

**RELS/ANTH 122, Magic, Science & Religion (Sections 80 & 81 & 82, SPRING 2024)**

<b>Instructor:</b>	Dr. Lee Gilmore (she/her)
<b>Email:</b>	<ul style="list-style-type: none"> <li>• <a href="mailto:lee.gilmore@sjsu.edu">lee.gilmore@sjsu.edu</a></li> </ul>
<b>Office Location/Hours:</b>	Tuesdays 2pm-3pm, <a href="#">via Zoom</a> . See <i>Course Home Page</i> on Canvas for link. (I'm also available by appointment via Zoom; I live in Oregon & teach online only.)
<b>Class Days/Time/ Course Format:</b>	This course is fully online & asynchronous ("Mode 01"). Four optional Zoom Meetings will be held live (& recorded). See <i>Assignments: Extra Credit Zoom Meetings</i> on Canvas & <i>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/1578678">https://sjsu.instructure.com/courses/1578678</a></li> <li>• SEC 81: <a href="https://sjsu.instructure.com/courses/1578684">https://sjsu.instructure.com/courses/1578684</a></li> <li>• SEC 82: <a href="https://sjsu.instructure.com/courses/1578688">https://sjsu.instructure.com/courses/1578688</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. (See <i>General Education Area V Learning Outcomes</i> below.)
<b>SJSU Catalogue Description:</b>	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.
<b>Land Acknowledgement:</b>	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 <a href="#">Muwekma Ohlone Tribe</a> whose land we occupy.

***General Education Area V: Cultures and Global Understanding***

SJSU Studies courses -- Areas R, S, and V -- help students integrate knowledge between and among disciplines. Courses in Area V: Cultures and Global Understanding examine multiple aspects of human expression in cultures and societies outside the United States, including how such cultures develop and influence one another as well as U.S. cultures and societies.

**GE Area V Learning Outcomes**

Upon successful completion of an Area V course, students should be able to:

- 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, primarily from Indigenous contexts. These will include: traditional Buryat (Siberian) shamanism and other global shamanisms; Ndembu (Central African) healing ritual; traditional Ojibwe/Anishinaabe worldviews and other Native American relationships with sacred landscapes and other-than-human-persons; African-diaspora religions and rituals as sites of resistance, resilience, and reciprocity, including Haitian Vodou and Yoruba-derived traditions; and traditional Hmong (Southeast Asian) shamanism and cultural practices.*

## **GE Area V Course Learning Outcomes (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 religious/ritual traditions and cultural worldviews of traditions named above in order understand the influence and presence of traditional Indigenous cosmologies and marginalized spiritual practices on and in U.S. cultures. This will include specific attention to the influence of Indigenous and African diaspora religions in the U.S. We will also analyze and compare these traditions to some of the dominant Euro-American cultures and paradigms (including Christianity and scientism) and interrogate some of the ways in which the lived historical and cultural experience of Indigenous religious/ritual traditions challenges North American assumptions about religious boundary maintenance.*
- 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 in societies outside of (and/or immigrating to) the U.S., especially in response to the pressures of colonialism and globalization.*
- 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 religion, magic, and science, by comparing the religious and ritual traditions and cultural worldviews of Indigenous and African/African diaspora with Euro-American cultural norms (including Christianity and scientism) in order to understand some of the ways in which cosmologies and ideologies of religion, magic, and science can all be located in all human cultures. By examining religions and rituals as creative cultural expressions, experiences, and practices from the point of view of colonized and marginalized peoples — rather than normative, socially dominant, Euro-American religions — we will also discern how our understandings of these concepts may change when we think of religions as defined more by ritual practice and lived experience, rather than primarily by belief and ideology, as well as how our understandings of these concepts may change when we take questions of power into account. Finally, we will explore the relevance of these concepts for our current world and the work of dismantling systemic oppressions.*

### **Writing Practice**

Students will write a minimum of 3000 words in a language and style appropriate to the discipline.

### **Course Goals**

Upon successful completion of this course, students will have demonstrated their understanding of the Area V Learning Outcomes by:

- *Remembering and describing key concepts from anthropology and religious studies via weekly Quizzes and Written Responses.*
- *Examining and explaining 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 Written Responses.*
- *Demonstrating their understanding of these concepts and their consequences for Indigenous & colonized peoples, by applying them to real world cases studies, via weekly Written Responses and a Final Paper.*
- *Analyzing the creative cultural expressions of religions and rituals in Indigenous traditions, as well as the impact of systemic oppressions and social power imbalances for Indigenous and marginalized religions and cultures via a Final Paper.*

## **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.

## Readings & Other Required Media (continued)

### 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 to 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 and written assignments, and 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//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

Lauren DeCelle, [lauren.decelle@sjsu.edu](mailto:lauren.decelle@sjsu.edu)

## 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

### Total Assignment Points Possible

- 400 = Quizzes (21 @ up to 10-30 points each)
- 300 = Written Responses (12 @ up to 20-25 points each)
- 300 = Final Paper (up to 100 points for First Draft + up to 200 points for Final Draft)
- +20 = Optional Extra Credit (up to 20 points of extra credit available for attending & participating, or watching & summarizing, optional Zoom Meetings)

### 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 that are attached to each assignment in Canvas. (And for more specifics about what I am looking for in the weekly Written Responses and tips to boost those scores, please see *Assignment Rubrics Explained + Other Tips* on Canvas.)

## Grading Information (continued)

### My Grading Philosophy (continued)

To a significant extent, your grade will be based on my assessment of how much effort you put into this class. 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 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 commit academic dishonesty, see the *Academic Integrity 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. (Again, see *Late Policy*.) 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.

## Course Requirements & Assignments

### Quizzes (up to 400 points total)

Every week, you will have at least one Quiz to complete. Try to approach 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** which means there's nothing to keep you from referring back to the reading &/or videos, and in fact I encourage you to do so. Read closely, look up unfamiliar terms, and try to remember previously introduced key concepts. There is also **no time limit** — although there is a due date (see *Late Policy* below) — and you are free to complete these Quizzes in multiple sittings if needed (Canvas will save your progress). Questions will be multiple choice, matching, true/false, or short answer, and are worth between **10-30** points each.

I generally recommend that you complete the readings/films and Quizzes FIRST each week, and then watch the Video Lectures and complete the Written Responses SECOND, because I think that the concepts will make more sense in the big picture that way. The Quizzes are intended to facilitate the readings, while the Video Lectures are intended to explain the readings and put key ideas in context. However, if you get stumped, some people find it helps to watch the Video Lectures before completing the Quizzes. So either way is fine. For more details see *About Quizzes* on Canvas.

### Video Lectures & Written Responses (12 @ up to 20- points each, up to 300 points total)

Every week, you will watch a series of ~5-15 minute Video Lectures (labeled 2a, 2b, 2c, etc). These provide context and explain some of the more nuanced and complex ideas we will encounter in this course. Sometimes this will mean going over — or going more deeply into — the concepts in the readings and other videos (the ones 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 Lecture includes a transcript, as well as a link to a pdf of the slide deck I used to make the Video Lecture.)

You will then write a Written Response to the Video Lectures. For each Written Response, identify and summarize some of the key points from the Video Lectures, and 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 response will also ask you to reflect back on my Collective Feedback to the previous Written Response, which will be shared with everyone via a google doc each week. **As part of that process, I will copy and paste your response into these google docs and share it with the rest of the class.** (NOTE: These assignments used to be "Discussion Posts" that were automatically shared with the rest of the class, however with the advent of artificial intelligence, it has unfortunately become necessary to screen these via turnitin.com in order to more efficiently detect and deter academic dishonesty. (See *Academic Integrity Policy* below.) This also means that some of the Video Lectures may still refer to the "Discussion Forums" instead of the "Written Responses" that now replace those assignments.)

**NOTE: It is not possible to earn enough credit to pass this class without completing most of these in a timely fashion.** Each Written Response should be between 300-700 words and will be worth up to 25 points. For more details, see *About Video Lectures & Written Responses* and *Assignment Rubrics Explained + Other Tips* on Canvas.

## Course Requirements & Assignments (continued)

### 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 (optional) FIRST DRAFT is **DUE by SUN APR 28 @ MIDNIGHT** and is worth up to 100 points  
The FINAL DRAFT is **DUE by WED MAY 15 @ \*NOON\*** and is worth up to 200 points
- For more details, see *Assignments: Final Essay* on Canvas.

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

Four times this semester, I will hold live Zoom Meetings. These optional 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, I do not require that anyone but me be on camera (although I do appreciate the opportunity to wave hello & goodbye at the beginning & end). I also keep everybody but me on "mute" in order to minimize distractions, but strongly encourage participation via the chat. It is also okay in this class 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 Spring 2024 are scheduled as follows:

- TUE JAN 30: ZOOM MEETING (1) @ 6:00 - 7:30 pm
- FRI MAR 1: ZOOM MEETING (2) @ 12:00 - 1:30 pm
- MON APR 8: ZOOM MEETING (3) @ 6:00 - 7:30 pm
- WED MAY 8: ZOOM MEETING (4) @ 6:00 - 7:30 pm

NOTE: It is possible that some of these dates/times may need to shift, pending unpredictable elements in my schedule. But I will do my best to stick to this plan and provide ample notice if I must reschedule things. (For more details, see EXTRA CREDIT: Zoom Meetings on Canvas.)

## 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, 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.**



## Course Policies (continued)

### 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 & Written Responses, and up to -10 points per day for the Final Paper). I will waive late penalties in the case of illness or other emergencies.

The regular DUE DATE & TIME for both Quizzes and Written Responses 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). This means you do not need to email me to request extensions or report late assignments, so long as you get it in within the 24-hour grace period.

**Ideally, you should plan to complete each week's assignments sometime during the week (or weekend) BEFORE the last minute on Sunday night.** 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 Written Responses 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 *Grading Information: Determination of Grades* above), too many subtracted points from too many late assignments can add up fast and dramatically reduce your final grade.

**PLEASE NOTE: it is NOT possible to adequately complete all material in this class at the last minute. This means that NO late Quizzes or Written Responses from Units 1-3 (Modules 1-7) will be accepted after MON APR 8 AT \*NOON\* and NO late Quizzes or Written Responses from Units 4-6 (Modules 8-13 will be accepted after MON MAY 13 AT \*NOON\*.** 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.

### Academic Integrity Policy

Please understand that **ANY attempt to pass off material not actually written by yourself — including material written by another person, or by an artificial "intelligence" (AI) such as ChatGPT — or submitting work in which ANY unacknowledged material not actually written by yourself appears is an act of academic dishonesty, and will result in a failing grade for that assignment (unless sufficiently revised).** 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.)

Plagiarism means **copying words from any source without placing those words in "quotation marks" and providing a citation.** You are strongly 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.* Copying/pasting too quickly without adding quotation marks and a citation and/or paraphrasing too closely, are among the main ways that plagiarism occurs.

As to AI, I do understand the pressure many of you are under, and therefore understand the potential temptation to turn to artificial intelligence for help. And I also understand that there may be ways to utilize this new technology that have value. **However, per SJSU requirements, this is a Writing Practice course which means that you need to do the writing yourself.** Writing is a skill that you can only get better at with practice and feedback, so such short cuts are only cheating yourself out of that opportunity.

Therefore, ALL written assignments for this course — including the weekly Written Responses and the Final Paper — will be checked for plagiarism & AI via [turnitin.com](https://turnitin.com) (as well as by my own experienced eyes: AI is not actually intelligent, sometimes produces inaccurate information, and is often easy to spot).


All serious incidents of academic dishonesty 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 or artificial "intelligence." And see *Academic Integrity Policy* page on Canvas for more resources and tips on how to avoid plagiarism.

## SPRING 2024 Course Schedule

### IMPORTANT NOTE ABOUT DUE DATES & DEADLINES

As stated in the *Late Policy* above, the due dates and times in the *Course Schedule* below are not necessarily the exact time I expect you to turn things in. **Ideally, you should plan to complete each week's readings, videos, and assignments sometime during the days BEFORE the last minute on Sunday night.** However, there is also always a 24-hour grace period on all due dates in this class, which means you always have a little bit of wiggle room before I may start subtracting points. But PLEASE stick to the official schedule and deadlines as closely as you can.

Plan your weekly schedules ahead of time in order to meet the regular 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 Written Responses or it will be harder for me to provide personalized feedback. **All times are Pacific Time.**

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<b>UNIT 1: INTRODUCTION TO THE ANTHROPOLOGY OF MAGIC, SCIENCE &amp; RELIGION</b>	
<p>WED JAN 24 - SUN JAN 28</p> 	<p style="text-align: center;"><a href="https://www.calfac.org">The California Faculty Association</a> -- the labor union of Lecturers, Professors, Coaches, Counselors, and Librarians across all 23 CSU campuses -- is in a difficult contract dispute with California State University management. We will be going on strike from MON JAN 22 - FRI JAN 26. We demand management gives us a fair contract that recognizes the dignity of CSU faculty, staff, and students. <b>Our working conditions are student learning conditions; we seek to protect both.</b></p> <p style="text-align: center;"><b>Please see the Course Home Page on Canvas for additional information. And for more answers to your questions &amp; concerns about this strike, PLEASE SEE THE CFA's FAQs on these pages:</b></p> <p style="text-align: center;"> <a href="https://www.calfac.org/resources/student-faq/">https://www.calfac.org/resources/student-faq/</a>  <a href="https://www.calfac.org/resources/strike-faq/">https://www.calfac.org/resources/strike-faq/</a>  <a href="https://www.calfac.org/strike/">https://www.calfac.org/strike/</a> </p>
<p><u>MODULE 1:</u> MON JAN 29- SUN FEB 4</p> <p style="text-align: center;"><i>FRI FEB 2:</i> <i>WAITLIST ENDS</i></p>	<p><b><u>Welcome to Magic, Science &amp; Religion + Intro to the Study of 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; Written Responses About Zoom Meetings (Extra Credit) <b>Some Definitions and Other Statements About Religion:</b> (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) John Green, "On Religion (Redux)" (Vlogbrothers, 2.5 mins)</p> <p><u>Optional/Extra Podcast, Reading, &amp; Videos</u> Goodwin &amp; Morgenstein-Fuerst, "You might be done with religion, but religion is not done with you" (Keeping It 101: A Killjoy's Introduction to Religion Podcast, 2020) "An introduction to the Protestant Reformation" (Khan Academy article, 2013) "Intro to the Protestant Reformation: Setting the Stage, Part I" (Khan Academy video, 2013) "Varieties of Protestantism, Part III" (Khan Academy video, 2013) Video Lecture (1d): On Christianity &amp; its Different Branches (9 mins)</p> <p><b>TUE JAN 30: ZOOM MEETING (1) @ 6:00 - 7:30 pm</b>  <b>SUN FEB 4: Quiz (1) Intro to Religious Studies DUE by MIDNIGHT</b>  <b>SUN FEB 4: Written Response (1) DUE by MIDNIGHT</b></p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><u>MODULE 2:</u> TUE FEB 5 - SUN FEB 11</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) Stephenson &amp; Young, "A Conversation With Native Americans on Race" (NYT, 2017) Wengrow, "A New Understanding of Human History and the Roots of Inequality" (TedTalk 2022, 17 mins) Recommended resources on Modern Paganism, Witchcraft &amp; Wicca (&amp; related topics) (google doc) Video Lecture (2e): "Evolutionary Tree of Religion" (3 mins)</p> <p><b>SUN FEB 11: Quiz (2) Intro to Anthro of Religion DUE by MIDNIGHT</b> <b>SUN FEB 11: Written Response (2) DUE by MIDNIGHT</b></p>
<p><u>MODULE 3:</u> MON FEB 12 - SUN FEB 18</p> <p>WED FEB 14: ASH WEDNESDAY: (Christian Holiday)</p>	<p><b><u>The Anthropology of Magic, Science, and Religion</u></b></p> <p><u>Required Readings:</u> Miner, "Body Ritual Among the Nacirema" (1956) 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): Malinowski &amp; Magic (13 mins) Video Lecture (3b): Gmelch, Baseball, &amp; the Nacirema (10 mins) Video Lecture (3d): History of Anthropology (Part One) (7.5 mins) Video Lecture (3d): History of Anthropology (Postmodernism) (7 mins)</p> <p><u>Optional/Extra Readings &amp; Audio:</u> The Nacirema Explained (google doc) Gusterson, "COVID-19 and the Turn to Magical Thinking" (Sapiens, 2020) Langlois, "When Whales &amp; Humans Talk" (Hakai Magazine, 2018) 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) Xygalatas, "Explaining the Emergence of Coronavirus Rituals" (Sapiens, 2020)</p>



MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 3: MON FEB 12 - SUN FEB 18 (continued)</p>	<p><u>Optional/Extra Readings &amp; Audio (continued):</u> Xygalatas, "The Perennial Power of Ritual" (Sapiens, 2016) "Interview with Dimitris Xygalatas "Rituals are important to human life, even when they seem meaningless" (NPR audio, 2022)</p> <p><b>SUN FEB 18: Quiz (3) Malinowski + Gmelch + Miner DUE by MIDNIGHT</b> <b>SUN FEB 18: Written Response (3) DUE by MIDNIGHT</b></p>
<b>UNIT 2: SCIENCE, RELIGION, &amp; PARADIGM SHIFTS</b>	
<p>MODULE 4: MON FEB 19 - SUN FEB 25</p> <p>FRI FEB 19: LAST DAY TO ADD/DROP VIA MYSJSU</p>	<p><b><u>Science: Evolution &amp; Cosmos (Sagan)</u></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, <i>Cosmos: Who Speaks for Earth?</i> (Episode 13, 1980) (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 (7.5 mins) Video Lecture (4d): Religion &amp; Science (9 mins) Video Lecture (4e): Cosmos &amp; Spirituality (7 mins)</p> <p><u>Optional/Extra Readings, Videos &amp; Podcast::</u> Resources on the Catholic Church &amp; Science (Canvas page) Full series and select clips from Sagan's <i>Cosmos</i> (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) Goodwin &amp; Morgenstein-Fuerst, "So Glad You Asked! If Calendars are Neutral" (Keeping It 101: A Killjoy's Introduction to Religion Podcast, 2023) Rennie, "15 Answers to Creationist Nonsense" (Scientific American, 2002) Viviani, "A Letter From COVID-19" (Sapiens, 2021) The Big Bang" (Crash Course Big History Series, 2014) "Religious Groups' Views on Evolution Belief" (Pew Research Center, 2014) "Scientists and Belief" (Pew Research Center 2009) "We Are All Connected" (Symphony of Science music video, 2009)</p> <p><b>SUN FEB 25: Quiz (4.1) Science + Religion DUE by MIDNIGHT</b> <b>SUN FEB 25: Quiz (4.2) Cosmos DUE by MIDNIGHT</b> <b>SUN FEB 25: Written Response (4) DUE by MIDNIGHT</b></p>
<p>MODULE 5: MON FEB 26 - SUN MAR 3</p>	<p><b><u>Science &amp; Paradigm Shifts (Kuhn)</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) (3.5 mins)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><u>MODULE 5:</u> MON FEB 26 - SUN MAR 3 (continued)</p>	<p><u>Required Videos (continued):</u> Video Lecture (5a): Kuhn &amp; Scientific Paradigms (7 mins) Video Lecture (5b): Scientific Paradigm Examples (15 mins) Video Lecture (5c): Postmodern Relevance/Social Theory (17 mins)</p> <p><u>Optional/Extra Videos &amp; Readings:</u> Glamrou, "What Quantum Physics Taught Me About My Queer Identity" (BBC Ideas, 2019) History of Science Series (Crash Course, 2018) Leland et al, "Does Evolutionary Theory Need a Rethink?" (Nature, 2014) 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>FRI MAR 1: ZOOM MEETING (2) @ 12:00 - 1:30 pm</b> <b>SUN MAR 3: Quiz (5) DUE by MIDNIGHT</b> <b>SUN MAR 3: Written Response (5) DUE by MIDNIGHT</b></p>
<b>UNIT 3: "SHAMANISM," RITUAL &amp; INDIGENOUS TRADITIONS</b>	
<p><u>MODULE 6:</u> MON MAR 4 - SUN MAR 10</p> <p>SUN MAR 10: RAMADAN EXPECTED TO BEGIN (Islamic 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 Podcasts &amp; Readings:</u> "Animism: Interview with Graham Harvey" (Religious Studies Project Podcast, 2012) "Future Ancestors: Korean American Shamans and Witches" (Magic in the United States Podcast, 2023) 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>SUN MAR 10: Quiz (6.1) Shamanism/Vitebsky DUE by MIDNIGHT</b> <b>SUN MAR 10: Quiz (6.2) Siberian Shaman Film DUE by MIDNIGHT</b> <b>SUN MAR 10: Written Response (6) by MIDNIGHT</b></p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><b>MODULE 7:</b> MON MAR 11 - SUN MAR 17</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 (7a): The Turners, the Ndembu, &amp; the Ihamba (9.5 mins) Video Lecture (7b): Edith Turner &amp; the Blob (14 mins) Video Lecture (7c): 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>SUN MAR 17: Quiz (7) Zambia/Turner DUE by MIDNIGHT</b> <b>SUN MAR 17: Written Response (7) by MIDNIGHT</b></p>
<b>UNIT 4: NATIVE AMERICAN TRADITIONS</b>	
<p><b>MODULE 8:</b> MON MAR 18 - SUN MAR 24</p> <p><b>TUE MAR 19:</b> <b>NOWRUZ</b> (Persian New Year)</p> <p><b>SAT MAR 23 - SUN MAR 24:</b> <b>PURIM</b> (Jewish Holiday)</p> <p><b>SUN MAR 24</b> <b>PALM SUNDAY</b> (Protestant &amp; Catholic Christian 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 (8a): Ojibwa Ontology Introduction (7 mins) Video Lecture (8b): Language &amp; Cognition (Part One) (8 mins) Video Lecture (8c): Language &amp; Cognition (Part Two) (8 mins) Video Lecture (8d): Ojibwa Ontology (13 mins) Tall Paul, "Prayers in a Song" (Ojibwe Hip Hop, 2015) (music video, 4 mins)</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) "Two-Spirits, One Dance for Native American Artist" (AJ+, 2016) (2 mins) "Why Isn't the Sky Blue" (RadioLab podcast, 2012) (22 mins)</p> <p><b>SUN MAR 24: Quiz (8) Ojibwe Ontology DUE by MIDNIGHT</b> <b>SUN MAR 24: Written Response (8) by MIDNIGHT</b></p>
<p><b>MODULE 9:</b> MON MAR 25 - SUN MAR 31</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" (pdf or 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 (9a) Light of Reverence &amp; Winona LaDuke) (7 mins) Video Lecture (9b) Native American History &amp; Activism (7 mins) Video Lecture (9c): Native American Sacred Places (9 mins)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><u>MODULE 9:</u> MON MAR 25 - SUN MAR 31 (continued)</p> <p>MON MAR 25: HOLI (Hindu Holiday)</p> <p>SUN MAR 31: EASTER (Protestant &amp; Catholic Christian Holiday)</p>	<p><u>Optional/Extra Readings, Videos &amp; Podcast:</u> Dadigan, "The Shasta Dam Killed Off This Tribe's Salmon -- Or So They Thought" (Yes! Magazine, 2017) "Dancing Salmon Home" (Winnemem Wintu, 2010) (15 mins) 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, "Tribe Signs Pact with California to Work Together on Efforts to Save Endangered Salmon" (LA Times, 2023) 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) "Religious Cultural Appropriation: Interview with Liz Bucar" (The Revealer podcast, 2022) Roy, "New Zealand River Granted Same Legal Rights as Human Being" (Guardian, 2017) More Films on Native American History + Activism (Canvas page)</p> <p><b>SUN MAR 31: Quiz (9.1) Sacred Places/La Duke DUE by MIDNIGHT</b> <b>SUN MAR 31: Quiz (9.2) Light of Reverence DUE by MIDNIGHT</b> <b>SUN MAR 31: Written Response (9) DUE by MIDNIGHT</b></p>
<p>MON APR 1 - SUN APR 7</p>	<p><b><u>SPRING BREAK!</u></b> MON APR 1: CESAR CHAVEZ DAY SUN APR 7: GOOD FRIDAY (Protestant &amp; Catholic Christian Holiday)</p>
<p><b>NOTE! NO LATE ASSIGNMENTS FROM UNITS 1-3 (MODULES 1-7) WILL BE ACCEPTED AFTER MON APR 8 @ *NOON*</b></p>	
<p><b>UNIT 5: AFRICAN DIASPORA RELIGIONS</b></p>	
<p><u>MODULE 10:</u> MON APR 8 - SUN APR 14</p> <p>TUE APR 9: EID AL-FITR (Islamic Holiday, Ramadan expected to end)</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 (10a): African Diaspora Religions (13 mins) Video Lecture (10b): Mama Lola + African Pantheons (9 mins) Video Lecture (10c): Mama Lola + Vodou (11 mins)</p> <p><u>Optional/Extra Readings:</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)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 10: MON APR 8 - SUN APR 14 (continued)</p> <p>SAT APR 13: VAISAKHI (Sikh Holiday)</p>	<p>Optional/Extra Videos:: "The Atlantic Slave Trade in Two Minutes" (Slate, 2015) (2 mins) "The Atlantic Slave Trade: What Too Few Textbooks Told You" (TedEd, 2014) (6 mins) "Haitian Revolutions" (Crash Course, 2012) (12.5 mins) "Haitian Revolution" (Khan Academy, 2010) (12.5 mins) Video Lecture (10d): Reflexive Ethnography (8 mins)</p> <p><b>MON APR 8: ZOOM MEETING (3) @ 6:00 - 7:30 pm</b> <b>SUN APR 14: Quiz (10.1) Vodou/Brown DUE by MIDNIGHT</b> <b>SUN APR 14: Quiz (10.2) Legacy of the Spirits DUE by MIDNIGHT</b> <b>SUN APR 14: Written Response (10) DUE by MIDNIGHT</b></p>
<p>MODULE 11: MON APR 15 - SUN APR 21</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 (11a): Introduction to Yoruba Religions (5.5 mins) Video Lecture (11b): Yoruba as "World Religion" (12.5 mins) Video Lecture (11c): Oládémọ and Osun-Osogbo (13 mins)</p> <p><u>Optional/Extra Readings, Videos &amp; Podcast:</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) Goodwin &amp; Morgenstein-Fuerst, "World Religions, But Better" (Keeping It 101: A Killjoy's Introduction to Religion Podcast, 2021) Goodwin &amp; Morgenstein-Fuerst, " You Don't Know African Diasporic Religions," (Keeping It 101: A Killjoy's Introduction to Religion Podcast, 2021) Ibeyi, "River" (music video) Olupona, <i>Òrìṣà Devotion as World Religion: The Globalization of Yorùbá Religious Culture</i> (e-book, via SJSU library, 2008) Pluralism Project, Afro-Caribbean Traditions (web) "Rootwork and the Great Migration: The Uniquely American Origins of Hoodoo, Rootwork, and Conjure" (Magic in the United States Podcast, 2023) "Sacred Journeys: Osun-Osogbo" (PBS website) "Vodou, Gender Variance, and Black Politics Today: Interview with Eziaku Nwokocha" (The Revealer Podcast, 2023) Yu, "The Young Brujas Reclaiming the Power of Their Ancestors" (Broadly, 2018)</p> <p><b>SUN APR 21: Quiz (11.1) Yoruba/Oládémọ DUE by MIDNIGHT</b> <b>SUN APR 21: Quiz (11.2) Osun-Osogbo DUE by MIDNIGHT</b> <b>SUN APR 21: Written Response (11) DUE by MIDNIGHT</b></p>



MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<b>UNIT 6: THE SPIRIT CATCHES YOU + CONCLUSION</b>	
<p><u>MODULE 12:</u> MON APR 22 - SUN APR 28</p> <p>MON APR 22: PASSOVER BEGINS (Jewish Holiday)</p> <p>MON APR 22: EARTH DAY</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 (12a): Intro to the Spirit Catches You (10.5 mins) Video Lecture (12b): Hmong Shamanism: Part One (12.5 mins) Video Lecture (12c): Hmong Shamanism: Part Two (10.5 mins) Video Lecture (12d): Medicine, Religion, Society: Part One (12.5 mins) Video Lecture (12e): Medicine, Religion, Society: Part Two (15 mins)</p> <p><u>Optional/Extra Readings, Videos &amp; Podcast:</u> Carroll, "The Placebo Effect Doesn't Apply Just to Pills" (NYT, 2014) Davis-Floyd, <i>Birth as an American Rite of Passage</i> (e-book via SJSU library, 1992) Greenberg, "What if the Placebo Effect Isn't a Trick?" (NYT, 2018) Singh, "From Homeless to City Hall: The Hmong American Mayor Making History in Oakland" (The Guardian, 2022) "The Hmong People Prefer Shamans Over Doctors. So One Hospital Decided to Provide Both" (Upworthy video, 2017) "Woman's life transformed by unbelievable placebo treatment for chronic pain" (BBC, 2018) "Yellow Rain" (RadioLab podcast, 2012) (25 mins) Hospital Sketch &amp; Other Clips from Monty Python's <i>The Meaning of Life</i> (1983) (3.5 mins) More Resources on Birth, C-sections, and Maternal Mortality (Canvas page)</p> <p><b>SUN APR 28: Quiz (12.1) Spirit Catches You (1-5) DUE by MIDNIGHT</b> <b>SUN APR 28: Quiz (12.2) Spirit Catches You (6-10) DUE by MIDNIGHT</b> <b>SUN APR 28: Quiz (12.3) Split Horn DUE by MIDNIGHT</b> <b>SUN APR 28: Final Paper First Draft (Optional) DUE by MIDNIGHT</b></p>
<p><u>MODULE 13:</u> MON APR 29 - SUN MAY 5</p> <p>SUN MAY 5: EASTER (Orthodox Christian 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 One (7 mins) Video Lecture (13c): Cultural Relativism: Part Two (14 mins)</p> <p><u>Optional/Extra Readings &amp; Video:</u> Fausto-Sterling, "I Can't Breathe: Race in Medical School Curricula" (Boston Review, 2016) Luhmann, "When God Talks Back" (TEDxStanford, 2015) McNamara, "'Conspirituality' Boomed During the Pandemic, and it Could Have Consequences for the Vaccine Effort" (Teen Vogue, 2021) Wallis, "Why Racism, Not Race, is a Risk Factor for Dying of COVID-19" (Scientific American, 2020) Wiseman, "The Dark Side of Wellness: The Overlap Between Spiritual Thinking and Far-right Conspiracies" (The Guardian, 2021) Wispelwey &amp; Morse, "An Antiracist Agenda for Medicine" (Boston Review, 2021)</p> <p><b>SUN MAY 5: Quiz (13.1) Spirit Catches You (11-15) DUE by MIDNIGHT</b> <b>SUN MAY 5: Quiz (13.2) Spirit Catches You (16-Afterword) DUE by MIDNIGHT</b> <b>SUN MAY 5: Written Response (12) DUE by MIDNIGHT</b></p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><u>MODULE 14:</u> MON MAY 6 - SUN MAY 12</p>	<p><b><u>Course Conclusion + Finals Week</u></b></p> <p>NO MORE NEW 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; Video:</u> Chua, "What Religious Beliefs Reveal About Post-Truth Politics" (Sapiens, 2017) Crosley-Corcoran, "Explaining White Privilege to a Broke Person" (2013) McIntosh, " White Privilege: Unpacking the Invisible Knapsack" (1989) 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) Singh, "Why universities--and the rest of us--need religion studies" (Religion News, 2020) What is Systemic Racism? (Race Forward, 2015)</p> <p><b><u>WED MAY 8: ZOOM MEETING (4) @ 6:00 - 7:30 pm</u></b></p>
<p><b>NOTE! NO LATE ASSIGNMENTS FROM UNITS 4-6 (MODULES 8-13) WILL BE ACCEPTED AFTER MON MAY 13 @ *NOON*</b></p>	
<p><u>MODULE 15:</u> MON MAY 13 - WED MAY 22</p> <p><i>MON MAY 13 LAST DAY OF INSTRUCTION</i></p> <p><i>WED MAY 15 - TUE MAY 22: FINALS WEEK</i></p>	<p><b><u>Course Conclusion + Finals Week</u></b></p> <p>NO MORE NEW REQUIRED READINGS &amp; VIDEOS! Work on your Final Essay &amp; catch up on anything you might have fallen behind on.</p> <p><b><u>WED MAY 15: FINAL ESSAY (FINAL DRAFT) DUE by 12 *NOON*</u></b></p>

## ***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, i.e. 9 hours per week for this course) 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](https://www.sjsu.edu/curriculum/courses/syllabus-info.php), 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.