

Course ID:	Course Title:	Winter 2023
HUM 485	Humanities Capstone	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In class	Instructor:	Ken Draper, PhD	First Day of Class:	January 9, 2023
Days:	Wed. / Fri.	Email:	kdraper@ambrose.edu	Last Day to Add/Drop:	January 22, 2023
Time:	8:15-9:30	Phone:	403-410-2915	Last Day to Withdraw:	March 31, 2023
Room:	A1085-2	Office:	L 2085	Last Day to Apply for Coursework Extension:	
Final Exam:	No exam	Office Hours:	By appointment	Last Day of Class:	April 14, 2023

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

This course will build not only on the learning from HUM 101, 201, and the 300-level liberal arts elective, but also on the knowledge and insights from throughout the student's concentration or major. Students from the Humanities programs (Christian Studies, English Literature, General Studies, and History) will study together in the capstone, working with professors to develop a mature understanding of their own academic discipline, its relationship to other Humanities disciplines, and to the mission of the university "to prepare men and women for wise, joyful, and redemptive engagement in the church, society, and the created order."

Unifying themes

There are two important themes for the capstone: culmination and preparation.

- **Culmination:** reflection on developments over the course of the degree and ability to articulate gains consistent with humanities outcomes
- **Preparation:** attention to what comes next – thinking about vocation, presenting knowledge, skills and attributes to professional school, grad school, employers

Broadly conceived the capstone is a move from student to whatever comes next. My objective for the course is to understand the humanities as academic disciplines and then to move to practicing the humanities as embodied disciplines that have work to do in the world.

Expected Learning Outcomes

1. **Understanding:** Graduates will be able to articulate their rich understanding of the human story, as expressed in diverse Western, Indigenous Canadian, and other world cultures.
2. **Research:** Graduates will be able to apply advanced research skills to solve problems and advance knowledge.
3. **Analysis:** Graduates will be able to apply the skill of critical thinking, using the methods, approaches, and theories appropriate to the Humanities to analyze diverse and complex forms of information.
4. **Communication:** Graduates will be able to communicate clearly, concisely, and compellingly to impart knowledge and express themselves.
5. **Character:** Graduates will exemplify maturity of character which represents the best of the Christian intellectual tradition and a liberal arts education, and which expresses itself in wisdom, integrity, service to neighbour and society, and responsibility towards the world in which they live.

Textbooks

Gordon T. Smith, *Your Calling Here and Now: Making Sense of Vocation*, IVP, 2022.

Course Schedule

Jan 11	Intro to the Course King, Thomas, "The Truth about Stories." Massey Lectures, CBC Radio, 2003.
13	Defending the Humanities Harpham, Geoffry Galt. "Beneath and Beyond the 'Crisis in the Humanities'," <i>The Humanities and the Dream of America</i> . Chicago: University of Chicago Press, University of Chicago Press, 2011. Small, Helen. "Introduction." In <i>The Value of the Humanities</i> , First edition [The Literary Agenda Series]. Oxford: University Press, 2013.
18	What are the Humanities good for? Robinson, Marilynne. "What Are We Doing Here?" in <i>What Are We Doing Here?: Essays</i> . McClelland & Stewart, 2018. Bate, Jonathan. "Introduction." In <i>The Public Value of the Humanities</i> , edited by Jonathan Bate, 1–14. London: Bloomsbury Academic, 2011. Discussion of signature work
20	Humanities and Crisis in Civil Society Frassinelli, Pier Paolo. "Crisis? Which Crisis? The Humanities Reloaded." <i>Critical Arts</i> 33, no. 3 (2019): 1–15.

	De Chavez, Jeremy, and Asha Varadharajan. "‘Been Down So Long It Looks Like Up to Me’: Rethinking the Humanities (in Times of) Crisis." <i>Critical Arts: A South-North Journal of Cultural & Media Studies</i> 33, no. 3 (June 2019): 46–58.
25	The Humanities at Ambrose University Smith, Gordon T. "The Place of Worship in Academic Communities," <i>Called to Be Saints</i> , InterVarsity Press, 2014. Supervisor for signature work
27	Time for consultation with discipline supervisor
Feb 1	Post-colonial Critique Said, Edward, excerpts from the "Introduction" to <i>Orientalism</i> , Routledge & Kegan Paul, 1978. Marzagora, Sara. "The Humanism of Reconstruction: African Intellectuals, Decolonial Critical Theory and the Opposition to the 'posts' (Postmodernism, Poststructuralism, Postcolonialism)." <i>Journal of African Cultural Studies: African Philosophy</i> 28, no. 2 (2016): 161–178.
3	Post-human Humanism Chakrabarty, Dipesh. "The Planet: An Emergent Humanist Category." <i>Critical Inquiry</i> 46, no. 1 (October 2019): 1–31.
8	Discussion with Faculty – Public Humanities Shumway, David R., "Why the Humanities Must Be Public," <i>University of Toronto Quarterly</i> 85:4 (October 2016): 33-45.
10	Vocation and the Humanities Guest: Gordon Smith Gordon T. Smith, <i>Your Calling Here and Now: Making Sense of Vocation</i> , IVP, 2022.
15	Humanities and the ethical turn Levine, Peter "An Ethical Turn for The Humanities" Tavares, Sofia, and Ricardo Gil Soeiro. <i>Rethinking the Humanities: Paths and Challenges</i> . Newcastle upon Tyne: Cambridge Scholars Publishing, 2012. Schweiker, William, "Humanism and the Question of Fullness," Carlos D. Colorado, and Justin D. Klassen, eds. <i>Aspiring to Fullness in a Secular Age : Essays on Religion and Theology in the Work of Charles Taylor</i> . Notre Dame: University of Notre Dame Press, 2014. Talk about Humanities for our World assignment
17	Humanities and Jobs Topic for Humanities for our World assignment

20-24	Reading Week
Mar 1	Faculty reflection
3	Faculty reflection
8	Faculty reflection
10	Humanities for our World Presentations Alumni reflection
15	Faculty Reflection
17	Humanities for our World Presentations Alumni reflection –
22	Humanities for our World Presentations Alumni reflection
24	Academic Reflections Presentations
29	No class –attend ARC
31	Academic Reflections Presentations
Apr 5	Academic Reflections Presentations
7	Good Friday – no class
12	Portfolio Presentations
14	Portfolio Presentations Conclusions

Requirements:

[Signature work \(30%\)](#)

This assignment provides the opportunity to develop a refined piece of work that demonstrates your ability to understand, research, analyze and communicate a complex issue. My suggestion is that you extend and refine a research paper you have written for a course in your discipline. The result will be a 5,000 word paper which represents your best work as an undergraduate. Humanities faculty are available to provide supervision. Early in the semester you will need to select the piece you want to

work on and ensure the availability of the faculty member you would like to work with. The expectation is that this will go through several drafts over the course of the semester. The final draft is due on April 14.

Humanities for our world (25%)

Connections between humanities disciplines and the “real” world is one of the persistent complaints leveled against the humanities. On the other hand, we will read scholars who argue that the humanities are essential to civil discussion in society, to the future of democracy, to human flourishing and even to the new post-industrial economy. The challenge for humanities grads and for this assignment is to explore these connections. This assignment is an opportunity to articulate, for yourself and others, how your discipline can engage an issue that is important to our current reality and of concern to you. Once you have chosen an issue to address we will discuss how you can deploy the resources of your discipline to address it. Our readings and discussion before Reading Week are meant to provide models for this assignment. Have your topic ready and we will devote class time to discuss approaches. I have also compiled a bibliography of materials to get you started. The final result should be about 1,500 words and will be presented to the class.

Academic Reflection Paper (25%)

One of the six questions Gordon Smith suggests as essential to a discernment of vocation is: Who are you? This assignment asks you to answer that question, as well as other questions Smith poses, as you complete your undergraduate education. This reflection should look back on what you have accomplished and look forward to where this might lead. While this is not a research paper you might want to reflect on particularly important texts or experiences that have shaped your understanding of and approach to the world. Humanities faculty and some alumni will be invited to do their own academic reflections and these should provide inspiration. The final result should be about 1,500 words and will be presented to the class.

Portfolio (20%)

The portfolio assignment is an opportunity for you to highlight the learning and experiences acquired as you move beyond your undergraduate education. Presentation of the portfolio could be in electronic format. Be creative and show what you can do. The checklist (separate document available on Moodle) indicates some of the particular components I will be looking for and then some suggestions for other artifacts. These are suggestions to get you thinking but not to limit how you might present yourself. The portfolio will be presented to the class.

Ambrose Research Conference

This is not an assignment but I am expecting that this class will submit at least one session for ARC. Plan to attend and we will discuss how this class can contribute.

Attendance:

You need to come to class prepared to discuss the assigned readings. If you are attending by Zoom you need to keep your camera on and stay engaged.

Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D	Minimal Pass	1.0
F	Failure	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Information:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher

and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the

policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to

ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Learning Services

Learning Services provides support with

- General study skills (e.g., time management, note-taking),
- Research and communication skills (e.g., writing a paper, researching, giving a presentation), and
- Subject-specific skills (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are free to students currently enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website— ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

Note: Students are strongly advised to retain this syllabus for their records.