syllabus

Syllabus

ANT3241 - Magic,Ritual, and Belief

Ty Matejowsky

Contacting the Professor

Office Hours:11:30AM-1:30PMTuesdays, or by appointment

Office: UCF Phillips Hall 309G

Phone: (407) 823-4611

E-mail: **Ty.Matejowsky@ucf.edu**

Course Description:

This is an upper-division course designed to familiarize students with anthropological perspectives on religion and the supernatural. In this class we will examine topics such as types of belief systems, religious specialists, rituals and symbols, religious use of drugs, divination and magic, witchcraft and sorcery, the occult and revitalization movements. Most course information will pertain to traditional non-Western cultures. This is not a comparative religions class nor a theology class. Students may be exposed to topics that challenge their own established beliefs. Accordingly, topics in the class are best approached with an open mind.

Course Objectives

The objectives of this course are fourfold:

1. to introduce students to various belief systems
2. to explore the concepts of magic and witchcraft
3. to acquaint students with ethnomedicine and the religious use of drugs
4. to examine religious change.

Required Texts (purchase in Bookstore)

Moro, Pamela A. 2012. *Magic, Witchcraft, and Religion: An Anthropological Study of the Supernatural* .Ninth Edition. McGraw-Hill

Moro, Pamela A. 2012. *Magic, Witchcraft, and Religion: An Anthropological Study of the Supernatural* .Ninth Edition. McGraw-Hill

Magic, Witchcraft, and Religion will serve as the basic text for this course. This selection of articles focuses on topics relevant to the anthropological study of belief systems and the supernatural.

Tests:

There will be three multiple choice exams held on the dates scheduled (see Class Schedule). Each exam will consist of around 30-50 plus questions covering material presented in modules, and readings. Anyone caught cheating on an exam will be assigned a **zero** for that exam.

Discussion Rubric

5 points (A)	Excellence in posting timely, continuously and responsively to others as demonstrated according to the following criteria: • Follows assignment instructions of answering module question(s) and providing critical feedback to the original postings of at least two classmates. • **Participates in discussion on separate days (i.e., each discussion answer and individual response must be submitted on separate days; not all at once).** • Does not repeat (i.e., does not reiterate what has already been posted, but adds to the discussion by interacting with classmates and addressing the comments of others). • Applies course information (i.e., students discussion answers must integrate information from both assigned readings and weekly modules). • Critical thinking (i.e., discussion postings must demonstrate critical thinking and/or add new insights to the topic; not simply recite information from modules and readings).
4 points (B)	Above Average in criteria listed for "5 points (A)." Included here are postings that meet many but not all, or are not consistent with, criteria for an A.
3.5 points (C)	Adequate in criteria listed for "5 points (A)." Included here are postings that display a basic grasp of topic but only restate materials and analysis. Included here are also

3.5 points (C)	are postings that display a basic grasp of topic but only restate materials and analysis. Included here are also postings and responses that are submitted all on a single day regardless of content.
3 points (D)	Serious insufficiency in criteria listed for "5 points (A). Included here are postings that do not display a basic understanding of discussion topic. Also included here are postings that fail to provide critical feedback to the postings of at least two classmates. Students will automatically receive a D (regardless of content) for their weekly discussion assignment if they do not respond to the postings of at least two other students or only provide critical feedback but do not answer the weekly discussion question(s).
0 points (F)	Failing is earned when students do not participate in the discussion assignment or blatantly plagiarize the work of others.

Course Assignments:

1. Completion of on-line assignments (including any discussion postings, exercises or quizzes) (each discussion assignment counts for 5% of total grade)= 25% total
2. Three non-cumulative, multiple choice exams (each exam counts for approximately 25% of total grade) = 75% total

Discussion Assignments

1. There are 5 discussion assignments that coincide with selected modules (see schedule).
2. Each discussion assignment counts for up to 5 points (5% of total grade).
3. Your answers should be several paragraphs in length (i.e., they should have enough depth to effectively address the module assignment questions).
4. Each discussion posting is evaluated based on information presented in the Discussion Rubric.
5. It is to your advantage to begin work on the discussion questions sooner rather than later. Waiting until the last minute to answer the questions can adversely affect your grade (see Discussion Rubric).

Grading Scale:

A	B	C	D	F
	B+ = 88-89	C+ = 78-79	D+ - 68-69	

	B+ = 88-89	C+ = 78-79	D+ - 68-69	
A > 93	B = 83-87	C = 73-77	D = 63-67	F = 59 or below
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62	

Changes in the Syllabus

The instructor reserves the right to make appropriate changes in the syllabus, the testing procedure and the grading basis, if in the professional judgment of the instructor, such modification is in the best interest of fulfilling the course objectives and assuring the academic integrity of the course and the institution. There are **NO** opportunities for students to improve their final grades through extra credit or bonus points/work. Any changes of this type will be announced in class. It is the student's responsibility to keep up on course information if s/he is absent. **If there is anything that appears unclear to students regarding course grading policies, assignment/exam deadlines, or other matters related to class, it is the responsibility of students to contact the professor for clarification.**

This page was last updated on June 17, 2009 11:38 AM
Pages are maintained by **Ty Matejowsky** and the **Techrangers** at **Course Development & Web Services**, IT&R.
Intellectual content © Copyright 2009, Ty Matejowsky
All other content © Copyright 2009, **University of Central Florida** **Syllabus**

Schedule

ANT3241 - Magic,Ritual, and Belief

Ty Matejowsky

ANT3241 –Summer– AW59

Class Schedule

Week of	Topic	Readings & Assignments	Assignments Due
5/14/18	**Introduction to the course** **Module 1: Anthropology of Religion**	**Read** course syllabus, course protocols, course home, *The Anthropological Study of Religion* (pp. 1-5); *Studying Religion Anthropologically by Jack David Eller* (pp. 6-14); *Why We Became Religious & The Evolution of the Spirit World by Marvin Harris* (pp. 25-29).	**None**
5/21/18	**Module 2: Religious Specialists** **Module 3: Rituals and Symbols**	**Read** *Shamans, Priests, and Prophets* (pp.140-142); *Religious Specialists* by Victor W. Turner (pp. 143-150); *Ritual* (pp. 86-89); *Betwixt and Between: The Liminal Period in Rites de Passage* by Victor W. Turner (pp. 90-100). **Complete on-line assignment for Module 2.** **Take on-line exam covering Modules 1-3.**	**Both on-line assignment for Module 2 and Exam One are due Friday May 25 at 11pm Eastern Time.**
5/28/18	**Module 4: Witchcraft & Sorcery** **Module 5: Magic & Divination**	**Read** *The Goat and the Gazelle: Witchcraft* by T.M. Luuhrmann (pp. 307-315); *Sorcery and Concepts of Deviance among the Kabana, West Britain* by Naomi M. McPherson (pp. 298-306);*Witchcraft, Sorcery, Divination, and Magic* (pp. 284-287); *Baseball Magic* by George Gmelch (323-329). **Complete on-line assignment for Module 5.**	**On-line assignment for Module 5 due Friday June 1 at 11pm Eastern Time.**
6/4/18	**Module 6: Religious Use of Drugs**	**Read** *Altered States of Consciousness and the Religious Use of Drugs* (pp. 186-189); *Ritual Enemas* by Peter T Furst and Michael D. Coe (pp.205-209); *The Sound of Rushing Water* by Michael Harner (pp. 210-215). **Complete on-line assignment for Module 6.**	**On-line assignment for Module 6 and Exam Two are due Friday June 8 at 11pm Eastern Time.**

	Drugs	Michael Harner (pp. 210-215). **Complete on-line assignment for Module 6.** **Take on-line exam covering Modules 4-6.**	**Friday June 8 at 11pm Eastern Time.**
6/11/18	**Module 7: Ethnomedicine** **Module 8: Death: Ghosts, Souls & Ancestors**	**Read** *Illness, Healing, and Religion* (pp. 231-233); *Disease Etiologies in Non-Western Medical Systems* by George Foster (pp.234-241); D*eath, Ancestors, Ghosts, and Souls* (pp. 330-332); *Death Be Not Strange* by Peter Metcalf (pp. 340-343); *Day of the Dead in Oaxaca* by Kristin Norget (pp. 353-361); *The Real Vampire* by Paul Barber (uploaded document). **Complete on-line assignment for Module 8.**	**On-line assignment for Module 8 due Friday June 15 at 11pm Eastern Time.**
6/18/18	**Module 9: Revitalization Movements**	**Read** Revitalization Movements by Anthony F.C. Wallace (uploaded document); *The Ghost Dance Religion* by Alice Beck Kehoe (uploaded document); *Cargo Cults* by Peter M. Worsley (uploaded document). **Complete on-line assignment for Module 9.** **Take on-line exam 3 covering Modules 7-9.**	**On-line assignment for Module 9 and Exam Three is due Friday June 22 at 11pm Eastern Time.**

Protocols

ANT3241 - Magic,Ritual, and Belief
Ty Matejowsky

Protocols

Exam/Quiz Protocols

1. Read the entire **Quiz Introduction** page before you click on the "Begin Quiz" button to familiarize yourself with the quiz/exam procedures. You have access to this page each time you access a quiz or exam in WebCourses. You may want to print it out for future reference. If you have any further questions it is your responsibility to contact the professor for clarification.
2. Unless otherwise noted, students will have only **ONE** opportunity to take the exam.
3. Exams will only be reset **ONCE.**
4. If you have technical problems that prevent you from completing the exam it is your responsibility to contact the professor **within 24 hours** and requests the exam be reset. This must be done in a timely manner.
5. Exam submissions will only be accepted through the Quiz function of WebCourses. Using any other method of submitting exam/quiz answers will **NOT** be accepted and will result in a failing grade.

Email Protocols

1. Be sure and check your e-mail at least once per week (but more often is better).
2. Use e-mail to send a general question about the course to one of the instructors .
3. When sending e-mail to one of the instructors, always put "ant3241" (without the quotes) in the "Subject" line.
4. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do the following in every e-mail message you send during this course:
7. Sign your e-mail messages
8. Do not use all caps. This makes the message very hard to read and is considered "shouting."
9. Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the forum or e-mail).
10. Break up large blocks of text into paragraphs and use a space between paragraphs.
11. Abbreviate when possible: Examples:
    1. IMHO = in my humble/honest opinion
    2. FYI = for your information
    3. BTW = by the way

   1. IMHO = in my humble/honest opinion
   2. FYI = for your information
   3. BTW = by the way
   4. Flame = antagonistic criticism
   5. :-) = happy face for humor

13. Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

Discussion Protocols

1. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
2. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
3. If you want to send a message to the instructor or to another student, use e-mail rather than the Discussion Topic.
4. Use the appropriate Discussion Topic.
5. Use the following conventions when composing a Discussion Topic post:
6. Be careful about "Subject" headings; use something that is descriptive, refer to a particular assignment or discussion topic when applicable.
7. Use the "reply" button rather than the "compose" button if you are replying to someone else's post.
8. Avoid "I agree" type posts, they take up space on the Discussion Topic and will not be counted for credit.
9. Do not use all caps. This makes the message very hard to read and is considered "shouting."
10. Check spelling, grammar, and punctuation.
11. Try to avoid posting large blocks of text but when you must, break them into paragraphs and use a space between paragraphs.