



**UNIVERSITY OF CALGARY  
ARTS AND SCIENCE HONOURS ACADEMY  
COURSE OUTLINE  
Fall 2022**

<b>Course Number:</b>	ASHA 322 (L01)
<b>Course Name:</b>	Questions for Our Time
<b>Classroom Location:</b>	SS 010
<b>Class Days &amp; Times:</b>	In Person, Tuesdays/Thursdays 12:30 to 13:45
<b>Instructor:</b>	Prof. C. Olbey
<b>Email:</b>	cwolbey@ucalgary.ca
<b>Email Policy</b>	Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours (Mon-Friday).
<b>Office Hours:</b>	Thursdays 1:30-3:30 via Zoom
<b>Webpage:</b>	D2L available through MyUofC portal (delete or edit)

**Calendar Description:**

Exploration through interdisciplinary frameworks of urgent questions associated with such topics as technology, gender, digital cultures, creativity, politics, race, and the environment.

**Course Description:**

Question: How do we meet the species-level challenge to produce more positive and productive negotiations of difference and otherness, or, how can we manage to live together without killing each other?

Do you ever ask what makes it possible for one nation to bomb another into rubble and to engage genocidal actions like enslaving entire races, disguising gas chambers as showers,

stealing children away from parents and communities and to punish them for speaking their own names and languages, to sexually assault women and children, or to hate or attack others because of their perceived differences in terms of race, gender, sexuality, class, nation, culture, politics and so on? Do you ponder how a species gets to a point where they turn rainforests into hamburgers, or oceans, rivers and lakes into toilet bowls, sewers, and garbage dumps? Do you puzzle over why schools, shopping centers, mosques, synagogues and churches are turned into shooting galleries; why laws are made so that people cannot wear clothes of their own choice, or why movements like “Pride”, “Me Too”, “BLM”, “Red Dress Project”, “Every Child Matters” and others emerge in societies that claim to be based in freedom, justice, and equality for all? Are you perplexed by the proliferation of polarization in all spheres of social interaction from politics to pandemic responses? And, after reading this list of questions, are you disturbed by the knowledge that it is far too short, woefully inadequate, and do you ever wonder if, as a species, we might do better?

In ASHA 322 we will begin from the standpoint that all of these questions and the issues they represent are deeply intertwined with the dynamics of difference and otherness and the ways many societies, and Western ones in particular, have developed through the construction of the “Other”. We will explore a variety of these constructions to understand where they come from and how they work. This work is prelude to our search for alternative ways of being and more positive and productive ways to negotiate and navigate these geographies of difference and otherness in our contemporary context. Therefore, in a sense, students in this class will be challenged to take on daunting question of how to save the world.

To do this work, we will look at a variety of cultural texts (literature, film, documentary, myth etc.) drawn from a range of historical and cultural locations that foreground representations of difference and otherness to establish a historical context for how these dynamics of difference and otherness have been negotiated in both past and present. Along with these representations we will also look at a number of shorter texts, drawn from a variety of disciplines (philosophy, history, psychology, neuroscience, literary studies) that will add a theoretical framework to help develop our response to the course’s guiding inquiry. We will read selections from literary texts like *Beowulf* and *Gilgamesh* and authors like Shakespeare, Melville, E.M. Forster. We will consider ideas of scientists like Robin Kimmerer, Iain McGilchrist, Suzanne Simard, Katherine Hayhoe, and philosophers on the subject of the Other such as Emmanuel Levinas, Martin Heidegger, Hegel, Edward Said, Abdul R. JanMohammed, Judith Butler and Toni Morrison. We will look at documentaries on subjects like the women’s movement, the civil Rights movement, environmental issues, social media, big data, September 11 and Jan. 6. In all cases, we will seek to extend our critical engagement with constructions of the Other and the challenge to navigate the terrain of difference and otherness in positive and productive ways.

While saving the world may in the end prove too much to achieve in 13 weeks, in this class we will utilize an interdisciplinary approach that at least moves in the direction of trying to pose possible directions for solutions to the great challenges - we as a species face - that emerge out of the dynamics of difference and otherness.

## Required Readings, Textbooks, and Learning Materials

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see [d2L.ucalgary.ca](http://d2L.ucalgary.ca)).

All required readings and learning materials for this course will be provided through links located in the course reading/assignment schedule available on the course page for the D2L website. Therefore students will require an electronic device and a U of C library account in good standing for access during the semester.

## Objectives of the Course

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

- Recognize how the dynamics of difference and otherness have been represented in cultural texts throughout history
- Understand how the representation of difference and otherness has evolved over time
- Understand the relationship between the representation of difference and otherness and historical context
- Identify how cultural texts both reinforce oppressive constructions of difference and otherness and how they can also produce positive and productive responses to the challenges posed by difference and otherness
- Identify and understand the historical roots of contemporary representations and dynamics of difference and otherness
- Critically engage contemporary representations and dynamics of difference and otherness
- Participate in productive critical discussion of different expressions of the fundamental dynamics of difference and otherness
- Use their work in this course to more productively navigate zones of difference and otherness encountered in non-academic contexts like work and community

Assessments and Evaluation: All due dates will appear on course schedule located on the course D2L page

Weight	Assessed Components	Due
15%	Participation Grade  Grade breakdown  5% Presentation attendance: an attendance sheet will be provided for each class that includes a group presentation. Students will receive 1 % of this grade for each attended presentation class. This means that students must attend at	

	<p>least 5 of these classes to score full points for this grade component.</p> <p>10% Students are required to contribute responses to group presentations on the discussion boards in D2L for this course.</p> <p>This grade is scored out of 10 and consists of 10 posts (5 posts and 5 replies) to presentations other than that of your own group.</p> <p>Students receive 1 point for each contribution which can be either a post or a reply to another post or presentation. Posts and replies do not have to be on the same selection so that a student could post on 5 presentations and reply to 5 other presentations or posts on those presentations, or produce any other combination that equals 5 posts and 5 replies for this component of the course.</p> <p>Students are limited to a maximum of two points (one post and one reply) per presentation in this class. Students may make more posts to any discussion board but can score no more than 2 points per presentation. This means that students must respond to a minimum of 5 of your peer's presentations in this class to receive full marks for this grade component.</p> <p>Posts will not be given letter grades.</p> <p>To qualify as point scoring, posts and replies must be between 100 and 200 words and show evidence of an original critical engagement with the presentation or text that the presentation is on, and that demonstrates an awareness of the methods and modes of critical engagement consistent with and connected to lecture/discussions and/or texts in this class.</p> <p>Discussion board calculations for points have deadlines, after which points can no longer be accumulated on a particular presentation (normally this date will be 7 days after a presentation).</p>	
25 %	<p>Group presentation</p> <p>Grade breakdown</p>	

	<p>15% In-class group presentation: this grade is the assessment of the in-class portion of the group presentation. Note: this grade is assigned to and shared by the entire group.</p> <p>10% Discussion board component: this grade is the assessment of the group's construction of their discussion board for their presentation and their responses to peer posts and replies on their designated board. Note: there can be variation between group members for this grade depending on their individual performances on the discussion board.</p> <p>Note: groups will select which text they will present on and will be assigned a presentation date</p> <p>Presentations are 30 minutes in length and presented in class.</p> <p>Presentations should try to fulfill the Aristotelian goal of both delighting and instructing your peers which means that it should develop an imaginative creative framework to deliver your critical engagement.</p> <p>Groups must open up their discussion board within 24 hours of their presentation.</p>	
20%	<p>In-class exam #1</p> <p>Exam date appears on your course schedule</p> <p>Exam will consist of multiple choice and/or matching questions on material from class lecture/discussion (texts, terms, concepts, close reading)</p> <p>Time 60 minutes in class only</p>	
15%	<p>In-class exam #2</p> <p>Exam date appears on your course schedule</p> <p>Exam will consist of multiple choice and/or matching questions on material from class lecture/discussion (texts, terms, concepts, close reading)</p> <p>Time 60 minutes in class only</p>	

25%	<p>Long Written Assignment (Minimum 7, Maximum 8 typed, double-spaced, 12pt font pages). Note: this assignment may utilize and develop elements from your group project assignment but cannot simply be a summary or re-statement of the group project.</p> <p>Option one - Critical Essay. Note: page count does not include appended bibliographic material like footnotes, appendices, or Works Cited pages.</p> <p style="padding-left: 40px;">This assignment must include a substantial engagement with a minimum of two critical, secondary sources (theory and/or criticism).</p> <p>Option two – Creative assignment (poetry, short story, created object, visual, performance etc.)</p> <p style="padding-left: 40px;">Note: this option must include a minimum 5 page critical explication and analysis</p> <p>Scoring for this option: Creative portion out of 10; Critical portion out of 10= total score out of 20 points.</p>	
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### Assignment Information

- There is no Registrar scheduled final exam in this course.
- Students are not required to complete all assignments to receive a passing grade in the course.
- There are no extra credit assignments in this course.
- All written assignments must be submitted in a .doc format through dropbox in the D2L site for this course.
- All assignments must be submitted by the due date given. Assignments submitted more than 24 hours after the assigned due date will be considered late. Any assignments submitted after the due date may receive a grade only without additional comments.
- With the possible exception of adjustments due to ongoing COVID health concerns, all exams in this course are closed book and completed in class. Students are not allowed to use any electronic devices or any other aids like dictionaries during examinations. All

phones must be turned off (except with consent of the instructor) and out of sight in bags or pockets during exams. Any phones visible during exams can qualify as academic misconduct.

- Any student that misses an exam will receive an opportunity to write a make-up exam within 7 days of the original exam date. The make-up exam may be in a different format than the original in-class exam.
- This course is delivered in-person with possible exceptions like illness, dangerous weather or other circumstances. In such situations the instructor may choose to deliver a class or classes online through the Zoom platform in D2L.

### **Instructor's Intellectual Property**

Course materials created by instructors, including presentations, 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 course at the same time may be allowed under fair dealing.

### **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.

	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

All assignments will receive a numerical grade, to be converted to letter grades using this scale:

This scale is also used to calculate final grades in this course.

Note that this scale does not include a “rounding up” feature and will produce the final grade in this class. Students should not expect that any numerical grade will be rounded upward or downward in this class.

Although the A+ is solely an honorific that entails no additional points in the four-point system, the course instructor will employ this mark to distinguish superlative work that exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.

### **Assignment Submission Late Policy**

If students miss a required component of the course, they must contact the instructor in writing within 24 hours to discuss options to submit and/or make-up for that component.

Written assignments submitted more than 24 hours after the due date will be considered late. Such assignments may not receive editorial comments and may have 3% per 24 hours subtracted from their final percentage grade for the assignment. For example, an assignment that scores 75% and handed in within 24 hours of the due date will not receive any penalty; the same assignment handed in between 24.1 and 48 hours late may receive a penalty of 3% for a total score of 72% for the final assignment grade; an assignment handed in between 48.1 and 72 hours of the due date may receive a penalty of 6% for a final grade of 69%. This scale would continue in the same way for each additional 24 hour period.

### **Attendance**

There is no specific grade for attendance, with the exception of the group assignment, in this course. However, students should understand that each class, in a variety of ways, will develop skills and deliver information needed to learn and acquire the learning objectives for this course and to score effectively on assignments and exams, and that in most cases there is a direct correlation between attendance and the student’s ability to produce a successful educational and grading experience in this course.

### **Participation**

The participation grade in this course consists of specific contributions to the Discussion Board in D2L and attendance during group presentation classes. However, students should be aware that student participation in various ways (questions, comments, discussions, debates, arguments, presentations etc.) will be a key feature and an important tool to facilitate student success in this course. Students are encouraged, but not required, to speak in class and effective participation



can be just as much the act of attentive, engaged listening and thoughtful consideration as insightful speaking. Since our readings will lead us into a wide range of critical investigations of social, cultural, historical, aesthetic and political issues, and since the class is a relatively large, diverse group of human beings with different ideas, opinions, arguments and positions on the issues and ideas the stories present, this course will proceed with a fundamental tone of respect, tolerance, and thoughtful consideration of the ideas of others (the instructor for students, students for the instructor, and students for each other). This guiding tone of respect does not mean that ideas, opinions, and arguments, expressed by students or instructor, cannot be challenged and debated from other positions and through different arguments. Indeed this can and should be an interesting and engaging aspect of our course. It means that when we disagree we try to persuade others through offering a more convincing argument. When students engage this sort of participation they further develop skills required to produce success on assignments and exams. This is one key reason for why, in most cases, there is a direct implicit correlation between participation and the student's ability to produce a successful experience in this course.

### **Conduct:**

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **Academic Misconduct**

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar. 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>

### **Policy on use of electronic devices:**

The use of laptop and mobile devices in class is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's [Internet and email use policy](#). Electronic devices are not permitted during the Final Examination.

### **Academic Integrity:**

This course, like all courses at the University of Calgary, holds students to high standards of honest and responsible scholarship. Please consult the [Academic Integrity website](#) for a detailed description of university policies, which will be enforced in this course. Cases of suspected academic misconduct will be referred to the Associate Dean of Arts for a ruling.

### **Deferral of term work and final examinations:**

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an [Application of Deferment of Term Work](#) must be completed. It is the student's responsibility to initiate this process with the instructor. The University also has regulations governing the [deferral of final examinations](#).

### **Registrar-scheduled Final Examination: No**

The use of aids such as textbooks, course notes or electronic devices will not be permitted during examinations.

**Note:** You do not have to complete all the assignments and exams in order to receive a passing grade in this course. If you miss a required course component, please contact your instructor as soon as possible.

### **Submission of Assignments**

Please include your ID number only on all assignments and upload to D2L dropbox. **Note:** It is your responsibility to keep a copy of each submitted assignment and to ensure that you submit the proper version.

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.

### **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. 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 as soon as possible. Extensions will not be granted without instructor approval.

### **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>

### **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, please consult your instructor or visit the Student Success Centre, 3<sup>rd</sup> 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](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](http://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 Accommodation**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

### **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>

If this course requires (or allows) students to conduct or participate in research involving surveys, interviews, or observations, state that here, describe the nature of students' participation, and indicate whether (1) you have course-based ethics approval from the Faculty of Arts Research Ethics Committee or (2) you expect students to apply for ethics approval themselves. If neither of these apply, then you should not assign course work requiring or allowing research involving human participants.

### **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](mailto:itsupport@ucalgary.ca).