

Course ID:	Course Title:	Winter 2023
IND 289	Art and Faith II	Prerequisite: REL 105 or REL 161
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Alyssa Michaud, Ph.D.	First day of classes:	January 9, 2023
Days:	Tuesday/Thursday	Email:	amichaud@ambrose.edu	Last day to add/drop, or change to audit:	January 22, 2023
Time:	1:00 – 2:15	Phone:	403 410 2000 ext. 6920	Last day to request revised final exam:	March 13, 2023
Room:	L2084	Office:	G2185	Last day to withdraw from course:	March 31, 2023
Lab/ Tutorial:	N/A	Office Hours:	Tuesdays 2:30 – 5:00, or by appointment	Last day to apply for coursework extension:	April 3, 2023
Final Exam:	N/A			Last day of classes:	April 14, 2023

Course Description

This course explores the historical and contemporary relationship between the Christian Church and visual and performing arts from 1827 to the present. Historical and biographical sources will be used alongside musical, dramatic, and visual art to examine this relationship. Topics include Romanticism and the dissolution of patronage, World War I and the response of modernist artists, Postmodernism, boundaries in art creation and consumption, and artists in the contemporary Church. 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. Finally, students will be asked to engage in some form of artistic praxis with their home or local church community in an agreed upon artistic collaboration.

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 from 1827 to the present.
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 an individual response to created work.
6. Understand how individual faith traditions can influence reactions to artistic output.
7. Think critically about their 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 Classmates: Our meetings rely and thrive on respectful discussion. Offer your classmates your ideas and questions, and seek to benefit from hearing and considering theirs. Disagreements are expected, and debate is encouraged, but personal attacks are never acceptable. Treat your classmates with the same respect that you would appreciate from them, and be willing to thoughtfully consider questions that may seem simple to you because of your unique areas of expertise.

3) Your Instructor: Student office hours are set aside especially for you. I will provide a link to Moodle each week for a meeting that you can join without an appointment. You are welcome to stop by with extra questions or discussions – I am always glad to see you. Outside of office hours, my time is scheduled with meetings, research, class prep, etc. If you would like to meet outside of office hours, please set up an appointment with me.

I check email at least once a day on weekdays – 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) Academic 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.

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/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

January 10 Course Intro	
January 12 A Primer on Romanticism: Passion, Individuality, and Spirituality	Landmarks: 329-38
January 17 Romantic Visual Arts: Landscapes and Revolutions	Landmarks: 339-50
January 19 Seminar no. 1	Art & Soul: 16-24
January 24 Romantic Music and Dance	Landmarks: 351-7
January 26 Program Day – NO CLASS	
January 31 Materialism: Industry and Architecture in the Late 19 th Century	Landmarks: 359-68
February 2 Seminar no. 2 Project Proposal Due	Art & Faith: Chapters 6 & 7

February 7 Two Approaches to Visual Art: Realism and Impressionism	Landmarks: 368-76
February 9 Seminar no. 3	Art & Soul: 79-86; 88-89
February 14 Colour and Structure: Postimpressionism, Sculpture, and Music	Landmarks: 377-85
February 16 Seminar no. 4	Art & Faith: Chapter 8
February 21 Reading Week – NO CLASS	
February 23 Reading Week – NO CLASS	
February 28 Exam #1 – The Nineteenth Century	
March 2 Modernity: War, Another War, and Their Implications on Faith & Art	Landmarks: 387-97
March 7 Modern Art and its Many “Isms”	Landmarks: 398-409
March 9 Seminar no. 5	Art & Soul: 3-15
March 14 Architecture, Music, and Film in the Early 20 th Century	Landmarks: 410-19
March 16 Seminar no. 6	Art & Faith: Chapter 9
March 21 Style Study Due – Presentation Day	
March 23 Postmodernity: Theatre and Cinema, Identity and Equality	Landmarks: 421-33
March 28 Literature and Music, Popular vs “Art”	Landmarks: 434-8; 451-4
March 30 Seminar no. 7	Art & Soul: 176-87
April 4 Visual Arts: New and Old Media	Landmarks: 439-51
April 6 Seminar no. 8	Art & Faith: Chapter 10
April 11 Exam #2 – The Twentieth and Twenty-First Centuries	
April 13 Dr. Michaud in NYC @ Global Digital Music Studies – NO CLASS	

Requirements

Grade Breakdown:

Reading Quizzes for <i>Landmarks in Humanities</i>	10%
Personal Responses for <i>Art & Faith</i> and <i>Art & Soul</i>	10%

Art & Faith Style Study Project	20%
Exam #1: The Nineteenth Century	15%
Exam #2: The Twentieth and Twenty-First Centuries	15%
Final Project	30%

Reading Quizzes for *Landmarks in Humanities* (10%): You will complete a short quiz at the beginning of each class for which an *Art & Soul* or *Art & Faith* reading is due (there will be no quizzes on days for which *Landmarks* readings are due). 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. The quizzes are open notes (not open book), and your lowest score at the end of the semester (which may include a zero for an absence of any kind) will be dropped.

Personal Responses for *Walking on Water* and *Art & Soul* (10%): You will earn this component of your course grade by completing eight readings from *Art & Faith* and *Art & Soul* and reflecting on your thoughts and experiences. 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 own ideas, or document your thought process on a concept. Some example questions to get you started if you feel stuck:

- What sections of this reading inspired or excited you? Why?
- What sections of this reading provoked you or caused you to disagree? How would you address these topics differently?
- What personal experiences came to mind as you processed this reading?

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

Art & Faith Style Study Project (20%): In this course, we will study the representation of faith-based subject matter across many genres and styles of art. This assignment will give you a chance to try your hand at creating a piece of art from one twentieth-century style movement. Your assignment will include four components:

1) Background research into your chosen twentieth-century style, movement, or technique

In this step, you will choose a style movement, study its origins, and analyze at least one work of art in the same genre and style as you are planning to create (e.g. if you are going to create a cubist painting, you should analyze another cubist painting). The written summary of your research and analysis should be 600-900 words. Websites and online encyclopedias are a great starting place for your research, but your final write-up should cite at least two scholarly sources. Below are a few style movements to consider as possibilities:

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|------------|-----------------|------------------|
| • Imagism | • Expressionism | • Minimalism |
| • Cubism | • Dadaism | • Existentialism |
| • Futurism | • Surrealism | • Absurdism |
| • Fauvism | • Serialism | • Symbolism |

2) Your creation

Your work of art should be thoughtful, show significant effort, and be an original work that you have created specifically for this course. Your artwork should also address, in some way, an aspect of your faith—this could be personal or historical, experiential or theological. Below are some possibilities you might consider tackling:

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|---|---|
| • Writing and acting a scene or monologue | • Composing and performing a piece of music |
| • Writing a poem or set of poems (min. 600 words total) | • Creating a sculpture |
| | • Choreographing and performing a dance |

- Writing a short story (min. 900 words)
- Painting or drawing a work of visual art

Choose something that you find appealing and fun. The main goal of your creation is not to produce a professional-level work, but to create a work that reflects your chosen style movement in a discernible way and draws on the key traits of this style to communicate about your subject with your audience.

3) **Your reflection** on your creative process

This component of your project will comprise a personal reflection on your creative experience. Your brief reflection should be 600-900 words, and should address how your style movement, genre, and subject matter work together; how you created your artwork; how the key elements of your chosen style are reflected in your work; and what you learned from the process.

4) **In-class presentation**

On March 21, our class will share our artworks in short, five-minute presentations. Briefly present the research you did into your chosen style movement, and describe your artistic process, being sure to mention the ways in which your artwork reflects your style movement. If your work can be read, sung, or otherwise performed, you may choose to include an excerpt (no more than two minutes), or you may show a clip from a performance you recorded on your own or with friends.

Exam #1: The Nineteenth Century (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 question.

Date: February 28

Exam #2: The Twentieth and Twenty-First Centuries (15%): Your second exam will cover material from the latter half of the course. The format will be similar to the first exam. **Date: April 11**

Final Project (5% + 25%): 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: February 2 (proposal) and April 21 (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 after 1827. Potential topic ideas will be 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 1500-1800 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 five quality research sources (scholarly books and articles—online encyclopedias and course textbooks can be used, but do not count towards your five research sources), 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 significantly 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 (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 Easter 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 two weeks of class (your date will be chosen in consultation with your instructor). 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 the relationship between 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 artworks. The film may be undertaken individually or with a partner, and finished products should be at least 20 minutes in length.

Policies and Expectations

Attendance: This course is designed for courteous, motivated students who attend all classes, and complete the required reading. Please notify me in advance of any unavoidable absences or early departures from a class, and make your own arrangements with a classmate to obtain copies of notes. Make-up exams will only be given in the case of significant illness, with a doctor's note. Those who are repeatedly absent or late will find their semester grades reduced proportionally.

Assignment Submissions: Assignments are due in hard copy at the start of class on the day noted in the syllabus. If you are going to be absent from class on an assignment due date, your assignment may be submitted early, but must still be submitted by the start of class time. Late assignments will have their grade reduced by ten percent per calendar day.

Classroom Regulations: Discussion is welcome in the classroom. Feel free to raise your hand during lecture if you have a question or a comment, or if you would like something to be repeated or clarified.

Electronics: Save texting for after class. Your cell phone should be put away during class time. Your instructor reserves the right to take action against offending devices and their owners.

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:

<u>Letter Grade</u>	<u>Description</u>	<u>Percentage</u>
A+		95-100
A	Excellent	90-94
A-		85-89
B+		80-84
B	Good	75-79
B-		70-74
C+		65-69
C	Satisfactory	60-64
C-		55-59
D	Minimal Pass	50-54
F	Failure	0-49

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 class and verified in a class email.

Ambrose University Academic Policies:

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. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

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 List of Important Dates. 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.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. 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.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

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.

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.