

Communication and Culture (CMCL) 303 L20
Roads to Modernity
Spring 2013
TR 12:00 - 14:45 Tutorial 15:00 - 15:45

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Office Hours: Monday and Tuesday 10:00 - 11:00 or by appointment

Course Description

The course is a critical and interdisciplinary examination, via classic texts, of Western, Oriental, and Islamic civilizations in terms of their fundamental cultural assumptions as these have evolved from the formative period (1500 B.C to 400 A.D) covered in CMCL 301 toward the threshold of the modern world explored in CMCL 501 (17th to 20th centuries). The time span of the course is thus centered on the Medieval and Early Modern epochs (6th to 16th centuries), and the goal is to understand how and why civilizations transform themselves in the direction of a 'modernist identity' characterized by a loss and/or revision of foundational traditions. The key themes by which the texts will be explored are as follows: life-death, freedom-slavery, wisdom- folly, and good-evil.

Additional Information

Schedule of lectures and readings included at the 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 civilizations;
- c) Improve writing skills in the context of developing and supporting arguments;
- d) Explore how 'culture' is 'communicated' into existence via discourse pertaining to fundamental questions.

Internet and electronic communication device information

Laptop computers may be used for the sole purpose of taking notes.

Cell phones and all other forms of electronic communication must be turned off and put away during class.

Textbooks and Readings:

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

Cunningham, L.S. and Reich, John S. *Culture and Values*, Vol. I (with readings), 7th Ed. (Boston: Wadsworth, 2010)

Donald S. Gochberg, Sujit Singh Dulai, Edward. D. Graham, Kenneth W. Harrow, Priscilla Melendez, Anibal, Gonzalez, *World Literature and Thought*, Vol. II, The Middle Periods (Mason, Ohio: Cengage Learning, 2012)

Karl F. Thompson, ed. *Classics of Western Thought*, Vol. II, 4th Edition, Middle Ages, Renaissance, and Reformation (Boston: Wadsworth, 1988)

Assignments and Evaluation

1. 4 ten-minute quizzes @ 5%	=	20%
2. First Essay	=	15%
3. Second Essay	=	25%
4. Class Participation	=	10%
5. Registrar-Scheduled Exam	=	30%

All assignments must be completed (except quizzes) 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.

1. Quizzes

Quizzes are there to ensure that you do the readings. If you have done them, they (the quizzes) are an easy way of earning 20% of your final grade. They are not obscure or meant to trap you. Try not to miss them because *make-up quizzes are not possible*.

The quizzes will be given in the last 10 minutes of class on the following days: May 23, 2013; June 4, 2013; June 13, 2013; June 25, 2013

2. First Essay

Due Date: May 28, 2013 in class

Page Length: 5 pages

Goal: Find a contemporary (from our own time) manifestation of the Life-Death theme and compare the fundamental cultural assumptions associated with those appearing in one course text.

Method:

- a) Articulate your own understanding of the life/death theme
- b) Identify how that theme appears in a course text assigned in the Life-Death section of the class
- c) Interpret the fundamental cultural assumptions being expressed
- d) Compare those assumptions with those embedded in some contemporary text/artifact/phenomenon from our own times, indicating where you found it and why you think it is fundamental with respect to this time.

NB: Always support your argument with properly cited textual material from the course and elsewhere.

3. *Second Essay*

Due Date: June 18, 2013 in class

Page Length: 10-12 typed pages double-spaced

Goal: Compare two documents from with respect to one of the 4 course themes.

Method:

- a) Discuss your understanding of one of the course themes (i.e., life-death, freedom-slavery, wisdom-foolly, and good-evil);
- b) Indicate how that theme can be seen in two of the three cultures explored in this course (with at least one from the West);
- c) Develop and support a thesis as to the major similarities or differences that the given theme manifests between the two cultures under analysis and also with respect to your own understanding.

N.B.: Always support your argument with properly cited textual material from the course and elsewhere.

4. *Class Participation*

Participation will be assessed according to students' ongoing ability to make meaningful, informed contributions to class discussion and the extent to which they engage with various in-class activities throughout the term. Readings should be completed before coming to class.

5. Registrar-Scheduled Exam

Time: 2 hours

Format: The exam will consist in writing one essay from a list of two topics, given (with others) before the exam. Students can take into the exam one 8.5" x 11" sheet of paper (double-sided) with whatever notes they think will be helpful. In other words, the goal is thinking and not memorization.

Registrar-scheduled Final Examination: YES

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 (3rd 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 Disability Resource Centre (220-8237) 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.ucalgary.ca/provost/students/ombuds>

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/ethics/cfreb>

Schedule of Lectures and Readings

Abbreviations: C&V I = Culture and Values Vol. I
 WLT II = World Literature and Thought, Vol. II

CWT II = Classics of Western Thought, Vol. II

May 14: Introductions and Course Overview; Key Concepts
Life and Death in *Everyman*: C&V I 185-190; 401-410

Life and Death

May 16: Roland and De Troyes: C&V I 195-197; CWT II 14-51
Chaucer: C&V I 242-244; CWT II 140-182

May 21: Petrarch and Castiglione: C&V I 242-243, 265-267; CWT II 231-251, 294-315

May 23: Ko Hung and Lady Nijo: WLT II 43-50, 383-392
Quiz #1

Freedom and Slavery

May 28: Benedict and Hroswitha: C&V I 190-192, 195, 388-392; CWT II 1-13
Christine de Pizan and Cereta: C&V I 244-245, 289, 451-452, 453-456
Essay #1 Due

May 30: Pico Della Mirandola: C&V I 287-288; CWT II 252-262
More and Machiavelli: C&V I 289-291; CWT II 287-293, 316-328

June 4: Po Hsing-chien: WLT II 249-260
Ibn Khaldun: WLT II 670-682
Quiz #2

Wisdom and Folly

June 6: Aquinas: C&V I 223-230; CWT II 70-84
Erasmus: C &V I 290-291; CWT II 263-277

June 11: Montaigne: CWT II 371-387
Ch Hsi: WLT II 425-431

June 13: Kamo no Chomei: WLT II 369-376
Al-Maari: WLT II 128-134
Quiz #3

Good and Evil

June 18: St. Catherine: CWT II 128-135
Dante: C&V I 231-235, 413-425
Essay #2 Due

June 20: Luther and Calvin: CWT II 518-549

June 25: *The Koran*: C&V I 171-176

Rumi: C&V I 181-182, 383-385

Al-Hallaj: WLT II 118-127

Al-Ghazali WLT II 393-406

Quiz #4