

San José State University, Humanities Department, Religious Studies Program

**RELS/ANTH 122, Magic, Science & Religion (Sections 80 & 81 & 82, SPRING 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, via Zoom. I'm also available by appointment via Zoom. See <i>Course Home Page</i> for link. (I live in Oregon & teach online only.)
<b>Class Days/Time:</b>	This course is fully online and mostly asynchronous. Four live Zoom Meetings will be held. See <i>Assignments &amp; Course Schedule</i> below for dates & more info.
<b>Canvas Classroom:</b>	<ul style="list-style-type: none"><li>• SEC 80: <a href="https://sjsu.instructure.com/courses/1472416">https://sjsu.instructure.com/courses/1472416</a></li><li>• SEC 81: <a href="https://sjsu.instructure.com/courses/1472893">https://sjsu.instructure.com/courses/1472893</a></li><li>• SEC 82: <a href="https://sjsu.instructure.com/courses/1472898">https://sjsu.instructure.com/courses/1472898</a></li></ul>
<b>Prerequisites:</b>	Completion of Core GE Requirements; WST passed; 100W completed or concurrent enrollment; upper division standing (60 units)
<b>GE/SJSU Studies Category:</b>	Area V: Culture, Civilization, and Global Understanding
<b>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**

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 of 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 (asynchronous, 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, 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 historical and cultural 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 and cultural 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 (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.

## **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 indigenous and 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 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](mailto: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 and watch required videos
- Complete required quizzes, participate in discussion forums, and 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 400 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 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*

### **Final Paper (up to 300 points total)**

The Final Paper will demonstrate your ability to think critically about the concepts studied in this course, including the consequences of competing and changing paradigms.

- The Final Paper should be ~3-5 pages long (1000-1500 words)
- The FIRST DRAFT is **DUE by SUN MAY 1 @ MIDNIGHT** and is worth up to 100 points  
The FINAL DRAFT is **DUE by WED MAY 18 @ NOON** and is worth up to 200 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 (x2) 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 300 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 I do not find it to be 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 Spring 2022 are scheduled as follows:

- ZOOM MEETING (1): THU JAN 27 @ 6:00 - 7:30 pm
- ZOOM MEETING (2): TUE MAR 8 @ 6:00 - 7:30 pm
- ZOOM MEETING (3): WED APR 20 @ 6:00 - 7:30 pm
- ZOOM MEETING (4): MON MAY 16 @ 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](https://twitter.com/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 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 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

- 400 = Quizzes (20 @ up to 10-30 points each)
- 300 = Discussions (12 @ up to 25 points each)
- 300 = Final Paper (up to 100 points for First Draft + up to 200 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](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.

## 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 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 deadline, 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 *Determination of Grades* above), 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 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.**

## SPRING 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> WED JAN 26 - SUN JAN 30</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 THIS WEEK</b> <b><u>THU JAN 27: ZOOM MEETING (1) @ 6:00 - 7:30 pm</u></b></p>
<p><u>MODULE 1:</u> MON JAN 31- SUN FEB 6</p> <p> </p> <p><u>TUE FEB 1:</u> <u>LUNAR</u> <u>NEW YEAR</u></p>	<p><b><u>Intro to Religious Studies</u></b></p> <p><u>Required Readings:</u> Some Definitions and Other Statements About Religion: Geertz, Asad, Chidester, Eck, &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 (14 mins) Video Lecture (1c): Exclusivism, Relativism, Pluralism, &amp; the Elephant (12.5 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 &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, 2003) Geertz, "Religion as Cultural System" (full essay, 1965) Goodwin &amp; Fuerst, "You may be done with religion, but religion isn't done with you" (Keeping it 101 Podcast, 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) 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><b><u>SUN FEB 6: Quiz (1) Intro to Religious Studies DUE by MIDNIGHT</u></b> <b><u>SUN FEB 6: Discussion Post (1) DUE by 12 MIDNIGHT</u></b></p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><u>MODULE 2:</u> MON FEB 7 - SUN FEB 13</p> <p>MON FEB 7: LAST DAY TO DROP WITHOUT "W"</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) 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 &amp; 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) Graeber &amp; Wengrow, "Do Things Have to Be This Way?" (excerpt from <i>The Dawn of Everything: A New History of Humanity</i>, 2021) Klein, "The Anthropologists Who Undid Sex, Race, and Gender" (Sapiens, 2019) Magliocco, "Paganism &amp; Neopaganism" (Encyclopedia of Religious Rites, Rituals &amp; 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><b>SUN FEB 13: Quiz (2) Intro to Anthro of Religion DUE by MIDNIGHT</b> <b>SUN FEB 13: Discussion Post (2) DUE by MIDNIGHT</b></p>
<p><u>MODULE 3:</u> MON FEB 14 - SUN FEB 20</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)</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 &amp; Magic (13 mins) Video Lecture (3d): Gmelch, Baseball, &amp; 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 &amp; 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><b>SUN FEB 20: Quiz (3) Malinowski + Gmelch DUE by MIDNIGHT</b> <b>SUN FEB 20: Discussion Post (3) DUE by MIDNIGHT</b></p>



MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<b>SCIENCE, RELIGION, &amp; PARADIGM SHIFTS</b>	
<p><b>MODULE 4:</b> MON FEB 21 - SUN FEB 27</p>	<p><b><u>Science! Evolution &amp; Cosmos</u></b></p> <p><u>Required Reading:</u> National Academies of Science, Evolution Resources: The Intersection of Science and Religion 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> 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 &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) Dicke, "Carl Sagan, an Astronomer Who Excelled at Popularizing Science, Is Dead at 62" (NYT, 1996) 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 FEB 27: Quiz (4.1) Science + Religion DUE by MIDNIGHT</b> <b>SUN FEB 27: Quiz (4.2) Cosmos DUE by MIDNIGHT</b> <b>SUN FEB 27: Discussion Post (4) DUE by MIDNIGHT</b></p>
<p><b>MODULE 5:</b> MON FEB 28 - SUN MAR 6</p> <p><b>WED MAR 2:</b> <b>ASH WEDNESDAY:</b> (Christian Holiday)</p>	<p><b><u>Science &amp; Paradigm Shifts</u></b></p> <p><u>Required Readings:</u> Kuhn, "Introduction: A Role for History + The Route to Normal Science" (excerpts from <i>The Structure of Scientific Revolutions</i>, 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 &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) Glamrou, "What Quantum Physics Taught Me About my Queer Identity" (BBC Ideas, 2019) 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" (Guardian, 2012) Wallace, "Revitalization Movements" (American Anthropologist, 1956)</p> <p><b>SUN MAR 6: Quiz (5) DUE by MIDNIGHT</b> <b>SUN MAR 6: Discussion Post (5) DUE by MIDNIGHT</b></p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<b>MAGIC, RITUAL, &amp; INDIGENOUS RELIGIONS</b>	
<p><b>MODULE 6:</b> MON MAR 7- SUN MAR 13</p>	<p><b><u>Shamanism (Vitebsky)</u></b></p> <p><u>Required Readings:</u> Vitebsky, "Shamanism" (excerpt from <i>Indigenous Religions: A Companion</i>, edited by Graham Harvey) Gray, "Review of In Pursuit of the Siberian Shaman" (Visual Anthropology, 2007)</p> <p><u>Required Videos:</u> <i>In Pursuit of the Siberian Shaman</i> (via SJSU library, 72 mins) Video Lecture (6a): What is Shamanism? (6 mins) Video Lecture (6b): Shamanic Practices (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) 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 &amp; 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><b>TUE MAR 8: ZOOM MEETING (2) @ 6:00 - 7:30 pm</b> <b>SUN MAR 13: Quiz (6.1) Shamanism/Vitebsky DUE by MIDNIGHT</b> <b>SUN MAR 13: Quiz (6.2) Siberian Shaman Film DUE by MIDNIGHT</b> <b>SUN MAR 13: Discussion Post (6) by MIDNIGHT</b></p>
<p><b>MODULE 7:</b> MON MAR 14 - SUN MAR 20</p> <p>WED MAR 16 - THU MAR 17 PURIM (Jewish Holiday)</p> <p>SAT MAR 18: HOLI (Hindu Holiday)</p>	<p><b><u>Ojibwe Ontology</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) (music video, 4 mins)</p> <p><u>Optional/Extra Readings, Videos &amp; 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><b>SUN MAR 20: Quiz (7) Ojibwe Ontology DUE by MIDNIGHT</b> <b>SUN MAR 20: Discussion Post (7) by MIDNIGHT</b></p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><b>MODULE 8:</b> MON MAR 21 - SUN MAR 27</p> <p><i>MON MAR 21: NOWRUZ (Persian New Year)</i></p>	<p><b><u>Native American Sacred Places</u></b></p> <p><u>Required Readings:</u> LaDuke, "In the Time of Sacred Places" (2017) Pluralism Project, <i>Rivers of Faith: Native American Traditions</i> (web)</p> <p><u>Required Videos:</u> <i>In the Light of Reverence</i> (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) 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 MAR 27: Quiz (8.1) Light of Reverence DUE by MIDNIGHT</b> <b>SUN MAR 27: Quiz (8.2) Sacred Places/La Duke DUE by MIDNIGHT</b> <b>SUN MAR 27: Discussion Post (8) by MIDNIGHT</b></p>
<p>MON MAR 28 - SUN APR 3</p>	<p><b><u>SPRING BREAK!</u></b> <i>WED MAR 31: CESAR CHAVEZ DAY</i> <i>SAT APR 2: RAMADAN BEGINS (Islamic Holiday)</i></p>
<p><b>MODULE 9:</b> MON APR 4 - SUN APR 10</p> <p><i>SUN APR 10: PALM SUNDAY (Protestant &amp; Catholic Christian Holiday)</i></p>	<p><b><u>African Diaspora Religions (Vodou/Brown)</u></b></p> <p><u>Required Readings:</u> Brown, "Preface + Introduction" (excerpts from <i>Mama Lola</i>, 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 &amp; 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)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><b>MODULE 9:</b> MON APR 4 - SUN APR 10 (cont.)</p>	<p><u>Optional/Extra Readings &amp; Videos (cont.):</u>  Mariani, "The Tragic, Forgotten History of Zombies" (The Atlantic, 2015)  Olupona, <i>Ọrìṣà Devotion as World Religion: The Globalization of Yorùbá Religious Culture</i> (e-book, via SJSU library, 2008)  Rosalsky, "The Greatest Heist In History: How Haiti Was Forced To Pay Reparations For Freedom" (NPR, 2021)  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)  "In God We Trust" (first 10 mins, via SJSU library)  Ibeyi, "River" (music video)  Video Lecture (9d): Reflexive Ethnography (8 mins)</p> <p><b>SUN APR 10: Quiz (9.1) Vodou/Brown DUE by MIDNIGHT</b>  <b>SUN APR 10: Quiz (9.2) Legacy of the Spirits DUE by MIDNIGHT</b>  <b>SUN APR 10: Discussion Post (9) DUE by MIDNIGHT</b></p>
<p><b>MODULE 10:</b> MON APR 11 - SUN APR 17</p> <p>THU APR 14: VAISAKHI (Sikh Holiday)</p> <p>FRI APR 15: PASSOVER BEGINS (Jewish Holiday)</p> <p>FRI APR 15: GOOD FRIDAY (Protestant &amp; Catholic Christian Holiday)</p> <p>SUN APR 17: EASTER (Protestant &amp; Catholic Christian Holiday)</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>)  Luhmann, "magic" (SSRC Frequencies, 2011)</p> <p><u>Required Videos &amp; 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, &amp; 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><b>SUN APR 17: Quiz (10) Evangelical Christianity/Luhmann DUE by MIDNIGHT</b>  <b>SUN APR 17: Discussion Post (10) DUE by MIDNIGHT</b></p>
<p><b>MODULE 11:</b> MON APR 18 - SUN APR 24</p> <p>FRI APR 22: EARTH DAY</p>	<p><b><u>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 (11a): The Turners, the Ndembu, and the Ihamba (9 mins)  Video Lecture (11b): Edith Turner &amp; the Blob (13 mins)  Video Lecture (11c): Rites of Passage (11 mins)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><u>MODULE 11:</u> MON APR 18 - SUN APR 24 (cont.)</p> <p>SUN APR 24: EASTER (Orthodox Christian Holiday)</p>	<p><u>Optional/Extra Readings:</u> Golub, "Vale Edith Turner" (Savage Minds, 2016) Turner, Edith. <i>Experiencing Ritual: A New Interpretation of African Healing</i> (SJSU library) Turner, Edith. <i>Communitas: An Anthropology of Collective Joy</i> (e-book via SJSU library) Turner, Victor &amp; Edith. <i>Image and Pilgrimage in Christian Culture</i> (e-book via SJSU library) Turner, Victor. <i>The Forest of Symbols: Aspects of Ndembu Ritual</i>, (e-book via SJSU library)</p> <p><b>WED APR 20: ZOOM MEETING (3) @ 6:00 - 7:30 pm</b> <b>SUN APR 24: Quiz (11) Zambia/Turner DUE by MIDNIGHT</b> <b>SUN APR 24: Discussion Post (11) DUE by MIDNIGHT</b></p>
<b>THE SPIRIT CATCHES YOU + CONCLUSION</b>	
<p><u>MODULE 12:</u> MON APR 25 - SUN MAY 1</p> <p>SUN MAY 1: EID AL-FITR (Islamic Holiday, Ramadan ends)</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> Video Lecture (12a): Intro to the Spirit Catches You &amp; You Fall Down (10.5 mins) Video Lecture (12b): Hmong Shamanism (Part One) (12.5 mins) Video Lecture (12c): Hmong Shamanism (Part Two) (10 mins) Video Lecture (12d): Medicine, Religion, Society (Part One) (12.5 mins) Video Lecture (12e): Medicine, Religion, Society (Part Two) (15 mins) <i>The Split Horn: Life of a Hmong Shaman in America</i> (via SJSU library, 60 mins)</p> <p><u>Optional/Extra Readings &amp; Video:</u> Hospital Sketch from Monty Python's <i>The Meaning of Life</i> (3.5 mins) Davis-Floyd, <i>Birth as an American Rite of Passage</i> (e-book via SJSU library, 1992) Fausto-Sterling, "I Can't Breathe: Race in Medical School Curricula" (Boston Review, 2016) Keirns, "I didn't realize the pressure to have a C-section until I was about to deliver" (WaPo, 2015) Rosenberg, "In Delivery Rooms, Reducing Births of Convenience" (NYT, 2014) Vega, "How Natural Birth Became Inaccessible to the Poor" (Sapiens, 2018) Villarosa, "Why America's Black Mothers &amp; 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 &amp; Morse, "An Antiracist Agenda for Medicine" (Boston Review, 2021)</p> <p><b>SUN MAY 1: Quiz (12.1) Spirit Catches You (1-5) DUE by MIDNIGHT</b> <b>SUN MAY 1: Quiz (12.2) Spirit Catches You (6-10) DUE by MIDNIGHT</b> <b>SUN MAY 1: Quiz (12.3) Split Horn DUE by MIDNIGHT</b> <b>SUN MAY 1: Final Paper First Draft DUE by MIDNIGHT</b></p>
<p><u>MODULE 13:</u> MON MAY 2 - SUN MAY 8</p> <p>MON MAY 2: EID AL-FITR (Ramadan ends, Islamic Holiday)</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:</u> Video Lecture (13a): Othering Metaphors (8 mins) [ Video Lecture (13b): Cultural Relativism, Part 1 (7 mins) Video Lecture (13c): Cultural Relativism, Part 2 (14 mins)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><u>MODULE 13:</u> MON MAY 2 - SUN MAY 8 (cont.)</p>	<p><u>Optional/Extra Readings, Videos &amp; Podcast:</u> Carroll, "The Placebo Effect Doesn't Apply Just to Pills" (NYT, 2014) Greenberg, "What if the Placebo Effect Isn't a Trick?" (NYT, 2018) "Woman's life transformed by unbelievable placebo treatment for chronic pain" (BBC, 2018) "The Hmong People Prefer Shamans Over Doctors. So One Hospital Decided to Provide Both" (Upworthy Video, 2017) "Yellow Rain" (RadioLab Podcast, 2012) (25 mins)</p> <p><b>SUN MAY 8: Quiz (13.1) Spirit Catches You (11-15) DUE by MIDNIGHT</b> <b>SUN MAY 8: Quiz (13.2) Spirit Catches You (16-Afterword) DUE by MIDNIGHT</b> <b>SUN MAY 8: Discussion Post (12) DUE by MIDNIGHT</b></p>
<p><u>MODULE 14:</u> MON MAY 9 – SUN MAY 15</p>	<p><b><u>NO REQUIRED READINGS or VIDEOS THIS WEEK!</u></b></p> <p><b>Work on your Final Essays &amp; catch up on anything you might have fallen behind on.</b></p> <p><u>Optional/Extra Readings &amp; Video:</u> Chua, "What Religious Beliefs Reveal About Post-Truth Politics" (Sapiens, 2017) Crosley-Corcoran, "Explaining White Privilege to a Broke Person" (2013) McNamara, "'Conspiratoriality' Boomed During the Pandemic, and it Could Have Consequences for the Vaccine Effort" (Teen Vogue, 2021) 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) Wiseman, "The Dark Side of Wellness: The Overlap Between Spiritual Thinking and Far-right Conspiracies" (Guardian, 2021) "What is Systemic Racism?" (Race Forward, 2015)</p>
<p><u>MODULE 15:</u> MON MAY 16 - SUN MAY 22</p>	<p><b><u>Course Conclusion + Finals Week</u></b></p> <p><b>MON MAY 16: ZOOM MEETING (4) @ 6:00 - 7:30 pm</b> <b>WED MAY 18: FINAL ESSAY (FINAL DRAFT) DUE by 12 NOON</b></p> <ul style="list-style-type: none"> <li>• (MON MAY 16: LAST DAY OF INSTRUCTION)</li> <li>• (WED MAY 18-TUE MAY 24: FINALS WEEK)</li> <li>• (FRI MAY 27: GRADES DUE)</li> </ul>