



## New Course for Integrated University

**7. Will the course be seeking General Education approval?**

No  Yes (if yes, go to next section [General Education Approval- click on this link](#))

**8. Resources at Each Campus:** List any resources, including faculty, facilities, technology, equipment, or library resources necessary at each campus listed above.

The course will be offered within load of current faculty, and will be available to all three campuses. For face to face offering there are no additional resources need beyond current classroom technology. For online offering there are no additional resources need. For multi-modal offering classroom will need to be equipped with proper technology to facilitate synchronous communications with faculty member and students in-person and those students that are accessing the class remotely.

**Identify on which campuses the course is intended to be offered in the integrated university (for administration use only):**

|  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> BU | <input checked="" type="checkbox"/> LHU | <input checked="" type="checkbox"/> MU |
|--|---|--|

**9. Identify Departments/Programs/Courses impacted by changes on this form:**

No programs/departments/courses impacted by course changes.

**10. Indicate Semester and Year Course will be implemented:** Fall 2023

**11. Provide a rationale for how this course relates to the mission and goals of the related program:**

A B.A. in Anthropology provides students with skills needed to understand social and cultural systems, and helps them develop critical thinking, analytical, problem-solving, and presentation skills necessary for professional success. The goals of the Anthropology program are to have students be able to: 1. Identify diverse worldviews, 2. Describe anthropological theories, 3. Apply ethical principles in research and practice, 4. Conduct research, 5. Demonstrate effective communication skills, and 6. Evaluate the viability of diverse approaches to contemporary issues.

This course considers the diversity of worldviews and lifeways expressed by peoples in various cultures in the context of religion and magic (Program Goal 1). The course uses a variety of anthropological theories to compare and contrast how cultural groups have been conceptualized in academic accounts both within and outside of the discipline (Program Goal 2). The course considers various cultures and societies, using a mix of culturally-appropriate methods and approaches (Program Goal 6). Students will effectively communicate in speech and writing key concepts, ideas, and theoretical perspectives on the diverse lifeways and worldviews around the world in the context of religion and magic (Program Goal 5).

**12. Abbreviated Title (for Master Schedule, Maximum 20 spaces):**

Religion and Magic

**13. Course Description for Catalog (Maximum 75 words -start with an action verb.):**

Analyzes and compares the origins, forms, elements, and symbolism of religious beliefs and behavior. Considers the role of religion in society with particular reference to nonliterate societies. Anthropological theories and methods of religion, historical and contemporary.

**14. Credit(s): 3**

**Clock Hours: 3**    **Lecture:** hours    **Recitation:** hours    **Lab:** hours

**Contract Hours: 3**    **Lecture:** hours    **Recitation:** hours    **Lab:** hours

**15. Prerequisites** (*Courses completed prior to taking this course*): None

**16. Co-requisites** (*Courses which must be taken simultaneously with other courses*): None

**17. Enrollment Restrictions** (*e.g., limited to majors in program XXX, restricted from majors in program XXX, etc.*): None

**18. Repeatable:** Can this course be repeated for credit as a multi-topic class, not just for a grade change?

No     Yes: How many times is the course repeatable?

**19. Dual-Level or Cross-Listed:** Is this course dual-level?     Yes     No.

**20. Estimated Frequency of Offering:** Course will be offered once in a two year cycle.

**21. Recommended class size for student success:** *Provide the recommended class size number and a clear rationale based on accreditation guidelines, discipline standards, or pedagogical limitations.*

The recommended class size for student success is 25. This course is writing, presentation, and discussion intensive. The recommended class size is to meet the needs of students by allowing for meaningful classroom discussions, more personal communication, inclusion of all students in assessment of performance in formal and informal presentation settings, and working with students on a one-on-one basis, and it is based on review of students' performance.

***Submit a Master Course Syllabus – (see attached)***

## General\_Education\_Approval

Locate the required Curricular Theme, Program Goal, and Learning Objectives and Desired Outcomes for your selected area of this program in the [General Education Plan \(click on this link\)](#).

**GE-1: Select the *Curricular Theme and Program Goal* you are applying from the drop down below (click on the words *Choose an item*, then click on the arrow and select one option):**

### **Interconnections: Diversity**

**GE-2: How does your course fit into the General Education *Curricular Theme and Program Goal* to which you are applying (be sure to address all of the required areas of the selected Program Goal)?**

ANT 440 addresses all of the areas of Global Perspectives, specifically: (1) Human Diversity (Individual, Group, Institutional) and its Impact on Behavior, (2) Historical and Cultural Roots of Inequality, and (3) Attitudes, Beliefs, Behaviors Regarding Diversity.

### **Human Diversity (Individual, Group, Institutional) and its Impact on Behavior**

The student understands how diversity and difference characterize and shape the human experience and are critical to the formation of identity.

In terms of *Human Diversity (Individual, Group, Institutional) and its Impact on Behavior* the student in the course will compare and contrast the diversity of worldviews and lifeways, with particular emphasis on religion and magic, through anthropological examples from around the world.

### **Historical and Cultural Roots of Inequality**

The student recognizes historical and cultural roots of inequality and responds to the need for social justice.

In terms of *Historical and Cultural Roots of Inequality* the student will explain historic and contemporary encounters of various peoples, including research that will facilitate their ability to evaluate the contemporary issues that affect people around the world. The class include a discussion of religious conversion tactics and syncretism.

### **Attitudes, Beliefs, Behaviors Regarding Diversity**

The student demonstrates awareness of and manages the influence of personal biases.

In terms of *Attitudes, Beliefs, Behaviors Regarding Diversity* the student in the course will consider their own individual and cultural perspectives on the relationship between other people around the world.

**GE-3: List the Course Specific SLOs that correspond to the General Education SLOs of the relevant *Curricular Theme and Program Goal* and explain how your course will meet each one of these Course Objectives. Please be specific and use examples to align in column two and to demonstrate how this will be implemented in column three.**

| Course Specific Student Learning Objectives (SLOs)  | General Education Student Learning Objectives (SLOs)   | How do the methods and structure of the course provide students with the opportunity to meet each aligned pair of General Education and Course Specific SLOs?  |
|---|--|--|
| <p>Student compares and contrasts the diversity of worldviews and lifeways expressed by various cultural traditions around the world today in the context of religion and magic.</p>  | <p><i>Human Diversity (Individual, Group, Institutional) and its Impact on Behavior</i><br/> The student understands how diversity and difference characterize and shape the human experience and are critical to the formation of identity.</p> | <p>Lectures on the diversity of worldviews and lifeways expressed by various cultures over time and space. Students will discuss and write essays related to the diversity of worldviews and lifeways as well as present data from existing scholars from certain cultural contexts.</p>   |
| <p>Student articulates the historic and contemporary encounters between various cultural settings, including research and development initiatives, to evaluate the contemporary issues that various groups are addressing using a mix of culturally-appropriate methods and approaches.</p> | <p><i>Historical and Cultural Roots of Inequality</i><br/> The student recognizes historical and cultural roots of inequality, and responds to the need for social justice.</p>  | <p>Lectures provided historical depth to the continuing encounters with cultures. Students will discuss and write essays related to cultural diversity in the context of the course.</p>   |
| <p>Student considers their own individual and cultural perspectives on the relationship between various cultures and their belief systems.</p>  | <p><i>Attitudes, Beliefs, Behaviors Regarding Diversity</i><br/> The student demonstrates awareness of and manages the influence of personal biases.</p>   | <p>Lectures provided in-depth to cultural and biological analysis Of human experience. Student discussions of their own individual perspectives on culture and how it relates to the context of the course. Students will reflexively write on the student’s own cultural and individual background related to cultural diversity.</p> |

Submit the Master Course Syllabus (including assessment) in addition to this form to be considered for General Education approval.

| Signatures             |               |            |
|------------------------|---------------|------------|
| Required Signatures    | Name          | Date       |
| Department Chairperson | David Fazzino | 10/21/2022 |

***By typing my name in the box above, I am electronically signing this form. Dean, ICC Chair, and President/Designee will sign to indicate approval directly in SharePoint.***

**Final status: Approved**



Approved by  
Rogers-Adkinson, Diana

The recommended class size is acknowledged. The president (or designee of the president) retains the right to alter the class size as warranted, in support of the mission, vision and operation of the university.

## MASTER COURSE SYLLABUS

### Northeast Integrated Curriculum Committee

1. **DATE PREPARED:** September 29, 2022
2. **PREPARED BY:** Susan Dauria
3. **DEPARTMENT:** Anthropology, Criminal Justice, and Sociology  
**Program:** Anthropology
4. **COURSE PREFIX:** ANTH440
5. **COURSE TITLE:** Religion and Magic GE
6. **CREDIT HOURS:** 3
7. **RECOMMENDED CLASS SIZE:** 25
8. **PREREQUISITES/CO-REQUISITES:** None
9. **COURSE DESCRIPTION FOR CATALOG:** Analyzes and compares the origins, forms, elements, and symbolism of religious beliefs and behavior. Considers the role of religion in society with particular reference to nonliterate societies. Anthropological theories and methods of religion, historical and contemporary.
10. **CONTENT DESCRIPTION:**
  1. The Anthropological Study of Religion.  
Anthropological approaches to religion.  
A history of the anthropology of religion.  
Religion in traditional & modern cultures.
  2. Myth & Meaning.  
The anthropological study of myth.  
Functional analyses of myth.  
Structural analyses of myth

## Religious Cults.

- a. Individualistic cults.
- b. Shamanistic cults.
- c. Communal cults.
- d. Ecclesiastical cults.

### 3. Supernatural Phenomena.

- a. Animatism.
- b. Animism.
- c. Ancestral spirits.
- d. Monotheism & polytheism.

### 4. Religious Practices.

- a. Ritual: rites of passage & rites of intensification.
- b. Magic & divination.
- c. Supernatural healing & shamanism.
- d. Witchcraft & sorcery.

### 5. Dynamic Religions.

- a. Ecstatic religions & spirit possession.
- b. Revitalization movements.

### 6. Theories of Religion in Anthropology.

- a. Functional theories of religion.
- b. Structural theories of religion.
- c. Psychological theories of religion.

**11& 12. TABLE: STUDENT LEARNING OBJECTIVES AND STUDENT ASSESSMENT.** Use the Table below to document the outcomes and assessment for the course. *If this is a General Education course, be sure to complete the second column as well, if it is not a General Education course, you can leave the 2<sup>nd</sup> column blank.*

**If General Education: Select the *Curricular Theme* and *Program Goal* you are applying from the drop down below directly as done on the Course Form above (click on the words *Choose an item*, then click on the arrow and select one option):**

**Interconnections: Diversity**



| <b>11. Course Specific Student Learning Objectives (SLOs)</b>  | <b>General Education Student Learning Objectives (<i>Complete this column for GE courses only</i>)</b>  | <b>12. Student Assessment</b><br><i>(suggested)</i>  |
|--|---|--|
| Student compares and contrasts the diversity of worldviews and lifeways expressed by various cultures and their religious traditions in the context of religion and magic.                                   | <i>Human Diversity (Individual, Group, Institutional) and its Impact on Behavior</i><br>The student understands how diversity and difference characterize and shape the human experience and are critical to the formation of identity. | Students will discuss and write essays related to the diversity of worldviews and lifeways expressed by the various cultural belief systems around the world.  |
| Student articulates the historic and contemporary belief systems documented around the world. Students evaluate the contemporary issues that various peoples are encountering with regards to their beliefs. | <i>Historical and Cultural Roots of Inequality</i><br>The student recognizes historical and cultural roots of inequality and responds to the need for social justice.   | Students will discuss and write essays related to religion, magic and myth as these relate to a state of inequality.   |
| Student considers their own individual and cultural perspectives on the relationship between various religious communities and cultural contexts.  | <i>Attitudes, Beliefs, Behaviors Regarding Diversity</i><br>The student demonstrates awareness of and manages the influence of personal biases.   | Student discussions of their own individual perspectives on cultural variation. Students will reflexively write on the student's own cultural and individual background related to cultural diversity. |

### 13. METHODS:

In a traditional classroom setting, the course is taught in a lecture format, supplemented with classroom discussion, homework assignments, in-class assignments and activities, quizzes, and exams.

In a distance education or multi-modal setting, the course makes use of available university classroom management software, and other supplementary web-based applications. The instructor may utilize a variety of methods including the use of discussion boards, recorded lectures, online video and audio, group projects. Exam proctoring may be required at the discretion of the individual instructor.

In a distance education setting: This course may be taught online using synchronous or asynchronous methods based on the instructor.

#### **14. COURSE ASSESSMENT:**

The program curriculum committee will assess the objectives of course assessment and recommend changes so that the course better reflects the goals of the program. Course assessment will also be conducted in coordination with and/or upon the request of the Office of Institutional Effectiveness and other relevant bodies.

#### **15. SUPPORTING MATERIALS- SAMPLE TEXTS (Recommended):**

- Bielo, James S. 2015. *Anthropology of Religion: The Basics*. New York: Routledge.
- Durkheim, Emile. 1915. *The Elementary Forms of the Religious Life*. London: George Allen & Unwin.
- Evans-Pritchard, E.E. 1937. *Witchcraft, Oracles & Magic Among the Azande*. Oxford: Clarendon Press.
- Freud, Sigmund. 1913. *Totem & Taboo*. NY: Moffat Yard.
- Gennep, Arnold van. 1908. *The Rites of Passage*. Chicago: University of Chicago Press.
- Glazier, Stephen, ed. 1997. *Anthropology of Religion: A Handbook*. Westport, CT: Greenwood Press.
- Harner, Michael, ed. 1973. *Hallucinogens & Shamanism*. NY: Oxford University Press.
- Hicks, David, ed. 1999. *Ritual & Belief: Readings in the Anthropology of Religion*. New York: McGraw-Hill.
- Inglehart, Ronald. 1998. *Human Values & Beliefs: A Cross-Cultural Source Book*. Ann Arbor: University of Michigan Press.
- Klass, Morton. 1995. *Ordered Universes: Approaches to the Anthropology of Religion*. Boulder, CO: Westview.
- Kluckhohn, Clyde. 1944. *Navajo Witchcraft*. Boston: Beacon Press.
- Lewis, I.M. 1971. *Ecstatic Religion: An Anthropological Study of Spirit Possession & Shamanism*. Baltimore: Penguin Books.
- Lindenbaum, Shirley. 1979. *Kuru Sorcery: Disease & Danger in the New Guinea Highlands*. Mountain View, CA: Mayfield.
- Lowie, Robert. 1925. *Primitive Religion*. NY: Liveright.
- Luhmann, T.M. 1989. *Persuasions of the Witch's Craft: Ritual Magic in Contemporary England*. Cambridge, Mass: Harvard University Press.

Mair, Lucy. 1969. *Witchcraft*. NY: McGraw-Hill.

Middleton, John, ed. 1967. *Magic, Witchcraft & Curing*. Austin, TX: University of Texas Press.

Moro, Pamela and James Myers. 2012. *Magic Witchcraft and Religion: A Reader in the Anthropology of Religion*. New York: McGraw Hill.

Murphy, Joseph. 1988. *Santeria: An African Religion in America*. Boston: Beacon Press.

Pandian, Jacob. 1991. *Religion & the Sacred Self: A Critical Introduction to the Anthropological Study of Religion*. NJ: Prentice-Hall.

Reynolds, Vernon, & Ralph Tanner. 1995. *The Social Ecology of Religion*. NY: Oxford University Press.

Stein, Rebeca and Philip Stein. 2017. *The Anthropology of Religion, Magic, and Witchcraft: Fourth Edition*. New York: Routledge