Instructor:
Mary Lou Pfeiffer

Office Hours:
By appointment

Email:
Please use Blackboard messages; if necessary in an emergency, contact me: pfeiffer@fiu.edu

REL 3162, Healers and Mediums

Course Description
This online course investigates healing through mediumship, channeling, PSI (paranormal psychological phenomena), shamans, animals and plants and offers a unique experience through alternative global practices that are studied through the use of texts, electronic readings, video streaming, art 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 practices have been used for hundreds or thousands of years, and lie outside the normative acceptance of Western science, technology and medical practices.

Course Overview
The texts include a first-hand account of healing and paranormal phenomena written by Miamian Philip Smith, Walking Through Walls, A Memoir. Shamans, possibly the oldest of known healers on Earth in religious and cultural communities, and many of their practices are presented in Piers Vitebsky's Shamanism and another memoir, Of Water and the Spirit: Ritual, Magic, and Initiation in the Life of an African Shaman by Malidoma Patrice Somé. The Believing Brain by Michael Shermer presents the skeptics viewpoint regarding many of the healing methods and PSI material for the course. DVD's/videos and electronic readings enhance the texts. PPT’s are presented in each module.

Electronic readings include excerpts about animals as healers (from Susan McElroy and Jeffrey Masson), nature and Earth-based religions that use alternative healing methodologies, American tribal peoples use of plants, (ethnobotany), a look into Tribal vision quests, the ancient Chinese practice of acupuncture and acupressure, herbal remedies, Taoist alchemy, and Spiritualism in the US.

Students use texts, online readings, videos, art, music, resources and web links to pertinent sites.

Global Learning Course Outcomes
The course exposes the students to an overview of healing types from some global religious practices and
rituals that usually occur outside the mainstream medical normative standards in the US and Europe. The epistemology takes form through the use of textbooks, media viewing, live discussion exercises, explanations and exams. The course complies with the global learning initiatives at FIU: **Global Learning Outcomes:** **Global Awareness**- Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic and other values) that have been known to influence practices, both currently and historically, in diverse cultural contexts. These are presented through the use of texts and global cultural systems (historically) that exist to heal humanity. **Global Perspective**- Students will be able to analyze the multiple global forces that shape their and others’ understanding of a deeper and broader sense of healing on Earth— economically, politically, sociologically, technologically, and culturally. **Global Engagement**- Students will be able to develop solutions to local, global, international, and/or intercultural problems and be able to articulate the causes and contributions to these problems. This is accomplished through pre/post problem solving regarding ideas about healing with a willingness to consider traditional and non-traditional approaches to healing. Appropriate assignments are designated GA (A), GP (B), and GE (C), respectively on the weekly schedule. The global learning outcomes are incorporated into the weekly course schedule and are listed as A, B, and/or C in the assignments of the course schedule.

The diversity (locale of the students’ origins if known to the instructor) within the course will be noted (anonymously) as information for the Global Initiatives. For example, if the course has 30 students, the diversity list would include the following: 10-North America, 8-Latin/South America including the Caribbean, 2-Africa, 6-Europe, 4-Asia

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

1. Define the terms “healers and mediums,” and describe alternative methods used by healers, mediums and shamans globally (A, B)
2. Distinguish the global perspectives that have shaped the trends and systems of diverse cultures in healing methods from the past and through current concepts (A, B)
3. Recognize patterns of evolutionary change from rituals and practices that may reshape the future while preserving the traditions of aesthetics and cultural values of the past (A, B)
4. Demonstrate knowledge of the cultural and cross-cultural dynamics involved in these alternative methods of healing and how they may be incorporated into healing practices used today by many varying methodologies. (A, B, C)
5. Define skepticism and the terminology or glossary terms that accompany the skeptics’ viewpoints. (A, B)
6. Students will gain an appreciation for the diversity of life on Earth as well as an acceptance of various ways used to heal the maladies of the body from a global viewpoint (A, B)
7. Fulfill research requirements (PPT, media or paper presentation) that involve active contact with global forms of healing as methodologies (C); this requirement relates to the pre-problem solving at the beginning of the course, and the post solutions upon completion of the course. This, then, becomes a determinant

**Professor Biography**

Prof. Mary Lou Pfeiffer:

- Holds advanced degrees: LL.M in Intercultural Human Rights from St. Thomas University School of Law and MA in Religion from Florida International University;
- Currently a Faculty Fellow and full-time Senior Instructor in The Honors College at FIU; adjunct instructor in Religious Studies
- Her undergraduate degrees include religious studies, biology (minor-geology) and allied health
breast care;

- Owns and operates an art glass studio specializing in stained/etched glass, stone and wood sculpting; studied architectural glass in Germany with renowned glass artists and sculpting with Elliot Miller;
- Her specialty areas include American tribal cultures, biomedical ethics, earth ethics, human rights law (rights of women, the child, internally displaced persons/refugees, and global indigenous peoples);
- Attended the UN Sub-Commission on Human Rights for Indigenous Working Peoples in Geneva, Switzerland for several years (known today as the UNPFII);
- Her research areas encompass human rights, biomedical ethics, indigenous sacred sites, gender issues involving breast cancer and asbestosis;
- Completing a project of her uncle's original "V" mail letters from WWII, and two current manuscripts - the Miami Circle, and a work taken from her life participating in a “seagull society” as the wife of a Naval fighter pilot during the Vietnam years;
- Sits the Advisory Board for Arts and Sciences, the Women’s Studies Advisory Board, is a recipient of the Alumni Torch Award at FIU, and has received two Outstanding Service Awards from Religious Studies;
- She has two sons (both avid surfers): one is a paramedic firefighter and the other, a chef on Oahu’s north shore, and five grandchildren.
- Her “other” family includes 2 dogs, a cat, an Umbrella cockatoo, and an aviary of finches.

IMPORTANT INFORMATION

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

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

For detailed information about the technical requirements, please click here.

Accessibility And Accommodation
For detailed information about the specific limitations with the technologies used in this course, please click here.

For more information about Blackboard's Accessibility Commitment, click here.

For additional assistance please contact our Disability Resource Center.

Course Prerequisites
For information about prerequisites, click here.

3
Textbooks

Walking Through Walls: A Memoir (Hardcover) (Required)
Philip Smith
ISBN 10: 1416542949
ISBN 13: 9781416542940

Of Water and the Spirit: Ritual, Magic and Initiation in the Life of an African Shaman (Required)
Malidoma Patrice Some
Penguin Books, 1994
ISBN 10: 0140194967

Shamanism (Required)
Piers Vitebsky
University of Oklahoma Press, 2001
ISBN 10: 0806133287
ISBN 13: 978080613328
The Believing Brain (Required)
Michael Shermer
New York: Times Books
ISBN 13: 9780805091250

Click here to buy your textbook online at the FIU Bookstore.

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

Electronic information: DVD’s, PDF’s, PPT’s, and glossaries are listed on the weekly syllabus and complement the required readings and topics for each section—1) Introduction, 2) PSI and Healing Through Mediums, 3) Shamans, 4) Skeptics.

Students are expected to:

- Review the how to get started information located in the course content
- Introduce yourself to the class during the first week by posting a self introduction in the appropriate discussion forum
- Take the practice quiz to ensure that your computer is compatible with Blackboard
- Interact online with instructor/s and peers
- Review and follow the course calendar
- Return an electronically signed form in Week 1 that you have reviewed the folders in the course content, syllabus, and course schedule and your computer is compatibility for submitting material online. All course assignments and assessments must be submitted through the course itself to receive credit for completion.

COURSE DETAIL
Course Communication
Communication in this course will take place via the course message system. 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 Blackboard only communication system. Users must log on to the blackboard system to send/receive/read messages. There are no notifications in Blackboard to inform users when a new message has been received; therefore, it is recommended that students check their
messages routinely to ensure up-to-date communication.

This is the best method to communicate with your instructor privately.

**Discussion Forums**

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

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

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

**Discussion Rubric (grading):**

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>5</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promptness and Initiative</td>
<td>Does not respond to most postings; rarely participates</td>
<td>Responds to most postings several days after initial discussion with limited initiative</td>
<td>Responds to most postings within a 24 hour period</td>
<td>Consistently responds to postings in less than 24 hours; demonstrates good self-initiative</td>
</tr>
<tr>
<td>Delivery of Post</td>
<td>Utilizes poor spelling and grammar in most posts; posts appear “hasty”</td>
<td>Errors in spelling and grammar evidenced in several posts</td>
<td>Few grammatical or spelling errors noted in posts</td>
<td>Consistently uses grammatically correct posts with rare misspellings</td>
</tr>
<tr>
<td>Relevance of Post</td>
<td>Posts topics which do not relate to the discussion content; makes short remarks</td>
<td>Occasionally posts off topic; most posts are short in length and offer no further insight into the topic</td>
<td>Frequently posts topics that are related to discussion content; prompts further discussion of topic</td>
<td>Consistently posts topics related to discussion topic; cites additional references related to topic</td>
</tr>
<tr>
<td>Expression within the post</td>
<td>Does not express opinions or ideas about the topic</td>
<td>Unclear connection to topic evidenced in minimal expression of opinions or ideas</td>
<td>Stated with occasional lack of connection to topic</td>
<td>Expresses opinions and ideas in a clear and concise manner with obvious connection to topic</td>
</tr>
<tr>
<td>Contribution to the Learning Community</td>
<td>Does not make effort to participate in learning community; appears indifferent</td>
<td>Occasionally makes meaningful reflection on group’s efforts; marginal effort to become involved with consideration; interacts freely</td>
<td>Frequently attempts to direct the discussion and to present relevant viewpoints for the group discussion; presents creative approaches to topic</td>
<td>Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic</td>
</tr>
</tbody>
</table>

Discussion Rubric altered from California State University at Hayward: Assessing Effectiveness of Student Participation in Online Discussions
Quizzes
Each quiz is open for a 4-day period, (one attempt) from 08:00am of the first day until 12:00pm (noon) 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 within Blackboard - use arrows to scroll backward.) 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.

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.

Exams
Exams are intended to assess your comprehension, retention, and knowledge of the materials covered in electronic postings, videos and required texts. The Midterm Exam is open for a 5-day period, (one attempt) from 08:00am of the first day until 12:00pm (noon) on the 5th day.

Make Up Policy
No make-up assignments, quizzes or exams are accepted unless discussed with the instructor in advance and approved. 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, etc). This documentation will be verified by contacting the appropriate individuals. Once verified a decision to proceed will be made by the Professor.

Adobe Connect Pro Meeting
The Adobe Connect Pro Meeting is an online meeting room in which you can interact with your Professor and fellow students by sharing your computer, screens or files, chat, broadcast live audio and take part in other interactive online activities.

Requirements for using Adobe Connect Pro Meeting:

- Disable any window pop-up blocker.
- Adobe Flash Player is required to successfully run your Connect Pro meeting. You can test your computer to make sure that you are set up with all of the tools you will need to participate in the meeting.
- Use of a combination headset and microphone with USB connection is recommended to ensure quality sound and reduce technical difficulties.
  Please click here for additional information on Adobe Connect (Tutorials & Help).

Grading
Course Requirements
(Assignments for GA, GP, GE are reflected in the matrix/syllabus)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Written Essay assignment- #1 (Critical review of PSI website, 300-word minimum, A &amp; B)</td>
<td>10%</td>
</tr>
<tr>
<td>4 Written Essay Assignments #2, #3, #4, #5 (400 word minimum, A, B, C)</td>
<td>15%</td>
</tr>
<tr>
<td>8 Graded Discussions, 2 live chats (A, B, C)</td>
<td>10%</td>
</tr>
<tr>
<td>4 Quizzes (A, B)</td>
<td>10%</td>
</tr>
<tr>
<td>1 Timed Midterm Exam (A, B, C)</td>
<td>25%</td>
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<tr>
<td>Final Essay Critical Book Review (Part A- abstract- 200 words, essay outline, bibliography 5%;</td>
<td>30%</td>
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</table>

Total: 100%
Part B - Review, 1,500 words 25%
Total 100%

<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>Above 93</td>
<td>B-</td>
<td>80 - 83</td>
<td>D+</td>
<td>67 - 69</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
<td>C+</td>
<td>77 - 79</td>
<td>D</td>
<td>64 - 66</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
<td>C</td>
<td>74 - 76</td>
<td>D-</td>
<td>61 - 63</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86</td>
<td>C-</td>
<td>70 - 73</td>
<td>F</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>

Please Note That There Are Discussions, Assignments And Assessments Due During The Same Week, Same Date And Time. A Listing Brief Of Assigned Work Is Attached At The End Of The Course Calendar. All Assignments And Assessments Are Due At 12:00 PM (That’s Noon, Not in the Evening) On the Appointed Day, Usually Sunday Unless Otherwise Stated.

Weekly Schedule

WEEK	CONTENT

Module 1: Introduction (Week 1)

Required reading:

- Course Description
- Course Objectives
- Course Overview
- Discussion Rubric
- Academic Essay/Paper Guidelines

Week 1
Jan 7-13

Module 2: PSI, Healing Through Mediums (Weeks 2-6)

“New Age Information”

Required Reading:

- New Age PPT and Glossary
- PSI Websites
- Review the ARE (Association for Research and Enlightenment, Edgar Cayce Foundation);
- PSI PPT

Week 2
Jan 14-20

(ML King Holiday Jan 14)

Discussion #1 due Jan 20 at 12:00

Essay assignment #1 Website
Critique due Jan 20 at 12:00 PM, 250 word minimum, (Global Initiative- A)
- “Leichtman/Cayce Mediumistic Interviews” (electronic online reading),
- Best Evidence (Michael Schmicker)
- Begin Philip Smith’s *Walking Through Walls, A Memoir*

**Required Reading:**

**Week 3**  
Jan 21-27

- Complete Smith’s memoir *Walking Through Walls*

View “Spiritualism in the US” posted online in 4 parts (Part I-IV)

**Week 4**  
Jan 28-Feb 3

**Required Reading:**

- Complete Smith’s memoir

**Week 5**  
Feb 4- Feb 10

**Required Viewing:**

- Bill Moyers 4 part series, “Healing and the Mind” on Mind-Body-Spirit Healing, volume I-IV

**Required Reading:**

- PDF excerpts online from Susan McElroy’s *Animals as Healers,*
- Jeffrey Masson’s *When Elephants Weep,*” and
- Healing Plants and Healing arts” by Emma Sans and Alice Snow

**Module 3: Shamans (Weeks 7-10)**

**Week 6**  
Feb 11- Feb 17

**Required Reading:**

- *Shamanism* by Piers Vitebsky

**Required Viewing:**

- View: *Fire on the Mountain*

**Week 7 & 8**  
Feb 18- Mar 3

(President’s Day Feb 18)

**Required Reading:**

- Complete Vitebsky’s text
- Begin Malidoma Patrice Somé’s *Of Water and the Spirit*

**Week 9**  
Mar 4- Mar 10

**Quiz #1**- New Age Concepts and glossary (PPT Week 2), opens Jan 24 at 08:00 AM, closes Jan 27 at 12:00 PM (Global Initiative assessment-A)

**Live Chat #1** Thursday, Jan 31 20:00-21:00 (8-9PM) re: Psychic Healing (Global Initiative- A, B)

**Essay Assignment #2** due Feb 3 at 12:00 PM (Smith’s Memoir)

**Discussion #2** due Feb 3 at 12:00 PM (Psychic healing) (Global Initiative- A, B)

**Essay Assignment #3** due Feb 10 at 12:00 PM (Mind- body-spirit healing) (GI assessment-A, B)

**Discussion #3** due Feb 10 at 12:00 PM (Mind- body-spirit healing) (Global Initiative A, B)

**Quiz #2** PSI glossary and information- matching terms and definitions, opens Feb 14 at 08:00 AM, closes Feb 17 at 12:00 PM (Global Initiative assessment-A, B)

**Discussion #4** due Feb 17 at 12:00 PM (Animals as Healers) (Global Initiative- A, B)

**Essay Assignment #4** due Feb 24 at 12:00 PM, Alternative Healing methods (Global Initiative- A, B)

**Discussion #5** due Mar 3 at 12:00 PM (Shamans worldwide) (Global Initiative- A, B)

**Midterm Exam** opens Mar 6 08:00 AM to Mar 10 at 12:00 PM; 48 multiple choice questions (randomized from a question date bank) and 1 short essay question
Week 10
Mar 11-17
SPRING BREAK

Required Reading:
- Complete Somé's *Of Water and the Spirit*

Discussion #6 - due Mar 10 at 12:00 PM (Shamanic trances and ethnobotany) (Global Initiative assessment- A, B)

No assignments, no assessments during spring break

Week 11
Mar 18 - Mar 24

Required Reading:
- Begin Michael Shermer’s *The Believing Brain*

Quiz #3 Shamans (Vitebsky PPT and text), opens Mar 21 at 08:00 AM, closes Mar 24 at 12:00 PM (Global Initiative assessment- A, B)

Essay assignment #5 (Somé’s book) due Mar 24 at 12:00 PM (Global Initiative- A, B)

Discussion #7 due Mar 24 at 12:00 PM (Somé’s return to shamanism) (Global Initiative- A, B)

Module 4: Skeptics (Weeks 12-15) Required Reading:
Week 12
Mar 25 - Mar 31
- Michael Shermer’s *The Believing Brain*
View “Secrets of the Psychics” Parts I-IV (Randi the Great: skeptic James Randi) posted online

Quiz #4 Somé’s book opens Mar 28 at 08:00 AM, closes Mar 31 at 12:00 PM (Global Initiative-assessment- A, B)

Abstract, Outline, Bibliography due April 14 at 12:00 PM

Discussion 8 (Participate in the post-survey results) due Apr 14 at 12:00 PM (Global Initiative- A, B, C)

Final Critical book review, 1,500 words (from Shermer’s book) due Apr 23

Post problem solving response (GI-
New Age Information

- PSI
- PSI Glossary (PDF)
- New Age Glossary (PDF)
- Heaven to Earth (Leichtman/Cayce)
- Review site for Association for Research and Enlightenment- ARE, Edgar Cayce Foundation
- Best Evidence (Michael Schmicker)
- Walking Through Walls (Philip Smith)

Please click here to review PSI-related websites. (These are reviewed at the beginning of each semester to ensure accuracy and accessibility to each site.)

- The Division of Perceptual Studies
- Jim Tucker - Biography & Resources
- Jim Tucker on Larry King Live
- CNN - Larry King Live (Transcript)
- Institute of Noetic Sciences (A non-profit Northern California institute, leading edge research into potentials and powers of consciousness (called IONS)
- A Good Death, by Michael Grosso PhD
- The Society for Scientific Exploration
- The Committee for Skeptical Inquiry (Investigation of Claims of the Paranormal)
- Princeton Anomalies Engineering Research
- Drs. Dossey and Dossey (MD & PhD)
- Parapsychological Association (International Professional Organization of Scientists and Scholars Engaged in Study of PSI)
- The Rhine Research Center, A Center for the Study of Consciousness, Durham, NC
- Intuition Laboratories (A research and development corporation for study involving ESP)
- American Society for Psychical Research
- International Association for Near Death Studies, Inc.
- The Archives of Scientists’ Transcendent Experiences (TASTE)
- Science Frontiers (Bimonthly Newsletter Describing Scientific Anomalies)
- National Center for Complimentary and Alternative Medicine
- Dowsing history and organization in the US
- Institute of Transpersonal Psychology
- Brian L. Weiss, M.D - The Books

Healing Through Mediums and the Afterlife

- Spiritualism
- Spiritualism in the US (Parts I-IV)
  - Part I (7:54)
- Part II (1:06)
- Part III (13:38)
- Part IV (11:01)

- Reincarnation, Life After Death, and Astral Travel
- Reincarnation Believers Have Worse Memories?
- Google Images - Reincarnation
- Google Images - Psychic Healing

Healing, Mind, Body and Spirit

- Bill Moyers - Healing and the Mind
  - Part I
  - Part II
  - Part III
  - Part IV

Healing Plants and Animals

- In the House of Animals
  - PDF Version
- Animals as Healers (Susan McElroy - Excerpt)
- When Elephants Weep (Jeffrey Masson)
- Healing, Plants, Ancient Arts, Nature’s Medicine by Emma Sans and Alice Snow
  - PDF Version

Readings

- Shamanism by Piers Vitebsky
- Piers Vitebsky
  - Glossary (PDF)
  - Shamanism (PowerPoint)
  - PDF Version
- “Fire on the Mountain”
- Of Water and the Spirit (Malidoma Patrice Somé)
  - Notes
  - Glossary (PDF)
- An Encyclopedia of Shamanism (Christina Pratt)

Readings

- The Believing Brain (Michael Shermer)
- Secrets of the Psychics
  - Part I
  - Part II
  - Part III
  - Part IV
- Part V
- Part VI
- **Healers and Mediums Rel 3162 Spring 2013 Assignments and Assessments**
- **Student Biography with photograph** due Jan 13 at 12:00 PM
- Notification agreement (electronic signature) due Jan 13 at 12:00 PM
- **Discussion #1** Due Jan 20 at 12:00 PM (PSI, GI- A, B)
- **Discussion #2** Due Feb 3 at 12:00 PM (Psychic Healing, GI- A, B)
- **Discussion #3** Due Feb 10 at 12:00 PM (Mind-body-spirit healing GI- A, B, C)
- **Discussion #4** Due Feb 17 at 12:00 PM (Animals as healers GI- A, B)
- **Discussion #5** Due at Mar 3 at 12:00 PM (Shamans worldwide GI- A, B, C)
- **Discussion #6** Due Mar 10 at 12:00 PM (Shamanic trances and ethnobotany)
- **Discussion #7** Due Mar 24 at 12:00 PM (Somé’s return to shamanism)
- **Discussion #8** Due Apr 14 at 12:00 PM (Participate in the Post-survey results)
- **Essay #1** (300 words) Due Jan 20 at 12:00 PM (Website Critique) (GI-A)
- **Essay #2** (300 words) Due Feb 3 at 12:00 PM (Smith’s Memoir)
- **Essay #3** (400 words) Due Feb 10 at 12:00 PM (Mind-body-spirit healing)
- **Essay #4** (400 words) Due Feb 24 at 12:00 PM (Alternative Healing Methods)
- **Essay #5** (400 words) Due Mar 24 at 12:00 PM (Somé’s Memoir)
- **Final essay abstract, outline, bibliography** Due Apr 14 at 12:00 PM (*The Believing Brain*)
- **Final Course Critical Book Review** Due Apr 23 at 12:00 PM (*The Believing Brain*)
- **Live Chats**
  - **Live Chat #1** Jan 31 from 21:00-22:00 (8-9 PM) Psychic Healing
  - **Live Chat #2** Mar 28 from 21:00-22:00 (8-9 PM) on Shamans
- **Quizzes/Exams**
  - **Quiz #1** opens Jan 24 at 08:00 AM closes Jan 27 at 12:00 PM (New Age Concepts, PSI)
  - **Quiz #2** opens Feb 14 at 08:00 AM closes Feb 17 at 12:00 PM (PSI)
  - **Quiz #3** opens Mar 21 at 08:00 AM closes Mar 24 at 12:00 PM (Vitebsky)
  - **Quiz #4** opens Mar 28 at 08:00 AM closes Mar 31 at 12:00 PM (Somé)
- **Midterm Exam** opens Mar 6 at 08:00 AM, closes at Mar 10:00 PM (Weeks 2-8)

**Assignment Instructions**

**Important notice regarding your assignments (please read).**

Assignments will be due on the following dates:

**Essay Assignment #1:** Due January 20 at noon
**Essay Assignment #2:** Due February 3 at noon
**Essay Assignment #3:** Due February 10 at noon
**Essay Assignment #4:** Due February 24 at noon
**Essay Assignment #5:** Due March 24 at noon
**Final Essay - Critical Review (Abstract, Outline, Bibliography):** Due April 14 at noon
**Final Essay - Critical Review of Shermer’s The Believing Brain:** Due April 23 at noon

If you encounter any technical difficulties or have any questions on how to submit your assignment, please contact [FIU Online Support Services](#).
Directions on Submitting Assignments to the Dropbox

Below are directions on how to submit your assignments to the Dropbox:

1. Click on the assignment link.
2. There are two ways to submit your work.
   - **Option 1**: Type or paste your submission into the text box. Scroll down to the bottom of the page and click Submit.
   - **Option 2**: Look for the section Attach File, and then click on Browse My Computer. Select the file you want to submit and click Open. After you have attached your file, scroll down to the bottom of the page and click Submit.

Please note that clicking Save as Draft will **NOT** submit the assignment. It allows you to save your submission and come back to it later. Your instructor will not be able to access any submissions saved this way.

**Essay Assignment 1**
(250 word-minimum)
Review the PSI websites listed in Module 1 and write a critical review of the site.

**Website Critique Guidelines**
In the PSI Module posted online is a list of websites that pertain to the information in regarding some New Age ideas, PSI and an array of interesting sites to visit. Graded Essay Assignment #1 requires you to visit each website briefly, then select one that is of interest to you and write a critique of the site. This critique should be in essay format, correct spelling, good grammar and syntax. You should include the following:

- Why did you select the particular website
- Ease of navigation
- Was the site informative?
- Did you find information you were not expecting to locate?
- Suggests for improving the site, if any
- Critique it as you would any article or book
- Add any information you feel in pertinent

Feedback will be provided through the tracking tool.
(Include your name, Panther ID, site accessed)

**Essay Assignment 2**
(350-word minimum)
Write your perspectives on the use of channeling and psychic healing (from the readings posted online) and using Smith's memoir.

**Essay Assignment 3**
(350 - minimum words)
Write your ideas about healing from the body-mind-and spirit perspective.

**Essay Assignment 4**
(350-word minimum)
Select a healing plant (ethnobotany) for research; locate at least one outside resource and discuss the plant and its powers, its cultural use.

**Essay Assignment 5**
(350-word minimum) From Of Water and the Spirit...discuss the meaning of the "Green lady."

**Final Essay - Critical Review (Abstract, Outline, Bibliography)**
(200-words)

**Final Essay - Critical Review of Shermer’s The Believing Brain**
Please review and follow the following documents when working on this project:
Writing a Critical Review
Academic Paper Guidelines

**Discussion Forum Questions**

**Discussion 1**
Have you or anyone you know had a psychic experience? Post your initial response; then respond to at least 3 others postings.

**Discussion 2**
Forum is no longer available. Available until: Sunday, February 3, 2013 12:00:00 PM EST.
Do you believe we can communicate with the dead (ie spiritualism)?

**Live Chat 1 - Psychic Healing**

**Discussion 3**
From Smith’s memoir, do you feel psychic healing is valid? Your post should include why support or do not support this methodology.

**Discussion 4**
How can animals aid in healing humans? Post your comments and respond to others postings

**Discussion 5**
From Vitebsky's book, discuss practices of the shamans as the more important members of the culture within the society. Include the roles that the shaman plays in daily life.

**Discussion 6**
Discuss the layers of the cosmos, Vitebsky pp 15-17

**Discussion 7**
The Dagara concept of “yielbongura”

**Discussion 8**
Participate in the post-survey results