

Course ID:	Course Title:	Fall 2022
IND 288	Art & Faith I	Prerequisite: None
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Alyssa Michaud, Ph.D.	First Day of Class:	September 7, 2022
Days:	Tuesdays and Thursdays	Email:	amichaud@ambrose.edu	Last Day to Add/Drop:	September 18, 2022
Time:	1:00 – 2:15 PM	Phone:	403 410 2000 ext. 6920	Last Day to Withdraw:	November 21, 2022
Room:	A2212	Office:	G2185	Last Day to Apply for Coursework Extension:	November 23, 2022
Lab/Tutorial:	N/A	Office Hours:	Wednesday 12:15 – 2:15 PM Friday 1:15 – 2:15 PM	Last Day of Class:	December 12, 2022
Final Exam:	N/A				

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, the impact of the Reformation on art creation, and the shift from the patronage system to the “Artist as individual.” 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 have been viewed by the Christian church through history.
3. Think critically about the relationship between artists and the church.
4. Clearly articulate an individual response to created work.
5. Understand how individual faith traditions can influence reactions to artistic output.
6. Think critically about your place in the arts, and of arts in the church.

Textbooks

Required

Fiero, Gloria K. *Landmarks in Humanities*, 5th Edition. New York: McGraw Hill, 2021.

Fujimura, Makoto. *Art & Faith: A Theology of Making*. New Haven: Yale University Press, 2020.

Recommended

Brand, Hilary, and Adrienne Chaplin. *Art & Soul: Signposts for Christians in the Arts*, 2nd ed. Downers Grove, IL: IVP Academic, 2007.

Resources

1) You: “There are others who think that the speaker has a function to perform, and the hearer none. They think it only right that the lecturer shall come with [her] lecture carefully thought out and prepared, while they, without consideration or thought of their obligations, rush in and take their seats exactly as though they had come to dinner, to have a good time while others toil. And yet even a well-bred guest at dinner has a function to perform, much more a hearer; for [s/he] is a participant in the discourse and a fellow-worker with the speaker.”
–Plutarch, *On Listening to Lectures*

The most important thing you can do to succeed in this course is to show up to class prepared to participate. Complete all assigned readings and listening ahead of time, taking notes as you go. Listen carefully in lectures. Ask questions. Contribute your ideas to group activities.

2) Your Instructor: Office hours are set aside especially for you. You are welcome to stop by with extra questions or discussions without an appointment during these times – I am always glad to see you. Outside of office hours, my time is scheduled for meetings, research, class prep, etc. If you would like to meet outside of office hours, please email to set up an appointment with me.

I check email at least once a day during the week – please allow up to 24 hours for a reply. If your message requires a long response, I may ask you to come see me.

3) Other University Resources: Ambrose has extra resources available to help you out. These are not remedial programs. Often, the strongest students in the class make use of these resources.

Learning Services (ambrose.edu/sas/learning-services) has tutors on staff who can help you with everything from brainstorming paper topic ideas to developing good study skills. Consultations are free for 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.

4) 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/student-life/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/student-life/online-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/student-life/crisissupport for a list of staff members.

Course Schedule

September 8 Course Intro	
September 13 The Medieval Church, Charlemagne, and Troubadours	Landmarks: 103-6; 129-33; 139-41
September 15 Christendom: Late Medieval Life, Faith, and Theatre	Landmarks: 147-52; 155-61
September 20 Art & Faith Seminar no. 1	Art & Faith: Chapters 1 and 2
September 22 The Age of Faith: Gothic Cathedrals and Medieval Music	Landmarks: 161-74
September 27 Art and a Suspicious Church	Art & Soul: xiii-xvi; 25-34
September 29 Rebirth: Transitions in Life and the Arts (plus a pandemic)	Landmarks: 177-80; 182-7;
October 4 Art & Faith Seminar no. 2	Art & Faith: Chapter 3

October 6 Renaissance: Music, Dance, Painting, and Sculpture	Landmarks: 192-5; 201-9; 213-4
October 11 Art as a Christian Activity	Art & Soul: 67-78
October 13 Reformation: Protestantism, Printmaking, and Plays	Landmarks: 217-22; 225-29; 235; 239-40
October 18 Exam #1: Medieval and Renaissance	
October 20 Oral Traditions: Indigenous Culture & African Heritage	Landmarks: 246-58
October 25 Piety: The Counter-Reformation and the Italian Baroque	Landmarks: 263-73
October 27 Extravagance: Baroque Dance, Theatre, and Architecture	Landmarks: 281-9
November 1 Art & Faith Seminar no. 3 Project Proposal Due	Art & Faith: Chapter 4
November 3 Baroque Music: Performance in Church, in Court, and in Public	Landmarks: 274; 276-80; 290-4
November 8 Reading Break – NO CLASS	
November 10 Reading Break – NO CLASS	
November 15 “What is Art?” Why the Answer Matters	Art & Soul: 110-22
November 17 Enlightenment: Ethics, Progress, and Philosophical Shifts Art & Faith Site Visit Due	Landmarks: 297-307
November 22 Rococo & Neoclassical: Visual Arts in the Age of Enlightenment	Landmarks: 312-21
November 24 The Classical Era: Literature and Music	Landmarks: 308-11; 322-6
November 29 Art & Faith Seminar no. 4	Art & Faith: Chapter 5
December 1 Ambrose Arts presents <i>Gilgamesh</i> —performance in lieu of class	
December 6 Art as a Calling: Rooted, Respectful, Wrestling	Art & Soul: 158-65
December 8 Exam #2: Baroque and Enlightenment	

Requirements

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

Grade Breakdown:

Reading Quizzes for <i>Landmarks in Humanities</i>	12.5%
Notes and Personal Responses for <i>Art & Faith</i> and <i>Art & Soul</i>	12.5%
Artists and the Church: Investigative Research Project	20%
Exam #1: Medieval and Renaissance	15%
Exam #2: Baroque and Classical	15%
Final Project	25%

Reading Quizzes for *Landmarks in Humanities* (10%): You will complete a short quiz at the beginning of most Tuesday classes. These quizzes may be completed alone or in groups of up to three people. The quizzes are designed to reward you for coming to class prepared, and serve as both a participation grade and a way of helping you to reinforce what you've learned in your readings by discussing them with your classmates. Repeated absences will affect your grasp of course content and exclude you from these discussions, and for this reason, missed quizzes cannot be made up. However, your lowest score (including zeroes for absences) at the end of the semester will be dropped, allowing you to miss a week of classes for any reason (family event, illness, mental health day) without penalty.

Notes and Personal Responses for *Art & Faith* and *Art & Soul* (10%): You will earn this component of your course grade by completing eight readings from *Art & Faith* and *Art & Soul*, practising your note-taking skills, and reflecting on your personal experiences. While completing each reading from these two books, you will take notes either on a computer or by hand, and bring them to class to use during class discussion and hand in. These notes should not quote lengthy, word-for-word passages from the readings, but should reflect your summarized understanding of the readings, and highlight what was most significant to you. Your notes should fill a minimum of one sheet of paper. Personal reflections are not formal essays, but more like journal entries that record your impressions, and may link an idea from the reading to your personal experience, or document your thought process on a concept. Some questions you may choose from to get you started:

- What sections of this reading inspired or excited you? Why?
- What sections of this reading provoked you or caused you to disagree? How do you view these ideas differently?
- Which concepts do you think might work well or work differently in your communities? How?

Personal responses should be at least 150 words, although there is no limit if you choose to write more.

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 1200-1500 words and should include a title page.

Exam #1: Medieval and Renaissance (15%): Your first exam will be held in class, and 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 Enlightenment (15%): Your second exam will cover material from the latter half of the course. The format will be similar to the first exam. This exam is not cumulative and will include no material from the first half of the course. **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. All students will be required to schedule a brief meeting over Zoom or in person to discuss their project ideas during the week before the proposal due date. **Due: November 3 (proposal) and December 18 (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. Potential topic ideas will be distributed and discussed in class, to give you an idea of the scope of an appropriate paper topic, and to help you find an exciting topic idea if you feel stuck. Your final submission should be 1500-1600 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 25 minutes, and while your episodes may be shorter than this, they should not run longer, and should be edited for length and focus. Podcast methods and styles will be discussed in class to give you ideas and inspiration for working in this medium.
- 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 (e.g., 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. The film may be undertaken individually or with a partner, and finished products should be at least 20 minutes in length.

Policies & Expectations

Attendance: If you are experiencing symptoms of COVID-19—even mild ones—you must not come to class in person. You will have an excused absence for the class period and can contact me via email about making up the work, or you may also participate in class over Zoom. Please give as much advance notice as you are able, in order to facilitate technology setup.

For absences or late arrivals and departures for this or any other reason, please notify me **in advance**. As this course focuses heavily on reading and discussion, regular attendance is critical.

Electronics: A buzzing phone interrupting a sensitive train of thought is a significant distraction. Out of respect for your classmates, electronics including cell phones should be silenced and put away during class time.

Classroom Regulations: In order to maximize the entire group's involvement in discussions, unless your body presents you with an unforeseen emergency, please fill water bottles and visit the bathroom before or after class. Drinks with a lid and cold snacks are permitted in the classroom. In order to help your instructor and classmates stay focused, please finish your aromatic or hot meals before or after class.

Grade Summary

The available letters for course grades are as follows:

Grade	Interpretation	Percentages
A+	Excellent	95.0 – 100%
A		90.0 – 94.9%
A-		85.0 – 89.9%
B+	Good	80.0 – 84.9%
B		75.0 – 79.9%
B-		70.0 – 74.9%
C+	Satisfactory	65.0 – 69.9%
C		60 – 64.9%
C-		55.0 – 59.9%
D	Minimal Pass	50.0 – 54.9%
F	Failure	0 – 49.9%

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. Any changes will be discussed in class and posted on the course Moodle website.

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.

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

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/sas/writing-services>

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 <https://ambrose.edu/student-life/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