

**ANTH/RELS 122: Magic, Science & Religion  
Summer 2013**

<b>Instructor:</b>	Lee Gilmore
<b>Office Location &amp; Hours:</b>	<b>VIA CANVAS CONFERENCE: TUE 11:00 am - 12:00 noon (&amp; by appointment)</b>
<b>Class Days/Time:</b>	<b>FOUR (4) LIVE WEBEX MEETINGS</b> (all times Pacific Savings Time) <ul style="list-style-type: none"><li>• <b>MANDATORY: WED JUNE 5 @ 12:00 noon - 1:30 pm</b></li><li>• <b>ATTENDANCE AT ONE ADDITIONAL MEETING ALSO MANDATORY:</b><ul style="list-style-type: none"><li>• THUR JUNE 20 @ 12:00 noon - 1:30 pm</li><li>• WED JULY 10 @ 6:00 pm - 7:30 pm</li><li>• THUR AUG 1 @ 9:30 am - 11:00 am</li><li>• (See <i>Assignments: Attendance &amp; Participation</i> for more details)</li></ul></li></ul>
<b>Virtual Classroom:</b>	<a href="https://sjsu.instructure.com">https://sjsu.instructure.com</a>
<b>Instructor Website:</b>	<a href="http://www.sjsu.edu/people/lee.gilmore">http://www.sjsu.edu/people/lee.gilmore</a>
<b>Instructor Email:</b>	lee.gilmore@sjsu.edu
<b>Skype Handle:</b>	qibitum
<b>Prerequisites:</b>	Completion of Core GE Requirements; WST passed; 100W completed or concurrent enrollment; upper division standing (60 units)

**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: Culture, Civilization, and Global Understanding. Student Learning Objectives**

Upon successful completion of this course, students will be able to:

- 1. 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); Haitian Vodou (an African-diasporic religion); Huichol religion (indigenous Western Central Mexico); Ndembu ritual (indigenous Central African); Evangelical Christianity (North American); 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. 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/empirical worldview. Students will demonstrate in writing their accurate understanding of and ability to think critically about these issues.

- 3. 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**

This course will examine the worldviews of diverse religious cultures in historical context. The focus of our course will be on the importance of dynamic cosmologies, worldviews and shifting paradigms. Competition between worldviews—and the consequences of these conflicts—is an underlying theme that runs throughout the term. Among others, some questions we will consider are:

- What do we mean by worldview, cosmology & paradigm? How is knowledge is both constructed & fluid?
- What do we mean by magic, science and religion & what are the similarities & differences between them?
- Are magic, science & religion used for the same purposes? Are they contradictory or complementary? Are the boundaries between them clear?
- How is ritual used in magic, science & religion to reinforce worldviews & affect outcomes?
- How have both traditional peoples & 'modern' Western (Euro-American) peoples attempted to understand and gain mastery over the human, natural and/or supernatural worlds?
- 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?

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

## **Readings & Other Required Media**

### **Required Textbook**

AVAILABLE FROM SPARTAN BOOKSTORE & ON RESERVE IN SJSU LIBRARY

Fadiman, Anne. *The Spirit Catches You & You Fall Down*. New York: Farrar, Strauss & Giroux, 2012

### **Other Required Readings & Videos**

AVAILABLE VIA THE COURSE SITE: See *Course Schedule* below for details.

### **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 a minimum of 5-12 hours per week. You are expected log in to our course a (bare) minimum of once per week & logging in several times a week is highly recommended. You will use this time to:

- Complete the readings made available online
- Participate in weekly forum discussions
- Watch short required videos
- Write required essays
- Attend occasional live/synchronous meetings
- Talk with me during "office" hours

Some specific websites &/or software that you will be required to run on that computer include:

- Canvas (login w/student ID: [sjsu.instructure.com](https://sjsu.instructure.com))
- WebEx (login w/student ID: [sjsu.webex.com](https://sjsu.webex.com))
- Facebook &/or Twitter (see below)
- YouTube ([youtube.com](https://youtube.com)) & other streaming videos via SJSU Library
- It is also strongly recommended that your computer be equipped with a microphone & camera (internal devices fine) for participating in live WebEx meetings

### **System Requirements**

It is strongly recommended that your computer be running the most recent available operating system & other software, including:

- up-to-date browser (Internet Explorer, Safari, Chrome or Firefox) w/JavaScript, Cookies & ActiveX (PC) or Plug-ins (Mac) enabled
- up-to-date Java (minimum Java 6.0 or higher)
- up-to-date Adobe Flash (minimum Flash 9.0 or higher)
- See WebEx System Requirements:
  - <https://support.webex.com/MyAccountWeb/systemRequirement.do?root=Tools&parent=System>
- See Canvas Technical Requirements:
  - <http://www.sjsu.edu/at/ec/docs/CanvasTechnicalRequirements.pdf>

### **Professor's Social Media: Web Pages**

In an effort to extend the boundaries of our course beyond the walls of our virtual classroom by taking advantage of networks many of us already utilize, I will also occasionally post articles and other readings of relevance to the general themes of our course to my social media pages. You will therefore be required to subscribe to either my ProfGilmore facebook page &/or twitter account (FB forwards to twitter). This will count toward your participation grade. **See:**

- <https://www.facebook.com/pages/ProfGilmore/115968481846995> — OR — <https://twitter.com/qibitum>

## Basic Policies & Protocols

### Homework Policies

You are expected to contribute to weekly discussion forums & submit all papers by the posted deadlines. **NO LATE Weekly Forum Posts will be accepted. PERIOD. Late Essays may be accepted, BUT 5% (half a full letter grade) will be deducted for that project for each day (including weekends) that it is late. WARNING: do not abuse my generosity.** One late paper in the case of an emergency may be understandable, but if you make a regular habit of submitting late papers it will dramatically reduce your final grade. Once the assignment is worth only half the points initially available (i.e., 10-days late & a failing grade), it will no longer be accepted.

- All assignments should be TYPED, DOUBLE-SPACED, USING 12-POINT TYPE, WITH 1-INCH MARGINS & saved/submitted as .doc, .docx, or .pdf files.
- UPLOAD ALL WORK THROUGH CANVAS. I DO NOT ACCEPT ASSIGNMENTS VIA EMAIL.

### About Plagiarism

Plagiarism means COPYING MATERIAL FROM ANY SOURCE WITHOUT GIVING FULL BIBLIOGRAPHIC CITATION, handing in 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 writing as your own is a serious academic offense and may result in a failing grade for the course or even expulsion from SJSU. The three major essays/papers for this course will ALL 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 need help with any of your written assignments for this class, please schedule a Skype session with me before resorting to plagiarism.

### Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. For the *Summer 2013* session, the deadlines and be found at: <http://summer.sjsu.edu/summer-session-calendar-2013/>.

### Be a Participant, Not a Spectator

This course is an opportunity for you to learn about the construction of culture and consciousness through the vehicles we call magic, science, and religion. Your grade will be a direct reflection of how much effort you put into this course & active and engaged participation in our class is required. (See *Online Learning Requirements & Assignments: Attendance & Participation* for more specifics on how participation will be evaluated). While emergencies and illnesses may at times be unavoidable, I guarantee that you will not do well in this class if you are distracted or multitasking during course meetings, videos & other tasks, or if you miss (or are consistently late with) multiple assignments & discussion sessions.

**ALSO, DO NOT FORGET THAT THIS IS AN INTENSIVE SUMMER COURSE.** The workload will be proportionally heavier on a week-by-week basis during our 10-week course than it would be in a 16-week course, and will also include a good deal of writing & required online communication.

**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 analytically about religion, culture, and worldview (including your own, as well as others' points of view).** 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 CLASS.**

## Grading Policies

### Assignment Percentages

- 5% Participation
- 50% Weekly Forum Questions & Discussions
- 10% Four Short Quizzes
- 10% First Essay: Social/Cultural/Religious Location
- 10% Second Essay: Competing Cosmologies
- 15% Final Integrative Research Paper

### Final Grade Scale (100% = 1000 points)

A	1000-930	B+	899-870	C+	799-770	D+	699-670	F	less than 600
A-	929-900	B	869-830	C	769-730	D	669-630		
		B-	829-800	C-	729-700	D-	629-600		

## Assignments

### **Attendance & Participation** (5%, 50 points possible)

Attendance & participation in a minimum of **TWO (2) Live/Synchronous WebEx Meetings** is required. **The first session on WED JUNE 5 FROM 12:00 noon - 1:30 pm is MANDATORY.** You must also plan to attend one more Live Web Ex Meeting: select date/time that works best for you, see below. (We may not use the entire 1½ hours each time, but you should schedule that full block of time, just in case.)

Attendance & participation at each session will be worth **up to 15 points** toward your grade. All WebEx meetings will be recorded, so you must also **WATCH** the other two WebEx meetings that you don't attend in person. Viewing these will earn **5 points** toward your participation grade. Sign-up on our course site for the date of the second meeting you plan to attend by MON JUNE 10.

Live/Synchronous WebEx Meetings will be held on the following days times:

- **WED JUNE 5 @ 12:00 noon - 1:30 pm (MANDATORY)**
- THUR JUNE 20 @ 12:00 noon - 1:30 pm
- WED JULY 10 @ 6:00 pm - 7:30 pm
- THUR AUG 1 @ 9:30 am - 11:00 am

The remaining 10 possible points for this portion of your grade will be based on my assessment of your overall participation. I will be specifically looking for: **1)** Engaged & timely participation in our written discussion forums, including evidence that you are keeping up with our weekly reading schedule & thinking critically about the material; **2)** Timely completion of all essays & research papers; **3)** Participation on the ProfGilmore facebook page &/or twitter feed; **4)** Substantive interaction with me in other ways, such as via office hours/conferences, email, or skype.

### **Weekly Forum Questions & Discussions** (50%, up to 50 points each week)

Every week, I will post prompts to our discussion forums, and you will need to reply with a brief 1-3 paragraph (200-500 word) response. You will also be expected to respond to at least 1-2 other posts per week (100-300 words each). *In general, these forum discussions are intended to assess and guide your comprehension of the assigned reading, as well as to focus our live meetings.* More specific policies & guidelines are posted on the course website. PLEASE READ THESE.

**NOTE: ALL Forum posts MUST be posted by the deadline. NO late posts will be accepted.** However, you can earn TWO POINTS of extra credit for completing them at least TWO DAYS ahead of the deadline, and ONE POINT of extra credit for completing them ONE day ahead of the deadline. In general, these will be **DUE BY 12:00 NOON EVERY WEDNESDAY, WITH A FEW SPECIFIC EXCEPTIONS: BY TUE 6/4 @ 12:00 noon; BY TUE 7/2 @ 12:00 noon & BY TUE 8/6 @ 9:00 am.**

### **Short Online Quizzes** (10%, up to 25 points each)

Throughout our summer session, you will be assigned a few specific videos/films to watch online and there will be four short quizzes about their content. These will be **DUE BY 9:00 AM MON 6/10, MON 7/1, MON 7/22 & MON 7/29.**

### **First Essay: Social/Cultural/Religious Location** (10%, 100 points possible)

This paper provides an opportunity for you to identify & think critically about your own social, cultural, gendered, and religious background(s), incorporating insights from the reading & discussions thus far. What elements can you identify as comprising & describing your worldview? To what extent is your own worldview shaped by the prevailing dominant Western scientific/empirical worldview? More detailed directions posted under "Assignments." These essays should be 3-4 pages (1000 words) long & will be DUE BY MON JUNE 24 @ 9:00 am.

### **Second Essay: Competing Cosmologies** (10%, 100 points possible)

This paper will demonstrate your ability to identify & think critically about the consequences of competing ideologies based on "magic," "science," and "religion." How can each of these can be observed in both traditional & Euro-American worldviews/cosmologies? How can concepts from the readings and discussions deepen our understanding of contemporary issues and events? More detailed directions posted under "Assignments." These essays should be 3-4 pages (1000 words) long & will be DUE BY MON JULY 15 @ 9:00 am.

### **Final Integrative Paper** (15%, 150 points possible)

At the conclusion of our course, you will complete an integrative paper that demonstrates your ability to systematically compare diverse cultural cosmologies & apply the theoretical models and other material studied to a specific issue or case study (either historical or contemporary). These papers will be integrative, in that you will be expect to draw on the breadth of material studied in this course, and will also require some additional research. More detailed directions posted under "Assignments." These essays should be 5-7 pages (1500-2000 words) long & will be will be DUE BY THUR AUG 8 @ 9:00 am.

## ANTH/RELS 122: Magic, Science, & Religion / Summer 2013: Course Schedule

*This schedule is subject to change with fair notice. Any changes will be announced in class and posted to the course site.  
All times are Pacific Savings Time.*

WEEK/ MODULE	DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<b>INTRODUCTION TO THE ANTHROPOLOGICAL STUDY OF MAGIC, SCIENCE &amp; RELIGION</b>		
1	MON-FRI June 3-7	<p>THIS WEEK: <b>READ:</b> <i>Syllabus</i>  <b>READ:</b> Geertz, "Religion" &amp; Geertz's, <i>Definition of Religion</i>  <b>WATCH:</b> <i>Introduction to the Anthropology of Religion (Online Lecture, via Canvas)</i></p> <p><b>DEADLINE TUE 6/4: Discussion Forum Post by 12:00 noon</b>  <b>LIVE WED 6/5: Live WebEx Meeting 12:00 noon-1:30 pm</b></p> <ul style="list-style-type: none"> <li>• go over syllabus, explain assignments, introduce course goals &amp; basic concepts</li> </ul>
2	MON-FRI June 10-14	<p>THIS WEEK: <b>READ:</b> Malinowski, "Rational Mastery by Man of His Surroundings"  <b>READ:</b> Gmelch, "Baseball Magic"</p> <p><b>DEADLINE MON 6/10: Sign Up for Next WebEx Meeting by 9:00 am</b>  <b>DEADLINE MON 6/10: Quiz about Online Lecture by 9:00 am</b>  <b>DEADLINE WED 6/12: Discussion Forum Post by 12:00 pm</b></p>
3	MON-FRI June 17-21	<p>THIS WEEK: <b>READ:</b> Ghose, "Just a Theory": 7 Misused Science Words  <b>READ:</b> Thomas Kuhn, <i>From the Stanford Encyclopedia of Philosophy</i></p> <p><b>DEADLINE WED 6/19: Discussion Forum Post by 12:00 noon</b>  <b>LIVE THUR 6/20: WebEx Meeting 12:00 noon-1:30 pm</b></p>
<b>THE SPIRIT CATCHES YOU</b>		
4	MON-FRI June 24-28	<p>THIS WEEK: <b>READ:</b> Fadiman, <i>The Spirit Catches You</i>, Chaps. 1-6  <b>WATCH:</b> <i>The Split Horn: Life of a Hmong Shaman in America (Online Video, access via Canvas &amp; log in to SJSU Library)</i></p> <p><b>DEADLINE MON 6/24: FIRST ESSAY by 9:00 am</b>  <b>DEADLINE WED 6/26: Discussion Forum Post by 12:00 noon</b></p>
5	MON-FRI July 1-5	<p>THIS WEEK: <b>READ:</b> Fadiman, <i>The Spirit Catches You</i>, Chaps. 7-13</p> <p><b>DEADLINE MON 7/1: Quiz about Hmong Video by 9:00 am</b>  <b>DEADLINE TUE 7/2: Discussion Forum Post by 12:00 noon</b>  <b>THUR 7/4: HOLIDAY, SJSU CLOSED</b></p>
6	MON-FRI July 8-12	<p>THIS WEEK: <b>READ:</b> Fadiman, <i>The Spirit Catches</i>, Chaps. 14-19 + Afterword</p> <p><b>DEADLINE WED 7/10: Discussion Forum Post by 12:00 noon</b>  <b>LIVE WED 7/10: Live WebEx Meeting 6:00-7:30 pm</b></p>

<b>EXPLORING CONSCIOUSNESS</b>		
<b>7</b>	MON-FRI July 15-19	THIS WEEK: <b>READ:</b> Myerhoff, <i>EXCERPT FROM Peyote Hunt, Chap. 1</i> <b>READ:</b> Turner, "The Reality of the Spirits" <b>WATCH:</b> "Last of the Medicine Men": Huichol Pilgrimage (Online Video, YouTube)  <b>DEADLINE MON 7/15: SECOND ESSAY by 9:00 am</b> <b>DEADLINE WED 7/17: Discussion Forum Post by 12:00 noon</b>
<b>8</b>	MON-FRI July 22-26	THIS WEEK: <b>READ:</b> Brown, Karen McCarthy, <i>EXCERPT FROM Mama Lola, Chaps. TBD</i> <b>READ:</b> Luhrmann, Tanya, <i>EXCERPT FROM When God Talks Back, Chaps. TBD</i> <b>WATCH:</b> <i>Legacy of the Spirits (on Vodou)</i> (Online Video, access via Canvas & log in to SJSU Library)  <b>DEADLINE MON 7/22: Quiz about Huichol Video by 9:00 am</b> <b>DEADLINE WED 7/24: Discussion Forum Post by 12:00 noon</b>
<b>9</b>	MON-FRI July 29- Aug 2	THIS WEEK: <b>READ:</b> Something on Technology/Consciousness TBD  <b>DEADLINE MON 7/29: Quiz about Vodou Video by 9:00 am</b> <b>DEADLINE WED 7/31: Discussion Forum Post by 12:00 noon</b> <b>LIVE THUR 8/1: WebEx Meeting 9:30-11:00 am</b>
<b>CONCLUSION &amp; SYNTHESIS</b>		
<b>10</b>	MON-FRI Aug 5-9	THIS WEEK: NO NEW READING THIS WEEK  <b>DEADLINE TUE 8/6: Discussion Forum Post by 9:00 am</b> <b>DEADLINE THUR 8/8: FINAL INTEGRATIVE PAPER by 6:00 pm</b>

## **University Policies**

### **Academic integrity:**

Students are expected to be familiar with the University's Academic Integrity Policy. Please review this at <http://www.sjsu.edu/studentconduct>. "Your own commitment to learning, as evidenced by your enrollment at San Jose State University & the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical development."

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. "If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors."

### **Campus Policy in Compliance with American Disabilities Act:**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability. Special accommodations for exams require ample notice to the testing office & must be submitted to instructor well in advance of exam date.

### **Student Technology Resources:**

Computer labs for student use are available in the new Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall & on the 2<sup>nd</sup> floor

of the Student Union. Additional labs may be available in your dept./college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, screens and monitors.

### **Learning Assistance Resource Center:**

The Learning Assistance Resource Center is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation & basic skills development. The Learning Assistance Resource Center is located in Room 600 in the Student Services Center.

### **SJSU Writing Center:**

The SJSU Writing Center is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers.

### **SJSU Policy Concerning 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 forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus