



## COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.

**Course No. & Title:** SOC 348 ID3, Religion and Society

**Semester and Term:** Spring 2014

**Day and Dates:** Thursdays, 3/27/14 – 4/24/14

**Time:** 6pm -10pm

**Campus Location:** Bridgeport

**Course Description:**

A sociological and anthropological analysis of religion as a universal social institution, with emphasis upon theories of the origins of religion, relationships of religion to other social institutions, study of selected Western and non-Western religions in their socio-cultural contexts, religion as a source of social equilibrium and conflict, and types of religious movements. (Cross-listed with SOC 348)

Prerequisite Courses : ENGL 101

Course Code : HS-PE,LA,SS,SsC,HSMS

**Instructor & contact information:**

Peter Umoh, Ed.D, MDIV, CIL

Phone: (860) 478 0711

pumoh@bridgeport.edu,

**Required Textbook:**

Kurtz, Lester, Gods in the Global Village: The World's Religions in Sociological Perspective, Sage Publications, 3rd<sup>d</sup> Edition, 2011.

ISBN '9781412991254

To order textbooks, go to the bookstore website at <http://bridgeport.textbooktech.com/>  
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

**Learning Outcomes:**

Upon completion of this course the student should be able to:

- Gained basic insights into the meaning and usefulness of the sociology of religion, as well as its limitations and alternatives.
- Acquired a basic knowledge and understanding of some of the main theories prevalent in that discipline, and learned to perceive and evaluate the advantages, presuppositions and biases of these views.
- Become acquainted with the multiple ways in which the religious phenomenon manifests itself in various regions and cultures.
- Reached some tentative conclusions based on personal discovery, in particular on the issue of religion as the source of harmony / conflict in the contemporary world and the difficulties involved in creating a generally acceptable ethical worldview (global ethos).

## First Assignment Prior to the First Class:

**DO AT HOME ASSIGNMENT due on the first day of class: 2-3 page essay 10%**

- **1 Do at Home Essay: 10%**

Assignment 1: To be completed at home and brought to the first class. **YOU DO NOT NEED YOUR TEXT BOOK TO COMPLETE THIS ASSIGNMENT.** Feel free to use library or internet sources for inspiration to address the question below.

**TOPIC: Is Religion still relevant in today's multicultural, multi-ethnic global village?**

Why/why not? Explain and argue your case and support your conclusions with reasons why such is so or such is not so. 2-3 pages typed, double spaced.

**Due First day of class.**

## Assignments:

### Course Assignment Requirements and Points:

- **1 Do at Home Essay: 10%**
  - **2 Weekly Reflection Papers(wks 2&3): 20%**
  - **Research Project/Paper:**
    - **Religious Service /Interview Report: (20+20) = 40%**
  - **Final Wrap Up Paper: 10%**
  - **Attendance and Class Participation: 20%**
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## Description of Weekly Sessions:

### SESSION INFORMATION:

**Session 1** Introduction to the Sociology of Religion

- Religious life in the Global Village

Reading: Chapter 1

**Assignment due: To be completed and brought to the first class.**

**Question:** Is Religion still relevant in today's multicultural, multi-ethnic global village?

Why/why not? Discuss

2-3 pages typed

**Due First day of class.**

## Session 2

Eastern Religious Traditions and Society: Hinduism, Buddhism, Confucianism, Taoism

Reading: Chapter 2

**Assignment due:** Reflection Paper 2-3 pages: On readings for week 2

## Session 3

- Western Religious Traditions and Society: Judaism, Christianity, Islam
- Primal Religions: African Traditional Religious Traditions: Voodoo

Reading: Chapter 3

**Assignment due:** Reflection Paper 2-3 pages: On readings for week 3

## Session 4

- Religious Ethos
- Modernism and Multiculturalism

Reading: Chapters 4 and 5

**Assignment due:** Research Project and Religious Service Report

## Session 5

- Religious Movements
- Religion and Social Conflicts

Reading: Chapters 6 and 7

**Assignment due: Final Wrap up Paper**

## Grading Criteria:

### Assignments Summary:

At home essay due week 1, Reading and Journaling (Reaction Papers) due weeks 2 and 3 only, research paper/religious service report week 4, final wrap up paper week 5.

### **Detailed Course Assignments Information:**

Written Assignments- There will be 5 written assignments required of all students. Student's written assignments will be evaluated on his/her demonstration of ***knowledge*** (definitions, descriptions, etc.), ***comprehension*** (inferences, summaries); and ***application*** (proposing changes, personal experiences, etc.) of the material. The student must demonstrate reflection on and reaction to the issues discussed in class and in the readings. These reactions may include personal insights, identified biases, and value conflicts. Refer to the Rubric Evaluation below for the standards used for evaluation of reflection journal entries.

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**DO AT HOME ASSIGNMENT due on the first day of class: 2-3 page essay 10%**

- **1 Do at Home Essay: 10%**

**Assignment 1: To be completed and brought to the first class.**

**Question:** Is Religion still relevant in today's multicultural, multi-ethnic global village? Why/why not? Explain and argue your case and support your conclusions with reasons why such is so or such is not so. 2-3 pages typed, double spaced.

**Due First day of class.**

- **Reflection Papers on Readings (20%) 2-3 pages each**

The reflection paper (journal) is an intellectual exercise to encourage students to critically examine their own personal viewpoints, thought, reflections, and feelings generated by the readings.

Students will write entries into a reflection journal (typed, double spaced) on a weekly basis. The entry will be composed of two sections. The first section is for reflecting on the reading assignment, the second section is for critical thinking questions that arise from the readings and the class sessions. Each class session will devote time to exchange journals with other students and to receive peer responses to your questions.

All journals should consist of two clearly identified sections for each entry following this format:

**SECTION 1: Reflection Papers on readings**

Take time to identify your insights, realizations or reactions to the key concepts in the text and any other reading materials on current events, sociological studies or any other pertinent material. Please do not include a review of the material. This is not a book review. Make sure that these entries are a critical evaluation of the readings. Make certain you are doing analysis and jot just describing what you have read. Look for your own biases and those of others in your evaluation. Focus on your personal reflection on the material and your self-discoveries that resulted from completing the reading. You are expected to apply critical thinking skills in your reflection of the different viewpoints discussed in the text as well as the class discussions. Examine your own biases and opinions from a critical perspective. This assignment is not an exercise in sharing your personal opinions without critical reflection or without reference to the concepts in the text. Look at the content as it relates to your goals in this class, does the material stimulate you? Is it valid, reliable, meaningful? What was your reaction to the authors' research and findings? Is your response based on your own experience, research, knowledge, values, or beliefs? Did you have any emotional reactions to the material, e.g. warmth, anger, hurt, appreciation or other? Why?

**SECTION 2: Questions:**

What significant questions occurred as a result of the readings, class periods and from your experience? What issues would you like to discuss with your fellow students? If you are practicing critical thinking then new questions will constantly arise. Not having any questions is a warning sign that you are simply being feed information and accepting everything without critical reflection.

- **Attendance and Class Participation: 20%**

Prompt regular and complete attendance of courses and active participation demonstrating that the student has read the assigned material and become seriously involved in the process of reflecting on the issues. A portion of the grade will be based on your participation in class discussion, participation in group activities and other relevant work.

*Please note that **attendance** is a requirement for this portion of your grade. According to the IDEAL program guidelines, any absence from any class will result in a drop of final grade. Ex: B+ drops to C+ etc.*

- **Research Paper: 20%**

Complete a research paper on a religious tradition other than your own and their activities in the United States up to present. (Who they are, where they came from, what they believe, how they operate, membership, where things are now, etc.) 5-7pages Research Paper: (Papers should be typed, double-spaced; in-text referenced, and include no less than 5 or more sources. You may use the following format: APA

- **Religious Service /Interview Report and Presentation 20%**

Students are required to attend a religious service of a tradition other than their own and present a written report / reflection on their experience (comparing the conclusions of their fact-finding visit with textbook and classroom information). Guidance will be provided at the beginning of the course and the written report will be due on the last day of class. 1-2 pages

### **Final Wrap-up Paper 10%**

This 2-3 page paper will be due on the last day of class, and I encourage you to wait until the last week of class to complete it. The focus of this assignment is an overall reflection and celebration of what the course has been for you. Thinking about the following questions may help you complete the paper:

- What meant the most to you?
- What challenged you, stretched your mind?
- What aspect touched you emotionally?
- What elements will have a lasting impact?
- Will your relationship with other religious groups be different? How?
- Are you different as person 'in some way'? How?
- Express any emotions, insights or comments that are present as we conclude the class.

### **Expectations:**

Discussion and questions are encouraged. A free flow of ideas is essential to a college education. No student should hesitate to express him/herself for fear of being wrong, etc. All ideas are valuable, and all contributions are welcome.

Respect is an essential element of academic discussion and interaction: between students and between instructor and students. Prejudice, resentment and other hostilities are not a part of academic behavior. Disagreements will be mediated with the help of the instructor.

Agreeing to disagree is an acceptable academic resolution.

Class attendance is expected and absences will affect your final grade. Leaving the class

early will also be noted and could affect your final grade. If for some reason – legitimate or not - you miss a deadline, or are continuously absent from class but intend to continue, please notify the instructor as soon as possible. Students absent for whatever reason are responsible for all material, including announcements that they missed.

Anyone caught cheating on a test/assignment will receive a grade of zero for that assignment.

Anyone guilty of plagiarism will receive a zero on that assignment. Plagiarism is copying someone else's writing and claiming that it is your own. This includes ANY AND ALL material from the Internet, papers of other students, material from the text or any other book.

**Late papers or assignments will be docked 10% per diem.**

### **Evaluation Rubric**

#### **Research and Reflection Evaluation RUBRIC**

Evaluating reflection journals is as challenging as evaluating course work performed in the traditional class setting. Other than for an easily quantifiable quiz, it is difficult to offer simple and objective evaluation criteria. What follows is a rubric that has proven to be a useful guide in evaluating your reflection and research papers. The instructor will be using the following grading scale:

1. Discussion entries and reflective papers which meet the demands of the assignment will be graded with a **B+ or B**. These assignments will include at least the following:

- Each entry is posted and/or paper is received **on time** (a hard copy is brought to class each week).
- Opinions, comments, and observations are offered **in depth** (avoid brief comments in telegraphic style; no "how r u, gr8" for how are you, great"). This does not mean that everything you write should be longggggg.
- Journal entries and reflection assertions on your research must relate clearly and directly to the readings (including "**direct quotes**" from the assigned readings to support your position).
- Your journal entries and research papers must indicate an **understanding** of the issues.
- Generally, your reflection journal should seek to **further** the discussion on key issues.

2. Journal entries and reflective papers which go beyond the demands of the assignment will be graded with an **A or A-**. These assignments will include all of the requirements for a B or B+ above. In addition, **A or A-** entries and papers will:

- Show deeper analytical or inferential thinking, demonstrating **insightful understandings**.
- Offer comments that are particularly **perceptive**, while they are also supported with direct quotes from the readings.
- Provide strong, precise, and thoughtfully selected **support** for assertions.
- **Synthesize and evaluate** experiences related to course topics and/or issues of importance as described in our course objectives.
- Propose changes and relate material to person experience demonstrating an ability to **apply** the material to propose solutions and/or advocate for unheard voices related to social inequities and justice issues.
- Pose **good questions** (i.e., questions that further discussion and reflection).
- **Link** to topics/issues from earlier readings [from this course and/or other courses] and current readings/web resources.

3. Journal entries and reflective papers which do **not** meet the demands of the assignment will be graded with a **B- C+, C, or D**. Although it is NOT expected that these types of assignments will be created, it is likely that they would:

- Arrive late or contain insufficient details, or
- Not be clear or understandable, or
- Not use direct quotes from the assigned readings or not relate to these readings or other Internet resources in an appropriate and/or thoughtful way [or misrepresent them], or
- Contain only detailed description of local experiences with no evidence of reflection or synthesis, or
- Contain only opinion, with no descriptive details or supporting quotes from theory or research.

Please note that it is important to check your work for spelling and grammatical correctness.

**(Revised and adapted from J. Hauer by C. Phillips 3/7/04)**

### Letter Grading Scale:

<b>% of Points Earned</b>	<b>Letter Grade</b>	<b>% of Points Earned</b>	<b>Letter Grade</b>
100-94	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	Below 60	F

## ACADEMIC POLICIES

### Attendance Policy

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

### IMPORTANT:

- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

## **Drop Procedures**

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

<http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/>.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

## **Cell Phones**

Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

## **Academic Dishonesty**

The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the

textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn't have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:

[http://www.indiana.edu/~istd/plagiarism\\_test.html](http://www.indiana.edu/~istd/plagiarism_test.html)

### **Ethics Statement of Confidentiality**

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

### **ACADEMIC RESOURCE CENTER**

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: <http://www.bridgeport.edu/pages/2209.asp> The Center is located on the 5<sup>th</sup> Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: [www.etutoring.org](http://www.etutoring.org). To use this free service you must have a UBNet account.

### **Obtaining a UBNet Account**

Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: <http://www.bridgeport.edu/ubnet> - Click on "New UBNet Account" and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: <http://www.bridgeport.edu/email> and click on "forwards" at the top of the page. Follow the directions to forward email messages to your other account.

### **Learning Management System (LMS) - Canvas**

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

**Canvas Tutorial For Students:** <https://bridgeport.instructure.com/courses/985903>  
**For assistance** contact the UB Help Desk at 203-576-4606 or email [helpdesk@bridgeport.edu](mailto:helpdesk@bridgeport.edu)  
<https://bridgeport.instructure.com/courses/829447/>

### **Accessing Your Grades & Schedule Online**

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

### **Using the Library**

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital Library.” Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

### **Using Computers**

Open access computer labs are available at three locations:

- Bridgeport – 1<sup>st</sup> floor of the Wahlstrom library. Check library hours of operation at: <http://www.bridgeport.edu/library>.
- Stamford – Room D; Check open hours at: <http://www.bridgeport.edu/stamford>
- Waterbury – Computer Lab; Check open hours at: <http://www.bridgeport.edu/waterbury>

### **Course Cancellations**

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, ([www.bridgeport.edu](http://www.bridgeport.edu)). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

### **IMPORTANT CONTACT INFORMATION**

<b>Office</b>	<b>Telephone</b>	<b>Email</b>
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	(203) 576-4692	bursar@bridgeport.edu
Cashier	(203) 576-4682	cashier@bridgeport.edu
Financial Aid	(203) 576-4568	sfs@bridgeport.edu
Registrar	(203) 576-4635	registrar@bridgeport.edu
Emergency Notification Phone	(203) 576-4159	
IDEAL Office	(203) 576-4800	idealinfo@bridgeport.edu

## CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu

Directions to IDEAL Campus locations	<a href="http://www.bridgeport.edu/pages/2260.asp">http://www.bridgeport.edu/pages/2260.asp</a>
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To fill out your financial aid report to the Federal Government, please go online to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is **001416**.  
Federal Student Aid Information: 1-800-433-3243