



ANTH 122 - Magic, Witchcraft, and Religion Course Outline

Approval Date: 05/10/2018

Effective Date: 06/01/2018

SECTION A

Unique ID Number CCC000525314

Discipline(s) Anthropology

Division Arts and Humanities

Subject Area Anthropology

Subject Code ANTH

Course Number 122

Course Title Magic, Witchcraft, and Religion

TOP Code/SAM Code 2202.00 - Anthropology / E - Non-Occupational

Rationale for adding this course to the curriculum Changing the Title of the course to be more in line with other courses at other campuses.

Units 3

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment 50

Grading Option Letter Grade or P/NP

Distance Education Mode of Instruction On-Campus

Hybrid

Entirely Online

Hybrid more than 50%

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description Cross-cultural study of magic, ritual, myth, ancestor worship, and witchcraft using the theories and methods of anthropology. Emphasis is on understanding the role of belief and ritual within a given cultural context, as well as broader comparisons to derive insight into the general functions of belief and ritual in human life.

Schedule Description

SECTION D

Condition on Enrollment

1a. **Prerequisite(s):** *None*

1b. **Corequisite(s):** *None*

1c. Recommended

- ENGL 90 with a minimum grade of C or better

1d. **Limitation on Enrollment:** *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- Assess anthropological approaches to data gathering and the analysis of ceremonial, magical, and supernatural practices and beliefs.
- Analyze the sociocultural contexts of magic, witchcraft, and ritual practices using an anthropological perspective.

2. Course Objectives: Upon completion of this course, the student will be able to:

- Appraise the global range of religious, ritualized, and magical practices and beliefs through time;
- Analyze the sociocultural context of religious and magical beliefs and practices;
- Assess the importance of cultural relativism and ethnocentrism in the context of religious and ritual pluralism;
- Assess anthropological approaches to data gathering and the analysis of ceremonial, magical and supernatural practices and beliefs; and
- Evaluate the diverse forms and functions of contemporary magic, ritual and belief systems.
- F.

3. Course Content

- Introduction to anthropology and the anthropological study of belief;
- Overview of comparative cultural approach to be used throughout the course;
- Basic concepts and approaches in cultural anthropology;
- Introduction to history of schools of thought in anthropology pertaining to analysis of ritual, magic and ideational systems (for example: evolutionism, diffusionism, cultural materialism, psychological anthropology, functionalism, structuralism, constructivist and phenomenological approaches);
- Types of religious and magical practitioners (for example: shamans, priests, mediums, witches, etc.);
- Cross-cultural examination of rites of passage focusing on birth, marriage ceremonies, death, and puberty;
- The role of drugs, healing plants, music, art, trance, dance, and possession states in magic, ritual, and witchcraft practices;
- Messianic cults and revitalization movements (such as Handsome Lake, the Ghost Dance, and Cargo cults);

- I. Traditional healing and healers with an examination of "sent sickness," sorcery, shamanism and witchcraft;
- J. Relationship between ritual and myth including the role of the hero, the trickster, the villain, etc.;
- K. Relationship between religion, magic, and socioeconomic hierarchy;
- L. Survey of selected contemporary issues relevant to the course content (for example: conflict in Northern Ireland, the Middle East, and modern revitalization movements).
- M.

4. Methods of Instruction:

Activity:

Discussion:

Distance Education:

Field Trips: Guided field trips that provide a real-life example of the practices discussed in lecture may be offered. For example: a. A guided field trip to Tulocay Cemetery to assess graveyard symbology. b. A guided field trip to the Mexico Museum in San Francisco for their annual Ofrenda and Day of the Dead celebrations.

Lecture:

Projects:

Other: Course is primarily lecture-based with seminar-type student discussion as appropriate.

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests -- For example: Objective examinations that may be a combination of multiple choice, fill-in, maps, identification, vocabulary, etc.

Quizzes -- Quizzes focus on class lectures, films, readings, and supplemental material.

Quizzes may be composed of short answer, multiple choice, and word identifications, etc.

For example: a. A map quiz to gauge knowledge of geographic areas studied. b. A vocabulary quiz to assess reading comprehension.

Research Projects -- Fieldwork research projects may demonstrate the student's skills in research methods, experimentation, data collection, analysis and writing.

Papers -- For example: Focus on reviewing and assessing an anthropologist's contribution to our understanding of magic, witchcraft, and/or religion, documenting the people studied, research methods used, and the importance of cultural knowledge in addressing these phenomena.

Oral Presentation -- In-class discussions demonstrate the student's interest in the course, understanding of the materials, as well as critical thinking and verbal skills. For example: a. A guided discussion on the various forms of zombification around the world. b. A student-led discussion on the role of "9-11" in contemporary religious practice.

Projects -- For example: Focus on a cultural group discussed in class (for example, the Navajo in the US, the Akan in Ghana). Outline the ways in which this group's religious and/or spiritual systems operate and function within their daily lives.

Field Trips -- Guided field trips that provide a real-life example of the practices discussed in lecture may be offered. For example: a. A guided field trip to Tulocay Cemetery to assess graveyard symbology. b. A guided field trip to the Mexico Museum in San Francisco for their annual Ofrenda and Day of the Dead celebrations.

Letter Grade or P/NP

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

1. Selected readings from textbook and supplemental materials, including films. Sample reading assignments include:

a. Read the first chapter (pp. 3-23) of Emily Martin's "The Woman in the Body: A Cultural Analysis of Reproduction." Be prepared to discuss the research methods and population used by Martin in her research.

b. Read the Introduction (pp. 1-19) of "Cry of the Eagle: Encounters with a Cree Healer." Be prepared to discuss the aspects of the introduction that are emic and etic.

2. Written discussion questions based on reading assignments and/or films.

For example:

a. What are the cultural variations of ?communitas? according to Victor Turner? What methods does he use to show that these variations exist?

b. Explain "Catholicism under the table" in terms of Latin American and Caribbean cultural practices. What is the role of colonialism and/or globalization in informing these religious practices?

B. Writing Assignments

1. Course essays expanding on course material.

For example:

a. Write a ten-page, typewritten essay comparing and contrasting preventative and curative healing systems in the Caribbean region.

Discuss the underlying social, political, and cultural factors that influence the maintenance and efficacy (or inefficacy) of these systems.

b. In a three-page paper, argue for or against the following statement: "Understanding the concept of ontology is essential for understanding spirit possession."

C. Other Assignments

Additional projects and field trips may be substituted/added at the discretion of the instructor.

7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Moro, P. and J. Meyers
Title: Magic, Witchcraft, and Religion: An Anthropological Study of the Supernatural
Publisher: McGraw-Hill
Date of Publication: 2012
Edition: 9th

Book #2:

Author: Stein, R. and P. Stein
Title: The Anthropology of Religion, Magic, and Witchcraft
Publisher: Routledge
Date of Publication: 2017
Edition: 4

B. Other required materials/supplies.