University of Calgary
Department of Communication, Media and Film

Communication and Culture CMCL 303 L01
Roads to Modernity

Winter 2018

Jan. 9–April 12, 2018 (excluding Feb. 19-25)

Lectures, days, and time; Tutorials, days, and time

Lecture: Tues 12:30- 2:20 p.m.; Tutorials Thurs.12:00-12:50; 1:00-1:50 p.m.

Instructor: R. Glasberg
Office: SS 314
Office Phone: **220- 7124**
E-Mail rglasber@ucalgary.ca
Web Page N/A
Office Hours Tuesday: 2:30 – 3:30 p.m.

Course Description

The course is a critical and interdisciplinary examination, via classic texts, of Western, Oriental, and Islamic civilizations in terms of their fundamental cultural assumptions as these have evolved from the formative period (1500 B.C to 400 A.D) covered in CMCL 301 toward the threshold of the modern world explored in CMCL 501 (17th to 20th Centuries). The time span of the course is thus centered on the Medieval and Early Modern epochs (6th to 16th centuries), and the goal is to understand how and why civilizations transform themselves in the direction of a 'modernist identity' characterized by a loss and/or revision of foundational traditions. The key themes by which the texts will be explored are as follows: life-death, freedom-slavery, wisdom-folly, and good-evil.

Additional Information

Lecture schedule provided at end of syllabus

Objectives of the Course

(a) Learn how to read and interpret classic texts in a comparative manner;
(b) Gain a synthetic overview of world civilizations;
(c) Improve writing skills in the context of developing and supporting arguments;
(d) Explore how 'culture' is 'communicated' into existence via discourse pertaining to fundamental questions.

Textbooks and Readings

Donald S. Gochberg, Sujit Singh Dulai, Edward. D. Graham, Kenneth W. Harrow, Priscilla Melendez, Anibal, Gonzalez, *World Literature and Thought*, Vol. II, The Middle Periods (Mason, Ohio: Cenage Learning, 2012)

Karl F. Thompson, ed. *Classics of Western Thought*, Vol. II, 4th Edition, Middle Ages, Renaissance, and Reformation (Boston: Wadsworth, 1988)

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. [Edit as required if you want students to upload assignments to D2L]

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/legalservices/foip/foip-hia

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. [Edit as you wish to reflect your own policy.]

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 Calenda*r 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 (including exams, essays, and any other type of project) will be given letter grades.

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**
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

If this course requires (or allows) students to conduct (or act as participants in) primary research involving surveys, interviews, or observations, state that here, describe the nature of students' participation, and indicate whether you have received course-based ethics approval from the Faculty Research Ethics Committee or if you expect students to apply for ethics approval themselves. If you have not received course-based ethics approval and do not expect your students to apply on their own for research ethics clearance (and allow time for that step), then you should not assign any course work requiring research involving human participants. *(One approved exception is for usability studies in COMS 363 in which students may conduct anonymous online usability surveys to get their classmates' opinions on the usability of a website.* [Delete this paragraph if your course will not require research with people.]

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 • **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 • **IT help line**	http://elearn.ucalgary.ca/desire2learn/home/students 403-220-5555 or itsupport@ucalgary.ca
STUDENT SUCCESS CENTRE • **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 • **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 • **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: WLT II = *World Literature and Thought,* Vol. II
                            CWT II = *Classics of Western Thought,* Vol. II

Jan. 9: Introduction and Key Concepts

Life and Death:

Jan. 16: *Everyman*: CWT II 183-200, Roland: CWT II 14-34

Jan. 23: DeTroyes: CWT II 35-51, Chaucer: CWT II 140-182

Jan. 30: Petrarch: CWT II 231-251 Castiglione: CWT II 294-315

Feb. 6: Mu'Allaqat: WLT II 72-88, Lady Nijo: WLT II 383-392

Freedom and Slavery

Feb. 13: Benedict: CWT II 1-13, *The Lady Who Loved Insects*: WLT II 377-382, Christine de Pisan: CWT II 201-214, Murusaki Shikubu: WLT II 338-357, Po Hsing-chien: WLT II 249-260

Feb. 19-25: Reading Break

Feb. 27: Pico: CWT II 252-262, More: CWT II 278-293, Machiavelli: CWT II 316-328, Ibn Khaldun: WLT II 670-682

Wisdom and Folly

Mar. 6: St. Thomas: CWT II 70-84, Erasmus: CWT II 263-277

Mar. 13: Montaigne: CWT II 371-387, Han Yu, Wang An-Shih: WLT II 415-425

Mar. 20: Kamo no Chomei: WLT II 369-376, Al-Maari: WLT II 128-134

Good and Evil

Mar. 27: Dante: CWT II 510-546, St. Catherine: CWT II 128-135

Apr. 3: Luther: CWT II 518-534, Calvin: CWT II 535-549

Apr. 10: Koran: WLTII 89-116, Al-Hallaj: WLT II 117-127

Discussion of Exam

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 1:00 - 1:50; 2:00 – 2:50).

For the large class, the first half hour may be spent in small groups discussing the readings assigned for that day. The goal is to isolate FCAs and relate them to the terms discussed in the glossary. After the half-hour discussion, presentations will be made to the whole class by a spokesperson from each of the small groups. Records should be kept so that this work fill figure as part of the final mark.

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