Instructor Contact Information
Instructor: Christine Jones, PhD
Office: HH 204C
- Contact me via Canvas message or email: Bioarchjones@tamuct.edu
- Office hours: By appointment

Course Description
A critical examination of Wicca and Neo-pagan groups in the US. Explores the history of such groups and exposes the student to academic research in this area.

Accessing Canvas
This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/]. Since this is an online class, most communication between the instructor and students will be electronic in nature; however, all students are welcome and encouraged to attend office hours or make an appointment for an office visit.

Technology Requirements
This course will use the A&M-Central Texas Instructure Canvas learning management system.
Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal. Username: Your MyCT email address. Password: Your MyCT password

- Canvas Support. Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.
- For Other Technology Support. For log-in problems, students should contact Help Desk Central. 24 hours a day, 7 days a week: Email: helpdesk@tamu.edu, Phone: (254) 519-5466 Web Chat: [http://hdc.tamu.edu] Please let the support technician know you are an A&M-Central Texas student.
- Technology issues are not an excuse for missing a course requirement. Make sure your computer is configured correctly and address issues well in advance of deadlines. If you have problems with your personal computer and/or Internet, you have access to the computer lab in Warrior Hall (Room 104). The library (in Warrior Hall) also has computers students can use.
Student-instructor interaction
During the week (Mon-Fri) I usually check emails often and respond within 24 hours. I may not respond to weekend emails until Monday or Tuesday. Email is a better way to reach me than Canvas message.

Warrior Shield:
Emergency Warning System for Texas A&M University-Central Texas
Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account. Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

Course Objectives
• Students will be able to recognize the functions that religion serves in society.
• Students will become acquainted with theories and research on religious beliefs and practices.
• Students will be able to identify the social and environmental factors related to neo-pagan groups.
• Students will acquire basic literacy in Wicca and neo-pagan traditions.
• Students will be able to assess the impact of neo-pagan traditions on the daily lives of groups and their impact on society.
• Students will gain an appreciation for the multidimensional nature of religiosity and other ways of practicing religion.
• Students will develop a degree of objectivity about the subjective reality of religion.
• Students will submit prose reactions to material and topics covered in class discussions.
• Students will submit acceptable book reviews consistent with graduate level scholarship. To be accepted, the student shall discuss all aspects of a selected book, using standard English prose and grammatical construction.

Required Textbooks
Course Requirements

1. **Book reviews (600 pts)**
   - Graduate students will complete THREE book reviews, worth 200 points each. TWO of the reviews will be completed using two of the class textbooks, and ONE will be an outside book selected by the student. Students decide on their own which book is submitted, first, second, and third.
   - For the ONE book review completed on an OUTSIDE book, students must select and read a book related to this course (ex: books on wicca, witchcraft, neo-paganism, shamanism) written between 2015 and 2020. Students must have their selected book approved by the instructor before submitting their review. If a student needs assistance in finding an appropriate book, they should contact the instructor.
   - Students will use the following template to construct all book reviews: [https://owl.purdue.edu/owl/general_writing/common_writing_assignments/book_reviews.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/book_reviews.html)
   - **Format**: Book reviews should be 3 to 5 pages in length, 12 pt font, double spaced, and written in third person, with a reference page listing the full reference of the selected book. Instead of a cover page, the student should list their name, date, and the title of the assignment at the top of the first page.
   - **How to submit**: Completed book reviews will be emailed directly to the instructor by the listed deadlines in the course schedule.
   - The template listed above and the following rubric will guide the instructor:

<table>
<thead>
<tr>
<th>Qualities &amp; Criteria</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
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</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elements of topics to be addressed</td>
<td>Not objective and poorly addresses the issues. Information is unnecessary or insufficient to discuss the issues. (0-109 pts)</td>
<td>Mostly objective and addresses most of the issues. Information is mostly necessary and sufficient to discuss the issues. (110-131 pts)</td>
<td>Objective and addresses all the issues. Information is necessary and sufficient to discuss the issues. (132-140 pts)</td>
</tr>
<tr>
<td>Information is correct</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Coherency</td>
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<td></td>
<td></td>
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<tr>
<td><strong>Quality of Writing</strong></td>
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</tr>
<tr>
<td>Clarity</td>
<td>Poorly written and contains flagrant spelling and grammatical errors. Poorly organized, lacks clarity, and is incoherent. (0-40 pts)</td>
<td>Mostly well-written, without egregious spelling or grammatical errors. Organized, clear, and ideas are presented in coherent ways. (41-55 pts)</td>
<td>Well-written, without egregious spelling or grammatical errors. Well organized, clear, and ideas are presented in coherent ways. (56-60 pts)</td>
</tr>
<tr>
<td>Grammar and English usage</td>
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<td></td>
<td></td>
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<tr>
<td>Organization and coherence</td>
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<td></td>
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<tr>
<td>(Weight: 70%)</td>
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<td></td>
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<tr>
<td>(Weight: 30%)</td>
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NOTE: Graduate students are expected to have adequate knowledge of the essentials of grammar, writing style, and essay organization in accordance with writing manuals. If the student does not have adequate knowledge in these areas, then the purchase and use of additional books are highly recommended. The University Writing Center is also available to students. Instructor feedback will be provided on completed book reviews.

2. Reaction Comment (100 pts)
   - Graduate students are expected to complete all 6 total reaction comments (RCs) assigned, worth 20 points each. The lowest RC grade will be dropped, for a total of 5 counting towards the final grade. This means students can miss up to 1 RC with no penalty.
   - RCs are due every Sunday at 11:59pm except on exam weeks. Due dates are listed in the schedule below.
   - In RCs, students express their reactions to something discussed or experienced in class. The reaction may be emotional, cognitive, insightful, positive, negative, or neutral. Students should make comments on the content of assigned readings, video lectures, and discussions, coupled with their reactions in RCs. A mere summary of material discussed in class, however, is not substantial enough for credit.
   - RCs are private and can only be seen by the student and instructor. The instructor will provide feedback on the first few RCs so that the student knows they are completing them properly.
   - Weekly reaction comments should be 2 paragraphs long or approximately 400 to 600 words. Students should limit themselves to no more than 1 question in any given RC.
   - A link will be provided each week in the Canvas module for students to submit their RC (i.e. “RC Week 1”).
   - RCs should NOT be submitted in advance of the weekly materials, as they are reactions. EX: Wait until the due date for RC 2 has passed before submitting RC 3, etc. There are no makeups for RCs (see late policy).

3. Discussion Boards (200 points)
   - There are 4 online discussion boards, worth 50 points each.
   - Discussion board responses are DUE SUNDAYS 11:59PM during the week they are assigned. Discussion board due dates are listed in the schedule below. Students should aim to submit their primary response earlier in the week (Fridays for example), so that all students have an opportunity to submit their secondary comments at a reasonable time.
   - For each discussion, a student is required to submit one primary response and two secondary responses.
     i. ONE primary response (25 pts) should reflect familiarity with the readings, and should include the student's complete answer to the weekly discussion question(s). Students should answer these as they would an essay question on an exam (see rubric below). Primary responses should be at least a half page in length (about 250 words) to get full credit.
Students should avoid direct quotations as they do not count towards the 250 word minimum, and when referring to specific brief passages in the text the author of each section and page number should be included in parentheses. See rubric for grading of discussion posts.

ii. **TWO secondary responses (12.5 pts each)** After each student has made their primary response, they must make **TWO additional secondary responses to what some student wrote.** Secondary responses should be at least a couple of sentences or more. They should be substantive, meaning they have added important content or additional information to the discussion by enriching the original answer. The best secondary responses refer to the course materials in some way and are not just simple agreement.

- After students submit their three responses for a discussion week they have met the requirements for grading. Students may continue to post as many comments as they like to discussion threads, and this is encouraged to foster discussion.
- The following rubric will guide the instructor:

<table>
<thead>
<tr>
<th>Grading Criteria for Discussion boards</th>
<th>Points allotted for each discussion (50 total)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanation of issues:</strong> In the primary post, the student focuses on explaining issues by answering the discussion questions for the week. The primary post clearly demonstrates that the student has read and comprehended the sources. The issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</td>
<td>Up to 17.5 points</td>
</tr>
<tr>
<td><strong>Analysis of evidence:</strong> In the primary post, the student takes information from sources with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. It is clear the student is considering the evidence presented by authors to support their claims. Viewpoints of experts are questioned thoroughly.</td>
<td>Up to 5 points</td>
</tr>
<tr>
<td><strong>Message Coherence:</strong> Posts MUST be cited appropriately and written in clear, grammatically correct, and properly spelled English. Stream-of-consciousness posts will lose points.</td>
<td>Up to 2.5 points</td>
</tr>
<tr>
<td><strong>Secondary Response Post # 1:</strong> Responses elaborate, contradict, modify, or explain the original message and stay on topic, drawing on the readings and other course materials as appropriate.</td>
<td>Up to 12.5 points</td>
</tr>
<tr>
<td><strong>Secondary Response Post #2:</strong> Same as #1</td>
<td>Up to 12.5 points</td>
</tr>
</tbody>
</table>

4. **GRADUATE Book Discussions WEBEX (100 pts)**

- There will be 2 scheduled class discussions (day/time below) via WebEx, worth 50 points each attended by only graduate students and the instructor. The Webex link
will be shared via canvas and a reminder announcement will be posted. **Graduate students are expected to arrive to sessions on time, stay for the entire session and participate meaningfully in book discussions to earn full points.**

- WebEx discussions will be approximately 1 hour long. The first 5 minutes will be used to take attendance.
- Students must read the assigned books before each discussion. Students will not earn points simply for attending. Students earn full points for participating meaningfully. Meaningful participation includes sharing TQE: Thoughts, Questions, and Epiphanies about the books we are reading.
  - EX: What did you like? Dislike? What surprised you? What imagery interested you and why? What lingering questions do you have about this book? What notes did you take on the chapter? What themes and symbols are prominent?
  - More information on TQE method will be provided during the class.

<table>
<thead>
<tr>
<th>Scheduled Graduate Discussion Day/Time</th>
<th>Total points possible</th>
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<tbody>
<tr>
<td>TUE JUN 16 @ 6:30pm</td>
<td>50</td>
</tr>
<tr>
<td>TUE JULY 7 @ 6:30pm</td>
<td>50</td>
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</tbody>
</table>

5. **Academic Integrity Quiz**

During the first week of class, the student is to read the section in the syllabus on Academic Integrity and visit the link provided in that section regarding plagiarism. The student must complete the course quiz “Academic Integrity” by the due date listed in the course schedule below and on Canvas. **NOTE: Students will not be allowed to continue in the course without by completing and submitting this quiz by the due date.**

### Grading Matrix and Conversion

<table>
<thead>
<tr>
<th>Grading</th>
<th>Points</th>
<th>%</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book reviews (3 @ 200)</td>
<td>600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion Boards (4 @ 50)</td>
<td>200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reaction Comments (5 @ 20)</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book Discussions (2 @ 50)</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Integrity Quiz</td>
<td>----</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>1000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points</th>
<th>%</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900 – 1000</td>
<td>90 – 100</td>
<td>A</td>
</tr>
<tr>
<td>800 – 899</td>
<td>80 – 89</td>
<td>B</td>
</tr>
<tr>
<td>700 – 799</td>
<td>70 – 79</td>
<td>C</td>
</tr>
<tr>
<td>600 – 699</td>
<td>60 – 69</td>
<td>D</td>
</tr>
<tr>
<td>0 – 599</td>
<td>0 – 59</td>
<td>F</td>
</tr>
</tbody>
</table>

### Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Discussions</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 6/1/20</td>
<td>Introduction: Terms and early development</td>
<td><strong>Adler:</strong> Both prefaces, Ch 1-5</td>
<td><strong>Discussion board 1</strong> due 6/7 before midnight</td>
<td>Academic Integrity quiz AND RC1 due 6/7 before midnight</td>
</tr>
</tbody>
</table>
## Course Procedures and Policies

### Instructor Feedback

The instructor will grade and give feedback on RCS and discussion board posts, usually by the end of that week after they are due. The instructor will also respond to selected discussions. It is the student’s responsibility to read instructor responses to these posts.

- Sometimes inaccurate information is presented by students that should be corrected, and the purpose of some replies is to alert the class to such information.
- Students may ask relevant questions regarding instructor responses within the discussion to clarify information however the intent of the instructor is to make sure the concept has been covered adequately not to engage in a debate on the topic.

### Syllabus for ANTH/RELS 3305: Wicca & Neo-Paganism

| Week 2 6/8/20 | Contemporary Witches, Wiccans & Neo-pagans 1 | **Starhawk**: Both intros, Ch 1-8  
**Adler**: Ch 7 | **Discussion board 2** due 6/14 before midnight | RC2 due 6/14 before midnight |
| --- | --- | --- | --- | --- |
| Week 3 6/15/20 | Contemporary Witches, Wiccans & Neo-pagans 1 | **Starhawk**: Ch 10-12  
**Adler**: Ch 8,9,11,12 | **Webex book discussion 1**: Adler & Starhawk  
JOIN discussion on THUR JUN 18 @ 2pm | RC3 due 6/21 before midnight |
| Week 4 6/22/20 | Shamanism and Neo-shamanism 1 | **Harner**: Intro, Preface, Ch 1-3 | **Book Review 1** due 6/28 before midnight via email |
| Week 5 6/29/20 | Shamanism and Neo-shamanism 2 | **Harner**: Ch 4-7 | **Discussion board 3** due 7/5 before midnight | RC4 due 7/5 before midnight |
| Week 6 7/6/20 | Folk magick traditions | **Lightfoot**: WHOLE BOOK  
**Webex book discussion 2**: Harner & Lightfoot  
JOIN discussion on THUR JUL 9 @ 2pm | **RC 5 AND Book Review 2** due 7/12 before midnight |
| Week 7 7/13/20 | Solitary pagans | **Berger**: Ch 1-3 | **Discussion board 4** due 7/19 before midnight | RC6 due 7/19 before midnight |
| Week 8 7/20/20 | Conclusion | **Berger**: Ch 4,5, Conclusion | **Book Review 3** due 7/24 before midnight via email. | |
DISCUSSION PARTICIPATION

Discussions are not the same as RCs. In a discussion, students often encounter experiences, beliefs, and viewpoints that are different from their own. One of the course objectives is to “develop a degree of objectivity about the subjective reality of religion.” As such, student discussions (both verbal and written) should maintain an attitude of objectivity based on study and reflection of the course materials.

- Students should be courteous and respectful to others, including the authors of the text books!
- Students should seek to limit or control their personal biases when reading course materials AND when responding to the contributions of others
- Students should consider the objective study of religious traditions and practices as valuable and relevant to understanding local, national, and global problems and issues.
- More information will be provided on discussion participation by the instructor during Week 1.

DIVERSITY IN THE CLASSROOM

Respect for cultural and human biological diversity are core concepts within the Social Sciences. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. In this course we welcome individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

LATE WORK

- **Book reviews (1 and 2) and RCs:** If a student needs more time on a book review or RC, they can email the instructor to request an extension no later than 24 hours before the assignment is due. Once the extension is granted the student can submit the assignment. Book reviews or RCs submitted after the due date without contacting the instructor to request an extension will not be accepted. Book review 3 will not be accepted late.

- **Discussions:** Late discussion responses are not accepted. There are no makeups for missed webex book discussions.

Modification of the Syllabus

This syllabus may be revised in minor ways at the discretion of the instructor. The student is responsible for noting any changes in the syllabus. More than likely, a change in the syllabus will pertain to typos or events in the course calendar. If modified, a revised course calendar will be posted on Canvas and will replace of the syllabus.
ACADEMIC INTEGRITY
TAMUCT expects all students to maintain high standards of personal and scholarly conduct. Students guilty of academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, self-plagiarism (“recycling”), or collusion. The instructor shall initiate action for each case of academic dishonesty and report it to the Associate Director of Student Conduct. Zero points will be assigned for any course product that violates academic honesty. The student should access this link for more information: https://www.tamuct.edu/student-affairs/student-conduct.html.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES
All University resources, procedures, and guidelines are available online through the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/] in the modules section.

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Book Review Assignment

Students should primarily consult the format and guidelines here:

https://owl.purdue.edu/owl/general_writing/common_writing_assignments/book_reviews.html

Additional useful information on book reviews is presented below:

What is a book review?

A critical book review is a thoughtful discussion of a text’s content, strengths, and weaknesses. A book review should reflect a student’s capacity to read critically and to evaluate an author’s arguments.

Starting the review project. Students should:

- Read the book carefully, taking notes on material they think may be relevant or quotable and on their impressions of the author’s ideas and arguments.
- Determine the author’s principal argument, the chief themes of the text, the kinds of evidence used, and the way in which the author uses them.

Organizing the review. Students should:

1. Begin with bibliographic information: the author’s name, the book’s full title, place of publication, publisher, edition, and date.
2. Introduce the book. They should give their initial impressions, including a key observation on the text. This key observation will be their thesis. Students should not begin with a flat statement such as “This book is interesting.” They should instead begin with an anecdote, a challenging quotation, or a key observation.
3. Write a descriptive analysis and evaluation of the book. They should describe the book’s contents, the author’s argument, presentation, and evidence, and then provide their own evaluation. For example, in an excellent critical book review, students will
   - clearly set out the author’s purpose in writing the book, and whether or not they think the author has succeeded.
   - describe the author’s arguments and the themes of the book, and give their appraisal of their validity and effectiveness.
   - describe the sources and evidence the author uses to prove his case, and evaluate their appropriateness and sufficiency. What are the author’s sources? Should the author have used more, or different, sources?
   - Comment on the author’s organization and writing style.
4. Conclude. Here the student may make more general remarks about the book and the ideas presented in it. If they have not already done so, students can indicate whether they felt the book was worthwhile, and for what audience.