



FACULTY OF ARTS

Arts and Sciences Honours Academy 220

Quests and Questions
Fall Term 2016 and Winter Term 2017

Tuesdays and Thursdays 12:30 pm – 1:45 pm in the Taylor Institute, Studio B.

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office hours **Wednesdays and Thursdays 10-11am
and by appointment**

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office hours **Thursdays 1:50-2:50pm
and by appointment**

Course Description

In this class we will investigate a variety of themes in human culture, including centrally the nature of discovery and creation, tradition and modernity, and society and justice. Throughout this class you will develop your own perspectives on these questions, but also learn to inhabit the perspectives of others. The course emphasizes critical thinking and creativity.

In most classes students learn by receiving ideas and information from instructors and texts, or they discuss such materials in seminars. While we will do some of that, the majority of this class will use a game-based pedagogy called “Reacting to the Past”. Students learn by taking on roles, informed by classic texts, in elaborate games set in the past; they learn skills—speaking, writing, critical thinking, problem solving, leadership, and teamwork—in order to prevail in difficult and complicated situations. That is because Reacting roles, unlike those in a play, do not have a fixed script and outcome. While students will be obliged to adhere to the philosophical, artistic, and intellectual beliefs of the historical figures they have been assigned to play, they must devise their own means of expressing those ideas persuasively, in papers, speeches or other public presentations; and students must also pursue a course of action they think will help them win the game.

Learning outcomes

Students will practice and increase their competency in:

- Conducting independent research, including finding multiple resources to support arguments
- Composing rhetorically appropriate speeches and traditional essays
- Analyzing images by exercising both visual literacy and critical seeing
- Devising and presenting logical arguments, supported by evidence
- Evaluating and appreciating classical historical and literary texts
- Analyzing the relationship between fact and contingency, theory and practice
- Criticizing opposing viewpoints and defend their own
- Collaborating with classmates as a member of a team
- Creating community by working with classmates (both inside and outside of class)

They will also become familiar with a variety of perspectives on the following questions:

- What does it mean to know something?
- How do scientific explanations differ from common sense?
- What is the role of empirical evidence and counter-evidence in shaping our knowledge?

- Can a better understanding of what “is” shape our beliefs about what “ought to be?”
- Is inequality always unjust?
- What role does news-media play in the spread of ideology?
- Is there a difference between news and propaganda?
- What are the obligations of citizenship in a democracy?
- When, if ever, does violence play a legitimate role in revolution?
- How is art impacted by treating it as a commodity?
- How should we “read” a visual image? Are images a form of speech?
- What is the relationship between avant-garde artistic movements and social and political reform?
- Should art be political?

Required Texts

Fall

- Browne, Janet. 2006. *Darwin's "Origin of Species": A Biography*. New York: Atlantic Monthly Press. ISBN-13: 9780802143464
- Driscoll, Marsha, Elizabeth Dunn, Dann P. Siems, and B. Kamran Swanson. 2014. *Charles Darwin, the Copley Medal, and the Rise of Naturalism. 1862-1864*. ISBN-13: 978-0-393-93726-8
- Johnson, Steven. 2007. *The Ghost Map: The Story of London's Most Terrifying Epidemic – and How it Changed Science, Cities, and the Modern World*. Riverbed Books. ISBN-13: 978-1594482694
- Le Guin, Ursula. 1974/1994. *The Dispossessed*. Harper Voyager. ISBN-13: 978-0061054884

Winter

- Carnes, Mark. C., and Gary Kates. 2015. *Rousseau, Burke, and Revolution in France, 1791 (Second Edition)*. Norton. ISBN: 978-0-393-93888-3
- Rousseau, Jean-Jaques. 1762/1968. *The Social Contract*. Trans. by Maurice Cranston. New York: Penguin Classics. ISBN: 9780140442014
- McKay, Gretchen K., Nicolas W. Proctor and Michael A. Marlais. 2016. *Modernism vs. Traditionalism: Art in Paris, 1888-89*. **Provided in pdf format on the class D2L site.**

Assessment

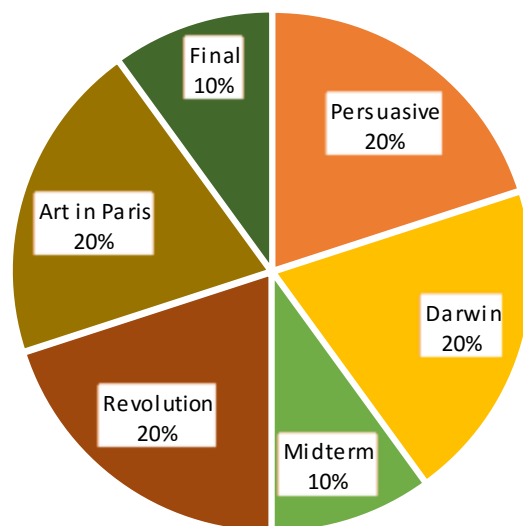
Grades in this class will be based upon the following components:

Fall term

1. Persuasive writing and speaking (20%)
2. RTTP: Darwin and the Copley Medal (20%)
3. Midterm (10%)

Winter term

4. RTTP: Revolution in France (20%)
5. RTTP: Art in Paris 1888-9 (20%)
6. Final (10%)



Within each component grades will be determined using *specification grading*. In a specification grading system each assignment is evaluated on a high-standards pass/fail basis using detailed checklists of assignment requirements and expectations. Letter grades on a component are

earned by the satisfactory completion of a certain number and kind of assignments. Students *choose* what letter grade they desire for the component and complete all assignments designated as part of that letter grade.

This system allows you as a student much more choice and is closer to the kinds of real-world experiences that adult life entails (think driver's license exams and the like). It builds on well-documented links between high expectations and student success. It also creates a safe but challenging environment in which you will thrive, because each assignment is assessed pass/fail, and the requirements for a pass are always clearly delineated. It will be easy for you to tell whether your work is complete, done in good faith, and consistent with my expectations and the intended learning outcome.

Important dates

Please note that a detailed schedule for each term, as well as a breakdown of the assignments needed for each grade level within a grading component will be provided separately from this syllabus.

Fall term

September 20: In class speaking exercises (required for persuasive speaking component)

September 27 – November 3: Darwin game sessions

November 15: Darwin debrief essay due.

December 7: Deadline for all assignments from the Persuasive writing and speaking component.

The midterm exam will be scheduled by the registrar during the December exam period.

Winter term

January 10 – February 16: French Revolution game sessions

February 28: French Revolution debrief essay due

March 2 – April 4: Art in Paris game sessions

April 12: Art in Paris debrief essay due

The final exam will be scheduled by the registrar during the April exam period.

Academic Honesty

Cheating or plagiarism on any assignment or examination is regarded as an extremely serious academic offense, the penalty for which may be an F on the assignment, an F in the course, academic probation, or requirement to withdraw from the University. See the relevant sections on 'Academic Misconduct' in the current University Calendar. Intellectual honesty requires that your work include adequate referencing to sources. Plagiarism occurs when you do not acknowledge or correctly reference your sources. If you have questions about correct referencing, consult your instructor.

Academic Accommodation

Student's seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. For more information on support services and accommodations for students

with disabilities, visit <http://www.ucalgary.ca/access/>. Students who require accommodation in relation to their coursework 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_0.pdf

D2L Help

Desire2Learn is UCalgary's online learning management system. Go to <http://www.ucalgary.ca/it/services/d2l> for help.

Student Advising and Information Resources

The Arts Students' Centre is your information resource for everything in the Faculty of Arts. Drop in at SS102, call 403-220-3580, or email ascarts@ucalgary.ca. Advisors in the ASC can also provide assistance and advice in planning your program through to graduation. Visit the Faculty of Arts website at <https://arts.ucalgary.ca/undergraduate> for detailed information on common academic concerns.

The Undergraduate Science Centre (USC) supports students in the Faculty of Science. The USC is specially equipped to answer students' questions about science programs, internship and co-operative education opportunities and programs that allow you to participate in an international experience. They are located in EEEL Building, Room 445 (please note that access is only available via the East Elevators). Call 403.220-8600, email usc@ucalgary.ca, or find them online at <http://www.ucalgary.ca/science/undergraduate/usc>.

Protection of Privacy The University of Calgary is under the jurisdiction of the provincial Freedom of Information and Protection of Privacy (FOIP) Act. The Department of Philosophy ensures the student's right to privacy by requiring all graded assignments be returned to the student directly from the instructor or teaching assistant.

Safewalk Call 403-220-5333 (24/7/365) for a Safewalk volunteer to accompany you safely to your destination on campus including parking lots, housing, and the LRT station or use a Campus Help Phone.

Support Resources

- SU Wellness Centre
(<http://www.ucalgary.ca/wellnesscentre/> 403-210-9355 / 403-266-4357)
- Calgary Communities Against Sexual Abuse Hotline
(<http://www.calgarycasa.com/> 403-237-5888)
- Alberta Mental Health Hotline
(<http://www.albertahealthservices.ca/services.asp?pid=saf&rid=1019446> / 1-877-303-2642)