

University of Calgary
Department of Communication, Media and Film

CMCL 305 (L01): Modernity

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

Lecture: MW 2:00 to 2:50

Lab 1 F 9:00–9:50; Lab 2 F 10:00 –10:50; Lab 3 F 11:00-11:50;
Lab 4 F 12:00-12:50; Lab 5 F 1:00-1:50; Lab 6 F 2:00-2:50

Course is in-person.

Instructor:	Ronald Glasberg
Office:	SS 314
Phone:	403 220 7124
Email:	rglasber@ucalgary.ca
Web Page:	N/A
Office Hours:	Tuesdays 10:00-12:00

Course Description

The course is a critical examination of the fundamental cultural assumptions of Modernity in several major world civilizations including the West, South Asia (India) and East Asia (China). The focus is on understanding how the Modern World was born in the 15th century, how it evolved, and what it means for ourselves. The meaning of Modernity will be brought out by way of interpreting a set of primary source materials taken from the period of the 15th to the early 20th century. From a global perspective, key course themes central to understanding Modernity are the following: reason, reform, revolution, reaction and even rapine (forms of which are slavery, colonialism, and imperialism). Contexts for examining these themes are those of politics, economics, religion, and intellectual discourse.

Additional Information

The weekly schedule of topics and readings can be found at the end of this outline or on D2L. There is also an assignment guide at the end of this syllabus.

Students are responsible for reading and following all course and university policies discussed in this outline.

Objectives of the Course

- (1) develop in students the ability to interpret primary source materials;
- (2) gain insights into the fundamental cultural assumptions associated with Modernity;
- (3) identify some of the choices different cultures make with respect to the challenges of Modernity;
- (4) probe the question of whether or not Modernity is coming to an end and what may follow;
- (5) help students enhance their writing and presentation skills;
- (6) gain an ability to get a sense of the whole by learning how to synthesize diverse materials.

Textbooks and Readings

Required Text

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

[available at U. of C. bookstore and online]

Learning Technologies and Requirements

In order to complete 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 (for online synchronous courses only).

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

You may use whatever electronic device you wish as long as other students are not disturbed thereby.

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 this syllabus.

Weight	Assessed Components	Due
20 %	Assignment #1	Oct. 7
30 %	Assignment #2	Nov. 4
35 %	Assignment #3	Nov. 21 – Dec. 7
15 %	Assignment #4	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/resources-for-students/>. (Find the topic menu under the icon to the left of the ELEARN banner.)

Schedule of Lecture Topics and Readings

[Numbers, after topics, refer to sections in *The Human Record*, Vol. II. They are not page numbers.]

Friday Tutorials begin on Sept. 9

Sept. 7 (Wednesday): Introduction: Basic Concepts and Principles of Course

Sept. 12 Colonization and the Externalization of Europe – 1, 2, 3

Sept. 14 The Colonization of Nature – 9, 55

Sept. 19 Cultural Interchange – 10, 12, 13

Sept. 21 Slavery and Modernity – 17, 40

Sept. 26 Imperialism and Modernity – 19, 20, 21, 22

Sept. 28 Modernity and Progress in the Context of Religion, Reform and Reason – 4, 29, 30

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

Oct. 3 Economic Reform in the Context of Modernity – 31, 32

Oct. 5 Modernity in a Non-Western Context – 23, 24

[Oct. 7 -First Assignment Due in Tutorial or Drop-Box]

Oct. 10 – No class: Thanksgiving Day

Oct. 12 Revolution and Modernity – 33, 34, 35, 35, 37

Oct. 17 Colonial Revolutionary Reform – 38, 39

Oct. 19 Revolutionary Nationalism – Multiple Voices III

Oct. 24 Modernity and the 'end' of the Slave Trade – Multiple Voices IV

Oct. 26 Modernity and Islamic Reform – 43, 44, 63, 64

Oct. 31 Modernity and East Asia – 47, 48, 49

Nov. 2 Modernity and the Industrial Revolution – 51, 52, 53

[Nov. 4 – Second Assignment Due in Tutorial or Drop-Box]

Nov. 6-12: Reading Days: No Classes

Nov. 11 – No tutorials: Remembrance Day

Nov. 14 Modernity and Class War – 54, Multiple Voices V

Nov. 16 Late Modernist Imperialism – 56, 57

Nov. 21 Imperialism and the 'second' assault on Africa – 61, 62 **[Tutorial #1 Presentation]**

Nov. 23 The South and East Asian response to Imperialism – 65, 66, 68, 74 **[Tutorial #2 Presentation]**

Nov. 28 World War I and the 'first' crisis of Modernity – 77 **[Tutorial #3 Presentation]**

Nov. 30 Communism as the 'Perfection' of Modernity – 78, 79 **[Tutorial #4 Presentation]**

Dec. 5 Nazism and the 'Death' of Modernity – 80, 82 **[Tutorial #5 Presentation]**

Dec. 7 Modernity and the Feminist Hope – 6, 8, 59 **[Tutorial # 6 Presentation]**

Assignment Guide

Assignment #1

Due Date: Oct. 7, 2022

Length: 5 pages double-spaced (minimum)

Weighting: 20%

Goal and Method:

- (a) On the basis of the readings assigned before Oct. 7, please create your own definition of what modernity means to you.
- (b) Show how one of those readings exemplifies your definition.
- (c) Discuss the underlying cultural assumptions of Modernity revealed in the chosen texts.
- (d) Conclude by critically considering the effects of the foregoing assumption(s) on your life and the lives of others.

Tentative Rubric:

Students usually expect a rubric; and while a rough guide is given below, there is room for your input in the tutorial. I am trying to balance freedom with fairness. (Does that sound vaguely familiar?) Please consider what is given below then as tentative.

- (i) your definition of modernity and how you came up with it; places of confusion and struggle; strengths and weaknesses of your definition: 20%
- (ii) how the text you have chosen exemplifies modernity; why you chose it among others, relevant or supportive quotations: 30%
- (iii) what is your understanding of a fundamental cultural assumption and how does the text you have chosen reveal it; does the assumption pertain to one or more of the following general categories: life-death, freedom-slavery, wisdom-folly, good evil: 35%
- (iv) considering the implications and/or effects of living with the modernity assumption you have identified: 15%

Assignment #2

Due Date: Nov. 4, 2022 (in tutorial)

Length: 7-10 pages double-spaced

Weighting: 30%

Goal and Method:

- (a) Show how a current crisis of our time has its roots in modernist cultural assumptions as articulated in at least 2 texts taken from the readings covered between Oct. 7 and Nov. 4.
- (b) Identify what you deem to be the major crises of our time and which to you is the most serious.

(c) This can be done as a short story, dialogue, video, etc. as long as the aforementioned elements are included.

Tentative Rubric:

- (i) discussion of current crises of our time; how did you identify them, what sources did you employ to identify them: 20%
- (ii) discussion of how two course texts reflect the above-mentioned crisis or crises and how you chose them: 50%
- (iii) relevant supporting quotes: 20%
- (iv) how shift in assumptions might have avoided these crises: 10%

Assignment #3

Due Date: These are 6 tutorial presentations of about 20 minutes each. Each tutorial will present before the entire class on each of the last 6 days of class: Nov 21 (Lab 1); Nov. 23 (Lab 2); Nov. 28 (Lab 3); Nov. 30 (Lab 4); Dec. 5 (Lab 5); Dec. 7 (Lab 6)

Length: approximately 20 minutes duration

Weighting: 35%

Goal and Method:

The goal is to get all of you to talk to each other about important questions and to communicate your insights to the entire class. Inasmuch as one of the crises of our time is precisely the inability to communicate about issues that define our lives together as a functional community, a way of remedying this situation to practice talking to each other about the dysfunctions that beset us, including the dysfunctions of Modernity.

I do realize that in more than 40 years of university teaching, things have changed. Many of you have neither the time nor the inclination to talk to each other because the primary focus of your life might be an off-campus job. This also gets in the way of reading about the fundamental issues that define our lives. Thus, the goal of university education for no small number is just to get through by jumping through a series of seemingly arbitrary hoops. I realize this is not true for everyone and not all profs wish to raise the question of the value of a liberal arts education. However, to the extent that a liberal arts education entails what I would call participatory discourse and that the latter is crucial if we are to maintain a functional democracy, this assignment calls on all of you to work together in your respective tutorials to develop an understanding of your world even if that entails understanding your differences at a level of depth.

- (a) Start by dividing up the skill set that each tutorial member can bring to the table.
- (b) Develop an organizational structure and take note of how that goes. (You are going to have to do this in real life anyway.)

- (c) On the basis of the skill set and organizational structure set up a regular meeting and/or communication plan. (This should be done by the second week of classes).
- (d) Figure out some over-all way of bringing in the course together in terms of an issue that is of interest to your group.
- (e) Be ready to utilize the 2 assignments that people will be doing ahead of time. In fact, you might want to figure out a way of using these to get as broad an overview of possible of the entire course. That means look ahead at the readings to come.
- (f) Whatever theme on which you choose to focus (e.g., gender, class, a critique of Modernity, how Modernity might be improved, etc.), the overall goal is to integrate as much of the course as possible by including as many of the readings as possible.

Tentative Rubric

- (i) coherence or level of course integration achieved in presentation: 30%
- (ii) originality of presentation: 25%
- (iii) clarity of objectives set by the project: 20%
- (iv) ability to realize objectives: 25%

Assignment #4 – Mark Brief

Due Date: Dec. 9 after classes end on Dec. 7 (Drop Box)

Length: approximately 1-2 pages double-spaced

Weighting: 15%

Goal and Method:

Give yourself a grade out of 15 based on the following criteria, upon which your brief reports. (There is to be one mark out of 15 and not some breakdown for each of the following criteria.)

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