

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2020</b>
<b>IND 288</b>	<b>Art and Faith I</b>	<b>Prerequisite: None</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In Class	<b>Instructor:</b>	Alyssa Michaud, Ph.D.	<b>First day of classes:</b>	Wed, Sept 9
<b>Days:</b>	Tuesdays and Thursdays	<b>Email:</b>	amichaud@ambrose.edu	<b>Last day to add/drop, or change to audit:</b>	Sun, Sept 20
<b>Time:</b>	1:30 – 2:45	<b>Phone:</b>	403 410 4000 ext. 6920	<b>Last day to request revised final exam:</b>	Mon, Nov 2
<b>Room:</b>		<b>Office:</b>	G2185	<b>Last day to withdraw from course:</b>	Fri, Nov 20
<b>Lab/ Tutorial:</b>		<b>Office Hours:</b>	Wednesday 9:30 – 12:00 or by appointment	<b>Last day to apply for coursework extension:</b>	Mon, Nov 23
<b>Final Exam:</b>	Yes (in-class final)			<b>Last day of classes:</b>	Mon, Dec 14

## 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

**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 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 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.

[The Ambrose Writing Centre](http://ambrose.edu/writingcentre) ([ambrose.edu/writingcentre](http://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](http://ambrose.edu/accessibility) ([ambrose.edu/accessibility](http://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.

Counselling Services ([ambrose.edu/counselling](http://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.

Student Success Workshops ([ambrose.edu/academics/student-academic-success](http://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.

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
- Drop one extra reading quiz grade
- A 5% boost to your final project grade

You may earn all three incentives, but you may not earn any incentive more than once. Please note that not all workshops are eligible for this incentive. Consult this list carefully before selecting workshops.

- Study Skills: Thursday, September 24, 3:15-4:00
- Planning for Today’s Job Market: Tuesday, September 29, 12:30-1:15
- Understanding your Assignments: Critical Thinking and the Academic Conversation: Wednesday, September 30, 11:45-12:30
- Academicese II: Reaching your Goals: Tuesday, October 6, 12:30-1:15
- Research Basics: Wednesday, October 14, 11:45-12:30
- Research Skills I: Starting Points: Wednesday, October 21, 10:00-11:15
- Citation Basics: Thursday, October 22, 12:30-1:15
- Academic Integrity: Tuesday, October 24, 12:30-1:15
- Research Skills II: Conquering the Catalogue: Tuesday, October 27, 12:30-1:15
- Essays and Research Papers: Intros and Conclusions: Tuesday, November 3, 12:30-1:15
- Exam Success: Wednesday, November 25, 11:45-12:30

## Course Schedule

September 10 Course Intro	
September 15 The Rise of the West: Charlemagne, Troubadours, and Liturgical Drama	Landmarks: 125; 129-33; 139-44
September 17 Faith & Art Seminar no. 1: “Sacred ___ Secular” vs.? or? and?	Walking on Water: Preface & Chapter 1
September 22 Christendom: Late Medieval Life, Church, and Drama	Landmarks: 147-56
September 24 Art and a Suspicious Church	Art & Soul: xiii-xvi; 25-34
September 29 The Age of Faith: Gothic Cathedrals and Medieval Music	Landmarks: 161-74
October 1 Rebirth: Transitions in Life and the Arts (plus a pandemic)	Landmarks: 177-86;

October 6 Faith & Art Seminar no. 2: Faith and Craft, Language and Value	Walking on Water: Chapter 2
October 8 Renaissance: Music, Dance, Painting, and Sculpture	Landmarks: 201-11; 213-4
October 13 Art as a Christian Activity	Art & Soul: 67-78
October 15 Reformation: Protestantism, Printmaking, and Plays	Landmarks: 217-29; 235; 239-40
October 20 <b>Exam #1: Medieval and Renaissance</b>	
October 22 Piety: The Counter-Reformation and the Italian Baroque	Landmarks: 263-73
October 27 Faith & Art Seminar no. 3: "As Little Children"	Walking on Water: Chapters 3 & 4
October 29 Extravagance: Baroque Dance, Theatre, and Architecture	Landmarks: 281-9
November 3 "What is Art?" Why the Answer Matters <b>Project Proposal Due</b>	Art & Soul: 110-22
November 5 Baroque Music: Performance in Church, in Court, and in Public	Landmarks: 274-80; 290-4
November 10 Reading Break – NO CLASS	
November 12 Reading Break – NO CLASS	
November 17 Enlightenment: Ethics, Progress, and Philosophical Shifts	Landmarks: 297-307
November 19 Faith & Art Seminar no. 4: Narrative and Truth <b>Art &amp; Faith Site Visit Due</b>	Walking on Water: Chapters 5 & 6
November 24 Ambrose Arts Tech Week – NO CLASS	
November 26 Rococo & Neoclassical: Visual Arts in the Age of Enlightenment	Landmarks: 312-21
December 1 Art as a Calling: Rooted, Respectful, Wrestling	Art & Soul: 158-65
December 3 The Classical Era: Literature and Music	Landmarks: 308-11; 322-6
December 8 Oral Traditions: Indigenous Culture & African Heritage	Landmarks: 246-58
December 10 <b>Exam #2: Baroque and Classical</b>	

# 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>	10%
Notes and Personal Responses for <i>Walking on Water</i> and <i>Art &amp; Soul</i>	10%
Artists and the Church: Investigative Research Project	15%
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 each class for which a *Landmarks in Humanities* reading is due. These quizzes may be completed alone or in pairs. 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. Your lowest score at the end of the semester will be dropped.

**Notes and Personal Responses for *Walking on Water* and *Art & Soul* (10%):** You will earn this component of your course grade by completing eight readings from *Walking on Water* 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 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 would you write these sections differently?
- Which concepts do you think might work differently in today's culture? 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 900-1200 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 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. 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 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 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 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 15 minutes in length.

## Policies and Expectations

**Attendance:** If you are experiencing symptoms of COVID-19—even mild ones—you must not come to class. You will have an excused absence for the class period and can contact me via email about making up the work. For absences or late arrivals and departures for this or any other reason, please notify me **in advance**.

Please note that certain class meetings may be held over Zoom, in order to facilitate group or online work. The dates of Zoom classes will be announced in advance.

It is distracting for both your classmates and your instructor when people enter and leave the classroom during lectures. Unless your body presents you with an unforeseen emergency, please visit the bathroom before or after class.

**Face Masks:** Following university policy, all students are required to engage in appropriate behaviour to protect the health and safety of the community, including wearing a face mask properly, maintaining social distance (at least two meters from others at all times), and sanitizing or washing hands.

**Assignment Submissions:** Assignments are due on Moodle 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 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 history 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.

**Food and Drink:** Although drinks and cold snacks have previously been permissible in the classroom, during a pandemic, food and drink will not be allowed during class time.

## 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 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](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.