

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

**CMCL 203 L01**

**Roads to Modernity**

**Winter 2022: January 10 to April 12 (excluding February 20-26)**

**Lecture: MW 9:30 to 10:20**

**Tutorial F 10:00 –10:50**

**IMPORTANT NOTE FOR IN-PERSON COURSE DELIVERY**

**Note:** This course will be delivered in person. If you are unable to participate in-class owing to time differences or geographical location, please arrange to take this course in a future term

<b>Instructor:</b>	Dr. Marcia Jenneth Epstein
<b>Office:</b>	SS 316
<b>Email:</b>	epstein@ucalgary.ca
<b>Web Page:</b>	D2L (access via MyUofC portal)
<b>Office Hours:</b>	<i>Available after class or by appointment (on Zoom)</i>

**Course Description**

A critical and interdisciplinary examination of texts and cultural expressions (e.g., art, architecture, music) that represent the Medieval, Renaissance, and Early Modern periods of European history along with examples of selected non-western cultures. The goal is to understand how and why civilizations begin to "modernize", shifting from orality into literacy and from adherence to tradition into acceptance of social and cultural change.

**Additional Information**

The weekly schedule of topics and readings can be found under 'Content' on D2L. Attendance in class is strongly advised, since discussion of readings in class will provide significant content. If you need to be absent, ask a classmate to provide you with notes: sharing and collaboration are encouraged.

*Some adjustments to the schedule may be necessary during the term. If this is the case, announcements will be made in class and sent by email from D2L. If the AHS declares or recommends another Covid lockdown, the course will continue online.*

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 examine the cultural, intellectual and social history of the European Middle Ages, Renaissance, and Reformation, with an introduction to the Scientific Revolution of the 17th century. This will include the gradual shift from oral to literate culture, as well as some brief excursions into non-European cultures;
- To interpret historical texts in cultural and inter-cultural contexts;
- To develop strategies to interpret historical texts and derive evidence about cultural assumptions;
- To develop and improve writing and presentation skills.

## Learning Technologies and Requirements

In order to complete courses, University of Calgary students are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates, with current antivirus software enabled;
- Broadband internet connection, and a current and updated web browser;
- A webcam (built-in or external), and a microphone and speaker (built-in or external) or headset with microphone (for online courses only).

If you need access to other software programs to complete assignments, your instructor will provide relevant information and links.

If you have technical difficulties, contact IT support services. See

<https://www.ucalgary.ca/pubs/calendar/current/student-campus-services-information-technologies-it.html>

## Policy on the Use of Electronic Communication Devices

No restriction on the use of laptops and tablets in class if they are used to take notes\* or find information relevant to the class, and if there is *no disturbance or distraction of other students or the instructor*. Phones must be turned off during class time.

*\*Be aware that research shows that taking lecture notes on a keyboard produces results that are inferior to handwriting:*

[http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/?WT.mc\\_id=SA\\_MB\\_20140604](http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/?WT.mc_id=SA_MB_20140604)

and <http://pss.sagepub.com/content/early/2014/04/22/0956797614524581.abstract>

Please familiarize yourself with the University's policy on the recording of lectures, which is outlined at <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>, and carefully review the section on Instructor Copyright at the end of this outline.

## Textbooks

Kagan, Ozment, Turner, and Viggiano: *The Western Heritage* v.1, 12th edition (Pearson Revel e-book). Get registration card at the University of Calgary Bookstore to set up access.

Kaufman and Sturtevant, *The Devil's Historians*. Available through the University of Calgary Bookstore.

## Assignments and Evaluations

Weight	Assessed Components	Due
25% (10 + 15)	<b>Reflective essays on textbook sections (2):</b> Topic questions will be given a week before each essay is due. Length: 350 - 450 words, on average. Submit to: D2L Dropbox (numbered Essay sections) by 11:59 pm.	2/4, 3/21
15%	<b>Midterm Quiz online: Short essay.</b> Length: 24 hours. Two compound questions will be emailed to all students at 9:30 am on February 16; one is to be selected (do not answer both). Responses must be submitted to the D2L Dropbox folder labelled 'Midterm Quiz' by 9:30 am on February 17. The course textbook, lecture notes, and Powerpoints may be consulted.	2/16
10%	<b>Group Project Plan:</b> A description of what you plan to research and present, with annotated bibliography of sources. Submit to D2L Dropbox.	3/2
25%	<b>Group Project Presentations (in class).</b> Spoken material with audiovisual components, 20 minutes. A script or outline with resource list and individual statements of what you learned will be handed in to the D2L Dropbox. Groups will consist of 3 members. <i>Group members will receive the same grade on assignments; however, the instructor reserves the right to award differential grades based on group peer reviews or information indicating significantly uneven contributions by group members.</i>	3/30 to 4/6
10%	<b>Participation:</b> based on contribution to class discussions, Discussion posts on D2L, and tutorial activity	All term
15%	<b>Final Essay</b> <ul style="list-style-type: none"><li>A choice of topics will be posted on April 11: you may use the textbook, course notes and readings, and academic resources for guidance.</li><li>All sources must be correctly cited in the text (abbreviated APA style) AND a reference list at the end of the document (full citation).</li><li>Length: 400-600 words, on average</li></ul>	4/13  At 11:59 pm

**Registrar-scheduled Final Examination:** No

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

## **Assignment Guidelines**

### **- Reflective Essays**

Guidelines will be given for focus on readings; average length 1.5 -3 pages.

[Additional information: Choose a theme, like law or economy or class differences or monastic institutions or family life (*just suggestions: you can choose something else*). Find at least two textbook readings – plus lecture notes and/or powerpoint slides that are relevant. Compose a concise essay to comment on the theme , e.g. what changed and why? Or what information led to the textbook's conclusion? Or what did you learn about the theme you chose?

You can do some extra research, but it's not required.]

Note: *Summarizing the readings is not sufficient. Show that you understand the content by analyzing and reflecting on it.*

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 writing in English is a challenge, help is available at the Student Services desk in the TFDL 3d floor.

### **-Group Presentations:**

A group will consist of 3 members of your choice.

*Content:* Aspects of life in any of the historical periods covered by the course, preferably more than one with some relation to each other. *Note: You will need to use some research sources outside of your textbooks, and some visual resources.*

*Examples:* Housing, food, costume, industries, religion, science, art, architecture, minority groups...

*Goal:* Developing skills at organizing information and transmitting it -- and its significance -- to an audience.

## **Submission of Assignments**

Please submit all assignments by uploading them to the designated D2L Dropbox folder: Include your name and ID number on all assignments. Be sure to keep a copy of each submitted assignment and to submit the proper version.

Document format: Word. **Do not use PDFs.**

*Group Assignments:* As above, but identify your group as follows:

- For the file on D2L, give the name of whoever is submitting the material for the group.

- For the title page of the document, list all names in alphabetical order by surname (it speeds recording of scores).

Note: 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 recording 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% or a partial letter 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); 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/](http://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. For the full policy on Student Accommodations, see <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

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 a medical note. For information on the use of a statutory declaration, see the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

### 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, assignments will be evaluated using point scores relative to their percentage weights. Letter grades will be assigned only at the end of the term.

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations*
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<b>4.00</b>	Outstanding performance	<b>A+</b>	96 - 100%	98.0%
<b>4.00</b>	Excellent performance	<b>A</b>	90 - 95.99%	93.0%
<b>3.70</b>	Approaching excellent performance	<b>A -</b>	85 - 89.99%	87.5%
<b>3.30</b>	Exceeding good performance	<b>B+</b>	80 - 84.99%	82.5%
<b>3.00</b>	Good performance	<b>B</b>	75 - 79.99%	77.5%
<b>2.70</b>	Approaching good performance	<b>B-</b>	70 - 74.99%	72.5%
<b>2.30</b>	Exceeding satisfactory performance	<b>C+</b>	65 - 69.99%	67.5%
<b>2.00</b>	Satisfactory performance	<b>C</b>	60 - 64.99%	62.5%
<b>1.70</b>	Approaching satisfactory performance	<b>C-</b>	55 - 59.99%	57.5%
<b>1.30</b>	Marginal pass. Insufficient preparation for subsequent courses in the same subject	<b>D+</b>	53 - 54.99%	54.0%
<b>1.00</b>	Minimal pass. Insufficient preparation for subsequent courses in the same subject	<b>D</b>	50 - 52.99%	51.5%
<b>0.00</b>	Failure. Did not meet course requirements.	<b>F</b>	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](https://owl.purdue.edu/owl/research_and_citation/resources.html)

If you need help with your writing or have questions about citing sources, consult your instructor or visit the Student Success Centre, Taylor Family Digital Library. To book an appointment, go to <https://ucalgary.ca/student-services/student-success/writing-support>

## Instructor Intellectual Property & Copyright Legislation

Course materials created by the instructor (including lectures, 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.

To ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes & electronic versions of textbooks), all students are required to read the *University of Calgary Policy on Acceptable Use of Material Protected by Copyright* at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> and the requirements of the *Copyright Act* (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>). 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 deferral of term work, see <https://www.ucalgary.ca/pubs/calendar/current/g-7.html>

For information about deferrals of final examinations, see <https://www.ucalgary.ca/pubs/calendar/current/g-6.html>

For information about requesting a reappraisal of course work or of a final grade, see <https://www.ucalgary.ca/pubs/calendar/current/i.html>

### **Student Support Services and Resources**

Please see <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, Zoom, Yuja, etc., see <https://elearn.ucalgary.ca/resources-for-students/>. (Find the topic menu under the icon to the left of the ELEARN banner.)

### **Schedule of Lecture Topics and Readings**

This will be posted on the D2L Content section early in January.