

San José State University, Humanities Department, Religious Studies Program
RELS/ANTH 122, Magic, Science & Religion (Sections 80 & 81 & 82, FALL 2021)

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| 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"> • SEC 80: https://sjsu.instructure.com/courses/1433709 • SEC 81: https://sjsu.instructure.com/courses/1433797 • SEC 82: https://sjsu.instructure.com/courses/1433800 |
| 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 |
| Teaching Twitter: | <ul style="list-style-type: none"> • https://twitter.com/ProfLeeGilmore |

Land Acknowledgement

We acknowledge that San José State University occupies the unceded territory and traditional home of the Puichon Ohlone-speaking people and the present-day [Muwekma Ohlone Tribe](#). 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.

Course Format

Online only (synchronous, but with optional Zoom Meetings). See *Online Learning Requirements* below for more details.

Key Course Questions

We will examine diverse religions and cultures in historical context in order to better understand the consequences of competing worldviews & 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 do our understandings of magic, science, and religion change when we think of religions as defined more by practice and experience, rather than by belief and dogma?
- How is ritual used in magic, science, and religion to reinforce worldviews and 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?
- 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?
- What is the relevance of these concepts for our current world and how can we use these ideas to dismantle systemic oppressions?
- How does making the strange familiar make the familiar strange?

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 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.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

- Remember and describe key concepts from anthropology and religious studies via weekly quizzes and discussion posts.
- Examine and explain why the way we think about the concepts of religion, magic, and science are shaped by our cultural and religious worldviews, including the consequences of competing and changing paradigms, via weekly lectures and discussion posts.
- Demonstrate their understanding of these concepts, including their consequences for colonized and indigenous peoples, by applying them to real world cases studies, via weekly discussion posts and a final essay.
- Analyze in writing the impact of systemic oppressions and social power imbalances for marginalized religions and cultures via a final essay.

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.

Library Liaison

Peggy Cabrera, Peggy.Cabrera@sjsu.edu

Other Technology 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* 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 tablet be running the most recent available operating system and other software. (I do not recommend trying to complete this course on a phone.)

- 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 and 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 Requirements & Assignments

Quizzes (up to 425 points total)

Every week, you will have at least one quiz 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* 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 short answer, and are worth between **10-30 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 each week, 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 (13 @ up to 25 points each, up to 325 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, 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 NOV 21 @ MIDNIGHT** and is worth up to 100 points
The FINAL DRAFT is **DUE by WED DEC 8 @ NOON** and is worth up to 150 points
- (See *Assignments: Final Essay* in Canvas for more details)

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

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

EXTRA CREDIT: Zoom Meetings (optional, up to 20 points of Extra Credit Available)

Four times this semester, I will hold Zoom Meetings. These sessions are an opportunity to discuss the readings, ask questions, and get a better understanding of core issues and concepts. You can earn up to 5 points of extra credit each for attending AND participating in these Zoom sessions. **COME PREPARED WITH QUESTIONS FOR ME ABOUT THE MATERIAL.**

It is highly 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 after the session. And if you cannot attend any of the sessions in real time, you may still earn extra credit by watching the recordings, writing a short summary of what was discussed, and emailing that to me within one week of each meeting.

FYI, in this class, it is okay if you join these sessions a little late, or need to leave a little early. Unlike a regular classroom, you can always go back and watch the recording of the portion you missed, and it's also not as disruptive when people join a Zoom Meeting late as it is when they walk into a regular classroom late. You do need to attend for at least one full hour for it to count for towards the full 5 points of extra credit, but I'll make a note for at least partial credit if you show up for at least some portion of the time. Invitation links will be sent via email and Canvas Announcements. Zoom Meetings for Fall 2021 are scheduled as follows:

- ZOOM MEETING (1): THU AUG 19 @ 6:00 - 7:30 pm
- ZOOM MEETING (2): TUE SEP 21 @ 6:00 - 7:30 pm
- ZOOM MEETING (3): WED NOV 3 @ 6:00 - 7:30 pm
- ZOOM MEETING (4): MON DEC 6 @ 6:00 - 7:30 pm

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 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 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 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

Other Assignment Policies (see links on Canvas Home Page)

- READ ME: *Discussion Forum & Chat Etiquette Guidelines*
- READ ME: *General Criteria and Guidelines for Written Assignments*

Grading Information

Determination of Grades (100% = 1000 points)

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|---------|----------|---------|---------|---------|---------|--------|---------------|
| A plus | 1000-975 | B plus | 899-875 | C plus | 799-775 | D plus | 699-650 |
| A | 974-925 | B | 874-825 | C | 774-725 | D | 649-600 |
| A minus | 924-900 | B minus | 824-800 | C minus | 724-700 | F | less than 600 |

Total Assignment Points Possible

- 425 = Quizzes (21 @ up to 10-30 points each)
- 325 = Discussions (13 @ up to 25 points each)
- 250 = Final Paper (up to 100 points for First Draft + up to 150 points for Final Draft)
- +50 = (up to 50 points of extra credit available for attending optional Zoom Meetings, &/or following the course twitter, &/or commenting on other people's posts in the discussion forums)

Upper Division GE Courses (Areas R, S, V)

Passage of the Writing Skills Test (WST) or the WST Directed Self Placement or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

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, 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 and deadlines and not fall behind, as it is neither acceptable nor humanly possible to satisfactorily complete all of the course assignments at the last minute. If you run into any difficulties that could interfere with 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.

Plagiarism Policy

Plagiarism means **copying words from any source without placing those words in "quotation 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* violation of academic integrity **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. Submitting papers written for previous classes without prior permission is also a violation of academic integrity.

The Final Paper for this course will be checked for plagiarism via 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.

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 MIDNIGHT on Sundays (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 due date, I won't subtract any late penalties. That means you always have a little bit of wiggle room on the deadlines, so don't stress out about submitting things by exactly by 11:59 pm each week. (12:05 am, 2:30 am, or 10:00 am is all fine.) **However, 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 are 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. I will waive late penalties in the case of illness or other emergencies. BUT FAIR 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.

University Policies

University Policies

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Other Course Policies

Be a Participant, Not a Spectator

This course is an opportunity for you to learn about the social and cultural construction of worldviews and paradigms using the concepts we call magic, science, and religion. **Active and engaged participation in our class is required and your grade will be a direct reflection of how much effort you put into this course.** While emergencies and illnesses may at times be unavoidable (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.

FALL 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 |
|---|---|
| INTRODUCTION TO THE ANTHROPOLOGY OF MAGIC, SCIENCE & RELIGION | |
| <p><u>MODULE 0:</u> THU AUG 19 - SUN AUG 22</p> <p>AUG 19: ASHURA (SHI'A MUSLIM HOLY DAY)</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 About Zoom Meetings (Extra Credit) About Twitter (Extra Credit)</p> <p>GET STARTED ON MODULE 1 READINGS, VIDEOS, & ASSIGNMENTS THIS WEEK <u>THU AUG 19: ZOOM MEETING (1) @ 6:00 - 7:30 pm</u></p> |
| <p><u>MODULE 1:</u> MON AUG 23 - SUN AUG 29</p> | <p><u>Intro to Religious Studies</u></p> <p><u>Required Readings:</u> Some Definitions and Other Statements About Religion: Geertz, Asad, Chidester, Eck, & others (Canvas Page/google doc)</p> <p><u>Required Videos:</u> Video Lecture (1a): Intro to the Study of Religion (13 mins) Video Lecture (1b): Defining Religion (14 mins) Video Lecture (1c): Exclusivism, Relativism, Pluralism, & the Elephant (12.5 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> Asad, "The Construction of Religion as an Anthropological Category," (full chapter from <i>Genealogies of Religion</i>, 1993) Chidester, <i>Authentic Fakes: Religion and American Popular Culture</i> (full e-book via SJSU library, 2005) Eck, <i>Encountering God: A Spiritual Journey from Bozeman to Banaras</i> (full book via SJSU library, 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" (from <i>Critical Terms for Religious Studies</i>, 1998) Harvard Religious Literacy Project "Our Method" (2014)</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>SUN AUG 29: Quiz (1) Intro to Religious Studies DUE by MIDNIGHT</u> <u>SUN AUG 29: Discussion Post (1) DUE by 12 MIDNIGHT</u></p> |

| MODULE / DATES | SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES |
|---|--|
| <p>MODULE 2: MON AUG 30 - SUN SEP 5</p> <p><i>TUE AUG 31:</i> <i>LAST DAY TO DROP</i> <i>WITHOUT "W"</i></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>SUN SEP 5: Quiz (2) Intro to Anthro of Religion DUE by MIDNIGHT SUN SEP 5: Discussion Post (2) DUE by MIDNIGHT</p> |
| <p>MODULE 3: MON SEP 6 - SUN SEP 12</p> <p><i>MON SEP 6:</i> <i>LABOR DAY</i> <i>(CAMPUS CLOSED)</i></p> <p><i>TUE SEP 7:</i> <i>ROSH HASHANAH</i></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>SUN SEP 12: Quiz (3) Malinowski + Gmelch DUE by MIDNIGHT SUN SEP 12: Discussion Post (3) DUE by MIDNIGHT</p> |

| MODULE / DATES | SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES |
|---|---|
| SCIENCE, RELIGION, & PARADIGM SHIFTS | |
| <p>MODULE 4: MON SEP 13 - SUN SEP 19</p> <p>THU SEP 16: YOM KIPPUR</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 Ghose, "Just a Theory": 7 Misused Science Words" (Scientific American, 2013)</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) 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>SUN SEP 19: Quiz (4.1) Science + Religion DUE by MIDNIGHT SUN SEP 19: Quiz (4.2) Cosmos DUE by MIDNIGHT SUN SEP 19: Discussion Post (4) DUE by MIDNIGHT</p> |
| <p>MODULE 5: MON SEP 20 - SUN SEP 26</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 Series (youtube) Glamrou, "What quantum physics taught me about my queer identity" (BBC Ideas, 2019) 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>TUE SEP 21: ZOOM MEETING (2) @ 6:00 - 7:30 pm SUN SEP 26: Quiz (5) DUE by MIDNIGHT SUN SEP 26: Discussion Post (5) DUE by MIDNIGHT</p> |

| MODULE / DATES | SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES |
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| MAGIC, RITUAL, & INDIGENOUS RELIGIONS | |
| <p>MODULE 6: MON SEP 27 - SUN OCT 3</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, 2014) Singh, "Why Shamans Stand Apart" (Sapiens, 2019) Strobel, <i>Babaylan: Filipinos and the Call of the Indigenous</i> (book via SJSU lib, 2010) Torres & Sawyer, <i>Curandero: A Life in Mexican Folk Healing</i> (e-book via SJSU lib, 2005) Viveiros De Castro, <i>The Relative Native: Essays on Indigenous Conceptual World</i> (e-book via SJSU lib, 2015)</p> <p>SUN OCT 3: Quiz (6.1) Shamanism/Vitebsky DUE by MIDNIGHT SUN OCT 3: Quiz (6.2) Siberian Shaman Film DUE by MIDNIGHT SUN OCT 3: Discussion Post (6) by MIDNIGHT</p> |
| <p>MODULE 7: MON OCT 4 - SUN OCT 10</p> | <p><u>Ojibwe Ontology</u></p> <p><u>Required Readings:</u> Hallowell, "Ojibwa Ontology, Behavior & Worldview" (1960)</p> <p><u>Required Videos:</u> 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) Tall Paul, "Prayers in a Song" (Ojibwe Hip Hop) (music video, 4 mins)</p> <p><u>Optional/Extra Readings, Videos & Podcast:</u> Boroditsky, "How language shapes the way we think" (TedTalk, 2018) Jones, "Is Color Perception a Human Universal?" (Sapiens, 2019) Riehl, "Why Are Languages Worth Preserving?" (Sapiens, 2019) "Why Isn't the Sky Blue" (RadioLab Podcast, 2012) "Two-Spirits, One Dance for Native American Artist" (AJ+, 2016) (2mins)</p> <p>SUN OCT 10: Quiz (7) Ojibwe Ontology DUE by MIDNIGHT SUN OCT 10: Discussion Post (7) by MIDNIGHT</p> |

| MODULE / DATES | SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES |
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| <p>MODULE 8: MON OCT 11 - SUN OCT 17</p> <p>MON OCT 11: INDIGENOUS PEOPLES' DAY</p> | <p><u>Native American Sacred Places</u></p> <p><u>Required Readings:</u> LaDuke, "In the Time of Sacred Places" (2017)</p> <p><u>Required Videos:</u> <i>In the Light of Reverence</i> (Part 1, 25 mins. & Part 3, 26 mins.) Video Lecture (8a) Light of Reverence & Winona LaDuke) (7 mins) Video Lecture (8b) Native American History & Activism (7 mins) Video Lecture (8c): Native American Sacred Places (9 mins)</p> <p><u>Optional/Extra Readings & Videos:</u> Pluralism Project, <i>Rivers of Faith: Native American Traditions</i> (web) Dadigan, "The Shasta Dam Killed Off This Tribe's Salmon--Or So They Thought" (Yes Magazine, 2017) 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) LaDuke, <i>Recovering the Sacred</i> (book via SJSU library, 2005) Levy, "Devils Tower: Why We Don't Climb in June" (Outdoor Journal, 2018) Luger, "This App Can Tell You the Indigenous History of the Land You Live On" (Yes Magazine, 2018) Roy, "New Zealand River Granted Same Legal Rights as Human Being" (Guardian, 2017) "Dancing Salmon Home" (Winnemem Wintu, 2010) (15 mins) "Standing on Sacred Ground" (Sacred Land Film Project, via SJSU library, 4 hour series) More Films on Native American History + Activism (Canvas page)</p> <p>SUN OCT 17: Quiz (8.1) Sacred Places/La Duke DUE by MIDNIGHT SUN OCT 17: Quiz (8.2) Light of Reverence DUE by MIDNIGHT SUN OCT 17: Discussion Post (8) by MIDNIGHT</p> |
| <p>MODULE 9: MON OCT 18 - SUN OCT 24</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 (9a): African Diasporic Religions (12 mins) Video Lecture (9b): Mama Lola + African Pantheons (11 mins) Video Lecture (9c): 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 & Videos:</u> Adegoke, "Jesus Hasn't Saved Us': The Young Black Women Returning to Ancestral Religions" (Broadly, 2016) Brown, <i>Mama Lola: A Vodou Priestess in Brooklyn</i> (e-book via SJSU library, 2005) Chireau, <i>Black Magic: Religion and the African American Conjuring Tradition</i> (e-book, via SJSU library) Olupona, <i>Òriṣà Devotion as World Religion: The Globalization of Yorùbá Religious Culture</i> (e-book, via SJSU library, 2008) Yu, "The Young Brujas Reclaiming the Power of Their Ancestors" (Broadly, 2018) "The Atlantic Slave Trade in Two Minutes" (Slate, 2015) "Haitian Revolutions" (Crash Course) "Haitian Revolution" (Khan Academy)</p> |

| MODULE / DATES | SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES |
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| <p>MODULE 9: MON OCT 18 - SUN OCT 24 (cont.)</p> | <p><u>Optional/Extra Readings & Videos (cont.):</u> "Black American History Series" (Crash Course) "In God We Trust" (first 10 mins, via SJSU library) Ibeyi, "River" (music video) Video Lecture (9d): Reflexive Ethnography (8 mins)</p> <p>SUN OCT 24: Quiz (9.1) Vodou/Brown DUE by MIDNIGHT SUN OCT 24: Quiz (9.2) Legacy of the Spirits DUE by MIDNIGHT SUN OCT 24: Discussion Post (9) DUE by MIDNIGHT</p> |
| MAKING THE FAMILIAR STRANGE | |
| <p>MODULE 10: MON OCT 25 - SUN OCT 31</p> | <p><u>Evangelical Christianity (Luhmann)</u></p> <p><u>Required Reading:</u> Luhmann, "Preface" (excerpt from <i>When God Talks Back</i>) Luhmann, "magic" (SSRC Frequencies, 2011)</p> <p><u>Required Videos & Podcast:</u> Tanya Luhmann, "When God Talks Back" (TEDxStanford, 2015) (14 mins) Video Lecture (10a): American Protestantism (14 mins) Video Lecture (10b): When God Talks Back Compared to Mama Lola (11 mins) Video Lecture (10c): God Talks Back + Mama Lola (3 mins)</p> <p><u>Optional/Extra Readings, Videos, & Podcast:</u> American Religious Landscape Survey (Pew Research Center, 2014) 2020 Census of American Religion (Public Religion Research Institute, 2020) 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) Kruse, "How Corporate America Invented Christian America" (Politico, 2015) Luhmann, <i>How God Becomes Real: Kindling the Presence of Invisible Others</i> (e-book via SJSU lib, 2020) Luhmann, "What We Believe About Prophecies" (NYT, 2021) Interview with Tanya Luhmann (NPR Fresh Air, Nov 2012) (25 mins) Report on Glossolalia (ABC, 2013) (first 10 mins. only)</p> <p>SUN OCT 31: Quiz (10) Evangelical Christianity/Luhmann DUE by MIDNIGHT SUN OCT 31: Discussion Post (10) DUE by MIDNIGHT</p> |
| <p>MODULE 11: MON NOV 1 - SUN NOV 7</p> <p>NOV 4: DIWALI (HINDU FESTIVAL)</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 (11a): The Turners, the Ndembu, and the Ihamba (9 mins) Video Lecture (11b): Edith Turner & the Blob (13 mins) Video Lecture (11c): Rites of Passage (11 mins)</p> <p><u>Optional/Extra Readings:</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> |

| MODULE / DATES | SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES |
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| <p>MODULE 11: MON NOV 1 - SUN NOV 7 (cont.)</p> | <p>WED NOV 3: ZOOM MEETING (3) @ 6:00 - 7:30 pm SUN NOV 7: Quiz (11) Zambia/Turner DUE by MIDNIGHT SUN NOV 7: Discussion Post (11) DUE by MIDNIGHT</p> |
| <p>MODULE 12: MON NOV 8 - SUN NOV 14</p> <p>THU NOV 11: VETERANS DAY (CAMPUS CLOSED)</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 (12a): Davis-Floyd & Ritual (12 mins) Video Lecture (12b): Cartesian Dualism & Mechanistic Worldview (12 mins) Video Lecture (12c): Technocratic Birth (Part One) (8 mins) Video Lecture (12d): 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) Carroll, "The Placebo Effect Doesn't Apply Just to Pills" (NYT, 2014) Editors, "The New Science of Sex & Gender" (Scientific American, 2017) Fausto-Sterling, "I Can't Breathe: Race in Medical School Curricula" (Boston Review, 2016) 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 & Morse, "An Antiracist Agenda for Medicine" (Boston Review, 2021)</p> <p>SUN NOV 14: Quiz (12) Birth/Davis-Floyd DUE by MIDNIGHT SUN NOV 14: Discussion Post (12) DUE by MIDNIGHT</p> |
| THE SPIRIT CATCHES YOU + CONCLUSION | |
| <p>MODULE 13: MON NOV 15 - SUN NOV 21</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> <i>The Split Horn: Life of a Hmong Shaman in America</i> (via SJSU library, 60 mins) Video Lecture (13a): Intro to the Spirit Catches You (12 mins) Video Lecture (13b): Hmong Shamanism (Part One) (12 mins) Video Lecture (13c): Hmong Shamanism (Part Two) (10 mins) Video Lecture (13d): Medicine, Religion, Society (11 mins)</p> <p>SUN NOV 21: Quiz (13.1) Spirit Catches You (1-5) DUE by MIDNIGHT SUN NOV 21: Quiz (13.2) Spirit Catches You (6-10) DUE by MIDNIGHT SUN NOV 21: Quiz (13.3) Split Horn DUE by MIDNIGHT SUN NOV 21: Final Paper First Draft DUE by MIDNIGHT (OPTIONAL)</p> |

| MODULE / DATES | SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES |
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| <p>MON NOV 22 - SUN NOV 28</p> <p>WED NOV 24 - FRI NOV 26 THANKSGIVING HOLIDAY (CAMPUS CLOSED)</p> | <p><u>NO REQUIRED READINGS or VIDEOS THIS WEEK!</u></p> <p>Finish <i>The Spirit Catches You & You Fall Down</i>, work on your Final Essays, catch up on anything you might have fallen behind on, and enjoy the holiday.</p> |
| <p><u>MODULE 14:</u> MON NOV 29- SUN DEC 5</p> <p>MON NOV 29: ROSH HASHANAH</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 (14a): Othering Metaphors (8 mins) Video Lecture (14b): Cultural Relativism, Part 1 (7 mins) Video Lecture (14c): 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) Crosley-Corcoran, "Explaining White Privilege to a Broke Person" (2013) Moses, "Is the Term 'People of Color' Acceptable in This Day and Age?" (Sapiens, 2016) Moses, "Why Do We Keep Using the Word 'Caucasian'?" (Sapiens, 2017) Shulist et al, "The Power of the Dictionary; Why Dictionaries Are NOT Value-Neutral" (Sapiens, 2016) "What is Systemic Racism?" (Race Forward, 2015)</p> <p>SUN DEC 5: Quiz (14.1) Spirit Catches You (11-15) DUE by MIDNIGHT SUN DEC 5: Quiz (14.2) Spirit Catches You (16-Afterword) DUE by MIDNIGHT SUN DEC 5: Discussion Post (13) DUE by MIDNIGHT</p> |
| <p><u>MODULE 15:</u> MON DEC 6- SUN DEC 12</p> | <p><u>Course Conclusion + Finals Week</u></p> <p>MON DEC 6: ZOOM MEETING (4) @ 6:00 - 7:30 pm WED DEC 8: FINAL ESSAY (FINAL DRAFT) DUE by 12 NOON</p> <ul style="list-style-type: none"> • (MON DEC 6: LAST DAY OF INSTRUCTION) • (WED DEC 8-TUE DEC 14: FINALS WEEK) • (FRI DEC 17: GRADES DUE) |