San José State University, Humanities Department, Religious Studies Program

ANTH/RELS 122, Magic, Science & Religion, Sections 80 & 81 (Fall 2018)

Instructor: Dr. Lee Gilmore (pronouns: she/her)

Email: lee.gilmore@sjsu.edu

Office Location/Hours & Class Days/Time: I live in Oregon & currently teach online only. Five live webinars/online office hours will be held via Zoom. See Course Schedule for specific dates & times, and see Assignments: Webinars for more details. I am also available by appointment via phone, Zoom, or Skype.

Virtual Classrooms:
• SEC. 80: https://sjsu.instructure.com/courses/1268423
• SEC. 81: https://sjsu.instructure.com/courses/1268424

Prerequisites: Completion of Core GE Requirements; WST passed; 100W completed or concurrent enrollment; upper division standing (60 units)

GE/SJSU Studies Category: Area V: Culture, Civilization, and Global Understanding

Course Format: ONLINE ONLY. See Online Learning Requirements for more details.

Faculty Web Page, Facebook & Twitter:
• http://www.sjsu.edu/people/lee.gilmore
• https://www.facebook.com/ProfGilmore
• https://twitter.com/ProfLeeGilmore

SJSU Catalogue Description
Exploring the ways in which people have attempted to gain mastery over the natural and supernatural worlds beginning with prehistoric times and concluding with modern day society and the contemporary world.

Area V General Education Learning Objectives (GELOs):

1. Students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.
   • Through interactive discussions and written assignments, students will examine some of the ideas, values, images, cultural artifacts, and cosmologies from the following cultural/religious traditions: traditional Hmong culture (a Southeast Asian ethnic minority); traditional Ojibwe (and other Native American) worldviews; Ndembu ritual (indigenous Central African); Haitian Vodou (an African-diaspora religion); Evangelical & Pentecostal Christianity (North American); Buryat shamanism (Siberian) & other global shamanisms; and Western scientific empiricism. Students will then systematically compare these diverse cultures—including their ideas, values, images, cultural artifacts, economic structures, technological developments, and attitudes—in order to discern the consequences of diverse worldviews.

2. Students shall be able to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.
   • We will examine and interrogate the pre-colonial, colonial, and post-colonial historical contexts of the above named traditions and worldviews. We will also examine the influence of traditional indigenous cosmologies on the broader American cultures, as well as how these worldviews challenge the dominant Western scientific/empiricist worldview. Students will demonstrate in writing their ability to think accurately & critically about these issues.

3. Students shall be able to explain how a culture outside the U.S. has changed in response to internal and external pressures.
   • Finally, we will examine—in historical contexts—some of the various consequences of competing cosmologies based on magic, science, and/or religion. This will include investigating and interrogating specific problems of culture change and acculturation in societies outside (or immigrating to) the U.S., as well as how the ideologies of ‘magic,’ ‘science,’ and ‘religion’ can all be observed in both traditional and Euro-American worldviews and cosmologies.
Extended Course Description & Goals
The goal of our course will be to examine diverse religions & cultures in historical context in order to better understand the consequences of competing worldviews and the dynamics of paradigm change. Among others, some questions we will consider are:

- What do we mean by magic, science and religion & what are the similarities & differences between them? Are these concepts contradictory or complementary? Are the boundaries between them clear or complicated?
- How have anthropologists, religion scholars, and popular media typically understood these concepts and why does this matter?
- How do our understandings of magic, science, and religion change when we take questions of power into account, and examine these from the point of view colonized and marginalized peoples, rather than normative, socially dominant, religions?
- How do our understandings of magic, science, and religion change when we think of religions as defined more by experience & practice, rather than belief & dogma?
- How is ritual used in magic, science & religion to reinforce worldviews & affect outcomes?
- How have indigenous peoples attempted to understand and gain mastery over the human, natural and/or supernatural worlds & what can we learn by comparing this with Western (Euro-American) peoples’ attempts?
- How have colonized & indigenous peoples resisted adopting Western worldviews?
- What happens when religious cosmologies and scientific paradigms conflict in diverse understandings of the universe, nature, society, and the role of the individual?
- How does making the strange familiar make the familiar strange?

This course should be of interest to students of science (both theoretical and applied), medicine & healing arts, technology & industry, as well as philosophy, anthropology, social & behavioral sciences, and humanities & the arts.

Readings & Other Required Media

Required Textbook
AVAILABLE FROM SPARTAN BOOKSTORE

Other Required Readings & Videos
AVAILABLE VIA THE CANVAS SITE: See Course Schedule below for details.

Technological & Online Learning Requirements
In order to participate in & pass this class, you will need to ensure that you will have access to an internet-enabled computer or tablet a minimum of 9 hours per week. (See University Policies: Federal Regulations Regarding the Definition of the Credit Hour.) You are expected log in to our course a (bare) minimum of once week & logging in every day is highly recommended. You will use this time to:

- Complete online readings & watch required videos
- Complete required quizzes, participate in discussion forums, & write required essays
- Attend (or watch recordings of) webinars

It is also strongly recommended that your computer or mobile device be running the most recent available operating system & other software.
- See Canvas Technical Requirements:
  - https://guides.instructure.com/m/4214/l/82542-what-are-the-basic-computer-specifications-for-canvas
- See Zoom System Requirements:

How to Use Canvas & Get Tech Support
The Canvas developers & the SJSU e-Campus have put together a wonderful collection of resources intended to help you successfully navigate the Canvas LMS:
- Searchable Canvas Student Guide: https://guides.instructure.com/
- Additional resources & help docs can be found via the SJSU e-Campus: http://www.sjsu.edu/at/ec/
- If those links don’t fully address your needs, you can submit an iSupport ticket and you will receive a response back promptly from SJSU support personnel. See Support tab on this page: http://www.sjsu.edu/at/ec/
- In Canvas, you can also click on the Question Mark icon on the far left hand nav bar for help options
Course & University Policies

Be a Participant, Not a Spectator
This course is an opportunity for you to learn about the cultural construction of worldviews & paradigms through the vehicles we call magic, science, and religion. **Active and engaged participation in our class is required & your grade will be a direct reflection of how much effort you put into this course.** While emergencies and illnesses may at times be unavoidable, I guarantee that you will not do well in this class if you miss (or are consistently late with) multiple assignments & discussion sessions or if you are distracted or multitasking during course meetings, videos & other tasks.

**THE ONLINE/REMOTE ONLY NATURE OF THIS COURSE means that it is incumbent upon you to be proactive about participating.** This means that you will need to stay on top of course content, keep track of deadlines & regularly check both the Canvas site & email.

Finally, you should also approach this subject matter with an open and curious mind. My job is not to dispute your own religious, cultural, or other commitments, but rather to train you to **think critically about religions, cultures & worldviews (including your own, as well as others’).** In turn, I agree to give you my complete attention during our time together, and to provide every resource I have available to help you do well in this course.

**BOTTOM LINE: IT IS UP TO YOU TO MAKE THE MOST OF YOUR EDUCATION, AND HENCE YOUR TIME IN THIS COURSE.**

Late Policy
You are expected to complete ALL assignments by the posted deadlines. Late quizzes & discussion posts will generally be accepted, **BUT 1 point will be deducted for each day (including weekends) that Quizzes & Discussion Posts are late.**

**WARNING: do not abuse this policy.** One late assignment in the case of an emergency may be understandable (and one or two points are unlikely to affect your final grade). But if you make a regular habit of submitting late papers, those subtracted points can add up fast and **dramatically reduce your final grade.** Also, the amount of feedback on your discussion posts will also be reduced, as I will likely have moved on to other tasks & no longer have time devoted to that assignment. **Finally, I reserve the right to refuse to accept exceptionally late assignments, at my own discretion.** Once an assignment is only worth half the originally available points, it is a failing grade. **Put all deadlines & due dates in your own calendar.** Also see READ ME: About DUE Dates & Deadlines.

Plagiarism Policy
**Plagiarism means COPYING WORDS FROM ANY SOURCE WITHOUT PLACING THOSE WORDS IN QUOTE MARKS & PROVIDING A CORRECT CITATION.** This includes submitting work in which ANY unacknowledged material appears, and handing in material written by a person other than the student.

**ANY attempt to pass off someone else’s words as your own is a serious academic offense and WILL RESULT IN A FAILING GRADE FOR THAT ASSIGNMENT.** It may also result in a failing grade for the course or even expulsion from SJSU. The final paper for this course will be checked for plagiarism via **turnitin.com** (as well as by the professor’s own experienced and unerring eagle eyes). All incidents of plagiarism will be reported. If you get stuck working on any of your written assignments for this class, please ask me for help before resorting to plagiarism. Also see READ ME: Plagiarism Policy & Resources page on Canvas.

Dropping and Adding
You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. For **Fall 2018** semester, the deadlines can be found at: [http://www.sjsu.edu/registrar/calendar/2184/index.html](http://www.sjsu.edu/registrar/calendar/2184/index.html)

Library Liaison
Aliza Elkin: aliza.elkin@sjsu.edu
Course & University (cont.)

University Policies: Federal Regulations Regarding the Definition of the Credit Hour
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. (For a 3-unit course like ours, this means a minimum of 135 hours, total.)

Other University Policies
Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/. Make sure to review these university policies and resources.

Other Assignment & Basic Policies (See Links on Canvas Home Page)
• READ ME: Criteria and Guidelines for Written Assignments
• READ ME: Professor’s Pet Peeves
• READ ME: Discussion Forum & Chat Etiquette Guidelines
• READ ME: About DUE Dates & Deadlines (also see Late Policy above)
• UPLOAD ALL WORK THROUGH CANVAS. I DO NOT ACCEPT ASSIGNMENTS VIA EMAIL.

Grading Information

Grading Information for all Upper Division GE/SJSU Studies Courses:
Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

Final Grade Scale (100% = 1000 points)
A+ 1000-975  B+ 899-875  C+ 799-775  D+ 699-650
A  974-925  B  874-825  C  774-725  D  649-600
A- 924-900  B- 824-800  C- 724-700  F less than 600

Total Assignment Points Possible:
• 400 = Quizzes (17 @ up to 10-35 points each)
• 300 = Discussions (12 @ up to 25 points each)
• 250 = Final Paper (up to 200 points for Final Paper + up to 50 points for Final Paper Proposal)
• 50 = Webinars & General Course Participation

Assignments

Weekly Quizzes
Every week, you will have 1-2 quizzes to complete. Try to think of these quizzes more as exercises or study guides, rather than as "tests." Each quiz is closely tied to the specific readings & assigned videos listed each quiz instruction page. They are ALL "open book" and "open note," so there’s nothing to keep you from referring back to the reading or videos, and in fact I encourage you to do so. There is also no time limit (although there is a deadline, see IMPORTANT NOTE ABOUT THIS SCHEDULE below) and you can save your work on each quiz and come back later if needed. Questions will be multiple choice, matching, true/false, or fill-in the blank, and are worth between 10-35 points each.

In general, I recommend that you complete the specified readings & videos before you start the quiz, and then go back through them as you complete the quiz, making note of key points & ideas in the quiz questions. I also recommend that you DO THE READINGS & QUIZZES FIRST, AND THEN WATCH THE VIDEO LECTURES AND COMPLETE THE DISCUSSION POSTS, which is why the quizzes are due first each week.
• (See READ ME: About Quizzes in Canvas for more details.)
Assignments (cont.)

Video Lectures & Discussion Forums
Every week, you will write discussion posts about the video lectures (and other materials). Each post will ask you to think about how the ideas discussed in these videos illuminates concepts from the assigned readings, and make note of places where you still have questions, and each will be worth up to 25 points. For more details, also see:
• READ ME: Video Lectures & Discussion Forums
• READ ME: Discussion & Chat Forum Guidelines
• READ ME: Discussion Rubric Details

Final Paper
The Final Paper will demonstrate your ability to identify & think critically about the consequences of changing & compelling paradigms. Your papers should integrate the breadth of material studied in this course in order to:
• Compare the narratives, rituals, cosmologies, & worldviews of diverse cultures & religions.
• Identify the historical contexts of worldviews & cultural traditions outside the U.S. & describe their influence on American culture.
• Explain how cultures outside the U.S. have changed in response to internal and external pressures.
• The final essay should be 5-7 pages (1500-2000 words) long & will be DUE by WED DEC 12 @ 12 noon
• There will also be a Final Paper Proposal w/Annotated Bibliography DUE by MON NOV 12 @ 12 noon, which is your best opportunity to get feedback & direction from me before submitting the Final Paper itself.
• (See Assignments: Final Essay in Canvas for more details.)

Webinars (Online Meetings) & Other General Course Participation
During Fall 2018, we will meet for 5 LIVE WEBINARS (online meetings held via Zoom). These sessions are an opportunity for you to ask me questions and get live feedback. YOU ARE REQUIRED TO ATTEND AND PARTICIPATE VIA THE CHAT INTERFACE IN A MINIMUM OF ONE WEBINAR.

COME PREPARED WITH QUESTIONS FOR ME ABOUT THE MATERIAL. It is strongly recommended that you attend & participate in as many live webinars as possible. The more you participate and interact, the more you will get out of the experience, and the more credit you will ultimately earn. However, because I know that your schedules can be complicated, all Webinars will be recorded and available to watch after the session.
• See Course Schedule below for dates/times. Dates vary in order to, hopefully, make it possible for everyone to participate in at least one. If you absolutely cannot attend any of the live sessions in person due to other work or school commitments, please message me about an alternate assignment ASAP.
• TO ATTEND IN PERSON, log on via the invitation I will email everyone prior to the meeting. (Recordings will be posted the morning after the session.)

Credit for attendance & participation in AT LEAST ONE MANDATORY WEBINAR (as well as overall participation in the course) will be earned as follows:
• 10 points just for attending one mandatory webinar
• up to 15 points for asking questions & participating in the chat interface during at least one mandatory webinar
• up to 15 points for asking questions & participating in the chat interface during more than one webinar
• up to 10 points for general participation during the whole course.
(General course participation include: attending & participating all, or most, webinars, as well as substantive engagement & participation in the discussion forums, on facebook &/or twitter, and by demonstrating overall exemplary participation.)
• (See ABOUT WEBINARS: Attendance/Participation & OTHER: General Course Participation on Canvas for more details)

EXTRA CREDIT: Facebook &/or Twitter Participation
Up to 5 extra credit points toward your final grade may be earned by following & participating in my professional facebook &/or twitter pages.
• (See Assignments: Facebook/Twitter Extra Credit in Canvas for more details.)
## FALL 2018 Course Schedule:
**ANTH/RELS 122: Magic, Science, & Religion (Sec. 80 & Sec. 81)**

**IMPORTANT NOTE ABOUT THIS SCHEDULE:** The due dates and times below are the last possible moment before I’ll start deducting late penalties (see the LATE POLICY above), rather than the exact time I want you to turn things in. **YOU ARE ENCOURAGED TO WORK AHEAD AT YOUR OWN PACE.** Figure out how to meet the weekly deadlines while also accommodating your other commitments by submitting assignments AHEAD OF THE DUE BY DATES/TIMES as needed. All times are Pacific Time.

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<td>0</td>
<td>TUE AUG 21 - FRI AUG 24</td>
<td><strong>MODULE 0: Welcome to Magic, Science &amp; Religion</strong>&lt;br&gt;READ: This Syllabus &amp; All Content on Course Front Page&lt;br&gt;READ: &quot;10 Things Every College Student Needs to Know About Religion&quot; (OnFaith)&lt;br&gt;READ: Wood, &quot;Spirit Possession: ‘Everyone’s Doing It’&quot; (Patheos)&lt;br&gt;WATCH: Wade Davis, &quot;The World Wide Web of Belief &amp; Ritual&quot; (TedTalk)&lt;br&gt;WATCH: John Green, &quot;On Religion (Redux)&quot; (YouTube/Vlogbrothers)&lt;br&gt;WATCH: &quot;Faces of Religious Diversity&quot; (YouTube/Harvard Religious Literacy)&lt;br&gt;READ (EXTRA): &quot;10 Things I Wish Everyone Knew About the Bible&quot; (OnFaith)&lt;br&gt;&lt;br&gt;&lt;br&gt;<strong>WED AUG 22: WEBINAR (1) @ 6:00 - 7:30 pm</strong></td>
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| 1           | MON AUG 27 - FRI AUG 31 | **MODULE 1: Intro to Religious Studies**<br>READ: Myhre, "What is Religion?"
READ: Geertz, "Religion Is" (EXCERPT FROM "Religion as Cultural System")
WATCH (1a): Intro to the Study of Religion<br>WATCH (1b): Defining Religion (& Magic)<br>WATCH (1c): Exclusivism, Relativism, Pluralism, & the Elephant<br>WATCH (1d): On Christianity & its Different Branches<br>WATCH: "Introduction to the Protestant Reformation, Setting the Stage" (Khan Academy, Part I)<br>WATCH: "Varieties of Protestantism" (Part III, Khan Academy)<br>READ (EXTRA): Laycock, "If We Don’t Teach Religion in Schools, Americans Will Never Understand the Rest of the World" (Quartz)<br>READ (EXTRA): Harvard Religious Literacy Project<br>READ (EXTRA): Some Definitions of & Statements About Religion (Canvas Page)<br>LISTEN (EXTRA): Prothero, World Religions 101 (Interfaith Voices, Aug 2014)<br><br><br>**WED AUG 29: Quiz (1) DUE by 12 NOON<br>THU AUG 30: Discussion Post (1) DUE by NOON** |
| 2           | TUE SEP 4 - FRI SEP 7  | **MODULE 2: Intro to The Anthropology of Religion**
READ: Winkelman & Baker, "Anthropology & the Study of Religion"
READ: Miner, "Body Ritual Among the Nacirema"
READ: Geertz, "Webs of Significance" (EXCERPT FROM "Thick Description") |
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| 2 (cont.)  | TUE SEP 4 - FRI SEP 7 (cont.) | WATCH (2a): Key Terms: Indigenous, etc  
WATCH (2b): Anthropology of Religion  
WATCH (2c): Unilinear Cultural Evolution  
WATCH (2d): “Evolutionary Tree of Religion”  
READ (EXTRA): Goldberg, "For Decades, Our Coverage Was Racist. To Rise Above Our Past, We Must Acknowledge It" (National Geographic)  
READ (EXTRA): Nicholas, "When Scientists 'Discover' What Indigenous People Have Known For Centuries" (Smithsonian)  

**WED SEP 5:** Quiz (2) DUE by 12 NOON  
**THU SEP 6:** Discussion Post (2) DUE by NOON |
| 3         | MON SEP 10 - FRI SEP 14 | MODULE 3: The Anthropology of Magic, Science, and Religion  
READ: Malinowski, "Rational Mastery by Man of His Surroundings"  
READ: Gmelch, "Baseball Magic"  
WATCH (3a): History of Anthropology (Part One)  
WATCH (3b): History of Anthropology (Postmodernism)  
WATCH (3c): Malinowski, Gmelch, & Magic  
WATCH (3d): Who are the Nacirema?  
READ (EXTRA): The Nacirema Explained  
READ (EXTRA): "The Perennial Power of Ritual" (sapiens.org)  

**WED SEP 12:** Quiz (3) DUE by 12 NOON  
**THU SEP 13:** Discussion Post (3) DUE by NOON |
| 4         | MON SEP 17 - FRI SEP 21 | MODULE 4: Science! Evolution & Cosmos  
READ: Evolution Resources from the National Academies of Science  
WATCH: Carl Sagan’s Cosmos (1980), Episode #13  
WATCH (4a): What is Science? (+Evolution)  
WATCH (4b): Biblical Creationism vs. Evolution by Natural Selection  
WATCH (4c): BC & AD vs. BCE & CE  
WATCH (4d): Religion & Science  
WATCH (4e): Cosmos & Spirituality  
READ (EXTRA): Ghose, "'Just a Theory': 7 Misused Science Words" (Scientific American, 2013)  
READ (EXTRA): Withnall, "Pope Francis declares evolution and Big Bang theory are real & God is not 'a magician with a magic wand'" (Independent)  
READ (EXTRA): Krule, "Pope Francis’ Progressive Statement on Evolution Is Not Actually a Departure for the Catholic Church" (Slate 2014)  
READ (EXTRA): Pope Francis, "Laudato si: On care for our common home" (Vatican)  
READ (EXTRA): "Ann Druyan Talks About Science, Religion, Wonder, Awe and Carl Sagan" (Skeptical Inquirer)  
READ (EXTRA): Schiffman, "We Need a Thousand-Year Worldview in the Face of Climate Change" (Yes! Magazine) |
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| 4 (cont.)   | MON SEP 17 - FRI SEP 21 (cont.) | WATCH (EXTRA): *Cosmos* (1980) with Carl Sagan (via Twitch)  
WATCH (EXTRA): *Cosmos* (2014) with Neil deGrasse Tyson (via Netflix)  
WATCH (EXTRA): "Judgment Day: Intelligent Design On Trial" (PBS Nova)  
WATCH (EXTRA): More Evolution & Science Resources (PBS)  
WATCH (EXTRA): Select clips from Sagan’s *Cosmos*  
WATCH (EXTRA): Symphony of Science, "We Are All Connected" (Music Video) |
|             |       | **MON SEP 17:** WEBINAR (2) @ 6:00 - 7:30 pm  
**WED SEP 19:** Quiz (4) by 12 NOON  
**THU SEP 20:** Discussion Post (4) DUE by NOON |
| 5           | MON SEP 24 - FRI SEP 28 | **MODULE 5: Science & Paradigm Shifts**  
READ: Nickels, "Introduction" to Thomas Kuhn  
READ: Naughton, "Thomas Kuhn: The Man Who Changed the Way the World Looked at Science" (Guardian)  
WATCH: Kuhn's Paradigm Shift (YouTube)  
WATCH (5a): Kuhn & Scientific Paradigms  
WATCH (5b): Scientific Paradigm Examples  
WATCH (5c): Postmodern Relevance/Social Theory  
READ (EXTRA): Leland et al, "Does Evolutionary Theory Need a Rethink?" (Nature)  
READ (EXTRA): Fausto-Sterling, "Rethinking Evolution: Symbiosis at the Heart of Change" (Boston Review)  
READ (EXTRA): Gopnik, "Spooked: What Do We Learn About Science From a Controversy in Physics?" (New Yorker)  
READ (EXTRA): Martinez-Conde & Macknik, "The Delusion of Alternative Facts" (Scientific American)  
WATCH (EXTRA): "The Fabric of the Cosmos" (PBS Nova)  
WATCH (EXTRA): "The Pluto Files" (PBS Nova)  
WATCH (EXTRA): Crash Course History of Science (youtube) |
|             |       | **WED SEP 26:** Quiz (5) DUE by 12 NOON  
**THU SEP 27:** Discussion Post (5) by NOON |
|             |       | **RELIGION, MAGIC, CONSCIOUSNESS & RITUAL** |
| 6           | MON OCT 1 - FRI OCT 5 | **MODULE 6: Shamanism/Vitebsky**  
READ: Vitebsky, "Shamansim"  
READ: Review of "In Pursuit of the Siberian Shaman"  
WATCH: "In Pursuit of the Siberian Shaman" (via SJSU library)  
WATCH (6a): Shamanism & Altered States of Consciousness  
WATCH (6b): Neo-Shamanism & Siberian Shaman  
WATCH (6c): Siberian Shaman + Neo-Shamanism  
READ (EXTRA): Torres & Sawyer, Curandero: A Life in Mexican Folk Healing (ebook via SJSU lib)  
READ (EXTRA): "Shamans: Masters of Ecstasy" (National Geographic) |
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| 6 (cont.)   | MON OCT 1 - FRI OCT 5 (cont.)                     | **WED OCT 3:** Quiz (6) DUE by 12 NOON  
**THU OCT 4:** Discussion Post (6) DUE by NOON |
| 7           | MON OCT 8 - FRI OCT 12                            | **MODULE 7: Native American Religions (Ojibwe/Hallowell)**  
READ: Hallowell, "Ojibwa Ontology, Behavior & Worldview"  
READ: "Anishinaabe Ojibwe Ways" (Pluralism Project)  
WATCH: "In The Light of Reverence" (Parts 1 & 3)  
WATCH: Taul Paul, "Prayers in a Song" (Ojibwe Hip Hop)  
WATCH (7a): Ojibwa Ontology Introduction  
WATCH (7b): Language & Cognition (Part One)  
WATCH (7c): Language & Cognition (Part Two)  
WATCH (7d): Ojibwa Ontology  
WATCH (7e): Native American History  
READ (EXTRA): Luger, "This App Can Tell You the Indigenous History of the Land You Live On (Yes! Magazine)  
READ (EXTRA): Little, "Native Americans to JK Rowling: We’re Not Magical" (National Geographic)  
READ (EXTRA): Keene, "Magic in North America: The Harry Potter Franchise Veers Too Close To Home" (Native Appropriations)  
READ (EXTRA): Langlois, "When Whales &Humans Talk" (Hakai Magazine, 2018)  
READ (EXTRA): Jones, "Is Color Perception a Human Universal?" (Sapiens)  
READ (EXTRA): "Sapir Whorf Hypothesis" (Ask a Linguist FAQ)  
WATCH (EXTRA): "Two-Spirits, One Dance for Native American Artist" (on non-binary gender in Ojibwe) (AJ+)  
WATCH (EXTRA): Boroditsky, "How language shapes the way we think" (TedTalk)  
LISTEN (EXTRA): Graham Harvey on Animism (Podcast, Religious Studies Project)  
LISTEN (EXTRA): "Why Isn't the Sky Blue" (RadioLab, May 2012)  
**TUE OCT 9:** WEBINAR (3) @ 6:00 - 7:30 pm  
**WED OCT 10:** Quiz (7.1) (on Ojibwe Ontology) DUE by 12 NOON  
**WED OCT 10:** Quiz (7.2) (on Light of Reverence) DUE by 2:00 PM  
**THU OCT 11:** Discussion Post (7) DUE by NOON |
| 8           | MON OCT 15 - FRI OCT 19                           | **MODULE 8: African Diaspora Religions (Vodou/Brown)**  
READ: Brown, EXCERPTS FROM Mama Lola  
WATCH: "Legacy of the Spirits" (via SJSU library)  
WATCH (8a): African Diasporic Religions  
WATCH (8b): Mama Lola + African Pantheons  
WATCH (8c): Mama Lola + Vodou  
READ (EXTRA): Mariani, "The Tragic, Forgotten History of Zombies" (The Atlantic)  
READ (EXTRA): Olupona, "The Spirituality of Africa" (Harvard Gazette) |
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| 8 (cont.)  | MON OCT 15 - FRI OCT 19 (cont.) | READ (EXTRA): Adegoke, "Jesus Hasn't Saved Us: The Young Black Women Returning to Ancestral Religions" (Broadly)  
READ (EXTRA): Yu, "The Young Brujas Reclaiming the Power of Their Ancestors" (Broadly)  
READ (EXTRA): Dickens, "These African Deities Are the Best Gods You’ve Never Heard Of" (Buzzfeed)  
WATCH (EXTRA): Reflexive Ethnography (8d)  
WATCH (EXTRA): "In God We Trust" (first 10 mins, via SJSU library)  
WATCH (EXTRA): “Meet the Vodou Priestess Summoning Healing Spirits in Post-Earthquake Haiti” (Broadly)  
WATCH (EXTRA): "The Atlantic Slave Trade in Two Minutes" (Slate)  
WATCH (EXTRA): "Haitian Revolutions" (Crash Course)  
WATCH (EXTRA): "Haitian Revolution" (Khan Academy)  
WATCH (EXTRA): Ibeyi, "River" (Music Video)  
**WED OCT 17: Quiz (8) DUE by 12 NOON**  
**THU OCT 18: Discussion Post (8) DUE by NOON** |
| 9          | MON OCT 22- FRI OCT 26 | **MODULE 9: Evangelical Christianity (Luhrmann)**  
READ: Luhrmann, EXCERPT FROM *When God Talks Back*  
LISTEN: Interview with Tanya Luhrmann (NPR Fresh Air, Nov 2012)  
WATCH: Tanya Luhrmann, "When God Talks Back" (TEDxStanford)  
WATCH (9a): American Protestantism  
WATCH (9b): When God Talks Back Compared to Mama Lola  
WATCH (9c): God Talks Back + Mama Lola  
READ (EXTRA): American Religious Landscape Survey (Pew, 2014)  
READ (EXTRA): "When Americans Say They Believe in God, What Do They Mean?" (Pew, 2018)  
READ (EXTRA): Luhrmann, Other Research on Cultural impacts on Mental Illness  
READ (EXTRA): Luhrmann, "magic" (SSRC Frequencies)  
READ (EXTRA): On Neo-Paganism & Wicca (recommended & related resources)  
WATCH (EXTRA): Report on Glossolalia (ABC) (first 10 mins only)  
WATCH (EXTRA): God in America (PBS)  
WATCH (EXTRA): "Witches, Psychiatrists & Evangelicals with Tanya Luhrmann: Conversations with History" (UCTV)  
**WED OCT 24: Quiz (9) DUE by 12 NOON**  
**THU OCT 25: Discussion Post (9) DUE by NOON** |
| 10         | MON OCT 29 - FRI NOV 2 | **MODULE 10: Visible Spirit in Zambia/Turner**  
READ: Turner, "A Visible Spirit Form in Zambia"  
WATCH (10a): The Turners, the Ndembu, & the Ihamba  
WATCH (10b): Edith Turner & the Blob  
WATCH (10c): Rites of Passage |
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<th>SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES</th>
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READ (EXTRA): More on Ndembu Shamanism  
WATCH (EXTRA): "Celebrating the Works of Edith ‘Edie’ Turner" (YouTube)  
**MON OCT 29: WEBINAR (4) @ 6:00 - 7:30 pm**  
**WED OCT 31: Quiz (10) DUE by 12 NOON**  
**THU NOV 1: Discussion Post (10) DUE by NOON** |
| 11           | MON NOV 5 - FRI NOV 9           | **MODULE 11: Birth/Davis-Floyd**  
READ: Davis-Floyd, EXCERPTS FROM *Birth as an American Rite of Passage*  
WATCH: Clips from Monty Python’s "The Meaning of Life" (YouTube)  
WATCH (11a): Davis-Floyd & Ritual  
WATCH (11b): Cartesian Dualism & Mechanistic Worldview  
WATCH (11c): Technocratic Birth (Part One)  
WATCH (11d): Technocratic Birth (Part Two)  
READ (EXTRA): More on Hospital vs. Home Birth  
READ (EXTRA): Vega, "How Natural Birth Became Inaccessible to the Poor" (Sapiens)  
READ (EXTRA): Villarosa, "Why America's Black Mothers and Babies Are in a Life-or-Death Crisis" (NYT 2018)  
READ (EXTRA): Aschwanden, "Surgery Is One Hell Of A Placebo" (538)  
**WED NOV 7: Quiz (11) DUE by 12 NOON**  
**THU NOV 8: Discussion Post (11) DUE by NOON** |
| 12           | TUE NOV 13 - FRI NOV 16         | **MODULE 12: The Spirit Catches You (1)**  
READ: Fadiman, *The Spirit Catches You*, Chaps. 1-10  
WATCH (12a): Intro to the Spirit Catches You  
WATCH (12b): Hmong Shamanism (Part One)  
WATCH (12c): Hmong Shamanism (Part Two)  
WATCH (12d): Medicine, Religion, Society  
**MON NOV 12: FINAL PAPER PROPOSAL DUE by 12 NOON**  
**WED NOV 14: Quiz (12.1) DUE by 12 NOON**  
**WED NOV 14: Quiz (12.2) DUE by 2:00 PM ↩️ note time** |
|              | MON NOV 19 - WED NOV 21         | **MODULE 13: The Spirit Catches You (2)**  
WATCH: "The Split Horn: Life of a Hmong Shaman in America" (via SJSU library)  
**WED NOV 21: Quiz (13) (on Split Horn) DUE by 12 NOON** |
<p>|              | THU NOV 22 - FRI NOV 23:        | <strong>THANKSGIVING</strong>                                                                         |</p>
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| 14         | MON NOV 26 - FRI NOV 30 | **MODULE 14: The Spirit Catches You (3)**  
READ: Fadiman, *The Spirit Catches You*, Chaps. 11-19 + Afterword  
LISTEN: "Yellow Rain" (RadioLab, Sept 2012)  
WATCH (13a): Othering Metaphors  
WATCH (13b): Cultural Relativism  
READ (EXTRA): Coates, "Hmong Gardeners in America’s Dairyland" (Sapiens)  
READ (EXTRA): "Hmong Studies Internet Resource Center"  
WATCH (EXTRA): "The Hmong People Prefer Shamans Over Doctors. So One Hospital Decided to Provide Both" (Upworthy)  
**WED NOV 28: Quiz (14.1) DUE by 12 NOON**  
**WED NOV 28: Quiz (14.2) DUE by 2:00 PM**  
**THU NOV 29: Discussion Post (12) DUE by NOON** |
| 15         | MON DEC 3 - FRI DEC 7 | **MODULE 15: Synthesis & Conclusion**  
NO NEW REQUIRED READING:  
WORK ON YOUR FINAL PAPER & ATTEND LAST WEBINAR  
READ (EXTRA): McIntosh, "Unpacking the Invisible Knapsack"  
READ (EXTRA): Crosley-Corcoran, "Explaining White Privilege to a Broke Person"  
READ (EXTRA): Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color"  
READ (EXTRA): Moses, "Is the Term "People of Color" Acceptable in This Day and Age?" (Sapiens)  
READ (EXTRA): Moses, "Why Do We Keep Using the Word 'Caucasian'?" (Sapiens)  
READ (EXTRA): Shulist et al, "Why Dictionaries Are NOT Value-Neutral" (Sapiens)  
READ (EXTRA): Chua, "What Religious Beliefs Reveal About Post-Truth Politics" (Sapiens)  
READ (EXTRA): Survival International (website)  
READ & WATCH (EXTRA): "Systemic Racism: Is that a Thing?" (Race Forward)  
WATCH (EXTRA): "From Jesus to Christ" (PBS)  
WATCH (EXTRA): "The Bible's Buried Secrets" (PBS)  
**THU DEC 6 WEBINAR (5) @ 6:00 - 7:30 pm** |
| 16         | MON DEC 10 - FRI DEC 14 | **MODULE 16: Finals Week**  
**WED DEC 12: FINAL ESSAY DUE by 12:00 noon**  
• INSTRUCTION ENDS: MON DEC 10  
• FINALS: WED DEC 12 - TUE DEC 18  
• (GRADES DUE FRI DEC 21) |