

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

Instructor:	Dr. Lee Gilmore (she/her)
Email:	lee.gilmore@sjsu.edu
Office Location/Hours & Class Days/Time:	I live in Oregon & currently teach online only. Four 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/1359362 • SEC. 81: https://sjsu.instructure.com/courses/1359366
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 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 & 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 be accepted, BUT 1 point will be deducted for each day (including weekends) that Quizzes & Discussion Posts are late (-5 points for papers).** If you submit something less than 24 hours after the stated deadline, I will deduct less than 1 point. But 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 & 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 are the last possible moment before I'll start deducting late penalties, 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. **Put all deadlines & due dates in your own calendar.**

REAL TALK: If you are having difficulty keeping up with the assignments & deadlines for any reason, please message me sooner rather than later. (Also see My Grading Philosophy below.) I know that most of you have jobs & family commitments on top of school and 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 work schedule & other commitments. I use late penalties to motivate & hold everyone accountable for staying on schedule because the course works much better for everyone that way.

WARNING: do not abuse this policy. One or two late assignments 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 assignments, 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.**

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.

Course & University Policies (cont.)

Dropping and Adding

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

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

My Grading Philosophy

As far as I am concerned, grades are simply a measure of a person's ability to "do the thing" and are NOT a reflection of anyone's personal character or worth as a person. 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 above), and following the directions accurately and completely, should be more than sufficient to pass this class with a C. The more effort, polish, and evidence of 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 above). You need to stay on top of the schedule & 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.

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 100 points for First Draft + up to 150 points for Final Paper Final Draft)
- 50 = Webinar Participation

Assignments

Webinars (Online Meetings) (up to 50 points total)

During Spring 2020, 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.** (NOTE: minimum attendance & participation in this assignment = a C for this assignment.)

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 the 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 will be earned as follows:

- **25 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 attending & participating in additional webinars
- (See *ABOUT WEBINARS: Attendance/Participation* on Canvas for more details)

Quizzes (up to 400 points total)

Every week, you will have one or two 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 time.

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

Video Lectures & Discussion Forums (up to 300 points total)

Almost 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. **It is not possible to earn enough credit to pass this class without completing most these.**

- For more details, also 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: up to 100 points for First Draft, up to 150 points for Final Draft)

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 MON APR 20 @ 12 NOON** and is worth up to 100 points.
I will provide significant feedback & direction on the First Draft, which you should then apply to the Final Draft
- The **FINAL DRAFT** is **DUE by THU MAY 14 @ 12 NOON** and is worth up to 150 points.
- (See *Assignments: Final Essay* in Canvas for more details.)

EXTRA CREDIT: Facebook &/or Twitter Participation

Up to 5 extra credit points toward your final grade may be earned by following & participating in my professional facebook &/or twitter pages. (See *Assignments: Facebook/Twitter Extra Credit* in Canvas for more details.)

SPRING 2020 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>MODULE 0: THU JAN 23- FRI JAN 24</p> <p>SAT JAN 25: LUNAR NEW YEAR</p>	<p>Welcome to Magic, Science & Religion</p> <p><u>Required Readings:</u> This Syllabus & All Content on Course Front Page Geertz, "Religion Is" (EXCERPT FROM "Religion as Cultural System") Wood, "Spirit Possession: 'Everyone's Doing It'" (Patheos)</p> <p><u>Required Videos:</u> Wade Davis, "The World Wide Web of Belief & Ritual" (TedTalk) John Green, "On Religion (Redux)" (YouTube/Vlogbrothers)</p> <p><u>Optional/Extra Readings:</u> Some Definitions of & Statements About Religion (Canvas Page) Laderman, "Confusing Religion in a Nutshell" (Sacred Matters) Laycock, "If We Don't Teach Religion in Schools, Americans Will Never Understand the Rest of the World" (Quartz)</p>
<p>MODULE 1: MON JAN 27 - FRI JAN 31</p>	<p>Intro to Religious Studies</p> <p><u>Required Readings:</u> About Video Lectures & Discussion Posts About Quizzes Myhre, "What is Religion?"</p> <p><u>Required Videos:</u> Video Lecture (1a): Intro to the Study of Religion Video Lecture (1b): Defining Religion (& Magic) Video Lecture (1c): Exclusivism, Relativism, Pluralism, & the Elephant Video Lecture (1d): On Christianity & its Different Branches "Intro to the Protestant Reformation: Setting the Stage, Part I" (Khan Academy) "Varieties of Protestantism, Part III" (Khan Academy)</p> <p><u>Optional/Extra Reading/Video/Podcast:</u> Harvard Religious Literacy Project: Our Method "Faces of Religious Diversity" (YouTube/Harvard Religious Literacy) Prothero, World Religions 101 (Interfaith Voices, Aug 2014)</p> <p>TUE JAN 28: WEBINAR (1) @ 6:00 - 7:30 pm WED JAN 29: Quiz (1) DUE by 12 NOON THU JAN 30: Discussion Post (1) DUE by NOON</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 2: MON FEB 3 - FRI FEB 7</p> <p>TUE FEB 4: LAST DAY TO DROP WITH "W"</p>	<p>Intro to The Anthropology of Religion</p> <p><u>Required Readings:</u> Winkelman & Baker, "Anthropology & 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 Video Lecture (2b): Anthropology of Religion Video Lecture (2c): Unilinear Cultural Evolution Video Lecture (2d): "Evolutionary Tree of Religion"</p> <p><u>Optional/Extra Readings:</u> Klein, " The Anthropologists Who Undid Sex, Race, and Gender" (Sapiens) Goldberg, "For Decades, Our Coverage Was Racist. To Rise Above Our Past, We Must Acknowledge It" (National Geographic) Nicholas, "When Scientists 'Discover' What Indigenous People Have Known For Centuries" (Smithsonian)</p> <p>WED FEB 5: Quiz (2) DUE by 12 NOON THU FEB 6: Discussion Post (2) DUE by NOON</p>
<p>MODULE 3: MON FEB 10 - FRI FEB 14</p>	<p>The Anthropology of Magic, Science, and Religion</p> <p><u>Required Readings:</u> Malinowski, "Rational Mastery by Man of His Surroundings" Gmelch, "Baseball Magic"</p> <p><u>Required Videos:</u> Video Lecture (3a): History of Anthropology (Part One) Video Lecture (3b): History of Anthropology (Postmodernism) Video Lecture (3c): Malinowski, Gmelch, & Magic Video Lecture (3d): Who are the Nacirema?</p> <p><u>Optional/Extra Readings:</u> The Nacirema Explained "The Perennial Power of Ritual" (sapiens.org) Langlois, "When Whales & Humans Talk " (Hakai Magazine, 2018)</p> <p>WED FEB 12: Quiz (3) DUE by 12 NOON THU FEB 13: Discussion Post (3) DUE by NOON</p>
SCIENCE, RELIGION & PARADIGMS	
<p>MODULE 4: MON FEB 17 - FRI FEB 21</p>	<p>Science! Evolution & Cosmos</p> <p><u>Required Reading:</u> Evolution Resources from the National Academies of Science</p> <p><u>Required Videos:</u> Carl Sagan's <i>Cosmos</i> (1980), Episode #13 (1 hour) Video Lecture (4a): What is Science? (+Evolution)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 4: MON FEB 17 - FRI FEB 21 (cont.)</p>	<p><u>Required Videos (cont.):</u> Video Lecture (4b): Biblical Creationism vs. Evolution by Natural Selection Video Lecture (4c): BC & AD vs. BCE & CE Video Lecture (4d): Religion & Science Video Lecture (4e): Cosmos & Spirituality</p> <p><u>Optional/Extra Readings:</u> Ghose, "'Just a Theory': 7 Misused Science Words" (Scientific American) Withnall, "Pope Francis declares evolution and Big Bang theory are real & God is not 'a magician with a magic wand'" (Independent) Krulic, "Pope Francis' Progressive Statement on Evolution Is Not Actually a Departure for the Catholic Church" (Slate 2014) Pope Francis, "Laudato si: On care for our common home" (Vatican) Schiffman, "We Need a Thousand-Year Worldview in the Face of Climate Change" (Yes! Magazine)</p> <p><u>Optional/Extra Videos:</u> Carl Sagan's <i>Cosmos</i> (1980), Episodes #1-12 (via youtube) Select clips from Sagan's <i>Cosmos</i> "What really happened to the Library of Alexandria" (TedEd) More Evolution & Science Resources (PBS) "Judgment Day: Intelligent Design On Trial" (PBS Nova, youtube, 2 hour) Symphony of Science, "We Are All Connected" (Music Video)</p> <p>WED FEB 19: Quiz (4) by 12 NOON THU FEB 20: Discussion Post (4) DUE by NOON</p>
<p>MODULE 5: MON FEB 24 - FRI FEB 28</p>	<p>Science & Paradigm Shifts</p> <p><u>Required Readings:</u> Nickels, "Introduction" to Thomas Kuhn Naughton, "Thomas Kuhn: The Man Who Changed the Way the World Looked at Science" (Guardian)</p> <p><u>Required Videos:</u> Kuhn's Paradigm Shift (YouTube) Video Lecture (5a): Kuhn & Scientific Paradigms Video Lecture (5b): Scientific Paradigm Examples Video Lecture (5c): Postmodern Relevance/Social Theory</p> <p><u>Optional/Extra Readings:</u> Excerpts from Thomas S. Kuhn, <i>The Structure of Scientific Revolutions</i> (Khan Academy) 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 & Macknik, "The Delusion of Alternative Facts" (Scientific American)</p> <p><u>Optional/Extra Videos:</u> "The Fabric of the Cosmos" (on Newton, Einstein, & the Higgs Boson) (PBS Nova) "The Pluto Files" (PBS Nova) Crash Course History of Science (youtube series)</p> <p>WED FEB 26: Quiz (5) DUE by 12 NOON THU FEB 27: Discussion Post (5) by NOON</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
RELIGION, MAGIC & RITUAL	
<p>MODULE 6: MON MAR 2 - FRI MAR 6</p> <p>SUN MAR 8: <i>DAYLIGHT SAVINGS TIME</i></p>	<p>Shamanism (Vitebsky)</p> <p><u>Required Readings:</u> Vitebsky, "Shamansim" Review of "In Pursuit of the Siberian Shaman"</p> <p><u>Required Videos:</u> "In Pursuit of the Siberian Shaman" (via SJSU library, 72 mins.) Video Lecture (6a): Shamanism & Altered States of Consciousness Video Lecture (6b): Neo-Shamanism & Siberian Shaman Video Lecture (6c): Siberian Shaman + Neo-Shamanism</p> <p><u>Optional/Extra Readings, Video & Podcast:</u> Singh, "Why Shamans Stand Apart" (Sapiens) Stern, "Shamans: Masters of Ecstasy" (National Geographic) Torres & 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>MON MAR 2: WEBINAR (2) @ 6:00 - 7:30 pm WED MAR 4: Quiz (6) DUE by 12 NOON THU MAR 5: Discussion Post (6) DUE by NOON</p>
<p>MODULE 7: MON MAR 9 - FRI MAR 13</p> <p>TUE MAR 10: <i>HOLI</i></p>	<p>Native American Religions (Ojibwe/Hallowell)</p> <p><u>Required Readings:</u> Hallowell, "Ojibwa Ontology, Behavior & Worldview"</p> <p><u>Required Videos:</u> "In The Light of Reverence" (Part 1, 25 mins. & Part 3, 26 mins.) Video Lecture (7a): Ojibwa Ontology Introduction Video Lecture (7b): Language & Cognition (Part One) Video Lecture (7c): Language & Cognition (Part Two) Video Lecture (7d): Ojibwa Ontology Video Lecture (7e): Native American History Tall Paul, "Prayers in a Song" (Ojibwe Hip Hop)</p> <p><u>Optional/Extra Readings:</u> "Anishinaabe Ojibwe Ways" (Pluralism Project) Dadigan, "The Shasta Dam Killed Off This Tribe's Salmon--Or So They Thought" (update on Winnemem Wintu, Yes Magazine) Hopkins, "How Alcatraz Island Was Reclaimed by Native Peoples" (Teen Vogue, 2019) Keene, "'Magic in North America': The Harry Potter Franchise Veers Too Close To Home" (Native Appropriations) Little, "Native Americans to JK Rowling: We're Not Magical" (National Geographic) Luger, "This App Can Tell You the Indigenous History of the Land You Live On" (Yes! Magazine) Jones, "Is Color Perception a Human Universal?" (Sapiens) "Sapir Whorf Hypothesis" (Ask a Linguist FAQ)</p> <p><u>Optional/Extra Videos & Podcast:</u> Boroditsky, "How language shapes the way we think" (TedTalk) "Dancing Salmon Home" (Winnemem Wintu, vimeo) "Two-Spirits, One Dance for Native American Artist" (AJ+) "Why Isn't the Sky Blue" (RadioLab Podcast, May 2012)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 7: MON MAR 9 - FRI MAR 13 (cont.)</p>	<p>WED MAR 11: Quiz (7.1) (on <i>Light of Reverence</i>) DUE by 12 NOON WED MAR 11: Quiz (7.2) (on <i>Ojibwe Ontology</i>) DUE by 2:00 PM ← note time THU MAR 12: Discussion Post (7) DUE by NOON</p>
<p>MODULE 8: MON MAR 16 - FRI MAR 20</p>	<p>African Diaspora Religions (Vodou/Brown)</p> <p><u>Required Readings:</u> Brown, EXCERPTS FROM <i>Mama Lola</i></p> <p><u>Required Videos:</u> "Legacy of the Spirits" (via SJSU library, 52 mins.) Video Lecture (8a): African Diasporic Religions Video Lecture (8b): Mama Lola + African Pantheons Video Lecture (8c): Mama Lola + Vodou The Atlantic Slave Trade: What Too Few Textbooks Told You (via TedEd)</p> <p><u>Optional/Extra Readings:</u> Chireau. <i>Black Magic: Religion and the African American Conjuring Tradition</i> (e-book, via SJSU library) Mariani, "The Tragic, Forgotten History of Zombies" (The Atlantic) Olupona, "The Spirituality of Africa" (Harvard Gazette) Adegoke, "'Jesus Hasn't Saved Us': The Young Black Women Returning to Ancestral Religions" (Broadly) Yu, "The Young Brujas Reclaiming the Power of Their Ancestors" (Broadly) Dickens, "These African Deities Are the Best Gods You've Never Heard Of" (Buzzfeed)</p> <p><u>Optional/Extra Videos:</u> Ibeyi, "River" (Music Video) Video Lecture (8d): Reflexive Ethnography "Meet the Vodou Priestess Summoning Healing Spirits in Post-Earthquake Haiti" (Broadly) "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)</p> <p>WED MAR 18: Quiz (8) DUE by 12 NOON THU MAR 19: Discussion Post (8) DUE by NOON</p>
<p>MODULE 9: MON MAR 23- FRI MAR 27</p>	<p>Evangelical Christianity (Luhmann)</p> <p><u>Required Reading:</u> Luhmann, EXCERPT FROM <i>When God Talks Back</i></p> <p><u>Required Audio & Videos:</u> Interview with Tanya Luhmann (NPR Fresh Air, Nov 2012) Tanya Luhmann, "When God Talks Back" (TEDxStanford) Video Lecture (9a): American Protestantism Video Lecture (9b): When God Talks Back Compared to Mama Lola Video Lecture (9c): God Talks Back + Mama Lola</p> <p><u>Optional/Extra Readings:</u> American Religious Landscape Survey (Pew, 2014) "When Americans Say They Believe in God, What Do They Mean?" (Pew, 2018)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 9: MON MAR 23- FRI MAR 27 (cont.)</p>	<p>Optional/Extra Readings & Videos: Luhmann, Other Research on Cultural impacts on Mental Illness Luhmann, "magic" (SSRC Frequencies) Report on Glossolalia (ABC) (first 10 mins. only) God in America (PBS, 6 hour series)</p> <p>WED MAR 25: Quiz (9) DUE by 12 NOON THU MAR 26: Discussion Post (9) DUE by NOON</p>
<p>MON MAR 30- FRI APR 3</p>	<p>SPRING BREAK!</p>
<p>MODULE 10: MON APR 6- FRI APR 10</p> <p>SUN APR 5: PALM SUNDAY</p> <p>WED APR 8: FIRST NIGHT OF PASSOVER</p> <p>FRI APR 10: GOOD FRIDAY</p> <p>SUN APR 12: EASTER</p>	<p>Visible Spirit in Zambia (Turner)</p> <p>Required Reading: Turner, "A Visible Spirit Form in Zambia"</p> <p>Required Videos: Video Lecture (10a): The Turners, the Ndembu, & the Ihamba Video Lecture (10b): Edith Turner & the Blob Video Lecture (10c): Rites of Passage</p> <p>Optional/Extra Readings & Video: Edith Turner, <i>Experiencing Ritual: A New Interpretation of African Healing</i> (SJSU library) More on Ndembu Shamanism "Celebrating the Works of Edith 'Edie' Turner" (YouTube)</p> <p>WED APR 8: Quiz (10) DUE by 12 NOON WED APR 8: WEBINAR (3) @ 6:00 - 7:30 pm THU APR 9: Discussion Post (10) DUE by NOON</p>
<p>MODULE 11: MON APR 13- FRI APR 17</p> <p>SUN APR 19: EASTER (ORTHODOX)</p>	<p>Birth (Davis-Floyd)</p> <p>Required Reading: Davis-Floyd, EXCERPTS FROM <i>Birth as an American Rite of Passage</i> (2 chapters)</p> <p>Required Videos: Clips from Monty Python's "The Meaning of Life" (YouTube) Video Lecture (11a): Davis-Floyd & Ritual Video Lecture (11b): Cartesian Dualism & Mechanistic Worldview Video Lecture (11c): Technocratic Birth (Part One) Video Lecture (11d): Technocratic Birth (Part Two)</p> <p>Optional/Extra Readings: More on Hospital vs. Home Birth Vega, "How Natural Birth Became Inaccessible to the Poor" (Sapiens) Fausto-Sterling, "I Can't Breathe: Race in Medical School Curricula" (Boston Review, 2016) Villarosa, "Why America's Black Mothers & Babies Are in a Life-or-Death Crisis" (NYT 2018) Aschwanden, "Surgery Is One Hell Of A Placebo" (FiveThirtyEight, 2017) Greenberg, "What if the Placebo Effect Isn't a Trick?" (NYT 2018)</p> <p>WED APR 15: Quiz (11) DUE by 12 NOON THU APR 16: Discussion Post (11) DUE by NOON</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
THE SPIRIT CATCHES YOU & CONCLUSION	
<p>MODULE 12: MON APR 20- FRI APR 24</p> <p>WED APR 22: EARTH DAY</p> <p>FRI APR 24: FIRST DAY OF RAMADAN</p>	<p>The Spirit Catches You (1)</p> <p><u>Required Reading:</u> Fadiman, <i>The Spirit Catches You</i>, Chaps. 1-10</p> <p><u>Required Videos:</u> Video Lecture (12a): Intro to the Spirit Catches You Video Lecture (12b): Hmong Shamanism (Part One) Video Lecture (12c): Hmong Shamanism (Part Two) Video Lecture (12d): Medicine, Religion, Society "The Split Horn: Life of a Hmong Shaman in America" (via SJSU library, 60 mins.)</p> <p>MON APR 20: FINAL PAPER FIRST DRAFT DUE by 12 NOON ← note date! WED APR 22: Quiz (12.1) DUE by 12 NOON WED APR 22: Quiz (12.2) DUE by 2:00 PM ← note time! THU APR 23: Quiz (13.3) (on <i>Split Horn</i>) DUE by 12 NOON ← note date! (NO DISCUSSION POST THIS WEEK)</p>
<p>MODULE 13: MON APR 27- FRI MAY 1</p>	<p>The Spirit Catches You (2)</p> <p><u>Required Reading:</u> Fadiman, <i>The Spirit Catches You</i>, Chaps. 11-19 + Afterword</p> <p><u>Required Videos & Podcast:</u> Video Lecture (13a): Othering Metaphors Video Lecture (13b): Cultural Relativism, Part 1 Video Lecture (13c): Cultural Relativism, Part 2 "Yellow Rain" (RadioLab Podcast, Sept 2012)</p> <p><u>Optional/Extra Readings & Video:</u> Coates, "Hmong Gardeners in America's Dairyland" (Sapiens) "Hmong Studies Internet Resource Center" "The Hmong People Prefer Shamans Over Doctors. So One Hospital Decided to Provide Both" (Upworthy Video)</p> <p>WED APR 29: Quiz (13.1) DUE by 12 NOON WED APR 29: Quiz (13.2) DUE by 2:00 PM ← note time! THU APR 30: Discussion Post (12) DUE by NOON</p>
<p>MODULE 14: MON MAY 4- FRI MAY 8</p>	<p>Synthesis & Conclusion</p> <p>NO NEW REQUIRED READING: WORK ON YOUR FINAL PAPER & ATTEND FINAL WEBINAR</p> <p><u>Optional/Extra Readings & Videos:</u> McIntosh, "Unpacking the Invisible Knapsack" Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color" Crosley-Corcoran, "Explaining White Privilege to a Broke Person" Moses, "Is the Term "People of Color" Acceptable in This Day and Age?" (Sapiens) Moses, "Why Do We Keep Using the Word 'Caucasian'?" (Sapiens)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 14: MON MAY 4- FRI MAY 8 (cont.)</p>	<p>Optional/Extra Readings & Videos: Shulist et al, "Why Dictionaries Are NOT Value-Neutral" (Sapiens) Chua, "What Religious Beliefs Reveal About Post-Truth Politics" (Sapiens) Survival International (website) "Systemic Racism: Is that a Thing?" (Race Forward, eight 1 minute videos) "Standing on Sacred Ground" (Sacred Land Film Project, via SJSU Library, 4 hour series) "Framed: The Politics of Stereotypes in News" (on Edward Said & "Orientalism," Al Jazeera English, 2 mins) "From Jesus to Christ" (PBS, 4 hour series) "The Bible's Buried Secrets" (PBS, 2 hour series)</p> <p>THU MAY 7: WEBINAR (4) @ 6:00 - 7:30 pm</p>
<p>MODULE 15: MON MAY 11 - FRI MAY 15</p>	<p>Finals Week</p> <p>THU MAY 14: FINAL ESSAY (FINAL DRAFT) DUE by 12 NOON</p> <ul style="list-style-type: none"> • (MON MAY 11: LAST DAY OF INSTRUCTION) • (WED MAY 13-TUE MAY 19: FINALS WEEK) • (FRI MAY 22: GRADES DUE)

Acknowledgements

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 have the opportunity to work and live on this land.