

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2022</b>
<b>HUM 485</b>	<b>Humanities Capstone</b>	<b>Prerequisite:</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In Class (once we are back on Campus)	<b>Instructor:</b>	Ken Draper, PhD	<b>First Day of Classes:</b>	January 10, 2022
<b>Days:</b>	Tuesday/ Thursday	<b>Email:</b>	kdraper@ambrose.edu	<b>Last Day to Add/Drop:</b>	January 23, 2022
<b>Time:</b>	5:00-6:15	<b>Phone:</b>	403-410-2915	<b>Last Day to Withdraw:</b>	March 18, 2022
<b>Room:</b>	A2210	<b>Office:</b>	L 2085	<b>Last Day to Apply for Extension:</b>	March 28, 2022
<b>Lab/Tutorial:</b>	N/A	<b>Office Hours:</b>	Send me an email	<b>Last Day of Classes:</b>	April 14, 2022
<b>Final Exam:</b>	No exam				

### 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.

**Textbook**

Gordon T. Smith, *Consider your Calling*, IVP, 2015.

**Course Schedule**

Jan 11	<p><b>Intro to the Course</b> King, Thomas, "The Truth about Stories." Massey Lectures, CBC Radio, 2003.</p>
13	<p><b>Defending the Humanities</b> 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.</p>
18	<p><b>What are the Humanities good for?</b> Robinson, Marilynne. "What Are We Doing Here?" in <i>What Are We Doing Here?: Essays</i>. McClelland &amp; Stewart, 2018. Bate, Jonathan. "Introduction." In <i>The Public Value of the Humanities</i>, edited by Jonathan Bate, 1–14. London: Bloomsbury Academic, 2011.</p> <p>Discussion of signature work</p>

20	<p><b>Humanities and Crisis in Civil Society</b> Frassinelli, Pier Paolo. "Crisis? Which Crisis? The Humanities Reloaded." <i>Critical Arts</i> 33, no. 3 (2019): 1–15.</p> <p>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 &amp; Media Studies</i> 33, no. 3 (June 2019): 46–58.</p>
25	<p><b>The Humanities at Ambrose University</b> Smith, Gordon T. "The Place of Worship in Academic Communities," <i>Called to Be Saints</i>, InterVarsity Press, 2014.</p> <p>Supervisor for signature work</p>
27	<p><b>Time for consultation with discipline supervisor</b></p>
Feb 1	<p><b>Post-colonial Critique</b> Said, Edward, excerpts from the "Introduction" to <i>Orientalism</i>, Routledge &amp; Kegan Paul, 1978.</p> <p>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.</p>
3	<p><b>Post-human Humanism</b> Chakrabarty, Dipesh. "The Planet: An Emergent Humanist Category." <i>Critical Inquiry</i> 46, no. 1 (October 2019): 1–31.</p>
8	<p><b>Discussion with Faculty – Public Humanities</b> Shumway, David R., "Why the Humanities Must Be Public," <i>University of Toronto Quarterly</i> 85:4 (October 2016): 33-45.</p>
10	<p><b>Vocation and the Humanities</b> Guest: Gordon Smith Gordon T. Smith, <i>Consider your Calling</i>, IVP, 2015.</p>
15	<p><b>Humanities and the ethical turn</b> 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.</p> <p>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.</p>

17	<b>Humanities and Jobs</b> Student presentations  Topic for Humanities for our World assignment
21-25	<b>Reading Week</b>
Mar 1	<b>Faculty reflection</b>  Outline and Bibliography for Humanities for our World assignment
3	<b>Humanities for our World Presentations</b> Alumni reflection
8	<b>Faculty reflection</b> Christina Conroy
10	<b>Faculty reflection</b> Rita Dirks
15	<b>Humanities for our World Presentations</b> Alumni reflection
17	<b>Faculty Reflection</b> Ken Nickel
22	<b>Humanities for our World Presentations</b> Alumni reflection
24	<b>Humanities for our World Presentations</b> Alumni reflection
29	No class – attend ARC
30	ARC
31	<b>Academic Reflections Presentations</b>
Apr 5	<b>Academic Reflections Presentations</b>
7	<b>Academic Reflections Presentations</b>
12	<b>Portfolio Presentations</b>
14	<b>Portfolio Presentations</b> 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 an bibliography of materials to get your 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 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 or in hard-copy. 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 is due and will be presented to the class on April 12 and 14.

## 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 Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has

three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. 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/content/academic-calendar-2>.

### 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](mailto: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 are normally granted for 30 days beyond the last day of the term.

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.

### Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

### Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

## 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](http://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](http://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See [ambrose.edu/crisissupport](http://ambrose.edu/crisissupport) for a list of staff members.

### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

## Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](http://ambrose.edu/sexual-violence-response-and-awareness).

### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

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