

Ministry of Education and Science of Ukraine
V. N. Karazin Kharkiv National University

HISTORY OF RELIGION

Methodical guidance
for the 1st academic year students of the School of Medicine

Electronic resource

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History of religion : methodical guidance for the 1st academic year students of the
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The following methodical guidance provides medical students with general information for practical classes of the «History of religion» discipline; contains basic recommendations for preparing first-year medical students for classes and exams in the elective discipline “History of religion”. Developed for applicants for higher medical education in higher medical educational institutions of Ukraine III-IV accreditation levels: higher educational level Second (Master of Medicine), field of knowledge “22 Healthcare”, specialty “222 Medicine”, qualification “Doctor”.

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CONTENT

Introduction	4
Structure of the educational discipline	8
Thematic plan and test examples of the educational discipline	9
Independent work of students	37
Individual assignments	37
Teaching methods	39
Acquired knowledge control methods	39
Assessment methods and criteria	40
Recommended literature	43

INTRODUCTION

Like medicine, almost every religion is concerned with the physical and mental health of the individual. Common concerns of religion and medicine lie in the following areas: striving for health, well-being and happiness, maintaining a healthy lifestyle, moderation in food consumption, compassion and help for the needy, combating bad habits, stress management, combating depression, preventing suicide, maintaining sanity, and caring for the disabled, dealing with fears (of aging, serious illness, fatal or incurable diseases, loss of loved ones, own death), sexual health and reproduction (family planning, healthy sexual life, childbirth, etc.), healthy childhood and parenting, etc. Together with the opportunity to improve the doctor-patient relationship by recognizing patients' religious needs and worldviews, all of this makes religion a very attractive topic for clinicians, medical students, and medical science. Even a superficial knowledge of the history of a particular religion, the basic beliefs and basic practices of its adherents can improve a doctor's understanding of his or her patients: how they perceive the world (and treatment in particular), what words and actions they expect from a doctor, what they may perceive as offensive and inappropriate, etc. In many countries of the world, citizens are mostly deeply religious, but even in secular societies, atheist patients, when faced with insurmountable difficulties (e.g., a fatal or incurable disease), begin to seek not only physical but also spiritual help, which usually leads them to become moderate adherents of certain beliefs or even permanent members of certain religious communities. In addition, many religious practices are considered useful for maintaining or even improving health (meditation is a good example) and are often used by some doctors as alternative or palliative care.

The influence of religion and religiosity on health care is not always positive, as in some cases the views on human health in these systems may be opposite. A striking example is the achievements of modern medicine, such as genetic engineering, artificial insemination, organ transplantation, as well as such religiously controversial topics as abortion, vaccination, euthanasia, etc. In addition,

for many centuries, the relationship between religion and medicine has been tense (especially regarding the origin of man) and even competitive (regarding the divine source of healing power, as well as the difference between scientific and spiritual approaches to treating pathologies). But all these differences only make the topic of religion and medicine more relevant and important to study. The symbiosis of spirituality and medicine is one of the main problems of modern medical research and one of the new topics in medical educational literature. There are a lot of scientific articles on the problem of spirituality in clinical practice, and the availability of generalized works on this topic indicates a high level of interest in this issue.

All of the above topics of spirituality, religious beliefs and rituals in the context of medical practice will be covered in detail in this training course.

General description of the discipline. The program in the discipline «History of Religion» is made for applicants for higher medical education in higher medical educational institutions of Ukraine III-IV levels of accreditation: specialty «222 Medicine», field of knowledge «22 Health Care», professional qualification «Second (Master of Medicine)», qualification «Doctor».

The working program of the «History of Religion» discipline is compiled in accordance with the Standard of Higher Education of the second (master's) level in the field of knowledge «22 Health Care», specialty «222 Medicine», approved by the Order of the Ministry of Education and Science of Ukraine dated 08.11.2021 No. 1197; Law of Ukraine «On Higher Education» No. 1556-VII dated July 1st, 2014 (as amended); Regulations on the organization of the educational process at V.N. Karazin Kharkiv National University, approved by the decision of the Scientific Council of V.N. Karazin Kharkiv National University (protocol No. 10, June 26th, 2023); Educational and professional programs and curriculum of the second (master's) level of higher education «Medicine», field of knowledge «22 Health Care», the specialty «222 Medicine» for the years 2023-2029, approved by the Academic Council of V. N. Karazin Kharkiv National University (protocol No. 9, May 29th, 2023); Statute of V. N. Karazin Kharkiv National University; Code of

Values of V. N. Karazin Kharkiv National University and other regulatory documents.

Aim of studying educational discipline. Communication about sensitive topics of different beliefs and cultures is critical for developing an effective doctor-patient relationship. Thus the purpose of learning the discipline “History of Religion” is to acquire knowledge on the basic features of world religions, hypotheses about their origin and place in the system of the modern world.

The main tasks of studying the discipline. The main tasks of the course “History of Religions” are the following:

- ✓ To provide knowledge on the peculiarities of the origin, formation and development of world religions;
- ✓ To clarify the specifics of typology of religions;
- ✓ To cover the content of ideology and beliefs of world religions;
- ✓ To clarify the features of the historical development of world religions and their connection to the formation of the culture of the modern communities;
- ✓ To define the place of religion in the history of the modern world;
- ✓ To define the current state, trends and prospects for the development of world religions.

According to the National Qualifications Framework and the educational and professional program of the V. N. Karazin Kharkiv National University School of Medicine, the History of Religion provides graduates with following **competencies**:

General

- ✓ Ability to abstract thinking, analysis and synthesis; ability to learn and master modern knowledge (**GC01**).
- ✓ Ability to apply knowledge in practical situations (**GC02**).
- ✓ Knowledge and understanding of the subject area and understanding of professional activity (**GC03**).
- ✓ Ability to make informed decisions; work in a team; interpersonal skills (**GC05**).

✓ Skills in the use of information and communication technologies; ability to search, process and analyze information from various sources (**GC07**).

✓ Definiteness and persistence in terms of tasks and responsibilities (**GC08**).

✓ Ability to act socially responsibly and consciously (**GC09**).

Professional

✓ Survey skills (**PC1**).

Amount of credits — 3.

Total number of hours — 90.

*Table 1: The total amount of credits and hours
of the «History of Religion» discipline*

Name of the discipline	Number of hours				ECTS credits	Year and semester
	Lectures	Practical	ISW	Total		
History of Medicine	—	30	60	90	3	1-st year, 2-nd semester

Table 2: Characteristics of the educational discipline

Elective
Full-time education
Year of study
1 st
Semester
2 nd
Lectures
—
Practical classes and seminars
30 h
Laboratory classes
—
Independent work
60 h
including individual assignments
15 h

Expected educational outcomes. According to the National Qualifications Framework and the educational and professional program of V. N. Karazin Kharkiv National University School of Medicine, students who have completed the educational course «The History of Religion», must be able to:

- ✓ Have general and special fundamental and professionally-oriented knowledge, skills, abilities, competencies necessary to perform typical professional tasks related to activities in the medical field in the relevant position (**PLO1**);
- ✓ Collect information about the patient (**PLO4**).
- ✓ Evaluate the results of surveys, physical examinations, laboratory and instrumental research data (**PLO5**).
- ✓ Apply the acquired knowledge about the existing health care system to optimize their own professional activities and participate in solving practical problems of the healthcare domain (**PLO20**).
- ✓ Adhere to the code of ethics of the physician, which ensures the formation of a specialist with appropriate personal qualities (**PLO21**).¹

STRUCTURE OF THE EDUCATIONAL DISCIPLINE

Name of the topic	Amount of hours			
	Lectures	Pract. classes	Ind. work	In total
Introductory class	—	2	4	6
Topic 1. Introduction to the history of religion	—	2	4	6
Topic 2. Historical connections between religion and medicine	—	2	4	6
Topic 3. Religion, health and medical affairs	—	2	4	6
Topic 4. History of Hinduism	—	2	4	6

¹ Освітньо-професійна програма вищої освіти підготовки фахівців у ХНУ імені В. Н. Каразіна. Галузь знань: 22 Охорона здоров'я. (Протокол Вченої ради ХНУ імені В. Н. Каразіна № 6 від «31» травня 2021 р.). – С. 8-9, 22.

Topic 5. Hinduism: the main features of the religion and its influence on medicine	—	2	4	6
Topic 6. History of Buddhism	—	2	4	6
Topic 7. Buddhism: the main features of the religion and its influence on medicine	—	2	4	6
Topic 8. History of Judaism	—	2	4	6
Topic 9. Judaism: the main features of the religion and its influence on medicine	—	2	4	6
Topic 10. History of Christianity	—	2	4	6
Topic 11. Christianity: the main features of the religion and its influence on medicine	—	2	4	6
Topic 12. History of Islam	—	2	4	6
Topic 13. Islam: the main features of the religion and its influence on medicine	—	2	4	6
Finalizing class	—	2	4	6
<i>In total</i>	0	30	60	90

THEMATIC PLAN AND TEST EXAMPLES OF THE EDUCATIONAL DISCIPLINE

The course of «History of Religion» consists of 13 following topics and sections:

Topic 1. Introduction to the history of religion

- Definition of religion and world religions
- Philosophical approaches to understanding the essence of religion

Class materials: learning videos, study guide, test tasks, additional literature on the topic.

Test questions examples:

What is the ambivalent attitude of most world religions toward blood?

1. *They see blood as both empowering and polluting.
2. They see blood as both a gift from God and the devil.
3. They see blood as both corporeal and celestial.
4. They see blood as both a source of infection and an immune response.

Why is sin dangerous to human health from the point of view of religion?

1. *Sin disturbs the harmony of man.
2. Sin is an outward manifestation of an inward disease.
3. Sin is accompanied by a dangerous way of life.
4. Sin causes a desire for self-destruction.

According to Buddhism, what is one of the most important signs of existence?

1. *Suffering.
2. Thoughts.
3. Desire.
4. Spirituality.

What is illness from the point of view of most religions?

1. *A punishment for sins.
2. A random phenomenon.
3. The result of God's anger.
4. The result of an evil wind.

What role do deceased ancestors play in the worldview of most religions?

1. *They become the guardians of the social and moral order of their family or community.

2. They build houses in paradise for family reunions.
3. They can no longer influence life on earth.
4. They defend the rights of the living before God.

Which of these lists of religions are "world religions"?

1. *Hinduism, Buddhism, Judaism, Christianity, and Islam.
2. Hinduism, Buddhism, Taoism, Christianity, and Islam.
3. Hinduism, Buddhism, Jediism, Christianity and Islam.
4. Confucianism, Buddhism, Judaism, Christianity and Islam.

What is one of the main functions of religious traditions?

1. *Gaining psychological comfort through faith and a system of rituals.
2. Creating a system of control over states.
3. Preparing people for life in paradise.
4. Setting up a community for self-sufficiency through work on themselves and their neighbors.

What is the purpose of such religious practices as celibacy, fasting, meditation, or asceticism?

1. *To curb bodily desires.
2. Increasing the sacred energy in the body.
3. Accumulation of white marks for promotion in the church hierarchy.
4. Joining a religious community.

Topic 2. Historical connections between religion and medicine

- Medicine in the period of mysticism: from primitive societies to antiquity.
- Medicine in the period of rationalization: the Greco-Roman era.
- Medicine in the Middle Ages: a return to mysticism.
- Medicine in the period of the Scientific Revolution: the fight against

mysticism.

- Medicine in the scientific age: the victory of rationality over mysticism.

Class materials: learning videos, study guide, test tasks, additional literature on the topic.

Test questions examples:

Is it true that medicine has always developed separately from religion?

1. *No.
2. Yes.

From which Greek concept does the modern English word "physician" come from?

1. *"One who knows about nature".
2. "One who knows physics".
3. "One who does physical exercises".
4. "Someone who teaches physics."

Who was the first to separate medicine from religion?

1. *Hippocrates.
2. Galen.
3. Paracelsus.
4. Pasteur.

What was the result of a combination of religious aspirations for pilgrimage, charity and service to God in medieval Europe?

1. *A network of hospitals.
2. The creation of the Hôtel-Dieu hospital in Paris.
3. The beginning of the tradition of donating money to pay for medical tourism of poor believers.
4. Foundation of the Order of the Traveling Exorcists.

From which institutions come modern hospitals?

1. *Hotels.
2. Clinics.
3. Houses of herbalists.
4. Barber shops.

Who served patients in the first European hospitals?

1. *Nuns.
2. Hippocratic physicians.
3. Professional nurses.
4. Socialites.

Which healing profession was most respected in prehistoric times?

1. *Spiritual healers.
2. Medicine men.
3. Surgeons.
4. Pediatricians.

Which element of the religious worldview led to inhumane treatment in psychiatric hospitals?

1. *The mentally ill lose their souls and turn into animals.
2. Mental illness is the result of sin, unlike physical illness.
3. Only suffering can cure diseases of the soul.
4. Mental illness is the result of losing God, and traitors to the faith must be severely punished.

Topic 3. Religion, health and medical affairs

- Man and his health from the point of view of world religions
- The influence of religiosity on health and the treatment process

Class materials: learning videos, study guide, test tasks, additional literature on the topic.

Test questions examples:

How can the active participation of an elderly believer in the activities of a religious community affect his or her health?

1. *Physical and emotional activity of the believer improves his or her health and longevity.
2. The physical and emotional activity of a believer leads to burnout and poor health.
3. Observance of daily religious procedures leads to fatigue and makes the believer more susceptible to illness.
4. Observance of daily religious procedures hardens the believer and strengthens his or her immunity to infectious diseases.

Is it true that in some religious cultures a believer can be expelled from the community for violating religious norms of behavior?

1. *Yes.
2. No.

What is religious coping?

1. *Cope with stress through religious practices.
2. Borrowing traditions from other religions.
3. Religious practice of copying the behavior of saints.
4. Writing religious texts.

What is the reason for unsuccessful spiritual treatment from the point of view of healers and religious people?

1. *Insufficient faith of the patient.
2. Weakness of the healer.

3. Wrong choice of treatment.
4. Ineffectiveness of spiritual healing practices.

According to the lecture, how can knowledge of a patient's religious affiliation help a physician in the treatment process?

1. *It allows for the organization of stable care for the patient after discharge from the hospital.
2. It allows for the involvement of community members in the development of a treatment plan.
3. It shifts responsibility for the patient's care from the doctor to the community.
4. It allows the doctor to learn more about the community's ideology before converting to a new religion.

According to the lecture materials, what positive effects can be achieved by establishing a doctor's quality contact with a religious community?

1. *A doctor can influence the positive attitude of parishioners to preventive procedures.
2. Spiritual leaders can take part in the work of the hospital and prescribe therapeutic procedures.
3. The physician can access consultation with clergy on issues of religious ideology.
4. The community can organize the production of means of protection against diseases: amulets, body icons, crosses, etc.

According to research, what is the correlation between religiosity and addictions?

1. *Religious people are less prone to addictions.
2. Religious people are more prone to addictions.
3. Religiosity has no effect on addiction.

4. No studies have been conducted on the correlation between religiosity and addiction.

How can the existence of spiritual healing practices affect the work of a doctor?

1. *Religious patients may interrupt the course of scientific treatment and turn to spiritual healers, negating the doctor's efforts.

2. More effective spiritual healing may lead to the extinction of the health care system.

3. Cheap services of spiritual healers force doctors to make concessions and reduce the cost of treatment.

4. A doctor can learn spiritual healing practices and offer them among other services in his or her clinic.

Topic 4. History of Hinduism

- Introduction to Hinduism
- History of Hinduism

Class materials: learning videos, study guide, test tasks, additional literature on the topic.

Test questions examples:

If "Hinduism" is an exogenous name, what is Hinduism called in India?

- 1.* Sanatana Dharma (Eternal Order).
2. Vajra Yana (Divine Faith).
3. Hinduism is both an exogenous and an endogenous name.
4. Veda itself (Knowledge of God).

Why did Vishnu and Shiva become more popular gods than the supreme god Indra during the North Indian empires?

1. *Because Vishnu and Shiva are more humanized gods.

2. Vishnu and Shiva are gods who cure diseases.
3. Vishnu and Shiva were supported by emperors at the state level.
4. Unlike Indra, Vishnu and Shiva were the gods of the Aryans, a people who were conquered by the northern empires.

What role did the Brahmins play in the successive empires over the millennia?

1. *They always adapted to the new government and held high positions in the government.
2. They always resisted invaders and defended the rights of Hindus.
3. They hid in monasteries until the first wave of aggression passed.
4. They tried to convert the rulers to Hinduism.

Which people migrated to India in the 20th century BC and founded Hinduism?

1. *The Aryans.
2. The Hindus.
3. Indians.
4. Chinese.

What does the word "veda" mean?

1. *Knowledge.
2. Faith.
3. Order.
4. Book.

Which of the following is a characteristic of the Bhakti movement?

1. *It emphasized personal devotion to God on the part of the worshipper.
2. It emphasized temple rituals.

3. It emphasized the knowledge of God through the instruction of brāhmaṇas.

4. It emphasized the equal worship of all gods, not just one.

How did the reforms in independent India affect the Dalit caste?

1. *They were granted educational rights.
2. They were deprived of their supreme position in the Indian caste system.
3. They were given a dominant position in the judicial system of North India.
4. They were allocated a separate territory for settlement.

What has been the main factor in the spread of Hinduism outside India since the 19th century?

1. *Migration.
2. Missionary activity.
3. Popularization through literature.
4. Spreading Hindu ideas through cinema and television.

Topic 5. Hinduism: the main features of the religion and its influence on medicine

- Basic Hindu beliefs
- Basic Hindu practices
- Clinical Meanings of Hinduism

Class materials: learning videos, study guide, test tasks, additional literature on the topic.

Test questions examples:

Why do Hindus believe that everything in the universe has a part of Brahma?

1. *Because Brahma created the universe from his own body.
2. Because Brahma breathed his divine breath into everything.
3. Because Indra tore apart Brahmā and created the universe from him.
4. Because the universe was created from the river that flows from Brahma.

What is the Hindu concept of the four stages of life?

1. *The believer has to go through a process of spiritual and social formation.
2. The believer must go through four stages of cognition of God.
3. The believer must read and understand the four Vedas.
4. A believer must educate four people: himself, his wife, his son, and his grandson.

What is the essence of the Hindu phenomenon of samsara?

1. *A person will be reborn from body to body forever until he or she purifies his or her soul.
2. Sansara is the transition of a believer to the world of the gods after death.
3. A believer can attain a sense of bliss through prayer.
4. Sansara is one of the names of the incarnation of Vishnu in the human world.

How can people become Dalits?

1. *By adopting a religion that does not have a caste system.
2. by purifying karma.
3. By not performing the puja ritual.
4. By being born to a noble man and a woman from the lowest caste.

What was the Hindu ritual of "sati"?

1. Burning the wife alive with her dead husband.
2. Daily worship of an image of God in a temple or at home.

3. Drawing geometric patterns on the floor before entering a temple or home.
4. Greeting a Hindu by folding your arms over your chest and bowing.

What is the ritual of "kolam"?

1. *Making a geometric pattern on the floor or ground.
2. Burning the wife alive with the dead husband.
3. Daily worship of an image of God in a temple or at home.
4. Greeting a Hindu by folding his arms over his chest and bowing.

Why is the contemplation of an image of God an important part of the puja ritual?

- 1.* It is believed that through contemplation the worshipper can see God and God can see the worshipper.
2. It is believed that through the contemplation of God by the worshipper, the worshipper will come to know himself.
3. It is believed that contemplation of God can cure serious illnesses.
4. Contemplation of God is believed to bring good luck.

What is the main symbolism behind the Namaskar ritual?

1. *A call to unite the atman.
2. Separation of the sacred from the human.
3. Welcoming God into one's home as a guest.
4. The mortality of the soul.

Topic 6. History of Buddhism

- Introduction to Buddhism
- History of Buddhism

Class materials: learning videos, study guide, test tasks, additional literature on the topic.

Test questions examples:

Is it true that the founder of Buddhism is a god named Buddha?

1. *No.
2. Yes.

What idea did Buddha put at the center of his ideology?

1. *The world is full of suffering.
2. The world is filled with the soul of God.
3. Faith in God leads to salvation.
4. Belief in the immortality of the soul leads to salvation.

What is the meaning of the name Buddha?

1. *It means "awakened one" in Sanskrit.
2. It is the name of the god who took up residence in the body of Siddhartha Gautama, the founder of Buddhism.
3. It means "teacher" in Sanskrit.
4. It is the name that Siddhartha Gautama heard from the gods who appeared to him during meditation.

What transformation took place in Buddhism during the Mauryan Empire?

1. *From a moral code of hermits to a state religion.
2. From a religion of ordinary people, it became a religion of ascetics.
3. Buddhism abandoned temples and gods.
4. Buddhism switched from Sanskrit to Tamil.

What was the goal of the Buddhists who formed the Theravada school?

1. *To preserve Buddhism in the state in which it was created by the Buddha.
2. To update Buddhism for the needs of a wide range of new believers.
3. To adapt Buddhism to the conditions of Tibet.

4. To make Buddhism more complex, mystical, and inaccessible to ordinary believers.

How is the name "Mahayana" translated?

1. *The great chariot.
2. The truth of the brahmins.
3. The power of youth.
4. The will of the people.

What was the goal of the Buddhists who formed the Vajrayana school?

1. *To make Buddhism more complex, mystical, and inaccessible to ordinary believers.
2. To update Buddhism to meet the needs of a wide range of new moderate believers.
3. To preserve Buddhism in the state in which it was created by the Buddha.
4. To adapt Buddhism to the conditions of Tibet.

Which of the following is one of the trends in modern Buddhism?

1. *The use of Buddhist beliefs in the daily and religious life of Americans and Europeans.
2. The transformation of Buddhism into the local religion of Tibet.
3. The influence of Christianity on Buddhism.
4. The transformation of Buddhism into a religion of ascetics.

Topic 7. Buddhism: the main features of the religion and its influence on medicine

- Basic Buddhist beliefs
- Basic Buddhist practices
- Clinical Meanings of Buddhism

Class materials: learning videos, study guide, test tasks, additional literature on the topic.

Test questions examples:

Who is the supreme god according to classical Buddhism (Theravada)?

1. *There are no gods in classical Buddhism.
2. The Buddha.
3. Brahma.
4. The Dalai Lama.

What is the equivalent of the soul in classical Buddhism?

1. *A bundle of energies temporarily united in a body.
2. a particle of the god Brahma.
3. The shadow of a person that follows him everywhere.
4. Atman, which moves from body to body and never dies.

According to Buddhism, what violates the purity of the Buddha's nature?

1. *Mental states that cloud the human mind.
2. Garbage in nature.
3. Deforestation.
4. Disrespect for elders.

Which Buddhist idea is similar to the Hindu concept of reincarnation?

1. *If a person is not purified during his or her life, his or her death ignites the spark of a new life.
2. The Buddhist's atman is reborn in a new body until it reaches awakening.
3. If a Buddhist kills an animal, his soul will move into the body of such an animal after death.
4. A Buddhist's pious behavior guarantees him mergence with God after death.

Which of the following is more in line with the essence of the middle path of Buddhism?

1. *Spiritual practice should nourish, not deplete.
2. Spiritual practice should remove the believer from everyday life.
3. Buddhism takes a neutral position in the conflict between Hindus and Muslims.
4. Buddhists placed their temples between the main trade routes to attract as many followers as possible.

What are the three refuges of a Buddhist?

1. *The Buddha, the dharma, and the sangha.
2. God, temple, and faith.
3. Prayer, meditation, and salvation.
4. Theravada, Mahayana and Vajrayana.

What is the meaning of this symbol of Buddhism?

1. *The noble eightfold path.
2. Eight avatars of the Buddha.
3. Eight schools of Buddhism.
4. Directions of spread of Buddhism from Tibet.

What is the function of meditation in Buddhism?

1. *Purification of mental illusions and worries.
2. Creating conditions for turning to God.
3. Entering the state of nirvana.
4. Memorization of Vedic verses.

Topic 8. History of Judaism: Part 1

- Introduction to Judaism and Abrahamic religions

- History of Judaism: Temple period

Class materials: learning videos, study guide, test tasks, additional literature on the topic.

Test questions examples:

Which book is the main source of the historical identity of the Jews?

1. *The Torah.
2. The Talmud.
3. The halakhah.
4. The Mishnah.

Which of the following is true?

1. *Scholars believe that most events in the Torah cannot be proven.
2. Researchers have proven that most of the events of the Torah actually took place in history.
3. Science is subordinate to religion, so there is no need to prove the truth of the Torah.
4. All events of the Torah are fully corroborated by external historical sources.

Which biblical legend is associated with the origins of the Arab people?

1. *Abraham's exile of his eldest son, Ishmael.
2. Abraham's adoption of a nomad named Arab.
3. Abraham's encounter with an angel named Ishmael.
4. Abraham's quarrel with his brother named Arab and the founding of a separate tribe.

What was the main ideological reason for the dispute between the Sadducees and the Pharisees?

1. *The right to interpret the Torah.

2. The right to perform the ritual of sacrifice.
3. The right to speak in synagogues.
4. The right to communicate with God.

Which event is repeated many times in the Torah and had a significant impact on the Jewish religion and identity?

1. *The covenant between God and the ancestors of the Jewish people.
2. God's curse on the Jewish people.
3. God's condemnation of the Jews to wander the world forever.
4. The division of Jews into orthodox and conservative.

Why is King David important in the history of Judaism?

1. *He captured Jerusalem and made it the capital of the kingdom of Israel.
2. He finished building the First Temple that his father had started.
3. He led the Jews out of Egypt and made the fourth covenant with God.
4. The book he wrote was the first collection of Jewish laws.

Is it true that the Jews believed there could be only one temple, in Jerusalem, and that is why they built only two temples in their history, which existed at different times?

1. *Yes.
2. No.

Which of the following best describes God's biblical attitude toward the Jews' breach of faithfulness?

1. *Punishment for the guilty party and future generations of his family.
2. Exclusively individual punishment of the guilty party.
3. Forgiveness of the guilty.
4. Turning the perpetrator into an animal.

Topic 9. History of Judaism: Part 2

- Introduction to Judaism and Abrahamic religions
- History of Judaism: Rabbinic period

Class materials: learning videos, study guide, test tasks, additional literature on the topic.

Test questions examples:

What gave the rabbis the sacred right to comment on the Torah?

1. *God's giving of two versions of the Torah: the written and the oral Torah, expressed in the rabbis' commentaries.
2. The agreement made between the rabbis and Moses on Mount Sinai.
3. The receipt of the Torah by the Pharisees from angels in ancient Israel.
4. The rabbis did not need the right to comment on the Torah because this tradition is spelled out in the Torah itself.

What is the difference between Chabad culture and other Jewish schools?

1. *They actively work to bring secularized Jews back to Judaism.
2. They strictly forbid the conversion of secularized Jews to Judaism.
3. They actively work to convert members of other religions.
4. They strongly oppose the spread of their knowledge outside of Israel.

Is it true that the prototype for modern synagogues were ancient Jewish temples where priests sacrificed animals?

1. *No.
2. Yes.

Which of the following is more consistent with the activities of Moses ben Maimon?

1. *Promoted the separation of medicine from religion and mysticism in general.

2. He advocated a more intricate system of Judaism to prevent the spread of Jewish secrets to the outside world.
3. Promoted the use of religious practices in medicine.
4. He became the founder of Kabbalah and the author of the books Bahir and Zohar.

What is the main idea of the Kabbalah?

1. *The Kabbalistic interpretation of the Torah's riddles can open the door to other areas of the universe.
2. The Tanakh has too many mystical formulations that need to be modernized and explained rationally.
3. The Torah should be cleansed of references to miracles and rewritten as a story that has confirmation from other sources.
4. Simplifying the teachings of the Torah to a level that could be accessible to children or newly converted Jews.

Where is the Third Temple of the Jews today?

1. *It has not yet been built.
2. In Jerusalem.
3. In New York City.
4. In London.
5. In Uman.

What idea did the Zionists fight for?

1. *Unification of the Jewish nation in Israel.
2. Expulsion of Jews from Germany.
3. Creation of the Jewish diaspora in Germany.
4. Construction of the Third Temple in the United States.

What is the difference between the branch of Bratslav Hasidism and Chabad and the general ideology of Hasidism?

1. *It focuses on the development of an intense joyful relationship with God.
2. Any demonstration of joy is forbidden, as it offends those who grieve the loss of the Temple.
3. It prohibits dancing and singing.
4. It prohibits the use of any language other than the ancient Hebrew language.

Topic 10. Judaism: the main features of the religion and its influence on medicine

- Basic Jewish beliefs
- Basic Jewish practices
- Clinical significance of Judaism

Class materials: learning videos, study guide, test tasks, additional literature on the topic.

Test questions examples:

According to Jewish ideology, what is the primary cause of suffering and disease in the human world?

1. *The fall of the first humans.
2. The devil's betrayal of God.
3. The breaking of the Ten Commandments by the people of Israel.
4. Failure to observe sanitary standards on Noah's Ark.

What historical event is associated with the Jewish tradition of observing a specific dress code?

1. *The liberation of the Jews from Egyptian slavery.
2. The rededication of the Jerusalem Temple.
3. The loss of the Second Temple.

4. Formation of the Kingdom of Israel.

What is the function of the shochet (butcher) in Judaism?

1. *Ritual slaughter of animals for food.
2. Ritual sacrifice of animals in the Temple.
3. Ritual cutting of bread for the festive table.
4. The ritual of brit milah (circumcision).

What is shown in the picture?



1. *A miniature Tehillim book to be worn as an amulet.
2. A miniature Torah for reading while traveling.
3. A traditional Jewish pocket notebook.
4. A travel keychain that imitates the Talmud.

Why do Jews wear a Tefillin when they pray?

1. *God commanded the Jews to wear the Scriptures between their eyes.
2. The energy of the tfilin is believed to imbue the worshipper's mind with goodness.
3. It is believed that the worshipper energizes the tfilin with holy energy as he or she recites the prayer.
4. God commanded the Jews to cover their heads as a sign of faith.

Is it true that the Talmud explicitly states that visiting a doctor is useless?

1. *Yes.
2. No.

What is considered to be the basis for the concept of the Messiah in Judaism?

1. *The suffering of the Jews during the captivity and their desire to be saved by a holy king.
2. The desire of the Jews to spread their faith throughout the world.
3. The height of the pandemic and the emergence of the legend of the existence of a man with healing powers.
4. Prediction of the birth of Jesus Christ in the Torah.

According to the rabbis, what is the symbolism behind the Jewish system of dietary laws?

1. *Blind obedience to God's instructions.
2. Adherence to a healthy lifestyle.
3. Preservation of the proper body shape.
4. Protection against poisoning.

Topic 11. History of Christianity

- Introduction to Christianity
- History of Christianity

Class materials: learning videos, study guide, test tasks, additional literature on the topic.

Test questions examples:

On which continent is the number of Christians constantly growing and currently the largest?

1. *In Africa.
2. Australia.
3. Asia.
4. North America.

What is the meaning of the name "Christ"?

1. *The Anointed One.
2. Crucified.
3. The cross.
4. The resurrection.

What was the result of church councils in the 4th and 5th centuries?

1. *The formation of numerous sects that were not recognized by the central Church.
2. Establishment of unity between Christian philosophical schools.
3. The split of the Church into Catholic and Orthodox.
4. Recognizing the wrong division of God into three hypostases.

Is it true that the Roman Church can call itself Orthodox and the Eastern Church Catholic?

1. *Yes.
2. No.

What was one of the factors of disbelief in religion in the 14th century?

1. *The plague.
2. The discovery of the microscope.
3. Founding of the school of pathologists in Paris.
4. Proof of bacteriological theory by Louis Pasteur.

What is Christianity's view of martyrdom?

1. *It believes that the Holy Spirit helps martyrs endure suffering.
2. It believes martyrdom is a punishment from God.
3. It uses martyrdom as a means of fighting sects within its religion.
4. It uses martyrdom as part of a rite of conversion to its religion.

What is an indulgence?

1. *A sale of forgiveness of sins.
2. Permission to marry.
3. Permission to go on a crusade.
4. Sale of monastic wine.
5. Intellectual stratum of the population.

What did the radical reformers insist on?

1. *Baptism of believers in adulthood, not in infancy.
2. On the murder of the Pope.
3. On the creation of Protestant militias to attack Catholic monasteries.
4. On the more active interaction of the reformed Church with the state.

Topic 12. Christianity: the main features of the religion and its influence on medicine

- Basic Christian beliefs
- Basic Christian practices
- Clinical significance of Christianity

Class materials: learning videos, study guide, test tasks, additional literature on the topic.

Test questions examples:

What is the main source of Christian knowledge about God and the universe?

1. *The Bible.
2. The Koran.
3. The Eucharist.
4. The Gospel.

Is it true that Jesus advised believers to be perfect?

1. *Yes.
2. No. What is the essence of Christian salvation?
 1. absence of suffering and closeness to God.
 2. Gaining knowledge of the universe.
 3. Mergence with nature.
 4. Getting a chance to live life again.

What type of people are in a "suspended" state after death?

1. *The unbaptized.
2. Sinners.
3. Monks.
4. Children under 12 years of age.

According to the Orthodox Church, what causes spontaneous abortion (miscarriage)?

1. *The sinfulness of the mother.
2. The sinfulness of the father.
3. The sinfulness of the fetus.
4. The sinfulness of the doctor.

Which Christian denomination does not allow infant baptism?

1. *Protestants.
2. Catholics.
3. Orthodox.
4. Arians.

Is it true that the nature of God's relationship to people in the Bible is stable and does not change throughout the Bible?

1. *No.
2. Yes.

Which of the following is one of the main problems with monotheism?

1. *God's encouragement of evil.
2. God does not have time to solve the problems of all believers.
3. Lack of an alternative view of the problems of the universe.
4. The impossibility of replacing one god with another.

Topic 13. Islam: the history, main features and influence on medicine

- Introduction to Islam
- History of Islam
- Basic Islamic beliefs
- Basic Islamic practices
- Clinical Meanings of Islam

Class materials: learning videos, study guide, test tasks, additional literature on the topic.

Test questions examples:

According to Islamic tradition, how was the Qur'an composed?

1. from the sayings of God, transmitted to Muhammad through the angel Jibrail.
2. From the thoughts of Muhammad recorded by his disciples.
3. From the folk wisdom of the Arab tribes collected by Muhammad during his trade travels.
4. From the memories of Muhammad's life, collected by his disciples from the stories of his relatives and first followers.

What is Islam's attitude to other Abrahamic religions (Judaism and Christianity)?

1. considers them a distorted word of God.
2. considers them as true as Islam itself.

3. Believes they are inherently wrong.
4. Considers them more important than Islam.

In what ways does Islam differ from Christianity regarding original sin?

1. According to Islam, the first humans were forgiven by God and therefore their sin is not passed down through the generations, whereas in Christianity all humans are born with sin.

2. According to Islam, the first humans were not forgiven by God and therefore their sin is passed down through the generations, but in Christianity, the first humans were forgiven.

3. According to Islam, the original sin is the disobedience of the people who built the Tower of Babel, while in Christianity it is the disobedience of Adam and Eve.

4. According to Islam, the original sin is the disobedience of Adam and Eve, and according to Christianity, the building of the Tower of Babel.

Which phenomenon became the prototype for the symbolism behind the name of the collection of Muslim laws "Shariah"?

1. A trail to a water source formed by camels going to a watering hole.
2. The worn pages of the Koran that were most popular among readers.
3. Prophet Muhammad's unwavering faith in the impartiality of Allah.
4. The world-famous steadfastness and severity of a Muslim judge named Shariyah.

What is the Muslim ritual of voodoo?

1. ablution before contact with the sacred.
2. Harming another person by influencing his or her incarnation in a doll.
3. Praying five times a day.
4. Pilgrimage to Mecca.

What is the idea behind the ritual of Sai (Search), which is part of the Hajj and during which believers run seven times between two hills?

1. even the most difficult periods of the believers' lives end in salvation from God.
2. He who seeks always finds.
3. An active life delays aging.
4. Panic does not solve problems.

Is it true that, just as Christians look to Christ and the saints as role models, Muslims imitate the behavior of the prophets, especially Muhammad?

1. *Yes.
2. No.

Is it true that there is a view among Muslim theologians that the birth of a child is God's plan, and therefore abortion is highly undesirable under any circumstances?

1. *This view exists, but Shariah allows abortion during the first four months of pregnancy.
2. This is the dominant view in Islam and is enshrined in the Shariah.
3. No, this opinion does not exist among Islamic theologians.
4. On the contrary, there is an opinion that it is necessary to terminate a pregnancy if one of the parents has even the slightest genetic defects.

INDEPENDENT WORK OF STUDENTS

Content of independent work	Amount of hours
1. Studying the literature on the topic.	30
2. Performing a training test.	5
3. Work on an individual task.	15
4. Preparation for credit work.	10
<i>In total</i>	60

INDIVIDUAL ASSIGNMENTS

The program provides 2 individual assignments in the form of a short essays on the following topics:

№	Type of assignment	Form of execution	Expected volume of finished work (pages)	Expected amount of hours for execution
1.	Working with a scientific sources	Essay	2-3	7,5
2.	Critical analysis of a scientific article	Essay	2-3	7,5

To complete two individual assignments allotted for the semester, students are given a choice of several scientific articles touching on certain problems of the medical profession in the past (for example, articles reflecting successes or failures in the biographies of prominent doctors). The task consists in: reading and analyzing the text of the article; searching for information about the author of the source; identifying his possible motives and interests; analysis of the source base of the article; creating a short essay describing the experience gained during the assignment, as well as own thoughts on the topic represented in the article.

All essays are required to be designed and formatted according to an academic standards.

To complete each task, students are provided with brief information on exactly how to work with a particular source, what results are expected and what criteria will be used for assessment of their result.

The purpose of independent individual tasks is:

1. In-depth knowledge of historical aspects of world religions;
2. Acquiring or improving the skills of searching, processing and critical analysis of information;
3. Acquiring or improving the skills to clearly and succinctly express one's own opinion in the text;

4. Acquiring or improving the skills of designing an academic text according to standard requirements.

TEACHING METHODS

Several classical and modern pedagogical approaches are used in teaching the discipline:

1. «Teacher-centered approach» or «direct instruction model» — conveying information to higher education students through lectures and instruction on learning.
2. «Student-centered approach» and «personalized learning», namely students considerable freedom and independence in choosing topics for individual tasks and expressing their own opinions during its implementation.
3. «High-tech approach», namely the use of Web technologies to support access of students to the materials of the discipline, communication with the teacher and communication with other participants in the educational process.
4. Differentiated approach to methods of memorizing information, for in process of studying the material, students use both passive (reading and taking MCQ tests) and active (answering the provided questions for self-check or control tests with written answers) methods of memorization.

ACQUIRED KNOWLEDGE CONTROL METHODS

The control of knowledge and skills during and as a result of studying the discipline is as follows:

Current control — is held during practical classes in the form of tests (with multiple answer questions or questions with short written answers) on the relevant topic, as well as in the form of performing individual assignments.

Final control — is conducted in the form of final test with questions (MCQ or short written answer) on all topics.

ASSESSMENT METHODS AND CRITERIA

Scoring scheme. According to the Regulations on the organization of the educational process in V. N. Karazin Kharkiv National University, «the maximum number of points that student can score as a result of studying a particular module is **200 points**, including for studying during the semester — **120 points** and for the final test work — **80 points**»². According to the curriculum of the Faculty of Medicine for 2023, the teaching of the "History of Religion" course consists of 15 practical classes. Hence, knowledge control during the semester is structured as follows: at each practical session students take a test (8 tests in total with 13 points each); also 2 written assignments for individual work is provided (8 points each). The system of scoring is presented below:

Type of control	Form of control	Number of units	Points per unit	In total (points)
Current control	MCQ tests	13	8	120
	Written assignments	2	8	
Credit	MCQ test	1	80	80
Total points				200

Grade conversion into other assessment systems. In other assessment systems grades are converted as follows:

Points for each MCQ tests				
8-level (points)	4-level (points)	Percentage (%)	4-level	2-level
8	4.5–5.0	90–100	Excellent	Credited
7	3.8–4.4	75–89	Good	

² Положення про організацію освітнього процесу в V. N. Karazin Kharkiv National University (нова редакція) (Наказ ректора № 0211-1/342 від 10.07.2018 р.). – С. 75.

5–6	3.0–3.7	60–74	Satisfactory	
0–4	2.0	0–59	Not satisfactory	Not credited

Total points for academic activities during the semester				
120-level (points)	4-level (points)	Percentage (%)	4-level	2-level
108–120	4.5–5.0	90–100	Excellent	Credited
90–107	3.8–4.4	75–89	Good	
70–89	3.0–3.7	60–74	Satisfactory	
0–69	2.0	0–59	Not satisfactory	Not credited

Points for final test				
80-level (points)	4-level (points)	Percentage (%)	4-level	2-level
72–80	4.5–5.0	90–100	Excellent	Credited
60–71	3.8–4.4	75–89	Good	
50–59	3.0–3.7	60–74	Satisfactory	
0–49	2.0	0–59	Not satisfactory	Not credited

Total points for course				
200- level (points)	4- level (points)	Percentage (%)	4- level	2- level
180–200	4.5–5.0	90–100	Excellent	Credited
150–179	3.8–4.4	75–89	Good	
120–149	3.0–3.7	60–74	Satisfactory	
0–199	2.0	0–59	Not satisfactory	Not credited

Assessment criteria of academic achievements of applicants in practical classes

Current control during the semester is carried out in practical classes in the form of tests with three types of questions:

- A. Multiple-choice questions (1 point for each correct answer);
- B. Questions with short written answers (2 points for each correct answer);
- C. Questions with extended written answers (3 points for each correct answer).

The test can include one or many types of questions listed above. Answers to type A questions are scored automatically. During the evaluation of answers to type B questions only the correctness of the answer is taken into account. During the evaluation of answers to type C questions, independence (absence of plagiarism), correctness and completeness of the answer are taken into account.

Assessment criteria of written assignments

Written assignments are evaluated according to the following indicators:

- 1) Independence (absence of plagiarism)
 - ✓ 0–4% of plagiarism — 4 points;
 - ✓ 5–9% of plagiarism — 3 points;
 - ✓ 10–14% of plagiarism — 2 points;
 - ✓ 15–19% of plagiarism — 1 point;
- 2) Complete performance of assigned tasks (2 points),
- 3) Complete coverage of the topic of the assignment (1 point),
- 4) Formatting the text according to the requirements (1 point).

Academic integrity

According to the "Code of Values of the Karazin University", the university adheres to academic integrity, therefore independent written assignments in which the proportion of plagiarism exceeds 20% are returned without evaluation.

Assessment criteria of academic achievements of applicants for the credit

Current control during the semester is carried out in practical classes in the form of tests with three types of questions:

- A. Multiple-choice questions (1 point for each correct answer);
- B. Questions with short written answers (2 points for each correct answer);
- C. Questions with extended written answers (3 points for each correct answer).

The test can include of one or many types of questions listed above. Answers to type A questions are scored automatically. During the evaluation of answers to type B questions only the correctness of the answer is taken into account. During the evaluation of answers to type C questions, independence (absence of plagiarism), correctness and completeness of the answer are taken into account.

Pass mark is 60% of the maximum number of points (50 points).

Conditions of admission to the credit test: the presence of a pass mark for all previous tests.

RECOMMENDED LITERATURE

Main

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ІСТОРІЯ РЕЛІГІЇ

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