

University of Calgary

Department of Communication, Media and Film

CMCL 305 (L01): Modernity

Communication and Culture

FALL 2020: September 9 to Dec. 9 (excluding Oct. 12, Nov. 9-13)

**Lecture: MW 15:00 to 15:50, B01 F 10-10:50, B02 F 11-11:50,
B03 F 12-12:50, B04 F 1-1:50**

Lectures and Labs will be in synchronous Zoom sessions

IMPORTANT NOTE ON COURSE DELIVERY FOR FALL 2020:

This Fall 2020 course will be offered entirely online as part of the University's plan to ensure everyone's safety during the Covid-19 pandemic. Please read the outline carefully to see which course components will be offered synchronously (where you are expected to participate at the usual scheduled course time) and which components will be offered asynchronously (to be completed on your own time). Synchronous course sessions will normally be hosted on Zoom, a video-conferencing program. To access scheduled Zoom course sessions, go to D2L, click on the COMMUNICATION tab, and select Zoom 5 or 10 minutes before class is scheduled to begin.

If you will not be able to participate in scheduled synchronous class sessions owing to time differences, then you should arrange to take this course when it is offered in person in the future.

Note that the time indicated on course outlines for all timed quizzes and exams in CMCL, COMS, and FILM courses includes 50% extra time to allow for technical difficulties.

Instructor:	Ronald Glasberg
Phone:	403-220-7124
Email:	rglasber@ucalgary.ca
Web Page:	D2L (access via MyUofC portal)
Office Hours:	M/W 16:00-17:00 (via Zoom or email)

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 centuries. From a global perspective, key course themes central to understanding Modernity are reform, revolution, and reaction in religious, political, and intellectual contexts.

Additional Information

The weekly schedule of topics and readings can be found at the end of this outline or on

D2L. All course components (lectures and labs) will be conducted synchronously in real time.

Objectives of the Course

- (1) develop in students the ability to interpret primary source materials;
- (2) an ability to draw from texts and to creatively compare fundamental cultural assumptions;
- (3) a capacity to construct integrative overviews of cultures;
- (4) writing and presentation skills

Textbooks and Readings

Alfred J. Andrea & James H. Overfield, *The Human Record: Part I-III – Sources of Global History* (Toronto: Nelson, 2020)

[available through U. of C. Bookstore]

Learning Technologies and Requirements & Policy on the Use of Electronic Communication Devices

This is an online course. In order to complete online (or blended) 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);
- A microphone and speaker (built-in or external), or headset with microphone.

Most current laptops will have a built-in webcam, speaker and microphone. 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 the university's IT department. For more information, see <https://www.ucalgary.ca/pubs/calendar/current/student-campus-services-information-technologies-it.html>

Instructors may arrange to record synchronous zoom class sessions for lesson capture; however, students are not to share recordings with others. Please 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 Syllabus

Weight	Component	Due Date
0%	Participation plan	Sept. 21, 2020
20%	Assignment #1	Oct. 5, 2020
30%	Assignment #2	Nov. 4, 2020
35%	Assignment #3	Dec. 11, 2020
15%	Participation Brief	Dec. 11, 2020

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.

If you miss a required course component, please contact your instructor as soon as possible.

Submission of Assignments

Please submit all assignments electronically by uploading them to the designated D2L dropbox (unless instructed otherwise in the assignment guidelines). Include your name and ID number on all assignments. It is your responsibility to keep a copy of each submitted assignment and to ensure that you submit the proper version (particularly in courses requiring electronic submission).

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 recorded 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. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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 that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, see Section M.1 of the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>. Also see FAQs for Students: <https://www.ucalgary.ca/registrar/registration/appeals/student-faq>

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.

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, please consult your instructor or visit the Student Success Centre, 3rd floor, Taylor Family Digital Library. To

book an appointment, go to https://ucalgary.ca/student-services/student-success?utm_source=ssc&utm_medium=redirect&utm_campaign=redirect

Instructor Intellectual Property & Copyright Legislation

Course materials created by the instructor (including 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.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). 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 deferrals of exams and course work, requests for reappraisals, and other matters, please see the relevant sections in the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/academic-regs.html>

Student Support Services and Resources

Please visit <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, visit <http://elearn.ucalgary.ca/desire2learn/home/students>. IT support is available at itsupport@ucalgary.ca or by calling 403-220.5555.

Schedule of Lecture Topics and Readings

CMCL 305 Fall 2020: Readings & Assignments: Numbers refer to **Sections** of *The Human Record: Part I-III, Sources of Global History*

Sept. 9: Intro: Modernity and Course Structure – A Global Perspective on Revolution, Reform, and Rapine

Sept. 14: Colonization and the Externalization of Europe – 1, 2, 3

Sept. 16: Colonization of Nature: The Scientific Revolution – 9, 55

Sept. 21: Religious Reform: Protestantism and Islam – 4, 13

Sept. 23: Cultural Interchange and the Politics of Interpretation – 10, 12, 13

Sept. 28: Slavery: Colonization of Humanity – 17, 40

Sept. 30: Imperialism -- and the Clash of Cultures – 19, 20, 21, 22

Oct. 5: European Reform and the Idea of Progress -- 29, 30

Oct. 7: Economic Reform in Europe in the Context of Modernity and Progress -- 31, 32

Oct. 12: Thanksgiving – No classes

Oct. 14: East Asian Reform – 23, 24, Multiple Voices II

Oct. 19: Western Political Reform in a Revolutionary Vein -- 33, 34, 35, 37

Oct. 21: Colonial Revolutionary Reform -- 38, 39

Oct. 26: Nationalism and Cultural Revolution -- Multiple Voices III

Oct. 28 Ending Slavery – Multiple Voices IV

Nov. 2: Islamic Reform and Modernization -- 43, 44, 63, 64

Nov. 4: East Asian Reform Movements -- 45, 47, 48, 49

Nov. 9-13 Reading Break: no classes

Nov. 16: Industrial Revolution – 51, 52, 53

Nov. 18: Class War – Multiple Voices V, 54

Nov. 23: Imperialism and Its Critics -- 56, 57

Nov. 25: Gender Revolution – 6, 8, 59

Nov. 30: African Exploitation -- 61, 62

Dec. 2: India – Exploitation and Revolt – 42, 65, 66, 67

Dec. 7: Japan and Modernization -- 69, 72, 73

Dec. 9: Summary – Modernity To-Day

Assignment Guide: CMCL 305 Fall 2020

Assignment #1

Due Date: Oct. 5, 2020

Length: 5 pages double-spaced

Weighting: 20%

Goal and Method: Pick one of the texts from before Oct. 5, 2020 and interpret it from one or two of the following schemas of interpretation: life-death, freedom-slavery, wisdom-foolly, good-evil. You may choose another schema of interpretation if you wish; but, in any case, you must give a definition of your schema and why you think it is important to you. Once you have elaborated on your schema(s) of interpretation, you must apply it to the ‘object of interpretation’, that is, the text. Basically what you are doing is exploring what you think the text means from the perspective of one or two of the schemas and supporting that interpretation by way of direct quotes from the text. You would conclude by explaining how the meaning you have pulled out sheds light on modernity as you understand it.

Assignment #2

Due Date: Nov. 4, 2020

Length: 5-10 pages double-spaced

Weighting: 30%

Goal and Method: After picking two texts from the period of Oct. 7 to Nov. 4, 2020, they should be compared with respect to at least two of the foregoing schemas of interpretation. Again, other schemas may be used; but as always, a definition must be given along with an explanation of why it is important to yourself. Basically you are continuing to work on the question of modernity – specifically, what light do the two texts shed on modernity as your understanding of that term has evolved since your last essay. Also to be explored is how the meaning of modernity pulled out by way of your comparison is similar to or different from current manifestations of modernity.

Assignment #3

Due Date: Dec. 11, 2020

Length: 10-15 pages double-spaced

Weighting: 35%

Goal and Method: The goal is to summarize the course by imaginatively integrating as many of the readings as possible in way that illustrates your understanding of modernity. Text, painting, videos, music, dialogue, etc. may be brought to bear on this project which should be done in a group format of approximately 5 people. Extra marks will be forthcoming if presentations to the class (via Zoom) are offered before the due date.

Participation Brief:

Due Date: Dec. 11, 2020

Length: 1-2 Pages double-spaced

Weighting: 15%

Goal and Method: Within the first 2 weeks of the class, students are expected to design individually or in groups a participation plan (due Sept, 21st at the latest), where participation will count for 15% of the final mark. The participation plan may be shown to the instructor for feedback, and in its essence is a plan outlining how participation may be facilitated during the time-frame of the course. For example, the plan may include the following elements: (a) regular participation on a discussion board; (b) virtual or non-virtual meetings with others to discuss the course material; (c) class presentations; (d) writing poetry, short-stories, etc. that reflect engagement with the course material; (e) etc.

On the last day of class a participation brief should be submitted to the instructor with a proposed letter grade that reflects as accurately and fairly as possible the student's record of participation. The brief should be a statement that includes the following elements: (a) the percentage of course readings completed by the student; (b) a statement articulating the most important thing(s) learned in the course; (c) a comment on how well the student fulfilled the participation plan that was put forth at the outset of the course; (d) on the basis of the foregoing, a letter grade reflecting what the student thinks they deserve