



Course Syllabus

SUMMER SEMESTER 2019
WHAT HAPPENED TO CHRISTIAN CANADA?¹
HIST 0670
(Interactive Livestream section L1 available)

MAY 6 – JUNE 10
MONDAYS & WEDNESDAYS, 6:30 – 9:20 PM

INSTRUCTOR: REV. DR. JAMES TYLER ROBERTSON
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Office Hours: will take place immediately before and for an hour after class time
Virtual/Livestream learners may participate in virtual office hours, as posted on the webpage.

Access course material at <http://classes.tyndale.ca/>
Course-related emails will ONLY be sent to your @MyTyndale.ca e-mail account.
[Learn how to access and forward emails to your personal account.](#)

The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.

I. COURSE DESCRIPTION

Through engaging lectures, practical assignments, relevant readings, and interactive discussion (for both on-campus and virtual livestream participants), this course will help students become more informed, faithful and articulate Christians as people of faith in post-Christian Canada. This course will tackle head-on the increasing marginalization of the Christian religion in our nation's pluralistic landscape from a cultural and historical lens.

¹ The title of this course is drawn from: Noll, Mark. *What Happened to Christian Canada?* (Vancouver: Regent, 2007.)

“In 1966 everyone in Canada stopped going to church and no one knows why.” (*The Barbarian Invasions*). This line from the Canadian film captures a prevailing view of faith in the current Canadian landscape. This course will seek to answer “why.” Church attendance in Canada is in a free-fall and contemporary research indicates that the trend will continue for the foreseeable future. This course is based on the professor’s upcoming book and students will be invited to offer their insights and experiences, some of which will inform the forthcoming monograph.

Students interested in Christian ministry, theology, the Canadian context, Indigenous and intercultural studies, and gender studies will find this interactive course beneficial. There are aspects of following Jesus unique to the church in Canada, for both Canadian-born and immigrants to Canada – and indeed for anyone who seeks to minister faithfully and effectively in the Canadian context.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Identify and communicate the role religion has played in the formation of Canada and Canadian culture.
2. Better describe the struggles facing churches in this nation today.
3. Examine how our culture shapes our understanding of the Gospel and how to communicate it effectively
4. Discuss critiques, and solutions about Canadian Churches’ varied responses to our postmodern world
5. Assess how the Gospel and the Church can address the multiethnic, pluralistic, and secularized culture of Canada.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Choquette, Robert. *Canada's Religions: An Historical Introduction*. Ottawa: University of Ottawa, 2004.

Adams, Michael. *Sex in the Snow: The Surprising Revolution in Canadian Social Values* Toronto: Penguin Press, 2006.

Noll, Mark A. *What Happened to Christian Canada?* Vancouver: Regent College, 2007.

Online Readings that will be on the Course Site and provided by instructor.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Grant, John Webster. *The Church in the Canadian Era*. Vancouver: Regent College, 1998.

Saul, John Raulston. *A Fair Country: Telling Truths about Canada*. Toronto: Penguin, 2009.

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. INTERACTIVE LIVESTREAM REQUIREMENTS (for students registered in L1 section)

- Please refer to the IT email regarding system requirements and further instructions for the livestream option
- Headphones, built-in microphone, and web-camera
- Download Zoom application (www.Zoom.us/download)

All students will have access to our course page located at classes.tyndale.ca and each week the PowerPoint slides that the professor will be using in class will be available for you to download. Streaming students can engage in all visual materials at the same time as the in-class students.

D. ASSIGNMENTS AND GRADING

1. Class Participation: 10% of final grade

Given the interactive nature of this class, student participation is essential for there to be any hope of a communal learning experience. The student will be graded on the following scale:

D: present, not disruptive; responds when called on but does not offer much; infrequent involvement.

C: adequate preparation, but no evidence of interpretation or analysis; offers straightforward information; contributes moderately when called upon

B: good preparation, offers interpretation and analysis, contributes well to discussion in on-going fashion

A: excellent preparation, offers analysis, synthesis and evaluation of material; contributes significantly to ongoing discussion.

2. Personal Reflection: Finding Your Voice & Using It: 15% of final grade

Ralph Waldo Emerson once described a certain preacher thus: "*He had lived in vain. He had not one word intimating that he had laughed or wept, was married or in love, had been commanded, or cheated, or chagrined. If he had ever lived and acted, we were none the wiser for it. The capital secret of his profession, namely to convert life into truth, he had not learned.*—*Selected Essays, Lectures, and Poems*, ed. R.D. Richardson Jr. (Bantam, 1990), quoted in J. P. Miller, *Education and the Soul: Toward a Spiritual Curriculum* (State University of New York Press, 2000).

This course is designed to inspire bravery and creativity in each student. In order to do that, you must begin to look at your life, live your life, and reflect on the ways in which you have seen God active in your life. People are more willing to listen to someone who can honestly and realistically reflect on their own life experiences, both good and not so good. Being able to communicate an authentic faith experience in a somewhat self-deprecating manner that does not provoke judgment is, arguably, the only way we can speak of Christianity in the present Canadian religious climate. This assignment provides you an opportunity to reflect on the readings and lectures and discussion in a more personal way. Your reflection is to be emailed to the professor on the last day of class and will be evaluated not on your experience, but on the clarity and content of your writing. Be as creative as you want and compose it in ways that make sense to you. Try to include a total of 5-7 entries. Take a week after the end of class because you will have completed all the readings and lecture material and will be able to better reflect on both the academic and personal elements of the course before handing in this assignment.

DUE: June 30, 2019 by Midnight (the day before Canada Day...fitting, eh?)

3. *Sex in the Snow* Critical Book Review: 20% of final grade

This book is legendary for its ability to explain the development of Canadian culture in a witty, well-researched and insightful manner. The student is expected to write and submit a critical book review of 5 pages (1200 words) in length. Pick one of the topics Adams explores and discuss and critique the importance he attaches to it. Do you agree? Disagree? Why or why not? Seek to review the work critically: do not merely summarize but, rather, seek to engage with the dominant issues and arguments of the section you choose.

DUE: June 22 by midnight

4. 10 Big Moments in Canadian Christianity Timeline 25% of final grade

Take a bird's eye view of the stories of faith in this nation's history. Find 10 moments that you think were absolutely formative in the development and decline of Christian Canada. Using the narrative of development and decline (an idea we will look at in depth over the course time) as the backdrop, take some time to write a paragraph or two for each of your ten entries. Grades will be assessed on how well you defend the

relevance of each point and how you string them together into a cohesive picture. Creativity is encouraged, as are visuals; if you want to put this together as a PowerPoint just make sure to confirm that with the professor first. You will not be able to dig into each point with tremendous depth but you should be able to explain why each matters and how it influenced the events that came after and/or was inspired by the events that preceded it. Fly high and look down at Christian Canada and tell what you see and why you see it and what you think it all means.

DUE: July 13, 2019 at midnight

5. Design Your Own Assignment OR Write Your Church's Story: 30 % of final grade

Find a topic that resonates with you and design an assignment to communicate that topic to the class. Feel free to be as creative as you want. You can simply write a lecture (10 pages) but you can also do a PowerPoint with images, video yourself teaching a lecture, include online links, other readings, whatever you deem necessary. Give the topic a fun title, utilize some of the text readings or even offer another book or article that you think should be used. Explain why the topic matters, who the major players are, how it shaped Canadian culture, the importance it has in the development of Christianity, and the major ideas present. Like the class, the assignment should reflect on past events, discuss present issues, and offer insights into potential directions for ministry.

OR

Write your personal faith community's story and locate it within the larger picture of Canadian culture and religion. Interview long-time members, new people, and leaders so you can describe the mission and ethos of this community. Explain the denomination and give a brief explanation of that denomination's history in Canada. Explain how your community was born and what makes it uniquely Canadian. This assignment is designed to be helpful to you and your community so make sure to include anecdotes and stories that you believe "sum up" the heart of your church and then dedicate the conclusion to offering insights for future directions of ministry. Make this story academically rigorous, utilize the topics and methodologies you learn in the class and, above all, make it engaging and approachable for the people of your congregation.

The student **must** receive approval for either choice in the assignment from the professor before beginning. Do this before the end of class on June 10.

DUE: August 1, 2019 by midnight

E. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility

Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Class Participation	10 %
Finding Your Voice	15 %
<i>Sex in the Snow</i> Review	20 %
Canadian Timeline	25 %
Design Your Assignment OR Church Story	30 %
TOTAL	100 %

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:

- Clarity of thought
- Clear development of a central argument
- Strong grasp of the English language including (but not limited to) grammar and spelling
- Creative thinking and a willingness to challenge yourself and your own views
- The ability to engage in supportive and encouraging dialogue with scholars and colleagues on the issues discussed in class

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [writing resources](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; aau@tyndale.ca) before proceeding.

H. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

PART I: The DNA of BNA

Class 1 (May 6): Canadians like to say “eh” and “meh”

The Importance of Personal Stories

Discussion about the “Finding Your Voice” Assignment

The Indigenous Peoples and the Introduction of Jesuit Missionaries (we can learn from them)

The introduction of “Development & Decline” Theory

Canada: “meh” towards religion and why that is a good and a bad thing

Contemporary Issue for Discussion: Are Canadians religious? Why or why not?

Readings: Choquette pgs. 7-13; 69-92

Online:

Jesuit Relations and Allied Documents

*****Make sure to watch the syllabus review video on the course page and bring any questions you have related to the syllabus to class.***

We will not dedicate any class time to reviewing the syllabus but will rather only address any questions.**

Class 2 (May 8): Where Canada was Born

Why lightning and fire are so important to Canada

Early English Settlers & their world (we can learn some stuff from them for today)

Revivalist America and the Revolutionary War
Henry Alline and the New Englanders in Nova Scotia
The Birthplace of Canada

Contemporary Issue for Discussion: How do we feel about America these days?

Readings: Choquette Chapter 6 and pgs. 121-132

Online:

Primary Reading-Henry Alline Journal excerpts (3-4 of them)

Class 3 (May 13): A Nation of Losers

Creation of Ontario
British Rules for French Catholics
The War of 1812 & Rebellions of '37
A "Loyal" Canadian
Canada's Priest: Rev. John Strachan

Contemporary Issue for Discussion: What do we think of mega-churches?

Readings: Choquette chapter 8 and pgs. 285-290

Online:

Strachan Letters, 1812 (5 pages)
Quebec Article of Capitulation, 1759 (1 page)
A Loyalist Letter, 1784 (1 page)

Choose **one** of the following Academic Chapters to read in Part I:

- "Atlantic Triangle" John Webster Grant (British and American influence on early Canada)
- "Welcoming the Newcomers" Arthur J. Ray (Indigenous experience of settlers)
- "In These Times of Democratic Rage & Delusion" Nancy Christie (Anti-Americanism)

PART II: Canada-Red, White & Orange

Class 4 (May 15): Building a Christian Canada

Building Churches & Selling Land
Canada and the American Civil War
Confederation(s)
The British Empire & World War I
Western Expansion
The United Church of Canada

Contemporary Issue for Discussion: How involved in politics should Christians be? Is there such a thing as a Christian nation?

Readings: Choquette Chapter 9 and pgs. 181-202; 211-222.

Online:

British North American Act, 1867 (2 pages)
Baptist Missionary Reports from Metis Lands, 1870s (5 pages)

Class 5 (May 22): Are We Monkeys or Men? Who Cares...drop the puck!

German Higher Criticism

Darwin's Theory

The Fundamentalists

The McMaster Controversy

Alberta, Saskatchewan, and Manitoba Bible Schools

"In all thy sons-and daughters-command": Women in Canadian Christianity

Contemporary Issue for Discussion: Evolution, Creation, & why people in Canada don't tend to care about either. And Women in Ministry.

Readings: Choquette Chapters 15 and 16

Online:

T.T. Shields Articles (5 pages)

Choose one of the following Academic Chapters to read in Part II:

"Ordering a New Nation and Reordering Protestantism" Phyllis Airhart (churches building Canada)

"A University on its Knees" James Robertson (tragic Canadian comedy related to Modernism)

"The Winnipeg Treaty Number 5" Alexander Morris (explanation of the Treaty system with Indigenous peoples)

"No Woman Need Apply: The Ordination of Women in the United Church, 1918-1965" (the struggles women faced to become ordained)

PART III: The Quiet Revolution OR How It All Went "Wrong"

Class 6 (May 27): The Beginning of the End of Christian Canada

Two World Wars

Centennial Celebrations and a New Direction for Canada

Expo '67

The Bloodless French Revolution

Evangelicals hate the Canadian version of the Sermon on the Mount

Contemporary Issue for Discussion: Immigration and Immigrant Christianity and Same-Sex Marriage

Readings: Choquette chapters 17 and 18 and pgs. 241-252

Online:

"*Cite Libre*, April 1962" Pierre Elliot Trudeau (13 pages)

"Centennial Speech" Lester B. Pearson (4 pages)

Class 7 (May 29): Darth Vader, Seeker Services & Cobain Christianity

The Decline of Canadian Christianity

American "Hippy" influence & the Jesus People

The Birth of the Televangelist

When the Empire wins

Gen-X and the Rejection of “polished” Christianity
Contemporary Issue: Canadians do not care that you are Christian, church hypocrisy & church planting

Readings: Choquette chapter 19

Online:

Watch the Jim and Tammy Faye Bakker clip here (45 mins)

Class 8 (June 3): The Native Question is Actually a Settler Question

Residential Schools

The Various Native Acts

Indigenous Peoples in the Various Canadian Wars

The Tragically Hip

Contemporary Issue: Seriously, what should the church do about Residential Schools and ongoing prejudice towards our Indigenous Peoples?

Reading: “Residential Schools” Woods (available online)

Online:

Lowman and Barker, “Settler: Identity and Colonialism in 21st Century Canada” (12 pages)

CBC Special on Residential Schools available at this link (7 minutes)

Watch the Gord Downie Video here (5 minutes)

Choose one of the following Academic Articles to read for Part III:

“For Canada’s Sake” Gary Miedema (explains the importance of 1967)

“Catholic Church, Politics and a New Canada” Terence Fay (The Catholic experience in Canada)

“How Star Wars Ruined Us” Chuck Klosterman (the explanation for the cultural malaise of Gen X)

PART IV: e-Canada-Religion in the 21st Century

Class 9 (June 5): This is not a Cell Phone (Video Class)

Mad Men and the ongoing influence of American Culture

A Brief Look at American Cinema

Canada’s Reputation on the Global Stage

Socialize Health Care, Exporting Hockey & the Millennium Goals

Contemporary Issue: Is it more important to believe proper doctrine or just be kind in Canada?

(you will debate and discuss this topic in an online forum which will be counted towards your participation grade)

Readings: Noll completed before next class as we will be discussing it in class.

****There will be no class this night as the Professor is away at a conference. Instead, the lecture will be available on the course page in the form of several short films. Students are required to watch the films and interact with each other related to the content. There will not be any in-class experience this night and the lecture material will be available online from June 4 until midnight on June 9****

Class 10 (June 10): Yield-Identifying Patterns for Ministry Here

Discussion on Noll's *What Happened to Christian Canada*

Looking at Aqua Church 2.0

Exploring the new Canadian "forest" that needs to be cleared

Ideas going forward

Final questions/concerns.

Contemporary Issue for Discussion: So...what do you think of Canada now?

****Sex in the Snow Book review Due****

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Books & Articles

Cavey, Bruxy. *The End of Religion: An Introduction to the Subversive Spirituality of Jesus*. Oakville: Agora, 2005.

Dickason, Olivia Patricia. *Canada's First Nations: A History of Founding Peoples from Earliest Times*. Oxford: Oxford University Press, 1997.

Dyke, Doris Jean. *Crucified Woman*. Toronto: United Church Publications, 1991, pp. 1-9; 47-62.

Fletcher, Wendy. "The Garden of Women's Separateness: Women in Canadian Anglicanism since 1945," *Seeds Scattered and Sown: Studies in the History of Canadian Anglicanism*, edited by Norman Knowles. Toronto: Anglican Book Centre, 2008, pp. 280-320.

Gatewood, William B. Jr. *Controversy in the Twenties: Fundamentalism, Modernism, and Evolution*. Nashville: Vanderbilt University, 1969

Gauvreau, Michael. *The Evangelical Century: College and Creed in English Canada from the Great Revival to the Great Depression*. Montreal-Kingston-Buffalo-London: McGill-Queen's University Press, 1991.

Gilkey, Langdon. *Catholicism Confronts Modernity: A Protestant View*. New York: Seabury, 1975.

Grenz, Stanley J. *Created for Community: Connecting Christian Belief with Christian Living*. Grand Rapids: Baker Academic, 1996.

Hill, Harvey. *The Politics of Modernism: Alfred Loisy and the Scientific Study of Religion*. Washington: The Catholic University of America Press, 2002.

Hunsberger, George R. and Craig Van Gelder (editors). *Church Between Gospel and Culture*. Grand Rapids: Eerdmans, 1996.

Longfield, Bradley J. *The Presbyterian Controversy: Fundamentalists, Modernists, and Moderates*. New York-Oxford: Oxford University Press, 1991.

Marshall, David B. *Secularizing the Faith: Canadian Protestant Clergy and the Crisis of Belief, 1850-1940*. Toronto-Buffalo-London: University of Toronto Press, 1992.

Moir, John. *The Enduring Witness: A History of the Presbyterian Church in Canada*. Toronto: Presbyterian Publications, 1970.

Niebuhr, H. Richard. *Christ and Culture*. Toronto: Harper, 1951.

Niebuhr, Reinhold. *The Children of Light and the Children of Darkness: A Vindication of Democracy and a Critique of its Traditional Defence*. New York: Scribner, 1944.

Noll, Mark A. *A History of Christianity in the United States and Canada*. Grand Rapids: Eerdmans, 1992.

Rawlyk, George A. (ed.). *The Canadian Protestant Experience: 1760-1990*. Montreal-Kingston: McGill-Queen's University Press, 1990.

Ray, Arthur J. *An Illustrated History of Canada's Native People*. Toronto: Key Porter, 2010.

Stackhouse, John G. *Canadian Evangelicalism in the Twentieth Century: An Introduction to its Character*. Toronto-London-Buffalo: University of Toronto Press, 1993.

Warne, Randi. "Nellie McClung's Social Gospel." In *Changing Roles of Women within the Christian Church in Canada*, edited by Elizabeth Gillan Muir and Marilyn Färdig Whiteley. University of Toronto Press, 1995. Pp. 338-54.

White, Richard. *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815*. Cambridge: Cambridge University Press, 1991.

Wilkinson, Michael. "Pentecostalism in Canada," in *Canadian Pentecostalism: Transition and Transformation*, edited by Wilkinson, Kingston and Montreal: McGill-Queen's University Press, 2009. Pp. 3-12.

Blogs (each title is a hyperlink to the blog)

Split Frame of Reference

[Confessions of a Funeral Director](#): Caleb Wilde's commentary about faith topics.

[In.A.Mirror.Dimly](#): Ed Cyzewski is a must read for any person who studies God and faith.

[Jamie the Very Worst Missionary](#): Jamie's blog tagline says it all—*Inappropriate remarks, embarrassing antics, and generally lame observations from a Christian missionary in Costa Rica.*

[Mama Monk](#): Micha Boyett writes about parenthood as she is writing about theology—sometimes both at the same time.

Man of Depravity

Slacktivist

[Sarcastic Lutheran](#): Nadia Bolz-Weber's writing convicts me.

[Faith Goes Pop](#): A thoughtful and interesting look at the intersection of “God” and “popular culture”.

History in the Making

[UNTITLED](#): a blog about creativity. Perhaps that's because I work in a creative field. But I think almost anybody can glean some good thoughts from his words. And that's why he's on this list.

Stephen Brewster