

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

**CMCL 203 L01 Roads to Modernity**

**Winter 2020: Jan. 13 - April 15 (excluding Feb. 16-12, April 10)**

**Lecture: MW 12:00-12:50; Tutorials: F 10:00-10:50; 11:00-11:50**

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### **Course Description**

A critical and inter-disciplinary examination, via classic texts and pertinent historical documents, of how foundational traditions of the ancient world evolved into what we know as Modernity. The focus is on the major ideas, principles, and their implications within the time-frame of the 6<sup>th</sup> to 16<sup>th</sup> centuries and the context is inter-cultural.

Exploring the shift from pre-Modern spiritual or internal journeys (Buddhism, Christianity, Islam) to those that are more external or Modern in nature (explorations of the world by individuals and groups of different cultures), the course seeks to shed light on Modernity by seeing how these different kinds of journey connect with and shed light on each other.

### **Additional Information**

The weekly schedule of topics and readings can be found at the end of this outline or on D2L. Students are responsible for reading and following all course and university policies discussed in this outline.

### **Objectives of the Course**

By the end of this course, students should be able to

- (a) interpret classical texts and historical documents in a creative manner;
- (b) improve basic writing skills in the context of framing and defending arguments;
- (c) learn about their own 'internal' and 'external' journeys

### **Course Delivery:**

From March 18, 2020 onwards, course lectures and discussion will be done via 'zoom' technology. All power-point lectures will be forwarded to students through D2L, which will also host a discussion board. Students are free to email me at any time with relevant questions.

## Textbooks and Readings

Custom edition of Alfred J. Andrea and James H. Overfield, *The Human Record: Sources of Global History, Vol 1 to 1500*, 8<sup>th</sup> edition (Boston: Cengage, 2016) [The custom edition, available at the bookstore, is comprised of parts Two and Three of the text.]

## 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%	1st assignment (see guide at end of syllabus)	Feb. 12
30%	2 <sup>nd</sup> assignment (see guide at end of syllabus)	Apr. 1
15%	Mark Brief: Participation (see guide at end of syllabus)	Apr. 15
35%	Final Assignment	Apr. 18
100%		

## Registrar-scheduled Final Examination: No

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 submit 2<sup>nd</sup> and final assignment via D2L drop box. In-person submissions not accepted.

**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. [*Edit to reflect your own policy.*]

## 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/](http://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.

In this course, letter grades will be used for all assignments.

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%

<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%

\* 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](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, 3<sup>rd</sup> 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](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](http://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](mailto:itsupport@ucalgary.ca) or by calling 403-220.5555.

## **Schedule of Lecture Topics and Readings**

[Numbers refer to Reading Selections from *The Human Record*, Vol. I, 8<sup>th</sup> edition]

Jan. 13 Introduction: Basic Principles of Course—Internal and External Journeys

### **Internal Journeys**

Jan. 15: The Buddhist Journey: 37, 38, 39

Jan. 20: Buddhism in China: Multiple Voices VII

Jan. 22: Pagan and Jewish Journeys: 40, 41

Jan. 27: Christian Journeys: 42, 43

Jan. 29: Christian Journeys: Multiple Voices V

Feb. 3: Christian Journeys: Multiple Voices V (continued)

Feb. 5: Islamic Journeys: 45, 46,

Feb. 10: Islamic Journeys: 47, 48, 49

Feb. 12: Islamic Journeys: Multiple Voices VI

### **1st Assignment Due**

Feb. 16-22 Term Break (no classes)

Feb. 24: Aesthetic Journeys: 51, 53

### **External Journeys**

Feb. 26: Crusading Journeys: 56, 57

Mar. 2: Crusading Journeys: Multiple Voices VIII

Mar. 4: Crusading Journeys: Multiple Voices VIII (continued)

Mar. 9: Imaginative Journeys: 58, 60

Mar. 11: Imaginative Journeys: 75, 76

Mar. 16: Crossroads: 64, 65

Mar. 18: Distant Journeys: 66, 67, 68

Mar. 23: Distant Journeys: 72, 73

Mar. 25: Distant Journeys: 74, 78

Mar. 30: Distant Journeys: 79

Apr. 1: Distant Journeys: 80, 81

### **2<sup>nd</sup> Assignment Due**

Apr. 6: Journey to the Land: 55, 59

Apr. 8: Journeys to Empire: 84, 85

Apr. 10 Good Friday – No tutorials

Apr. 13: Non-instructional Day

Apr. 15: Final Review and Discussion of Exam

### **Mark Brief Due**

Assignment #1 Due: Feb. 12, 2020; Weight 20%

Length: 2 pages (600 words) to 5 pages (1500 words)

Using textual support (quotations and interpretative elaboration) explore one of the 'internal' journeys discussed so far in the course. Focus on as many of the following criteria as possible using headings associated with these criteria to set off the sections of your essay.

- (a) goal/destination of journey
- (b) reason for undertaking the journey
- (c) obstacles encountered or expected in the journey
- (d) what the traveler learns or is expected to learn
- (e) how that journey shed light on modernity as you understand it

Please include reference list and in-text citations for sources used.

Assignment #2 Due: April 1, 2020; Weight 30%

Length: 5 pages (1500 words) to 8 pages (2400 words)

To be done in groups (5 max.) or individually

Explore in a comparative manner at least two 'external' journeys. Use the criteria given for Assignment #1 but add the following

- (f) connect one of the external journeys with at least one of the internal ones

Or

- (g) connect one of these external journeys with the one you are presently undertaking.

Please include reference list and in-text citations for sources used.

[N.B.: Some of these sections and/or assignments may be done in non-conventional formats: painting, video, poetry, painting, etc. and shown to the class for participation marks.]

### **Participation: Mark Brief**

While attendance will be taken in classes and tutorials, the main body of your participation mark will be based on a brief due on the last day of class (April 15, 2020). The brief should have the following components:

- (a) a statement of how much of the course material you have read
- (b) a description of how you tried to contribute to the class
- (c) an account of how you discussed course material outside of class
- (d) a sense of how you might have grown by way of your work in the course
- (e) a mark out of 15 based on the aforementioned elements (a mark which the instructor may or may not alter based on his discretion)

## Final Assignment

Due: April 18, 2020

Length: 5-10 pages double-space (1500 to 3000 words)

Please write a letter to R. Glasberg outlining your journey through this course and how it compares with 5 journeys described in the readings. Specifically compare:

- (a) insights gained
- (b) obstacles encountered
- (c) goals that were sought

Conclude with a brief discussion of how these journeys connect (or disconnect) with modernity or how they shed light on the current health and economic crises now besetting us.

At least 3 of the journeys should be drawn from course material covered after the term-break (Feb. 16-22), but I would be impressed if all 5 were drawn from the post-break period.