

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

CMCL 201 (L01): Culture Foundations

FALL 2022: September 7 to December 7 (excluding Sept. 30, Oct. 10, and Nov. 6-12)

Lecture: MW 3:00 p.m. to 3:50 p.m.

Tutorial 1 F 9:00–9:50; Tutorial 2 F 10:00 –10:50

Course is In-Person.

Instructor:	Ronald Glasberg
Phone:	403 220 7124
Email:	rglasber@ucalgary.ca
Web Page:	NA
Office Hours:	Tuesdays 10:00 to 12:00

Course Description

The course is a critical examination of the fundamental cultural assumptions of 3 major world civilizations the West, South Asia (India), and East Asia (China). The focus is on the historical foundations of these cultures as reflected in a variety of primary source materials produced during what philosopher Karl Jaspers has called the 'axial' period (i.e., the ancient world). A key question to be addressed in the course is how many of these assumptions are still operative to-day. Also to be considered is how they (i.e., the assumptions) might have been modified and what are their positive and negative qualities.

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

Helping students to develop the following abilities:

- (1) interpreting primary source materials;
- (2) drawing from texts a sense of fundamental cultural assumptions;
- (3) comparing and contrasting fundamental cultural assumptions;
- (4) constructing integrative overviews of cultures;
- (5) writing and presentation skills

Textbooks and Readings

Alfred J. Andrea and James H. Overfield, *The Human Record – Sources of Global History*, Vol. I: To 1500. 8th edition. Boston, Mass. Cengage Learning, 2016.

[available through U. of C. Bookstore]

Learning Technologies and Requirements

In order to complete online (or blended) 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.

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

Students may bring to class and use whatever electronic devices they wish as long as other students are not disturbed.

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.

Assignments and Evaluation

For details of assignments, please see assignment guide at end of syllabus.

Weight	Component	Due Date
20%	Assignment #1	Oct. 7
30%	Assignment #2	Nov. 4
35%	Assignment #3	Dec. 7
15%	Participation Brief	Dec. 9

Registrar-scheduled Final Examination: No

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

Submission of Assignments

Please submit all assignments in class or by uploading them to the designated D2L dropbox. 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.

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/. 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, letter grades will be used for all assignments.

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%

* Column 4: If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades. Column 5: 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. 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, 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/desire2learn/home/students>. (Find the topic menu under the icon to the left of the ELEARN banner.)

Schedule of Lecture Topics and Readings

[Numbers refer to sections (not pages) in Vol. I of *The Human Record*]

[Tutorials begin Sept. 9, 2022]

Sept..7 (Wed.): Introduction

Sept. 12: Gilgamesh – 1

Sept. 14: Hammurabi - 2

Sept. 19: Egypt – 3,4

Sept. 21: Early China – 7,8

Sept. 26: Early India - 9

Sept. 28: Greece and Homer – 10

Sept. 30 – No tutorials: National Day for Truth and Reconciliation

Oct. 3: The Israelites and *Genesis* - 12

Oct. 5: The Israelites and *Deuteronomy* - 13

Oct. 7: Assignment #1 due in tutorial or in drop-box

Oct. 10: Thanksgiving – No classes

Oct. 12: India and the *Upanishads* - 14

Oct. 17: India and the *Bhagavad Gita* - 15

Oct. 19: Buddhism -- 17

Oct. 24: Prophecy: Zarathustra and Isaiah – 18, 19

Oct. 26: Laozi – 20, 23

Oct. 31: Confucius -- 21

Nov. 2: Han Fei – 22

Nov. 4: Assignment #2 due in tutorial or drop-box

Nov. 6-12: Reading Days – No Classes

Nov. 14: Herodotus -- 24

Nov. 16: Plato – 27, Herodotus -- 25

Nov. 21: Gender Issues: Euripides – 26; Liu Xiang -- 29

Nov. 23: Laws of Manu -- 32

Nov. 28: Rome as culmination of the Ancient World – 35, 40

Nov. 30: Jesus -- 42

Dec. 5: Paul-- 43

Dec. 7: Final Class – Summary and **Assignment #3 due in class or in drop-box**

Dec. 9 – Assignment #4 due in drop-box

Assignment Guide

Assignment #1

Due Date: Oct. 7, 2022

Length: 5 pages double-spaced

Weighting: 20%

Goal and Method:

Pick one of the texts from before Oct. 7th and clarify what you think is the fundamental cultural assumption it embodies. Please make an explicit statement of what that assumption is and show how relevant quotes from the text allow you to make that interpretation. Conclude by illustrating how that assumption may be evident to-day. If not, what cultural assumption may have replaced it and to what effect?

Assignment #2

Due Date: Nov. 4, 2022

Length: 7-10 pages double-spaced

Weighting: 30%

Goal and Method:

Taking texts from two different cultures (drawn from what was covered up to Nov. 4), compare and contrast the fundamental cultural assumptions within each text. Please make an explicit statement of each assumptions and show where in the text it appears. How do you think the assumptions make life in one culture better, worse, or the same than life in another culture? How are our lives in contemporary culture better, worse, or the same in comparison? Please give illustrations based on your own reading or life experience.

Assignment #3

Tutorial Presentation

Due Date for Tutorial #1: Dec. 5

Due Date for Tutorial #2: Dec. 7

Length: 20 minutes of class time (with a 5-10 page written summary of what the tutorial learned in the course of putting together the presentation)

Goal and Method

The goal is to get you as a group to bring the course together as your discussions evolved during the time-period of the term. You would be expected to meet as often as possible and

even spend tutorial time working on the project in the context of going over the course readings.

The emphasis is on creativity with respect to as many media (e.g., music, dance, video, playwrighting, etc.) as wish to bring into the presentation before the entire class on the days specified above.

How to bring the course together is something that you should discuss amongst each other as well as with me, and that discussion is part of the project itself. I have some ideas and will share them with you, but the goal is to take a more complete ownership of your education (at least in this class).

I realize many of you might find this inconvenient because, for no small number, learning is just a means to an end -- that end being a degree that will give you some kind of enhanced access to a job. I also realize also that such a project might bring you into conflict with other classes where the amount of work makes the idea of a tutorial presentation impractical. There is also the issue of time spent working off campus to pay for an education that is more of an annoying burden than an essential part of your growth as a human being.

However, one of the goals of this project is learning how to talk to each other about important questions – the questions around which we organize our lives as a human community. For the sake of that goal, I would hope that you would utilize the enhanced means of communication available to all of us and utilize these technologies to communicate with each other with a view to putting together a summary from which you and other class members will learn.

Here is one way of organizing a course summary:

Looking at the questions of who you are, what you are, where you are and why you are, relate the course texts to how each culture answers such questions. Do certain cultures emphasize 'why' over 'who'? Is it possible to create the foundations for a truly global or integrative culture by combining the answers supplied by different cultures?

But there are other integrative strategies, and it is up to you to develop them.

Or if the foregoing is too scary, please consider as an alternative what is given below. This is something to be discussed in the first class and the first tutorial.

Alternative Assignment #3

Due: Date: Dec. 7, 2022

Length: 10-15 pages double-spaced

Weighting 35%

Goal and Method:

(a) to be done in group of up to 5 individuals

- (b) summarize the course by integrating as many course readings as possible
- (c) can be done via video, painting, drama, etc. or some combination thereof
- (d) seek to answer a question of your own choosing or answer the question of what assumptions (from whatever culture) are still operative to-day and which assumptions are no longer operative

Assignment #4:

Participation Brief:

Due Date: Dec. 9, 2022

Length: approximately 1-2 pages double-spaced

Weighting: 15%

Goal and Method:

Give yourself a participation grade out of 15 based on the following criteria, upon which your brief reports:

- (a) percentage of course material read
- (b) classes and tutorial attended
- (c) discussion of course material with others outside of class
- (d) an honest assessment of what you learned and/or have gotten out of the course