



UNIVERSITY OF
CALGARY

Faculty of Arts

ARTS 503: Multidisciplinary Capstone

Fall 2022

Wednesday, 11:00am-1:50pm

SH 284

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Office Hours:	By Appointment

Course Delivery, Required Learning Technologies, and On-Line Presence

The course is delivered and attended in person. Course documents, supporting material, and assignments (not including PowerPoint Slides or lecture notes) are available through D2L. Students are required to have reliable and secure access to the Internet, either through a university or their own computer.

Course Description

This inquiry-based course examines academic research as a multidisciplinary formal and informal intellectual practice that has evolved over the centuries into a complex set of intersecting approaches, ideologies, perspectives, interpretations, and arguments. Research has contingently existed in time, space, and place to shape cultural understandings of investigation and examination of the world around us. As an integral human activity, research and multidisciplinary are seen to powerfully

shape individual and collective identities by the researcher embodying and testing new ideas. The nature of research and multidisciplinary are fundamentally one of discovery and even more so, creation, corroborating or challenging hegemonic thinking in academia, industry, and community, and through a meta-lens, fluid definitions of citizenship, nationhood, gender, race and ethnicity, state formation, and intellectualism. The increasing multiplicity of mediated humanistic and science research strategies and findings will be examined, all vying for authority in society, the public, government, media, and the university, and among researchers and readers.

Considering that this course is intended to explore knowledge and research from a variety of interconnected disciplinary and multidisciplinary approaches, it asks crucial questions such as: How have definitions of research changed over time, and how have they been impacted by forces internal and external to the university? How has humanistic, social science, science, and professional knowledge been informed and validated by methodologies associated with unraveling the past, present, and future? How has multidisciplinary enhanced the efficaciousness of research practices? What underlying events have accelerated the evolution of thinking about research, and have given rise to a vast mosaic of discourses, narratives, and experiences associated with the ideas and practices of research? How has research unsettled, **problematized and complicated** the theoretical disciplinary and intellectual constructions and entrenched socio-cultural values of the modern world? Finally, why does research and multidisciplinary matter?

The following is a selection of key concepts that are important in this course:

<i>agency</i>	<i>hermeneutics</i>	<i>Modernism</i>
<i>citizenship</i>	<i>historical relativism</i>	<i>narrative</i>
<i>class</i>	<i>identity</i>	<i>nationalism and nationhood</i>
<i>colonialism</i>	<i>inference</i>	<i>objectivity/subjectivity</i>
<i>contingency</i>	<i>interdisciplinarity</i>	<i>oral history and methodology</i>
<i>culture</i>	<i>interpretation</i>	<i>postcolonialism</i>
<i>deconstructionism</i>	<i>knowledge</i>	<i>postmodernism</i>
<i>discipline construction</i>	<i>lived experience</i>	<i>subjectivity</i>
<i>existentialism</i>	<i>Marxism</i>	<i>truth</i>
<i>gender</i>	<i>memory</i>	
<i>grand narratives</i>	<i>microhistory and study</i>	
<i>hegemony</i>	<i>Mentalitiés</i>	

Through in-depth investigation and reflection, the course will challenge pre-conceived notions of uni-cultural and multicultural concepts as they have evolved over time, space, and place, and how fundamentally interpretive they are according to lived experiences and individual and collective subjectivities. Particular social and academic signifiers, institutions, and dialogues will be examined in how they affected the way people perceive and have perceived their own lives in Canada and elsewhere. Imbedded and ascribed meanings of language, power, inequality, and agency are integral components of this study. Contemporary and historical perceptions of role and self, often from the

social margins, as formed through intellectual and cultural forces of ethnicity and race will be seen to intersect on how people were rendered voiced or voiceless, and prominent or invisible, and how constructions of difference have informed our past and present multidisciplinary understandings of Canada and the world.

Part of the introductory lectures will examine the skills of clear and effective writing, critical thinking, informal logic, and argumentation skills.

Objectives of the Course

1. through lectures, discussion, presentations, and structured research, to provide an academic forum for the study of constructions and mediated multiple and contested forms of research and multidisciplinary knowledge;
2. to analyze important issues and discourses in myriad ideologies and practices of research as they undergird and intersect multidisciplinary conceptions of regionalism, gendered, classed, and ethnic voices, multiculturalism, science and technology, religion and secularization, the media, education and higher education, communications, popular culture and consciousness, visual art, oral and written traditions, and cultural and intellectual turns;
3. to help equip the student with the academic tools and background knowledge necessary to critically, clearly, and effectively study the dynamics of humanistic, social science, science, and professional research as an intellectual creation that is integrally informed by contingent and subjective individual and collective interpretations;
4. to explore the disciplinary and multidisciplinary meanings of research in light of scholarly positionings such as postmodernism, poststructuralism, and postcolonialism as they have occupied, challenged, and provoked intellectual growth of members of past and present communities and societies;
5. to critically examine the fluid intellectual axis of time, space, and place on how multidisciplinary research and inquisition are created, shaped, and purveyed;
6. to encourage **curiosity** into the importance of **argument over opinion** and critical judgment in the context of research . The intellectual foundations of this course require the participants **to constantly and critically challenge their own pre-conceived** notions, ideas, conceptions, biases, predispositions, paradigms, and proclivities related to the past, present, and future world they inhabit that is predicated on critical intellectualism and reflection, and human behaviour and motivations;
7. understand more clearly the power and practice of judicious and critical thought;

8. to discuss strategies, options, and outlets for peer-reviewed publication of original research conducted in this course;

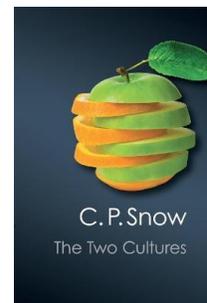
9. be able to approach future research projects and tasks more insightfully and effectively; and

10. to help make the students more powerful, critical, and judicious humane thinkers and researchers which is an integral skill not only for this course but for fulfilling life choices and for career aspirations on campus and off.

Instructorial and Course Philosophy: The instructor is to be considered a facilitator, discussant, resource, and lecturer of multidisciplinary argument and discussion. The instructor may be approached on any questions or concerns related to course content and procedure, or to broad academic issues that pertain to your intellectual reflection and growth. The course philosophy is hermeneutic, heuristic, and holistic: as a group, we will tackle pertinent topics and arguments in multidisciplinary research, and strive to challenge foundational assumptions of the subject matter in debate and discussion based on critical and thoughtful perspectives.

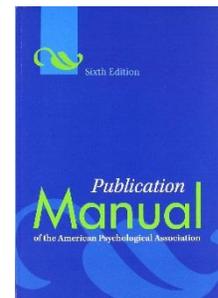
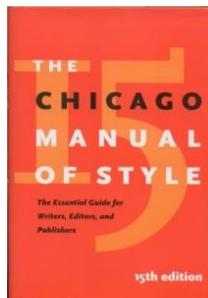
Textbook

One of the major texts that we will be discussing is C.P. Snow, *The Two Cultures* (Cambridge: Cambridge University Press, reprint 1998; original 1959). This and other required readings in the form of peer-reviewed articles and book chapters are available online as well through the university library.



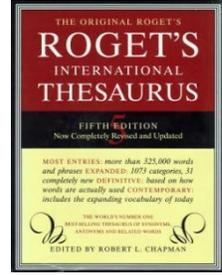
Non-Required to Purchase but Highly Recommended Resources

1. The accepted formatting manuals in academic research are: *The Chicago Manual of Style* (or the abbreviated *Turabian: A Manual for Writers*), the *MLA Handbook for Writers of Research Papers*, and the *Publication Manual of the American Psychological Association*. Consistent and accurate formatting style is fundamental to the writing components of this course.



2. *Funk and Wagnalls Canadian College Dictionary*. Toronto: Fitzhenry and Whiteside; *Oxford English Dictionary* (latest edition).

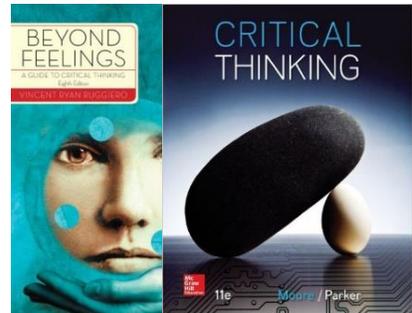
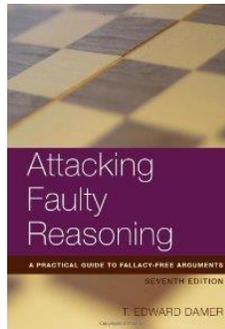
3. Chapman, Robert L., ed. *The Original Roget's International Thesaurus*. New York: Harper Collins (latest edition).



4. *The Globe and Mail*; *Calgary Herald*; *CBC's The National*; *CBC Radio* and other media outlets.

5. Disciplinary and multidisciplinary peer-reviewed journals, for example: *Cambridge Archaeological Journal*, *Canadian Geographer*, *Canadian Journal of Behavioural Science*, *Canadian Journal of Chemistry*, *Canadian Journal of Economics*, *Canadian Journal of Neurological Sciences*, *Canadian Journal of Urban Research*, *Canadian Journal of Zoology*, *Dialogue: Canadian Philosophical Review*, *History of Intellectual Culture*, *Interchange: A Quarterly Review of Education*, *International Journal of Applied Linguistics*, *International Journal of Research in Open and Distance Learning*, *Journal of the Canadian Historical Association*, *Journal of Ocean Technology*, *Journal of Small Business and Entrepreneurship*, *Informal Logic*, *Journal of Canadian Studies*, *Journal of Ethnic and Migration Studies*, *Labour/Le Travail*, *Review of Constitutional Studies*, *University of Toronto Law Journal*, *University of Toronto Quarterly: A Canadian Journal of the Humanities*. Referring to works in peer-reviewed academic journals is required in this course.

6. Books on critical thinking and informal logic. Examples include: T. Edward Damer, *Attacking Faulty Reasoning: A Practical Guide to Fallacy-Free Arguments*, latest edition (Belmont, CA: Wadsworth Cengage Learning/Nelson Education Ltd.); Vincent and Ryan Ruggiero, *Beyond Feelings: A Guide to Critical Thinking*, latest edition (New York: McGraw-Hill); and Brooke Noel Moore and Richard Parker, *Critical Thinking*, latest edition (New York: McGraw-Hill). *Critical Thinking*, latest edition (New York: McGraw-Hill); Trudy Govier, *A Practical Study of Argument* (Belmont, CA: Wadsworth Publishing, 2009).



Thinking and Writing Skills

Students are required to concentrate on their thinking and writing skills while engaged in the contextual and academic analysis of the idea and foundations of research and multidisciplinary. The instructor may be consulted on questions relating to writing, presentation, critical thinking, and argumentation skills. All assignments require the use of informal argumentation and argumentative structure. Resources for improving writing and presentation skills are available at the university Writing Centre in the Student Success Centre, third floor of the Taylor Family Digital Library. Visit the website for more details: <http://www.ucalgary.ca/ssc/writing-support>

Schedule of Lectures and Readings

The schedule of lectures and readings is available for download on D2L, and will be discussed in the first week of class. All readings are available on-line through the university library.

Assignments and Evaluation

Assignment documents and instructions are available on D2L. Students must keep a copy of each submitted assignment and be able to produce the copy immediately if requested. All assignments and discussions will be based on the material covered in lectures, assigned readings, any handouts and outlines, and the course textbook. Demonstrated knowledge of the topics covered will be graded according to such indicators as depth and breadth of analysis, critical perception, research, and expression of the material. An understandable and clearly-presented argument is always necessary. Following the research and writing guidelines discussed in the course and adhering to an authoritative and acknowledged formatting manual are necessary for structuring and arguing all qualitative responses throughout the course. Not following the instructions and details of these reference materials will result in a negative assessment on the any course component or assignment.

Evaluation will take into consideration clarity and depth of thought and presentation. The final mark on the assignments and examination will be affected negatively by improper grammar and organization, lack of clarity, poor spelling and presentation, incomplete or faulty sentence and paragraph structures, use of ghost subjects, and lack of proper, supported, and convincing argumentation. All of these items are the *sine qua non* for expressing thoughts and analysis on concepts, arguments, and issues discussed in class.

All assignments must be submitted in MSWord or PDF format through the D2L Dropbox before class on the day of submission as stipulated in this syllabus. See Policy for Late Assignments, below. Ensure that the assignment has been successfully uploaded and sent.

Evaluation Breakdown

- **Class participation, classroom collegiality, and attentiveness:** This component is officially assessed in a separate evaluation. It is considered an essential responsibility of each student. Questions that pertain to all the assignments and course procedures, content, and expectations will be covered in classroom lectures and discussion.

Adherence to lecture-room etiquette is vital. Talking in class while the lecture and related discussions are conducted is unacceptable, the main argument being that it disrupts the intellectual culture and focus of the class and disturbs your student colleagues. Also please be aware that the use of laptops for other than recording lecture and discussion notes can be distracting for colleagues nearby. Food and (non-alcoholic) drinks are allowed.

Please note that hardcopies or electronic copies of class lectures, slides, and notes are not available through the instructor. For reasons of copyright, PowerPoint slides, presentations, and videos are not posted on D2L.

Evaluation Breakdown

Assignment	Weight	Due Date
Mid-Term Research Report	25%	26 October, before class
Presentation of Week's Readings	20%	TBD throughout the term
Argument Paper	35%	7 December, before class
Participation	20%	throughout the term

► If ALL assignments are NOT completed in the course, the final grade will be assessed a "F."

Registrar-scheduled Final Examination: No.

Policy for Late Assignments: All assignments are due before the start of class on the due date. Ensure that the assignment has been successfully uploaded and sent to the D2L Dropbox. Assignments submitted after the deadline will be penalized a loss of grade (e.g., B to a B-) for each day of the week and weekends, late. Please ensure that the instructor's name and course number are clearly indicated on the front page. Extensions will not be granted without instructor approval, which should be sought in advance of the deadline whenever possible.

Assignments submitted after the stipulated time and day of submission will be graded but without written comments.

ARTS Grading Scale

Letter Grade	Percentage Grade	GPA	Description
A+	90-100%	4.0	Outstanding
A	85-89%	4.0	Excellent, superior performance, showing comprehensive understanding of subject matter
A-	80-84%	3.7	
B+	77-79%	3.3	
B	73-76%	3.0	Good, clearly above average performance with knowledge of subject matter generally complete
B-	70-72%	2.7	
C+	67-69%	2.3	
C	63-66%	2.0	Satisfactory, basic understanding of subject matter
C-	60-62%	1.7	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation
D+	56-59%	1.3	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
D	50-55%	1.0	Minimal Pass, marginal performance
F	0-49%	0.0	Fail, unsatisfactory performance or failure to meet course requirements

Note: for the official grade on any assignment or examination, a “F” is calculated as zero percent.

Plagiarism and Other Academic Misconduct

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Plagiarism may take several forms:

- ▶ Failing to cite sources properly
- ▶ Submitting borrowed, purchased, and/or ghostwritten papers
- ▶ Submitting one's own work for more than one course without the permission of the instructor(s) involved
- ▶ Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Use of Internet and Electronic Communication Devices



During class, cell phones must be turned off. To promote the full academic freedom of class participants that includes the free and unimpeded intellectual exchange of knowledge, arguments, ideas, and information, and to protect copyright of course material, **audio or visual recording of lectures, discussions, presentations, or media including PowerPoint slides is prohibited.** Unauthorized recording of lectures and discussions is a serious academic offense and is included in the university calendar under the definition of "Academic Misconduct." Please note that use of laptops for other than typing lecture, discussion, and presentation notes is distracting for colleagues nearby.

Instructor Intellectual Property

Course materials created by instructors (including 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 course at the same time may be allowed under fair dealing

Copyright

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or that you will have to consult books in the library reserve room. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes and electronic versions of textbooks). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

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. **You cannot conduct interviews of any kind for the explicit purposes of research for this course unless you consult with the instructor first.** For more information about your research ethics responsibilities, see the University of Calgary Research Ethics sites: [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#).

This course is conducted in accordance with the *Freedom of Information and Protection of Privacy Act* (FOIP). As one consequence, students must identify themselves on all assignments and the examination by placing their name on the front page and their ID number. For more information, see <http://www.ucalgary.ca/secretariat/privacy>

Student/Academic Accommodations

If necessary, requesting academic accommodations according to the [Student Accommodations policy](#) is the student's responsibility. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Writing Support Services

Students are required to concentrate on their thinking and writing skills while engaged in the contextual and academic analysis of multidisciplinary and research. The instructor may be consulted on questions relating to writing, presentation, critical thinking, and argumentation skills. All assignments require the use of informal argumentation and argumentative structure. Students must become familiar with "On Constructing and Writing an Argument." Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness such as grammar, punctuation, and sentence structure, but also general clarity and organization. Research papers must be properly documented.

Students are encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see [the sexual and gender-based violence policy](#).

Safewalk and Campus Security: 403-220-5333

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- ▶ Wellness and Mental Health
- ▶ Student Success
- ▶ Student Ombuds Office
- ▶ Student Union (SU) Information
- ▶ Graduate Students' Association (GSA) Information
- ▶ Emergency Evacuation/Assembly Points