

San José State University, Humanities Department, Religious Studies Program
RELS/ANTH 122, Magic, Science & Religion (Sections 80 & 81, SPRING 2025)

Instructor:	Dr. Lee Gilmore (she/her)
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Office Location/Hours:	Tuesdays 2pm-3pm, via Zoom . 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.)
Class Days/Time/ Course Format:	This course is fully online & asynchronous ("Mode 01"). Four optional/extra credit Zoom Meetings will be held live (& recorded). See <i>Course Schedule</i> below for dates and <i>Assignments: Extra Credit Zoom Meetings</i> on Canvas for more info.
Canvas Classroom:	<ul style="list-style-type: none"> • SEC 80: https://sjsu.instructure.com/courses/1598419 • SEC 81: https://sjsu.instructure.com/courses/1598424
Prerequisites:	Completion of Core GE Requirements; WST passed; 100W completed or concurrent enrollment; upper division standing (60 units)
GE/SJSU Studies Category:	Area V: Cultures and Global Understanding. (See <i>General Education Area V Learning Outcomes</i> below.)
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.
Land Acknowledgement:	The San José State University community recognizes the importance of this land to the Indigenous Muwekma Ohlone people of this region, and consistent with our principles of community and diversity strives to be good stewards on behalf of the Muwekma Ohlone Tribe whose land we occupy.

General Education Area V (Cultures and Global Understanding): Learning Outcomes

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.

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; and African-diaspora religions and rituals as sites of resistance, resilience, and reciprocity, including Haitian Vodou and Yoruba-derived traditions (among other cultures/religions).*

General Education Area V: 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 to 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.*

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.

Writing Practice

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

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](#), 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.

Readings & Other Required Media

Required Readings & Videos

No textbook purchase is required. ALL required readings & videos are available via our Canvas site and/or via the SJSU Library. See *Course Schedule* below for details.

Library Research Guides & Liaison

Research Guide: [Religious Studies Resources](#)

Research Guide: [For Online Students](#)

Liaison: Lauren DeCelle <lauren.decelle@sjsu.edu>

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 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/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 Policies

AI & Academic Integrity Policy

Something that everyone taking this class needs to understand from day one is that **this is a writing intensive class**. Because of the online only and asynchronous nature of this class, I require a lot of writing from you — and I give you all a lot of written feedback in return.

Based on my decade-plus of teaching for SJSU, I know that the majority of students here care deeply about the integrity and honesty of your work. You work hard, care about your learning, and do your best to build your skills with each paper you write. Most students do not intentionally plagiarize. Those who do usually do so by mistake (which is still problem, but is not the same thing as deliberately cheating). And I believe that most students are also not using generative AI for "help" with their papers. But some are. Therefore, just in case any of you may be tempted to cut corners by using generative AI in your written assignments, **I want to make sure that everyone agrees to my Academic Integrity Policy — and understands my rationale for this policy — before proceeding in this class. Please take the ungraded but required Quiz in Module 0 — which serves as our course contract — before starting on any of the graded assignments.**

The bottom line is that ANY attempt to pass off material not actually written by yourself — including text generated by an artificial so-called "intelligence" (AI) or "Large Language Model" (LLM) such as ChatGPT (among others) — and/or written by another human being (or in any way 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 adequately revised). Depending on severity and/or intention to deceive it may also result in a failing grade for the course or even expulsion from SJSU. And, per SJSU policy, all serious incidents of academic dishonesty must be reported to the office of [Student Conduct and Ethical Development](#).

Course Policies (continued)

AI & Academic Integrity Policy (continued)

Therefore, ALL written assignments for this course — including the Writing Practice Assignments and the Final Paper — will be checked for plagiarism and generative AI via turnitin.com (as well as by my own experienced eyes). I regret that it is necessary to use turnitin.com, because I did not become an educator in order to play cop. But given the high volume of student writing I read every week, I do need some help deterring and documenting plagiarism in order to keep my work load more manageable.

One of the biggest problems with AI is that it cannot always be relied upon to be accurate. Because of this, I also understand that turnitin.com's AI detection (which is itself AI-based) is not necessarily guaranteed to be 100% accurate either. However, the difference between AI-generated text and human writing is often easy to spot even without "AI detection," and so turnitin.com often supports my own hunches. **Generative AI often sounds plastic, superficial, generic, and forced. It's like the difference between a golf course and a natural meadow.** On the surface, generative AI looks polished and perfectly manicured (like a golf course). But it lacks the individuality and soul of a natural meadow. Furthermore, and crucially — generative AI also often gets things wrong — especially in a class like this where we go off the beaten track.

Therefore, the policy in this class is that any written assignment flagged by turnitin.com as having an AI probability score over 50% will require re-writing from scratch. I also reserve the right to require re-writing of assignments flagged at lower percentages as probable AI (or not flagged by turnitin.com at all) if still they read too much like AI-generated text, based on my own assessment. Some of you may have been trained to write in a very formal corporate-speak style. But over here in the Humanities — and especially in this class — we want to see more of your own unique human intelligence shining through. I would rather read your own potentially imperfect writing — but that showcases your own authentic human understanding and curiosity — over the cookie cutter text generated by AI.

About Grammarly in particular: please also avoid using it in this class. Unfortunately, while Grammarly used to just help with correcting grammar and tightening up your own writing (which was fine), it now also uses AI and is "generative" meaning it suggests words, phrases, and ideas to use. And generative AI is problematic, because it diverts you towards its generalisms where you would have been better off thinking about what you actually want to say on your own, without the "help" of generative AI. Additionally, papers that use Grammarly tend to kick up turnitin.com's AI detection. So, please, don't use Grammarly (or any other AI-'enhanced' writing tools) either.

Every Writing Practice assignment is an opportunity to practice and hone your own skills, and to develop your own voice. In the big picture (and long run), your understanding and analysis of the key issues and examples we will study in this class is more important than perfect English grammar (although these assignments are an opportunity to practice and improve that too).

Using generative AI to write college papers is like bringing a robot to the gym and asking it to lift weights for you. The weights might go up and down while you sit there and watch, but you will get no benefit from it. Writing and critical thinking are skills that you can only get better at with practice and feedback, so resorting to shortcuts like AI is only cheating yourself out of those opportunities.

I do understand the pressures many of you are under, and therefore understand the potential temptation to cut corners by using AI. I also understand that there may be ways to utilize other types of AI that may have value. However, in the context of a college course with a significant writing requirement (like this one), using an artificial so-called "intelligence" (instead of your own authentic human intelligence) is fraudulent. **So, if you get stuck working on any of your written assignments for this class, please ask me for help — or visit the Writing Center — before resorting to artificial "intelligence"** (or old-fashioned plagiarism).

That said, I also want to help make everyone more aware of some of the other problems with generative AI. This information is based on my having read several experts urging caution when it comes to the limitations and dangers of AI.

First of all, by definition and by design, LLMs (Large Language Models) are plagiarism machines, because they were "trained" on work written and published by human authors without the knowledge, permission, or compensation of those authors in the vast majority of cases.

Course Policies (continued)

AI & Academic Integrity Policy (continued)

Furthermore, **there is no actual intelligence in artificial so-called "intelligence," just the artificial part.** LLMs can often convincingly mimic human writing, but these computer programs are just fancy algorithms designed to reproduce probable text. They possess no actual intelligence, or actual understanding of the key ideas and specific religious contexts and histories we will be studying in this class. [They are also not encyclopedias or repositories of peer reviewed knowledge.](#) **AI is known to "hallucinate" and cannot be relied upon to spit out accurate information.** (This includes, Google's "AI overviews," which are also unreliable.) Additionally, AI also often [reproduces cultural stereotypes](#). One AI expert has called LLMs ["bias optimizers."](#) Others have called LLMs ["bullshit machines."](#)

When people use AI to cut corners in their learning experiences, this does not enhance our own learning or intelligence. Instead, it guides us toward simplistic generalisms, [erodes our own critical thinking skills](#), and robs us of the opportunity to understand complex ideas on our own. **And when too few people put in the work to develop critical thinking and writing skills, I fear it will only become harder and harder to sort out the facts from the fallacies in the future.**

One other big problem with AI is that it is environmentally wasteful because it is much more energy and water intensive than other types of computing. [ChatGPT alone uses the equivalent of nearly 180,000 household's worth of electricity every day](#) and [each request uses an estimated half-liter of water](#). Visualize yourself pouring a bottle of water on the ground for every question you type into an AI program.

Finally, I should also include a reminder here that old fashioned plagiarism also remains unacceptable. In this sense, 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 the assigned 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.** Submitting papers written for previous classes without prior permission is also a violation of academic integrity. Again, please [reach out to me](#) — or the [SJSU Writing Center](#) — for help before resorting to plagiarism of any type. And please see *Academic Integrity Policy* page on Canvas for more resources and tips on how to avoid plagiarism.

Late Policy

HERE'S THE DEAL: The regular DUE DATE & TIME for both Quizzes and Writing Practice Assignments in this course is MIDNIGHT ON SUNDAYS. You are expected to complete ALL assignments by the posted due dates, because the course runs much more smoothly for everyone that way. And, **ideally, you should plan to complete each week's assignments sometime during the week BEFORE the last minute on Sunday night.** (I recommend putting all due dates in your own calendar and planning your regular schedules ahead of time in order to meet the weekly deadlines, while also accommodating your other commitments as needed.)

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 & Writing Practice Assignments, and up to -10 points per day for the Final Paper). This means that 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). You also do not need to email me to request extensions or report late assignments within the 24-hour grace period. But after that, late penalties may apply and checking in is appreciated. **I will waive late penalties in the case of illness or other emergencies.**

NOTE: I highly recommend and strongly prefer that you complete the assignments in order, proceeding through the Quizzes and Writing Practice Assignments in each Module in order before moving on to those in the next Module. The concepts we will explore all build upon one another throughout the course, so I think the course makes more sense in the long run when you work through the assignments in order as. I will waive or reduce late penalties on a case-by-case basis, because I would rather have you work through the assignments in order instead of skipping ahead before previous concepts have been introduced. (You are also encouraged to work ahead at your own pace, but please don't get too far ahead on the Writing Practice Assignments or it will be harder for me to provide both individualized and collective feedback.)

Course Policies (continued)

Late Policy (continued)

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 a few deducted points are very unlikely to make a difference in your final grade (see *Grading Information: Determination of Grades* below), too many subtracted points from too many late assignments can add up fast and significantly reduce your final grade.

FINALLY, PLEASE NOTE: it is NOT possible to adequately complete all material in this class at the last minute. AND NO late Quizzes or Writing Practice Assignments will be accepted after MON MAY 12 AT *NOON*. This is a firm boundary. 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.

Student Disruptive Behavior

In all courses offered by the Humanities Department, we strive to establish relationships of mutual trust and respect. Our classrooms are community, collaborative creations that require buy-in to our shared project, generosity of spirit, and patient interactions with each other. Be aware that Title 5 of the California Code of Regulations governs student behavior in the classroom, interactions with other students, and with faculty and staff of the university in § 41301. Standards for Student Conduct. In very rare and severe cases, students not abiding by these state standards of conduct may be dropped from the class

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

- 300 = Quizzes (16 @ up to 10-30 points each)
- 400 = Writing Practice Assignments (6 @ up to 70 points each)
- 300 = Final Paper (up to 100 points for First Draft + up to 200 points for Final Draft)
- +40 = Optional Extra Credit (up to 40 points of extra credit available for attending & participating, or watching & summarizing, optional Zoom Meetings)

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 explanation about what I am looking for in the bi-weekly Writing Practice Assignments and tips to boost those scores, please see *Assignment Rubrics Explained + Other Tips* on Canvas.)

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* above), and following the directions accurately and completely (and doing the work yourself, see the *Academic Integrity Policy* above) 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.**

The only way to fail this class is to not complete enough assignments (or to commit academic dishonesty, again, see the *Academic Integrity Policy* above). 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 the *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

Optional/Extra Credit Zoom Meetings (up to 40 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 10 points of extra credit each for attending AND participating in these Zoom sessions.** COME PREPARED WITH QUESTIONS FOR ME ABOUT THE MATERIAL. (Participating in the chat is part of the assignment to earn extra credit for these meetings.)

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 10 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 2025 are scheduled as follows:

- WED JAN 22: ZOOM MEETING (1) @ 6:30 - 8:00 pm
- TUE FEB 25: ZOOM MEETING (2) @ 6:00 - 7:30 pm
- MON APR 7: ZOOM MEETING (3) @ 6:00 - 7:30 pm
- THU 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.*)

Quizzes (up to 300 points total)

Every week, you will have at least one or two Quizzes 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 and/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 **10-25** 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 Writing Practice Assignments 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.

After you complete each Quiz, I also recommend that you take the time to read through the results, whether you miss a question or not. I often plant little comments with more information and context that pop up after you've submitted a Quiz, including the location of the correct answer in the reading. So, for questions you may have missed, take a moment to review the correct answers and try to figure out what you misunderstood. Think of this information as an opportunity to better understand the texts and ask me if you are still confused about anything in your next Writing Practice Assignment. Please see more details and tips in *About Quizzes* on Canvas.

Course Requirements & Assignments (continued)

Video Lectures, Writing Practice Assignments & Feedback Docs (6 @ up to 40-70 points each)

Every week, you will watch a series of ~5-20 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 an audio file that you can download and listen to as a podcast, as well as a link to the slide deck I used to make each Video Lecture. I also recommend watching each Video Lecture series during the week/Module during which it was assigned, while the readings are hopefully more fresh in your mind and to balance out your weekly time commitments.)

Every other week, you will then write a response to a few questions about the Video Lectures. Although you may also refer to the assigned readings and films from the relevant Unit/Modules, the Writing Practice Assignments **MUST** draw directly on a few of the key points from the Video Lectures, thinking about how the ideas discussed in the Video Lectures illuminate concepts from the assigned readings, and raising any questions you may have. Also, please do not use any "outside" sources for these assignments. The point of these assignments is to think about the ideas in the Video Lectures, not to go looking for other information.

After you submit each Writing Practice Assignment, I will provide Collective Feedback, focusing on the ideas everyone discussed. **As part of that process, I will copy and paste the text of your assignment into [a series google docs](#) and share it with the rest of the class — along with my additional commentary on key topics —** as a way of responding, clarifying, and re-emphasizing the key ideas discussed in each Unit.

The Feedback Docs are my way of trying to have an individualized (and collective) conversation with everyone in this class. They are one of your best opportunities to ask questions and get clarification about key information and ideas in this class and so they are an important part of these assignments that you should not skip.

For each Writing Practice Assignment, **I will recommend (via your [private Assignment Comments on Canvas](#)) a few specific topics for you to read in each Feedback Doc.** And then as part of the next Writing Practice Assignment, I will ask you to briefly acknowledge and respond to a few of those specific topics in each Feedback Doc, especially those that I recommend you to via my private feedback in the Assignment Comments on Canvas. (Grades and general feedback about writing will also be left privately via the grading tools on Canvas.) To be clear, I don't expect everyone to read every word of the Feedback Docs (they can get pretty long). But I **DO** expect you to read the main topics I specifically recommended to you (and I also encourage you to browse through the various topic headings, just out of interest and curiosity). The google docs are searchable and easily navigable via the outline of topic headings, to hopefully help this process not be too time consuming.

NOTE: It is not possible to earn enough credit to pass this class without completing most of the Writing Practice Assignments. Each Writing Practice Assignment should be between 800-2000 (min/max) words total and will be worth up to 70 points. (See *Determination of Grades* and *Total Assignment Points Possible* above. Please also be sure familiarize yourself with my *AI & Academic Integrity Policy* above. And also see *About Video Lectures & Writing Practice Assignments* and *Assignment Rubrics Explained + Other Tips* via Canvas.

Final Paper (up to 300 points total)

The Final Paper will demonstrate your ability to synthesize and think critically about the key concepts studied in this course. You will have a few different prompts & topics to choose from.

- The Final Paper should be ~3-5 pages long (1000-1500 words)
- The (optional) **FIRST DRAFT** is **DUE by SUN APRIL 27 @ MIDNIGHT** and is worth up to 100 points
The **FINAL DRAFT** is **DUE by WED MAY 14 @ *NOON*** and is worth up to 200 points (or up to 300 if you skip the First Draft)
- For more details, see *Assignments: Final Paper* on Canvas.

SPRING 2025 Course Schedule (RELS/ANTH 122)

IMPORTANT NOTE ABOUT DUE DATES & DEADLINES

As stated in the *Late Policy* above, ideally, **you should complete each week's readings, videos, and assignments sometime during the week 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. See the *Late Policy* for more info. **All times are Pacific Time.**

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
UNIT 1: INTRODUCTION TO THE ANTHROPOLOGY OF MAGIC, SCIENCE & RELIGION	
TUE JAN 21 - SUN JAN 26	<p><u>Welcome to Magic, Science & Religion</u></p> <p><u>Required Readings:</u> This Syllabus, especially:</p> <ul style="list-style-type: none"> • AI & Academic Integrity Policy • Late Policy • About Quizzes • About Video Lectures & Writing Practice Assignments • About Zoom Meetings (Extra Credit) <p><u>WED JAN 22: ZOOM MEETING (1) @ 6:30 - 8:00 pm (optional/extra credit)</u> <u>SUN JAN 26: SYLLABUS QUIZ & COURSE CONTRACT (required, but ungraded)</u></p>
MODULE 1: MON JAN 27 - SUN FEB 2	<p><u>Intro to the Study of Religion</u></p> <p><u>Required Readings:</u> Some Definitions and Other Statements About Religion: (Canvas Page/google doc)</p> <p><u>Required Videos:</u> Video Lecture (1a): Intro to the Study of Religion (14.5 mins) Video Lecture (1b): Defining Religion (13.5 mins) Video Lecture (1c): Exclusivism and Inclusivism vs. Pluralism & Relativism (14 mins) John Green, "On Religion (Redux)" (Vlogbrothers, 2.5 mins)</p> <p><u>Optional/Extra Readings, Podcast, & Videos:</u> "An Introduction to the Protestant Reformation" (Khan Academy article, 2013) Asad, "The Construction of Religion as an Anthropological Category," (full chapter from <i>Genealogies of Religion</i>, 1993) Geertz, "Religion as Cultural System" (full essay, 1965) Goodwin & Morgenstein-Fuerst, <i>Religion is Not Done With You: Or, the Hidden Power of Religion on Race, Maps, Bodies, and Law</i> (2024) Goodwin & 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) "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 & its Different Branches (9 mins)</p> <p><u>SUN FEB 2: Quiz (1) Intro to Religious Studies DUE by MIDNIGHT</u> <u>SUN FEB 2: Writing Practice (1) DUE by MIDNIGHT</u></p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><u>MODULE 2:</u> MON FEB 3 - SUN FEB 9</p> <p>MON FEB 3: MY.SJSU WAITLIST ENDS</p>	<p><u>Intro to the Anthropology of Religion</u></p> <p><u>Required Readings:</u> Winkelman & Baker, "Anthropology & the Study of Religion" (2010)</p> <p><u>Required Videos:</u> Video Lecture (2a): Anthropology of Religion (11 mins) Video Lecture (2b): Key Terms: Indigenous, etc (9 mins) Video Lecture (2c): Unilinear Cultural Evolution (14 mins) Wengrow, "A New Understanding of Human History and the Roots of Inequality" (TedTalk 2022, 17 mins)</p> <p><u>Optional/Extra Readings & Videos:</u> Bond, "Pseudoarchaeology and the Racism Behind Ancient Aliens" (Hyperallergic, 2018) Davis, "The World Wide Web of Belief & 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 & Wengrow, "Do Things Have to Be This Way?" (Sapiens excerpt from <i>The Dawn of Everything: A New History of Humanity</i>, 2021) Graeber & Wengrow, <i>The Dawn of Everything: A New History of Humanity</i> (full book) (2021) Klein, "The Anthropologists Who Undid Sex, Race, and Gender" (Sapiens, 2019) Recommended resources on Modern Paganism, Witchcraft & Wicca (& related topics) (google doc) Stephenson & Young, "A Conversation with Native Americans on Race" (NYT 2017, 6 mins)</p> <p><u>SUN FEB 9: Quiz (2) Intro to Anthro of Religion DUE by MIDNIGHT</u></p>
<p><u>MODULE 3:</u> MON FEB 10 - SUN FEB 16</p>	<p><u>The Anthropology of Magic, Science, and Religion</u></p> <p><u>Required Readings:</u> Malinowski, "Rational Mastery by Man of His Surroundings" (excerpt from <i>Magic, Science, and Religion and Other Essays</i>, 1925) Gmelch, "Baseball Magic" (1971) Miner, "Body Ritual Among the Nacirema" (1956)</p> <p><u>Required Videos:</u> Video Lecture (3a): Malinowski & Magic (13 mins) Video Lecture (3b): Gmelch, Baseball, & the Nacirema (12 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 & Audio:</u> The Nacirema Explained (google doc) Geertz, "Thick Description: Toward an Interpretive Theory of Culture" (full essay) (1973) Gusterson, "COVID-19 and the Turn to Magical Thinking" (Sapiens, 2020) 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) Interview with Dimitris Xygalatas "Rituals are important to human life, even when they seem meaningless" (NPR audio, 2022)</p> <p><u>SUN FEB 16: Quiz (3) Malinowski + Gmelch + Miner DUE by MIDNIGHT</u> <u>SUN FEB 16: Writing Practice (2) DUE by MIDNIGHT</u></p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
UNIT 2: SCIENCE, RELIGION, & PARADIGM SHIFTS	
<p>MODULE 4: MON FEB 17 - SUN FEB 23</p> <p><i>TUE FEB 18:</i> <i>LAST DAY</i> <i>TO ADD/DROP</i> <i>VIA MYSJSU</i></p>	<p><u>Science: Evolution & Cosmos (Sagan)</u></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 & Intelligent Design (14 mins) Video Lecture (4c): BC & AD vs. BCE & CE (7.5 mins) Video Lecture (4d): Religion & Science (9 mins) Video Lecture (4e): Cosmos & Spirituality (7 mins)</p> <p><u>Optional/Extra Readings:</u> Resources on the Catholic Church & Science (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) Henderson, "Open Letter to the Kansas School Board" (spaghettimonster.org, 2006) Rennie, "15 Answers to Creationist Nonsense" (Scientific American, 2002) Viviani, "A Letter From COVID-19" (Sapiens, 2021) "Religious Groups' Views on Evolution Belief" (Pew Research Center, 2014) "Scientists and Belief" (Pew Research Center 2009)</p> <p><u>Optional/Extra Videos & Podcast</u> More Evolution & Science Resources (Canvas page) Select Clips from Sagan's <i>Cosmos</i> & link to full series (Canvas page) "Journey of the Universe" (1 hour documentary, 2011) "We Are All Connected" (Symphony of Science music video, 2009) Goodwin & Morgenstein-Fuerst, "So Glad You Asked! If Calendars are Neutral" (Keeping It 101: A Killjoy's Introduction to Religion Podcast, 2023)</p> <p>SUN FEB 23: Quiz (4.1) Science + Religion DUE by MIDNIGHT SUN FEB 23: Quiz (4.2) Cosmos DUE by MIDNIGHT</p>
<p>MODULE 5: MON FEB 24 - SUN MAR 2</p> <p><i>SAT MAR 1:</i> <i>RAMADAN</i> <i>EXPECTED TO</i> <i>BEGIN</i> <i>(Islamic Holiday)</i></p>	<p><u>Science & Paradigm Shifts (Kuhn)</u></p> <p><u>Required Readings:</u> Kuhn, "Introduction: A Role for History + The Route to Normal Science" (excerpts from <i>The Structure of Scientific Revolutions</i>, 1962) Nickles, "Introduction" (excerpt from <i>Thomas Kuhn</i>, 2002)</p> <p><u>Required Videos:</u> Kuhn's Paradigm Shift (youtube) (3.5 mins) Video Lecture (5a): Kuhn & Scientific Paradigms (8 mins) Video Lecture (5b): Scientific Paradigm Examples (16 mins) Video Lecture (5c): Postmodern & Social Theory (17 mins) Video Lecture (5d): Paradigm Change & Social Change (19 mins)</p> <p><u>Optional/Extra Videos & Podcast:</u> Glamrou, "What Quantum Physics Taught Me About My Queer Identity" (BBC Ideas, 2019) "History of Science Series" (Crash Course, 2018) "Renewal Dance" (on the Ghost Dance) (Magic in the United States Podcast, 2024)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 5: MON FEB 24 - SUN MAR 2 (continued)</p>	<p><u>Optional/Extra Readings:</u> Naughton, "Thomas Kuhn: The Man Who Changed the Way the World Looked at Science" (The Guardian, 2012) "The New Science of Sex and Gender" (Scientific American, 2017) "No Place for Transphobia in Anthropology" (American Anthropological Association, 2023) Wallace, "Revitalization Movements" (American Anthropologist, 1956) Williams, "Bias Optimizers: AI tools such as ChatGPT appear to magnify some of humanity's worst qualities, and fixing those tendencies will be no easy task" (American Scientist, 2023)</p> <p>TUE FEB 25: ZOOM MEETING (2) @ 6:00 - 7:30 pm SUN MAR 2: Quiz (5) DUE by MIDNIGHT SUN MAR 2: Writing Practice (3) DUE by MIDNIGHT</p>
UNIT 3: SHAMANISM & RITUAL	
<p>MODULE 6: MON MAR 3 - SUN MAR 9</p>	<p><u>"Shamanism" (Vitebsky)</u></p> <p><u>Required Readings:</u> Vitebsky, "Shamanism" (excerpt from <i>Indigenous Religions: A Companion</i>, edited by Graham Harvey, 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): What is Shamanism (10 mins) Video Lecture (6b): Shamanic Practices (14.5 mins) Video Lecture (6c): Siberian Shaman + Neo-Shamanism (16 mins)</p> <p><u>Optional/Extra Readings:</u> Fadiman, <i>The Spirit Catches You and You Fall Down</i>, (2012) Fraser, "The Perils and Privileges of an Amazonian Hallucinogen" (Sapiens, 2017) Harvey, <i>Indigenous Religions: A Companion</i> (full e-book via SJSU library, 2000) Hay, "The Colonization of the Ayahuasca Experience: Interview with Evgenia Fotiou" (JSTOR Daily, 2020) Singh, "Why Shamans Stand Apart" (Sapiens, 2019) Strobel, <i>Babaylan: Filipinos and the Call of the Indigenous</i> (book via SJSU library, 2010) Torres & 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><u>Optional/Extra Podcasts & Videos:</u> "Animism: Interview with Graham Harvey" (Religious Studies Project Podcast, 2012) "Evolutionary Tree of Religion" (3 mins) ("extra" video lecture) "Future Ancestors: Korean American Shamans and Witches" (Magic in the United States Podcast, 2023) "Teresita: Teresa Urrea, Curanderismo, and the Borderland Uprisings" (Magic in the United States Podcast, 2024) "The Hmong People Prefer Shamans Over Doctors. So One Hospital Decided to Provide Both" (2.5 mins) (Upworthy video, 2017) "The Split Horn: Life of a Hmong Shaman in America" (60 mins) (via SJSU library, 2001)</p> <p>SUN MAR 9: Quiz (6.1) Shamanism/Vitebsky DUE by MIDNIGHT SUN MAR 9: Quiz (6.2) Siberian Shaman Film DUE by MIDNIGHT</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 7: MON MAR 10 - SUN MAR 16</p> <p>THU MAR 13 - FRI MAR 14: PURIM (Jewish Holiday)</p> <p>FRI MAR 14: HOLI (Hindu Holiday)</p>	<p><u>A Visible Spirit in Zambia (Turner)</u></p> <p><u>Required Reading:</u> Turner, "A Visible Spirit Form in Zambia" (1994)</p> <p><u>Required Videos:</u> Video Lecture (7a): The Turners, the Ndembu, & the Ihamba (9 mins) Video Lecture (7b): Edith Turner & the Blob (13.5 mins) Video Lecture (7c): What is the Placebo Effect? (7.5 mins) Video Lecture (7d): Rites of Passage (11 mins)</p> <p><u>Optional/Extra Readings & Video:</u> Carroll, "The Placebo Effect Doesn't Apply Just to Pills" (NYT, 2014) Golub, "Vale Edith Turner" (Savage Minds, 2016) Greenberg, "What if the Placebo Effect Isn't a Trick?" (NYT, 2018) 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 & 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) "Woman's life transformed by unbelievable placebo treatment for chronic pain" (BBC, 2018)</p> <p>SUN MAR 16: Quiz (7) Zambia/Turner DUE by MIDNIGHT SUN MAR 16: Writing Practice (4) by MIDNIGHT</p>
UNIT 4: NATIVE AMERICAN TRADITIONS	
<p>MODULE 8: MON MAR 17 - SUN MAR 23</p> <p>THU MAR 20: NOWRUZ (Persian New Year)</p>	<p><u>Native American Traditions (1): Ojibwe Ontology (Hallowell)</u></p> <p><u>Required Readings:</u> Hallowell, "Ojibwa Ontology, Behavior & Worldview" (1960)</p> <p><u>Required Videos:</u> Video Lecture (8a): Ojibwa Ontology Introduction (7 mins) Video Lecture (8b): Language & Worldview (Part One) (9 mins) Video Lecture (8c): Language & Worldview (Part Two) (8 mins) Video Lecture (8d): Ojibwa Ontology + Other Than Human Persons (14 mins) Tall Paul, "Prayers in a Song" (Ojibwe Hip Hop, 2015) (music video, 4 mins)</p> <p><u>Optional/Extra Readings, Podcasts, & Videos:</u> Boroditsky, "How language shapes the way we think" (TedTalk, 2018) (14 mins) Douglas, "Wild Rice Sues to Stop Oil Pipeline" (High Country News, 2021) Heywood, "The Ontological Turn" (Open Encyclopedia of Anthropology, 2017) "History of the Word 'Romance' and its different meanings" (Merriam-Webster, 2017) Jones, "Is Color Perception a Human Universal?" (Sapiens, 2017) Langlois, "When Whales & Humans Talk" (Hakai Magazine, 2018) Low, "To Speak the Language of the Land" (Hakai Magazine, 2024) Riehl, "Why Are Languages Worth Preserving?" (Sapiens, 2019) Robson, "Are there really 50 Eskimo words for snow?" (New Scientist, 2012) "Are Colors Universal?" (Sapiens podcast, Oct 2019) (30 mins) "Why Isn't the Sky Blue" (RadioLab podcast, 2012) (22 mins) "Two-Spirits, One Dance for Native American Artist" (AJ+, 2016) (2 mins) "Wild Rice: A Sacred Food" (Pluralism Project)</p> <p>SUN MAR 23: Quiz (8) Ojibwe Ontology DUE by MIDNIGHT</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p>MODULE 9: MON MAR 24 - SUN MAR 30</p>	<p><u>Native American Traditions (2): Sacred Places (LaDuke)</u></p> <p><u>Required Readings:</u> LaDuke, "In the Time of Sacred Places" (2017) Pluralism Project, "Native American Traditions: Myth of the 'Vanishing Indian'; Millennia of Religious Diversity; Religion as a Way of Life; Anishinaabe Ojibwe Ways; Wild Rice: A Sacred Food; Sacred Lands and Treaty Rights: The Black Hills" (pdf or web)</p> <p><u>Required Videos:</u> <i>In the Light of Reverence</i> (2001) (via SJSU library; part 1, 25 mins & part 3, 26 mins) Video Lecture (9a) Light of Reverence & Winona LaDuke) (6.5 mins) Video Lecture (9b) Native American History & Activism (7 mins) Video Lecture (9c): Native American Sacred Places (10.5 mins)</p> <p><u>Optional/Extra Readings:</u> Dadigan, "The Shasta Dam Killed Off This Tribe's Salmon -- Or So They Thought" (Yes! Magazine, 2017) Gomez, "Postapocalyptic Communities: Tribal and Religious Organizations Respond to COVID-19" (The Revealer, 2021) Hopkins, "How Alcatraz Island Was Reclaimed by Native Peoples" (Teen Vogue, 2019) 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) Kagawa-Viviani, "Maunakea: Redirecting the lens onto the culture of mainstream science" (2019) Kennedy, "It Sure Seems Like the Courts Have Placed Christianity Above Other Faiths" (About Oak Flat) (Slate, 2024) 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 & 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)</p> <p><u>Optional/Extra Videos & Podcast:</u> "Apache Sacred Land Threatened by Mining in Arizona" (Becket Law, 2023) (10 mins) "Dancing Salmon Home" (Winnemem Wintu, 2010) (15 mins) "More Films on Native American History + Activism" (Canvas page) "Religious Cultural Appropriation: Interview with Liz Bucar" (The Revealer Podcast, 2022)</p> <p>SUN MAR 30: Quiz (9.1) Sacred Places/La Duke DUE by MIDNIGHT SUN MAR 30: Quiz (9.2) Light of Reverence DUE by MIDNIGHT SUN MAR 30: Writing Practice (5) DUE by MIDNIGHT</p>
<p>MON MAR 31 - SUN APR 6</p>	<p><u>SPRING BREAK!</u> <i>MON MAR 31: CESAR CHAVEZ DAY (Campus Closed)</i> <i>MON MAR 31: EID AL-FITR (RAMADAN EXPECTED TO END (Islamic Holiday)</i></p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
UNIT 5: AFRICAN DIASPORA RELIGIONS	
<p>MODULE 10: MON APR 7 - SUN APR 13</p> <p>SAT APR 12: PASSOVER BEGINS (Jewish Holiday)</p> <p>SUN APR 13 PALM SUNDAY (Protestant & Catholic Christian Holiday)</p>	<p><u>African Diaspora Religions (1): Vodou (Brown)</u></p> <p><u>Required Readings:</u> Brown, "Preface & Introduction" (excerpts from <i>Mama Lola</i>, 1991)</p> <p><u>Required Videos:</u> <i>Legacy of the Spirits</i> (1985) (via SJSU library, 52 mins) Video Lecture (10a): African Diaspora Religions (12.5 mins) Video Lecture (10b): Mama Lola + African Pantheons (9 mins) Video Lecture (10c): Mama Lola + Vodou (10 mins)</p> <p><u>Optional/Extra Readings:</u> "Afro-Caribbean Traditions" (Pluralism Project) Brown, <i>Mama Lola: A Vodou Priestess in Brooklyn</i> (full 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> <p><u>Optional/Extra Videos:</u> "The Atlantic Slave Trade in Two Minutes" (Slate, 2015) (2 mins) "The Atlantic Slave Trade" (Crash Course World History #24) (11 mins time) "Haitian Revolutions" (Crash Course, 2012) (12.5 mins) "Haitian Revolution: Part One & Part Two" (Khan Academy, 2010) (27 mins & 17 mins) Video Lecture (10d): Reflexive Ethnography (8 mins)</p> <p>MON APR 7: ZOOM MEETING (3) @ 6:00 - 7:30 pm SUN APR 13: Quiz (10.1) Vodou/Brown DUE by MIDNIGHT SUN APR 13 Quiz (10.2) Legacy of the Spirits DUE by MIDNIGHT</p>
<p>MODULE 11: MON APR 14 - SUN APR 20</p> <p>SUN APR 20: PASSOVER ENDS (Jewish Holiday)</p> <p>SUN APR 20: EASTER (Protestant & Catholic Christian Holiday)</p>	<p><u>African Diaspora Religions (2): Yoruba (Oládémo)</u></p> <p><u>Required Reading:</u> Oládémo, "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 mins) Video Lecture (11b): Yoruba as "World Religion" (12 mins) Video Lecture (11c): Oládémo and Osun-Osogbo (13 mins)</p> <p><u>Optional/Extra Readings:</u> Adegoke, "'Jesus Hasn't Saved Us': The Young Black Women Returning to Ancestral Religions" (Broadly, 2016) Benbow, <i>Lemonade Syllabus: A Collection of Works Celebrating Black Womanhood</i> (2016) Chireau, <i>Black Magic: Religion and the African American Conjuring Tradition</i> (e-book, via SJSU library, 2003) Olupona, <i>Òrìṣà Devotion as World Religion: The Globalization of Yorùbá Religious Culture</i> (e-book, via SJSU library, 2008) Yu, "The Young Brujas Reclaiming the Power of Their Ancestors" (Broadly, 2018) "The Global Religious Landscape" (Pew Research Center, 2012) "Sacred Journeys: Osun-Osogbo" (PBS website)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><u>MODULE 11:</u> MON APR 14 - SUN APR 20 (continued)</p>	<p><u>Optional/Extra Podcasts & Video:</u> Goodwin & Morgenstein-Fuerst, "World Religions, But Better" (Keeping It 101: A Killjoy's Introduction to Religion Podcast, 2021) Goodwin & Morgenstein-Fuerst, "You Don't Know African Diasporic Religions," (Keeping It 101: A Killjoy's Introduction to Religion Podcast, 2021) Ibeyi, "River" (music video) "Rootwork and the Great Migration: The Uniquely American Origins of Hoodoo, Rootwork, and Conjure" (Magic in the United States Podcast, 2023) "The Church of Lukumi Babalu Aye" (Magic in the United States Podcast, 2024) "Vodou, Gender Variance, and Black Politics Today: Interview with Eziaku Nwokocha" (The Revealer Podcast, 2023)</p> <p>SUN APR 20: Quiz (11.1) Yoruba/Oládémọ DUE by MIDNIGHT SUN APR 20: Quiz (11.2) Osun-Osogbo DUE by MIDNIGHT SUN APR 20: Writing Practice (6) DUE by MIDNIGHT</p>
UNIT 6: COURSE CONCLUSION	
<p><u>MODULE 12:</u> MON APR 21 - SUN APR 27</p> <p>TUE APR 22: EARTH DAY</p>	<p><u>Course Conclusion & Synthesis (1)</u></p> <p>NO MORE NEW REQUIRED READINGS Work on your Final Paper & catch up on anything you might have fallen behind on.</p> <p><u>Required Video:</u> Video Lecture (12): Magic, Religion, & Science (10 mins)</p> <p><u>Optional/Extra Readings & Video:</u> Bucar, <i>Stealing My Religion: Not Just Any Cultural Appropriation</i> (2022) Davis, <i>The Wayfinders: Why Ancient Wisdom Matters in the Modern World</i> (via SJSU library, 2009) Davis-Floyd, <i>Birth as an American Rite of Passage</i> (e-book via SJSU library, 1992) De La Torre, <i>Santeria: The Beliefs and Rituals of a Growing Religion in America</i> (via SJSU library, 2004) Deloria, <i>God Is Red: A Native View of Religion</i> (e-book via SJSU library, 1974) Fabian, <i>Time and the Other: How Anthropology Makes Its Object</i>. (via SJSU library, 1983) Fadiman, <i>The Spirit Catches You and You Fall Down</i> (via SJSU library, 2012) Hendrickson, <i>Border Medicine: A Transcultural History of Mexican American Curanderismo</i> (e-book via SJSU library, 2014) Hernandez, <i>Fresh Banana Leaves: Healing Indigenous Landscapes Through Indigenous Science</i> (e-book via SJSU library, 2022) Hufford, <i>The Terror That Comes in the Night: An Experience-Centered Study of Supernatural Assault Traditions</i> (1982) Kripal, <i>How to Think Impossibly: About Souls, UFOs, Time, Belief, & Everything Else</i> (e-book via SJSU library, 2024) Luhrmann, <i>How God Becomes Real: Kindling the Presence of Invisible Others</i> (e-book via SJSU library, 2020) Luhrmann, "When God Talks Back" (TEDxStanford, 2015) (14 mins) Olupona, <i>Beyond Primitivism: Indigenous Religious Traditions and Modernity</i> (e-book, via SJSU library, 2003) Xygalatas, "The Perennial Power of Ritual" (Sapiens, 2016) Xygalatas, <i>Ritual: How Seemingly Senseless Acts Make Life Worth Living</i> (2022)</p> <p>SUN APR 27: Final Paper First Draft (Optional) DUE by MIDNIGHT (24-hour grace period applies, but please submit no later than WED APR 30 @ NOON)</p>

MODULE / DATES	SCHEDULE: TOPICS, READINGS, ASSIGNMENTS, DEADLINES
<p><u>MODULE 13:</u> MON APR 28 - SUN MAY 4</p>	<p><u>Course Conclusion & Synthesis (2)</u></p> <p>NO MORE NEW REQUIRED READINGS or VIDEOS! Work on your Final Paper & catch up on anything you might have fallen behind on.</p> <p><u>More Optional/Extra Readings & Videos:</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) McNamara, "'Conspirituality' 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) Singh, "Why universities--and the rest of us--need religion studies" (Religion News, 2020) Wiseman, "The Dark Side of Wellness: The Overlap Between Spiritual Thinking and Far-right Conspiracies" (The Guardian, 2021) "What is Systemic Racism?" (Race Forward, 2015)</p> <p><u>SUN MAY 4: Response to Collective Feedback on Writing Practice (6)</u> <u>DUE by MIDNIGHT</u></p>
<p><u>MODULE 14:</u> MON MAY 5 - SUN MAY 11</p>	<p><u>Course Conclusion & Synthesis (3)</u></p> <p>NO MORE NEW REQUIRED READINGS or VIDEOS! Work on your Final Paper & catch up on anything you might have fallen behind on.</p> <p><u>THU MAY 8: ZOOM MEETING (4) @ 6:00 - 7:30 pm</u></p>
<p>NOTE! NO LATE QUIZZES OR WRITING PRACTICE ASSIGNMENTS WILL BE ACCEPTED AFTER MON MAY 12 @ *NOON* (<u>FIRM</u>)</p>	
<p><u>MODULE 15:</u> MON MAY 12 - WED MAY 21</p>	<p><u>Finals Week</u></p> <p><u>WED MAY 14: FINAL ESSAY (FINAL DRAFT) DUE by 12 *NOON* ← <u>NOTE TIME/DATE!!</u></u></p> <ul style="list-style-type: none"> • MON MAY 12: LAST DAY OF INSTRUCTION • WED MAY 14 - WED MAY 21: FINALS WEEK • FRI MAY 23: GRADES DUE