

Term Information

Effective Term Spring 2025

General Information

Course Bulletin Listing/Subject Area Religious Studies
Fiscal Unit/Academic Org Comparative Studies - D0518
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3777
Course Title Religion, Health, and Healing
Transcript Abbreviation ReligionHealthHeal
Course Description This course explores religious strategies for healing the sick and managing the many sources of disease and distress that afflict human beings, the needs these strategies meet, and the ways they carve out space for themselves under the banner of "spirituality."
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites Completion of GEN Writing and Information Literacy course
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 38.0201
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Survey some of the ways that health, well-being, sickness, and pain are interpreted and experienced in Asian, African, and American religious traditions
- Explore some paths to becoming a healer within various religious traditions
- Understand the three categories of illness and how different traditions treat possession, within a range of contemporary contexts and experiences

Content Topic List

- Religion
- Health
- Healing
- Sickness
- Illness

Sought Concurrence

No

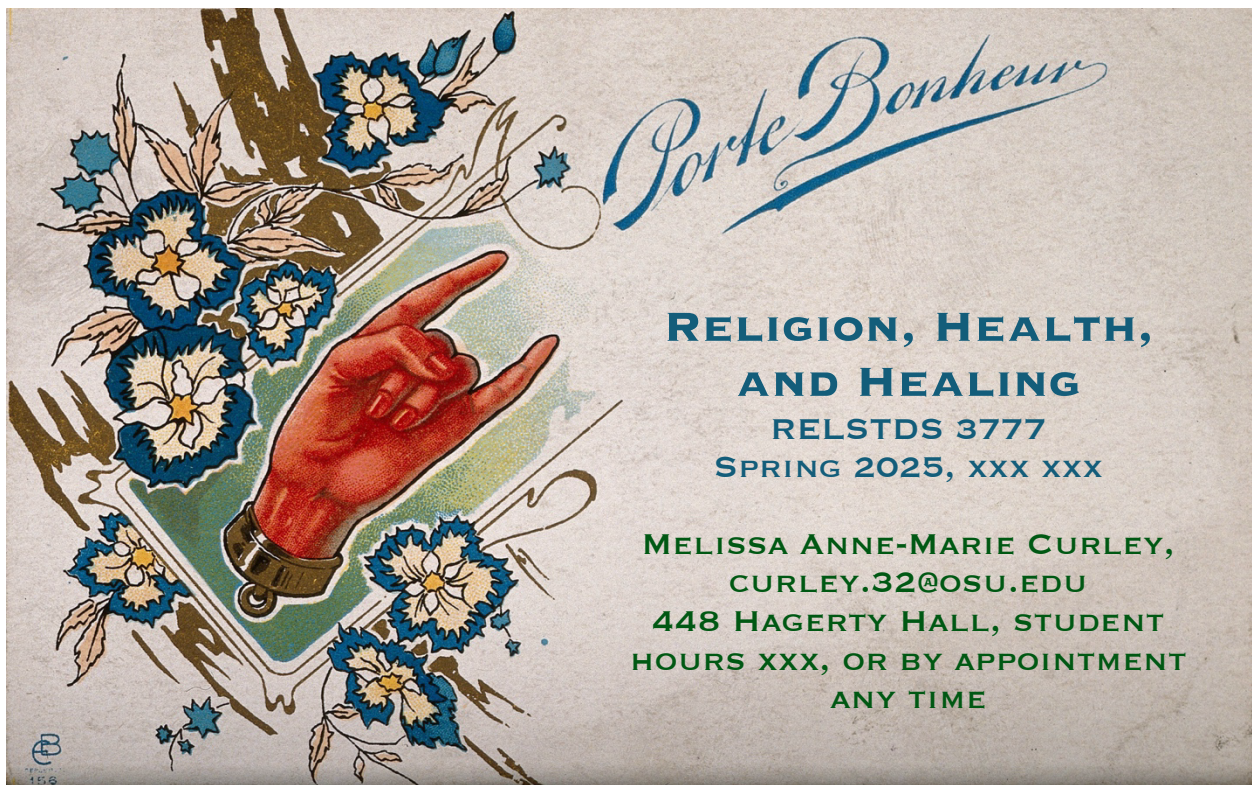
Attachments

- New Course Proposal-Religion Health Healing Syllabus-Curley.pdf: Sample syllabus
(Syllabus. Owner: Arceno,Mark Anthony)
- submission-health-well-being-rhh-mc.pdf: GE form
(Other Supporting Documentation. Owner: Arceno,Mark Anthony)
- Religious Studies Curriculum Map (06-10b-24).pdf: Curriculum map
(Other Supporting Documentation. Owner: Arceno,Mark Anthony)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Arceno,Mark Anthony	06/10/2024 12:52 PM	Submitted for Approval
Approved	Armstrong,Philip Alexander	06/10/2024 01:02 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/26/2024 10:33 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/26/2024 10:33 AM	ASCCAO Approval



An ornate lucky charm in the form of a hand. Chromolithograph. Wellcome Collection, wellcomecollection.org/works/cj8b5dmv

Land Acknowledgment

The land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and many other Indigenous peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

Course Description

For thousands of years, religious movements have gained and lost followers based on the efficacy of the resources they offer for healing the sick and managing the many sources of disease and distress that afflict human beings. In the contemporary world, biomedicine has become central to how we make sense of sickness, but religious strategies for healing persist, running in tandem with, at the margins of, and underneath biomedical approaches. This course explores these strategies, the needs they meet, and the ways they carve out space for themselves under the banner of "spirituality." It first surveys some of the ways that health, well-being, sickness, and pain are interpreted and experienced in Asian, African, and American religious traditions, and then explores some paths to becoming a healer within these traditions, as a shaman, a witch, a conjure man or conjure woman, a curandero or curandera, or an energy worker. We then dig deeply into three categories of illness, looking at how these traditions treat possession, including in relation to the contemporary disease concepts of schizophrenia and addiction; epidemic infections, including the contemporary COVID-19 pandemic; and depression and anxiety, two of the signature afflictions of the twentieth and twenty-first centuries.

Course Goals and Expected Learning Outcomes

This course satisfies the requirements for the General Education Theme: Health and Well-Being

Goal 1: Successful students will analyze health and well-being at a more advanced and deeper level than in the Foundations component.

ELO 1.1: 1.1 Engage in critical and logical thinking about the topic or idea of health and well-being.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and well-being.

Goal 2: Successful students will integrate approaches to health and well-being by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1: Identify, describe and synthesize approaches or experiences as they apply to health and well-being.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

Goal 3: Students will explore and analyze health and well-being through attention to at least two dimensions of well-being. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)

ELO 3.1: Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy and/or personal perspectives.

ELO 3.2: Identify, reflect on, or apply strategies for promoting health and well-being.

We will meet these outcomes by working with both scholarly and primary sources to analyze discourses around health and well-being and discover how these discourses are shaped by religious, political, economic, and existential concerns; by placing our own histories of illness and healing within the conceptual frameworks the class provides us and grappling with the affordances and constraints of different ways of making sense of these experiences; and by exploring and analyzing the work that the idea of “spiritual” health and well-being does in different cultural contexts—as a complement to, alternative to, or form of resistance to biomedical constructions of physical and mental health well-being. Over the course of the semester, we will acquire the conceptual tools for describing and interpreting a range of healing modalities, dig deeply into historical and ethnographic research on specific experiences of healing of interest to us individually, experiment with strategies for promoting health and well-being, and critically reflect on how those strategies are embedded within unspoken ideologies and cosmologies.

Assignments and Evaluation

For detailed instructions for all the assignments, including prompts and rubrics, please see the Assignments page in Carmen.

Summary of Assignments in Relation to the Final Grade			
Attendance and Participation		20%	
Each One Teach One	7-minute presentation	15%	
Reflection Papers x 4	~1000 words each	40%	due Week 4, 6, 8, 11, 13
Expert Knowledge Week	5-minute presentation + ~1500 word paper	25%	due Week 14 due during finals period

Attendance and Participation ... 20 points

Consistent attendance is essential to your success in the course, and your thoughtful participation is vital to making the course itself successful; participation in class discussion and activities is also central to achieving all of the course's learning outcomes. I try to recognize the effort it takes to prepare, attend, and participate every week with some points toward your final grade. In order to make it possible for all students to achieve the mark they are aiming for on this item—including students who might find participation in unstructured large group discussion challenging or intimidating—the grade is based on attendance, participating in structured class activities as well as unstructured large group discussion, and timely submission of I-C-Q briefs ahead of one class each week. (I-C-Q briefs are reading responses that note something in the reading you found interesting, something that challenged your way of thinking about the subject material addressed in the reading, and a question that arose for you out of the reading. For more on this item, please see the Assignments page in Carmen.)

Each One Teach One ... 15 points

Religious engagements with health and well-being involve wrestling over ideas and concepts, but—as we'll see clearly on our field trip to the Body, Mind, Spirit Expo—they also produce a lot of material stuff. For this assignment, you'll select a material object or commodity related to one of the religious or spiritual healing practices we're discussing over the course of the semester and do your own independent, in-depth scholarly exploration of the history and social significance of that object or commodity as it functions within a larger set of health strategies, presenting your findings to the class. (You can identify the object or commodity that you wish to research on your own, or we can work together to identify something that you find interesting.) This assignment particularly supports ELOs 1.2, 2.1, 3.1, and 3.2.

Reflection Papers x 4 (best 4/5) ... 10 points each ... due Week 4, 6, 8, 11, 13

Each unit ends with a case study that challenges you to further explore the relationship between "spiritual" and biomedical understandings of illness and cure, and to articulate and analyze the conceptual frameworks that give shape to your own experiences of health and well-being. The 3-4 page reflection papers give you an opportunity to write about these cases and define key terms for yourself, taking the scholars we have been reading as your intellectual conversation partners. This assignment particularly supports ELOs 1.1, 1.2, 2.1, 2.2 and 3.1.

Expert Knowledge Week ... 25 points ... due Week 14

We'll start the semester by attending the Body, Mind, Spirit Expo, where we'll encounter a range of interventions and strategies aimed at maximizing health—defined in different ways by different practitioners—and bringing our analytical insights to bear on the cultural, social, political, and economic frameworks being negotiated at the Expo. Following the Expo, you'll identify a concrete strategy for promoting “spiritual” *and* either physical or mental health and well-being that you think you can commit to for the whole semester, and you'll do your best both to (1) apply that strategy in your own life and (2) critically analyze the ideologies in which that strategy is embedded. Throughout the semester, you'll occasionally report informally on what you are finding to be the affordances and limitations of the strategy you're trying to apply, and at the end of the semester, we'll devote our final class meetings to short presentations, structured discussion, and the preparation of a 1500-word briefing paper in which you can reflect on your experience with this strategy, describe its significance for the broader field of religious studies, and assess how your experiential knowledge and your analytical knowledge inform (or contradict) each other. This assignment particularly supports ELOs 1.1, 2.1, 2.2, 3.1, and 3.2.

Plus and minus grades will be given according to the following scale:

A 93-100; A- 90-92; B+ 87-89; B 83-86; B- 80-82;
C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 60-66; E 0-59.

Required Readings and Other Things to Bear in Mind

All of the readings for the semester will be posted on Carmen; there is no textbook you will need to purchase. In the third week of the semester, we will have a class field trip to the Body Mind Spirit Expo at the Ohio Expo Center; the entrance fee for the expo is roughly \$15. Participation in the field trip is a starting point for several of the semester's assignments, so if you anticipate that you will not be able to participate in the trip as scheduled, you should speak with me as soon as possible to arrange an alternative.

Course Policies

- Late Assignments

It is not possible to make up attendance and participation points for missed classes, or (barring a documented emergency) to make up a missed presentation. If you need an extension on any writing assignment **for any reason**, please just ask (in person or via email) **on or before the day the assignment is due**. The standard extension is one week; extensions for the final project will be determined based on the registrar's schedule for the submission of final grades. If no extension has been requested, late assignments will be penalized **1 point** per day.

- Faculty Feedback and Response Time

You should expect to receive feedback on assignments submitted for evaluation within one week of submission. You should expect to receive a response to emails **asking a question** within twenty-four hours, Monday through Friday.

- Laptops and Electronic Devices

There is some evidence to suggest that most students produce better work and receive higher grades when taking notes by hand rather than using a laptop, and that sitting near students using laptops and other electronic devices has a negative effect on your grades *even if you are not using such devices yourself*. I also find the presence of laptops distracting.

For these reasons, in a class this size, I reserve the right to ask everyone to put away laptops and other electronic devices at any time; you should anticipate that I will ask you to do this frequently. Inappropriate use of laptops and electronic devices during class time will negatively impact your attendance and participation grade.

- ChatGPT (this statement has been adapted from the syllabus statements prepared by Senate Committee on Educational Policy at the University of Minnesota)
Artificial intelligence (AI) language models, such as ChatGPT, may—if suited to the nature of your project—be used to prepare your materials for presentation assignments but not for the I-C-Q briefs, the Reflection Papers, or the Briefing Paper. **Please note, however, that the use of AI language models is not likely to lead to successful or even passable work in this course.** If you are in doubt as to whether you are using AI language models appropriately for this course, I encourage you to discuss your situation with me. More importantly, *if you are in doubt as to whether your use of AI language models is likely to lead to successful or even passable work in this course*, I encourage you to discuss your situation with me.

Schedule of Topics, Readings, and Activities

Unit 1 * Conceptualizing Sickness and Health

Week 1 *Tools for Thinking About the Relationship Between Religion and Healing*

TUES * Ayurveda test, Reiki energy type quiz, OSPP four temperaments test

THURS * Martin E. Marty, “Religion and Healing: The Four Expectations,” in Linda L. Barnes, and Susan S. Sered (eds), *Religion and Healing in America*, 487-504, Oxford 2004.

Week 2 *Pain, Illness, Disease*

TUES * Arthur Kleinman, “Opening Remarks: Pain and Experience,” in Sarah Coakley and Kay Kaufman Shelemay (eds), *Pain and Its Transformations: The Interface of Biology and Culture*, 17-20, Harvard 2007; Judy F. Pugh, “The Semantics of Pain in Indian Culture and Medicine,” *Culture, Medicine and Psychiatry* 15 (1991): 19-43.

THURS * Robert Hahn, “Rethinking ‘Illness’ and ‘Disease,’” in E. Valentine Daniel and Judy F. Pugh (eds), *South Asian Systems of Healing*, 1-23, Brill 2023 [1984]; Sumaya Laher, “An Overview of Illness Conceptualizations in African, Hindu, and Islamic Traditions: Towards Cultural Competence,” *South African Journal of Psychology* 44.2 (2014): 191-204.

Week 3 *Health, Wellness, Well-Being*

TUES * James William Miller, “Wellness: The History and Development of a Concept,” *Spektrum Freizeit* 27 (2005): 84-106; Kaja Finkler, “The Healing Genes,” in Linda L. Barnes, and Susan S. Sered (eds), *Religion and Healing in America*, 471-484, Oxford 2004.

THURS * **Field Trip: Body, Mind, Spirit Expo**

Unit 2 * Healers

Week 4 *What Shamans and Magicians Can and Cannot Treat*

TUES * Deepak Shimkhada and Adam D. Pave, “Shamanic Healing: A *Jhāñkri* in the City,” in Fabrizio Ferrari (ed), *Health and Religious Rituals in South Asia: Disease, Possession, and Healing*, Routledge 2010; Laurel Kendall, “The Cultural Politics of ‘Superstition’ in the Korean Shaman World: Modernity Constructs Its Other,” in Linda H. Connor and Geoffrey Samuel (eds), *Healing Powers and Modernity: Traditional Medicine, Shamanism, and Science in Asian Societies*, 25-41, Bergin and Garvey 2001.

THURS * Sabina Magliocco, "Witchcraft, Healing, and Vernacular Magic in Italy," in Willem de Blécourt and Owen Davies (eds), *Witchcraft Continued: Popular Magic in Modern Europe*, 151-173, Manchester 2020; Bruce Jackson, "The Other Kind of Doctor: Conjure and Magic in Black American Folk Medicine," in Timothy E. Fulop and Albert J. Raboteau (eds), *African-American Religion: Interpretive Essays in History and Culture*, Routledge 1996.

Week 5 *Indigeneity, Tradition, and the New Age*

TUES * Brett Hendrickson, "Restoring the People: Reclaiming Indigenous Spirituality in Contemporary Curanderismo," *Spiritus: A Journal of Christian Spirituality* 14.1 (2014): 76-83.

THURS * Catherine L. Albanese, "The Aura of Wellness: Subtle-Energy Healing and New Age Religion," *Religion and American Culture* 10.1 (2000): 29-55; Justin B. Stein, "Energy Healing: Reiki, Therapeutic Touch, and Healing Touch in the United States and Beyond," in Dorothea Lüddeckens et al (eds), *Routledge Handbook of Religion, Medicine, and Health*, Routledge 2022.

Week 6 *What Physicians and Surgeons Can and Cannot Treat*

TUES * Gary Laderman, "The Cult of Doctors: Harvey Cushing and the Religious Culture of Modern Medicine," *Journal of Religion and Health* 45.4 (2006): 533-548; Richard Selzer, "The Art of Surgery," in his *Mortal Lessons: Notes on the Art of Surgery*, 13-47, Harvest 1996.

THURS * Helané Wahbeh et al, "Shamanic Healing for Veterans with PTSD: A Case Series," *Explore* 13.3 (2017): 207-217.

Unit 3 * Possession

Week 7 *Being Possessed and the Nature of Personhood*

TUES * Fred Smith, "Possession in Theory and Practice: Historical and Contemporary Models," in Linda H. Connor and Geoffrey Samuel (eds), *Healing Powers and Modernity: Traditional Medicine, Shamanism, and Science in Asian Societies*, 64-84, Bergin and Garvey 2001; Janice Boddy, "Spirits and Selves in Northern Sudan: The Cultural Therapeutics of Possession and Trance," *American Ethnologist* 15.1 (1988): 4-27.

THURS * Graham Dwyer, "Healing and the Transformation of Self in Exorcism at a Hindu Shrine in Rajasthan," *Social Analysis* 43.2 (1999): 108-137; Thomas J. Csordas, "The Rhetoric of Transformation in Ritual Healing," *Culture, Medicine, and Psychiatry* 7 (1983): 333-375.

Week 8 *Djinn and Other Disease Concepts*

TUES * Yaseen Ally and Sumaya Laher, "South African Muslim Faith Healers' Perceptions of Mental Illness: Understanding, Aetiology and Treatment," *Journal of Religion and Health* 47 (2008): 45-56; Aaron Parkhurst, "City and Cosmology: Genetics, Health, and Urban Living in Dubai," *Anthropology and Medicine* 25.1 (2018): 68-84.

THURS * Mariana Valverde, *Diseases of the Will: Alcohol and the Dilemmas of Freedom*, Cambridge 1998 (excerpts); Ellie Reynolds, "Addiction and the Duality of the Self in a North American Religio-Therapeutic Community," in Roland Littlewood and Rebecca Lynch (eds), *Cosmos, Gods and Madmen: Frameworks in the Anthropologies of Medicine*, 116-132, Berghahn 2016.

Unit 4 * Ill Winds and Epidemics

Week 9 *Religious Responses to Smallpox*

TUES * Shigehisa Kuriyama, "Epidemics, Weather, and Contagion in Traditional Chinese Medicine," in Lawrence I. Conrad and Dominik Wukastyk (eds), *Contagion: Perspectives from Pre-Modern Societies*, Routledge 2017; John D. Burton, "'The Awful Judgements of God Upon the Land': Smallpox in Colonial Cambridge, Massachusetts," *New England Quarterly* 74.3 (2001): 495-506.

THURS * Ralph W. Nicholas, "The Goddess Śitalā and Epidemic Smallpox in Bengal," *Asian*

Studies 41.1 (1981): 21-44; Frederique Apfel Marglin, "Smallpox in Two Systems of Knowledge," WIDER Working Papers, July 1987.

Week 10 *Religious Responses to HIV and AIDS*

TUES * Heike Behrend, "The Rise of Occult Powers, AIDS, and the Roman Catholic Church in Western Uganda," *Journal of Religion in Africa* 37 (2007): 41-58; Emilie M. Townes, "And All the Colored Folks Is Cursed: The Impact of HIV/AIDS on African Americans," in her *Breaking the Fine Rain of Death: African American Health Issues and a Womanist Ethic of Care*, Wipf and Stock 1998.

THURS * Paul Germond and Sepetla Molapo, "In Search of Bophelo in a Time of AIDS: Seeking a Coherence of Economies of Health and Economies of Salvation," *Journal of Theology for Southern Africa* 126 (2006): 27-47; Pamela Leong, "Religion, Flesh, and Blood: Re-Creating Religious Culture in the Context of HIV/AIDS," *Sociology of Religion* 67.3 (2006): 295-311.

Week 11 *Old Rituals for New Threats*

TUES * Fabrizio M. Ferrari, "Old Rituals for New Threats: Possession and Healing in the Cult of Śītāla," in Ute Husken and Christiane Brosius (eds), *Ritual Matters: Dynamic Dimensions in Practice*, Routledge 2010.

THURS * "Religion and Epidemics," in Dorothea Lüddeckens et al (eds), *Routledge Handbook of Religion, Medicine, and Health*, Routledge 2022.

Unit 5 * Ill Humor, Depression, and Anxiety

Week 12 *Morality and Mental Distress*

TUES * Andrew Crisp, "The Sin of Sloth or the Illness of the Demons? The Demon of Acedia in Early Christian Monasticism," *Harvard Theological Review* 98.2 (2005): 143-169; Gananath Obeyesekere, "Depression, Buddhism, and the Work of Culture in Sri Lanka," in Arthur Kleinman and Byron Good (eds), *Culture and Depression: Studies in the Anthropology and Cross-Cultural Psychiatry of Affect and Disorder*, 134-152, University of California 1985.

THURS * Juhn Ahn, "Getting Sick Over Nothing: Hyesim and Hakuin on the Maladies of Meditation," in C. Pierce Salguero (ed), *Buddhism and Medicine: An Anthology of Premodern Sources*, Columbia 2017; Melissa Anne-Marie Curley, "Meditation Sickness as a Blessing for Those Seeking Enlightenment: Kurata Hyakuzō's (1891-1943) Illness Memoirs," in C. Pierce Salguero (ed), *Meditation Sickness*, forthcoming.

Week 13 *Politics and Mental Distress*

TUES * Susannah Deane, "rLung, Mind, and Mental Health: The Notion of 'Wind' in Tibetan Conceptions of Mind and Mental Illness," *Journal of Religion and Health* 58 (2019): 708-724; Craig R. Janes, "Imagined Lives, Suffering, and the Work of Culture: The Embodied Discourse of Conflict in Modern Tibet," *Medical Anthropology Quarterly* 13.4 (1999): 391-412.

THURS * Andrew Solomon, "Naked, Covered in Ram's Blood, Drinking a Coke, and Feeling Pretty Good," *Esquire* Feb 28, 2014.

Week 14 **Expert Knowledge Week**

University Policies

- Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

- Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

- Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three

absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity.

- Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

- Sexual Misconduct and Relationship Violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

GE Theme course submission worksheet: Health & Wellbeing

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Health & Wellbeing)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Health & Wellbeing

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

	Course activities and assignments to meet these ELOs
ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.	
ELO 3.2 Identify, reflect on, or apply strategies for promoting health and well-being.	

Curriculum Map for Religious Studies Major

Program Learning Goals for the Religious Studies Major

Goal 1: Students will attain a broad knowledge of the world’s religions.

Goal 2: Students will understand some of the methodological challenges facing any scholar of religion.

Goal 3: Students will develop an understanding of religion and how to study it comparatively and critically in a range of cultural and historical contexts.

Goal 4: Students will develop multi-disciplinary skills to appreciate the role religion plays in social and cultural production (in terms of art, literature, politics, society).

*Beg=Beginning; Int=Intermediate; Adv=Advanced

CURRICULUM MAP FOR RELIGIOUS STUDIES MAJOR				
Learning Goals:	<u>Goal 1:</u> Students will attain a broad knowledge of the world’s religions.	<u>Goal 2:</u> Students will understand some of the methodological challenges facing any scholar of religion.	<u>Goal 3:</u> Students will develop an understanding of religion and how to study it comparatively and critically in a range of cultural and historical contexts.	<u>Goal 4:</u> Students will develop multi-disciplinary skills to appreciate the role religion plays in social and cultural production (in terms of art, literature, politics, society).
Core Courses (12 Credit Hours)				
2370 Introduction to Comparative Religion OR 2102.02 Comparative Sacred Texts	beg	beg	beg	beg
3972 Theory and Method in the Study of Religion	int	int	int	int
CS 3990 Approaches to Comparative Studies	int	int	int	int
RS 4970 Religious Studies Capstone OR CS 4990 Senior Seminar in Comparative Studies	adv	adv	adv	adv

Individual Religious Traditions courses (9-15 Credit hours)	<u>Goal 1:</u> Students will attain a broad knowledge of the world's religions.	<u>Goal 2:</u> Students will understand some of the methodological challenges facing any scholar of religion.	<u>Goal 3:</u> Students will develop an understanding of religion and how to study it comparatively and critically in a range of cultural and historical contexts.	<u>Goal 4:</u> Students will develop multi-disciplinary skills to appreciate the role religion plays in social and cultural production (in terms of art, literature, politics, society).
ARABIC 5701 The Qur'an in Translation	adv	adv	adv	adv
CLAS 3401 Ancient Greek Religion	int	int	int	int
CLAS 3404 Magic in the Ancient World	int	int	int	int
CLAS 3405 Christians in the Greco-Roman World	int	int	int	int
CLAS 3408 Ancient Roman Religion	int	int	int	int
CS 4822 Native American Identity	adv	adv	adv	adv
ENGLISH 2280 The English Bible	beg	beg	beg	beg
HEBREW 2700 The Hebrew Bible in Translation	beg	beg	beg	beg
HIST 2220 Introduction to the History of Christianity	beg	beg	beg	beg
HIST 2221 Introduction to the New Testament	beg	beg	beg	beg
HIST 2351 Early Islamic Society, 610-1258	beg	beg	beg	beg
HIST 2375 Islamic Central Asia	beg	beg	beg	beg
HIST 2450 Ancient and Medieval Jewish History, 300 BCE-1100 BCE	beg	beg	beg	beg
HIST 2451 Ancient and Medieval Jewish History, 700-1700 CE	beg	beg	beg	beg
HIST 2452 Modern Jewish History, 1700-Present	beg	beg	beg	beg
HIST 3218 Paul and His Influence in Early Christianity	int	int	int	int

HIST 3219 Historical Jesus	int	int	int	int
HIST 3227 Gnostics and Other Early Christian Heresies	int	int	int	int
HIST 3229 History of Early Christianity	int	int	int	int
HIST 3245 The Age of Reformation	int	int	int	int
HIST 3470 Messiahs and Messianism in Jewish History	int	int	int	int
HISTART 3005 Christian Art	int	int	int	int
HISTART 4421 Medieval Art	adv	adv	adv	adv
JS 2201 Introduction to Jewish Culture, Thought and Practice	beg	beg	beg	beg
NELC 3230 Introduction to Shi's Beliefs and History	int	int	int	int
NELC 3501 Introduction to Islam	int	int	int	int
NELC 3508 Sufism	int	int	int	int
PHIL 2120 Asian Philosophies	beg	beg	beg	beg
PHIL 3111 Introduction to Jewish Philosophy	int	int	int	int
RS 2222 From Istar to Christ: The History of Mediterranean Religions	beg	beg	beg	beg
RS 3186 History of God	int	int	int	int
RS 3210 Kabbalah and the Jewish Mystical Tradition (cross-listed with HEBREW and JS)	int	int	int	int
RS 3671 Religions of India	int	int	int	int
RS 3672 Native American Religions	int	int	int	int
RS 3673 The Buddhist Tradition (cross-listed with EALL)	int	int	int	int
RS 4342 Religion, Meaning, and Knowledge in Africa and its Diaspora (cross-listed with AFAMAST)	adv	adv	adv	adv

RS 4872 Varieties of Christianity	adv	adv	adv	adv
RS 5871 The Japanese Religious Tradition (cross-listed with JAPANESE)	adv	adv	adv	adv
Comparative/ Interdisciplinary courses: 9-15 credit hours				
AFAMAST 4342 Religion, Meaning, and Knowledge in Africa	adv	adv	adv	adv
CLAS 3401 Ancient Greek Religion	int	int	int	int
CLAS 3404 Magic in the Ancient World	int	int	int	int
HEB 2367.01 Scripture and Script	beg	beg	beg	beg
HEB 3704 Women in the Bible and Beyond	int	int	int	int
HIST 3045 American Religious History	int	int	int	int
HIST 3214 Women, Gender, and Sexuality in the History of Christianity	int	int	int	int
MEDREN 2666 Witchcraft and Magic in the Middle Ages and Renaissance	beg	beg	beg	beg
NELC 2680 It's the End of the World!	beg	beg	beg	beg
NELC 3201 Muslims in America and Europe	int	int	int	int
PHIL 2120 Asian Philosophies	beg	beg	beg	beg
PHIL 5850 Philosophy of Religion	adv	adv	adv	adv
RS 2102.01 Literature and Religion	beg	beg	beg	beg
RS 2102.02 Comparative Sacred Texts	beg	beg	beg	beg
RS/CLAS 2222 From Ishtar to Christ	beg	beg	beg	beg
RS 2670 Science and Religion	beg	beg	beg	beg

RS 2677 Religion and Environmentalism	beg	beg	beg	beg
RS 3666 Magic in the Modern World	int	int	int	int
RS 3671 Religions of India	int	int	int	int
RS 3678 Religion and American Culture	int	int	int	int
RS 3679 Popular Culture and World Religion	int	int	int	int
RS / HIST 3680 Religion and Law in Comparative Perspective	int	int	int	int
RS 3777 Religion, Health, and Healing	int	int	int	int
RS 3888 Death, Dying, and the Afterlife	int	int	int	int
RS 4370 Research Seminar on Religion in Ohio	adv	adv	adv	adv
RS / INTSTDS 4873 Contemporary Religious Movements in a Global Context	adv	adv	adv	adv
RS 4875 Gender, Sexuality and Religion	adv	adv	adv	adv
SOCI 3467 Sociology of Religion	int	int	int	int