



## REL 3185 RVC 96417, Syllabus, Canvas

### Healers and Mediums

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#### General Information

#### Professor Information



photo by Jean-Michele

Instructor: Mary Lou Pfeiffer  
Office: OE 165  
DM 233, The Honors College  
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Email: Please use Canvas course email or if necessary, [Pfeiffer@fiu.edu](mailto:Pfeiffer@fiu.edu)

#### Course Description And Purpose

This online course investigates healing outside the norm of the USA through mediumship, channeling, PSI (paranormal psychological phenomena), shamans, animals and plants and offers a unique experience through alternative global practices that are studied through the use of texts, electronic readings, video streaming, artwork and resources information. In addition, the skeptic viewpoint that questions the validity of such healing and PSI experiences is included. An overview of accepted global alternatives in health and religious practices of categories that were considered taboo in Western medicine for many years, are currently being investigated and implemented by institutions of higher learning, universities and research laboratories in the US and world-wide. "Healers and Mediums" (through religious and cultural practices) treat diseases, maladies, and physical-emotional-spiritual problems encountered by human beings. Many treatments have been used for hundreds or thousands of years, and lie outside the normative practice of Western science, technology and medical practices.

#### Course Objectives

The course exposes the students to an overview of healing types from some global religious practices and rituals that usually occur outside the mainstream medical normative standards in the US and Europe. The epistemology takes form through the use of textbooks, media viewing, live discussion exercises, explanations and exams.

## Global Learning Initiatives (GLI)

### Course Objectives

This course complies with the global learning initiatives (noted as GLI in the course calendar) at FIU: **Global Learning Outcomes: Global Awareness-** Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic and other values) in diverse cultural contexts, presented through the use of texts and global cultural systems (historically) that exist to healing humanity. **Global Perspective-** Students will be able to analyze the multiple global forces that shape their understanding of a deeper and broader sense of healing on Earth-economically, politically, sociologically, technologically and/or, and inter-culturally. **Global Engagement-** Students will be able to develop solutions to local, global, international, and/or intercultural problems and be able to articulate the causes and contributions to these problems through the paradigm of aesthetics, values and authority. Appropriate assignments are designated GLI on the course schedule for assignments and assessments. In the GLI, the diversity of students may be displayed to demonstrate the variety of global learning. Students will participate in a pre-course survey at the onset of the class followed by a post-course solution survey.

Upon successful completion of this course for the GLI and routine course objectives through readings, media presentations, active learning and exam exercises, the student should:

- 1) Define the terms “healers” and “mediums,” and describe alternative methods used by healers, mediums and shamans globally, using the glossary provided for this course that includes ethnobotany, animals as healers.
- 2) Distinguish global perspectives that have and continue to shape the trends and systems of diverse cultures in healing methodology (like shamanism, reincarnation or past-life regression) from the past and through current concepts.
- 3) Recognize patterns of evolutionary change from rituals and practices that may reshape the future while preserving the traditions of aesthetics and cultural values of the past that include animals in hunting societies and for healing purposes.
- 4) Demonstrate knowledge of the cultural and cross-cultural dynamics involved in these alternative methods of healing.
- 5) Define paranormal psychophysical phenomena called PSI
- 6) Define skepticism and the terminology/glossary terms that accompany the skeptic viewpoints in terms of PSI.
- 7) Gain an appreciation and explain in definitive terms the diversity of life on Earth as well as an acceptance of various ways used to heal the maladies of the body from global viewpoints using plants (ethnobotany) and animals in healing; some of these methods lay outside the current medical practices in the USA and Europe where pharmacology is developed.

- 8) Fulfill research requirements (PPT, media or paper presentation) that involve active contact with global forms of healing as methodologies

Relate the objectives for problem solving from healing methodologies demonstrated in the “pre-course survey” at the onset of the course, and “post” survey after the course is completed.

## Course Overview

The texts include a first-hand account of healing and paranormal phenomena written by Miamian Philip Smith, *Walking Through Walls, A Memoir*. Shamans, possibly the oldest of known healers on Earth in religious and cultural communities, and many of their practices are presented in Piers Vitebsky's *Shamanism* and another memoir, *Of Water and the Spirit: Ritual, Magic, and Initiation in the Life of an African Shaman* by Malidoma Patrice Somé is a first-hand memoir of an African shaman. Excerpts from *The Believing Brain* by Michael Shermer and information from James Randi present the skeptic viewpoint. *Life Before Life* by renowned physician Jim B. Tucker, MD explores reincarnation. Please note: none of the texts used in the course are novels. All are non-fiction works.

DVD's (videos), electronic readings and PPT's with excerpts about 'animals as healers enhance the course. These are coupled with nature/Earth-based religions that use alternative healing methodologies. Some ethnobotany and American tribal peoples use of plants are examined along with the ancient Chinese practice of acupuncture and acupressure, and there is a section on Spiritualism in the United States (US).

## Professor Biography

Prof. Mary Lou Pfeiffer:

- Holds advanced degrees: LL.M in Intercultural Human Rights from St. Thomas University School of Law and MA in Religious Studies from Florida International University
- Faculty Fellow, Full-time Senior Instructor in The Honors College at FIU
- Her undergraduate degrees include religious studies, biology (minor-geology) and allied health breast care
- Owns and operates an art glass studio specializing in stained/etched glass, stone and wood sculpting
- Studied architectural glass in Germany with renowned glass artists and sculpting with Elliot Miller
- Her specialty areas include human rights law (rights of women, the child, internally displaced persons/refugees, and global indigenous peoples) and North American Indian cultures
- Attended the UN Sub-Commission on Human Rights for Indigenous Working Peoples in Geneva, Switzerland for several years
- Her research areas encompass human rights, indigenous sacred sites, the Miami Circle and the Tequesta village in Miami, earth ethics, and studies involving breast cancer and asbestosis
- Completing a project of her uncle's original "V" mail letters from WWII, and two current manuscripts - the Miami Circle, and a work from her life as the wife of a Naval fighter pilot who participated in a "seagull society" during the Vietnam years
- Served as Past President of the Women's Studies Board, participates in the Pre-Professional Advisement and Evaluation Committee (PPAEC) and is a member of the Vice Provost Council and the Executive Board at Biscayne Bay Campus

- Is a recipient of the Alumni Torch Award at FIU, the Bronze Torch Society and has received two Outstanding Service Awards from Religious Studies
- Has two sons- avid surfers, one is a Miami-Dade Country paramedic firefighter and the other a chef and café owner on the island of Oahu in Hawai'i, and 5 grandchildren
- Her "other" family includes 2 dogs, a cat, an Umbrella cockatoo and an aviary of finches;
- Her home on a lake is a designated National Wildlife Habitat

## Important Information

### Policies

Please review the [policies page](#) as it contains essential information regarding guidelines relevant to all courses at FIU and additional information on the standards for acceptable netiquette important for online courses.

### Technical Requirements & Skills

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" page to find out more information on this subject.

Please visit our [technical requirements page](#) for additional information.

### Accessibility And Accommodation

Obtain more detailed information about the [specific limitations with the technologies](#) used in this course. For additional assistance please contact our [Disability Resource Center](#).

### Course Prerequisites

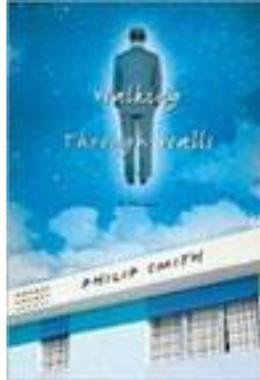
The course does not have any prerequisites.

### Proctored Exam Policy

**Please note that the information contained in this section applies only if your course requires a proctored exam.**

Through a careful examination of this syllabus, it is the student's responsibility to determine whether this online course requires proctored exams. Please visit our [Student Proctored Exam Instructions](#) webpage for important information concerning proctored exams, proctoring centers, and important forms.

### Textbook



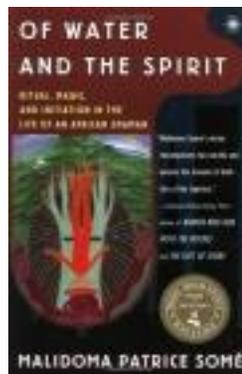
**Walking Through Walls: A Memoir (Required)**

Philip Smith

Atria; First Edition edition (2008)

1416542949

9781416542940



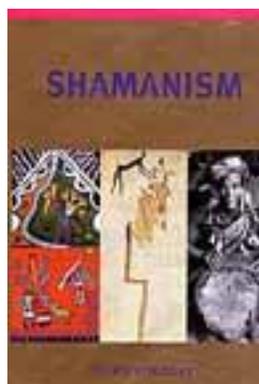
**Of Water and the Spirit: Ritual, Magic and Initiation in the Life of an African Shaman (Required)**

Malidoma Patrice Some

Penguin Books, 1994

ISBN 10: 0140194967

ISBN 13: 978-0140194968



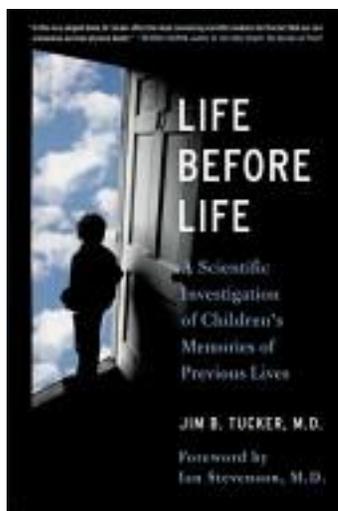
**Shamanism (Required)**

Piers Vitebsky

University of Oklahoma Press, 2001

0806133287

9780806133287



### **Life Before Life**

Jim B. Tucker, M.D.

St. Martin's Griffin, 04/01/2008

ISBN-10: 031237674X

ISBN-13: 9780312376741

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).

Additional Notes

## **Expectations Of This Course**

This is an online course, meaning that the course work will be conducted online. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

**Electronic information:** DVD's. PDF's. PPT's and glossaries are listed in the weekly syllabus below and noted in each week of the course. These complement the required readings and topics for each section: 1) Introduction, 2) PSI and Healing Through Mediums, 3) Shamans, 4) Skeptics

### **Students are expected to:**

- **Review the how to get started information** located in the course content
- **Introduce yourself to the class** during the first week by posting a self-introduction video
- **Take the practice quiz** to ensure that your computer is compatible with Canvas
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar
- **Return** an electronically signed form in Week 1 that you have reviewed the requirements for the course, the syllabus, and course schedule and your computer is compatibility for submitting material online. All course assignments and assessments must be submitted through the course itself to receive credit for completion.
- **Participate in the pre-course survey** and the post solutions at the close of the course for those who wish to use the course as part of their global learning initiative.
- **Review the 24-our clock that is used in this course**, rather than the AM/PM, 12-hour time listing. Required work: discussions-quizzes-exams-assignments are due at 23:59, that is prior to midnight unless otherwise stated.

# Academic Honesty And Plagiarism FIU Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellence in teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct that demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

## Academic misconduct includes:

**Cheating** – The unauthorized use of books, notes, aids, electronic sources, or assistance from another person with respect to examinations, course assignments, field service reports, class recitations or other work; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Cheating violates both University and College codes.

**Plagiarism** – The use and appropriation of another’s work without any indication of the source, and the re-presentation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including Internet sources, commits plagiarism. Plagiarism violates both University and College codes.

**Unacceptable behavior** – Students will be disciplined accordingly if they show repeated or egregious disrespect for classmates or instructors or are disruptive.

## Course Detail

### Course Communication

Communication in this course will take place via course email. An early warning system exists that will send a message directly to you if you miss an assignment, assessment or discussion; a zero is assigned for the missed work. No make-ups will be accepted unless discussed in advance of the due date and verified by the professor.

The message feature is a private, **internal** communication system. Users must log on to the Canvas system to send/receive/read messages. It is recommended that students check their messages routinely to ensure up-to-date communication. This is the best method to communicate with your instructor privately.

### Discussion Forums

There are 8 discussions posted for grading and two live chats. Each student will post her/his comments for the topic listed and then respond to at least three other students' postings. Discussions and chats are graded according to content (see the Discussion Rubric) of the original post and responses on a 10-point scale; 10 points are awarded for the discussion and responses;

deductions are awarded according to the quality of the posted information responses. [Review the Discussion Rubric]

Keep in mind that forum discussions are public, and care should be taken when determining what to post.

Students are also required to know the expectations or "netiquette" that pertains to the discussion board. Students who abuse this forum by making harassing, inappropriate or abusive statements will be removed and receive a zero (0). Remember, your participation is key to connecting with other students. Further, often it is the deciding factor between receiving a higher or lower grade at the end of the term.

**Discussion Rubric:**

<b>Points Earned / Criteria</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>
<b>Promptness and Initiative</b>	Responds with civility in a timely manner that is consistent with the required deadlines for each topic; reads all others postings and replies accordingly to others postings; demonstrates initiative	Responds to discussion often later than the required date; reads at least half of the postings and responds to less than the required replies	Responds to postings several days after due date; limited reading of others postings; limited replies	Occasional responses to topics; very limited reading of others postings; few replies	D to ra in pe re
<b>Correctness of Post</b>	Excellent grammar use with few misspelled words	Few errors in grammar; occasional misspelled words	Some errors in grammar and spelling	Many grammar and spelling errors	P ar
<b>Relevance of Post</b>	Consistent with topic presentation; adds references not found in the course	Frequent posts related to discussion topic; some posts are not relevant	Occasionally posts are "off" topic	Most posts do not relate to topic; minimal expression of ideas	L ex to in re
<b>Expression in the Post</b>	Expresses opinions and ideas clearly and in a concise manner	Opinions are stated sometimes with lack of topic expression	Unclear connection to topic with minimal expression	Does not express ideas with clarity	N to
<b>Contribution to the Learning Community</b>	Motivates the group discussion and demonstrates awareness of the community needs	Frequent attempts to present viewpoints and some community awareness	Occasionally posts a meaningful reflection	Appears indifferent to communal needs; does not develop ideas for the community	M to le co

Discussion Rubric is based on the California State University at Hayward: Assessing Effectiveness of Student Participation in Online Discussions and altered accordingly to fit this course.

## Quizzes

**Each quiz is open for a 4-day period, (one attempt) from 08:00 of the first day until 23:59 on the 4th day.** (US Eastern Standard Time or Daylight Savings Time). Each student has one attempt at each quiz. Once you open the quiz, you will have the allotted time to save each response and submit all your answers. (Remember not to touch the computer Back button; follow the directions listed in Canvas. Please study all the relevant course material for each week. You will need to complete the quizzes and exams by yourself. Any interaction of any form with others will constitute cheating, and may have serious repercussions. Quizzes are designed with multiple-choice, matching and true/false items.

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#)

## Exams

Exams are intended to assess your comprehension, retention, and knowledge of the materials covered in electronic postings, videos and required texts. **The midterm exam is open for a 5-day period, (one attempt) from 08:00 of the first day until 23:59 on the 5th day. The midterm follows the same format at the quizzes: multiple-choice, matching, true/false, with one short essay question.**

## Make-up Policy

**No make-up assignments, quizzes or exams are accepted.** All assigned material and due dates are indicated in the syllabus and a zero (0) grade will be assessed for any late or missed coursework. If some unforeseen emergency arises that prevents you from taking an exam or handing in an assignment, documentation must be provided (i.e., a summons for jury duty, letter on Physicians letterhead stating explicitly why student could not hand in assignment/take exam. This documentation will be verified by contacting the appropriate individuals. Once verified, a decision to proceed will be made by the Professor.

## Essays/ Critical Book Review

All essays and/or critical book reviews are written in academic style (3rd person) unless otherwise stated and must contain proper referencing for quotations or concepts from any author or resource. **Double-line space your essays; you may include a title page (not required), date, course and your name; properly list all references, even in the case of a personal reflection essay.** The first essay will be returned to you with tracked changes for your information that allows a dialogue between us to occur, and offers to each an example of what I expect in written work. There are information sheets posted in the course content for "Academic Papers/Essay Recommendations," "Critical Book Reviews" and a "Grading Rubric." For the critical book review, the book list is posted under the Assignment Dropbox, Critical Book Review Part A. Again, as a reminder, no late work past the due date and time will be accepted!

Levels of Achievement / Criteria	Developing (12 points)	Satisfactory (15 points)	Commendable (18 points)	Distinguishing (20 points)
<b>Thesis/topic development</b>	Demonstrates lack of mastery in developing original ideas and inappropriate analysis of the topic with little clarity or relevance	Infrequently demonstrates a lack of mastery in developing original ideas and appropriate analysis of the topic; lacks some clarity and relevance	Demonstrates mastery in developing original ideas and appropriate analysis with some clarity and relevance	Consistently demonstrates mastery in developing original ideas and appropriate analysis with clarity and relevance
<b>Organization</b>	Demonstrates lack of logic in the arrangement of thoughts and ideas without well-developed paragraphs	Sometimes demonstrates a lack of logic in the arrangement of thoughts and ideas in disorganized paragraphs	Often demonstrates logic in the arrangement of thoughts and ideas with fairly well-developed paragraphs	Consistently demonstrates logic in the arrangement of thoughts and ideas with well-developed paragraphs
<b>Language Mechanics</b>	Demonstrates lack of proper usage, spelling, punctuation, pronoun-modifier match, noun/verb agreement	Demonstrates lack of proper usage, spelling, punctuation, pronoun-modifier match, noun/verb agreement	Demonstrates mastery of proper usage, spelling, punctuation, pronoun-modifier match, noun-verb agreement with few errors	Consistently demonstrates mastery of proper usage, spelling, punctuation, pronoun-modifier match, noun-verb agreement
<b>Writing Style</b>	Consistently lacks proper sentence structure; uses clichés, slang terms, or offensive language	Uses inappropriate sentence structure; some clichés, slang terms	Uses improper sentence structure with some clichés, slang terms	Consistently uses proper sentence structure; avoids clichés, slang terms
<b>Citations/References</b>	Lacks documentation of referencing material in the required format	Occasionally presents valid documentation of referencing material, sometimes without the required format	Presents valid documentation of referencing material in required format, but occasionally may not list every resource	Consistently presents valid documentation of all referencing material in the required format

## Adobe Connect Pro Meeting

Adobe Connect is an online meeting room where you can interact with your professor and fellow students by sharing screens, sharing files, chatting, broadcasting live audio, and taking part in other interactive online activities. We will be utilizing this tool to conduct live chats.

### Requirements for using Adobe Connect:

- Disable any window pop-up blocker.
- [Adobe Flash Player](#) is required to successfully run your Adobe Connect meeting. You can [test your computer](#) to make sure your computer and network connections are properly configured to provide you with the best possible Adobe Connect meeting experience.

- Use of a combination [headset and microphone](#) with USB connection is recommended to ensure quality sound and reduce technical difficulties.

Reference [Adobe Connect \(Tutorials & Help\)](#) to learn about the tool, how to access your meeting rooms and recordings.

## Grading

**Please Note That There Are Discussions, Assignments And Assessments Due During The Same Week, Same Date And Time. A brief of assigned work is attached at the end of the Course Calendar. All Assignments and assessments are due as listed.**

Course Requirements	# Of Items	Weight
Written Essay assignment - #1 (Critical review of PSI website, 250-word minimum); GLI	1	10%
Written Essay Assignments #2- #5 (300 word minimum); GLI	4	15%
Graded Discussions (6), Live chats (2) GLI	8	10%
Quizzes; GLI	4	10%
Timed Midterm Exam; GLI	1	25%
Final Essay Critical Book Review in 2 parts: Part A- abstract- 200 words, essay outline, bibliography 10%; Part B- Review, 1,000 words 20%; (Part A must be completed before Part B is submitted; GLI	1	30%
<b>Total</b>		<b>100%</b>

Letter Grade	Range	Letter Grade	Range	Letter Grade	Range
A	93 and above	B-	80 - 83	F	<60
A-	90 - 92	C+	77 - 79		
B+	87 - 89	C	76 - 70		
B	84 - 86	D	69-60		

## Course Calendar

### Module Weekly Schedule

#### Introduction to the Course

View “Welcome” video; read and study “Avoiding Errors PPT,” “How to Get Started...” read the “Critical Thinking” PPT, “Writing a Critical Review,” “Academic Essay/Paper Guidelines and Recommendations,” examine the 24-hour clock and read the rubrics for discussions and grading. All are located in the Course Weekly modules

#### Module 1

**Introduction, Course information listed above, PSI, New Age Concepts, Healing and Mediumship**

#### Reading and Viewing

**Week 1**  
*Aug 21- Aug 27*

- View “Welcome” video
- Read and study “Avoiding Errors PPT”
- “How to Get Started”
- The “Critical Thinking” PPT

## Module 1

### Introduction, Course information listed above, PSI, New Age Concepts, Healing and Mediumship

- “Writing a Critical Review”
- “Academic Essay/Paper Guidelines and Recommendations”
- Examine the 24-hour clock
- Read the rubrics for discussions, wikis and grading of assigned work
- Review video information for posting your student bio

*All week 1 information is located in the Course weekly modules: “Introduction” is relevant for Quiz #1. It is important that you read and study this information*

#### Assignment

- **Bio:** Introduce yourself video **due Aug 27 at 23:59**
- Return the signed agreement that you have read the course content and examined the course folders carefully **due Aug 27 at 23:59**
- Take the pre-course survey to establish the course as your GLI requirement **due Aug at 23:59; (GLI)**

#### Course Objectives:

- Define the terms “healers,” “mediums,” PSI
- Describe alternative methods used by healers, mediums and shamans globally, using the glossary provided for this course that includes New Age terms, ethnobotany, animals as healers;
- Examine and understand PSI terms like mediums, channelers, reincarnation, near death experience (NDE).

#### Reading and Viewing

**Week 2**  
*Aug 28 – Sept 3*

- Healing and Mediums Introduction, PPT, electronic/digital readings
- New Age Concepts and glossary
- PSI PPT, Websites listing for Assignment #1
- Electronic reading “The Banishment of Death”

#### Assignment

- **Essay #1 Critical Review (250 words):** of the PSI Website you selected from the list posted Week 2, **Due Sept 3 at 23:59 GLI**

#### Assessment

- **Quiz #1:** covers “Introduction” in week 1, multiple choice, true/false, matching, **opens Aug 31 at 08:00, closes Sept 3 at 23:59; GLI**

**Week 3**  
*Sept 4 - Sept 10*  
*(Labors Day Holiday*  
*Sept 10, University*  
*Closed)*

#### Course Objectives

- Define the terms “healers,” “mediums,” PSI
- Describe alternative methods used by healers, mediums and shamans globally, using the glossary provided;

## Module 1

### Introduction, Course information listed above, PSI, New Age Concepts, Healing and Mediumship

- Recognize the definition of a channeler and a medium;
- Demonstrate knowledge of the cultural and cross-cultural dynamics involved in alternative methods of healing the use elements of PSI, channelers and mediums

#### Reading and Viewing

- View the information from the ARE (Association of Research and Enlightenment- Edgar Cayce) [www.edgarcayce.org/](http://www.edgarcayce.org/)
- “Leichtman/Cayce Mediumistic Interviews” - PDF
- Continue to read and study the information from Week 2: PSI and New Age Concepts, a short summary from *Best Evidence* by Michael Schmicker

#### Assignment

- **Discussion #1:** Post a PSI experience you have had, or perhaps if you have not had a PSI experience, post one you have heard about from a family member or friend; **initial posting due Sept 7 at 23:59; respond to at least 3 others' posts by Sunday, Sept 10 at 23:59; GLI**

#### Assessment

- **Quiz #2:** covers information from the PSI and New Age Concepts glossaries, matching, **opens Sept 7 at 08:00, closes Sept 10 at 23:59; GLI**

## Module 2

### Skeptics, Skepticism

#### Course Objectives

- Define skepticism and the terms that accompany the skeptic viewpoints regarding alternative healing in terms of PSI. **GLI**

#### Reading and Viewing

**Week 4**  
*Sept 11 –*  
*Sept 17*

- Skeptics PPT;
- Short summary of Michael Shermer’s *The Believing Brain*;
- Michael Shermer, “The Baloney Detection Kit” 14 minutes <https://www.youtube.com/watch?v=aNSHZG9bIQQ>
- James Randi “Randi the Great” debunker of psychic healing <http://www.randi.org/site/index.php/about-james-randi.html>

#### Assignments

- **Essay #2:** Select a PSI term to research that includes two resources; write an essay of 300 or more words, (see Academic Essay/Paper Guidelines); include a bibliography **Due Sunday, Sept 18 at 23:59 GLI**

## Module 2 Skeptics, Skepticism

- **Discussion #2**, PSI v skepticism, which one appears to be the more valid? **initial post due Sept 15 at 23:55; respond to at least 3 others posts by Sept 18 at 23:59 GLI**
- **Live chat #1**: PSI, true or not; information posted in the course drop down menu, **Adobe Connect, Thursday, Sept 15 from 20:00-21:00 GLI**

## Module 3 Healing Energies, Spiritualism, Ethnobotany, Animals in Healing

### Course Objectives:

- Recognize shamans exist within a specific community and shamanism is not, per se, what we consider a denomination within or a religion by western concepts even though many consider shamanism to be a set of beliefs;
- Describe alternative methods used by healers, mediums and shamans globally, using the glossary provided for this course that includes ethnobotany, animals as healers;
- Distinguish the global perspectives that have shaped the trends and systems of diverse cultures in healing methods (like shamanism and reincarnation or past-life regression) from the past and through current concepts;
- Recognize patterns of evolutionary change from rituals and practices that may reshape the future while preserving the traditions of aesthetics and cultural values of the past that include animals in hunting societies and plants for healing purpose;
- Demonstrate knowledge of the cultural and cross-cultural dynamics involved in alternative methods of healing;
- Apply diversity for the multitudes of life on Earth through healing from societies outside the western civilizations;
- Explain in definitive terms various ways used to heal the maladies of the body from a global viewpoint using spirits, plants, animals, spiritual, psychic and non-traditional forms of healing;
- Compare/contrast healing methods from Asia, the Middle East, Africa, South America

**Week 5**  
*Sept 18*  
*- Sept*  
*24*

### Reading and Viewing

- Begin Walking Through Walls, A Memoir by Philip Smith;
- view DVD (4 Parts) on Spiritualism in the US
- Islamic healing is on the rise in Southeast Asia  
<http://www.deseretnews.com/article/print/700182443/Islamic-healing-is-on-the-rise-in-Southeast-Asia.html>

### Assignment

- **Essay #3**: “Is skepticism the ‘only’ valid belief system?” Use the discussion from last week. This is an opinion essay; you may agree or disagree, but include bibliography; **due Sunday, Sept 24 at 23:59; GLI**

### Assessment

- **Quiz #3**: PSI and skeptics; matching, true/false/multiple choice; **opens Sept 21**

**Module 3**  
**Healing Energies, Spiritualism, Ethnobotany, Animals in Healing**  
**at 08:00, closes Sept 24 at 23:59; GLI**

**Course Objectives (GLI):**

- Describe alternative methods used by healers, mediums and shamans globally, using the glossary provided for this course that includes ethnobotany, animals as healers;
- Distinguish the global perspectives that have shaped the trends and systems of diverse cultures in healing methods (like shamanism and reincarnation or past-life regression) from the past and through current concepts;
- Recognize patterns of evolutionary change from rituals and practices that may reshape the future while preserving the traditions of aesthetics and cultural values of the past that include animals in hunting societies and plants for healing purpose;
- Demonstrate knowledge of the cultural and cross-cultural dynamics involved in alternative methods of healing;
- Apply diversity for the multitudes of life on Earth through healing from societies outside the western civilizations;
- Explain in definitive terms various ways used to heal the maladies of the body from a global viewpoint using spirits, plants, animals, spiritual, psychic and non-traditional forms of healing;
- Compare and contrast healing methods from areas like Asia, the Middle East, Africa, and South America;

**Week 6**  
*Sept 25*  
*- Oct 1*

**Reading and Viewing**

- Complete Smith's book, View/read about Smith  
<http://www.smithmag.net/memoirville/2009/07/22/interview-philip-smith-author-of-walking-through-walls/>;
- View: Bill Moyers, The Mystery of Chi;
- View: John Vervaeke, Chi Explained Without Magic

**Assignment**

- **Discussion #3:** "Healing energies- chi, yoga, martial arts, chanting, meditation. Are these valid for health and healing? Respond with a positive or negative, and defend your selection; **initial post by Sept 28 at 23:59; respond to others by Oct 1 at 23:59; GLI**

**Course Objectives**

- Describe alternative methods used by healers, mediums and shamans globally, using the glossary provided for this course that includes ethnobotany, animals as healers;
- Distinguish the global perspectives that have shaped the trends and systems of diverse cultures in healing methods (like shamanism and reincarnation or past-life regression) from the past and through current concepts;
- Recognize patterns of evolutionary change from rituals and practices that may reshape the future while preserving the traditions of aesthetics and cultural values of the past that include animals in hunting societies and plants for healing purpose;
- Demonstrate knowledge of the cultural and cross-cultural dynamics involved in alternative methods of healing;

**Week 7**  
*Oct 2 -*  
*Oct 8*

### Module 3

#### Healing Energies, Spiritualism, Ethnobotany, Animals in Healing

- Apply diversity for the multitudes of life on Earth through healing from societies outside the western civilizations;
- Explain in definitive terms various ways used to heal the maladies of the body from a global viewpoint using spirits, plants, animals, spiritual, psychic and non-traditional forms of healing. **GLI**

#### Reading and Viewing

- Continue and complete Smith's memoir, Moyers "Mystery of Chi,"
- PPT Healing Plants: Ethnobotany: excerpts from Alice Micco Snow/ Emma Stans from *Seminole Healing Plants*;
- Animals as healers - electronic readings from course content electronic/digital folder

#### Assignment

- **Live chat #2 Online: Wednesday, Oct 4, 21:00-22:00**
- **Discussion #4: "Animals as healers and their use in healing" initial post due Thursday Oct 5 at 23:59; respond to others' posted by Sunday, Oct 8 at 23:59; GLI**

#### Course Objectives:

- Describe alternative methods used by healers, mediums and shamans globally, using the glossary provided for this course that includes ethnobotany, animals as healers;
- Distinguish the global perspectives that have shaped the trends and systems of diverse cultures in healing methods (like shamanism and reincarnation or past-life regression) from the past and through current concepts;
- Recognize patterns of evolutionary change from rituals and practices that may reshape the future while preserving the traditions of aesthetics and cultural values of the past that include animals in hunting societies and plants for healing purpose;
- Demonstrate knowledge of the cultural and cross-cultural dynamics involved in alternative methods of healing;
- Apply diversity for the multitudes of life on Earth through healing from societies outside the western civilizations;
- Explain in definitive terms various ways used to heal the maladies of the body from a global viewpoint using spirits, plants, animals, spiritual, psychic and non-traditional forms of healing;
- Compare and contrast healing methods from areas like Asia, the Middle East, Africa, and South America; **GLI**

**Week 8**  
Oct 9 -  
Oct 15

#### Reading and Viewing

- Complete Smith's memoir,

#### Assignment

- **Essay #4:** discuss Philip Smith's dilemma regarding his father's healing practices, 300-word minimum, use page numbers from Smith's book to replace footnotes or endnotes, list the book as a bibliography and any outside resources you might access **Due Oct 15**

**Module 3**  
**Healing Energies, Spiritualism, Ethnobotany, Animals in Healing**  
at 23:59; GLI

**Module 4**  
**Shamans, Shamanism**

**Course Objectives:**

- Demonstrate cross-cultural dynamics that have shaped the trends and systems of diverse cultures in healing methods from the past and through current concepts;
- Recognize patterns of evolutionary change from rituals and practices that may reshape the future while preserving the traditions of aesthetics and cultural values of the past; global forms of healing as methodologies;
- Apply diversity for the multitudes of life on Earth through healing from societies outside the western civilizations;
- Compare and contract healing methods from areas like Asia, the Middle East, Africa, and South America **GLI**

**Reading and Viewing**

**Week 9**  
*Oct 16 - Oct*  
*22*

- Begin Piers Vitebsky's Shamanism;
- Review "Encyclopedia of Shamanism" electronic/digital folder posting

**Assignment**

- **Essay #5:** Ethnobotany select a plant from the list provided that is used in healing and describe its uses; locate 2 resources to verify your findings; write a short essay about the plant you have selected and include an image of it; **due Oct 23 at 23:59 GLI**

**Assessment**

- **Quiz #4** Plants and animals in healing; matching, true/false/multiple choice; **opens Thursday, Oct 19 at 08:00, closes Sunday, Oct 22 at 23:59 GLI**

**Course Objectives:**

**Week 10**  
*Oct 23- Oct 29*

- Demonstrate cross-cultural dynamics that have shaped the trends and systems of diverse cultures in healing methods from the past and through current concepts;
- Recognize patterns of evolutionary change from rituals and practices that may reshape the future while preserving the traditions of aesthetics and cultural values of the past; global forms of healing as methodologies;
- Apply diversity for the multitudes of life on Earth through healing from societies outside the western civilizations;
- Compare and contract healing methods from areas like Asia, the Middle East, Africa, and South America; **GLI**

## Module 4 Shamans, Shamanism

### Reading and Viewing

- Complete Vitebsky's, Shamanism (be certain to carefully examine the images from Vitebsky's book;
- "Encyclopedia of Shamanism" electronic posting;
- View Fire on the Mountain;
- Read [http://www.huffingtonpost.com/2014/07/23/waska-tatay\\_n\\_5611515.html](http://www.huffingtonpost.com/2014/07/23/waska-tatay_n_5611515.html)
- Prepare for midterm exam next week

### Course Objectives:

- Demonstrate cross-cultural dynamics that have shaped the trends and systems of diverse cultures in healing methods from the past and through current concepts;
- Recognize patterns of evolutionary change from rituals and practices that may reshape the future while preserving the traditions of aesthetics and cultural values of the past; global forms of healing as methodologies

### Reading and Viewing

- Read Somé's Of Water and the Spirit... pp 1-148

### Week 11 Assignment *Oct 30- Nov 5*

- **Discussion #5**, "shamans as community healers and their world view" **initial post Nov 2 at 23:59; respond to others' posts by Sunday, Nov 5 at 23:59; GLI**

### Assessment

- **Midterm Exam** covers Modules 1-4 (matching, true/false/multiple choice, **opens Nov 1 at 08:00, closes Sunday Nov 6 at 23:59; GLI**

### Course Objectives:

### Week 12 *Nov 6 - Nov 12 (Veteran's Day Nov 12)*

- Distinguish the global perspectives that have shaped the trends and systems of diverse cultures in healing methods (like shamanism);
- Recognize shamans exist within a specific community and shamanism is not, per se, what we consider a denomination within or a religion by western concepts even though many consider shamanism to be a set of beliefs.

### Reading and Viewing

- Complete Somé's Of Water and the Spirit...pp 149-311

## Module 4 Shamans, Shamanism

### Assignment

- **Discussion #6** Somé's experiences: from his capture, education, return to find his village and initiation ritual; **initial post due Thursday, Nov 9 at 23:59; respond to others' posts, Sunday Nov 12 at 23:59; GLI**

### Course Objectives:

- Demonstrate cross-cultural dynamics regarding beliefs in reincarnation past-life regression in healing;
- Distinguish the global perspectives that have shaped the trends and systems of diverse cultures in healing methods from the past and through current concepts;
- Recognize patterns of evolutionary change from rituals and practices that may reshape the future while preserving the traditions of aesthetics and cultural values of the past; global forms of **healing as methodologies**

### Reading and Viewing

**Week 13**  
*Nov 13 - Nov 19*

- Prepare for final course Assignment Part A and Part B on Tucker's book
- Read Tucker's *Life Before Life*

### Assignment

- **Discussion #7** Are the experiences of the children as written in Tucker's book believable? Remember, Jim B. Tucker in and MD and child psychiatrist at U Va. This is an opinion discussion initial post due, **Nov 16 at 23:59; respond to others' posts, Nov 19 at 23:59; GLI**

## Module 5 Reincarnation, Past Life Regression

### Course Objectives:

- Fulfill research requirements (PPT, media or paper presentation) that involve active contact with a global form of a healing methodology GLI

**Week 14**  
*Nov 20 - Nov 26*  
*Thanksgiving Holiday*  
*Nov 23-26*

### Reading and Viewing

- Read Jim B. Tucker's *Life Before Life*;
- Final course Assignment Part A and B
- **Critical Book Review, Part A:** abstract (200 words) outline, bibliography, use Tucker's book *Life Before Life*, (you may use personal experiences in addition to the book, **due Nov 26 at 23:59; GLI**

**Week 15**  
*Nov 27- Dec 3*

### Course Objectives:

- Fulfill research requirements (PPT, media or paper presentation) involving

**Module 5**  
**Reincarnation, Past Life Regression**

active contact with a global form of a healing methodology

**Reading and Viewing**

- Complete Read Tucker's *Life Before Life*

**Assignments:**

- **Discussion #8, "Reincarnation," and past life regression- is it believable? initial post Thursday, Nov 30 at 23:59 respond to others' posts by Sunday, Dec 3 at 23:59; GLI**

**Assignment**

**Week 16**  
*Dec 4 - Dec 9*

- **Final Critical Book Review, Part B Tucker's *Life Before Life*; Due Dec 9 at 23:59; GLI**