

University of Calgary
Department of Communication, Media and Film

CMCL 203 (L01): Roads to Modernity

WINTER 2021: Jan. 11 to April 15 (excluding Feb. 14-20, Apr. 2 & 5)

Lecture: MW 12:00 to 12:50

(Lectures will be in synchronous zoom sessions)

Lab 1 F 10:00-10:50; Lab 2 F 11:00 –11:50 (Labs will be synchronous)

IMPORTANT NOTE ON COURSE DELIVERY FOR WINTER 2021:

This Winter 2021 course will be offered entirely online as part of the University's plan to ensure everyone's safety during the Covid-19 pandemic. Please read the outline carefully to see which course components will be offered synchronously (where you are expected to participate at the usual scheduled course time) and which components will be offered asynchronously (to be completed on your own time). Synchronous course sessions will normally be hosted on Zoom, a video-conferencing program. To access scheduled Zoom course sessions, go to D2L, click on the COMMUNICATION tab, and select Zoom 5 or 10 minutes before class is scheduled to begin.

If you will not be able to participate in scheduled synchronous class sessions owing to time differences, then you should arrange to take this course when it is offered in person in the future.

Note that the time indicated on course outlines for all timed quizzes and exams in CMCL, COMS, and FILM courses includes 50% extra time to allow for technical difficulties.

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Office Hours:	M/W 1:00pm-2:00pm

Course Description

A critical and interdisciplinary examination, via classic texts and pertinent historical documents, of the transition from the foundational cultural assumptions of the ancient world to those associated with Modernity. The focus is on the major ideas, principles, and their implications within the time frame of the 6th to 16th centuries and the context is inter-cultural.

What ties the course together is the theme of the journey -- the journey from a more internalist or spiritual framework to one that is more externalist or materialist in nature. Of particular relevance is the reason for or objective of the journey, the destination that the 'travelers' envisage, and the obstacles encountered along the way. The roads to Modernity all differ and insight into Modernity can be gained by comparing different journeys and considering thereby the cultural journey on which we are presently engaged.

Additional Information

The weekly schedule of topics and readings can be found at the end of this outline as well as a discussion of the assignments. All lectures and labs are synchronous and will be recorded via the zoom protocol

Objectives of the Course

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

- (a) interpret classical texts and historical documents in a creative manner;
- (b) improve basic writing skills in the context of framing and defending arguments
- (c) learn about their own 'internal' and 'external' journeys

Textbooks and Readings

Alfred J. Andrea and James H. Overfield, *The Human Record: Sources of Global History, Vol. I to 1500*, 8th Ed. Boston: Cengage, 2016.

[Should be available in e-edition from bookstore or publisher.]

Learning Technologies and Requirements & Policy on the Use of Electronic Communication Devices

This is an online course. 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);
- A microphone and speaker (built-in or external), or headset with microphone.

Most current laptops will have a built-in webcam, speaker and 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 the university's IT department. For more information, see <https://www.ucalgary.ca/pubs/calendar/current/student-campus-services-information-technologies-it.html>

Instructors may arrange to record synchronous zoom class sessions for lesson capture; however, students are not to share recordings with others. Please carefully review the section on Instructor Copyright at the end of this outline.

Assignments and Evaluation

Please see Assignment Guide at end of Syllabus for details.

Weight	Assessed Components	Due
20%	Assignment #1	Jan. 27
30%	Assignment #2	Feb. 10
35%	Assignment #3	Apr. 14
15%	Mark Brief	Apr. 16

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 electronically by uploading them to the designated D2L dropbox (unless instructed otherwise in the assignment guidelines). Include your name and ID number on all assignments. 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% 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. 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 all assignments will be given letter grades as per the chart below:

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, please consult your instructor or visit the Student Success Centre, 3rd floor, Taylor Family Digital Library. To book an appointment, go to <https://success.ucalgary.ca/home.htm>

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:

[Numbers Refer to Reading Selections in *The Human Record*, Vol. I, 8th edition. They are not page numbers.]

Jan. 11 Introduction

Jan. 13 The Buddhist Journey: 17, 38

Jan. 18 The Hebrew Journey: 19, 41

Jan. 20 The Daoist Journey: 20, 23

Jan. 25 The Confucian Journey and the Way of Legalism: 21, 22

Jan. 27 The Hindu Journey: 15, 32

Feb. 1 The End of the Roman Journey:40 + Petronius (D2L)

Feb. 3 The Christian Journey: 42, 43

Feb. 8 Song of Roland (D2L)

Feb. 10 Everyman (D2L)

Feb. 14-20 Reading Break

Feb. 22 Dante (D2L)

Feb. 24 The Islamic Journey: 45, 46, 47

Mar. 1 The Islamic Journey: Multiple Voices VI

Mar. 3 Literary Journeys in East Asia: 51, 53

Mar. 8 Imaginative Journeys in South Asia: 58, 60

Mar. 10 Shifting to the External – Crusading Journeys: 56, 57

Mar. 15 Cultural Clash in East Asia: Multiple Voices VII

Mar. 17 Cultural Clash in the West: 64, 65

Mar. 22 African Journeys: 66, 67, 68

Mar. 24 American Journeys: 85, 73

Mar. 29 Journeys to the East: 77, 79

Mar. 31 Journeys toward Modernity: 75 + Thomas More (D2L)

Apr. 2 Good Friday – No tutorials

Apr. 5 Easter Monday – No classes

Apr. 7 Erasmus (D2L)

Apr. 12: Machiavelli (D2L)

Assignment Guide

Course Questions:

- (1) How does your journey (or that of your parents or grandparents) compare with that of one or more course figures in terms of origin, goal, purpose and obstacles encountered?
- (2) How do the internal and/or external journeys undertaken or described by different course figures lead to modernity or lead away from it?
- (3) How many course figures and/or texts are engaged in journeys where there is no clear sense of direction or where one ends up in place that was not expected?
- (4) How do internal external journeys reflect each other in different course texts?
- (5) How do journeys (internal or external) differ from each other according to the culture in which they are taking place?
- (6) Create your own question with a view to exploring the most important issue in your life and utilize course texts to help you provide an answer.

General Rules

- (1) Do 3 assignments based on any of the foregoing course questions. You may do these assignments on the same question if you wish.
- (2) The third assignment should be done in groups of approximately 5 students.
- (3) Mark breakdown and due dates: Assignment #1 = 20% (due Jan. 27); Assignment #2 = 30% (due Feb. 10); Assignment #3 = 35% (due April 14); Mark Brief = 15% (due April 16)

Format

Essay, dialogue, art/music with explanatory commentary, video, short story, etc. If you should choose an essay format, assignment #1 and #2 should be about 5-7 pages (double-spaced) and Assignment #3 about 7-10 pages (double-spaced). Otherwise, page length is open to you and should be adjusted to marking criteria given below.

Marking Criteria

In a few sentences at the end of each of your three submissions provide a statement as to how your work incorporates course texts, lectures, class discussion and discussion with your peers outside of class. Marks will be higher as more of these elements are incorporated in your work.

Marks are also higher when a submission displays originality, clarity of expression, logical coherence, and especially a sense of having challenged oneself.

Mark Brief Elements:

- (a) A statement of how much of the course material you have read
- (b) A description of how you tried to contribute to the class
- (c) An account of how you discussed the course material outside of class
- (d) A sense of how you have grown by way of your work in the course
- (e) A mark out of 15 or a straight letter grade based on the aforementioned elements (a mark which the instructor may or may not alter at his own discretion)