

**RELS/ANTH 122, Magic, Science & Religion (Sections 80 & 81 & 82, FALL 2022)**

<b>Instructor:</b>	Dr. Lee Gilmore (she/her)
<b>Email:</b>	<a href="mailto:lee.gilmore@sjsu.edu">lee.gilmore@sjsu.edu</a>
<b>Office Location/Hours</b>	Tuesdays 1pm-2pm, <a href="#">via Zoom</a> . I'm also available by appointment via Zoom. See <i>Course Home Page</i> for link. (I live in Oregon & teach online only.)
<b>Class Days/Time:</b>	This course is fully online & asynchronous. Four live Zoom Meetings will be held (& recorded). See <i>Assignments &amp; Course Schedule</i> below for dates & more info.
<b>Canvas Classroom:</b>	<ul style="list-style-type: none"> <li>• SEC 80: <a href="https://sjsu.instructure.com/courses/1487359">https://sjsu.instructure.com/courses/1487359</a></li> <li>• SEC 81: <a href="https://sjsu.instructure.com/courses/1487373">https://sjsu.instructure.com/courses/1487373</a></li> <li>• SEC 82: <a href="https://sjsu.instructure.com/courses/1487799">https://sjsu.instructure.com/courses/1487799</a></li> </ul>
<b>Prerequisites:</b>	Completion of Core GE Requirements; WST passed; 100W completed or concurrent enrollment; upper division standing (60 units)
<b>GE/SJSU Studies Category:</b>	Area V: Cultures and Global Understanding
<b>Teaching Twitter:</b>	<ul style="list-style-type: none"> <li>• <a href="https://twitter.com/ProfLeeGilmore">https://twitter.com/ProfLeeGilmore</a></li> </ul>

**Land Acknowledgement**

The San José State University community recognizes the importance of this land to the indigenous Muwekma Ohlone people of this region, and consistent with our principles of community and diversity strives to be good stewards on behalf of the [Muwekma Ohlone Tribe](#) whose land we occupy.

**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 (asynchronous, but with optional Zoom Meetings). See *Extra Credit: Zoom Meetings* below for more info.

***Area V General Education Learning Objectives (GELOs) (revised Fall 2022)***

**Students shall be able to:**

1. **Analyze historical, social, and/or cultural significance of creative works of human expression (examples include, but are not limited to, written works, images, media, music, dance, technologies, designs), from at least one cultural tradition outside the United States;**
  - *We will analyze the historical, social, and cultural significance several creative works of human expression, specifically a number of religious/spiritual traditions and ritual practices. These will include: traditional Buryat (indigenous Siberian) shamanism and other global shamanisms; traditional Ojibwe worldviews and other lived Native American relationships with sacred landscapes and other-than-human-persons; African-diaspora religions and rituals as sites of reciprocity, resistance, and resilience including Haitian Vodou and Yoruba-derived traditions); Ndembu (indigenous Central African) healing ritual; and traditional Hmong (Southeast Asian ethnic minority) shamanism and cultural practices. We will also analyze and compare these to some of the dominant Euro-American cultures and paradigms, including North American evangelical Christianity and Western scientific empiricism.*

## **Area V General Education Learning Objectives (GELOs) (continued)**

2. **Examine how creative works of human expression [as defined in #1] outside the United States have influenced the United States' cultures;**
  - *We will examine and think comparatively about the historical and cultural contexts of the above-named religious/ritual traditions and cultural worldviews in order understand the presence and influence of traditional Indigenous cosmologies and marginalized spiritual practices on and in U.S. cultures. We will also interrogate some of the ways in which the lived historical and cultural experience of these religious/ritual traditions challenges "Western" assumptions about nationalism, religious boundary maintenance, and empiricism.*
3. **Explain how a culture outside the U.S. has changed in response to internal and external influences;**
  - *We will examine, in cultural/historical contexts, some of the differing consequences of religious change, competing cosmologies, and changing paradigms. This will include investigating some specific examples of culture change and acculturation in societies outside of (and/or immigrating to) the U.S., as well as how the ideologies of "magic," "science," and "religion" can all be observed in both non-Western and Euro-American worldviews and cosmologies.*
4. **Appraise how the study of creative works of human expression from outside the United States shapes one's own understanding of cultural experiences and practices.**
  - *We will interrogate the concepts of magic, science, and religion by comparing the above named religious/ritual traditions, cultural worldviews, and human expressions with "Western" points of view in order to discern how our understandings of these concepts changes when we think of religions as defined more by ritual practice and lived experience, rather than only by belief, dogma, or ideology. We will also consider how our understandings of these concepts changes when we take questions of power into account, and examine creative cultural expressions, experiences, and practices from the point of view of colonized and marginalized peoples, rather than normative, socially dominant, religions. Finally, we will explore the relevance of these concepts for our current world and the work of dismantling systemic oppressions.*

### **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 discussion posts.
- Demonstrate their understanding of these concepts, including their consequences for Indigenous & colonized 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 Indigenous and 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.

### **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

## **Readings & Other Required Media (continued)**

### **Technology Requirements (continued):**

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**

### **Library Liaison**

Peggy Cabrera, [Peggy.Cabrera@sjsu.edu](mailto:Peggy.Cabrera@sjsu.edu)

## **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 Discussion 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 in a timely fashion.** For more details, see on Canvas:

- *READ ME: About Video Lectures & Discussion Posts*
- *READ ME: Discussion Forum Guidelines*
- *READ ME: Discussion Rubric Details*

## Course Requirements & Assignments (continued)

### 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 20 @ MIDNIGHT** and is worth up to 100 points  
The FINAL DRAFT is **DUE by FRI DEC 9 @ NOON** and is worth up to 150 points
- (See *Assignments: Final Essay* in Canvas for more details)

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

Four times this semester, I will hold live 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. 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 extra credit if you show up for at least some portion of the time. Zoom Meetings for Fall 2022 are scheduled as follows:

- MON AUG 22: ZOOM MEETING (1) @ 6:00 - 7:30 pm
- TUE SEP 27: ZOOM MEETING (2) @ 6:00 - 7:30 pm
- WED NOV 9: ZOOM MEETING (3) @ 6:00 - 7:30 pm
- THU DEC 1: ZOOM MEETING (4) @ 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 of Extra Credit 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)

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

## **Grading Information (continued)**

### **Total Assignment Points Possible**

- 425 = Quizzes (22 @ 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)

### **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.

### **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.

## **University Policies**

### **University Policies**

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.

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**

### **Late Policy**

HERE'S THE DEAL: 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. **However, I do accept late assignments and there is always a 24-hour grace period before I may start subtracting late penalties** (up to -1 point per day for Quizzes & Discussion Posts, and up to -5 points per day for the Final Paper).

The regular DUE DATE & TIME for both Quizzes and Discussion Posts in this course is MIDNIGHT on Sundays. HOWEVER, because of the 24-hour grace period, you always have some wiggle room on the deadlines for the weekly assignments, so don't stress out about submitting them exactly by the deadline (i.e. 12:01 am, 2:00 am or even 10:00 am the next morning is all fine).

## ***Other Course Policies (continued)***

### **Late Policy (continued)**

Ideally, you should plan to complete each week's assignments sometime during the week (or weekend) **BEFORE the last minute**. Put all deadlines & due dates in your own calendar and plan your regular schedules ahead of time in order to meet the weekly deadlines, while also accommodating your other commitments as needed. You are also encouraged to work ahead at your own pace, but please don't get too far ahead on the Discussions or it will be harder for me to provide substantive and personalized feedback.

**FAIR WARNING: do not abuse this policy. 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 *Determination of Grades* above), too many subtracted points from too many late assignments can add up fast and dramatically reduce your final grade. Furthermore, **it is not possible to adequately complete all material in this class at the last minute. I reserve the right to refuse to accept exceptionally late assignments at my own discretion. No late Quizzes or Discussion Posts will be accepted after the last day of regular classes.**

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.

### **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 quotation 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](https://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 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 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 2022 Course Schedule

### **IMPORTANT NOTE ABOUT DUE DATES & DEADLINES**

As stated in the *Late Policy* above, the due dates and times in the *Course Schedule* below are not necessarily the exact time I expect you to turn things in. Ideally, you should plan to complete each week's readings, videos, and assignments sometime during the week BEFORE the last minute on Sunday night. Plan your weekly schedules ahead of time in order to meet the regular deadlines, while also accommodating your other commitments as needed. You are encouraged to work ahead at your own pace. However, please don't get too far ahead on the Discussions or it will be harder for me to provide personalized feedback. **All times are Pacific Time.**

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<b>INTRODUCTION TO THE ANTHROPOLOGY OF MAGIC, SCIENCE &amp; RELIGION</b>	
<p><u>MODULE 0:</u> FRI AUG 19- SUN AUG 21</p>	<p><b><u>Welcome to Magic, Science &amp; Religion</u></b></p> <p><u>Required Readings:</u> This Syllabus &amp; All Linked Content on Course Front Page About Quizzes About Video Lectures &amp; Discussion Posts About Zoom Meetings (Extra Credit) About Twitter (Extra Credit)</p> <p><b>GET STARTED ON MODULE 1 READINGS, VIDEOS, &amp; ASSIGNMENTS ASAP</b></p>
<p><u>MODULE 1:</u> MON AUG 22 - SUN AUG 28</p>	<p><b><u>Intro to the Study of Religion</u></b></p> <p><u>Required Readings:</u> Some Definitions and Other Statements About Religion: Geertz, Asad, Chidester, Eck, Smith, Tylor, &amp; 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 (15 mins) Video Lecture (1c): Exclusivism and Inclusivism vs. Pluralism &amp; Relativism (9 mins) Video Lecture (1d): On Christianity &amp; its Different Branches (9 mins) John Green, "On Religion (Redux)" (Vlogbrothers, 2.5 mins)</p> <p><u>Optional/Extra Readings, Videos &amp; Podcast:</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, 1993) Geertz, "Religion as Cultural System" (full essay, 1965) Goodwin &amp; Morgenstein-Fuerst, "You might be done with religion, but religion is not done with you," <i>Keeping It 101: A Killjoy's Introduction to Religion Podcast</i> (2020) 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) "Intro to the Protestant Reformation: Setting the Stage, Part I" (Khan Academy, 2013) "Varieties of Protestantism, Part III" (Khan Academy, 2013)</p> <p><b>MON AUG 22: ZOOM MEETING (1) @ 6:00 - 7:30 pm</b> <b>SUN AUG 28: Quiz (1) Intro to Religious Studies DUE by MIDNIGHT</b> <b>SUN AUG 28: Discussion Post (1) DUE by 12 MIDNIGHT</b></p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 2: MON AUG 29 - SUN SEP 4</p>	<p><b><u>Intro to the Anthropology of Religion</u></b></p> <p><u>Required Readings:</u> Winkelman &amp; Baker, "Anthropology &amp; the Study of Religion" (2010) Graeber &amp; Wengrow, "Farewell to Humanity's Childhood" (excerpt from <i>The Dawn of Everything: A New History of Humanity</i>, 2021)</p> <p><u>Required Videos:</u> Video Lecture (2a): Anthropology of Religion (11 mins) Video Lecture (2b): Unilinear Cultural Evolution (14 mins) Video Lecture (2c): The Dawn of Everything (15 mins) Video Lecture (2d): Key Terms: Indigenous, etc (9 mins)</p> <p><u>Optional/Extra Readings &amp; Videos:</u> Davis, "The World Wide Web of Belief &amp; Ritual" (TedTalk 2008, 19 mins) Deresiewicz, "Human History Gets a Rewrite" (review of <i>The Dawn of Everything</i>, The Atlantic, 2021) Goodman, "Race is Real, But It's Not Genetic" (Sapiens, 2021) Graeber &amp; Wengrow, <i>The Dawn of Everything: A New History of Humanity</i> (full book via SJSU library, 2021) Klein, "The Anthropologists Who Undid Sex, Race, and Gender" (Sapiens, 2019) Wengrow, "A New Understanding of Human History and the Roots of Inequality" (TedTalk 2022, 17 mins) On Neo-Paganism &amp; Wicca: Recommended &amp; Related Resources (Canvas page) Video Lecture (2e): "Evolutionary Tree of Religion" (3 mins)</p> <p><b>SUN SEP 4: Quiz (2) Intro to Anthro of Religion DUE by MIDNIGHT</b> <b>SUN SEP 4: Discussion Post (2) DUE by MIDNIGHT</b></p>
<p>MODULE 3: MON SEP 5 - SUN SEP 11</p> <p>MON SEP 5: LABOR DAY</p>	<p><b><u>The Anthropology of Magic, Science, and Religion</u></b></p> <p><u>Required Readings:</u> Malinowski, "Rational Mastery by Man of His Surroundings" (excerpt from <i>Magic, Science, and Religion and Other Essays</i>, 1925) Gmelch, "Baseball Magic" (1971) Miner, "Body Ritual Among the Nacirema" (1956)</p> <p><u>Required Videos:</u> Video Lecture (3a): History of Anthropology (Part One) (7.5 mins) Video Lecture (3b): History of Anthropology (Postmodernism) (7 mins) Video Lecture (3c): Malinowski &amp; Magic (13 mins) Video Lecture (3d): Gmelch, Baseball, &amp; the Nacirema (10 mins)</p> <p><u>Optional/Extra Readings:</u> Geertz, "Thick Description: Toward an Interpretive Theory of Culture" (full essay) (1973) Gusterson, "COVID-19 and the Turn to Magical Thinking" (Sapiens, 2020) Langlois, "When Whales &amp; Humans Talk" (Hakai Magazine, 2018) McNamara, "'Conspirituality' Boomed During the Pandemic, and it Could Have Consequences for the Vaccine Effort" (Teen Vogue, 2021) Nicholas, "It's Taken Thousands of Years, but Western Science is Finally Catching Up to Traditional Knowledge" (The Conversation, 2018) Schmalz, "Why the Label 'Cult' Gets in the Way of Understanding New Religions" (Religion News Service, 2018) Schulson, "Can Cult Studies Offer Help With QAnon? The Science Is Thin" (Undark, 2021) Wiseman, "The Dark Side of Wellness: The Overlap Between Spiritual Thinking and Far-right Conspiracies" (The Guardian, 2021)</p>



MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 3: MON SEP 5 - SUN SEP 11 (continued)</p>	<p>Optional/Extra Readings (continued): Xygalatas, "The Perennial Power of Ritual" (Sapiens, 2016) Xygalatas, "Explaining the Emergence of Coronavirus Rituals" (Sapiens, 2020) The Nacirema Explained (google doc)</p> <p><b>SUN SEP 11: Quiz (3) Malinowski + Gmelch + Miner DUE by MIDNIGHT</b> <b>SUN SEP 11: Discussion Post (3) DUE by MIDNIGHT</b></p>
<b>SCIENCE, RELIGION, &amp; PARADIGM SHIFTS</b>	
<p>MODULE 4: MON SEP 12- SUN SEP 18</p> <p>THU SEP 15: LAST DAY TO DROP WITHOUT "W"</p>	<p><b>Science: Evolution &amp; Cosmos (Sagan)</b></p> <p><u>Required Reading:</u> Evolution Resources: The Intersection of Science and Religion (National Academies of Science, 2013) 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 &amp; AD vs. BCE &amp; CE (5 mins) Video Lecture (4d): Religion &amp; Science (9 mins) Video Lecture (4e): Cosmos &amp; Spirituality (7 mins)</p> <p><u>Optional/Extra Readings &amp; Videos:</u> Select clips from Sagan's <i>Cosmos</i> (Canvas page) Resources on Catholic Church &amp; Science (Canvas page) More Evolution &amp; 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><b>SUN SEP 18: Quiz (4.1) Science + Religion DUE by MIDNIGHT</b> <b>SUN SEP 18: Quiz (4.2) Cosmos DUE by MIDNIGHT</b> <b>SUN SEP 18: Discussion Post (4) DUE by MIDNIGHT</b></p>
<p>MODULE 5: MON SEP 19 - SUN SEP 25</p>	<p><b>Science &amp; Paradigm Shifts (Kuhn)</b></p> <p><u>Required Readings:</u> Kuhn, "Introduction: A Role for History + The Route to Normal Science" (excerpts from <i>The Structure of Scientific Revolutions</i>, 1962) Nickles, "Introduction" (excerpt from <i>Thomas Kuhn</i>, 2002)</p> <p><u>Required Videos:</u> Kuhn's Paradigm Shift (youtube) (3.5 mins) Video Lecture (5a): Kuhn &amp; Scientific Paradigms (7 mins) Video Lecture (5b): Scientific Paradigm Examples (15 mins) Video Lecture (5c): Postmodern Relevance/Social Theory (14 mins)</p> <p><u>Optional/Extra Readings &amp; Videos:</u> Crash Course History of Science Series (youtube, 2018) Glamrou, "What Quantum Physics Taught Me About My Queer Identity" (BBC Ideas, 2019)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><u>MODULE 5:</u> MON SEP 19 - SUN SEP 25 (continued)</p>	<p><u>Optional/Extra (continued):</u> Martinez-Conde &amp; Macknik, "The Delusion of Alternative Facts" (Scientific American, 2017) Naughton, "Thomas Kuhn: The Man Who Changed the Way the World Looked at Science" (The Guardian, 2012) Wallace, "Revitalization Movements" (American Anthropologist, 1956)</p> <p><b>SUN SEP 25: Quiz (5) DUE by MIDNIGHT</b> <b>SUN SEP 25: Discussion Post (5) DUE by MIDNIGHT</b></p>
<b>MAGIC, RITUAL, &amp; INDIGENOUS RELIGIONS</b>	
<p><u>MODULE 6:</u> MON SEP 26- SUN OCT 2</p> <p>SUN SEP 25- TUE SEP 27 ROSH HASHANAH: (Jewish Holiday)</p>	<p><b><u>"Shamanism" (Vitebsky)</u></b></p> <p><u>Required Readings:</u> Vitebsky, "Shamanism" (excerpt from <i>Indigenous Religions: A Companion</i>, edited by Graham Harvey, 2000) Gray, "Review of In Pursuit of the Siberian Shaman" (2007)</p> <p><u>Required Videos:</u> <i>In Pursuit of the Siberian Shaman</i> (2006) (via SJSU library, 72 mins) Video Lecture (6a): Shamanism + Altered States of Consciousness (6 mins) Video Lecture (6b): Neo-Shamanism + Siberian Shaman (14 mins) Video Lecture (6c): Siberian Shaman + Neo-Shamanism (14 mins)</p> <p><u>Optional/Extra Readings, Video &amp; Podcast:</u> "Animism: Interview with Graham Harvey" (Religious Studies Project Podcast, 2012) Fraser, "The Perils and Privileges of an Amazonian Hallucinogen" (Sapiens, 2017) Harvey, <i>Indigenous Religions: A Companion</i> (full e-book via SJSU library, 2000) 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) Olupona, <i>Beyond Primitivism: Indigenous Religious Traditions and Modernity</i> (e-book, via SJSU library, 2003) Singh, "Why Shamans Stand Apart" (Sapiens, 2019) Strobel, <i>Babaylan: Filipinos and the Call of the Indigenous</i> (book via SJSU library, 2010) Torres &amp; Sawyer, <i>Curandero: A Life in Mexican Folk Healing</i> (e-book via SJSU library, 2005) Viveiros De Castro, <i>The Relative Native: Essays on Indigenous Conceptual World</i> (e-book via SJSU library, 2015)</p> <p><b>TUE SEP 27: ZOOM MEETING (2) @ 6:00 - 7:30 pm</b> <b>SUN OCT 2: Quiz (6.1) Shamanism/Vitebsky DUE by MIDNIGHT]</b> <b>SUN OCT 2: Quiz (6.2) Siberian Shaman Film DUE by MIDNIGHT</b> <b>SUN OCT 2: Discussion Post (6) by MIDNIGHT</b></p>
<p><u>MODULE 7:</u> MON OCT 3- SUN OCT 9</p> <p>WED OCT 5 YOM KIPPUR (Jewish Holiday)</p>	<p><b><u>Native American Traditions (1): Ojibwe Ontology (Hallowell)</u></b></p> <p><u>Required Readings:</u> Hallowell, "Ojibwa Ontology, Behavior &amp; Worldview" (1960)</p> <p><u>Required Videos:</u> Video Lecture (7a): Ojibwa Ontology Introduction (7 mins) Video Lecture (7b): Language &amp; Cognition (Part One) (8 mins) Video Lecture (7c): Language &amp; Cognition (Part Two) (8 mins) Video Lecture (7d): Ojibwa Ontology (13 mins) Tall Paul, "Prayers in a Song" (Ojibwe Hip Hop, 2015) (music video, 4 mins)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><u>MODULE 7:</u> MON OCT 3- SUN OCT 9 (continued)</p>	<p><u>Optional/Extra Readings, Videos &amp; Podcast:</u> Boroditsky, "How language shapes the way we think" (TedTalk, 2018) (14 mins) 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) (22 mins) "Two-Spirits, One Dance for Native American Artist" (AJ+, 2016) (2 mins)</p> <p><b>SUN OCT 9: Quiz (7) Ojibwe Ontology DUE by MIDNIGHT</b> <b>SUN OCT 9: Discussion Post (7) by MIDNIGHT</b></p>
<p><u>MODULE 8:</u> MON OCT 10 - SUN OCT 16</p> <p>MON OCT 10: INDIGENOUS PEOPLE'S DAY</p>	<p><b><u>Native American Traditions (2): Sacred Places (LaDuke)</u></b></p> <p><u>Required Readings:</u> LaDuke, "In the Time of Sacred Places" (2017) Pluralism Project, "Native American Traditions" (web)</p> <p><u>Required Videos:</u> <i>In the Light of Reverence</i> (2001) (via SJSU library, part 1: 25 mins &amp; part 3: 26 mins) Video Lecture (8a) Light of Reverence &amp; Winona LaDuke) (7 mins) Video Lecture (8b) Native American History &amp; Activism (7 mins) Video Lecture (8c): Native American Sacred Places (9 mins)</p> <p><u>Optional/Extra Readings &amp; Videos:</u> Dadigan, "The Shasta Dam Killed Off This Tribe's Salmon--Or So They Thought" (Yes! Magazine, 2017) Douglas, "Wild Rice Sues to Stop Oil Pipeline" (High Country News, 2021) 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) James, "Endangered Salmon Will Swim in California River for First Time in 80 Years" (LA Times, 2022) Jenkins, "In Hawaii, 'Protectors' Fight Telescope Project with Prayer" (RNS, 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) Molina &amp; Miller, "Why Oak Flat in Arizona is a Sacred Space for the Apache and Other Native Americans" (RNS, 2021) Roy, "New Zealand River Granted Same Legal Rights as Human Being" (Guardian, 2017) "Dancing Salmon Home" (Winnemem Wintu, 2010) (15 mins) More Films on Native American History + Activism (Canvas page)</p> <p><b>SUN OCT 16: Quiz (8.1) Sacred Places/La Duke DUE by MIDNIGHT</b> <b>SUN OCT 16: Quiz (8.2) Light of Reverence DUE by MIDNIGHT</b> <b>SUN OCT 16: Discussion Post (8) by MIDNIGHT</b></p>
<p><u>MODULE 9:</u> MON OCT 17 - SUN OCT 23</p>	<p><b><u>African Diaspora Religions (1): Vodou (Brown)</u></b></p> <p><u>Required Readings:</u> Brown, "Preface &amp; Introduction" (excerpts from <i>Mama Lola</i>, 1991)</p> <p><u>Required Videos:</u> <i>Legacy of the Spirits</i> (1985) (via SJSU library, 52 mins) Video Lecture (9a): African Diaspora Religions (13 mins) Video Lecture (9b): Mama Lola + African Pantheons (9 mins) Video Lecture (9c): Mama Lola + Vodou (12 mins) "The Atlantic Slave Trade: What Too Few Textbooks Told You" (TedEd, 2014) (6 mins)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><u>MODULE 9:</u> MON OCT 17- SUN OCT 23 (continued)</p>	<p><u>Optional/Extra Readings &amp; Videos:</u> Brown, <i>Mama Lola: A Vodou Priestess in Brooklyn</i> (e-book via SJSU library, 2005) Mariani, "The Tragic, Forgotten History of Zombies" (The Atlantic, 2015) Porter et al, "The Root of Haiti's Misery: Reparations to Enslavers" (NYT, 2022) Rosalsky, "The Greatest Heist in History: How Haiti Was Forced to Pay Reparations for Freedom" (NPR, 2021) "The Atlantic Slave Trade in Two Minutes" (Slate, 2015) "Haitian Revolutions" (Crash Course, 2012) "Haitian Revolution" (Khan Academy, 2010) Video Lecture (9d): Reflexive Ethnography (8 mins)</p> <p><b>SUN OCT 23: Quiz (9.1) Vodou/Brown DUE by MIDNIGHT</b> <b>SUN OCT 23: Quiz (9.2) Legacy of the Spirits DUE by MIDNIGHT</b> <b>SUN OCT 23: Discussion Post (9) DUE by MIDNIGHT</b></p>
<p><u>MODULE 10:</u> MON OCT 24- SUN OCT 30</p>	<p><b><u>African Diaspora Religions (2): Yoruba (Oládémọ</u></b></p> <p><u>Required Reading:</u> Oládémọ, "Women and the Yorùbá Religions in the Diaspora" (excerpt from <i>Women in Yoruba Religions</i>, 2022) Olupona, "Festivals: Osun-Osogbo" (excerpt from <i>African Religions: A Very Short Introduction</i>, 2014)</p> <p><u>Required Videos:</u> <i>Sacred Journeys: Osun-Osogbo</i> (via SJSU library, 2014) (55 mins) Video Lecture (10a): Introduction to Yoruba Religions (5.5 mins) Video Lecture (10b): Yoruba as "World Religion" (12.5 mins) Video Lecture (10c): Oládémọ and Osun-Osogbo (13 mins)</p> <p><u>Optional/Extra Readings &amp; Videos:</u> Adegoke, "'Jesus Hasn't Saved Us': The Young Black Women Returning to Ancestral Religions" (Broadly, 2016) Chireau, <i>Black Magic: Religion and the African American Conjuring Tradition</i> (e-book, via SJSU library, 2003) De La Torre, <i>Santeria: The Beliefs and Rituals of a Growing Religion in America</i> (via SJSU library, 2004) Olupona, <i>Òriṣà Devotion as World Religion: The Globalization of Yorùbá Religious Culture</i> (e-book, via SJSU library, 2008) Pluralism Project, Afro-Caribbean Traditions (web) Yu, "The Young Brujas Reclaiming the Power of Their Ancestors" (Broadly, 2018) "Sacred Journeys: Osun-Osogbo" (PBS website) Ibeyi, "River" (music video)</p> <p><b>SUN OCT 30: Quiz (10.1) Yoruba/Oládémọ DUE by MIDNIGHT</b> <b>SUN OCT 30: Quiz (10.2) Osun-Osogbo DUE by MIDNIGHT</b> <b>SUN OCT 30: Discussion Post (9) DUE by MIDNIGHT</b></p>
<p><u>MODULE 11:</u> MON OCT 31- SUN NOV 6</p>	<p><b><u>Evangelical Christianity (Luhmann)</u></b></p> <p><u>Required Reading:</u> Luhmann, "Preface" (excerpt from <i>When God Talks Back</i>, 2012) Luhmann, "magic" (SSRC Frequencies, 2011)</p> <p><u>Required Videos:</u> Tanya Luhmann, "When God Talks Back" (TEDxStanford, 2015) (14 mins)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><u>MODULE 11:</u> MON OCT 31- SUN NOV 6 (continued)</p>	<p><u>Required Videos (continued):</u> Video Lecture (11a): American Protestantism (14 mins) Video Lecture (11b): When God Talks Back Compared to Mama Lola (11 mins) Video Lecture (11c): God Talks Back + Mama Lola (3.5 mins)</p> <p><u>Optional/Extra Readings, Videos, &amp; Podcast:</u> American Religious Landscape Survey (Pew Research Center, 2014) 2020 Census of American Religion (Public Religion Research Institute, 2020) Butler, Anthea. <i>White Evangelical Racism: The Politics of Morality in America</i> (via SJSU library, 2021) Luhmann, <i>How God Becomes Real: Kindling the Presence of Invisible Others</i> (e-book via SJSU library, 2020) Luhmann, Other Research on Cultural impacts on Mental Illness (Canvas page) 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 depicts "glossolalila" in Pentecostal Christianity)</p> <p><b>SUN NOV 6: Quiz (11) Evangelical Christianity/Luhmann DUE by MIDNIGHT</b> <b>SUN NOV 6: Discussion Post (11) DUE by MIDNIGHT</b></p>
<p><u>MODULE 12:</u> MON NOV 7- SUN NOV 13</p> <p>TUE NOV 8: ELECTION DAY</p> <p>FRI NOV 11: VETERAN'S DAY</p>	<p><b><u>A Visible Spirit in Zambia (Turner)</u></b></p> <p><u>Required Reading:</u> Turner, "A Visible Spirit Form in Zambia" (1994)</p> <p><u>Required Videos:</u> Video Lecture (12a): The Turners, the Ndembu, and the Ihamba (9 mins) Video Lecture (12b): Edith Turner &amp; the Blob (13 mins) Video Lecture (12c): Rites of Passage (11 mins)</p> <p><u>Optional/Extra Readings:</u> Golub, "Vale Edith Turner" (Savage Minds. 2016) Edith Turner, <i>Experiencing Ritual: A New Interpretation of African Healing</i> (via SJSU library) Edith Turner, <i>Communitas: An Anthropology of Collective Joy</i> (e-book via SJSU library) Victor &amp; Edith Turner, <i>Image and Pilgrimage in Christian Culture</i> (e-book via SJSU library) Victor Turner, <i>The Forest of Symbols: Aspects of Ndembu Ritual</i>, (e-book via SJSU library)</p> <p><b>WED NOV 9: ZOOM MEETING (3) @ 6:00 - 7:30 pm</b> <b>SUN NOV 13: Quiz (12) Zambia/Turner DUE by MIDNIGHT</b> <b>SUN NOV 13: Discussion Post (12) DUE by MIDNIGHT</b></p>
<b>THE SPIRIT CATCHES YOU + CONCLUSION</b>	
<p><u>MODULE 13:</u> MON NOV 14- SUN NOV 20</p>	<p><b><u>The Spirit Catches You and You Fall Down (1)</u></b></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, 2001) (60 mins) Video Lecture (13a): Intro to the Spirit Catches You (10.5 mins) Video Lecture (13b): Hmong Shamanism: Part One (12.5 mins) Video Lecture (13c): Hmong Shamanism: Part Two (10 mins) Video Lecture (13d): Medicine, Religion, Society: Part One (12.5 mins) Video Lecture (13e): Medicine, Religion, Society: Part Two (15 mins)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><u>MODULE 13:</u> MON NOV 14- SUN NOV 20 (continued)</p>	<p><u>Optional/Extra Readings &amp; Videos:</u>  "The Hmong People Prefer Shamans Over Doctors. So One Hospital Decided to Provide Both" (Upworthy Video, 2017)  Hospital Sketch &amp; Other Clips from Monty Python's <i>The Meaning of Life</i> (1983) (3.5 mins)  "Woman's life transformed by unbelievable placebo treatment for chronic pain" (BBC, 2018)  Carroll, "The Placebo Effect Doesn't Apply Just to Pills" (NYT, 2014)  Greenberg, "What if the Placebo Effect Isn't a Trick?" (NYT, 2018)  Davis-Floyd, <i>Birth as an American Rite of Passage</i> (e-book via SJSU library, 1992)  More Resources on Birth, C-sections, and Maternal Mortality (Canvas page)</p> <p><b>SUN NOV 20: Quiz (13.1) Spirit Catches You (1-5) DUE by MIDNIGHT</b>  <b>SUN NOV 20: Quiz (13.2) Spirit Catches You (6-10) DUE by MIDNIGHT</b>  <b>SUN NOV 20: Quiz (13.3) Split Horn DUE by MIDNIGHT</b>  <b>SUN NOV 20: Final Paper First Draft DUE by MIDNIGHT</b></p>
<p>MON NOV 21- SUN NOV 27</p>	<p><b><u>THANKSGIVING HOLIDAY</u></b></p>
<p><u>MODULE 14:</u> MON NOV 28- SUN DEC 4</p>	<p><b><u>The Spirit Catches You and You Fall Down (2)</u></b></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 &amp; Podcast:</u>  Video Lecture (14a): Othering Metaphors (8 mins)  Video Lecture (14b): Cultural Relativism: Part One (7 mins)  Video Lecture (14c): Cultural Relativism: Part Two (14 mins)</p> <p><u>Optional/Extra Readings &amp; Videos:</u>  Fausto-Sterling, "I Can't Breathe: Race in Medical School Curricula" (Boston Review, 2016)  Wallis, "Why Racism, Not Race, is a Risk Factor for Dying of COVID-19" (Scientific American, 2020)  Wispelwey &amp; Morse, "An Antiracist Agenda for Medicine" (Boston Review, 2021)  "Yellow Rain" (RadioLab Podcast, 2012) (25 mins)</p> <p><b>THU DEC 1: ZOOM MEETING (4) @ 6:00 - 7:30 pm</b>  <b>SUN DEC 4: Quiz (14.1) Spirit Catches You (11-15) DUE by MIDNIGHT</b>  <b>SUN DEC 4: Quiz (14.2) Spirit Catches You (16-Afterword) DUE by MIDNIGHT</b>  <b>SUN DEC 4: Discussion Post (13) DUE by MIDNIGHT</b></p>
<p><u>MODULE 15:</u> MON DEC 5 - SUN DEC 11</p> <p>TUE DEC 6: LAST DAY OF INSTRUCTION</p> <p>THU DEC 8 - WED DEC 14: FINALS WEEK</p> <p>MON DEC 19: GRADES DUE</p>	<p><b><u>Course Conclusion + Finals Week</u></b></p> <p>NO MORE REQUIRED READINGS &amp; VIDEOS!  Work on your Final Essay &amp; catch up on anything you might have fallen behind on.</p> <p><u>Optional/Extra Readings &amp; Videos:</u>  Chua, "What Religious Beliefs Reveal About Post-Truth Politics" (Sapiens, 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><b><u>FRI DEC 9: FINAL ESSAY (FINAL DRAFT) DUE by 12 *NOON*</u></b></p>