

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

**Communication and Culture CMCL 301 L02**  
**CULTURAL FOUNDATIONS**

**FALL 2017**

**Tuesday Sept. 12 – Thursday Dec. 7**

Lectures: Tues. 12:30- 2:20

Tutorials: Thurs. 11:00-11:50; 12:00-12:50; 1:00-1:50; 2:00-2:50

**Instructor:** Ronald Glasberg  
**Office:** SS 314  
**Office Phone:** 220-7124  
**E-Mail:** rglasber@ucalgary.ca  
**Web Page:** N/A  
**Office Hours:** 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 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 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. ed. *Classics of Western Thought*, Vol. I – The Ancient World, 4<sup>th</sup> ed. (Boston: Wadsworth, 1988)

Coward, H., R. Neufeldt & Eva K. Neumaier, eds. *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 web sites.

### **Assignments and Evaluation**

The class will be organized 'tribally'. By this I mean that students will take charge of their own learning in a manner that is meaningful to them. The goal is to learn the course material, that is, to read it, understand it, and create something that reflects and demonstrates that reading has been done and understanding has been achieved. Most classes are a kind of cat-and-mouse game between the student (i.e., mouse) and teacher (i.e., cat), where the former seeks do the minimal amount of work for the maximal grade while the latter uses the power of the grade to force students to often do what they do not want but indicates to the 'cat' that the 'mouse' has 'learned' something. It is often a silly game that never really works; and if learning takes place, it is despite this system, not because of it

While there will be a final exam (35%) and a 10% participation grade based on tutorial attendance and contributions, the rest of the grade (55%) will be based on assignments and projects framed by the student individually and/or in groups. Guidelines are as follows:

- (a) A schedule should be submitted to the professor within the first two weeks of class;
- (b) Schedule should indicate projects to be undertaken, due dates, and marks to be assigned;
- (c) The foregoing should be based on how the student learns best (e.g., writing plays, poetry, drawing, painting, dancing, composing music, etc.);
- (d) Assignments should demonstrate how much of the material has been read with a final 'mark brief' proposing and justifying a grade based on what the student has learned and contributed to the class via sharing his/her insights.

N.B.: If you propose to do a collaborative project, be sure that at least 20% of the 55% project grade will be based on (and marked as) individual work. Grades for group work will be limited to 45% of the final weighted grade in the course.

**Registrar-scheduled Final Examination:** Yes

### **Note:**

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.

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/secretariat/privacy>

**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.

### **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>

### **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 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. All assignments will be given letter grades and the final grade will be computed on the basis of the last column (extreme right) given below. However, when it comes to the 55% based on assignments chosen by the students, I do

give each person the opportunity of stating in a final mark brief how much they think they have earned on the basis of feedback received, amount of reading done, and personal growth. Please see 'Mark Brief' statement at the end of this syllabus for more details.

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	<b>A+</b>	96 - 100%	98.0%
<b>4.00</b>	Excellent—superior performance, showing comprehensive understanding of subject matter.	<b>A</b>	90 - 95.99%	93.0%
<b>3.70</b>		<b>A -</b>	85 - 89.99%	87.5%
<b>3.30</b>		<b>B+</b>	80 - 84.99%	82.5%
<b>3.00</b>	Good--clearly above average performance with knowledge of subject matter generally complete.	<b>B</b>	75 - 79.99%	77.5%
<b>2.70</b>		<b>B-</b>	70 - 74.99%	72.5%
<b>2.30</b>		<b>C+</b>	65 - 69.99%	67.5%
<b>2.00</b>	Satisfactory—basic understanding of the subject matter.	<b>C</b>	60 - 64.99%	62.5%
<b>1.70</b>		<b>C-</b>	55 - 59.99%	57.5%
<b>1.30</b>	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject	<b>D+</b>	53 - 54.99%	54.0%
<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>	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.

### 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 (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>• <b>Calgary Police Service</b></li> <li>• <b>Emergency Text Messaging</b></li> <li>• <b>Emergency Evacuation &amp; Assembly</b></li> <li>• <b>Safewalk Program</b></li> </ul>	<a href="http://www.ucalgary.ca/security/">http://www.ucalgary.ca/security/</a> <b>403-220-5333</b> <b>403-266-1234      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>• <b>IT help line</b></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>• <b>Writing Support Services</b></li> <li>• <b>Student Services Mobile App</b></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>

<p><b>STUDENTS' UNION CONTACTS</b></p> <ul style="list-style-type: none"> <li>• Faculty of Arts Reps</li> <li>• Student Ombudsman</li> </ul>	<p><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></p> <p><a href="http://www.ucalgary.ca/provost/students/ombuds">http://www.ucalgary.ca/provost/students/ombuds</a></p>
<p><b>SU WELLNESS CENTRE</b></p> <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>	<p><b>403-210-9355</b> (MSC 370), M-F, 9:00–4:30 pm</p> <p><a href="http://ucalgary.ca/wellnesscentre/counselling">http://ucalgary.ca/wellnesscentre/counselling</a></p> <p><a href="http://ucalgary.ca/wellnesscentre/health">http://ucalgary.ca/wellnesscentre/health</a></p> <p>403-266-HELP (4357)</p> <p><a href="http://ucalgary.ca/wellnesscentre/healthycampus">http://ucalgary.ca/wellnesscentre/healthycampus</a></p> <p>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.</p>

## Schedule of Lecture Topics and Readings

### Schedule of Lectures and Readings

Abbreviations:

CWT = Classics of Western Thought, Vol. I

RER = Readings In Eastern Religions

Sept. 12: Introduction to basic concepts: FCAs, Life-Death, Freedom-Slavery, Wisdom-Folly, Good-Evil

Sept. 19: Homer (CWT 1-17), Bhagavad Gita (RER 44-55), Ramayana (RER 68-72)

Sept. 26: Thucydides (CWT 176-183), Aristophanes (CWT 196-293)

Oct. 3: Plutarch (CWT 401-416), Petronius (CWT 470-496), Book of History/Odes/Changes (RER 267-275) & Ge Hong (RER 313-316)

Oct. 10: Herodotus (CWT 131-141), Thucydides (CWT 188-195 – Melian Dialogue), Sophocles (CWT 47-130)

Oct. 17: Tacitus (CWT 417-429), Lao Tzu (RER 302-308), Zhuangzi (RER 308-313)

Oct. 24: Laws of Manu (RER 39-44), Xunzi (RER 291-295)

Oct. 31: Plato (CWT 314-348), Upanishads (RER 31-37)

Nov. 7: Aristotle (CWT 349-367), Confucius (RER 279-286)

Nov. 14: Lucretius (CWT 450-469), Marcus Aurelius (CWT 510-520)

Nov. 21: Genesis, Exodus, Job (CWT 543-561; 573-590)

Nov. 28: Matthew, Augustine (CWT 591-599; 628-642)

Dec. 5: Buddhism (RER 113-125; 133-136) & Review

## **Glossary:**

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 held passionately even if not fully recognized. 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 let underlying assumptions come to consciousness.
- (2) PCA: personal cultural assumptions. These are assumptions held by individuals and can in or out of harmony with the prevailing cultural ones.
- (3) UR: ultimate reality refers to assumptions about what is the foundation of being. It is the deepest humans can go in understanding what the world is made of and what our relationship to that foundation may be.
- (4) IR: immediate reality. This is the world that is directly around us. It is not foundational, but is present to our senses.
- (5) Life-death: this pertains to a set of assumptions about our personal life narratives and relates to what is an exemplary life and what does it mean to die. In short, it is the realm of the intra-personal.
- (6) Freedom-slavery: this pertains to power relations between humans and for that reason is inter-personal.
- (7) Wisdom-folly: this is associated with 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 or seeks to ground its own wisdom-folly principles in a transcendent value bestowing realm (e.g., a loving God). Hence it is inter- or trans-cultural.

## **Course Organization:**

There is one large class (Tuesdays: 12:30 – 2:20) and one tutorial (Thursdays: 11:00 – 11:50; 12:00 -12:50; 1:00 - 1:50; 2:00 – 2:50).

For the large class, the goal is to isolate FCAs and relate them to the terms discussed in the glossary.

For the tutorial, the emphasis will shift to comparisons of FCAs in the course texts with present-day manifestations. Again records should be kept so that this work may figure as part of your final grade. There will be a sign-in sheet for the tutorial so that attendance and participation may be fairly monitored.

**Mark Brief:**

At the end of the year students will submit to me a one-page document with the following elements:

- (1) A statement of how much of the course material you have read;
- (2) How well you fulfilled the goals you set for yourself;
- (3) How you contributed to the learning dynamic of the class;
- (4) How you have grown through your readings, assignments, and class interaction;
- (5) A mark out of 55 based on the foregoing considerations;
- (6) [optional] suggestions for improvement