

University of Calgary
Department of Communication, Media and Film

CMCL 201 (L01): Cultural Foundations
FALL 2019: September 5 to Dec. 6 (excluding Nov. 10-16)
Lecture: M/W: 12:00-12:50
Tutorials: F: 10:00-1050; 11:00-11:50

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Office Hours:	M/W 4:00-5:00

Course Description:

A critical and inter-disciplinary examination, via classic texts, of the Greco-Roman and Judaeo-Christian heritage of Western Civilization (e.g., Homer, Sophocles, Plato, Augustine). Focus on the major ideas, principles and their implications within the time-frame of the Ancient period (3000 B.C.E.-400 C.E.) and in comparison with the fundamental cultural assumptions of South and East Asia.

Additional Information

The weekly schedule of topics and readings can be found at the end of this outline or on D2L.

Objectives of the Course

The objectives of the course are to

- (1) identify fundamental cultural assumption within a variety of classic texts;
- (2) relate these fundamental cultural assumptions to your own fundamental personal assumptions;
- (3) draw comparisons between the fundamental cultural assumptions of different civilizations;
- (4) draw comparisons between the foregoing and contemporary fundamental cultural assumptions

Textbooks and Readings

Required: Donald S. Gochberg, *Classics of Western Thought – The Ancient World*, Vol. I and a Section of *The Human Record – Sources of Global History*, Vol. I (The two texts have been packaged together and are available in the university bookstore.)

Policy on the use of Electronic Communication Devices

Laptops, tablets, and mobile phones may be used in class and tutorials only for course-related purposes and only if their use is not distracting others or negatively impacting the learning environment. No audio or video recording is allowed in any class without the instructor's permission.

Assignments and Evaluation

Weight	Assessed Components	Due
20%	Comparison of Fundamental Cultural Assumptions. Please see the Assignment Guide at end of Syllabus for details.	Sept. 30
30%	Second comparison of Fundamental Cultural Assumptions. (To be done as group of no more than 5 individuals.) Please see Assignment Guide at end of Syllabus for details.	Nov. 6
15%	Participation via contribution to tutorials and class presentations.	N/A
35%	Final Exam	N/A

Registrar-scheduled Final Examination: Yes

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.

Note: You must complete all assignments and exams or a course grade of F may be assigned at the discretion of the instructor.

Submission of Assignments

Please include your name and ID number on all assignments and hand in your essays directly to your instructor or tutor. If you are unable to do so, please use the drop box 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. Note: It is your responsibility to keep a copy of each submitted assignment and to ensure that you submit the proper version (particularly in courses requiring electronic submission).

Be prepared to provide photo ID to pick up assignments in SS 320. Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the Freedom of Information and Protection of Privacy (FOIP) Act. Please note that instructors may use audio or video recorded for lesson capture, assessment of student learning, and self-assessment of teaching practices.

Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of 5% or a partial letter 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); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation 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) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, see Section M.1 of the University Calendar: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>. Also see FAQs for Students: <https://www.ucalgary.ca/registrar/registration/appeals/student-faq>

Expectations for Writing

Department policy directs that all written assignments and, to a lesser extent, written exam responses 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 and proper documentation of research sources. For further information, please refer to the University of Calgary Calendar section on writing across the curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

Grading & Department of Communication, Media and Film Grade Scale

The following table outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. Final grades are reported as letter grades. For components graded using percentages or numerical scores, those values will be used directly in calculating the final course grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values listed in the final column of the table below in calculating the final course grade.

All assignments will be given letter grades.

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

* Column 4: If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades. Column 5: These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

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. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

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.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at <https://ucalgary.ca/student-services/student-success/writing-support> or the Purdue Online Writing Lab (OWL) Research and Citation Resources at https://owl.purdue.edu/owl/research_and_citation/resources.html

If you need help with your writing or have questions about citing sources, please consult your instructor or visit the Student Success Centre, 3rd floor, Taylor Family Digital Library. To book an appointment, go to https://ucalgary.ca/student-services/student-success?utm_source=ssc&utm_medium=redirect&utm_campaign=redirect

Instructor Intellectual Property & Copyright Legislation

Course materials created by the instructor (including course outlines, 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 same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.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 unauthorized 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.

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, including surveys, interviews, or observations as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructors may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, please see <https://arts.ucalgary.ca/research/arts-researchers/resources-researchers-and-instructors/ethics>

Deferrals of Course Work and Requests for Reappraisal

For university regulations and procedures related to deferrals of exams and course work, requests for reappraisals, and other matters, please see the relevant sections in the University Calendar: <https://www.ucalgary.ca/pubs/calendar/current/academic-regs.html>

Student Support Services and Resources

Please visit <https://www.ucalgary.ca/registrar/registration/course-outlines> for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk. For resources on D2L, visit <http://elearn.ucalgary.ca/desire2learn/home/students>. IT support is available at itsupport@ucalgary.ca or by calling 403-220.5555.

Schedule of Lecture Topics and Readings

Lecture Schedule CMCL 201 – Fall 2019

Abbreviations: HR = The Human Record – Sources of Global History, Vol. I [sections, not page numbers]

CWT = Classics of Western Thought, Vol. I, The Ancient World

Sept. 6 – no tutorial

Sept. 9: Introduction – Basic Concepts: Life and Death, Freedom and Slavery, Wisdom and Folly, Good and Evil

Part I – Life and Death

Sept. 11: Facing Death – HR 1 (Gilgamesh); 3 (Mortuary Texts); 10 (Homer); CWT, Gilgamesh, 536-542

Sept. 16: The Heroic Way of Life and the Power of Patriarchy – CWT, Homer, 1-17; HR 26 (Euripides)
HR 29 (Liu Xiang)

Sept. 18: The Classical Ideal in Athens and Sparta – CWT, Thucydides, 176-183; CWT, Xenophon, 160-172

Sept. 23: Life Close to the Earth in Rome and East Asia – CWT, Plutarch, 403-416; HR 8 (Book of Songs)

Sept. 25: Life in Decadent Times – CWT, Petronius, 470-496

Part II – Freedom and Slavery

Sept. 30: The Birth of Western Freedom – CWT, Herodotus, 131-148

Oct. 2: Women in Revolt – CWT, Aristophanes, 196-293

Oct. 7: Enslaved to Fate – CWT, Sophocles, 47-130

Oct. 9: Freedom and Power – CWT, Thucydides, 188-195

Oct. 14 – no class

Oct. 16: Freedom and Slavery in East Asia, South Asia and 'Germany' – HR 7 (Book of Documents);
15 (Bhagavad Gita); 32 (Laws of Manu); CWT, Tacitus, 417-429

Oct. 21: Freedom and Law in the West and East Asia – CWT, Cicero, 430-439; HR 22 (Han Fei); 28
(Huan Kuan)

Part III – Wisdom and Folly

Oct. 23: Wisdom In South and East Asia – HR 14 (Upanishads); 20 (Laozi); 21 (Confucius)

Oct. 28: Wisdom in a Western Vein – CWT, Socrates and Plato, 294-313, 327-348

Oct. 30: Wisdom as the Middle Path – CWT, Aristotle, 349-367

Nov. 4: Wisdom as Science and Healing – CWT, Lucretius, 450-469; HR 25 (Testimonials and Hippocrates)

Nov. 6: Wisdom as Stoic Self-Containment – CWT, Marcus Aurelius, 510-520

Nov. 10-16 – no classes

Part IV – Good and Evil

Nov. 18: Enlightenment, Creation and the Problem of Evil – HR 17 (Buddhism); 18 (Zarathustra)

Nov. 20: The Hebrews – CWT, Genesis and Exodus, 543-561

Nov. 25: Evil as Injustice: HR 4 (The Eloquent Peasant); 13 (Hammurabi) CWT, Job, 573-590

Nov. 27: Christianity -- CWT, Jesus and Paul, 591-616

Dec. 2: The Christian Transformation of the West – CWT, Augustine, 628-642

Dec. 4: Summary and Review

Assignment Guide:

Assignment #1 due Sept. 30 (20%):

Identify 2-4 FCAs (Fundamental Cultural Assumptions) from text quotes that express them.

Draw creative comparisons between them.

Explore which FCA contrasts most significantly with a contemporary manifestation and which appears most unchanged with respect to the same or some other contemporary manifestation.

Assignment #2 due Nov. 6 (30%):

Do the same with a focus on texts from Parts II and III (given above). This assignment may be done as a group project (with the maximum number in a group being 5 individuals).

Key Course Terms:

Fundamental Cultural Assumptions

The presuppositions (sometimes unconscious) by which a culture interprets the world and understands the purpose of life.

Fundamental Personal Assumptions

The presuppositions (sometimes unconscious) by which an individual interprets the world and understands the purpose of life.

Internal and External

Internal is that sphere of reality pertaining to consciousness in all its aspects, while the external pertains to a non-conscious sphere of reality.

Life-Death

These are assumptions associated with a person's life narrative, which ends in death. Assumptions pertaining to that latter evolve over time and are different in the context of specific world civilizations.

Freedom-Slavery

These relate to the inter-personal power relations between people.

Wisdom-Folly

Wisdom is associated with valid interpretation of what is real while folly is associated with a flawed or incorrect understanding. Naturally these change over time and cultural context.

Good-Evil

Good is associated with positive valuation whereas evil is linked to devaluation.