

LR 101: Philosophy of Magick
Credits: 3
Required Course for All Students

Welcome to LR 101: Philosophy of Magick! In this course, you will be introduced to the concept of magick as an object of study, a method of practice, and a critical component of human and natural history. Our goal is to help students create their own definitions of magick, and consider this unique facet of humankind from a diverse range of perspectives, of which the most important is their own.

Lessons

1. **DEFINING “MAGICK”**

We will set out towards an epistemological definition of magick, and consider how anthropologists, sociologists, historians, and practitioners have defined magick through the ages.

2. **MAGICK WITH A ‘K’**

Why spell magick with a ‘k’? A brief aside on the Raventree philosophy regarding this spelling.

3. **MAGICK, RELIGION, AND SCIENCE**

From Frazer to Hutton, Tylor to Greenwood, scholars have wrestled with the often vague delineations between magick, religion, and science. We explore the sometimes arbitrary distinctions between the three.

4. **RE-ENCHANTMENT**

For centuries, the magickal artes were said to be in decline, as science and modernism offered new perspectives on the world. Now, with a magickal Renaissance in full swing, we discuss the re-enchantment of the world, with its many rewards and possibilities.

5. **THE MAGICKAL WORLDVIEW**

A survey of the magickal cosmology and outlook. How do practitioners engage with the different facets of the magickal or occult realms?

6. **LEARNED & COMMON MAGICK**

An examination of Learned versus Common Magick, and how these differing sets of magick are viewed through a modern lens.

7. **LEARNING MAGICK**

How do we learn magick in the 21st century? A survey of the methodologies of learning amongst students in the last century, as well as a deep exploration of how students at Raventree can grow and expand as magickal students (and students of magick).

8. **ARTE & PRACTICE**

Some thoughts on the different experiences of magick, both as scholars and students.

9. THE SEVEN SPHERES

An overview of the seven spheres of study at Raventree, and how each draws upon a major tradition or facet of study.

10. NITIMUR IN VETITUM

The path forward for students.

Exercises

- I. **(Lesson 1)** Students will create a preliminary personal definition of magick before beginning the course; this will serve as a benchmark for subsequent reflection and consideration.
- II. **(Lesson 3)** Students will contrast magick with either religion or science, as a discussion board assignment.
- III. **(Lesson 6)** Students will have the opportunity to select a particular form of magick (eg divination, alchemy, Kabbala, etc) and consider why it might be considered learned or common magick in the 21st century.
- IV. **(Lesson 7)** Self-reflection essay: students will consider how they have previously learned or studied magick, and how they hope to study it at Raventree.
- V. **(Lesson 9)** Students will pursue a research project on the Seven Spheres at Raventree, and create a personal interest inventory to aide them in selecting a Major pathway.
- VI. **Course Examination Essay:** Students will revisit their original definition of magick, and reflect on how it may have changed throughout their readings and exercises.

References & Suggested Reading

Making Magic, Randall Styers, 2004

The Triumph of the Moon, Ronald Hutton, 1999

Defining Magic: A Reader, Bernd-Christian Otto & Michael Stausberg, 2014

Hands of Apostasy: Essays on Traditional Witchcraft, ed. by Michael Howard & Daniel Schulke, 2014

Arkane Welten, Gerhard Meyer, 2008

Letters from the Devil's Forest, Robin Artisson, 2014

Witching Culture, Sabina Magliocco, 2004

Esotericism and the Academy, Wouter Hanegraaff, 2012

The Occult World, ed. Christopher Partridge, 2015

Shamans, Sorcerers And Saints: A Prehistory of Religion, Brian Hayden, 2003

Stealing Fire from Heaven, Nevill Drury, 2011

The Cambridge History of Magic and Witchcraft in the West, ed. David Collins, 2015

Dictionary of Gnosis & Western Esotericism, ed. Wouter Hanegraaff, 2006