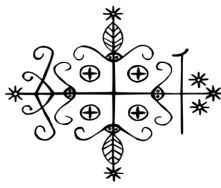


Department of Languages, Literatures and Cultures,
University of Florida, Gainesville

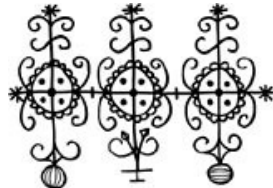
Introduction to Haitian Vodou

HAI 3930 (1329) | REL 3938 (01GE) | LAS 3930 (01G3) | ANT 3930 (01F5)

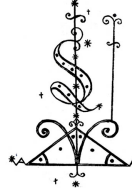
Fall 2017, M/W/F, 5th period,; class location: MAT 0112



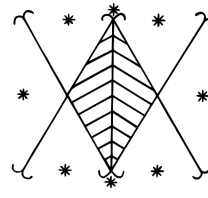
Legba



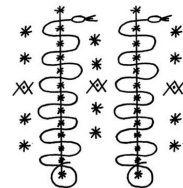
Marasa



Loko



Ayizan

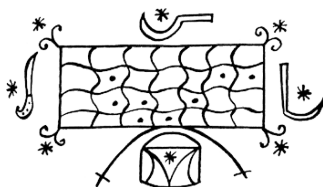


Danbala & Ayida

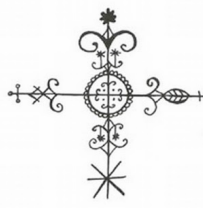
Professor: Ben Hebblethwaite, Ph.D.
Office location: Dauer Hall, 363
Office hours: 3rd period, Mondays and Fridays
Contact information: hebble@ufl.edu
Tel: 352-273-3762
Class website: <http://web.clas.ufl.edu/users/hebble/>

Short class description

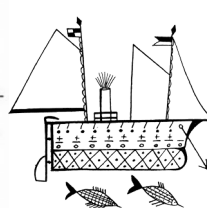
Vodou is a coherent and systematic religion and way of life for millions of people in Haiti and its Diaspora that includes Miami, New York, Montreal and Paris, among other places. This class explores the structure, content, language, history, rituals, practices, beliefs, origins, temples, songs, rhythms, art, mythology, literature, philosophy, and culture of Vodou in Haiti, the Americas, and Africa.



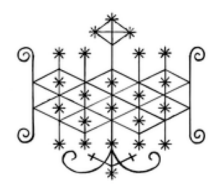
Zaka



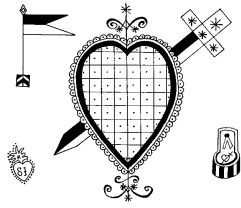
Simbi



Agwe Tawoyo



Ogou



Èzili Dantò

Class scope and objectives:

Vodou is a coherent and systematic religion and way of life for millions of people in Haiti. The Atlantic slave trade extended the ancient traditional religions of West and Central Africa to Trinidad, Cuba, Brazil, Haiti, the United States, and beyond where re-emerged and gradually creolized and developed as distinct religious systems. While Haitian Vodou's form is unique, it is comprised of several ancient African traditions. In recent decades Haitian immigrants have established Vodou temples in the United States, especially in Miami and New York.

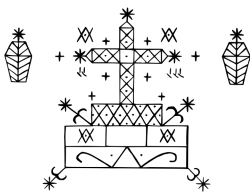
In Haiti and the U.S., Vodou temples are places of profound spiritual, social, and cultural expression that provide meaning and cohesion to the lives of Vodouists. Vodou ceremonies last for

several hours; the highly choreographed ceremonies include singing, drumming, dancing, ritualizing, and the feeding of the lwa through libations and animal sacrifice, in addition to the appearance of the *lwa* ‘spirits’ in the bodies of worshipers.

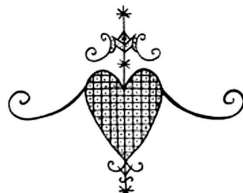
Vodou religion robustly preserves African historical and cultural traditions. An excess of negative and distorted representations beleaguer Vodou traditions in the Americas. These distorted representations grow out of European colonialism, race-based slavery, and a popular culture with a long history of dismembering African traditions. Numerous authors have preserved and published the sacred songs of Haitian Vodou in an effort to counteract negative propaganda. As a result of these efforts in publishing, Vodou is becoming better known. From a comparative religions perspective, Vodou emerges as an organized and systematic religion fully endowed with the richness, complexity, and depth expressed by other religions. Haitian Vodou is a “world religion.”

This class provides an introduction to this central Haitian religion and culture. The class will examine the Vodou system, history, theology and philosophy, mythology, songs, dances, rhythms, rituals, traditions, objects, structure, and culture. In addition, Vodou’s important intersection with painting, proverbs, music and culture will also be examined. Understanding the roots of Vodou in West Africa (primarily in Dahomey and Oyo, i.e. Benin, Togo, and Nigeria) and Central Africa (primarily the Kongo and Angola) is a core important goal of this class. The class primarily strives to situate Vodou from a Vodouist perspective. Sound recordings, audiovisual footage, and photographs are a regular part of the class because they provide students with perspectives on Vodou that engage all the senses. This class explores the form these ancient African Traditional Religions and cultures take in Haiti and it explores how Vodou has spread into North America.

The objective of this class is to help students develop an educated understanding of Haitian Vodou. To do so, the class format involves lectures, slide-presentations (art slides), daily student presentations, classroom discussions in pairs, class discussions and debate, films, photographs, and music. The class will have quizzes, one final, and one 2,000-2,200-word essay writing. The textbooks provide the background knowledge needed to follow lectures, participate in discussions and pair-work, and to prepare for and perform well on the presentation, quizzes, examinations, and the writing assignments. Reading the assigned passages carefully while noting key spirits and their traits and history, traditions and ideas, events, objects, and individuals is a good way to study the material. Also, the assigned readings are your key sources for your paper and they must be cited and included in your bibliography.



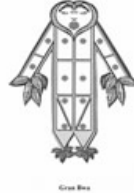
Bawon Samdi



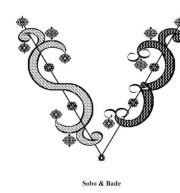
Èzili Freda



Ogou Feray



Granbwa



Sobo & Badè

Required readings

Title: DIVINE HORSEMEN: THE LIVING GODS OF HAITI Author: DEREN, MAYA New \$16.00 Retail Price:	ISBN: 9780914232636 Edition: ANY Used \$12.00 Retail Price:	Cover: N/A Copyright: 1983 Publisher: MCPHERSON	
			This text is required
Title: NAN DOMI: AN INITIATE'S JOURNEY INTO HAITIAN VODOU Author: BEAUBRUN, MIMROSE New \$16.95 Retail Price:	ISBN: 0872865746 Edition: Used \$12.75 Retail Price:	Cover: N/A Copyright: 2013 Publisher: CITY LIGHTS PUBLISHERS Used \$6.78 Rental Fee:	
			This text is required
Title: HAITIAN VODOU: AN INTRODUCTION TO HAITI'S INDIGENOUS SPIRITUAL TRADITION Author: MAMBO CHITA TANN New \$16.99 Retail Price:	ISBN: 9780738730691 Edition: ANY Used \$12.75 Retail Price:	Cover: N/A Copyright: Publisher: LLEWELLYN PUBLICATIONS	
			This text is required

Grade distribution:

(1) 10 % = 2 Class presentation

In the course of the semester students present two presentations 8 minutes in length + 3 minutes for questions. Your presentation must cover the reading for the day you signed up for. You are required to create a PowerPoint presentation with images and explanations (5 slides maximum). Graded for clarity; organization; preparation; effectiveness of your communication; insight of your critique. Prepare your material well in advance; please do not read off of a sheet of paper!).

(2) 25 % = Essay: 2,000-2,200 words total, including bibliography
(20% for peer-reviewed outline, 60% for first draft, 20% for final draft)

(3) 20 % = Quizzes (most are pop-quizzes).

(4) 20 % = Participation; attendance; punctuality, courtesy, attentiveness; respect for the learning environment; insights (please, no phones, no texting, no surfing on the internet, and inappropriate actions). [1% subtracted from grade per absence]

(5) 25 % = 1 Final Exam on the last day of classes

General Education Learning Objectives and Student Learning Outcomes

- **Humanities** – In this class we will learn about the history, underlying theory and methodologies used within the disciplines of Vodou Studies, Religious Studies, and Haitian Creole and Haitian Studies.

In this class you will identify and analyze key elements, biases and influences that shape thought within the disciplines of Haitian Language and Cultural Studies, Haitian civilization, Vodou Studies, Religious Studies and World Religions. You will approach issues and problems within these disciplines from multiple perspectives.

You will learn to communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the discipline, individually and/or in groups.

Class Policies

Attendance policy

Attendance is mandatory and will be assessed by class roll or sign-up sheet. Students will lose 1% from their final grade for every unexcused absence. Absences will be excused in accordance with UF policy. Acceptable reasons include illness, religious holidays, military obligation, and the twelve-day rule (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>). Should you miss a class for any reason, you are responsible for informing yourself as to what was covered in class.

Participation: Students are expected to read and review the assigned readings before class. Consistent participation in class discussions, demonstrated knowledge of the assigned readings will also contribute to this portion of the final grade.

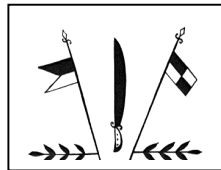
If you disregard UF policy, the instructor reserves the right to ask you to leave the class, to make an appointment with the Dean of Students, and to engage in a conflict resolution procedure. (See the Dean of Students' website about this: <http://www.dso.ufl.edu/sccr/resolution/>). The instructor can lower your grade if you do not comply with UF and class policies.

Get e-published in our new peer-reviewed electronic journal

The Journal of the Vodou Archive

<http://www.dloc.com/vodou>

Editor-in-chief: Benjamin Hebblethwaite



Publishing in academia is highly competitive. *The Journal of the Vodou Archive* will only include the best essays: only the top essays will be invited for e-publication in the Journal of the Vodou Archive.

Essays will be selected on the basis of the strength of the writing, insightfulness, creativity and scholarship, organization and style, and the depth of the research and their use of sources.

Paper – (Read carefully!)

Students will write a 1-page outline and a 2,000 – 2,200 word research paper, including the bibliography. Include your word count below your name on your first page. No title page is needed. Both submissions will use .12 Times New Roman, be double-spaced, and have 1 inch columns on all sides. Your outline must be like a “plan” or a “blue print”. We will not accept a “prose” paper proposal. Below is an example of an outline format, but not the only one possible!

- Title of your essay
- I. Introduction’s title
Thesis statement
- II. Main topic 1 (write a complete sentence for each topic and subtopic)
 - a. Subtopic 1
 - b. Subtopic 2
 - c. Subtopic 3
- III. Main topic 2
 - a. Subtopic 1
 - b. Subtopic 2
 - c. Subtopic 3
- IV. Main topic 3
 - a. Subtopic 1
 - b. Subtopic 2
 - c. Subtopic 3
- V. Conclusion’s title
Reiteration of the thesis statement
Concluding summary remarks and discussion of remaining work and problems

Include at least 5 peer-reviewed sources (i.e. books or articles; UF online database books and articles are OK). Your 5 sources must also include the 3 required readings in this class. The required readings should form a foundation for your paper topic. You are free to select your own topic. You can also include a few online sources in addition to the 5 “peer-reviewed” sources.

Make sure your essay is divided into sections with section headings. Do not submit an essay with no sections or section headings. They are like signs or guidelines for readers.

Citations must be accompanied by appropriate bibliographical references. Your paper will be graded based on the basis of the originality of the ideas, on the clarity and concision of your writing and editing.

Your essay should engage with the class books and lectures, and demonstrate exploration of additional sources. Aim to write a scholarly paper in which you strive to produce an objective and accurate analysis of your topic. Avoid advancing personal ideological or religious preferences and try to take an empirical approach where the facts are considered. There is no judgment of “goodness” or “badness” in academic writing on religion. Instead, we are interested in empirical and factual representations and analyses that are based on evidence. You may draw your own inferences (a conclusion reached on the basis of evidence and reasoning) but avoid *judging* the religion and culture. You may compare Vodou with other religions but avoid doing so in order to advance a personal religious conviction. Try to include a Vodouist perspective, among others, in your writing.

Note you must turn your draft and your final essay in via e-learning. The version you submit via e-learning will be submitted to “Turn it in” plagiarism software. Copy and pasting from online or published sources is *unacceptable* and results in failure for plagiarism.

Avoid direct citations. I recommend you explain the author’s ideas in your own words, but always give her or him credit for the idea, i.e. (Dubois 2012:213).

Use any citation and bibliographical style but be consistent.

You must indicate the word count below your name on the first page.

Failure to follow the formatting guidelines explained in the paragraphs above will result in the lowering of your grade by as much as 5%.

Reference and Bibliography Guidelines

In the text:

- (a) Zéphir (1997: 223) advocates the instruction of Haitian Creole in the United States’ secondary education system.
- (b) Misclassifying Creole-speakers as African Americans fails to properly account for linguistic and cultural differences (Zéphir 1997: 223).

In the bibliography:

Zéphir, Flore. 1997. Haitian Creole Language and Bilingual Education in the United States: Problem, Right or Resource? Article in *Journal of Multilingual and Multicultural Development*, Vol. 18, No. 3, pp. 223-37

a. Book:

Author. Year of publication. *Title of book*. City of publisher: Publisher.

b. Article in journal, magazine, etc.:

Author. Year of publication. Title of article. Article in *Name of source*, Volume/number of issue, page numbers.

See the bibliography for further examples.

CLASSROOM POLICIES:

- **Makeup Policy:** Except in the case of certified illness or other UF accepted excuse (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>), there will be no make-up option for missed exams, quizzes or late assignments. Where possible, make-ups should be arranged by email or in person prior to the expected absence. In case of illness, student should contact instructor on his or her return to classes.
- **Unexcused Absence Policy:** Student will lose **1%** from their final grade for each unexcused absence.
- **Late Policy:** A class roll will be available for students to sign at the front of the class before class begins. If a student is late, he or she will have to sign the "late roll sheet" after class. Such

lateness distracts other students and the instructor and will affect the student's final participation grade. Students will lose **0.5%** from their final grade each time they arrive late.

- **Cell phone policy:** Students must turn cell phones to silent before coming to class. Each time a student's cell phone rings or each time that a student texts during class, 1% will be deducted from that student's final grade (i.e. the student will be marked as absent).
- **Lap top policy:** Students may use laptops to take notes or read electronic textbooks. Wifi must be disabled in class. Students who use the internet will be marked as absent and 1% will be deducted from the student's final grade (i.e. the student will be marked as absent).

Academic Honesty: Students are required to be honest in their coursework, may not use notes during quizzes or exams, and must properly cite all sources that they have consulted for their projects. Any act of academic dishonesty will be reported to the Dean of Students, and may result in failure of the assignment in question and/or the course. For University of Florida's honor code, see <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

Accommodations for Students with Disabilities Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

Counseling and Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352 392-1575; <http://www.counseling.ufl.edu/cwc/>).

Online Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester (or days, in the case of the summer), but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

Syllabus for Introduction to Haitian Vodou, Fall, 2017

Instructor: Benjamin Hebblethwaite

Languages, Literatures and Cultures, University of Florida, Gainesville

MON		WED		FRI	
August 21		August 23	Chita Tann, 50-62	August 25	Chita Tann, 63-84
August 28	Chita Tann, 87-106	August 30	Chita Tann, 107-122	September 1	Chita Tann, 123-131
September 4	LABOR DAY NO CLASS	September 6	Chita Tann, 133-148	September 8	Chita Tann, 149-166
September 11	Chita Tann, 167-182	September 13	Deren, 15-27	September 15	Deren, 27-41
September 18	Deren, 41-53	September 20	Deren, 54-71	September 22	Deren, 71-85
September 25	Deren, 86-102	September 27	Deren, 102-114 300 word essay proposal due	September 29	Deren, 114-137
October 2	Deren, 137-150	October 4	Deren, 151-171	October 6	HOMECOMING, NO CLASS
October 9	Deren, 171-187	October 11	Deren, 188-202	October 13	Deren, 202-216
October 16	Deren, 216-224	October 18	Deren, 225-239	October 20	Deren, 240-247
October 23	Deren, 247-262	October 25	Beaubrun, 31-45	October 27	Beaubrun, 47-60
October 30	Beaubrun, 61-81	November 1	Beaubrun 82-103	November 3	Beaubrun, 105-118
November 6	Beaubrun, 119-138	November 8	Beaubrun, 139-158	November 10	VETERANS DAY, NO CLASS
November 13	Beaubrun, 157-166	November 15	Beaubrun, 167-187	November 17	Beaubrun, 188-198 ESSAY DUE
November 20	Beaubrun, 199-214	November 22	THANKSGIVING, NO CLASS	November 24	THANKSGIVING, NO CLASS
November 27	Beaubrun, 215-240	November, 29	Beaubrun, 241-252	December 1	Beaubrun, 253-269
December 4	REVIEW	December 6	FINAL EXAM		

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.