COURSE NUMBER: PLUR 201

COURSE NAME: INTRODUCTION to PLURALISM

CLASSROOM LOCATION: SA 243

CLASS DAYS & TIMES: In person, T-Th. 12:30-1:45

INSTRUCTOR NAME AND CONTACT:
Dr. Wendi Adamek
Office Hours by appointment
Office SS 520
wadamek@ucalgary.ca

INSTRUCTOR EMAIL POLICY:
Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via students’ @ucalgary emails as soon as possible.

COURSE CALENDAR STATEMENT:
An introduction to concepts and issues associated with pluralism with emphasis on critical self-reflection on assumptions, values and norms, and developing skills to engage with culturally diverse teams. Includes curriculum-based experiential learning components.

COURSE DESCRIPTION:
In this course we engage with the following topics: formation of self-identity, diversity, “metamodernism,” and workplace equity and ethics. Course materials consist of excerpts from a variety of genres: policy statements, sociological analyses, academic essays, fiction, and films.

COURSE LEARNING OUTCOMES:
• Participate in discussion, including debate
• Develop skills in critical and appreciative reading of diverse genres of writing
• Learn to analyze rhetorical strategies (understand how arguments are constructed, different styles of writing are used, and appeals to sources of authority are made)
• Be able to research and discuss the contexts of sensitive cultural and social issues
• Develop your own style of expressing identity and attitudes to identity
LEARNING RESOURCES
All material will be available through library ebook links or approved Open Access links or pdfs, 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).

CLASS SCHEDULE
Will be posted on D2L

ASSESSMENT COMPONENTS
Course Requirements:

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment</th>
<th>Weight (%)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>Team presentation of one week’s readings</td>
<td>20%</td>
<td>In-class</td>
</tr>
<tr>
<td>Feb. 12</td>
<td>Mind/Identity map of oneself or another person (may be a fictional character) with reflective explanatory essay</td>
<td>30%</td>
<td>PDF document due via email by 11pm.</td>
</tr>
<tr>
<td>Posted Sat. April 2</td>
<td>Take-home Essay exam based on readings and discussion</td>
<td>40%</td>
<td>Please make sure to plan ahead and have this weekend free to work on your exam.</td>
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<tr>
<td>10am</td>
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<tr>
<td>PDF document due</td>
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<td></td>
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<tr>
<td>via email by Mon.</td>
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<tr>
<td>April 4 @ 11:59pm</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Ongoing</td>
<td>Participation</td>
<td>10%</td>
<td>Attendance and participation noted</td>
</tr>
</tbody>
</table>

There will be no registrar-scheduled final exam. Students must fulfill all assignments to pass this course.

GUIDELINES FOR SUBMITTING ASSIGNMENTS
- All written assignments should be sent to my email (wadamek@ucalgary.ca).
- PDF file title: Surname, Course number, Assignment. (Example: Smith 313 Exam 1)
• Format for all written work: US Letter, double-spaced, one-inch margins, 12-point Calibri or Times font
• It is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

DESCRIPTIONS of ASSIGNMENTS

Participation (10%)
Beginning Week Three: Attendance sheets will be circulated. If you miss more than 50% of the total classes (not counting required reviews and exams if applicable), you will fail the course. Qualitative assessment will be based on how well your discussion participation reflects thoughtful reading of the material. If you wish to turn in written discussion questions or comments at the beginning of class, I will include them in the discussion. Your cumulative participation mark will be based on both attendance and qualitative assessment.

Presentation of one week's readings (20%)
Student teams will present one week's reading assignment: 10 min. oral presentation plus one-page handout summarizing the main points in the readings, with questions for discussion.

Mind/Identity Map (30%), due Feb. 12
Craft a Mind/Identity map of oneself or another person. We will discuss “identity maps” in class and look at examples. Your map may include representation of identity in terms of culture, background, history, gender orientation, or other factors. You may use a fictional character created by yourself or another artist/writer The map should be accompanied by a reflective explanatory essay of 2 pages. Your “map” may also be in the format of a graphic or video presentation. If you would like to include a performance or group-participation aspect, like ritual, dance or music, please discuss this with the instructor in order to schedule class-time.
• You will get feedback on the essay portion that will help you with your final essay exam.

Take-Home Essay Exam based on class and readings (40%), due April 2-4
You will write 2 essays from a choice of 4 questions. EACH essay should be at least 4 pages. You may go over, but the max is 5 pages per essay. (So the total exam will be 8-10 pages.) Essay questions will require integration and reflection based on major themes and issues drawn from class readings and discussions. Qualitative assessment is important here: craft an essay, not a laundry list of information points. You may use short 2-3 sentence quotations, cite source and page numbers.

DO NOT USE INTERNET SOURCES, USE ONLY CLASS MATERIALS.

See GUIDELINES section for formatting instructions and assessment criteria.
MISSED OR LATE ASSIGNMENTS

If students miss a required component of the course, they must contact the instructor in writing within 24 hours to discuss options to submit and/or make-up for that component. Assignments submitted after the deadline without any communication with the instructor may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

GRADING

[link]

A numerical mark will be given for each course requirement. Numerical marks are assigned on the following number and letter grade scheme, used within the Department of Classics and Religion:

<table>
<thead>
<tr>
<th>A+</th>
<th>100 - 96</th>
<th>A</th>
<th>95 - 90</th>
<th>A-</th>
<th>89 - 85</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td>84 - 80</td>
<td>B</td>
<td>79 - 75</td>
<td>B-</td>
<td>74 - 70</td>
</tr>
<tr>
<td>C+</td>
<td>69 - 65</td>
<td>C</td>
<td>64 - 60</td>
<td>C-</td>
<td>59 - 55</td>
</tr>
<tr>
<td>D+</td>
<td>54 - 53</td>
<td>D</td>
<td>52-50</td>
<td>F</td>
<td>Under 50</td>
</tr>
</tbody>
</table>

A student’s final grade for the course is the sum of the separate assignments. It is necessary to pass each assignment separately in order to pass the course.

EXPECTATIONS FOR WRITING

Your essays will be assessed for both content and writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: [link]

ESSAY ASSESSMENT CRITERIA

1) Aims

- You are not writing a journalistic general descriptive essay, you are writing an essay that shows thorough study of the readings and integration of classroom discussions as well as your own thoughts about them.
- You are not writing for the instructor, you are writing for an educated person who does not know your topic.
- Regardless of what you may have been told, there is no reason to avoid first-person pronouns! It is not only acceptable but preferable to say things like “I argue/suggest X, Y, Z” or
"my reading has led me to the reflect that....” Use of first-person pronouns signals your intention to take responsibility for your claims. Be sure to acknowledge all the sources on which your claims are based.

2) Format
- **US Letter, double-spaced, one-inch margins, 12-point Calibri or Times font.** Include page numbers and title page.
- Pay attention to grammar, always spell-check and **proof-read**.
- Give a brief definition in parentheses the first time you use any foreign language term. Example: *upāya* (skillful means).
- Give dates (if that information is available) for each person or period you discuss. Example: Wuzhu (714-774). Tang Dynasty (618-906)

3) Citations
Include brief in-text citations to your direct quotations as well as summaries of points from the readings. Author-date-page number preferred (i.e. Jiang 2021: 5)

4) Qualitative standards

**Fail range** (Below 50%)
Work may fail for any of the following reasons: plagiarism; lack of familiarity with readings and lectures; irrelevance of content; failure to address the specified; lack of analysis or interpretation; unacceptable levels of paraphrasing; essay made up entirely of quotations with no analysis or discussion; presentation, grammar or structure so deficient that work cannot be understood; very late submission without an extension.

**D range** (50-54%)
Work meets basic requirements and demonstrates some understanding of the chosen question. However, it has major gaps or inadequacies in familiarity or comprehension of the readings, and lacks editing for grammar and spelling.

**C range** (55-69%)
Work may be reasonably well-documented and show signs of attempts to organize material, but remains weak in areas like maintaining the thread of an argument or theme, and fails to provide transitions or paragraph shifts, and fails to summarize conclusions.

**B range** (70-84%)
Work has considerable merit; contains evidence of an accurate command of the subject matter and a sense of its broader significance, offers synthesis and evaluation of the material, and demonstrates an effort to engage with challenging reading. It maintains clear focus on the principal issues and shows understanding of relevant arguments and diverse interpretations, though there may be some weaknesses in clarity or structure. Proper documentation.
A range (85-96%)
Work shows evidence of close reading and initiative in interpretation, sound grasp of subject matter and appreciation of key issues and contexts. Engages critically and creatively with questions, proposes original and valid arguments and reflections, and attempts an analytical evaluation of material. Makes a good attempt to critique other interpretations if relevant, and offers a pointed and thoughtful contribution to any existing debate. Shows evidence of ability to think theoretically as well as empirically, and to conceptualize and problematize issues in terms of the course material. Well-written and documented.

A+ (96-100%)
Work of superior standard that demonstrates initiative and ingenuity, pointed and critical analysis of material, and innovative interpretation of evidence. Makes insightful contributions to debate, engages with values, assumptions and contested meanings in the primary source texts, and develops abstract or theoretical arguments on the strength of detailed research and interpretation. Writing is characterized by creativity, style, and precision as well as proper documentation. Work may suggest that the author has advanced research potential in the following ways: critical insights into the arguments in the readings; proposal of new perspectives from which to view a problem.
## ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. If students miss a class session that is included as a component of participation, they must contact the instructor within 24 hours to discuss options to make-up for that component.

## CONDUCT

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at: [http://www.ucalgary.ca/pubs/calendar/current/k.html](http://www.ucalgary.ca/pubs/calendar/current/k.html)

## USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University’s Internet and email use policy, which can be found at [https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf](https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf)

## COURSE EVALUATIONS AND STUDENT FEEDBACK

Student feedback will be sought at the end of the course through the standard University Student Ratings of Instruction (USRI) and Faculty course evaluation forms. A midterm evaluation may also be included to provide students an opportunity to provide feedback, for the instructor to adjust their approaches to teaching and learning, and to continuously improve the course. Students are welcome to discuss the process and content of the course at any time with the instructor.

## UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

### 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 the Student Academic Misconduct Policy and Procedure please visit:


Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity

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.

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 (https://www.ucalgary.ca/policies/files/policies/procedure-accommodations-for-students-with-disabilities.pdf). 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 www.ucalgary.ca/access/.

RESEARCH ETHICS (if applicable)

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics (http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb) before beginning the assignment.

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.
FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY
Student information will be collected in accordance with typical (or usual) classroom practice. Students’ assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

COPYRIGHT LEGISLATION
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.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 unauthorised 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 https://www.ucalgary.ca/pubs/calendar/current/k.html.

MEDIA RECORDING (if applicable)
Please refer to the following statement on media recording of students:

Media recording for lesson capture
The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

Media recording for self-assessment of teaching practices
The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

Media recording for the assessment of student learning
The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.
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 policy available at [https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf](https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf)

OTHER IMPORTANT INFORMATION
Please visit the Registrar’s website at: [https://www.ucalgary.ca/registrar/registration/course-outlines](https://www.ucalgary.ca/registrar/registration/course-outlines) for additional important information on the following:

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