

**University of Calgary  
Department of Communication, Media and Film**

**Communication and Culture CMCL 201 L01 and L02  
Cultural Foundations**

**Fall 2018**

**Monday, Sept. 10- Thursday, Dec. 6  
(excluding Oct. 8 and Nov. 11-17)**

**Lecture: MW 2:00 to 2:50; Tutorials: Tut. 01 Th. 11:00-11:50;  
Tut. 02 Th. 12:00-12:50; Tut. 03 Th. 1:00-1:50; Tut. 04 Th. 2:00-2:50**

**Instructor:** Ronald Glasberg  
**Office:** SS 314  
**Office Phone:** 403-220-7124  
**E-Mail:** rglasber@ucalgary.ca  
**Web Page:** N/A  
**Office Hours:** M/W: 3:00 – 4:00

### **Course Description**

A critical and inter-disciplinary examination, via classic texts, of Western (Greco-Roman and Judaeo-Christian), South Asian (Indian), and East Asian (China) civilizations in terms of their fundamental cultural assumptions. The time frame is the formative period of these assumptions from about 2500 B.C. to approximately 400 A.D. The key themes by which these texts will be explored are as follows: life-death, freedom-slavery, wisdom-foolly and good-evil.

### **Additional Information**

Lecture Schedule at end of this outline

### **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 analytic & writing skills in the context of developing and supporting arguments;
- (d) become more conscious about yourself and the world around you.

### **Textbooks and Readings**

The following texts are required and should be available at the bookstore:

Gochberg, D. *Classics of Western Thought*, Vol. I – The Ancient World, 4<sup>th</sup> ed. (Boston: Wadsworth, 1988)

Coward, Harold; Ronald Neufeldt & Eva K. Neumaier. *Readings in Eastern Religions*, 2<sup>nd</sup> ed. (Waterloo: Wilfred Laurier, 2007)

### Internet and electronic communication device information

No restriction on use of laptops in class if they are used to take notes and there is no disturbance of other students by visiting inappropriate websites.

### Assignments and Evaluation

Weight	Course Components	Due Date
40	Final Exam	Registrar Scheduled
10	Class Participation	N/A
10	Tutorial Participation	N/A
10	4 life/death one-page summaries	Oct. 3
10	4 freedom/slavery one-page summaries	Oct. 24
10	4 wisdom/foolly one-page summaries	Nov. 19
10	4 good/evil one page summaries	Dec. 5

### Re: Term-work Components:

There are four sets of 'classic-text' readings in the course: (1) life/death; (2) freedom/slavery; (3) wisdom/foolly; and (4) good/evil.

For each set students will select 4 texts and for each of these four prepare and submit a one-page summary with the following elements:

- (a) **What?** A statement expressing the essence of one of the the 'fundamental cultural assumptions' (a term to be explained subsequently in the glossary at the end of the syllabus) animating the text;
- (b) **Where?** A direct quote from the text that illustrates or embodies the FCA (fundamental cultural assumption);
- (c) **How?** A comment on how that FCA manifests itself (e.g., direct statement, symbolic representation, appearance through some kind of logical deduction or analogical derivation from the surrounding text, etc.)

In sum, students will submit 16 pages of term work. Presentations in class are strongly encouraged so that classmates can offer suggestions for improvement and participation marks can be earned.

### Re: Participation Components:

- (a) In lecture: in addition to attendance being presupposed and recorded via sign-in sheets, students are expected to constructively critique presentations offered by peers on **What? Where? How?** (described above).
- (b) In tutorial: in addition to attendance being presupposed and recorded via sign-in sheets, students are expected to examine how the FCAs identified in the lecture compare with

contemporary manifestations (contemporary fundamental cultural assumptions) and how they compare with the fundamental personal assumptions (FPAs) of the student.

**N.B.:** At the end of the term students will submit a statement outlining the number of times they offered verbal or written comments in the context of the two participation components listed above.

Students may also form presentation-submission groups of up to 5 individuals, who will receive the same grade for each item so submitted.

**Re: Exam Component:**

The exam will be given out ahead of time and focus on inter-cultural comparison. There is no memorization involved inasmuch as students can bring into the exam whatever materials they wish.

**Registrar-scheduled Final Examination: YES (open-book)**

Note: If your class is held in the evening, the Registrar's Office will attempt to schedule the final exam during the evening; however, there is NO guarantee that the exam will NOT be scheduled during the day. (You can delete this paragraph if you have no registrar-scheduled final exam or if your course is not scheduled for the evening.)

All assignments and exams must be completed or a course grade of F may be assigned at the discretion of the instructor.

**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. [Edit as you wish if you want assignments to be uploaded to D2L]

Please include your name and ID number on all assignments, and be prepared to provide picture ID to pick up assignments or look at marked final exams in SS 320. 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/legalservices/foip/foip-hia>

**Note:** It is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted (particularly in courses requiring electronic submission). Including a version date in your file name may be useful.

**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. [Edit as you wish to reflect your own policy.]

**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.pdf>.

- Students seeking accommodation for transient illnesses (e.g., the flu) should contact their instructors. 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>

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

All course components (including participation) will be given letter grades, and final grades are reported as letter grades. The following chart outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. In calculating final grades in this course, letter grades will be converted to the midpoint of the percentage range, as shown in the final column of the table below.

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations* **
<b>4.00</b>	Outstanding performance	<b>A+</b>	96 - 100%	98.0%
<b>4.00</b>	Excellent performance	<b>A</b>	90 - 95.99%	93.0%
<b>3.70</b>	Approaching excellent performance	<b>A -</b>	85 - 89.99%	87.5%
<b>3.30</b>	Exceeding good performance	<b>B+</b>	80 - 84.99%	82.5%
<b>3.00</b>	Good performance	<b>B</b>	75 - 79.99%	77.5%
<b>2.70</b>	Approaching good performance	<b>B-</b>	70 - 74.99%	72.5%
<b>2.30</b>	Exceeding satisfactory performance	<b>C+</b>	65 - 69.99%	67.5%
<b>2.00</b>	Satisfactory performance	<b>C</b>	60 - 64.99%	62.5%
<b>1.70</b>	Approaching satisfactory performance	<b>C-</b>	55 - 59.99%	57.5%
<b>1.30</b>	Marginal pass. Insufficient preparation for subsequent courses in the same subject	<b>D+</b>	53 - 54.99%	54.0%
<b>1.00</b>	Minimal pass. Insufficient preparation for subsequent courses in the same subject	<b>D</b>	50 - 52.99%	51.5%
<b>0.00</b>	Failure. Did not meet course requirements.	<b>F</b>	0 - 49.99%	0%

\* If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades.

\*\* These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

## **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. 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 support services in the Student Success Centre (3<sup>rd</sup> floor, Taylor Family Digital Library). Visit the website for more details: <http://www.ucalgary.ca/ssc/writing-support>

## **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>. Research and citation resources are also available on the website of the Purdue Online Writing Lab (OWL) at <https://owl.english.purdue.edu/owl/section/2/> If you have questions about how to document sources, please consult your instructor or visit the writing support services in the Student Success Centre (3<sup>rd</sup> floor, Taylor Family Digital Library, at <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 (e.g., surveys, interviews, or observations) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve 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> <ul style="list-style-type: none"> <li>• Calgary Police Service</li> <li>• Emergency Text Messaging</li> <li>• Emergency Evacuation &amp; Assembly</li> <li>• Safewalk Program</li> </ul>	<a href="http://www.ucalgary.ca/security/">http://www.ucalgary.ca/security/</a> <b>403-220-5333</b> <b>403-266-1234</b> <b>Emergency: call 911</b> <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 ( <b>220-5333</b> ). 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> <b>403-266-HELP (4357)</b> <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 Lecture Topics and Readings:**

Abbreviations:

CWT = Classics of Western Thought, Vol. I

RER = Readings in Eastern Religions

Sept. 10: Introduction to Basic Course Concepts: Fundamental Cultural Assumptions with respect to Life/Death, Freedom/Slavery, Wisdom/Folly, and Good/Evil

### **Life/Death**

Sept. 12: Homer: CWT 1-17

Sept. 17: Bhagavad Gita: RER 44-55; Ramayana: RER 68-72

Sept. 19: Thucydides: CWT 173-188

Sept. 24: Aristophanes: CWT 196-293

Sept. 26: Plutarch: CWT 401-416; Petronius CWT 470-496

Oct. 1: Book of History/Odes/Changes: RER 267-275; Ge Hong: RER 313-318

### **Freedom/Slavery**

Oct. 3: Herodotus: CWT 131-141; Thucydides: CWT 188-195

### **[First Set of Summaries Due]**

Oct. 8 – No class (Thanksgiving)

Oct. 10: Sophocles: CWT 47-130

Oct. 15: Tacitus: CWT 417-429

Oct. 17: Lao Tzu (*Daodejing*): RER 301-308; Zhuangzi: RER 308-313

Oct. 22: Laws of Manu: RER 39-44; Xunzi: RER 291-295

### **Wisdom/Folly**

Oct. 24: Plato: CWT 314-348

### **[Second Set of Summaries Due]**

Oct. 29: Upanishads: RER 31-37

Oct. 31: Aristotle: CWT 349-367

Nov. 5: Confucius: RER 279-286

Nov. 7: Lucretius: CWT 450-469; Marcus Aurelius: CWT 510-520

Nov. 11-17 No classes: Fall Break

### **Good/Evil**

Nov. 19: Genesis, Exodus: CWT 543-561

### **[Third Set of Summaries Due]**

Nov. 21: Book of Job: CWT 573-590

Nov. 26: Matthew: CWT 591-599

Nov. 28: Augustine: CWT 628-642

Dec. 3: Buddhism: RER 113-125; 133-136

Dec. 5: Final Review and Discussion of Exam

### **[Fourth Set of Summaries Due]**

### **Glossary of Key Course Terms:**

Certain key terms are essential to understanding this course and they are given below:

(1) FCA: These are fundamental cultural assumptions. They are quasi-conscious presuppositions that individuals in a given culture hold as a way of organizing their experience. While they change over time, that change can be gradual and not always recognized. FCAs are not neutral. They can be adhered to passionately even they are not always at the forefront of consciousness. However, if they are brought to consciousness, they can be critiqued and even altered. We are not free if we do not know what our FCAs are and how they control our lives. It is not usually in the interest of ruling powers to allow fundamental cultural assumptions be the subject of political debate.

(2) FPAs: These are fundamental personal assumptions, which are held by individuals and which can be in or out of harmony with the prevailing FCAs.

(3) U.R.: ultimate reality refers to assumptions about what is the foundation of being. It is the deepest or farthest humans can go (at any given time) with respect to what the world is truly made of and what our relationship to that foundation may be.



(4) I.R.: immediate reality. This is the world that is directly around us in a non-foundational but derivative sense. It tends to be associated with what we take for granted.

(5) life/death: this pertains to a set of assumptions associated with our life-narratives and how one's unique story expresses certain ideals of growth and what it means to die. In short, it is intra-personal.

(6) freedom/slavery: this is associated with power relations between individuals and for that reason is inter-personal.

(7) wisdom/folly: here we have assumptions about the principles that bind a culture together with a view to resolving freedom-slavery power conflicts. Hence, it is intra-cultural.

(8) good/evil: this relates to what is valued and devalued respectively. It challenges the wisdom-folly principles of other cultures by seeking to ground its wisdom/folly assumptions in some transcendent value-bestowing realm. Hence, it is inter- or trans-cultural.