

Course Goals:

1. Students will appreciate the diversity of forms that Islamic medicines and healing have taken both across time and geography.
2. Students will develop a critical and empathetic understanding of how Muslims practice healing informed by and in conversation with the religious tradition of Islam.
3. Students will be able to engage constructively with contemporary discourses and debates related to the revival of various forms of "Islamic" medicine.

Requirements:

1) Attendance and Prepared Participation: up to 20 grade points.

The class will be conducted in a graduate seminar discussion format. Your presence, prepared participation, and engagement in these discussions are essential to your own learning and to that of the group as a whole. All students are expected to present material and to bring relevant examples, questions, and reflections to class. Therefore, a fifth of the grade will be divided between these two components.

2) Short critical reflection assignments: up to 40 grade points.

Eight short writing assignments (five points each)

Students should be prepared to give short, **concise oral reviews** of assigned readings in class. Please speak from an outline and do not read from the text. **A written review** (3-5 dblsp pages) of the topic will be expected either at the time the class meets or before the next class meeting. This review should be **submitted through the Blackboard site**. Please **label the review: MA682_Session #_Your Name**. Written reviews should be organized by subtitle and include:

- A brief summary of the major themes raised in the reading (short illustrative quotes if you wish)
- Short note on how this reading compares to others in previous weeks. Keep in mind that we are exploring dimensions of Islamic medicines and healing, and that each reading contributes to a larger picture. What does that picture look like for you after this reading? It is expected that latter reviews will reflect an increased depth of knowledge.
- Your evaluation of the material presented. This should include strengths and constructive critical comments.
- Questions the readings raised for you/the class.

There will be no make-up assignments. The student is free to choose the weeks during which s/he will not turn in a critical review.

3) Research Paper or Two Book Reviews—Due December 15: up to 40 grade points

The research paper or book reviews provide an opportunity to apply one's knowledge of the course content to some substantive matter of interest to the student. Students may choose to write a) one coherent, well-structured class paper on a subject related to the themes covered in class and negotiated between student and professor; **or** b) Two critical book reviews on a subject related to issues raised in class -- from books suggested as supplementary reading or approved by the professor. Topics should be **selected** by **November 3**. The length should be between 5,250-8,750 words (ca. 15-25 pages; or two 10-page book reviews), not including references (use AAA format).

Grading Criteria: (Lewis Hyde's list, edited by Sue Lonoff, with thanks to Richard Marius's handbook.)

The Unsatisfactory Essay or Paper:

The D or F essay either has no thesis or else makes an argument that is vague, broad, or uninteresting. There is little indication that the writer understands the material being presented or is working closely with it. The paragraphs do not hold together. Ideas do not develop from sentence to sentence. This essay usually repeats the same thoughts again and again, perhaps in slightly different language, but often in the same words. The D or F essay is filled with mechanical faults, errors in grammar, and errors in spelling.

More serious is the use of plagiarized material—material copied without citing the source, or ideas taken from another source without giving the original author credit in an endnote. Students are expected to conduct all work for the course independently. Discussion of assignments with course faculty and peers is encouraged, but any evidence of plagiarism either of source materials or of one's peers—as well as any other suspected academic misconduct—will be referred to the Dean's Office. If work is judged by the Dean to be plagiarized, it will receive a "0" with no opportunity to make up the work. Students are expected to know and understand the provisions of the BU GMS Academic Standards (<http://gmsfile.bumc.bu.edu/pdfs/acad.pdf>).

The C Essay or Paper:

The C essay has a thesis, but it is vague and broad, or else it is uninteresting or obvious. It does not advance an argument that anyone might care enough about to debate: "Modern cities are interesting places."

The thesis in a C essay often hangs on some personal opinion. If the writer is a recognized authority, this expression of personal taste might be noteworthy, but writers gain their authority by learning how to justify and give evidence for their opinions. Opinion by itself is never enough. It must be defended.

The C essay rarely uses evidence well; sometimes it does not use evidence at all. Even if it has a clear and interesting thesis, an essay with insufficient supporting evidence is a C essay.

The C essay often has mechanical faults, errors in grammar and spelling, but please note: a paper without such flaws may still be a C essay.

The B Essay or Paper:

The reader of a B essay knows exactly what the author wants to say. It is well organized, it presents a strong and interesting idea, and the idea is supported by sound evidence presented in a neat and orderly way. The paragraphs may be awkward now and then, but they are each organized around a main idea, and develop that idea. Some of the sentences may not be elegant, but they are clear, and thought follows naturally on thought. Together, the paragraphs build an argument. The reader does not have to read a paragraph two or three times to get the thought the writer is trying to convey.

The B essay is mechanically correct. The spelling is good, and the punctuation is accurate. Above all, the essay makes sense the whole way through. It has a thesis that is not too big, and that is worth arguing. It does not contain unexpected digressions, and it ends by keeping its promise to argue and inform the reader about the issue with which it begins.

The A Essay or Paper:

The A essay has all the good qualities of the B essay, but in addition it is lively, well paced, interesting, and even exciting. The essay has style. Everything seems to fit and support the argument. It may have a proofreading error or two, or even a misspelled word, but the reader feels that these errors are the result of the normal accidents all good writers encounter.

Reading the paper, we feel a mind at work. We are convinced the writer cares about his or her ideas, and about the language that carries them. The sure mark of the A essay is that you find yourself telling someone else about it.

Teaching and Learning Covenant

Since the creation of a safe and productive learning community within the seminar is vital to our pursuit of the learning goals, we ask that all members agree to the following. Attendance in the course beyond the first week implies your agreement with this covenant.

Faculty and students agree to:

1. Listen and speak to others as they wish to be heard and addressed;
2. Respect our own and others' work;
3. Take responsibility for our own work, and appropriately acknowledge and cite sources, including fellow students, whose ideas have influenced us;
4. Attend all required activities, fully prepared to participate appropriately. (In a seminar, this means striking a balance between active listening, actively stating and supporting our own arguments);
5. Complete all assigned writing, research, presentations, and responses to others' work;
6. Honor the fact that deadlines for all work are firm and non-negotiable (unless dictated by unforeseen circumstances, such as illness or required absence from the campus);
7. Contact the faculty facilitator and seminar partners if we are ill and unable to attend program activities or will be late. We will stay away from class until serious illness is no longer contagious;
8. Respect and care for equipment we use and spaces where we do our work;
9. Manage our time conscientiously so that we can honor the covenant and our commitment to the course.

Course Schedule:

Week	Topic	Required Reading
1. Sep 8	Introduction and Overview: Islam, Healing, and Medicine	<p>PRACTICE</p> <p>Rowe, Amy 2001 Honey, Hadiths, and Health Day: a spectrum of healing in the daily life of Boston Muslims. <i>In Religious Healing in Boston: First Findings</i>. S. Sered, ed. Pp. 35-41. Cambridge, MA: Center for the Study of World Religions, Harvard University.</p> <p>Hermansen, Marcia 2004 Dimensions of Islamic Religious Healing in America. <i>In Religion and Healing in America</i>. L. Barnes and S. Sered, eds. Pp. 407-422. New York: Oxford University Press.</p> <p>Hoffer, C.B.M. 1992 The practice of Islamic healing. <i>In Islam in Dutch Society: current developments and future prospects</i>. W.A.R. Shadid and P.S. Koningsveld, eds. Pp. 40-53. Kampen, The Netherlands: Kok Pharos Publishing House.</p> <p>ETHICS</p> <p>The Oath of a Doctor: Webpage: Islamset, "Islamic Medical Ethics," http://www.islamset.com/ethics/code/oath.html: Accessed August 16, 2010.</p> <p>IMANA Ethics Committee n.d. ISLAMIC MEDICAL ETHICS: The IMANA Perspective. Website: Islamic Medical Association of North America (http://www.imana.org/ethics.html): (Accessed August 16, 2010).</p> <p>Inhorn, Marcia C. 2006 "He Won't Be My Son". <i>Medical Anthropology Quarterly</i> 20(1):94-120.</p> <p>Sachedina, Abdulaziz 2005 End-of-life: the Islamic view. <i>Lancet</i> 366(9487):774-9.</p> <p>ISLAMIZATION OF MEDICINE</p> <p>"The Qur'an on Embryonic Development" http://www.islam-guide.com/ch1-1-a.htm</p>

		<p>[Critique of Muslim quotation of Keith Moore on embryology in the Qur'an] http://www.answering-islam.org/Quran/Science/embryo.html</p> <p>Kasule, Omar 2005 ISLAMIC PERSPECTIVE OF KNOWLEDGE: EPISTEMOLOGY, METHODOLOGY, and ISLAMIZATION. ISLAMIC MEDICAL EDUCATION RESOURCES http://omarkasule-03.tripod.com/id828.html: Accessed August 13, 2010.</p> <p>HISTORY Website: International Institute of Islamic Medicine http://www.iiim.org/ (explore site)</p>
2. Sep 15	Medieval Islamic Medicine	Pormann, 1-161 Peter Pormann's podcasts on Medieval Islamic Medicine: http://www2.warwick.ac.uk/newsandevents/podcasts/media/more/medislam/
3. Sep 22	Unani medicine I	Chishti, 1-154 Pormann, 162-182
4. Sep 29	Unani medicine II	Chishti, selections from 155-316 American Institute of Unani Medicine, www.unani.com Ibn Sina Institute, "Tibb ye Africa Medicine for Africa" http://www.tibb.co.za/ibn_sina.html (explore website, research articles, etc.) "Herb'n Muslim" http://herbnmuslim.weebly.com/ and "Avicenna Institute" http://TheAvicennaInstitute.com
5. Oct 6	Healing in South Asia I	Flueckiger, 1-135
6. Oct 13	Healing in South Asia II	Flueckiger, 136-249 Pugh, Judy F. 1991 The semantics of pain in Indian culture and medicine. Culture, Medicine and Psychiatry 15(1):19-43.

7. Oct 20	Prophetic medicine I	Al-Jawziyya, 3-100
8. Oct 27	Prophetic medicine II	Al-Jawziyya, 101-204 "Health & Alternative Medicine" http://www.islamonline.net/english/science/topic01-b.shtml
9. Nov 3	Healing in Turkey I	Önder, 1-152
10. Nov 10	Healing in Turkey II	Önder, 153-248 Film: Allione, Costanzo, et al. dirs. 1997 Habiba a Sufi saint from Uzbekistan. Mystic Fire Video : Distributed by Fox Lorber Associates. New York, NY. Kassamali, Noor 2004 Healing Rituals and the Role of Fatima. <i>In Religious Healing in Boston: Body, Spirit, Community</i> . S. Sered, ed. Pp. 43-45. Cambridge, MA: Center for the Study of World Religions, Harvard University.
11. Nov 17	Sufi Psychology	Frager (All) Haque, Amber 2004 Psychology from Islamic Perspective: Contributions of Early Muslim Scholars and Challenges to Contemporary Muslim Psychologists. <i>Journal of Religion and Health</i> 43(4):357-377. Sufi Psychology Association (MTO) http://www.sufipsychology.org/ Sufism and Psychology Forum (IAS) http://www.ias.org/departments/sufipsychology.html
12. Nov 24	FALL BREAK	
13. Dec 1	Healing in Egypt I	Drieskens, 1-152
14. Dec 8	Healing in Egypt II and East Africa	Drieskens, 153-236 Boddy, Janice 1988 Spirits and Selves in Northern Sudan: The Cultural Therapeutics of Possession and Trance. <i>American Ethnologist</i> 15(1):4-27. — 1994 Spirit possession revisited: beyond instrumentality. <i>Annual Review of Anthropology</i> 23:407-34.

15. Dec 15

Final Paper Due 5pm

Resource Bibliography: