

RELS/ ANTH 122, Magic, Science & Religion (Summer 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 Zoom or phone.
Virtual Classrooms:	<ul style="list-style-type: none"> • https://sjsu.instructure.com/courses/1367912
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 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 & religion and 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 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 and what can we learn by comparing this with Western (Euro-American) peoples' 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 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

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 12-20 hours per week. (See *University Policies: Federal Regulations Regarding the Definition of the Credit Hour*.) **You are expected log in to our course nearly every day during the summer session.** 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

Dropping and Adding

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

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.

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.

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 and Discussion Posts are late** (-5 points per day for Final Paper, both First Draft and Final Drafts).

NOTE: *Assignment due dates and 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.* Figure out how to meet the weekly deadlines while also accommodating your other commitments by submitting assignments ahead of the due by dates/times. You are encouraged to work ahead at your own pace. Put all deadlines and due dates in your own calendar.

REAL TALK #1: If you submit something less than 24 hours after the stated deadline, I will deduct less than 1 point. Doing that once or twice is very unlikely to make a difference in your final grade. 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 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.

REAL TALK #2: If you are having difficulty keeping up with the assignments and deadlines for any reason, please check in with me sooner rather than later. (Also see [My Grading Philosophy](#) below.) I know that most of you have jobs and 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 schedule and other commitments. I use late penalties to motivate and 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 1 or 2 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 and no longer have time devoted to that assignment. **Finally, 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.

Course & University Policies (cont.)

Be a Participant, Not a Spectator

This course is an opportunity for you to learn about the cultural construction of worldviews and paradigms through 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 course webinars, 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 — especially during our shortened summer session — you will need to stay on top of course content, keep track of deadlines and 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.

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

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, moral character, or value 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 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.

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

Assignments

Total Assignment Points Possible:

- 25 = Webinar Participation (4 total)
- 425 = Quizzes (20 @ up to 10-32 points each)
- 300 = Discussions (12 @ up to 25 points each; you can skip one or complete all for extra credit)
- 250 = Final Paper (up to 100 points for First Draft + up to 150 points for Final Paper Final Draft)

Webinars (Zoom Meetings) (up to 25 points total)

During Summer 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 participate 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 and prepared to participate via the chat interface. It is strongly recommended that you attend and 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.
- To attend in person, log on via the invitation I will email everyone prior to the meeting.
- 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. (The alternate assignment is to send me questions in advance of the webinars, watch the recording afterward, write up a short summary of the conversation, and then email it to me within 3 days of the webinar. You can complete the alternate assignment for more than one webinar.)
- Recordings will be posted as soon as possible after the session.

Credit for attendance and participation in webinars will be earned as follows:

- **13 points** just for attending at least one webinar
- **up to 3 points** for asking questions & participating in the chat interface during at least one webinar
- **up to 3 points** each for attending & participating in additional webinars (up to 9 additional points total)
- (See *ABOUT WEBINARS: Attendance/Participation* on Canvas for more details)

Quizzes (up to 425 points total)

Every week, you will have a few 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 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 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 **10-32 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)

Assignments (cont.)

Video Lectures & Discussion Forums (12 @ up to 300 points total)

Every week, you will write 1-3 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. 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, 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)

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 JUNE 25 @ 12 NOON** and is worth up to 100 points
The FINAL DRAFT is **DUE by THU JULY 2 @ 12 NOON** and is worth up to 150 points
- (See *Assignments: Final Essay* in Canvas for more details)

NOTE: You will have three 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 hopefully 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 on the last day. 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.

You also have three choices for which topic you want to write about:

- Topic One: Using sources from our course and responding to one (or more) of the prompts provided in the complete directions on Canvas to think critically about the concepts of magic, science, and religion, as well as the consequences of competing and changing paradigms.
- Topic Two: Using sources from our course as well as additional library research, pick a subtopic related to the material studied in the various modules and research it in more depth. How does better understanding this cultural/religious tradition help us think critically about magic, religion, and science?
- Topic Three: Using evidence from our course materials, what's wrong with the cartoon image (provided in the complete directions on Canvas)?

EXTRA CREDIT: Twitter and/or Facebook Participation

Up to **5 extra credit points** toward your final grade may be earned by following and participating in my twitter and/or facebook pages I use for this course. (Sooner is better: points will be reduced if you put this off until later in the term. Full credit if you follow during the first week of class, points reduced after week one.) 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 already). You can also follow the twitter feed via Canvas, but you still need to create a twitter account to demonstrate that you are watching it.

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

IMPORTANT NOTE ABOUT DUE DATES & DEADLINES

As stated in the Late Policy above, the due dates and times in the course schedule/modules 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 by 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.*

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

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
WEEK 1: INTRODUCTION TO THE ANTHROPOLOGY OF MAGIC, SCIENCE & RELIGION	
<p>MODULE 0: MON JUNE 1</p>	<p>Welcome to Magic, Science & Religion</p> <p><u>Required Readings:</u> This Syllabus & All Linked Content on Course Front Page About Quizzes About Video Lectures & Discussion Posts</p> <p>Get started on Module 1 readings, videos & assignments today! See IMPORTANT NOTE ABOUT DUE DATES & DEADLINES on previous page.</p> <p>MON JUNE 1: WEBINAR (1) @ 6:00 - 7:30 pm</p>
<p>MODULE 1: TUE JUNE 2</p>	<p>Intro to Religious Studies</p> <p><u>Required Readings:</u> Myhre, "What is Religion?" Geertz, Definition of Religion (excerpt from "Religion as Cultural System")</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</p> <p><u>Optional/Extra Readings:</u> Harvard Religious Literacy Project: Our Method Some Definitions of & Statements About Religion (Canvas Page) 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>TUE JUNE 2: Quiz (1) Intro to Religious Studies DUE by 12 NOON TUE JUNE 2: Discussion Post (1) DUE by 12 NOON</p>
<p>MODULE 2: WED JUNE 3 (LAST DAY TO DROP)</p>	<p>Intro to The Anthropology of Religion</p> <p><u>Required Readings:</u> Winkelman & Baker, "Anthropology and the Study of Religion" Miner, "Body Ritual Among the Nacirema" Geertz, "Webs of Significance" (excerpt from "Thick Description")</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 2: WED JUNE 3 (cont.)</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" Wade Davis, "The World Wide Web of Belief & 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>WED JUNE 3: Quiz (2) Intro to Anthro of Religion DUE by 12 NOON WED JUNE 3: Discussion Post (2) DUE by 12 NOON</p>
<p>MODULE 3: THU JUNE 4</p>	<p><u>The Anthropology of Magic, Science, and Religion</u></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) 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>THU JUNE 4: Quiz (3) Malinowski + Gmelch DUE by 12 NOON THU JUNE 4: Discussion Post (3) DUE by 12 NOON</p>
WEEK 2: SCIENCE, RELIGION & PARADIGM SHIFTS	
<p>MODULE 4: TUE JUNE 9</p>	<p><u>Science, Religion, & Cosmos</u></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) 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>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 4: TUE JUNE 9 (cont.)</p>	<p><u>Optional/Extra Readings & Videos:</u> Resources on Catholic Church & Science (Canvas page) Ghose, "Just a Theory": 7 Misused Science Words" (Scientific American) Carl Sagan's <i>Cosmos</i> (1980), Episodes #1-12 (youtube) Select clips from Sagan's <i>Cosmos</i> (Canvas page) More Evolution & Science Resources (PBS) Journey of the Universe (Kanopy) Symphony of Science, "We Are All Connected" (music video/youtube)</p> <p>TUE JUNE 9: Quiz (4.1) Science + Religion DUE by 12 NOON TUE JUNE 9: Quiz (4.2) Cosmos DUE by 12 NOON TUE JUNE 9: Discussion Post (4) DUE by 12 NOON</p>
<p>MODULE 5: WED JUNE 10</p>	<p>Science & Paradigm Shifts</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) 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> 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 & 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 JUNE 10: Quiz (5) DUE by 12 NOON WED JUNE 10: Discussion Post (5) DUE by 12 NOON</p>
<p>MODULE 6: THUR JUNE 11</p>	<p>Shamanism (Vitebsky)</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 Video Lecture (6b): Neo-Shamanism + Siberian Shaman Video Lecture (6c): Siberian Shaman + Neo-Shamanism</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 6: THUR JUNE 11 (cont.)</p>	<p>Optional/Extra Readings, Video & Podcast: Fraser, "The Perils and Privileges of an Amazonian Hallucinogen" (Sapiens) Singh, "Why Shamans Stand Apart" (Sapiens) 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>THU JUNE 11: Quiz (6.1) Shamanism/Vitebsky DUE by 12 NOON THU JUNE 11: Quiz (6.2) Siberian Shaman Film DUE by 12 NOON THU JUNE 11: Discussion Post (6) by 12 NOON THU JUNE 11: WEBINAR (2) @ 6:00 - 7:30 pm</p>
<p>WEEK 3: INDIGENOUS & AFRICAN DIASPORA RELIGIONS</p>	
<p><i>Land Acknowledgement</i></p> <p><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 have the opportunity to work and live on this land.</i></p>	
<p>MODULE 7.1: MON JUNE 15</p>	<p>Native American Religions</p> <p>Required Videos: <i>In the Light of Reverence</i> (Part 1, 25 mins. & Part 3, 26 mins.) Video Lecture (7e): Native American History</p> <p>Optional/Extra Readings & Videos: Native American Traditions (Pluralism Project) 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) Hopkins, "How Alcatraz Island Was Reclaimed by Native Peoples" (Teen Vogue, 2019) Dadigan, "The Shasta Dam Killed Off the Winnemem Wintu's Salmon--Or So They Thought" (Yes Magazine) "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>MON JUNE 15: Quiz (7.1) Light of Reverence DUE by 12 NOON</p>
<p>MODULE 7.2: TUE JUNE 16</p>	<p>Native American Religions (Ojibwe Ontology) Hallowell, "Ojibwa Ontology, Behavior & Worldview"</p> <p>Required Videos: 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 Tall Paul, "Prayers in a Song" (Ojibwe Hip Hop)</p> <p>Optional/Extra Videos & Podcast: Boroditsky, "How language shapes the way we think" (TedTalk) "Why Isn't the Sky Blue" (RadioLab Podcast, May 2012) Jones, "Is Color Perception a Human Universal?" (Sapiens)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 7.2: TUE JUNE 16 (cont.)</p>	<p>Optional/Extra Videos & Podcast (cont.): "Sapir Whorf Hypothesis" (Ask a Linguist FAQ) Gross, "Bimaadiziwin, or the 'Good Life,' as a Unifying Concept of Anishinaabe Religion"</p> <p>TUE JUNE 16: Quiz (7.2) Ojibwe Ontology DUE by 12:00 NOON TUE JUNE 16: Discussion Post (7.2) DUE by 12 NOON</p>
<p>MODULE 8: WED JUNE 17</p>	<p>African Diaspora Religions (Vodou/Brown)</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 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 & 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) 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) Ibeyi, "River" (Music Video) "The Atlantic Slave Trade in Two Minutes" (Slate) "Haitian Revolutions" (Crash Course) + "Haitian Revolution" (Khan Academy) "In God We Trust" (first 10 mins on Voodoo in New Orleans, via SJSU library) Video Lecture (8d): Reflexive Ethnography</p> <p>WED JUNE 17: Quiz (8.1) Vodou/Brown DUE by 12 NOON WED JUNE 17: Quiz (8.2) Legacy of the Spirits DUE by 12 NOON WED JUNE 17: Discussion Post (8) DUE by 12 NOON</p>
<p>MODULE 9: THU JUNE 18</p>	<p>Evangelical Christianity (Luhmann)</p> <p><u>Required Reading:</u> Luhmann, "Preface" (excerpt from <i>When God Talks Back</i>)</p> <p><u>Required Videos & Podcast:</u> Tanya Luhmann, "When God Talks Back" (TEDxStanford) Interview with Tanya Luhmann (NPR Fresh Air, Nov 2012) 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 & 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</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 9: THU JUNE 18 (cont.)</p>	<p>Optional/Extra Readings & Videos (cont.): Luhmann, "magic" (SSRC Frequencies) Report on Glossolalia (ABC) (first 10 mins. only) "God in America" (PBS, 6-hour series)</p> <p>THU JUNE 18: Quiz (9) Evangelical Christianity/Luhmann DUE by 12 NOON THU JUNE 18: Discussion Post (9) DUE by 12 NOON</p>
<p>WEEK 4: MAKING THE FAMILIAR STRANGE</p>	
<p>MODULE 10: TUE JUNE 23</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, and 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)</p> <p>TUE JUNE 23: Quiz (10) Zambia/Turner DUE by 12 NOON TUE JUNE 23: Discussion Post (10) DUE by 12 NOON TUE JUNE 23: WEBINAR (3) @ 6:00 - 7:30 pm</p>
<p>MODULE 11.1: WED JUNE 24</p>	<p>Birth (Davis-Floyd)</p> <p>Required Reading: Davis-Floyd, Introduction & Ch. 2 "The Technocratic Model" (excerpts from <i>Birth as an American Rite of Passage</i>)</p> <p>Required Videos: Clips from Monty Python's <i>The Meaning of Life</i> (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 (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 2018) 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) 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>WED JUNE 24: Quiz (11) Birth/Davis Floyd DUE by 12 NOON WED JUNE 24: Discussion Post (11) DUE by 12 NOON</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
MODULE 11.2: THU JUNE 25	THU JUNE 25: FINAL PAPER (FIRST DRAFT) DUE by 12 NOON
WEEK 5: THE SPIRIT CATCHES YOU & CONCLUSION	
MODULE 12: TUE JUNE 30	<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 <i>The Split Horn: Life of a Hmong Shaman in America</i> (via SJSU library, 60 mins.)</p> <p>TUE JUNE 30: Quiz (12.1) Spirit Catches You (1-5) DUE by 12 NOON TUE JUNE 30: Quiz (12.2) Spirit Catches You (6-10) DUE by 12 NOON TUE JUNE 30: Quiz (12.3) Split Horn DUE by 12 NOON</p>
MODULE 13: WED JULY 1	<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> "The Hmong People Prefer Shamans Over Doctors. So One Hospital Decided to Provide Both" (Upworthy Video) Hmong Studies Internet Resource Center</p> <p>WED JULY 1: Quiz (13.1) Spirit Catches You (11-15) DUE by 12 NOON WED JULY 1: Quiz (13.2) Spirit Catches You (16-Afterword) DUE by 12 NOON WED JULY 1: Discussion Post (12) DUE by 12 NOON WED JULY 1: WEBINAR (4) @ 6:00 - 7:30 pm</p>
MODULE 14: THU JULY 2	<p><u>Optional/Extra Readings & Videos:</u> 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>THU JULY 2: FINAL ESSAY (FINAL DRAFT) DUE by 12 NOON</p> <ul style="list-style-type: none"> • (FRI JULY 10: GRADES DUE)