



TYNDALE

• SEMINARY •

**Pending approval of the Research Ethics Board;
See Instructor**

**Course Syllabus
FALL 2013**

**CANADIAN YOUTH CULTURE
YMIN 0670**

FRIDAYS, 1 – 3:50 PM

INSTRUCTOR: DR. LAIRD CRUMP
Email: lcrump@tyndale.ca

Office Hours: TBD

To access your course materials, go to your Tyndale email account: <http://mytyndale.ca>. Please note that all official Tyndale correspondence will be sent to your <@MyTyndale.ca e-mail account. For information how to access and forward Tyndale e-mails to your personal account, see <http://www.tyndale.ca/it/live-at-edu>.

I. COURSE DESCRIPTION

In order to minister effectively to adolescents, an understanding of their context is essential. This course is designed to enhance the student's understanding of youth culture in the multicultural, multiethnic, and multifaceted Canadian context. Key to understanding Canadian youth culture is the evaluation of the kind of life created for Canadian teens, and the life they create for themselves. Students have an opportunity to explore the elements of Canadian culture which shape today's social structures, and develop a framework for continuous evaluation of these elements in a multicultural context.

II. LEARNING OUTCOMES

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

- A. Have the tools to analyze and interpret the current Canadian cultural context
- B. Develop a normative theological framework for understanding the interaction of the Gospel in Canadian culture, especially as it related to youth
- C. Develop an understanding of the unique issues facing a multicultural context and society
- D. Examine the current approach to culture by youth ministry in Canada
- E. Investigate ministry needs within the Canadian youth culture
- F. Develop strategies to minister to various aspects of the Canadian youth culture
- G. Assessment of the minister's cultural intelligence

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

Bibby, Reginald. *The Emerging Millennials: How Canada's Newest Generation is Responding to Change & Choice*. Lethbridge: Project Canada Books, 2009.

Carson, D.A. *Christ and Culture Revisited*. Grand Rapids, MI, Erdmans Publishing company, 2008.

Creps, Earl. *Reverse Mentoring*. San Francisco CA, Jossey-Bass Publishers, 2008.

Hemorrhaging Faith: Why and When Canadian Young Adults are Leaving, Staying and Returning to Church e-book

<http://tgcfcanda.org/hemorrhagingfaith/shop/hemorrhaging-faith-single-download/>

(Hemorrhaging the Faith was written by Canadian sociologist James Penner, together with Rachael Harder, Erika Anderson, Bruno Désorcy and the EFC's Rick Hiemstra. It was funded by The Evangelical Fellowship of Canada, The Great Commission Foundation, Inter-Varsity Christian Fellowship of Canada, Stronger Together 2011 and Youth for Christ Canada).

B. SUPPLEMENTARY / RECOMMENDED READING:

David A. Livermore, *Cultural Intelligence: Improving Your CQ to Engage Our Multicultural World* (Grand Rapids, Baker Academic, 2009)

Walt Mueller, *Engaging the Soul of Youth Culture* (Downers Grove, Intervarsity Press, 2006)

Chap Clark, *Hurt 2.0: Inside the World of Today's Teenagers* (Grand Rapids, Baker Academic, 2011).

C. ASSIGNMENTS AND GRADING

All assignments will be explained in more detail on the first day of class.

A. Attendance/Participation: Tyndale University College expects students to attend all regularly scheduled class sessions. If a class is missed, it is the student's responsibility to inform the instructor either beforehand or after the fact of the reason for the absence. Any more than two absences will result in a lower grade unless a student may provide proof of illness or death of an immediate family member. Repeated unexplained absences or excessive lateness constitutes de facto withdrawal from the class and therefore results in failure. For more information on Tyndale's attendance policy please refer to the Tyndale University and College Academic Calendar 2013/2014. During class sessions, students should expect to contribute to the class positively and demonstrate a working knowledge of all assigned readings. Students will be required to acknowledge that they have read all of the required texts. (10% of final mark)

B. Midterm exam: Based on readings and class discussion. (15% of final mark)

C. Final exam (last class): Based on readings and class discussion. (15% of final mark)

D. Sermon/Workshop/Presentable paper (10-12 pages): Based on the research of the Hemorrhaging Faith e-book and other sources, develop a short sermon or workshop that may be used to sensitize people in churches to the needs of Canadian youth and how the church can "stop the hemorrhaging" and retain young people. (15% of final mark)

E. In class group presentations: Culture is the characteristics of a particular group of people, defined by everything from language, religion, cuisine, social habits, athletics, entertainment, music and arts etc. Subcultures involve various nuances within the broader culture. In groups (3 people) research an area of Canadian youth culture and make a presentation (15 minutes) to the class that will inform them of the characteristics of this area of Canadian youth culture and suggestions for how to effectively minister to youth within this culture. A detailed handout will be required for all classmates at the student's expense. The class as a whole will provide input on what grade they feel the group deserves. (25% of final mark)

F. Observations of Canadian youth (5 page paper): On Friday Oct. 11, during class time (1-3:50pm, travel included), join 2-3 other classmates and travel to a local mall. Spend some time simply observing youth and identify various cultural trends. If possible, casually interview some students and ask them how they would describe the current Canadian youth culture and how the church could be more relevant to them. Instructions for how to approach these students will be given in class. Write a 5 page paper describing your observations. Special attention should be directed toward reflecting upon what God may be communicating to you personally about your ministry to Canadian youth as you observe them. (20% of final mark)

D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

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 should 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. The Academic Calendar is posted at <http://tyndale.ca/registrar>.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments

Assignment/Evaluation	Due Date	Percentage of Grade
Sermon/Workshop/Presentable paper	October 4	15%
Observations of Canadian youth	October 18	20%
Midterm exam	October 25	15%
In class group presentations	As scheduled	25%
Final exam (last class)	November 29	15%
Class attendance and participation plus acknowledgement of accomplishing all required reading	November 29	10%
	TOTAL	100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date	Discussion Topic	Readings	Assignments
September 13	Hemorrhaging faith	Hemorrhaging Faith: Why and When Canadian Young Adults are Leaving, Staying and Returning to Church e-book	
September 20	Impacting Canadian youth for	Hemorrhaging Faith: Why and	

	Christ	When Canadian Young Adults are Leaving, Staying and Returning to Church e-book	
September 27	Christ and Culture	Carson, D.A. <i>Christ and Culture Revisited</i> Chapters 1-2	
October 4	Christ and culture	Carson, D.A. <i>Christ and Culture Revisited</i> Chapters 3-4	Sermon/Workshop/Presentable paper
October 11	Observation at mall exercise		
October 18	Profiles of Canadian youth	Bibby, Reginald. <i>The Emerging Millennials:</i>	Observations of Canadian youth paper
October 25	Multiculturalism and ministry	Bibby, Reginald. <i>The Emerging Millennials:</i>	Midterm exam in class In class group presentations as assigned
November 1	Canadian youth culture presentations	Bibby, Reginald. <i>The Emerging Millennials:</i>	
November 8	Canadian youth culture presentations	Bibby, Reginald. <i>The Emerging Millennials:</i>	
November 15	Canadian youth culture presentations	Bibby, Reginald. <i>The Emerging Millennials: Creps, Earl. Reverse mentoring.</i>	
November 22	Canadian youth culture presentations	Bibby, Reginald. <i>The Emerging Millennials:</i>	
November 29	Final exam in class Wrap up		Final Exam in class

V. SELECTED BIBLIOGRAPHY

Bartko, W. Todd and Jacquelynne S. Eccles. "Adolescent Participation in Structured and Unstructured Activities: A Person-Oriented Analysis." *Journal of Youth and Adolescence* 32 no. 4 (August 2003): 233-241.

- Beam, Margaret, Virginia Gil-Rivas, Ellen Greenberger, and Chuansheng Chen. "Adolescent Problem Behavior and Depressed Mood: Risk and Protection within and across Social Contexts." *Journal of Youth and Adolescence* 31, no. 5 (October 2002): 343-357.
- Berzonsky, Michael D. "Public Self-Presentation and Self-Conceptions: The Moderating Role of Identity Status." *The Journal of Social Psychology* 135, no. 6 (December 1995): 737-747.
- Bibby, Reginald. *Canada's Teens: Today, Yesterday and Tomorrow*. Toronto: Stoddart, 2001.
- Bonfenbrenner, Urie. *The Ecology of Human Development*. Cambridge, MA: Harvard University Press, 1979.
- Bridges, Lisa J. and Kristin Anderson Moore. "Religious Involvement and Children's Well-Being: What Research Tells Us (and What It Doesn't)." *Child Trends* 55, no. 1 (September 2002), 1-7.
- Certo, Janine L., Kathleen M. Cauley, and Carl Chafin. "Students' Perspective on Their High School Experience." *Adolescence* 38, no. 152 (Winter 2003): 705-724.
- Chaplin, Jonathan. "Rejecting Neutrality, Respecting Diversity: From 'Liberal Pluralism' to 'Christian Pluralism.'" *Christian Scholar's Review* 35, no. 2 (Winter 2006):143-175.
- Clark, Chapman. "The Changing Face of Adolescence." In *Starting Right*. Edited by Kendra Creasy Dean, Chapman Clark, and Dave Rahn, 41-62. Grand Rapids, MI: Zondervan, 2001.
- Dawn, Marva J. "Until Christ Is Formed in You: Nurturing the Spirituality of Children." *Theology Today* 56, no. 1 (April 1999): 73-85.
- Dettoni, Jim and John Wilhoit, eds. "Introduction." In *Nurture That Is Christian: Developmental Perspectives on Christian Education*, 19-44. Grand Rapids, MI: Baker Books, 1998.
- Downs, Perry. "The Power of Fowler," in *Nurture That is Christian: Developmental Perspectives on Christian Education*,. Edited by Jim Wilhoit and John Dettoni, 75-90. Grand Rapids, MI: Baker Books, 1998.
- Durka, Gloria. "Teaching Youth in a Socially Toxic Environment." *Religious Education Decatur* 95, no. 4 (Fall 2000): 443-453.
- Elkind, David. *All Grown Up and No Place to Go*. Cambridge, MA: Perseus Books, 1998.
- Elkind, David. *The Hurried Child*. Cambridge, MA: Perseus Books, 2001.
- Espelage, Dorothy L., Kris Bosworth, Thomas R. Simon. "Examining the Social Context of Bullying Behaviours in Early Adolescence." *Journal of Counseling and Development* 78, no. 3 (Summer 2000): 326-333.

- Evensen, Bruce J. "‘Expecting a Blessing of Unusual Magnitude’: Moody, Mass Media and Gilded Age Revival." *Journalism History* 24, no. 1 (Spring 1998): 26-37.
- Gibson, Timothy S. "Proposed Levels of Christian Spiritual Maturity." *Journal of Psychology and Theology* 32, no. 4 (Winter 2004): 295-304.
- Higgins, E. Tory. "Self-Discrepancy: A Theory Relating Self and Affect." *Psychology Review* 94, no. 3 (July 1987): 319-340.
- Hogue, Aaron and Laurence Steinberg. "Homophily of Internalized Distress in Adolescent Peer Groups." *Developmental Psychology* 31, no. 6 (November 1995): 897-906.
- Horell, Harold D. "Fostering Hope: Christian Religious Education in a Postmodern Age." *Religious Education* 99, no. 1 (Winter 2004): 5-22.
- Hryniuk, Michael. "Creating Space for God: Toward a Spirituality of Youth Ministry." *Religious Education Decatur* 100, no. 2 (Spring 2005): 139-156.
- Johnson, Torrey and Robert Cook. *Reaching Youth for Christ*. Chicago: Moody Press, 1944.
- Klaiber, Walter. *Call and Response*. Nashville: Abingdon Press, 1997.
- Kohlberg, Lawrence. *The Psychology of Moral Development*. San Francisco: Harper and Row Publishers, 1984.
- Lashbrook, Jeffrey T. "Fitting In: Exploring The Emotional Dimension of Adolescent Peer Pressure." *Adolescence* 140, no. 140 (Winter 2000): 747-757.
- Lee, James Michael. "Christian Religious Education and Moral Development." In *Moral Development, Moral Education and Kohlberg*. Edited by Brenda Munsey, 326-357. Birmingham, AL: Religious Education Press, 1980.
- Luhr, Eileen. "Metal Missionaries to the Nation: Christian Heavy Metal Music, ‘Family Values,’ and Youth Culture—1984-1994." *American Quarterly* 57, no. 1 (March 2005): 103-128.
- Maehr, Martin L. and Carol Midgley. "Enhancing Student Motivation: A School-Wide Approach." *Educational Psychologist* 26, no. 4 (Winter 1991): 399-427.
- Makros, Jenny and Marita P. McCabe. "Relationships between Identity and Self-representations during Adolescence." *Journal of Youth and Adolescence* 30, no. 5 (October 2001): 623-639.
- Marcia, James E. "Development and Validation of Ego-Identity Status." *Journal of Personal Social Psychology* 3, no. 5 (May 1966): 551-558.
- Maxwell, Kimberly A. "Friends: The Role of Peer Influence across Adolescent Risk Behaviors." *Journal of Youth and Adolescence* 31, no. 4 (August 2002): 267-277.

- Myers, Joseph R. *The Search to Belong*. Grand Rapids, MI: Zondervan, 2003.
- Myers, William R. "Youth Between Culture and Church." *Theology Today* 47, no. 4 (January 1991): 400-409.
- Newman, Barbara M. and Philip R. Newman. "Group Identity and Alienation: Giving the We Its Due." *Journal of Youth and Adolescence* 30, no. 5 (October 2001): 515-538.
- Pope, Denise Clark. *Doing School: How We Are Creating a Generation of Stressed Out, Materialistic and Miseducated Students*. New Haven, CT: Yale University Press, 2001.
- Powell, Katherine C. "Developmental Psychology of Adolescent Girls: Conflicts and Identity Issues." *Education* 125, no. 1 (Fall 2004): 77-87.
- Radziwon, Christopher D. "The Effects of Peers' Beliefs on 8th-Grade Students' Identification with School." *Journal of Research in Childhood Education* 17, no. 2 (Spring 2003): 236-249.
- Rayburn III, Jim. *Dance, Children, Dance*. Colorado Springs, CO: Morningstar Press, 2000.
- Rhee, Siyon, Janet Chang, and Jessica Rhee. "Acculturation, Communication Patterns, and Self-Esteem Among Asian and Caucasian American Adolescents." *Adolescence* 38, no. 158 (Winter 2003): 749-768.
- Roeser, Robert W., Jacquelynne S. Eccles, and Arnold J. Sameroff. "School as a Context of Early Adolescents' Academic and Social-Emotional Development: A Summary of Research Findings." *The Elementary School Journal* 100, no. 5 (May 2000): 443-471.
- Rubin, Roger H., Andrew Billingsley, and Cleopatra Howard Caldwell. "The Role of the Black Church in Working with Black Adolescents." *Adolescence* 29, no. 114 (Summer 1994): 251-267.
- Sandberg, David E., William M. Bukowski, Caroline M. Fung, and Robert B. Noll. "Height and Social Adjustment: Are Extremes a Cause for Concern and Action?" *Pediatrics* 114, no. 3 (September 2004): 744-750.
- Santor, Darcy A. "Measuring Peer Pressure, Popularity, and Conformity in Adolescent Boys and Girls: Predicting School Performance, Sexual Attitudes and Substance Abuse." *Journal of Youth and Adolescence* 29, no. 2 (April 2000): 163-182.
- Santor, Carolyn E. and James Youniss. "The Relationship between Positive Parental Involvement and Identity Achievement during Adolescence." *Adolescence* 37, no. 146 (Summer 2002): 221-234.
- Stiles, Anne Scott and Thomas J. Raney. "Relationships Among Personal Space Boundaries, Peer Acceptance, and Peer Reputation in Adolescents." *Journal of Child and Adolescent Psychiatric Nursing* 17, no. 1 (January-March 2004): 29-40.

Stone, Bryan. *Evangelism after Christendom: The Theology and Practice of Christian Witness*. Grand Rapids, MI: Brazos Press, 2007.

Stonehouse, Catherine. "The Power of Kohlberg." In *Nurture That Is Christian: Developmental Perspectives on Christian Education*. Edited by John Wilhoit and Jim Dettoni, 61-74. Grand Rapids, MI: Baker Books, 1998.

Strouse, Darcy. "Adolescent Crowd Orientations: A Social and Temporal Analysis." In *The Role of Peer Groups in Adolescent Social Identity: Exploring the Importance of Stability and Change*. Edited by Jeffery A. McLellan and Mary Jo V. Pugh, 37-54. San Francisco, CA: Jossey-Bass, 1999.

Taylor, Sunsara. "Our Children, Our Future?" *The Humanist* 67, no. 2 (March/April 2007). <http://proquest.umi.com.naomi.fuller.edu:2048/pgdweb?index=0&did=1226090631&SrchMode=2&sid=2&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1226089133&clientId=29876> (accessed August 1, 2008).

Varenhorst, Barbara B. "Tapping the Power of Peer Helping." *Reclaiming Children and Youth* 13, no. 3 (Fall 2004): 130-133.

Ward, Pete. *God at the Mall*. Peabody, MA: Hendrickson Publishers, 1999.