

# ADF Generalist Study Program

Welcome to this new step in your spiritual and intellectual journey with Ar nDraiocht Fein. Students completing the studies suggested for the ADF Generalist Study Program will have a broad understanding of the history of druidism and ADF, as well as comparative mythology and a better understanding of their chosen cultural focus of study.

We encourage generalist students to continue working with the meditation techniques developed from the ADF Dedicants Program and observe the High Days throughout their studies. The Generalist Study Program is weighted rather heavily toward academic studies, and students should balance these studies with additional spiritual and religious work.

We strongly encourage generalist students to share the fruits of their labor with others. Please consider submitting your course materials to *Oak Leaves*.

If you have any questions, comments or suggestions, please feel free to contact the ADF Preceptor at [ADF-Preceptor@adf.org](mailto:ADF-Preceptor@adf.org). Happy studies!

## ***G.1 First Circle Generalist Courses***

### **G.1.1 Indo-European Studies 1**

Indo-European Studies 1 is a study of extant research on the ancient Indo-Europeans. The primary goal for this course is to become familiarized with what one means by the concept of Indo-Europeans and to begin to understand how ADF is based on Indo-European studies.

#### **Resources for Indo-European Studies 1**

*Suggested texts: One of the following-*

- ***In Search of the Indo-Europeans: Language, Archaeology, and Myth*** by J.P. Mallory (ISBN: 0500276161)
- ***Heaven, Heroes, and Happiness: The Indo-European Roots of Western Ideology*** by Shan Winn (ISBN: 0819198609)
- ***New Comparative Mythology*** by C. Scott Littleton (ISBN: 0520024036; out of print, but fairly easy to find used or through interlibrary loans)

#### **Exit Standards for Indo-European Studies 1**

1. Describe several of the factors that define a culture as Indo-European and how those defining factors are useful in understanding that culture. (minimum 300 words)
2. George Dumézil's theory of tripartition has been central to many modern approaches to Indo-European studies. Outline Dumézil's three social functions in general, and as they appear in one particular Indo-European society. Offer your opinion as to whether you believe Dumézil's claim that tripartition is central to IE cultures. (minimum 300 words)
3. Choose one Indo-European culture and describe briefly the influences that have shaped it

and distinguish it from other Indo-European derived cultures. Examples include migration, contact with other cultures, changes in religion, language, and political factors. Is there any sense in which this culture can be said to have stopped being an Indo-European culture? (minimum 300 words)

4. Choose one other Indo-European culture and compare and contrast it to the culture discussed in question 3 above with respect to each culture's Indo-European nature. (300 words)
5. From its beginnings, ADF has defined itself in relation to Indo-European pagan traditions. What relevance do you think historical and reconstructed IE traditions from the past have in constructing or reconstructing a Pagan spirituality for the present and future? (minimum 600 words)

### **G.1.2 Critical Thinking**

Critical Thinking is a study of the techniques and principles of correct reasoning and effective communication. The goals of the course are to provide students training in the techniques of presenting ideas effectively and in a logical manner, including understanding obstacles to thinking well, the basic elements of an argument, how to distinguish good arguments from bad ones, understanding fallacies, and how our worldview influences our thinking and moral reasoning. Students shall learn to recognize how a scholar reaches a conclusion, what his premises are and what inferences he makes from those premises, so that he may evaluate the argument for himself.

#### **Resources for Critical Thinking**

*Suggested texts: One of the following-*

- ***How to Win Every Argument: An Introduction to Critical Thinking*** and ***The Art of Deception: An Introduction to Critical Thinking, Vol. 2*** by Nicholas Capaldi (ISBNs: 1567313302 and 0879754249)
- ***The Craft of Research*** by [Rose E. Frisch](#), [Gregory G. Colomb](#), [Wayne C. Booth](#), [Joseph M. Williams](#) (ISBN 0226065685)
- ***Introduction to Logic*** by Irving M. Copi & Carl Cohen (ISBN: 0138877203)
- ***Logic and Contemporary Rhetoric*** by Howard Kahane (ISBN:0534524702)
- ***Good Reasoning Matters: A Constructive Approach to Critical Thinking*** by **Leo A. Groarke, Christopher W. Tindale and Linda Fisher** (ISBN:0195412257)
- ***Becoming a Critical Thinker: A User Friendly Manual*** by **Sherry Diestler** (ISBN: 0130289221)
- ***Critical Thinking*** by **Brook Noel Moore & Richard Parker** (ISBN: 1559348364)
- ***How to Think About Weird Things: Critical Thinking for a New Age*** by **Theodore, Jr. Schick, Lewis Vaughn** (ISBN: 0767420489)

*Optional/Advanced:*

- ***Aristotle: Prior Analytics, Posterior Analytics, Sophistical Refutations*** at <http://www.knuten.liu.se/~bjoch509/philosophers/ari.html>
- ***Plato: Gorgias*** at <http://classics.mit.edu/Plato/gorgias.html>

- ***Plato: Protagoras at <http://classics.mit.edu/Plato/protagoras.html>***

### **Exit Standards for Critical Thinking**

1. Discuss what constitutes a good argument, how arguments work and what makes some arguments better than others. (minimum 600 words)
2. What is the difference between inference and deduction? (minimum 100 words)
3. What is a fallacy? (minimum 100 words)
4. What is the difference between an inference and a premise? (minimum 100 words)
5. Discuss the effect of bias on thought and moral reasoning. (minimum 100 words)
6. Take an Indo-European topic essay of a minimum of five pages in length and analyze it for soundness, validity, fallacies, rhetorical devices and overall quality of composition. (Contact the ADF Preceptor for examples and suggestions of papers to critique.) (minimum 600 words)

### **G.1.3 Research & Composition**

Students shall submit at least two papers of 1500 words in length, one expository in nature and one which expresses a position or argument; both of which should include a list of works consulted and/or cited. Acceptable submissions may include college level research papers, published articles, or any papers submitted for other requirements in any of ADF's Study Programs. Papers must demonstrate thorough research techniques, employ reliable sources, demonstrate a clear writing style, be well organized and make use of standard English syntax, usage and grammar.

### **Resources for Research & Composition**

*Suggested texts: One or more of the following, for reference purposes-*

- ***MLA Handbook, 6th Edition*** by [Joseph Gibaldi](#), Foreword by [Phyllis Franklin](#) (ISBN: 0873529863)
- ***On Writing Well*** by William Zinsser (ISBN: 0062735233)
- ***Elements of Style*** by Strunk and White (ISBN: 0205191584 )
- ***Write for College: A Student Handbook*** by Patrick Sebranek, Dave Kemper, Verne Meyer (ISBN: 0669444022)
- ***Writing Research Papers*** by James D. Lester (ISBN: 0321049802)

## Exit Standard for Research & Composition

1. Students shall submit at least two papers of 1500 words in length minimum, one expository in nature and one which expresses a position or argument; both of which should include a list of works consulted and/or cited. Acceptable submissions may include college level research papers, published articles, or any papers submitted for other requirements in any of ADF's Study Programs. Papers must demonstrate thorough research techniques, employ reliable sources, demonstrate a clear writing style, be well organized and make use of standard English syntax, usage and grammar.

### G.1.4 Liturgy 1

The scope of Liturgy 1 is the theory of ADF's liturgy and its underlying cosmology.

Course objectives include an understanding of the purpose(s) and function(s) of ADF ritual; the roles and functions of individuals in ritual; each step in the ADF Order of Ritual; the entities who are addressed and how to address them correctly. Students will be thoroughly familiar with the elements of our liturgy and cosmology, why ADF Liturgy employs those elements, and in which order they are used. N.B.: Liturgy 1 covers the basic theoretical aspects of ADF liturgy; see Liturgy 2 for more practical liturgical concerns.

#### *Suggested:*

- ***Rites of Worship: A Neopagan Approach***, by Isaac Bonewits (ISBN 1594055017)

***The following essays are available in a single set as a .pdf file or photocopy by contacting ADF-Preceptor@adf.org-***

- ***ADF Standard Liturgical Outline (Brief Version)*** at <http://www.adf.org/rituals/explanations/brief-lit.html>
- ***The ADF Outline of Worship: A Briefing for Newcomers*** by Ian Corrigan, at <http://www.adf.org/rituals/explanations/prerite-briefing.html>
- ***Step by Step through A Druid Worship Ceremony*** by Isaac Bonewits (originally published in *Druid's Progress* #4) at <http://www.adf.org/rituals/explanations/stepbystep.html>
- ***The Worlds and the Kindreds*** by Ian Corrigan, at <http://www.adf.org/articles/cosmology/worlds-kindreds.html>
- ***Sacred Space, an Exploration of the Triple Center*** by Paradox (originally published in *Oak Leaves* #2, April 1997), at <http://www.adf.org/articles/cosmology/sacred-space.html>
- ***A Druidic Ritual Primer*** by Arnold Brooks, at <http://www.adf.org/rituals/explanations/ritual-primer.html>
- ***Goals of Group Ritual*** by Arnold Brooks, at <http://www.adf.org/rituals/explanations/group-ritual-goals.html>
- ***Basic Parameters of Ritual*** by Robert Barton
- ***The Intentions of Druidic Ritual*** by Ian Corrigan at <http://www.adf.org/rituals/explanations/intentions.html>

- *The Dynamics of the Primary Functionaries of Group Ritual by Robert Barton*

*Optional/Advanced:*

- *A Standard ADF Liturgy* by Ian Corrigan at <http://www.adf.org/rituals/explanations/liturgy.html>
- *The Basic Principles of Liturgical Design by Isaac Bonewits* at <http://www.adf.org/rituals/explanations/basicpr.html>
- *Movement and Gesture in Ritual by Robert Barton* *Magical Skills in Druidic Ritual by Ian Corrigan* at <http://www.adff.org/rituals/explanations/magskills.html>
- *Funerary Processes by Robert Barton*
- *Attendance at an ADF workshop on ADF's liturgy*
- *Subscription to the ADF Liturgists Guild list*
- *Review a variety of rituals posted to the ADF website and ADF-Liturgists archives*
- *Papers and other materials by other students*

## **Exit Standards for Liturgy 1**

1. Describe the purpose and function of ritual. (minimum 300 words)
2. Describe some of the roles individuals might take on within the context of ritual. (minimum 100 words)
3. Describe the concepts of the Center and the Gates in ADF's Standard Liturgical Outline. (minimum 300 words)
4. Discuss why ADF rituals need not have a defined outer boundary, or "circle" and the sacralization of space in ritual. (minimum 100 words)
5. Discuss the Earth Mother and her significance in ADF liturgy. (minimum 100 words)
6. Discuss the ritual significance of Fire and Water in ADF liturgy. (minimum 100 words)
7. Discuss the origins of the Fire, Well and Tree, and the significance of each in ADF liturgy. (minimum 100 words for each of the Fire, Well and Tree)
8. Discuss the Outdwellers and their significance in ritual (or not, as the case may be). (minimum 100 words)
9. Describe the intention and function of the Three Kindreds invocations, and give a short description of each of the Kindreds. (minimum 100 words for each of the Three Kindreds)
10. Describe other possible models for the "Filling Out the Cosmic Picture" sections. (minimum 100 words)
11. Discuss how one would choose the focus (or focuses) for the Key Offerings. (minimum 100 words)
12. Discuss your understanding of Sacrifice, and its place in ADF liturgy. (minimum 100 words)
13. Discuss your understanding of the Omen. (minimum 100 words)
14. Discuss your understanding of the Blessing Cup, or "Return Flow." (minimum 100 words)
15. Describe possible cultural variances for elements discussed in questions 3 through 14 above. (minimum 100 words)
16. Describe how ADF liturgy corresponds with your personal or group practice. (minimum 100 words)

### G.1.5 History of Neopaganism and Druidry

History of Neopaganism and Druidry is a study of the modern Neopagan movement, including (briefly) the various other forms of Paganism leading up to it, as well as Druidry ancient and modern. The primary goal for the course is to develop an awareness of the true origins of the Neopagan movement and Druidry so that students will be aware of and able to participate intelligently in the larger Neopagan community of which ADF is a member.

#### Resources

*The following essays are available in a single set as a .pdf file or photocopy by contacting ADF-Preceptor@adf.org-*

- a. ***Defining Paganism: Paleo-, Meso-, and Neo*** at <http://www.neopagan.net/PaganDefs.html>
- b. ***Frequently Asked Questions about Neopagan Druidism*** at <http://www.neopagan.net/NeoDruidismFAQ.html>
- c. ***The Origins of Ár nDraíocht Féin*** at <http://www.neopagan.net/OriginsADF.html>
- d. ***What Neopagans Believe or Neopagan Polytheology 101*** at <http://www.neopagan.net/NeopagansBelieve.html>

*Suggested texts: One of the following-*

- ***The Druids*** by Stuart Piggott (ISBN: 0500273634)
- ***The Druids*** by Peter Beresford Ellis (ISBN: 0802841589)
- ***The World of the Druids*** by Miranda Green (ISBN: 050005083X)
- ***The New Encyclopedia of the Occult***, by John Michael Greer. (ISBN: 1567183360)

*Suggested texts: One of the following-*

- ***Drawing Down the Moon***, by Margot Adler (ISBN: 014019536X)
- ***Magical Religion and Modern Witchcraft*** by James Lewis (ISBN: 0791428907)
- ***The Triumph of the Moon: A History of Modern Pagan Witchcraft*** by Ronald Hutton (ISBN: 0192854496)
- ***Being a Pagan: Druids, Wiccans and Witches Today*** by Ellen Evert Hopman and Lawrence Bond (ISBN: 0892819049)
- ***The Druid Renaissance: the Voice of Druidry Today*** by Phillip Carr-Gomm (ISBN: 1855384809)
- ***Witchcraft: A Concise History*** by Isaac Bonewits (ISBN: 1589292359)

*Highly Recommended-*

- ***Oak Leaves 8*** (reprints of old DP/OL articles)
- ***The Reformed Druids of North America and their Offshoots*** at <http://www.neopagan.net/RDNA.html>
- ***The Origins of the Henge of Keltria*** at <http://www.neopagan.net/OriginsKeltria.html>
- ***The Origins of the Celtic Traditionalist Order of Druids*** at <http://www.neopagan.net/OriginsCTOD.html>

- ***The Origins of the Insular Order of Druids*** at <http://www.neopagan.net/OriginsIOD.html>

Optional//Advanced-

- ***The Earliest Classical Sources on the Celts: A Linguistic and Historical Study***, by Philip Mitchell Freeman, 1994, Ph.D. Dissertation Harvard University.
- ***Persuasions of the Witch's Craft: Ritual Magic in Contemporary England***, by Tanya M. Luhrman (ISBN: 0674663241)
- ***New Age Religion and Western Culture: Esotericism in the Mirror of Secular Thought*** (SUNY Series in Western Esoteric Traditions), by Wouter J. Hanegraaff (ed) (ISBN: 0791438546, OUT OF PRINT)
- ***Witches Pagans & Magic in the New Age*** by Kevin Marron (ISBN: 0770423272; OUT OF PRINT)

#### Exit Standards for History of Neopaganism and Druidry

1. Define Paleopaganism, Mesopaganism, and Neopaganism, giving examples of each. (*minimum 100 words for each*)
2. Name and describe several of the literary sources that contributed to Neopaganism in the first quarter of the 20th century, and discuss their impact on its development. (*minimum 300 words*)
3. Describe several examples of authentic folk customs absorbed into Neopaganism, and describe how they have been adapted. (*minimum 300 words*)
4. Of the following names, identify and explain the importance each has had in Neopagan history and/or the magical revival (*minimum 100 words for each*):  
 Gerald Gardner  
 Robert Graves  
 Dion Fortune  
 Oberon Zell  
 Starhawk  
 Isaac Bonewits  
 (Up to two other individuals of your choice)
5. Compare and contrast your understanding of three various forms of Neopaganism, such as Wicca, Asatru, eclectic Neopaganism, shamanism, and discordianism. (*minimum 300 words*)
6. Discuss the origins and practices of hermetic or ceremonial magic, and how they have influenced Neopaganism. (*minimum 300 words*)
7. Discuss the influence of the Pagan festival movement, and how the festivals changed Paganism in the 1980s. (*minimum 100 words*)
8. Discuss the influence of the Internet, and how it has changed Paganism in the 1990s (*minimum 100 words*)

9. Discuss the origins of the Druidic revival in 18th and 19th century England, naming its key players and describing their contributions. (*minimum 600 words*)
10. Discuss the origins of the RDNA, and the influence of Isaac Bonewits, and the founding of ADF. (*minimum 600 words*)
11. Describe the groups that have split off from ADF, their history and work. (*minimum 600 words*)

### **G.1.6 Indo-European Language 1**

Indo-European Language 1 is the study of the basics of an Indo-European language, ancient or modern, including the ability to properly pronounce basic phrases and/or sentences. With the help of a dictionary and/or grammar guide, students will be able to translate into their chosen language simple expressions, such as “Earth Mother,” “bless this working,” or “join us in our celebration.” The course’s primary goal is to provide a linguistic perspective to a culture of the student's choice, particularly with respect to the student’s personal interests and path of studies. Conversational and reading proficiency are not the goals at this level, rather a more basic understanding of the chosen language’s structure, alphabet, pronunciation, and grammar.

Suggested text for all languages-

- ***The American Heritage Dictionary***, 3rd ed, the appendix of Proto-Indo-European roots (ISBN: 0440218616)

*Suggested Resources for Celtic Language 1*

#### *Irish*

- ***Teach Yourself Irish*** by Diarmuid ó Sé & Joseph Sheils (ISBN: 0658021257; package with book & tape: 065802129X)
- ***Collins Gem Irish Dictionary*** by Séamus Mac Mathúna & Ailbhe ó Corráin (ISBN: 0004707532)
- ***Buntus Cainte*** (OUT OF PRINT - 2 tapes and book; ISBN: 1857910656)

#### *Scottish Gaelic*

- ***Teach Yourself Gaelic*** by Boyd Robertson and Iain Taylor (Book & 2 cassettes ISBN: 0844238619)
- ***Scottish Gaelic-English & English-Scottish Gaelic Dictionary*** by R.W. Renton & J.A. MacDonald (ISBN: 0781803160)

#### *Old Irish-*

- ***An Introduction to Old Irish*** by R.P.M. & W.P. Lehmann (ISBN: 0873522885)
- ***Old Irish Verbs and Vocabulary*** by Antony Green (MAY BE OUT OF PRINT - ISBN: 1574730037)

#### *Welsh-*

- ***Welsh: A Complete Course For Beginners*** by T.J. Rhys Jones (ISBN: 0844238414)
- ***Teach Yourself Welsh Dictionary*** by Edwin Lewis (ISBN: 0658015699)



*Suggested Resources for Norse Language 1*

- *Introduction to Old Norse* by Eric V. Gordon (ISBN: 0198111843)
- *Grammar of the Icelandic or Old Norse Tongue* [Rasmus K. Rask](#), [Sir George Dasent](#) (Translator) (ISBN: 9027208735)

*Suggested Resources for Hellenic Language 1*

- *Ancient Greek (Teach Yourself)* by Henry & Betts (ISBN: 0658021397)
- *Homeric Greek: A Book for Beginners* by Clynde Pharr et al (read 1/3) (ISBN: 0806119373)
- *An Independent Study Guide to Reading Greek by Joint Association of Classical Teachers - JACT* (ISBN: 0521478634)
- *Reading Greek: Grammar, Vocabulary and Exercises* (JACT) (ISBN: 0521219779)
- *Introduction to Attic Greek* by Donald J. Mastronarde (ISBN: 0520078446)

*Suggested Resources for Latin Language 1*

- *Latin for People: Latina Pro Populo* by Alexander & Nicholas Humez (read 1/3) (ISBN: 0316381497)
- *Wheelock's Latin* by Frederic Wheelock & Richard Lafleur (ISBN: 0060956410; Workbook: 0060956429; Comprehensive Guide: 086516486X; Selections from Latin Literature: 0060935065)
- *Teach Yourself Latin* by Gavin Betts (ISBN: 0844238112)
- *Essentials of Latin Grammar*, by W. Michael Wilson (ISBN: 0844285404)

## Exit Standards for Indo-European Language 1

*Required for all-*

1. Compare and contrast the language you have chosen to study and your native language (and any other languages you have studied, if you like). Consider each languages' syntax and grammar, as well as vocabulary matters, such as cognates, derivatives or borrowed words. (*minimum 300 words*)
2. Based on what you understand about the language studied, linguistics in general, and your knowledge of the associated culture(s), briefly describe how the characteristics of the language may reflect the attributes, history or values of the associated culture(s). (*minimum 300 words*)

*Required- one of the following*

1. Copy of college transcript for any Indo-European language (minimum one semester/quarter with at least a grade of "B").

2. Create a tape recording and accompanying “phrase-book” of a minimum of 25 phrases or sentences in the Indo-European language of your choice. Try to choose phrases and sentences that will a) be useful to you in your studies and/or spiritual practices; and b) reflect the cultural uniqueness of the native speakers of that language.

### **G.1.7 Indo-European Mythology 1**

Indo-European Mythology 1 is the study of main mythical themes and events among several Indo-European cultures. The course’s primary goal is to introduce students to Indo-European cultures’ mythologies such that they can begin to perceive apparent similarities and differences.

*Suggested texts: One of the following-*

***Comparative Mythology*** by Jaan Puhvel (ISBN: 0801839386)

*Suggested Resources for Celtic Mythology*

- ***Celtic Heritage*** by Rees & Rees (ISBN: 0500270392)

*... and one of the following:*

- ***Dictionary of Celtic Myth and Legend*** by Miranda Green (ISBN: 0500279756)
- ***Celtic Wonder Tales*** by Ella Young (ISBN: 048628896X)

*Suggested Resources for Norse Mythology*

- ***The Prose Edda*** by Anthony Faulkes (tr) (ISBN: 0460876163) or Jean I. Young (tr) (ISBN: 0520012321)
- ***Seven Viking Romances*** by Hermann Palsson & Paul Edwards (tr) (ISBN: 0140444742)

*Suggested Resources for Hellenic Mythology*

- ***Homeric Gods: The Spiritual Significance of Greek Religion*** by Walter Otto (ISBN: 0405105584)
- ***Bullfinch's Mythology*** by Thomas Bullfinch (ISBN: 0517201615)
- ***Gods of the Greeks*** by Carl Kerényi (ISBN: 0500270481)
- ***Early Greek Myth*** by Timothy Gantz (ISBN: 0801853605)

*Suggested Resources for Slavic Mythology*

- ***Forests of the Vampires: Slavic Myth (Myth and Mankind)*** by Charles Phillips, Michael Kerrigan, Duncan Baird Publishers, Time-Life Books, 2000 (0705436136)

### **Exit Standards for Indo-European Mythology**

1. List and discuss the major primary sources for the mythology of three Indo-European cultures, including their dates of origin and authorship (if known). Discuss any important factors that may cause problems in interpreting these sources, such as the existence of multiple revisions, or the presence of Christian or other outside influences in surviving texts. (minimum 300 words)

2. Summarize, then compare and contrast the myths of at least two Indo-European cultures with respect to the following topics (you need not use the same two cultures as a basis of comparison for each topic): (minimum 300 words for each)
  - tales of creation
  - tales of divine war
  - tales which describe the fate of the dead
3. Explain how each of the following elements of ADF ritual does or does not resonate with elements of two different Indo-European cultures (you need not use the same two cultures as a basis of comparison for each element): (minimum 100 words each)
  - Earth Mother
  - Deities of Land
  - Deities of Sea
  - Deities of Sky
  - Outsiders
  - Nature Spirits
  - Ancestors
4. Discuss how the following seven elements of ADF's cosmology are (or are not) reflected in the myths of two different Indo-European cultures. For this question, please use the same two cultures as a basis of comparison for the entire question. (minimum 100 words each)
  - Upperworld
  - Middleworld
  - Divisions Of Middleworld (e.g., 4 Quarters, 3 Triads, 8 Sections)
  - Nether/Underworld
  - Fire
  - Well
  - Tree
5. To what extent do you think we can offer conjectures about Indo-European myths in general? Are the common themes strong enough that the myths seem like variations? Or are the differences so powerful that the themes are less important than the cultural variations? (minimum 300 words)

### G.1.8 Nature Awareness

Nature Awareness is an introduction to how people fit into and interact with the land and Nature Spirits around them. It introduces students to the spirits that inhabit the very land we walk on and gives them an introductory understanding of the nature of those spirits. It will also help students achieve a more holistic perception of the universe in which we live and participate. The course includes a brief look into traditional Indo-European views of environment (social customs, ritual customs, or other areas of student interest) and how such views are continued in today's society. Students will become more aware of major environmental concerns in their immediate areas. The primary goals of this course are to: 1) provide students with a formalized introduction to one of our Three Kindreds; 2) show students, in a very basic way, how they fit into the chain of events we call life; 3) provide students with a basic idea of how the ancients viewed their relationships to the land and how we might adapt those ideas in a modern context; and 4) help students become more aware of issues of concern in their immediate area.

#### Resources for Nature Awareness

*Suggested texts: One of the following-*

- **Part IV in *The Celtic World*** by Miranda Green (ed) - esp. chapters 9 & 11 (ISBN: 0415146275 [boxed hardcover] and 0415057647 [hardcover])
- ***Vestal Fire*** by S. J. Pyne (ISBN: 0295975962)

*Suggested texts: One of the following-*

- ***Our Ecological Footprint : Reducing Human Impact on the Earth*** by William E. Rees (ISBN: 086571312X)
- ***Silent Spring*** by Rachel Carson (ISBN: 0395683297)
- ***Noah's Garden : Restoring the Ecology of Our Own Back Yards*** by Sara Stein (ISBN: 0395709407)

*Suggested texts: One of the following-*

- ***A Sand County Almanac*** by Aldo Leopold (ISBN: 0345345053)
- ***The Solace of Open Spaces*** by Gretel Ehrlich (ISBN: 0140081135)
- ***Walden*** by Henry David Thoreau (ISBN: 0486284956)
- ***Nature Writings*** by John Muir (ISBN: 1883011248)

*Recommended-*

- Websites for local Departments of Natural Resources, Soil and Water Conservation Districts, local news stations, Chambers of Commerce, etc.
- **Any of the field guides by Tom Brown Jr.**
- **Subscribe to the ADF Naturalist Guild list**

#### Exit Standards for Nature Awareness

1. Describe the customs of two or three Indo-European cultures regarding the land and natural resources, and compare and contrast these practices with the prevailing modern attitudes. (minimum 300 words)

2. Describe your understanding of the term "nature spirits"? Discuss this concept in relation to both ancient Indo-European and modern ADF practices. (minimum 300 words)
3. Describe the park or patch of untended nature closest to your home and what kind of park it is. (minimum 100 words)
4. Explain where your household water comes from; what waterway is nearest to your home, and where its source is; where it drains; if there are any large bodies of water (lakes, ocean) near your home; what you know about the quality of water in your region; and what the major concerns in your area regarding your water supply are. (minimum 300 words)
5. Explain where your household garbage ends up and what recycling is available in your area? (minimum 100 words)
6. Briefly describe the major sources of air and water pollution in your area, what the biggest source of pollution in your area is, and what impact it has. (minimum 100 words)
7. Describe the basic climate of your region, the primary influences on your weather patterns, major economic resources of your region (for example, crops, minerals, ranching, tourism, manufacturing) and how are these affected by climate and weather conditions. (minimum 300 words)
8. Name and provide the following information for each of three species of animals (birds, mammals, insects, fish, etc.) and three species of plants native to and currently found in your area:
  - a. Its status (endangered, threatened, thriving, overpopulated)
  - b. A brief physical description of the species, noting if you have seen it, and where.
  - c. Describe at least one of the following:
    - i. a way it is or has been used by humans (for example, as food source, medicinal use, raw materials for tools, clothing, housing, etc.)
    - ii. a way in which it has been affected by human presence or development
    - iii. a way in which it has adapted to or entered into an ecological relationship with human presence or human development.
9. Identify one species of plant or animal in your local area which is threatened, endangered, or locally endangered, or which became extinct in historic times. Explain what destroyed or threatens this species locally, how does or might the absence of this species affect your locality, and what, if any, steps were taken or are being taken to preserve the species. (minimum 100 words)
10. Identify one plant or animal species which was introduced to your area and explain how its introduction and continued presence has affected the local ecology and what, if any, steps are being taken to mitigate those effects. (minimum 100 words)
11. Based on your experiences, meditations, and research, describe what, in your opinion, makes a place seem "natural." (minimum 100 words)
12. Based on your research for Questions 1 above, describe what sort of offering would be appropriate to make to the Nature Spirits in your area, and what would be an appropriate way

to make such an offering and why. Discuss the potential ecological consequences of making this offering and ways to modify the offering in order to minimize any negative environmental impact. (minimum 100 words)

13. Based on the research and conclusions you have drawn from question 1 through 12, describe how you might further extend your personal and/or group spiritual practices to include the Nature Spirits and other natural elements. (minimum 300 words)

### **G.1.9 General Bardic Studies 1**

General Bardic Studies 1 is an overview of the cultural and ritual roles of Bards and bardic arts in historical times, the modern Neopagan community, and Ar nDraiocht Fein in particular. Students will research a variety of bardic expressions in the context of two or more ancient Indo-European cultures, describe a variety of bardic forms or styles and a bardic figure, and gain practical experience using bardic arts in a ritual context.

#### **Resources for General Bardic Studies 1**

*Suggested texts, general:*

- ***Sacred Sounds*** by Ted Andrews (ISBN: 0875420184)
- ***"The Storytellers' Repertoire" (P. 207-341) section of Celtic Heritage*** by Rees & Rees (storytelling) (ISBN: 0500270392)
- ***Introduction to The Poetic Edda*** by Lee M. Hollander (tr) (ISBN: 0292764995)

*Suggested texts for poetry:*

- ***A Poetry Handbook*** by Mary Oliver (ISBN: 0156724006)
- ***Rules for the Dance by Mary Oliver (ISBN: 039585086X)***
- ***All the Funs In How You Say A Thing: An Explanation Of Meter & Versification by Timothy Steele (ISBN: 0821412604)***
- ***The Book of Forms: A Handbook of Poetics by Lewis Turco (ISBN: 1584650222)***
- ***Patterns of Poetry: An Encyclopedia of Forms by William Miller (ISBN: 0807113301 – out of print)***

*Suggested texts for music:*

- ***What to Listen for in Music*** by Aaron Copeland (ISBN: 0451528670)
- ***Essentials of Music Theory (Books 1-3) by Andrew Surmani, Karen Farnum Surmani, Morton Manus (ISBN: 0882848976) or Essentials of Music Theory: A Complete Self-Study Course for All Musicians (ISBN: 0739036351)***
- ***A Creative Approach to Music Fundamentals by William Duckworth (ISBN: 0393978796)***
- ***The Development of Western Music: A History by Marie K. Stolba (ISBN: 0697293793)***

*Suggested texts for storytelling:*

- ***The Storyteller's Start-Up Book: Finding, Learning, Performing, and Using Folktales : Including Twelve Tellable Tales*** by Margaret Read MacDonald (ISBN: 0874833043)
- ***The Way of the Storyteller by Ruth Sawyer (ISBN: 0140044361)***

- *Improving Your Storytelling by Doug Lipman (ISBN: 0874835305)*
- *Tales of the Elders of Ireland by Ann Dooley (Editor), Harry Roe (Translator) (ISBN: 0192839187)*

*Recommended-*

- Subscribe to the ADF Bardic Guild List

## **Exit Standards for General Bardic Studies 1**

1. Indo-European Culture: Discuss in general terms the bardic arts prevalent within a single (preferably ancient) Indo-European culture; explain how those bardic arts fit into that culture and religion. (300-600 words)
2. Genres: Describe four “genres” of bardic arts, at least one of which must be poetry. For each genre, compare and contrast its appearance and/or use in two single (preferably ancient) Indo-European cultures. The two cultures need not be the same for all four genres. (300 words each)
3. Forms/styles: Describe four forms or styles of bardic arts in either ancient or modern times or a combination of each. Include examples of each form. At least one such description should be for a poetic form; the remainder can be for any bardic form or style. (100 words each [examples not to be included in word count])
4. Bardic Figure: Describe the life, fame and general techniques of a historical or mythical bardic figure in a (preferably ancient) Indo-European culture. (300 words each)
5. Role of the Modern Bard: Describe the role of the modern-day, Neopagan bard in the context of ritual (100 words), Ar nDraiocht Fein (100 words) and the greater Neopagan community (100 words).
6. Practical Bardry: Compose or find a bardic piece (of any appropriate genre or form) suitable for ADF ritual. Describe the process you used for discovery and/or composition of the piece and how it was (or could be) used effectively in a ritual context. (100 words [text of piece not to be included in word count])

### **G.1.10 Divination 1**

Divination 1 is an overview of the role of the seer in an Indo-European societal context, as well as a practicum for modern divination. Students will learn a basic divination system at an introductory level, and about the uses of divination for oneself and others. At this level the divination may still be book-assisted. The primary goal of this course is for the student to become more aware of the kinds of divination and seership practiced in the Paleo-pagan Indo-European world, as well as the most basic ways divination is used today.

### **Resources for Divination 1**

*Suggested texts: One of the following-*

- *Celtic Tree Mysteries: Practical Druid Magic & Divination* by Steve Blamires (ISBN: 1567180701)
- *At the Well of Wyrdd* by Edred Thorsson (ISBN: 0877286787)

- *A Guide to Ogham* by Damian McManus (ISBN: 1870684176; ISSN 08908806)
- *"Ogham: the Ancient Script of the Celts"* by Ruth P. M. Lehmann, in *The Origins of Writing* by Wayne M. Senner (ed) (ISBN: 0803291671)
- *Raido - A Runic Journey* by Jennifer Smith (available for purchase at <http://www.tarahill.com/books.html>)

Recommended-

- Subscribe to the ADF Seers Guild List

Optional-

- *Northern Mysteries and Magick: Runes, Gods and Feminine Powers* by Freya Aswynn (ISBN 1567180477; book & CD are revised edition of *Leaves of Yggdrasil* by same author)
- *Rune Magic* by Donald Tyson (ISBN: 0875428266; out of print, but readily available)
- *The Celtic Tree Oracle: A System of Divination* by Colin & Liz Murray (ISBN: 0312020325)

Out of Print/Limited Availability-

- *The Book of Ogham* by Edred Thorsson (ISBN: 0875427839; out of print and not readily available)

## Exit Standards for Divination 1

1. Name and briefly describe one method of divination or seership technique common to three paleo-pagan Indo-European cultures. (minimum 100 words each)
2. Within the context of a single paleo-pagan Indo-European culture, discuss three different forms of divination or seership, and give an example of each. (minimum 100 words each)
3. Discuss both the role of seers within at least one Indo-European culture and the relationship of seers to other members of the society, including in that discussion how seers or visionaries would have supported themselves or how they would have been supported by their people. (minimum two paragraphs)
4. Identify and describe one method of divination to which you find yourself attracted, and discuss its relationship to paleo-pagan divination. (minimum 300 words)
5. Briefly describe the symbology of your chosen method of divination, and include a method of application for that system. (minimum 100 words overall description plus at least one sentence or line per symbol)
6. Describe the results of three divinations performed by you. These divinations may be text assisted. (minimum 100 words each)
7. Discuss your view of the purpose of divination. (minimum 100 words)
8. Discuss the relative importance and effect of divination within your personal spiritual practice. (minimum 100 words)
9. Discuss your view and understanding of the function of the Seer. (minimum 100 words)
10. Discuss the importance and value of divination as it relates to ADF. (minimum 100 words)



### G.1.11 Magic 1

Magic 1 is the overview of the role of magicians in an Indo-European society. Students will learn a basic magical system at an introductory level and study ancient Indo-European conceptions of magic and their relation to modern magical principals. The primary goal of this course is to for the student to become more aware of the concepts and models of magic in the Indo-European world, as well as some of their modern translations and equivalents.

#### Resources for Magic 1

*Suggested texts: Three of the following-*

- *Magic in the Ancient World* by Fritz Graf, Franklin Philip (tr) (ISBN: 0674541537)
- *Arcana Mundi* ed. by Georg Luck (ISBN: 0801825482)
- *Popular Religion in Late Saxon England: Elf Charms in Context* by Karen Louise Jolly (ISBN: 0807845655)
- *Helrunar - A Manual Of Rune Magick* by Jan Fries (ISBN:1869928199)
- *Teutonic Magic* by Kveldulf Gundarsson (ISBN: 0875422918 or 0875422608; out of print, but readily available, if a bit expensive)
- *The Irish Celtic Magical Tradition* by Steve Blamires (ISBN: 1855381494; out of print, but readily available)
- *Practical Magic in the Northern Tradition* by Nigel Pennick (ISBN: 1870450167)
- *The Western Mysteries*,(ISBN:1567184294) and *The Eastern Mysteries*, by David Allen Hulse (ISBN:1567184286)

Or

- *The Key of It All, An Encyclopedic Guide to the Sacred Languages & Magical Systems of the World, Books 1 & 2* by David Allen Hulse (ISBN: 0875423183 (v. 1) &0875423795 (v.2) (These are nearly identical book sets, republished under a different title. If you are looking to purchase, the second set is the later version, and less expensive.)
- *The New Encyclopedia of the Occult*, by John Michael Greer. (ISBN: 1567183360)

Recommended-

- Subscribe to the ADF Magicians Guild list
- *Encyclopedia of Celtic Wisdom* by Caitlin & John Matthews (ISBN: 1852307862)
- *The Magic Arts In Celtic Britain* by Lewis Spence (ISBN: 0486404471)

Optional-

- *Real Magic* by Isaac Bonewits (ISBN: 0877286884)
- *Etruscan Roman Remains* by Charles Leland (ISBN: 0919345298)

## Exit Standards for Magic 1

1. Discuss the importance of the action of the magico-religious function as it is seen within the context of general Indo-European culture. *(minimum 100 words)*

*[Introduction to questions two and three: As different Indo-European societies developed, the figure of the magician in those societies evolved in differing ways, for example: in Roman society the magical function evolved, it was divided away from the priestly function and regulated by a different set of laws while in the evolution of Gaelic culture the magical and priestly functions remained entwined within the same cultural functionary.]*

2. Discuss your understanding of the evolution of the magician from early to late periods within one Indo-European culture. *(minimum 300 words)*
3. Compare and contrast the culturally institutionalized position of the magician within at least two Indo-European cultures. *(minimum 300 words)*
4. Identify the terms used within one Indo-European language to identify 'magic' and 'magician' examining what these terms indicate about the position of the magician and the practice of his or her art. *(minimum 100 words)*
5. In Norse culture we see magic divided into two primary methodologies known as Galdr and Seidhr. Galdr is very much the formal magic of sound, word and poetry meaning literally to intone while Seidhr is the magic of the spirits and is used by the folk in their everyday lives to assist in their crafts and arts. Compare the methodologies of spoken word magic and spirit magic and discuss their cultural significance within at least one Indo-European culture. *(minimum 300 words)*
6. Discuss the existence and relative function of trance-journey magic within at least one Indo-European culture. *(minimum 100 words)*
7. Discuss the place of alphabetic symbolism (runes, Ogham, Greek letters, etc) as part of the symbolism of magical practice within one Indo-European culture examine how this alphabet may or may not relate to the earlier sound, word and poetic magical methodologies. *(minimum 300 words)*
8. Discuss three key magical techniques or symbols from one Indo-European culture. *(minimum 100 words each)*
9. Discuss the relative place and methodologies of magic within your personal religious/spiritual practice. *(minimum 100 words)*

10. Into which basic categories would you divide magical arts and how do you see those categories functioning within the context of ADF? (*minimum 300 words*)