

San José State University, Humanities Department, Religious Studies Program  
**RELS/ANTH 122, Magic, Science & Religion, Sections 80 & 81 (Fall 2020)**

<b>Instructor:</b>	Dr. Lee Gilmore (she/her)
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<b>Office Location/Hours</b>	Wednesdays 1pm-2pm, via Zoom. See Course Home Page for link. (I live in Oregon & teach online only. I'm also available by appointment via Zoom.)
<b>Class Days/Time:</b>	Four live Zoom Meetings will be held. See <i>Assignments &amp; Course Schedule</i> below for dates & more info.
<b>Virtual Classrooms:</b>	<ul style="list-style-type: none"> <li>• SEC 80: <a href="https://sjsu.instructure.com/courses/1376370">https://sjsu.instructure.com/courses/1376370</a></li> <li>• SEC 81: <a href="https://sjsu.instructure.com/courses/1376374">https://sjsu.instructure.com/courses/1376374</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/ProfLeeGilmore">https://twitter.com/ProfLeeGilmore</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):**

- 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 and Pentecostal Christianity (North American); Buryat shamanism (Siberian) and 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 and 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 and 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 and what are the similarities and 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 of 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 and practice, rather than by belief and 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? How have Western (Euro-American) peoples attempted to understand and gain mastery over the human, natural and/or supernatural worlds? And what can we learn by comparing these attempts?
- How have colonized and 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 & 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**

ALL other required readings & videos are available via the canvas site: See *Course Schedule* below for details.

### **Technological & Online Learning Requirements**

In order to participate in and pass this class, you will need to ensure that you will have access to an internet-enabled computer or tablet a minimum of 9 hours per week. (See *University Policies: Federal Regulations Regarding the Definition of the Credit Hour* below.) You are expected log in to our course a (bare) minimum of once a week, and logging in more frequently 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) Zoom meetings

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 Policies

### **Be a Participant, Not a Spectator**

This course is an opportunity for you to learn about the cultural construction of worldviews and paradigms using the concepts we call magic, science, and religion. **Active and engaged participation in our class is required and 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 or if you are distracted or multitasking during Zoom meetings, videos, and 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 Canvas and 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 and 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.**

### **My Grading Philosophy**

As far as I am concerned, grades are simply a measure of whether or not a person "did the thing" and are NOT a reflection of anyone's innate intelligence or moral character. In this case, "the thing" being measured is completing the assignments as laid out in this syllabus, and according to the standards specified in the rubrics (attached to each assignment in Canvas).

To a significant extent, this means that simply getting the assignments in on time (within reason, see the Late Policy below), and following the directions accurately and completely, should be more than sufficient to pass this class with a C. The more evidence of effort, polish, and rigorous critical thinking I see in your work, the more that translates into Bs & As. (Please also see Be a Participant, Not a Spectator above.)

The only way to fail this class is to not complete enough assignments (or to plagiarize, see the Plagiarism Policy below). You need to stay on top of the schedule and deadlines and not fall behind, as it is neither acceptable nor humanly possible to complete all of the course assignments at the last minute. If you run into any difficulties that could hamper your ability to complete the assignments within a reasonable time frame, please reach out to me ASAP. I am committed to doing whatever I can to support people in passing this class, but my own ability to do so is seriously limited if you don't reach out before it's too late.

### **Late Policy**

You are expected to complete ALL assignments by the posted deadlines. **Late Quizzes and Discussion Posts will generally be accepted, BUT 1 point will be deducted for each day (including weekends) that Quizzes & Discussion Posts are late** (-5 points per day for Final Paper, both First Draft and Final Drafts). Once an assignment is only worth half the originally available points, (i.e. 12-13 days for assignments worth up to 25 points each) it is a failing grade and I will halve the points earned that assignment. (However, half of the available points is still better than 0 points, so do complete late assignments ASAP.)

**NOTE: Assignment due dates & times — which are set for Wednesdays (Quizzes) and Thursdays (Discussion Posts) in this course — are not necessarily the exact time that I want you to turn things in.** (Also see IMPORTANT NOTE ABOUT DUE DATES & DEADLINES the top of the *Course Schedule* below.) Rather, they are the last possible moment before I'll start deducting late penalties (because that is roughly when I plan to start working on them). Put all deadlines and due dates in your own calendar and plan your regular schedules ahead of time in order to meet the weekly deadlines while also accommodating your other commitments as needed. (continued on next page...)

## **Course Policies (cont.)**

### **Late Policy (cont.)**

REAL TALK: If you submit something less than 24 hours after the deadline, I will deduct less than 1 point. Doing that once or twice in the case of unexpected disruptions may be understandable and is very unlikely to make a difference in your final grade. (See *Final Grade Scale* on the next page.) **However, if you make a regular habit of submitting late assignments, those subtracted points can add up fast and dramatically reduce your final grade.**

If you are having difficulty keeping up with the assignments and deadlines for any reason (especially during this ongoing pandemic), PLEASE check in with me about it sooner rather than later. I am committed to working with you to help you successfully pass this course, to the extent that I am able to without creating problems in my own schedule and other commitments. (Also see *My Grading Philosophy* above.)

WARNING: do not abuse this policy. **I reserve the right to refuse to accept exceptionally late assignments, at my own discretion.** It is not possible to adequately complete all of the material in this class in the last few weeks.

### **Plagiarism Policy**

Plagiarism means **copying words from any source without placing those words in "quote marks" and providing a citation.** You are encouraged to directly quote from sources in your writing for this class, but you **MUST** put all passages from the readings (or any other source) in quote marks and include a citation, otherwise it is plagiarism (even if the error was unintentional). See *READ ME: Plagiarism Policy & Resources* page on Canvas for tips on how to avoid plagiarism.

ANY attempt to present someone else's words as your own — especially submitting material written by a person other than yourself or submitting work in which ANY unacknowledged material appears — 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](https://turnitin.com) (as well as by the professor's own experienced eyes). All serious incidents of plagiarism will be reported to the office of [Student Conduct and Ethical Development](#). If you get stuck working on any of your written assignments for this class, please ask me for help before resorting to plagiarism.

## **University Policies**

### **Dropping and Adding**

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. For *Fall 2020* session, the deadlines can be found at: <https://www.sjsu.edu/registrar/calendar/Fall-2020.php>

### **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, or roughly 9 hours per week.*)

### **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: *Discussion Forum & Chat Etiquette Guidelines*
- READ ME: *General Criteria and Guidelines for Written Assignments*
- READ ME: *Professor's Pet Peeves*
- **UPLOAD ALL WORK THROUGH CANVAS, I DO NOT ACCEPT ASSIGNMENTS VIA EMAIL**

## Grading Information

### 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 (20 @ up to 9-30 points each)
- 300 = Discussions (12 @ up to 25 points each)
- 250 = Final Paper (up to 100 points for First Draft + up to 150 points for Final Draft)
- 50 = Zoom Meeting Participation (4 total)

## Assignments

### Quizzes (up to 400 points total)

Every week, you will have 1-3 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 and assigned videos listed on 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 *Late Policy* above and *Important Note About Due Dates & Deadlines* 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 9-30 points each.

In general, I recommend that you complete the specified readings and videos before you start the Quiz, and then go back through them as you complete the Quiz, making note of key points and ideas in the quiz questions. I also recommend that you **do the readings and Quizzes first, and then watch the Video Lectures and complete the Discussion Posts** (which is why the Quizzes are due first each time).

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

### Video Lectures & Discussion Forums (12 @ up to 25 points each, up to 300 points total)

Every week, you will write a Discussion Post 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. **It is not possible to earn enough credit to pass this class without completing most these.**

- For more details, see: *READ ME: Video Lectures & Discussion Forums*
- *READ ME: Discussion & Chat Forum Guidelines*,
- *READ ME: Discussion Rubric Details*

### Final Paper (up to 250 points total)

The Final Paper will demonstrate your ability to think critically about the concepts studied in this course, including the consequences of competing and changing paradigms.

- The Final Paper should be ~3-5 pages long (1000-1500 words)
- The FIRST DRAFT is **DUE by THU NOV 12 @ 12 NOON** and is worth up to 100 points  
The FINAL DRAFT is **DUE by WED DEC 9 @ 12 NOON** and is worth up to 150 points
- (See *Assignments: Final Essay* in Canvas for more details)

NOTE: You will have 3 options for completing this assignment:

- Option (1) is to submit BOTH the First Draft and Final Draft. I will provide substantial feedback and suggestions on the First Draft, which you can then apply to the Final Draft to strengthen your skills and improve your score.
- Option (2) is to submit the First Draft with the option to keep that grade and not submit any revisions. In this case, I will apply the same grade (x1.5) to your Final Draft
- Option (3) is to skip the First Draft and only submit a Final Draft by its due date. This means you won't have the chance to receive my feedback and make revisions. BUT if you are already reasonably confident in your writing skills you have this choice. In this case, the Final Draft will be worth up to 250 points total.

## **Assignments (cont.)**

### **Zoom Meetings (up to 50 points total)**

During FALL 2020, we will meet for 4 LIVE ZOOM MEETINGS. 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 (or complete the alternate assignment) in a minimum of one Zoom Meeting in this class.**

**COME PREPARED WITH QUESTIONS FOR ME ABOUT THE MATERIAL, and prepared to participate via the chat.** It is strongly recommended that you attend and participate in as many live Zoom Meetings 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 Zoom Meetings will be recorded and available to watch afterward.**

If you absolutely cannot attend ANY of the Zoom Meetings in real time due to schedule conflicts and other commitments, please message me to request the alternate assignment ASAP. (FYI: the alternate assignment is to send me questions about the material in advance of the Zoom Meetings, watch the recording afterward, write up a short summary of the conversation, and email it to me within one week of that Zoom Meetings. You can complete the alternate assignment for any Zoom Meeting that you cannot attend live.)

**See Course Schedule below for dates/times.** Dates vary in order to (hopefully) make it possible for everyone to participate in at least one.

Credit for attendance & participation in Zoom Meetings (or alternate assignments) will be earned as follows:

- **25 points** just for attending a minimum of one Zoom meeting
- up to 10 points for asking questions and participating in the chat interface during at least one Zoom Meeting
- up to 5 points each for attending and participating in additional Zoom Meetings (up to 15 points total)
- **Note:** bare minimum attendance & participation = a C- for this assignment; to earn full credit you will need to attend (and/or complete the alternate assignment for) more than one meeting.

TO ATTEND, log on via the Zoom links posted on Canvas. I will also email everyone a reminder and invite prior to the meeting. Recordings will be posted as soon as possible after the meeting, usually the morning after. (See *ABOUT ZOOM MEETINGS: Attendance/Participation* on Canvas for more details)

### **EXTRA CREDIT: Twitter and/or Facebook Participation (up to 5 points total)**

I use a twitter account ([@ProfLeeGilmore](#)) to occasionally post articles about current events and other topics that are relevant to this course and others I teach. Pay particular attention to those tagged #RELS122. (There is also a facebook version, and although I am phasing this out you can opt to follow my professional [facebook page](#) instead.)

Up to 5 extra credit points may be earned by following and participating with my teaching twitter (and/or facebook page). Full credit if you follow within the first few weeks, less if you start following after Week 4. You can also follow along via the twitter feed on Canvas, but I don't give extra credit for that.

If you don't use twitter (or facebook) already, create a twitter account for the purposes of this course and delete it at the end of the course (I advise *against* getting on facebook if you aren't on it already).

- See *Assignments: Twitter/Facebook Extra Credit* on Canvas for more details.

**RELS/ANTH 122: Magic, Science, & Religion**  
**FALL 2020 Course Schedule**

**IMPORTANT NOTE ABOUT DUE DATES & DEADLINES**

As stated in the Late Policy above, the due dates and times in the course schedule below are the last possible moment before I'll start deducting late penalties, rather than the exact time I want you to turn things in. Figure out how to meet the weekly deadlines while also accommodating your other commitments by submitting assignments ahead of the due dates/times. You are encouraged to work ahead at your own pace. However, please don't get too far ahead on the Discussions or it will be harder for me to provide personalized feedback. **All times are Pacific Time.**

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<b>INTRODUCTION TO THE ANTHROPOLOGY OF MAGIC, SCIENCE &amp; RELIGION</b>	
<p>MODULE 0: WED AUG 19 - FRI AUG 21</p>	<p><b>Welcome to Magic, Science &amp; Religion</b></p> <p><u>Required Readings:</u> This Syllabus &amp; All Linked Content on Course Front Page About Quizzes About Video Lectures &amp; Discussion Posts</p> <p><b>Get started on the Module 1 readings, videos &amp; assignments this week (note the mid-week deadlines below).</b></p> <p><b>THU AUG 20: ZOOM MEETING (1) @ 6:00 - 7:30 pm</b></p>
<p>MODULE 1: MON AUG 24 - FRI AUG 28</p> <p>AUG 28-29: <i>ASHURA</i> (SHI'A MUSLIM HOLY DAY)</p>	<p><b>Intro to Religious Studies</b></p> <p><u>Required Readings:</u> Myhre, "What is Religion?" Geertz, "Religion Is" (excerpt from "Religion as Cultural System")</p> <p><u>Required Videos:</u> Video Lecture (1a): Intro to the Study of Religion (9 mins) Video Lecture (1b): Defining Religion (&amp; Magic) (10 mins) Video Lecture (1c): Exclusivism, Relativism, Pluralism, &amp; the Elephant (10 mins) Video Lecture (1d): On Christianity &amp; its Different Branches (9 mins)</p> <p><u>Optional/Extra Readings &amp; Videos:</u> Harvard Religious Literacy Project: Our Method Some Definitions of &amp; Statements About Religion (Canvas Page) Eck, "More on Pluralism &amp; Exclusivism" (excerpt from <i>Encountering God</i>) Geertz, "Religion as Cultural System" (full essay) Oliver, "10 Things I Wish Every College Student Knew About Religion" (google doc) Laderman, "Confusing Religion in a Nutshell" (Sacred Matters)</p> <p><u>Optional/Extra Videos:</u> John Green, "On Religion (Redux)" (Vlogbrothers/youtube) "Intro to the Protestant Reformation: Setting the Stage, Part I" (Khan Academy) "Varieties of Protestantism, Part III" (Khan Academy)</p> <p><b>WED AUG 26: Quiz (1) Intro to Religious Studies DUE by 12 NOON</b>  <b>THU AUG 27: Discussion Post (1) DUE by 12 NOON</b></p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 2: MON AUG 31 - FRI SEP 4</p> <p>MON AUG 31: LAST DAY TO DROP WITH "W"</p>	<p><b>Intro to The Anthropology of Religion</b></p> <p><u>Required Readings:</u> Winkelman &amp; Baker, "Anthropology &amp; the Study of Religion" Miner, "Body Ritual Among the Nacirema" Geertz, "Webs of Significance" (excerpt from "Thick Description")</p> <p><u>Required Videos:</u> Video Lecture (2a): Key Terms: Indigenous, etc (10 mins) Video Lecture (2b): Anthropology of Religion (10 mins) Video Lecture (2c): Unilinear Cultural Evolution (12 mins) Video Lecture (2d): "Evolutionary Tree of Religion" (3 mins) Wade Davis, "The World Wide Web of Belief &amp; Ritual" (TedTalk)</p> <p><u>Optional/Extra Readings:</u> Geertz, "Thick Description: Toward an Interpretive Theory of Culture" (full essay) Klein, "The Anthropologists Who Undid Sex, Race, and Gender" (Sapiens) Nicholas, "It's taken thousands of years, but Western science is finally catching up to Traditional Knowledge" (The Conversation) Wood, "Spirit Possession: 'Everyone's Doing It'" (Patheos)</p> <p><b>WED SEP 2: Quiz (2) Intro to Anthro of Religion DUE by 12 NOON</b> <b>THU SEP 3: Discussion Post (2) DUE by 12 NOON</b></p>
<p>MODULE 3: TUE SEP 8 - FRI SEP 11</p> <p>MON SEP 7: LABOR DAY (CAMPUS CLOSED)</p>	<p><b>The Anthropology of Magic, Science, and Religion</b></p> <p><u>Required Readings:</u> Malinowski, "Rational Mastery by Man of His Surroundings" (excerpt from <i>Magic, Science, and Religion and Other Essays</i>) Gmelch, "Baseball Magic"</p> <p><u>Required Videos:</u> Video Lecture (3a): History of Anthropology (Part One) (7 mins) Video Lecture (3b): History of Anthropology (Postmodernism) (7 mins) Video Lecture (3c): Malinowski, Gmelch, &amp; Magic (13 mins) Video Lecture (3d): Who are the Nacirema? (9 mins)</p> <p><u>Optional/Extra Readings:</u> The Nacirema Explained "The Perennial Power of Ritual" (sapiens.org) Gusterson, "COVID-19 and the Turn to Magical Thinking" (sapiens.org) Langlois, "When Whales &amp; Humans Talk " (Hakai Magazine, 2018)</p> <p><b>WED SEP 9: Quiz (3) Malinowski + Gmelch DUE by 12 NOON</b> <b>THU SEP 10: Discussion Post (3) DUE by 12 NOON</b></p>
<b>SCIENCE, RELIGION &amp; PARADIGM SHIFTS</b>	
<p>MODULE 4: MON SEP 14 - FRI SEP 18</p> <p>SAT SEP 19: ROSH HASHANAH</p>	<p><b>Science! Evolution &amp; Cosmos</b></p> <p><u>Required Reading:</u> National Academies of Science, Evolution Resources: The Intersection of Science and Religion</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 4: MON SEP 14 - FRI SEP 18 (cont.)</p>	<p><u>Required Videos:</u>            Carl Sagan's <i>Cosmos</i> (1980), Episode #13 (1 hour)            Video Lecture (4a): What is Science? (+ Evolution) (12 mins)            Video Lecture (4b): Biblical Creationism vs. Evolution by Natural Selection (14 mins)            Video Lecture (4c): BC &amp; AD vs. BCE &amp; CE (5 mins)            Video Lecture (4d): Religion &amp; Science (9 mins)            Video Lecture (4e): Cosmos &amp; Spirituality (7 mins)</p> <p><u>Optional/Extra Readings &amp; Videos:</u>            Resources on Catholic Church &amp; Science (Canvas page)            Ghose, "Just a Theory": 7 Misused Science Words" (Scientific American)            Achenbach, "Carl Sagan denied being an atheist. So what did he believe?" (WaPo, 2014)            Carl Sagan's <i>Cosmos</i> (1980), All Episodes, 1-12 (youtube)            Select clips from Sagan's <i>Cosmos</i> (Canvas page)            More Evolution &amp; Science Resources (PBS)            Journey of the Universe (Kanopy)            Symphony of Science, "We Are All Connected" (music video/youtube)</p> <p><b>WED SEP 16: Quiz (4.1) Science + Religion DUE by 12 NOON</b>  <b>WED SEP 16: Quiz (4.2) Cosmos DUE by 2 PM ← NOTE TIME</b>  <b>THU SEP 17: Discussion Post (4) DUE by 12 NOON</b></p>
<p>MODULE 5: MON SEP 21 - FRI SEP 25</p>	<p><b>Science &amp; Paradigm Shifts</b></p> <p><u>Required Readings:</u>            Excerpts from Thomas S. Kuhn, <i>The Structure of Scientific Revolutions</i> (Khan Academy)            Nickles, "Introduction to Thomas Kuhn"</p> <p><u>Required Videos:</u>            Kuhn's Paradigm Shift (youtube) (3 mins)            Video Lecture (5a): Kuhn &amp; Scientific Paradigms (7 mins)            Video Lecture (5b): Scientific Paradigm Examples (15 mins)            Video Lecture (5c): Postmodern Relevance/Social Theory (14 mins)</p> <p><u>Optional/Extra Readings:</u>            Wallace, "Revitalization Movements" (American Anthropologist, 1956)            Naughton, "Thomas Kuhn: The Man Who Changed the Way the World Looked at Science" (Guardian)            Leland et al, "Does Evolutionary Theory Need a Rethink?" (Nature)            Fausto-Sterling, "Rethinking Evolution: Symbiosis at the Heart of Change" (Boston Review)            Gopnik, "Spooked: What Do We Learn About Science from a Controversy in Physics?" (New Yorker)            Martinez-Conde &amp; Macknik, "The Delusion of Alternative Facts" (Scientific American)</p> <p><u>Optional/Extra Videos:</u>            Glamrou, "What quantum physics taught me about my queer identity" (BBC Ideas)            "The Fabric of the Cosmos" (on Newton, Einstein, &amp; the Higgs Boson) (PBS Nova)            "The Pluto Files" (PBS Nova)            Crash Course History of Science (youtube series)</p> <p><b>WED SEP 23: Quiz (5) DUE by 12 NOON</b>  <b>THU SEP 24: Discussion Post (5) DUE by 12 NOON</b></p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<b>MAGIC, RITUAL, &amp; INDIGENOUS RELIGIONS</b>	
<p>MODULE 6: MON SEP 28 - FRI OCT 2</p> <p>MON SEP 28: YOM KIPPUR</p>	<p><b>Shamanism (Vitebsky)</b></p> <p><u>Required Readings:</u> Vitebsky, "Shamanism" Gray, "Review of In Pursuit of the Siberian Shaman"</p> <p><u>Required Videos:</u> <i>In Pursuit of the Siberian Shaman</i> (via SJSU library, 72 mins.) Video Lecture (6a): Shamanism + Altered States of Consciousness (6 mins) Video Lecture (6b): Neo-Shamanism + Siberian Shaman (14 mins) Video Lecture (6c): Siberian Shaman + Neo-Shamanism (14 mins)</p> <p><u>Optional/Extra Readings, Video &amp; Podcast:</u> Fraser, "The Perils and Privileges of an Amazonian Hallucinogen" (Sapiens) Singh, "Why Shamans Stand Apart" (Sapiens) Torres &amp; Sawyer, <i>Curandero: A Life in Mexican Folk Healing</i> (e-book via SJSU lib) Graham Harvey on Animism (Podcast, Religious Studies Project)</p> <p><b>MON SEP 28: ZOOM MEETING (2) @ 6:00 - 7:30 pm</b> <b>WED SEP 30: Quiz (6.1) Shamanism/Vitebsky DUE by 12 NOON</b> <b>WED SEP 30: Quiz (6.2) Siberian Shaman Film DUE by 2 PM ← NOTE TIME</b> <b>THU OCT 1: Discussion Post (6) by 12 NOON</b></p>
<p>MODULE 7: MON OCT 5 - FRI OCT 9</p>	<p><b>Native American Religions + Ojibwe Ontology</b></p> <p><b><i>Land Acknowledgement</i></b> <i>Please be aware that the land on which San José State University stands occupies the territory of the Ohlone people. Today, the Bay Area is still the home to many indigenous people from across Turtle Island and we are grateful to work and live on this land.</i></p> <p><u>Required Readings:</u> Hallowell, "Ojibwa Ontology, Behavior &amp; Worldview"</p> <p><u>Required Videos:</u> <i>In the Light of Reverence</i> (Part 1, 25 mins. &amp; Part 3, 26 mins.) Video Lecture (7a): Ojibwa Ontology Introduction (7 mins) Video Lecture (7b): Language &amp; Cognition (Part One) (8 mins) Video Lecture (7c): Language &amp; Cognition (Part Two) (8 mins) Video Lecture (7d): Ojibwa Ontology (13 mins) Video Lecture (7e): Native American History (11 mins) <b>lots to re-write &amp; re-record</b> Tall Paul, "Prayers in a Song" (Ojibwe Hip Hop) (4 mins)</p> <p><u>Optional/Extra Readings:</u> Native American Traditions (Pluralism Project) Dadigan, "The Shasta Dam Killed Off the Winnemem Wintu's Salmon--Or So They Thought" (Yes Magazine) Gross, "Bimaadiziwin, or the 'Good Life,' as a Unifying Concept of Anishinaabe Religion" Hopkins, "How Alcatraz Island Was Reclaimed by Native Peoples" (Teen Vogue, 2019) Jones, "Is Color Perception a Human Universal?" (Sapiens) LaDuke, <i>Recovering the Sacred: The Power of Naming and Claiming</i> (via SJSU library) "Native Americans to JK Rowling: We're Not Magical" (NatGeo+ Native Appropriations) Luger, "This App Can Tell You the Indigenous History of the Land You Live On" (Yes! Magazine) "Sapir Whorf Hypothesis" (Ask a Linguist FAQ)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 7: MON OCT 5 - FRI OCT 9 (cont.)</p>	<p><u>Optional/Extra Videos &amp; Podcast:</u>            Boroditsky, "How language shapes the way we think" (TedTalk)            "Why Isn't the Sky Blue" (RadioLab Podcast, May 2012)            "Dancing Salmon Home" (Winnemem Wintu, vimeo)            "Two-Spirits, One Dance for Native American Artist" (AJ+)            More Films on Native American History + Activism (Canvas page)</p> <p><b>WED OCT 7: Quiz (7.1) Light of Reverence DUE by 12 NOON</b>  <b>WED OCT 7: Quiz (7.2) Ojibwe Ontology DUE by 2 PM ← NOTE TIME</b>  <b>THU OCT 8: Discussion Post (7) DUE by 12 NOON</b></p>
<p>MODULE 8: MON OCT 12 - FRI OCT 16</p> <p>MON OCT 12: INDIGENOUS PEOPLES' DAY</p>	<p><b>African Diaspora Religions (Vodou/Brown)</b></p> <p><u>Required Readings:</u>            Brown, "Preface + Introduction" (excerpts from <i>Mama Lola</i>)</p> <p><u>Required Videos:</u>  <i>Legacy of the Spirits</i> (via SJSU library, 52 mins.)            Video Lecture (8a): African Diasporic Religions (12 mins)            Video Lecture (8b): Mama Lola + African Pantheons (11 mins)            Video Lecture (8c): Mama Lola + Vodou (15 mins)            "The Atlantic Slave Trade: What Too Few Textbooks Told You" (via TedEd) (6 mins)</p> <p><u>Optional/Extra Readings &amp; Videos:</u>            Brown, <i>Mama Lola: A Vodou Priestess in Brooklyn</i> (complete e-book, via SJSU library)            Chireau. <i>Black Magic: Religion and the African American Conjuring Tradition</i>            (e-book, via SJSU library)            Adegoke, "'Jesus Hasn't Saved Us': The Young Black Women Returning to Ancestral Religions" (Broadly)            Mariani, "The Tragic, Forgotten History of Zombies" (The Atlantic)            Olupona, "The Spirituality of Africa" (Harvard Gazette)            Yu, "The Young Brujas Reclaiming the Power of Their Ancestors" (Broadly)            Ibeyi, "River" (Music Video)            "In God We Trust" (first 10 mins, via SJSU library)            "The Atlantic Slave Trade in Two Minutes" (Slate)            "Haitian Revolutions" (Crash Course) + "Haitian Revolution" (Khan Academy)            Video Lecture (8d): Reflexive Ethnography (8 mins)</p> <p><b>WED OCT 14: Quiz (8.1) Vodou/Brown DUE by 12 NOON</b>  <b>WED OCT 14: Quiz (8.2) Legacy of the Spirits DUE by 2 PM ← NOTE TIME</b>  <b>THU OCT 15: Discussion Post (8) DUE by 12 NOON</b></p>
<p>MODULE 9: MON OCT 19 - FRI OCT 23</p>	<p><b>Evangelical Christianity (Luhmann)</b></p> <p><u>Required Reading:</u>            Luhmann, "Preface" (excerpt from <i>When God Talks Back</i>)</p> <p><u>Required Videos &amp; Podcast:</u>            Tanya Luhmann, "When God Talks Back" (TEDxStanford) (14 mins)            Interview with Tanya Luhmann (NPR Fresh Air, Nov 2012) (25 mins)            Video Lecture (9a): American Protestantism (14 mins)            Video Lecture (9b): When God Talks Back Compared to Mama Lola (11 mins)            Video Lecture (9c): God Talks Back + Mama Lola (3 mins)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 9: MON OCT 19 - FRI OCT 23 (cont.)</p>	<p><u>Optional/Extra Readings &amp; Videos:</u>            American Religious Landscape Survey (Pew, 2014)            "When Americans Say They Believe in God, What Do They Mean?" (Pew, 2018)            Luhmann, Other Research on Cultural impacts on Mental Illness            Luhmann, "magic" (SSRC Frequencies)            Report on Glossolalia (ABC) (first 10 mins. only)            God in America (6-part series, PBS)</p> <p><b>WED OCT 21: Quiz (9) Evangelical Christianity/Luhmann DUE by 12 NOON</b>  <b>THU OCT 22: Discussion Post (9) DUE by 12 NOON</b></p>
<b>MAKING THE FAMILIAR STRANGE</b>	
<p>MODULE 10: MON OCT 26 - FRI OCT 30</p>	<p><b>Visible Spirit in Zambia (Turner)</b></p> <p><u>Required Reading:</u>            Turner, "A Visible Spirit Form in Zambia"</p> <p><u>Required Videos:</u>            Video Lecture (10a): The Turners, the Ndembu, &amp; the Ihamba (9 mins)            Video Lecture (10b): Edith Turner &amp; the Blob (13 mins)            Video Lecture (10c): Rites of Passage (11 mins))</p> <p><u>Optional/Extra Readings &amp; Video:</u>            Edith Turner, <i>Experiencing Ritual: A New Interpretation of African Healing</i> (SJSU library)            Edith Turner, <i>Communitas: An Anthropology of Collective Joy</i> (e-book via SJSU library)            Victor &amp; Edith Turner, <i>Image and Pilgrimage in Christian Culture</i> (e-book via SJSU library)            Victor Turner, <i>The Forest of Symbols: Aspects of Ndembu Ritual</i>, (e-book via SJSU library)</p> <p><b>TUE OCT 27: ZOOM MEETING (3) @ 6:00 - 7:30 pm</b>  <b>WED OCT 28: Quiz (10) Zambia/Turner DUE by 12 NOON</b>  <b>THU OCT 29: Discussion Post (10) DUE by 12 NOON</b></p>
<p>MODULE 11: MON NOV 2 - FRI NOV 6</p> <p><b>TUE NOV 3: VOTE!</b></p>	<p><b>Birth (Davis-Floyd)</b></p> <p><u>Required Reading:</u>            Davis-Floyd, Introduction &amp; Ch. 2 "The Technocratic Model"            (excerpts from <i>Birth as an American Rite of Passage</i>)</p> <p><u>Required Videos:</u>            Clips from Monty Python's <i>The Meaning of Life</i> (youtube)            Video Lecture (11a): Davis-Floyd &amp; Ritual (12 mins)            Video Lecture (11b): Cartesian Dualism &amp; Mechanistic Worldview (12 mins)            Video Lecture (11c): Technocratic Birth (Part One) (8 mins)            Video Lecture (11d): Technocratic Birth (Part Two) (12 mins)</p> <p><u>Optional/Extra Readings &amp; Videos:</u>            More on Hospital vs. Home Birth (Canvas page)            Greenberg, "What if the Placebo Effect Isn't a Trick?" (NYT 2018)            Aschwanden, "Surgery is One Hell of a Placebo" (FiveThirtyEight, 2017)            "Woman's life transformed by unbelievable placebo treatment for chronic pain"            (BBC/youtube 2018)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 11: MON NOV 2 - FRI NOV 6 (cont.)</p>	<p>Optional/Extra Readings &amp; Videos (cont.): Fausto-Sterling, "I Can't Breathe: Race in Medical School Curricula" (Boston Review, 2016) Villarosa, "Why America's Black Mothers &amp; Babies Are in a Life-or-Death Crisis" (NYT 2018) Vega, "How Natural Birth Became Inaccessible to the Poor" (Sapiens 2018) Pember, "How Native Women Are Reclaiming Birth on Their Terms" (Rewire 2018)</p> <p><b>WED NOV 4: Quiz (11) Birth/Davis Floyd DUE by 12 NOON</b> <b>THU NOV 5: Discussion Post (11) DUE by 12 NOON</b></p> <p>NOTE: Because it is possible that the days following Election Day 2020 could be stressful and distracting, everyone has an automatic one-week grace period without late penalties on the assignments this week. (But please try to stick to the schedule as best you can, thanks.)</p>
<b>THE SPIRIT CATCHES YOU &amp; CONCLUSION</b>	
<p>MODULE 12: MON NOV 9 - FRI NOV 13</p> <p>WED NOV 11: VETERANS DAY (CAMPUS CLOSED)</p> <p>NOV 14: DIWALI (HINDU FESTIVAL)</p>	<p><b>The Spirit Catches You (1)</b></p> <p>Required Reading: Fadiman, <i>The Spirit Catches You</i>, Chaps. 1-10</p> <p>Required Videos: Video Lecture (12a): Intro to the Spirit Catches You (12 mins) Video Lecture (12b): Hmong Shamanism (Part One) (12 mins) Video Lecture (12c): Hmong Shamanism (Part Two) (10 mins) Video Lecture (12d): Medicine, Religion, Society (11 mins) <i>The Split Horn: Life of a Hmong Shaman in America</i> (via SJSU library, 60 mins.)</p> <p><b>WED NOV 11: Quiz (12.1) Spirit Catches You (1-5) DUE by 12 NOON</b> <b>WED NOV 11: Quiz (12.2) Spirit Catches You (6-10) DUE by 2 PM ← NOTE TIME</b> <b>WED NOV 11: Quiz (12.3) Split Horn DUE by 4 PM ← NOTE TIME</b> <b>THU NOV 12: FINAL PAPER: FIRST DRAFT DUE by 12 NOON!</b></p> <p>NOTE: You also have an automatic one-week grace period without late penalties on the <u>Quizzes</u> this week, BUT NOT ON THE FINAL PAPER: FIRST DRAFT (unless you select Option (3) for the Final Paper. See Assignments above). <i>But, again, please try to stick to the schedule as best you can, thanks.</i></p>
<p>MODULE 13: MON NOV 16 - FRI NOV 20</p>	<p><b>The Spirit Catches You (2)</b></p> <p>Required Reading: Fadiman, <i>The Spirit Catches You</i>, Chaps. 11-19 + Afterword</p> <p>Required Videos &amp; Podcast: Video Lecture (13a): Othering Metaphors (8 mins) Video Lecture (13b): Cultural Relativism, Part 1 (7 mins) Video Lecture (13c): Cultural Relativism, Part 2 (14 mins) "Yellow Rain" (RadioLab Podcast, Sept 2012) (25 mins)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 13: MON NOV 16 - FRI NOV 20 (cont.)</p>	<p>Optional/Extra Readings &amp; Video: "The Hmong People Prefer Shamans Over Doctors. So One Hospital Decided to Provide Both" (Upworthy Video) Hmong Studies Internet Resource Center</p> <p><b>WED NOV 18: Quiz (13.1) Spirit Catches You (11-15) DUE by 12 NOON</b> <b>WED NOV 18: Quiz (13.2) Spirit Catches You (16-Afterword) DUE by 12 NOON</b> <b>THU NOV 19: Discussion Post (12) DUE by 12 NOON</b></p>
<p>MODULE 14: MON NOV 23 - TUE NOV 24</p>	<p><b>NO MORE NEW REQUIRED READINGS &amp; VIDEOS! Work on your Final Essay, catch up on anything you might have fallen behind on, and enjoy the holiday.</b></p>
<p>WED NOV 25- FRI NOV 27</p>	<p><b><u>THANKSGIVING HOLIDAY</u></b></p>
<p>MODULE 15: MON NOV 30- FRI DEC 4</p>	<p><b><u>Synthesis &amp; Conclusion</u></b></p> <p>Optional/Extra Readings &amp; Videos: What is Systemic Racism? (Race Forward) Moses, "Is the Term "People of Color" Acceptable in This Day and Age?" (Sapiens) Moses, "Why Do We Keep Using the Word 'Caucasian'?" (Sapiens) Shulist et al, "Why Dictionaries Are NOT Value-Neutral" (Sapiens) Chua, "What Religious Beliefs Reveal About Post-Truth Politics" (Sapiens) "Standing on Sacred Ground" (Sacred Land Film Project, via SJSU Library, 4 hour series) "From Jesus to Christ" (PBS, 4 hour series) "The Bible's Buried Secrets" (PBS, 2 hour series)</p> <p><b>WED DEC 2: ZOOM MEETING (4) @ 6:00 - 7:30 pm</b></p>
<p>MODULE 16: MON DEC 7- FRI DEC 11</p>	<p><b>WED DEC 9: FINAL ESSAY (FINAL DRAFT) DUE by 12 NOON</b></p> <ul style="list-style-type: none"> <li>• (MON DEC 7: LAST DAY OF INSTRUCTION)</li> <li>• (WED DEC 9-TUE DEC 15: FINALS WEEK)</li> <li>• (FRI DEC 18: GRADES DUE)</li> </ul>