

**University of Calgary**  
**Department of Communication, Media and Film**  
**CMCL 307 (L01): Contours of Contemporary Culture**  
**Winter 2022: January 10-April 12 (excluding Feb. 20-26)**

**Lecture: MW 3:00-3:50**  
 Lab 1 F 12:00-12:50; Lab 2 F 1:00 –1:50.

**IMPORTANT NOTE FOR IN-PERSON COURSE DELIVERY**

**Note:** This course will be delivered in-person. If you are unable to participate in-class owing to time differences or geographical location, please arrange to take this course in a future term

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<b>Web Page:</b>	N/A
<b>Office Hours:</b>	MW 4:00-5:00 (in-person)

### Course Description

A critical and interdisciplinary examination, via pertinent historical documents, of the transition from the Modernity to Post-Modernity within the time frame of the 20<sup>th</sup> to the 21<sup>st</sup> centuries. The context is inter-cultural.

What ties the course together are the challenges that beset us in contemporary culture and the solutions that we all need to develop together, not just to survive, but to live in a better world. What 'better' means will be developed by students in response to interpreting the major events of recent history.

### 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

The weekly schedule of topics and readings can be found at the end of this outline or on D2L. Students are responsible for reading and following all course and university policies discussed in this outline.

### Objectives of the Course

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

(a) interpret historical documents in a creative manner;

- (b) improve basic writing skills in the context of framing and defending arguments
- (c) learn to identify major global problems and come up with solutions

### Textbooks and Readings

Alfred J. Andrea and James H. Overfield, *The Human Record: Sources of Global History, Vol. II: Since 1500*, 8<sup>th</sup> Ed. Boston: Cengage, 2016. [e-version available as well as paper copy from bookstore]

### 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 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

Students are free to use whatever devices they wish as long as other students are not disturbed.

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

Weight	Assessed Components	Due
20 %	Assignment #1	Jan. 26
30 %	Assignment #2	Feb. 16
35 %	Assignment #3	Apr. 11
15 %	Mark Brief	Apr. 13

**Registrar-scheduled Final Examination:** No

**Note:** You do not have to complete all the assignments and exams in order to receive a passing grade in this course.

## Submission of Assignments

Please submit all assignment in class or by email attachment.

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/](http://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 all assignments will be given letter grades.

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](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**

Jan. 10 Introduction

Jan. 12 World War I: 77

Jan. 17 The Russian Revolution: 78, 79

Jan. 19 Hitler and the Nazis: 80

Jan. 24 Concentration Camps: 82

Jan. 26 The A-bomb: Multiple Voices VII

Jan. 31 De-colonization: 84

Feb. 2 Israel-Palestine: 86

Feb. 7 India and Gandhi: 87

Feb. 9 Vietnam: 88

Feb. 14 Latin America: 89

Feb. 16 Mao and China: 91

Feb. 20-26 Reading Break

Feb. 28 The Cold War: 93, 94

Mar. 2 Oil War 96

Mar. 7 The Rise of Japan 97

Mar. 9 Mandela and Apartheid: 98:

Mar. 14 The World Bank and Sub-Saharan Africa: 99

Mar. 16 Khomeini and Islamic Revolution: 100

Mar. 21 India and Hinduism: 101

Mar. 23 Feminism: 102, 103, 104

Mar. 28 Communist Retreat: 105, 106

Mar. 30 Confrontation: 107, 108

Apr. 4 Globalization: 109, 110

Apr. 6 Terror: 111, 112

Apr. 11 Internet: 115, 116 and Conclusion

### Course Questions:

(1) What are the major crises of our time and how would you propose to deal with them?

(2) What are the fundamental cultural assumptions of our time and how might they be altered for the greater good?

(3) What are the major areas of disagreement or misunderstanding that characterize post-modernity and how might they be resolved?

(4) What do you feel about the culture that currently surrounds you and how do those feelings compare with the feelings expressed in the course readings?

(5) What are the ultimate or foundational realities being expressed in the course readings and how are these connected or disconnected?

(6) A question that is central to your life and can be answered by your engagement with the course texts.

### 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. 26); Assignment #2 = 30% (due Feb. 16); Assignment #3 = 35% (due April 11); Mark Brief = 15% (due April 13)

### Format

Essay, dialogue, art/music with explanatory commentary, video, short story, etc.

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)