

## UMBC UGC Instructions for New Course Request Form (revised 4/2016)

**Course number & title:** Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

**Date submitted:** The date that the form will be submitted to the UGC.

**Effective date:** The semester the new course is in effect, if approved.

**Contact information:** Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

**Course number:** For cross-listed courses, provide all the numbers for the new course.

**Transcript title:** Limited to 30 characters, including spaces.

**Recommended Course Preparation:** *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

**Prerequisite:** *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

**NOTE:** Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

**NOTE:** Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

**# of credits:** To determine the appropriate number of credits to assign to a course please refer to the [UMBC Credit Hour Policy](#) which articulates the standards for assignment and application of credit hours to all courses and programs of study at UMBC regardless of degree level, teaching and learning formats, and mode of instruction.

**Maximum total credits:** This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

**Grading method(s):** Please review the [grading methods document](#) (this link can be found on the UGC forms page) before selecting a grading option. Please do not select all three grading options by default.

**Proposed catalog description:** Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

**Rationale:** Please explain the following:

- a) Why is there a need for this course at this time?
- b) How often is the course likely to be taught?
- c) How does this course fit into your department's curriculum?
- d) What primary student population will the course serve?
- e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
- g) Explain the reasoning behind the P/F or regular grading method.
- h) Provide a justification for the repeatability of the course.

**Cross-listed courses:** Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

**Course Outline:** Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

*Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.*

**UMBC UGC New Course Request: ANCS 365**

Date Submitted: 8/30/2019

Proposed Effective Date: 12/30/2019

|                   | Name              | Email          | Phone        | Dept |
|-------------------|-------------------|----------------|--------------|------|
| Dept Chair or UPD | David Rosenbloom  | drose@umbc.edu | 410-455-2723 | ANCS |
| Other Contact     | Molly Jones-Lewis | mjl@umbc.edu   | 410-455-2970 | ANCS |

**COURSE INFORMATION:**

|   |  |
|---|--|
| Course Number(s)  | 365  |
| Formal Title  | Magic and Witchcraft in the Ancient Mediterranean  |
| Transcript Title (≤30c)   | Magic in the Ancient World   |
| Recommended Course Preparation  | N/A  |
| Prerequisite<br><b>NOTE:</b> Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better. | N/A  |
| # of Credits<br>Must adhere to the <a href="#">UMBC Credit Hour Policy</a>  | 3.00   |
| Repeatable for additional credit?   | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  |
| Max. Total Credits  | 3.00 <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small> |
| Grading Method(s)   | <input checked="" type="checkbox"/> Reg (A-F) <input checked="" type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail   |

**PROPOSED CATALOG DESCRIPTION** (Approximately 75 words in length. Please use full sentences.):

Modern legends of the supernatural and paranormal have ancient roots going back far into human history. This course will explore the contribution of Greece and Rome to the Western Tradition of magic and magical thinking. We'll be exploring the use of daily practical magic and curses as well as the specialized use of astrology, dream-interpretation, and fortune telling in medicine and philosophy. We'll also be reading ancient stories of demons, ghosts, vampires, and werewolves, as well as discussing the various ways the inhabitants of the Ancient Mediterranean protected themselves from supernatural attack. Supply cost covers materials for a curse tablet making project and a baked-clay amulet (or two). The hybrid course will involve online discussion and writing combined with in-class activities and lecture/ discussion.

**RATIONALE FOR NEW COURSE:**

This course has been running successfully for some time under the ANCS 350 Topics course. It fills a need in our curriculum for a religion and ritual course centering on multiculturalism and exchange, and introduces students to a growing and active subfield in Ancient Studies that is becoming increasingly necessary to general study of Ancient Mediterranean history and language. This course will be offered annually. We plan to petition for GEC AH&C credit, thus serving students needing to complete general education requirements. It also addresses issues of gender, culture, diversity, and religious tolerance, making it an attractive choice for students interested in social justice and, in particular, the ways Ancient Near Eastern and African cultures interacted with and impacted the religions of Greece and Rome. It is also geared to compliment other courses in our sequence, thus broadening our majors' mastery of Ancient Studies as a field and introducing them to the use of magic-specific resources (eg. The Papyri Graeci Magiki PGM).

Since this course requires extensive reading, technical discussions, and careful engagement with both material and written sources, the 300 level best reflects the level at which material is taught and assignments are evaluated.

However, the topic is one that any student with college experience can approach; the materials and methods are similar to other work in history, and many students come familiar with ancient pantheons and a general impression of Greece, Rome, and Egypt's importance to ancient history. As such, regular grading with an audit option appropriately reflects the sorts of students who may take the course (most are there for a grade, but we get a couple who want exposure to the materials without the burden of completing assignments, and the class format supports both populations). The course content does not change semester to semester, and therefore should not be repeated.

**ATTACH COURSE SYLLABUS (mandatory):**

ANCS 365: Magic and Witchcraft in the Ancient Mediterranean (**Hybrid 3-week winter course**)  
**WF 1pm – 4:15 PM**

Instructor: Dr. Molly Jones-Lewis (**Call me Dr. Jones-Lewis, she/her pronouns**)

E-Mail: [mjl@umbc.edu](mailto:mjl@umbc.edu)

Office Phone: 410-455-2326

Office: Fine Arts 445

Office Hours: Immediately after class. Other in-person meeting times available by appointment.

**FAQ Thread on Blackboard:**

Please use this as your first stop for questions and course information. It's on the Discussions page at the top.

**Purpose:**

1. To learn why magic and ritual become part of a culture, and how magic functioned in the ancient Mediterranean.
2. To develop skills in interpreting ancient texts and objects
3. To participate in discussions and written projects arguing from close readings of texts.

**Textbooks**

Ogden, Daniel. 2009. *Magic, Witchcraft, and Ghosts in the Greek and Roman Worlds: A Sourcebook*. 2nd ed. Oxford: Oxford University Press.

Faraone, Christopher A, and Dirk Obbink. 1991. *Magika Hiera : Ancient Greek Magic and Religion*. New York: Oxford University Press.

**Ground Rules (especially for online interaction):**

- Respect your classmates. Mocking, bullying, trolling, and the like will not be tolerated. I will give you a warning, and then any subsequent offensive posts will be automatically failed. If you wouldn't say it to their face, don't say it online. If you're not sure if it's offensive, don't post it.
- Keep your communications about the class on the boards. No private messaging and emailing should be necessary. This policy is to allow me to enforce the courtesy policy.
- Keep it clean. We will be discussing mature themes in clinical language; avoid profanity, overtly crude humor, and off-topic grossness. Mildly mature humor is ok. Use your best judgment.
- Stay on topic. If I think you're getting off topic, I'll post.

Course Structure

**Grading distribution for online component (worth 50% of your grade):**

**Initial Posts** - 10 points per week. 30 total points

**Response Posts** - 12 points per week. 36 total points

**Total online points:** 66

Grades will be calculated as a percentage out of 66 points using a 10 point grading scale.

**Grading for in-class component (worth 50% of your grade)**

**Attendance:** 6 total meetings, one point per meeting

**Participation:** You must present orally at least once, contribute to group discussions, and complete all activities. 14 points total.

**Follow-up Journaling (submitted online):** Journal Posts - 10 points per week, 30 total

**Total in-class points:** 50

Calculated as a percentage of 50 total points.

### Details for Online Assignments:

#### **Assignments:**

You must do the reading. I expect you to read closely enough that you can engage in discussion, and I give you a few days to get it done.

Note: Due time. Because Blackboard can be buggy, please allow yourself extra time to have your post posted by 11:59 pm. I suggest that you aim for 11:30pm. On my end, I will forgive posts late by 15 minutes or so to correct for connection issues and blackboard problems. After that, I take off one point for every day late. If Blackboard goes down the night of a due date (I will check for this), I will extend that assignment (but not following assignments) by a day.

After that, there are three stages to each week's assignments:

#### **#1 – Initial posts – Due Every Monday 11:59 pm ± 15 minutes - 10 points (5 points each):**

On the discussion boards there will be a forum dedicated to that week's readings. On that forum you must post a response to **two** of the questions. Your response must fit the following criteria to be given full credit:

- Original phrasing, even if you engage with and agree with an earlier poster. You must add new and additional points.
- 100-300 words (About 1-3 paragraphs). Not too short, not too long. The word limits are firm, though you may go over by a few words.
- At least three specific references to the week's reading (see citation rules)
- Proper written English. Emoticons are ok. Colloquial usage is ok. Avoid text-spellings (u r, c u l8er, etc.), misspellings, and profanity.
- Type your response in word (or open office or whatever) to avoid getting timed out of blackboard.

#### **#2 - Response posts – Due Friday 11:59 pm - 12 points (three each):**

The second phase of the discussion portion of the class involves responding to other people's points. The due date is such that you can incorporate live in-class activities and discussions. If you agree, say why. If you disagree, say why. **You must post at least four of these. You may post more than one response to a single question.** You may respond to a single classmate, or a group sharing the opinion you wish to address. Use the text to back up your points. The rules are the same as for initial posts with these exceptions:

- There is no lower word limit, so long as you include at least **one citation**.
- **There must be one citation from the week's reading**
- Address the opinion, and do not attack the poster(s) personally. Disagree (or agree) with ideas, not people.
- Make at least **one original observation**.

Example Response posts:

Good

I agree with Fozzy that Oedipus is basically a good king because in the first speech (Sophocles *Oedipus the King* 1-16) he sounds really concerned about his people and encourages them to speak their mind. He also offers to help them, which indicates that his heart's in the right place.

*The post engages with what someone else said, mentions a specific part of the play with a citation, then explains why the citation backs up the point.*

#### Bad

Fozzy is right. I agree with everything he said. Oedipus is a good king.

*It's saying the same thing as the good response, but it doesn't add anything new. I barely took the poster any time at all to put this up, and s/he doesn't even say why s/he agrees. There is no citation either. Basically, this kind of response shows no effort.*

*From an instructor's point of view, there's no way to tell if this student even read the play, and so it provides nothing to grade (no effort, no originality, no detailed knowledge of the reading, minimal engagement with classmates).*

#### Really bad.

Fozzy U suk. UR an idiot if U think Oedipus was a good king. I bet u like ur mom just like Oedipus LOL.

*This poster not only fails to support his/ her point, but s/he uses poor English, misspells 'suck', and attacks Fozzy personally instead of confining his/her argument to Fozzy's idea. It also violates the "keep it clean" portion of course policy. This post would automatically fail because it shows clear and egregious disrespect for a classmate.*

### **3 –Journal Post - Due Sunday 11:59 pm - 10 points each.**

This is the final phase of a week's worth of reading and in-class activities. Reflect on what you did and what you've learned, focusing on course activities and how you contributed to them. You may wish to consider discussing things that surprised, confused, and interested you. You may also want to reflect on parallels from other classes or your own experiences. For full credit, your entry must fulfill the following:

- 300-600+ words
- Formal written English
- At least 5 citations, 3 of which must be from the week's reading (see citation rules. Primary = ancient authors, Secondary = modern articles or Classmates' posts. *This is the only assignment in which classmates' posts count toward the citation total.*)
- Synthesis and interpretation (this is the least well defined criterion. Using the things you discussed all week, I want you to come to some final conclusions about the big questions we asked of the text. This can be either a refined, extended answer to a single discussion question or a completely new idea you came up with on your own – or something between the two. It can be personal or general, but it must rely on specific citations from the text to support an interpretation of issues within the reading. Creativity is a plus. If you want to try something risky, email the professor to make sure it will count.)

#### **Citation Rules:**

- **Use parenthesis**
- **Author, work, (where applicable) book #, line #, or section #** (5.34 = Book 5 line 34)
  - (Ogden #233) – passage #, not page #
  - (Scarborough 233) – Chapters from *Magica Hiera* are written by different authors. Use author name + page #

- (Artemidorus 5) – For ancient primary sources outside of Ogden, Author + page #
- **Journal Posts only** – if you cite a classmate, give the name and thread. (John Smith, Week 1, Question 1) OR Jane Doe (Week 2 Journal).
- **Avoid quotations.** You should quote directly *only* if the *exact words* are needed to prove your point, and then you should put your quote *before* your discussion, telling us why this quote adds to your point. **Never end an argument with a quotation, Always explain WHY the quote proves your point.**
- **Support points.** If you refer to events in the play, put in (parentheses) where the event happened. If you refer to background reading, briefly give information that will let your readers know where in the background reading you got your information. For example, if you want to refer to the paragraph in the Introductory Note on Classical Greece about geography, you'd say (Intro. Note on Classical Greece, geography).
- **Feel free to add links to outside sources.** Feel free to discuss these sources with each other.

**If you post more than the required 2 initial and 4 response posts, and if those posts are of high quality, extra credit will be distributed at the professor's discretion.**

#### Shorter schedule of online assignments

- Monday at about midnight ( ± 15 minutes) your first two initial posts are due.
- Friday at about midnight, your four response posts are due
- Sunday at midnight your journal is due.

#### **Schedule of Readings and Activities:**

**Week 1: Magicians** (Ogden, chapters 2,3,5,6)

*NB:* This will be a shorter week-cycle due to the way meetings are structured. Initial posts are due **Thursday**, responses **Friday**, journal **Sunday**.

Wednesday Meeting: Introduction; Begin practitioners

- Come having read Ogden 2&3 and...
- [Cunningham](#) ♡ Graham Cunningham. *Religion and Magic: Approaches and Theories*. Washington Square: New York University Press, 1999.

Friday Meeting: **Gender and Magic**

- Ogden 5 & 6

Weekend: Work on your journaling and get a jump on Ogden.

**Week 2: The Supernatural** (Ogden 5- 9, 14)

Wednesday Meeting: Divination Practicum

- Read Ogden 5-9
- For class, keep a dream journal. One dream will do.
- [Artemidorus](#) ♡ *The Dream Interpreter's Handbook*

Friday Meeting: Roman-style Witchcraft trial practicum

- Ogden 14
- Phillips *Nullum crimen sine lege: Socioreligious sanctions in magic* in Magika Hieria

Weekend:

- Scarborough *The Pharmacology of Sacred Plants and Roots* in "Magika Hieria"

**Week 3: Practice and Defense** (Ogden 10-13)

Wednesday: Amulet and Magical Item practicum

- Read Ogden 10
- Read Strubbe *Cursed be he who moves my bones* in "Magika Hieria"

Friday: *Defixiones* discussion and practicum

- Read Ogden 11-13

Weekend: Betz, *Magic and Mystery*, in "Magika Hieria"

- Don't forget your final journaling post.