DREXEL STUDENT LEARNING PRIORITIES

Overview

Students graduating from Drexel University demonstrate competency in a field of study evidenced by achievement of a set of program-specific learning outcomes. In addition, they also demonstrate meaningful progress in six core intellectual and practical skill areas and five experiential and applied learning areas. Learning in these core areas supports, and is integrated with, learning in their disciplines. Students exhibit levels of competency in each of these areas appropriate to their program of study, their individual interests, and their abilities. The Drexel Student Learning Priorities provide the framework for a broad education across disciplines and lay the foundation for a successful future.

Core Intellectual and Practical Skills

Upon graduation, students will demonstrate an improved ability to...

COMMUNICATION

Employ an understanding of audience, purpose and context to communicate effectively in a range of situations using appropriate media

CREATIVE AND CRITICAL THINKING

Use divergent (e.g., generation of novel ideas, thinking out of the box, brainstorming) and convergent thinking (e.g., critical thinking, evaluation of ideas, quantitative and qualitative analysis, scientific reasoning) to generate novel and relevant ideas, strategies, approaches, or products

ETHICAL REASONING

Assess their own ethical values and the social context of ethical problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to an ethical problem, and consider the consequences of alternative actions

INFORMATION LITERACY

Possess the skills and knowledge to access, evaluate and use information effectively, competently, and creatively
SELF-DIRECTED LEARNING
Establish goals and monitor progress toward them by developing an awareness of the personal, environmental and task-specific factors that affect attainment of the goals.

TECHNOLOGY USE
Make appropriate use of technologies to communicate, collaborate, solve problems, make decisions, and conduct research, as well as foster creativity and life-long learning.

Experiential and Applied Learning
Upon graduation, students will demonstrate an improved ability to...

GLOBAL COMPETENCE
Engage in, reflect upon, and demonstrate open mindedness toward all issues of diversity at the local, national and international level.

LEADERSHIP
Develop a vision, translate that vision into shared goals, and effectively work with others to achieve these goals.

PROFESSIONAL PRACTICE
Apply knowledge and skills gained from a program of study to the achievement of goals in a work, clinical, or other professional setting.

RESEARCH, SCHOLARSHIP, AND CREATIVE EXPRESSION
Make meaningful contributions in their chosen field, participating in use-inspired (e.g., inspired by and applied to real-world problems) research, scholarship or creative activity as an individual or in a collaborative effort.

RESPONSIBLE CITIZENSHIP
Create and sustain a healthy, engaged, public life.

Define Your Own Priorities
Upon graduation, students will...

BUILD YOUR FUTURE
Continue to develop the goals, values, and aspirations that have guided them through their Drexel education into a foundation for a successful future.
Aligning Assessment and Intentional Learning Via Syllabus Design and Evidence Based Reflection
First Steps

• Create course paradigm of Intentional Learning.
• Design syllabus around that paradigm.
• Create course specific goals and assignments and link to broader level goals.
• Clarify assessment of goal attainment and articulate rubrics. In classes remind students when working together what goals are in play.
• Articulate and exemplify Evidence-based reflection as central to course.
• Develop reinforcing mechanisms.
Moving Forward

- While intentional learning can have multiple formats it lends itself to high impact practices.
- These should reflect the disciplinary frame of reference as well as the course goals and assignments.
- At Drexel, they must also link to some of the Drexel Student Learning Priorities [DSLP].
- In the various iterations of the case study course these provide stability of purpose.
- Through reflection and assessment the faculty member and the students operate in a context of interactive communication.
- Students become active participants in their own learning collaboratively and individually.
- Syllabus can provide prompts as students drill down into analysis of course materials.
Meaningful Assessment

• Important to recognize the multiple mechanisms and purposes of assessment.
• These should also reflect the users and the audiences.
• The broader and deeper the range the more valuable.
• An axiom should clearly be that one type will not provide sufficient feedback for responses within the courses and for external audiences.
• If the assessment is not usable, don’t do it. Format must reflect purpose.
Purposeful Assessment

• End of term assessment is important for overview of what worked well and what may require modification.
• Ongoing and periodic assessment, formative and summative critical for student involvement in monitoring their own attainment of learning goals.
• Be ready to demonstrate incorporation of assessment to students.
• All of the above assist in the creation of the learner centered classroom.
• Developing course and instructor evaluations that assist the above are critical to measuring and rewarding the promotion of deep learning and active, engaged students.
Confounding Variables

• Class size is a factor that will impact selection of goals, types of activities and assignments.

• Who controls course features, books, types of assignments, etc.? Relevancy linked to instructor autonomy vs. departmental or collaborative decision making.

• Student factors: majors, elective, required, student diversity, prior related courses, learning styles, expectations.

• Faculty Category: Workload issues, Faculty Category, Reward System for experimentation and innovation.

• Support systems across university and within department.
Case Study: Anthropology 210

Overview

• This course is open to majors and to students across the university, it is capped at 30 students and generally about ¾ of the students are non majors.

• Course examines perceptions about the way in which the world is structured, ordered and functions, including how these perceptions influence our beliefs and actions. In it we compare the perspectives of science, magic and religion through readings, films and discussions.

• Anthropology 210 is listed as a Writing Intensive Course and this is reflected in the requirements and assignments.
INSTITUTIONAL MISSION + GOALS [DSLPS] = PROMISES MADE TO

STUDENTS

SOCIETY

FAMILIES

EMPLOYERS
Goals: Drexel Student Learning Priorities and Course Goals

• Students will explore the anthropological approach to religion in a comparative and cross-cultural framework. They will be able to use ethnographic data to support or refute positions, theirs and others. (Discussions, Exams, Evidence Based Journals.)

• Students will examine the differences and similarities between religion and science, over time and in different types of social structures, and be able to exemplify the interrelationships of time and social frameworks in the development of beliefs and institutions. (Discussions, Exams, Evidence Based Journals.)
Continuation

• Students will develop and demonstrate the ability to examine and process different types of materials: theoretical, historical, comparative and ethnographic using analysis and synthesis of the materials. (Discussions, Exams, Evidence Based Journals.) This engages students in higher order thinking and is a DSLP.

• Students will sharpen communication skills, both written and oral, as demonstrated in assignments and participation. (Discussions, Exams, Evidence Based Journals.) These skills are part of the DSLP on Communication.)
**Drexel Student Learning Priorities Transcript**

**Overall Performance**
- Total Reported: 543
- Last Updated: September 14, 2013
- Total Score: 86%

**Drexel Student Learning Priorities Summary**

**Overview**
Students graduating from Drexel University demonstrate competency in a field of study evidenced by achievement of a set of program-specific learning outcomes. In addition, they also demonstrate meaningful progress in six core intellectual and practical skill areas and five experiential and applied learning areas. Learning in these core areas supports, and is integrated with, learning in their disciplines. Students exhibit levels of competency in each of these areas appropriate to their program of study, their individual interests, and their abilities. The Drexel Student Learning Priorities provide the framework for a broad education across disciplines and lay the foundation for a successful future.

**Core Intellectual and Practical Skills**
Upon graduation, students will demonstrate an improved ability to...

<table>
<thead>
<tr>
<th>Skill</th>
<th>Achieved</th>
<th>Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATION</td>
<td>78%</td>
<td>80</td>
</tr>
<tr>
<td>CREATIVE AND CRITICAL THINKING</td>
<td>66%</td>
<td>50</td>
</tr>
<tr>
<td>ETHICAL REASONING</td>
<td>41%</td>
<td>44</td>
</tr>
<tr>
<td>INFORMATION LITERACY</td>
<td>88%</td>
<td>50</td>
</tr>
<tr>
<td>SELF-DIRECTED LEARNING</td>
<td>27%</td>
<td>30</td>
</tr>
</tbody>
</table>
Experiential and Applied Learning
Upon graduation, students will demonstrate an improved ability to...

- **GLOBAL COMPETENCE**: 92% Achieved: 65  Reported: 71
- **LEADERSHIP**: 98% Achieved: 49  Reported: 50
- **PROFESSIONAL PRACTICE**: 77% Achieved: 33  Reported: 43
- **RESEARCH, SCHOLARSHIP & CREATIVE EXPRESSION**: 62% Achieved: 21  Reported: 34
- **RESPONSIBLE CITIZENSHIP**: 51% Achieved: 21  Reported: 41

Define Your Own Priorities
Upon graduation, students will...

- **BUILD YOUR FUTURE**: 81% Achieved: 25  Reported: 31
LEADERSHIP

Develop a vision, translate that vision into shared goals, and effectively work with others to achieve these goals.

<table>
<thead>
<tr>
<th>DSLP</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM</td>
</tr>
<tr>
<td>Fall 2007-2008</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Description: Lead group project in defining similarities between the Harry Potter book series and Greek mythology. Distributed workload and made sure projects were being completed in a timely fashion.

<table>
<thead>
<tr>
<th>Student Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM</td>
</tr>
<tr>
<td>Fall 2007-2008</td>
</tr>
<tr>
<td>Winter 2009-2010</td>
</tr>
</tbody>
</table>

Description: Taught high level mathematical concepts to other students, often times leading students to teach others as well.

Description: Lead group meetings at DES to instigate conversation and relate topics and concerns to every one involved.

Co-op

<table>
<thead>
<tr>
<th>TERM</th>
<th>COURSE/ACTIVITY</th>
<th>INSTRUCTOR/REVIEWER</th>
<th>DESCRIPTION</th>
<th>ARTIFACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Impact of Collaborative, Evidence Based Group Discussions

- Discussion groups of 6 students are formed the first week of class. Each week five questions related to the material covered that week are sent out 3-4 days before class. Students are asked to analyze and reflect about all the questions. In class, each group will be expected to take one question and bring together their reflective analysis. Then the recorder/reporter will summarize to the whole class and additional information may be added. The discussion should follow the weekly content specific learning goals as well as the general course goals. It is expected to use ethnographic evidence to support or refute contentions.
Continuation

• In mid course and end of term evaluations the majority of students indicate that they like group work and peer interaction.

• They find the team building to be valuable and see it as contributing to their processing the materials.

• Many indicate that they feel they have improved their analytic and other critical thinking skills.

• Students also express their increased opportunity to see what their classmates are doing in synthesizing the different types of course materials.
Impact of Evidence-based Reflective Journal

• This is a major part of the course and is designed to assist students in synthesizing materials from a text, a reader with ethnographic articles, weekly films, class discussions and lectures.

• An important part of the last two iterations out of 4 quarters is the requirement that there be reflection that enables students to think about the meanings and potential applications of the materials.

• Students receive specific detailed guidelines and rubrics for the journal that overlap with the general course rubrics.
Continuation

• There is also a sample journal entry that exemplifies the rubric for the A range.
• Students may exercise one of two options.

  – 1. They may submit a draft of the first two entries that will be edited and returned in week three and then another draft incorporating their edits and the next three entries which is returned in week six. Neither of these will be graded. In the last week of the quarter the complete, edited journal is graded and returned.
Continuation

• Option 2 is to submit a weekly draft for comments and edits. This was an option requested by some international students and by others who felt it helped negate their tendencies to procrastinate.

• As a writing intensive course the journals ranged between 25-35 pages. But even students who initially felt the work was onerous found that it ultimately helped the pieces of the course come together, helped with their exam preparation and facilitated critical thinking.
Assessment Value to Course/Instructor

• On-going feedback allows timely responses to clarify student concerns and issues.
• End-of-term assessment that has relevancy for course but also for program and university learning priorities [DSLPS] helps provide connections.
• Assessment that provides longitudinal perspectives gives useful comparisons.
• Customization addressing particular assignments is valuable. Open-ended questions allow students to address issues particularly important to them.
Assessment  Value to Students

• End of term assessment often perceived as benefiting others.
• Assessment that engages students through targeted course specific questions encourages participation.
• Questions that allow students to actually reflect on the strengths and weaknesses of the course are valued by them and they are typically taken more seriously.
• Faculty clearly indicating how they use student feedback is a motivator.
Upon logging into AEFIS you will arrive at My Dashboard with Action Items or quick links to your assessment activities:
- Surveys
- Syllabi to Review
- Course Evaluations
- Planned Assessments

AEFIS maintains a historical record of your syllabus development over time. Access your syllabi quickly on My Dashboard or select the Course Syllabi menu for more.

AEFIS automates indirect assessment data collection through Student Course Evaluations. Quick statistics regarding student participation is available on My Dashboard with links to view detailed data and comments.
## Syllabus Details

Here you are able to edit course syllabi with tools to help you develop the most appropriate course content. Use the tabs at the top of the module to view data about your incoming students, previous instructors' recommendations for teaching the course, previous course syllabi, and more.

### Syllabus Details Tabs:
- While using the Edit Syllabus Tool, reference the syllabus tabs for to view Outcomes, Instructional Decision Support System Data, Enrollment, Faculty Notes, Syllabus Activity, Assessment Data, Evaluation Results, and Recommendations.

### Save Changes:
To save any changes to course details, outcomes, or syllabus content, make sure to select "Save [Course]" at the bottom of the Edit Syllabus Tool.

---

## Course Catalog Details

**Term:** 2009-2010 Winter Quarter 09-10  
**Unit:** College of Engineering  
**Department:** Civil, Architectural and Environmental Engineering  
**Campus:** University City  
**Course Description:** This course includes a review of thermodynamics, most air properties and processes, basic heat transfer, solar radiation, heating and cooling loads and load calculation, types of air conditioning systems, infiltration and ventilation, air motion and obstructions.  
**Schedule Type:** [L]-Lecture

---

## Course Schedule

**Primary Faculty:** Faculty, John (Adjunct Instructor)  
**Building Code:** CURTIS  
**Room Code:** 455  
**Days:** M  
**Begin Time:** 1000  
**End Time:** 1150

---

## Learning Objectives/Outcomes

- **Learning Objective 1:** Understand the principles of thermodynamics and heat transfer as applied to HVAC and refrigeration  
- **Learning Objective 2:** Understand the basics of human comfort and ventilation requirements  
- **Learning Objective 3:** Can predict heat, heating and cooling loads in an occupied structure  
- **Learning Objective 4:** Can quantity annual heating and cooling energy requirements of a building  
- **Learning Objective 5:** Understand psychrometry and can analyze simple HVAC systems in terms of operating principles  
- **Learning Objective 6:** Understand the types, functioning and operating principles of heating, cooling, and air handling equipment

---

### Syllabus Details

**Course URL:** [Course URL]
### Section 1: Course Objectives

#### Question 1:

Please rate your perceived performance or understanding of the following course objectives, according to the scale provided.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Before Taking This Course</th>
<th>After Taking This Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE 340-C001: Understand building codes affecting an electrical system</td>
<td>Average: 2.00, Mode: 0.93, Standard Deviation: 0.93, Variance: 0.86</td>
<td>Average: 2.71, Mode: 1.03, Standard Deviation: 1.03, Variance: 1.06</td>
</tr>
<tr>
<td>AE 340-C002: Can predict annual and peak electrical loads in a human occupied structure</td>
<td>Average: 1.43, Mode: 0.73, Standard Deviation: 0.73, Variance: 0.53</td>
<td>Average: 2.86, Mode: 1.12, Standard Deviation: 1.12, Variance: 1.27</td>
</tr>
<tr>
<td>AE 340-C003: Can analyze and design a building power distribution system</td>
<td>Average: 1.14, Mode: 0.35, Standard Deviation: 0.35, Variance: 0.12</td>
<td>Average: 2.43, Mode: 0.73, Standard Deviation: 0.73, Variance: 0.53</td>
</tr>
<tr>
<td>AE 340-C004: Can quantify needs for lighting quality and level in building spaces</td>
<td>Average: 2.00, Mode: 1.31, Standard Deviation: 1.31, Variance: 1.71</td>
<td>Average: 3.00, Mode: 1.76, Standard Deviation: 0.76, Variance: 0.57</td>
</tr>
</tbody>
</table>

AE 340-C005: Can select and lay out fixtures to meet lighting design goals.
Section 1: Course Objectives

Question 1:

Please rate your perceived performance or understanding of the following course objectives, according the scale provided.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Before Course</th>
<th>After Course</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUR-C001 Understanding building codes affecting an electrical system</td>
<td>2.00</td>
<td>2.71</td>
<td>0.71</td>
</tr>
<tr>
<td>COUR-C002 Can predict annual and peak electrical loads in a human occupied structure</td>
<td>1.43</td>
<td>2.86</td>
<td>1.43</td>
</tr>
</tbody>
</table>
Section 2: Course Attributes

Question 2:
Please rate your perceived extent of performance or understanding of the following course objectives, according to the scale provided.

<table>
<thead>
<tr>
<th>Objective</th>
<th>After Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH210-S001 Understand the anthropological approach to religion in a comparative and cross-cultural framework</td>
<td>4.09</td>
</tr>
<tr>
<td>ANTH210-S002 Examine the differences and similarities between religion and science over time and in different types of social structures</td>
<td>4.18</td>
</tr>
<tr>
<td>ANTH210-S003 Analyze and process different types of materials, theoretical, historical, comparative and ethnographic using analysis and synthesis of the materials</td>
<td>4.00</td>
</tr>
<tr>
<td>ANTH210-S004 Demonstrate communication skills both written and oral.</td>
<td>3.82</td>
</tr>
</tbody>
</table>

Explore the anthropological approach to religion in an anthropological comparative and cross-cultural framework. They will be able to use ethnographic data to support or refute positions, theirs and others.

Examine the differences and similarities between religion and science over time and in different types of social structures and be able to exemplify the interrelationships of time and social frameworks in the development of beliefs and institutions.

Develop and demonstrate the ability to examine and process different types of materials, theoretical, historical, comparative and ethnographic using analysis and synthesis of the materials.

Sharpen communication skills both written and oral as demonstrated in assignments and participation.
Section 2: Course Attributes

Question 7:
Overall, I finished the course with more knowledge of the subject matter in this course.

Section 3: Instructor Attributes

Question 11:
Overall, I would recommend this instructor.
Exercise

• Think about a course you have taught or will be teaching.
• Develop one course goal and objectives.
• Connect these to one major assignment and demonstrate how they link.
• Indicate the rubrics for the assignment and show how feedback to students will be given and when.
Useful Sources


List of Handouts

• Sample Syllabi with attachments.
• Sampling of student comments.
• Drexel Student Learning Priorities.
• Sample Course Evaluations.
• List of Assessment Committees and Activities.
Contact Information

• Barbara Hornum, Ph.D.
  Director, Drexel Center for Academic Excellence and Associate Professor of Anthropology.
  Email: hornumbq@drexel.edu.
  TEL: 215-895-4904

• Stephen L. DiPietro
  Associate Vice Provost for University Assessment
  Email: sld343@drexel.edu
  TEL: 215-571-4264
Syllabus for Worldviews: Science, Magic and Religion

Fall 2013
Class meets in McAlister 4014, Tues. & Thurs. 12:30 p.m.-1:50 p.m.
Instructor: Dr. Barbara Hornum; E-mail: hornumbg@drexel.edu
Offices: Korman, Room 293 Tel: 215-895-4904
    Hours: Korman 293 Tues/Thurs; 11-11:30, Tues/Thurs; 2-2:30 and by appointment.
    There are occasions when I have a meeting that conflicts with office hours but I will
    notify the class when this occurs.

Preferred communication is by email. Please be sure that your Drexel email is working,
your mailbox has space and that it is checked daily. There will be group emails sent to that
address only. If you have an alternate email address you must forward Drexel email to that
but understand that I will only send group mailings to the official email address. If that
inbox is full mail, e-mails will NOT forward. You are responsible for all communications
sent via e-mail. Students adding the course must make up missed assignments prior to their
attending class and they should contact me immediately after adding, preferably in person
or by email so that they can make up all missed work. We move at a fast pace in a quarter
system and have no lag time.

Texts: Bowen, J.J. Religions in Practice: An Approach to the Anthropology of Religion.
    EDITIONS. There have been major changes.
    Warms, Garber and McGee (EDS.) Sacred Realms: Readings in the Anthropology of
    reading articles.

Course Description:
This anthropology course examines perceptions about the way in which the world is structured,
ordered and functions, including how these perceptions influence our beliefs and actions. In the
course, we will compare the perspectives of science, magic and religion through readings, films
and discussions. Anthropology 210 is also listed as a Writing Intensive Course and this is
reflected in the requirements and assignments.

Learning Objectives:
1. Students will explore the anthropological approach to religion in a comparative
    and cross-cultural framework. They will be able to use ethnographic data to
    support or refute positions, theirs and others. (Discussions, Exams, Evidence
    Based Journals.)
2. Students will examine the differences and similarities between religion and
    science, over time and in different types of social structures, and be able to
    exemplify the interrelationships of time and social frameworks in the development
    of beliefs and institutions. (Discussions, Exams, Evidence Based Journals.)
3. Students will develop and demonstrate the ability to examine and process different
    types of materials: theoretical, historical, comparative and ethnographic using
analysis and synthesis of the materials. (Discussions, Exams, Evidence Based Journals,) This engages students in higher order thinking and is a DSLP.

4. Students will sharpen communication skills, both written and oral, as demonstrated in assignments and participation. (Discussions, Exams, Evidence Based Journals.) Theses skills are part of the DSLP on communication.

Course Requirements:

1. Regular attendance is required as the course will include regular student class participation. In class, group work will also be a part of the course. Students missing more than two classes must see the instructor to avoid a grade penalty. Any materials or announcements covered in class missed during an absence are the student’s responsibility. Students are expected to arrive on time and stay the length of the class. Students who are late more than two times or who leave the class early more than twice will be required to meet with the instructor and may be penalized. Students adding after classes have begun will lose the option to miss two classes without permission. * Note. This term, the Professor will be attending two conferences out of the area. As noted on the assignments, required films will be shown and students will be responsible for working in small discussion groups after the films and sending questions via email to Dr. Hornum. An attendance sheet will be passed out.

2. The course will run as a seminar and will combine lecture and student analysis of the readings and films. All assignments are expected when due and students are responsible for meeting deadlines. Reading assignments are generally due on the Tuesday of each week. (In week one, the assignment will be due on Thursday.) It should be noted that the reading needs to be completed when due in order for the class and group discussions to be evidence-based. It will also be impossible to do the weekly journals without completing the reading and having time to analyze and reflect on the content, synthesize the different materials including the films and be able to scaffold or connect the assignments across the term. Timely completion of assignments will be conducive to maximizing your performance on all exams.

3. There will be discussion questions based on the week’s assignment and these will be the basis for in-class group work. Discussion groups will be formed during week one. The discussions should follow the learning objectives in terms of using ethnographic evidence to support or refute contentions. The questions will be sent by email blast prior to the Tuesday class so that students can do preliminary reflection and preparation. (These are generally sent out on the Sunday prior to each week.) If you do not receive these, please contact Dr. Hornum by email by Monday morning.

4. Many weeks we will have films to augment the reading and class material. (See item 1.) The films cannot be repeated and students will be responsible for any material covered. These films will form a series of case studies and questions about them will appear on your exams. You will also be expected to include them in your weekly course analytic and reflective journal. (* Full details on the journal will be provided in a separate section below.) It is suggested that you do a paragraph summary of each film shortly after viewing it as an aid to discussion and studying. While the films will generally be shown on Thursday, there are exceptions that will be announced in advance. For each film, the summary should include title of film, names of any groups shown in the film, at least three key points from the film, and a few sentences on how the film relates to the reading. These summaries should be turned in with the journal submission for the related week.
5. This Fall, Convocation will be on October 22nd and requires the cancelling of classes for the period before, during and after the Tuesday class. As that is the fifth week, it makes having a mid term very complicated. As a result, we will be replacing a single midterm with two smaller exams. One in week three and one in week six. As with any written work for the course, reference should be made to the grading criteria. Missing an exam will result in a failure of that exam. There will be no make-ups allowed without the approval of the instructor for major life events such as illness or injury. If a make-up is granted, in fairness to other students, there will be a grade point penalty. * If the class demonstrates general proficiency and control of the material on the earlier exams, the final will be a take home exam given out in the 8th week. No decision will be made until after both prior exams have been graded. In addition, after the second draft of the journal in week six, it is possible for students demonstrating the sound use of evidence-based analysis and reflection to substitute a short topical paper on an additional reading related to the subject material of the course for the final. The two earlier exams must each have a grade no lower than B+. The instructor, in consultation with the student, will make the decision for this option.

6. Laptops for note taking only may be used in class. Any student using a laptop for other purposes will forfeit the right to use a laptop in subsequent classes. However, laptops may be used during the weekly group discussions for notation of the discussion and for reporting to the class.

7. Cell phones must be put on silent mode and left closed. Only in the case of a university emergency when all cell phones go off may they be opened. If a student has a family emergency and will need to take a call during class, notification of this possibility must be communicated in advance to the instructor so special arrangements may be made. If students wish to use cell phones for informational purposes during group discussions, that is acceptable. Misuse of cell phones will result in their not being allowed in class.

Evidence Based Journal:

This is a major requirement of the course and will be evaluated accordingly. Each student will be expected to keep a written evidence-based journal on a weekly basis that will explore the connections between the topics covered each week based on the reading assignments, class lectures and discussions, and films when shown. In addition to using these sources to make CONNECTIONS, students should express how the issues, ideas and topical relations have influenced their thinking each week. Students will also be expected to include a reflective conclusion about the materials. Each journal entry should range between 2-4 pages in length. Please note the Grading Scale and Rubrics as indicated below. While the reflective conclusions will not be graded and may contain thoughts that are slowly forming, all other materials need to be used evidentially in the commentaries. As the weeks progress, it is expected that the CONNECTIONS will also expand to link elements from all materials and all weeks. (An A grade will not be possible without this.) Depending on the outcome of a discussion in week one, the journals may be collected at the start of the 4th week and while not graded, will be returned with commentary as part of the developmental process. Alternatively, journals will be collected weekly and the first three annotated with edits and suggestions. The remaining entries will also be collected weekly with limited annotation. After week six, students will be alerted to any new or continuing deficiencies that could be detrimental to the final journal grade and have an opportunity to address these when submitting the full journal on the last day of class. All entries will be handled via email to and from official Drexel email addresses as WORD attachments.
Students should refer to the four learning objectives on the front of the syllabus and the weekly learning goals indicated on the reading assignments as well in evaluating their work. These can also be useful in organizing the weekly entries.

For example, students who do not demonstrate the synthesis of materials within the course and the ability to use evidence to support their positions will not be able to attain an A. Students who simply describe what they have read will fall somewhere in the C range. A separate sheet of rubrics and a “mock up” of a hypothetical journal entry is attached to indicate how the learning goals for these assignments will be assessed. In the course evaluations from Spring Quarter 2013, several students indicated that they would prefer to submit their journal entries on a weekly basis, as they tended to procrastinate and thus found themselves having to do entries in bulk. I would like to discuss options with you when we meet during week 1.

Class Participation:

This includes consistent attendance as well as participation in the small group discussions that focus on the weekly discussion questions. It will also include general class participation. The 10% of the grade will be broken down accordingly: 7% for group participation and preparation through weekly questions and 3% will be based on attendance and involvement in class activities.

Weighted Grading:

Evidence Based Journal 30%
Exam 1, 15%, Exam 2, 15% 30%
Final or substituted paper 30%
Class Participation 10%

Grading Scale.

A+ 97-100
A 94-96
A- 90-93
B+ 87-89
B 84-86
B- 80-83
C+ 77-79
C 74-76
C- 70-73
D+ 67-69
D 64-66
D- 60-63 (This is for internal item grading. Not a possible final grade.)
F 59 or lower
Grading Criteria/Rubrics: (These rubrics apply to all formal and graded written work and any formal oral presentations.)

A+ Outstandng Work. Original ideas that demonstrate total mastery of material and the ability to critically evaluate the material logically and with synthesis as well as analysis. All material will be evidencedally supported with appropriate description and citations. Use of materials from all readings, classes and films. Material will be supremely well-organized and presented in a clear and professional manner. No errors or typos will be present.

A Very Superior Work. Demonstrates full synthesis, logic and solid analysis. Materials show appropriate description and examples to support ideas. Materials used are from all readings, classes and films and show integration and connections. Citations are present. Clarity and organization are strong.

A- Superior Work. Some synthesis of materials, clear analysis based on evidence and examples. Materials discussed are from all readings, classes and films and display integration and connections. Appropriate citations. Good clarity and logical organization.

B+ Clearly Above Average Work. Mostly at the level of analysis with only a little synthesis. Some integration of materials but not from all readings, classes and films. No real errors but some material not fully supported by examples. Clear use of appropriate citations. Good clarity and organization.

B Slightly Above Average Work. No synthesis but adequate analysis of material and reasonable use of supporting examples. Not all readings, classes and films represented but those that are connected. Some gaps in connecting ideas and organization could flow more smoothly. Appropriate citations.

B- Average Work. No synthesis and some (but minimal) analysis present. Heavily dependent on description without extrapolation. Not all required readings used. Classes and films represented but some obvious connections are missing. Some gaps in use of examples but citations are appropriate. Writing style may need improvement in organization, clarity and logic.

C+ Average Work. Only at level of description. No real analysis of material but solid use of examples in support of description. Missing use of some readings, classes and films. Integration of materials could be improved. Citations are sufficient for material. Writing style needs work on organization, clarity and logic.

C Average Work. Only description. Could use more examples and much of what is presented is simple restating of readings, class discussion and content of films. Gaps in how connections are demonstrated. Citations are sufficient. Writing style needs work on organization, clarity and logic.

C- Slightly Below Average Work. Level of description but no real connections between different sections of books, classes and films. Minimal use of films and little integration of materials. Some parts of questions not answered. Citations are sufficient. Writing style needs improvement in logic, clarity and organization.
D+ Below Average Work. Not displaying knowledge of all readings, class material and films. Missing some key points but work shows some attempt at making connections and in using examples to support positions. Some parts of questions not answered. Writing style is in need of improvement in logic, clarity and organization. Citations poorly made for what is presented.

D Below Average Work. Missing some of readings, class material and films. Descriptions need expansion and more examples. Little integration of material. Largely paraphrasing readings and little use of films. Missing some parts of questions. Citations spotty. Need to greatly improve organization, clarity and logical presentation of material. Spelling and proofing should be improved.

F Failure. Unacceptable Work. Not demonstrating completion of required assignments in terms of readings and films.

Reading Assignments: Please note that I have moved the assignment of chapters and articles from the arrangements of the books to better fit the two books together and also to have them follow the way I will be organizing the topics of the course. There is logic to this rearrangement but it is not perfect.

Week One: Prior to the start of class, a brief list of concepts and questions will be emailed to students and expected back before the first class to allow the professor to assess each student’s ideas about the course. These questions will be collected but not graded. Keep a copy of your answers so you can do self-assessment of whether and how you might answer these same questions at the end of the term. Format of both books and correspondence will be explained. The Professor may also eliminate articles that have proved problematic to previous groups of students.

Bowen- Chapters 1-3, Reader-, Article 3.
Learning Goals: You should understand the framework and organization of both books. You should be able to define and distinguish between worldview, science and religion and the different approaches used to study religion. Additionally, you should know some of the basic concepts in the anthropology of religion. Finally, you should be able to define boundaries and domains, explain how they function and interrelate and give examples.

Week Two: This is when I will be in North Carolina at a conference. There will be two required films. One for Tuesday and one for Thursday. These films will relate to week one and week three and later units. You will have your film summaries to turn in in week 3. Reader – Articles 6-9. Attendance will be taken both days.

Week Three:
Bowen- Chapter 4, Reader- Articles – 17-21
Learning Goals: You should understand the different types of rituals and the functions they play in a variety of cultures. First three sections of the journal should be sent to me by Friday night as
a word attachment to my Drexel email. The drafts will be edited and returned by Tuesday morning to your email address. (Those opting for weekly submission can send them each Friday night.)

Week Four:
Learning Goals: You will have initial exposure to some religious specialists, patterns of healing and roles of magic and science. You will also examine aspects of sorcery, witchcraft and modernity. On Tuesday, there will be a 30 -minute exam on materials from weeks 1-3. Exam will be in the beginning of class.

Week Five: Tuesday is Convocation. An extra credit assignment (5 points added to first exam, short paper on the rituals attached to convocation) will be due on Thursday. This is open to all but is optional.

Week Six : 1 through 5 of Evidence Based Journal are to be turned in for review and commentary. (Weeks 1-3 should indicate your responses to my earlier edits. Weeks 4-5 should demonstrate that you have continued to use the suggested patterns.) This will be due by end of Sunday via email. 2nd Exam will be Tuesday (30 minutes at start of class) and will cover weeks 4 and 5.
Bowen - Chapters 8 & 9- Reader – Articles 4-5, 10-14.
Learning Goals: You should be able to explain what happens when religions experience diffusion of either or both ideas and people, the place of imagery in religion, and how/why beliefs change.

Week Seven: I will be at a conference in Pittsburgh. You will have two films and attendance will be taken. Film summaries due at start of Tuesday class week 8.
Reader: Units 13 and 14. You should be able to link the material on Hinduism and Buddhism in these units to some of the earlier readings and films (including one of the films this week), and to compare and contrast the religions of Hinduism and Buddhism to the Abrahamic Religions after week ten.

Week Eight: Bowen-Chapters 12 and 15. Reader- Articles 41-46
Learning Goals: You should be able to explain why and how religions change and how new religions emerge as part of a process of culture-change, revitalization and syncretism. You should also be able to explain how cultures respond to these new religions, why some thrive and others do not. You should be able to explain the role of what is called “Virtual” religion in all of this.

Learning Goals: You should be able to look analytically at religion in the Islamic World in terms of some of the critical influences of what occurs when the religion and/or its adherents move to new societies and locations.
Week Ten: Bowen Chapters 10 and 11. Reader – Units 15 and 16.
Learning Goals: You should be able to compare the differences and similarities of these two religions, their development and their place in the modern world. You should also be able to explain the formation of religious identity as well as the relationship of sacred language to beliefs and practices.

Week Eleven: Bowen-Chapter 16.
Learning Goals: You should be able to explain and compare Secularism and Religions in Modern States with a particular focus on the United States and Europe.

The complete Evidence Based Journal including all reflections and an indication, if any, of how the answers to the thought questions might have changed will be due within 48 hours of the last class.

Final Exam when scheduled by Registrar. **Do not make plans or travel arrangements until we have been informed of the date and time. Even if we have a take-home examination, it will be due on the assigned date.**

**Assignments and course requirements may be modified as necessary in terms of content. Deadlines will remain the same.**

**Drexel University Code of Conduct:**

1. **Plagiarism**

Plagiarism is the inclusion of someone else’s words, ideas, or data as one’s own work. When a student submits work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through quotation marks as well. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments.

Plagiarism covers unpublished as well as published sources. Examples of plagiarism include, but are not limited to:

- Quoting another person’s actual words, complete sentences or paragraphs, or an entire piece of written work without acknowledgment of the source.

- Using another person’s ideas, opinions, or theory, even if it is completely paraphrased in one’s own words without acknowledgment of the source.

- Borrowing facts, statistics, or other illustrative materials that are not clearly common knowledge without acknowledgment of the source.

- Copying, or allowing another student to copy, a computer file that contains another student’s assignment, and submitting it, in part or in its entirety, as one’s own.

- Working together on an assignment, sharing the computer files and programs involved, and then submitting individual copies of the assignment as one’s own individual work.
Students are urged to consult with individual faculty members, academic departments, or recognized handbooks in their field if in doubt regarding issues of plagiarism.

2. Fabrication
Fabrication is the use of invented information or the falsification of research or other findings. Examples include, but are not limited to:
- Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials.
- Listing sources in a bibliography not used in the academic exercise.
- Submission in a paper, thesis, lab report, or other academic exercise of falsified, invented, or fictitious data or information, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or information.
- Submitting as your own written work, printing, sculpture, etc. prepared totally or in part by another.

3. Cheating
Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he or she has mastered information on an academic exercise that he/she has not mastered. Examples include, but are not limited to:
- Copying from another student's test, exam, quiz, and/or paper.
- Allowing another student to copy from a test, exam, quiz, and/or paper.
- Unauthorized use of course textbook or other materials, such as a notebook to complete a test or other assignment.
- Collaborating on a test, exam, quiz, or other project with any other person(s) without authorization.
- Using or processing specifically prepared materials during a test such as notes, formula lists, notes written on the students clothing, etc. that are not authorized.
- Taking a test for someone else or permitting someone else to take a test for you.

4. Academic Misconduct
Academic misconduct includes other dishonest acts such as tampering with grades or taking part in obtaining or distributing any part of an administered or unadministered test/assignment. Examples include, but are not limited to:
- Stealing, buying, or otherwise obtaining all or part of an administered or unadministered test.
- Selling or giving away all or part of an administered or unadministered test including questions and/or answers.

- Bribing any other person to obtain an administered or unadministered test or any information about the test.

- Any unauthorized action taken for the purpose of changing a grade in a grade book, on a test, or on other works for which a grade is given.

- Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, on a test, a “change of grade” form, or other official academic records of the University that relate to grades.

- Continuing to work on an examination or project after the specified allotted time has elapsed.

- Any buying or otherwise acquiring any theme, report, term paper, essay, computer software, other written work, painting, drawing, sculpture, or other scholastic art work, and handing it in as your own to fulfill academic requirements.

- Any selling, giving, or otherwise supplying to another student for use in fulfilling academic requirements, any theme, report, term paper, essay, computer software, other written work, painting, drawing, sculpture, or other scholastic art work.

- Scientific Misconduct. See http://www.drexel.edu/provost/policies/scientific_misconduct.asp

Statement for Students with Disabilities:
Student with disabilities requesting accommodations and services at Drexel University need to present a current Accommodation Verification Letter (AVL) to faculty before accommodations can be made. AVL's are issued by the Office of Disability Resources (ODR). For additional information, contact ODR at www.drexel.edu/odr, 3201 Arch St., Street, Suite 210, Philadelphia, PA 19104, 215.895.1401 (V), or 215.895.2299 (TTY).
Syllabus for Worldviews: Science, Magic and Religion  
Spring 2011  
Instructor: Dr. Barbara Hornum--- Class meets in McAlister 4011, Tues. & Thurs. 12:30-1:50  
Offices: Culture and Communication; Bldg. 47, Office 205, Tel: 215-895-2470 and  
Korman, Room 293 Tel: 215-895-4904  
E-mail: hornumbg@drexel.edu  Hours: Korman 293 Tues/Thurs; 11-11:30  
and by appointment. Preferred communication is by email.


Please do not buy any other edition. The book has been substantially changed.

Course Description:  
This anthropology course examines how perceptions about the way in which the world is structured, ordered and functions, influence our beliefs and actions. In the course, we will compare the perspectives of science, magic and religion through readings, films and discussions.

Learning Objectives:  
1. Students will explore the anthropological approach to religion in a comparative and cross-cultural framework. (Discussions, Exams, Log Books.)
2. Students will examine the differences and similarities between religion and science over time and in different types of social structures. Discussions, Exams, Log Books.)
3. Students will develop the ability to examine and process different types of materials, theoretical, historical, comparative and ethnographic using analysis and synthesis of the materials. (Discussions, Exams, Log Books.)
4. Students will sharpen communication skills both written and oral. (Discussions, Exams, Log Books.)

Course Requirements:  
1. Regular attendance is required, as the course will include regular student class participation. In class, group work will also be a part of the course. Students missing more than two classes must see the instructor to avoid a grade penalty. Any materials or announcements covered in class missed during an absence are the student’s responsibility. This is valid for students adding the class after the first class session.
2. Students adding late have no other excused absences and must make up all missed assignments within the week they have joined the class.
3. Students are expected to arrive on time and stay the length of the class. Students who are late more than two times or who leave the class early more than twice will be required to meet with the instructor and may be penalized.
4. The course will be run as a seminar and will combine lectures and student analyses of the readings and films. All assignments are expected when due and students are responsible for meeting deadlines. Reading assignments are generally due on the Tuesday of each week. (In week one, the assignment will be due on Thursday.)

5. There will be discussion questions based on the week’s assignment and these will be the basis for in class group work. The grade for participating in these is 10% of the final grade. Attendance is a factor in the grade.

6. Most weeks we will have films to augment the reading and class material. The films cannot be repeated and students will be responsible for any material covered. These films will form a series of case studies and questions about them will appear on your exams. You will also be expected to include them in your weekly course analytic and reflective log. (* Full details on the log will be provided in a separate section below.) It is suggested that you do a paragraph summary of each film shortly after viewing it as an aid to discussion and studying. While the films will generally be shown on Thursday, there are exceptions that will be announced in advance. These paragraphs are to be attached to your logbooks. Students may not miss more than 1 film without penalty.

7. There will be two essay exams. Students will receive study questions the week before each exam as indicated below. It is expected that students will prepare responses in advance. At the time of the exam, the instructor will have selected some of the study questions and the responses will be written in Blue Books over the scheduled time. No notes may be used. As with any written work for the course, reference should be made to the grading criteria. Missing an exam will result in a failure of that exam. There will be no make-ups allowed without the approval of the instructor for major life events such as illness or injury. If a make-up is granted, in fairness to other students, there will be a grade point penalty. Seniors who are graduating June 2011, may be exempt from the final providing they meet all requirements.

8. Laptops for note taking only may be used in class. Any student using a laptop for other purposes will forfeit the right to use a laptop in subsequent classes.

9. Cell phones must be put on silent mode and left closed. Only in the case of a university emergency when all cell phones go off may they be opened. If a student has a family emergency and will need to take a call during class, notification of this possibility must be communicated in advance to the instructor so special arrangements may be made.

10. Students should check their Drexel email daily. Any announcements sent by me will be sent to that email address. Students who miss such announcements because they either do not check their Drexel email or have full mailboxes are responsible for any information contained in that announcement.

11. This term during Week Three on April 14th and 15th, the Inauguration of President Fry will take place. On the 14th you are expected to attend events scheduled at the time of our Thursday class. On the 15th, all classes will be cancelled during the investiture. You are also expected to attend that. On Tuesday, April 19th, you will hand in a 3-4 page description of the ceremonies and rituals you observed linking these to your reading in Eller and Moro and Myers. As noted below this paper and your attendance at these events is worth 5% of your grade.
**Log Book:**

This is a major requirement of the course and will be evaluated accordingly. Each student will be expected to keep a written log on a weekly basis that will contain their analytic answers to core questions based on the reading assignments, class lectures and discussions, films when shown. In addition to responding to the core questions, students will add other questions and thoughtful answers. Each week, students will also be expected to include a reflective conclusion about the material.

The logbooks will be collected in weeks, 2, 6 and 10. The instructor will provide feedback on the level of answers in week 2 allowing opportunity for modification and expansion and if needed will recheck to see if this was done in week 6. After week 6, a preliminary grade will be given. That grade can be raised or lowered depending on the completed logbook and whether recommended changes have been made. The log books will be graded using the grading criteria indicated below. No changes will be permitted after week 10. The completed logbook must be typed with each week’s material clearly indicated. The books will be collected during the last class. Lateness and missing materials will be penalized. Students adding the course after the first week or missing classes due to illness are responsible for all material in the readings but will not be able to draw on films or missed classes.

Required Core Questions: These must be answered and it is important for you to pay close attention to the grading criteria as you think about and develop your responses. Recognizing that as the term goes on, your thinking and analysis may also expand, you have the right to go back and provide additions to your earlier answers and to add additional thoughts and analysis. However, you should not erase the original answers so that I am able to assess the expansion.

1. What are the central or key points made in each of the chapters and readings for the week? What criteria did you use to select these? Give examples.
2. In looking at the conceptions and assumptions discussed about religion in the materials, do you find patterns that cut across time and distance? In other words, do these patterns have cross-cultural dimensions or not? Give examples.
3 and 4. Each student should create two additional core questions that can also apply to all units.

As noted, these are general questions that ought to be applicable across the two books, different films and class discussions. This means that they are not going to be specific to each week’s assignments. You only need to create the core questions once.

Each individual student will be expected to add 2 additional evidence-based questions and answer these as relevant to each week’s assignments. Thus the log for each week should have the answers to the 4 core questions and an additional 2 weekly specific questions you have developed and the answers to each of these. Any missing questions and their answers will result in a lowered grade. Finally, each week, students should have
a reflective conclusion about the materials where they can express their opinions and thoughts about the materials.

**Grade Percentage:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Log Book</td>
<td>30%</td>
</tr>
<tr>
<td>Midterm</td>
<td>30%</td>
</tr>
<tr>
<td>Final</td>
<td>30%</td>
</tr>
</tbody>
</table>

(Graduating seniors meeting all requirements may be exempt. In that case the logbook will be worth 45% of the grade and the Mid term will also be worth 40% of the grade.)

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Project on Rituals and Ceremonies</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Grading Scale.**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>64-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
</tr>
<tr>
<td>F</td>
<td>59 or lower</td>
</tr>
</tbody>
</table>

**Grading Criteria:**

A+    Outstanding Work. Original ideas that demonstrate total mastery of material and the ability to critically evaluate the material logically and with synthesis as well as analysis. All material will be evidentially supported with appropriate description and citations. Use of materials from all readings, class and films. Material will be supremely well organized and presented in a clear and professional manner. No errors or typos will be present.

A     Very Superior Work. Demonstrates full synthesis, logic and solid analysis. Materials show appropriate description and examples to support ideas. Materials used are from all readings, class and films and show integration and connections. Citations are present. Clarity and organization are strong.

A-    Superior Work. Some synthesis of materials, clear analysis based on evidence and examples. Materials discussed are from all readings, class and films and display integration and connections. Appropriate citations. Good clarity and logical organization.
B+ Clearly Above Average Work. Mostly presentation is at the level of analysis with only a little synthesis. Some integration of materials but not from all readings, class and films. No real errors but some material not fully supported by examples. Clear use of appropriate citations. Good clarity and organization.

B Slightly Above Average Work. No synthesis but adequate analysis of material and reasonable use of supporting examples. Not all readings, class and films represented but those that are connected. Some gaps in connecting ideas and organization could flow more smoothly. Appropriate citations.

B- Average Work. No synthesis and some, but minimal analysis present. Heavily dependent on description without extrapolation. Not all required readings. Class and films represented and some obvious connections are missing. Some gaps in use of examples but citations are appropriate. Writing style may need improvement in organization, clarity and logic.

C+ Average Work. Only at level of description. No real analysis of material but solid use of examples in support of description. Missing use of some readings, class and films. Integration of materials could be improved. Citations are sufficient for material. Writing style needs work on organization, clarity and logic.

C Average Work. Only description. Could use more examples and much of what is presented is simple restating of reading, class and content of films. Some parts of questions not fully handled. Citations are sufficient. Writing style needs work on organization, clarity and logic.

C- Slightly Below Average Work. Level of description but no real connections between different sections of books, class and films. Minimal use of films and little integration of materials. Some parts of questions not answered. Citations are sufficient. Writing style needs improvement in logic, clarity and organization.

D+ Below Average Work. Not displaying knowledge of all readings, class material and films. Missing some key points but work show some attempt at making connections and in using examples to support positions. Some parts of questions not answered. Writing style is in need of improvement in logic, clarity and organization. Citations OK for what is presented.

D Below Average Work. Missing some of readings, class material and films. Descriptions need expansion and more examples. Little integration of material. Largely paraphrasing readings and little use of films. Missing some parts of questions. Citations OK. Need to greatly improve organization, clarity and logical presentation of material. Spelling and proofing should be improved.

F Failure. Unacceptable Work. Not demonstrating completion of required assignments in terms of readings and films. Not answering the questions.
**Reading Assignments:**

Week One: In Thursday’s class students will be given a short quiz based on the syllabus. Students who pass the quiz with a perfect score will receive 1 additional point added to their final grade. Students adding the course later must also take the syllabus quiz. All students must sign the form at the end of the syllabus and return it indicating that they have read and accept all of the requirements as indicated on the syllabus.

Moro and Myers- Preface, Section 1.

Learning Goals: You should understand the framework and organization of both books. You should be able to define and distinguish between worldview, science and religion and the different approaches used to study religion. Additionally, you should know some of the basic concepts in the anthropology of religion and be able to distinguish different types of religious entities.

Week Two:
Eller- Chapter 3.
Moro and Myers- Section 2:9 and Section 4.

Learning Goals: You should be able to distinguish the different types of religious symbols and the categories of religious specialists.

Week Three:
Eller-Chapter 4.
Moro and Myers- Section 2:6,7,8,10,11.

Learning Goals: You should be able to understand the dimensions and aspects of myth in religion.

Week Four:
Eller- Chapter 5.
Moro and Myers- Section 3.

Learning Goals: You should be able to understand the types and diversity of religious ritual. **** Paper based on events of the 14th and 15th of April is due on Tuesday.

Week Five:
Midterm on weeks 1-4.

Eller-Chapter 6.
Moro and Myers- Sections 5 and 6.

Learning Goals: You should understand the role of religion and religious activities in promoting social morality and order.

Week Six:
Eller-Chapter 9.
Moro and Myers- Sections 7 and 8.

Learning Goals: You should understand the functions and operations of magic and the relationships of magic to religion and to science. You should be able to understand witchcraft and in the beliefs about death and the dead in both small-scale and large societies. You should also understand religion and violence.

Week Seven:
Eller-Chapters 7 and 8.
Moro and Myers-Section 9.

Learning Goals: You should understand how religions change and spread. You should be able to understand the operation and functions of revitalization and revitalization movements.

Weeks Eight and Nine:
Eller–Chapters 10 and 11.
Moro and Myers: Section 10.

Learning Goals: You should understand the patterns of secularization and of fundamentalism and there connections cross culturally.

Week Ten:
Eller- Chapter 12.

Learning Goals: You should be able to look analytically at religion in the United States and to think about possible future patterns.

Week Eleven:

Final Exam when scheduled by Registrar. Do not make plans or travel arrangements until we have been informed of the date and time.

**Drexel University Policy on Plagiarism:**
Plagiarism is the inclusion of someone else’s words, ideas, or data as one’s own work. When a student submits work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and
specific references, and, if verbatim statements are included, through quotation marks as well. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. Plagiarism covers unpublished as well as published sources. Examples of plagiarism include, but are not limited to:

-Quoting another person’s actual words, complete sentences or paragraphs, or an entire piece of written work without acknowledgment of the source

-Using another person’s ideas, opinions, or theory, even if it is completely paraphrased in one’s own words without acknowledgment of the source

-Borrowing facts, statistics, or other illustrative materials that are not clearly common knowledge without acknowledgment of the source

-Copying another student’s essay test answers

-Copying, or allowing another student to copy, a computer file that contains another student’s assignment, and submitting it, in part or in its entirety, as one’s own

-Working together on an assignment, sharing the computer files and programs involved, and then submitting individual copies of the assignment as one’s own individual work

Students are urged to consult with individual faculty members, academic departments, or recognized handbooks in their field if in doubt regarding issues of plagiarism.

**Drexel University Policy on Cheating:**

Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he or she has mastered information on an academic exercise that he/she has not mastered. Examples include, but are not limited to:

-Copying from another student’s test paper

-Allowing another student to copy from a test paper

-Unauthorized use of course textbook or other materials, such as a notebook to complete a test or other assignment from the faculty member

-Collaborating on a test, quiz, or other project with any other person(s) without authorization

-Using or processing specifically prepared materials during a test such as notes, formula lists, notes written on the students clothing, etc. that are not authorized
Taking a test for someone else or permitting someone else to take a test for you

Statement on Students with Disabilities:

Students with disabilities requesting accommodations and services at Drexel University need to present a current accommodation verification letter (AVL) to faculty before accommodations can be made. This MUST be done prior to the midterm! AVL’s are issued by the Office of Disability Services (ODS). For additional information, contact ODS at www.drexel.edu/edt/disability.
The syllabus is a contract between the instructor and the student. It is very important that each student has read and understood all of the materials, assignments and due dates on the syllabus. Each student is to indicate this by signing and dating below and return this sheet no later than the end of the first week of class.

Students Name____________________________________________, Date________
Mock Up for Evidence Based Journal  Anth 210

This is intended to simply give students an idea of the type of high quality journal entry I am looking for. That doesn’t mean you should feel that you cannot use your own format and organization. However, the inclusion of analysis, synthesis and evidence to support your reflections would have to be present to get a grade in the A range.

Most importantly, this is based on what I know but not from the readings or text for the class. It is neither a template nor something to be followed rigidly. It is also more monodimensional as it is not actually from an assignment covering a full week of material.

Assignment: Material on Friday the 13th.

This week’s assignments looked at where we might fit beliefs like the potential for random, often dangerous events occurring on a particular day. This was in the context of whether such beliefs belong in the realms of magic and religion or should be seen as superstition.

In our text, Smith discusses how religions change over time, some slowly and some rapidly. Paralleling this discussion is the work in our reader by Jones in which she examines 5 societies over a 100-year span of ethnographies. This survey underscores two such societies in what we might call the “developed world” experiencing religious change in both belief and practice in as short a time as 10 years. That differed from the other three societies, which because of either geographical or cultural isolation the changes are more gradual. For example, in the case of the MXTPK they encompassed the typical life span so that a person born in 1900 and dying in 1960 would not know they had occurred. But someone born in 1965 and reading about beliefs and practices 40 years earlier would find them not only no longer practiced nor believed but would view them as weird.

A film we saw on the multiple cycles and thousand year calendars of Balinese Hindus made the point that these calendars typically have overlapping cycles whereas in the West this only occurs with Friday the 13th. To me this isn’t totally clear because if these cycles once were understood, they are not any longer. Thus the article by Thomas in the reader which discusses how cultures may have remnants of beliefs from the past or through culture contact, but no longer have any knowledge of the practices which once were useful in countering any potential dangers when the cycles came together, helped me gain some perspective on why there are movies about Friday the 13th and why some people may feel vaguely uneasy when having an exam on this day, yet others go out of their way to “challenge” the danger and go hang gliding. Thomas talks about the fact, as did Smith and Jones, about the inevitability of change.

At some point in time, some societies like ancient Babylon had a belief system that involved both symbols (like numbers) and corresponding shapes that could evoke powerful supernatural beings. These same societies also believed that certain
supernatural beings were in charge of or connected to certain days of the week. When the number and the day came together, dangerous spirits could have impact on human beings. This could occur magically, through the manipulation by religious specialists or magicians who knew how to use the numbers and spirits to gain power. As Thomas states, for the Babylonians this was all part of their religious system where the dangers could generally be manipulated and controlled at least by some. But over thousands of years the knowledge disappeared, as did the religious system, but the sense that certain numbers and certain days were potentially malevolent continued. With this lost, Thomas and others see the emergence of what in our society we label superstition. As I think about this, I begin to see connections to people saying not to walk under a ladder, to not whistle in a graveyard, and (if an actor) never to talk about the play *Macbeth* but rather talk about the Scottish Play.

While these are not discussed in our course so far, I did look on the Internet and found some references about certain shapes, e.g. the ladder’s triangular shape being a doorway to another dimension. One of these references came from Brown’s study of Babylonian religion done in the 1890s. Apparently the possibility of control through magical or religious manipulation of symbols—see Queen’s study of symbols in the next section of the reader—disappears faster than fragmented awareness of the symbol. An interesting question is how many of these “superstitions” remain in our society and/or in others. I assume that as we go further into the course and the relevant chapters that I might be able to start to list them.

When thinking about all of this and whether there is any connection between what I am learning and my own beliefs, I haven’t reached any definitive conclusions. I do not really think about Friday the 13th, but I do read my horoscope in the paper. (Most of the time it is just because it is on the same page as the comics.) But once in a while, something happens unexpectedly during the day and when I try to analyze it, I go back and see that something in that day’s horoscope seems to have to predicted the event.

Does this prove that the stars and planets that existed when we were born control our lives? I am not sure. It is kind of fun to think about that. In the text, an early anthropologist, Malinowski, talking about magic in the Trobriand Islands discusses that magic is never disproved by its failures but is proved by its successes. Thus if 364 days of the year events in my life and the day’s horoscope don’t fit I don’t notice anything. But on the one day that they do, it makes me think that horoscopes are valid predictors of events.
Selected Student Comments for Anthropology 210

Free Response:

**What were the most beneficial aspects of the Course?**

It was important to know how to synthesize the material given and integrate it into our own knowledge so that we could complete the journals.

The most beneficial aspects of this course are that the films help you understand the topics a lot better rather than just reading.

Although the journal articles (reader) were extremely time consuming to read along with the textbook, actually writing the journal entries paid off in the end by helping me synthesize, process, and memorize material.

The group discussions, it was nice discussing the material as a small group and then going into the whole class discussion.

I think the group discussions helped significantly. It is insightful to hear what other students gained from the reading, which helps clear up any concepts we might not have understood and to gain new viewpoints on the material. It overall helps to prepare for the class discussion.

Small-group discussion was very helpful. It helped develop ideas, without the stress of talking in front of the whole class.

This course actually taught me. I learned much about anthropology, and about different cultures. But more importantly, I learned to think critically when approaching subjects. I learned also how to express myself clearly in writing relating to the field.

The most beneficial aspect of this course, for me, was being able to understand the societal functions of religions, spirituality, and other organizational belief systems along with the fact that I found it easier to understand the viewpoint of other individuals.
**What specific, practical changes would you recommend that might improve this course?**

The reader was an interesting book with lots of articles and insight that otherwise I wouldn’t have come across. However, it was a lot to take, so many authors and points of view can become a little confusing and the book itself can be quite intimidating.

I would add a quiz here and there to help boost our grades and keep us more in check in reference to the readings.

Make reading assignments due Thursday and show films on Tuesday. That way if students find it helpful to complete the journal articles right after reading the articles, they can do that by the end of the week and be able to incorporate material from the films. Otherwise, readings would be done the weekend before to be prepared for Tuesday's discussion, then waiting till after Thursday to write a journal entry once the film had been see. That's almost a whole week after the initial reading of the journal articles and text, which can make it difficult to write a journal entry on.

Perhaps a bit less reading, it was difficult to keep up with all of the reader material even if you didn’t have to read each article that was assigned.

I think it might help if the journals (entries) were due on a weekly basis, instead of having multiple journals due every few weeks. This way students could receive feedback on each journal before starting anew one, and prevent potentially continuing to complete work in a pattern that isn’t quite achieving the content required of the journals.

Study guide questions to accompany the films, so we have a better sense of what specifically to look for while watching.

I cannot think of any. Perhaps using movies that are available online, or getting the films uploaded so that they are viewable on the students own time. Very minor.

Less emphasis on the texts; a more diversified range of sources could lead to a more beneficial synthesis of varied ideas.