

Course Outline

COURSE: ANTH 5 **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2018 **CURRICULUM APPROVAL DATE:** 03/13/2017

SHORT TITLE: MAGIC/WITCH/RELIG

LONG TITLE: Magic, Witchcraft, and Religion

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

Explores and analyzes, from a cross-cultural and comparative perspective, religious traditions in diverse cultural contexts with particular focus on the effects of globalization on religious beliefs and practices. Cross-cultural analysis of the concepts of magic, witchcraft, and religion. Examination of connections among the concepts of race, nation, and religion. Exploration of the above through ethnographic readings, class discussions, films, short papers, and a final research paper based on original fieldwork in a local religious or spiritual community. **PREREQUISITE:** Eligible for English 1A.

PREREQUISITES:

Eligible for English 1A

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

05 - Hybrid

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Discuss the major theoretical approaches to the anthropology of magic, witchcraft, and religion.

Measure of assessment: Quizzes, response papers, discussion forums, exams

Year assessed, or planned year of assessment: 2015

Semester: Fall

This SLO addresses cultural diversity: true

2. Identify and analyze human behaviors, rituals, and histories characterizing particular religious cultures in western and nonwestern societies.

Measure of assessment: Quizzes, response papers, discussion forums, exams

Year assessed, or planned year of assessment: 2015

Semester: Fall

This SLO addresses cultural diversity: true

3. Explain how and why religious cultures are embedded within systems of race, class, gender, and/or sexuality.

Measure of assessment: Response papers, discussion forums, exams, research project

Year assessed, or planned year of assessment: 2015

Semester: Fall

This SLO addresses cultural diversity: true

4. Document and analyze a local religious or spiritual community through ethnographic research and writing.

Measure of assessment: Discussion forums, exams, research project

Year assessed, or planned year of assessment: 2015

Semester: Fall

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 03/13/2017

3 Hours

Content: Interpreting Difference

Performance Objectives: 1) Define and examine concepts of ethnocentrism, cultural relativism, and cultural difference; 2) Critically examine the role of interpretation in an anthropological perspective; 3) Define the five fields of anthropology; 4) Critically examine a classic anthropological essay.

Assignments: "Shakespeare in the Bush" by Bohannon; video: Chimamanda Adichie: The Danger of a Single Story; discussion forum.

3 Hours

Content: Anthropological Perspectives on Religion

Performance Objectives: 1) Explain the meaning of holism and the importance of a holistic approach; 2) Explain the difference between emic and etic analysis; 3) Identify and explain the basic approaches to the study of religion; 4) Explain the factors used to explain the universality of religion.

Assignments: Chapter 1 in Stein and Stein; quiz; video: Holy Ghost People; discussion forum.

6 Hours

Content: Gods and Spirits

Performance Objectives: 1) Define gods and spirits and describe the characteristics of each; 2) Identify the different types of gods; 3) Explain the connection between the nature of society and the nature of the gods; 4) Explain the role of the goddess, including Ishtar, Isis, Kali, and Mary; 5) Compare and contrast how God is conceived of in the monotheistic religions of Judaism, Christianity and Islam; 6) Explain the meaning of the term atheism and how this has changed over time; 7) Define and explain the term fundamentalism; 8) Critically examine the relationship between religion and politics.

Assignments: Chapter 9 in Stein and Stein; quiz; "Convicted by the Holy Spirit" by Harding; response paper; discussion forum.

3 Hours

Content: Mythology

Performance Objectives: 1) Explain the concept of worldview and illustrate the idea by contrasting the worldviews of the Navaho and Euro-Americans; 2) Explain what makes a story a myth; 3) Describe the nature of oral myths and how such myths change over time; 4) Explain how origin stories reflect worldviews; 5) Identify and describe the different approaches to the study of myth; 6) Outline the common themes that are found in myths cross culturally.

Assignments: Chapter 2 in Stein and Stein; quiz; field project proposal; discussion forum.

3 Hours

Content: Symbolism and African Religions

Performance Objectives: 1) Explain what a symbol is; 2) Explain the role played by religious symbols in religious practice; 3) Explain how dance and music are used in religious rituals, including examples; 4) Examine the connection between symbol, myth, and worldview; 5) Critically examine themes and concepts in African religions.

Assignments: Chapter 3 in Stein and Stein; quiz; discussion forum.

6 Hours

Content: Spirit Possession

Performance Objectives: 1) Analyze and evaluate spirit possession as magic, witchcraft, and religion; 2) Contextualize spirit possession within African colonialism and globalization; 3) Critically examine the role of the anthropologist as a researcher within religious and spiritual cultures; 4) Compare and contrast Nigerian spirit possession with western religious traditions; 5) Examine the history and role of Islam in Niger.

Assignments: In Sorcery's Shadow by Stoller and Olkes; film: Les Maitres Fous; response paper; midterm.

3 Hours

Content: Ritual

Performance Objectives: 1) Contrast prescriptive and situational rituals, and periodic and occasional rituals; 2) Describe the structure of a rite of passage; 3) Explain the concept of liminality; 4) Explain why body modification is a common element of a rite of passage; 5) Explain the concept of religious obligations; 6) Explain the importance of rituals in the domain of religion, including how they relate to concepts of worldview, myth and symbol.

Assignments: Chapter 4 in Stein and Stein; quiz; discussion forum.

6 Hours

Content: Folklore and Neopaganism

Performance Objectives: 1) Critically examine the role of the native anthropologist in conducting research at home; 2) Examine the history of Neopaganism; 3) Examine the history of folklore in anthropology; 4) Explain the concept of folklore reclamation; 5) Analyze neopaganism within systems of race, class, and gender.

Assignments: Witching Culture by Magliocco; film: Oss Tales; response paper; discussion forum.

3 Hours

Content: Magic and Divination

Performance Objectives: 1) Define magic and sorcery; 2) Compare and contrast magic and science; 3) Describe the laws of magic and provide examples from different cultures; 4) Explain why magic always appears to work; 5) Define divination and compare and contrast divination with magic; 6) Describe a variety of divination techniques.

Assignments: Chapter 7 in Stein and Stein; quiz; response paper; discussion forum.

3 Hours

Content: Haitian Vodou

Performance Objectives: 1) Critically examine the practices and beliefs of Haitian vodou in Haiti and immigrant communities in the US; 2) Explain changes in gender theory in Anthropology; 3) Critically examine the relationship between religion and gender; 4) Compare and contrast gods and goddesses of the Haitian pantheon; 5) Critically examine how going native affects anthropological knowledge; 6) Critically examine how vodou encompasses magic, witchcraft, and religion.

Assignments: Mama Lola: A Vodou Priestess in Brooklyn by Brown; response paper; discussion forum.

3 Hours

Content: Witchcraft

Performance Objectives: 1) Identify, compare and contrast different cultural conceptions of witchcraft; 2) Describe beliefs and behaviors associated with witchcraft in small-scale societies, including the Azande and

Navaho; 3) Explain the ways in which witchcraft accusations and behavior reflect the underlying societal tensions; 4) Describe the origins of Euro-American witchcraft beliefs; 5) Explain the functional approach to witchcraft beliefs for both small-scale and Euro-American culture; 6) Critically examine why women were main targets for witchcraft accusations in certain cultures or at certain times.

Assignments: Chapter 10 in Stein and Stein; quiz; response paper; discussion forum.

3 Hours

Content: The Search for New Meaning

Performance Objectives: 1) Critically examine mechanisms of cultural change; 2) Explain and compare and contrast the processes of acculturation, assimilation, and syncretism; 3) Describe Haitian Vodou and Santeria as cases of religious syncretism; 4) Define a revitalization movement and give examples of various types; 5) Explain different ways the term cult is used and the issues surrounding its use; 6) Describe several examples of new religious movements; 7) Outline the origins and basic beliefs of Wicca.

Assignments: Chapter 11 in Stein and Stein; quiz; discussion forum.

3 Hours

Content: Religious and Spiritual Communities in and around Gilroy

Performance Objectives: 1) Present semester-long ethnographic research projects; 2) Explain how data supports an original argument about a particular local religious or spiritual culture; 3) Analyze a religious or spiritual culture from an anthropological perspective.

Assignments: Final Research paper; discussion forum.

2 Hours

Content: Final exam

Performance Objectives: Final essay exam.

METHODS OF INSTRUCTION:

Lecture - Discussion Films Objective and subjective Exams. Semester-long Ethnographic Research Report. Two course exams, a research project, and an oral presentation.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 80.00 %

Percent range of total grade: 80 % to 90 % Section 1 – Substantial writing assignments including: Written Homework Reading Reports Essay Exams Term or Other Papers

Problem-solving assignments

Percent of total grade: 20.00 %

Percent range of total grade: 20 % to 25 % Field Work Quizzes

Skill demonstrations

Percent of total grade: 10.00 %

Percent range of total grade: 10 % to 15 % Field Work

Objective examinations

Percent of total grade: 5.00 %

Percent range of total grade: 5 % to 10 %

OUT OF CLASS ASSIGNMENTS:

Please choose one of the following topics to research throughout the semester. You will write two papers about your topic. The first is a fieldwork “description” paper, comprising part of your midterm. This paper will be based on your first two hours (round 1) of fieldwork. Your final paper is a “description and analysis” paper, builds on your first paper, and is based on your last two hours (round 2) of fieldwork. Your first paper is mainly descriptive, while your final paper is a thesis-driven, analytical paper. Both papers will be evaluated on the quality of your original research.

1) What can a life history tell you about someone’s religious or spiritual path?

2) How do rituals and ceremonies build a culturally specific sense of community?

- 3) What kinds of beliefs do people have about the relationship between gender roles and religious/spiritual practices and beliefs?
4) How do people create social change through their religious or spiritual practices?

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Karen Brown. *Mama Lola: A Vodou Priestess in Brooklyn*, 3rd edition. Berkeley: UC Press,2011.

ISBN: 0520268105

Reading Level of Text, Grade: 12 Verified by: Debbie Klein using Microsoft Word software.

Paul Stoller and Cheryl Olkes. *In Sorcery's Shadow: A Memoir of Apprenticeship among the Songhay of Niger*. Chicago: University of Chicago Press,1989.

ISBN: 0226775437

Reading Level of Text, Grade: 12 Verified by: Debbie Klein using Microsoft Word software.

Rebecca Stein and Philip Stein. *The Anthropology of Religion, Magic, and Witchcraft*, 3rd edition. Boston: Pearson,2013.

ISBN: 0205718116

Reading Level of Text, Grade: 12 Verified by: Debbie Klein using Microsoft Word software.

Sabina Magliocco. *Witching Culture: Folklore and Neo-paganism in America*. Philadelphia: University of Pennsylvania Press,2004.

ISBN: 0812218795

Reading Level of Text, Grade: 12 Verified by: Debbie Klein using Microsoft Word software.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV D2, effective 201570

GAV F, effective 201570

CSU GE:

CSU D, effective 201570

CSU D1, effective 200930

IGETC:

IGETC 4A, effective 201570

CSU TRANSFER:

Transferable CSU, effective 201570

UC TRANSFER:

Transferable UC, effective 201570

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: ANTH

CSU Crosswalk Course Number: 5

Prior to College Level: Y

Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000054049
Sports/Physical Education Course: N
Taxonomy of Program: 220200