Course co-ordinator: Dr Rick Weiss  
HU 215, tel: 463 6726  
rick.weiss@vuw.ac.nz

Tutor: Wil Hoverd  
William.hoverd@vuw.ac.nz

Location - Lectures:  
HU 220  
Thursday 11:00 – 12:50  
Tutorials: tba

Religious Studies is in the Hunter Building. The programme administrator, Aliki Kalliabetsos, is in HU 318 (ph. 463 5299). Notices regarding the course or any information on changes will be posted on the department notice board outside her office.

Office Hours: The main office is open Monday - Friday, 9.30am - 3.30pm.

Course outline

1 The course objectives: Medicine throughout the world is marked by an incredible variety of alternatives. In this course, we will explore a range of medical systems in India, New Zealand, and Africa. The alternatives to Western biomedicine often draw from religious rituals and myths, evoking cultural understandings that transcend the physical body. We will discuss contemporary medical debates, focussing on the intersection and conflict of science and religion.

By the end of this course students should be conversant with a variety of different approaches to health and disease and should have developed a critical awareness of problematics involved in the study of such diversity. Through confronting this diversity they should also have reconsidered their own preconceptions about medicine, science, and religion. Students will have the opportunity to interpret primary sources for themselves and will thereby increase their skills in critical thinking and scholarly writing.

2 The lecture programme follows. Lectures may be varied from time to time. As much notice as possible will be given when changes occur and, if necessary, a revised programme will be issued at lectures.
3 Tutorials are held weekly and attendance at these is mandatory. Tutorials deal with topics which complement the lecture programme and they provide an opportunity to discuss aspects of the course in a small group and develop your ability to contribute to discussions.

4 The course is internally assessed by means of the following assignments:

- 8 tutorial assignments to be handed in at tutorials worth 10% of the final grade. These are to be thoughtful responses of approximately 400-500 words to questions set for the required reading of the week. Students can choose any five tutorials to submit their assignments, but they are strongly encouraged to submit early and regularly in the term.

- a review essay of approximately 1,500 words. This essay will involve the review of a book relevant to the course, to be decided upon in consultation with the lecturer and/or tutor. The book should reflect the student’s interest in a particular area of the world or of a particular issue relevant to the course. The review essay is worth 25% of the final grade, and is due Friday, March 30, 2007.

- a research essay of approximately 3000 words, worth 35% of the final grade, is to be submitted by Friday, May 25, 2007.

- a class test worth 30% of the final grade held on Thursday, May 31 during class time.

5 The assessment of this course relates to these objectives in the following ways:

The tutorial assignments are designed to facilitate student reflection on the required readings, and to allow students to develop skills in critical reading and analysis necessary for essay writing and continued study.

The essays will encourage students to pursue their own interests in healing and religion through formulating their own research question(s) in an exploration of primary and secondary sources. In the essays, students will be exposed first-hand to the issues raised in scholarly analysis and will develop the knowledge and the skills necessary to critically evaluate scholarly studies of materials they have studied for themselves.

The class test allows students to demonstrate their grasp of the material covered in the course and their understanding of the themes addressed, and creates an opportunity to review and reflect on what they have learned in the course as a whole.

Mandatory course requirements: Attendance at tutorials, the submission of both essays, and sitting the class test.
6 **Required Text** All of the readings are contained in the Course Reader to be purchased from the Student Notes Shop.

7 **Work-load (Recommendation of the Faculty of Humanities and Social Sciences):** For 300-level 24 points one trimester courses, 18 hours per week are recommended. An average student should spend 15 hours per week for preparation, reading and writing in addition to attendance at lectures and tutorials.

300 – level 1 trimester 24 points 18 hours

8 **Aegrotat Applications** Students who are ill, or who have difficult personal circumstances or who may be having problems completing assessment may apply for an aegrotat assessment. The aegrotat provisions apply to all courses (including fully internally assessed ones) and apply to assessment which falls within the last three weeks of teaching or the final examination period, including preparation time for final tests and examinations. Aegrotat provisions are detailed in section 4.5 of the Examination Statute in the Calendar and students can refer also to the Faculty website for further information (http://www.vuw.ac.nz/fhss/student-administration/aegrotats.aspx).

Application forms and information pamphlets should be obtained from the Faculty Student & Academic Services Office (MY411) or the Faculty Administration Manager (MY410).

9 **General University policies and statutes**

Students should familiarise themselves with the University’s policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under ‘About Victoria’ on the VUW home page at www.vuw.ac.nz.

**Student Conduct and Staff Conduct** The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: www.vuw.ac.nz/policy/StudentConduct.

The policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/StaffConduct.
10 **Academic Grievances** If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean of your faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website: [www.vuw.ac.nz/policy/AcademicGrievances](http://www.vuw.ac.nz/policy/AcademicGrievances).

11 **Students with Disabilities** The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the Course Co-ordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building: Telephone: 463-6070 Email: disability@vuw.ac.nz

The name of your School’s Disability Liaison Person is in the relevant prospectus or can be obtained from the Administrative Assistant.

12 **Student Support** Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, the following staff members will either help you directly or quickly put you in contact with someone who can.

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<thead>
<tr>
<th>Staff member</th>
<th>Location</th>
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<tbody>
<tr>
<td>FHSS</td>
<td>Dr Allison Kirkman</td>
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<tr>
<td>Law</td>
<td>Kirstin Harvey</td>
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<tr>
<td>Science, and Architecture</td>
<td>Liz Richardson</td>
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<tr>
<td>and Design</td>
<td>Cotton Building</td>
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<tr>
<td>Science, and Architecture</td>
<td>Colin Jeffcoat</td>
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<tr>
<td>and Administration</td>
<td>Railway West Wing</td>
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<tr>
<td>Kaiwawao Maori</td>
<td>Liz Rawhiti</td>
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<tr>
<td>Manaaki Pihipihinga</td>
<td>Melissa Dunlop</td>
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<td>Victoria International</td>
<td>Anne Cronin</td>
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The Student Services Group is also available to provide a variety of support and services. Find out more at: [www.vuw.ac.nz/st_services/](http://www.vuw.ac.nz/st_services/) Email: student-services@vuw.ac.nz.
VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building: Telephone 463 6983 or 463 6984 Email: education@vuwsa.org.nz.

13 **Student Learning Support Services:** A range of workshops, drop-ins and other assistance is provided by SLSS, covering such things as study techniques, essay writing, exam preparation and note taking skills. They are at Level O, Kirk Wing, Hunter Courtyard, tel: 463 5999.

14 **Taping of Lectures:** All students in the School of Art History, Classics and Religious Studies are welcome to use audio-tapes to record lectures. If you want to do this, please see your lecturer, tutor or the relevant programme administrator and complete a disclaimer form, which advises of copyright and other relevant issues.

15 **Class representatives:** Class representatives are elected in the first week or two of term. They are supported by the VUW Students' Association, and have a variety of roles, including assistance with grievances and student feedback to staff and VUWSA. Contact details for your class rep will be listed on the Religious Studies notice board.

16 **Evaluation:** This course will be evaluated by UTDC.
**Lecture programme**

**Lecture programme and required readings:** The required readings are essential background for the lectures / tutorials and should be completed **before each lecture.** The readings will be further discussed in the tutorials. The readings are all found in the *RELI 326 Course Reader*, which can be purchased from Student Notes.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1 March</td>
<td>Introduction</td>
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<tr>
<td>8 March</td>
<td>Theoretical Orientations: Religion, Healing, and the Body</td>
</tr>
<tr>
<td>15 March</td>
<td>Western Approaches to Health (Will Hoverd)</td>
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<tr>
<td>22 March</td>
<td>An Indian Approach: Classical Ayurveda, the “Knowledge of Life”</td>
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<tr>
<td>29 March</td>
<td>Ayurveda 2: The Complexity of Contemporary Practice</td>
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<td>5 April</td>
<td>The Nature of Disease – Smallpox and the Goddess in India</td>
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<td>Mid Term Break 6th April – 22nd April 2006</td>
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<td>26 April</td>
<td>Maori Healing</td>
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<td>3 May</td>
<td>Healing in New Zealand – Ratana (Jonette Crysell)</td>
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<td>10 May</td>
<td>Witches, Sorcerers and Healers in Africa</td>
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<tr>
<td>17 May</td>
<td>Religious Healing as an Evolutionary Adapation (Joseph Bulbulia)</td>
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<tr>
<td>24 May</td>
<td>Religious Healing as an Evolutionary Maladaptation (Joseph Bulbulia)</td>
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<td>31 May</td>
<td>Test</td>
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Tutorial Programme

The tutorials will cover the readings and lecture for the present week. There are 5 tutorial assignments to be handed in at tutorials worth 10% of the final grade (2% for each assignment). These are to be short thoughtful responses to questions set for the required reading of the week and are to be approximately two pages each. In your response, give examples from the readings.

Tutorial questions for week beginning

26 February  No tutorial

5 March  What is meant by the cultural or historical “representation” (representation) of the human body? How does this relate to notions of the body as natural?

12 March  How is flesh made moral in Western traditions?

19 March  Where is disease located in Ayurveda, inside or outside the body?

26 March  In general, is Ayurvedic practice scientific or religious? Why?

2 April  Compare the traditional Indian view of smallpox to that of the British.

Mid trimester break (6th April – 22nd April 2007)

23 April  NO TUTORIAL

30 April  What is tapu? Why is it important in Maori healing? What role has healing played in the Ratana tradition?

7 May  How is someone “chosen” to become a healer in Southern Africa?

14 May  Did religion evolve for its salubrious effects? Evaluate one argument from the readings.

21 May  Is there any evidence that religious healing helps?

28 May  No tutorial
Essays and Assignments

1 Essays and assignments must be placed in the locked assignment box located near the administrator's office and students must date and sign the essay register to indicate submission. No responsibility will be taken for assignments for which there is no record. Students should keep a copy of all their work until it is returned.

2 Due dates:
The review essay is to be submitted by Friday, March 30, 2007.
The research essay is to be submitted by Friday, May 25, 2007.
The class test will be held on Thursday, May 31.
The tutorial assignments are to be submitted in the tutorial that they address.

3 Penalties for late essays / assignments:
- 1 percent per 24 hours will be deducted for late essays.
- essays submitted more than two weeks late will not be accepted for assessment unless prior written arrangement has been made with the lecturer.

Essays submitted late due to medical reasons must be given to the programme administrator accompanied by a doctor's certificate.

4 Academic integrity and Plagiarism
Academic integrity is about honesty – put simply it means no cheating. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.
Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is prohibited at Victoria.

The University defines plagiarism as follows:
Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.
**Plagiarism is not worth the risk.**

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct ([www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University’s website at:

[www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html).

5 **For guidance in essay writing** and presentation of bibliographies please refer to Religious Studies guidelines for essays, attached.

**The review essay:**

An essay of approximately **1,500 words** is due on **Friday, March 30, 2007**. This essay will involve the review of a book relevant to the course, to be decided upon in consultation with the lecturer and/or tutor. The book should reflect the student’s interest in a particular area of the world or of a particular issue relevant to the course. The review essay is worth **25%** of the final grade. Ideally, this essay will contribute to the research essay.

A book review must contain two parts. The first will detail the particular contents and argument of the book, and will serve as a summary for the book. This part will demonstrate that the student has effectively read and understood the book.

In the second part of the essay, the student must reflect on the essay’s first section in some critical way. Did the author do a good job in relating the content of the particular tradition or issue? Do you agree with the argument that the author is making? What are the book’s weaknesses, and what are its strengths? How would you improve the book, or take it further? In sum, what do you **think** about the book? In this second section, you have the opportunity for critical reflection, to make your own voice and opinions heard. Be bold, be creative, be controversial here.

**The research essay:**

An essay of approximately **3000 words** is to be submitted by **Friday, May 25, 2007**. This essay will be worth **35%** of the final grade. The essay will consist of a thoughtful investigation of a question or problem and may employ primary sources (scriptures, iconography, field trips, interviews with religious specialists in a given tradition, observation of a ritual, etc.). Secondary sources (scholarly views on the topic or the text/ritual/icon, etc.) should be consulted and discussed in the essay.
As this is a 300-level course, and given the wide variety of topics that can be addressed in an essay of this sort, part of the work of the essay is to devise a good essay topic. Choose something that you find intriguing, something that will sustain your interest over the course of research and writing. No place is too far away, no topic too far out, to make a good research topic. That said, you must clear a topic beforehand with the tutor or lecturer.

Choosing a Topic:

You might do a fieldwork-based project, such as a visit to a local Chinese or Ayurvedic physician or a Maori healer.

You can also do library research on a selected healing tradition, such as Unani (Islamic) medicine, an African medical tradition, Native American traditions, Christian science, charismatic Christian healing, TV healing, reiki, etc. The internet has a lot of resources, many of which can be found at: http://www.alt-healthsearch.com/

While you can use internet sources, your sources must extend beyond the internet, either in the form of books, interviews, films, television, manuals from a particular tradition, etc. Anything that addresses healing is fair game.

Though description is important, you will need to do more than simply describe a medical tradition. You will also need to consider your topic in terms of some central problem or issue. The question that you address should be related to the issues that we discuss in the course. For example:

1. Are there aspects of the medical system that are beyond human perception? If so, how is the effectiveness of these aspects justified?

2. What are the social aspects of healing in this medical system? How does this medical system contribute to social conflict or harmony?

3. How is medical practice justified in terms of broader religious notions?

4. What is the anatomy of the body in this medical system? Is healing primarily physical, or social, or religious?

5. How has this particular tradition changed due to shifting historical circumstances?

6. What sort of morality is attributed to disease in this medical system? Who is responsible for disease?

7. Any other question that will address a real problem or issue.

8. Or, rather than focusing on a particular tradition, you might do a comparative study on a particular issue, such as the role of the mind in healing, the placebo effect, shamanistic healing in two traditions, etc.