

University of Calgary
Department of Communication, Media and Film

Communication and Culture CMCL 301, L01
CULTURAL FOUNDATIONS

SPRING 2017

Tue., May 16 – Tue., June 27

Lecture TR 9:00-10:50; Tutorial TR 11:00-11:50

Instructor: Shane Halasz
Office: SS 301
Office Phone: N/A
E-Mail: sdhalasz@ucalgary.ca
Web Page: D2L available through MyUofC portal
Office Hours: 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-foolly, and good-evil.

Additional Information

This course will employ a team-based learning strategy in which students work together in groups of 5 or 6 in order to unpack, discuss, and make sense of the assigned readings. Groups will be determined in the first class and will remain intact for the semester. 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).

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 required and should be available at the bookstore:

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: Wilfred 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) See schedule below

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 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 your lowest score will be dropped and only your 8 best scores will be counted. These quizzes must be written at the beginning of class and cannot be made up at another time.

2. Reading Quizzes (Group) 15% (best 8/9 scores) See schedule below

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. Team Constitution (Group) 5% May 27

Each team will collaboratively develop a brief (2 pages single-spaced) constitution that will articulate the fundamental principles held by the group as well as the rights, responsibilities and freedoms of team members. The team constitution should address some of the 'big questions' covered in class up until this point and connect to readings assigned to date.

4. Midterm Exam (Individual) 15% May 30

The midterm exam will consist of a single essay based on readings assigned to date. The exam will be closed book and no outside materials will be permitted.

5. Presentation (Group) 15% TBA

The bulk of class time will be spent in groups working to answer questions or respond to prompts posed by the instructor. Near the end of the semester student groups will distill and briefly present (in roughly 15-20 minutes) what they feel is the most important thing that they have learned in the preceding classes based on their team and class discussions. A one-page summary of the team's argument is due at the beginning of class on the day of the presentation. More information will be provided in class and on Desire2Learn. Specific presentation dates will be determined in class.

6. Final Exam (Individual) 30% 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 and matching them to the correct author or title of the work. Part B (worth 75%) will be an essay chosen from three topics given on the day of the exam. The exam will be closed book and no outside materials will be permitted.

NB: At the end of the semester all students will fill out a peer evaluation form in which they distribute 100 points among everybody in their group except themselves. Each student's scores for the team assignments will then be adjusted based on those tallied scores. For instance, suppose a team earns a total of 30/35 on the team assignments (gRATs + constitution + presentation = 35% of final grade). Those 30 points would then be adjusted for all team members based on their peer evaluation scores. A student who receives 100 points from the team would receive the full 30/35, but a student whose evaluations add up to only 85 points would receive 25.5/35. A student who receives 110 points from the team would score 33/35, and a student who receives 105 points from the team would score 31.5/35. Hence, a student's final grade may be affected for better or worse (or not at all).

Registrar-scheduled Final Examination: Yes

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.

All assignments and exams (excluding quizzes) 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/.

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. In this course raw point scores will be used for assignments and presentations and percentage grades will be used for exams and quizzes.

The following chart outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film.

Grade Point Value	Description	Grade	Dept of CMF 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	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 (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 (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 . . .
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 Lecture Topics and Readings

Abbreviations: CWT I = *Classics of Western Thought*, Vol. 1, 4th Ed.
RIER = *Readings in Eastern Religions*, 2nd Ed.

Tuesday, May 16

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
-

Tuesday, May 18

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

- 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

Tuesday, May 23

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

Tuesday, May 25

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

Tuesday, May 30

Midterm Exam (No new readings)

Tuesday, June 1

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

Tuesday, June 6

Module 5: Eastern Perspectives on Wisdom and Folly

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

READINESS ASSESSMENT TEST #5

Tuesday, June 8

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

Tuesday, June 13

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

Tuesday, June 15

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

Tuesday, June 20

Module 9: Buddhist Perspectives on Good and Evil

- RIER, 139-207

READINESS ASSESSMENT TEST #9

Tuesday, June 22

Course Conclusion (no new readings)

Tuesday, June 27

Exam Review (no new readings)