

Course ID:	Course Title:	Fall 2021
IND 288	Art and Faith I – Directed Study	Prerequisite: None
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Alyssa Michaud, Ph.D.	First Day of Classes:	September 8, 2021
Days:	Wednesdays and Fridays	Email:	amichaud@ambrose.edu	Last Day to Add/Drop:	September 19, 2021
Time:	1:30 – 2:45	Phone:	403 410 2000 ext. 6920	Last Day to Withdraw:	November 22, 2021
Room:	G2185	Office:	G2185	Last Day to Apply for Extension:	November 23, 2021
Lab/Tutorial:	None	Office Hours:	Wednesdays and Thursdays 1:00 – 2:00	Last Day of Classes:	December 13, 2021
Final Exam:	None				

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 explores the historical relationship between the Christian Church and visual and performing arts until 1827. Historical and biographical sources will be used alongside musical, dramatic, and visual art to examine this relationship. Topics may include early Christian symbols, early liturgical use of music and theatre, the secularization of musical and dramatic presentation, and the impact of the Reformation on art creation. Students will be asked to consider how artistic trends are incorporated into worship arts, the value of arts creation outside of a worship environment, and the examination of student faith traditions relating to art.

Expected Learning Outcomes

By the end of the course you will be able to:

1. Understand the chronology of interactions between the Christian church and movements in the arts.

2. Recognize shifts in how the creative arts are viewed by the Christian church through history.
3. Think critically about the relationship between artists and the church.
4. Discuss contemporary artistic trends, and the potential for trends to be incorporated into worship arts.
5. Clearly articulate your own individual response to created work.
6. Understand how individual faith traditions can influence reactions to artistic output.
7. Think critically about your place in the arts, and the place of the arts in the church.

Textbooks

Required

Fiero, Gloria K. *Landmarks in Humanities*, fifth edition. New York: McGraw-Hill Education, 2021.

L'Engle, Madeleine. *Walking on Water: Reflections on Faith & Art*. New York: Convergent Books, 2016.

Recommended

Brand, Hilary, and Adrienne Chaplin. *Art & Soul: Signposts for Christians in the Arts*. Carlisle, UK: Piquant Editions, 2001.

Resources

The Ambrose Writing Centre (ambrose.edu/writingcentre) has tutors on staff who can help you with everything from brainstorming ideas to polishing your grammar. You can book appointments in advance or drop in during regular hours. This service is free to Ambrose students.

Ambrose Accessibility & Support Services (ambrose.edu/accessibility) offers support to students, faculty, and staff with disabilities. If you have a documented disability, Accessibility & Support Services can offer help and set up academic accommodations to assist you in your studies. Accessibility & Support Services are located in the Student Development Office on the second floor.

Student Success Workshops (ambrose.edu/academics/student-academic-success) are offered free of charge, and provide you with focused training or support on topics related to wellness, essential university skills, research, and communication. When attending a workshop, you will receive a Student Success passport and a stamp. If you attend a workshop online, you may send a photo of the notes you took in the workshop instead of a passport stamp.

To help encourage you to attend these workshops, in addition to the boost they will give your assignment grades, you can earn one of the following incentives by collecting two passport stamps:

- A 48-hour extension on any assignment
- A 5% boost to your final portfolio grade

You may earn both incentives, but you may not earn any incentive more than once. Please note that not all workshops are eligible for this incentive. Consult the list on Moodle carefully before selecting workshops. This list will be available shortly after the 2021-22 workshop schedule is posted by Student Academic Success.

5) Mental Health Resources: All of us need a support system. Ambrose has resources to help students to build mental health supports and to reach out when help is needed.

Counselling Services (ambrose.edu/counselling) are available to you as an Ambrose student at a significantly reduced cost, in order to help you take care of your mental and emotional health. Appointments for confidential personal counselling can be set up online at the Counselling Services website.

You have free access to Apps (ambrose.edu/online-mental-health-support) as an Ambrose student that are covered by your healthcare plan. You can access these resources even if you have opted out of Ambrose’s healthcare. These apps include live chat support, student assistance programs, and over 150 brief and effective help sessions.

For Immediate Crisis Support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Course Schedule

Week 1	
Readings	Landmarks: 125; 129-33; 139-44
Meetings	September 8: Directed Study Setup September 10: Meet with Alyssa
Week 2	
Readings	Walking on Water: Preface & Chapter 1 Landmarks: 147-56
Meetings	September 15: Meet with Val September 17: Meet with Alyssa
Week 3	
Readings	Art & Soul: xiii-xvi; 25-34 Landmarks: 161-74
Meetings	September 22: Meet with Val September 24: Meet with Alyssa
Week 4	
Readings	Walking on Water: Chapter 2 Landmarks: 177-86
Meetings	September 29: Meet with Val October 1: Meet with Alyssa— Project Proposal Due
Week 5	
Readings	Landmarks: 201-11; 213-4
Meetings	October 6: Deeper Life Conference— No Meeting October 8: Meet with Alyssa
Week 6	
Readings	Art & Soul: 67-78 Landmarks: 217-29; 235; 239-40
Meetings	October 13: Meet with Val October 15: Meet with Alyssa
Week 7	
Readings	Landmarks: 263-73 (for October 22 meeting only)
Meetings	October 20: Meet with Val— Exam #1 October 22: Meet with Alyssa

Week 8	
Readings	Walking on Water: Chapters 3 & 4 Landmarks: 281-9
Meetings	October 27: Meet with Val October 29: Meet with Alyssa
Week 9	
Readings	Art & Soul: 110-22 Landmarks: 274-80; 290-4
Meetings	November 3: Meet with Val November 5: Meet with Alyssa— Artists and the Church Project Due
Week 10	
Readings	None
Meetings	November 10: Reading Week— No Meeting November 12: Reading Week— No Meeting
Week 11	
Readings	Walking on Water: Chapters 5 & 6 Landmarks: 297-307
Meetings	November 17: Meet with Val November 19: Meet with Alyssa
Week 12	
Readings	Art & Soul: 158-65 Landmarks: 312-21
Meetings	November 24: Meet with Val November 26: Meet with Alyssa
Week 13	
Readings	Landmarks: 308-11; 322-6 Landmarks: 246-58
Meetings	December 1: Meet with Alyssa December 3: Meet with Alyssa
Week 14	
Readings	None
Meetings	December 8: Meet with Val— Exam #2 December 10: Meet with Val— Final Project Rough Draft Review

Requirements

You must submit the final project as well as write both exams in order to pass this class.

Grade Breakdown:

Reading Notes and Discussions for <i>Landmarks in Humanities</i>	10%	
Reading Notes and Discussions for <i>Walking on Water</i> and <i>Art & Soul</i>	10%	
Artists and the Church: Investigative Research Project	15%	Due: November 5
Exam #1: Medieval and Renaissance	15%	October 20
Exam #2: Baroque and Classical	15%	December 8
Final Project	30%	Due: December 17

Artists and the Church: Investigative Research Project (15%): In this assignment, you will be examining the role of visual and performing arts in a local church. You may choose to study the church you currently attend, or you may choose to study a church from a tradition completely different from your own. Your investigative research may include some or all of the following methods:

- A site visit and analysis of the church building, its architecture, layout, and the use of visual art in the building
- Interviews with church staff, including those involved with the arts, and/or those who oversee artistic staff
- A “self-ethnography” of a worship experience at this church

Questions to consider as you undertake this research, interview methods, and writing strategies will be discussed in class. Your submission should be 900-1200 words and should include a title page.

Exam #1: Medieval and Renaissance (15%): Your first exam will cover all course content up to the exam date. The exam will be made up of multiple choice and short answer questions, plus one long answer. **Date: October 20**

Exam #2: Baroque and Classical (15%): Your second exam will cover material from the latter half of the course. The format will be similar to the first exam. **Date: December 10**

Final Project (5% + 20%):

For your final project, you may choose between different assignment formats. A few options are listed below, but you are welcome to propose your own project, subject to instructor approval. Regardless of which format you choose, you will submit a project proposal of 300 words detailing the goals of your project and the methods and resources you will use to complete it. **Due: November 3 (proposal), December 10 (rough draft), and December 17 (final project submission)**

- 1) **Research Paper:** In this project option, you will write a historical research paper on a topic of your choosing, the primary subject matter of which relates to art or artists prior to 1827. Your final submission should be 1200-1500 words in length, and should be cited (either footnotes or in-text references) using the style you are most comfortable working with (Chicago Manual, MLA, etc.). Your bibliography should include at least four quality research sources (scholarly books and articles), and your paper should be submitted with a title page.
- 2) **Podcast Series:** The podcast project option enables you to explore an issue relating to art and faith over the course of a series of podcasts. Your podcast series should examine this issue from several different perspectives, with each episode offering something unique. For example, you might interview worship pastors who serve congregations in different denominations to gather their perspectives on a set of questions, or you might do a series of episodes that offer in-depth analyses of a set of related works of art (visual or performing). Projects in this format can involve special guests and audio clips, and should take advantage of digital editing to offer a polished presentation. Keep in mind that the average episode length for performing arts podcasts is approximately 30 minutes, and while your episodes may be shorter than this, they should not run longer, and should be edited for length and focus.
- 3) **Artist Collaboration:** For this project option, you will contact and partner with a professional artist, working to support them in the process of producing a new artistic work for performance or display in church. This work may be in any discipline we have studied in this course (eg. sculpture, theatre, dance, etc.). As you assist the artist you have chosen to work with, you will document your experiences: administrative, artistic, financial, and personal situations may all be a part of the story of this work. This project will be easier to undertake if you have an established relationship with a church congregation and you are able to consider the needs and opportunities

in that church: would they have the ability to perform a new piece of music for their Christmas liturgy? would they be open to the idea of a new mural? For your final submission, you may either write a 1200-1500-word reflection that summarizes your experiences in this collaboration, or deliver a 10-15-minute presentation during the last week of class. Your grade will not be based on the outcome of the artistic project, but on the experiences you gained from the process, and the thought given to your reflection on the challenges you faced and what you learned.

- 4) **Documentary Film:** This project option enables you to work in a visual medium to explore either a historical or contemporary issue relating to art and faith. This format will work best if your subject matter involves locations, people, or objects that you can access in person. Your film might feature the story of a present-day faith-based arts organization, its history, and its current challenges; or it might investigate a historical person, tradition, or artwork. Finished products should be at least 15 minutes in length.

Policies and Expectations

Attendance: Because this is a one-on-one directed study, consistent attendance is a top priority. If you need to self-isolate due to COVID-19 protocols, or miss a meeting for any other urgent reason, email or phone **in advance** to make arrangements to meet over Zoom or reschedule the meeting.

Assignment Submissions: Assignments are due at the start of class on the day noted in the syllabus. Late assignments will have their grade reduced by ten percent per calendar day.

Grade Summary

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+ (95-100%)	Mastery – superior performance showing comprehensive understanding and application of the subject matter that exceeds course expectations.
A (90-94%)	Excellent – superior performance showing comprehensive understanding and application of the subject matter.
A- (85-89%)	Excellent – superior performance showing comprehensive understanding and application of the subject matter with minor areas of exception.
B+ (80-84%)	Good – sustained above average performance with by and large complete knowledge of the subject matter.
B (75-79%)	Good – generally above average performance with by and large complete knowledge of the subject matter.
B- (70-74%)	Good – above average performance in multiple areas with by and large complete knowledge of the subject matter.
C+ (65-69%)	Satisfactory – Basic understanding and application of the subject matter.

C (60-64%)	Satisfactory – Basic understanding of the subject matter with occasional inconsistent or mediocre application.
C- (55-59%)	Satisfactory – Basic understanding of the subject matter with several areas of inconsistent or mediocre application
D (50-54%)	Minimal Pass – Work of passing quality with generally inconsistent and/or mediocre application that falls below course expectations.
F	Failure – Work does not meet the minimum standards required for a passing grade or is incomplete.

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.

Odds and Ends

Emergency Syllabus Eraser Clause: Course content may be modified in the event of extenuating circumstances outside the instructor's control (such as a global pandemic). Any changes will be discussed in meetings and confirmed by email.

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.

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
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at 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 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.

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.