



School of Humanities, Arts and Design  
RE/PH/BI 488 Magic, Science, and Belief: The Global Quest for Health  
Online Asynchronous  
Credits: #3    Section: 488-92-1    Term: Spring, 2026

## Instructor Information



**Instructors:** Lilia Castle, Dr. Helen Turner.

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**Phone:** 808-7394628

**Course site on Canvas:**

<https://chaminade.instructure.com/courses/45612>

**Office Location:** Henry Hall, 206

**Office Hours (via Zoom): Monday, 9:00-10:00 AM the link is below:**

<https://chaminade.zoom.us/j/97643879508?pwd=X2JF6aEh5JslgWxW9RXNKX3aE8lXC1.1Lin>  
[ks to an external site.](#)

**(or by appointment)**

### Communication

The primary form of communication is email. I will respond your letter within 48 hours.

## School & Department Information

School of Humanities, Arts and Design, Henry Hall, 206, tel.808-7398340

If you have questions regarding the School of Humanities, Arts and Design, please, reach out to your instructor or the School of Humanities, Arts and Design.

## Course Description & Materials

## Catalog Course Description

**Magic, Science, and Belief: The Global Quest for Health (3).** Designed to give students an interdisciplinary experience, this course will explore historical and contemporary theories and practice of medicine, examining in parallel ancient, modern, non-Western and Western views of health, disease and healing. This is a project-based capstone course that integrates and applies knowledge learned throughout a student's time at Chaminade. Through in-class assignments and a capstone project, students will apply Marianist and Native Hawaiian values to real-world and personally meaningful questions, demonstrating mastery of foundational skills (critical thinking, logic, reasoning, and information literacy). The course fosters global awareness, engaging with diverse world views and perspectives. *Pre-requisites:* senior standing or permission of instructor.

## Course Overview

This course will examine the inter-relationship between ancient religions and medicine (e.g. shamanism, magico-medical healing) and the worldwide development of various cultural medical systems (CMS) and epistemologies. Students will journey through time studying the evolution of medical thought and practice across Indigenous, Asian, African and European cultures in the last several thousand years. We will compare theories of disease, treatment/intervention frameworks and connectivity with spiritual and supernatural practices of various CMS and contrast them with the development and advances of Western 'scientific medicine'. As we reach the current timeframe, we will examine what is 'lost in translation' when CMS and Western medicine interact, and explore the problematic aspects of cultural medicine appropriation by the nutraceutical industry. Finally, we will 'close the loop' by examining the contemporary resurgence and revaluing of CMS and the possibility of integrating this knowledge with Western medicine to create a holistic and effective integrative medicine. This is a project-based capstone course that integrates and applies knowledge learned throughout a student's time at Chaminade. Through in-class assignments and a capstone project, students will apply Marianist and Native Hawaiian values to real-world and personally meaningful questions, demonstrating mastery of foundational skills (critical thinking, logic, reasoning, and information literacy). The course fosters global awareness, engaging with diverse world views and perspectives. The course links to Native Hawaiian values and the Hawai'i-Pacific context through the examination of Pacific CMS and of the role of indigenous medicine as both ancestral knowledge and a contemporary response to health inequity. Grounded in Marianist educational values and the principles of Catholic Social Teaching, the course is focused on the inter-relationships between spiritual and medical approaches to health and disease and the problems of justice and injustice in healthcare.

## Time Allocation

This is a three-credit course requiring 135 clock hours of student engagement per the official CUH credit policy. Students enrolled in this course are anticipated to spend 42 hours on study/review instructor's slide presentations & videos on the key content of the course; 6 hours on the preparation and writing posts for two discussions; 8 hours on the studying and submitting of two tests; 24 hours on the research and writing of eight written assignments (reflection papers, essays, & a review); 6 hours for the studying and participation at one seminar; 9 hours on

their own creative project; 10 hours on the research and composition of one presentation and 30 hours for the research and production of the final project.

### Required Materials

Mircea Eliade: Shamanism: Archaic Technology of Ecstasy, Princeton University Press, 2004. – in PDF, on Canvas;

Eliade, The Forge and the Crucible, University of Chicago Press, 1978- in PDF, on Canvas

Jansen C, Baker JD, Kodaira E, Ang L, Bacani AJ, Aldan JT, Shimoda LMN, Salameh M, Small-Howard AL, Stokes AJ, Turner H, Adra CN. Medicine in motion: Opportunities, challenges and data analytics-based solutions for traditional medicine integration into western medical practice. J Ethnopharmacol. 2021 Mar 1; 267:113477. doi: 10.1016/j.jep.2020.113477. Epub 2020 Oct 21. PMID: 33098971; PMCID: PMC7577282.

Further reading materials are assigned per week and provided on Canvas.

### Recommended Items

#### 1. Access to Internet

Please be sure to have consistent access to the internet. Course materials and other important information have been posted onto our Canvas site and will be updated regularly as needed. Instructor communication will also be delivered electronically.

#### 2. Additional reading materials are provided on Canvas.

### Canvas (<https://chaminade.instructure.com>)

Canvas is a web-based Learning Management System that will be used in this course to access all course materials, assignments, discussions, quizzes, and grades online; allowing you to interact with the instructor and fellow students, submit work, and track your progress throughout the course. The course is divided into Modules. On Canvas you will be able to access reading materials, Power Points, Study Guides, videos and other materials necessary for the successful completion of the assignments of each module. Through Canvas, you will submit your essays, take quizzes, and participate in class discussions. Every assignment has a due date that you will see on Canvas, as well. Canvas contains a gradebook where you will be able to see your grades throughout the course.

## Learning Outcomes

### Course Learning Outcomes (CLOs)

By the end of this course, students will be able to:

1. **Analyze** ancient, modern, non-Western and Western approaches to medicine, emphasizing differences

and similarities across time, cultures, geography, and epistemologies. (*Gen Ed Alignment: Global Awareness*)

2. Applying an interdisciplinary approach, **compare and contrast** spiritual and medical approaches to health and disease in various cultures (*Gen Ed Alignment: Values: Integral (Holistic) Education/Global Awareness; Values: Education for Formation in Faith*)
3. **Evaluate** the roles of reason and belief in personal, community and societal understandings of health, disease and medicine (*Gen Ed Alignment: Values: Integral (Holistic) Education/Global Awareness, Values: Education for Formation in Faith*)
4. By examining the historical roots and contemporary resurgence of Traditional, Complementary and Integrative (TCI) Medical Systems, **evaluate** their potential for synthesis with modern Western medicine in support of holistic and equitable healthcare. (*Gen Ed Alignment: Skills or Educational Foundations: Critical Thinking*)
5. By **integrating** diverse sources of evidence, viewpoints and epistemologies, **evaluate** the potential of TCI Medical Systems for synthesis with modern Western medicine in support of holistic and equitable healthcare. (*Gen Ed Alignment: Skills or Educational Foundations: Critical Thinking*)
6. Demonstrate mastery of foundational skills (critical thinking, logic, reasoning, and information literacy) and application of Marianist and Native Hawaiian values through in-class assignments and a capstone project (*Gen Ed Alignment: Capstone GELO*).

### **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

### **Education in faith**

“ .. knowledge of other religions amplifies our understanding of the search for truth. “

“Catholic Church rejects nothing of what is valuable in these religions” (the ‘*Declaration on the Relationship of the Church to Non-Christian Religions*‘)

Stimulating the faith- and-culture dialogue, the course invites students to open-mindedly examine CMS rediscovering their great value for modern medicine. Emphasizing the omnipresence of religious phenomena, the course substantiates the essential role of religion in man’s health and his very existence. Students will learn to appreciate the wisdom of religions in

whole, and Christianity in particular. Viewing man as *homo religious*, the course maintains the religious origins of medicine, and emphasizes the role of Catholic Christianity in helping the sick, and establishing medical schools and hospitals.

### **Provide an integral quality education**

‘The Marianist school educates the whole person, developing the individual's physical, psychological, intellectual, moral, social, and creative qualities. Students in Marianist schools cultivate their personal talents, nourishing the desire and acquiring the skills that will equip them to be learners all their lives.’

The content of the course requires rigorous analysis of culturally significant ancient, medieval medical and modern texts in search for the ‘lost in translation’ scientifically valuable data. Students will have to comprehend the writings of world prominent scholars. The course will provide students with a good deal of knowledge which they will have to present in their own research projects. Students will appreciate wisdom concealed in religions of CMS seeing them as the bottomless source of knowledge.

### **Educate for family spirit**

Family spirit is reflected in the course in teachers’ attitude and the creative atmosphere of students’ mutual work in their ‘search for the new knowledge’. Trying to discover new ideas together, students discover also a happiness of mutual work, the spirit of which is very present in Christian communities.

### **Education for service, justice & peace**

Following Marianist Tradition, this course teaches students to respect the diversity of cultures and unlike world views. Students will learn to appreciate the medical achievements and hidden values of other cultural traditions, and realize that only through the open-mindedness and respect they can reach useful for the world community results. This interdisciplinary course promotes open-mindedness in and adaptation to local and global contexts in time and space.

***‘Catholic Church rejects nothing of what is valuable in these religions’ (from the ‘Declaration on the Relationship of the Church to Non-Christian Religions ‘)***

### **Educate for adaptation and change**

The adaptation and change are present in the course in several aspects. Over the long history, the practice of medicine shifted from prescientific holistic approaches to scientifically supported explanations of pathology, and in the 21 century Western medicine has shifted again trying to incorporate holistic medicine with modern scientific validity. This interdisciplinary course responds to the current necessity to investigate the value of cultural medical systems for modern science. The idea of *changeability* is present in the very title of the course:

both *magic* and *medicine* refer to the *transformation* (from invisible to visible, from sickness to

health, from ignorance to knowledge, from chaos to order). To make the transformation *manageable* has always been an essential task both for ancient and modern healers. CMS are based on the belief that the environment and man's own nature have inner transformative energies that could be awakened and directed toward positive changes in man and nature. Many of traditional medical techniques and practices have been re-discovered and revalued today by modern science and medicine. Modern research of cultural medical systems incorporates the increasing number of various fields of knowledge (biology, philosophy, religious studies, music, performing and fine arts, astrology, zoology, mineralogy, physics, transpersonal psychology, etc.) providing a rich content for the interdisciplinary courses like this. Through the content and their creativity, students will realize that the very meaning of *knowledge* has also changed: instead of 'know how', knowledge is seen now as a resource for a *new knowledge*.

### **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

## Alignment of Course Learning Outcomes

GELO Category	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
Skills or Educational Foundations				Critical Thinking	Critical Thinking	
Marianist Values	Integral (Holistic) Education/ Global Awareness	Integral (Holistic) Education/ Global Awareness	Integral (Holistic) Education/ Global Awareness  Education for Formation in Faith			
Integrative Interdisciplinary Experience	Capstone	Capstone	Capstone	Capstone	Capstone	Capstone

## Course Activities

### Discussions

There will be several interactive discussions focused around the topics listed. Students will discuss the excerpts from the original texts, documents and scholarly articles related to CMS. Students will have to read all assigned materials in timely and conscientious matter and demonstrate their analytical skills in collaborative learning environment. While addressing collaboratively the significant issues related to CMS of the past and present, students will show that they became more informed, open-minded, and attentive to the diversity of CMS and their importance for the creation of integrative holistic and effective modern medicine.

## **Homework**

Students will have to read, watch and analyze all assigned materials, and approach the subject matter with interest and open mind. They have to prepare notes and outlines and follow the instructions for all written assignments provided on Canvas. The evaluation of student's activities will be based on student's preparedness, creativity, analytical approach and intellectual curiosity.

## **Quizzes**

Quizzes will consist of multiple, short answers and essay questions. It will be assessed for student's mastery of key terms and his/her understanding of the major concepts of CMS and their value for global development of medicine.

## **Exams**

Exams will be based on the original texts and require student's good analytical abilities. The details of each exam and the questions will be provided on Canvas.

## **Team Projects**

Based on their studies of the original medical documents, students will create and visualize imaginary ancient healing centers, or pharmacies, or, medical schools of one of the cultural traditions of the past.

## **Creative Projects**

Students will review various religious/scientific/philosophical sources related to various healing practices and compare their approaches to the same disease in role-play presentations.

## **Final Project**

Project aims to show that knowledge accumulated by CMS (Cultural Medical Systems) over the centuries has scientific value today for modern global community. Each project will analyze one of the achievements of CMS rediscovered today by modern science demonstrating the value of this discovery for modern holistic global medicine. Students will explore ancient medical, religious, philosophical, and modern scientific texts relevant to their topics. The results of their inquiry they will present in the form of a research paper and a PowerPoint presentation visualizing the results of their research. The PROJECT is the main form of the assessment. The detailed description of the project requirements and assessment rubric are provided on Canvas

## **Course Policies**

## **Late Work**

The prompt submission of all parts of your work is important for your success. There will be no possibility to submit a quiz after the due date with the deduction of up to one letter grade per week for the late submission. Requests for extensions due to extenuating circumstances (documented medical problems, for example) will be considered.

## **Extra Credit**

To earn an extra credit, students will write an analytical review on article, or, a book chapter suggested by the instructors. The maximum amount a student may receive for a single activity is 5%. Students may get extra credits for 3 different activities. No extra credit will be given if the required work was not submitted.

## **Changes to the Syllabus**

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

## **Grades of Incomplete**

If students are unable to complete the course due to circumstances beyond their control, the instructor will consider offering a grade of “incomplete”. This will provide the student with 30 days beyond the end of the term to complete all outstanding course requirements. An incomplete grade may be assigned to a student who has successfully completed with at least a passing grade the majority of the work of the course. Please note that a grade of “incomplete” must be discussed with the instructor before the end of the term. If a student does not contact the instructor by the end of the term to discuss the possibility of an incomplete, they will be awarded the grade they have earned to that point.

## **Final Grades**

Final grades are submitted to Self-Service:

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

## Important Information

### **Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### **Title IX and Nondiscrimination Statement**

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

### **Nondiscrimination Policy & Notice of Nondiscrimination.**

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **Assessment for Student Work**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### **Student with Disabilities Statement**

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Kōkua 'Ike: Tutoring & Learning Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a

variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua ‘Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

**Hazing Prevention Resources and Athlete Helpline:**

Assists athletes, parents, coaches, and any allies interested in ensuring physical and mental safety for sports communities by offering confidential emotional support, crisis intervention, informational athlete-focused resources, and guidance related to concerns about any type of abuse—including hazing.

Chaminade University’s Hazing

Policy: <https://catalog.chaminade.edu/studenthandbook/codeofconduct>

<https://hazingpreventionnetwork.org/athlete-helpline/>

<https://hazingpreventionnetwork.org/how-to-report-hazing/>

**Basic Needs Resources:** <https://chaminade.edu/basic-needs/>

Module	Assignment title	Format	Due Dates
1	Introduce yourself Quiz on Religious worldview	Discussion format .	01/18
		Test	01/25
2	Shamanism: main ideas (Eliade, pp.3-145) Shamanism	Textual analysis	02/01
		Discussion	02/08
3	<ul style="list-style-type: none"> <li>• Revelation of the Pyramids.</li> <li>• Egyptian Neters.</li> <li>• Se-Osiris</li> </ul>	Analytical summary.	02/15
		Textual analysis with evidence.	02/22
		Primary source analysis	03/01
4	Poimandres	Primary textual exegetical analysis	03/04
5	Healing in World Mythology	Creative project	03/11
6	Ancient Greek & Roman Medicine	Quiz	03/18

7	Babylonian, Chinese, & Indian Alchemy	Core Ideas & Evidence	03/25
8	Search for Immortality	Group Project	04/01
9	Mesoamerican Magic & Science	Essay	04/08
10	Exploring Indian Healing Practices creatively	Group Project	04/15
11	Medieval thinkers on Magic & Healing	Comparison Project	04/22
12	Places of power.	Creative project	04/25
13	Initiation Ancient & Modern	Discussion	02/26-04/27
14	Healing properties of Precious Stones	Presentation	04/27
15	Final Projects	Presentation & Submission	05/01

## **COURSE SCHEDULE:**

### **MODULE 1. Introduction to the course. Religious Worldview.**

Themes: The Sacred & the Profane. Religious experience. Chaos and Cosmos. Cosmogony. Axis Mundi. Cosmic Mountain. The World Tree. The Myth of the Eternal Return: Annual Reactivation of Cosmos & Regeneration. Healing the sick in Myth & Ritual.

**Read:** PowerPoint on *Myth, Time, Space, Sacred & Profane*; the excerpts from *Eliade, The Sacred & the Profane (Canvas)*

**Watch:** *Great Flood; The Creation of the Universe*

**Assignments: Discussion:** Introduce yourself and describe briefly the areas of your interest in the course; **Quiz** on the particular feature of the Religious worldview.

## MODULE 2. Shamanism

**Themes:** Scientific concepts of magic. Magic as an intrinsic part of folk cultures and cultural medical systems. Magic as historical phenomenon and a part of ethno-religious traditions. Magic as political and social phenomenon. Magic as a scientific category. The problem of differentiation of magic and science. J. Frazer, E. Durkheim, C. Taylor, L. Levy-Bruhl; Main categories of the “magic consciousness”: magic as a form of communication (L. Wittgenstein); magic as a world-view (M. Eliade, L. Levy-Bruhl). The concepts of XIX c. on the role of magic in healing practice. Homeopathic magic in healing and protection against disease. Formation of ancient religions in archaic societies. Siberian Shamanism; Shamanic Initiation, symbols & techniques. Altered state of consciousness: its potential for healing and higher knowledge. Healing potential of Arts and Performing Arts in modern holistic medicine.

*Read :PowerPoint; Ch. I- IV – in: Eliade, Shamanism (pp. 3-145); The Occult and the Modern World- in Eliade, Occultism and Cultural Fashion ( pp.47-9)1*

### Assignments:

1. Provide the Main Ideas & Textual evidence of Ch.1-Eliade, Shamanism.
2. **Discussion** on Shamanism & Shamanic initiation

## MODULE 3. Ancient Egyptian Magic & Medicine.

**Themes:** Egyptian physicians: education & specialization. Egyptian medical practices: diagnostics, cures and remedies; rituals & amulets. Nile Theory. Hygienic lifestyle and nutrition. The role of Egyptian Deities in healing and recovery. The Book of Thoth. Egypt Oldest Medical Book; Seven Medical Papyri. Healing power of Pyramids-modern hypothesis.

**Read:** *Ancient Egyptian Medicine (pdf on Canvas); PowerPoint on Egyptian Magic & Medicine; Traditional Ancient Egyptian Med.(pdf); Egyptian Neters; Book of Thoth, Egyptian Oldest medical book. Magic in Ancient Egypt. (bk; optional reading.)*

**Watch:** The Revelations of the Pyramids. Acoustic Levitation. Lost ancient technology.

**Written Assignments:** Thematic Extraction & Quotation-based Analysis of: 1.The Revelation of the Pyramids; 2.Egyptian Neters; 3. Se-Osiris.

## MODULE 4. Corpus Hermeticum. Poimandres (Poemandres).

**Read:** *Hermetica \_ PowerPoint; Poimandres -text; Corpus Hermeticum by Mead; Speculations in Hermetism- Demiurge (pp189-206).*

**Watch/Listen:** *The History of the Discovery of Hermetic texts; Poimandres (about);*

**Assignment:** Test on Poimandres.

## **MODULE 5. Mesopotamian Magic & Medicine.**

Themes: Codex Hammurabi on medical practice. Medicine of Babylon. The role of the Physicians in society. The influence of Mesopotamian Astrology on Eastern and Western medical practice. Legitimate and illegitimate magico-medical practice in Sumer-Akkadian Epics.

**Read:** Eliade, Ch. XI; Geller, *Ancient Babylonian Medicine: Theory and Practice* (pp.1-11; 161-168) (PDF on Canvas).

**Assignment:** Creative project on Healing in the Myths of the World (**with AI images**).

## **MODULE 6. Magic in Antiquity. Medicine in Ancient Greece and Rome.**

**Themes:** Medicine and Agricultural Ritual. Ecstatic medical practices in pre-Christian cultures of Europe. Synthesis of medicine, philosophy and religion in Neoplatonism. Rhetoric & medicine. Transformative power of Theater.

**Read:** PowerPoint on Greek Magic & Medicine; excerpts from *Eliade, The Forge & the Crucible* (pp. 53-65; 71-79; 375-387); *PowerPoint on Katabasis; medicine in the Ancient Mediterranean* (excerpts on Canvas).

**Assignment:** **Quiz** on Greek & Roman medicine.

## **MODULE 7. Babylonian, Chinese & Indian Alchemy.**

**Read:** Eliade-The Forge & the Crucible (pp. 53-65, 71-79.109-142)

**Assignment:** Textual Analysis: Key Ideas with Quotations of Eliade-The Forge & the Crucible (pp. 53-65, 71-79.109-142).

## **MODULE 8. Alchemy and Immortality.**

Search for Immortality & Daoist Alchemy. Healing power of Nature. Crystals and metals in ancient medical practice of China, their modern studies and re-discoveries. The healing power of Beauty. The Power of Silence.

**Read:** *Taoism, Alchemy and Immortality* (excerpts); *The Way of the Golden Elixir; Chinese Alchemy*.

**Assignment:** Group Project on Alchemy Immortality.

## **MODULE 9. Mesoamerican Magic & Healing.**

Religious views and Healing Rituals. Aztecs Herbal Medicine: Badianus Manuscript. The healing power of Earth Energies. Healing by Sound & Archeo-acoustic. Modern re-discovery of medical herbs and amphibians.

**Read:** PowerPoint on Aztecs.pp.337-366- in: Eliade, *Shamanism*; the excerpts from: *Connecting Indian Wisdom and Western Science (on Canvas)*; *Archeological Findings & Interpretations*

**Watch:** *This is how They Build the Inca Stone Walls. Ancient Architects; Megalithic Softening of Stone (p.1.2); Cuzco Peru.*

**Assignment:** analytical summary with integrated textual evidence on Mesoamerican Magic & Science.

## **MODULE 10. Magic & Healing in Ancient India.**

**Read:** Eliade, *Shamanism* ( pp.394-421) & *Yoga: Immortality & Freedom* (pp.3-41; 274-295) (*Canvas*) *Medicine in Ancient India; India Medical Tradition.*

**Assignment:** Exploring Indian Healing Practices creatively (AI)

## **MODULE 11 Traditional medicine and Christianity.**

**Themes:** Fathers of Church on magic (Tertullian, **St. Augustine, Origen**). Herbal medicine in Medieval hospitals & monasteries. Achievements of Christian scientists-physicians: Gilbert of England and William of England. Roger Bacon: experiments and secrets, medical & biological. Paracelsus: art and nature of medicine; sickness and health; ‘Merciful Physician’. The development of Hermetic tradition in XV c. (**Marcilio Ficino & Pico Della Mirandola**).

**Read:** *Origen & Augustin on Magic; Mirandola, Oration Summary; Marcilio Ficino, Three Books of Life; Ficino, Ascend.*

**Assignment:** Creative project: Medieval Thinkers on Magic & Healing.

## **MODULE 12 Oceanic Magic & Medicine.**

**Read:** *Oceanic Shamanism -in Eliade, Shamanism (pp.337-366); Spirituality & Medicine in Polynesia; Polynesia -Traditional Magic.*

**Assignment:** Creative project on *The Places of Power.*

## **MODULE 13. Psychotechnics. Initiation.**

**Read:** *PowerPoint on Initiation; Eliade, Rites & Symbols of Initiation (pp81-103)*

**Watch:** *Inner Worlds. Outer Worlds.*

**Assignment:** Discussion on *Initiation: Ancient vs. Modern.*

## **MODULE 14. Healing Stones.**

**Read:** *Precious Stones (bk. Excerpts)*

**Assignment:** Presentation on the Precious Stones in Magic and Medicine.

**MODULE 15** FINAL projects presentations and submission.

## **ATTACHMENT 1.**

### **INTEGRATIVE RESEARCH PROJECT.**

**The Project** will accumulate inquiry-based learning, scholarship, and creative accomplishments that will foster effective, high levels of student learning. The project aims to show that knowledge accumulated by CMS (Cultural Medical Systems) over the centuries has scientific value today for modern global community. Employing their analytical abilities, students will locate and analyze ancient medical, religious, philosophical, and modern scientific texts relevant to their topics and explore healing practices of CMS evaluating their importance for the development of modern medicine. In each project, students will identify the achievements of world CMS rediscovered today by modern science demonstrating their value for the development of modern holistic global medicine. They will present the results of their inquiry in the form of the Integrative Project combining a Research Paper and power point (or poster) presentation visualizing the results of their research.

#### **1.1. Research Project Framework.**

Before the Western medicine, Cultural Medical Systems (CMS) were the dominant form of medical care. They have at least 5000 years of medical practice and experience, and it is no accident that interest toward them is currently growing. Natural products evolving over millions of years, have a unique chemical diversity that results in diversity of their drug-like properties. The medical properties of herbs, animals' parts, acoustic, light, water, crystals, precious metals and stones has been utilized in ancient medical practice, as well as the transformative power of ritual, word, symbol, silence, music, dance, etc. For this and other reasons, modern science continuously studies scientific accomplishments of CMS, re-discovering their value for global community and investigating as the possibility of the convergence of CMS and modern medicine. Students' projects will bring attention to the value and the necessity of the exploration and the preservation of all traditional cultures and the possibility to solve the problem of equity in modern medical care developing global holistic medicine.

## **1.2. Example areas for an integrative project research.**

Due to the interdisciplinary nature and holistic approach of the course, every student will be able to choose a topic relevant to the area of his/her interests:

- Nursing majors might choose to research and write on herbal medicine in dialogue with modern development of medicine.
- Science students could research the unique healing power of stones, minerals, & water.
- Students interested in Native Hawaiian culture, will explore traditional views and medical remedies many of which are treasured today.
- Psychology majors will find great materials on the altered states of consciousness in healing practices of shamanism actively studied by modern science.
- The educators could explore medical education of the past, from Egyptian House of Life to Medieval university.
- Art & Performing Arts students might choose topics on the interconnectedness of medical practice, magic, and art that have been entangled for centuries, and actively used today in holistic medicine.

## **1.3 Instructions for the Research paper and PowerPoint presentation:**

The project could be done individually, or in a group. If students will choose to do the group project, it is advisable to divide the main topic into individual subtopics.

1. Research and select the topic on one of the medical achievements of any Cultural Medical Systems (CMS). (e.g., herbal remedies, animals, stones, metals, chromotherapy, acoustic, water, etc.);

2. Examine the inclusion of this ancient discovery into the cultural code of this particular tradition (investigate how medicine was combined with magical, cultural, spiritual and religious practices of this tradition; identify the reflection of this medical discovery in cultural myths & beliefs);
3. Compare underlining concepts and medical practice of Ancient (e.g. Shamanism, magical practice) or, Cultural (e.g. herbal, manipulative, integrative) Western (e.g. scientific, evidence-based) Medical Systems relevant to your topic.
4. Demonstrate a global perspective on the role of rediscovered medicine of your selection for the world community and include into your conclusion the role cultural medical systems played today in economic complexities surrounding medicine in developed, under-developed and emerging economies.
5. Document resources you used for your project (both, original and modern).

## **PROJECT ASSESSMENT RUBRIC**

The following standards will be applied to assess the research paper & its presentation.

Standards	5 - 4 Exemplary	3 - 2 Satisfactory	1-0 Emerging	Weight	Total Score
Novelty and complexity of research	<p>The latest rediscovery is identified; in-depth analysis of its origin and role in CMS is provided; its current role in modern research &amp; practice is presented based on solid scientific materials.</p> <p>Extra points: student provides his/her own idea on future application of the rediscovery discussed.</p>	<p>One of the latest, not well-known rediscoveries is analyzed; its current role in modern research &amp; practice is supported with some of the modern scientific materials.</p>	<p>Well-known old rediscovery is presented, or, the information provided is inaccurate.</p>	X3	
Abstract	<p>Provides the overview of the paper; expresses the main idea and the key points on the selected CMS rediscovery; shows its <b>global value</b> for modern medicine.</p>	<p>Provides the overview of the paper; expresses the main idea and the key points on the selected CMS rediscovery; partially shows its <b>global value</b>, but lacks some details.</p>	<p>Vague about the origin the modern value of the rediscovery; does not show its global value.</p>	X 2	
Introduction	<p>Provides the justification &amp; relevance of the topic, an overview of literature used in the research; describes the structure of the paper.</p>	<p>Provides the justification &amp; relevance of the topic, an overview of literature used in the research; does not describe the structure of the paper.</p>	<p>Provides some justification of the topic nonexistent but does not contain an overview of the literature and the structure of the work.</p>	X 1	
Discussion	<p>Addresses the topic with clarity; analyzes</p>	<p>Addresses the topic; analyzes the</p>	<p>Addresses the topic too</p>	X 2	

	in-depth the origin of the rediscovery & its characteristics, & background of its cultural application & role in relevant CMS;	origin of the rediscovery, its characteristics & background of its cultural application & role in relevant CMS; lacks the organization of information	generally; no analysis provided on the origin, characteristics & cultural role of rediscovery; digresses from topic of focus	
Summary	organizes and synthesizes information; Summarizes findings; draws conclusions; explains the significance of this rediscovery for global development of medicine.	explains the significance of this rediscovery for global medicine, but does not clearly summarize findings.	Inadequately explain findings and does not explain its global value.	X 2
Mechanics and documentation	Is free or almost free of errors of grammar, spelling, and writing mechanics; appropriately documents sources	Has errors but they don't represent a major distraction; documents sources	Has errors that obscure meaning of content or add confusion; neglects important sources or documents few to no resources	X 1
Content Organization Conclusion Delivery	Summarizes the main points of the research paper; focused; catches audience's interest; delivers persuasive conclusion on the global value of the selected CMS rediscovery.	Summarizes the main points; draws conclusions on the global value of rediscovery; periodically loses focus & attention of the audience	Does not give adequate coverage of topic; has missing or poor conclusion; does not summarize supporting the conclusion;	X 2
Use of media & quality of visual resources	Contains required amount of good quality slides & short relevant to the topic	Contains required amount of good quality slides & short relevant to the	Does not produce a presentation Slides are distorted, poor quality; does not provide a	X1.5

	video; provides 1 min video about his/her research.	topic video; does not provide 1 min video about his/her research.	documentary & video on his/her research	
Response to Questions	Demonstrates full knowledge of topic; explains and elaborates on all questions	Shows ease in answering questions but does not elaborate	Demonstrates little grasp of information.	X1

### Assessment rubric for the written assignments

Points amount	4 Excellent	3 Strong	2 Satisfactory	1 Emergent
<b>Content</b>	Communicates superior grasp of hypothesis & ideas from the sources & presents them in clear, structured and thoughtful way	Communicates a good grasp of hypothesis & ideas from the sources & exhibits good reasoning	Communicates an adequate though limited understanding of hypothesis & ideas from the sources & exhibits a number of incorrect claims	Shows inadequate understanding of hypothesis & ideas from the sources & uses poor logic presenting them
<b>Sources and Evidence</b>	Consistently uses high-quality, credible, relevant sources to develop ideas appropriate for the assigned writing while accurately using citation standards	Consistently uses relevant sources to support ideas appropriate for the assigned writing while using citation standards	Attempts to use relevant sources to support ideas appropriate for the assigned writing while uses no citations	Uses some sources to support ideas for the assigned writing; does not include citations
<b>Connections between disciplines</b>	Synthesizes data and draws conclusions by combining examples & facts from two or more fields of studies	Connects & draws conclusions from two or	Presents examples from two or more field of studies with a few connection	Presents examples from two fields of studies but without connecting them

more fields of studies

<b>Application</b>	Applies an approach from one discipline to explore <b>complex an</b> issue of the other discipline in <b>original</b> way.	Applies an approach of one discipline to explore an issue of the other discipline.	Makes an attempt to apply an approach of one discipline to explore an issue of the other discipline	Discusses an issue from the perspective of one discipline
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FURTHER READING FOR THE COURSE AND RESEARCH PROJECTS:

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32. Nigel Pennick. The Book of Primal Signs. The High Magic of Symbols:  
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