

San José State University, Humanities Department, Religious Studies Program

RELS/ANTH 122, Magic, Science & Religion (Summer 2021)

Instructor:	Dr. Lee Gilmore (she/her)
Email:	lee.gilmore@sjsu.edu
Office Location/Hours	Tuesdays 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.)
Class Days/Time:	This course is fully online and mostly asynchronous. Four live Zoom Meetings will be held. See <i>Assignments & Course Schedule</i> below for dates & more info.
Canvas Classroom:	<ul style="list-style-type: none">• https://sjsu.instructure.com/courses/1423981
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 & Teaching Twitter:	<ul style="list-style-type: none">• http://www.sjsu.edu/people/lee.gilmore• https://twitter.com/ProfLeeGilmore

Land Acknowledgement:

The land on which San José State University stands occupies the traditional territory of the Muwekma Ohlone, and today the Bay Area is the home to many indigenous people from across the Americas.

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 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) 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](https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php) (<https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php>)

- **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**

University Policies

Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. For *Summer 2021* semester, 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, or roughly 27 hours per week for our 5-week course.)*

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>.

Course Policies

Late Policy

You are expected to complete ALL assignments by the posted DUE DATES in the *Course Schedule* below, because the course runs much more smoothly for everyone that way. **Late Quizzes and Discussion Posts will generally be accepted, BUT I reserve the right to refuse to accept exceptionally late assignments at my own discretion and/or to deduct points once assignments are more than 24 hours late** (up to 1 point per day, including weekends, for Quizzes & Discussion Posts, and up to -5 points per day for Final Paper).

The regular DUE DATE/TIME during this summer course is set for NOON three days a week (see Course Schedule below). HOWEVER, that is not necessarily the exact time I expect you to turn things in. Ideally, you should plan to complete each module's readings, videos, and writing assignments sometime BEFORE the last minute. Plan your regular schedules ahead of time in order to meet the weekly deadlines, while also accommodating your other commitments as needed.

HERE'S THE DEAL: If you submit something within 24 hours of the deadline, I won't subtract any late penalties. That 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 NOON on the days that things are due. **However, remember that the summer sessions go fast, so if you make a regular habit of submitting late assignments, you may very quickly fall behind and find it difficult to complete the course adequately.** And although 1-2 deducted points is very unlikely to make a difference in your final grade (see *Final Grade Scale* below), too many subtracted points from too many late assignments 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. (it's not all the way over yet...)

ON THAT NOTE: **Your health and safety — and the health and safety of your families and communities — are always WAY more important than my meetings and due dates.** (That includes your mental health.) If you are impacted by the ongoing pandemic — or any other chaos the summer of 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 this summer session with as much grace, kindness, curiosity, and responsibility as possible. This means that I will be as flexible as I can, but 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. **It is not possible to adequately complete all material in this class at the last minute. Put all deadlines & due dates in your own calendar.**

Course Policies (cont.)

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* above), 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, curiosity, and rigorous analytical 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 & deadlines and not fall behind — especially during the fast-paced summer session — 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 (especially during the fast-paced summer session).

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://www.turnitin.com) (as well as by my 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 — 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.**

Course Policies (cont.)

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 & Assignments

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)

Zoom Meetings (up to 50 points total)

During SUMMER 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.**

Zoom Meetings for Summer 2021 are scheduled as follows:

- ZOOM MEETING (1): TUE JUNE 1 @ 6:00 - 7:30 pm
- ZOOM MEETING (2): WED JUNE 9 @ 6:00 - 7:30 pm
- ZOOM MEETING (3): THU JUNE 17 @ 6:00 - 7:30 pm
- ZOOM MEETING (4): MON JUNE 28 @ 6:00 - 7:30 pm

The days of the week vary in order to (hopefully) make it possible for everyone to participate in at least one. However, 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.

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)

Assignments (cont.)

Quizzes (up to 400 points total)

Every week, you will have several 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.**

- 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)

For each module, you will watch a series of ~5-15 minute video lectures (labeled 2a, 2b, 2c, etc). These explain some of the more subtle and complex ideas we will encounter in this course. Sometimes this will mean going over — or going more deeply into — the ideas in the readings and other videos (produced by people other than myself). But frequently the video lectures will include ideas not directly discussed in the readings. (As you watch the video lectures, it's a good idea to take notes, as you would in a traditional face-to-face classroom. Also note that each video includes a transcript, as well as a link to a pdf of the slide deck I used to make the video.)

You will then write a Discussion Post about the Video Lectures. For each Discussion Post, think about how the ideas discussed in the videos illuminate concepts from the assigned readings, and make note of any places where you still have questions. Each post will also ask you to reflect back on the previous week's discussion and my collective 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 of these.** For more details, see on Canvas:

- *READ ME: About Video Lectures & Discussion Posts*
- *READ ME: Discussion 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 and the consequences of competing and changing paradigms.

- The Final Paper should be ~3-5 pages long (1000-1500 words) and is **DUE by FRI JULY 2 @ NOON**
- OPTIONAL: If you want feedback from me before submitting a final version of your Final Paper, you may submit a one paragraph introduction (including a thesis statement) and works cited list by no later than NOON on MON JUNE 28.
- (See *Assignments: Final Essay* in Canvas for more details)

EXTRA CREDIT: Twitter 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.

Up to 5 extra credit points may be earned by following and participating with my teaching twitter. Full credit if you follow within the first couple of weeks, less if you start following after Week 2. 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 already, you can create a twitter account for the purposes of this course and delete it at the end of the course.

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

**RELS/ANTH 122: Magic, Science, & Religion
SUMMER 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 days BEFORE the last minute of each deadline. Plan your 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
WEEK 1: INTRODUCTION TO THE ANTHROPOLOGY OF MAGIC, SCIENCE & RELIGION	
<p><u>MODULE 0:</u> TUE JUNE 1</p>	<p><u>Welcome to Magic, Science & Religion</u></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 the Module 1 readings, videos & assignments this week and see the <u>Late Policy</u> and <u>IMPORTANT NOTE ABOUT DUE DATES & DEADLINES</u> above</p> <p><u>TUE JUNE 1: ZOOM MEETING (1) @ 6:00 - 7:30 pm</u></p>
<p><u>MODULE 1:</u> WED JUNE 2</p>	<p><u>Intro to Religious Studies</u></p> <p><u>Required Readings:</u> Myhre, "What is Religion?"(2009) Geertz, "Religion Is" (excerpt from "Religion as Cultural System") (1973)</p> <p><u>Required Videos:</u> Video Lecture (1a): Intro to the Study of Religion (9 mins) Video Lecture (1b): Defining Religion (& Magic) (10 mins) Video Lecture (1c): Exclusivism, Relativism, Pluralism, & the Elephant (10 mins) Video Lecture (1d): On Christianity & its Different Branches (9 mins) John Green, "On Religion (Redux)" (Vlogbrothers, 2.5 mins)</p> <p><u>Optional/Extra Readings:</u> Harvard Religious Literacy Project "Our Method" (2014) Some Definitions of & Statements About Religion (Canvas Page) Eck, "More on Pluralism & Exclusivism" (excerpt from <i>Encountering God</i>, 2003) Geertz, "Religion as Cultural System" (full essay) (1965) Singh, "Why universities--and the rest of us--need religion studies" (Religion News, 2020) Smith, "Religion, Religions, Religious" (excerpt from <i>Critical Terms for Religious Studies</i>, 1998)</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><u>WED JUNE 2: Quiz (1) Intro to Religious Studies DUE by NOON</u> <u>WED JUNE 2: Discussion Post (1) DUE by 12 NOON</u></p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 2: FRI JUNE 4</p> <p>LAST DAY TO DROP</p>	<p><u>Intro to The Anthropology of Religion</u></p> <p><u>Required Readings:</u> Winkelman & Baker, "Anthropology & the Study of Religion" (2010) Miner, "Body Ritual Among the Nacirema" (1956) Geertz, "Webs of Significance" (excerpt from "Thick Description") (1973)</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 & Ritual" (TedTalk, 19 mins)</p> <p><u>Optional/Extra Readings:</u> Geertz, "Thick Description: Toward an Interpretive Theory of Culture" (full essay) (1973) Goodman, "Race is Real, But It's Not Genetic" (Sapiens, 2021) Klein, "The Anthropologists Who Undid Sex, Race, and Gender" (Sapiens, 2019) Magliocco, "Paganism & Neopaganism" (Encyclopedia of Religious Rites, Rituals & Festivals. 2004) Menand, "How Cultural Anthropologists Redefined Humanity" (New Yorker, 2019) Nicholas, "It's taken thousands of years, but Western science is finally catching up to Traditional Knowledge" (The Conversation, 2018)</p> <p>FRI JUNE 4: Quiz (2) Intro to Anthro of Religion DUE by NOON FRI JUNE 4: Discussion Post (2) DUE by NOON</p>
WEEK 2: ANTHROPOLOGY, SCIENCE, & PARADIGM SHIFTS	
<p>MODULE 3: MON JUNE 7</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>, 1925) Gmelch, "Baseball Magic" (1971)</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, & 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, 2020) Langlois, "When Whales & Humans Talk " (Hakai Magazine, 2018) Schulson, "Can Cult Studies Offer Help With QAnon? The Science Is Thin" (Undark, 2021) Schmalz, "Why the label 'cult' gets in the way of understanding new religions (Religion News Service, 2018) Willems/Goodwin, "QAnon Didn't Just Spring Forth From the Void: It's the Latest From a Familiar Movement" (Religion Dispatches, 2020) Xygalatas, "The Perennial Power of Ritual" (Sapiens, 2016) Xygalatas, "Explaining the Emergence of Coronavirus Rituals" (Sapiens, 2020)</p> <p>MON JUNE 7: Quiz (3) Malinowski + Gmelch DUE by NOON MON JUNE 7: Discussion Post (3) DUE by NOON</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><u>MODULE 4:</u> WED JUNE 9</p>	<p><u>Science! Evolution & 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) (12 mins) Video Lecture (4b): Biblical Creationism vs. Evolution by Natural Selection (14 mins) Video Lecture (4c): BC & AD vs. BCE & CE (5 mins) Video Lecture (4d): Religion & Science (9 mins) Video Lecture (4e): Cosmos & Spirituality (7 mins)</p> <p><u>Optional/Extra Readings & Videos:</u> Carl Sagan's <i>Cosmos</i> (1980), All Episodes, 1-12 Select clips from Sagan's <i>Cosmos</i> (Canvas page) Resources on Catholic Church & Science (Canvas page) More Evolution & Science Resources (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, 2013) Tyson, "What Science Is, and How and Why It Works" (Hayden Planetarium, 2016) Viviani, "A Letter From COVID-19" (Sapiens, 2021) Symphony of Science, "We Are All Connected" (music video, 2009)</p> <p><u>WED JUNE 9: Quiz (4.1) Science + Religion DUE by NOON</u> <u>WED JUNE 9: Quiz (4.2) Cosmos DUE by NOON</u> <u>WED JUNE 9: Discussion Post (4) DUE by NOON</u> <u>WED JUNE 9: ZOOM MEETING (2) @ 6:00 - 7:30 pm</u></p>
<p><u>MODULE 5:</u> FRI JUNE 11</p>	<p><u>Science & Paradigm Shifts</u></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>, 1962) Nickles, "Introduction" (excerpt from <i>Thomas Kuhn</i>, 2002)</p> <p><u>Required Videos:</u> Kuhn's Paradigm Shift (youtube) (3 mins) Video Lecture (5a): Kuhn & 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 & Videos:</u> Crash Course History of Science (youtube series) Glamrou, "What quantum physics taught me about my queer identity" (BBC Ideas, 2019) 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, 2017) Naughton, "Thomas Kuhn: The Man Who Changed the Way the World Looked at Science" (Guardian, 2012) Wallace, "Revitalization Movements" (American Anthropologist, 1956)</p> <p><u>FRI JUNE 11: Quiz (5) DUE by NOON</u> <u>FRI JUNE 11: Discussion Post (5) DUE by NOON</u></p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
WEEK 3: INDIGENOUS & AFRICAN DIASPORA RELIGIONS	
<p>MODULE 6: MON JUNE 14</p>	<p><u>Shamanism (Vitebsky)</u></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 & Podcast:</u> "Animism: Interview with Graham Harvey" (Religious Studies Project Podcast, 2012) Fraser, "The Perils and Privileges of an Amazonian Hallucinogen" (Sapiens, 2017) Hay, "The Colonization of the Ayahuasca Experience: Interview with Evgenia Fotiou" (JSTOR Daily, 2020) Hendrickson, <i>Border Medicine: A Transcultural History of Mexican American Curanderismo</i> (e-book via SJSU lib) Singh, "Why Shamans Stand Apart" (Sapiens, 2019) Torres & Sawyer, <i>Curandero: A Life in Mexican Folk Healing</i> (e-book via SJSU lib)</p> <p>MON JUNE 14: Quiz (6.1) Shamanism/Vitebsky DUE by NOON MON JUNE 14: Quiz (6.2) Siberian Shaman Film DUE by NOON MON JUNE 14: Discussion Post (6) by NOON</p>
<p>MODULE 7: WED JUNE 16- THU JUNE 17</p>	<p><u>Native American Religions + Ojibwe Ontology</u></p> <p><u>Required Readings:</u> Hallowell, "Ojibwa Ontology, Behavior & Worldview" (1960)</p> <p><u>Required Videos:</u> <i>In the Light of Reverence</i> (Part 1, 25 mins. & Part 3, 26 mins.) Video Lecture (7a): Ojibwa Ontology Introduction (7 mins) Video Lecture (7b): Language & Cognition (Part One) (8 mins) Video Lecture (7c): Language & 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) (music video, 4 mins)</p> <p><u>Optional/Extra Readings:</u> Gomez, "Postapocalyptic Communities: Tribal and Religious Organizations Respond to COVID-19" (The Revealer, 2021) Hopkins, "How Alcatraz Island Was Reclaimed by Native Peoples" (Teen Vogue, 2019) Jones, "Is Color Perception a Human Universal?" (Sapiens, 2019) LaDuke, <i>Recovering the Sacred: The Power of Naming and Claiming</i> (via SJSU library) Luger, "This App Can Tell You the Indigenous History of the Land You Live On" (Yes! Magazine, 2018)</p> <p><u>Optional/Extra Videos & Podcast:</u> Boroditsky, "How language shapes the way we think" (TedTalk, 2018) "Why Isn't the Sky Blue" (RadioLab Podcast, 2012) "Dancing Salmon Home" (Winnemem Wintu, 2010) (15 mins) "Two-Spirits, One Dance for Native American Artist" (AJ+, 2016) (2mins) More Films on Native American History + Activism (Canvas page)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 7: WED JUNE 16- THU JUNE 17 (cont.)</p>	<p>WED JUNE 16: Quiz (7.1) Light of Reverence DUE by NOON WED JUNE 16: Quiz (7.2) Ojibwe Ontology DUE by NOON WED JUNE 16: Discussion Post (7) by NOON THU JUNE 17: ZOOM MEETING (3) @ 6:00 - 7:30 pm</p>
<p>MODULE 8: FRI JUNE 18</p>	<p><u>African Diaspora Religions (Vodou/Brown)</u></p> <p><u>Required Readings:</u> Brown, "Preface + Introduction" (excerpts from <i>Mama Lola</i>, 1991)</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> 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, <i>Beyond Primitivism: Indigenous Religious Traditions and Modernity</i> (e-book, via SJSU library) Adegoke, "'Jesus Hasn't Saved Us': The Young Black Women Returning to Ancestral Religions" (Broadly, 2016) Yu, "The Young Brujas Reclaiming the Power of Their Ancestors" (Broadly, 2018)</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, 2015) "Haitian Revolutions" (Crash Course) + "Haitian Revolution" (Khan Academy) Black American History (Crash Course) Video Lecture (8d): Reflexive Ethnography (8 mins)</p> <p>FRI JUNE 18: Quiz (8.1) Vodou/Brown DUE by NOON FRI JUNE 18: Quiz (8.2) Legacy of the Spirits DUE by NOON FRI JUNE 18: Discussion Post (8) DUE by NOON</p>
WEEK 4: MAKING THE FAMILIAR STRANGE	
<p>MODULE 9: MON JUNE 21</p>	<p><u>Evangelical Christianity (Luhmann)</u></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, 2015) (14 mins) Interview with Tanya Luhmann (NPR Fresh Air, Nov 2012) (25 mins) Video Lecture (9a): American Protestantism (14 mins) Video Lecture (9b): When God Talks Back Compared to Mama Lola (11 mins) Video Lecture (9c): God Talks Back + Mama Lola (3 mins)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><u>MODULE 9:</u> MON JUNE 21 (cont.)</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, 2014) Butler, <i>White Evangelical Racism: The Politics of Morality in America</i> (book, 2021) Kruse, "How Corporate America Invented Christian America" (Politico, 2015) Luhmann, "magic" (SSRC Frequencies, 2011) Luhmann, <i>How God Becomes Real: Kindling the Presence of Invisible Others</i> (book, 2020) Luhmann, "What We Believe About Prophecies" (NYT, 2021)</p> <p><u>Optional/Extra Videos:</u> Report on Glossolalia (ABC, 2013) (first 10 mins. only)</p> <p>MON JUNE 21: Quiz (9) Evangelical Christianity/Lurhmann DUE by NOON MON JUNE 21: Discussion Post (9) DUE by NOON</p>
<p><u>MODULE 10:</u> WED JUNE 23</p>	<p><u>Visible Spirit in Zambia (Turner)</u></p> <p><u>Required Reading:</u> Turner, "A Visible Spirit Form in Zambia" (1994)</p> <p><u>Required Videos:</u> Video Lecture (10a): The Turners, the Ndembu, and the Ihamba (9 mins) Video Lecture (10b): Edith Turner & the Blob (13 mins) Video Lecture (10c): Rites of Passage (11 mins)</p> <p><u>Optional/Extra Readings & 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 & 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>WED JUNE 23: Quiz (10) Zambia/Turner DUE by NOON WED JUNE 23: Discussion Post (10) DUE by NOON</p>
<p><u>MODULE 11:</u> FRI JUNE 25</p>	<p><u>Birth (Davis-Floyd)</u></p> <p><u>Required Reading:</u> Davis-Floyd, Introduction & Ch. 2 "The Technocratic Model" (excerpts from <i>Birth as an American Rite of Passage</i>, 1992))</p> <p><u>Required Videos:</u> Hospital Sketch from Monty Python's <i>The Meaning of Life</i> (3.5 mins) Video Lecture (11a): Davis-Floyd & Ritual (12 mins) Video Lecture (11b): Cartesian Dualism & 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 & Videos:</u> More on Hospital vs. Home Birth (Canvas page) BBC, "Woman's life transformed by unbelievable placebo treatment for chronic pain" (2018) Editors, "The New Science of Sex & Gender" (Scientific American, 2017) Fausto-Sterling, "I Can't Breathe: Race in Medical School Curricula" (Boston Review, 2016)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><u>MODULE 11:</u> FRI JUNE 25 (cont.)</p>	<p><u>Optional/Extra Readings & Videos (cont.):</u> Greenberg, "What if the Placebo Effect Isn't a Trick?" (NYT, 2018) Vega, "How Natural Birth Became Inaccessible to the Poor" (Sapiens, 2018) Villarosa, "Why America's Black Mothers & Babies are in a Life-or-Death Crisis" (NYT, 2018) Wallis, "Why Racism, Not Race, is a Risk Factor for Dying of COVID-19" (Scientific American, 2020) Wispelwey and Morse, "An Antiracist Agenda for Medicine" (Boston Review, 2021)</p> <p>FRI JUNE 25: Quiz (11) Birth/Davis Floyd DUE by NOON FRI JUNE 25: Discussion Post (11) DUE by NOON</p>
WEEK 5: THE SPIRIT CATCHES YOU + CONCLUSION	
<p><u>MODULE 12:</u> MON JUNE 28</p>	<p><u>The Spirit Catches You and You Fall Down (1)</u></p> <p><u>Required Reading:</u> Fadiman, <i>The Spirit Catches You and You Fall Down</i>, (2012) 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>MON JUNE 28: Quiz (12.1) Spirit Catches You (1-5) DUE by NOON MON JUNE 28: Quiz (12.2) Spirit Catches You (6-10) DUE by NOON MON JUNE 28: Quiz (12.3) Split Horn DUE by NOON MON JUNE 28: OPTIONAL: Final Paper First Paragraph + Works Cited DUE by NOON MON JUNE 28: ZOOM MEETING (4) @ 6:00 - 7:30 pm</p>
<p><u>MODULE 13:</u> TUE JUNE 29 -</p> <p>^NOTE DATE^</p>	<p><u>The Spirit Catches You and You Fall Down (2)</u></p> <p><u>Required Reading:</u> Fadiman, <i>The Spirit Catches You and You Fall Down</i>, (2012) Chaps. 11-19 + Afterword</p> <p><u>Required Videos & 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, 2012) (25 mins)</p> <p><u>Optional/Extra Readings & Video:</u> "The Hmong People Prefer Shamans Over Doctors. So One Hospital Decided to Provide Both" (Upworthy Video, 2017)</p> <p>TUE JUNE 29: Quiz (13.1) Spirit Catches You (11-15) DUE by NOON TUE JUNE 29: Quiz (13.2) Spirit Catches You (16-Afterword) DUE by NOON TUE JUNE 29: Discussion Post (12) DUE by NOON ← NOTE DATE!</p>
<p><u>MODULE 14:</u> FRI JULY 2</p>	<p>FRI JULY 2: FINAL ESSAY DUE by 12 NOON</p> <ul style="list-style-type: none"> • (FRI JULY 9: GRADES DUE)