



**SO 340/CS 645 Religion and Culture in Canada  
Winter 2013**

**Instructor:** Joel Thiessen, Ph.D.

**CONTACTING THE INSTRUCTOR**

**Class Times:** FEB 19-23 9:00-4:00pm

**Office Hours:** TUE/THU 12:00-1:00pm/by appointment

**Email Address:** [jathiessen@ambrose.edu](mailto:jathiessen@ambrose.edu)

**Location:** A2210

**Office:** L2105

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**REQUIRED TEXT**

Bibby, Reginald W. 2011. *Beyond the Gods and Back: Religion's Demise and Rise and Why it Matters*. Lethbridge, AB: Project Canada.

(\*CS 645 Only) Kinnaman, David, and Gabe Lyons. 2007. *unChristian: What a New Generation Really Thinks about Christianity . . . and Why it Matters*. Grand Rapids, MI: Baker Books.

Lyon, David and Marguerite Van Die, eds. 2000. *Rethinking Church, State and Modernity: Canada Between Europe and America*. Toronto, ON: University of Toronto Press.

(\*CS 645 Only) Reimer, Sam. 2003. *Evangelicals and the Continental Divide: The Conservative Protestant Subculture in Canada and the United States*. Montreal, QC: McGill-Queen's University Press.

**ON RESERVE**

Bibby, Reginald. 2008. "The Perils of Pioneering and Prophecy: A Response to Thiessen and Dawson." *Studies in Religion* 37 (3-4): 417-425.

Thiessen, Joel, and Lorne Dawson. 2008. "Is There a 'Renaissance' of Religion in Canada? A Critical Look at Bibby and Beyond." *Studies in Religion* 37 (3-4): 389-415.

Johnson, William A., Jr., et al. 2010. *The Sociology Student Writer's Manual. 6<sup>th</sup> Edition*. Boston, MA: Pearson.

**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

1. To understand the historical landscape of religion in Canada up to the present
2. To apply sociological theory to the study of religion in Canada
3. To grapple with the social realities of religious individuals, religious groups, and the broader culture and to examine how each influences the other
4. To become familiar with the impact of immigration on religion in Canada
5. To consider the possible future trajectory for religion in Canada
6. To think theologically and practically about the implications of a sociological understanding of religion in Canada for ministry in Canada

## COURSE SCHEDULE

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
<u>Feb.19</u>	Course Introduction	Syllabus
	“Renewed Religion: Is the Church in Canada Relevant Today?”	Video and Discussion
	Historical Outline of Religion in Canada	Bibby (Ch.1); Lyon & Van Die (Ch.1-2 & 7-9)
	Organized Religion versus Private Spirituality	Bibby (Ch.6); Lyon & Van Die (Ch.3, 10, & 11)
	“In Search of Church: What is Church?”	Video and Discussion
<u>Feb.20</u>	Secularization Thesis in Canada	Bibby (Ch.2 & 3)
	Revitalization Thesis in Canada	Bibby (Ch.2 & 3)
	“In Search of Church: The Emergent Church”	Video and Discussion
	Critiquing the Revitalization Thesis in Canada	Thiessen (2010) article; Bibby (2012) article
<u>Feb.21</u>	Polarization Thesis in Canada	Bibby (Ch.3)
	Who Cares about Religion in Canada?	Bibby (Ch.5, 7, & 8)
	Polarization and Pluralism	Bibby (Ch.4)
	Aboriginal Spirituality in Canada (Ray Aldred)	No Assigned Reading
<u>Feb.22</u>	Religion and Ethnicity in Canada	No Assigned Reading
	“In Search of Church: The House Church”	Video and Discussion
	Religion and Politics	Lyon & Van Die (Ch.4-6)
	Evangelicals in Canada and “Revealed: Hip 2B Holy”	Lyon & Van Die (Ch.12); Video and Discussion
<u>Feb.23</u>	Panel Discussion with Church Leaders	Discussion
	“In Search of Church: The Radical Church”	Video and Discussion
	Ministry Implications in Canada	Thiessen (2010) article
	Future of Religion in Canada	Bibby (Ch.9 & Conclusion)
5:30pm	Dinner at Professor’s House	Mmmmmmmmm . . . ☺

## **LEARNING AND CLASSROOM ETIQUETTE**

In the Behavioural Science Department we believe that learning is an active and interactive process, a joint venture between student and teacher and between student and student (i.e., learning is not just “downloading” information from teacher to student). Therefore, it is expected that professors will come to each class well read and prepared to engage students on the topic at hand, giving students the utmost attention and respect. In turn, it is expected that students will take an active role in the learning process. This includes: (a) regular class attendance, (b) reading course material in advance of class, (c) showing up to class on time, and (d) attentively and proactively being “present” at class (i.e., not on the internet, not texting, not conversing with the person beside you). Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian ethos of excellence and respect that lies at the heart of the Ambrose educational experience. Failure to adhere to this will result in the professor either asking the student to leave the classroom for the remainder of the lecture or, in extreme cases (i.e., three or more ‘offenses’), to possibly withdraw from or fail the entire course.

## **COURSE REQUIREMENTS & GRADING**

\* Failure to submit all assignments will result in an automatic failing final grade.

Daily Responses	15%
Interview Video Presentation - *SO 340 students only	20%
Take Home Exam	30%
Evangelicals and Ministry in Canada Assignment - *CS 645 students only	20%
Research Paper	<u>35%</u>
<i>Total</i>	<i>100%</i>

### **(1) Daily Responses (15%) – Due daily at 8:00am on Moodle**

Each day, students will submit a response on Moodle to material from the previous day, which must demonstrate critical engagement with the course material (four in total with the first due on February 20). In your responses you should address questions like (for example), what thoughts are stirred up for you in light of what you learned? What do you agree with? What do you disagree with? What questions do you have and how might you answer those questions? Responses must be at least 250 words and are due at 8:00am each day. For each response that is either submitted late or does not adequately reflect critical engagement with the course material, a deduction of 4% (from the total possible 15%) will take place.

### **(2) Interview Video Presentation (20%) – Due February 25 @ 11:55pm on Moodle (\*SO 340 Students Only)**

Conduct a semi-structured interview with a person from a tradition different than your own (or even a person who is not particularly religious), and account for your observations. An interview schedule has been provided for you on Moodle and should be followed closely, though modified

slightly depending on who you interview. All standard social scientific ethical protocol applies to this interview experience (i.e., consent form, thank-you letter - samples included on Moodle). Please note that you do not need to audio record this interview.

Students will then record a 20 minute video presentation, based on the findings of their interview experience, and upload it on to Moodle. In the presentation, students should: (a) account for the data that they collected (e.g., highlight some of the questions that were asked and what their responses were), and (b) offer some preliminary sociological analysis of the interview data based on class readings and lectures. Students will be graded on their ability (a) to fulfill the above two objectives; (b) to communicate things logically and coherently from beginning to end; and (c) to creatively and confidently communicate their ideas throughout. Please note that the expectation is not for this to be a 'produced' or professional looking video – a simple recording from your computer is sufficient. Further, the video can simply contain you speaking or you can include any other visuals that you think may enhance your presentation (though this is not expected). Ultimately you are being evaluated on your ability to logically, coherently, creatively, and confidently communicate your findings.

### **(3) Take Home Exam (30%) - Due March 4 @ 11:55pm on Moodle**

At the end of the course, students will be given four essay questions, and must answer three of them, based on the readings and lectures in the course. More details to follow in class. The exams are due on Monday, March 4 at 11:55pm on Moodle. This exam should be double spaced, with 1" (2.54cm) margins on all sides, 12 point font, and ASA formatting (see Johnson book on reserve). Students will be graded for grammar and writing and social scientific content. Therefore, ensure that your document is well-written, clearly and logically organized, draws on empirical and rational evidence where warranted, and explicitly draws on lecture notes and course readings. Late assignments will lose 10% per day.

### **(4) Evangelicals and Ministry in Canada Assignment (20%) - Due March 28 @ 11:55pm on Moodle (\*CS 645 Students Only)**

Students will write a 6 page assignment (plus title page and bibliography) on the following topic: You are involved in ministry in an evangelical setting in Canada. Drawing on the readings, lectures, and discussion in this course, what pieces of information or knowledge 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 (see Johnson book on reserve). Students will be graded for grammar and writing and social scientific content. Therefore, ensure that your document is well-written, clearly and logically organized, and explicitly draws on lecture notes, course readings, and external resources. This means that all theories and concepts should be clearly defined and explained prior to using them as an explanatory and analytical tool, and all statements must be supported with empirical and rational evidence. Late assignments will lose 10% per day.

**(5) Research Paper (35%) – Due April 8 @ 11:55pm on Moodle**

Students will write an 8 page research paper (plus title page and bibliography) on one of the following topics:

1. Discuss the rise of the religious none category in Canada. Questions that you should address include (but are not limited to): What contributed to the relatively recent rise in those who claim to have ‘no religion’ (i.e., why at this point in Canada’s history)? Demographically, who is part of this group? What core beliefs and practices are found among religious nones? What impact does the rise of the ‘no religion’ category have on the current Canadian religious landscape? What impact will religious nones have on the Canadian religious landscape in the future?
2. When it comes to religion, Canada has been described as falling between the religious life of the United States and Europe. After outlining this debate, discuss whether you agree with this claim (drawing on specific evidence to support your position) and comment on what trajectory religion in Canada might take in the future.
3. What impact has recent immigration (i.e., approximately the last thirty years) had on religion in Canada? Related, what impact might immigration have on the face of religion in Canada in the future?

Papers should be double spaced, with 1” (2.54cm) margins on all sides, 12 point font, and ASA formatting (see Johnson book on reserve). Students will be graded for grammar and writing and social scientific content. Therefore, ensure that your document is well-written, clearly and logically organized, and explicitly draws on lecture notes, course readings, and external resources. This means that all theories and concepts should be clearly defined and explained prior to using them as an explanatory and analytical tool, and all statements must be supported with empirical and rational evidence. Late assignments will lose 10% per day.

**GRADING ASSIGNMENTS**

The available letter grades and percentages for course grades are as follows.

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

	<b>Theory, Method, Data:</b> 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.	<b>Analysis and Application:</b> Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	<b>Logical and Coherent Argument:</b> Logical and coherent argument that flows from beginning to end.	<b>Grammar and Spelling:</b> Writing is clear and effective communicating central ideas	<b>Formatting:</b> Use of appropriate writing style (i.e., APA, ASA) and other formatting particulars (i.e., page length, font size, margins)	<b>Oral Presentations:</b> 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.
<b>A</b>  <b>86-100</b>	Consistently achieved – paradigms, theories, concepts, and empirical research are summarized and used accurately and in relevant ways	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  Carefully selected details which support general statements and central thesis	Few to no spelling, grammar, or other writing errors.  Words, sentences, and paragraphs flow smoothly	Consistently achieved	Communicates effectively main theme, thesis, or primary focus of presentation.  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>B 72- 85</b>	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/psychological 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  Number and quality of main points are sufficient  Logical conclusion and/or summary provided that develops from the presenters points  Moderate presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact
<b>C 60- 71</b>	Inconsistently achieved - paradigms, theories, concepts, and empirical research are often summarized or used	Little to no connection made to the development of paradigmatic thought in terms of analyzing or applying the theory/research	Adequately limited central thesis  Details/synthesis may be repetitious or absent altogether.  Sentences/paragraphs rarely, if ever, flow logically together	Several spelling, grammar, and writing errors  Several awkward transitions between words,	Inconsistently achieved	Unclear presentation of main theme, thesis or focus of presentation  Little order to ideas and relationships between points not clarified

	inaccurately, or not at all.			sentences, and paragraphs	<i>And so on....</i>	clearly  Number and quality of main points are lacking in sufficiency  Weak conclusion and/or summary  Presentation style lacking as demonstrated through non- verbal communication, body language, voice, and eye contact
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**IMPORTANT NOTES**

- Students are advised to retain this syllabus for their records.
- It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement 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).
- Course changes, including adding or dropping a course, may be made during the Registration Revision period, as outlined in the Calendar of Events. All course changes must be recorded on a Registration form, available from the Office of the Registrar. Due to circumstances such as class size, prerequisites or academic policy, the submission of a Registration form does not guarantee that a course will be added or removed from a student’s registration. Students may change the designation of any class from credit to audit up to the date specified in the Calendar of Events, although students are not entitled to a tuition adjustment or refund after the Registration Revision period.
- The last day to enter a week-long course without permission and /or voluntary withdrawal from a course without financial and academic penalty (**drop**): 4 PM of the first day of classes. These courses will not appear on the student’s transcript. If you wish to drop a class, please drop by the Registrar’s Office or send an email to [registrar@ambrose.edu](mailto:registrar@ambrose.edu).
- Students may change the designation of any class from credit to audit, or drop out of the “audit” up to the “drop” date indicated above. After that date, the original status remains and



the student is responsible for related fees. Please note that this is a **new policy**, that came into effect in the 2010-2011 academic year.

- Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (*withdraw*): 1 pm on the fourth (4<sup>th</sup>) day of your class. A grade of “W” will appear on the student’s 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.
- 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 appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”
- Please note that final grades will be available on the student portal. Printed grade sheets are no longer mailed out.
- 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 Office of the Registrar in writing 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 to review final grades. If the appeal is sustained, the fee will be refunded.
- 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 College 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 give credit 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 college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook 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.