recorded!
Snacking highly encouraged!

Weekly Schedule

MODULE 1: FRAMINGS

■ Week One: September 6th – 12th

Introduction

- Overview of the course.
- Overview of the assignments and learning objectives.
- Microsoft Teams and Avenue to Learn run-through.
- Learning strategy tips and tricks.

■ Week Two: September 13th – 19th

Key Concepts and Themes

- Kleinman, Arthur. 2020. "The Meaning of Symptoms and Disorders" *The illness narratives: Suffering, Healing, and the Human Condition*. 3-30. New York: Basic Books.
- Marty, M E. 1988. "Religion and Healing. The Four Expectations." *Second Opinion* 7: 60-80.

■ Week Three: September 20st – 26th Introductions due

What is Medicine?

- Ehrenreich, Barbara. 2019. "The Veneer of Science" In *Natural Causes: An Epidemic of Wellness, The Certainty of Dying, and Killing Ourselves to ... Live Longer*. 31-42. Grand Central Pub.
- O'Connor, Bonnie B., and David J. Hufford. 2001. "Understanding Folk Medicine." In *Healing Logics: Culture and Medicine in Modern Health Belief Systems*. Edited by Brady Erika, 13-32. Logan, Utah: University Press of Colorado.

■ Week Four: September 27th – October 3rd

How Should we Study Health, Healing, and Religion?

- Watch: "James Randi Exposes a Faith Healer" www.youtube.com/watch?v=yWcEqCZJByM
- Turner, Edith. 2004. "Taking Seriously the Nature of Religious Healing in America." In *Religion and Healing in America*. Edited by Linda L. Barnes, and Susan S. Sered. 387-403. New York: Oxford University Press, 2004.
- Welch, John S. 2003. "Ritual in Western Medicine and its Role in Placebo Healing." *Journal of Religion and Health* 42.1: 21-33.

MODULE 2: RELIGIOUS HEALING IN NORTH AMERICA

Weekly Schedule

■ Week Five: October 4th – 10th - Quiz 1

The Varieties Religious Healing in North America

- Rowe, Amy. 2001. "Honey, Hadiths and Health Day: A Spectrum of Healing in the Daily Life of Boston Muslims." In *Religious Healing in Boston: First Findings*. Edited by Susan Sered and Linda Barnes. 35-40. Boston: Harvard University.
- Poloma, Margaret M., and Lynette F. Hoelter. 1998. "The 'Toronto Blessing': A Holistic Model of Healing." *Journal for the Scientific Study of Religion* 37: 257-72.

■ Week Six - FALL BREAK!

- Self-Care / Mental Health module available on course Avenue!

■ Week Seven: October 18th – 24th

Jewish Yoga & Catholic Reiki

- Watch: "Reiki and the Catholic Church" www.pbs.org/video/religion-ethics-newsweekly-reiki-and-the-catholic-church/ (8 min).
- Meintel, Deirdre. 2014. "Ritual Creativity: Why and What For? Examples from Quebec." *Journal of Ritual Studies* 28: 77-91.
- Rothenberg, Celia. 2006. "Jewish Yoga: Experiencing Flexible, Sacred, and Jewish Bodies." *Nova Religio* 10: 57-74.

■ Week Eight: October 25th – 31st

Religion in the Hospital Setting

- Balboni, Michael J., and Tracy A. Balboni. 2010. "Reintegrating Care for the Dying, Body and Soul." *The Harvard Theological Review* 103: 351-64.
- Brown, Candy Gunther. 2015. "Integrative Medicine in the Hospital: Secular or Religious?" *Society* 52: 462-468.
- Pluralism Project. "Hospitals in a New Era" pluralism.org/hospitals-in-a-new-era (10 min read).

MODULE 3: CONTESTED SPACES OF HEALING

■ Week Nine: November 1st – 7th - Quiz 2

Alternative Medicine and the Spiritual Marketplace

- Koch, Anne. 2015. "Alternative Healing as Magical Self-Care in Alternative Modernity." *Numen* 62: 431-459.
- Sered, Susan and Amy Agigian. 2008. "Holistic Sickening: Breast Cancer and the Discursive Worlds of Complementary and Alternative Practitioners." *Sociology of Health and Illness* 30: 616-31.

Weekly Schedule

■ Week Ten: November 8th – 14th Conspiracy Theories and/as Healing

- Ward, Charlotte and Voas, David. 2011. "The Emergence of Conspirituality." *Journal of Contemporary Religion* 26: 103-121.
- Singler, Beth. 2015. "Big Bad Pharma: The Indigo Child Concept and Biomedical Conspiracy Theories." *Nova Religio: The Journal of Alternative and Emergent Religions* 19: 17-29.

■ Week Eleven: Nov 15th – 21st Black Bodies and Medical Conspiracies

- Watch: "Why Are 1/3 of Black Americans Suddenly Anti-Vaxxers?" www.youtube.com/watch?v=39r5mHZbYos (6 min).
- Watch: "Prudent Paranoia" Why are Medical Conspiracy Theories So Prevalent in African American Communities?" www.youtube.com/watch?v=0u9VIYxeFjE (9 min).
- Washington, Harriet A. 2006. "'A Notoriously Syphilis-Soaked Race': What Really Happened at Tuskegee?" In *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans From Colonial Times to the Present*. 157-188. New York: Doubleday.

■ Week Twelve: Nov 22nd – 28th Indigenous Bodies and/in the Canadian System

- Stevenson, Lisa. 2014. "Facts and Images." In *Life Beside Itself: Imagining Care in the Canadian Arctic*. 21-47. Oakland, California: University of California Press.
- Young, Bryanne. 2015. "'Killing the Indian in the Child': Death, Cruelty, and Subject-formation in the Canadian Indian Residential School System." *Mosaic: An Interdisciplinary Critical Journal* 48: 63-76.

■ Week Thirteen: Nov 29th – Dec 5th Indigenous Bodies – Spirituality and Systems of Care

- Stevens, Nancy. 2010. "From the Inside Out: Spirituality as the Heart of Aboriginal Helping in [spite of ?] Western Systems" *Native Social Work Journal* 7: 181-197.
- Martin, Debbie. 2018. "Indigenous knowledge is the solution to Canada's health inequities" theconversation.com/indigenous-knowledge-is-the-solution-to-canadas-health-inequities-106226 (7 min read).

■ December 8th – Quiz Three No Lecture. Q&A / Writing Workshop

Student Resources

CAMPUS RESOURCES

- Food Collective Centre: www.msumcmaster.ca/services-directory/14-mac-bread-bin
- Indigenous Student Services: indigenous.mcmaster.ca/
- Sexual Violence Response Coordinator: svpro.mcmaster.ca/contact/
- Equity and Inclusion: equity.mcmaster.ca/
- Online Learning Support: studentsuccess.mcmaster.ca/academic-skills/online-learning/
- Writing Support: studentsuccess.mcmaster.ca/academic-skills/writing-support/
- Student Success Centre: studentsuccess.mcmaster.ca/
- Ontario Crisis Resources and Helplines: www.camh.ca/en/health-info/crisis-resources
- Canada Suicide Prevention Service: www.crisisservicescanada.ca/en/

HOW TO CITE

- MLA: owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_in_text_citations_the_basics.html
- Chicago: www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html
- APA: guides.libraries.psu.edu/apaquickguide/intext

HOW TO AVOID UNINTENTIONAL PLAGIARISM

- www.lakeforest.edu/academics/resources/writingcenter/plagiarism.php

HOW TO WRITE AN ESSAY & PUNCTUATION RULES

- How to Write an Essay: www.utoronto.ca/ccds/how-write-essay
- 13 Rules for Using Commas: www.businessinsider.com/a-guide-to-proper-comma-use-2013-9
- How to use the Semi-Colon: theoatmeal.com/comics/semicolon

Course Policies

SUBMISSION OF ASSIGNMENTS

All written assignments must be uploaded to Teams in .docx or .pdf format (NO .pages).

GRADES

Grades will be based on the McMaster University grading scale:

MARK GRADE

90-100 A+

85-90 A

80-84 A-

77-79 B+

73-76 B

70-72 B-

67-69 C+

63-66 C

60-62 C-

57-59 D+

53-56 D

50-52 D-

0-49 F

LATE ASSIGNMENTS

Students should contact their TA or professor if they plan on handing in an assignment late.

Students will lose 1 point a day for every day the final take-home essay is late.

AVENUE TO LEARN

Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure.

If you have any questions or concerns about such disclosure please discuss this with the course instructor.

University Policies

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. It is your responsibility to understand what constitutes academic dishonesty.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at secretariat.mcmaster.ca/university-policies-procedures-guidelines/

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY / PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.).

For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

University Policies

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities policy](#).

University Policies

REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

[McMaster Student Absence Form \(MSAF\)](#): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar’s Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.