

UC 12127 12F

CBM003 ADD/CHANGE FORM

APPROVED MAR 27 2013

Undergraduate Council
 New Course Course Change
 Core Category: WID Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2014

1. Department: CCS College: CLASS
 2. Faculty Contact Person: Susan Rasmussen Telephone: 33787 Email: srasmusen@uh.edu

3. Course Information on New/Revised course:
 • Instructional Area / Course Number / Long Course Title:
ANTH / 3348 / Anthropology of Religion
 • Instructional Area / Course Number / Short Course Title (30 characters max.)
ANTH / 3348 / Anthropology of Religion
 • SCH: 3.00 Level: JR CIP Code: 45.0299.05.01 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet core curriculum requirements
 5. Was the proposed/revised course previously offered as a special topics course? Yes No

If Yes, please complete:

- Instructional Area / Course Number / Long Course Title:
 ____ / ____ / ____
- Course ID: ____ Effective Date (currently active row): ____

6. Authorized Degree Program(s): BA/BS
- Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
ANTH / 3348 / Anthropology of Religion
 • Course ID: 283667 Effective Date (currently active row): 2003

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: ANTH 1300, 2302 or consent of instructor. Description (30 words max.):
 Cross-cultural survey of religious beliefs and practices.

10. Dean's Signature: _____ Date: 12/9/12

Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Comparative Cultural Studies

Person Making Request: Susan Rasmussen

Telephone: 713-743-3987

Email: srasmusen@uh.edu

Dean's Signature: _____

Date: 09-10-12

Course Number and Title: Anthropology 3348: Anthropology of Religion

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

*Students will attain, through lectures, discussions, and readings, and demonstrate, through the exams and exercise/essay, knowledge about human religious belief, practice, and expression in diverse social and cultural contexts and anthropological approaches to them. *Students will develop, through class discussions of primary sources and secondary works of anthropology, critical reading and thinking skills. *Students will develop, through class discussions and writing, communication skills. *Students will, through their 3 assignments, develop empirical skills in their writing and thinking, and will learn proper documentation skills. *Students will explore issues of social responsibility in class and in their writing.

Component Area for which the course is being proposed (check one):

*Note: If you check the Component Area Option, you would need to also check a Foundational Component Area.

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

X Communication Skills

X Social Responsibility

X Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

the second writing

assignment Students will ~~attain, through lectures, discussions, and readings, and demonstrate, through the exams~~ ^{about} and exercise/essay, knowledge about human religious belief, practice, and expression in diverse social and cultural contexts and anthropological approaches to them, ~~Students will develop, through class discussions of primary sources and secondary works of anthropology, critical reading and thinking skills.~~

Sample paper assignment(s):

Visit and observe a church, synagogue, mosque, or temple—preferably of a religion or denomination different from your own—and analyze the ritual in terms of the following: specialist(s); symbols; and core values. Be sure to draw on concepts from theories of ritual in anthropology of religion covered in this class.

Or:

Analyze a popular film as an American myth. Be sure to discuss the plot, characters, events, and setting and their significance in relation to prevalent core values in our society and culture and how the film as myth expresses them. Also, briefly interview two persons who have seen this film, asking them why they enjoy this film and what it means to them. In your essay, be sure to draw on concepts and theories of myth in anthropology of religion covered in this class.

Communication Skills:

demonstrate through the same assignment listed above
Students will develop, through class discussions and writing, communication skills.

Empirical & Quantitative Skills:

demonstrate through the same writing assignment listed above
Students will, through their 3 assignments, develop empirical skills in their writing and thinking, and will learn proper documentation skills.

Teamwork:

Click here to enter text.

Social Responsibility:

the same assignment listed above
Students will explore issues of social responsibility in class and in their writing.

Personal Responsibility:

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

The four page paper assignment will be constant across the sections.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

 _____

ANTHROPOLOGY OF RELIGION: ANTH 3348, SECTION #21532
 FALL SEMESTER 2012
 TTH 11:30 AM-1 PM
 C 104

Professor: Susan J. Rasmussen

Office: McElhinney 258-A

Phone: 713-743-3987

Office Hours: Th 1-3 PM, or by special appointment

(NOTE: This syllabus is subject to minor modifications, according to needs that arise. Students are responsible for obtaining information in this regard.)

Introduction:

In examining religious beliefs and practices across different cultures and societies, the first challenge to anthropologists is to represent religion in its broadest sense: the ideas, values, and criteria, in sum, the complexes of meaning by which people organize their lives and define their world. The anthropologist (or anyone interested in comparative study of worldview and behavior) must understand these complexes of meaning in terms of the coherence they have in their own culture—both locally and in cultural borderlands and encounters—and also convey them in the language of the scholar's own audiences and readerships. In understanding religion cross-culturally, then, the anthropologist's concern is not so much with theological questions in isolation, but rather with translation of meaning, comparison, and contextualization; and with the relation of religion to other domains: namely, concepts of health and illness, economics, family and political organization, etc.

Therefore, basic to the course is the assumption that religious belief and practice are best understood within the context of larger social and cultural practices and relationships. The course has a dual focus: 1) analysis, interpretation, and explanation of religious values and practices within diverse societies, and how these differ from and resemble each other; and 2) a review of anthropological theoretical and methodological concepts and approaches to the study of religion and systems of thought.

No religion is monolithic; there are always debates within each religion, changes over time, and religions include much more than "official" or "mainstream" scriptural/textual and/or state-sponsored dogma, for example, influences from earlier belief systems. In other words, this is not a "religions of the world" course; we are not studying solely mainstream, so-called "great" religions, although examples and cases include some references to the major religions. The major emphasis here is upon broader topics of interest to anthropologists: for example, rites of passage; myth and ritual; possession and mediumship; "witchcraft;" symbolism in the social order; concepts of "sacred" and "profane", "purity," "pollution," and danger; concepts of the person/self and causation; belief in spirits and ancestors; and culturally-constructed logical strategies, modes of thought, or philosophies such as "magic," "religion," and "science." Insights are drawn from pioneering, recent, and contemporary studies. The course is organized conceptually and thematically to reflect this emphasis.

It is the goal of this course that each student will acquire a broader appreciation of the role of religion in culture and society, become acquainted with the wide range of ethnological, ethnographic and ethnohistorical data, gain some understanding of the major theoretical concepts and approaches in anthropology, and be able to relate the material to one's personal experience.

Student Learning Outcomes:

- Students will attain, through lectures, discussions, and readings, and demonstrate, through the exams and exercise/essay, knowledge about human religious belief, practice, and expression in diverse social and cultural contexts and anthropological approaches to them. Students will develop, through class discussions of primary sources and secondary works of anthropology, critical reading and thinking skills.
- Students will develop, through class discussions and writing, communication skills.
- Students will, through their 3 assignments, develop empirical skills in their writing and thinking, and will learn proper documentation skills.

- Students will explore issues of social responsibility in class and in their writing.

Class requirements, format/ procedure, and grades:

There are five books to be purchased at the bookstore:

- De Bernardi, Jean, The Way that Lives in the Heart, Stanford University Press, 2006;
- Faubion, James, The Shadows and Lights of Waco: Millennialism Today, Princeton University Press 2001;
- Lambek, Michael, editor, A Reader in the Anthropology of Religion, Blackwell, 2001 (2nd) or latest edition;
- Mahmood, Saba, Politics of Piety: The Islamic Revival and the Feminist Subject, Princeton University Press, 2005; and
- Masquelier, Adeline, Dirt, Undress, and Difference, Bloomington: Indiana University Press, 2005

All these books are required, although we will read selected portions of some books, and others in their entirety, and some chapters at different times in the semester. **In addition, there are a number of readings (articles and chapters from other volumes) on library reserve, in hard-copies at the circulation desk and, when possible, also on "e-reserve."**

From time to time, the professor may convert some readings to recommended on an ad hoc basis. However, **unless the professor indicates otherwise (i.e., designates some readings as recommended), students should consider all readings assigned for a particular class meeting required, and prepare them in advance for that date. Some readings will be discussed in greater depth than others, but all should be taken seriously.**

Class format and procedure will vary. The professor will present much background material and refer to some readings in lecture form, albeit informally, and at intervals courteous questions and comments are welcome. At other times, there will be general discussion of selected readings and issues raised, led alternately by the professor, and, sometimes, with advance notice for preparation, by individual students. When time permits, there will be smaller "focus" discussions in groups or pairs, or on panels. Oral reviews introducing discussions of readings should include a description of the author's work (argument and data), and a constructive critique of it both in terms of its contribution positively to central issues in the field and negatively in regard to problematic areas in the author's argument and further questions raised. On occasion, there will be audiovisual aids, and materials drawn from the professor's field research on topics of female spirit possession, traditional healing, the life course and rites of passage, predominantly among the Tuareg of Niger and Mali, West Africa.

Although technically students do not receive special points for oral participation, nonetheless in order to perform well in this course, attendance and participation are extremely important. Students must keep up with readings and lectures in order to complete the written graded assignments adequately. **ALL STUDENTS MUST COMPLETE THREE WRITTEN ASSIGNMENTS ON TIME, BY THE DESIGNATED DATES.** "Incompletes" will not be given except under extremely unusual circumstances. **[NOTE: IF THERE ARE GRADUATE STUDENTS ENROLLED, GRADUATE STUDENTS' WRITTEN ASSIGNMENTS DIFFER FROM THOSE OF UNDERGRADUATES, SO GRADUATES MUST SEE PROFESSOR RASMUSSEN FOR A SEPARATE SYLLABUS WITH THEIR WRITTEN REQUIREMENTS];**

Grades are based on the following three required written assignments:

FIRST WRITTEN ASSIGNMENT: -take-home midterm examination, format to be announced, distributed Thurs. Oct. 11 and due Tues. Oct. 16 (25 points)

SECOND WRITTEN ASSIGNMENT: - written exercise assignment involving "mini" fieldwork and/or light library research, due Tuesday Nov. 27, on one topic selected by the student from among three religion-related topics distributed three weeks in advance of due date, total not to exceed three typed, double-spaced pages (20 points)

THIRD WRITTEN ASSIGNMENT: - closed-book final examination, in class during official final examination week, Thursday Dec. 13, 11 AM-2 PM (55 points);

Course Outline:

Anthropology Looks at Religion and Worldview

(UNIT) (TOPIC)

I Preliminary Problems of Definition and Approach: The "Founding Fathers"; Early Evolutionary and Subsequent Structural-Functional Views of Religion (August 28, 30, and September 4)---

Tuesday Aug. 28: GUEST LECTURE BY PROFESSOR MICHELE VERMA

Thursday Aug. 30: LIBRARY ORIENTATION BY DR. LEE HILYER, MEET IN UH M.D. ANDERSON LIBRARY (lower level) ROOM 10-F

Readings for Thursday, August 30: In Lambek book: chapter 1 by Tylor "Religion in Primitive Culture" and chapter 2 by Durkheim, selection from "The Elementary Forms of Religious Life"

Tuesday, Sept. 4: film: Taboo

Readings for Tuesday, Sept. 4:

(on reserve): in David Hicks, Ritual and Belief: chapter by Frazer, "Sympathetic Magic," pp. 265-267; and in Lessa, William and Vogt, Evon, Reader in Comparative Religion: chapter by Malinowski, "The Role of Magic and Religion," pp. 37-46 and chapter by Radcliffe-Brown, "Taboo," pp. 46-56.

Religion as a Belief System---

II More Recent Perspectives: The Expressive Dimensions of Religion and Worldview (Sept. 6 through Oct. 11)---

The Problem of Translation and Comparison: Recent and Contemporary Perspectives on Magic, Religion, and Science (Sept. 6 and 11)---

Readings: in Lambek book: chapter 25 by Tambiah and chapter by Horton

Interpretive Approaches, Continued: Problems of Meaning in Metaphor; Symbolism (Sept. 13 and 18)---

Readings:

In Lambek: chapter 11 by Evans-Pritchard, chapter 4 by Geertz, and chapter 16 by Douglas

Symbolic Classification, Pt. I: Concepts of Purity and Pollution, Totem and Taboo; Sacred/Secular/Profane (Sept. 20 through Oct. 11)---

Readings for Sept. 20 and 25:

in Lambek book: chapter 6 by Stanner; and in Masquelier book: "An Introduction" (pp. 1-24), chapter 8 by Lamb, and chapter 9 by Bauer

Readings for Sept.27, Oct. 2, and Oct. 4:

In Lambek: chapter 22 by Gell; and

(on reserve): Susan Rasmussen, "Re-Formations of the Sacred, the Secular, and Modernity," Ethnology 46(3) (Summer 2007): pp. 185-203; and in Talal Asad, Formations of the Secular, Stanford University Press (2003): Introduction, "Thinking About Secularism" and chapter 6, "Secularism, Nation-State, Religion"

Symbolic Classification, Part II: The Body, Symbolism, and the Social Order (October 9 and 11)--

Readings: in Masquelier: chapter 2 by Weiner; in Lambek: chapter 29 by Obeyesekere; and start Mahmood book (chapters 1 through 4)

The Social Ramifications of Belief Systems---

III Religion and Politics: Change and Encounters in Revitalization/Reformist, Millenarian/Messianic Movements; Conversion (Weeks of Oct. 16 and 23)--

Readings for Oct. 16 and 18: Complete Mahmoud book; and in Lambek: chapter 34 by Burrige

TAKE-HOME MIDTERM EXAM DISTRIBUTED THURSDAY OCT. 11, DUE TUESDAY OCT. 16

film: Jonestown

Readings for Oct. 23 and 25: Faubion book; in Lambek: chapter 36 by Jean and John Comaroff; and (on reserve): in John J. Bowen, Religions in Practice, (5th edition, 2011) chapter 12 "New Religious Movements"

IV Concepts of Person and Cause-Effect Logic (Weeks of Oct. 30 and Nov. 6)---

Ritual Powers and Dangers, Human and Superhuman: Witchcraft (Oct. 30 and Nov. 1).---
Readings: in Lambek: chapter 20 by Kelly and chapter 35 by Taussig

The Life Course and Personal Destiny, the Special Status of Ancestors, and Ancestor-focused Rituals (Nov. 6 and 8)

Readings:

In Lambek: chapter 28 by Fortes and chapter 40 by Humphrey; and in Masquelier: chapter 7 by Durham

REMINDER: WRITTEN EXERCISE DISTRIBUTED TUESDAY NOV. 6, DUE IN THREE WEEKS

V Myth and Cosmology (Nov. 13 and 15)---

Readings: In Lambek: chapter 14 by Malinowski and chapter 17 by Levi-Strauss; and (on reserve): in Janice Boddy book, Civilizing Women: British Crusades in Colonial Sudan, (Princeton University Press 2007), chapter entitled, "The Myth of Gordon and the Mahdi."

VI Ritual Issues (Nov. 20 and 27)---

Readings: In Lambek: chapter 24 by Lienhardt, chapter 26 by Turner, and chapter 27 by Myerhoff; and Start De Bernardi book (Preface, Introduction, and chapter 1 in Part I

film: Day of the Dead

NO CLASS THURSDAY NOV. 22: THANKSGIVING HOLIDAY

WRITTEN ASSIGNMENT/EXERCISE/ESSAY DUE TUESDAY NOV. 27

VII Spirit Possession and Mediumship (Nov. 29, Dec. 4, and Dec. 6)---

Spirit Possession and Mediumship, Pt. I: The Idiom of Possession and Trance Possession (Nov. 29 and Dec. 4)

Readings: Continue De Bernardi book (chapters 2 through 6); and in Lambek: chapter 30 by Boddy

Audiovisuals from Professor Rasmussen's field research

Spirit Possession and Mediumship, Part II: Shamanism, Healing (Dec. 6)

Readings: Complete De Bernardi book (chapter 7 and Conclusion)

FINAL EXAM, in-class, closed-book, THURSDAY DEC. 13, 11 AM-2 PM