HUMN 160 Global Religion & Culture   **3 credits**

Prerequisites: None

Instructors: Jonathan Watt, PhD

Contact Information: Faculty may be contacted through the Canvas messaging system

Additional Information: www.portagelearning.com*

Course Meeting Times: HUMN 160 is offered continuously

Course Description: This course examines the intersection of religion, culture and globalization, particularly as they are manifested in the workplace (incl. for healthcare providers). It opens with a model of culture and the diversity of life-features that constitute culture, then presents central tenets and historical origins of the major religions present in the world today and how religious adherence manifests itself in different societies. It aims to help students understand essential doctrines and practices of the world's major religions and how the cultural contexts in which these religions have arisen (and are present today) need to be considered as increasing rates of interaction due to the intense globalization are affecting today's world. This course will specifically help students in health-related fields to be aware of, and considerate toward, the diverse beliefs and religious and cultural differences they can expect to encounter when providing medical care to patients. It will prompt them to reflect on their self-awareness and understanding, as well as to consider others with respect to the diversity of faiths and cultural practices that are present today in North America.

.

Course Goals: As a result of this course experience a student should be able to:

- Outline a practical theoretical framework for understanding world cultures.
- Describe key doctrinal concepts of some of the world's major religions.
- Demonstrate how certain cultures (and nations) relate in unique ways to the religion that predominates within them.
- Compare and then assess the different ways religious commitments may manifest themselves in the workplace, and with ways to negotiate differences of faith and practice.
- Explain through a process of Self-Reflection one's own belief system.
  *Please see the *Module Topics* section below for expanded course outcomes.

Each of these HUMN 160 student learning outcomes is measured:

    Directly by: (1) Module quizzes (with instructor feedback)

                      (2) Module reflection essays

                      (3) Cumulative final exam paper

    Indirectly: Through use of an end of course student-completed evaluation survey

Course Delivery: This course is asynchronously delivered online. Contact hours include 40 - 50 hours of reviewed module assignments with instructor feedback and video lectures. There are 8 additional contact hours composed of secure online exams as well as 8 hours of case studies.

Course Progression: It is the policy for all Portage Learning courses that only one (module lecture/final) exam is to be completed within a 48-hour period. Research on the best practices in learning indicates that time is needed to process material for optimal learning. This means that once an exam has been completed, the next exam may not be opened or taken until 48 hours after the submission of the previous module exam. This allows for instructor feedback/class expectations as the student moves through the material. Instructors, like the College, are not available during the weekend; grading, therefore, is M-F and may take up to 72 hours during these days. Also, it is the policy of Portage Learning to support a minimum of 21 days to complete a course; this is not a negotiable time period. Please plan your time accordingly.

Note: Professors reserve the right to reset any exam taken in violation of these guidelines.

Required readings, lectures and assignments: Students are required to read the online lesson modules written by the course author which contain the standard information covered in a typical course. Please note the exam questions are based upon the readings. Video lectures which support each lesson module subject should be viewed as many times as is necessary to fully understand the material.

We do not support the use of outside resources to study, except for the ones listed in the syllabus under "Suggested External References". If you have questions about the material or would like further explanation of the concepts, please contact your instructor.

Academic Honesty is a serious matter. In the educational context, any dishonesty violates freedom and trust, which are essential for effective learning. Dishonesty limits a student's ability to reach his or her potential. Portage places a high value on honest independent work. In a distance learning situation, we depend on the student's desire to succeed in the program he or she is entering. It is in a student's own best interests not to cheat on an exam, as this would compromise the student's preparation for future work.

It is required of each student to take exams without consulting course materials or study aids including another person, the lesson pages, printed materials, or the Internet. It will be necessary to show all your work on exams.

- **Answers are to be written in your own words and not simply memorized from course material. Word for word answers from course material will be considered plagiarism.**

- **Students may not reference or use outside materials from <u>any</u> source, including their own notes or drafts in a word processing document, unless explicitly instructed to do so.**
- **Additionally, as we are required to evaluate the mastery of the material presented in <u>this</u> course, the use of content/processes/methods from a previous course will be considered as the use of an outside resource.**

A violation of the academic honesty policy will result in a *10-point deduction per question* for the first offense, a *"0" on the entire exam* for the second offense, and *possible expulsion from the course* following review by the instructor in consultation with an administrative-instructional committee for the third offense.

If students have questions about this policy, they should contact their instructor. Failure to understand this policy regarding violations of academic integrity will not excuse any student from its consequences. In the enforcement of the policy, **no notification is needed between occurrences**. If three occurrences are found in your course prior to your instructor grading your work, each occurrence will be treated as an individual case, and the enforcement will apply as shown above.

For example: If you take two exams before your instructor has time to review your work and there are violations on both exams, you will receive a 10-point deduction per question involved in the first exam, and a zero for the second exam. If you have any question about the work you submitted, we recommend that you wait until your instructor has had time to grade your exam prior to taking another one.

- Review the Student Handbook for more specifics. If you have any questions regarding the academic integrity policy, please consult your instructor **<u>prior</u>** to taking module exam one.

OFFENSE	DEFINITION	ACTION
AV-T1: *Academic Violation - Tier 1*	**Academic Violation- Tier 1** occurs when a student commits their first act of academic dishonesty NOT on camera- for example: ✓ answer is word for word from the module or answer key	10-point deduction per question
AV-T2: *Academic Violation - Tier 2*	**Academic Violation- Tier 2** primarily occurs in these two scenarios: 1.) The student commits their *second act of academic dishonesty* as described in Academic Violation- Tier 1 *or* 2.) The student commits plagiarism	0 on the exam
AV-T3: *Academic Violation - Tier 3*	**Academic Violation- Tier 3** primarily occurs in these two scenarios: 1.) The student commits their *third act* of academic dishonesty as described in Academic Violation- Tier 1 *or* 2.) The student commits their second act of academic dishonesty as described in Academic Violation- Tier 2	Dismissal

Participation Policy: In the online environment, participation is marked by the completion of an *academic event* in *each week* of the course; details are outlined within the course schedule, which will be provided via email prior to the start date. Academic events include, but are not limited to, submission of a class assignment or completion of a quiz/exam.

- **If no academic event is completed within Week 1 of a course, the student will be administratively withdrawn from the course**. Beyond the first week, if an academic event is not completed as outlined in the course schedule, the student will be considered as having not participated in that week of class.
- **If a student does not complete an academic event for two consecutive sessions, the student will either be administratively withdrawn from the course or will receive a final course grade of F**, depending on how much of the course has transpired at the time of the second week of non-participation.
- For more details, please review Geneva – Portage Learning Student Handbook.

Required Computer Accessories: It is recommended that students use a desktop or laptop computer, PC or Mac, when taking the course. Some tablet computers are potentially compatible with the course, but not all features are available for all tablet computers. The latest full version of Google Chrome, Firefox, Edge, or Safari browser is required for the optimal operation of the Canvas Learning Management System. In addition, this course will use the Respondus Lockdown Browser for exams; a strong internet connection is needed. You are also **required to use LockDown Browser with a webcam**, which will record you during an online, nonproctored exam. (The webcam feature is sometimes referred to as "Respondus Monitor.") **Your computer must have a functioning webcam and microphone. Additionally, students will need a photo ID that includes your picture and full name is required. Please note, Chromebooks and tablets (other than iPad) are not compatible on exams using the Lockdown Browser.** Instructions on downloading and installing this browser will be given at the start of the course. We highly recommend using a high-speed Internet connection to view the video lectures and labs. You may experience significant difficulties viewing the videos using a dial-up connection.

For more information on basic system and browser requirements, please reference the following:
Canvas browser and system requirements: https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66
Respondus Requirements: https://web.respondus.com/he/lockdownbrowser/resources/
Respondus Monitor Requirements: https://web.respondus.com/he/monitor/resources/

Module Topics

Module 1:   Students will be introduced to the course in its entirety and will include some introductory examples of how different religions are perceived to 'fit into' a particular society or country. Students will then examine how culture is framed on both deep and surface levels. The focus then takes a world-wide view of major religions today, including diversity in North America.

Module 2:   Discussions are centered on the rise and development of Hindu religion, focusing primarily on India. Literature that represents key stories, concepts and ideals of Hinduism will be examined along with some of the central doctrines found within this highly eclectic tradition. Practical applications will be discussed relative to the ways Hindu religion manifests itself in India today, and what that may mean for adherents who move to western regions such as North America (where they become a religious minority).

Module 3:   Students will be introduced to three wisdom-based religions that have arisen in Asia over the past three millennia. Selected literature from each religion, with more detail on their central tenets will be discussed. A specific focus will be placed on the international picture of these religions as they have spread beyond Asia.

Module 4:   The "natural" religions, particularly as found in Japan and contrasted with the 'religions of the book' will be discussed. Further elaboration will draw from Japanese religious literature, with emphasis on Shinto religion. The subject of Animism, which in various forms is a worldwide phenomenon, albeit with ancient roots in Asia will be reviewed.

Module 5:   The concepts of Judaism will be reviewed. Content includes a discussion on the rise of Judaism as represented in the Jewish TANAK (aka "Old Testament"). Specific studies based on selected books from the TANAK's historical prophetic and wisdom strands will be the focus. The Jewish experience, as it has been stretched between a historical homeland and roughly two and one-half millennia of dispersion will be reviewed, along with the significant migration to Zionist Israel particularly since the Second World War.

Module 6:   The rise of Christianity in the early centuries, as based on historical documents of the New Testament and early patristic literature, will be reviewed. A summation of selected biblical and extra-biblical materials will be introduced with an elaboration on the groundwork laid in the first

sub-section. Content also includes an examination into the worldwide spread of Christianity over two millennia and the perceptions of Christianity in the west during the early twenty-first century.

Module 7: The rise of Islam in the seventh century and its rapid spread across the Middle East and North Africa will be reviewed. Discussions will include the key tenets and concepts of Islam, including the Five Pillars, as drawn from the Qur'an (Koran) and the Haddith. Topics include a comparison of the concepts of "orthodox" Islam alongside such non-orthodox varieties as eclectic Islamic folk religion forms and the Nation of Islam.

Module 8: Given how North America continues in recent decades to experience an influx of world cultures and religions, students will be presented with case studies on how religion and culture, may intersect (or conflict), particularly in the area of healthcare. Discussion will focus on how healthcare workers can be considerate of the cultural and religious preferences of patients. Students will be challenged to reflect on their own stance with respect to religious belief and affiliation, and how that may differ from that of co-workers and others (including patients) in the workplace.

Grading Rubric:

Check for Understanding =	1 pt.
21 Module Quizzes = 20 pts. each x 21 =	420 pts.
6 Reflection Essays = 60 points each x 6 =	360 pts.
Final Exam Paper = 200 pts.	200 pts.
Total	981 pts.

The current course grade and progress is continuously displayed within the student dashboard.

Grading Scale:

96.5% - 100% = A+
92.5% - 96.4% = A
89.5% - 92.4% = A-
86.5% - 89.4% = B+
82.5% - 86.4% = B
79.5% - 82.4% = B-
76.5% - 79.4% = C+
72.5% - 76.4% = C
69.5% - 72.4% = C-

66.5% - 69.4% = D+
62.5% - 66.4% = D
59.5% - 62.4% = D-
0.00% - 59.4% = F

Suggested External References:

If the student desires to consult a reference for additional information, the following textbook is recommended as providing complete treatment of the course subject matter:

- Lewis Hopfe, Mark Woodard, Brett Hendrickson, **Religions of the World 13th edition**, Pearson

*Additional works cited throughout the course can be found in the Bibliography section of the course.
NOTE: We do not support the use of outside resources to study, except those listed above.

Learning Support Services:

Each student should be sure to take advantage of and use the following learning support services provided to increase student academic performance:

Video lectures: Supports diverse learning styles in conjunction with the text material of each module

Messaging system: Provides individual instructor/student interaction

Tech support: Available by submitting a help ticket through the student dashboard

Accommodations for Students with Learning Disabilities:

Students with documented learning disabilities may receive accommodations in the form of an extended time limit on exams, when applicable. To receive the accommodations, the student should furnish documentation of the learning disability at the time of registration, if possible. Scan and e-mail the documentation to studentservices@portagelearning.com. Upon receipt of the learning disability documentation, Portage staff will provide the student with instructions for a variation of the course containing exams with extended time limits. This accommodation does not alter the content of any assignments/exams, change what the exam is intended to measure or otherwise impact the outcomes of objectives of the course.

One-on-one Instruction:

Each student is assigned to his/her own instructor. Personalized questions are addressed via the student dashboard messaging system.

Online learning presents an opportunity for flexibility; however, a discipline to maintain connection to the course is required; therefore, communication is essential to successful learning. **Check your messages daily.** Instructors are checking messages daily Monday-Friday to be sure to answer any questions that may arise from you. It is important that you do the same, so you do not miss any pertinent information from us.

Holidays: During the following holidays, all administrative and instructional functions are suspended, including the grading of exams and issuance of transcripts.

New Year's Day	Easter
Memorial Day	Independence Day
Labor Day	Thanksgiving weekend
Christmas Break	

The schedule of holidays for the current calendar year may be found under the Student Services menu at www.portagelearning.com

Code of Conduct: Students are expected to conduct themselves in a way that supports learning and teaching and promotes an atmosphere of civility and respect in their interactions with others. Verbal and written aggression, abuse, or misconduct is prohibited and may be grounds for immediate dismissal from the program.

This is a classroom; therefore, instructors have the academic freedom to set forth policy for their respective class. Instructors send a welcome e-mail detailing the policy of their class, which students are required to read prior to beginning the course.

Grievances: If a student has a complaint about the course, the student is advised to first consult the instructor of the course. After communicating with the instructor, if the matter is still unresolved, students may file a formal grievance for consideration by the Academic Review Committee. The process must be initiated via written communication to academics@portagelearning.com, with "Academic Grievance" listed in the subject line of the email.

Remediation: At Portage Learning we allow a "one-time" only opportunity to re-take an alternate version of **one** module exam on which a student has earned a grade lower than 70%. This option must be exercised before the final exam is started. If an exam is retaken, the original exam grade will be erased, and the new exam grade will become a permanent part of the course grade. However, before scheduling and attempting this retest, the student must resolve the questions they have regarding the material by reviewing both the old exam and the lesson module material. Once ready to attempt the retest of the exam they must contact their instructor to request that the exam be reset for the retest. Remember, any module retest must be requested and completed **before** the final exam is opened.

Note: Exams on which a student has been penalized for a violation of the academic integrity policy may not be re-taken.

Syllabi are subject to change as part of ongoing educational review practices. Students are responsible for accessing and using the most recent version of the course syllabus.