

University of Calgary
Department of Communication, Media and Film

Communication and Culture CMCL 301, L02
CULTURAL FOUNDATIONS

FALL 2015

Mon., Sept. 14 – Mon., Dec. 7 (excluding Oct. 12 and Nov. 13)

Lecture M 15:00-16:50

Tutorial: T03 11:00-11:50; T04 12:00-12:50

Instructor: Shane Halasz
Office: SS 301
Office Phone: N/A
E-Mail: sdhalasz@ucalgary.ca
Web Page: D2L available through MyUofC portal
Office Hours: M 13:30 – 14:30; F 9:30 – 10:30; or by appointment

Course Description

A critical and inter-disciplinary examination, via classic texts, of Western (Greco-Roman and Judaeo-Christian), Indian, and Chinese civilizations in terms of their fundamental cultural assumptions. The time span is the formative period of these civilizations from about 2500 B.C to approximately 400 A.D. 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).

Please note: There will be no tutorials on Friday, September 11; our first class will be the lecture on Monday, September 14.

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.

Gochberg, Donald S., ed. *Classics of Western Thought Volume I: The Ancient World*, 4th Edition. Boston: Cengage Learning, 1988. Print.

Coward, Harold, Ronald Neufeldt, and Eva K. Neumaier, eds. *Readings in Eastern Religions*, 2nd Edition. Waterloo, Ontario, Canada: Wilfrid Laurier University Press.

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% (best 8/9 scores) Every Monday

At the beginning of each module (refer to schedule below) 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. Arriving more than 5 minutes late for the beginning of class will result in a penalty on that day's quiz. Students arriving 20 minutes late or more will not be permitted to write that day's quiz. There are 9 quizzes scheduled, but only your 8 best scores will be counted.

2. Reading Quizzes (Group) 15% (best 8/9 scores) Every Monday

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. As with the individual quizzes, your lowest group quiz score will be dropped.

3. Presentation (Group) 20% November 30

The bulk of class time will be spent in groups working to answer questions or respond to prompts posed by the instructor. At the end of the semester student groups will distill and briefly present (10 minutes) what they feel is the most important thing that they have learned in the preceding classes based on their team 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 in class and on Desire2Learn.

4. Personal Reflective Essay 10% December 7

Students will submit a personal essay of roughly 1500 words in which they reflect on the most important things that they learned this semester with respect to the course content, class discussions, and participation in the team-based learning activities. More information will be provided in class and on Desire2Learn.

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

The final exam will be cumulative 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 two 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.

Registrar-scheduled Final Examination: YES

NB: In order to receive a passing grade in the course, students must earn an average passing grade on all individual work (individual quizzes, reflective essay, 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 & 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

- letter grades
- percentage grades
- raw scores (e.g., a score out of 15 for an assignment worth 15 /100 of the final grade)
- GPA values (using any value on the 0 to 4.0 scale, including, e.g., 3.2 or 2.8)
- a combination of the above.

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 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 <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 (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/resources/ethics>

Important information, services, and contacts for students

For information about . . .	Visit or contact . . .
ARTS PROGRAM ADVISING (ASC)	SS 102 403-220-3580 artsads@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 	https://www.su.ucalgary.ca/about/who-we-are/elected-officials/ 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: CWT I = *Classics of Western Thought*, Vol. 1, 4th Ed.
RIER = *Readings in Eastern Religions*, 2nd Ed.

Monday, September 14

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
 - PRACTICE READINESS ASSESSMENT TEST (BASED ON COURSE OUTLINE)
-

Monday, September 21

Module 1: Foundations of Life-Death in Myth and Song

- *Epic of Gilgamesh*: CWT I, 536-542
- Homer: CWT I, 1-38
- *Bhagavad Gita*: RIER, 44-55; 59-68
- *Book of History* and *Book of Songs*: RIER, 267-272

READINESS ASSESSMENT TEST #1

Monday, September 28

Module 2: Western Perspectives on Freedom and Slavery

- Sophocles: CWT I, 47-130
- Xenophon: CWT I, 160-172
- Thucydides: CWT I, 173-188

READINESS ASSESSMENT TEST #2

Monday, October 5

Module 3: Eastern Perspectives on Freedom and Slavery

- *Laws of Manu*: RIER, 39-44
- Confucius: RIER, 279-286
- Mencius: RIER, 286-290
- Xunxi: RIER, 291-295

READINESS ASSESSMENT TEST #3

Monday, October 19

Module 4: Philosophical Foundations in the West

- Socrates (*Apology*): CWT I, 294-313
- Plato (*Phaedo, Republic*): CWT I, 314-348
- Aristotle (*Ethics, Politics*): CWT I, 349-375

READINESS ASSESSMENT TEST #4

Monday, October 26

Module 5: Eastern Perspectives on Wisdom and Folly

- *Upanishads*: RIER, 20-38
- Zhuangzi: RIER, 308-313

READINESS ASSESSMENT TEST #5

Monday, November 2

Module 6: Cosmic Perspectives and Ineffable Mysteries

- Marcus Aurelius: CWT I, 510-520
- Lucius Apuleius: CWT I, 521-535
- *Tao Te Ching*: RIER, 299-308

READINESS ASSESSMENT TEST #6

Monday, November 9

Module 7: Hebrew Perspectives on Good and Evil

- *Genesis*: CWT I, 543-552
- *Exodus*: CWT I, 552-561

- *Amos*: CWT I, 561-568
- *Job*: CWT I, 573-590

READINESS ASSESSMENT TEST #7

Monday, November 16

Module 8: Christian Perspectives on Good and Evil

- *Matthew*: CWT I, 591-599
- *Acts*: CWT I, 599-605
- *Paul* (Corinthians, Romans): CWT I, 605-616
- *Augustine*: CWT I, 628-642

READINESS ASSESSMENT TEST #8

Monday, November 23

Module 9: Eastern Perspectives on Good and Evil: Part I

- Buddha, The Awakened: RIER, 113-154
- Dharma, The Teaching of the Buddha: RIER, 154-207

READINESS ASSESSMENT TEST #9

Monday, November 30

Group Presentations (No new readings)

Monday, December 7

Course conclusion and exam review
