



## Course Number, Title and Credits

**RELU 110** - Religion and Values - 3 credits

## Course Catalog Description

This course is a thematic study of religious values as they come to expression within the Abrahamic traditions (Judaism, Christianity, and Islam). Students explore the basic beliefs and practices of these religions with a view to understanding how each tradition approaches key contemporary ethical issues: the ecological crisis, economic justice, war, capital punishment, abortion, euthanasia, gender, and sexual orientation. 3 credits.

## Learning Outcomes and Assessment

Learning Outcomes are statements that specify what learners will know, understand, or be able to demonstrate at the end of a learning experience.

Types of Learning Outcomes include:

- Course Learning Outcome – Result of finishing a course.
- Program Learning Outcome – Result of finishing a program.
- Institutional Learning Outcome – Result of finishing a degree at an institution, reflecting the core learning values and experiences of all graduates.

A Signature Assignment is an assignment used to measure a student's mastery of a program or institutional learning outcome. If a course you are taking includes a Signature Assignment, it will be clearly marked (\*\*SIGNATURE ASSIGNMENT\*\*).

[Click here](#) to access information on the Program Learning Outcomes (PLOs) and/or Institutional Learning Outcomes (ILOs) and Curriculum Map related to this course.

## Restrictions

none

## Essential Equipment

All students must have reliable access to a working computer with Internet access throughout each week of the class. Each student will need to be able to access and work in the University's online Learning Management System, Blackboard. For more information about personal computer requirements [click here](#).

## Additional Required Equipment and Facilities

none

## Academic Integrity

As a learning community of scholars, the University of Massachusetts Global emphasizes the ethical responsibility of all its members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. "Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Such violations will be dealt with severely by the instructor, the dean/center director, and the standards committee. Plagiarism means presenting someone else's idea or writing as if it were your own. If you use someone else's idea or writing, be sure the source is clearly documented." Other guidelines for acceptable student behavior are specified in the University Catalog.

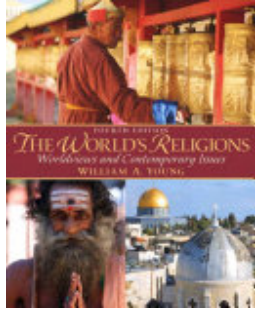
UMass Global online library resources: <https://www.chapman.edu/library/umassglobal>

## University Policies

Students are responsible for complying with university policies including, but not limited to: incompletes, course drops, and student conduct. Information may be found in the Brandman University Catalog: <http://catalog.brandman.edu/>

## Required Textbooks

**The World's Religions**  
978-0205917617



The World's Religions provides an orientation to the study of religion. Surveying the stages of development, worldviews, and current situations of the major world religions, this text discusses the ways these religions respond to contemporary ethical issues. It also presents a sampling of new religious movements and looks to the possible ways the world's religions may interact in the 21st century. Its distinctive "framework for understanding" religious worldviews allows readers to compare and contrast the teachings of religions objectively.

William A. Young  
Pearson Higher Ed  
2013-04-11  
4th ed.  
paperback  
448

All student textbooks are available at the University of Massachusetts Global Bookstore:

<https://www.bkstr.com/umassglobal/home>

## Course Learning Outcomes

By the end of the course, students should be able to:

1. Define "religion" as an academic discipline and describe various scholarly approaches to the study of religion.
2. Describe the relationship between science and religion.
3. Illustrate the history of the development of Judaism, Christianity, and Islam from each religion's origin to the 21st Century.
4. Demonstrate basic familiarity with the nature and variety of the sources of "authority" in Judaism, Christianity, and Islam.
5. Compare/Contrast the basic religious worldviews of Judaism, Christianity, and Islam.
6. Analyze the positions adopted by Judaism, Christianity, and Islam on key contemporary ethical issues—the ecological crisis, economic justice, war, capital punishment, abortion, euthanasia, and gender and sexual orientation—to determine the source(s) of authority and soundness of the argumentation behind each position.

## Major Study Units

1. Week One : Science and / or Religion?
2. Week Two: Abraham, the father of the Peoples of the Book, and son, Isaac.Or is it Ishmael?

3. Week Three: Christian Revelation and Scriptural Authority
4. Week Four: The Layers of Islam
5. Week Five: Ecology: Stewards of the Earth
6. Week Six: The Morality of Capital Punishment and Unjust Wars
7. Week Seven: Choice from Birth to Death
8. Week Eight: The Challenge to Religions of Gender and Sexual Orientation Awakenings

## Instructional Strategies

This class includes readings, textual and video instruction, exercises, discussions, and projects. Instructional Strategies are further explained in the Blackboard course shell.

## Attendance Policy

Requirements for student attendance and participation will be defined by each instructor based on the following policy:

- Monday of the first week is considered the first day of class for online and blended instruction. This includes instruction for fully online classes and online instruction supporting blended classes.
- Regular onsite attendance is expected for student success. If a student misses more than one onsite class or one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course. Students are expected to attend all classes, particularly the first night of class.
- Students who will miss more than one class have the responsibility to discuss their attendance with the instructor in advance. Students should also consider withdrawing from a course if they will be absent more than once. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.
- If a student misses a portion (e.g., arriving late or leaving early) of an onsite course, the student's grade may be adversely affected. Students who are not in attendance for at least 75 percent of any scheduled class may be considered absent for that class. Students should discuss missing portions of a class with their instructor to determine how their grade may be affected.

- Regular online attendance/participation and engagement is expected for student success in both fully online and blended courses. Online participation is evident through posting to a discussion board, wiki, virtual office or classroom meeting, a drop box, attending a virtual seminar, completing real-time activities or quizzes, or other course-related activities (synchronous or asynchronous).
- Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.

## Letter Grade/Percentage Equivalents

### Grade Point System (Rounded up at .5 and up)

A = 94%-100%	B = 84%-86%	C = 74%-76%	D = 64%-66%
A- = 90%-93%	B- = 80%-83%	C - = 70%-73%	D - = 60%-63%
B+ = 87%-89%	C+ = 77%-79%	D+ = 67%-69%	F = 59% and below

## Methods of Evaluation for Determining Grades

### Assignment Detail for Fully Online Course:

Eight Weekly Discussion Boards (45 points each)	360
Three Course embedded assessments (20 pt. each)	60
Seven Weekly Writing Assignments (60 pts. each)	420
Research/Position Paper (Week 4) (160 pts.)	160
	<b>Total:1000 pts.</b>

### Class by Class Outline for Fully Online Course:

Week	Topics	Assignments
<b>Week 1</b>	<ul style="list-style-type: none"> <li>• Science and / or</li> </ul>	<ul style="list-style-type: none"> <li>• In-class discussions and/or Discussion</li> </ul>

	Religion	Board (45 pts.) • Writing Assignment (60 pts.)
<b>Week 2</b>	• Abraham, the father of the Peoples of the Book, and son, Isaac. Or is it Ishmael?	• In-class discussions and/or Discussion Board (45 pts.) • Writing Assignment (60 pts.) • Initial Embedded Course Assessment (20 pts.)
<b>Week 3</b>	• Christian Revelation and Scriptural Authority	• In-class discussions and/or Discussion Board (45 pts.) • Writing Assignment (60 pts.)
<b>Week 4</b>	• The Layers of Islam	• In-class discussions and/or Discussion Board (45 pts.) • Formal research essay (160 pts.)
<b>Week 5</b>	• Ecology: Stewards of the Earth	• In-class discussions and/or Discussion Board (45 pts.) • Writing Assignment (60 pts.) • Mid-term Embedded Course Assessment (20 pts.)
<b>Week 6</b>	• The Morality of Capital Punishment and Unjust Wars	• In-class discussions and/or Discussion Board (45 pts.) • Writing Assignment (60 pts.)
<b>Week 7</b>	• Choice from Birth to Death	• In-class discussions and/or Discussion Board (45 pts.) • Writing Assignment (60 pts.)
<b>Week 8</b>	• The Challenge to Religions of Gender and Sexual	• In-class discussions and/or Discussion Board (45 pts.) • Writing Assignment (60 pts.)

	Orientation Awakenings	<ul style="list-style-type: none"> <li>Final Embedded Course Assessment (20 pts.)</li> </ul>
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## Methods of Evaluation for Determining Grades

### Assignment Detail for Blended Course:

Eight Weekly Discussion Boards (45 points each)	360
Three Course embedded assessments (20 pt. each)	60
Seven Weekly Writing Assignments (60 pts. each)	420
Research/Position Paper (Week 4) (160 pts.)	160
	<b>Total:1000 pts.</b>

### Class by Class Outline for Blended Course:

Week	Topics	Assignments
<b>Week 1</b>	<ul style="list-style-type: none"> <li>Science and / or Religion</li> </ul>	<ul style="list-style-type: none"> <li>In-class discussions and/or Discussion Board (45 pts.)</li> <li>Writing Assignment (60 pts.)</li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>Abraham, the father of the Peoples of the Book, and son, Isaac. Or is it Ishmael?</li> </ul>	<ul style="list-style-type: none"> <li>In-class discussions and/or Discussion Board (45 pts.)</li> <li>Writing Assignment (60 pts.)</li> <li>Initial Embedded Course Assessment (20 pts.)</li> </ul>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>Christian Revelation and Scriptural Authority</li> </ul>	<ul style="list-style-type: none"> <li>In-class discussions and/or Discussion Board (45 pts.)</li> <li>Writing Assignment (60 pts.)</li> </ul>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>The Layers of Islam</li> </ul>	<ul style="list-style-type: none"> <li>In-class discussions and/or Discussion Board (45 pts.)</li> </ul>

		<ul style="list-style-type: none"> <li>• Formal research essay (160 pts.)</li> </ul>
<b>Week 5</b>	<ul style="list-style-type: none"> <li>• Ecology: Stewards of the Earth</li> </ul>	<ul style="list-style-type: none"> <li>• In-class discussions and/or Discussion Board (45 pts.)</li> <li>• Writing Assignment (60 pts.)</li> <li>• Mid-term Embedded Course Assessment (20 pts.)</li> </ul>
<b>Week 6</b>	<ul style="list-style-type: none"> <li>• The Morality of Capital Punishment and Unjust Wars</li> </ul>	<ul style="list-style-type: none"> <li>• In-class discussions and/or Discussion Board (45 pts.)</li> <li>• Writing Assignment (60 pts.)</li> </ul>
<b>Week 7</b>	<ul style="list-style-type: none"> <li>• Choice from Birth to Death</li> </ul>	<ul style="list-style-type: none"> <li>• In-class discussions and/or Discussion Board (45 pts.)</li> <li>• Writing Assignment (60 pts.)</li> </ul>
<b>Week 8</b>	<ul style="list-style-type: none"> <li>• The Challenge to Religions of Gender and Sexual Orientation Awakenings</li> </ul>	<ul style="list-style-type: none"> <li>• In-class discussions and/or Discussion Board (45 pts.)</li> <li>• Writing Assignment (60 pts.)</li> <li>• Final Embedded Course Assessment (20 pts.)</li> </ul>
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## Americans with Disabilities Act Statement

For students who require disability-related services or accommodations to access to their educational experience can register with the Office of Accessible Education (OAE). The Office of Accessible Education (OAE) is committed to ensuring equal educational access and opportunity for all members of our academic community. Students will be provided equitable and reasonable accommodations and services that are in compliance with [Section 504 of the Federal Rehabilitation Act of 1973](#) and the [Americans with Disabilities Act of 1990 \(ADA\)/Americans with Disabilities Act Amendments Act of 2008 \(ADAA\)](#). Registration with OAE is on a voluntary, self-identifying basis. Please visit the [Office of Accessible Education \(OAE\)](#) website for more information about how to register for services, eligibility requirements, and information about potential academic accommodations and services.

## UMass Global's Behavioral Intervention Team

The University of Massachusetts Global Behavioral Intervention Team (BIT) addresses situations in which students, faculty, staff, vendors, contractors, or general visitors are displaying behaviors that are concerning, disruptive, or threatening in nature and that potentially impede their own or others' ability to function successfully or safely. The mission of the University Behavioral Intervention Team is to provide a proactive and supportive multidisciplinary team approach to prevention, assessment, and early intervention of situations or individuals that may pose a threat to the safety and wellbeing of themselves or the University community as a whole.

It is the responsibility of faculty, staff, and students to immediately report any situation that could possibly result in harm to anyone at the University to the BIT by calling 949-383-3119, emailing [safe@umassglobal.edu](mailto:safe@umassglobal.edu), or by filling out the BIT referral form [here](#). For more additional information on the University Behavioral Intervention Team, please visit our website [here](#). A "crisis" is defined as a situation in which a person may pose an active or immediate risk of violence to self or others. In these cases, the local police should be contacted by calling 911.

## UMass Global's Title IX Statement

The University of Massachusetts Global strives to maintain and foster a climate that promotes respect and human dignity. Sexual misconduct and relationship violence in any form is antithetical to the university's mission and core values, violates university policies, and may also violate federal and state law. The office of Title IX is primarily concerned for students' safety and well-being and is tasked with investigating all reports of sexual misconduct experienced by our community members. Title IX prohibits sex-based and gender-based discrimination and harassment, which includes discrimination based on pregnancy and/or pregnancy-related complications, parental status, and marital status. Students expecting or experiencing pregnancy-related complications, that may require educational accommodations, should contact the University's Title IX Coordinator and/or the Office of Accessible Education.

The University and Title IX's prohibition of sex discrimination also covers sexual harassment, sexual violence, and any other form of sexual misconduct. We offer options and resources to all students affected by these issues and are committed to providing a fair, thorough, and prompt investigation and adjudication process. If you or someone you know has been impacted by sexual assault, dating, and domestic violence, stalking, or sexual exploitation, please visit the [University's Title IX Resource Page](#) to access additional resources and information.

UMass Global's staff and faculty are tasked with reporting any possible sex or gender-based discrimination or Title IX violations to the University's Title IX Coordinator at

[civilrightscomplaints@umassglobal.edu](mailto:civilrightscomplaints@umassglobal.edu).

[Click on this Link to our University Title IX Policy](#)