

RelS 122 / Anth 122  
Magic, Science and Religion  
Spring Semester, 2012

**Course Information**

<b>Instructor:</b>	Dr. Mira Z. Amiras
<b>Department:</b>	Comparative Religious Studies, Humanities Department / Anthropology
<b>Course Codes:</b>	Anth 122—Section 2: 28955 RelS 122—Section 2: 27776
<b>Section:</b>	This syllabus is for Section 2 only
<b>Class Time/Location:</b>	6:30-9:15 PM in SH 240
<b>Office Hours:</b>	Tuesdays & Wednesdays 4:30-5:30 PM
<b>Office Location:</b>	Clark Hall 437    Mailbox is in the Humanities Office: Clark Hall 419
<b>Office Phone:</b>	408 924-1364
<b>E-mail:</b>	<a href="mailto:mira.amiras@sjsu.edu">mira.amiras@sjsu.edu</a>    Preferred: <a href="mailto:mira.amiras@me.com">mira.amiras@me.com</a>
<b>Preferred Contact:</b>	Office hours / email    Please do not email drafts or assignments
<b>Faculty Website:</b>	<a href="http://sjsu.edu/faculty/amiras/">http://sjsu.edu/faculty/amiras/</a>
<b>FYI Blogs:</b>	<a href="http://andthispartistrue.blogspot.com/">http://andthispartistrue.blogspot.com/</a> <a href="http://beitmalkhut.org/">http://beitmalkhut.org/</a>
<b>Department Fax:</b>	408 924-4372

**Course Description**

This course is designed to pose the question ‘what difference does it make what cosmologies, beliefs, and practices people and/or societies around the globe advocate, and even more important, what are the consequences of those beliefs and practices?’

Throughout the term, we will explore the ways in which peoples have attempted to understand and gain mastery over the human, natural and/or supernatural worlds. We will begin with a brief summary of evolutionary, functionalist, structuralist, and dynamic approaches to magic, science and religion. The emphasis of the course, however, will be on the importance of cosmology, worldviews and shifting paradigms. The questions we will be interested in exploring include: What are the differences between magic, science and religion? Are they contradictory or complementary? Are they used for the same purposes? Do they ever merge or blend? What happens when religious cosmology and scientific paradigms conflict in the understanding of the universe, nature, society, and the role of the individual?

In addition, we spend a good deal of time on the rise of mass movements, particularly under colonial and post-colonial conditions, when cosmological conflict is both widespread and potentially virulent. We explore the life cycle of mass movements—from nativistic to millenarian—in the quest to create a more satisfying culture. We look at and compare the intended and unintended consequences of such movements, both historically and on the contemporary global stage, focusing for the most part upon societies outside the U.S. The theoretical lenses employed in MSR help students not only understand contemporary cosmological conflicts, but also predict probable and/or inevitable outcomes to such conflict.

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.

**Prerequisites**

**G.E. Status:** MSR is an upper division G.E. course. It has a significant amount of reading and writing, and requires passage of the WST. In addition, completion of 100W is required—although in the Fall Semester, 100W may be enrolled in concurrently with this class. Courses used to satisfy Areas R, S and V of SJSU’s G.E. studies must be taken from three different SJSU departments.

## Required and Recommended Readings

### Required Reading:

de Saint Exupéry, A. THE LITTLE PRINCE (warm-up for the class)

### Plus 1 book from each the 3 categories below (4<sup>th</sup> category is for extra credit reading):

#### First Selected Reading

#### (select one)

Castenada, C.	THE TEACHINGS OF DON JUAN
Castenada, C.	A SEPARATE REALITY / JOURNEY TO IXTLAN
Cott, J.	THE SEARCH FOR OMM SETY
Diallo, Y. and M. Hall	THE HEALING DRUM: AFRICAN WISDOM AND TEACHING
Eliade, M.	SHAMANISM
Fadiman, A.	THE SPIRIT CATCHES YOU AND YOU FALL DOWN
Halifax, J., ed.	SHAMANIC VOICES
Harner, M.	THE WAY OF THE SHAMAN
Harner, M., ed.	HALLUCINOGENS AND SHAMANISM
James, Wm.	THE VARIETIES OF RELIGIOUS EXPERIENCE
Lamb, B.	WIZARD OF THE UPPER AMAZON
Ripinsky-Naxon, M.	THE NATURE OF SHAMANISM
Roth, G.	MAPS TO ECSTASY
Spiro, M.	BURMESE SUPERNATURALISM
Strieber, W.	THE KEY: A TRUE ENCOUNTER
Winkler, G.	MAGIC OF THE ORDINARY

#### Second Selected Reading

#### (select one)

Adler, M.	DRAWING DOWN THE MOON: WITCHES, DRUIDS ... IN AMERICA TODAY
Brown, K.	MAMA LOLA: A VOODOU PRIESTESS IN BROOKLYN
Covington, D.	SALVATION AT SAND MOUNTAIN
Crapanzano, V.	THE HAMADSHA / TUHAMI / CASE STUDIES IN SPIRIT POSSESSION
Fadiman, A.	THE SPIRIT CATCHES YOU (only if not read for First Selected Reading)
Fanon, F.	A DYING COLONIALISM
Goodman, F.	HOW ABOUT DEMONS?
Haley, A.	THE AUTOBIOGRAPHY OF MALCOLM X
Hurston, Z.	TELL MY HORSE: VODOO AND LIFE IN HAITI AND JAMAICA
Juergensmeyer, M.	TERROR IN THE MIND OF GOD
Kripal, J.	ESALEN: AMERICA AND THE RELIGION OF NO RELIGION
Layton, D.	SEDUCTIVE POISON
Murakami, H.	UNDERGROUND: THE TOKYO GAS ATTACK AND THE JAPANESE PSYCHE
Satrapi, M.	PERSEPOLIS (Vols. 1 and 2)
Spiegelman, A.	MAUS (Vols. 1 and 2)
Stevens, J.	ABUNDANT PEACE / MARATHON MONKS OF MT HIEI
Teish, L.	JAMBALAYA

#### Third Selected Reading

#### (select one)

Aczel, A.	THE JESUIT AND THE SKULL: TEILHARD DE CHARDIN, EVOLUTION ...
Benyus, J.	BIOMIMICRY
Cassidy, J.	HOW MARKETS FAIL: THE LOGIC OF ECONOMIC CALAMITIES
Cheney, M.	TESLA: MAN OUT OF TIME
Dawkins, R.	THE GOD DELUSION

Devlin, K.	THE MAN OF NUMBERS: FIBONACCI'S ARITHMETIC REVOLUTION
Fine, D.	FAREWELL, MY SUBARU
Gladwell, M.	THE TIPPING POINT / (or one of his later books)
Gore, A.	AN INCONVENIENT TRUTH
Kuhn, T.	THE STRUCTURE OF SCIENTIFIC REVOLUTIONS
Lightman, A.	A SENSE OF THE MYSTERIOUS / DISCOVERIES
Lovelock, J.	THE GAIA HYPOTHESIS/REVENGE OF GAIA/THE VANISHING FACE OF GAIA
Mayor, A.	THE FIRST FOSSIL HUNTERS
Newberg, A., et.al.	WHY GOD WON'T GO AWAY
Pollan, M.	BOTANY OF DESIRE/OMNIVORE'S DILEMMA/IN DEFENSE OF FOOD
Sagan, C.	THE VARIETIES OF SCIENTIFIC EXPERIENCE
Tierno, P.	THE SECRET LIFE OF GERMS
Watson, J.	THE DOUBLE HELIX / AVOID BORING PEOPLE
Wilson, E.O.	THE FUTURE OF LIFE

**Fourth Selected Reading****(optional: select one for Extra Credit assignment only)**

Asimov, I.	THE GODS THEMSELVES / FOUNDATION (series)
Baudino, G.	GOSSAMER AXE
Brooks, M.	WORLD WAR Z
Collins, S.	THE HUNGER GAMES (series)
Gaiman, Neil	AMERICAN GODS
Halevi, Z.	THE ANOINTED
Herbert, F.	DUNE (Vol. 1 only) / HELSTROM'S HIVE
Hosseini, Kh.	THE KITE RUNNER
Kinstler, C.	THE MOON UNDER HER FEET
Kingsolver, B.	THE POISONWOOD BIBLE
Murphy, M.	GOLF IN THE KINGDOM
Niven, L. et.al.	LEGACY OF HEOROT / BEOWOLF'S CHILDREN
Niven, L. et.al.	LUCIFER'S HAMMER
Slonczewski, J.	A DOOR INTO OCEAN
Vidal, G.	MESSIAH

**Reference**

Lessa, W. & E. Vogt, eds.	READER IN COMPARATIVE RELIGION
Murphy, M.	THE FUTURE OF THE BODY (Ref. used for RelS 123, Body, Mind, Spirit)

Lessa & Vogt have articles on key material covered in class. Murphy is the text for RelS 123 Body, Mind & Spirit—the experiential or 'lab' course for MSR, offered Spring Semester.

**Additional Recommended Readings**

Many, but not all of the above readings are on reserve in the SJSU Library. For additional recommended and supplementary readings on material, theorists and theories covered in this class, please see the MSR Recommended Reading List posted online. Please use both the library and the IRC for supplementary written, audio and visual resources. All books available through libraries, bookstores and internet sites, such as [abe.books.com](http://abe.books.com)

**Related Course: 'the lab course for MSR' — best taken concurrently!****Spring Semester 2012—RelS 123 Body, Mind and Spirit**

A 'hands on' experiential approach to some of the topics covered in MSR. Note that both MSR and BMS meet requirements for SJSU's program in Complementary and Alternative Health Practices.

**G.E. Area V and Student learning objectives for the course:***CULTURE, CIVILIZATION, & GLOBAL UNDERSTANDING*LEARNING OBJECTIVE 1

Students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S.

This learning objective will be met by systematically comparing cultural cosmologies, economies and worldviews found, for example, in West Africa and the West Indies; North Africa and the Middle East, Mexico, Central and South America, as well as in Japan. In addition to lectures and guest lectures, your first and second readings cover these topics. The first two essays address this objective.

LEARNING OBJECTIVE 2

Students shall be able to identify the historic context of ideas and cultural traditions outside the U.S. and how they have influence American culture.

Part II of the course addresses this learning objective, and especially the second required reading for the course. Here, specific case studies will be considered in their pre-colonial, colonial, and post-colonial manifestations, where appropriate. Examples of the shift of movements from outside the U.S. to inside the U.S. will be included. The second and third essays will especially address this objective, as will your library research term paper.

LEARNING OBJECTIVE 3

Students shall be able to explain how a culture outside the U.S. has changed in response to internal and external pressures.

Part III of the course explicitly addresses this learning objective, as do all three required readings options (and many of the extra-credit readings as well). Competition between worldviews—and the consequences of these conflicts—is a theme that runs throughout the term, but comes to a head in Part III of the course. The third set of required readings specifically focus on paradigm shifts both in science and society, while the second set of required readings address specific problems of culture change and attempted acculturation in societies outside the U.S. The second and third papers address many of these concerns.

The Final Exam in MSR is cumulative, and assesses all of the Area V G.E. learning objectives covered throughout the term, as well as the specific learning objectives outlined in the course description.

## Course requirements

Lectures, readings, discussion, class exercises, films and guest presentations will address topics outlined in the course syllabus. Please note, however, that a week's topic may be adjusted to accommodate the scheduling of guest presentations. Grading will be allocated as follows:

### Assignments and Grading

2 In-Class Midterms (short answer + essay)	100 points each	100 points (best of 2)
1 Research Term Paper	100 points	100 points
1 Extra Credit Essay (optional)	25 points	(25 additional points)
Final Examination	100 points	100 points

### No late papers will be accepted

Participation will be used to assess borderline grades and to raise the final grade for students whose contributions significantly enhanced class process and understanding and participated in all class activities.

**In-Class Midterms:** Two In-Class Midterms will be given during in the semester. They will consist of both essay and short answer questions. You will be graded on both form and content (i.e. writing and critical thinking both matter). You will be expected to be able to apply principles and ideas studied, not just repeat them. The In-Class Midterms will cover material presented in class including guest presentations, readings, films and assignments given to date. Each will be given at the beginning of class. If you are late, you will not be given extra time to complete it. The Midterms may not be made up, either early or late, and may not be retaken. If you miss the first Midterm, be sure to take the second. If you take both, the highest of the two grades will be counted.

**Research Term Paper:** Individual or group research project—your choice. The library research project will require you to explore one of the theorists/theories covered in lecture or found on the MSR Theorists List and to answer questions listed on the Cover Sheet for this assignment. Both the Theorist List and the Cover Sheet will be posted online. If you cannot find adequate sources in our campus library, use Inter-Library Loan, Link +, AnthroSource, JSTOR or other databases to track down the original contributions of your selected theorist. Page length: Your paper should be as long or as short as it takes to thoroughly develop your responses to the questions posed. Group projects: Should be presented as a dialogue between participants (with each person's name given before their contribution) discussing the questions at hand — not each person writing a different section of the paper. You are welcome to read different selections of your theorist's original works and to discuss the questions posed based upon the multiple perspectives found in these works. You do not need to agree on your responses!

**Extra Credit Paper:** If you are interested in earning Extra Credit, this assignment is offered. The essay will be based one of the 4<sup>th</sup> Readings selections and one of the films in Column 3 of the MSR Film List. The essay question will be posted online later in the semester. No late papers will be accepted.

**Final Exam:** After completing the Final Exam Cover Sheet short questions, the rest of the Final Exam may be taken either as an in-class group exam or as a take-home essay to be typed, in part, directly on the exam sheet provided. It is cumulative. The Final will be handed out the last day of our regularly scheduled classes and will be due/or be given in class during our scheduled final exam period.

**Class Participation:** Since the required readings cover only part of the material tested, regular participation in class is essential to understanding this course. Please be prompt and respectful of guest lectures/presentations. Participation in class is expected, and will be considered along with written work and class exercises in determining final grades. Participation will be graded based upon attentiveness, engagement, appropriate discourse, insight, consideration of the ideas of others, and facilitation of class activities. Class participation can affect final grades, especially if final grades are borderline.

**Late Work and Incompletes:** You are welcome to turn in papers early if you know that you will be away on a due date. Incompletes may be requested for documented emergency reasons. No late work will be accepted with the exception of well-documented emergencies.

**Guests:** This class is for registered students only. Guests are not permitted in the class without the prior consent of the instructor. ‘Prior’ means at least a week in advance—not minutes before class starts with your guest already present. Admitted guests should observe quietly, and be respectful of all lecturers, presenters, students and activities.

**Questions on Course Materials:** Assignments will be posted online. If you have any questions about course materials and/or assignments please ask in class, in office hours, or contact me by email. If you have a problem accessing posted material, please email me and I can send you the posted material in a different format.

## Department Grading Information

### Grading Percentages Breakdown

Grading is not on a curve in this class. See Course Guidelines for additional information about writing requirements, research and analysis, style guides and bibliographic format, and grading.

94% and above	A
93% - 90%	A-
89% - 87%	B+
86% - 84%	B
83% - 80%	B-
79% - 77%	C+
76% - 74%	C
73% - 70%	C-
69% - 67%	D+
66% - 64%	D
63% - 60%	D-
below 60%	F

## Schedule of Lectures

Week	Topic	Assignments/Due Dates
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Please note that the course calendar is subject to change to accommodate guest speakers

Jan 25	<p><b>INTRODUCTION: MAGIC, SCIENCE AND RELIGION</b>            Course requirements, readings, and expectations. Problems of definition Introduction to theory and field research. The pleasures and pitfalls of participant observation. Introduction to the Recommended Readings and the Library Research Assignment.</p>	Select and order all of your MSR readings
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### *Part I UNDERSTANDING THE UNIVERSE: OBJECTIVE AND SUBJECTIVE REALITIES*

Feb 1	<p><b>COSMOLOGY, WORLD VIEW AND PARADIGM</b>            The human quest to understand the natural environment. What is nature? What is natural? What is culture? Are these things ‘culturally’ determined? Basic definitions of magic, science and religion. Dividing the world into manageable units (e.g. gender as an organizing principle).</p> <p><u>ADDITIONAL RECOMMENDED READINGS:</u>            M. Douglas, <i>Purity and Danger; Natural Symbols</i></p>	<p>Read The Little Prince.</p> <p>Begin first selected reading.</p> <p><u>Term Paper posted online.</u></p>
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Feb 8	<p><b>VISION, VISIONARIES AND THE VISIBLE WORLD</b>            Explanations of things that cannot be seen. Empiricism and deduction, logic, and belief. Emic and etic understanding. How science works. Scientific and non-scientific models of reality. <i>PARDES</i>.</p> <p><u>REVIEW / ADDITIONAL RECOMMENDED READINGS:</u>            N.Scheper-Hughes, <i>Scholars, Saints &amp; Schizophrenics</i>; M. Murphy, <i>The Future of the Body</i></p>	<p>First selected reading.</p> <p>Select theorist for your Term Paper research.</p>
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Feb 15	<p><b>FROM ANIMISTIC TO SCIENTIFIC VIEWS OF THE NATURAL WORLD</b>            The intrinsic spirituality of natural phenomena in animist cosmology. Is everything sacred—and if so, what does that mean? Soul, spirits, ancestors, and gods. Physical and metaphysical worlds. Understanding nature through inquiry, empiricism and analysis. Can <i>everything</i> be understood through science?</p> <p><u>REVIEW / ADDITIONAL RECOMMENDED READINGS:</u>            B. Malinowski, <i>Magic, Science and Religion</i>; M. Adler, <i>Drawing Down the Moon</i>; M. Pollan, <i>Botany of Desire; Omnivore’s Dilemma</i></p>	<p>Finish 1<sup>st</sup> Reading.</p> <p>Begin second reading.</p> <p>Watch assigned films.</p>
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### *Part II TRANSFORMING THE UNIVERSE: FROM DOMINION TO APOCALYPSE?*

Feb 22	<p><b>RATIONAL MASTERY AND THE ANTI-MASTERY MENTALITY</b>            Defining rationality and mastery. Invention and innovation in the move from predation to production. Personal mastery vs. mastery of the universe. The work of Leonard, Linton, Wallace, and Hoffer. What happens when ‘it’ doesn’t work?</p> <p><u>REVIEW / ADDITIONAL RECOMMENDED READINGS:</u>            G. Leonard, <i>Mastery</i>; M.Sahlins, <i>Stone Age Economics</i>; SJ Tambiah, <i>Magic, Science &amp; the Scope of Rationality</i>; AFC Wallace, <i>Death and Rebirth of the Seneca</i></p>	<p>Watch films</p> <p>Continue 2<sup>nd</sup> reading.</p> <p><b><u>In-Class Midterm I today</u></b></p>
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## Schedule of Lectures

Week	Topic	Assignments/Due Dates
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Please note that the course calendar is subject to change to accommodate guest speakers

Feb 29	<p>SHAMANISM, HEALING, AND 'WESTERN' MEDICINE</p> <p>Manipulation of 'supernatural' forces for personal and/or collective mastery. Technologies of healing. Percussion, liminality, transition, and transformation. Sensory overload and deprivation. 'Core' shamanism. How sharp is the divide between 'Western' medicine and indigenous spirit-based healing traditions?</p> <p><u>REVIEW / ADDITIONAL RECOMMENDED READINGS:</u> M. Harner, <i>The Way of the Shaman</i>; J. Halifax, <i>Shamanic Voices</i> S. Kakar, <i>Shamans, Mystics and Doctors</i></p>	<p>Finish 2<sup>nd</sup> book and assigned films.</p> <p>Select two additional films from MSR Film List.</p>
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Mar 7	<p>NATIVISTIC AND MILLENARIAN MOVEMENTS</p> <p>The impact of Western cognocentrism on indigenous traditions. The notion of "progress" revisited. Ralph Linton's theory of Nativistic Movements, Yonina Talmon's take on millenarianism. Two sides of one coin.</p> <p><u>REVIEW / ADDITIONAL RECOMMENDED READINGS:</u> W. Lessa &amp; E. Vogt, <i>Reader in Comparative Religion</i></p>	<p>Analytical lenses applied to sample films in class.</p>
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Mar 14	<p>REVITALIZATION AND MASS MOVEMENTS</p> <p>Continuation of previous week: AFC Wallace's theory of Revitalization Movements, Shifting Baseline theory and Eric Hoffer on Mass Movements. What to do with all this theory.</p> <p><u>REVIEW / ADDITIONAL RECOMMENDED READINGS:</u> E. Hoffer, <i>The True Believer</i> and Lessa &amp; Vogt <i>Reader</i></p>	<p>Analytical lenses applied to sample films in class.</p>
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Mar 21	<p>TRAUMA, POSSESSION, PSYCHIATRY AND COLONIALISM</p> <p>Djinn, demons, devils, and evil empires. What is 'possession' really about? Ancestor-based traditions and the abandonment of the ancestors. Childhood trauma, warfare, and symbolic reenactment.</p> <p><u>REVIEW / ADDITIONAL RECOMMENDED READINGS:</u> L. Terr, <i>Too Scared to Cry</i>; F. Fanon, <i>A Dying Colonialism</i></p>	<p>Finish second reading</p>
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Mar 28 SPRING BREAK—NO CLASS

### *Part III COMPETING AND/OR COMPLEMENTARY WORLD VIEWS*

Apr 4	<p>THE EMERGENCE OF NEW PARADIGMS AND THE TETRAGRAMMATON</p> <p>The link between mystical traditions and new paradigms. Emergence of androcentric 'mainstream' religious traditions, and the occultation of the feminine divine, sacred sexuality and ecstatic states of consciousness. Possible examples given: the Tetragrammaton, tantra, the chakra model, the kabbalistic tree of life and wiccan cosmology.</p> <p><u>REVIEW / ADDITIONAL RECOMMENDED READINGS:</u> T. Kuhn <i>The Structure of Scientific Revolutions</i></p>	<p><b><u>In Class Midterm II today.</u></b></p> <p>Begin third reading.</p>
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## Schedule of Lectures

Week	Topic	Assignments/Due Dates
Apr 11	<p><b>MYSTICISM, GENDER AND SEXUALITY</b></p> <p>The link between mystical traditions—even within androcentric ‘mainstream’ religious traditions—and the feminine divine, sacred sexuality and ecstatic states of consciousness. A look at tantra, the chakra model, the kabbalistic tree of life and wiccan cosmology.</p> <p><u>REVIEW / ADDITIONAL RECOMMENDED READINGS:</u> M. Laski, <i>Ecstasy in Secular and Religious Experiences</i>; A. Pirani, <i>The Absent Mother: Restoring the Goddess</i>; R. Patai, <i>The Hebrew Goddess</i></p>	<p>Ask last questions regarding your Research Paper</p> <p><u>Extra Credit Assignment posted online</u></p>
Apr 18	<p><b>THE EVIL EYE, ECONOMICS, AND THE ENVIRONMENT</b></p> <p>Faith and belief, prayer and sacrifice as routes toward material and spiritual gain. Asceticism, self-denial and the work ethic. What does the Evil Eye have to do with conspicuous consumption? Von Mises’ ‘Vegetative Man.’</p> <p><u>REVIEW / ADDITIONAL RECOMMENDED READINGS:</u> M. Weber, <i>Protestant Ethic &amp; Spirit of Capitalism</i>; T. Veblen, <i>Theory of the Leisure Class</i>; G. Foster, <i>Tzintzuntan</i>; L. von Mises, <i>Human Action</i>; E.O. Wilson, <i>The Future of Life</i></p>	<p><u>Research paper due today.</u></p> <p>Third Reading</p>
Apr 25	<p><b>CONFLICT, COMPETITION AND THE EXTRAORDINARY</b></p> <p>Is conflict a prerequisite to development, transformation, evolution, and/or progress? Reprise of Darwin, the rebuttal of Kropotkin. The contributions reading of Freud, Jung, and Erikson. Campbell vs. Lord Raglan’s hero myths. Is ‘peace’ the goal? Karl Marx and Frederick Engels. Why Kropotkin is not in the bookshops. Kuhn’s <i>Structure of Scientific Revolutions</i>. The use of metaphor in science.</p> <p><u>REVIEW / ADDITIONAL RECOMMENDED READINGS:</u> T. Kuhn, <i>The Structure of Scientific Revolutions</i> J. Lovelock, <i>The Gaia Hypothesis; The Revenge of Gaia</i> J. Miller, <i>Scientists Debate Gaia</i>; P. Kropotkin, <i>Mutual Aid</i></p>	<p>Finish Third Reading.</p> <p><u>Extra Credit Assignment due today</u></p>
May 2	<p><b>‘TWO CULTURES THEORY’ AND THE EMERGENCE OF NEW PARADIGMS</b></p> <p>What happens when understanding fails? Cosmological and paradigmatic crises. Is Kuhn’s model applicable outside the physical sciences? Why do ‘good’ ideas readings fail? Why (and when) do people reject a given worldview? Why does science fail to override magic and religion?</p> <p><u>REVIEW / ADDITIONAL RECOMMENDED READINGS:</u> C.P. Snow, <i>The Two Cultures</i>; H. Marcuse, <i>One Dimensional Man</i>; J. Ellul, <i>The Technological Society</i>; H. Poincaré, <i>The Value of Science</i></p>	<p>Finish all readings and films.</p>
May 9	<p><b>REVIEW COURSE AND RECEIVE FINAL EXAM — FINAL EXAM WILL <u>NOT</u> BE POSTED.</b></p>	
May 23	<p><b>MSR FINAL EXAM</b></p> <p><u>Take-Home Final Exam:</u> Due in CL 419 in my mailbox <u>by noon</u> OR 1<sup>st</sup> 15 mins of Final <u>In-Class Group Final Exam</u> 7:45–10:00PM —Late to Group Exam: docked 5 pts</p>	

## University, College, or Department Policy Information

### Disabilities

**Presidential Directive 97-03 requires that students with disabilities register with the Disabilities Resource Center (DRC) to establish a record of their disability.**

This syllabus and course assignments posted online are designed to be compliant with SJSU Accessibility Requirements for preexisting courses and accessible to JAWS Readers. If you have additional needs for special accommodation because of a disability, or if you need special arrangements in case the building must be evacuated, please discuss your needs with me at the beginning of the term, either at my regularly scheduled Office Hours or at another time scheduled by appointment, to discuss your needs.

### Academic Integrity Policy (from the Office of Judicial Affairs)

From the Office of Student Conduct and Ethical Development: “Your commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development.” The full policy on academic integrity can be found at: <http://www.sjsu.edu/senate/AS1350.pdf>.

**Honor Code:** “I have read the Honor Code and agree with its provisions. My continued enrollment in this course constitutes full acceptance of this code. I will NOT:

- Take an exam or quiz, or write a paper in place of someone else, or have someone take an exam in my place, or give my work out to be copied.
- Give information or receive information from another person during a written quiz or exam.
- Use more reference material during an exam or quiz than is allowed by the instructor.
- Plagiarize: i.e., knowingly or unknowingly incorporate the ideas and/or words of another without giving appropriate credit, and representing the product as one’s own work.
- Obtain a copy of an exam or quiz prior to the time it is given.
- Discuss the contents of a quiz or exam with students who have not yet taken the exam in question.
- Alter an exam, quiz or paper after it has been graded, and then return it to the instructor for re-grading.
- Leave the classroom without returning the quiz or exam to the instructor.

**Cell Phones:** Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

**Eating:** Eating and drinking (except water) are prohibited in the classroom. Students are expected to eat outside of the classroom and/or building. Students who disrupt the course by eating or drinking and do not leave the building are to be referred to the Judicial Affairs Officer of the University.

**Computer Use:** In the classroom, students are allowed to use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors computer use that they regard as distracting and/or inappropriate (i.e., used for activities that are not class related).

**Academic Honesty:** Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.

## Appendix

You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at <http://www2.sjsu.edu/senate/S04-12.pdf>

For expectations regarding classroom behavior; see Academic Senate Policy S90-5 on Student Rights and Responsibilities.

See the university policies regarding plagiarism, as that found on Judicial Affairs website at <http://www2.sjsu.edu/senate/plagarismpolicies.htm>

If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU's Academic Integrity policy S04-12 requires approval by instructors.

Please be cognizant of the evacuation plan for the classroom in case of emergency.