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Office Hours: M 9:00-11:00 a.m.
T/R 9:00-10:00 a.m. and
by appointment

CEDAR CREST COLLEGE
REL 233-70
Spring 2010, Thursdays, 7:00-9:30 p.m.
Spirituality and Wellness – 3 credits

In order to help Cedar Crest meet its accreditation standards the following objectives, outcomes and methods of assessment will be used in Religion 233:

Objective: At the completion of the course students will understand the nature of wellness and its connection to body, mind and spirit.

Outcome: In keeping with the mission of the college, to understand wellness as an essential part of both education and life.

Assessment of Outcome: Students will complete an analysis of the genre of contemporary literature that analyzes the relationship of wellness to spirituality.

Objective: By the end of the course students will understand the relationship of the search for meaning to wellness.

Outcome: In keeping with the mission of the college, students will be able to distinguish between alienation and meaning and their relationship to wellness in contemporary society.

Assessment of Outcome: Through a written final examination and through the term paper, students will demonstrate their understanding of these concepts.

Objective: By the end of the course, students will understand the changing relationship between science and religion in the post modern world.

Outcome: In keeping with the mission of the college, students will understand the ways in which science has adopted some of the functions of religion in contemporary culture and other ways in which spirituality is increasingly important in a demythologized society.

Assessment of Outcome: Students will demonstrate their understanding of these concepts in a term paper and final examination.

Course Schedule

January

- 21 Course introduction
Introduction to Religious Studies
Contemporary perceptions of wellness
The search for meaning and the role of experience in achieving wellness
Wellness in a postmodern world
- 28 Contemporary perceptions of wellness ctd.
The search for meaning in post 9/11 America
Film: "Faith and Doubt at Ground Zero"

February

- 4 Paul Tillich and the search for meaning
Viktor Frankl
Discussion: Man's Search for Meaning, entire book
Material culture and meaning
- 11 Material culture and meaning, continued
Discussion: War is a Force that Gives Us Meaning, entire book
First Paper Due
- 18 Experience and wellness
Film: "Psychology of Religious Experience"
Discussion: Black Elk Speaks, pp. 1-79 and 112-190
- 25 Experience and wellness
Film: "Ram Dass: Fierce Grace"
Wellness and death
Introduction to Carol Rogers, A Way of Being, chapters 1, 4, 9 and 10

March

- 4 Definitions of wellness in a demythologized universe
Language, reality and myth
Film: "The Power of Myth" (part 2)
Wellness and dreams
Discussion: selection from Breakfast at the Victory
- 11 **Spring Break**
- 18 Alternative paradigms: Islam and wellness
- 25 Alternative paradigms: Buddhism and wellness

April

- 1 Alternative paradigms: Native American traditions and wellness
Second Paper Due
- 8 Alternative paradigms: Ayur Vedic Medicine.
- 15 Alternative paradigms: Bhakti (Hindu devotion)
Field trip : Anoopam Mission, Coplay

April cont.

22 Alternative paradigms : secular neumen seekers – historical sites, re-enactors and the quest for an unremembered past. Cameron and Gatewood: “Excursions into the Unremembered Past.”

Discussion: models for wellness in twenty first century America

Term Paper Due – First Deadline

Take Home Final Examination Distributed

29 Student reports
Course conclusion

Term Paper Due – Second Deadline

May

3 **Final Examination Due (Curtis 239) by 4:00 p.m.**

Required Reading

Carl R. Rogers, *A Way of Being*, Houghton Mifflin, 1980.

Nicholas Black Elk, *Black Elk Speaks*, University of Nebraska Press, 2000.

Victor Frankel, *Man’s Search for Meaning*, Beacon Press, 2006.

Chris Hedges, *War is a Force that Gives Us Meaning*, Anchor Books, 2003.

Methods of Evaluation

Students will write two short papers and a term paper during the course.

The first short paper (3-5 pages) will examine the genre of texts in the popular market that are focused on wellness. Students may prepare either a survey of this literature, citing common themes and perspectives or may review the work of a single author or a single book. The paper is to be critical analysis of the genre or book.

The second short paper (3-5 pages) will present each student’s own plan for achieving wellness. Students should draw on models of experience and/or meaning in developing their individual plans.

The term paper will be an exploration of the concept of wellness in any religion or culture except your own. You may use any religious or cultural tradition in framing your paper exploring patterns of ritual, art, belief, or entire systems of healthcare such as Auyurvedic medicine or patterns of medicine and healthcare in Islamic countries or in China.

Students will also complete a take home final examination and present their research orally.

Finally, each student will complete a journal by the end of the course. Journal entries (2-3 per week) can focus on reactions to the readings, stereotypes of wellness in America, culture or thoughts related to the different forms of spirituality discussed during the course

Grades will be calculated on the following basis:

Class participation	5%
Final examination	25%
(2) Short papers	30%
Term paper	25%
Oral presentation of term paper research	5%
Journal	10%

NOTE: Students are required to save a copy on disc of take home exams and papers for the duration of the course.

Attendance

Unless excused for health or personal emergency, students are expected to be in class. Due to the accelerated nature of the course, students missing more than two classes without a valid excuse will lose half of a letter grade from their final course grade for each day absent.

Standards for the Academic Study of Religion

The academic study of religion is grounded in the assumption that the human experience of the sacred can be studied as an intellectual and societal phenomenon without bias. Accordingly, with the exception of theology, the major disciplines for the study of religion depend on the same objectivity that would be assumed in the humanities and social sciences.

In keeping with this perspective, the study of religion at Cedar Crest College depends on the ability of students to think critically and objectively about both the nature of religion and religious practices. Value judgments about any religion, or perspectives from a faith position are outside of this approach and properly belong in bible colleges and seminaries where a religious perspective is assumed. Any student having difficulty with this approach should contact the instructor at the earliest possible point in the course.

Draft of Papers

Partial drafts of any paper can be turned in at any time during the course. A “pencil” grade will be assigned. If no further revisions are completed, the pencil grade will be entered as a permanent grade once the complete paper is submitted. If revisions are done, the pencil grade will either remain the same or increase and cannot be lowered. There is no limit on the number of revisions that can be done during the semester. Any of the short papers can also be revised one additional time after they are graded if submitted on or before the last class.

THE HONOR CODE

Students are expected to abide by the principles of the college’s honor policy throughout the course. The Honor Code policy can be found in the Customs Book. Any violation will be dealt with according to college procedure.

PLAGIARISM

Plagiarism is “the appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one’s original work,” (The Random House College Dictionary, Revised Edition, New York: Random House, 1975, p. 1014). The Cedar Crest College Faculty Handbook (Book Four, Article B, Section 3, p. 14) further defines it:

Any language taken from another source, whether individual words or entire paragraphs, must be placed within quotation marks and attributed to the source, following the citation format specified by the instructor. Paraphrased material from an outside source must also be attributed. In addition, if the student is indebted to another source for a specific perspective or a line of argument—regardless of whether the student has directly quoted the source or not—that debt must be acknowledged.

In consideration of these ideas, all Religious Studies courses will treat plagiarism in the following ways. Inadvertent plagiarism, the occasional failure to include a citation or the occasional use of a phrase from another source or the omission of a reference, represents sloppy scholarship and is subject to the loss of points on the paper or examination on which it occurs. However, the importation of either complete sentences or paragraphs from an external source and integrating them within the body of a paper constitutes plagiarism and will result in a failing grade being given for the entire course.

Academic papers or projects submitted for another college course cannot be re-submitted for any Religious Studies course without the permission of both instructors. Dual submission of papers is a violation of academic policy and will result in a failure for the course.

INTERNET SOURCES

Internet sources on all academic papers must be used with discretion since they represent a surface level of research and are often not subjected to peer review prior to publication. Research papers must include at least ten sources and no more than four internet citations with the exception of on line journals and academic papers available on educational (.edu) sites. Encyclopedias (including Wikipedia) cannot be cited as resources in research papers.

GRADE REQUIREMENTS FOR PAPERS

An “A” paper must have:

- Excellence in the creative and critical presentation of an argument relevant to the assignment.
- A clearly identified thesis or central idea.
- A structure that connects the ideas in the paper with the thesis.
- A complete bibliography or “works cited” page(s) in appropriate format.
- Clearly articulated relevance and significance of the subject matter.

- The paper must be grammatically correct and relatively free from errors in grammar, syntax or spelling. It must also contain appropriate references in the text and follow an accepted style system.

A “B” paper must have:

- A clearly identified thesis or central idea.
- A structure that relates to the thesis but may lack some connections.
- A bibliography or “works cited” page(s) that is relatively free from error.
- Appropriate connections with the assignment.
- The paper must be relatively free from errors in grammar, syntax or spelling. It must also contain appropriate references in the text and follow an accepted style system.

A “C” paper is identified by:

- A poorly constructed central idea and the absence of a thesis.
- Poor structure.
- Incomplete bibliography, “works cited” and references in the text.
- Appropriate connections with the assignment.
- Errors in grammar, syntax or spelling.

A “D” paper is identified by:

- No central idea.
- Little or no structure.
- Incomplete or missing bibliography, “works cited” and references in the text.
- Abundant errors in grammar, syntax or spelling.
- Unclear or confused relationship to the assignment.

A failing paper is identified by:

- No central idea or structure.
- Failure to include bibliography “works cited” or references in the text.
- Abundant errors in grammar, syntax or spelling.
- Lack of relationship to the assignment.