

***RELS/ANTH 122, Magic, Science & Religion, Sections 80 & 81& 82 (Spring 2021)***

<b>Instructor:</b>	Dr. Lee Gilmore (she/her)
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<b>Office Location/Hours</b>	Wednesdays 1pm-2pm, via Zoom. I'm also available by appointment via Zoom. See <i>Course Home Page</i> for link. (I live in Oregon & teach online only.)
<b>Class Days/Time:</b>	This course is fully online and mostly asynchronous. Four live Zoom Meetings will be held. See <i>Assignments &amp; Course Schedule</i> below for dates & more info.
<b>Canvas Classrooms:</b>	<ul style="list-style-type: none"> <li>• SEC 80: <a href="https://sjsu.instructure.com/courses/1416873">https://sjsu.instructure.com/courses/1416873</a></li> <li>• SEC 81: <a href="https://sjsu.instructure.com/courses/1416875">https://sjsu.instructure.com/courses/1416875</a></li> <li>• SEC 82: <a href="https://sjsu.instructure.com/courses/1416877">https://sjsu.instructure.com/courses/1416877</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 &amp; Teaching 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://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 our 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 and other software.

- Canvas System Requirements: <https://guides.instructure.com/m/67952/l/720329-what-are-the-browser-and-computer-requirements-for-canvas>
- 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**

For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teachingtools/canvas/student_resources) ([http://www.sjsu.edu/ecampus/teachingtools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teachingtools/canvas/student_resources))

- **There is also a searchable Canvas Student Guide:** <https://guides.instructure.com/>
- Additional resources & help docs can be found via the **SJSU e-Campus:** <https://www.sjsu.edu/learnanywhere/>
- 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: <https://www.sjsu.edu/it/support/service-desk/help-ticket.php>
- **In Canvas, you can also click on the Question Mark icon on the far left-hand nav bar for help options**

## Course Policies

### Late Policy

You are expected to complete ALL assignments by the posted deadlines in the Course Schedule below. **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 Discussion Posts worth up to 25 points each) it is a failing grade and I will halve the total points earned that assignment. However, half of the available points is still better than 0 points, so do complete late assignments ASAP.

The regular DUE DATE/TIME in this course is set for midnight on Sundays. HOWEVER, that is not necessarily the exact time I expect you to turn things in. Ideally, you should plan to complete each week's readings, videos, and writing assignments sometime during the week BEFORE the last minute on Sunday night. Plan your regular schedules ahead of time in order to meet the weekly deadlines, while also accommodating your other commitments as needed.

THAT SAID: I will not actually start applying late penalties until 10:00 am on Monday morning after each Sunday midnight deadline, because that is (more or less) when I plan to actually start reading & grading things for this course. This means you always have a little bit of wiggle room on the deadlines as needed, so don't stress out about submitting things exactly by 11:59 pm each week. 12:01 am, 2:30 am, or 9:00 am is all fine.

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 is understandable and very unlikely to make a difference in your final grade. (See *Final Grade Scale* below.) **However, if you make a regular habit of submitting late assignments, those subtracted points can add up fast and dramatically reduce your final grade.** So, if you are having difficulty keeping up with the assignments and deadlines for ANY reason. PLEASE check in with me about it sooner rather than later, especially during this ongoing pandemic.

ON THAT NOTE: I get that this remains a difficult time and that we are all still under significant additional stress due to the ongoing pandemic. **Your health and safety — and the health and safety of your families and communities — are WAY more important than my meetings and due dates.** If you are impacted by the pandemic (or any other chaos 2021 may bring us) please just keep in touch and keep up as best you can. I will waive late penalties in the case of illness or other emergencies. My goal is to get us all through the semester with as much grace, kindness, and responsibility as possible. This means that I will be as flexible as I can (without creating problems in my own schedule and other commitments, and without compromising basic academic standards). Per *My Grading Philosophy* (see below) to pass this class, you need to "do the thing," which means completing the assignments as laid out in this syllabus, and according to the standards specified in the rubrics, attached to each assignment in Canvas. But please know that I am committed to working with all of you to help you successfully pass this course.

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 material in this class in the last few weeks. **Put all deadlines & due dates in your own calendar.**

### 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. (Also see *Be a Participant, Not a Spectator* below.)

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.

## Course Policies (cont.)

### 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**. Depending on severity, 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.

### Be a Participant, Not a Spectator

This course is an opportunity for you to learn about the social & cultural construction of worldviews & 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 (especially these days), I guarantee that you will not do well in this class if you miss multiple assignments, or if you are distracted and/or multitasking during video lectures, Zoom meetings, 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.**

## University Policies

### Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. For *Spring 2021* semester, the deadlines can be found at: <https://www.sjsu.edu/registrar/calendar/Spring-2021.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 <https://www.sjsu.edu/curriculum/courses/syllabus-info.php>.

### 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 illuminate concepts from the assigned readings, and make note of places where you still have questions, and will also ask you to reflect back on the previous week's discussion and feedback. Each post 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 SUN MAY 2 @ MIDNIGHT** and is worth up to 100 points  
The FINAL DRAFT is **DUE by WED MAY 19 @ MIDNIGHT** 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 SPRING 2021, 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 bare 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. 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 (or completing one alternate assignment)
- **up to 10 points** for asking questions and participating in the chat interface during at least one Zoom Meeting (or summarizing at least recorded Zoom Meeting as part of the alternate assignment)
- **up to 5 points** each (up to 15 points total) for attending and participating in additional Zoom Meetings (or completing more than one alternate assignment)
- **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 a day or so prior to the meeting. Recordings will be posted as soon as possible after the meeting, usually the next morning. (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. However, I rarely post there anymore, so I prefer that you follow me on twitter 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  
SPRING 2021 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 not necessarily the exact time I expect you to turn things in. Ideally, you should plan to complete each week's readings, videos, and assignments sometime during the week BEFORE the last minute on Sunday night. Plan your weekly schedules ahead of time in order to meet the regular deadlines, while also accommodating your other commitments as needed. 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><i>INTRODUCTION TO THE ANTHROPOLOGY OF MAGIC, SCIENCE &amp; RELIGION</i></b>	
<p>MODULE 0: WED JAN 27- SUN JAN 31</p>	<p><b><u>Welcome to Magic, Science &amp; Religion</u></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 and see the <u>IMPORTANT NOTE ABOUT DUE DATES &amp; DEADLINES</u> above</b></p> <p><b><u>THU JAN 28: ZOOM MEETING (1) @ 6:00 - 7:30 pm</u></b></p>
<p>MODULE 1: MON FEB 1 - SUN FEB 7</p>	<p><b><u>Intro to Religious Studies</u></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) John Green, "On Religion (Redux)" (Vlogbrothers/youtube)</p> <p><u>Optional/Extra Readings:</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) Laderman, "Confusing Religion in a Nutshell" (Sacred Matters) Oliver, "10 Things I Wish Every College Student Knew About Religion" (google doc) Singh, "Why universities--and the rest of us--need religion studies" (Religion News)</p> <p><u>Optional/Extra Videos:</u> "Intro to the Protestant Reformation: Setting the Stage, Part I" (Khan Academy) "Varieties of Protestantism, Part III" (Khan Academy)</p> <p><b><u>SUN FEB 7: Quiz (1) Intro to Religious Studies DUE by MIDNIGHT</u></b> <b><u>SUN FEB 7: Discussion Post (1) DUE by 12 MIDNIGHT</u></b></p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><u>MODULE 2:</u> MON FEB 8 - SUN FEB 14</p> <p>MON FEB 8: LAST DAY TO DROP WITH "W"</p> <p>FRI FEB 12: LUNAR NEW YEAR</p>	<p><b><u>Intro to The Anthropology of Religion</u></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.org) Magliocco, "Paganism &amp; Neopaganism" (Encyclopedia of Religious Rites, Rituals &amp; Festivals) Menand, "How Cultural Anthropologists Redefined Humanity" (New Yorker) 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>SUN FEB 14: Quiz (2) Intro to Anthro of Religion DUE by MIDNIGHT</b> <b>SUN FEB 14: Discussion Post (2) DUE by MIDNIGHT</b></p>
<p><u>MODULE 3:</u> MON FEB 15- SUN FEB 21</p>	<p><b><u>The Anthropology of Magic, Science, and Religion</u></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 Gusterson, "COVID-19 and the Turn to Magical Thinking" (sapiens.org) Langlois, "When Whales &amp; Humans Talk " (Hakai Magazine, 2018) Schmalz, "Why the label 'cult' gets in the way of understanding new religions (Religion News Service, 2018) Storm, "Magic In the Air: How Intellectuals Invented the Myth of a Mythless Society" (Religion Dispatches) Willems/Goodwin, "QAnon Didn't Just Spring Forth From the Void: It's the Latest From a Familiar Movement" (Religion Dispatches)t Xygalatas, "The Perennial Power of Ritual" (sapiens.org)</p> <p><b>SUN FEB 21: Quiz (3) Malinowski + Gmelch DUE by MIDNIGHT</b> <b>SUN FEB 21: Discussion Post (3) DUE by MIDNIGHT</b></p>



MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<b>SCIENCE, RELIGION &amp; PARADIGM SHIFTS</b>	
<p><b>MODULE 4:</b> MON FEB 22 - SUN FEB 28</p> <p>THU FEB 25- FRI FEB 26 PURIM (Jewish Holiday)</p>	<p><b><u>Science! Evolution &amp; Cosmos</u></b></p> <p><u>Required Reading:</u> National Academies of Science, Evolution Resources: The Intersection of Science and Religion</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> Carl Sagan's <i>Cosmos</i> (1980), All Episodes, 1-12 (youtube) Select clips from Sagan's <i>Cosmos</i> (Canvas page) Resources on Catholic Church &amp; Science (Canvas page) Achenbach, "Carl Sagan denied being an atheist. So what did he believe?" (WaPo, 2014) Ghose, "Just a Theory": 7 Misused Science Words" (Scientific American) More Evolution &amp; Science Resources (PBS) Symphony of Science, "We Are All Connected" (music video/youtube)</p> <p><b>SUN FEB 28: Quiz (4.1) Science + Religion DUE by MIDNIGHT</b> <b>SUN FEB 28: Quiz (4.2) Cosmos DUE by MIDNIGHT</b> <b>SUN FEB 28: Discussion Post (4) DUE by MIDNIGHT</b></p>
<p><b>MODULE 5:</b> MON MAR 1- SUN MAR 7</p>	<p><b><u>Science &amp; Paradigm Shifts</u></b></p> <p><u>Required Readings:</u> Kuhn, "Introduction: A Role for History + The Route to Normal Science" (excerpts from <i>The Structure of Scientific Revolutions</i>) Nickles, "Introduction" (excerpt from <i>Thomas Kuhn</i>)</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) 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) Leland et al, "Does Evolutionary Theory Need a Rethink?" (Nature) Martinez-Conde &amp; Macknik, "The Delusion of Alternative Facts" (Scientific American) Naughton, "Thomas Kuhn: The Man Who Changed the Way the World Looked at Science" (Guardian)</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) Crash Course History of Science (youtube series)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 5: MON MAR 1- SUN MAR 7 (cont.)</p>	<p><a href="#">WED MAR 3: ZOOM MEETING (2) @ 6:00 - 7:30 pm</a>  <a href="#">SUN MAR 7: Quiz (5) DUE by MIDNIGHT</a>  <a href="#">SUN MAR 7: Discussion Post (5) DUE by MIDNIGHT</a></p>
<p><b>MAGIC, RITUAL, &amp; INDIGENOUS RELIGIONS</b></p>	
<p>MODULE 6: MON MAR 8 - SUN MAR 14</p>	<p><b><u>Shamanism (Vitebsky)</u></b></p> <p><u>Required Readings:</u>  Vitebsky, "Shamanism" (excerpt from <i>Indigenous Religions: A Companion</i>, edited by Graham Harvey)  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>  "Animism" (Interview with Graham Harvey, Religious Studies Project Podcast)  Fraser, "The Perils and Privileges of an Amazonian Hallucinogen" (sapiens.org)  Hendrickson, <i>Border Medicine: A Transcultural History of Mexican American Curanderismo</i> (e-book via SJSU lib)  Singh, "Why Shamans Stand Apart" (sapiens.org)  Torres &amp; Sawyer, <i>Curandero: A Life in Mexican Folk Healing</i> (e-book via SJSU lib)</p> <p><a href="#">SUN MAR 14: Quiz (6.1) Shamanism/Vitebsky DUE by MIDNIGHT</a>  <a href="#">SUN MAR 14: Quiz (6.2) Siberian Shaman Film DUE by MIDNIGHT</a>  <a href="#">SUN MAR 14: Discussion Post (6) by MIDNIGHT</a></p>
<p>MODULE 7: MON MAR 15 - SUN MAR 21</p> <p>SUN MAR 21: NOWRUZ (Persian New Year)</p>	<p><b><u>Native American Religions + Ojibwe Ontology</u></b></p> <p><b><u>Land Acknowledgement</u></b>  <i>The land on which San José State University stands occupies the traditional territory of the Muwekma Ohlone people. Today, the Bay Area is still the home to many indigenous people from across the Americas.</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)  Tall Paul, "Prayers in a Song" (Ojibwe Hip Hop) (4 mins)</p> <p><u>Optional/Extra Readings:</u>  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"</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><u>MODULE 7:</u> MON MAR 15 - SUN MAR 21 (cont.)</p>	<p><u>Optional/Extra Readings (cont.):</u> Hopkins, "How Alcatraz Island Was Reclaimed by Native Peoples" (Teen Vogue, 2019) Jones, "Is Color Perception a Human Universal?" (sapiens.org) LaDuke, <i>Recovering the Sacred: The Power of Naming and Claiming</i> (via SJSU library) Little, "Native Americans to JK Rowling: We're Not Magical" (NatGeo) Luger, "This App Can Tell You the Indigenous History of the Land You Live On" (Yes! Magazine) Pluralism Project, "Native American Traditions" "Sapir Whorf Hypothesis" (Ask a Linguist FAQ)</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>SUN MAR 21: Quiz (7.1) Light of Reverence DUE by MIDNIGHT</b> <b>SUN MAR 21: Quiz (7.2) Ojibwe Ontology DUE by MIDNIGHT</b> <b>SUN MAR 21: Discussion Post (7) by MIDNIGHT</b></p>
<p><u>MODULE 8:</u> MON MAR 22 - SUN MAR 28</p> <p>SAT MAR 27: PASSOVER BEGINS (Jewish Holiday)</p> <p>SUN MAR 28: PALM SUNDAY (Protestant &amp; Catholic Christian Holiday)</p> <p>SUN MAR 28: HOLI (Hindu Holiday)</p>	<p><b><u>African Diaspora Religions (Vodou/Brown)</u></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:</u> Adegoke, "'Jesus Hasn't Saved Us': The Young Black Women Returning to Ancestral Religions" (Broadly) 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) 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)</p> <p><u>Optional/Extra Videos:</u> 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>SUN MAR 28: Quiz (8.1) Vodou/Brown DUE by MIDNIGHT</b> <b>SUN MAR 28: Quiz (8.2) Legacy of the Spirits DUE by MIDNIGHT</b> <b>SUN MAR 28: Discussion Post (8) DUE by MIDNIGHT</b></p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
MON MAR 29- SUN APR 4	<p><b><u>SPRING BREAK!</u></b>  <i>MON MAR 29: HOLI (Hindu Holiday)</i>  <i>WED MAR 31: CESAR CHAVEZ DAY</i>  <i>FRI APR 2: GOOD FRIDAY (Protestant &amp; Catholic Christian Holiday)</i>  <i>SUN APR 4: EASTER (Protestant &amp; Catholic Christian Holiday)</i></p>
<p><b><i>MAKING THE FAMILIAR STRANGE</i></b></p>	
<p><u>MODULE 9:</u> MON APR 5 - SUN APR 11</p>	<p><b><u>Evangelical Christianity (Luhmann)</u></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> <p><u>Optional/Extra Readings:</u>            American Religious Landscape Survey (Pew Research Center, 2014)            Balmer, "The Real Origins of the Religious Right: They'll tell you it was abortion. Sorry, the historical record's clear: It was segregation" (Politico)            Luhmann, Other Research on Cultural impacts on Mental Illness            Luhmann, "magic" (SSRC Frequencies)            Miller, "Trump's Unholy Alliances: An Interview with Sarah Posner" (Religion &amp; Politics)</p> <p><u>Optional/Extra Videos:</u>            Report on Glossolalia (ABC) (first 10 mins. only)            God in America (6-part series, PBS)</p> <p><b><u>TUE APR 6: ZOOM MEETING (3) @ 6:00 - 7:30 pm</u></b>  <b><u>SUN APR 11: Quiz (9) Evangelical Christianity/Luhmann DUE by MIDNIGHT</u></b>  <b><u>SUN APR 11: Discussion Post (9) DUE by MIDNIGHT</u></b></p>
<p><u>MODULE 10:</u> MON APR 12 - SUN APR 18</p> <p><i>MON APR 12: RAMADAN BEGINS (Islamic Holiday)</i></p> <p><i>WED APR 14: VAISAKHI (Sikh Holiday)</i></p>	<p><b><u>Visible Spirit in Zambia (Turner)</u></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><u>SUN APR 18: Quiz (10) Zambia/Turner DUE by MIDNIGHT</u></b>  <b><u>SUN APR 18: Discussion Post (10) DUE by MIDNIGHT</u></b></p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><u>MODULE 11:</u> MON APR 19 - SUN APR 25</p> <p>THU APR 22: EARTH DAY</p>	<p><b><u>Birth (Davis-Floyd)</u></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) Aschwanden, "Surgery is One Hell of a Placebo" (FiveThirtyEight) BBC, "Woman's life transformed by unbelievable placebo treatment for chronic pain" (BBC) Fausto-Sterling, "I Can't Breathe: Race in Medical School Curricula" (Boston Review) Greenberg, "What if the Placebo Effect Isn't a Trick?" (NYT) Pember, "How Native Women Are Reclaiming Birth on Their Terms" (Rewire) Vega, "How Natural Birth Became Inaccessible to the Poor" (sapiens.org) Villarosa, "Why America's Black Mothers &amp; Babies Are in a Life-or-Death Crisis" (NYT) Wallis, "Why Racism, Not Race, is a Risk Factor for Dying of COVID-19" (Scientific American) Xygalatas, "Explaining the Emergence of Coronavirus Rituals" (sapiens.org)</p> <p><b>SUN APR 25: Quiz (11) Birth/Davis Floyd DUE by MIDNIGHT</b> <b>SUN APR 25: Discussion Post (11) DUE by MIDNIGHT</b></p>
<b>THE SPIRIT CATCHES YOU &amp; CONCLUSION</b>	
<p><u>MODULE 12:</u> MON APR 26 - SUN MAY 2</p> <p>SUN MAY 2: ORTHODOX EASTER (Christian Holiday)</p>	<p><b><u>The Spirit Catches You (1)</u></b></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 (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>SUN MAY 2: Quiz (12.1) Spirit Catches You (1-5) DUE by MIDNIGHT</b> <b>SUN MAY 2: Quiz (12.2) Spirit Catches You (6-10) DUE by MIDNIGHT</b> <b>SUN MAY 2: Quiz (12.3) Split Horn DUE by MIDNIGHT</b> <b>SUN MAY 2: FINAL PAPER: FIRST DRAFT DUE by MIDNIGHT</b></p>
<p><u>MODULE 13:</u> MON MAY 3- SUN MAY 9</p>	<p><b><u>The Spirit Catches You (2)</u></b></p> <p><u>Required Reading:</u> Fadiman, <i>The Spirit Catches You</i>, Chaps. 11-19 + Afterword</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><u>MODULE 13:</u> MON MAY 3 - SUN MAY 9 (cont.)</p>	<p><u>Required Videos &amp; Podcast:</u> 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> <p><u>Optional/Extra Readings &amp; Video:</u> "The Hmong People Prefer Shamans Over Doctors. So One Hospital Decided to Provide Both" (Upworthy Video) Hmong Studies Internet Resource Center</p> <p><b>SUN MAY 9: Quiz (13.1) Spirit Catches You (11-15) DUE by MIDNIGHT</b> <b>SUN MAY 9: Quiz (13.2) Spirit Catches You (16-Afterword) DUE by MIDNIGHT</b> <b>SUN MAY 9: Discussion Post (12) DUE by MIDNIGHT</b></p>
<p><u>MODULE 14:</u> MON MAY 10 - SUN MAY 16</p> <p>WED MAY 12: EID AL-FITR (Ramadan ends, Islamic Holiday)</p>	<p><b><u>Synthesis &amp; Conclusion</u></b></p> <p><b>NO MORE NEW REQUIRED READINGS &amp; VIDEOS!</b> <b>Work on your Final Essay, catch up on anything you might have fallen behind on.</b></p> <p><u>Optional/Extra Readings &amp; Videos:</u> What is Systemic Racism? (Race Forward) Moses, "Is the Term "People of Color" Acceptable in This Day and Age?" (sapiens.org) Moses, "Why Do We Keep Using the Word 'Caucasian'?" (sapiens.org) Shulist et al, "Why Dictionaries Are NOT Value-Neutral" (sapiens.org) Chua, "What Religious Beliefs Reveal About Post-Truth Politics" (sapiens.org) "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>MON MAY 10: ZOOM MEETING (4) @ 6:00 - 7:30 pm</b></p>
<p><u>MODULE 15:</u> MON MAY 17- TUE MAY 25</p>	<p><b><u>WED MAY 19: FINAL ESSAY (FINAL DRAFT) DUE by 12 NOON</u> &lt;-- <u>NOTE DATE/TIME!!!</u></b></p> <ul style="list-style-type: none"> <li>• (MON MAY 17: LAST DAY OF INSTRUCTION)</li> <li>• (WED MAY 19-TUE MAY 26: FINALS WEEK)</li> <li>• (FRI MAY 28: GRADES DUE)</li> </ul>