UNIVERSITY OF CALGARY
FACULTY OF ARTS
COURSE OUTLINE
Fall 2023

Course Number: PLUR 201 (L01)

Course Name: An Introduction to Pluralism

Classroom Location: TI 118

Class Days & Times: Tuesday & Thursday 12:30 to 13:45 Online Synchronous Lecture via Zoom

**Note: I will record the lecture and post it for those who are unable to attend**

Instructor: Harjeet Singh Grewal

Email: harjeet.grewal@ucalgary.ca

Email Policy
Please note that 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 11:00 AM and prioritize my responses based on the subject heading.

Please plan in advance; provide an accurate and descriptive subject line stating your needs.

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.

Office Hours: Tuesdays: 11:00 a.m. – 12:00 p.m. or by appointment. Appointments can be made for ZOOM meetings as needed at alternate times.

Webpage: 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.

**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**


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).

To successfully engage in their learning experiences at the University of Calgary, students should 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 Discussion & Presentation (30%):**

Students will be assigned to discussion groups at the beginning of the semester. We will hold discussions bi-weekly on Thursday during half of the scheduled class. A pair of students will facilitate a discussion of the assigned reading on a rotating basis. Facilitators should prepare a brief presentation, using a handout, PDF document, or PowerPoint (2 pages max. or 5 slides with 5 bullets on each) that provides a clear and concise summary of the readings. Presentation should take no longer than 8 to 10 minutes. Presentations should include a statement about the argument, main points that support the argument, and a critical evaluation or assessment of the reading. Presenters will prepare 2 or 3 open-ended questions to motivate discussion afterwards.

The marking sheet and criteria for assessment are posted in D2L.
Group members who did not present will write a 1-page reflection on the discussion to be posted to a discussion board by Saturday at 11:59 PM. This is an informed critical reflection and should involve your thoughts and reference the main points from the reading.

All students will examine the reflections from groups to which they do not belong and give a three-sentence response to one reflection on the discussion board by 11:59 p.m. the following Thursday (the week that there is no discussion).

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

**Mid-Term Examination (10%):**

Exam will be on October 28 during the allotted time for our class. No lecture or readings for this date. The exam will be set for 70 minutes.

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. The exam will be set for 70 minutes.

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.

**Reflection 1: Entry Critical Self-Reflection (10%):**

Students will reflect on their preconceptions of pluralism: who are you and why do you understand or think about pluralism in the way you do? Give your definition of pluralism, walking into this course. Then, using this preconception, describe a situation where you presented an unpopular or marginal position or perspective on an issue that was being discussed. How (if at all) was your preconceived understanding of pluralism helpful in your ability to express your position on the issue? What challenges did you face expressing yourself? What do you think was effective and what could be improved upon for you to better express your position in the future?

Maximum 3 pages.
Reflection 2: Midpoint Critical Self-Reflection (15%):

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.

3 to 5 pages in length.

Reflection 3: Term-End Critical Self-Reflection (20%):

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.

5 to 7 pages in length.

**Note that the three critical reflections are scalable. This means that for each reflection you will get feedback and the expectation is that you continue to develop and incorporate more nuanced approaches to defining and applying the notion of pluralism we will discuss throughout the class for the remaining reflections.**

<table>
<thead>
<tr>
<th>Weight</th>
<th>Assessed Components</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>30%</td>
<td>Group Discussion &amp; Presentation</td>
<td>Bi-weekly</td>
</tr>
<tr>
<td>10%</td>
<td>Mid-Term Examination</td>
<td>Oct. 28</td>
</tr>
<tr>
<td>15%</td>
<td>Final Examination</td>
<td>Registrar</td>
</tr>
<tr>
<td>10%</td>
<td>Entry Critical Self-Reflection</td>
<td>Sept. 30</td>
</tr>
<tr>
<td>15%</td>
<td>Midpoint Critical Self-Reflection</td>
<td>Nov. 05</td>
</tr>
<tr>
<td>20%</td>
<td>Term-End Critical Self-Reflection</td>
<td>Dec. 07</td>
</tr>
</tbody>
</table>

Registrar-scheduled Final Examination: Yes

The final exam date, time and location will be posted to D2L and announced in class one month prior to examination. The use of prepared review notes be permitted during midterm or final examinations BUT aids such as textbooks, course notes or electronic devices will not be permitted.
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.

DISCUSSION GUIDELINES:

- Discussions should remain within the parameters described here only.
- **We adopt an anti-racist and anti-oppression lens for class discussion.** This policy is to *enable* NOT prevent discussion and engagement from all students while taking their perspectives and life experiences as seriously as any other member of the class. This ensures that both normative and marginal perspectives are given the same weight when entertain questions in humanities discourse. You are all welcome to state your perspective as long as they are pertinent to our discussion and can be supported by, or comment upon, what we are reading or have learned. You are also all welcome to respectfully raise issue with one another’s perspectives. Identifying aspects of the perspective that are discriminatory, oppressive, or racist can be identified while not making existential claim about any of your classmates -i.e., do not call one another racists etc.
- **Micro-aggressions and macro-aggression are not acceptable.** This means that any intentional or unintentional verbal, behavioral, or other form of indignities regarding individuals or groups that individual in class may identify with are not permitted. This includes comments about class, caste, race, religion, and gender that use personal slights, insult, or profanities.
- **Focus discussion on the reading.** Support your statements with evidence or provide a rationale for your analysis. Best practice: be prepared to refer to page numbers and quote the text.
- **Discussion facilitates learning; it is not for debating or “winning” an argument.** Comment to share information by bringing out relevant aspects of readings, fundamental concepts mentioned, or strategies used for analysis and reflection.
- Respect the right of fellow participates to disagree with perspectives you might favor.
- **Disagree with, challenge, or criticize the idea and not the person.**
- Be courteous, attentive, and acknowledge what peers are saying when responding.
- Avoid being speculative or inflammatory.
- Include one another in the discussion. Refer to the comments you are responding to and connect your ideas and perspectives to those comments specifically (using the name of the student who authored the earlier post helps here). Disagreeing with your peers is also inclusion.
- Do not make assumptions about one another or generalize about social groups they may or may not belong to.
- Do not ask individuals to speak for a perceived social group they might belong to.
- Personal, experiential perspectives are welcomed when relevant and if you are willing to offer them. They should be engaged with remembering that making personal comments is taking a risk and the person doing so should be encouraged for doing so.
Submission of Assignments
Please include your name and ID number on all assignments and upload to D2L dropbox. Assignments should be submitted as .doc files. The file should be named in the following way: last name_first name_assignment name. For example, I would submit the entry critical reflection using the file name, “Grewal_Harjeet_Reflection1.doc” 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 with 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 as soon as possible. Extensions will not be granted without instructor approval.

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

Arts and Science Honours Academy Grade Scale
The following table outlines the grade scale percentage equivalents used in for the Arts and Science Honours Academy. 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 given earlier to calculate the final grade.

The following Grade Scheme will be used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96-100</td>
</tr>
<tr>
<td>A</td>
<td>90-95.99</td>
</tr>
<tr>
<td>A-</td>
<td>85-89.99</td>
</tr>
<tr>
<td>B+</td>
<td>80-84.99</td>
</tr>
<tr>
<td>B</td>
<td>75-79.99</td>
</tr>
<tr>
<td>B-</td>
<td>70-74.99</td>
</tr>
<tr>
<td>C+</td>
<td>65-69.99</td>
</tr>
<tr>
<td>C</td>
<td>60-64.99</td>
</tr>
<tr>
<td>C-</td>
<td>55-59.99</td>
</tr>
<tr>
<td>D+</td>
<td>53-54.99</td>
</tr>
<tr>
<td>D</td>
<td>50-52.99</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
</tr>
</tbody>
</table>

**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](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, 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](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
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 information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

Academic Accommodation
It is the student’s responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.

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

Schedule will be posted to D2L in a separate file on the first week. There is no assigned reading during the first week of classes.