



**FACULTY OF ARTS  
DEPARTMENT OF CLASSICS AND RELIGION  
COURSE OUTLINE  
Fall 2020**

**COURSE NUMBER: RELS 373**

**COURSE NAME: Spirit Rebels and Global Mavericks: An Introduction to the Sikh Tradition**

**PRE/CO-REQUISITES: (optional to include)**

**CLASSROOM LOCATION: ONLINE**

**CLASS DAYS & TIMES** (specify if classes are in person or via Zoom): Asynchronous Online Format

**INSTRUCTOR NAME AND CONTACT INCLUDING UCALGARY EMAIL & PHONE:**

**Dr. Harjeet Singh Grewal**

[harjeet.grewal@ucalgary.ca](mailto:harjeet.grewal@ucalgary.ca)

**OFFICE HOURS: On Zoom; schedule as needed through email.**

**INSTRUCTOR EMAIL POLICY:**

General:

1. I care about your presence in my class and recognize that email will be a vital line of communication in an online environment.
2. Email is a cordial and professional medium to communicate with your professor. Compose your diction according to professional standards and not colloquial ones. GRAMMAR and PUNCTUATION do matter when writing an email.
3. Use "Subject" heading to accurately and specifically reflect why you are emailing -i.e. "Regarding [the subject of your email]. If your email needs attention quickly, express that in the subject head alongside what you need -i.e. IMPT, or EMERGENCY
4. Begin the email with "Dear Harjeet" Or Dear Dr. Grewal -I am partial to my first name and encourage you to write "Dear Harjeet"
5. Do not begin email with "hey," "yo," or simply with no cordial means of address.
6. I ask you to be considerate of my time and ability to respond to you in a way will enable your success in the class.
7. Plan ahead: email sooner than later, especially if you are confused about something. Compose a clear and concise email that reflects questions, concerns, or needs well. Reread before you send.
8. Do not be shy: I do not judge you based on the number of times you email me, nor is emailing me clarifying questions detrimental to your grade in any way (its quite the opposite, in fact).
9. Do not be anxious: avoid this by planning ahead so you are not in a crunch and remembering that it may take time for me to respond *but* I am not ignoring your in any way.
10. Allow me time to respond.

*Email Policy continued*

Procedural:

11. All course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours.
12. I check my email daily at 11 AM and prioritize what I respond to. This means I respond to things in an achronological manner based upon responsibilities I have to the class, colleagues, publication, and research responsibilities.
13. I do my best to respond within 48 hours but also recognize I may not succeed.
14. If you do not hear from me within 48 hours, remember that I do care about your email. (a) Go back to your sent mail and find the email I missed. (b) Resend it by adding "REMINDER" to the subject heading. (c) Add the text, "Dear Harjeet, I have not heard back from you about this and it has now been more than 48 hours. Please review and get back to me."

**COURSE CALENDAR STATEMENT:**

Link to Academic Calendar: <https://www.ucalgary.ca/pubs/calendar/current/index.html>

**COURSE DESCRIPTION:**

Include a description of the focus of the course, a broad overview of the key course content and an overview of the teaching approaches and methods.

The Sikh tradition makes up one of the world's youngest major religion, with its beginnings in the late 15<sup>th</sup> century. Sikhs are amongst some of the most visibly recognizable religious practitioners in the world. Sikhs are a vibrant, expanding component of Canada's multicultural tapestry. Sikhs have been very active in COVID related humanity relief. But, what motivates these migrant mavericks?

This course introduces students to key concepts and from the tradition using a Sikh framework of thought known as, *Gursikhi*. We will look at this thought system alongside formative personages in creating the early Sikh tradition until the colonization of Sikh consciousness in the 1850s. Lastly, the Sikh tradition will be contextualized within the cultural context of early modern Northern South Asia -the region of modern day Afghanistan, Pakistan, Northern India, Tibet, and Nepal.

Students will learn about how texts and language shape the cultural and intellectual approaches to Philosophical Oneness within the tradition. Community enfranchisement, social ethics, multiplicity (rather than diversity), nurturing governance, and anti-oppression through non-oppositionality will be discussed as formative of a sovereign worldview within the Sikh tradition.

**For online courses:**

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate primarily in asynchronous learning tasks. I will primarily use PowerPoint presentations, readings, videos, and audio recordings to convey course material.

I request that students familiarize themselves with the various components of D2L such as using discussion boards, submitting assignments, and using Adobe Connect.

In consideration of ZOOM fatigue and anxiety group video phenomenon, I will limit the use of ZOOM to office hours by appointment and/or small group review session. There is also no pressure or necessity to use the video function of ZOOM, I am happy conversing about your concerns without the video enabled.

I will offer two asynchronous review sessions in the week prior to each of our two exams. The first session will be Tuesday, October 13<sup>th</sup> between 12:45 PM and 1:30 PM. The second session will be Thursday, December 10<sup>th</sup> during the same time slot.

**\*COURSE LEARNING OUTCOMES**

Upon successful completion of this course, students will be able to:

1. Explain key concepts within the system of Sikh thought called *Gursikhi*
2. Comprehend and explain the contextual beginnings of the Sikh tradition
3. Demonstrate ability to analyze and discuss central issues in understanding the Sikh tradition solely as a religion.
4. Use a range of critical skills to understand and breakdown arguments offered about the Sikh tradition and World Religions discourse.
5. Demonstrate appropriate social behaviour and knowledge of cross-cultural realities of the Sikh tradition.
6. Use this knowledge and critical ability when working with peers in class contexts and during everyday interpersonal interactions.
7. Articulate the impact that Imperialism, Globalization and Market Capitalism on minoritized, racialized, and otherwise oppressed forms of ethical individual and social consciousness.
8. Explain why re-considering and applying oppressed forms of consciousness to global humanitarian crises may be beneficial to within universities, nationally, and inter-nationally to rethink collectively experience through multiplicity and than universality alone.

## **\*LEARNING RESOURCES**

### **Required Readings, Textbooks, and Learning Materials (available at the UCalgary Bookstore)**

Mandair, Arvind-Pal Singh (2013). *Sikhism: A Guide for the Perplexed*. Bloomsbury Academic

Grewal, J.S. (2003). *The Sikhs of the Punjab*. Cambridge University Press

Additional weekly readings, including peer-reviewed journal articles, are posted on D2L

## **\*LEARNING TECHNOLOGIES AND REQUIREMENTS**

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see [d2l.ucalgary.ca](https://d2l.ucalgary.ca)).

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

## **CLASS SCHEDULE**

A detailed list of lecture topics and reading schedule will be provided in the first week.

## **\*EXAMINATIONS**

Examinations will be through D2L on the dates listed. Exams will be timed based upon the schedule time allotted for our schedules class. They will be open-book however, the time limitation will necessitate that you study and prepare as per a normal in-person classroom environment. Exam format will be a combination of multiple choice and written answer questions.

**\*ASSESSMENT COMPONENTS**

| Date   | Assessment                       | Weight (%) | Required pass/fail |
|--|----------------------------------|------------|--------------------|
| <b>*There are no tests or assignments before the add/drop date</b> |                                  |            |                    |
| Once during semester, minimum                                      | Group Discussion Facilitation    | 15%        |                    |
| Recurring with every discussion period                             | Discussion Participation         | 25%        |                    |
| After every lecture  | Post-lecture Individual Response | 15%        |                    |
| October 20   | Mid-term Examination             | 20%        |                    |
| Registrar Scheduled  | Final Examination                | 25%        |                    |

**Mid-term Examination (20%):**

Exams will be on October 20 during the allotted time for our class.

Exam format will be a combination of multiple choice and written answer questions.

Exam is open-book however, the time limitation will necessitate that you study and prepare as per a normal in-person classroom environment.

Aligned Course Learning Outcome: 1, 2, 3, 4, 7, 8

**Final Examination: (25%)**

Exam will occur as per Registrar schedule.

Exam format will be a combination of multiple choice and written answer questions.

Exam is open-book however, the time limitation will necessitate that you study and prepare as per a normal in-person classroom environment.

Aligned Course Learning Outcome: 1, 2, 3, 4, 7, 8

**Group Discussion Facilitation (10%):**

In assigned groups, students will present and lead a discussion of one of the weekly readings. The presentation will be posted to D2L and the students will be responsible to start a discussion in the discussion board based on their presentation. Students will start the discussion board based upon questions they had and struggles they came across in understanding the reading. The group will outline a combination of 5 questions and struggles and begin the discussion by sharing their perspectives on the question or discussing why that part of the text was difficult. You can share how you may have come to an understanding of that difficult portion of the text and what you think it is trying to do in terms of the larger argument the scholar is making.

Aligned Course Learning Outcomes: 3, 4, 5, 6

**Discussion Participation (25%)**

All students, except for the group responsible for facilitating the discussion, will be responsible to respond to the prompts given by the group.

You will be asked to respond to any 3 of the five questions asked. In your response you will engage in the question and try to discuss the issue by *direct* reference and reflection on the reading. You will follow the discussion guidelines when composing the responses. Answers of two to three concise sentences that directly engage each issue you selected will be needed.

The responses will be visible to all students. As per the discussion guidelines, you will be encouraged to add or supplement the ongoing discussion by selecting which of the various written responses and perspectives you are engaging with and which your thoughts do not align with.

Aligned Course Learning Outcomes: 3, 4, 5, 6

**Post-Lecture Individual Response (15%)**

Upon reviewing the lecture materials that have been posted, students will give a response to the lecture that allows the instructor to align following lectures with or AV supplements to aspects with which students are either engaged with and wanting to know more or with those that are interesting but students are still struggling with.

The response will include: (1) At least one question about a part of the lecture you did not fully grasp or that you would like further elaboration on. In the question reference the slides that question is based on. (2) Identify something that you found interesting or did not know before. (3) Reflect on why you found that part of the lecture interesting or think about what this knowledge may enable for you in the future. Limit reflection to two or three sentences.

Aligned Course Outcomes: 1, 2, 4, 7, 8

### MISSED OR LATE ASSIGNMENTS\*

Communication is key to online learning. Look ahead and compare what it is going on in this class with the remainder of your courses.

Anticipate where you may have difficulty in getting a required assignment in on time and notify me in advance through email to discuss possibilities of avoiding the consequences of a late or missed assignment.

If you anticipate being challenged in getting an assignment in on time, **notify the instructor at least a week (7 days) before the due date by email in order to avoid consequences to your grade.**

If students miss a required component of the course, they must contact the instructor in writing within 24 hours in order to discuss options to submit and/or make-up for that component.

Late assignments, those submitted after the deadline, will be penalized with the loss of a grade (e.g.: A- to B+) for each day late unless the student has notified the instructor in advance as stated above.

### \*GRADING

<https://www.ucalgary.ca/pubs/calendar/current/f-1.html>.

A numerical mark will be given for each course requirement. A letter grade will be assigned on the following number and letter grade scheme, usually used within the Department of Classics and Religion:

|    |          |   |         |    |          |
|----|----------|---|---------|----|----------|
| A+ | 100 - 96 | A | 95 - 90 | A- | 89 - 85  |
| B+ | 84 - 80  | B | 79 - 75 | B- | 74 - 70  |
| C+ | 69 - 65  | C | 64 - 60 | C- | 59 - 55  |
| D+ | 54 - 53  | D | 52-50   | F  | Under 50 |

A student's final grade for the course is the sum of the separate assignments that is then combined with the individual weightage for each component of the course. It is not necessary to pass each assignment separately in order to pass the course.

### EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation,

sentence structure, etc.) but also clarity, organization, and content related to lectures not prior knowledge some students may have upon entering course.

For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum:

<http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

### **ADDITIONAL COURSE INFORMATION**

The sections below are optional but recommended to provide additional clarity to students regarding the course – please delete if not relevant.

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Describe any additional guidelines you wish to include related to attendance and participation. Please note that attendance cannot be graded unless it is included of a participation assignment. It is recommended that instructors specify what students should do if they miss a class or a component of participation that is to be graded.

For example:

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. If students miss a class session that is included as a component of participation, they must contact the instructor within 24 hours to discuss options to make-up for that component.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit or complete all assignments electronically in D2L. Assignments may be submitted in Word or PDF format. Unless you are directly posting on the discussion board, assignments should have a file name as follows: “Last Name First Name Assignment Name” (e.g., Gurbhagat Kaur Discussion Facilitation).

Assignments must be submitted by 11:59pm on their due date.

It is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.



## CONDUCT

### General Guidelines:

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### Student Conduct for Success in this Course:

Timely and regular review of lectures, participation in discussion, and completion of course assessments.

Asking questions for clarification when needed for lecture material is crucial in an online course.

Adherence to the Electronic Device Policy. Respectful attitude toward alternate perspectives. Ensuring safe, open, and hospitable classroom environment for fellow classmates to express opinions and ask questions during class.

### *Facilitating & Participating in Discussion –*

As the readings forms a central aspect of this course, students will facilitate class discussion by introducing the reading and providing some commentary or questions related to the reading with a PowerPoint Presentation, or other digital material such as audio or video files posted on the course D2L page.

Discussion Participation will assess the extent to which students who are not facilitator(s) engage with the presentation using a discussion board.

Discussion board will provide an open, congenial, and safe space for critical reflection.

Considering this, students should familiarize themselves with the discussion guidelines below and whatever they may need to create the presentation early during the semester.

### GUIDELINES FOR DISCUSSION:

- Discussions should remain on the discussion board only.
- This is an anti-racist and anti-oppression class. This policy is to enable NOT prevent discussion and engagement from all students while taking their perspectives and life experiences as seriously as any other member of the class. This ensures that marginal perspectives are given the same weight in terms of the kinds of questions as in humanities courses as normative experiences.
- Micro-aggressions and macro-aggression are not acceptable. This means that any intentional or unintentional verbal, behavioral, or other form of indignities regarding individuals or groups that individual in class may identify with are not permitted. This includes comments about class, caste, race, religion, and gender that use personal slights, insult, or profanities.
- Focus discussion on the reading. Support your statements with evidence or provide a rationale for your analysis. Feel free to refer to page numbers and quote the text.
- Discussion facilitates learning; it is not for debating or “winning” an argument. Comment to share information by bringing out relevant aspects of readings, fundamental concepts mentioned, or strategies used for analysis and reflection.
- Respect the right of fellow participants to disagree with perspective you might favor.
- Disagree with, challenge, or criticize **the idea** and **not the person**.
- Be courteous, attentive, and acknowledge what peers are saying when responding.
- Avoid being speculative or inflammatory.
- Include one another in the discussion. Refer to the comments you are responding to and connect your ideas and perspectives to those comments specifically (using the name of the student who authored the earlier post helps here)
- Do not make assumptions about one another or generalize about social groups they may or may not belong to.
- Do not ask individuals to speak for a perceived social group they might belong to.
- Personal, experiential perspectives are welcomed when relevant and if you are willing to offer them. They should be engaged with remembering that making personal comments is taking a risk and the person doing so should be encouraged for doing so.

### **GUIDELINES FOR ZOOM SESSIONS**

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

## **COURSE EVALUATIONS AND STUDENT FEEDBACK**

Student feedback will be sought at the end of the course through the standard University Student Ratings of Instruction (USRI) and Faculty course evaluation forms.

A midterm evaluation may also be included to provide students an opportunity to provide feedback, for the instructor to adjust their approaches to teaching and learning, and to continuously improve the course. Students are welcome to discuss the process and content of the course at any time with the instructor.

## **UNIVERSITY OF CALGARY POLICIES AND SUPPORTS**

Include information related to relevant policies and supports for teaching and learning as indicated below.

### **\*ACADEMIC MISCONDUCT**

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity Website at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

### **\*ACADEMIC ACCOMODATION**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

#### **\*RESEARCH ETHICS**

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

#### **\*INSTRUCTOR INTELLECTUAL PROPERTY**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

#### **\*FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

#### **\*COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

#### **\*MEDIA RECORDING (if applicable)**

Please refer to the following statement on media recording of students: [https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP\\_FINAL.pdf](https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf)

**\*Media recording for lesson capture**

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

**\*Media recording for self-assessment of teaching practices**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

**\*Media recording for the assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

**SEXUAL VIOLENCE POLICY**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

**\*OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk