REL 3185, Summer A, Course Description and Purpose, Syllabus

This online course investigates healing outside the normality of the USA through mediumship, channeling, PSI (paranormal psychological phenomena), shamans, animals and plants. The course offers a unique experience through alternative global practices that are studied through 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 practice of Western science, technology and medical practices.

RVAA TEXT BOOKS, REQUIRED


Life Before Life, Jim B Tucker, MD, St. Martin’s Griffin, 9780312376741


Course Objectives

Upon completing this course, students will be able to:

- Define the terms healer/s and medium/s using the glossary of terms for the course. GLI
- Develop an understanding of the role that healers, mediums and shamans play in cultural and cross-cultural societies and describe some of their alternative methods of healing. GLI
- Recognize patterns of evolutionary change past rituals and practices used in healing that may play a role in reshaping future traditions of aesthetics and cultural values. GLI
- Recognize shamans exist within in specific community and that shamanism per se is not considered a specific religion or denomination within a religious realm in western concepts even though some shamanic beliefs have similar practices. GLI
- Demonstrate knowledge of some alternative methods of healing and how they are being incorporated into medical practices of western medicine, i.e. meditation, yoga, acupressure and acupuncture. GLI
• Describe healing methods that include ethnobotany: the use of plants in healing, and describe some plants used in healing. Note the indigenous cultures use of plants. GLI
• Explain in definitive terms how animal are healers and used in the healing process through analysis of their importance today. GLI
• Define PSI and the believers who support PSI experiences. GLI
• Define skepticism from the glossary of terms and the accompanying skeptic viewpoints; synthesize why the skeptical viewpoint is important. GLI
• Distinguish global perspectives that shape trends in dealing systems like reincarnation or past-life regressions. GLI
• Gain an appreciation for the diversity of healing methods for life on Earth as well as concluding ways to heal the maladies of the body from global perspectives the lie outside the Western medical practices. GLI
• Compare and contrast healing from areas like Asia, Africa, the Middle East and South America.
• Relate the above objectives in problem solving regarding healing methods from the course beginning with the pre-course survey and connecting the solutions through the post course survey.

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 5 graded discussions. Each student will post her/his comments for the topic listed and then respond to at least three other students' postings. Discussions 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. One requirement includes posting a student biography that is listed under discussions. This is the way I can learn about each of you as we are not live in a classroom. 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:

<table>
<thead>
<tr>
<th>Points Earned / Criteria</th>
<th>10</th>
<th>8</th>
<th>6</th>
<th>4</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Promptness and Initiative</strong></td>
<td>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</td>
<td>Responds to discussion often later than the required date; reads at least half of the postings and responds to less than the required replies</td>
<td>Occasional responses to topics; very limited reading of others postings; few replies</td>
<td>Does not respond to most topics; rarely participates in reading others postings; rarely replies to others</td>
<td></td>
</tr>
<tr>
<td><strong>Correctness of Post</strong></td>
<td>Excellent grammar use with few misspelled words</td>
<td>Few errors in grammar; occasional misspelled words</td>
<td>Some errors in grammar and spelling</td>
<td>Many grammar and spelling errors</td>
<td>Poor grammar and spelling</td>
</tr>
<tr>
<td><strong>Relevance of Post</strong></td>
<td>Consistent with topic presentation; adds references not found in the course</td>
<td>Frequent posts related to discussion topic; some posts are not relevant</td>
<td>Occasionally posts are “off” topic</td>
<td>Most posts do not relate to topic; minimal expression of ideas</td>
<td>Little if any expression of topic ideas; irrelevant remarks</td>
</tr>
<tr>
<td><strong>Expression in the Post</strong></td>
<td>Expresses opinions and ideas clearly and in a concise manner</td>
<td>Opinions are stated sometimes with lack of topic expression</td>
<td>Unclear connection to topic with minimal expression</td>
<td>Does not express ideas with clarity</td>
<td>No connection to topic expression</td>
</tr>
<tr>
<td><strong>Contribution to the Learning Community</strong></td>
<td>Motivates the group discussion and demonstrates awareness of the community needs</td>
<td>Frequent attempts to present viewpoints and some community awareness</td>
<td>Occasionally posts a meaningful reflection</td>
<td>Appears indifferent to communal needs; does not develop ideas for the community</td>
<td>Makes no effort to involve the learning community</td>
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</table>
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 11:59 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
One mid-term exam is 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 4-day period, (one attempt) from 08:00 of the first day until 11:59 on the 4th day. The midterm follows the same format at the quizzes: multiple-choice, matching, true/false items.

Essays/ Critical Book Review
All essays and/or critical book reviews should be 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, use Tucker’s Life Before Life in the Assignment tool. Again, as a reminder, no late work past the due date and time will be accepted!
<table>
<thead>
<tr>
<th>Levels of Achievement / Criteria</th>
<th>Developing (12 points)</th>
<th>Satisfactory (15 points)</th>
<th>Commendable (18 points)</th>
<th>Distinguished (20 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis/topic development</td>
<td>Demonstrates lack of mastery in developing original ideas and inappropriate analysis of the topic with little clarity or relevance</td>
<td>Infrequently demonstrates a lack of mastery in developing original ideas and appropriate analysis of the topic; lacks some clarity and relevance</td>
<td>Demonstrates mastery in developing original ideas and appropriate analysis with some clarity and relevance</td>
<td>Consistently demonstrates mastery in developing original ideas and appropriate analysis of the topic with clarity and relevance</td>
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<tr>
<td>Organization</td>
<td>Demonstrates lack of logic in the arrangement of thoughts and ideas without well-developed paragraphs</td>
<td>Sometimes demonstrates a lack of logic in the arrangement of thoughts and ideas in disorganized paragraphs</td>
<td>Often demonstrates logic in the arrangement of thoughts and ideas with fairly well-developed paragraphs</td>
<td>Consistently demonstrates logic in the arrangement of thoughts and ideas with well-developed paragraphs</td>
</tr>
<tr>
<td>Language Mechanics</td>
<td>Demonstrates lack of proper usage, spelling, punctuation, pronoun-modifier match, noun/verb agreement</td>
<td>Demonstrates lack of proper usage, spelling, punctuation, pronoun-modifier match, noun/verb agreement</td>
<td>Demonstrates mastery of proper usage, spelling, punctuation, pronoun-modified match, noun-verb agreement with few errors</td>
<td>Consistently demonstrates mastery of proper usage, spelling, punctuation, pronoun match, noun/verb agreement</td>
</tr>
<tr>
<td>Writing Style</td>
<td>Consistently lacks proper sentence structure; uses clichés, slang terms, or offensive language</td>
<td>Uses inappropriate sentence structure; some clichés, slang terms</td>
<td>Uses improper sentence structure with some clichés, slang terms</td>
<td>Consistently uses improper sentence structure without clichés, slang terms</td>
</tr>
<tr>
<td>Citations/References</td>
<td>Lacks documentation of referencing material in the required format</td>
<td>Occasionally presents valid documentation of referencing material, sometimes without the</td>
<td>Presents valid documentation of referencing material in required format, but occasionally may not list every</td>
<td>Consistently presents valid documentation of all referencing material in the required format</td>
</tr>
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</table>
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.

Please Note that there may be Discussions, Assignments or Assessments due during the same week, same date and time. All Assignments and assessments are due as listed.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th># Of Items</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Written Essay assignment - #1 (Critical review of PSI website, 150-word minimum); GLI</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Written Essay Assignments #2- #4 (200 word minimum); GLI</td>
<td>4</td>
<td>15%</td>
</tr>
<tr>
<td>Graded Discussions (5)</td>
<td>8</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes (4); GLI</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Timed Midterm Exam; GLI</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Final Essay Critical Book Review in 2 parts:</strong></td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>• Part A- abstract- 100 words, outline, bibliography 10%;</td>
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<td></td>
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<tr>
<td>• Part B- Review, 350-400 words 20%; (Part A must be completed before Part B is submitted; GLI</td>
<td>1</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100%</td>
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<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Range</th>
<th>Letter Grade</th>
<th>Range</th>
<th>Letter Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 and above</td>
<td>B</td>
<td>84 - 86</td>
<td>C</td>
<td>76 – 70</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92</td>
<td>B-</td>
<td>80 - 83</td>
<td>D</td>
<td>69-60</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
<td>C+</td>
<td>77 - 79</td>
<td>F</td>
<td>&lt;60</td>
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</tbody>
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Assignments:

Bio: Introduce yourself video blog

Return the signed agreement that you have read the course content and examined the course folders carefully

Take the pre-course survey to establish the course as your GLI requirement

Essay #1 Critical Review (150 words): the PSI Website you selected from the list posted.

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.

Essay #3: 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.

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.


Assessments
Quiz #1: covers “Introduction” in week 1, multiple choice, true/false, matching

Quiz #2: covers information from the PSI and New Age Concepts glossaries, matching

Quiz #3: PSI and skeptics; matching, true/false/multiple choice

Quiz #4 Plants and animals in healing; matching, true/false/multiple choice

Midterm Exam covers Weeks 1-4 matching, true/false/multiple choice

Discussions
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

Discussion #2, PSI v skepticism: which one appears to be the more valid?

Discussion #3: “Healing energies- chi, yoga, martial arts, chanting, meditation. Do these appear valid for health and healing? Respond with a positive or negative, and defend your selection

Discussion #4: “Animals as healers and their use in healing” initial post due Thursday Oct 6 at
**Discussion #5** Somé’s experiences: from his capture, education, return to find his village and initiation ritual

**Summer A**

**Week 1 May 7-13**
- Essay Assignment #1 due May 13 @ 11:59
- Discussion #1 opens May 10 @ 08:00; closes May 13 @ 11:59
- Quiz #1, opens May 10 @ 08:00; closes May 13 @ 11:59

**Week 2 May 14-20**
- Essay Assignment #2 due May 20 @ 11:59
- Discussion #2 opens May 17 @ 08:00; closes May 20 @ 11:59
- Quiz #2, opens May 17 @ 08:00; closes May 20 @ 11:59

**Week 3 May 21-27**
- Essay Assignment #3 due May 27 @ 11:59
- Discussion #3 opens May 24 @ 08:00; closes May 27 @ 11:59
- Quiz #3, opens May 24 @ 08:00; closes May 27 @ 11:59

**Week 4 May 28 (Memorial Day holiday)- June 3**
- Discussion #4 opens May 31 @ 08:00; closes June 3 @ 11:59
- Midterm Exam opens May 31 @ 08:00; closes June 3 @ 11:59

**Week 5 June 4-10**
- Essay Assignment #4 due June 10 @ 11:59
- Discussion #5 opens June 7 @ 08:00; closes June 10 @ 11:59
- Quiz #4, opens June 7 @ 08:00; closes June 10 @ 11:59

**Week 6 June 11-15**
- Final Assignment (Critical book review: abstract, outline and bibliography) Part A due June 12 @ 11:59
- Final Assignment (Critical review text Part B) due June 15 @ 12:00 noon
- Discussion #5 opens June 13 @ 08:00; closes June 15 @ 11:59