This graduate seminar explores conceptualizations of health and illness as they relate to religious ideas as expressed in different cultural contexts. What does it mean to be healthy or ill? How do different epistemologies influence epidemiology? In what ways to people use various conceptual frameworks for thinking about healing to attain or re-attain health? How do people describe the experience of illness and health? And how do questions of these intersect with biomedical understandings of the body, health, and illness? We will focus on critical readings of ethnographic studies focused on religion, health, and illness and will devote a considerable amount of attention to the uses of ritual as a method of dealing with illness.

The last third of the course schedule is listed as TBA. Students will be assigned a week to select readings they think are important and appropriate for the class during those weeks. We may make some adjustments along the way—the syllabus is negotiable. This will be discussed the first day of class.

Required Books: I encourage you to purchase books from Amazon or other sources where you can get them used for a good price. The following two books have not been ordered from the Coop, but they will be assigned later in the term. I may also have some extra copies in my office.

Thomas J. Csordas: Body/Meaning/Healing (Contemporary Anthropology of Religion) 9780312293925 / 1st ed.
Publisher: Palgrave Macmillan

BEING ALIVE WELL Ed: 1ST Yr: 2000
ADELSON
9780802083265

The following books are available at the University Coop:

PSYCHOTHERAPY+RELIGION IN JAPAN
9780415545686
BY OZAWA-DE SILVA, CHIKAKO
PUBLICATION DATE: MAY. 14, 2009

NATIVE AMERICAN DRINKING : LIFE STYLES, ALCOHOL USE, DRUNKEN COMPORTMENT, PROBLEM DRINKING, AND THE PEYOTE RELIGION
9780982921913
BY HILL, THOMAS
Assignments

1) **Five two-page book reviews (500-750 words) (50%)**

One of the aims of this course is to help graduate students develop the professional discipline needed to succeed in the academic world. Important to the work of any scholar is the creation of a regular routine of writing, rather than cram writing in which one attempts to complete a long paper shortly before a deadline (and often does not do a very good job of it). Thus, in this class you will be required to write regularly throughout the semester. The book reviews should follow the pattern typical of academic journals.

Use the following framework to reflect on and evaluate the ethnographies we are reading in the seminar and to construct your blog entries. You should think about the following questions as you write, although you are not expected to address all of them.

- **Plot**—What is the overall movement of the text—are the vectors that direct the flow primarily spatial or temporal or a combination? To what extent is narrative used? What is the sequence of events presented in the book?
- **Voice**—point of view and authority. How do we characterize the authorial voice? Are there shifts in the voice (such as moving from first person singular to third person omniscient)? How does the author establish his/her authority? What is the author’s viewpoint towards people studies, topic, findings, the study of religion? Is the author/ethnographer intrusive or unintrusive?
- **Content**—What are the principal "types" of actual content--e.g., fieldwork experiences, observed events, interviews or personal testimonies, archival records, summaries of other works, citations and deployments of theories, native texts, etc.? What are their proportions and distribution through the text? What are the sources of data?
- **Style**—How is this content presented and phrased by formal elements of style? What characteristic expressions of grammar and syntax give distinctiveness to the work?
• Research-writing—To what extent are the formal features and substantive scope of the ethnography shaped by the conditions and methods of research?
• Writing-readership—who do you think is the intended audience? How are the formal features and substance of the ethnography shaped by the intended readership?

2) Thought Paper (40%)

You are required to write a final paper of approximately ten to twelve pages in which you react to a major theme (or themes) in the course and develop your own ideas in relation to religion, health, and illness from a theoretical perspective. The object of this paper is to develop an argument related to one of the main topics/themes/ideas discussed in the course. This is not a research paper; it should be a development of an idea that draws form the readings in the class (or additional readings you wish to pursue).

3) Discussion facilitation (10%)

Serve as discussion facilitator for one or two class sessions. That will mean opening the class with a ten-minute introduction to the readings and issues for that day, and raising questions aimed at generating discussion. All students are expected to come to class prepared to discuss the readings and with several questions of their own in mind. Discussion facilitators are not expected to do all of the work; everyone should come ready to contribute to the discussion each week.

Policy on Academic Integrity

You are expected to adhere to university requirements on academic honesty and integrity. Behaviors such as plagiarism, unauthorized collaboration, copying of another student’s work, or cheating on examinations in any form will be viewed as an offense against the academic community and will be dealt with accordingly. If you are uncertain about what constitutes academic integrity (for example, if you are uncertain about what constitutes plagiarism), you can either meet with the instructor or visit the web site of Student Judicial Services (http://www.utexas.edu/depts/dos/sjs/). In the event that a student is found engaging in behavior that violates university policies on academic integrity, as stipulated by the office of Student Judicial Services, the student will receive the grade of F for the course and will be reported to the office of Student Judicial Services, where further disciplinary action may be taken. There will be no exceptions.

University Electronic Notification Policy

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in
order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/policies/emailnotify.html.

In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements.

Policy on Laptops and other Technology Usage in Class

You are encouraged to bring your laptop computer to class to use for taking notes. However, I do not want you to surf the web or otherwise use your computer for things not related to class while I am lecturing or during class discussions. Aside from the fact that it is rude, it is distracting to other students (particularly those behind you during lectures) and also distracts YOU from the lecture or discussion.

Please turn off your cell phone before coming to class, unless you don’t mind my stopping class and asking you to answer a call while we all wait and listen (yes, I’ve done it before).

Some students, particularly those for whom English is not their first language, may wish to record lectures. You are welcome to do so.

Documented Disability Policy

Students with disabilities who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor at the beginning of the semester and accommodations needed should be discussed at that time. We do not have any in-class exams, however, if you need any sort of special accommodation for the take-home exams, you need to give me at least five business days notice so that we can work out what you need. See following website for more information: http://deanofstudents.utexas.edu/ssd/providing.php.
TENTATIVE CLASS SCHEDULE

All articles are available on Blackboard

1.17 Introduction (we will discuss these texts in the second week)
   • Ethnographies as Texts
     George E. Marcus, Dick Cushman

Geertz, Kuhn and the Idea of a Cultural Paradigm
Jorge Arditi

Cultural Meaning, Explanations of Illness, and the Development of Comparative Frameworks
Linda C. Garro
Ethnology, Vol. 39, No. 4, Special Issue: Comparative Research and Cultural Units (Autumn, 2000), pp. 305-334

1.24 Anthropology of the Body

The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology
Nancy Scheper-Hughes and Margaret M. Lock

From Measurement to Meaning. Anthropologies of the Body
Anthony Synnott and David Howes
Anthropos, Bd. 87, H. 1./3. (1992), pp. 147-166

Power and Placement in Blood Practices
Pamela J. Stewart and Andrew Strathern
Ethnology, Vol. 41, No. 4, Special Issue: Blood Mysteries: Beyond Menstruation as Pollution (Autumn, 2002), pp. 349-363

1.31 Turner, FROM RITUAL TO THEATRE : THE HUMAN SERIOUSNESS OF PLAY

2.7 Morgan, ISLAM AND NEW KINSHIP : REPRODUCTIVE TECHNOLOGY AND THE SHARIAH IN LEBANON

2.14 Becker, DEEP LISTENERS : MUSIC, EMOTION, AND TRANCING

2.28 Thomas, NATIVE AMERICAN DRINKING : LIFE STYLES, ALCOHOL USE, DRUNKEN COMPORTMENT, PROBLEM DRINKING, AND THE PEYOTE RELIGION
3.7 Quantitative Approaches

**Spirituality in Disability and Illness**
Judy Kaye and Senthil Kumar Raghavan
Journal of Religion and Health, Vol. 41, No. 3 (Fall, 2002), pp. 231-242

**Changes in Attitudes toward Religion among Those with Mental Illness**
Steven A. Rogers, H. Newton Malony, Esther M. Coleman, Leslie Tepper
Journal of Religion and Health
Vol. 41, No. 2 (Summer, 2002), pp. 167-178

**Religion and Subjective Health Among Black and White Elders**
Marc A. Musick
Journal of Health and Social Behavior, Vol. 37, No. 3 (Sep., 1996), pp. 221-237

**Spirituality in Physical Health and Aging.**

3.14 Spring Break

3.21 Thomas J. Csordas: Body/Meaning/Healing (Contemporary Anthropology of Religion)
9780312293925 / 1st ed.
Publisher: Palgrave Macmillan

3.28 BEING ALIVE WELL Ed: 1ST Yr: 2000
ADELSON
9780802083265

4.4 Ozawa de-Silva, *Psychotherapy and Religion in Japan*

4.11 TBA

4.18 TBA

4.25 TBA

5.2 TBA