

Course ID:	Course Title:	Winter 2019
SO 340	Religion and Culture in Canada	Prerequisite: SO 200-level
		Credits: 3

MODULE FORMAT CLASS

Class Information		Instructor Information		Important Dates	
Days:	Tuesday, Feb.19 – Saturday, Feb. 23	Instructor:	Professor Joel Thiessen, PhD	First day of classes:	Tue, Feb. 19
Time:	9am – 4pm	Email:	jathiessen@ambrose.edu	Last day to add/drop, or change to audit:	4 pm, Tue, Feb 19
Room:	A2131	Phone:	403-410-2000 ext.2979	Last day to request revised exam:	n/a
Lab/ Tutorial:	N/A	Office:	L2105	Last day to withdraw from course:	3 pm, Fri, Feb 22
	N/A	Office Hours:	Tuesdays: 12:30-2pm Thursdays: 9:30-11am	Last day to apply for coursework extension:	Fri, Apr 19
Final Exam:	N/A			Last day of classes:	Sat, Feb 23

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 dominant religious trends in Canada up to the present.
2. To grapple with the multifaceted relationship between Canadian culture and religious individuals and groups.
3. To grasp key variables related to flourishing congregations in a Canadian context.
4. To comprehend the complex realities that surround a religiously diverse country, such as 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.

Textbooks

Bibby, Reginald. 2017. *Resilient Gods: Being Pro-Religious, Low Religious, or No Religious in Canada*. Vancouver, BC: University of British Columbia Press.

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

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 19	<ul style="list-style-type: none"> Historical Overview of Religion in Canada Aboriginal Spirituality in Canada Explaining Religious Trends: Secularization, Revitalization, Polarization, and Rational Choice Theories 	<ul style="list-style-type: none"> Bibby (Introduction and Ch.1-4) <ul style="list-style-type: none"> Thiessen (Ch.1)
February 20	<ul style="list-style-type: none"> Active Affiliates Marginal Affiliates Religious Nones Disaffiliation and Re-Affiliation 	<ul style="list-style-type: none"> Thiessen (Ch.2-5) Bibby (Ch.5-8)
February 21	<ul style="list-style-type: none"> Evangelicals in Canada Flourishing Congregations Panel Discussion with Church Leaders 	<ul style="list-style-type: none"> "Are American and Canadian Evangelicals Really that Different?" and "An American and Canadian Evangelical Dialogue over our Story" (Articles posted on Moodle) "What is a Flourishing Congregation? Leader Perceptions, Definitions, and Experiences" (Article posted on Moodle)
February 22	<ul style="list-style-type: none"> Religious Diversity in Canada Religion in the Public Sphere 	<ul style="list-style-type: none"> Bramadat and Seljak (Entire Book)
February 23	<ul style="list-style-type: none"> Future of Religion in Canada Ministry Implications in Canada 	<ul style="list-style-type: none"> Bibby (Ch.9 and Conclusion) Thiessen (Ch.6)

Requirements:

*Failure to submit all assignments will result in an automatic failing final grade. Late assignments will receive a 10% per day deduction.

Daily Response (Ongoing)	15%
Current Event and/or Case Study Conversation (Ongoing)	05%
Take Home Exam (Due Friday, March 1 @ 11:59pm)	25%
Book Review (Due Wednesday, March 13 @ 11:59pm)	25%
Research Project (Due Friday, April 12 @ 12:00pm)	<u>30%</u>
Total	100%

(1) Daily Response (15%) – 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 20). Students must demonstrate critical engagement with the course material either 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? – or engaging another student’s response, including points that you agree or disagree with, or offering possible insights to questions raised. 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) 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 (depending on final class size) 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 23.
- 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 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 (25%) – Due Friday, March 1 @ 11:59pm on Moodle

At the end of the course, students will receive five essay questions, and must answer three of them (700-800 words each), based on the readings, videos, guest speakers, discussions, and lectures in the course. More details to follow in class.

(4) Book Review (25%) – Due Wednesday, March 13 @ 11:59pm 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.

*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) Research Project (30%) – Due Friday, April 12 @ 12:00 pm 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 Friday, 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? Should we expect religious nones to grow, decline, or remain the same in size moving forward? 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 do we know, empirically, about church plants in North America, and how does sociology help us to make sense of what is taking place in church plant contexts? Questions that you should address include (but are not limited to): How many churches are being planted? Where are they being planted? Who is planting them (individuals and organizations)? What do we know about church plant leaders? Why are churches being planted? How are they being organized? Who attends church plants (demographics, source of attendance)?

What do we know about church plants after they are planted, say 1 year, 3 years, 5 years, or 10 years later (e.g., are they planting other churches, are they growing, do they fold?)?

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).

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).

Every student must exchange their completed project with one other person in the course, no later than April 3. In turn, students will provide typed feedback no later than April 8. Feedback should center on areas in the grading rubric at the end of the syllabus. What did your peer do well? Where is more attention needed? What suggestions would you recommend to strengthen the paper? A “peer feedback” document is provided for you on Moodle, to fill out when offering feedback to your peers. Students are then encouraged to take this feedback into account in the revision process before a final submission to the professor. Assignment submissions should include the written feedback from your peer at the end, following the bibliography. Assignments without this feedback included will be considered incomplete.

Attendance, Learning, and Classroom Etiquette

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.

Ambrose Services to Aid Students

Ambrose Tutoring Services

To help you succeed in this course, Ambrose offers **FREE** tutoring! You can meet with an experienced peer tutor—someone who has already taken and excelled in this course—for help with understanding and applying concepts from this course. To book an appointment, visit <https://ambrose.edu/tutoring>, and click on “Our Team.” Scroll down to find tutors that are eligible to tutor for this course, and then click on “Book Now” to schedule an appointment. Please take advantage of this opportunity to do your very best.

Ambrose Writing Centre

Also, to demonstrate your knowledge of the course content, you will need to communicate clearly and persuasively. For help with your presentations and papers, I would encourage you to visit the Ambrose Writing Centre (<https://ambrose.edu/writingcentre>), where tutors can help you with everything from brainstorming ideas to polishing your grammar. You can book appointments in advance or drop in during regular hours. Also, watch for workshops on writing, reading, and research throughout the year. This service is **FREE** to Ambrose students, so I would encourage you to take advantage of it!

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

	Theory, Method, Data: Correctly employs paradigms, theories, concepts, and empirical	Analysis and Application: Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g.,	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.,	Oral Presentations: Material is clearly, confidently, and creatively communicated.
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	research. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.	implications and consequences)			page length, font size, margins)	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 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.

<p>B 72-85</p>	<p>Mostly achieved - paradigms, theories, concepts, and empirical research are summarized and used fairly accurately.</p>	<p>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)</p>	<p>Clear central thesis</p> <p>Appropriate details/synthesis most of the time.</p> <p>Sentences/paragraph generally flow logically together</p>	<p>Some spelling, grammar, and writing errors</p> <p>Some awkward transitions between words, sentences, and paragraphs</p>	<p>Mostly achieved</p>	<p>Communicates to some degree the main theme, thesis, or primary focus of presentation.</p> <p>Ideas follow a general logical flow with presenter providing some synthesis between points</p> <p>Number and quality of main points are sufficient</p> <p>Logical conclusion and/or summary provided that develops from the presenters points</p> <p>Moderate presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact</p>
<p>C 60-71</p>	<p>Inconsistently achieved - paradigms, theories, concepts, and empirical research are often</p>	<p>Little to no connection made to the development of paradigmatic thought in terms of analyzing or applying the theory/research</p>	<p>Adequately limited central thesis</p> <p>Details/synthesis may be repetitious or absent altogether.</p>	<p>Several spelling, grammar, and writing errors</p> <p>Several awkward transitions between words,</p>	<p>Inconsistently achieved</p>	<p>Unclear presentation of main theme, thesis or focus of presentation</p>

	summarized or used inaccurately, or not at all.		Sentences/paragraphs rarely, if ever, flow logically together	sentences, and paragraphs	<i>And so on....</i>	<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> <p>Presentation style lacking as demonstrated through non-verbal communication, body language, voice, and eye contact</p>
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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.

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.

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