

San José State University, Humanities Department, Religious Studies Program
ANTH/RELS 122, Magic, Science & Religion, Sections 80 & 81 (Spring 2019)

Instructor:	Dr. Lee Gilmore (pronouns: she/her)
Email:	lee.gilmore@sjsu.edu
Office Location/Hours & Class Days/Time:	I live in Oregon & currently teach online only. Five live webinars/online office hours will be held via Zoom. See <i>Course Schedule</i> for specific dates & times, and see <i>Assignments: Webinars</i> for more details. I am also available by appointment via phone, Zoom, or Skype.
Virtual Classrooms:	<ul style="list-style-type: none"> • SEC. 80: https://sjsu.instructure.com/courses/1309028 • SEC. 81: https://sjsu.instructure.com/courses/1309032
Prerequisites:	Completion of Core GE Requirements; WST passed; 100W completed or concurrent enrollment; upper division standing (60 units)
GE/SJSU Studies Category:	Area V: Culture, Civilization, and Global Understanding
Course Format:	ONLINE ONLY. See <i>Online Learning Requirements</i> for more details.
Faculty Web Page, Facebook & Twitter:	<ul style="list-style-type: none"> • http://www.sjsu.edu/people/lee.gilmore • https://www.facebook.com/ProfGilmore • https://twitter.com/ProfLeeGilmore

SJSU Catalogue Description

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

Area V General Education Learning Objectives (GELOs):

1. **Students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.**
 - Through interactive discussions and written assignments, students will examine some of the ideas, values, images, cultural artifacts, and cosmologies from the following cultural/religious traditions: traditional Hmong culture (a Southeast Asian ethnic minority); traditional Ojibwe (and other Native American) worldviews; Ndembu ritual (indigenous Central African); Haitian Vodou (an African-diaspora religion); Evangelical & Pentecostal Christianity (North American); Buryat shamanism (Siberian) & other global shamanisms; and Western scientific empiricism. Students will then systematically compare these diverse cultures—including their ideas, values, images, cultural artifacts, economic structures, technological developments, and attitudes—in order to discern the consequences of diverse worldviews.
2. **Students shall be able to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.**
 - We will examine and interrogate the pre-colonial, colonial, and post-colonial historical contexts of the above named traditions and worldviews. We will also examine the influence of traditional indigenous cosmologies on the broader American cultures, as well as how these worldviews challenge the dominant Western scientific/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

The goal of our course will be to examine diverse religions & cultures in historical context in order to better understand the consequences of competing worldviews and the dynamics of paradigm change. Among others, some questions we will consider are:

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

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

Readings & Other Required Media

Required Textbook

AVAILABLE FROM SPARTAN BOOKSTORE

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.

Technological & Online Learning Requirements

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

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

It is also strongly recommended that your computer or mobile device be running the most recent available operating system & other software.

- See Canvas Technical Requirements:
 - <https://guides.instructure.com/m/4214//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:

- **Searchable Canvas Student Guide:** <https://guides.instructure.com/>
- Additional resources & help docs can be found via the **SJSU e-Campus:** <http://www.sjsu.edu/at/ec/>
- If those links don't fully address your needs, you can submit an **iSupport ticket** and you will receive a response back promptly from SJSU support personnel. See **Support** tab on this page: <http://www.sjsu.edu/at/ec/>
- In Canvas, you can also click on the Question Mark icon on the far left hand nav bar for help options

Course & University Policies

Be a Participant, Not a Spectator

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

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

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

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

Late Policy

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

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

Plagiarism Policy

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

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

Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. For *Spring 2019* semester, the deadlines can be found at: <http://www.sjsu.edu/registrar/calendar/2192/index.html>

Library Liaison

Peggy Cabrera: Peggy.Cabrera@sjsu.edu

Course & University Policies (cont.)

University Policies: Federal Regulations Regarding the Definition of the Credit Hour

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

Other University Policies

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

Other Assignment & Basic Policies (See Links on Canvas Home Page)

- READ ME: *Criteria and Guidelines for Written Assignments*
- READ ME: *Professor's Pet Peeves*
- READ ME: *Discussion Forum & Chat Etiquette Guidelines*
- READ ME: *About DUE Dates & Deadlines* (also see Late Policy above)
- **UPLOAD ALL WORK THROUGH CANVAS. I DO NOT ACCEPT ASSIGNMENTS VIA EMAIL.**

Grading Information

Grading Information for all Upper Division GE/SJSU Studies Courses:

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

Final Grade Scale (100% = 1000 points)

A+	1000-975	B+	899-875	C+	799-775	D+	699-650
A	974-925	B	874-825	C	774-725	D	649-600
A-	924-900	B-	824-800	C-	724-700	F	less than 600

Total Assignment Points Possible:

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

Assignments

Weekly Quizzes

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

In general, I recommend that you complete the specified readings & videos before you start the quiz, and then go back through them as you complete the quiz, making note of key points & ideas in the quiz questions. I also recommend that you **DO THE READINGS & QUIZZES FIRST, AND THEN WATCH THE VIDEO LECTURES AND COMPLETE THE DISCUSSION POSTS**, which is why the quizzes are due first each week.

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

Assignments (cont.)

Video Lectures & Discussion Forums

Every week, you will write discussion posts about the video lectures (and other materials). Each post will ask you to think about how the ideas discussed in these videos illuminates concepts from the assigned readings, and make note of places where you still have questions, and each will be worth up to **25 points**. For more details, also see:

- *READ ME: Video Lectures & Discussion Forums*
- *READ ME: Discussion & Chat Forum Guidelines*
- *READ ME: Discussion Rubric Details*

Final Paper

The Final Paper will demonstrate your ability to identify & think critically about the consequences of changing & competing paradigms. Your papers should integrate the breadth of material studied in this course in order to:

- Compare the narratives, rituals, cosmologies, & worldviews of diverse cultures & religions.
- Identify the historical contexts of worldviews & cultural traditions outside the U.S. & describe their influence on American culture.
- Explain how cultures outside the U.S. have changed in response to internal and external pressures.
- The final essay should be **4-6 pages (1200-1600 words) long & will be **DUE by TUE MAY 14 @ 12 noon****
- There will also be a **Final Paper Proposal w/Annotated Bibliography DUE by MON APR 22 @ 12 noon**, which is your best opportunity to get feedback & direction from me before submitting the Final Paper itself.
- (See *Assignments: Final Essay* in Canvas for more details.)

Webinars (Online Meetings) & Other General Course Participation

During Spring 2019, we will meet for **4 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.**

COME PREPARED WITH QUESTIONS FOR ME ABOUT THE MATERIAL. It is strongly recommended that you attend & participate in as many live webinars as possible. The more you participate and interact, the more you will get out of the experience, and the more credit you will ultimately earn. However, because I know that your schedules can be complicated, **all Webinars will be recorded and available to watch after the session**

- **See Course Schedule below for dates/times.** Dates vary in order to, hopefully, make it possible for everyone to participate in at least one. If you absolutely cannot attend any of the live sessions in person due to other work or school commitments, please message me about an alternate assignment ASAP.
- **TO ATTEND IN PERSON**, log on via the invitation I will email everyone prior to the meeting. (Recordings will be posted the morning after the session.)

Credit for attendance & participation in **AT LEAST ONE MANDATORY WEBINAR** (as well as overall participation in the course) will be earned as follows:

- **20 points** just for attending one mandatory webinar
- **up to 10 points** for asking questions & participating in the chat interface during at least one mandatory webinar
- **up to 5 points** each for asking questions & participating in the chat interface during additional webinars
- **up to 10 points** for general participation during the whole course.
(General course participation include: attending & participating all, or most, webinars, as well as substantive engagement & participation in the discussion forums, on facebook &/or twitter, and by demonstrating overall exemplary participation.)
- (See *ABOUT WEBINARS: Attendance/Participation & OTHER: General Course Participation* on Canvas for more details)

EXTRA CREDIT: Facebook &/or Twitter Participation

Up to 5 extra credit points toward your final grade may be earned by following & participating in my professional facebook &/or twitter pages.

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

SPRING 2019 Course Schedule:
ANTH/RELS 122: Magic, Science, & Religion (Sec. 80 & Sec. 81)

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

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
INTRODUCTION TO THE ANTHROPOLOGY OF MAGIC, SCIENCE & RELIGION	
<p><u>MODULE 0:</u> THUR JAN 24 - FRI JAN 25</p>	<p><u>Welcome to Magic, Science & Religion</u></p> <p>READ: This Syllabus & All Content on Course Front Page READ: Wood, "Spirit Possession: 'Everyone's Doing It' (Patheos)</p> <p>WATCH: Wade Davis, "The World Wide Web of Belief & Ritual" (TedTalk) WATCH: John Green, "On Religion (Redux)" (YouTube/Vlogbrothers) WATCH: "Faces of Religious Diversity" (YouTube/Harvard Religious Literacy)</p> <p>READ (EXTRA): Harvard Religious Literacy Project: Our Method READ (EXTRA): Some Definitions of & Statements About Religion (Canvas Page)</p>
<p><u>MODULE 1:</u> MON JAN 28 - FRI FEB 1</p>	<p><u>Intro to Religious Studies</u></p> <p>READ: Myhre, "What is Religion?" READ: Geertz, "Religion Is" (EXCERPT FROM "Religion as Cultural System")</p> <p>WATCH (1a): Intro to the Study of Religion WATCH (1b): Defining Religion (& Magic) WATCH (1c): Exclusivism, Relativism, Pluralism, & the Elephant WATCH (1d): On Christianity & its Different Branches WATCH: "Intro to the Protestant Reformation: Setting the Stage, Part I" (Khan Academy) WATCH: "Varieties of Protestantism, Part III" (Khan Academy)</p> <p>READ (EXTRA): Laycock, "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)</p> <p>MON JAN 28: WEBINAR (1) @ 6:00 - 7:30 pm THU JAN 31: Quiz (1) DUE by 12 NOON FRI FEB 1: Discussion Post (1) DUE by NOON</p>
<p><u>MODULE 2:</u> MON FEB 4 - FRI FEB 8</p> <p><i>TUES FEB 5: LAST DAY TO DROP</i></p>	<p><u>Intro to The Anthropology of Religion</u></p> <p>READ: Winkelman & Baker, "Anthropology & the Study of Religion" READ: Miner, "Body Ritual Among the Nacirema" READ: Geertz, "Webs of Significance" (EXCERPT FROM "Thick Description")</p> <p>WATCH (2a): Key Terms: Indigenous, etc WATCH (2b): Anthropology of Religion WATCH (2c): Unilinear Cultural Evolution WATCH (2d): "Evolutionary Tree of Religion"</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><u>MODULE 2:</u> MON FEB 4 - FRI FEB 8 (cont.)</p>	<p>READ (EXTRA): Goldberg, "For Decades, Our Coverage Was Racist. To Rise Above Our Past, We Must Acknowledge It" (National Geographic) READ (EXTRA): Nicholas, "When Scientists 'Discover' What Indigenous People Have Known For Centuries" (Smithsonian)</p> <p>THU FEB 7: Quiz (2) DUE by 12 NOON FRI FEB 8: Discussion Post (2) DUE by NOON</p>
<p><u>MODULE 3:</u> MON FEB 11 - FRI FEB 15</p>	<p><u>The Anthropology of Magic, Science, and Religion</u></p> <p>READ: Malinowski, "Rational Mastery by Man of His Surroundings" READ: Gmelch, "Baseball Magic"</p> <p>WATCH (3a): History of Anthropology (Part One) WATCH (3b): History of Anthropology (Postmodernism) WATCH (3c): Malinowski, Gmelch, & Magic WATCH (3d): Who are the Nacirema?</p> <p>READ (EXTRA): The Nacirema Explained READ (EXTRA): "The Perennial Power of Ritual" (sapiens.org)</p> <p>THU FEB 14: Quiz (3) DUE by 12 NOON FRI FEB 15: Discussion Post (3) DUE by NOON</p>
SCIENCE, RELIGION & PARADIGMS	
<p><u>MODULE 4:</u> MON FEB 18 - FRI FEB 22</p>	<p><u>Science! Evolution & Cosmos</u></p> <p>READ: Evolution Resources from the National Academies of Science WATCH: Carl Sagan's <i>Cosmos</i> (1980), Episode #13</p> <p>WATCH (4a): What is Science? (+Evolution) WATCH (4b): Biblical Creationism vs. Evolution by Natural Selection WATCH (4c): BC & AD vs. BCE & CE WATCH (4d): Religion & Science WATCH (4e): Cosmos & Spirituality</p> <p>READ (EXTRA): Ghose, "'Just a Theory': 7 Misused Science Words" (Scientific American) READ (EXTRA): Withnall, "Pope Francis declares evolution and Big Bang theory are real & God is not 'a magician with a magic wand' (Independent) READ (EXTRA): Krule, "Pope Francis' Progressive Statement on Evolution Is Not Actually a Departure for the Catholic Church" (Slate 2014) READ (EXTRA): Pope Francis, "Laudato si: On care for our common home" (Vatican) READ (EXTRA): "Ann Druyan Talks About Science, Religion, Wonder, Awe and Carl Sagan" (Skeptical Inquirer) READ (EXTRA): Schiffman, "We Need a Thousand-Year Worldview in the Face of Climate Change" (Yes! Magazine)</p> <p>WATCH (EXTRA): <i>Cosmos</i> (1980) with Carl Sagan (via Twitch) WATCH (EXTRA): <i>Cosmos</i> (2014) with Neil deGrasse Tyson (via Netflix) WATCH (EXTRA): Select clips from Sagan's <i>Cosmos</i> WATCH (EXTRA): "Judgment Day: Intelligent Design On Trial" (PBS Nova) WATCH (EXTRA): What really happened to the Library of Alexandria (TedEd)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 4: MON FEB 18 - FRI FEB 22 (cont.)</p>	<p>WATCH (EXTRA): More Evolution & Science Resources (PBS) WATCH (EXTRA): Symphony of Science, "We Are All Connected" (Music Video)</p> <p>THU FEB 21: Quiz (4) by 12 NOON FRI FEB 22: Discussion Post (4) DUE by NOON</p>
<p>MODULE 5: MON FEB 25 - FRI MAR 1</p>	<p>Science & Paradigm Shifts</p> <p>READ: Nickels, "Introduction" to Thomas Kuhn READ: Naughton, "Thomas Kuhn: The Man Who Changed the Way the World Looked at Science" (Guardian)</p> <p>WATCH: Kuhn's Paradigm Shift (YouTube) WATCH (5a): Kuhn & Scientific Paradigms WATCH (5b): Scientific Paradigm Examples WATCH (5c): Postmodern Relevance/Social Theory</p> <p>READ (EXTRA): Leland et al, "Does Evolutionary Theory Need a Rethink?" (Nature) READ (EXTRA): Fausto-Sterling, "Rethinking Evolution: Symbiosis at the Heart of Change" (Boston Review) READ (EXTRA): Gopnik, "Spooked: What Do We Learn About Science From a Controversy in Physics?" (New Yorker) READ (EXTRA): Martinez-Conde & Macknik, "The Delusion of Alternative Facts" (Scientific American)</p> <p>WATCH (EXTRA): "The Fabric of the Cosmos" (on Newton, Einstein, & the Higgs Boson) (PBS Nova) WATCH (EXTRA): "The Pluto Files" (PBS Nova) WATCH (EXTRA): Crash Course History of Science (youtube)</p> <p>THU FEB 28: Quiz (5) DUE by 12 NOON FRI MAR 1: Discussion Post (5) by NOON FRI MAR 1: WEBINAR (2) @ 1:00 - 2:30 pm</p>
RELIGION, MAGIC, CONSCIOUSNESS & RITUAL	
<p>MODULE 6: MON MAR 4 - FRI MAR 8</p>	<p>Shamanism (Vitebsky)</p> <p>READ: Vitebsky, "Shamansim" READ: Review of "In Pursuit of the Siberian Shaman"</p> <p>WATCH: "In Pursuit of the Siberian Shaman" (via SJSU library) WATCH (6a): Shamanism & Altered States of Consciousness WATCH (6b): Neo-Shamanism & Siberian Shaman WATCH (6c): Siberian Shaman + Neo-Shamanism</p> <p>READ (EXTRA): Torres & Sawyer, <i>Curandero: A Life in Mexican Folk Healing</i> (SJSU lib) READ (EXTRA): "Shamans: Masters of Ecstasy" (National Geographic)</p> <p>THU MAR 7: Quiz (6) DUE by 12 NOON FRI MAR 8: Discussion Post (6) DUE by NOON</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 7: MON MAR 11 - FRI MAR 15</p>	<p><u>Native American Religions (Ojibwe/Hallowell)</u></p> <p>READ: Hallowell, "Ojibwa Ontology, Behavior & Worldview" READ: "Anishinaabe Ojibwe Ways" (Pluralism Project)</p> <p>WATCH: "In The Light of Reverence" (Parts 1 & 3) WATCH: Tall Paul, "Prayers in a Song" (Ojibwe Hip Hop)</p> <p>WATCH (7a): Ojibwa Ontology Introduction WATCH (7b): Language & Cognition (Part One) WATCH (7c): Language & Cognition (Part Two) WATCH (7d): Ojibwa Ontology WATCH (7e): Native American History</p> <p>READ (EXTRA): Luger, "This App Can Tell You the Indigenous History of the Land You Live On (Yes! Magazine) READ (EXTRA): Little, "Native Americans to JK Rowling: We're Not Magical" (National Geographic) READ (EXTRA): Keene, "'Magic in North America': The Harry Potter Franchise Veers Too Close To Home" (Native Appropriations) READ (EXTRA): Langlois, "When Whales & Humans Talk " (Hakai Magazine, 2018) READ (EXTRA): Jones, "Is Color Perception a Human Universal?" (Sapiens) READ (EXTRA): "Sapir Whorf Hypothesis" (Ask a Linguist FAQ)</p> <p>WATCH (EXTRA): "Two-Spirits, One Dance for Native American Artist" (AJ+) WATCH (EXTRA): Boroditsky, "How language shapes the way we think" (TedTalk) LISTEN (EXTRA): Graham Harvey on Animism (Podcast, Religious Studies Project) LISTEN (EXTRA): "Why Isn't the Sky Blue" (RadioLab, May 2012)</p> <p>THU MAR 13: Quiz (7.1) (on <i>Ojibwe Ontology</i>) DUE by 12 NOON THU MAR 13: Quiz (7.2) (on <i>Light of Reverence</i>) DUE by 2:00 PM ← note time FRI MAR 15: Discussion Post (7) DUE by NOON</p>
<p>MODULE 8: MON MAR 18 - FRI MAR 22</p>	<p><u>African Diaspora Religions (Vodou/Brown)</u></p> <p>READ: Brown, EXCERPTS FROM <i>Mama Lola</i></p> <p>WATCH: "Legacy of the Spirits" (via SJSU library) WATCH (8a): African Diasporic Religions WATCH (8b): Mama Lola + African Pantheons WATCH (8c): Mama Lola + Vodou WATCH: The Atlantic Slave Trade: What Too Few Textbooks Told You (via TedEd)</p> <p>READ (EXTRA): Mariani, "The Tragic, Forgotten History of Zombies" (The Atlantic) READ (EXTRA): Olupona, "The Spirituality of Africa" (Harvard Gazette) READ (EXTRA): Adegoke, "'Jesus Hasn't Saved Us': The Young Black Women Returning to Ancestral Religions" (Broadly) READ (EXTRA): Yu, "The Young Brujas Reclaiming the Power of Their Ancestors" (Broadly) READ (EXTRA): Dickens, "These African Deities Are the Best Gods You've Never Heard Of" (Buzzfeed)</p> <p>WATCH (EXTRA): Reflexive Ethnography (8d) WATCH (EXTRA): "In God We Trust" (first 10 mins, via SJSU library) WATCH (EXTRA): "Meet the Vodou Priestess Summoning Healing Spirits in Post-Earthquake Haiti" (Broadly) WATCH (EXTRA): "The Atlantic Slave Trade in Two Minutes" (Slate)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 8: MON MAR 18 - FRI MAR 22 (cont.)</p>	<p>WATCH (EXTRA): "Haitian Revolutions" (Crash Course) WATCH (EXTRA): "Haitian Revolution" (Khan Academy) WATCH (EXTRA): Ibeyi, "River" (Music Video)</p> <p>THU MAR 21: Quiz (8) DUE by 12 NOON FRI MAR 22: Discussion Post (8) DUE by NOON</p>
<p>MODULE 9: MON MAR 25 - FRI MAR 29</p>	<p><u>Evangelical Christianity (Luhrmann)</u></p> <p>READ: Luhrmann, EXCERPT FROM <i>When God Talks Back</i> LISTEN: Interview with Tanya Luhrmann (NPR Fresh Air, Nov 2012)</p> <p>WATCH: Tanya Luhrmann, "When God Talks Back" (TEDxStanford) WATCH (9a): American Protestantism WATCH (9b): When God Talks Back Compared to Mama Lola WATCH (9c): God Talks Back + Mama Lola</p> <p>READ (EXTRA): American Religious Landscape Survey (Pew, 2014) READ (EXTRA): "When Americans Say They Believe in God, What Do They Mean?" (Pew, 2018) READ (EXTRA): Luhrmann, Other Research on Cultural impacts on Mental Illness READ (EXTRA): Luhrmann, "magic" (SSRC Frequencies)</p> <p>WATCH (EXTRA): Report on Glossolalia (ABC) (first 10 mins only) WATCH (EXTRA): God in America (PBS) WATCH (EXTRA): "Witches, Psychiatrists & Evangelicals with Tanya Luhrmann: Conversations with History" (UCTV)</p> <p>THU MAR 28: Quiz (9) DUE by 12 NOON FRI MAR 29: Discussion Post (9) DUE by NOON</p>
<p>MON APR 1 - FRI APR 5</p>	<p><u>SPRING BREAK!</u></p>
<p>MODULE 10: MON APR 8 - FRI APR 12</p>	<p><u>Visible Spirit in Zambia (Turner)</u></p> <p>READ: Turner, "A Visible Spirit Form in Zambia"</p> <p>WATCH (10a): The Turners, the Ndembu, & the Ihamba WATCH (10b): Edith Turner & the Blob WATCH (10c): Rites of Passage</p> <p>READ (EXTRA): Edith Turner, <i>Experiencing Ritual: A New Interpretation of African Healing</i> (SJSU library) READ (EXTRA): More on Ndembu Shamanism WATCH (EXTRA): "Celebrating the Works of Edith 'Edie' Turner" (YouTube)</p> <p>TUE APR 9: WEBINAR (3) @ 6:00 - 7:30 pm THU APR 11: Quiz (10) DUE by 12 NOON FRI APR 12: Discussion Post (10) DUE by NOON</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 11: MON APR 15 - FRI APR 19</p>	<p><u>Birth (Davis-Floyd)</u></p> <p>READ: Davis-Floyd, EXCERPTS FROM <i>Birth as an American Rite of Passage</i></p> <p>WATCH: Clips from Monty Python's "The Meaning of Life" (YouTube) WATCH (11a): Davis-Floyd & Ritual WATCH (11b): Cartesian Dualism & Mechanistic Worldview WATCH (11c): Technocratic Birth (Part One) WATCH (11d): Technocratic Birth (Part Two)</p> <p>READ (EXTRA): More on Hospital vs. Home Birth READ (EXTRA): Vega, "How Natural Birth Became Inaccessible to the Poor" (Sapiens) READ (EXTRA): Fausto-Sterling, "I Can't Breathe: Race in Medical School Curricula" (Boston Review, 2016) READ (EXTRA): Villarosa, "Why America's Black Mothers and Babies Are in a Life-or-Death Crisis" (NYT 2018) READ (EXTRA): Aschwanden, "Surgery Is One Hell Of A Placebo" (FiveThirtyEight, 2017) READ (EXTRA): Greenberg, "What if the Placebo Effect Isn't a Trick?" (NYT 2018)</p> <p>THU APR 18: Quiz (11) DUE by 12 NOON FRI APR 19: Discussion Post (11) DUE by NOON</p>
THE SPIRIT CATCHES YOU	
<p>MODULE 12: MON APR 22 - FRI APR 26</p>	<p><u>The Spirit Catches You (1)</u></p> <p>READ: Fadiman, <i>The Spirit Catches You</i>, Chaps. 1-10 WATCH: "The Split Horn: Life of a Hmong Shaman in America" (via SJSU library)</p> <p>WATCH (12a): Intro to the Spirit Catches You WATCH (12b): Hmong Shamanism (Part One) WATCH (12c): Hmong Shamanism (Part Two) WATCH (12d): Medicine, Religion, Society</p> <p>MON APR 22: FINAL PAPER PROPOSAL DUE by 12 NOON THU APR 25: Quiz (12.1) DUE by 12 NOON THU APR 25: Quiz (12.2) DUE by 2:00 PM ← note time FRI APR 26: Quiz (12.3) (on <i>Split Horn</i>) DUE by 12 NOON ← note date/time!!</p>
<p>MODULE 13: MON APR 29 - FRI MAY 3</p>	<p><u>The Spirit Catches You (2)</u></p> <p>READ: Fadiman, <i>The Spirit Catches You</i>, Chaps. 11-19 + Afterword LISTEN: "Yellow Rain" (RadioLab, Sept 2012)</p> <p>WATCH (13a): Othering Metaphors WATCH (13b): Cultural Relativism, Part 1 WATCH (13c): Cultural Relativism, Part 2</p> <p>READ (EXTRA): Coates, "Hmong Gardeners in America's Dairyland" (Sapiens) READ (EXTRA): "Hmong Studies Internet Resource Center" WATCH (EXTRA): "The Hmong People Prefer Shamans Over Doctors. So One Hospital Decided to Provide Both" (Upworthy)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 13: MON APR 29 - FRI MAY 3 (cont.)</p>	<p>THU MAY 2: Quiz (13.1) DUE by 12 NOON THU MAY 2: Quiz (13.2) DUE by 2:00 PM ← note time FRI MAY 3: Discussion Post (12) DUE by NOON</p>
<p>MODULE 14: MON MAY 6 - FRI MAY 10</p>	<p><u>Synthesis & Conclusion</u></p> <p>NO NEW REQUIRED READING: WORK ON YOUR FINAL PAPER & ATTEND LAST WEBINAR</p> <p>READ (EXTRA): McIntosh, "Unpacking the Invisible Knapsack" READ (EXTRA): Crosley-Corcoran, "Explaining White Privilege to a Broke Person" READ (EXTRA): Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color" READ (EXTRA): Moses, "Is the Term "People of Color" Acceptable in This Day and Age?" (Sapiens) READ (EXTRA): Moses, "Why Do We Keep Using the Word 'Caucasian'?" (Sapiens) READ (EXTRA): Shulist et al, "Why Dictionaries Are NOT Value-Neutral" (Sapiens) READ (EXTRA): Chua, "What Religious Beliefs Reveal About Post-Truth Politics" (Sapiens) READ (EXTRA): Survival International (website)</p> <p>READ & WATCH (EXTRA): "Systemic Racism: Is that a Thing?" (Race Forward) WATCH (EXTRA): "From Jesus to Christ" (PBS) WATCH (EXTRA): "The Bible's Buried Secrets" (PBS)</p> <p><u>WED MAY 8: WEBINAR (4) @ 6:00 - 7:30 pm</u></p>
<p>MODULE 15: MON MAY 13 - TUE MAY 21</p>	<p><u>Finals Week</u></p> <p><u>122 TUE MAY 14: FINAL ESSAY DUE by 12:00 NOON</u></p> <ul style="list-style-type: none"> • (MON MAY 13: LAST DAY OF INSTRUCTION) • (WED MAY 15-TUE MAY 21: FINALS WEEK) • (FRI MAY 24: GRADES DUE)