

ANT 4244 RI: Honors Ritual and Symbolism
Fall 2020
T,R 2:00-3:20
HC 114

Instructor: Dr. Rachel Corr
HC 108 799-8018
Office Hours: M,W, F 1-3
rcorr@fau.edu

Course Description: In this course students will learn the process of research and writing in the anthropology of ritual and symbolism and meet all six Student Learning Outcomes of research intensive courses. We first look at some of the classic anthropological works on symbolism and ritual and then turn to more recent developments through ethnographic case studies. We will view symbolism and ritual as they relate to evolution, bio-cultural approaches, political movements, rites of passage, secret societies, dramatic performances, and social dramas. We will read specific cases of ritual change, and the use of ritual as a vehicle for historical narratives and political expression.

Course Objective: To make students familiar with how different scholars approach the study of ritual and symbolism and to give the students tools to do their own analysis; to learn the process of writing research papers. See Student Learning Outcomes below.

Requirements: There will be regular unannounced quizzes and reaction papers (on readings, lectures, and videos) throughout the course. There will be no make-up quizzes, but the lowest quiz grade will be dropped. Students are required to write several drafts and a final 10-12 page research paper. The research paper will go through several stages of revision. Late work will be marked down. Students will give a class presentation on their research.

Grading:

Quizzes: 20 points

Proposal and annotated bibliography 10

First Draft of Research Paper: 10 points

Second Draft of Research Paper 10 points

Final Draft of Research Paper: 20 points

Class Presentation: 15 points

Attendance and Participation: 15 points

Required Books:

Strunk and White *Elements of Style*

Edmund Leach *Culture and Communication*
 Victor Turner *The Ritual Process*.
 Mary Douglas *Purity and Danger*

All other assigned readings are on Canvas

Schedule

	Tuesday	Thursday
Jan. 12-14	Introduction; Discuss benefits of using the Writing Center	Evidence of Neanderthal symbolism and ritual and debates; video clips from "The New Chimpanzees"
Jan. 19-21	Leach Ch. 2-7	Finish Leach (Ch. 8-19). Firth: "Public Symbols and Private Reactions" bring in examples of private symbolism
Jan. 26-28	Obeyskere: "Medusa's Hair"; Douglas: Introduction	Douglas ch. 2-3
Feb. 2-4	Douglas ch. 6	Douglas ch. 7
Feb. 9-11	Film: Massai Women: Discuss how ritual Creates and Controls Experience	Van Gennep: "Territorial Passage" Myerhoff: A Death in Due Time. Students: Bring in examples of rites of passage
Feb. 16-18	Turner chapter 3 pp. 94-108	Turner finish ch. 3 Discuss "rituals of childhood" in class
Feb. 23-25	Turner ch. 5 pp. 166-181	Turner finish ch. 5
Mar. 1-3	Proposal and annotated bibliography due.	Symbols and Political Power: Kertzer "Ritual, Politics, and Power;"
Spring Break March 7-13	No Class	No Class
March 15-17	In-class film: In Whose Honor?	First draft of paper due.
March 22-24	Discuss arguments.	In-class discussion of writing in the social sciences and sentence revisions.
March 29-31 (conference)	No Class: Library Research. Get ready for research symposium	Papers returned.

April 5-7	Presentations—rehearsal for symposium	Second draft of papers due for peer-review.
April 12-14	presentations	Return peer-reviewed papers.
April 19-21	presentations	Final papers due
	Final presentations on day of scheduled final exam.	

Writing Assignments:

You must achieve a grade of "C" (not C-minus) or better to receive WAC credit. Furthermore, this class meets the University-wide Writing Across the Curriculum (WAC) criteria, which expect you to improve your writing over the course of the term. Writing-to-learn activities have proven effective in developing critical thinking skills, learning discipline-specific content, and understanding and building competence in the modes of inquiry and writing for various disciplines and professions.

Writing assignments promote critical thinking and analytical writing; require students to analyze academic discourse and non-academic reportage; encourage students to recognize and examine the intellectual and/or cultural assumptions that underlie course readings and their own writing.

Students are required to write several drafts of a research paper of 5,000-6,000 words. Papers will be returned for revision, with substantive feedback from the instructor. All papers will be graded based on grammar, style, extent to which supporting evidence is appropriately cited, extent to which an understanding of the texts is demonstrated and improvement of writing.

If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term paper.

RI Designation

This Research Intensive (RI) course contains multiple assignments designed to help students conduct research and inquiry at an intense level. If this class is selected to participate in the university-wide assessment program, students will be asked to complete a consent form and submit electronically some of their research assignments for review. Visit the Office of Undergraduate Research and Inquiry (OURI) for additional funding opportunities, workshops and information at <http://www.fau.edu/ouri>.

Integration of Student Learning Outcomes (SLO) for Research Intensive Courses and Assignments:

For the purposes of assessment, the final submitted paper will demonstrate the level of achievement for all six SLOs:

SLO 1: Knowledge. In a 10-12 page final paper, students will demonstrate content knowledge and research skills in an area of the anthropology of ritual and symbolism. The paper will indicate the consultation and command of existing research on the topic and will make a clear contribution to knowledge.

SLO 2: Formulate Questions. After reading different approaches to the study of ritual and symbolism, students will formulate research questions that can be addressed within the scope of a final research paper. Students will refine their analysis through several drafts of the research paper.

SLO 3: Plan of Action. Following the submission of the paper proposal and initial annotated bibliography, and in consultation with the professor, students will address their initial question and begin formulating an argument. While research plans may require different strategies, students will be expected to identify key resources for their research. Students will work effectively to request material via interlibrary loan if necessary and to meet all draft and peer review deadlines. The paper will demonstrate the consultation of relevant scholarly sources and a level of polish in terms of writing and thinking that indicates a well-paced approach. Processes of writing and repeated revision will be emphasized.

SLO 4: Critical Thinking. Students will apply critical thinking skills to evaluate information, their own work, and the work of others, through class discussions of the readings, analysis of peer-reviewed sources, through engaged peer review, and through revisions of papers. The annotated bibliography will evaluate the contributions and limitations of critical sources and will demonstrate the completion of the groundwork necessary to address the questions formulated by the proposal. Through peer review, students will evaluate the work of their classmates and use peer feedback to revise their own work. The final paper will reflect several stages of analysis of literature on a particular topic within the field of studies of ritual and symbolism.

SLO 5: Ethical Conduct. Students will present research in a manner that clearly identifies the sources for ideas and concepts and that clearly distinguishes between his or her ideas and concepts and those of other scholars. All work submitted that draws upon material found in Special Collections, archives, or is protected by copyright adheres to the restrictions placed upon the use or quoting of such material. Papers will use appropriate citation based on the Chicago Manual of style and will meet FAU's standards for academic integrity.

SLO 6: Communication. Students will submit a final written paper and will communicate their research through a conference-style presentation to peers. Those with outstanding presentations will be encouraged to submit an abstract for consideration to the Undergraduate Research Symposium and to submit to the Florida Atlantic University Undergraduate Research Journal (http://www.fau.edu/our/ug_research_journal.php).

Participation and Classroom Etiquette Policy

In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions. Students who are on their laptops (unless taking notes) and cell phones during class, including during videos, will receive an F for participation.

Policy on Recording Class Lectures and Discussions:

The Honors College of FAU prohibits the audio and/or video recording of class lectures and discussions without the express permission of the instructor. Students who record class lectures or discussions without express permission may be subject to disciplinary action under the FAU Student Code of Conduct, Regulation 4.007; the FAU Code of Academic Integrity, Regulation 4.001; or the Honors College Honor Code.

Unless otherwise expressly permitted by the instructor, permission to record class lectures or discussions applied exclusively to the individual student who receives such permission from the instructor whose class is to be recorded. In no case shall recording occur without notice to all students in the class that the lecture and discussions may be recorded. The recording may not be replicated, accessed, utilized by, or made available to any other student or individual without the permission of the instructor.

Students who request recording of class lectures or discussions under the Americans with Disabilities Act must contact the Student Accessibility Services (SAS) to obtain such permission or accommodation, and must otherwise comply with the requirements of SAS. Information for the SAS is available at <http://www.fau.edu/sas/>.

This policy remains subject to existing policies, procedures, and regulations of FAU, all of which shall continue to apply. This policy is not intended to address recordings or videos taken by faculty or FAU officials.

Policy on Accommodations

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses -- Boca Raton, SU 131 (561-297-3880); in Davie, LA 131 (954-236-1222); in Jupiter and all Northern Campuses, SR 111F (561-799-8585). Disability services are available for students on all campuses. For more information, please visit SAS website at www.fau.edu/sas/.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Code of Academic Integrity Policy Statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated

with academic dishonesty. For more information, see University Regulation 4.001 and the WHC Academic Honor Code at <http://www.fau.edu/honors/academics/honor-code.php>. Students who violate the Honor Code will receive an “F” for the course.