New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

|  |  |
| --- | --- |
| **Title of Proposal** | **Title change for ANTH 1102: Comparative Religions** |
| **Date** | **March 23, 2015** |
| **Major or Minor** | **Minor** |
| **Proposer’s Name** | **Lisa Pope Fischer** |
| **Department** | **Social Sciences** |
| **Date of Departmental Meeting in which proposal was approved** | **4-2-15** |
| **Department Chair Name** | **Jean Hillstrom** |
| **Department Chair Signature and Date** | **4-2-15C:\Users\JHillstrom\Desktop\Kubeck Hillstrom signature.jpg** |
| **Academic Dean Name** | **Dean Botchway** |
| **Academic Dean Signature and Date** | **4/2/15** |
| **Brief Description of Proposal**  (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | **Title change from “Comparative Religions” to “Magic, Witchcraft, and Religion.”** |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | The title “Comparative Religions” implies that the course compares World Religions, whereas Anthropology includes focusing on belief systems in small-scale societies such as Foragers, Pastoral, and Horticultural Societies pre-colonialism. The topics of magic, witchcraft, myth, and symbolism are essential for Anthropological studies of belief. The current title does not reflect the course content which is standard in Anthropology (see course outline below). This course satisfies the pathways “World Cultures and Global Issues” requirement and this new title would be also more reflective of this. |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). |  |

Please include all appropriate documentation as indicated in the Curriculum Modification Checklist.

For each new course, please also complete the New Course Proposal and submit in this document.

Please submit this document as a single .doc or .rtf format. If some documents are unable to be converted to .doc, then please provide all documents archived into a single .zip file.

**ALL PROPOSAL CHECK LIST**

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal | x |
| * Rationale for proposal | x |
| * Date of department meeting approving the modification |  |
| * Chair’s Signature |  |
| * Dean’s Signature |  |
| Evidence of consultation with affected departments  List of the programs that use this course as required or elective, and courses that use this as a prerequisite. | No programs use this course as a requirement or elective (it is a general education elective); no courses include this course as a prerequisite. |
| Documentation of Advisory Commission views (if applicable). | na |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). | X |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

|  |  |
| --- | --- |
| Documentation indicating core curriculum requirements have been met for new programs/options or program changes. |  |
| Detailed rationale for each modification (this includes minor modifications) |  |

# Section AV: Changes to Existing Courses

## Please include all fields, but only fill in the ones that are changing. Old information on the left should have a strikethrough line (see below), and new information on the right should be underlined.

**Changes to be offered in the Social Science department**

|  |  |  |  |
| --- | --- | --- | --- |
| **CUNYFirst Course ID** |  |  |  |
| **FROM:** |  | **TO:** |  |
| **Department(s)** |  | **Department(s)** |  |
| **Course** | ~~Comparative Religions~~ | **Course** | Magic, Witchcraft, and Religion |
| **Prerequisite** |  | **Prerequisite** |  |
| **Corequisite** |  | **Corequisite** |  |
| **Pre- or corequisite** |  | **Pre- or corequisite** |  |
| **Hours** |  | **Hours** |  |
| **Credits** |  | **Credits** |  |
| **Description** |  | **Description** |  |
| **Requirement Designation** |  | **Requirement Designation** |  |
| **Liberal Arts** | [ ] Yes [ ] No | **Liberal Arts** | [ ] Yes [ ] No |
| **Course Attribute (e.g. Writing Intensive, Honors, etc** |  | **Course Attribute (e.g. Writing Intensive, Honors, etc** |  |
| **Course Applicability** | [ ] Major  [ ] Gen Ed Required  [ ] English Composition  [ ] Mathematics  [ ] Science  [ ] Gen Ed - Flexible  [ ] World Cultures  [ ] US Experience in its Diversity  [ ] Creative Expression  [ ] Individual and Society  [ ] Scientific World  [ ] Gen Ed - College Option  [ ] Speech  [ ] Interdisciplinary  [ ] Advanced Liberal Arts | **Course Applicability** | [ ] Major  [ ] Gen Ed Required  [ ] English Composition  [ ] Mathematics  [ ] Science  [ ] Gen Ed - Flexible  [ ] World Cultures  [ ] US Experience in its Diversity  [ ] Creative Expression  [ ] Individual and Society  [ ] Scientific World  [ ] Gen Ed - College Option  [ ] Speech  [ ] Interdisciplinary  [ ] Advanced Liberal Arts |
| **Effective Term Fall 2015** |  |  |  |

**Rationale:** The current course title does not accurately reflect the course content.

**COURSE OUTLINE**

CITY UNIVERSITY OF NEW YORK

NEW YORK CITY COLLEGE OF TECHNOLOGY

Division of Liberal Arts and Sciences

DEPARTMENT OF SOCIAL SCIENCE

COURSE OUTLINE

ANTH 1102/AN 102

COMPARATIVE RELIGIONS

3 cl. hrs. 3 cr.

Prerequisites: Certification in Reading and Writing

Spring 2013

Time allocated for each major subject in the course outline includes time spent in lecturing, discussion reviews [or exams, review of exam results, ­recording attendance, instruction in writing papers, instructions in how to carry out research, etc.

In no case was the assumption made that subjects would be covered in a specific sequence. The time allocations are to serve as approximations and are not expected to be rigidly adhered to. The Social Science faculty recognizes that there are many valid educational reasons why deviation from the time approximations would be ideal. These include but are not limited to student Interest and recent developments in the field.

Standards of grading will be consistent with the standards listed in the college catalogue.

Revised by: Lisa Pope Fischer Date: Spring 2013

**New York City College of Technology**

**Social Science Department**

**COURSE CODE:** ANTH 1102,

**TITLE:** COMPARATIVE RELIGION

**Number of class hours, lab hours if applicable, credits:** 3 Class hours, 3 credits, BS Core

**COURSE DESCRIPTION:**

This course will introduce students to the cross-cultural analysis of religious forms and structures. The functions of religious beliefs and practices will be examined and so will be the connection between religious beliefs and the socio-cultural contexts in which they develop. The course will also explore the similarities and differences between Western and non-Western religions.

**COURSE CO/PREREQUISITE (S):**

CUNY proficiency in reading and writing.

**RECOMMENDED/TYPICAL/REQUIRED TEXTBOOK (S) and/or MATERIALS\***

1) TITLE: Reader in the Anthropology of Religion.

EDITION: 2nd Ed., 2008 ISBN#1405136146

AUTHOR: Michael Lambek

PUBLISHER: Malden, MA: Blackwell Anthologies.

**SAMPLE SEQUENCE OF TOPICS AND TIME ALLOCATIONS (week by week, day by day, course hours, etc.)**

Week One:

I. INTRODUCTION

A.Definition of religion.

B.Scope of theories and ethnographic descriptions.

C.History of the scientific study of preliterate peoples and their religions.

D.Values derived from the study of diverse cultures.

II. CONCEPTUAL FOUNDATIONS

A.Religious Universals (Goode)

B.World Ethnographic Mapping and Religious Typologies (Wallace)

C.Behavior and Theology, Ritual and Mythology

D.Codes, Calendric vs. Life Crisis Rites, Pantheons.

Week two

III. THE ORIGIN OF RELIGION

A.Tylor -animism, soul, animatism

B.Spender- honoring of ancestors

C.Schmidt- High God

D.Durkheim - Collective representations

E.Hauer -Mystical Experience

F.Wallace- Revitalization

IV.THEORETICAL APPROACHES: Should be introduced throughout semester as well.

A.Expressive and Communicative Techniques (Wallace)

B.Thematic Analysis (Opler)

C.Structural Functionalism (Malinowski, R.-Brown)

D.Historical Frames (Boas)

E.Configurationalism (Benedict)

F.Psychoanalytic Interpretations (Hsu, Wallace)

G.Neo-structuralism (Levi-Strauss and mythic Analysis

H. Quantification and Item Analysis of Oral Traditions, Rituals and Modes of Expression

Week three:

V. SYMBOLIC ANALYSIS & WORLDVIEW

A.Clifford Geertz – system of symbols, ethos, model of/model for culture

B.Victor Turner – symbolic action, metaphors, forest of symbols

C.Mary Douglas – classification systems

D.Sherry Ortner – key symbols

E.Max Weber – American worldview

EFFECTS OF ECONOMICS OF SUBSISTENCE ON RELIGION (introduce societies and refer to throughout semester)

A. Hunting & Gathering (Foraging) Techniques (Dobe Ju’hoansi/ Kung San of Kalahara Africa, Innuit or Netslik “Eskimo”)

B. Pastoral Societies (Nuer Monotheism (Evans-Pritchard) Sudan Africa, Masai)

C. Horticultural Societies (Machigenga, or Yanomami of Brazil/ Venzuela, Asmat of New Guinea)

D. Agricultural Societies (Aztec Pantheisrn (Vaillant) Meso-America, Amish)

E. Post Industrial Societies (Japan, NYC, EU – issues of globalization & religion)

Week four:

VI. CULTURAL TABOOS

1. Mary Douglas
2. Claude Levi-Strauss
3. Social taboos, food taboos, ritual taboos, sexual taboos, etc.

VII. TOTEMISM

1. Claude Levi-Strauss
2. Franz Boas
3. Emile Durkheim

Week five: (Theological systems in simple societies)

VIII. MYTH

A.Mythological influence (origin myths, rituals associated with myths, application to everyday experiences, etc.)

B.Claude Levi-Strauss – Structuralist approach to myth

C.Bronislaw Malinowski – Functionalist approach to myth

D. Symbolic analysis of myth

E. Association of myth to modern day society (As expressed in media, popular culture, etc )

MYTHOLOGY AND FOLKLORE 2.0 hours

A.Myths as Preliterate Theology

B.Creation Myths

C.Oral Traditions as Rationalization for Ritual

D.Sacred Lore as Moral Prescription

E.Legends as Projective Devices for Reducing Hostility, Expressing Fear, Anxiety, Awe, Etc.

Week six:

IX. RITUAL

A.Calendric, Hunting, Gathering, Agricultural, Commemorative Redemptive, Sacrificial

B.Clifford Geertz (Notes on a Balinese Cockfight)

LOOK AT RITUAL TO ILLUSTRATE ART AS AN EXPRESSION OF RELIGIOUS VALUES

A.The Shaman as Artist

B.Personal Adornment, Hair, Tattooing, Clothing Etc.

C.Ancestral Figurines, Fetish Figurines

D.Masks and Masking Behavior

E.Charms and Tokens

F.Religious Symbols and the Communication of Meaning

Special Techniques: Terra-cotta , Beadwork, Sand Painting, Shell Work, Wood Sculpture , Musical Instruments

Week seven:

X. RITES OF PASSAGE

A.Life-crisis, Birth, Naming, Adolescence (Coming- Of-age) Marriage, Death and Tile Funerary Complex.

B..Rites of Passage Theory (Van Gennap); Initiation Theory (Eliade), Liminality & Communitas (Victor Turner)

REVIEW FORMS OF RITUAL /RITES OF PASSAGE IN DIFFERENT TYPES OF SOCIETIES

Week eight:

XI. WITCHCRAFT

1. Witchcraft accusations as form of discipline & control (political dimension)
2. History of witchcraft (Western concept misapplied to other cultures), associated with Catholic colonialism to wipe out indigenous beliefs, to modern day wicca movement.
3. Evans-Pritchard – witchcraft explains unfortunate events
4. Witchcraft associated with magic and forms of healing.

Week nine:

XII. MAGIC

1. Frazer – Golden Bough – Logic to magic, unilinear progression from Magic to Religion to Science.
2. Rules of magic: Contagious magic, Homeopathy or law of similarity, sympathetic
3. Bronislaw Malinowski – magic used in time of uncertainty
4. Tambiah – magic associated with metaphor and analogically related pairs
5. Magic and ritual
6. Magic and healing
7. Magic and shamanism
8. REVIEW FORMS OF MAGIC IN DIFFERENT TYPES OF SOCIETIES (Including Post Industrial /Contemporary societies)

Week ten:

XIII. ILLNESS AND DISEASE

A.Curative Procedures and Their Mythic, Theological Significance.

B.Soul Loss, Object Intrusion, Accident, Old-age, Witchcraft, Spirit Intrusion.

C.Shamanism, Curative Modalities, Age-grade Societies, Ethnobotany, Psychosomatic Factors, Spiritualism

D. Use of symbolism and magic in beliefs about illness and healing (ex. Navajo Sandpainting, Voodoo priestess, shamanism)

Week eleven:

IX. RELIGIOUS PRACTITIONERS – relate to different forms of societies

1. Foragers – individualistic cults (no religious specialist, all have access – relate to form of society) (Animism – direct one on one connections)
2. Pastoralist / Horticultural societies – shamanistic cults – part time religious practitioner (Shamans)
3. Agricultural – ecclesiastic cults – full time practioners, reflects social divisions (Priests, priestesses, etc.)
4. Post Industrial society – influence of globalization & neo-colonialism on religious practices.

RELIGION AND POLITICAL ORGANIZATION

A.Shaman as Secular Problem Solver

B.Chiefs and Councils as Jural Authorities

C.Priesthoods and Hierarchies

D.Kings as God’s representatives on Earth

OTHER FORMS OF PRACTITIONERS (Diviners, prophets, etc.)

Week twelve:

X. GHOSTS AND SPIRITS

THEOLOGICAL WORLDVIEWS AND THEIR COMPONENTS

A. Different beliefs regarding life and death

B. Ritual expressions of death and afterworld, funerals

C.Spirits, Ancestors, Angels

D.Heaven, Hell, Purgatory, Reincarnation

E. .Immanence and Transmigration of the Soul

F. .Rewards and Punishments of Moral Religious Codes

Week thirteen:

XI. IDENTITY

RELIGION AND SOCIAL STRUCTURE

A.Family Shrines, Altars, Ancestors, Etc.

B.Lineage and Clan

C.Tribal or Village Deities

D.Occupational or Specialized Deities and Beliefs

E.National Religions

EMOTIONAL FACTORS IN RELIGIOUS EXPERIENCE

A.Identification and Socialization

B.Totemism and Taboos, Mana

C.Religious Mysticism

D.Religious Ecstasy, Coma, Sensory Deprivation, Mutilation.

E.Feasts, Processions, Crowd Behavior

F.Dreams, Visions, Coma, Mediums, Necromancy

G.Crisis Responses

Week fourteen:

XII. SYNCRETISM, POWER, RESISTANCE, AND CHANGE

1. Eric Wolf
2. Anthony Wallace – revitalization movements

REVITALIZATION MOVEMENTS

A.Revitalization Theory

B.Messianic Movements (Judaism, Christianity, Islam)

C.Cargo Cults (Melanesia)

D.Millenarian Movements (Christianity)

E.Peyote Cult (American Indian)

F.Handsome Lake Religion (Iroquois)

G.Ghost Dance (Plains)

H.Mau-Mau (Kikuyu)

I.Prophets

J.Contemporary Examples - Black Muslims, Jehovah's Witnesses, Etc.

RELIGIOUS TECHNIQUES FOR SOLVING SECULAR PROBLEMS

A.Prayer, Supplication, Propitiation, Sacrifice

B.Confession

C.Oaths, Curses

D.Ordeals, (Bleeding, Burning, Water, Fire, Poison)

E.Divination and Clairvoyancy

F.Ritual Dramaturgy

Week fifteen

MEANING

1. Is Religion an Intrinsic Part of Being Human?
2. What Factors in Religion Are Universal?
3. How Do Religions Reconcile the Differences Between What People Do, and What They Say Should Be Done?
4. How does the definition of God vary across cultures?
5. Why Has Religion Persisted at All Times and in All Places?

WORLD RELIGIONS AND IMPACT OF GLOBALIZATION

(Christianity, Muslim, Buddhism, Judaism, Taoism, etc.)

References

Books and Journal Articles

Asad, Talal. 2003. Formations of the Secular: Christianity, Islam, Modernity. Stanford, CA: Stanford University Press.

Barbour, Ian G. 2002. Nature, Human Nature, and God. Minneapolis, MN: Fortress Press.

Bibby, Reginald W., Hewitt, W.E. and Wade Clark Roof. “Religion and Identity: The Canadian, American, and Brazilian Cases.”

International Journal of Comparative Sociology, Vol. 39, 1998.

Carpenter, David. “Revelation in Comparative Perspective: Lessons for Interreligious Dialogue.” Journal of Ecumenical Studies, Vol. 29, 1992.

Clooney, Francis X. “Comparative Theology: A Review of Recent Books (1989-1995).” Theological Studies, Vol. 56, 1995

Cote, James E. “A Social History of Youth in Samoa: Religion, Capitalism, and Cultural Disenfranchisement.” International Journal of Comparative Sociology, Vol. 38, 2002

Cousineau, Madeleine. Religion in a Changing World: Comparative Studies in Sociology. Praeger, 1998.

Dogan, Mattei. “The Decline of Traditional Values in Western Europe: Religion, Nationalism, Authority.” International Journal of Comparative Sociology, Vol. 39, 1998

Guinness, Patrick. “The Sociology of Religion: Theoretical and Comparative Perspectives”. The Australian Journal of Anthropology, Vol. 10, 1999.

Habito, Ruben L. F. “Japanese Buddhist Perspectives and Comparative Theology: Supreme Ways in Intersection.” Theological Studies, Vol. 64, 2003

Jevons, Frank Byron. An Introduction to the Study of Comparative Religion. The Macmillan Company, 1998.

Mertus, Julie and Kathryn Minyard Frost. “Faith and (In)tolerance of Minority Religions: A Comparative Analysis of Romania, Ukraine, and Poland.” Journal of Ecumenical Studies, 1999.

Misztal, Bronislaw and Anson Shupe. Religion and Politics in Comparative Perspective: Revival of Religious Fundamentalism in East and West. Praeger Publishers, 2002

Porterfield, Amanda. The Power of Religion: A Comparative Introduction. Oxford University Press, 1998.

Smith, Christian. 2003. Moral, Believing Animals: Human Personhood and Culture. New York: Oxford University Press.

Sullivan, Lawrence E. (ed.) 2002. Native Religions and Cultures of Central and South America. New York: Continuum.

Thistlethwaite, Susan Brooks. 2003. Adam, Eve, and the Genome: The Human Genome Project and Theology. Minneapolis, MN: Fortress Press.

Twiss, Sumner B. and Bruce Grelle. Explorations in Global Ethics: Comparative Religious Ethics and Interreligious Dialogue. Westview Press, 2003.

Wong, Joseph H. “Anonymous Christians: Karl Rahner's Pneuma-Christocentrism and an East-West Dialogue.” Theological Studies, Vol. 55, 1994

Magazine Articles

Brown, Christopher A. “Can Buddhism Save? Finding Resonance in Incommensurability.” Cross Currents, Vol. 49, Summer 1999

Huff, Peter A. “The Challenge of Fundamentalism for Interreligious Dialogue.” Cross Currents, Spring-Summer 2002.

Lefubre, Leo D. “Jesus: The Only Way?” The Christian Century, Vol. 119, October 9, 2002

Newspaper Articles

Witham, Larry. “Panel Hears Views on Religion's Role in School.” The Washington Times, May 21, 1998.

“Religion Finds Fallow Fields in Japan Today; 'Not a Lot of Interest' after Aum Case.” The Washington Times, December 27, 2002

“Christian Worldview; Theologian-Author Zacharias Decries Media Double-Standard.” The Washington Times, July 4, 2003

**COURSE INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS**

|  |  |
| --- | --- |
| **LEARNING OUTCOMES** | **ASSESSMENT METHODS** |
| 1. Have an understanding of Anthropological fieldwork. To present an objective scientific framework for viewing an area of human behavior normally seen in subjective, emotional terms. | 1. A research project |
| 2. Have an understanding of the Anthropological theories used to analyze religious systems. To expose students to the analysis of religion as a social phenomenon. (Reading Comprehension, critical thinking, real world application). | 2. Apply the theories and concepts from the course using assigned articles in an analysis of raw data using theories and scholarly research to construct research question, thesis, methodology, data analysis, etc. |
| 3. Have an understanding of the key concepts presented in the course (Religion, Worldview, Taboo, Symbolism, Myth, Magic, Witchcraft, Religious Practioners, etc.). To expose students to the basic concepts and theories anthropologists use when they undertake cross-cultural studies of religion. | 3. Questions on exams and concepts/themes of course applied in final paper. |
| 4. Have an understanding and sensitivity for a variety of cultures’ belief systems and practices. To cultivate students’ critical thinking by exposing them to the cultural relativist approach to religion and helping them overcome prejudice, stereotyping and ethnocentrism. (Critical thinking, real world application) | 4. Essay questions on exams. |

**GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT METHODS**

|  |  |
| --- | --- |
| **LEARNING OUTCOMES** | **ASSESSMENT METHODS** |
| **1.** KNOWLEDGE: Breadth of knowledge for study of cultural diverse belief systems, religions, values, ethical principles of various cultures and anthropological research methods. | **1.** Project, questions on exams, in class activities & exercises. |
| **2.** SKILLS: *Communication:* Group projects encourage inter-group communication, oral presentations, and visual communication.  *Analysis*: Derive meaning from personal experience as well as gather information from observation of other cultural practices, develop thesis argument and analysis of anthropological topic, employ critical thinking and creativity. | **2.** Project, questions on exams, in class activities & exercises. |
| **3.** INTEGRATION: *Information literacies*: gather and interpret information from scholarly articles on their topic; *Integrate learning:* Be able to apply concepts & theories from course to real life situations. | **3.** Project, questions on exams, in class activities & exercises. |
| 4.VALUES, ETHICS, AND RELATIONSHIPS: *Professional Development* work on team projects, *Ethics* understand ethics of research methodology & understanding of cultural differences, *Multicultural orientation* Demonstrate cultural and global awareness and sensitivity (ethnocentrism & cultural relativism). | **4.** Project, questions on exams, in class activities & exercises. |

**ASSIGNMENTS and other course requirements\***

This is an interactive lecture therefore students are required to attend the lectures, to have read the assigned readings, and participate in class discussions. Students will write a short paper as a basis to collect raw data for analysis in a longer analytical paper. Students are expected to write an analytical paper that incorporates the main theories or concepts from the course. There is a midterm and final exam. Plagiarism will not be tolerated and will result in an automatic “F” and a report to the Academic Integrity committee (see statement below).

**METHOD OF GRADING – elements and weight of factors determining students’ grade\***

•*Attendance and Participation* – 10%

•*Midterm 5 page observation paper*– 20%

•*Midterm exam*– 10%

•*10 page analysis paper*– 35%

•*Final Exam*–– 25%

**ACADEMIC INTEGRITY POLICY STATEMENT**

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

**COLLEGE POLICY ON ABSENCE/LATENESS** A student may be absent without penalty for 10% of the number of scheduled class meetings during the semester as follows: Class Meets Allowable Absence

1 time/week 2 classes 2 times/week 3 classes 3 times/week 4 classes

**Reviewed/Revised by**: Dr. L. Pope Fischer Date: January 24, 2013

SAMPLE SYLLABUS:

**SYLLABUS – Spring 2013**

**New York City College of Technology**

**Social Science Department**

**COURSE CODE:** ANTH 1102, section 6701

**TITLE:** COMPARATIVE RELIGION, Monday & Wednesdays 10-11:15, Namm 523

**Number of class hours, lab hours if applicable, credits:** 3 Class hours, 3 credits, BS Core

**INSTRUCTOR**

Dr. Lisa Pope Fischer

LPopeFischer@citytech.cuny.edu

718-260-5742

Namm 627, Office Hours Mondays 1-2

**COURSE DESCRIPTION:**

People rely on religion and various belief systems to bring meaning and understanding to everyday life. This course will show how anthropologists unravel and interpret cultural belief systems to gain insight into the cultural environment. Cross-cultural ethnographic examples will illustrate the various ways in which anthropologists analyze belief systems as a way to understand a culture. Topics include religion, worldview, symbolism, taboo, myth, ritual, witchcraft, shamanism, religious practitioners, magic, healing, and spirits. Students must be prepared to look at both literate and pre-literate ritual systems. Non-Western systems are contrasted with religious of the Western world. Theoretical approaches to religious systems will be included along with an observational field project.

Some of the underlying questions addressed in the course include: (a) In what ways do belief systems reflect the socio-cultural environment in which they take place? (b) What are the implications of culture, power, and social inequities in the expression and interpretation of systems of belief? (c) How can we identify myth, rituals, magic, and religion within our own society and what can this tell us about our culture?

**COURSE CO/PREREQUISITE (S):**

CUNY proficiency in reading and writing.

**REQUIRED TEXTBOOK (S) and MATERIALS\*** 1) TITLE: Reader in the Anthropology of Religion.

EDITION: 2nd Ed., 2008 ISBN#1405136146

AUTHOR: Michael Lambek

PUBLISHER: Malden, MA: Blackwell Anthologies.

2) TITLE: Mama Lola: A Vodou Priestess in Brooklyn.

EDITION: Any edition is fine.

AUTHOR: Karen McCarthy Brown

PUBLISHER: Berkeley: University of California Press.

ADDITIONAL MATERIALS:

3) Possible additional articles : Geertz, Montague, Stevens, Evans-Pritchard, Gmelch, Freed, Wallace. Go to City Tech Library Website, click find articles, go to JSTOR database, search by author or title. These articles are also posted on Blackboard (go to CUNY portal, log in, go to “Blackboard” – your classes should be listed. Click on “Comparative Religion” then “course documents.”)

4) TITLE: Coursepack for comparative religion, (key terms, exercises, study guides, abridged lecture outlines, film questions & summaries). Posted on Blackboard /comparative religion/course documents.

AUTHOR: Lisa Pope Fischer

\*All materials should be available on the City Tech Library research. Consider purchasing the Lambek & McCarthy Brown books online – you can find cheaper used copies. Google cheap textbooks for a list of online sources, or select used options from Amazon.com.

**SEQUENCE OF TOPICS AND TIME ALLOCATIONS (week by week)**

***WEEK 1: Introduction—What is religion?* WEEK 1 (Classes Begin: Monday January 28, 2013) Monday 1/28, Wednesday 1/30**

Before the week’s lectures you should have already read the assigned reading:

1. Clifford Geertz, “Religion as a Cultural System”, CH 4 (in Lambek reader), page 57 (This is a challenging article, but the basic definition of religion is comprehensible, and a foundation for the course).

***WEEK 2: Topic: Ways of looking at religious systems through symbolic analysis (Symbolic Anthropology),* Monday 2/4 Wednesday 2/6**

1. Sherry Ortner, “On Key Symbols,” CH 12 pg. 151

2. Eric Wolf, “The Virgin of Guadalupe: A Mexican National Symbol,” Ch 13, pg. 160

***WEEK 3: Topic: Belief and Worldview -- American key symbols,* Monday 2/11, Wednesday 2/13**

1. Max Weber “The Protestant Ethic and Spirit of Capitalism,” CH 3, pg. 48

2. R. Bellah “Civil Religion in America,” CH 39, pg. 309

\**Weekly discussion questions:* Come to class prepared to talk about symbols in American society. Describe what you think symbolizes American society. How do these symbols reflect an American worldview (things that we value/things that we believe in)? What do the authors of this week’s reading suggest are important to American society?

***WEEK 4: Topic: Cultural Taboos (Symbolic Classification)* Monday 2/18 (No classes Washington B-Day), Wednesday 2/20 (Monday classes meet on Wednesday)**

1. Mary Douglas “Land Animals, Pure and Impure,” CH 16, 183

\**Weekly discussion questions:* Come to class prepared to talk about taboos. Think about taboos that you adhere to within your everyday experience. What is culturally inappropriate in American culture? (i.e. why don’t we eat dogs? Why don’t we marry our cousins? Etc.). What do the authors of this week’s reading suggest?

***WEEK 5: Topic: Cultural Taboos and Totemism, (Symbolic Classification Continued)- 5 page fieldwork observation paper due* Monday 2/25, Wednesday 2/27**  *[Film: Masai Women (Sudan Africa)]*

1. Claude Levi Strauss “A Jivario Version of Totem and Taboo,” CH 17, pg. 196 (This is a challenging article – I will explain his theory of structuralism in class)

***WEEK 6: Topic: Myth and Folktales as reflections of belief* Monday 3/4, Wednesday 3/6**

1. Bronislaw Malinowski “Myth in Primitive Psychology,” CH 14, pg. 168

2. Paul Radin “The Winnebago Trickster Figure” CH 19, pg. 226

*\*Weekly discussion questions:* Come to class prepared to talk about myths (origin tales) and folktales. What are some modern day myths or folktales that are repeated in American society? How does film and television evoke these stories and what values do they reveal about American culture? What do the authors of this week’s say about myths?

***WEEK 7: Topic Ritual*** **Monday 3/11, Wednesday 3/13 [Film: Devil’s Playground (USA Amish)**

The following articles are not in the Lambek. You can use these articles in your final paper. They will be posted on Blackboard. These articles will be included on the midterm exam. (Geertz defines ritual pg 70 in Lambek reader)

\*1. Geertz, Clifford (1973) “Deep Play: Notes on the Balinese Cockfight” in The Interpretation of Cultures. New York: Basic Books.

\*2. Montague, Susan P and Robert Morais (1981) “Football Games and Rock Concerts: The Ritual Enactment of American Success Model” ” in The American Dimension: Cultural Myths and Social Realities, edited by W. Arens and Susan Montague. Sherman Oaks, California: Alfred Publishing.

\**Weekly discussion questions:* Come to class prepared to talk about rituals that you participate within. How do rituals you participate in reveal an American worldview? What do the authors of this week’s reading say about rituals?

***WEEK 8: MIDTERM EXAMS,* Monday 3/18, Wednesday 3/20**

***\*SPRING RECESS 3/25-3/2 9 (Classes Resume 4/3)***

***WEEK 9: Topic Rites of Passage in Rituals,* Monday 4/1 (still Spring break), Wednesday 4/3 –mid-semester evaluation begins**

1. Victor Turner “Liminality and Communitas, CH 26 pg.326

\*2. (The following article is posted on Blackboard) Stevens, Phillips Jr. (2009) “Play and Liminality in Rites of Passage: From Elder to Ancestor in West Africa” in Sacred Realms: Readings in the Anthropology of Religion edited by Richard Warms, James Garber, and R. Jon McGee. New York: Oxford University Press.

\**Weekly discussion questions:* Come to class prepared to talk about life transitions. What types of rites of passage have you participated in that mark the transition of identity – for example the transition from childhood to adulthood. How do the authors of this week’s reading describe a rite of passage?

Optional Articles:

1) Moore, Melinda A. “Symbol and Meaning in Nayar Marriage Ritual” in *American Etnologist* Vol. 15, No. 2 (May 1988), pp. 254-273.

2) Napolitano, Valentina “Becoming a Mujercita: Rituals, Fiestas, and Religious Discourses” in *The Journal of the Royal Anthropological Institute* Vol. 3, No. 2 (Jun., 1997) pp. 279-296.

3) Sun Crowder, Linda “Chinese Funerals in San Francisco Chinatown: American Chinese Expression in Mortrary Ritual Performance” in *The Journal of Aemrican Folklore* Vol., 113, No. 450 (Autumn 2000) pp 451-463.

***WEEK 10: Witchcraft,* Monday 4/8, Wednesday 4/10**

\*1. (The following article is posted on Blackboard) EE Evans-Pritchard (1979) “Witchcraft Explains Unfortunate Events” in Reader in Comparative Religion: An Anthropological Approach edited by William A. Lessa and Evon Z. Vogt. New York: Harper & Row.

2. Raymond Kelly “Witchcraft and sexual Relations: An exploration in the Social and semantic Implications of the structure of Belief”, CH 20, pg.239.

3. (Start to read book) Karen McCarthy Brown Mama Lola: A Vodou Priestess in Brooklyn.

\**Weekly discussion questions:* Come to class prepared to talk about how you define a witch. How do movies and television depict witches today? What does this say about current issues in American culture? How do the authors of this weeks reading describe witchcraft?

***WEEK 11: Topic Magic,* Monday 4/15, Wednesday 4/17***[Film: The Asmat of New Guinea]*

1. SJ Tambiah “Form and Meaning of Magical Acts, CH 25, pg 311

\*2. (The Following article is posted on Blackboard) George Gmelch “Baseball Magic”

*\*Weekly discussion questions:* Come to class prepared to talk about how you use magic in your everyday lives (think about the Gmelch article). In circumstances of uncertainty, what do you do? How do the authors of this weeks reading describe magic?

***WEEK 12: Topic Types of Religious practitioners (From Shamans to Priests/Priestesses), Religion & Healing, Final Paper Due*** **Monday 4/22, Wednesday 4/24**

1. Karen McCarthy Brown Mama Lola: A Vodou Priestess in Brooklyn.

*\*Weekly discussion questions:* What do you think a shaman does? How can belief systems be linked to illness or healing? How does McCarthy brown describe mama Lola – what is her role in the community? What role do religious practitioners play in our society?

Optional article:

1)Greenway, Christian “Objectified Selves: An Analysis of Medicines in Andean Sacrificial Healing” *Medical Anthropology Quarterly New Series*, Vol. 12, No. 2 (Jun., 1998), pp. 147-167.

2) Krause, Neal and Elan Bastida (2011) “Church-Based Social Relationships, Belonging, and Health Among Older Mexican-Americans” in *Journal for the Scientific Study of Religion*, Vol. 50, No. 2 (June 2011), pp. 397-409. (Available on Wiley online, or can be accessed thru JSTOR)

3) Sutherland, Jean-Anne, Margaret M. Poloma, Brian F. Pendleton (2003) “Religion, Spirituality, and Alternative Health Practices: The Baby Boomer and Cold War Cohorts” in Journal of Religion and Health, Vol. 42, No. 4 (winter 2003), pp. 315-338.

***WEEK 13: Ghosts and Spirits,* Monday 4/29, Wednesday 5/1** *[Film: For the Bible Tells me so (USA) or Film: The Devil’s Miner (Bolivia)]*

1.Stephan Palmie “Evidence and Presence, Spectral and other” CH 46 pg.598

\*2. (The following article is posted on Blackboard) Stanley A. Freed and Ruth S. Freed “Taraka’s Ghost”

*\*Weekly discussion questions:* Come to class prepared to talk about ghosts and spirits. What do you think is a ghost or spirit? How are ghosts and spirits portrayed in popular media? How do the author’s of this week’s reading describe ghosts and spirits?

*Optional Article:*

1)Schattschneider, Ellen “Buy me a Bride”: Death and Exchange in Northern Japanese Bride-doll Marriage’ in *American Ethnologist* Vol. 28, No. 4 (Nov. 2001), pp. 854-880.

2) Shapiro, Dolores “Blood, Oil, Honey, and Water: Symbolism in Spirit Possession Sects in Northeastern Brazil” in *American Ethnologist* Vol. 22, No. 4 (Nov. 1995), pp. 828-847.

**WEEK 14, *Identity, Belief systems, and Symbolic Representation,* Monday 5/6, Wednesday 5/8**

1. Barbara Myerhoff “Jewish Comes up in you from the Roots, CH 27 pg 342

2. Gannanath Obeyesekere “Medusas Hair: An Essay on Personal Symbols and Religious Experiences” CH 29, pg 356

*\*Weekly discussion questions:* Come to class prepared to talk about how religion and belief systems can be connected to how you define yourself. How do the authors of this week’s reading describe identity in terms of belief systems and/or symbolism?

Optional Articles:

1)Brodwin, Paul (2003) “Haitian Diaspora: Production of Community” in American Ethnologist, Vol. 30, No. 1 (Feb 2003), pp. 85-101.

2)Chong, Kelly H. “What it means to be Christian: The Role of Religion in the Construction of Ethnic Identity and Boundary Among Second-Generation Korean Americans” in *Sociology of Religion*, Vol. 59, No. 3 (Autumn 1998), pp. 259-286).

2)Gökariksel, Banu and Anna J. Secure (2009) “[New Transnational Geographies of Islamism, Capitalism and Subjectivity: The Veiling-Fashion Industry in Turkey](http://www.jstor.org.citytech.ezproxy.cuny.edu:2048/stable/40346163?&Search=yes&searchText=muslim&searchText=identity&searchText=veil&list=hide&searchUri=%2Faction%2FdoAdvancedSearch%3Fq0%3Didentity%26f0%3Dab%26c1%3DAND%26q1%3Dmuslim%2Bveil%26f1%3Dab%26acc%3Don%26wc%3Don%26Search%3DSearch%26sd%3D%26ed%3D%26la%3D%26jo%3D&prevSearch=&item=3&ttl=3&returnArticleService=showFullText)” in *Area*, Vol. 41, No. 1 (Mar., 2009), pp. 6-18 (Available on Wiley online, can access thru JSTOR)

3) Magolda, Peter and Kelsey Ebben (2007) “Students Serving Christ: Understanding the Role of Student Subcultures on a College Campus” in [*Anthropology & Education Quarterly*](http://www.jstor.org.citytech.ezproxy.cuny.edu:2048/action/showPublication?journalCode=antheducquar) Vol. 38, No. 2 (Jun., 2007) (pp. 138-158)

***WEEK 15: Syncretism, Power, Resistance, and Change in Belief systems,* Monday 5/13, Wednesday 5/15**

1. Michael Taussig “The Genesis of Capitalism Amongst a South American Peasantry: Devil’s Labor and The Baptism of Money” CH 35, pg 447

\*2. (The following article is posted on Blackboard) Anthony Wallace “Revitalization Movements”

*\*Weekly discussion questions:* Do you think religion and belief systems can change? Why would a religious belief change and how? How do the authors of this week’s reading describe how religion can change?

**WEEK 16: FINALS 5/17-23**

**\*Final Exam for this class Monday May 20, 2013**

**COURSE INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS**

|  |  |
| --- | --- |
| LEARNING OUTCOMES | ASSESSMENT METHODS |
| 1. Have an understanding of Anthropological fieldwork | 1. A short 5-page observation paper of a ritual or event they observed within the first 5 weeks of class. |
| 2. Have an understanding of the Anthropological theories used to analyze religious systems. | 2. Apply the theories and concepts from the course using assigned articles in a 10 page analysis of the event or ritual they observed in the first half of the course. |
| 3. Have an understanding of the key concepts presented in the course (Religion, Worldview, Taboo, Symbolism, Myth, Magic, Witchcraft, Religious Practioners, etc.) | 3. Questions on exams and concepts/themes of course applied in final paper. |
| 4. Have an understanding and sensitivity for a variety of cultures’ belief systems and practices. | 4. Essay questions on exams. |

**GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT METHODS**

|  |  |
| --- | --- |
| **LEARNING OUTCOMES** | **ASSESSMENT METHODS** |
| **1.** KNOWLEDGE: Breadth of knowledge for study of cultural diverse belief systems, religions, values, ethical principles of various cultures and anthropological research methods. | **1.** Project, questions on exams, in class activities & exercises. |
| **2.** SKILLS: *Communication:* Group projects encourage inter-group communication, oral presentations, and visual communication.  *Analysis*: Derive meaning from personal experience as well as gather information from observation of other cultural practices, develop thesis argument and analysis of anthropological topic, employ critical thinking and creativity. | **2.** Project, questions on exams, in class activities & exercises. |
| **3.** INTEGRATION: *Information literacies*: gather and interpret information from scholarly articles on their topic; *Integrate learning:* Be able to apply concepts & theories from course to real life situations. | **3.** Project, questions on exams, in class activities & exercises. |
| 4.VALUES, ETHICS, AND RELATIONSHIPS: *Professional Development* work on team projects, *Ethics* understand ethics of research methodology & understanding of cultural differences, *Multicultural orientation* Demonstrate cultural and global awareness and sensitivity (ethnocentrism & cultural relativism). | **4.** Project, questions on exams, in class activities & exercises. |

**ASSIGNMENTS and other course requirements\***

This is an interactive lecture therefore you are required to attend the lectures, to have read the assigned readings, and participate in class discussions. Students are expected to observe an event within the first part of the course and write up an observation paper (a detailed description of the assignment will be handed out in class and posted on Blackboard). From this paper I divide the class into smaller discussion groups comprised with students with similar topics to provide a more interactive course discussion. From this paper students will apply several articles from the course and apply the main theory or concepts to an analysis of the material that was observed (a detailed description of the assignment will be handed out in class and posted on Blackboard). There are no extra credit assignments. To do well in the this class come prepared to discuss the reading, work on your paper throughout the semester, and come to my office hours to ask questions. I will not read drafts of your papers but you can bring drafts to my office hours for discussion. Ethnographic films will be shown in class depending on time and availability. Plagiarism will not be tolerated and will result in an automatic “F” and a report to the Academic Integrity committee (see statement below). (Don’t copy material from the web or any reading material without quotations and citations)

**METHOD OF GRADING – elements and weight of factors determining students’ grade\***

•*Attendance and Participation* – 10%

•*Midterm 5 page observation paper* (see assignment description) – 20%

•*Midterm exam*– 10%

•*10 page analysis paper* (see assignment description) – 35%

•*Final Exam*– multiple choice and essay questions – 25%

**ACADEMIC INTEGRITY POLICY STATEMENT**

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

**COLLEGE POLICY ON ABSENCE/LATENESS** A student may be absent without penalty for 10% of the number of scheduled class meetings during the semester. As this class meets 2 times/week the allowable absence is 3 classes.

**Semester Course is taught**: Spring 2012

**SHORT PAPER PROJECT: Observation and Description Paper (20%)**

**Due Week 5, 2/25**

Objectives:

Fieldwork is an important component to Anthropological research. The objective of this assignment is to introduce you to fieldwork research and to have you write up your own fieldnotes. Later, in your final paper project, you will use the data from your fieldnotes to support or test an analysis based on the themes from the course (See attached description of final paper). For this first assignment, I just want you to observe and describe. Look at your coursepack for a more detailed description of the assignment.

Format:

1) 5 typed pages, double spaced

2) 1 inch margins, 10 to 12 pt. font.

3) No citations or outside references -- this is pure description based on your own observations. If you should use an outside source you must provide a reference and bibliography (for example if you used an image that you found on the internet you need to list the website where you found it). Do not resort to internet sources as this paper is about what you can personally observe.

Possible Research Projects:

***You must pick something that you can initially observe in person during this semester*** before this paper is due (not something in the past). Ideally you should pick something you can observe more than once because once you start trying to analyze your data for your final paper, you may want to go back to fill in details you might have missed. Sometimes, however, you are only able to observe an event once (such as a marriage, funeral, quincera, etc.). In this case, it is especially important to write down detailed information because you might not get another chance to fill in the gaps.

When selecting a topic, you might review the articles assigned to this course for ideas. Consider describing a sporting event as a ritual, a cultural event, festivals, holidays, church services, a marriage, bar mitzvah, etc. If you have no clue as to what you should observe, please come talk to me during my office hours to discuss possible ideas. I have found that the best papers are about things that are of interest to you. Try to pick something that is of interest to you. Think of hobbies or activities that you like to do. Can this be something you can observe for this assignment? In your final paper you will have to come up with a complex argument using the theories from the articles we have read. Rituals are full of symbolism, consider the symbols you observe and what these symbols are telling you about the cultural environment / about US society. Therefore, for this first assignment, consider observing something where you think you might observe some symbolic representation. At this point, however, you will only need to describe, but you are welcome to perhaps consider possible symbolic identification and analysis.

Be sure to be honest with the people you are observing. Tell the people you are observing that you would like to write a paper for a course based on your observations. Ask permission to observe an event. Inform them of your intent to write a paper for a class based on your observations.

Research Purpose: what is your topic and what is your research question? You will be observing something in the US as a way to understand American belief systems. This can include immigrant communities.

Methodology

In this section of your paper you should describe the methods you used to gather your data. You must address the following 3 questions in detail: (Look in your course pack for more details).

1) What is the source of your research subject and what are your selection criteria? (Why did you choose this group)

2) Describe your procedures (How did you collect your data)

3) Describe how you addressed ethics (Ask permission, Give informed consent, protect identity/pseudonym, etc.)

Observations

In your descriptions you should describe everything you see, hear, smell, feel. Consider drawing diagrams or pictures. You should describe **at least three** of the following:

1) The temporal and spatial environment. (Use of time and space)

2) Language or discourse (Incl. songs, chants, ritual statements, etc.) What did you hear?

3) Gestures or body language (Incl. dance, movement, etc.)

4) Clothes or body ornaments (Incl. costumes, formal v. regular attire, makeup, etc.)

5) Colors

6) Material objects including food.

7) Emotions (happy, sad, scared, etc.) How did you feel? How did the participants appear to be

feeling?

8) Describe microcultural factors such as race, ethnicity, class, gender, age, etc.

9) Describe explicit or implicit rules and norms.

10) If you can, try to identify possible symbols but save your analysis for your final paper.

Use detailed descriptions. Use adjectives and adverbs. (A cat sits in the sun – or -- A fluffy orange tabby cat wiggles in the warmth of the sun). Use vivid fresh language. Emphasize what makes what you observed interesting, or unique. Use specific descriptive details. Give an impression for the reader by describing what you see, hear, smell, taste, feel. Researchers should also note their own reactions and thoughts to the experiences observed.

Your midterm paper should be a cleaned up form of your original fieldnotes. It should be typed and written in full sentences. ***Remember – focus on the details. Detailed descriptions are important***.

\* Yes, you can change your paper topic later. I don't recommend doing this as it is extra work for you, but if you come up with a better idea you can change your final paper topic. The bottom line is, just turn in something by the deadline. ***No late papers will be accepted.***

PAPER TOPIC IDEAS: This must be a group of people participating in an event or common activity that you can observe in person.

Observe a sporting event such as a baseball game, football game, or cricket match as a ritual that reflects cultural values.

Observe a festival, parade, or holiday event.

Observe a wedding, a funeral, a quinceanera, or a bar mitzvah.

Observe a routine activity such as a church service. Try to observe a service other than your own.

If you know a priest or priestess, consider asking permission to observe the service.

Consider looking at “ritual spaces” or “liminal spaces” – places that contain groups of people that form a particular group identity or belief.

POINT BREAKDOWN:

I will be grading this paper leniently. The main purpose is to push you to start working on your final paper. Basically if you do the assignment you will do well. I use this assignment to help give suggestions for your final paper – so I will have daily point deductions for late papers to encourage you to turn this in on time.

1. Format: 5 full written typed pages, 10-12 point font, 1-inch margins. (5 points)

2. Description of research purpose (5 points)

2. Description of your **methodology** – how did you gather your data? (15 points)

3. Must observe first-hand in the first 5 weeks of class. (Not something from the past)(15 points)

4. **Detailed descriptions of at least 3 out of the 10 points listed above**. (30 points)

5. Overall impression of what you observed (20 points)

6. Overall spelling, grammar, style (10 points)

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| --- | --- | --- |
| TOPIC | POINTS | GRADE/COMMENTS |
| COURSE THEME |  |  |
| 1. Format: 5 full written typed pages, 10-12 point font, 1-inch margins. | 5pts |  |
| 2. Description of research purpose | 5 pts |  |
| 3. Description of your methodology***:*** You must address the following 3 questions in detail: 1) What is the source of your research subject and what are your selection criteria? 2) Describe your procedures:3) Describe how you addressed ethics: | 15 pts |  |
| 4. Detailed description of event or observation you have done **within the first 5 weeks of class. (First hand observation)** | 15 pts |  |
| 5. **Detailed descriptions of at least 3 (**At least ½ page description of each) **out of the 10 points listed below**.  1) The temporal and spatial environment. (Use of time and space),  2) Language or discourse (Incl. songs, chants, ritual statements, etc.) What did you hear?,  3) Gestures or body language (Incl. dance, movement, etc.),  4) Clothes or body ornaments (Incl. costumes, formal v. regular attire, makeup, etc.),  5) Colors ,  6) Material objects including food.,  7) Emotions (happy, sad, scared, etc.) How did you feel? How did the participants appear to be feeling?,  8) Describe microcultural factors such as race, ethnicity, class, gender, age, etc..,  9) Describe explicit or implicit rules and norms., 10) If you can, try to identify possible symbols but save your analysis for your final paper | 30 pts |  |
| 6. Overall impression of what you observed | 20 pts |  |
| 7. Overall spelling, grammar, style | 10 pts |  |
| \*\* THIS OBSERVATION PAPER IS YOUR RAW DATA. USE OF OUTSIDE SOURCES FROM THE INTERNET WILL RESULT IN DEDUCTIONS; UNCITED MATERIAL WILL RESULT IN AN “F”. |  |  |
| TOTAL: | 100 pts. possible |  |

**10 PAGE ANALYTICAL PAPER PROJECT – Due Week 12, 4/22 (35%)**

**(Refer to Course pack for detailed description and grade sheet)**

Objectives: The objective of this assignment is to have you apply your understanding of the main thesis arguments of 3 to 4 articles from the Lambek course reader. You can use any of the articles in the reader. (Karen McCarthy Brown’s book Mama Lola can be used as one source but you will still need to use 2-3 additional articles from the Lambek reader or optional readings listed on the syllabus). Do not try to bulk up your paper by using outside sources from the internet (etc.) as I will simply cross it out and not consider it as part of your 10-page paper. If you look on the internet for information then you are not doing this assignment correctly. The point of this paper is to show me you can read the assigned reading and apply your understanding of the reading to your own raw observation data. Do not simply cut and paste your observation paper – this must be attached to the back of your 10-page paper. The emphasis of the ***final paper is analysis not observation*** (you need topic sentences & analysis in every paragraph***)***. There are helpful guides and tips in the coursepack.

Draw on one or more themes or topics from the course such as religion, belief, worldview, symbolism, taboo, myth, ritual, rite of passage, witchcraft, magic, ghosts, spirits, etc.

Possible topics:

• Consider analyzing your observation as a ritual or a rite of passage. Explain how it is a ritual using the articles from the course as supporting evidence. How is basketball a ritual? How is joining a sorority/club/army a type of rite of passage? (Look at Turner, Stevens, Geertz, Montague)

• Consider doing a symbolic analysis. What kinds of symbols did you observe? Did you find any “key symbols” and how did they represent the values of American society? (Look at Ortner, Wolf, Bellah, Montague)

• If you are looking at forms of magic, explain how it is used in times of uncertainty. Explain the use of metaphor and analogy. (Gmelch, Brown, Tambiah, Evans-Pritchard).

• Are you interested in exploring how belief systems can be related to the construction of identity? (Obeyesekre, Myeroff, Bellah, Montague, Weber, Wolf, Ortner)

• Perhaps you would like to show how a particular myth or folktale reinforces our societal worldview and belief system. (Malinowski, Levi-Strauss, Wolf, Ortner, Weber, Bellah, Montague, Radin)

• Consider addressing how belief systems can be a form of suppressive power and/or resistance (Kelly, Taussig, Radin, Brown, Wallace, Obeyesekre)

Format: (Incorrect format will result in point deductions)

1) 10 typed pages, double-spaced (excluding your original midterm description and bibliography)

2) 1 inch margins, 10 to 12 point font

3) A minimum of 3 citations from the course reading. Show me you have a clear understanding of 3 articles from the course.

4) Attachments: attach your midterm observation paper to the back of your final paper (even if you change your topic), attach a full correct bibliography (author of the article listed last name first, in alphabetical order, year of publication, title of article, title of edited book with editors, publisher and location of publication)

5) Late papers are not accepted. NO EMAILED PAPERS.

6) Use of material other than your observations and the articles will result in point deductions.

7) Excessive typographical or grammar errors will result in point deductions.

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| --- | --- | --- |
| DESCRIPTION | POINTS | GRADE |
| ***Introduction (1PAGE) – Research Purpose*** |  |  |
| Research question & developed thesis statement. What does your research tell us about American belief systems and why is this important?  Tie to themes of the course (religion, symbolism, myth, ritual/rite of passage (communitas), logic of magic, worldview, taboo, spirits, religious practioners, etc.)  A. What is your research study about?  B. What is the purpose of the research?  C. What is the research problem?  D. What is your research question?  E. What is the significance of your research study? | 15 points |  |
| ***Methodology:*** (Approximately 2 pages) |  |  |
| Developed description of fieldwork methods. The methods used to gather your primary data (not your observation paper). Observation (time & place, what looked for, etc.), type of interviews (who interviewed, why, #, type of questions-don’t list questions here but include as an attachment), reflexive data, how gathered raw data (where, what, why), etc. (Site, Rapport, gift, microculture, culture shock, Participant observation, Describe Recording Culture, Ethics: pseudonym, informed consent. |  |  |
| A. Source of subjects & Selection criteria, Rapport | 2 points |  |
| B. Description of procedures: |  |  |
| 1. Where did you conduct research/research site?, | 2 points |  |
| 2 Describe how you observed the event (#, time, etc.) | 2 points |  |
| 3. Describe how you recorded the information | 2 points |  |
| 4. Describe ethics (potential harm/benefit (gift?), confidentiality, informed consent, etc,) | 2 points |  |
| Other: Describe interview type, process, Participant Observation, describe research problems (issues of microculture, culture shock, etc.) |  |  |
| ***Data Analysis (MUST BE 6+ PAGES, 3+ ARTICLES)*** |  |  |
| Understanding of main points of 3 articles from Lambeck reader &/or McCarthy Brown, including Geertz, Montague, Stevens, Evans-Pritchard, Gmelch, Freed, Wallace (from our class website)  Critically discuss the articles. Avoid summarizing every detail of article. Focus on the main thesis rather than topic of the article. Use key concepts and terms from article. Do you agree with the author &/or disagree? 3X10=30 | 30 points |  |
| Use quotations from each of the 3 articles (no longer than ¼ page) and explain what the quote means in your own words. Explain how the quote applies to your research data. | 10 points |  |
| \*Use a topic sentence for each paragraph  Apply your thesis to every paragraph. | 10 points |  |
| Use of your raw data to support your thesis argument  Overall sound & developed analysis | 10 points |  |
| ***Conclusion*** (1 page) |  |  |
| Restate again briefly the evidence (topics) used to prove your thesis. Summarize key points in text that you proved. Clearly state the importance of your thesis. | 15 points |  |
| ***Format & Point Deductions:*** |  |  |
| Attachments to the back of the 10 pages of written text:  •You must attach a proper bibliography .  • You must attach your original observation paper (even if you changed your topic).  • Other Attachments – interview questions, photographs, or other images, etc.  •10 full pages of 10-12pt font text, double-spaced, 1 inch margins, no excessive spaces, no large headers/footers.  • Grade point deductions for excessive grammar & spelling errors.  •Deductions for improper citations.  • **NO EMAILED PAPERS ACCEPTED/NO LATE PAPERS ACCEPTED**.  ***Academic Dishonesty:***  Plagiarism, use of another student’s paper, copying information from a book or website without proper citations/references/quotation marks, etc. | TOTAL POINTS (100pts = 35% of your total grade): |  |

**CAMPUS RESOURCES THAT MAY HELP YOU IN THIS CLASS**

**Atrium Learning Center**: Atrium Building G-18, Director: Judith Rockway, Phone: 718.260.5874, [jrockway@citytech.cuny.edu](mailto:jrockway@citytech.cuny.edu)

The Atrium Learning Center (ALC) through its extensive computer labs, workshops and tutoring offers assistance to students across the entire college population. Tutors can help you develop a thesis statement and topic sentences.

**The Student Support Services Program (SSSP**) : Atrium Building 237 (A-237)

Director: Faith Fogelman, Voice: 718.260.5143, TTY: 718.260.5443, Fax: 718.254.8539, [ffogelman@citytech.cuny.edu](mailto:ffogelman@citytech.cuny.edu)

Student Support's mission is to provide students with disabilities -- physical/hidden/learning, affective mood disorders and temporary conditions -- with the tools, services and accommodations necessary for achievement. All initiatives focus on academic success for retention, graduation and transition to professional employment.

**Student Computing Helpdesk:** Namm First Floor Information Booth, Phone: 718.260.4900 E-mail: [helpdesk@campus.citytech.cuny.edu](mailto:helpdesk@campus.citytech.cuny.edu)

**Counseling Services Center:** Namm Hall (N-108), Director: Cynthia Bink, Phone (Namm): 718.260.5030

The mission of the Counseling Services Center is to support and promote the educational, psychological and career development of students. Our focus is on offering counseling services that will help you succeed in college. Please take a few minutes to explore our web site and learn about our workshops as well as our individual and support group services

City Tech Library: 4th floor Atrium

The library can help you learn how to access academic articles from their online database collection (such as JSTOR). Look for workshops or ask the librarian at the help desk for assistance.

**ALL PROPOSAL CHECK LIST**

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal |  |
| * Rationale for proposal |  |
| * Date of department meeting approving the modification |  |
| * Chair’s Signature |  |
| * Dean’s Signature |  |
| Evidence of consultation with affected departments  List of the programs that use this course as required or elective, and courses that use this as a prerequisite. |  |
| Documentation of Advisory Commission views (if applicable). |  |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). |  |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

|  |  |
| --- | --- |
| Documentation indicating core curriculum requirements have been met for new programs/options or program changes. |  |
| Detailed rationale for each modification (this includes minor modifications) |  |