

**To complete this course you will need to access the resources in your online course.**

**DePaul University, School for New Learning Online  
Course Syllabus**

**Course Name: Cultural Perspectives on the Global Economy**

**Competences: H-2-A, A-3-A, A-4, F-X**

**Credit hours: May be taken for up to 4 credit hours, 11 weeks**

**Course Description**

Economic globalization has many important and undeniable benefits. But the fact that nearly half of the world's population lives on less than \$2 a day shows that there are systemic problems in the global economy. Unrestrained consumption has increasing costs for the global consumer class, for the economically marginalized, and for the planet itself. We will examine the ethical challenges raised by economic globalization and consumerism from a variety of the world's religious traditions. We will go beyond the traditions of Western culture and focus on how Buddhism addresses these issues. Such investigation, while sobering, need not be grim or disheartening. It should lead to a fresh understanding of our economic contexts, a deeper appreciation for the true sources of well-being, and greater capacity for a meaningful and satisfying life.

It is impossible to understand a Buddhist approach to ethics without an experiential understanding of mindfulness meditation. According to Buddhism, meditation makes us persons capable of responding mindfully, compassionately and wisely to the challenges raised by the global economy. The course requires, therefore, that you engage in the regular practice of mindfulness meditation. Practicing mindfulness meditation will not require any commitment to Buddhism nor will it conflict with any other religious commitment you may have.

**Course Resources**

Ira Rifkin. *Spiritual Perspectives on Globalization: Making Sense of Economic and Cultural Upheaval*. Woodstock, VT: Skylight Paths Publishing, 2003. ISBN: 1-893361-57-8

Jon Kabat-Zinn. *Wherever You Go There You Are: Mindfulness Meditation in Everyday Life*. 3 Audio CDs. Audio Renaissance, 1994, 2004. ISBN: 1-59397-621-6 (Please Note: This is the Audio CD Version. Use this instead of the book version.)

**Yale Global Online:** <http://yaleglobal.yale.edu>

## Course Competences

In this course, you will develop the following competences:

Competence	Competence Statement
H-2-A	Can understand a social problem and can analyze the effectiveness of social institutions in addressing it.
A-3-A	Can interpret experience in relationship to the perspective of a significant thinker or tradition.
A-4	Can analyze a problem using two different ethical systems.
F-X	Can analyze ethical issues regarding the global economy from different cultural perspectives.

### How the Competences will be Demonstrated in this Course

All four competencies in this course are focused on examining economic globalization from the perspective of the world's major religious and spiritual traditions.

Economic globalization is both a social and ethical problem. Certainly, economic globalization has many benefits. There is a growing consumer class around the world that enjoys those benefits. But these benefits come at a price that we are not always able to see or ready to acknowledge. Just one way to see that there is a problem is to reflect on the fact that nearly half of the world's population lives on less than \$2 a day. Many of those people are trapped in persistent, desperate patterns of poverty. The current forms of economic globalization do not seem to be relieving that poverty, but rather to be making it worse. At the same time, economic globalization is fueling increasingly unsustainable levels of consumption among the global consumer class. These increasing levels of consumption have diminishing returns, with more and more consumption leading to less and less satisfaction and well-being. The environment also suffers under economic globalization in ways that may be irreversible.

We will examine this social and ethical problem from several different religious perspectives. The religious and spiritual traditions of the world's cultures are among our most important social institutions. These traditions have responded to the challenges of economic globalization in many different ways. In this course, we will reflect on some of these responses and analyze their potential effectiveness. We will, in particular, look at what socially engaged Buddhists have to say, since their perspective is rather different than the perspectives that are most common in Western culture. Understanding engaged Buddhism's perspective will require that we practice mindfulness meditation during the course.

## Course Learning Goals

After completing this course, you will be able to:

- Explain how economic globalization currently contributes to injustice and lack of well-being.
- Discuss and compare the critiques of, and alternatives to, economic globalization that are offered by engaged Buddhism and at least one other major religious or spiritual tradition.
- Formulate a thoughtful, personal response to economic globalization in dialogue with engaged Buddhism and at least one other major religious or spiritual tradition.

## Course Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

For SNL courses taken for Pass/Fail, a “Pass” represents a grade of “A” for purposes of financial aid and employer reimbursement.

Students wishing to declare a Pass/Fail option must do so before the end of the 2<sup>nd</sup> week of the quarter.

## Percentage distribution of Assessments

Each competence taken in the course will be assessed a letter grade. There are four basic aspects of your participation that contribute to the final assessment of grades. The first two items below have to do with your participation in the discussion forums. Because integrating and synthesizing the ideas and theories in the course is an important aspect of the learning process, sharing and offering feedback to your fellow students is a significant element of the process.

The third item below relates to the first major assignment. The first major assignment is a profile of the response to economic globalization made by an important Roman Catholic, Muslim, Jewish or Protestant individual or organization. The fourth item below relates to the second major assignment, which will be a final reflection paper synthesizing what you have learned and applying it to your competencies.

25% - Quality of contributions to weekly discussion forums

- Relevance to the topic addressed.
- Accuracy of information and use of theory.
- Conciseness of explanations and focus on main points.
- Evidence cited to substantiate ideas.
- Timeliness of submitting messages.

15% - Quality of responses to other students in discussion forums

- Respect for other participants' ideas and input.
- Appropriate use of comments related to discussion topics.
- Focus on staying on track with discussion.
- Contributions of helpful and insightful ideas.
- Questions that challenge and engage others.

30% - Quality of Major Assignment #1

- Addresses the assignment according to directions.
- Submits assignment on time.
- Summarizes and prioritizes information appropriately.
- Demonstrates understanding of learning objectives.
- Describes content with appropriate level of reflection and detail.

30% - Quality of Major Assignment #2

- Addresses the assignment according to directions.
- Originality of incorporating own ideas and theories to assignment.
- Appropriate use of theories.
- Accuracy of information used as evidence and proper referencing.
- Clear connection to the competencies you are doing
- Presented with attention to aesthetics, clarity and grammatical acuity.

## Course Structure

This course consists of 6 modules. Modules 1, 2 and 3 will each take one week. Modules 4 and 5 will each take three weeks. Module 6 will take one week.

## Course Map

Module # and Title	Week	Assignments	Discussion Topics
Module #1 Introductions and Getting Started	1	Posting to the "Introductions" conference  Posting to the "Images of our Goals" conference	Introduction  Course Q & A  Images of our goals  The Global Café
Module #2 Mindfulness Meditation	2	Posting to the "Mindfulness Meditation" forum.	Course Q & A  Mindfulness Meditation  The Global Café

Module # and Title	Week	Assignments	Discussion Topics
Module #3: Economic Globalization	3	Posting in the “Globalization” forum.  Postings in the “Economic Globalization” forum.  Review of a globalization website.  Posting to the “Mindfulness Meditation” forum	Globalization  Economic Globalization  Globalization Website Reviews  Mindfulness Meditation  The Global Café
Module #4 Religious Perspectives on the Global Economy	4 - 6	Posting to the Hinduism, Baha’i Faith, Tribal and Earth-based Religions”  Major Assignment #1: Individual/ Organizational Profile  Postings to two other discussion forums.  Replies to questions or observations posted in your working group’s conference  Posting to the “Mindfulness Meditation” forum	Hinduism, Baha’i Faith, Tribal and Earth-based Religions  Roman Catholicism  Islam  Judaism  Protestantism  Mindfulness Meditation  The Global Café
Module #5 Engaged Buddhist Perspectives on the Global Economy	7 – 9	Posting to the “Rifkin on Buddhism” conference  Posting to the “Engaged Buddhist article #1” conference.  Posting to the “Engaged Buddhist article #2” conference.  Posting to the “Engaged Buddhist article #3” conference.  Posting to the “Mindfulness Meditation” forum	Rifkin on Buddhism  Engaged Buddhist article #1  Engaged Buddhist article #2  Engaged Buddhist article #3  Mindfulness Meditation  The Global Café

Module # and Title	Week	Assignments	Discussion Topics
Module #6 Synthesis and Application.	10	Major Assignment #2: Synthesis and Application of Learning  Posting to “Images of our Learning” conference.  Reponses to the postings of other students	Images of our Learning  The Global Café

**Note:** For exact dates of module time frames and assignment due dates, consult the course Web Board discussion forum.

## Assessment of Learning

### General Assessment Criteria for each Competence

Competence	Criteria for Assessment of this Competence
A-3-A	<ul style="list-style-type: none"> <li>- Articulates how economic globalization contributes to injustice and lack of well-being.</li> <li>- Articulates the critiques of economic globalization offered by engaged Buddhism and at least one other major religious tradition</li> <li>- Formulates a thoughtful, personal response to economic globalization in dialogue with two or more religious traditions.</li> </ul>
A-4	<ul style="list-style-type: none"> <li>- Articulates how economic globalization contributes to injustice and lack of well-being.</li> <li>- Articulates the critiques of economic globalization offered by engaged Buddhism and at least one other major religious tradition,</li> <li>- Articulates how engaged Buddhism and at least one other religious tradition compare and contrast in their analysis of economic globalization.</li> </ul>
H-2-A	<ul style="list-style-type: none"> <li>- Articulates how economic globalization contributes to injustice and lack of well-being.</li> <li>- Articulates the critiques of economic globalization offered by engaged Buddhism and at least one other major religious tradition</li> <li>- Can assess the response of religious traditions to economic globalization.</li> </ul>
F-X	<ul style="list-style-type: none"> <li>- Articulates how economic globalization contributes to injustice and lack of well-being.</li> <li>- Articulates the critiques of economic globalization offered by engaged Buddhism and at least one other major religious tradition</li> <li>- Can articulate how the critiques of economic globalization offered by religious traditions can be related to one’s focus area.</li> </ul>

You will receive grades for your first major written assignments after you submit it. Your grades for your second major written assignment and for your contributions to weekly discussion forums will be built into your final grade.

## **Assessment Criteria for Reading and Writing Assignments**

Your facilitator is responsible for assignment grading. In general, grading of an assignment will be based on the following:

**Content** refers to the treatment of the topic logically and analytically. This is the substance, the “what” of the paper; what you had to say about the topic, what you presented in defense of your position, and what your analysis revealed about thought processes and grasp of the material you grappled with.

**Organization** is the way your paper is arrayed and presented, including both the overall organization and the arrangement of sub-parts. These include: relevant title and subheadings; introductory material, where needed; summaries, where appropriate; connective and transitional links; and what used to be called “rhetoric”: the skillful arrangement of the pieces for maximum persuasive impact on the reader.

**Mechanics** refers to the use of Spelling and Grammar check, the use of Standard English, the basics of sentence structure and punctuation, and effective and sensitive word choice usage. Mastery of basic communication and writing skills is a must for undergraduate (and graduate) students. The paper you prepare should also use proper APA or MLA citation form for in-text references as well as for bibliography.

## **Assessment Criteria for Major Written Assignment #2**

It is important that your major written assignment #2:

- Specifically addresses the competence that you are fulfilling in this course.
- Organizes your supportive evidence into relevant paragraphs that address your subject.
- Takes into account a variety of points of view.
- Demonstrates your appreciation of other points of view (demonstrates empathy and the ability to account for the vantage points of others).
- Demonstrates that you are able to integrate the evidence derived from your chosen sources into your argument according in standard English using proper grammar, mechanics, and sentence structure.
- Uses proper quotation form, including introduction of your quotation as well as your commentary following the quotation.
- Has an introduction and concluding paragraph.
- Contains proper APA or MLA citation form for in-text references as well as for bibliography

## Online Discussion

### Assessment Criteria for Online Discussion Participation

In the online discussions your responses will be assessed on whether you are:

1. Offering up ideas or resources and inviting a critique of them
2. Asking challenging questions
3. Articulating, explaining and supporting positions on ideas
4. Exploring and supporting issues by adding explanations and examples
5. Reflecting on and re-evaluating personal opinions
6. Offering a critique, challenging, discussing and expanding ideas of others
7. Negotiating interpretations, definitions and meanings
8. Summarizing previous contributions and asking the next question
9. Proposing actions based on ideas that have been developed

The above list was adapted from Gilly Simpson's book *E-Moderating: The key to teaching and learning online*. London: Kogan Page: p.143 (2000).

### Online Participation Guidelines for this course

A significant part of your online learning experience involves learning *with* and *from* your classmates and the facilitator in the online discussions and group assignments.

Active participation means sharing information and resources and posting your ideas and critiquing and expanding on the ideas of others in a collegial fashion. This discussion is informal in the sense that it is meant to encourage interested discussion. You are expected to follow accepted standards of English spelling, grammar and usage, although you will not be assessed for these particular characteristics when you are participating in the WebBoard discussions.

These discussions are for you to exchange your reflections with your classmates and facilitator about what you are learning. The discussions will be organized into forums around the particular topic you are studying each week.

You may be asked by the facilitator to take leadership in a certain group for a certain time of the course. You will receive further instructions from your facilitator if this occurs.

You should contribute your responses to the particular assignment for that particular discussion heading which will be posted.

For each Discussion Conference, you are required to make at least one original contribution to each topic and respond to one classmate's contribution.

## Public and Personal Conferences

There are two types of online conferences in this course—public and personal.

**1. Public conferences** are a forum for discussion and sharing information among students. Your facilitator may create one or more public conferences related to the topics you are studying each week.

At the beginning of the quarter, your facilitator will set up three discussion conferences. These three conferences will help you and your classmates get off to an immediate start on the course, by providing conversational spaces for necessary, ongoing social and administrative activities. These conferences are:

- Introductions
- Course Q&A
- A social meeting space for discussion that is not directly related to course content. (This has different names in different courses. In this course, it is called “The Global Café.”)

The Q&A conference is where the management and administrative tasks of the course are conducted, and where you can ask ‘process’ questions and receive answers. You will also find the schedule of specific dates for your course in this Conference, and the emails sent out to the whole class using the Listserv.

The Global Café can be used freely for your own conversation (like setting up groups or teams, if these are used in the course)

**2. Personal conferences** are private and only you and the facilitator can see your personal conference. A personal conference will be created at the beginning of the course for each of you. These conferences. Please post your assignments to your personal conference.

## Using Your Personal Conference

First, compose your assignment in your word processor and save a copy to your hard drive. For each new assignment start a new discussion topic in your conference with the name of the assignment in the subject line. To create a new topic, click on the name of your conference and then on “Post a new topic to the conference.” You may then simply use the “attach” function to attach your formatted document to the post and post as normal.

As soon as you post your assignment you will be able to see it so will not have to worry that your facilitator has not received it. As you will be posting to the WebBoard, you will not be in danger of sending—or receiving—virus-laden messages. Your facilitator will post comments on your assignments as responses in your private conference.

## How To Do Well In This Class

This section provides a few hints on how to do well in this class:

1. Participate in class discussions. The class discussions and homework exercises are worth a large percentage of your grade. Most modules ask you to post an opinion and include a follow-up. Don't miss the follow-up posting.
2. Don't fall behind – In general once a discussion is graded its over. Don't think you can post discussion items several weeks after they are graded and expect credit. The class has moved on and it is difficult for course administrators to find your postings after it has been graded.
3. Read the assignments carefully. If the assignment says answer three questions, then answer three. If it says use APA research paper style then find out what that style is and use it.
4. Email questions. When you have any questions, email me. If I post a question to you (via your private discussion board), then answer it (it usually means I cannot find an assignment of yours).
5. Post all assignments by the specified Due Date

## Other Course Information

### Time Management and Attendance

SNL's online courses are **not** self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least **FOUR** times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

***The facilitator should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.***

If you find yourself getting behind, please contact your course facilitator immediately.

## Academic Integrity

All members of the DePaul community are bound by the University's guidelines on academic integrity found in the Student Handbook at (<http://studentaffairs.depaul.edu/handbook/code16.html>). The Handbook's definition of plagiarism is as follows

**Plagiarism:** Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a facilitator finds that a student has plagiarized, the appropriate penalty is at the facilitator's discretion. Actions taken by the facilitator do not preclude the college or the university from taking further punitive action including dismissal from the university.

## Protection of Human Subjects

For more information see: <http://condor.depaul.edu/~irb>

Demonstrating the acquisition of competences in this course can involve “interactions”—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s).

As such, these activities qualify as “research” with “human subjects” and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

1. The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
2. You assess and ensure that no “harm”—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
3. The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s)

you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.

- a. If you want to use real names and relationships, they must sign an “informed consent” document. For information on creating an “informed consent document” see, for example, <http://www.research.umn.edu/consent/>

## Your Facilitator’s Role

Your facilitator’s role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As facilitator, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments posted to your personal conferences in your personal conferences, or delivered to you by your facilitator via email.

The facilitator may choose to designate “office hours” when s/he will be online and available and will immediately respond to questions. Depending on the facilitator, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

## Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course facilitator’s role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

You will learn with and from your classmates in the online discussions and group assignments, sharing information and resources and posting your ideas and critiquing and expanding on the ideas of others in a collegial fashion. You are encouraged to bring your questions to the online discussions and respond to each other—do not always wait for the facilitator to answer questions.

***If events arise in your life that will prevent your attendance in class for one week or more, it is your responsibility to make sure that your instructor is advised at the first possible opportunity. You, or a friend or family member can do that by email, postal mail or phone. Someone could also send a note to [snlonline@depaul.edu](mailto:snlonline@depaul.edu), or call either of the CDE contact numbers listed on page 1 of this guide. This will allow your instructor to assist you to make up missing work. If these events occur early in the quarter and you wait until the end of the quarter before informing your instructor, do not expect to receive an Incomplete.***

## Pass/Fail Grades

Required courses in the Lifelong Learning area must be taken Pass or Fail (Exception: L6 and L7 can be either letter graded or Pass/Fail). Other SNL courses can be taken for letter grades or Pass/Fail. You must declare to the instructor which grading type you seek by the 2nd week of class. Once made, this decision cannot be changed.

## **Incomplete Grades**

The intent of the INcomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude (think “Hurricane Katrina”) adversely impact their ability to complete the course,

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have *satisfactorily* completed at least 75 percent of the coursework, and you have an event of “Katrina” magnitude that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the facilitator to take an incomplete in the course, you will be required to complete a contract with the facilitator, specifying how you will finish the missing work within the next two quarters. Incompletes not finished by the end of the second quarter will automatically become an F grade on your transcript.

## **Final Note**

Participating in SNL courses can be an enriching, rewarding experience, and a chance to share ideas in a safe environment.

Some difficulties at the beginning of an online course are quite normal; solving them is part of every distance learning experience.

Enjoy the journey into lifelong learning!