



Sessional Openings – spring and summer 2021

Sessional Instructor: Humanities 101

St. Mary's University seeks applications for a part-time instructor to teach in St. Mary's **Humanities 101** Program the course **ENGL 105: English Literature**. This course is an introduction to literature representing a range of authors, periods, cultures, and genres. Students explore a variety of themes found in literature with a strong focus on developing critical reading thinking and writing skills.

This course is set to be delivered in the 13-week spring and summer 2021 term. The 210 minute sessions are timetabled to run Monday and Wednesday between 12:00 and 3:30 pm. The successful candidate will have a Doctoral degree or ABD in a related area in the Humanities and have a record of successful teaching experience preferably in the discipline of English Literature focused on Adult Literacy with deep knowledge of the concept of Radical Humanities. Applicants are invited to submit a letter of application, curriculum vitae, teaching dossier, and the names and contact information of three references addressed to Dr. Pablo Ortiz, Dir. Student Affairs via e-mail to pablo.ortiz@stmu.ca by February 12, 2021.

Humanities 101 is a strength-based educational program designed to help low-income Calgarians address barriers getting in the way of their capacities and skills. Students learn about the stories that connect them to others and the world around them through studies in Literature, History, Music, Cultural Studies, Philosophy, and Art History. Participants in Humanities 101 learn how to increase their capacity to engage in a life reflective of their unique gifts and abilities, while deepening their skills of learning, communicating, and analysis. Classes meet two days a week for four months and study a variety of texts and ideas. Teachers and the learning team are passionate about learning and strive to create a profoundly brave and welcoming space where adults with a diverse range of life and educational experiences are all welcome. The program includes: tuition, books, and nutritious hot meals before class, transit tickets, assistance with childcare costs as required, individual tutoring, and cultural experiences.

Preference is given to completed or nearly completed PhD candidates. All qualified candidates are encouraged to apply. However, in accordance with Canadian immigration requirements, Canadian citizens and permanent residents of Canada will be given priority. The positions will remain open until filled.

St. Mary's University is a vibrant and growing undergraduate liberal arts and sciences teaching and research University located in the south of Calgary. We are dedicated to scholarship, teaching excellence, and the development of critical thinkers in the Catholic intellectual tradition. St. Mary's University hires on the basis of merit, is committed to diversity and employment equity, and encourages all qualified individuals to apply. We encourage applications from women, Indigenous persons, visible minorities, sexual minority groups, and persons with disabilities. Canadians and permanent residents of Canada will be given priority.

Humanities 101 Learning Environment

Anyone who enters a classroom is already a critical and creative thinker. By beginning with this assumption, we expect the Instructor to meet students where they are and to support them in developing their skills by encouraging students to learn from mistakes and not give up. Students are then challenged to take responsibility for their learning because good academic work is a product of hard (and often fun)



labor, not strokes of brilliance. The instructor should also be flexible to meet different students' learning goals as some join the program for personal growth, while others join towards a more formal path to post-secondary education.

Instructor Responsibilities

1. Bring what you have in abundance
2. Instructors usually function on a set of rules or guidelines for behavior, but often don't articulate those rules to the group. Discussion and negotiations of guidelines for interactions with the group can facilitate more engagement from students, in part because they have a clear sense of their responsibilities in that space by setting up and maintain clear expectations for roles and behavior in the classroom.
3. Open and close class time in a way that allows students to set aside the concerns of their day-to-day lives and fully engage in the learning process.
4. HUM 101 uses a discussion-based class with the goal to create a space for participants to practice critical thinking and try out new ideas/practices.
5. Guide students to notice and explore connections and disjunctions in discussion of material.
6. Facilitate a class that embraces respect, trust, is non-judgmental, and is open to trying things on.

Instructor Job Description

- To teach and facilitate an engaging learning experience that helps marginalized adults learn to see themselves as competent learners who have power to make changes in the world.
- To build relationships with students by:
 1. conveying a strong interest and enthusiasm for the topics
 2. showing genuine concern for student progress
 3. being empathic to the students' learning needs
- To explain difficult concepts clearly and understandably
- To stimulate students to think for themselves
- To motivate students in their academic progress
- To work with students in a group and one-on-one setting
- To help students develop library and Internet research skills
- To connect students with additional resource materials that they may not be acquainted with
- To facilitate group discussion
- To have deep knowledge of the content and course material
- To engage in ongoing personal reflection and learning
- To model how to learn from one's own mistakes
- To participate in biweekly learning team meetings and other occasional group learning opportunities
- Be aware of one's own privilege and how power dynamics affect the classroom

Essential elements to keep in mind and important aspects of the HUM 101 class:

Knowledge Production:

- Through conversation
- Not expert/deficit
- Collectively produced



Power:

- Is relational
- You cannot opt out
- Students come in with ideas about roles, both theirs and yours
- Be responsible

Critical Discussion looks like:

- Both caring and challenging
- Participants talking and asking questions to each other
- Provocative questions – challenging and ambitious
- People excited when questions get 'overhauled' or changed
- The approach of everyone in the group is "How can I get in on the project?"
- Bring students into conversation about what's not working.