

University of Calgary

PLUR 201 (L01): An Introduction to Pluralism

FALL 2021: September 7 – December 9, 2021 (excluding November 7-13, 2021)

Lecture: Asynchronously Online

Office Hours: Wednesdays 1 PM – 2 PM, OR by appointment

Instructor:	Dr. Harjeet Singh Grewal
Email:	harjeet.grewal@ucalgary.ca
Email Policy	All course communications must occur through your @ucalgary email. Emails should be written in a professional style and begin with “Dear ____:” I check email daily at 9:00 AM and prioritize my responses based on the subject heading. Please put an accurate and descriptive subject line stating what your needs are. I will respond to emails sent via student’s @ucalgary emails within 48 hours. If I do not reply with 48 hours, send a reminder email by replying to the earlier sent email so that your original text is included.
Web Page:	D2L available through MyUofC portal

Course Description

An introduction to concepts and issues associated with pluralism. There will be an emphasis on critical self-reflection about one’s assumptions, values and norms, and developing skills to engage with culturally diverse teams. Includes curriculum-based experiential learning components.

Additional Information

The weekly schedule of topics and readings will be posted as a separate document on D2L during the first week of class. Students are responsible for reading and following all course and university policies discussed in this outline.

This course will take place **online, asynchronously** via Desire2Learn (D2L) and Zoom.

To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions.

When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

Students will be assigned to groups and there will bi-weekly synchronous Zoom sessions based on your group every 2nd Thursday, but dependent on groups members availability, throughout the term beginning in the second week of the semester. Groups members will be expected to attend all of these synchronous sessions. None of the sessions will be recorded.

We will decide within each group what the best time to meet is during the first week.

Discussion groups will have various tasks to do such as discuss lecture and reading or attempt at pluralistic discussion and engagement exercises as the semester progresses.

GUIDELINES FOR ZOOM SESSIONS

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

Zoom sessions are private and meant for only the assigned group members. Zoom links and passwords are only intended for students registered in the course. Do not share the Zoom link or password with others; do not post details of meetings on any social media platform.

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

Any PPT lectures and recordings provided as well as any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g [Student Non-Academic Misconduct Policy](#)).

If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative time or group session. Alternative activities may also be given for missed sessions (e.g., to review a recorded session).

The instructor will attend all online Zoom sessions. These sessions are for discussion, review, and engagement by “practising pluralism.” As there may be sensitive issue discussed and role play may occur, sessions will not be recorded. For the purposes of supporting student learning, self-reflection, and growth in the class students may also give feedback to one another after completing activities during the sessions. If for any reason a need arises to record any part of a session, students will be advised before the instructor initiates a recording. Such recordings will be used to support student learning only and will not be shared or used for any other purpose by the instructor or by any member of the class.

Objectives of the Course

By the end of this course, students will be:

1. Familiar with important concepts, and issues related to pluralism from lecture and the textbook.
2. Able to discuss the development and importance of pluralistic frameworks and their importance in secular, multicultural democracies such as Canada.
3. Able to being practicing and applying concepts and pluralistic frameworks situationally.
4. Knowledgeable about the importance of applying pluralistic frameworks as they enter careers, the public space, and their interpersonal relationships.

Learning Resources

Required Readings, Textbooks, and Learning Materials (available at the UCalgary Bookstore)

Connolly, William E. (2005). *Pluralism*. Duke University Press.

Additional weekly readings, including peer-reviewed journal articles, will be posted on D2L

Learning Technologies and Requirements

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca).

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses 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;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

Assignments and Evaluation

Group Zoom Sessions (40%):

Students will be assigned to groups and there will bi-weekly synchronous Zoom sessions based on your group every 2nd Thursday, but dependent on groups members availability, throughout the term beginning in the second week of the semester. Groups members will be expected to attend all of these synchronous sessions. None of the sessions will be recorded.

We will decide within each group what the best time to meet is during the first week.

Discussion groups will have various tasks to do such as discuss lecture and reading or attempt at pluralistic discussion and engagement exercises as the semester progresses.

All students are expected to be prepared for the discussion sessions by reviewing all lecture presentations and readings that are relevant to the session. A pair of students will alternately present and lead a

discussion of a journal article from the refereed journal articles and chapters posted on D2L, the lecture, and textbook. Presentations should include a summary of the main points, or concepts discussed since the last session, an evaluation of its relevance to understanding pluralistic frameworks and practices. Presenters may choose to prepare a brief presentation (1-2 pages) for distribution before the talk and should prepare 2-3 open-ended questions that motivate discussion afterwards. The marking criteria for assessment will be posted in D2L.

Aligned Course Learning Outcomes: 1, 2, 3, 4,

Mid-Term Examination (15%):

Exam will be on October 28 during the allotted time for our class. No lecture or readings for this date. Exam will be released on the morning of the 28th and will be available for a 24-hour period so that students can sit the exam as per their individual schedules. The exam will be set for 70 minutes with a 10-minute grace period.

Exam format will be a combination of multiple choice and written answer questions.

Exam is open-book however, the time limitation will necessitate that you study and prepare as per a normal in-person classroom environment.

Aligned Course Learning Outcome: 1, 2, 3, 4,

Final Examination (15%):

Exam will occur as per Registrar schedule. Exam will be released on the Registrar scheduled date in the morning and will be available for a 24-hour period so that students can sit the exam as per their individual schedules. The exam will be set for 70 minutes with a 10-minute grace period.

Exam format will be a combination of multiple choice and written answer questions.

The exam is not cumulative but will have a situational applied long-answer question. Students will be given the prompt for this question after the final day of classes.

Exam is open-book however, the time limitation will necessitate that you study and prepare as per a normal in-person classroom environment.

Entry Critical Self-Reflection (10%):

Students will reflect on what they understand or think pluralism is and describe a situation where they were presenting a position or perspective that was unpopular or non-normative. They will reflect on how they applied an understanding of pluralism, including what they did and assessing themselves -what was effective and what could be improved upon.

Minimum 3 pages.

Midpoint Critical Self-Reflection (10%):

Students will be given a situation to reflect upon through what they have learned about pluralism. They will imagine an approach to this situation and present a position or perspective that was unpopular or non-normative and discuss multiple antagonisms that may arise. They

will reflect on how they applied an understanding of pluralism, including what they did and assessing themselves -what was effective and what could be improved upon.

Minimum 3 pages.

Term-End Critical Self-Reflection (10%):

Students will be given a situation to reflect based upon a mock scenario they have seen either through video or participated in during discussion. They discuss what happened and their perceptions of it based on what they have learned about pluralism. They will criticize the approach to this situation and present a position or perspective that was unpopular or non-normative and discuss multiple antagonisms that may arise. They will reflect on how they applied an understanding of pluralism, including what they did and assessing themselves -what was effective and what could be improved upon.

Minimum 3 pages.

Weight	Assessed Components	Due
40%	Group Zoom Sessions	Bi-weekly
15%	Mid-Term Examination	Oct. 28
15%	Final Examination	Registrar
10%	Entry Critical Self-Reflection	Sept. 26
10%	Midpoint Critical Self-Reflection	Nov. 07
10%	Term-End Critical Self-Reflection	Dec. 03

Registrar-scheduled Final Examination: Yes

The Final Exam will occur as per Registrar schedule. Exam will be released on the Registrar scheduled date in the morning and will be available for a 24-hour period so that students can sit the exam as per their individual schedules.

The Final Exam is open-book however, the time limitation will necessitate that you study and prepare as per a normal in-person classroom environment

The use of aids such as textbooks, lecture powerpoints, or course notes will be permitted during midterm or final examinations.

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

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

Submission of Assignments

Please include your last name and ID number on all assignments and upload to D2L dropbox.

Note: It is your responsibility to keep a copy of each submitted assignment and to ensure that you 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 recorded for lesson capture, assessment of student learning, and self-assessment of teaching practices.

Policy for Late Assignments

Students should plan in advance to prevent late assignments by comparing assignments from all of their classes within the first week of class. Students should contact the instructor ASAP if they feel they may miss a required component of the course because of how all their assignments align. The instructor can provide alternate options on an individual basis. For this to occur in a respectable manner so as to allow instructor to adjust and anticipate grading etc., students must contact the instructor in writing within the first two weeks of class. After that students will be expected to notify the instructor 24 hours prior to the due date of any assignment if they know they will not be able to submit. At this point, different options will be discussed. This may include a loss of 5% or a partial letter grade (e.g.: A- to B+) for each day late. It is highly recommended you plan in advance within the first two weeks and communicate throughout the course with the instructor regarding issues you may encounter due to unforeseen individual circumstances.

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>

Grade Scale

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 in calculating the final course grade.

In this course, numerical scores will be given for all assignments and these will be weighted in terms of percentage as per the table give earlier to calculate the final grade.

	Grading Scale
A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49

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.

Schedule of Lecture Topics and Readings

A copy of the weekly syllabus will be posted on D2L during the first week of the course and students will be notified by email when it is posted. The schedule will include all important dates including the first day of classes, holidays, term breaks and last day of classes.

Course lectures are given through recorded PPT files and will be released on Tuesdays and Thursdays, students are expected to review these lectures in preparation for the bi-weekly Thursday discussions.