



# MAGIC WITCHCRAFT & HEALING

An Introduction to Comparative Religion

ASB 214

# CLASS OVERVIEW

## INSTRUCTOR

Taylor R. Genovese  
(he/him/his)

Email: [taylor.genovese@cgc.edu](mailto:taylor.genovese@cgc.edu)

Web: [taylorgenovese.com](http://taylorgenovese.com)

Office Hours: By Appointment

**Note on communication:** I will make every effort to respond to emails within 24 hours. However, please note that I only check and respond to email between 8am and 8pm, Monday through Friday. Also, please don't be afraid to schedule an appointment to meet with me.

## DETAILED COURSE INFORMATION

ASB 214 – Magic, Witchcraft, and Healing

Section Number: 19437

3 credit hours / Face-to-Face

Instructional Hours: 2.5 per week

Minimum Expected Hours Out-of-Class: 5 per week

## MEETING INFORMATION

Spring 2020

Tuesdays & Thursdays, 8:30am – 9:45am

Chandler-Gilbert Community College, Pecos Campus

Cholla Hall (CH0), Room 307



# COURSE INFORMATION

## OFFICIAL DESCRIPTION

Origins, elements, and forms of religion; a comparative survey of religious beliefs, myths, rituals and symbolism including magic, witchcraft and healing as practiced in selected regions of the world; the place of religion in the total culture. Prerequisites: None.

## EXTENDED DESCRIPTION

This course provides an introduction to the basic principles of cultural anthropology with a particular anthropological focus on religion, spirituality, myth, and ritual. Anthropology is a holistic discipline that asks: who are humans? where did humans come from? what is unique about humans as a species? In order to answer these questions, anthropology adheres to the tenet of *cultural relativism* (all cultures and cultural practices are equally valid and one should not judge a culture based on the principles of another culture). In this class, we will apply this tenet to an examination of religious or spiritual behavior including: mythologies, religious symbolism, ritual, mysticism, magic, divination, and witchcraft.

Because humans are unique in that we are able to think through symbolic complexities, we generate this ambiguous thing we call "culture." An important component of culture has long been (and continues to be) religion, belief, and spirituality. In this class, we will be asking how and why religions exist; how religion intersects with other parts of human society (economy, politics, medicine, kinship/family); how worldviews are shaped by religion; and, how religions interface with natural environments.

**DISCLAIMER:** Anthropology is the comprehensive study of humankind – therefore, in this class, we will be discussing ALL aspects of

humanity, including those that may be uncomfortable for some, such as: sex, sexuality, death, drugs, ritual practices, and body practices. If, for whatever reason, you do not think you are able to holistically discuss the human condition, please speak to me if you feel comfortable doing so and we can discuss options for participation or withdrawal from the class. I will also do my best to provide trigger warnings prior to applicable material.

## COURSE GOALS

Upon completion of this course, you will be able to:

1. Think critically about and interpret religious or spiritual behavior, both past and present, in comparative terms.
2. Be aware of and sensitive to cross-cultural differences with the aim of developing a perspective of cultural relativism and an ability to recognize and avoid ethnocentrism.
3. Apply anthropological principles in everyday life, including as related to self, family, community, and professional careers.





# MCCCD OFFICIAL COURSE COMPETENCIES

1. Distinguish among major theories of the origin of religion. (I)
2. Contrast the major characteristics of tribal religion with those of world religions. (I)
3. Define magic, myth, ritual, and symbol and describe their functions to the individual and the social group using selected examples from belief systems in various regions of the world. (II, V)
4. Classify types of religious action in selected cross-cultural contexts. (II)
5. Describe and analyze how religious healing rituals affect illness states. (II-IV)
6. Define and differentiate between the major types of religious practitioners/healers. (III)
7. Classify categories of altered states of consciousness and describe their social and psychological functions. (IV)
8. Define the major classifications of evil forces in selected cross-cultural contexts. (V)
9. Analyze attitudes about witchcraft and evil in the context of social control and social harmony. (V)
10. Describe the functions of funerals and death ceremonies in selected cross-cultural contexts. (VI)
11. Distinguish between various attitudes/beliefs concerning life after death in selected cross-cultural contexts. (VI)
12. Identify the major forces of religious change and innovation. (VII)
13. Analyze the occurrence of nontraditional beliefs in western society. (VIII)
14. Identify characteristics of belief in the occult. (VIII)
15. Compare and contrast selected culturally-specific belief systems in different regions of the world. (IX)

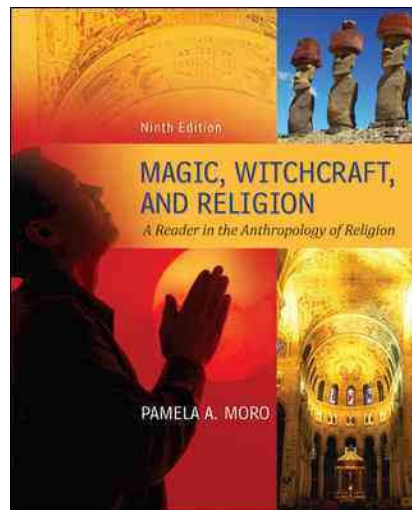


# REQUIRED TEXT

There is one required textbook for this class. It must be acquired **no later than the second week of class**, so it is recommended that you order with expedited shipping if you are getting the text from outside of the CGCC bookstore. PDFs of other required readings are available on Canvas.

If you are financially unable to acquire a copy of the book, there's a copy available to use or to scan in the library. If you require a hard copy and you are experiencing an unanticipated financial hardship that you expect might interfere with your ability to secure the text for this class, please confidentially let me know immediately. **Limited scholarship funding through the VPSA's office may be available for textbooks and other daily living necessities.**

Please be sure to inform me of the situation before the second week of the semester, and/or schedule an appointment with Yvette Strickling (480.732.7310, or email [yvette.strickling@cgc.edu](mailto:yvette.strickling@cgc.edu)) in the office of The Vice President of Student Affairs.



**Magic, Witchcraft, and Religion**  
Ninth Edition  
Pamela A. Moro  
ISBN: 9780078034947

# COURSE REQUIREMENTS

1. Exams (300 points). There will be a total of two exams: a midterm and a final. Exams are administered in class. Each exam is worth 150 points and will mainly cover the material presented in each half of the semester, although students will be expected to remember basic anthropological concepts and terms from all parts of the course for the final. If you miss an exam without it being an excused absence, you will receive a 0 for that exam.
2. Ethnography of a Religious Encounter (300 points). This project has three purposes: (1) to expose you to a religion other than the one you may identify with; (2) to demonstrate your ability to apply anthropological principles learned in class to a specific situation; and (3) to give you some ethnographic field experience. You will choose a religion or spiritual movement to study, attend a ritual/service/meeting conducted by the religious community you have selected, and write a 1200-1500 word paper describing and interpreting – in an anthropological manner – specific aspects of what you witnessed. This project will be turned in incrementally throughout the semester and the specific requirements for this project will be explained in greater detail during class. You will also have the optional opportunity to give a 10-15 minute presentation of your ethnography for extra credit.
3. Quizzes (100 points). There will be several quizzes throughout the semester: a syllabus quiz and three multiple-choice quizzes. All quizzes are taken on Canvas. These will cover material from readings, lectures, and in-class activities. If you do not take the quiz before the due date, you will receive a 0 on that quiz.
4. Attendance/Participation (300 points). All students are expected to arrive on time having read assigned readings and attend the entirety of class sessions. That said, participation is a hard thing to assess because if you're not a particularly outspoken person, it might not seem like you're participating. Each class (except for exam days), we'll do some kind of assignment to see where you're at. This might come in the form of answering a question about the reading on a sheet of paper to then share, a pop quiz, or something else. These in-class assignments cannot be made up (except in the case of an *excused* absence). In-class assignments are given a point value of 10, 8, or 5 depending on the quality of the answer.

# COURSE POLICIES

## GRADING POLICY

Grades are totaled from each component of the course requirements. You can find an easy breakdown with important dates below. **All quizzes and out-of-class assignments are to be turned in or completed on Canvas by 11:59pm on the day they are due.**

COURSE REQUIREMENT	DUE DATE/EXAM DATE	POINTS/PERCENTAGE
<b>Exams</b>		<b>300 points / 30%</b>
Midterm Exam	March 5	150 points / 15%
Final Exam	May 7	150 points / 15%
<b>Ethnography</b>		<b>300 points / 30%</b>
Field site proposal	February 11	25 points / 2.5%
Field site/background paper	February 25	50 points / 5%
Field note check	March 26	25 points / 2.5%
Final paper	April 21	200 points / 20%
<b>Quizzes</b>		<b>100 points / 10%</b>
Syllabus Quiz	January 21	10 points / 1%
Quiz 1	February 6	30 points / 3%
Quiz 2	March 24	30 points / 3%
Quiz 3	April 16	30 points / 3%
<b>Attendance/Participation</b>		<b>300 points / 30%</b>

As a general rule, late assignments are not accepted. However, if an extenuating, documentable circumstance has prevented you from turning in an assignment on-time, you may lose 10 points every 24 hours that the assignment is late.



### Final Grades Breakdown

Final Grade	Total Points / Percentage
A	900–1000 points / 90% and above
B	800–899 points / 80%–89%
C	700–799 points / 70%–79%
D	600–699 points / 60%–69%
F	0–599 points / 59% and below
Other important grade categories to recognize are <b>Y</b> (Withdrawn/Failing), <b>N</b> (Audit), <b>I</b> (Incomplete), and <b>W</b> (Withdrawn/Passing).	

Note for transfer students: a grade of “C” or higher is required for transfer credit to a University. This course transfers as an Anthropology Department elective to ASU (satisfying Humanities, Arts & Design or Global Awareness), NAU (satisfying Cultural Understanding), and UA (satisfying T1 Trads & Cits/T2 Hum/T1-2 Ind & Soc).

Once exams and assignments are graded, you should promptly go over them to catch possible errors – in addition to incorrect point calculations or disputable evaluation of answers. **It is your responsibility to detect such errors and bring them to my attention within one week after they are graded.** Do not wait until the end of the term to address potential errors in grading as it may be too late to adjust the grade. Grades will be updated regularly on Canvas.

## ACADEMIC INTEGRITY

In this class, academic integrity especially pertains to cheating on exams and plagiarism. Do not cheat on the exams or quizzes; all of the answers must be your own and not copied or acquired from someone or somewhere else. Plagiarism is a serious issue and can lead to serious consequences. **If you use four or more words in a row that are not your own, clearly cite from which source they came from. Basically: when in doubt, CITE.**

You also may not turn in work from another class for this class. You should absolutely make connections between your general knowledge,

your life experience, and knowledge from other courses to the material we are discussing in this class. However, copying and pasting large portions or entire papers from a class you are taking or have previously taken for assignments in this class is not acceptable. If you have any questions or concerns, just come talk to me!

**Any work plagiarized or cheated in the ways mentioned above may receive an automatic failing grade for the assignment, quiz, and/or exam. It may result in immediate withdrawal – with a failing grade – from the course. It could also result in dismissal from the college.**

## BASIC NEEDS SECURITY

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Affairs for support.

For more information on basic needs assistance, see MCCC's resource page (<https://my.maricopa.edu/support/basic-needs>) and the Coyote Cupboard Food Bank at CGCC (<https://www.cgc.edu/Students/studentlife/Student%20Life/Pages/Coyote-Cupboard.aspx>).

## ATTENDANCE POLICY

Attendance is required for this class. Students are responsible for managing the usual range of events that life throws at all of us. That said, I understand that some events are out of our control, so you are allowed to miss three class periods (although you will still lose your attendance points for those days). After three absences (unless they are excused or religious holidays), you may be withdrawn from the class.

However, CGCC policy states that if you are **absent once during the first week of class**, you may be *dropped* from the class. Additionally, if you are absent **more than once during the first two weeks of class**, you may also be *dropped*.

The last day for a student to **withdraw and receive a refund** is January 21, 2020. The deadline for a student to **withdraw with a guaranteed grade of "W"** is March 2, 2020. It is your responsibility to officially drop or withdraw from the course. If you stop attending this class and

do not drop or withdraw before March 2nd, you will receive a grade of "Y."

## IN-CLASS POLICIES

Please refrain from comments and side conversations during class time – even whispering in the back of the room can bother both myself and your fellow students. If you have a question or a comment, please direct it to me.

Please silence all electronic devices while you are in class. I do allow computers **for note-taking purposes only**. If you begin using your computer/device for anything other than note-taking or in-class activities, you will be asked to put it away. Repeated violations may result in you being required to leave class and you will lose attendance/participation points for the day.

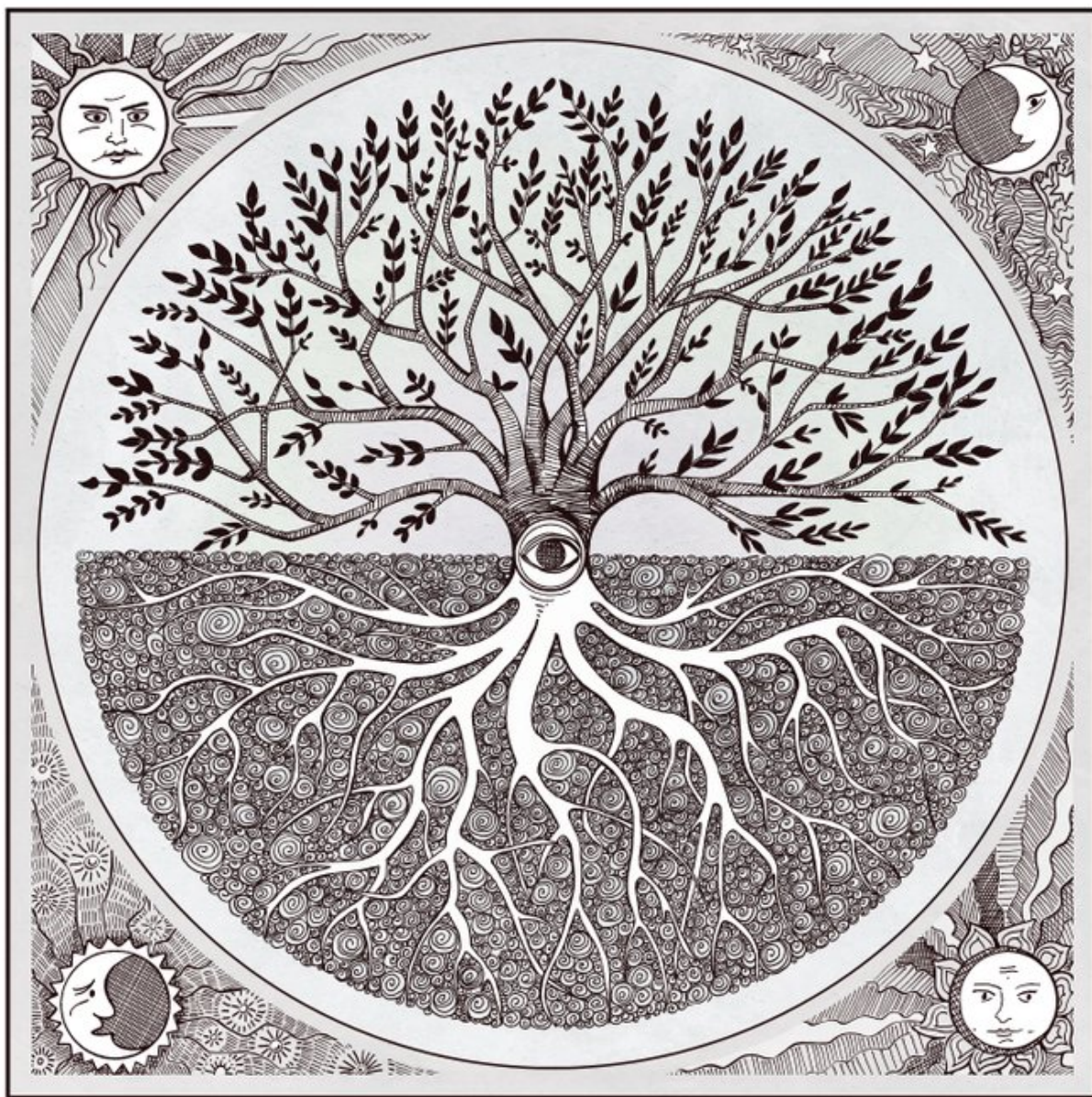
During class, please do not engage in any of the following (or similarly distracting) activities: sleeping, text messaging, tweeting, working on assignments for another class, putting on make-up, combing hair, making TikToks, or any other activities unrelated to the matter at hand in our classroom. If you must engage in any of these activities, please leave the classroom. However, if leaving the classroom becomes a disruptive pattern, you may lose your attendance points for the day.

## SYLLABUS SUBJECT TO CHANGE

I anticipate that we will follow the course outline as presented at the end of this syllabus, but I may make adjustments based on your interests and the interests of your fellow classmates. Be sure to check with a classmate after an absence to see if assignments have changed. I may also change the basis for the course grade; if I do so, I will inform you in-person and through Canvas. Remaining in the course after reading this syllabus and/or taking the syllabus quiz will signal that you accept the possibility of changes as well as the responsibility for making yourself aware of them.

## ADDITIONAL SERVICES & POLICIES

For more information on additional services available to you, and other college policies (cell phones, smoking/electronic cigarette usage, disciplinary standards, etc.), **please read the CGCC Syllabus Statements available on Canvas under Files>Syllabus**. Students are also expected to be aware of the information in the syllabus and the college policies included in the CGCC's college catalogue and student handbook (<http://www.cgc.maricopa.edu/Academics/Catalog/Pages/Catalog.aspx>).



# RUBRIC FOR WRITTEN WORK

The following is the general rubric that I follow to award points for any written work in this class (this includes short answers/essays on exams as well as for your ethnography):

<b><u>(Each criterion = 20%)</u></b>	<b><u>Good (20-11%)</u></b>	<b><u>Fair (10-4%)</u></b>	<b><u>Poor (4-0%)</u></b>
<b>Topic &amp; Organization</b>	Topic is completely focused on the question.	Topic somewhat focused, but with tangents.	Topic unfocused around the question.
<b>Use of Anthropological Terms</b> (e.g. ethnocentrism, status, relativism, values, beliefs, etc.)	Many and varied terms used to answer the question.	A few basic terms are used.	None are used, or are used incorrectly.
<b>Knowledge of Cultural Beliefs &amp; Behaviors</b> (e.g. subsistence, language, kinship, religion, family, technology, etc.)	Specific understanding of cultural concepts.	General understanding of cultural concepts.	Lack of understanding of cultural concepts.
<b>New Understanding of Culture</b>	Ideas indicate culturally relativistic understanding.	Unclear understanding of relativism or use of ethnocentric concepts.	No indication of non-ethnocentric thinking.
<b>Grammar &amp; Mechanics</b>	Clear and articulate with few errors.	Some ideas can be grasped but some errors interfere.	Difficult to follow/ significant errors.



# STUDENT SUPPORT AND RESOURCES

## LEARNING CENTER

The CGCC Learning Center's mission is to support academic learning for students by providing resources that help to reinforce and supplement classroom instruction and to assist CGCC students in achieving academic success. Free tutoring, workshops, and other instructional support resources are available on the second floor of the library on Pecos campus. You can contact the Learning Center at 480.732.7231 or visit their website at: <https://www.cgc.edu/Academics/LearningCenter/Pages/Home.aspx>.

## DISABILITIES & SPECIAL NEEDS POLICY

I am committed to providing access to a quality education for all students, including those with documented disabilities. If you need special accommodations for the course, you need to contact the Disability Resources & Services office located in Bradshaw Hall (BRD), Room 101 (480.857.5188 / <https://www.cgc.edu/Students/DisabilityServices/Pages/home.aspx>). They will have you complete the appropriate paperwork to submit to me. You are encouraged to initiate contact with DRS early in the semester so that reasonable accommodation can be implemented in a timely manner.

## TITLE IX / SEXUAL HARASSMENT AND ASSAULT / COUNSELING SERVICES

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and MCCC policy make it clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from

MCCCD. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at: <https://district.maricopa.edu/consumer-information/title-ix>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. For more information, you can call the 24-hour Student Helpline at 480.732.7309 or contact the Chief Student Advocate: <https://www.cgc.edu/Students/Complaints/Pages/StudentAdvocate.aspx>.

You can also find information about free, confidential individual counseling for academic, personal, or career matters at: <https://www.cgc.edu/counselingservices>.

## VETERANS SERVICES

If you are a veteran and have questions about services offered to you by CGCC, contact Veterans Services at 480.726.4122 or visit: <https://www.cgc.edu/Students/Veterans/Pages/Home.aspx>.



# COURSE OUTLINE

(Note: this outline may change as the semester progresses. I will announce all changes in class and on Canvas.)

## Readings Key:

[MW&R] = *Magic, Witchcraft, and Religion*

[PDF] = PDF reading on Canvas in the Readings folder under Files

Class Meeting	Topic / Readings	What's Due?
T January 14	<u>Introduction to Anthropology of Religion</u> No Reading.	
Th January 16	<u>Anthropological Fieldwork</u> [PDF] Loshini Naido "Ethnography: An Introduction to Definition and Method"	
T January 21	<u>Myth, Folklore, &amp; Science</u> [PDF] Wade Tarzia "Myth and Science"	<b>SYLLABUS QUIZ DUE</b>
Th January 23	<u>Belief</u> <b>*Guest Lecture*</b> <b>Rine Vieth</b> [PDF] Donald S. Lopez "Belief" from <i>Critical Terms for Religious Studies</i>	
T January 28	<u>Symbols &amp; Symbolism</u> [PDF] JT Torres "The Spirit of the Symbol"	
Th January 30	<u>Symbols, Aesthetics, &amp; Meaning</u> [PDF] S. Alexander Reed <u>"Aesthetics or Why Everything is Political."</u> Twitter thread.	

Class Meeting	Topic / Readings	What's Due?
T February 4	<u>Ritual</u> [PDF] Martin Meredith "Death" from <i>Elephant Destiny: Biography of an Endangered Species in Africa</i> .	
Th February 6	<u>Magic &amp; Ritual in Human Spaceflight</u> [PDF] Weibel and Swanson "Malinowski In Orbit"	<b>QUIZ 1 DUE</b>
T February 11	<u>Shamans &amp; Shamanism</u> [PDF] David Kozak "Shamanisms: Past and Present"	<b>FIELD SITE PROPOSAL DUE</b>
Th February 13	<u>Prophets &amp; Religious Leaders</u> [MW&R] p. 179–185	
T February 18	<u>Altered States Through Trance</u> [MW&R] p. 186–193	
Th February 20	<u>Altered States Through Drugs</u> [MW&R] p. 216–230	
T February 25	<u>Illness &amp; Healing</u> [MW&R] p. 231–233 [MW&R] p. 273–283	<b>FIELD SITE PAPER DUE</b>
Th February 27	<u>Healing &amp; Zootherapy</u> <b>*Guest Lecture*</b> <b>Jacklyn Grace Lacey</b> [PDF] Lacey and de Voogt "Zootherapeutic uses of desert animals in the Nubian Nile basin, Sudan"	
T March 3	<u>Midterm Review</u> No Reading.	
Th March 5	<b>MIDTERM EXAM</b>	
T March 10	<b>NO CLASS – SPRING BREAK</b>	
Th March 12		

Class Meeting	Topic / Readings	What's Due?
T March 17	<u>Death &amp; Dying</u> [MW&R] p. 330-332 [MW&R] p. 362-372	
Th March 19	<u>Funerary Practices</u> [MW&R] p. 340-343	
T March 24	<u>Ancestors, Ghosts, &amp; Souls</u> [MW&R] p. 353-361 [PDF] Andi Berlin <a href="#"><u>"Is Tucson's All Souls' Procession cultural appropriation?"</u></a>	<b>QUIZ 2 DUE</b>
Th March 26	<u>The Occult &amp; Science</u> [PDF] Jason A. Josephson-Storm "Introduction" from <i>The Myth of Disenchantment</i> .	<b>FIELD NOTE CHECK DUE</b>
T March 31	<u>Magic &amp; Witchcraft</u> [PDF] Mary Patterson "Sorcery and Witchcraft"	
Th April 2	<u>Contemporary Magic &amp; Divination</u> [MW&R] p. 323-329	
T April 7	<u>Religion &amp; Social Change</u> <b>*Guest Lecture*</b> <b>Dean Dettloff</b> [PDF] Margaret Randall "Introduction" from <i>Christians in the Nicaraguan Revolution</i>	
Th April 9	<u>Religion &amp; Social Change</u> [MW&R] p. 437-446	<b>IF DESIRED, YOU MUST SIGN UP FOR THE EXTRA CREDIT PRESENTATION OF YOUR ETHNOGRAPHY BY TODAY</b>
T April 14	<u>New Religious Movements</u> [PDF] Michael F. Brown "The New Age and Related Forms of Contemporary Spirituality"	



Class Meeting	Topic / Readings	What's Due?
Th April 16	<u>Nation of Islam</u> <b>*Guest Lecture*</b> <b>Alexandria Griffin</b> No Reading.	<b>QUIZ 3 DUE</b>
T April 21	<u>Student Presentations</u> Optional presentations of ethnographies.	<b>ETHNOGRAPHY FINAL PAPER DUE</b>
Th April 23	<u>New Religious Movements in Phoenix</u> No Reading. <i>Kumaré</i> (2011) shown in class.	
T April 28	<u>Flex Day</u> This day will be used to talk about whatever you, the students, want to discuss further or it can be used in order to shift things around throughout the semester.	
Th April 30	<u>Final Review</u> No Reading.	
T May 5	<b>NO CLASS – FINALS WEEK</b>	
Th May 7	<b>FINAL EXAM – 7:00am–8:50am</b>	