

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2021</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	<b>Instructor:</b>	Ken Draper, PhD	<b>First day of classes:</b>	Mon, Jan 11
<b>Days:</b>	Monday	<b>Email:</b>	kdraper@ambrose.edu	<b>Last day to add/drop, or change to audit:</b>	Sun, Jan 24
<b>Time:</b>	1 – 4 pm	<b>Phone:</b>	403-410-2915	<b>Last day to request revised final exam:</b>	Mon, Mar 8
<b>Room:</b>	RE 110	<b>Office:</b>	L 2085	<b>Last day to withdraw from course:</b>	Fri, Mar 19
<b>Final Exam:</b>	Scheduled by the Office of the Registrar	<b>Office Hours:</b>	Send me an email	<b>Last day to apply for coursework extension:</b>	Mon, Mar 29
				<b>Last day of classes:</b>	Fri, Apr 16

### 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 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>            Course mechanics and introduction to one another            Harpham, Geoffrey 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.            King, Thomas, "The Truth about Stories." Massey Lectures, CBC Radio, 2003.</p>
18	<p><b>What are the Humanities good for?</b>            Bate, Jonathan. "Introduction." In <i>The Public Value of the Humanities</i>, edited by Jonathan Bate, 1–14. London: Bloomsbury Academic, 2011.            Mondschein, Ken. "Liberal Arts for Social Change." <i>Humanities (Basel)</i> 9, no. 3 (2020).            Robinson, Marilynne. "What Are We Doing Here?" in <i>What Are We Doing Here?: Essays</i>. McClelland &amp; Stewart, 2018.</p> <p>Select signature work</p>
25	<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.            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.            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 – enhanced bibliography prepared</p>

Feb 1	<p><b>Post-colonial / post-human critique</b></p> <p>Said, Edward, excerpts from the “Introduction” to <i>Orientalism</i>, Routledge &amp; Kegan Paul, 1978.</p> <p>Biswas, Anandarup. “(In)Glorious Defeat: Rethinking Humanity’s Victories Against Nature in Literature,” <i>postScriptum: An Interdisciplinary Journal of Literary Studies</i>, 3: 20-33, 2018.</p> <p>Chatelier, Stephen. “Beyond the Humanism/Posthumanism Debate: The Educational Implications of Said’s Critical, Humane Praxis.” <i>Educational Theory</i> 67, no. 6 (2017): 657–672.</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> <p>Outline for signature work.</p>
8  Evening	<p><b>Vocation and the Humanities</b></p> <p>Guest: Gordon Smith</p> <p>Gordon T. Smith, <i>Consider your Calling</i>, IVP, 2015.</p> <p>Stover, Justin. “There Is No Case for the Humanities.” <i>The Chronicle of Higher Education</i>, March 4, 2018.</p>
15	<p><b>Family Day</b> (no classes)</p>
22	<p><b>Humanities and the ethical turn</b></p> <p>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>Reed, Esther, “Resurrection and Liturgical Moral Reasoning,” <i>Good Work: Christian Ethics in the Workplace</i>, Baylor University Press, 2010.</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> <p>Faculty / Alumni Reflections</p> <p>Topic for Humanities for our World assignment</p>
Mar 1	<p><b>Humanities and jobs</b></p> <p>Eleni Kachulis and Matthew McKean, “Building Skills Connections Series: Alberta in a Nutshell” (Ottawa: The Conference Board of Canada, 2018).</p> <p>RBC, “Humans Wanted: How Canadian Youth Can Thrive in the Age of Disruption,” RBC Royal Bank, March 27, 2018.</p>

	<p>Aon Hewitt and the Business Council of Canada, "Developing Canada's future workforce: a survey of large private-sector employers" (Toronto: Aon Hewitt Inc., 2016.  Business Council of Canada and Morneau Shepell, "Investing in a resilient Canadian workforce: 2020 Business Council of Canada Skills Survey," Summer 2020.  Lisa Christensen, Jake Gittleson, and Matt Smith, "The most fundamental skill: Intentional learning and the career advantage," McKinsey August 2020.  Deloitte Access Economics, "The Value of the Humanities" (Sydney, NSW: Deloitte Access Economics Pty Ltd, 2017).  The Association of American Colleges and Universities, "The LEAP Vision for Learning Outcomes: Practices, Impact, and Employers' Views," 2011.</p> <p>Faculty / Alumni Reflections  Outline and Bibliography for Humanities for our World assignment</p>
8	<p><b>Humanities for our World Presentations</b></p> <p>Faculty / Alumni Reflections</p>
15 Evening	<p><b>Humanities for our World Presentations</b></p> <p>TBA</p>
22	<p><b>Academic Reflections Presentations</b></p> <p>Faculty / Alumni Reflections</p>
29	<p><b>Academic Reflections Presentations</b></p> <p>Faculty / Alumni Reflections</p>
31	<b>ARC</b>
April 5	<b>Easter Monday</b> (no classes)
12	<p><b>Portfolio Presentations</b></p> <p>Conclusions</p>

**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 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 16.

### 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 extensive 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 question Gordon Smith suggests is 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 research enterprise 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 16.

### 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:

Grade	Percentage	Grade Point	Description
A+	90+	4.0	Excellent: superior performance showing comprehensive understanding of subject matter.
A	85-90	4.0	
A-	80-85	3.7	
B+	77-79	3.3	Good: clearly above-average performance with knowledge of subject matter complete.
B	74-76	3.0	
B-	70-73	2.7	
C+	67-69	2.3	Satisfactory: basic understanding of subject matter.
C	64-66	2.0	
C-	60-63	1.7	
D+	56-59	1.3	Poor: marginal performance.
D	50-55	1.0	Minimal pass.
F	49 -	0	Failure: unsatisfactory performance or failure to meet course requirements.

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 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](mailto: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](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.