

San José State University, Humanities Department, Religious Studies Program

**ANTH/RELS 122, Magic, Science & Religion, Sec. 80 + Sec. 81 (Spring 2018)**

<b>Instructor:</b>	Dr. Lee Gilmore (pronouns: she/her)
<b>Email:</b>	lee.gilmore@sjsu.edu
<b>Office Hours:</b>	By appointment via Skype (username: qibitum) or via Zoom
<b>Webinar Meetings:</b>	Periodic online meetings via Zoom. See Course Schedule for specific dates & times, and see <i>Assignments: Webinars</i> for more details.
<b>Virtual Classroom:</b>	<ul style="list-style-type: none"><li>• SEC. 80: <a href="https://sjsu.instructure.com/courses/1259521">https://sjsu.instructure.com/courses/1259521</a></li><li>• SEC. 81: <a href="https://sjsu.instructure.com/courses/1259522">https://sjsu.instructure.com/courses/1259522</a></li></ul>
<b>Prerequisites:</b>	Completion of Core GE Requirements; WST passed; 100W completed or concurrent enrollment; upper division standing (60 units)
<b>GE/SJSU Studies Category:</b>	Area V: Culture, Civilization, and Global Understanding
<b>Course Format:</b>	ONLINE ONLY. See <i>Online Learning Requirements</i> for more details.
<b>Faculty Web Page, Facebook &amp; Twitter:</b>	<ul style="list-style-type: none"><li>• <a href="http://www.sjsu.edu/people/lee.gilmore">http://www.sjsu.edu/people/lee.gilmore</a></li><li>• <a href="https://www.facebook.com/ProfGilmore/">https://www.facebook.com/ProfGilmore/</a></li><li>• <a href="https://twitter.com/LeeGilmoreSJSU">https://twitter.com/LeeGilmoreSJSU</a></li></ul>

**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 Ojibwe (and other Native American) worldviews; 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

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

ISBN: 978-0374533403. **If possible, get 2012 edition with New Afterword by the author. (e-book/kindle okay.)**

### **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*.) **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:
  - <https://guides.instructure.com/m/4214//82542-what-are-the-basic-computer-specifications-for-canvas>
- See Zoom System Requirements:
  - <https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>

### **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**: <http://www.sjsu.edu/at/ec/>. You will receive a response back promptly from SJSU support personnel.
- In Canvas, you can also click on the Question Mark icon on the far left hand nav bar.

## Assignment & Basic Policies

### University Policies

Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus related University Policies and resources information listed on GUP's Syllabus Information web page at: <http://www.sjsu.edu/gup/syllabusinfo/>

### 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](http://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 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.**

### 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: *Discussion Forum & Chat Etiquette Guidelines* (on Canvas)

### Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. For *Spring 2018* semester, the deadlines can be found at: <http://www.sjsu.edu/registrar/calendar/2182/index.html>

### 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.**

## Assignments

### 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:

- 50 = Webinars & Participation
- 325 = Discussions (13 @ up to 25 points each)
- 400 = Quizzes (17 @ up to 15-34 points each)
- 225 = Final Essay (up to 200 points for final essay) + (up to 25 points for Final Essay Start)

### Webinars (Online Meetings) & Participation

During Spring 2018, we will meet for **6 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 LIVE WEBINAR.**

- **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.

**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.**

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. (*This may 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 *WEBINARS: Attendance/Participation & OTHER: General Course Participation* on Canvas for more details)

### Video Lectures & Discussion Forums

Every week, you will write discussion posts about the video lectures (and other materials). Each post will be worth **up to 25 points**.

- (See *READ ME: Video Lectures & Discussion Forums* for more details.)

### Quizzes

- 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.
- (See *READ ME: Quizzes* in Canvas for more details.)

### Final Essay

The final essay will demonstrate your ability to identify & think critically about the consequences of competing paradigms. 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 MON MAY 14 @ 12 noon**
- (See *Assignments: Final Essay* in 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, as well as by other exemplary participation.

- (See *Assignments: Facebook/Twitter Extra Credit* in Canvas for more details.)

**SPRING 2018 Course Schedule:**  
**ANTH/RELS 122: Magic, Science, & Religion (Sec. 80 & Sec. 81)**

*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.*

WEEK/ MODULE	DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<b>INTRODUCTION TO THE ANTHROPOLOGICAL STUDY OF MAGIC, SCIENCE &amp; RELIGION</b>		
<b>0</b>	WED JAN 24 - FRI JAN 26	<p><b>READ: <i>This Syllabus &amp; All Content on Course Front Page</i></b>  <b>READ: <i>10 Things Every College Student Needs to Know About Religion</i></b> (OnFaith)  <b>READ: <i>Spirit Possession: 'Everyone's Doing It'</i></b> (Patheos)</p> <p><b>WATCH: <i>Wade Davis, "The World Wide Web of Belief &amp; Ritual"</i></b> (TedTalk)  <b>WATCH: <i>John Green, "On Religion (Redux)"</i></b> (YouTube/Vlogbrothers)  <b>WATCH: <i>Faces of Religion: Who is a...?</i></b> (YouTube/Harvard Religious Literacy)</p> <p><b>READ (EXTRA): <i>10 Things I Wish Everyone Knew About the Bible</i></b> (OnFaith)</p> <p><b><a href="#">THU JAN 25: WEBINAR (1) @ 6:00 - 7:30 pm</a></b></p>
<b>1</b>	MON JAN 29 - FRI FEB 2	<p><b>READ: <i>Myhre, "What is Religion?"</i></b>  <b>READ: <i>Some Definitions of &amp; Statements About Religion</i></b> (Canvas Page)  <b>READ: <i>Geertz, "Religion Is"</i></b> (EXCERPT FROM "Religion as Cultural System")</p> <p><b>WATCH (1a): <i>Intro to the Study of Religion</i></b>  <b>WATCH (1b): <i>Defining Religion (+Magic)</i></b>  <b>WATCH (1c): <i>Exclusivism, Relativism, Pluralism, &amp; the Elephant</i></b>  <b>WATCH (1d): <i>On Christianity &amp; its Different Branches</i></b>  <b>WATCH: <i>Introduction to the Protestant Reformation, Setting the Stage</i></b> (Part I)  <b>WATCH: <i>Varieties of Protestantism</i></b> (Part III, Khan Academy)</p> <p><b>READ (EXTRA): <i>Harvard Religious Literacy Project</i></b>  <b>READ (EXTRA): <i>"If We Don't Teach Religion in Schools, Americans Will Never Understand the Rest of the World"</i></b> (Quartz)  <b>LISTEN (EXTRA): <i>Prothero, World Religions 101</i></b> (Interfaith Voices, Aug 2014)</p> <p><b><a href="#">TUE JAN 30: Quiz (1) DUE by 10:00 am</a></b>  <b><a href="#">WED JAN 31: Discussion Post (1) DUE by 10:00 am</a></b></p>
<b>2</b>	MON FEB 5 - FRI FEB 9	<p><b>READ: <i>Winkelman &amp; Baker, "Anthropology &amp; the Study of Religion"</i></b>  <b>READ: <i>Miner, "Body Ritual Among the Nacirema"</i></b>  <b>READ: <i>Geertz, "Webs of Significance"</i></b> (EXCERPT FROM "Thick Description")</p> <p><b>WATCH (2a): <i>Key Terms: Indigenous, etc</i></b>  <b>WATCH (2b): <i>Anthropology of Religion</i></b>  <b>WATCH (2c): <i>Unilinear Cultural Evolution</i></b>  <b>WATCH (2d): <i>"Evolutionary Tree of Religion"</i></b></p> <p><b><a href="#">TUE FEB 6: Quiz (2) DUE by 10:00 am</a></b>  <b><a href="#">WED FEB 7: Discussion Post (2) DUE by 10:00 am</a></b></p>

3	MON FEB 12 - FRI FEB 16	<p><b>READ:</b> Malinowski, "Rational Mastery by Man of His Surroundings"  <b>READ:</b> Gmelch, "Baseball Magic"</p> <p><b>WATCH (3a):</b> History of Anthropology (Part One)  <b>WATCH (3b):</b> History of Anthropology (Postmodernism)  <b>WATCH (3c):</b> Malinowski, Gmelch, &amp; Magic  <b>WATCH (3d):</b> Who are the Nacirema?</p> <p><b>READ (EXTRA):</b> The Nacirema Explained  <b>READ (EXTRA):</b> "The Perennial Power of Ritual" (sapiens.org)</p> <p><b>MON FEB 12: WEBINAR (2) @ 6:00 - 7:30 pm</b>  <b>TUE FEB 13: Quiz (3) DUE by 10:00 am</b>  <b>WED FEB 14: Discussion Post (3) DUE by 10:00 am</b></p>
<b>SCIENCE, RELIGION &amp; PARADIGMS</b>		
4	MON FEB 19 - FRI FEB 23	<p><b>READ:</b> Evolution Resources from the National Academies of Science  <b>WATCH:</b> Carl Sagan's Cosmos (1980), Episode #13</p> <p><b>WATCH (4a):</b> What is Science? (+Evolution)  <b>WATCH (4b):</b> Biblical Creationism vs. Evolution by Natural Selection  <b>WATCH (4c):</b> BC &amp; AD vs. BCE &amp; CE  <b>WATCH (4d):</b> Religion &amp; Science  <b>WATCH (4e):</b> Cosmos &amp; Spirituality</p> <p><b>WATCH (EXTRA):</b> More Evolution &amp; Science Resources (PBS)  <b>WATCH (EXTRA):</b> More clips from Sagan's Cosmos  <b>WATCH (EXTRA):</b> Cosmos (2014) with Neil deGrasse Tyson (via Netflix)  <b>WATCH (EXTRA):</b> Journey of the Universe (via SJSU library)  <b>READ (EXTRA):</b> "'Just a Theory': 7 Misused Science Words" (Scientific American)  <b>READ (EXTRA):</b> "Bigger Than Science, Bigger Than Religion"  <b>READ (EXTRA):</b> "Pope Francis declares evolution and Big Bang theory are real and God is not 'a magician with a magic wand'" (Independent UK)  <b>READ (EXTRA):</b> "Pope Francis' Progressive Statement on Evolution Is Not Actually a Departure for the Catholic Church" (Slate)  <b>READ (EXTRA):</b> Laudato si': On Care for Our Common Home (Pope Francis)</p> <p><b>TUE FEB 20: Quiz (4) by 10:00 am</b>  <b>WED FEB 21: Discussion Post (4) DUE by 10:00 am</b></p>
5	MON FEB 26 - FRI MAR 2	<p><b>READ:</b> Nickels, "Introduction" to Thomas Kuhn  <b>READ:</b> Thomas Kuhn: The Man Who Changed the Way the World Looked at Science (Guardian)</p> <p><b>WATCH:</b> Kuhn's Paradigm Shift (YouTube)  <b>WATCH (5a):</b> Kuhn &amp; Scientific Paradigms  <b>WATCH (5b):</b> Scientific Paradigm Examples  <b>WATCH (5c):</b> Postmodern Relevance/Social Theory</p> <p><b>READ (EXTRA):</b> "Spooked: What Do We Learn About Science From a Controversy in Physics?" (New Yorker)  <b>READ (EXTRA):</b> "Does Evolutionary Theory Need a Rethink?" (Nature)  <b>READ (EXTRA):</b> "Rethinking Evolution: Symbiosis at the Heart of Change" (Boston Review)  <b>WATCH (EXTRA):</b> Nova: The Pluto Files (PBS)</p> <p><b>TUE FEB 27: Quiz (5) DUE by 10:00 am</b>  <b>WED FEB 28: Discussion Post (5) by 10:00 am</b></p>



**RELIGION, MAGIC, CONSCIOUSNESS & RITUAL**

<p align="center"><b>6</b></p>	<p align="center">MON MAR 5 - FRI MAR 9</p>	<p><b>READ:</b> Vitebsky, "Shamansim"  <b>READ:</b> Review of 'In Pursuit of the Siberian Shaman'</p> <p><b>WATCH:</b> <i>In Pursuit of the Siberian Shaman</i> (via SJSU library)  <b>WATCH (6a):</b> <i>Shamanism &amp; Altered States of Consciousness</i>  <b>WATCH (6b):</b> <i>Neo-Shamanism &amp; Siberian Shaman</i>  <b>WATCH (6c):</b> <i>Siberian Shaman + Neo-Shamanism</i></p> <p><b>READ (EXTRA):</b> <i>Curandero: A Life in Mexican Folk Healing</i> (ebook via SJSU lib)  <b>READ (EXTRA):</b> "Shamans: Masters of Ecstasy" (National Geographic)</p> <p><del><b>TUE MAR 6: WEBINAR (3) @ 6:00 - 7:30 pm</b></del> &lt;-- CANCELED/RESCHEDULED  <b>TUE MAR 6: Quiz (6) DUE by 10:00 am</b>  <b>WED MAR 7: Discussion Post (6) DUE by 10:00 am</b></p>
<p align="center"><b>7</b></p>	<p align="center">MON MAR 12 - FRI MAR 16</p>	<p><b>READ:</b> Hallowell, "Ojibwa Ontology, Behavior &amp; Worldview"  <b>READ:</b> Gross, "Bimaadiziwin, or the 'Good Life,' as a Unifying Concept of Anishinaabe Religion"  <b>READ:</b> "Anishinaabe Ojibwe Ways" (Pluralism Project)</p> <p><b>WATCH:</b> <i>In The Light of Reverence</i> (Parts 1 &amp; 3)  <b>WATCH:</b> <i>Taul Paul, Prayers in a Song</i> (Ojibwe Hip Hop)</p> <p><b>WATCH (7a):</b> <i>Ojibwa Ontology Introduction</i>  <b>WATCH (7b):</b> <i>Language &amp; Cognition (Part One)</i>  <b>WATCH (7c):</b> <i>Language &amp; Cognition (Part Two)</i>  <b>WATCH (7d):</b> <i>Ojibwa Ontology</i>  <b>WATCH (7e):</b> <i>Native American History</i></p> <p><b>READ (EXTRA):</b> "Native Americans to JK Rowling: We're Not Magical" (National Geographic)  <b>READ (EXTRA):</b> Keene, "'Magic in North America': The Harry Potter Franchise Veers Too Close To Home" (Native Appropriations)  <b>READ (EXTRA):</b> "Sapir Whorf Hypothesis" (Ask a Linguist FAQ)  <b>WATCH (EXTRA):</b> <i>Films on Native American history &amp; activism</i>  <b>WATCH (EXTRA):</b> "Two-Spirits": non-binary gender in some Native American cultures (AJ+)</p> <p><b>LISTEN (EXTRA):</b> <i>Graham Harvey on Animism</i> (Podcast, Religious Studies Project)  <b>LISTEN (EXTRA):</b> "Why Isn't the Sky Blue" (RadioLab, May 2012)</p> <p><b>TUE MAR 13: Quiz (7.1) (on Ojibwe Ontology) DUE by 10:00 am</b>  <b>TUE MAR 13: Quiz (7.2) (on Light of Reverence) DUE by 12:00noon</b> ← <u>note time</u>  <b>WED MAR 14: Discussion Post (7) DUE by 10:00 am</b>  <b>WED MAR 14: WEBINAR (3) @ 6:00 - 7:30 pm</b> &lt;-- NEW DATE</p>
<p align="center"><b>8</b></p>	<p align="center">MON MAR 19 - FRI MAR 23</p>	<p><b>READ:</b> Brown, EXCERPTS FROM <i>Mama Lola</i>  <b>READ:</b> Mariani, "The Tragic, Forgotten History of Zombies" (The Atlantic)  <b>READ:</b> Olupona, "The Spirituality of Africa" (Harvard Gazette)</p> <p><b>WATCH:</b> <i>Legacy of the Spirits</i> (via SJSU library)  <b>WATCH (8a):</b> <i>African Diasporic Religions</i>  <b>WATCH (8b):</b> <i>Mama Lola + African Pantheons</i>  <b>WATCH (8c):</b> <i>Mama Lola + Vodou</i>  <b>WATCH:</b> <i>The Atlantic Slave Trade: What Too Few Textbooks Told You</i> (via TedEd)  <b>WATCH:</b> <i>Ibeyi, "River"</i> (Music Video)</p>

<p><b>8 (cont.)</b></p>	<p>MON MAR 19 - FRI MAR 23 (cont.)</p>	<p><b>WATCH (EXTRA):</b> <i>Reflexive Ethnography</i> (8d)  <b>WATCH (EXTRA):</b> "In God We Trust" (first 10 mins, via SJSU lib)  <b>WATCH (EXTRA):</b> "Meet the Vodou Priestess Summoning Healing Spirits in Post-Earthquake Haiti" (Broadly)  <b>WATCH (EXTRA):</b> "The Atlantic Slave Trade in Two Minutes" (Slate)  <b>WATCH (EXTRA):</b> "Haitian Revolutions" (YouTube/Crash Course)  <b>WATCH (EXTRA):</b> "Haitian Revolution" (Khan Academy)  <b>READ (EXTRA):</b> "These African Deities Are the Best Gods You've Never Heard Of" (Buzzfeed)  <b>READ (EXTRA):</b> "Jesus Hasn't Saved Us: The Young Black Women Returning to Ancestral Religions" (Broadly)</p> <p><b>TUE MAR 20: Quiz (8) DUE by 10:00 am</b>  <del><b>WED MAR 21: WEBINAR (4) @ 6:00 - 7:30 pm</b></del> <b>&lt;-- CANCELED/RESCHEDULED</b>  <b>WED MAR 21: Discussion Post (8) DUE by 10:00 am</b></p>
	<p>MON MAR 26- FRI MAR 30</p>	<p><b>SPRING BREAK</b></p>
<p><b>9</b></p>	<p>MON APR 2 - FRI APR 6</p>	<p><b>READ:</b> Luhrmann, <i>EXCERPT FROM When God Talks Back</i>  <b>LISTEN:</b> <i>Interview with Tanya Luhrmann</i> (NPR Fresh Air, Nov 2012)</p> <p><b>WATCH:</b> Tanya Luhrmann, "When God Talks Back" (TEDxStanford)  <b>WATCH (9a):</b> <i>American Protestantism</i>  <b>WATCH (9b):</b> <i>When God Talks Back Compared to Mama Lola</i>  <b>WATCH (9c):</b> <i>God Talks Back + Mama Lola</i></p> <p><b>WATCH (EXTRA):</b> <i>Report on Glossolalia</i> (ABC) (first 10 mins only)  <b>WATCH (EXTRA):</b> <i>God in America</i> (PBS)  <b>WATCH (EXTRA):</b> "Witches, Psychiatrists &amp; Evangelicals with Tanya Luhrmann: Conversations with History" (UCTV)  <b>READ (EXTRA):</b> <i>American Religious Landscape Survey</i> (Pew, 2014)  <b>READ (EXTRA):</b> <i>Cultural Impacts on Mental Illness</i>  <b>READ (EXTRA):</b> Luhrmann, "magic"  <b>READ (EXTRA):</b> <i>On Neo-Paganism &amp; Wicca (recommended &amp; related resources)</i></p> <p><b>TUE APR 3: Quiz (9) DUE by 10:00 am</b>  <b>WED APR 4: Discussion Post (9) DUE by 10:00 am</b></p>
<p><b>10</b></p>	<p>MON APR 9 - FRI APR 13</p>	<p><b>READ:</b> Turner, "A Visible Spirit Form in Zambia"</p> <p><b>WATCH (10a):</b> <i>The Turners, the Ndembu, &amp; the Ihamba</i>  <b>WATCH (10b):</b> <i>Edith Turner &amp; the Blob</i>  <b>WATCH (10c):</b> <i>Rites of Passage</i></p> <p><b>READ (EXTRA):</b> <i>Edith Turner, Experiencing Ritual: A New Interpretation of African Healing</i> (e-book via SJSU library)  <b>READ (EXTRA):</b> <i>More on Ndembu Shamanism</i>  <b>WATCH (EXTRA):</b> "Celebrating the Works of Edith 'Edie' Turner" (YouTube)</p> <p><b>MON APR 9: WEBINAR (4) @ 6:00 - 7:30 pm &lt;-- NOTE NEW DATE</b>  <b>TUE APR 10: Quiz (10) DUE by 10:00 am</b>  <b>WED APR 11: Discussion Post (10) DUE by 10:00 am</b></p>



11	MON APR 16 - FRI APR 20	<p><b>READ:</b> <i>Davis-Floyd, EXCERPTS FROM Birth as an American Rite of Passage</i></p> <p><b>WATCH:</b> <i>Clips from Monty Python's "The Meaning of Life"</i> (YouTube)</p> <p><b>WATCH (11a):</b> <i>Davis-Floyd &amp; Ritual</i></p> <p><b>WATCH (11b):</b> <i>Cartesian Dualism &amp; Mechanistic Worldview</i></p> <p><b>WATCH (11c):</b> <i>Technocratic Birth (Part One)</i></p> <p><b>WATCH (11d):</b> <i>Technocratic Birth (Part Two)</i></p> <p><b>READ (EXTRA):</b> <i>More on Hospital vs. Home Birth</i></p> <p><b>READ (EXTRA):</b> <i>"Surgery Is One Hell Of A Placebo"</i> (538)</p> <p><del>MON APR 16: WEBINAR (5) @ 6:00 - 7:30 pm &lt;-- CANCELED/RESCHEDULED</del></p> <p><b>TUE APR 17: Quiz (11) DUE by 10:00 am</b></p> <p><b>WED APR 18: Discussion Post (11) DUE by 10:00 am</b></p>
<b>THE SPIRIT CATCHES YOU</b>		
12	MON APR 23 - FRI APR 27	<p><b>READ:</b> <i>Fadiman, The Spirit Catches You, Chaps. 1-10</i></p> <p><b>WATCH:</b> <i>The Split Horn: Life of a Hmong Shaman in America</i> (via SJSU library)</p> <p><b>WATCH (12a):</b> <i>Intro to the Spirit Catches You</i></p> <p><b>WATCH (12b):</b> <i>Hmong Shamanism (Part One)</i></p> <p><b>WATCH (12c):</b> <i>Hmong Shamanism (Part Two)</i></p> <p><b>WATCH (12d):</b> <i>Medicine, Religion, Society</i></p> <p><b>MON APR 23: FINAL PAPER PROPOSAL DUE by 10:00 am</b></p> <p><b>TUE APR 24: Quiz (12.1) DUE by 10:00 am</b></p> <p><b>TUE APR 24: Quiz (12.2) DUE by 12:00 pm &lt;-- note time</b></p> <p><b>WED APR 25: Discussion Post (12) DUE by 10:00 am</b></p>
13	MON APR 30 - FRI MAY 4	<p><b>READ:</b> <i>Fadiman, The Spirit Catches You, Chaps. 11-19 + Afterword</i></p> <p><b>LISTEN:</b> <i>"Yellow Rain"</i> (RadioLab, Sept 2012)</p> <p><b>WATCH (13a):</b> <i>Othering Metaphors</i></p> <p><b>WATCH (13b):</b> <i>Cultural Relativism</i></p> <p><b>WATCH (EXTRA):</b> <i>"The Hmong People Prefer Shamans Over Doctors. So One Hospital Decided to Provide Both"</i> (Upworthy)</p> <p><b>READ (EXTRA):</b> <i>"Hmong Gardeners in America's Dairyland"</i> (Sapiens)</p> <p><b>READ (EXTRA):</b> <i>"Hmong Studies Internet Resource Center"</i></p> <p><b>TUE MAY 1: Quiz (13.1) (on Split Horn) DUE by 10:00 am</b></p> <p><b>TUE MAY 1: Quiz (13.2) DUE by 12:00 pm &lt;-- note time</b></p> <p><b>TUE MAY 1: Quiz (13.3) DUE by 2:00 pm &lt;-- note time</b></p> <p><b>WED MAY 2: Discussion Post (13) DUE by 10:00 am</b></p> <p><b>THU MAY 3: WEBINAR (5) @ 6:00 - 7:30 pm &lt;-- LAST WEBINAR (DATE UNCHANGED)</b></p>

14	MON MAY 7 - FRI MAY 11	<p><b>NO NEW REQUIRED READING: WORK ON YOUR FINAL PAPER</b></p> <p><b>READ (EXTRA):</b> <i>Survival International</i> (website)  <b>READ (EXTRA):</b> <i>Why Dictionaries Are NOT Value-Neutral</i> (sapiens.org)  <b>READ (EXTRA):</b> McIntosh, "Unpacking the Invisible Knapsack"  <b>READ (EXTRA):</b> Crosley-Corcoran, "Explaining White Privilege to a Broke Person"  <b>READ (EXTRA):</b> Cole, "Intersectionality: The Intersecting Nature of Privileges &amp; Oppression" (About.com)  <b>READ (EXTRA):</b> "Is the Term "People of Color" Acceptable in This Day and Age?" (sapiens.org)  <b>READ (EXTRA):</b> "Why Do We Keep Using the Word 'Caucasian'?" (sapiens.org)  <b>WATCH (EXTRA):</b> <i>Systemic Racism: Is that a Thing?</i> (Race Forward)  <b>WATCH (EXTRA):</b> <i>From Jesus to Christ</i> (PBS)</p>
15	MON MAY 14 - FRI MAY 18	<p><b><u>MON MAY 14: FINAL ESSAY DUE by 12:00 noon</u></b></p> <ul style="list-style-type: none"> <li>INSTRUCTION ENDS: MON MAY 14 (GRADES DUE FRI MAY 25)</li> </ul>