



**Course Tag Reflection Exemplar**  
**Ethics, Integrity, and Commitment to Diversity and Inclusion**

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**REL 120: Introduction to the Study of Religion**

**Identify the course learning objectives in the syllabus that are clearly aligned to Ethics, Integrity, and Commitment to Diversity & Inclusion and respective assignment(s).**

To meet course learning objective 1, "to explain and analyze how religion works, what religion does, and why religion matters in specific cases," requires reflecting on structures and relations of identity, sociality, power, and inequality as integral to something called "religion."

Doing so inevitably involves thoughtfully engaging experiences, perspectives, identities, and values different from students' — and then, thoughtfully reflecting on students' own experiences, perspectives, identities, and values. Students do these things in examination #1, in a performance, and in class participation.

**Explain the connection between specific assignment(s) and Ethics, Integrity, and Commitment to Diversity & Inclusion. At least 30% of the course grade must engage students in the selected competency for the course to be tagged.**

Because of the cover material it covers—material in which identities, socialites, power, and inequality play vital roles and material in which marginalized genders, sexualities, ethnicities/nationalities are center stage—examination #1's questions address these concerns directly.

Examination #1 is worth 11% of the course grade. The performance is a hermeneutic activity focused not on acting ability but on interpreting a course text by imaginatively inhabiting a role and the identities, experiences, and perspectives that role entails. The performance is worth 14% of the course grade.

In-class participation, worth 16% of the course grade, involves activities that return repeatedly and explicitly to the first learning objective's implicit questions. Responding to them vis-à-vis course materials means addressing ways in which a religion interacts with structures and relations of identity, sociality, power, and inequality internal to and external to a religion.

**Describe in detail the instructional strategies faculty use to intentionally teach Ethics, Integrity, and Commitment to Diversity & Inclusion in the course.**

Faculty member facilitates small-group and large-group discussions as one of the course's primary pedagogical modalities. Faculty member also creates and executes a variety of in-class learning activities that use course materials in creatively analytic ways to reflect on the materials' and students' perspectives of worldviews, values, and differences.

**Describe the feedback tool(s) faculty use to support students' competency development on Ethics, Integrity, and Commitment to Diversity & Inclusion.**

Students receive written feedback on examination #1 and the performance using rubrics. Students receive frequent oral feedback on in-class participation.