

University of Calgary
Department of Communication, Media and Film

Communication and Culture CMCL 303 L02
Roads to Modernity

Winter 2015

Mon., Jan. 12 - Wed. April 15 (excluding Feb. 16 & 18)

Lecture MW 14:00-15:15
Tut. 7 F 09:00-09:50; Tut. 8 F 10:00-10:50

Instructor: Shane Halasz
Office: SS 301
Office Phone: N/A
E-Mail: sdhalasz@ucalgary.ca
Web Page: D2L available through MyUofC portal
Office Hours: Tuesday and Thursday 11:00-12:00 or by appointment

Course Description

The course is a critical and interdisciplinary examination, via classic texts, of Western, Oriental, and Islamic civilizations in terms of their fundamental cultural assumptions as these have evolved from the formative period (1500 B.C to 400 A.D) covered in CMCL 301 toward the threshold of the modern world explored in CMCL 501 (17th to 20th centuries). The time span of the course is thus centered on the Medieval and Early Modern epochs (6th to 16th centuries), and the goal is to understand how and why civilizations transform themselves in the direction of a 'modernist identity' characterized by a loss and/or revision of foundational traditions. The key themes by which the texts will be explored are as follows: life-death, freedom-slavery, wisdom-folly, and good-evil.

Additional Information

This course will employ a team-based learning strategy in which students work together in groups of 5 to 7 (groups to be determined in the first class and will remain intact for the semester) in order to unpack, discuss, and make sense of the assigned readings. Therefore, it is essential that students not only complete the readings prior to class but also attend class regularly and fully participate during in-class exercises and assignments. Students will be held personally accountable for their level of preparedness and contributions to group discussion and exercises by way of a peer evaluation form to be completed at the end of the term. Group assignment scores will be adjusted according to these peer evaluations (see Assignments and Evaluation section below).

Objectives of the Course

- a) Learn how to read and interpret classic texts in a comparative manner
- b) Gain a synthetic overview of world civilization
- c) Improve interpersonal communication and writing skills in the context of developing and supporting arguments

- d) Strengthen collaboration and problem solving skills via ongoing team discussions, debates, and class exercises

Textbooks and Readings

The following texts are all required and have been 'bundled together' to reduce costs.

Donald S. Gochberg, Sujit Singh Dulai, Edward. D. Graham, Kenneth W. Harrow, Priscilla Melendez, Anibal, Gonzalez, *World Literature and Thought*, Vol. II, The Middle Periods (Mason, Ohio: Cengage Learning, 2012)

Karl F. Thompson, ed. *Classics of Western Thought*, Vol. II, 4th Edition, Middle Ages, Renaissance, and Reformation (Boston: Wadsworth, 1988)

Internet and electronic communication device information

No restrictions on use of laptops in class if they are used to take notes or perform sanctioned research during an in-class activity and if there is no disturbance of other students by visiting inappropriate web sites. Cell phones must be POWERED OFF and put away during class time.

Assignments and Evaluation

1. Reading Quizzes (Individual) 20% (10 @ 2% each) Beginning of every module

At the beginning of each class students will complete a brief readiness assessment test based on that day's assigned readings. The format will include some mix of multiple choice, true/false, and quotation identification. The goal with these quizzes is to ensure that students have completed the assigned readings and are coming prepared to participate in whatever group activities and class discussion are planned for that day. The quizzes will take place in the first 15-20 minutes. They cannot be written at another time nor made up for any reason, so please ensure that you attend class regularly and arrive on time. There are 11 quizzes scheduled, but only your 10 best scores will be counted.

2. Reading Quizzes (Group) 15% (10 @ 1.5% each) Beginning of every module

As soon as students submit their individual reading quizzes, they will receive another copy of the same quiz to be completed collaboratively by their group. The intention here is that students will learn from hearing each other support their arguments as to which is the correct answer, and thereby enrich their understanding of the material covered that class. These group quizzes will be collected, scored, and immediately returned along with the individual quizzes. The instructor will then address by way of mini-lecture or discussion areas that need clarification or elaboration before moving to scheduled activities.

3. 10-min Presentations (Group) 30% (3 @ 10% each) Feb. 6; Mar. 13; April 10

The bulk of class time will be spent in groups working to answer questions or respond to prompts posed by the instructor. At three points in the semester student groups will distill and briefly present (roughly 10 minutes) to the class what they feel is the most important thing that they have learned in the preceding classes based on their group discussions. Particular attention should be paid on where individual differences of opinion existed, the extent to which consensus could be reached, and where and why differences persisted following the discussion. More information will be provided on Desire2Learn.

4. Final Exam (Individual) 35% TBA by Registrar

The final exam will be cumulative, closed book, and have two parts. Part A (worth 25%) will consist of objective identifications of 10 selected quotations to the correct author or title of the work. Part B (worth 75%) will be an essay chosen from three topics given on the day of the exam.

NB: At the end of the semester all students will fill out a peer evaluation form for everybody in their group (except themselves). Each student's scores for the group reading quizzes and group presentations will be adjusted based on peer evaluations so that those who contributed most and collaborated best will be rewarded accordingly, and those who contributed least or hindered collaboration will likewise receive less.

It is the student's responsibility to keep a copy of each submitted assignment.
Note: Please hand in your essays directly to your tutor or instructor if possible. If it is not possible to do so, a daytime drop box is available in SS320; a date stamp is provided for your use. A night drop box is also available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

Registrar-scheduled Final Examination: Yes

NB: In order to receive a passing grade in the course, students must earn a passing grade on individual work (individual quizzes and final exam).

Submission of Assignments: Please hand in your essays directly to your tutor or instructor if possible. If it is not possible to do so, a daytime drop box is available in SS320; a date stamp is provided for your use. A night drop box is also available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

Please include your name and ID number on all assignments, and be prepared to provide picture ID to pick up assignments or look at final exams in SS 320 after classes have ended. Personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. For more information, see <http://www.ucalgary.ca/secretariat/privacy>

Note: It is the student's responsibility to keep a copy of each submitted assignment. For courses in which assignments are submitted electronically, it is the student's responsibility to ensure that the correct copy of the assignment is submitted. (Including the version date or version number in your file name may help you avoid submitting the wrong version of your written assignments.)

Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

Students with Disabilities

If you are a student with a disability who may require academic accommodation, it is your responsibility to register with the Student Accessibility Services (220-8237, <http://www.ucalgary.ca/access/>) and discuss your needs with your instructor no later than 14 days after the start of the course.

Writing Skills Statement

Department policy directs that all written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. For details see <http://comcul.ucalgary.ca/needtoknow>. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the Writing Centre. Visit the website for more details: <http://www.ucalgary.ca/ssc/writing-support>

Grading System & Department of Communication, Media and Film Grade Scale

Work in this course will be graded using percentage grades. The following grade scale percentage equivalents are used in the Department of Communication, Media and Film:

| Grade Point Value | Description | Grade | Department grade scale equivalents | Letter grade % equivalent for calculations |
|-------------------|---|-------|------------------------------------|--|
| 4.00 | Outstanding | A+ | 96 - 100% | 98.0% |
| 4.00 | Excellent—superior performance, showing comprehensive understanding of subject matter. | A | 90 - 95.99% | 93.0% |
| 3.70 | | A - | 85 - 89.99% | 87.5% |
| 3.30 | | B+ | 80 - 84.99% | 82.5% |
| 3.00 | Good—clearly above average performance with knowledge of subject matter generally complete. | B | 75 - 79.99% | 77.5% |
| 2.70 | | B- | 70 - 74.99% | 72.5% |
| 2.30 | | C+ | 65 - 69.99% | 67.5% |
| 2.00 | Satisfactory—basic understanding of the | C | 60 - 64.99% | 62.5% |

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|-------------|--|-----------|-------------|-------|
| | subject matter. | | | |
| 1.70 | | C- | 55 - 59.99% | 57.5% |
| 1.30 | Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject | D+ | 53 - 54.99% | 54.0% |
| 1.00 | | D | 50 - 52.99% | 51.5% |
| 0.00 | Fail – unsatisfactory performance or failure to meet course requirements. | F | 00 - 49.99% | 0% |

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

For information on citation and documentation styles (including APA, Chicago, IEEE, MLA, and others), visit the links provided at <http://www.ucalgary.ca/ssc/node/208> . If you have questions about how to document sources, please consult your instructor or the Writing Centre (3rd Floor TFDL, <http://www.ucalgary.ca/ssc/writing-support>).

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Research Ethics

Whenever you perform research with human participants (i.e. surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research. For more information about your research ethics responsibilities, see <http://arts.ucalgary.ca/research/research/research-ethics>

Important information, services, and contacts for students

| For information about . . . | Visit or contact . . . |
|--|---|
| ARTS PROGRAM ADVISING (PIC) | SS 102 403-220-3580 picarts@ucalgary.ca |
| CAMPUS SECURITY <ul style="list-style-type: none"> • Calgary Police Service • Emergency Text Messaging • Emergency Evacuation & Assembly • Safewalk Program | http://www.ucalgary.ca/security/ 403-220-5333 403-266-1234 Emergency: call 911 http://www.ucalgary.ca/emergencyplan/textmessage http://www.ucalgary.ca/emergencyplan/assemblypoints If you feel uncomfortable walking alone at any time, call Campus Security for an escort (220-5333). For more information, see http://www.ucalgary.ca/security/ |
| DESIRE2LEARN (D2L) Support <ul style="list-style-type: none"> • IT help line | http://elearn.ucalgary.ca/desire2learn/home/students 403-220-5555 or itsupport@ucalgary.ca |
| STUDENT SUCCESS CENTRE <ul style="list-style-type: none"> • Writing Support Services • Student Services Mobile App | http://ucalgary.ca/ssc http://www.ucalgary.ca/ssc/writing-support http://ucalgary.ca/currentstudents |
| STUDENTS' UNION CONTACTS <ul style="list-style-type: none"> • Faculty of Arts Reps • Student Ombudsman | http://www.su.ucalgary.ca/governance/elections/home.html http://www.ucalgary.ca/provost/students/ombuds |
| SU WELLNESS CENTRE <ul style="list-style-type: none"> • Counselling Services • Health Services • Distress centre 24/7 CRISIS LINE • Online resources and tips | 403-210-9355 (MSC 370), M-F, 9:00–4:30 pm http://ucalgary.ca/wellnesscentre/counselling http://ucalgary.ca/wellnesscentre/health 403-266-HELP (4357) http://ucalgary.ca/wellnesscentre/healthycampus If you're concerned about a friend or your own well-being, it is important to seek help early. Call or visit the SU Wellness Centre or the 24-hour crisis line. |

Schedule of Lectures and Readings

Abbreviations: WLT II = World Literature and Thought, Vol. II
 CWT II = Classics of Western Thought, Vol. II

Monday, January 12

Course Introduction

- What is this course about?
 - Class structure: Team-Based Learning (TBL)
 - Key Concepts:
 - Life and Death
 - Freedom and Slavery
 - Wisdom and Folly
 - Good and Evil
 - Team formation
-

Wednesday, January 14

PRACTICE READINESS ASSESSMENT TEST (BASED ON COURSE OUTLINE)

Monday, January 19

Module 1: Medieval Perspectives on Life and Death in the West

- *Everyman*: CWT II 183-200
- Roland: CWT II 14-34
- De Troyes: CWT II 35-51

READINESS ASSESSMENT TEST #1

Wednesday, January 21

Team-Based Application Exercise

Monday, January 26

Module 2: Early Modern Perspectives on Life and Death in the West

- Petrarch: CWT II 231-251
- Castiglione: CWT II 294-315
- Cervantes: CWT II 504-517

READINESS ASSESSMENT TEST #2

Wednesday, January 28

Team-Based Application Exercise

Monday, February 2

Module 3: Eastern Perspectives on Life and Death

- Kuo Hsiang: WLT II 35-44
- Ko Hung: WLT II 43-50
- Lady Nijo: WLT II 383-392

READINESS ASSESSMENT TEST #3

Wednesday, February 4

Team-Based Application Exercise

Monday, February 9

Module 4: Freedom, Slavery, and the Monastic Ideal

- Benedict: CWT II 1-13
- Dogen and the Way of Soto Zen: WLT II 363-368

READINESS ASSESSMENT TEST #4

Wednesday, February 11

Team-Based Application Exercise

Monday, February 23

Module 5: Modern Western Perspectives on Freedom and Slavery

- Pico Della Mirandola: CWT II 252-262
- More: CWT II 287-293
- Machiavelli: CWT II 316-328

READINESS ASSESSMENT TEST #5

Wednesday, February 25

Team-Based Application Exercise

Monday, March 2

Module 6: Freedom, Slavery, and Gender Hierarchies

- Po Hsing-chien: WLT II 249-260
- Christine de Pisan: CWT II 201-214

READINESS ASSESSMENT TEST #6

Wednesday, March 4

Team-Based Application Exercise

Monday, March 9

Module 7: Western Perspectives on Wisdom and Folly

- Aquinas: CWT II 70-84
- Montaigne: CWT II 371-387

READINESS ASSESSMENT TEST #7

Wednesday, March 11

Team-Based Application Exercise

Monday, March 16

Module 8: Eastern Perspectives on Wisdom and Folly

- Chu Hsi: WLT II 425-431
- Kamo no Chomei: WLT II 369-376
- Al-Maari: WLT II 128-134

READINESS ASSESSMENT TEST #8

Wednesday, March 18

Team-Based Application Exercise

Monday, March 23

Module 9: Comparative Perspectives on Good and Evil

- Dante: WLT II 510-546
- *The Koran*: WLT II 89-116

READINESS ASSESSMENT TEST #9

Wednesday, March 25

Team-Based Application Exercise

Monday, March 30

Module 10: Reformation Perspectives on Good and Evil

- Luther: CWT II 518-534
- Calvin: CWT II 535-549
- Ignatius: CWT II 550-557

READINESS ASSESSMENT TEST #10

Wednesday, April 1

Team-Based Application Exercise

Monday, April 6

Module 11: Good, Evil, and The Mystical Experience

- St. Catherine: CWT II 128-135
- Al-Hallaj: WLT II 118-127
- Al-Ghazali WLT II 393-406

READINESS ASSESSMENT TEST #11

Wednesday, April 8

Team-Based Application Exercise

Monday, April 13

Team-Based Application Exercise

Wednesday, April 15

Course conclusion and exam review