

**University of Calgary
Arts and Science Honours Academy**

ASHA 321 (L01): Representation

FALL 2019: September 5 to Dec. 6 (excluding Nov. 10-16)

Lecture: Tuesdays/Thursdays 9:30 to 10:45

Instructor:	Dr. Ryan Burns
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Web Page:	D2L available through MyUofC portal
Office Hours:	Tuesdays and Thursdays 1:45-2:45pm or by appointment.

Course Description

Far more than a neutral reflection of the world, representation, be it of artistic, social or scientific phenomena, is a complex issue. Issues, inconsistencies and flaws arising from the concept of representation will be studied in a variety of contexts. Topics to be covered include: maps, mapping, and other quantitative and qualitative models of phenomena in the world; mimesis and metaphor in literature and the visual arts; and the use of images, imaging, and interpretative frameworks in the social and natural sciences. In this course you will also develop your skills in creative and critical thinking, verbal presentation, and expository writing.

Additional Information

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

Objectives of the Course

By the end of this course, students should be able to:

- Creatively engage with the ways representations structure and reflect knowledge,
- Compose verbal and written examinations of how representations *work* in the world,
- Contrast qualitative and quantitative representations, their overlaps, and their differences,
- Apply the language of humanists and social scientists in analyzing real-world representations.

Textbooks and Readings

Required readings will be made available on D2L.

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

Assignments and Evaluation

Weight	Assessed Components	Due
10 %	Classroom discussion lead	(sign up for any week; must be done this term)
15	Literature review OR scoping essay	Oct 1
20	Essay Part 1	Nov 8, 3:30pm (SHARP)
25	Essay Part 2	Dec 6, 5pm
20	Lightning talks	Nov 28 , Dec 3 during class
10	Participation	(evaluated as a sustained contribution to seminar discussions throughout the semester)

Note: You must 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.

Classroom Discussion Lead

At some point in the term, each of you will lead the classroom discussion for one class period. I will expect you to come to class prepared with **questions** that will engage your peers and launch conversation, and a **400-word** “think piece” that summarizes your thoughts and reflections on a topic. For the former, you could perhaps prepare a simple list of questions, but you could also plan an activity or game to playfully explore an idea, or a presentation to offer your interpretation (followed by discussion). The idea, though, is that your contribution will take up the entire class period. The questions you ask your peers should be less about factual information or yes/no types of questions, and more about provoking other students to explore the nuances of an idea. If you want to ask whether your peers agree or disagree with a position, for instance, you might ask for their arguments in favor or opposed to that position. For the think piece, you should not submit a summary of the readings, but instead **your personal interpretation and reflection**. *You may partner with the other person leading discussion in your week, to have coherence across the two days, but each think piece must be individually written.*

Literature review or scoping essay

Early in the term you will begin thinking about a topic that you’d like to explore in a bigger end-of-term project. In this project you will critically assess the ways in which something in the world comes to be represented – either in a particular case/instance, or across a series of contexts. For example, you could use this space to think about contrasting refugee representation by the media or the administrations during the Obama tenure and the Trump tenure; or the translation of biophysical phenomena into visualizations and data models.

You will use this literature review to begin looking at *who* is writing *what* in your area of interest. This literature review should be about **1,200 words** in length (give or take 200 words). In this essay you should *NOT* merely summarize a list of readings, but instead organize and curate the literature in a way that makes a case for your project. The most common way someone might do this is by discussing the literature in order to isolate a “gap” that the researcher then fills. In other words, think about your essay as an argument that your end-of-term project *matters*.

Essay

In this two-part assignment you will develop your writing skills by getting and responding to direct feedback on a medium-length expository essay. In this **3,500-4,500 word essay**, you should critically assess the way in which something in the world has come to be represented – note that this is, then, the written component of your end-of-term project. In this essay you *may* use – you probably *should* use – the literature review that you wrote for the other assignment (but to integrate it into a larger piece of writing will require some significant editing!). To write this essay does not require original research other than the literature review, but you may find it useful to approach your information collection systematically, as one would associate with the sciences. I encourage you to use figures and graphics liberally, and to be very deliberate about using your essay structure to help you explore the nuances of your phenomenon of interest. In other words, use headings and such to compare, contrast, dissect, analyze, and deepen. You will submit a version on which I will provide feedback, and I expect you to very carefully attend to each of my comments and suggestions in a revised version you submit late in the semester. You may find it useful to append a separate document to your final essay submission clarifying how you addressed my comments and where – if any – you intentionally did not follow my advice.

Lightning talks

Unfortunately we won't have time to hold full 15-minute presentations, so instead we will practice the unique presentation form of the lightning talk. This really just means that you have only 5 minutes. In practice, this means that you should likely keep a slide count to below 5 total slides; even just one would be plenty! In this lightning talk you will present: (1) the problem statement you addressed in your essay/review, (2) essential information about the "case"/phenomenon you examined, (3) the structure and "results" of your critique.

Participation

The final component of your grade will evaluate your sustained contribution to seminar discussions throughout the semester. That is, your mark will speak to whether you offered your thoughts or reflections to your peers' questions, whether you were attentive and inquisitive in class, whether you incorporated into your classroom contributions something you've been grappling with in your end-of-term project. Please note that I expect your contributions to be thoughtful, carefully articulated, and grounded in course readings; in other words, don't speak just for the sake of speaking or for satisfying this grading component, but instead use my provocation as a motivation to deeply engage classroom ideas.

Submission of Assignments

Please include your name and ID number on all assignments and submit all assignments to D2L Dropboxes. **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).

Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the ***Freedom of Information and Protection of Privacy (FOIP) Act***. Please note that instructors may use audio or video recorded for lesson capture, assessment of student learning, and self-assessment of teaching practices.

Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of 5% for each day 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>

Arts and Science Honours Academy Grade Scale

The following table outlines the grade scale percentage equivalents used in for the Arts and Science Honours Academy. 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 in calculating the final course grade.

In this course, your grades will all be percentages, and your final grade will average across those assignment grades.

	Grading Scale
A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49

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

Please see the schedule on D2L for weekly reading assignments. I am here providing a broad set of intellectual goals for the term, just so you can get a sense of where we're heading with the course, but the specific weekly objectives will go into the schedule on D2L.

Representation in the Social Sciences

*NOTE: We will **NOT** meet on the university's first official day of classes, 9/5.*

Week 1 (9/10, 9/12) Course overview, mapping

Week 2 (9/17, 9/19) Mapping (cont.)

Week 3 (9/24, 9/26) Diagramming and models

Week 4 (10/1, 10/3) Algorithms, data, software

Representation in the Humanities

Week 5 (10/8, 10/10) Race, gender

Week 6 (10/15, 10/17) Orientalism

Week 7 (10/22, 10/24) Decolonizing the university, decolonizing methods

Week 8 (10/29, 10/31) Writing

Scientific Representation

Week 9 (11/5, 11/7) Social network analysis and knowledge domain mapping

NOTE: 11/11-11/15 is Reading Week, and we have no regularly scheduled class.

Week 10 (11/19, 11/21) Science of pain and perception

Week 11 (11/26, 11/28) Formalizing language. First round of lightning talks!

Week 12 (12/3) Feminist philosophy of science

NOTE: We will conduct course evaluations on 12/5.