

Communication and Culture (CMCL) 303 L01
Roads to Modernity
Winter 2013
Tuesday/Thursday 11:00 a.m.-12:15 p.m.

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Office Hours: Tuesday/Thursday 1:00- 2:00 p.m.

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-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 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

No restriction 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.

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, 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

(A) 4 ten-minute quizzes @ 5%	=	20%
(B) Registrar-Scheduled Exam	=	25%
(C) Class Presentation	=	15%
(D) First Essay	=	15%
(E) Second Essay	=	25%

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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

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://www.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

CMCL303 L01 2013

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

Jan. 8: Introduction: What This Course Is About – Key Concepts

Life and Death

Jan. 10: *Everyman*: C&V,I, 185-190; 194-195;401-410

Jan. 15: Roland/De Troyes: C&V, 195-197; CWT,II, 14-51

Jan. 17: Chaucer: C&V,I, 242-244; CWT, II, 140-182

Jan. 22: Petrarch, Castiglione: C&V,I, 242-243, 265-267, 287, CWT,II, 231-251, 294-315

Jan. 24: Ko Hung, *The philosopher Who Embraces Simplicity*: WLT,II, 43-50

Jan. 29: Lady Nijo, *The Confessions*: 383-392

Quiz #1

Freedom and Slavery

Jan. 31: Benedict and Hroswitha: C&V,I, 190-192, 195, 388-392; CWT,II, 1-13

First Essay Due

Feb. 5: Christine de Pisan and Laura Cereta: C&V,I, 244-245, 289, 451-452, 453-456

Feb. 7: Pico Della Mirandola: C&V,I, 287-288; CWT,II, 252-262

Feb. 12: More and Machiavelli: C&V,I, 289-291; CWT,II, 278-293; 316-328

Feb, 14: Po Hsing-chien, The Courtesan Li Wa: WLT,II, 249-260

Feb. 17-24 Reading Break

Feb. 26: Ibn Khaldun: WLT,II,670-682

Quiz #2

Wisdom and Folly

Feb. 28: St Thomas Aquinas: C&V,II, 223-230; CWT,II, 78-84

Mar. 5: Erasmus: C&V,II, 290-291; CWT,II, 263-277

Second Essay Due

Mar. 7: Montaigne: CWT,II, 371-387

Mar. 12: Ch Hsi, *The Neo-Confucian Synthesis*: WLT,II, 425-431

Mar. 14: Kamo no Chomei, *Life In A Ten Foot Square Hut*: WLT,II, 369-376

Mar. 19: Al-Maari, *Meditations*: WLT,II, 128-134

Quiz #3

Good and Evil

Mar. 21: St. Catherine: CWT,II, 128-135

Mar. 26: Dante: C&V,II, 231-235; 413-425

Mar. 28: Luther: CWT,II, 518-534

Apr. 2: Calvin: CWT,II, 535-549

Apr. 4: *The Koran: C&V,I*, 171-176; *WLT,II*, 89-116

Apr. 9: Al-Hallaj, *The Crucifixion of A Mystic*: *WLT,II*, 117-127

Apr. 11: Al-Ghazali, *WLT,II*, 393-406

Quiz #4

Apr. 16 Review and Discussion of Exam

Assignment Guide:

(A) 4 ten-minute quizzes @ 5%	= 20%
(B) Registrar-Scheduled Exam	= 25%
(C) Class Presentation	= 15%
(D) Essay #1	= 15%
(E) Essay #2	= <u>25%</u>
	100%

(A) *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 are given in the last 10 minutes of class on the following days: Jan 29, 2013; Feb. 26, 2013; March 19, 2013; April 11, 2013

(B) *Registrar Scheduled Exam:*

Time: 2 hours

Format: The exam will consist in writing one essay from a list of two, given (with others) before the exam. 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.

(C) *Class Presentation:*

Each tutorial will present (within 20 minutes max.) to the entire class what they think is the most important thing they have learned so far in the course. Any kind of media or mode of presentation will be allowed, and all students of the tutorial will get the same mark except for those who made no viable contribution. A written summary is also expected.

Examples: the light shed on some contemporary issue by way of a course text or set of texts, the source of current cultural tensions or misunderstandings, how current culture has been foreshadowed by course texts, etc.

(D) *Essay #1:*

Due date: Jan. 31, 2013

Page Length: approx. 5 pages

Goal: Draw from any one of the course texts covered up to the essay due date the fundamental cultural assumption(s) buried therein; discuss how you identified it and whether it was relatively easy or difficult to pull out; assess whether or not that assumption is still operative in your own life and how; and, if not, what assumption(s) you hold instead.

Method:

This is not a thesis-based essay, but one which should have the following sections:

- (a) state which text drew you and why
- (b) state what you think the fundamental cultural assumption is
- (c) identify where in the text you found it
- (d) discuss whether or not there might be other ways of interpreting the text and how you came to the conclusion you did
- (e) when describing whether or not the assumption is still operative in your life, give some concrete example to support your position

N.B.: Proper footnoting is expected.

(E) *Essay #2:*

Due Date: March 5, 2013

Page Length: approx. 10-12 pages

Goal: Compare any 2 of West, the Orient, and Islamic culture with respect to one of the 4 course themes

Method:

This is a thesis-based essay in which you should adopt and support a position centered on cultural similarities and difference.

- (a) focusing on one of the four course themes (i.e., life-death, freedom-slavery, wisdom-folly, and good-evil), articulate what it means to you in terms of your life experience;
- (b) indicate how that theme manifests in two of three cultures explored in this course;
- (c) develop and support a thesis as to the major similarities and differences that the given theme manifests between the two cultures under analysis and also with respect to your personal understanding.

N.B.: Proper footnoting is expected.