ANT 3241: ANTHROPOLOGY OF RELIGION

I. General Information

Class Meetings

- Spring 2023
- Meeting: Tuesday 12:50 – 1:40 pm and Thursday 11:45 am – 1:40 pm
- Location: CSE E121

Instructor

- Dr. Marit Tolo Østebø
- **Office location**: Grinter Hall 488
- **Office hours**: Friday 10:30 am – 12:30 pm
- Contact: Marit.ostebo@ufl.edu

Course Description

This course introduces you to the anthropological study of religion. In addition to critically discussing the very concept of "religion" we will explore different theoretical positions and concepts that have informed anthropological conversations about religion. Course readings will include selected classical texts as well as anthropologically informed contemporary studies of various phenomena that tend to be labeled religious. The course encourages critical thinking and self-reflexivity. It is important to acknowledge that the way we see things and the questions we ask are influenced by our biographical, historical, and cultural and religious/non-religious background. In the Ethnography Lab, which concludes each module, you will be introduced to and practice anthropological research methods and ethnographic writing and given the time and tools for designing and executing a collaborative ethnographic research project.

IMPORTANT: This is NOT a course that promotes a particular religious or spiritual belief. We will not discuss whether a religion is true or false. The expression of religious prejudices will not be tolerated. I encourage you to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

General Education Credit

- Social & Behavioral Sciences
- International (N)

This course accomplishes the General Education objectives of the subject areas listed above. A minimum grade of C is required for General Education credit.

Required Readings and Works

Bielo, J.S. (2015) Anthropology of Religion – the Basics
Hannig, A. (2017) Beyond Surgery. Injury, Healing, and Religion at an Ethiopian Hospital

The rest of the course materials will be posted on Canvas and include book chapters, journal articles, newspaper articles, and multi-media sources.

II. Course Structure and Organization

Team-Based-Learning (TBL)

This course is structured after the Team-Based-Learning (TBL) strategy, a pedagogical approach which in addition to encouraging social **connections** and active learning for individuals and teams, is designed to enhance your problem-solving skills and to develop your level of **critical thinking**. While **content** knowledge is an important part of TBL, courses that adopt this model have a major focus on how to apply concepts and theories from anthropology and other relevant disciplines to real-life situations and pressing societal issues or challenges.

TBL allows you to engage extensively with me and your peers while in the classroom. You will have plenty of opportunity to make new friends and develop your social and **communication skills** (which is key to becoming a good cultural anthropologist and global citizen). You will spend most of your time in-class working on team activities and discussions. I will form the teams using team-formation principles from TBL during the first week of the semester. These teams will be permanent.

Many students have negative experiences with group work. TBL was developed to avoid the common drawbacks and flaws associated with traditional group work. For example, an important principle in TBL is to avoid assigning group-work outside of regular class-hours. TBL is a strategy that is well researched, and several studies have shown that it has improved student performance and learning experience. TBL is currently being used in many disciplines, including medicine, history, literature, anthropology, and law. It is a methodology that is particularly conducive to and speaks to the following SLOs: **content, critical thinking, communication, and connection**.

Readiness Assurance Process (RAP)

The course consists of six modules, organized around overarching topics and questions related to the theme of the course. Each module will follow a sequence known as the Readiness Assurance Process. The RAP is an integral piece of the TBL Strategy. This process gives you numerous opportunities to demonstrate that you comprehend the readings and course concepts, while receiving immediate feedback on their progress. The RAP takes place in a sequence containing the following components:

Readings
At the start of each module, you complete a select number of readings at home. These readings provide you with the foundation that will be built upon with supplemental readings later in each module.

Individual Readiness Assessment Test (I-RAT)
The first in-class activity for each module is the I-RAT, which is based on the assigned readings. This is a quiz featuring multiple-choice questions focused on the key concepts and ideas of the readings. The questions are designed both to assess comprehension of **content** as well as to maintain accountability for doing the readings on time. You will take the I-RAT on Canvas (in class).

Team Readiness Assessment Test (T-RAT)
Immediately after finishing the I-RAT you will take the same test as a team. You will discuss the questions as a team and decide on an answer for each question. This is a process that allows you to talk about and explain your reasoning behind what you think to be the right answer. You will take the t-RAT using scratch cards that have specifically been developed for TBL. *Your eligibility for the T-RAT score depends on your I-RAT score. If your I-RAT score is 10 (out of 40) or less, your individual score will be used as your T-RAT score. If your score is 10 or above, you qualify for the team-grade*.

Appeals
After completing a T-RAT, teams can appeal any question they missed on the team test. Appeals are only granted when an argument is presented demonstrating comprehension of the concepts. An appeal must be submitted in writing and explain in a couple of short paragraphs why the team believes its answer to be correct. *Direct evidence from the reading must be used and cited.* Appeals are to be submitted to me by e-mail within 24 hours after class. If the appeal is successful, the points will be added to your team score as well as for any individual that answered the same way as the team. Any team members who had the question correct initially will continue to receive credit on the question. ONLY the members of a team that appeal will be eligible for a change in score, meaning each team must complete and submit a separate appeal. If an appeal is unsuccessful (or your team does not submit an appeal) you will not receive points of the question, regardless of whether other teams successfully appeal the question.

Class Activities – Applications and Collaborative Ethnographic Research Project

Most of the class meetings consist of team-based activities that allow you to apply the material learned from the readings to specific problems. Within TBL these activities are called applications. Most of the application exercises pose a question or a significant problem and require that each Team makes a 'best' decision. Each Team will need to poll each member, listen to each member's ideas and their explanation for why their idea should be supported, and then reach a Team consensus. At the end of your deliberation, all the Teams will be asked to simultaneously report their decisions and be ready to substantiate their preferred choice with references to assigned readings (or to previous knowledge, of readings and knowledge gained from other classes). I will facilitate a larger classroom discussion, making sure that all the different arguments are given due attention. At the end of each application, I provide a mini lecture (see below), explaining what I consider to be the best choice. Over the semester we will do many smaller applications.

You will also be given time in-class to work on a team-based collaborative ethnographic research project, in what I have called Ethnography Lab (see annotated schedule, description of graded work, and section on experiential learning component below).

Mini-Lectures

A course that adopts TBL as a learning strategy, does not include long lectures. I give mini lectures to clarify theoretical concepts that students struggle to understand, or to elucidate problems and questions posed in the applications.

II. Graded Work

Graded Team-Based-Learning Assessments

Individual Readiness Assessment Test (40 point each, total 240)

See description above

Team Readiness Assessment Test (40 point each, total 240)

See description above

Peer-Evaluations (100 points each, total 200)

One of the most significant concerns with working in a group and receiving team grades is that some of the members of the team may work harder than others or "free-ride" off those in the group willing to put in more effort. You will be given a chance to anonymously evaluate your team member peers during the course. I use a digital platform called Teammates to administrate these evaluations. You will be evaluating each member on his or her participation in team activities. (Did they come to class regularly? Were they prepared for the day's activity? Did they contribute productively to the team? Respect others' ideas?) These evaluations give you a chance to reward or "punish" teammates based upon their team efforts. I will provide more information about this in class.

Collaborative Ethnographic Research Project

Individual Research Notes (40 points each, total 200)

As part of the ethnographic research project, you will write 5 individual research notes. You will find a description of each assignment in the table below.

RESEARCH NOTE #	TITLE	DESCRIPTION	LENGTH
1	PARTICIPANT OBSERVATION	You will submit one page of your field-notes from a participant observation exercise done in class. You will also reflect on the film *White Right: Meeting the Enemy* and how it aligns with key features of participant observation	500 words
2	PLAN YOUR RESEARCH	You will write this note following a discussion with your team about a potential research project. The research note should include a	500 words

		preliminary research question, a rationale for why you think this is worth exploring, a rough plan for where and how you plan to conduct the research (methods) and how you intend to work together as a team (what you intend to do together and as individuals), and an indication of the planned output.	
3	REVIEW LITERATURE	Following a visit with the UF Anthropology librarian, you will conduct a search for literature using relevant databases. You will be asked to describe the search process, identify 3 articles that are of relevance to your research, write a short summary of each article, and explain why you think these articles are useful for your research project.	400 words
4	FIELD-NOTES	Following two weeks of intensive participant observation, you will submit and share part of your fieldnotes (minimum 1000 words) with your team members. You will also write a short reflection (300 words) about your experience conducting participant observation.	1300 words
5	SEMI-STRUCTURED INTERVIEW AND TRANSCRIPTION	You will upload a transcription of the first fifteen minutes of one of the semi-structured interviews you have conducted during the semester. You will also write a short reflection (300 words) about your experience conducting semi-structured interviews.	Length of transcription may vary. Reflection 300 words

Encountering "religion" (Individual assignment 40 each, total 160)

I want you to engage with and reflect on how the materials we read relate to everyday life. When you start learning how the world works, you notice new things. Over the course of the semester, you will submit four reflections that illustrate some of the daily encounters you have with "religion" in a discussion board on Canvas. I will grade these on a Pass/Fail basis. Pass = 40, Fail = 5.)

Instructions for submissions:

They should be 200 words long, minimum

You need to fully describe what you "encountered" – a personal experience, a song, film, a tweet, videogame, book, conversation with a parent, friend, etc.

You must clearly connect this to some theme in our course (ESSENTIAL TO PASS!) – this means linking it to questions or topics we discuss in class.

If appropriate, provide a link to whatever you are discussing

In addition, you should post a minimum of two comments to other student's posts. If you fail to submit comments, your submission will be graded as failed.

Podcast (Team Assignment, 100 points)

The main deliverable of the research you do as a team, should be in the form of a podcast. You will produce this podcast as a team, and I expect you to present your research findings and interrogate/ analyze these drawing on concepts, theories, and readings you have been introduced to in class. The podcast should be between 30-60 minutes and must showcase the participation of all the team-members.

Presentation of Research Project in Class (Team Assignment, 100 points)

As a team, you will present your research project to the class at the end of the semester. More information about the format etc. will be given in class. Your presentation and the grade your team receives will count as a team grade. If you do not participate in the presentation, you will not be eligible for the team grade.

Final Reflection (100 points)

This individual reflection should reflect your engagement with and what you have learnt from taking this class, and by participating in the collaborative research project.

I will use the following rubric in my assessment of the Collaborative Ethnographic Research Project.

INDIVIDUAL REFLECTION The student responds thoughtfully to each of the questions. The response reflect engagement with course content and anthropological methods.	100 to >92.0 pts Exceptional	92 to >85.0 pts Exceeds Expectations	85 to >70.0 pts Meets Expectations	70 to > 60.0 pts Needs Improvement	60 to >0 pts Does not meet expectations	100 pts
PRESENTATION IN CLASS Holds attention and interest of the audience Presents key/major findings in a compelling way. Demonstrates knowledge of the subject area by answering class questions with explanations and elaboration. Demonstrates strong enthusiasm about topic during entire presentation	100 to >92.0 pts Exceptional	92 to >85.0 pts Exceeds Expectations	85 to >70.0 pts Meets Expectations	70 to >60.0 pts Needs Improvement	60 to >0 pts Does not meet expectations	100 pts
FINAL PROJECT - CONTENT AND CREATIVITY The final deliverable is creative, imaginative, and effective in conveying the research project, including methodologies and key findings to the audience.	25 to >22.0 pts Exceptional	22 to >20.0 pts Exceeds Expectations	20 to >14.0 pts Meets Expectations	14 to >8.0 pts Needs Improvement	8 to >0 pts Does not meet expectations	25 pts
FINAL PROJECT - NARRATIVE ELEMENTS The final deliverable includes narrative elements that illustrate key findings	25 to >22.0 pts	22 to >20.0 pts	20 to >14.0 pts	14 to >8.0 pts	8 to >0 pts	25 pts

	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Does not meet expectations	
FINAL PROJECT - KEY FINDINGS The final deliverable presented key research findings in a compelling way	25 to >22.0 pts Exceptional	22 to >20.0 pts Exceeds Expectations	20 to >14.0 pts Meets Expectations	14 to >8.0 pts Needs Improvement	8 to >0 pts Does not meet expectations	25 pts
FINAL PROJECT - SUBJECT KNOWLEDGE AND ANALYSIS The final deliverable demonstrates knowledge of the chosen topic and course content by integrating concepts and ideas introduced in the course. The deliverable also demonstrates evidence of extensive research effort and a depth of thinking about the topic.	25 to >22.0 pts Exceptional	22 to >20.0 pts Exceeds Expectations	20 to >14.0 pts Meets Expectations	14 to >8.0 pts Needs Improvement	8 to >0 pts Does not meet expectations	25 pts
Total Points: 300						

List of Graded Work

Grading is based on three categories of performance: Individual, Team and Peer Evaluation.[1]

INDIVIDUAL PERFORMANCE (40 % of grade)		
TYPE OF ASSIGNMENT	POINTS EACH	TOTAL POINTS
6 Individual RATs	40	240
5 Research Notes	40	200
Encountering "religion" – discussion post	40	160
Final Reflection	100	100
TEEM PERFORMANCE (45 % of grade)		
6 Team RATs	40	240
Podcast	100	100
In-class Presentation of Research	100	100
PEER EVALUATION (15 % of grade)		
Mid-Term Peer Evaluation	100	100
Final Peer Evaluation	100	100

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[1] The weighting of each category is tentative, as the students will have an opportunity to decide – within a given set of parameters – how much each of the performance categories should weigh. This is a common practice within the TBL world.

Grading Scale

For information on how UF assigns grade points, visit: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

III. Annotated Weekly Schedule

Annotated Weekly Schedule

Graded assignments are marked in green

WEEK/DATE	TOPICS & CLASS ACTIVITIES	PRE-CLASS PREPARATIONS
COURSE INTRODUCTION This 'pre-module' provides you with an introduction to the course and to Team-Based-Learning. You will meet and get to know your team. We will also discuss the expectations you have for this course and do an exercise where you as a class decide how much you want each of the three categories of performance to weigh.		
Tues Jan 10	Introduction to course and Team Based Learning (TBL). Meet your team.	
Thurs Jan 12	**Topic:** Basics of TBL **Activity:** Practice Readiness Assessment test. This test will introduce you to the process of testing associated with TBL. It does not count towards your grade. Student expectations. Grade weighting.	Read: The course syllabus Bielo, J. S. (2015) Preface (pp. ix-xv)

MODULE 1: WHAT IS "RELIGION"?		
Tues Jan 17	**Activity:** Readiness Assessment Test	**Read:** Bielo, J. S. (2015) pp. 1-28 Lindquist, G. & Coleman, S. (2008) Introduction: Against Belief? Hannig. A. (2017) Beyond Surgery pp. 1-28
Thurs Jan 19	**Activity:** Applications and mini lecture	**Read:** King, U. (1990) Women Scholars and The Encyclopedia of Religion Bowie, F. (1998) Trespassing on Sacred Domains: A Feminist Anthropological Approach to Theology and Religious Studies
Tues Jan 24	**Activity:** Applications	**Read:** Gunn, T.J. (2004) Under God but Not the Scarf: The Founding Myths of Religious Freedom in the United States and Laicite in France Fernando, M. L. (2010) Reconfiguring freedom: Muslim piety and the limits of secular law and public discourse in France.
Thurs Jan 26	**Applications**	**Read:** Oostveen, D.F. (2019) Religious Belonging in the East Asian Context: An Exploration of Rhizomatic Belonging
Tues Jan 31	**ETHNOGRAPHY LAB** **Topic:** Introduction to Participant Observation **Activity:** You will practice participant observation outside of the classroom for the first half of class. You will return to the classroom where you will write up and compare your fieldnotes with your peers.	**Read:** Jorgensen, D. L. (2020) Introduction. In *Principles, Approaches, and Issues in Participant Observation*, p 1-24 Tips on Writing Fieldnotes, 1 page https://www.reed.edu/anthro/201/fieldnotesandtech.html

Suggestions for further readings:
Lebner, A. (2016) The Anthropology of Religion: Historical and Contemporary Trends
Asad, T. (1983) Anthropological Conceptions of Religion: Reflections on Geertz
Cannel, F. (2010) The Anthropology of Secularism
Lindquist, Galina, and Simon Coleman (2008). "Against Belief?"
Harari, Y. (2016) Salvation by algorithm: God, technology and the new 21st-century religions
https://www.newstatesman.com/politics/uk/2016/09/salvation-algorithm-god-technology-and-new-21st-century-religions
Harding, S.F. (2009) American Protestant Moralism and the Secular Imagination: From Temperance to the Moral Majority
Lofton, K. (2008) Public confessions: Oprah Winfrey's American religious history
Neumann, Iver B. (2006) Pop goes religion. Harry Potter meets Clifford Geertz

Elisha, O. (2008) FAITH BEYOND BELIEF. Evangelical Protestant Conceptions of Faith and the Resonance of Anti-humanism
Leith, S. (2022) It sucks to be a Christian who doesn't believe: My father, Top Gun, and the Resurrection

MODULE 2: STUDYING RELIGION ANTHROPOLOGICALLY

Thurs Feb 2	**Activity:** Readiness Assessment Test; application	Read: Bielo, J. S. (2015) pp. 29-53 Hannig. A. (2017) Beyond Surgery pp. 31-56 Kenyon, S. M. (2014) Chasing the Wind: The Challenges of Studying Spirit possessions Riccardi-Swartz, S. Fieldwork and Fallout with the Far-Right
Tues Feb 7	**Activities:** applications; Film: The Possibility of Spirits	Read: McCarthy Brown, K. (1987). "Plenty Confidence in Myself": The Initiation of a White Woman Scholar into Haitian Vodou.
Thurs Feb 9	**Activity:** Applications	Read: Thomas, T. (2016) Strangers, Friends, and Kin: Negotiated Recognition in Ethnographic Relationships
Tues Feb 14	**ETHNOGRAPHY LAB** **Activities:** You will brainstorm research questions and identify potential research sites for the ethnographic research project. Film: White Right: Meeting the Enemy https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/6ad6fc/alma990380003010306597 **Assignment due** (Wednesday Feb 18): Research note #1. Participant Observation	Read: Russel, B. Preparing for Research

Suggestions for further readings:
Bowie, F. (2008) Anthropology of Religion
Engelke, M. (2002) The Problem of Belief
Irvine, Richard D.G. (2011). The Experience of Ethnographic Fieldwork in an English Benedictine Monastery: Or, Not Playing at Being a Monk
Lawless, E. J. (1992) "I Was Afraid Someone like You... an Outsider... Would Misunderstand": Negotiating Interpretive Differences between Ethnographers and Subjects
Tafjord, B. A. (2020) Translating Indigeneities. Educative encounters in Talamanca, Tromsø, and elsewhere
Wagner, M.B. (1999) The Study of Religion in American Society

Harding, Susan F. (1987) Convicted by the Holy Spirit: The Rhetoric of Fundamental Baptist Conversion
Fernando, M. L. (2014) Ethnography and the politics of silence
Howell, B. M. (2007) The repugnant cultural other speaks back. Christian identity as ethnographic 'standpoint'
Watch: Participant observation https://www.youtube.com/watch?v=zo8xrY0XxT4

MODULE 3: BODIES, WORDS AND THINGS

Thurs Feb 16	**Activity:** Readiness Assurance Test; application **Assignment due** (Friday Sep. 29): Research Note #2. Plan your Research	Read: Bielo, J. S. (2015) pp. 54-80 Mary Douglas (1966) Purity and Danger: An analysis of the concepts of pollution and taboo Hannig. A. (2017) Beyond Surgery pp. 57-90
Tues Feb 21	**Activity:** Applications. Students will work on developing semi-structure interview guides for their research projects Watch: Left of Black with Su'ad Abdul Khabeer	Read: Hill, J. (2016) A mystical cosmopolitanism: Sufi Hip Hop and the aesthetics of Islam in Dakar
Thurs Feb 23	**Activity:** Applications	Read: Sered, Susan S. (1988) Food and Holiness: Cooking as a Sacred Act among Middle-Eastern Jewish Women.
Tues Feb 28	**ETHNOGRAPHY LAB** **Topic:** Reviewing Literature and The Qualitative Interview **Activity**: During the first part of this class, the anthropology librarian Dr. Ginessa Mehar will provide an introductory lecture about how to search for literature using library resources and anthropology databases. In the second part, students will practice interviewing, using the semi-structure interview guides they developed the previous week. **Assignment due** (Friday 13): Research note # 3: Review Literature	No Reading

Hoodfar, H. (1993) The Veil in their Minds and on our heads. The persistence of colonial images of Muslim women
Beattie, J (1960) Nyoro Myth

Daugherty, M. L. (1976) Serpent-Handling as Sacrament
Lewis, I. M. (1971) Trance and Possession
Bialecki, J., Noel Haynes and Joel Robbins (2008) The Anthropology of Christianity
Robbins, J. (2017) Keeping God's distance: Sacrifice, possession, and the problem of religious mediation
Rouse, C. & Hoskins, J. (2004) Purity, Soul Food, and Sunni Islam: Explorations at the Intersection of Consumption and Resistance
Powers, M.N. (1980) Menstruation and Reproduction. An Oglala Case
Brink-Danan, M. (2021) Anthropology of the Jews

MODULE 4: IN TIME, IN PLACE

Thurs March 2	**Activity**: Readiness Assurance Test; application	Read: Bielo, J. S. (2015) pp. 81-105 Hannig. A. (2017) Beyond Surgery pp. 93-146
Tues March 7	**Activity**: Applications .	Heng, T. (2016) Making "unofficial" Sacred Space: Spirit, Mediums and House Temples in Singapore
Thurs March 9	**ETHNOGRAPHY LAB** Students will be given time to discuss and work on their ethnographic project	No readings

SPRING BREAK

Suggestions for further readings:
Khabeer, S. A. (2018) Hip Hop Matters: Race, Space, and Islam in Chicago
Cochrane, L. (2021) Labor and Religious Tolerance in Two Senegalese *Daaras*
Beccaria, F. & Sande, A. (2003) Drinking games and rite of life projects. A social comparison of the meaning and functions of young people's use of alcohol during the rite of passage to adulthood in Italy and Norway
Kenyon, S. M. (1995) Zar as Modernization in Contemporary Sudan
Lock, M. (1996) Death in Technological Time: Locating the End of Meaningful Life
Turner, V.W. (1964) Betwixt and Between: The Liminal Period in Rites de Passage
Watch: Insane Graduation Party Norway (RUSS) https://www.youtube.com/watch?v=RZ3TfvvVF30

MODULE 5: WHO DO WE TRUST?

Tues March 21	**Activity:** Readiness Assessment Test; application	Read: Bielo, J.S. (2015) pp. 106-134 Parmigiani, G. (2021) Magic and Politics: Conspirituality and COVID-19 Hannig, A. (2017) pp. 122-146
Thurs March 23	Activity: Application **Assignment due** (Friday March 24): Research note # 4: Fieldnotes	Read: Kroesbergen-Kamp, J. (2020) Witchcraft after modernity. Old and new directions in the study of witchcraft in Africa
Tues March 28	**Activity:** Applications	Read: Foster, G. (1976) Disease Etiologies in Non-Western Medical Systems Roberts, E. F. S. (2006) God's Laboratory: Religious Rationalities and Modernity in Ecuadorian in vitro Fertilization
Thurs March 30	**ETHNOGRAPHY LAB:** WORKING ON COLLABORATIVE ETHNOGRAPHIC RESEARCH PROJECT Class activity: Give an update to the rest of the class on the research you have done so far. What excites you? What are you struggling with? Do you need tips and counselling in terms of the methods you are using?	Read: NO READING

Suggestions for further readings:
No Shamans here https://savageminds.org/2005/06/21/no-shamans-here/
Gmelch, G. (1971) Baseball Magic
Metcalf, P. A. (1978) Death Be Not Strange
Conklin, B. A. (2001) Cannibal Epistemologies
Thomas, F. (2007) "Our Families are Killing us": HIV/AIDS, Witchcraft and Social Tensions in Namibia
Favret-Saada (1989) Unbewitching as therapy
Geshiere, P. (1998) Globalization and the Power of Indeterminate Meaning: Witchcraft and Spirit Cults in Africa and East Asia
Ziewitz, M. (2016) Governing Algorithms: Myth, Mess, and Methods

MODULE 6: GOING GLOBAL

Tues April 4	**Activity:** Readiness Assessment Test, application	Read: Bielo, J.S. (2015) pp. 135-160 Hannig. A. (2017) Beyond Surgery pp. 149-208

Thurs April 6	**Activity:** Applications, work on collaborative research project **Assignment due** (Friday April 7): Research note # 5: Semi-structured Interview and Transcription	Read: Janson, M. 2016. 'Unity through diversity: a case study of Chrislam in Lagos',
Tues April 11	**ETHNOGRAPHY LAB** **Activity:** work on collaborative research project	Read: NO READING
Thurs April 13	**ETHNOGRAPHY LAB** **Activity:** Work on collaborative research project **Assignment due** (Friday April 14): Research Report	Read: NO READING
Tues April 18	**Activity:** Presentations of Research Projects in class	Read: NO READING
Thurs April 20	**Activity:** Presentations of Research Projects in class	Read: NO READING
Tues April 25	**Course review and evaluations** **Assignment due** (Friday April 28): Final Reflection	
Suggestions for further readings: Peña, Elaine A (2017) Time to Pray: Devotional Rhythms and Space Sacralization Processes at the Mexico–US Border		

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the General Education learning outcomes as follows:

- **Content**: Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).
  - Describe how an anthropological approach to the study of religion differs from other disciplines
  - Describe and critically discuss different definitions and theoretical approaches to the study of religion
  - Summarize and explain key anthropological and theoretical discussions associated with concepts relevant to the course, such as e.g. religion, symbols, magic, rituals, mediation, materiality, globalization, and ethnography. Assessment: Readiness Assessment Tests.

- o Describe key features of anthropological methods and practices, such as participant observation, ethnography, field-notes, and unstructured and semi-structured interviews. <u>Assessment:</u> Research notes.
- o Plan and carry out research using anthropological methods and tools, including participant observation, field-notes taking, and unstructured and semi-structured interviews. <u>Assessment:</u> Research notes, Final Research Report, Final Reflection.
- o Search for and identify literature relevant to specific research questions, using resources available through UF libraries. Assessment: Research Note. Final Research Report.

- **Critical Thinking**: Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).
  - o Use anthropological and theoretical concept relevant to the course to analyze processes and phenomena associated with various 'religious' phenomena. <u>Assessment:</u> Applications, Research Notes, Final Research Report, Final Reflection.
  - o Use relevant research to explore and test ideas and to support or refute generalization. <u>Assessment:</u> Applications, Final Research Report.
  - o Critically analyze arguments, theories and data presented in course readings. <u>Assessment:</u> Applications. Research Notes, Final Research Report, Final Reflection
  - o Analyze qualitative data collected through the ethnographic project using relevant theoretical concepts and perspectives. <u>Assessment:</u> Research Notes, Final Research Report, Final Reflection.

- **Communication:** Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).
  - o Synthesize, and discuss research findings in written and oral forms. <u>Assessment:</u> Final Research Report, Final Reflection, Presentation of Research Project.
  - o Convey anthropological concepts, knowledge, and research findings to others in an everyday language and in popular, creative and/or visual formats such as using through a video, pod-cast, or digital storytelling. <u>Assessment:</u> Final Research Report, Presentation of Research Project.

- **Connection:** Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.
  - o Learn how to work and collaborate with others. <u>Assessment:</u> Peer Evaluations, Applications.
  - o Connect **with others** – both within and beyond the classroom – in ways that challenge you to rethink your 'religious' identity/non-identity in an increasingly interconnected, yet fragile world. <u>Assessment:</u> Peer Evaluation, Applications.
  - o Reflect on the relevance of anthropological concepts and knowledge to real-world, every-day problems
  - o Be mindful of how you can incorporate perspectives and tools from anthropology to in ways that makes the world a better and more inclusive place. <u>Assessment:</u> Final Reflection.
  - o Reflect on your own learning processes and on how the readings and your experience conducting an ethnographic research project, have change the way you think and engage with religious 'others' and in and with the world. <u>Assessment:</u> Research Notes, Final Reflection.

V. Library Resources

Regular Courses

The UF Libraries provide access to numerous resources and services that will help you succeed in this course. Access thousands of online databases, books, and articles or visit one of the branch locations for additional resources, services, and study spaces. Can't find what you are looking for? You can Ask A Librarian for help by email, chat, text, or phone.

Courses with Researching/Writing Component, Grad Courses

The UF Libraries provide access to numerous resources and services that will help you succeed in this course. Access thousands of online databases, books, and articles or visit one of the branch locations for additional resources, services, and study spaces. Further, as this class requires students to complete a bibliography, research paper, or project, both the Anthropology Library Guide and the Anthropology Assignment Guide may be of assistance. You can also contact the Anthropology Librarian directly for help with developing your research topic/question, searching for sources, and evaluating information. And you can also Ask A Librarian for help by email, chat, text, or phone.

VI. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or

via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: http://www.counseling.ufl.edu/ , 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at http://writing.ufl.edu/writing-studio/ or in 2215 Turlington Hall for one-on-one consultations and workshops.

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or

uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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