

University of Calgary

Department of Communication, Media and Film

CMCL 305 (L01): Modernity

Winter 2020: January 13 - April 15 (excluding Feb. 17-19)

Lecture: Mondays 11 - 12:50

**Lab 1 W 11-11:50; Lab 2 W 12-12:50
January 13 – April 15, 2020 (excluding February 18-20)**

Instructor:	Dr. Marcia J. Epstein
Office:	SS 316
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Web Page:	D2L available through MyUofC portal
Office Hours:	Contact by email only

Course Description

A critical and interdisciplinary examination, via classic texts and discussion, of the meaning of Modernity in Western and some non-Western contexts. The focus will be on Modernity's major ideas and principles, and their implications within the time frame of the 17th to early 20th centuries.

Additional Information

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

Objectives of the Course

- Examining the cultural configuration known as 'Modernity';
- Interpreting classic texts in an inter-cultural context;
- Developing strategies to identify and heal some of the dysfunctions associated with Modernity
- Exploring Modernity from the perspectives of cultural and intellectual history, social justice, and political theory.
- Developing writing and presentation skills.

Textbooks and Readings

At Bookstore:

Andrea & Overfield, *The Human Record: Part I-III* (Nelson)

Hallman, *Traversing Philosophical Boundaries*, 4th edition (Wadsworth-Cengage)

If e-copies are available, they can be used.

Recommended: Online sources of reasonably responsible news reporting, e.g. CBC, BBC, *The New York Times*, *The Globe & Mail*, *The Tyee*, CTV News. Do not use Facebook or Fox News for this purpose.

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.

(Note: *Constant scrolling through devices will be taken as a sign of non-attention to course content.*)

No audio or video recording is allowed in any class without the instructor's permission.

Assignments and Evaluation

Reflective journal entries:

Set 1	15%	Feb. 26
Set 2	25%	Mar. 25
Midterm	20%	Feb. 12
Group presentation & document	30%	March 25 - April 13
Participation	10%	April 15

Registrar-scheduled Final Examination: Cancelled

Note: You must normally complete all assignments and exams or a course grade of F may be assigned at the discretion of the instructor.

If you miss a required course component, please contact your instructor as soon as possible.

Instructions for Assignments

Reflective journals:

Set 1: From the assigned readings in your textbooks, select five (5) and write reflective essays on them. Three (3) of the 5 will be given numerical scores. You may select the ones to be evaluated.

Set 2: As above, but only three (3) entries are required. All will be evaluated. The readings must be chosen from among those assigned after February 25.

Length: On average, 1-2 pages per essay. Each essay can refer to more than one reading, but avoid diffusing the focus.

Content of essays can include the following aspects (not an exclusive list):

- How do the texts embody fundamental cultural assumptions? What are they?
- What cultural similarities or differences between the readings and your beliefs (cultural or personal) are particularly striking to you, and why? (This can include personal responses based on life experiences).
- Do you agree and/or disagree with the author's position? Why, and on what particular issue(s)?

While creative use of language is encouraged if it is done with skill, substandard writing is not acceptable: pay attention to sentence structure, grammar, punctuation (*yes, that includes apostrophes*). If you are not confident about writing in English, please see your instructor *before the end of January*: help is available.

Group projects: A group consists of 3-4 members. Each group will choose a topic to research to present to the class by means of PowerPoint. files posted on D2L (see instructions below).

Sample topic areas, to generate topics:

- Does modernity equal progress? Can it regress? (Examples?)
- Is Western modernity transferable to other cultural regions? Why or why not?
- Is modernity an advantage or disadvantage for [specific minority or underrepresented group]?
- Does modernity have disadvantages for our future in Canada?
- Does modernity require: Literacy? Wealth? Scientific progress?

Project proposals will include the group's topic, plan for research and presentation, and preliminary sources: two sources per group member is the minimum requirement. They will be discussed in Wednesday classes.

-Each source must be annotated – a brief description of *relevant content* and how the group will use it (usually one paragraph). There should also be a statement of agreement among the group members for who will be responsible for each section of the project.

Project documents, submitted to D2L Dropbox within 3-5 days of posting the presentation powerpoint, will include: A detailed script, outline, or summary of the presentation that identifies who provided what portions of the work, a full list of references cited with a consistent system (APA or MLA), and a statement from each group member about what you learned from the process. All references must be compiled together at the end of the document: this includes visual and sound files. (No annotations are expected at this point.)

Participation: Five (5) points of your score will come from two (2) comments on presentations by groups other than your own (a paragraph or two for each). Comments must be posted in the Discussion section of D2L. They will count for your Participation score, not for the group scores. The other five (5) points will come from your participation in class discussions and/or comments on course content posted on a D2L Discussion board designated for the purpose.

Exams will consist of short answers -- which may involve identification of terms, identification or comparison of quoted text passages from the textbooks, and/or brief commentaries on quoted texts --- and short essay questions that draw contrasts or parallels between socio-political problems and solutions from the 17th-19th centuries and today.

Submission of Assignments

Submit Reflective Journals set 1 in hard copy. All pages must be securely fastened together. If submitted in March, send an e-copy by email instead.

Submit Reflective Journals set 2 in e-files, to D2L Dropbox.

Label your file: Surname - CMCL 305 - Journal 2. Use Word, not .pdf.

Please upload group assignments to D2L Dropbox. **Use Word**, not pdf.

Group project documents: Label as follows:

(Surname of one group member) Group - CMCL 305. Use Word, not .pdf.

Also include a heading on the first page with the *names of all group members in alphabetical order by surname*. This prevents delays in recording scores.

Examples:

Label: Chan Group - CMCL 305

Heading: Lily Chan, Gordon Jones, Claude Leblanc, Maryam Zenaf

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).

Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of a partial letter grade (e.g.: A- to B+) for each week late.

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/. 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, a numerical score (out of the total points allotted to each assignment or exam) will be assigned to each item. They will be totalled at the end of term; with scores falling a point below the next grade, and fractional scores, rounding upward.

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%
1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject	D	50 - 52.99%	51.5%
0.00	Failure. Did not meet course requirements.	F	0 - 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. 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

If you need help with your writing or have questions about citing sources, please consult your instructor or visit the Student Success Centre, 3rd 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

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) 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 or by calling 403-220.5555

Schedule of Lecture Topics and Readings

for online classes, March-April:

3/16-18 Oppression: Gender and "Otherness"

HR 266-276 (Imperialism revisited), 186-188 (colonial Latin America)

HR 277-284 (Women struggling for equality in Europe)

This virtual lecture was written up and sent to students by email on March 18, to ponder in preparation for online discussion.

Discussion topics:

1. Central America still has areas of political instability, civil unrest, and histories of dictatorship. How does a heritage of oppression condition people? How might the early 19th-c. people of Bolivar's Venezuela have felt about the unfamiliar concepts of freedom and democracy?
2. What's "normal" regarding gender? What's missing in current and former definitions?

3/ 23: Online Discussion, on Zoom (topics above)

3/25: 2d online discussion period, if needed.

Virtual presentations of group projects begin: Powerpoints to be posted on a D2L Discussion forum.

3/30-4/13: Presentation postings continue; project document files to be submitted in D2L Dropbox.

A brief Zoom discussion will be added on April 15th at 11 am, on the benefits and shortcomings of Modernity.