

Course ID:	Course Title:	Winter 2021
CS 620	Religion and Culture in Canada	Prerequisite: N/A
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In-person	Instructor:	Joel Thiessen, PhD	First day of classes:	Mon, Jan 11
Days:	Tuesday/Thursday	Email:	jathiessen@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan 24
Time:	3:15-4:30pm	Phone:	403-410-2000 ext.2979	Last day to request revised final exam:	Mon, Mar 8
Room:	A2131	Office:	L2105	Last day to withdraw from course:	Fri, Mar 19
Lab/ Tutorial:	N/A	Office Hours:	Tuesdays, 10:00-11:15am; Thursdays 1:00-3:00pm, by appointment only (in-person or virtual)	Last day to apply for coursework extension:	Mon, Mar 29
Final Exam:	Yes – to be scheduled by the Office of the Registrar			Last day of classes:	Fri, Apr 16

Course Description

This course explores the relationship between religion and culture in Canada from a sociological perspective. This examination will include a look at the past, present, and potential future relationship between religion and culture in Canada.

Expected Learning Outcomes

The following table captures: (a) the course learning goals; (b) the link between the course learning goals and the larger learning outcomes in the Behavioural Science program (listed following this table); and (c) the assignments where the course learning goals will be demonstrated.

Course Learning Outcomes	Behavioural Science Program Learning Outcomes	Assignments
To understand the past, present, and potential future dominant (non)religious trends in Canada.	#2	#1, 3, and 4

To develop the conceptual and theoretical tools in sociology to interpret empirical data on (non)religion in Canada.	#2 and 3	#1, 2, 3, and 4
To grapple with the multifaceted relationship between Canadian culture and (non)religious individuals and groups.	#1, 2, 5, and 6	#1, 2, 3, and 4
To grasp key variables related to religious organizational life.	#1 and 2	#1, 2, 3, and 4
To think theologically and practically about the implications of a sociological understanding of religion in Canada for ministry in Canada.	#1, 2, 7, and 8	#1 and 2

Behavioural Science Program Outcomes:

1. Have a sound understanding of individual and group behaviour which will assist them in dealing with people professionally and personally;
2. Be able to integrate knowledge of both the psychological and societal processes which bear upon human emotions, cognition and behaviour;
3. Have an understanding of research methodology in the behavioural sciences, including constructing and implementing quantitative and qualitative research designs, analyzing and critiquing empirical results, and presenting clear outcomes and recommendations to appropriate audiences;
4. Have a facility with current technology in the field of behavioural science (e.g., electronic databases, computer analysis software such as SPSS);
5. Perceive human needs with empathy, develop ethically responsible attitudes toward social problems and, in particular, vulnerable populations in society, and be empowered to give voice to these issues in the public and professional arena;
6. Be prepared to engage ethically with individuals from diverse backgrounds (i.e., racial, ethnic, religious, gender and sexual orientation) in a manner that maintains the dignity and respect for all people;
7. Develop a Christian view of sociological and psychological processes in conjunction with scientific study;
8. Be prepared to work with integrity and confidence in a variety of human service fields or continue on to graduate work or after-degree programs

Textbooks

Bramadat, Paul and David Seljak, eds. 2005. *Religion and Ethnicity in Canada*. Toronto, ON: Pearson.

McAlpine, Bill, Joel Thiessen, Arch Wong, and Keith Walker. 2021. *Signs of Life: Catholic, Mainline, and Conservative Protestant Congregations in Canada*. Toronto, ON: Tyndale Academic Publishing.

Schuurman, Peter J. 2019. *The Subversive Evangelical: The Ironic Charisma of an Irreligious Megachurch*. Montreal, QC: McGill-Queen's University Press.

Thiessen, Joel and Sarah Wilkins-Laflamme. 2020. *None of the Above: Nonreligious Identity in the US and Canada*. New York, NY: New York University Press.

Course Schedule

Date	Topic	Reading/Preparation in Advance	Assignment Deadlines
PART 1 – COURSE INTRODUCTION			
Jan.12	Course Introduction		
Jan. 14	Historical Overview of Religion in Canada	<ul style="list-style-type: none"> • <i>Leaving Christianity</i> “Introduction” (p.3-26) by Stuart MacDonald and Brian Clarke – article on Moodle 	
Jan.19	Indigenous Spirituality & Christianity in Canada	<ul style="list-style-type: none"> • Guest Speaker – Tony Snow • Excerpts from “Around the Sacred Fire” – articles available on Moodle • “Second Indian Ecumenical Conference Report from 1971” – article available on Moodle • “Grizzly Bear Management Program” (Sections 2-4) – article available on Moodle 	
Jan.21	Explaining Religious Trends: Sociological Theories	<ul style="list-style-type: none"> • Thiessen & Wilkins-Laflamme – Introduction 	
PART 2 – RELIGIOUS NONES			
Jan.26	Religious None Growth	<ul style="list-style-type: none"> • Thiessen & Wilkins-Laflamme – Chapter 1 	
Jan.28	Nones of All Shapes and Sizes	<ul style="list-style-type: none"> • Thiessen & Wilkins-Laflamme – Chapter 2 	
Feb.2	Religious Nones, Morality, and Civic Engagement	<ul style="list-style-type: none"> • Thiessen & Wilkins-Laflamme – Chapter 3-4 	
Feb.4	Religious Nones & Other Religious Groups	<ul style="list-style-type: none"> • Thiessen & Wilkins-Laflamme – Chapter 5 	
Feb.9	Religious Nones in Late Modern Society	<ul style="list-style-type: none"> • Thiessen & Wilkins-Laflamme – Conclusion 	
Feb.11	Religious Nones & Conversion		Presentation #1
Feb.16	NO CLASS (Reading Week)		Research and Reflection Assignment #1 – 9:00am
Feb.18	NO CLASS (Reading Week)		
PART 3 – CONGREGATIONS			
Feb.23	The Subversive Evangelical	<ul style="list-style-type: none"> • Schuurman – Chapter 1-2 	
Feb.25	The Subversive Evangelical	<ul style="list-style-type: none"> • Schuurman – Chapter 3-4 	
March 2	The Subversive Evangelical	<ul style="list-style-type: none"> • Schuurman – Chapter 5-6 	
March 4	The Subversive Evangelical	<ul style="list-style-type: none"> • Schuurman – Chapter 7-8 	

March 9	The Subversive Evangelical	<ul style="list-style-type: none"> • Schuurman – Epilogue 	
March 11	Evangelical Congregations	<ul style="list-style-type: none"> • Documentary - <i>#Blessed</i> 	
March 16	Flourishing Congregations	<ul style="list-style-type: none"> • “What is a Flourishing Congregation? Leader Perceptions, Definitions, and Experiences” – article on Moodle 	
March 18	Congregational Growth		Presentation #2
March 23	Multiracial Congregations		Presentation #3
PART 4 – RELIGIOUS DIVERSITY			
March 25	Beyond Christian Canada	<ul style="list-style-type: none"> • Bramadat & Seljak – Chapter 1 	
March 26			Local Church Ministry in Canada Assignment – 9:00am
March 30	Ethnic Identities & Religious Communities	<ul style="list-style-type: none"> • Bramadat & Seljak – Chapter 2-7 	
April 1	Ethnic Identities & Religious Communities	<ul style="list-style-type: none"> • Documentary – <i>Me and the Mosque</i> 	
April 6	Religious Diversity & Public Policy	<ul style="list-style-type: none"> • Bramadat & Seljak – Chapter 8-10 	
April 8	Toward a new Story about Religion & Ethnicity in Canada	<ul style="list-style-type: none"> • Bramadat & Seljak – Chapter 11 	
April 13	Religious Diversity & Deep Equality		Presentation #4
April 15	COVID-19, Religion, and Society		Presentation #5
April 16			Research and Reflection Assignment #2 – 9:00am
April 19			Book Review

Requirements:

*It is students’ responsibility to make note of and submit all assignments by the deadlines below. Failure to submit all assignments will result in an automatic failing final grade. Late assignments will lose 20%/day.

1) Research & Reflection Assignments (20%) – Feb.16 (“religious nones”) and Apr.16 (“religious diversity”) at 9:00am on Moodle

This assignment centers on the two key topics in this course: religious nones and religious diversity. Against the backdrop of sociological theory, concepts, and data, draw on assigned readings in the course plus three peer-reviewed scholarly sources to answer the following question in 1.5-2 pages (double spaced, 1” margins on all sides, 12-size font), plus a correctly formatted (ASA) title page and Reference list: “My greatest take-away on ‘topic’ was...” Each assignment is worth 10% of your final grade. Evaluation of this assignment is based on the Grading Rubric later in the syllabus: (a)

theory, method, and data (25 marks); (b) analysis and application (25 marks); (c) logical and coherent argument (20 marks); (d) grammar and spelling (20 marks); (e) formatting (10 marks). Late assignments will lose 20%/day.

Note that your paper submission may go through a plagiarism software – Turnitin – that compares your paper against other books, articles, online sources, and papers submitted to other universities and Ambrose. It is your responsibility to be aware of what constitutes plagiarism (see “Policies” section of the syllabus).

2) Seminar Presentation and Discussion (20%) – Feb.11, Mar.18, Mar.23, Apr.13, and Apr.15

In this 60-minute research-based presentation and class discussion facilitation, students will collaborate in groups of 4 (depending on final class size; sign up on professor’s door – can select your own groups) and address one of the topics below. In addition to course readings, a minimum of twelve peer-reviewed scholarly sources should be incorporated into the final project.

- **February 11:** If religious groups wish to “convert” religious nones to “believe, behave, and belong” in a religious group, what must religious groups know, do, and anticipate as a result?
- **March 18:** If congregations wish to grow, what should they know, do, and anticipate as a result?
- **March 23:** If congregations wish to be more multiracial, what should they know, do, and anticipate as a result?
- **April 13:** If Canada wishes to foster “deep equality” among and between different (non)religious individuals and groups, what must different social institutions know, do, and anticipate as a result?
- **April 15:** Sociologically, what has COVID-19 revealed about religion and culture in Canada, and what might COVID-19 mean for the future of religion and culture in Canada?

Groups must submit a detailed written outline of key presentation ideas 10 days prior to the presentation, as well as meet virtually with the professor no later than 7 days prior to the presentation, to receive and discuss feedback. All visual aids (including detailed ASA formatted Reference list) must be sent to the professor no later than 12pm on the day of the presentation. Due to COVID-19 limitations for physical distancing, flexibility is assumed regarding who and how many from the group actually deliver the presentation.

Evaluation is based on the following: (a) breadth, depth, and accuracy of sociological content, analysis, and formatting (40 marks); (b) logical and coherent organization and presentation of ideas (25 marks); (c) effectiveness to facilitate thoughtful class discussion (15 marks); (d) ability to clearly, confidently, and creatively communicate ideas throughout (15 marks); (e) written outline submitted 10 days prior, team meeting 7 days prior, and presentation materials submitted at 12pm prior to presentation (5 marks).

3) Local Church Ministry in Canada (20%) – Due Friday, March 26 @ 9:00am on Moodle

Students will write a 4-5 page assignment (excluding title page and References) on the following topic: You are involved in ministry in a local church in Canada. Drawing on the readings, lectures, and discussions in this course, what sociological theory, data, and concepts do you think would be helpful to know and why, and what implications are there for ministry in light of your observations?

Papers should be double spaced, with 1” (2.54cm) margins on all sides, 12-point font, and ASA formatting. Evaluation of this assignment is based on: (a) quality/accuracy of sociological ideas raised (30 marks); (b) quality/usefulness of implications discussed (20 marks); (c) logical and coherent argument (20 marks); (d) grammar and spelling (20 marks); (e) formatting (10 marks). See grading rubric later in the syllabus. Late assignments will lose 20%/day.

Note that your paper submission may go through a plagiarism software – Turnitin – that compares your paper against other books, articles, online sources, and papers submitted to other universities and Ambrose. It is your responsibility to be aware of what constitutes plagiarism (see “Policies” section of the syllabus).

4) Book Review (20%) – Due Monday, April 19 @ 12:00pm (noon) on Moodle

In this 4-5 page assignment (excluding title page and References), students will review one of the course textbooks of their choice. In the review, summarize the central arguments (1.5 pages), and then discuss points of agreement and disagreement with the central arguments. Points of agreement and disagreement should be informed by empirical data and sound logic and reason, and ought to draw in material from at least one of the other course textbooks. No formal introduction or conclusion is required for this assignment – simply begin with the summary and move directly into your engagement with that material.

Papers should be double spaced, with 1” (2.54cm) margins on all sides, 12-point font, and ASA formatting. Evaluation of this assignment is based on: (a) summary of the book (20 marks); (b) analysis of the book (30 marks); (c) logical and coherent argument (20 marks); (d) grammar and spelling (20 marks); (e) formatting (10 marks). See grading rubric later in the syllabus. Late assignments will lose 20%/day.

Note that your paper submission may go through a plagiarism software – Turnitin – that compares your paper against other books, articles, online sources, and papers submitted to other universities and Ambrose. It is your responsibility to be aware of what constitutes plagiarism (see “Policies” section of the syllabus).

5) Final Exam (20%) – Scheduled by Registrar’s Office

In each section of the course, students will receive a few essay-based questions that could appear on the final exam. At the three-hour final exam, students will be given five questions from that list, and must answer four of those five questions.

Communication and Attendance:

My sole task in this course is to help create an environment for you to maximally learn and succeed. Toward this end, student-initiated communication with me is critical, especially if you have questions about course content and expectations, or if you are falling behind. Unless you reach out and communicate with me, I have no way to know what your needs are or how to best help you through this course. I want to encourage you to proactively communicate with me, and to not leave your communications until it is too late. When it comes to assignments, you will be held accountable for your communication (or lack thereof).

I have a high regard for our times together in class – this time is sacred. You are free to attend class or not, but should you decide to do so, I expect the following without exception:

- Read the assigned materials in advance of class
- Arrive on time
- Actively participate in class activities

If you cannot uphold all three of these expectations, you are discouraged from attending class. Should honoring these class boundaries become a problem, the professor reserves the right to ask you to leave class or possibly withdraw from the course.

Grade Summary:

The available letter grades and percentages for course grades are as follows. A detailed chart of what constitutes an 'A,' 'B,' or 'C,' etc. is also included below:

A	96% and above	(GPA – 4.0)	C	63 - 67%	(GPA – 2.0)
A	91 - 95%	(GPA – 4.0)	C-	60 - 62%	(GPA – 1.7)
A-	86 - 90%	(GPA – 3.7)	D+	56 - 59%	(GPA – 1.3)
B+	82 - 85%	(GPA – 3.3)	D	50 - 55%	(GPA – 1.0)
B	75 - 81%	(GPA – 3.0)	F	Below 50%	
B-	72 - 74%	(GPA – 2.7)			
C+	68 - 71%	(GPA – 2.3)			

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 the student registration system. Printed grade sheets are not mailed out.

Grading Rubric

	Theory, Method, Data: Correctly employs paradigms, theories, concepts, and empirical research. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.	Analysis and Application: Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	Logical and Coherent Argument: Logical and coherent argument that flows from beginning to end.	Grammar and Spelling: Writing is clear and effective communicating central ideas	Formatting: Use of appropriate writing style (i.e., ASA) and other formatting particulars (i.e., page length, font size, margins)	Oral Presentations: Material is clearly, confidently, and creatively communicated. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.
A 86-100	Consistently achieved – paradigms, theories, concepts, and empirical research are summarized and used	The majority of assignment demonstrates a balance in summarizing and describing theory/research and analysis and application	Clearly states central thesis and purpose of paper Each sentence/paragraph logically leads to the next	Few to no spelling, grammar, or other writing errors. Words, sentences, and	Consistently achieved	Communicates effectively main theme, thesis, or primary focus of presentation.

	accurately and in relevant ways		Carefully selected details which support general statements and central thesis	paragraphs flow smoothly		Establishes order to ideas and points out relationships between them. Number and quality of main points are sufficient Presentation of ideas develops to a logical conclusion and/or summary Strong presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact.
B 72-85	Mostly achieved - paradigms, theories, concepts, and empirical research are summarized and used fairly accurately.	Some idea of how chosen topic bears on the development of sociological thought (i.e., some analysis and application beyond merely summarizing existing theory/research)	Clear central thesis Appropriate details/synthesis most of the time. Sentences/paragraph generally flow logically together	Some spelling, grammar, and writing errors Some awkward transitions between words, sentences, and paragraphs	Mostly achieved	Communicates to some degree the main theme, thesis, or primary focus of presentation. Ideas follow a general logical flow with presenter providing some synthesis between points

						<p>Number and quality of main points are sufficient</p> <p>Logical conclusion and/or summary provided that develops from the presenter's points</p> <p>Moderate presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact</p>
C 60-71	Inconsistently achieved - paradigms, theories, concepts, and empirical research are often summarized or used inaccurately, or not at all.	Little to no connection made to the development of paradigmatic thought in terms of analyzing or applying the theory/research	<p>Adequately limited central thesis</p> <p>Details/synthesis may be repetitious or absent altogether.</p> <p>Sentences/paragraphs rarely, if ever, flow logically together</p>	<p>Several spelling, grammar, and writing errors</p> <p>Several awkward transitions between words, sentences, and paragraphs</p>	Inconsistently achieved	<p>Unclear presentation of main theme, thesis or focus of presentation</p> <p>Little order to ideas and relationships between points not clarified clearly</p> <p>Number and quality of main points are lacking in sufficiency</p> <p>Weak conclusion and/or summary</p>

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.