

**University of Calgary**  
**Department of Communication, Media and Film**  
**Communication and Culture CMCL 303, L02, TUT 3 & 4**  
**Roads to Modernity**  
Winter 2016  
**Wed., Jan. 13 – Wed., April 13 (excluding Feb. 17&19)**  
**Lecture:** W 14:00-15:50  
**Tutorial:** F 11:00-11:50/12:00-12:50

**Instructor:** [Mohammad Sadeghi Esfahlani \(Moe\)](#)  
**Office:** SS 250  
**E-Mail:** esfahlani@ucalgary.ca  
**Web Page:** D2L available through MyUofC portal  
**Office Hours:** Wednesday, 4-6pm or by appointment

### **Course Description**

This course is a critical and interdisciplinary examination, via classic texts, of cultures in the West as well as in the Middle and Far East 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 (17-20th centuries).

- The *time span* covered by this course is centered on the Medieval and Early Modern epochs (6th to 16th centuries).
- The *goal* is to understand **how and why civilizations transform** in the direction of a 'modernist identity' which is characterized by a loss and/or revision of foundational traditions and values (fundamental cultural assumptions).
- The *key themes* by which the texts will be explored are as follows:
  - Life/Death,
  - Freedom/Slavery,
  - Wisdom/Folly,
  - Good/Evil.

### **Objectives of the Course**

1. To understand how 'culture' is 'communicated' into existence through discourses pertaining to fundamental questions;
2. To acquire a synthetic overview of world civilizations;
3. To learn how to read and interpret classic texts in a comparative manner;

4. To strengthen collaboration and problem solving skills via ongoing group discussions, debates, and class exercises;
5. To improve oral as well as writing skills for developing and supporting arguments;
6. To build competencies required for participation in a live dialogue.

## Textbooks and Readings

### Introduction:

- Nietzsche, F (1878). **Ennoblement through degeneration**. In: *Human, All too Human: A book for free spirits*. Section V: Signs of Higher and Lower Culture –§ 224. [Click here](#)

### Textbooks:

- 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)

### Supplementary:

- Nietzsche, F (1873). **On Truth and Lie in an Extra-Moral Sense**. [Click Here](#)

## Internet and electronic communication device information

You are welcome to bring and use your laptop or tablet for taking notes and completing assignments; however, it is not acceptable to use them for any other purpose than immediately related to your coursework.

Cell phones must be turned off at the beginning of the class and put away throughout the class; texting is not permitted during class time. Students who are unable to comply with this requirement **will be asked to leave the class**.

Your instructor will try to respond to all email correspondence within 24 hours and will be available to answer questions in person during office hours..

## Assignments and Evaluation

During this course, 33 excerpts (“Ennoblement through degeneration (Link)” + 32 chosen from the two textbooks) will be assigned as readings. **You are expected to choose 28 readings (2-3 per week) and take notes in your portfolio assignment.** For each reading, you are expected to spend between 30-60 efficient minutes to read and take notes. Notes will be checked on an ongoing basis during tutorial sessions.

The central component of this course is a weekly panel discussion in which all students are required to participate once. It works as follows:

- During each class session, there will be a 60-90 min. panel discussion. Panels consist of 4-6 panel participants and are moderated by the instructor.
- Every student must participate in one panel. Scheduling and panel compositions will be determined in the first tutorial session (Friday, Jan.15).
  - *Ideally, each panelist will contribute about 10-15 mins worth of interesting insights that trigger feedback and discussion.*
- In each tutorial, random groups of 3-5 people will be assigned at the beginning.
  - *Each group discusses the readings of the week in terms of Fundamental Cultural Assumptions and how each member could relate to these.*
  - *During the discussion, everyone shares and takes notes for a “portfolio”.*
- At the end of tutorials, panel participants assigned for the following week will have a first draft of their talking points ready for next week’s panel discussion.

The following table provides an overview of the assignments, their short descriptions, due dates and value towards the final grade:

<b><u>Assignment</u></b>	<b><u>Short Description</u></b>	<b><u>Due Date</u></b>	<b><u>Value % of final Grade</u></b>
<b>Introductory Essay</b>	An essay including 2000-4000 words about your beliefs and values.	January 27 <sup>th</sup>	15%
<b>Talking Points</b>	5-10 talking points (150-300 words) which the participant has noted to discuss, or briefly present during the panel discussion.	24h before panel participation	5%
<b>Participation in a Panel Discussion</b>	Participation in a 60-90 min. panel during class sessions, moderated by the instructor. Ideally, each panelist will contribute about 10-15 mins of interesting insights that trigger feedback and discussion.	TBA on January 15 <sup>th</sup>	20%
<b>Portfolio</b>	Creation of a portfolio based on the provided structure to be discussed in the first session.	April 13	25%
<b>Final Exam</b>	A reflective essay or dialogic response to 3 sets of questions; two questions are provided in advance; the third one will be revealed during the exam. The only resource allowed during the exam is each student’s approved portfolio.	TBA	35%
<b><i>Bonus assignment</i></b>	<i>A creative contribution: a piece of art or any creative work that reflects your inspiration.</i>	TBA	<b>5%</b>

A detailed list of assignments and their requirements is as follows:

**1. Introductory Essay** (due Wednesday, Jan. 27) : An essay including 2000-4000 words responding to all the following questions:

**Fundamental Cultural Assumptions:**

- Describe your most fundamental belief.
- Describe a belief or principle for which you dedicate your life.

**Life/Death**

- Name the 3 top items on your "Bucket list" (i.e. things you want to do before you die). Looking at your bucket list, briefly describe the fundamental values that you attach to life and/or to death.
- What do you think happens to your consciousness when you die? On this basis, what do you consider as the "best way" to live your life?

**Freedom/Slavery**

- What times have you felt most free? Describe two or more "moments" (experienced in your own life or drawn from the experience of others, or works of fiction) that convey what "Freedom" means to you.
- What times did you feel most enslaved? Describe two or more "moments" (experienced in your own life or drawn from the experience of others, or works of fiction) that convey what "Slavery" means to you.

**Wisdom/Folly**

- Name two or more people, either from your personal experience, historic figures and/or contemporary pop-culture icons that you consider wise. Why? Describe what constitutes their "wisdom" or in your opinion.
- Name two or more people, either from your personal experience, historic figures and/or contemporary pop-culture icons that you consider foolish. Why? Describe what constitutes their "folly" or in your opinion.

**Good/Evil**

- Name two or more people (either from your personal experience, historic figures and/or contemporary pop-culture icons) that you consider as an embodiment of good. Why?
- Name two or more people (either from your personal experience, historic figures and/or contemporary pop-culture icons) that you consider as an embodiment of evil. Why?

**2. Talking Points** (due 24h before panel participation): A memo containing 5-10 talking points (150-300 words) which the participant has noted to discuss or briefly present during the panel discussion. It must be submitted to the D2L drop box one day before panel participation is due (to be determined in the first tutorial).

3. **Participation in a Panel Discussion** (TBA on Friday, Jan. 15): During a weekly panel, you will participate and actively contribute to the discussion about the 3 readings of the week. Ideally, each panelist will contribute about 10-15 mins worth of interesting insights that trigger feedback and discussion.
4. **Portfolio** (due Friday, Apr. 13, checked each week during tutorials): A portfolio of ideas resulting from your engagement with the readings, the lecture and tutorials. The following table provides the general structure; details will be discussed during the first class session):

Culture/ Framework	Text			Context		Situation			
	Reference	Theme FCA's	Internal/ External	Theme FCA's	Entropy/ Power	Support	Criticism	Withdrawal	Rebuttal
West									
Mid. East									
Far East									

Please consider that portfolios and their development will be checked and noted by the instructor during each tutorial session. However, they will be graded after completion. The portfolio will be your only resource available during the final exam.

You are encouraged to propose a change to the structure of the portfolio and develop your own, distinct way to take notes of the readings and to organize your knowledge and understanding of the readings. Please consult with your instructor in the early sessions and tutorials in January.

5. **Final Exam** (TBA): During the final exam, you will be asked to respond to 3 sets of questions. While the third question will be revealed on the day of the exam, two sets of questions are provided in advance as follows:
  1. *With a reference to your introductory essay, describe how your engagement with the texts influenced your Fundamental Cultural Assumptions.*
  2. *Why do you think cultures transform? Use at least one of the readings as an example to discuss how a culture stabilizes or transforms. How did this text influence its contemporary culture?*

In the third set of questions, you will be asked to compare fundamental cultural assumptions from some of the readings with a focus on the main course themes.

- *A few of the assigned readings will be provided to choose from.*
- *You are expected to include key citations drawn from your portfolio.*
- *You may use the traditional essay form to respond.*
- *You are encouraged to use a dialogue form (or other creative forms) in which you imagine the author of the texts, assume their FCA's, talk to them and respond to yourself on their behalf.*

6. **Bonus Assignment** (TBA): A creative contribution in the form of a piece of art of any creative work that relates to the discussions and reflects your inspirations from

*engaging with the readings. You can present your work directly to the panel discussion or ask a representative panelist to do so on your behalf.*

**Registrar-scheduled Final Examination:** Yes (see above).

All assignments worth more than 15% must be completed or a course grade of F may be assigned at the discretion of the instructor.

**Submission of Assignments:** Please hand in a **hard copy** of the written assignments directly to your 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.

A **digital copy** of written assignments must also be submitted to the D2L Dropbox.

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.

### **Student Accommodations:**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; 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/).

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. The full policy on Student Accommodations is available at [http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf) .

Please note:

1. Students seeking accommodations for transient illnesses (e.g., the flu) should contact their instructors directly. Whenever possible, students should advise their instructors in advance if they will be missing quizzes, presentations, in-class assignments, or group meetings.

- When accommodations are granted, they may take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.
- For information on Deferrals of Final Exams and Term Work, see sections G.6 and G.7 of the *University Calendar* at <http://www.ucalgary.ca/pubs/calendar/current/g-6.html> and <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>

### 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 & Grade Scale of the Department of Communication, Media and Film

Final grades are reported as letter grades. However, assignments, exams, and other work in this course will be graded using *percentage (%) grades*.

The following grade scale percentage equivalents are used in the Department. If letter grades are used for an assignment or other course component, the percentage equivalent in the final column will be used for calculating the final grade:

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 subject matter.	C	60 - 64.99%	62.5%
1.70		C-	55 - 59.99%	57.5%
1.30	Minimal pass—marginal performance; generally insufficient preparation for	D+	53 - 54.99%	54.0%

	subsequent courses in the same subject			
<b>1.00</b>		<b>D</b>	50 - 52.99%	51.5%
<b>0.00</b>	Fail – unsatisfactory performance or failure to meet course requirements.	<b>F</b>	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 <https://ucalgary.ca/ssc/resources/writing-support/436> . If you have questions about how to document sources, please consult your instructor or the Writing Centre (3<sup>rd</sup> 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/resources/ethics>

## Important information, services, and contacts for students

For information about . . .	Visit or contact . . .
<b>ARTS PROGRAM ADVISING (ASC)</b>	SS 102 403-220-3580 <a href="mailto:artsads@ucalgary.ca">artsads@ucalgary.ca</a>
<b>CAMPUS SECURITY</b>	<a href="http://www.ucalgary.ca/security/">http://www.ucalgary.ca/security/</a> 403-220-5333
• <b>Calgary Police Service</b>	403-266-1234 <b>Emergency: call 911</b>



<ul style="list-style-type: none"> <li>• <b>Emergency Text Messaging</b></li> <li>• Emergency Evacuation &amp; Assembly</li> <li>• <b>Safewalk Program</b></li> </ul>	<a href="http://www.ucalgary.ca/emergencyplan/textmessage">http://www.ucalgary.ca/emergencyplan/textmessage</a> <a href="http://www.ucalgary.ca/emergencyplan/assemblypoints">http://www.ucalgary.ca/emergencyplan/assemblypoints</a> If you feel uncomfortable walking alone at any time, call Campus Security for an escort (220-5333). For more information, see <a href="http://www.ucalgary.ca/security/">http://www.ucalgary.ca/security/</a>
<b>DESIRE2LEARN (D2L) Support</b> <ul style="list-style-type: none"> <li>• IT help line</li> </ul>	<a href="http://elearn.ucalgary.ca/desire2learn/home/students">http://elearn.ucalgary.ca/desire2learn/home/students</a> 403-220-5555 or <a href="mailto:itsupport@ucalgary.ca">itsupport@ucalgary.ca</a>
<b>STUDENT SUCCESS CENTRE</b> <ul style="list-style-type: none"> <li>• Writing Support Services</li> <li>• Student Services Mobile App</li> </ul>	<a href="http://ucalgary.ca/ssc">http://ucalgary.ca/ssc</a> <a href="http://www.ucalgary.ca/ssc/writing-support">http://www.ucalgary.ca/ssc/writing-support</a> <a href="http://ucalgary.ca/currentstudents">http://ucalgary.ca/currentstudents</a>
<b>STUDENTS' UNION CONTACTS</b> <ul style="list-style-type: none"> <li>• Faculty of Arts Reps</li> <li>• Student Ombudsman</li> </ul>	<a href="https://www.su.ucalgary.ca/about/who-we-are/elected-officials/">https://www.su.ucalgary.ca/about/who-we-are/elected-officials/</a> <a href="http://www.ucalgary.ca/provost/students/ombuds">http://www.ucalgary.ca/provost/students/ombuds</a>
<b>SU WELLNESS CENTRE</b> <ul style="list-style-type: none"> <li>• Counselling Services</li> <li>• Health Services</li> <li>• Distress centre 24/7 CRISIS LINE</li> <li>• Online resources and tips</li> </ul>	<b>403-210-9355</b> (MSC 370), M-F, 9:00–4:30 pm <a href="http://ucalgary.ca/wellnesscentre/counselling">http://ucalgary.ca/wellnesscentre/counselling</a> <a href="http://ucalgary.ca/wellnesscentre/health">http://ucalgary.ca/wellnesscentre/health</a> 403-266-HELP (4357) <a href="http://ucalgary.ca/wellnesscentre/healthycampus">http://ucalgary.ca/wellnesscentre/healthycampus</a> 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

Jan 13, 20, 27, Feb. 3, 10, 24, Mar. 2, 9, 16, 23, 30, April 6 (8)

The detailed Schedule of Lectures and Readings will be posted at least one week before the beginning of the class. Please check your D2L for updates.

#### Abbreviations:

**WLT:** World Literature and Thought, Vol. II, The Middle Periods

**CWT:** Classics of Western Thought, Vol. II, 4th Edition, Middle Ages, Renaissance, and Reformation

### **Module 0: Introduction—Cultural Innovation and Transformation.**

Jan. 13: Course Introduction (Lecture)

- Jan. 15: Tutorial (Scheduling)
- Readings:
  - [Ennoblement through Degeneration](#)
  - *WLT: Introduction* (p. ix-xiv, 5 pages)
  - *CWT: Introduction and Preface* (p. v-ix, 5 pages)

Jan. 20: Panel 1

For further dates and more information see D2L page.

<b>Life &amp; Death</b>				
Geography	Name	Author	Century A.D.	Pages, Book Reference
ME	Muallaghat	---	3rd-5th	16 (WLT 72-88)
ME	Shahnama	Ferdowsi	10-11th	18 (WLT 135-153)
W	Song of Roland	---	11-12th	20 (CWT 14-34)
W	Lancelot	de Troyes	12-13th	16 (CWT 35-31)
W	<b>Everyman</b>	---	<b>13-14th</b>	17 (CWT 183-200)
E	The Confessions	Lady Nijo	13-14th	9 (WLT 383-392)
W	Canterbury Tales	Chaucer	14-15th	10 (WLT 621-631)
W	My Secret	Petrarch	14-15th	20 (CWT 231-251)
W	The Courtier	Castiglione	15th+	21 (CWT 294-315)
<b>Freedom &amp; Slavery</b>				
Geography	Name	Author	Century A.D.	Pages, Book Reference

W	The Rule	St. Benedict	6-7th	13 (CWT 1-13)
E	Li Wa	Po Hsing-chien	8-9th	11 (WLT 670-682)
E	Tale of Genji	Murasaki Shikibu	10-11th	19 (WLT 338-357)
W	The book of duke of true Lovers	De Pisan	14-15th	14 (CWT 201-214)
ME	Prolegomena	Ibn Khaldoun	14-15th	12 (WLT 670-682)
W	Oration on the Dignity of Man	Pico	15-16th	10 (CWT 252-262)
W	Utopia	Thomas More	16th+	15 (CWT 278-293)
W	Prince	Macciavelli	16th++	12 (CWT 316-328)

### Wisdom & Folly

Geography	Name	Author	Century A.D.	Pages, Book Reference
ME	Islamic Theology	Al-Ghazali	8-10th	21 (WLT 393-414)
ME	Mediations	Al-Maari	10-11th	6 (WLT 128-134)
E	Confucian Revival	Han Yu/ Wang an shi	11-12th	10 (WLT 415-425)
E	Life in ten foot square Hut	Kamo no Chomei	12-13th	7 (WLT 369-376)
ME	Conference of Birds	Attar	12-13th	28 (WLT 445-473)

W	Summation of Knowledge/ Catholic Faith	Aquinas	13-14th	14 (WLT 70-84)
W	Praise of Folly	Erasmus	14-15th	14 (CWT 263-277)
W	Essay in Defence of Raymond	Montaign	16th+	16 (CWT 371-387)

### Good & Evil

Geography	Name	Author	Century A.D.	Pages, Book Reference
ME	Quran	Muhammad	6-7th	27 (WLT 89-116)
ME	Crucifixion	Al-Hallaj	9-10th	10 (WLT 117-127)
X	Cruisades		12-13th	8 (714-722)
X	Great Medival Travellers	Marco Polo/Ibn Battuta	13-14th	37 (WLT 723-760)
ME	Masnavi Manavi	Rumi	13-14th	19 (WLT 474-493)
W	Inferno	Dante	14-15th	36 (510-546)
W	The Dialouge	St. Chaterine	14-15th	7 (CWT 128-135)
W	Address to the Christian Nobility of the German Nation	Luther	15-16th	16 (CWT 518-534)
W	Institutes of Christian Religion	Calvin	16th+	14 (CWT 535-549)