

**Communication and Culture 301 (L02):**  
*Cultural Foundations In A Comparative Context:*  
*The West, India, and China*

**Fall 2013**  
**M/W 8.00 – 9.15am**

**Tutorial 07: Th 9.00am**  
**Tutorial 08: Th 10.00am**  
**Tutorial 09: Th 11.00am**

**Instructor:** GR Wilkinson  
**Office Location:** SS 615  
**Office Phone:** 220-2987  
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**Web Page:** N/A  
**Office Hours:** M/W 9.30-10.30am

**Course Description**

A critical and inter-disciplinary examination, via classic texts, of Western (Greco-Roman and Judaeo-Christian), Indian, and Chinese civilizations in terms of their fundamental cultural assumptions. The time span is the formative period of these civilizations from about 2500 B.C to approx. 400 A.D. The key themes by which the texts will be explored are as follows: life-death, freedom-slavery, wisdom-foolly, and good-evil.

**Additional Information**

Lecture Schedule and Assignment Guide at end of this syllabus

**Objectives of the Course**

- (a) Learn how to read and interpret classic texts in a comparative manner;
- (b) Gain a synthetic overview of world civilization;
- (c) Improve writing skills in the context of developing and supporting arguments

**Internet and electronic communication device information**

No restrictions on use of laptops in class if they are used to take notes and there is no disturbance of other students by visiting inappropriate web sites. Please ensure that your other electronic devices are turned off during lectures and tutorials

**Textbooks and Readings:**

The following texts are all required and have been 'bundled' together to reduce costs:

D.S. Gochberg, S.S. Dulai, E.D. Graham, and K.W. Harrow, *World Literature and Thought*, Vol. 1, The Ancient Worlds (Belmont, Calif.: Wadsworth, Thomson Learning, 2002)

L.S. Cunningham and J.J. Reich, *Culture and Values*, Vol. 1, 7<sup>th</sup> ed. With Readings (Boston: Wadsworth, 2012).

### Assignments and Evaluation

(A) Reflective Journal:		
1st Submission	Sept. 26	10%
2 <sup>nd</sup> Submission	Oct. 24	10%
3 <sup>rd</sup> Submission	Nov. 07	15%
4 <sup>th</sup> Submission	Dec. 5	15%
(B) Leading Tutorial Discussion		10%
(C) Final Exam (Registrar Scheduled)		40%
		100%

For details, please see Assignment Guide at end of Syllabus.

All assignments must be completed or a grade of F may be assigned at the discretion of the instructor.

It is the student's responsibility to keep a copy of each submitted assignment.

Note: Please hand in your essays directly to your tutor or instructor if possible. If it is not possible to do so, a daytime drop box is available in SS320; a date stamp is provided for your use. A night drop box is also available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

**Registrar-scheduled Final Examination:** Yes (3 hours)

Please note: If your class is held in the evening, the Registrar's Office will make every attempt to schedule the final exam during the evening; however, there is NO guarantee that the exam will NOT be scheduled during the day.

### Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

## Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As one consequence, **students should identify themselves on all written work by placing their name on the front page and their ID number. Also you will be required to provide a piece of picture identification in order to pick up an assignment or look at a final exam from SS320 after classes have ended.**

For more information see also <http://www.ucalgary.ca/secretariat/privacy>.

## Writing Skills Statement

Department policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. For details see <http://comcul.ucalgary.ca/needtoknow>. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc) but also general clarity and organization. Research papers must be properly documented.

If you need help with your writing, you may use the Writing Centre. Visit the website for more details: <http://www.ucalgary.ca/ssc/writing-support>

## Grading System

The following grading system is used in the Department of Communication and Culture:

	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

Where a grade on a particular assignment is expressed as a letter grade, it will normally be converted to a number using the midpoint of the scale. That is, A- would be converted to 87.5 for calculation purposes. F will be converted to zero.

## **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.

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. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources.

Please consult your instructor or the Writing Centre (3<sup>rd</sup> Floor Taylor Family Digital Library, <http://www.ucalgary.ca/ssc/writing-support>) if you have any questions regarding how to document sources.

## **Academic Misconduct**

For information on academic misconduct and the consequences thereof please see the current University of Calgary Calendar at the following link;  
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

## **Students with Disabilities**

If you are a student with a disability who may require academic accommodation, it is your responsibility to register with the Student Accessibility Services (220-8237, <http://www.ucalgary.ca/access/>) and discuss your needs with your instructor no later than fourteen (14) days after the start of the course.

## **Students' Union**

For details about the current Students' Union contacts for the Faculty of Arts see <http://www.su.ucalgary.ca/governance/elections/home.html>

## **Student Ombudsman**

For details on the Student Ombudsman's Office see <http://www.su.ucalgary.ca/services/student-services/student-rights.html>

## **Emergency Evacuation and Assembly points**

For information on the emergency evacuation procedures and the assembly points see <http://www.ucalgary.ca/emergencyplan/assemblypoints>

**"SAFEWALK" Program -- 220-5333**

Campus Security will escort individuals day or night -- call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot booths.

## **Ethics**

Whenever you perform research with human participants (i.e. surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research. For more information about your research ethics responsibilities, see

The Department of Communication and Culture Research Ethics site:

<http://www.comcul.ucalgary.ca/ethics>

or the University of Calgary Research Ethics site:

<http://www.ucalgary.ca/research/cfreb>

## **Schedule of Lectures and Readings**

CMCL 301 L01 – Foundations

Lecture Schedule 2013:

Abbreviations: C&V,I = *Culture and Values*, Vol. I, 7<sup>th</sup> Ed. with Readings

WLT,I = *World Literature and Thought*, Vol. I, The Ancient Worlds

Sept. 9 : Intro: What This Course Is About – Key Concepts: (A) Life-Death, (B) Freedom-Slavery, (C) Wisdom-Folly, (D) Good-Evil

### **(A) Foundations of Life-Death In Myth and Music**

Sept. 11: *The Epic of Gilgamesh*: C&V,I, 1-10; WLT,I, 4-26

Sept. 16: Ancient Greece – The *Iliad* and *Odyssey* (Homer): C&V,I, 29-36; 296-301; 302-305; WLT,I, 131-169

Sept. 18: The Great Roman Myth – The *Aeneid* (Virgil): C&V,I, 83-98; 332-341

Sept. 23: India and the *Mahabharata* – C&V,I, 113-122; WLT,I, 430-451

Sept. 25: China and *The Book of History* and *The Book of Songs* – C&V,I, 122-126; WLT,I, 203-222

1<sup>st</sup> Journal Submission

**(B) Freedom and Slavery**

Sept. 30: The Classical Ideal in Ancient Greece and the Nature of Fate: C&V,I 53-61, *Oedipus the King* (Sophocles) 308-321.

Oct. 2: Aristotle, *Politics*: C&V,I, 62-63; WLT,I, 345-356

Oct.7: Herodotus, *The Histories* and Thucydides, *History of the Peloponnesian War*: WLT,I, 281-309

Oct. 9: Plutarch, *Lives* (Cato): WLT,I, 509-522

Oct. 14: Thanksgiving: No Lectures

Oct. 16: Kautilya, *Arthashastra*: WLT,I, 417-429

Oct. 21: Mencius, *The Mencius*, WLT,I, 466-474

Oct. 23: Hsun Tzu, *The Hsun Tzu* and Han Fei Tzu, *The Han Fe Tzu*, WLT,I, 475-481; 499-505

Oct. 28: Ssu-ma Ch'ien, *Records of the Historian*: WLT,I, 651-659

2<sup>nd</sup> Journal Submission

**(C) Wisdom and Folly**

Oct. 30: Socrates & Plato, *Apology* and *Republic*: C&V,I, 62-63; WLT,I, 321-344

Nov. 4: Aristotle & Sappho, *Nicomachean Ethics*, C&V,I, 327-329; Selected Poems, C&V.I,305; WLT,I, 226-229

Nov. 6: Marcus Aurelius and Stoicism: C&V,I, 92-93; 343-345; Lucius Apuleius, *The Golden Ass*, WLT,I, 523-535

Nov. 11-12: Reading Days – No classes

Nov. 13: Confucius, *The Analects* and Lao Tzu, *The Tao Te Ching*: WLT,I, 452-459; 482-490

3<sup>rd</sup> Journal Submission

**(D) Good and Evil**

Nov. 18: *The Old Testament*: C&V,I, 131-137; WLT,I, 108-130

Nov. 20: *The New Testament*: C&V,I, 137-141; WLT,I, 536-546

Nov. 25: Augustine: C&V,I, 149-152; *The City of God*: WLT,I, 550-563

Nov. 27: *Upanishads*: C&V,I, 347-350

Dec. 2: Buddhism, *The Life of Buddha*: WLT,I, 380-398; Buddhism, *The Diamond Sutra*: WLT,I, 399-407

Dec. 4: Review and discussion of exam

4<sup>th</sup> Journal Submission

### Assignment Guide for CMCL L01 2013: Foundations

(A) Reflective Journal:

1st Submission Sept. 26	10%
2 <sup>nd</sup> Submission Oct. 24	10%
3 <sup>rd</sup> Submission Nov. 07	15%
4 <sup>th</sup> Submission Dec. 5	15%
(B) Leading Tutorial Discussion	10%
(C) Final Exam (Registrar Scheduled)	40%
	100%

(A) Reflective Journal

The purpose of this assignment is to get you, the students, to do all the course readings and reflect on each reading with 1 to 1 ½ page entry (single-spaced) that touches on the following:

- How does the text embody fundamental cultural assumptions?
- How does the text embody 1 of the 4 course themes (life-death, wisdom-folly, etc.)?
- What quote do you think exemplifies the message of the text?
- What is your personal reaction to the text in view of lectures, class discussions, your own life experience, etc.?
- What piece of music, film, ad, etc. reflects the essence of the text and why?

- (f) What cultural differences are particularly striking to you and why?
- (g) How could you express the message of the text in a medium in which you like to work (e.g., photography, comic strip art, etc.)?

Students are expected to submit the entire journal at the end of each theme.

The marker will normally look at one entry of his/her own choosing, but will also read any entry that the student wishes to have examined. However, the grade for each submission will be based, not only on the entries marked, but also on how comprehensive the journal actually is. In other words, marks will be deducted as the number of entries falls below the  $\frac{3}{4}$  point. That is, if the journal contains less than  $\frac{3}{4}$  of the readings assigned up to the point of submission, the student risks failing. While comprehensiveness is crucial, originality and depth, according to the aforementioned criteria, are also important.

The advantage of doing this is that the journal is a record of what you learned in the course and allows you to avoid cramming for the final.

Students are also encouraged to share their journal entries with the class and tutorials, and perhaps incorporate whatever feedback they receive.

Tutorials will give students the opportunity to present before the group their entries relevant to what is being read and covered during the lecture. On the basis of tutorial discussions around these entries, group project ideas will be developed.

#### (B) Group Projects

Each student will lead one (or more) tutorial reading. They will read more closely and with perhaps more background in order to raise issues and ideas that will spark debate or discussion.

#### (C) Registrar-Scheduled Exam

Time: 3 hours

Format: The exam will be in two parts. Part A (worth 20%) will consist of quotation identification and explanation. Part B (worth 80%) will be a choice of two essays from questions given to you during the exam OR one larger essay written with a theme of your choice. Students can take into the exam a sheet of paper with whatever notes they think will be helpful. In other words, the goal is thinking and not memorization