

Course Outline

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

TERM EFFECTIVE: Fall 2012 **CURRICULUM APPROVAL DATE:** 03/26/2012

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	17.34	Lecture:	3	52.02
		Lab:	0	0
		Other:	0	0
		Total:	3	52.02

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. **ADVISORY:** English 250 and English 260.

PREREQUISITES:

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

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Analyze and explain the major theoretical approaches of the Anthropology of magic, witchcraft and religion.

ILO: 2,1,3

Measure: Quizzes, reading response papers, exams.

2. Identify and illustrate the dangers of ethnocentrism and the value and limits of cultural relativism

ILO: 6,1,2 3

Measure: Reading response papers, exams, research paper.

3. Analyze and explain particular human behaviors involved in religion and the supernatural.

ILO: 2,3,4,1

Measure: Quizzes. Reading response papers, exams.

4. Analyze various histories and politics of religions in western and non-western cultures.

ILO: 2,1,3

Measure: Reading response papers, exams.

5. Compare, contrast, and analyze particular monotheistic and polytheistic religions.

ILO: 2,1,3

Measure: Research paper, exams.

6. Analyze and explain religious traditions as they are embedded within systems of race, class, and gender.

ILO: 2,1,3

Measure: Reading response papers, exams, research paper.

7. Design, conduct, and write ethnographic research paper based on original field data.

ILO: 2,1,3,6

Measure: Reading response papers, exams research project.

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

Curriculum Approval Date: 03/26/2012

3 Hours

Content: Encountering Cultural 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 Bohannan. Reading response paper.

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. Quiz 1.

6 Hours

Content: Fundamentalist Religion and Politics

Performance Objectives: 1) Define and explain the term fundamentalism; 2) Critically examine the relationship between religion and politics; 3) Examine the history of Protestantism and Christian fundamentalism in the US; 4) Critically examine the case of televangelism in the US.

Assignments: "The Born-Again Telescandals" by Harding. Reading response paper.

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 the Navaho origin story reflects the Navaho worldview; 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. Quiz 2. Field project proposal.

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. Quiz 3.

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. Reading response paper. Exam.

3 Hours

Content: Ritual and Jewish Culture

Performance Objectives: 1) Describe the structure of a rite of passage; 2) Explain the concept of liminality; 3) Explain the importance of rituals in the domain of religion, including how they relate to the concepts of worldview, myth and symbol; 4) Analyze Jewish immigrant culture in the US; 5) Critically examine the relationship between religion and culture in an elderly community.

Assignments: Chapter 4. Quiz 4.

6 Hours

Content: Survival and Community

Performance Objectives: 1) Critically examine the role of the native anthropologist in conducting research at home; 2) Examine the history of Judaism; 3) Critically examine the themes of survival and survivor's guilt in Jewish culture; 4) Critically examine the concept and practices of atheism and agnosticism; 5) Compare and contrast the roles of women and men in keeping religious cultures alive.

Assignments: Number Our Days by Myerhoff. Reading response paper.

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. Reading response paper.

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. Reading response paper.

3 Hours

Content: Witchcraft

Performance Objectives: 1) Identify, compare and contrast different cultures' 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 the main targets for witchcraft accusations in certain cultures or at certain times; 7) Compare and contrast terrorist with witch hunt discourse.

Assignments: Chapter 10. "The Opposite of Right Society: Witches, Terrorists and the Discourse of Evil" by Magliocco. Reading response paper.

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 the Wicca religion.

Assignments: Chapter 11. Reading response paper.

3 Hours

Content: Magic, Witchcraft, and Religion in the Santa Clara Valley

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

Assignments: Final Research paper.

2 Hours

Final 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:

Category 1

Percent range of total grade: 80 % to 90 %

Section 1 – Substantial writing assignments including:
Written Homework

Reading Reports

Essay Exams

Term or Other Papers

Category 2 – Computational or non-computational problem solving demonstrations including:
Percent range of total grade: 20 % to 25 %

Field Work

Quizzes

Category 3 – Skill Demonstrations, including:
Percent range of total grade: 10 % to 15 %

Field Work

Category 4 – Objective Exams, including:
Percent range of total grade: 5 % to 10 %

Multiple Choice

Category 5 – Any other methods of evaluation:

REPRESENTATIVE TEXTBOOKS:

Rebecca and Philip Stein, *The Anthropology of Religion, Magic, and Witchcraft*, 2nd edition. Boston: Pearson. 2008;

John Bowen. *Religions in Practice*, 4th edition. Boston: Pearson. 2008;

Paul Stoller and Cheryl Olkes, *In Sorcery's Shadow*, Chicago: University of Chicago Press. 1989;

Barbara Myerhoff, *Number Our Days*, New York: Dutton. 1978;

Karen Brown, *Mama Lola: A Vodou Priestess in Brooklyn*, Berkeley: UC Press. 1991, or other appropriate college level text.

Reading level of text: 12 grade. Verified by: Debbie Klein using Microsoft Word software.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV D2, effective 200930

GAV F, effective 200930

CSU GE:

CSU D1, effective 200930

IGETC:

IGETC 4A, effective 200930

CSU TRANSFER:

Transferable CSU, effective 200930

UC TRANSFER:

Transferable UC, effective 200930

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: A

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