



<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2017</b>
CS 620	Religion and Culture in Canada	<b>Prerequisite: SO 200-level</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	Tuesday, Feb.21 – Saturday, Feb. 25	<b>Instructor:</b>	Joel Thiessen, PhD	<b>First day of classes:</b>	Wed., Jan 4, 2017
<b>Time:</b>	9am – 4pm	<b>Email:</b>	jathiessen@ambrose.edu	<b>Last day to add/drop, or change to audit:</b>	Sun, Jan. 15, 2017
<b>Room:</b>	A2133	<b>Phone:</b>	403-420-2000 ext.2979	<b>Last day to request revised exam:</b>	Mon, Mar. 6, 2017
<b>Lab/ Tutorial:</b>	N/A	<b>Office:</b>	L2105	<b>Last day to withdraw from course:</b>	Fri, Mar. 17, 2017
		<b>Office Hours:</b>	By appointment	<b>Last day to apply for coursework extension:</b>	Mon, Mar. 29, 2017
<b>Final Exam:</b>	N/A			<b>Last day of classes:</b>	Tue, April 11, 2017

### 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

By the end of this course, students will:

- Understand the dominant religious trends in Canada up to the present;
- Grapple with the two-way relationship between Canadian culture and religious individuals and groups;
- Grasp key variables related to flourishing congregations in a Canadian context;
- Comprehend the complex realities that surround a religiously diverse country, such as Canada;
- Consider the possible future trajectory for religion in Canada; and
- Think theologically and practically about the implications of a sociological understanding of religion in Canada for ministry in Canada.

## Textbooks

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

Lefebvre, Solange and Lori G. Beaman, eds. 2014. *Religion in the Public Sphere: Canadian Case Studies*. Toronto, ON: University of Toronto Press.

Reimer, Sam and Michael Wilkinson. 2015. *A Culture of Faith: Evangelical Congregations in Canada*. Montreal, QC: McGill-Queen's University Press.

Thiessen, Joel. 2015. *The Meaning of Sunday: The Practice of Belief in a Secular Age*. Montreal, QC: McGill-Queen's University Press.

## Course Schedule

Date	Topics	Assigned Reading
February 21	Historical Overview of Religion in Canada Secularization Thesis Revitalization Thesis Polarization Thesis	Bibby (Ch.1-3) Thiessen (Ch.1)
February 22	Active Affiliates Marginal Affiliates Religious Nones Religious Supply and Demand	Thiessen (Ch.2-5) Bibby (Ch.5-8)
February 23	Flourishing Congregations Panel Discussion with Church Leaders Evangelicals in Canada	"Flourishing Congregations in Canada: Preliminary Observations" (Article posted on Moodle) Reimer & Wilkinson (Entire Book)
February 24	Religious Diversity Religion in the Public Sphere	Bibby (Ch.4) Lefebvre & Beaman (Entire Book)
February 25	Ministry Implications in Canada Future of Religion in Canada	Bibby (Ch.9) Thiessen (Ch.6)

## Requirements:

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

Daily Response	10%
Current Event and/or Case Study Conversation	05%
Take Home Exam	15%
Book Review	20%
Evangelicals and Ministry in Canada	20%
Research Project	30%
<b>Total</b>	<b>100%</b>

### **(1) Daily Response (10%) – Due daily at 8:00am on Moodle**

It is valuable to grapple with new ideas, to compare new insights with previously held knowledge and beliefs, and to consider alternate ways of thinking. Each day, students will submit a public response on Moodle to material from the previous day (four responses in total, with the first due on February 22). Students must demonstrate critical engagement with the course material by addressing two overarching questions – (a) What is the most significant idea that I learned in class today, and what is my response (e.g. agree or disagree) to that material? (b) What questions remain for me based on the material learned in class today, and how might I begin to answer or grapple with these 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 3% (from the total possible 10%) will take place.

### **(2) Current Event and/or Case Study Conversation (5%) – Daily at 9:00am**

Sociology is premised on real people in real situations. As such, it is important to pay attention to what is going on in the world. In this assignment:

- Students are assigned by the professor to a group of 4-5 to discuss current events.
- Groups are assigned a leader (\*asterisk beside the leader on the group sheet) who is responsible to liaise with the professor on behalf of the group concerning any questions or concerns related to your group's activities; to take the group's attendance in each discussion; to document who facilitated the conversation; and to submit the attendance and facilitator summary to the professor at the end of the course, no later than February 25.
- Groups will meet for the first 15 minutes of class each day.
- Every member of the group must sign-up to facilitate one group conversation about a current event (previous twelve months) or case study (previous fifty years) related to religion and culture in Canada. For example, is there a recent story in the news or is there a historical legal case (e.g. see Lefebvre and Beaman textbook) that pertains to religion in Canada? To 'sign up,' email your group with the date that you want to present, along with a link to the specific article/case that you will present on (this is to avoid duplicate stories/cases). The group leader will provide logistical oversight in this process, if need be.
- The presenter/facilitator must: briefly summarize a current event in the news or a case study related to religion and culture in Canada (5 minutes), offer some reflections on that current event or case study (5 minutes), and facilitate group conversation on that current event or case study (5 minutes). For example, do you agree or disagree with the guiding premise of the story/case in question? Why? How does sociology help you to think carefully and critically about the topic at hand?

Grades are assigned as follows:

- Students receive 5% for the conversation that they lead.
- All group members are expected to be in attendance for all five group conversations. Arriving late or not showing up at all will result in a 1% deduction for the individual per missed/late group conversation.

### **(3) Take Home Exam (15%) - Due March 3 @ 11:55pm on Moodle**

At the end of the course, students will receive five 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 Friday, March 3 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 link provided on Moodle and 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.

\*Please note that your exam will be submitted on Moodle via a plagiarism software – Turnitin – that compares your paper against other books, articles, online sources, and papers submitted to other universities and Ambrose for plagiarism. It is your responsibility to be aware of what constitutes plagiarism (see “Policies” section of the syllabus).

### **(4) Book Review (20%) – Due March 14 @ 11:55pm on Moodle**

In this 4-page assignment (excluding title page and bibliography), 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 (remaining 2.5 pages). 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 (see link provided on Moodle and Johnson book on reserve). 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 10% per day.

\*Please note that your review will be submitted on Moodle via a plagiarism software – Turnitin – that compares your paper against other books, articles, online sources, and papers submitted to other universities and Ambrose for plagiarism. It is your responsibility to be aware of what constitutes plagiarism (see “Policies” section of the syllabus).

### **(5) Evangelicals and Ministry in Canada (20%) - Due April 3 @ 11:55pm on Moodle**

Students will write a 4 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 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 (see links provided on Moodle and Johnson book on reserve). 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. \*Please note that your paper will be submitted on Moodle via a plagiarism software – Turnitin – that compares your paper against other books, articles, online sources, and papers submitted to other universities and Ambrose for plagiarism. It is your responsibility to be aware of what constitutes plagiarism (see “Policies” section of the syllabus). Late assignments will lose 10% per day.

## **(6) Research Project (30%) – Due April 10 @ 11:55pm on Moodle**

Students can work on this project on their own or in groups of up to 5 (the same grade is given to all students). Students have the option to: (a) prepare an 8 page research paper; or (b) propose a creative medium (e.g., video, poster/bulletin board, board/card game, photo collage) that is submitted via email or in-person, on one of the following topics. If students choose an alternative creative medium, they must first discuss the proposed idea and receive approval and specific parameters moving forward from the professor prior to Wednesday, March 1. In addition to the course textbooks, a minimum of 8 academic peer-reviewed sources (i.e. books and journal articles) must be used for this project.

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 and cultural landscape? What impact will religious nones have on the Canadian religious and cultural landscape in the future?
2. What sociological variables contribute to congregational growth and decline in Canada? Be sure to explicitly locate this project within a Canadian historical and cultural framework.
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?
4. How should Canadian society approach the debate over religion in the public sphere? What are the various perspectives in this debate, what sociological factors are at work in this discussion, and what is a sensible way forward? What are the pros and cons associated with past, present, and possible future responses?

For those writing a paper, a title page and bibliography (in addition to the 8 pages) are expected, correctly formatted to ASA guidelines (see links provided on Moodle and Johnson book on reserve). Papers should be double spaced, with 1” (2.54cm) margins on all sides, and 12 point font. 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). \*Please note that your project will be submitted on Moodle via a plagiarism software – Turnitin – that compares your paper against other books, articles, online sources, and papers submitted to other universities and Ambrose for plagiarism. It is your responsibility to be aware of what constitutes plagiarism (see “Policies” section of the syllabus). Late assignments will lose 10% per day.

For those who produce a creative medium (e.g., video, poster/bulletin board, board/card game, photo collage), be as creative as possible while keeping the central objectives and messaging at the forefront of your presentation. That is, do not get distracted with the “medium” that you lose the “message.” 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) oral presentation or whatever medium is used (20 marks); (e) formatting (10 marks). Late assignments will lose 10% per day.

**Attendance:**

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 and do not disturb those around you

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

**Grading Rubric**

<p><b>Theory, Method, Data:</b> Correctly employs paradigms, theories, concepts, and empirical research. Both breadth and depth of resources are relied upon,</p>	<p><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)</p>	<p><b>Logical and Coherent Argument:</b> Logical and coherent argument that flows from beginning to end.</p>	<p><b>Grammar and Spelling:</b> Writing is clear and effective communicating central ideas</p>	<p><b>Formatting:</b> Use of appropriate writing style (i.e., ASA) and other formatting particulars (i.e., page length, font size, margins)</p>	<p><b>Oral Presentations:</b> Material is clearly, confidently, and creatively communicated. Both breadth and depth of resources are relied upon,</p>
---	---	--	--	---	---

	demonstrating an integrated understanding of the area of study.					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</b> <b>72-85</b>	Mostly achieved - paradigms, theories, concepts, and empirical	Some idea of how chosen topic bears on the development of sociological/psychological thought (i.e., some analysis and application	Clear central thesis  Appropriate details/synthesis most	Some spelling, grammar, and writing errors  Some awkward	Mostly achieved	Communicates to some degree the main theme, thesis, or primary focus of

	research are summarized and used fairly accurately.	beyond merely summarizing existing theory/research)	of the time. Sentences/paragraph generally flow logically together	transitions between words, sentences, and paragraphs		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</b> <b>60-</b> <b>71</b>	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	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, sentences, and paragraphs	Inconsistently achieved	Unclear presentation of main theme, thesis or focus of presentation  Little order to ideas and relationships between points not clarified



					<p>clearly</p> <p>Number and quality of main points are lacking in sufficiency</p> <p>Weak conclusion and/or summary</p> <p>Presentation style lacking as demonstrated through non-verbal communication, body language, voice, and eye contact</p> <p><i>And so on...</i></p>
--	--	--	--	--	---

## 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 college. 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.

**Note:** Students are strongly advised to retain this syllabus for their records.