San José State University, Humanities Department, Religious Studies Program

**ANTH/RELS 122, Magic, Science & Religion, Sec. 01 + Sec. 02 (Spring 2016)**

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Lee Gilmore</th>
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<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:lee.gilmore@sjsu.edu">lee.gilmore@sjsu.edu</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>By appointment via Skype (username: qibitum)</td>
</tr>
<tr>
<td>Webinar Meetings:</td>
<td>Weekly online meetings via WebEx. See Course Schedule for specific dates &amp; times, and see Assignments: Webinars &amp; Discussion Forums for more details.</td>
</tr>
<tr>
<td>Virtual Classroom:</td>
<td>• <a href="https://sjsu.instructure.com/courses/1161348">https://sjsu.instructure.com/courses/1161348</a></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Completion of Core GE Requirements; WST passed; 100W completed or concurrent enrollment; upper division standing (60 units)</td>
</tr>
<tr>
<td>GE/SJSU Studies Category:</td>
<td>Area V: Culture, Civilization, and Global Understanding</td>
</tr>
<tr>
<td>Course Format:</td>
<td>ONLINE ONLY. See Online Learning Requirements for more details.</td>
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</tbody>
</table>
| Faculty Web Page, Facebook & Twitter: | • http://www.sjsu.edu/people/lee.gilmore  
• https://www.facebook.com/pages/ProfGilmore/115968481846995  
• https://twitter.com/LeeGilmoreSJSU |

**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)**

Upon successful completion of this course:

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 Ojibwa worldviews (Native American); Ndembu ritual (indigenous Central African); Haitian Vodou (an African-diasporic 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/empirical 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
This course will examine the worldviews of diverse religions & 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 magic, science and religion & what are the similarities & differences between them?
• What do we mean by worldview, cosmology & paradigm? How is knowledge both constructed & fluid?
• Are magic, science & religion used for the same purposes? Are they contradictory or complementary?
• Are the boundaries between them clear?
• How do our understandings of religion & culture 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 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

Other Required Readings & Videos
AVAILABLE VIA THE CANVAS 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 or tablet a minimum of 9 hours per week. (See University Policies: Federal Regulations Regarding the Definition of the Credit Hour below.) You are expected log in to our course a (bare) minimum of three times a week & logging in every day is highly recommended. You will use this time to:

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

System Requirements
It is strongly recommended that your computer or mobile device be running the most recent available operating system & other software.
• See Canvas Technical Requirements:
  http://www.sjsu.edu/at/ec/docs/Canvas%20Technical%20Requirements.pdf
• See WebEx System Requirements:
  https://support.webex.com/MyAccountWeb/systemRequirement.do?root=Tools&parent=System

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:
• I strongly recommend that you read the Canvas Student Quick Start Guide: http://guides.instructure.com/m/8470
• You can also access an extensive & searchable Canvas Student Guide: http://guides.instructure.com/m/4212
• 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: https://isupport.sjsu.edu/ecampus. You will receive a response back promptly from SJSU support personnel.
• In Canvas, you can also click on the word "Help" in the yellow box in the upper right corner of the screen. Then select, "Report a Problem." Enter the necessary information and click "Submit."
Assignment & Basic Policies

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 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 get stuck working on any of your written assignments for this class, please ask me for help before resorting to plagiarism. Also see Plagiarism Policy & Resources page on Canvas.

Late Policy
You are expected to complete ALL assignments by the posted deadlines. Late quizzes & discussion posts will generally be accepted, BUT points will be deducted for each day (including weekends) that it is late (-1 point per day for Quizzes; -1 point per day for Discussion Posts; -3 points for Essay Questions). Put all deadlines & due dates in your own calendar.

WARNING: do not abuse this policy. One late assignment 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. The amount of detailed & specific feedback will also be reduced, as I will likely have moved on to other tasks & no longer have time devoted to that project. I reserve the right to refuse to accept exceptionally late assignments, at my own discretion.

The amount of detailed & specific feedback will also be reduced, as I will likely have moved on to other tasks & no longer have time devoted to that project. 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.

Other Assignment & Basic Policies
• UPLOAD ALL WORK THROUGH CANVAS. I DO NOT ACCEPT ASSIGNMENTS VIA EMAIL.
• READ: Criteria and Guidelines for Written Assignments (on Canvas)
• READ: Professor’s Pet Peeves (on Canvas)
• READ: About Mandatory Online Meetings (on Canvas)
• READ: Discussion Forum Etiquette Guidelines (on Canvas)

Dropping and Adding
You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. For Spring 2016 session, the deadlines can be found at: http://www.sjsu.edu/registrar/calendar/2162/

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. 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.

Final Grade Scale (100% = 1000 points)

<table>
<thead>
<tr>
<th>Grade</th>
<th>1000-970</th>
<th>B+ 899-870</th>
<th>C+ 799-770</th>
<th>D+ 699-670</th>
<th>F less than 600</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>969-930</td>
<td>B 869-830</td>
<td>C 769-730</td>
<td>D 669-630</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>929-900</td>
<td>B- 829-800</td>
<td>C- 729-700</td>
<td>D- 629-600</td>
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Assignments

Total Assignment Points Possible
- 300 = Webinars & Discussions (15 @ up to 20 points each)
- 400 = Quizzes (16 @ up to 25 points each)
- 150 = Essay Questions (2 @ up to 75 points each)
- 150 = Final Essay

Webinars (Online Meetings) & Discussion Forums
During Spring 2015, we will meet almost every week for 15 WEBINARS (online meetings held via WebEx, see Course Schedule for specific dates/times). It is strongly recommended that you arrange your schedule so that you can attend & participate in real time. TO ATTEND IN PERSON log-in via the email invites you will receive.

However, if you absolutely CANNOT attend a webinar in person, all WebEx meetings will be recorded and available to watch after the session. You may also attend only part of the meeting in person if that’s all your schedule allows, and then watch the recording of the portions you missed after the fact. But the more you participate and interact, the more you will get out of the experience, and the more credit you will ultimately earn.

Attending (&/or watching) and commenting after each session will be worth up to 20 points each:
- 5 points for attending or watching
- up to 10 points for posting to each Discussion Forum after the meeting (generally to be completed no later than 10am the following Tuesday)
- up to 5 points for participating in chat in the live meeting OR for commenting on another student's post
- Most (but not all) weeks, you may earn ONE POINT OF EXTRA CREDIT for submitting each Discussion Post at least 24 hours EARLY (i.e. by 10am Monday, instead of 10am Tuesday)
  - (See Assignments: Webinars & Assignments: Discussion Forums on Canvas for more details.)

Quizzes & Essay Questions
- The Quizzes are intended to draw your attention to & get you thinking critically about key ideas from the readings & videos. Try not to think of these as “tests,” but rather as study guides. There will not be a time limit, but there will be a deadline. Questions will be simple multiple choice, matching, true/false, or fill-in the blank.
- The Essay Questions will require you to respond in writing to short prompts that are (like the Quizzes) intended to get you thinking critically about the ideas in the readings.
  - (See Assignments: Quizzes & Assignments: Essay Questions in Canvas for more details.)

Final Essay
The final essay will demonstrate your ability to identify & think critically about the consequences of competing cosmologies. They will 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 18 @ 10am
  - (See Assignments: Final Essay in Canvas for more details.)

EXTRA CREDIT: Facebook or Twitter Participation
Up to 10 extra credit points toward your final grade may be earned by following & participating in my professional facebook &/or twitter pages, as well as by other exemplary participation.
1) You can earn 5 extra points just for "liking" the ProfGilmore facebook page or "following" my twitter feed (the content is basically the same, though I also sometimes use my twitter for additional professional purposes).
  - SEE: https://www.facebook.com/pages/ProfGilmore/115968481846995
  - OR: https://twitter.com/LeeGilmoreSJSU
  - Sooner is better; points will be reduced if you put this off until later the term.
  - If you don't use facebook or twitter already, you may create a twitter account for the purposes of this course.
  - You can also follow the twitter feed via Canvas (see Home Page), but you still need to create a twitter account to demonstrate that you are watching it.

2) Up to another 5 extra points may be earned by participating in the ProfGilmore facebook page &/or twitter feed (i.e. commenting, liking, sharing, favoriting, re-tweeting) OR through by demonstrating exemplary participation in other ways (i.e. substantive, engaged & timely participation in webinars &/or discussion forums, as well as substantive interaction with me via email, Canvas messaging, or Skype).
  - This portion will NOT be calculated until the very end of the semester (after final papers are submitted).
### SPRING 2016 Course Schedule:  
**ANTH/RELS 122: Magic, Science, & Religion (Sec. 01 + Sec. 02)**

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

<table>
<thead>
<tr>
<th>WEEK/MODULE</th>
<th>DATES</th>
<th>SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES</th>
</tr>
</thead>
</table>
| 1           | THU JAN 28- FRI JAN 29 | **READ**: This Syllabus & All Content on Course Front Page  
**READ**: 10 Things Every College Student Needs to Know About Religion (OnFaith)  
**READ**: U.S. Religious Knowledge Survey: Quiz & Executive Summary (Pew)  
**WATCH**: World Religions: Quick Intro (YouTube)  
**READ & WATCH**: On Christianity & its Different Branches (Canvas Page/YouTube)  
**READ (EXTRA)**: 10 Things I Wish Everyone Knew About the Bible (OnFaith)  
**WATCH (EXTRA)**: Religious Truth Claims & Pluralism (YouTube)  
**FRI JAN 29**: WEBINAR (1) @ 12:00 - 2:00 pm |
| 2           | MON FEB 1 - FRI FEB 5 | **READ**: Myhre, "What is Religion?"  
**READ**: Some Definitions of & Statements About Religion (Canvas Page)  
**WATCH**: John Green/Vlogbrothers, "On Religion (Redux)"  
**READ (EXTRA)**: Harvard Religious Literacy Project  
**READ (EXTRA)**: "If We Don’t Teach Religion in Schools, Americans Will Never Understand the Rest of the World" (Quartz)  
**LISTEN (EXTRA)**: Prothero, World Religions 101 (Interfaith Voices, Aug 2014)  
**TUE FEB 2**: Discussion Post (1) DUE by 10:00 am (+1 if by 2/1 @10am)  
**WED FEB 3**: Quiz (1) DUE by 10:00 am  
**FRI FEB 5**: WEBINAR (2) @ 12:00 - 2:00 pm |
| 3           | MON FEB 8 - FRI FEB 12 | **IN PERSON OFFICE HOURS @ SJSU**: FRI FEB 12  
**READ**: Winkelman & Baker, "Anthropology & the Study of Religion"  
**READ**: Miner, "Body Ritual Among the Nacirema"  
**READ**: Geertz, "Webs of Significance" (EXCERPT FROM "Thick Description")  
**TUE FEB 9**: Discussion Post (2) DUE by 10:00 am (+1 if by 2/8 @10am)  
**WED FEB 10**: Quiz (2) DUE by 10:00 am  
**WED FEB 10**: WEBINAR (3) @ 12:00 - 2:00 pm ← note date/time |
| 4           | MON FEB 15 - FRI FEB 19 | **READ**: Malinowski, "Rational Mastery by Man of His Surroundings"  
**READ**: Gmelch, "Baseball Magic"  
**READ**: Geertz, "Religion Is" (EXCERPT FROM "Religion as Cultural System")  
**READ (EXTRA)**: The Nacirema Explained  
**TUE FEB 16**: Discussion Post (3) DUE by 10:00 am (no extra credit this week)  
**WED FEB 17**: Quiz (3) DUE by 10:00 am  
**FRI FEB 19**: WEBINAR (4) @ 12:00 - 2:00 pm |
<table>
<thead>
<tr>
<th>Day</th>
<th>Dates</th>
<th>Reading and Viewing Material</th>
<th>Discussion Post/Due Date(s)</th>
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<tbody>
<tr>
<td>SCIENCE, RELIGION &amp; PARADIGMS</td>
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| 5           | MON FEB 22 - FRI FEB 26 | **READ:** Evolution Resources from the National Academies of Science  
**WATCH:** Carl Sagan’s Cosmos (1980), Episode #13  
**WATCH (EXTRA):** More clips from Sagan’s Cosmos  
**WATCH (EXTRA):** Cosmos (2014) with Neil deGrasse Tyson (via Netflix)  
**WATCH (EXTRA):** Journey of the Universe (via SJSU library)  
**WATCH (EXTRA):** More Evolution & Science Resources (PBS) | **TUE FEB 23:** Discussion Post (4) DUE by 10:00 am (+1 if by 2/22 @10am)  
**WED FEB 24:** Quiz (4) by 10:00 am  
**FRI FEB 26:** WEBINAR (5) @ 12:00 - 2:00 pm |
| 6           | MON FEB 29 - FRI MAR 4 | **READ:** Nickels, "Introduction" to Thomas Kuhn  
**WATCH:** Scientific Paradigms (YouTube)  
**WATCH:** Kuhn's Paradigm Shift (YouTube)  
**READ (EXTRA):** Thomas Kuhn: The Man Who Changed the Way the World Looked at Science (Guardian)  
**READ (EXTRA):** Gopnik, "Spooked: What Do We Learn About Science From a Controversy in Physics?" (New Yorker)  
**READ (EXTRA):** Fausto-Sterling, "Rethinking Evolution: Symbiosis at the Heart of Change" (Boston Review)  
**READ (EXTRA):** "Does Evolutionary Theory Need a Rethink?" (Nature)  
**WATCH (EXTRA):** Nova: The Pluto Files (PBS) | **TUE MAR 1:** Discussion Post (5) by 10:00 am (+1 if by 2/29 @10am)  
**WED MAR 2:** Quiz (5) DUE by 10:00 am  
**FRI MAR 4:** WEBINAR (6) @ 12:00 - 2:00 pm |
| RELIGION, MAGIC, CONSCIOUSNESS & RITUAL |                     |                                                                                              |                                                                                          |
| 7           | MON MAR 7 - FRI MAR 11 | **READ:** Vitebsky, Shamansim  
**WATCH:** In Pursuit of the Siberian Shaman (via SJSU library)  
**READ (EXTRA):** Review of In Pursuit of the Siberian Shaman  
**READ (EXTRA):** More on Spirit Possession (Patheos) | **MON MAR 7:** Essay Question (1) DUE by 10:00 am (on modules 1-6)  
**TUE MAR 8:** Discussion Post (6) DUE by 10:00 am (no extra credit this week)  
**WED MAR 9:** Quiz (6) DUE by 10:00 am  
**FRI MAR 11:** WEBINAR (7) @ 12:00 - 2:00 pm |
| 8           | MON MAR 14 - FRI MAR 18 | **READ:** Brown, EXCERPT FROM Mama Lola  
**WATCH:** Legacy of the Spirits (via SJSU library)  
**READ (EXTRA):** Mariani, "The Tragic, Forgotten History of Zombies" (The Atlantic)  
**READ (EXTRA):** Oluona, "The Spirituality of Africa"  
**WATCH (EXTRA):** "In God We Trust" (via SJSU lib; first ~10 mins on Voodoo)  
**WATCH (EXTRA):** The Atlantic Slave Trade (TedEd)  
**WATCH (EXTRA):** "Haitian Revolutions" (Crash Course)  
**WATCH (EXTRA):** "Haitian Revolution" (Khan Academy) | **TUE MAR 15:** Discussion Post (7) DUE by 10:00 am (+1 if by 3/14 @10am)  
**WED MAR 16:** Quiz (7) DUE by 10:00 am  
**FRI MAR 18:** WEBINAR (8) @ 12:00 - 2:00 pm |
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<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignments</th>
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| 9    | MON MAR 21- FRI MAR 25 | **READ:** Luhrmann, EXCERPT FROM When God Talks Back  
**READ:** Luhrmann, ”magic”  
**LISTEN:** Interview with Tanya Luhrmann (NPR Fresh Air, Nov 2012)  
**READ (EXTRA):** Cultural impacts on mental illness  
**READ (EXTRA):** On Neo-Paganism & Wicca (recommended resources)  
**WATCH (EXTRA):** Report on Glossolalia (ABC)  
**WATCH (EXTRA):** Tanya Luhrmann, ”When God Talks Back” (TEDxStanford)  
**WATCH (EXTRA):** ”Witches Psychiatrists & Evangelicals with Tanya Luhrmann: Conversations with History” (UCTV)  
**TUE MAR 22:** Discussion Post (8) DUE by 10:00 am (+1 if by 3/21 @10am)  
**WED MAR 23:** Quiz (8) DUE by 10:00 am  
**FRI MAR 25:** WEBINAR (9) @ 12:00 - 2:00 pm |
| 10   | MON MAR 28 - FRI APR 1 | SPRING BREAK! |
| 11   | MON APR 4 - FRI APR 8 | **READ:** Turner, ”A Visible Spirit Form in Zambia”  
**READ (EXTRA):** More on Ndembu Shamanism  
**READ (EXTRA):** Marohn & Somé, ”What a Shaman Sees in A Mental Hospital”  
**WATCH (EXTRA):** ”Man on the Moon, ’shamanic healing’ scene“ (YouTube)  
**TUE APR 5:** Discussion Post (9) DUE by 10:00 am (+1 if by 4/4 @10am)  
**WED APR 6:** Quiz (9) DUE by 10:00 am  
**FRI APR 8:** WEBINAR (10) @ 12:00 - 2:00 pm |
| 12   | MON APR 11 - FRI APR 15 | **READ:** Hallowell, ”Ojibwa Ontology, Behavior & Worldview”  
**WATCH:** In The Light of Reverence (EXCERPT, TBD)  
**WATCH:** Ghost Dance Video (TBD)  
**WATCH (EXTRA):** Films on Native American history & activism  
**READ (EXTRA):” Sapir Whorf Hypothesis” (Ask a Linguist FAQ)  
**LISTEN (EXTRA):” Why Isn’t the Sky Blue” (RadioLab, May 2012)  
**TUE APR 12:** Discussion Post (10) DUE by 10:00 am (+1 if by 4/11 @10am)  
**WED APR 13:** Quiz (10) DUE by 10:00 am  
**FRI APR 15:** WEBINAR (11) @ 12:00 - 2:00 pm |
| 13   | MON APR 18 - FRI APR 22 | **READ:** Wallace, ”Revitalization Movements”  
**WATCH (EXTRA):” Wade Davis, ”The World Wide Web of Belief & Ritual” (Ted)  
**READ (EXTRA):” Survival International (website)  
**TUE APR 19:** Discussion Post (11) DUE by 10:00 am (+1 if by 4/18 @10am)  
**WED APR 20:** Quiz (11) DUE by 10:00 am  
**FRI APR 22:** WEBINAR (12) @ 12:00 - 2:00 pm |
| 14 | MON APR 25 - FRI APR 29 | READ: Davis-Floyd, EXCERPTS FROM Birth as an American Rite of Passage  
READ (EXTRA): More on Hospital vs. Home Birth  
WATCH (EXTRA): Clips from Monty Python's "The Meaning of Life" (YouTube)  
WATCH (EXTRA): "Toraja Funerals in Indonesia" (Ted)  
MON APR 25: Essay Question (2) DUE by 10:00 am (on modules 7-14)  
TUE APR 26: Discussion Post (12) DUE by 10:00 am (no extra credit this week)  
WED APR 27: Quiz (12) DUE by 10:00 am  
FRI APR 29: WEBINAR (13) @ 12:00 - 2:00 pm |
|---|---|---|
| 15 | MON MAY 2 - FRI MAY 6 | READ: Fadiman, The Spirit Catches You, Chaps. 1-10  
WATCH: The Split Horn: Life of a Hmong Shaman in America (via SJSU library)  
TUE MAY 3: Discussion Post (13) DUE by 10:00 am (+1 if by 5/2 @10am)  
WED MAY 4: Quiz (13) DUE by 10:00 am  
THUR MAY 5: Quiz (14) DUE by 10:00 am ← note date  
FRI MAY 6: WEBINAR (14) @ 12:00 - 2:00 pm |
| 16 | MON MAY 9 - FRI MAY 13 | READ: Fadiman, The Spirit Catches You, Chaps. 11-19 + Afterword  
LISTEN: "Yellow Rain" (RadioLab, Sept 2012)  
READ (EXTRA): McIntosh, "Unpacking the Invisible Knapsack"  
READ (EXTRA): Crosley-Corcoran, "Explaining White Privilege to a Broke Person"  
READ (EXTRA): Cole, "Intersectionality: The Intersecting Nature of Privileges & Oppression" (About.com)  
WATCH (EXTRA): Systemic Racism: Is that a Thing? (Race Forward)  
TUE MAY 10: Discussion Post (14) DUE by 10:00 am (+1 if by 5/9 @10am)  
WED MAY 11: Quiz (15) DUE by 10:00 am  
THUR MAY 12: Quiz (16) DUE by 10:00 am ← note date  
FRI MAY 13: WEBINAR (15) @ 12:00 - 2:00 pm |
| 17 | MON MAY 16 - TUE MAY 17 | MON MAY 16: Discussion Post (15) DUE by 10:00 am (no extra credit this week)  
WED MAY 18: FINAL ESSAY DUE by 10:00 am  
• instruction ends: Mon 5/16  
• final exams: Wed 5/18 - Tue 5/24  
• grades due Fri 5/27 |

**IMPORTANT FACULTY UNION STATEMENT**: The California Faculty Association is in the midst of a difficult contract dispute with management over salary issues. Higher pay for faculty is crucial to attracting and keeping better professors and improving the quality of your education.

It is possible that the faculty union will picket, hold rallies, or perform other job actions during this semester, up to and including a strike. If the faculty are forced into any of these activities we will try to keep you apprised and to minimize any disruption to your education.

Students showing support for the faculty will be a very helpful factor in getting a quick settlement that benefits everybody.
**University Policies**

**About SJSU Studies**

Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. 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.” See University Policy S14-5 at [http://www.sjsu.edu/senate/docs/S14-5.pdf](http://www.sjsu.edu/senate/docs/S14-5.pdf).

**General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at [http://www.sjsu.edu/senate/docs/S90-5.pdf](http://www.sjsu.edu/senate/docs/S90-5.pdf) and SJSU current semester’s Policies and Procedures at [http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html). More detailed information on a variety of related topics is available in the SJSU catalog at [http://info.sjsu.edu/web-dbgdn/narr/catalog/rec-12234.12506.html](http://info.sjsu.edu/web-dbgdn/narr/catalog/rec-12234.12506.html). In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

**Federal Regulations Regarding the Definition of the Credit Hour**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at [http://www.sjsu.edu/senate/docs/S12-3.pdf](http://www.sjsu.edu/senate/docs/S12-3.pdf).

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at [http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html). Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at [http://www.sjsu.edu/aars/policies/latedrops/policy/](http://www.sjsu.edu/aars/policies/latedrops/policy/). Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at [http://www.sjsu.edu/advising/](http://www.sjsu.edu/advising/).

**Consent for Recording of Class and Public Sharing of Instructor Material**

University Policy S12-7, [http://www.sjsu.edu/senate/docs/S12-7.pdf](http://www.sjsu.edu/senate/docs/S12-7.pdf), requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

**Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at [http://www.sjsu.edu/senate/docs/S07-2.pdf](http://www.sjsu.edu/senate/docs/S07-2.pdf) requires 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. The Student Conduct and Ethical Development website is available at [http://www.sjsu.edu/studentconduct/](http://www.sjsu.edu/studentconduct/).
Campus Policy in Compliance with the 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 at http://www.sjsu.edu/president/docs/directives/ PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students’ Religious Holidays
San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Counseling Services
The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at http://www.sjsu.edu/counseling.

SJSU Peer Connections
Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center
The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics.

To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)