# Syllabus

# ANT3241-0W59 - Magic,Ritual, and Belief

**Ty Matejowsky**

(no face-to-face meetings; strictly online)

Course Syllabus

## Contacting the Professor

Office Hours:1:00PM-3:00PM Tuesdays, or by appointment

Office: Phillips Hall, Third Floor, room 309G

Phone: (407) 823-4611

Fax:(407) 823-3498

E-mail: Ty.Matejowsky@ucf.edu (mailto:tmatejow@mail.ucf.edu)

## Contacting the Teaching Assistant

Karli Reeves

Office hours by appointment

E-mail: karli.reeves@ucf.edu (mailto:karli.reeves@ucf.edu)

## Course Description:

This is an upper-division course designed to familiarize students with anthropological perspectives on religion and the supernatural. In this class we will examine topics such as types of belief systems, religious specialists, rituals and symbols, religious use of drugs, divination and magic, witchcraft and sorcery, the occult and revitalization movements. Most course information will pertain to traditional non-Western cultures. This is not a comparative religions class nor a theology class. Students may be exposed to topics that challenge their own established beliefs. Accordingly, topics in the class are best approached with an open mind.

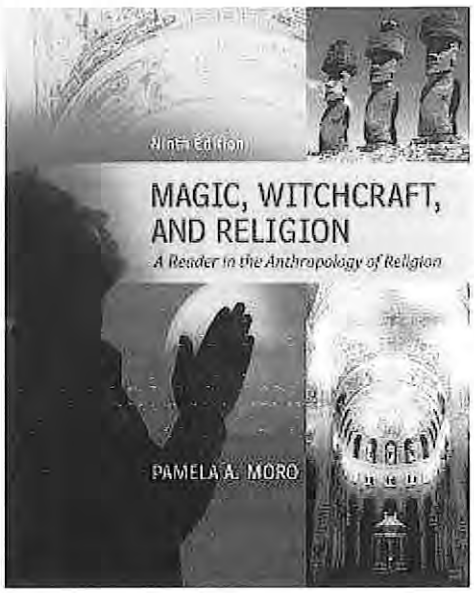
## Course Objectives

The objectives of this course are fourfold:

1. to introduce students to various belief systems
2. to explore the concepts of magic and witchcraft
3. to acquaint students with ethnomedicine and the religious use of drugs
4. to examine religious change.

# Required Texts (purchase in Bookstore)

Moro, Pamela A. . 2013. *Magic, Witchcraft, and Religion: A Reader in the Anthropology of Religion*. Ninth Edition. McGraw-Hill




*Magic, Witchcraft, and Religion* will serve as the basic text for this course. This selection of articles focuses on topics relevant to the anthropological study of belief systems and the supernatural. There will also be some downloaded documents that students will read for Module 9 Revitalization Movements.

# Tests:

There will be three multiple choice exams held on the dates scheduled (see Class Schedule). Each exam will consist of around 30-50 plus questions covering material presented in modules, and readings. Anyone caught cheating on an exam will be assigned a **zero** for that exam.

# Discussion Rubric

| | |
|---|---|
| 5 points (A) | Excellence in posting timely, continuously and responsively to others as demonstrated according to the following criteria:<br>• Follows assignment instructions of answering module question(s) and providing critical feedback to the original postings of at least two classmates. |

| | |
|---|---|
| 0 points (F) | Failing is earned when students do not participate in the discussion assignment or blatantly plagiarize the work of others. |

# Course Assignments:

1. Completion of on-line assignments (including any discussion postings, exercises or quizzes) (each discussion assignment counts for 5% of total grade )= 45% total
2. Three non-cumulative, multiple choice exams (each exam counts for approximately 18.33% of total grade) = 55% total

# Discussion Assignments

1. There are 9 discussion assignments that coincide with selected modules (see schedule).
2. Each discussion assignment counts for up to 5 points (5% of total grade).
3. Your answers should be several paragraphs in length (i.e., they should have enough depth to effectively address the module assignment questions).
4. Each discussion posting is evaluated based on information presented in the Discussion Rubric.
5. It is to your advantage to begin work on the discussion questions sooner rather than later. Waiting until the last minute to answer the questions can adversely affect your grade (see Discussion Rubric).

# Grading Scale:

| A | B | C | D | F |
|---|---|---|---|---|
| | B+ = 88-89 | C+ = 78-79 | D+ - 68-69 | |
| A > 93 | B = 83-87 | C = 73-77 | D = 63-67 | F = 59 or below |
| A- = 90-92 | B- = 80-82 | C- = 70-72 | D- = 60-62 | |

# Changes in the Syllabus

The instructor reserves the right to make appropriate changes in the syllabus, the testing procedure and the grading basis, if in the professional judgment of the instructor, such modification is in the best interest of fulfilling the course objectives and assuring the academic integrity of the course and the institution. Any changes of this type will be announced in class. It is the student's responsibility to keep up on course information if s/he is absent. **NO EXTRA CREDIT OPPORTUNITIES IN THIS CLASS. Please do NOT email me to inquire about exceptions to this policy at the end of the semester.**

| | |
|---|---|
| | • ***Participates in discussion on separate days (i.e., each discussion answer and individual response must be submitted on separate days; not all at once).***<br>• Does not repeat (i.e., does not reiterate what has already been posted, but adds to the discussion by interacting with classmates and addressing the comments of others).<br>• Applies course information (i.e., students discussion answers must integrate information from both assigned readings and weekly modules).<br>• Critical thinking (i.e., discussion postings must demonstrate critical thinking and/or add new insights to the topic; not simply recite information from modules and readings). |
| 4 points (B) | Above Average in criteria listed for "5 points (A)." Included here are postings that meet many but not all, or are not consistent with, criteria for an A. |
| 3.5 points (C) | Adequate in criteria listed for "5 points (A)." Included here are postings that display a basic grasp of topic but only restate materials and analysis. Included here are also postings and responses that are submitted all on a single day regardless of content. |
| 3 points (D) | Serious insufficiency in criteria listed for "5 points (A). Included here are postings that do not display a basic understanding of discussion topic. Also included here are postings that fail to provide critical feedback to the postings of at least two classmates.<br><br>Students will automatically receive a D (regardless of content) for their weekly discussion assignment if they do not respond to the postings of at least two other students or only provide critical feedback but do not answer the weekly discussion question(s). |
| | |

# Protocols

## Protocols and Policies

## ant3241 - Magic, Ritual & Belief

## Ty Matejowsky

## Exam/Quiz Protocols

1. Read the entire **Quiz Introduction** page before you click on the "Begin Quiz" button to familiarize yourself with the quiz/exam procedures. You have access to this page each time you access a quiz or exam in Canvas. You may want to print it out for future reference. If you have any further questions it is your responsibility to contact the professor for clarification.
2. Unless otherwise noted, students will have only **ONE** opportunity to take the exam.
3. Exams will only be reset **ONCE.**
4. If you have technical problems that prevent you from completing the exam it is your responsibility to contact the professor **within 24 hours** and requests the exam be reset. This must be done in a timely manner.
5. Exam submissions will only be accepted through the Quiz function of Canvas. Using any other method of submitting exam/quiz answers will **NOT** be accepted and will result in a failing grade.

## Email Protocols

1. Be sure and check your e-mail at least once per week (but more often is better).
2. Use e-mail to send a general question about the course to one of the instructors .
3. When sending e-mail to one of the instructors, always put "ant3241" (without the quotes) in the "Subject" line.
4. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do the following in every e-mail message you send during this course:

7. Sign your e-mail messages
8. Do not use all caps. This makes the message very hard to read and is considered "shouting."
9. Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the forum or e-mail).
10. Break up large blocks of text into paragraphs and use a space between paragraphs.
11. Abbreviate when possible: Examples:
    1. IMHO = in my humble/honest opinion
    2. FYI = for your information
    3. BTW = by the way
    4. Flame = antagonistic criticism
    5. :-) = happy face for humor
13. Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

# Discussion Protocols

1. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
2. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
3. If you want to send a message to the instructor or to another student, use e-mail rather than the Discussion Topic.
4. Use the appropriate Discussion Topic.
5. Use the following conventions when composing a Discussion Topic post:
6. Be careful about "Subject" headings; use something that is descriptive, refer to a particular assignment or discussion topic when applicable.
7. Use the "reply" button rather than the "compose" button if you are replying to someone else's post.
8. Avoid "I agree" type posts, they take up space on the Discussion Topic and will not be counted for credit.
9. Do not use all caps. This makes the message very hard to read and is considered "shouting."
10. Check spelling, grammar, and punctuation.
11. Try to avoid posting large blocks of text but when you must, break them into paragraphs and use a space between paragraphs.

# Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct (http://osc.sdes.ucf.edu/process/roc) . According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity (http://www.academicintegrity.org/icai/assets/FVProject.pdf).

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices (http://wpacouncil.org/node/9)."

**Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* (http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, click here (http://goldenrule.sdes.ucf.edu/zgrade).

# Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining

reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

# Campus Safety

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to ucf.edu (http://my.ucf.edu/) and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

# Makeup Assignments for Authorized University Events and Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy (http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf)

# Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

# Schedule

## ANT3241 - Magic,Ritual, and Belief

## Ty Matejowsky

ANT3241– 0W59 Spring 2019
Class Schedule

| Week of | Topics | Readings & Assignments | Assignments Due |
|---|---|---|---|
| 1/6/20 | **Introduction to the course** | **Read** course syllabus, course protocols, course home | **Attendance assignment due Friday January 17 at 11pm Eastern Time.** |
| 1/13/20 | **Module 1: Anthropology of Religion** | **Read** *The Anthropological Study of Religion* (pp. 1-5); *Studying Religion Anthropologically by Jack David Eller* (pp. 6-14); *Why We Became Religious & The Evolution of the Spirit World by Marvin Harris* (pp. 25-29);<br>**Complete on-line assignment for Module 1.** | **On-line assignment for Module 1 due Friday January 17 at 11pm Eastern Time.** |
| 1/20/20 | **Module 2: Religious Specialists** | **Read** *Shamans, Priests, and Prophets* (pp.140-142); *Religious Specialists* by Victor W. Turner (pp. 143-150);<br>**Complete on-line assignment for Module 2.** | **On-line assignment for Module 2 due Friday January 24 at 11pm Eastern Time.** |
| 1/27/20 | **Module 3: Rituals and Symbols** | **Read** *Ritual* (pp. 86-89); *Betwixt and Between: The Liminal Period in Rites de Passage* by Victor W. Turner (pp. 90-100);<br>**Complete on-line assignment for Module 3.** | **On-line assignment for Module 3 due Friday January 31 at 11pm Eastern Time.** |
| 2/3/20 & 2/10/20 | **Exam One** | **Take on-line exam covering Modules 1-3** | **Exam One is due Friday February 14 at 11pm Eastern Time** |
| 2/17/20 | **Module 4: Witchcraft & Sorcery** | **Read** *The Goat and the Gazelle: Witchcraft* by T.M. Luuhrmann (pp. 307-315); *Sorcery and Concepts of* | **On-line assignment for Module 4 is due Friday February 21** |

| | | | |
|---|---|---|---|
| | | *Deviance among the Kabana, West Britain* by Naomi M. McPherson (pp. 298-306);<br><br>**Complete on-line assignment for Module 4.** | **at 11pm Eastern Time.** |
| 2/24/20 | **Module 5: Magic & Divination** | **Read** *Witchcraft, Sorcery, Divination, and Magic* (pp. 284-287); *Baseball Magic* by George Gmelch (323-329);<br><br>**Complete on-line assignment for Module 5.** | **On-line assignment for Module 5 is due Friday February 29 at 11pm Eastern Time.** 28 |
| 3/2/20 | **Module 6: Religious Use of Drugs** | **Read** *Altered States of Consciousness and the Religious Use of Drugs* (pp. 186-189); *Ritual Enemas* by Peter T Furst and Michael D. Coe (pp.205-209); *The Sound of Rushing Water* by Michael Harner (pp. 210-215);<br><br>**Complete on-line assignment for Module 6.** | **On-line assignment for Module 6 is due Friday March 6 at 11pm Eastern Time.** |
| 3/16/20 | **Exam Two** | **Take on-line exam** 2 **covering Modules 4-6** | **Exam Two is due Friday March 20 at 11pm Eastern Time** |
| 3/23/20 | **Module 7: Ethnomedicine** | **Read** *Illness, Healing, and Religion* (pp. 231-233); *Disease Etiologies in Non-Western Medical Systems* by George Foster (pp.234-241);<br><br>**Complete on-line assignment for Module 7** | **On-line assignment for Module 7 is due Friday March 27 at 11pm Eastern Time.** |
| 3/30/20 | **Module 8: Death: Ghosts, Souls & Ancestors** | **Read** *Death, Ancestors, Ghosts, and Souls* (pp. 330-332); *Death Be Not Strange* by Peter A. Metcalf (pp. 340-343); *Day of the Dead in Oaxaca* by Kristin Norget (pp. 353-361); *The Real Vampire* (downloaded document)<br><br>**Complete on-line assignment for Module 8** | **On-line assignment for Module 8 is due Friday April 3 at 11pm Eastern Time.** |
| 4/6/20 & 4/13/20 | **Module 9: Revitalization Movements** | **Read** *Revitalization Movements* by Anthony F.C. Wallace (downloaded document); *The Ghost Dance Religion* by Alice Beck Kehoe (downloaded document); *Cargo Cults* By Peter M. Worsley (downloaded document);<br><br>**Complete on-line assignment for Module 9** | **On-line assignment for Module 9 is due Friday April 17 at 11pm Eastern Time.** |

| | | | |
|---|---|---|---|
| 4/20/20 | **Exam Three** | **Take on-line exam 3 covering Modules 7-9** | **Exam Three are due Friday April 24 at 11pm Eastern Time.** |