

*“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.”*

<b>Course</b>	<b>CANADIAN YOUTH CULTURE</b> YMIN 0671 [JOINT-LISTED WITH UGS AS CHRI 3313]
<b>Date and Time</b>	SEPTEMBER 8 – DECEMBER 7, 2021 MONDAYS & WEDNESDAYS 2:15 PM – 3:35 PM [Note: This course follows the schedule of Undergraduate Studies]
<b>Instructor</b>	<b>STEPHEN GRIMES, MTS</b> Email: <a href="mailto:sgrimes@tyndale.ca">sgrimes@tyndale.ca</a>
<b>Class Information</b>	The classes will be delivered synchronously on Mondays & Wednesdays from 2:15 PM – 3:35 PM. Monday (Pre-recorded Lecture) / Wednesday (Live)  Office Hours: TBD
<b>Course Material</b>	Access course material at <a href="http://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only. <a href="#">Learn how to access and forward emails to your personal account.</a>

## I. COURSE DESCRIPTION

In order to minister effectively to adolescents, an understanding of their context is essential. Designed to enhance the student’s understanding of youth culture in the multicultural, multi-ethnic 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 that shape today’s social structures and the youth culture within the Christian framework.

This course recognizes and examines the ever-changing definition of Canadian Youth Culture as Generation Z holds a whole new set of values on identity, purpose, social justice, and the media. This course will examine the shifts in culture and generations, with the hope of

developing an appropriate way of ministering to today's adolescents based on biblical absolutes and an awareness of cultural expectations.

## II. LEARNING OUTCOMES

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

1. recognize the shifts in culture and generations through a deep look at Modernity to Post-Modernity, Christendom to Post-Christendom, and Boomers to Gen Z.
2. examine and recognize biblical absolutes with the purpose of developing a foundation when exploring topics that adolescents are wrestling with today.
3. develop a thorough understanding of today's youth culture and how to apply their knowledge in a ministerial context.
4. have a basic understanding of viewpoints on topics like gender identity, sexual attraction, social justice, social media, and what it means to have multi-cultural awareness.

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

Noel, Bradley Truman. *Pentecostalism, Secularism, and Post Christendom*. Eugene, OR: Wipf & Stock, 2015. **(Select Pages Provided by Instructor)**

Shahina, Ghazala, and Asma Parveen. "Role of Spirituality in Building up Resilience and Mental Health among Adolescents." *Indian Journal of Positive Psychology* 11 (4): 392–97, 2020. **(Provided by Instructor)**

Shantz, Jeff. "The Foundation of Our Community': Cultural Restoration, Reclaiming Children and Youth in an Indigenous Community." *Journal of Social Welfare & Family Law* 32 (3), 2010. **(Provided by Instructor)**

Skinner, Shelly A. "Adolescent Mental Health Literacy: Young People's Knowledge of Depression and Social Anxiety Disorder.'" *Journal of Youth Ministry* 15 (1): 106–10, 2016. **(Provided by Instructor)**

Sprinkle, Preston M. *Living in a Gray World: A Christian Teens Guide to Understanding Homosexuality*. Grand Rapids, MI: Zondervan, 2016.

Stonestreet, John., and Brett Kinkle. *A Practical Guide to Culture: Helping the Next Generation Navigate Today's World*. Colorado Springs, CO: David C Cook, 2017.

Turner, Anthony. "Generation Z: Technology and Social Interest." *Journal of Individual Psychology* 71 (2): 103–13, 2015. **(Provided by Instructor)**

White, James Emery. *Meet Generation Z: Understanding and Reaching the New Post-Christian World*. Grand Rapids, MI: Baker Publishing Group, 2017.

Wilkinson, Matt. *Youth Ministry: Now & Not Yet*. Burlington, ON: Youth Matter, 2012.

## **B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS**

Tyndale recommends [www.stepbible.org](http://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 AND/OR HYBRID COURSE REQUIREMENTS**

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

## **D. GUIDELINES FOR INTERACTIONS**

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to "Guidelines for Interactions" on your course resource page at [classes.tyndale.ca](http://classes.tyndale.ca).

## **E. ASSIGNMENTS AND GRADING**

### **1. Online Engagement:** Due Wednesday each week; 15 % of final grade

The student will write a one-page summary double-spaced, outlining their top 3 takeaways from the pre-recorded lecture posted each Monday to the course page. The summary should briefly outline their three takeaways, summarizing main points and

demonstrating critical thought of what they learned. Students must submit a minimum of SEVEN (7) summaries throughout the semester, and summaries should be submitted Wednesday morning before class.

**2. Reading Responses:** 3 separate responses; 30 % of final grade

The student will write THREE (3) reading responses that are two pages in length, double spaced. The reading responses should include a clear introduction, summary of the main points of the reading, and critical reflection. The style sheet should conform to Turabian/Chicago. Citation should be via footnotes. Due dates for reading responses are below.

Reading Response 1: Meet Generation Z — **Due: September 29th**

Reading Response 2: Living in a Gray World — **Due: October 20th**

Reading Response 3: Youth Ministry: Now & Not Yet — **Due: November 3rd**

**3. Research Paper:** Due on November 19; 35 % of final grade

The major written assignment is a research paper. In this paper, the student will write on a culturally relevant topic to youth today that gives a proper biblical understanding of the topic at hand. I.e. how do you explain Paul's view on same-sex attraction, based on his writings in Romans 1, to a youth today? Topics must be approved by the instructor beforehand.

The student will prepare a scholarly paper of 1500 words in length. It is to be typed and double-spaced, with 12 point font, and 1.25 inch margins. A title page, footnotes, and a bibliography of works consulted are to be included. You may use internet sites, but you must evaluate them in a footnote the first time each is used in the paper. A total of EIGHT (8) outside resources, not including dictionaries, encyclopaedias and your texts are required for full grades. These must be cited within your work, and not simply listed in your Bibliography.

The paper will be evaluated on the use of primary sources, use of the literature including an awareness of conflicting interpretations, orderly and balanced development of the material. The style sheet should conform to Turabian/Chicago. Citation should be via footnotes; imbedded information is to be avoided.

**4. Presentation:** Due on November 29; 20 % of final grade

The student will give a 15 minute presentation to the class with the purpose of applying what has been learned about Canadian Youth Culture to a youth group setting. The student will teach on either a well-known passage of scripture or Christian doctrine as if

they were teaching to a group of Gen Z adolescents at a youth group. The student can use any creative means to make it engaging and relevant to a youth group.

## F. 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.

## G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Online Engagement	15 %
Reading Responses	30 %
Research Paper	35 %
Presentation	20 %
Total Grade	100 %

## H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

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 takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

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 may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## I. 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

Week	Lecture:	Assigned Readings:	Assignments:
Week 1	*No Class Monday Sept. 6 <sup>th</sup>  Wednesday Sept 8 <sup>th</sup> : Intro to Course		
Week 2	Cultural Shifts—Modernity to Post Modernity & Christendom to Post Christendom	Noel: Pgs. 75-81, 101-123 <b>(Provided by Instructor on Course Page)</b>	
Week 3	Generational Shifts—Seniors, Builders, Boomers, Gen X, and Millennials	Noel: Pgs. 158-170 <b>(Provided by Instructor on Course Page)</b>	
Week 4	Generation Z	White: Chs. 1-2	Reading Response 1 Due

Week 5	Biblical Absolutes	White: Chs. 5 & 7	
Week 6	<b>No Class All Week— Thanksgiving and Reading Days</b>		
Week 7	Gender & Sexuality	Sprinkle: Chs. 1, 3, & 4 Stonestreet & Kunkle (S&K): Chs. 10 & 11	Reading Response 2 Due
Week 8	Gen Z & Mental Health	Skinner: Pgs. 106-110 <b>(Provided by Instructor on Course Page)</b>  Shahina & Parveen: Pgs. 392-397 <b>(Provided by Instructor on Course Page)</b>	
Week 9	Multi-culturalism & Inter-Culturalism	S&K: Ch. 15  Shantz: Pgs. 229-236 <b>(Provided by Instructor on Course Page)</b>	Reading Response 3 Due
Week 10	Questions Youth Are Asking Today	Sprinkle: Chs. 7 & 9	
Week 11	Social Media Influence	Wilkinson: Ch. 5  Turner: Pgs. 103-111 <b>(Provided by Instructor on Course Page)</b>  S&K: Ch. 6	Research Paper Due
Week 12	How to Create a 'culturally aware' Youth ministry	Wilkinson: Ch. 1  White: Ch. 4	

Weeks 13 & 14	Class Presentations		Class Presentation Due
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## 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](#).)

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

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

Dean, Kenda Creasy, Chap Clark, and Dave Rahn. *Starting Right: Thinking Theologically About Youth Ministry*. Grand Rapids, MI: Zondervan, 2001.

Dunn, Richard R., and Mark H. Senter III. *Reaching A Generation For Christ*. Chicago, IL: Moody Press, 1997.

Fields, Doug., and Duffy Robbins. *Speaking to Teenagers: How to Think About, Create, and Deliver Effective Messages*. Grand Rapids, MI: Zondervan, 2007.

Fields, Doug. *Purpose Driven Youth Ministry: 9 Essential Foundation for Healthy Growth*. Grand Rapids, MI: Zondervan, 1998.

Fields, Doug. *Your First Two Years in Youth Ministry: A Personal and Practical Guide to Starting Right*. Grand Rapids, MI: Zondervan, 2002.

Grenz, Stanley J. *A Primer on Postmodernism*. Grand Rapids: Eerdmans, 1996.

Gushee, David P. *Changing Our Mind*. Canton, MI: Read the Spirit Books, 2017.

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

McLaughlin, Rebecca. *10 Questions Every Teen Should Ask (and Answer) about Christianity*. Wheaton, IL: Crossway, 2021.



- Mueller, Walt. *Engaging the Soul of Youth Culture: Bridging Teen Worldviews and Christian Truth*. Downers Grove, IL: InterVarsity Press, 2006.
- Noel, Bradley Truman. *Pentecostalism, Secularism, and Post Christendom*. Eugene, OR: Wipf & Stock, 2015.
- Oestreicher, Mark. *Youth Ministry 3.0: A Manifesto of Where We've Been, Where We Are, and Where We Need to Go*. Grand Rapids, MI: Zondervan, 2008.
- Powell, Kara E., and Chap Clark. *Sticky Faith: Everyday Ideas to Build Lasting Faith in your Kids*. Grand Rapids, MI: Zondervan, 2011.
- Robbins, Duffy. *This Way to Youth Ministry: An Introduction to the Adventure*. Grand Rapids, MI: Zondervan, 2004.
- Senter III, Mark H., Wesley Black, Chap Clark, and Malan Nel. *Four Views of Youth Ministry and the Church: Inclusive Congregational, Preparatory, Missional, Strategic*. Grand Rapids, MI: Zondervan, 2001.
- Shahina, Ghazala, and Asma Parveen. "Role of Spirituality in Building up Resilience and Mental Health among Adolescents." *Indian Journal of Positive Psychology* 11 (4): 392–97, 2020.
- Shantz, Jeff. "'The Foundation of Our Community': Cultural Restoration, Reclaiming Children and Youth in an Indigenous Community." *Journal of Social Welfare & Family Law* 32 (3), 2010.
- Skinner, Shelly A. "'Adolescent Mental Health Literacy: Young People's Knowledge of Depression and Social Anxiety Disorder.'" *Journal of Youth Ministry* 15 (1): 106–10, 2016.
- Sprinkle, Preston M. *Embodied: Transgender Identities, The Church, and What the Bible Has to Say*. Colorado Springs, CO: David C. Cook, 2021.
- Sprinkle, Preston M. *Living in a Gray World: A Christian Teens Guide to Understanding Homosexuality*. Grand Rapids, MI: Zondervan, 2016.
- Sprinkle, Preston M. *People to Be Loved: Why Homosexuality Is Not Just An Issue*. Grand Rapids, MI: Zondervan, 2015.
- Stonestreet, John., and Brett Kinkle. *A Practical Guide to Culture: Helping the Next Generation Navigate Today's World*. Colorado Springs, CO: David C Cook, 2017.

Strommen, Merton., Karen E. Jones, and Dave Rahn. *Youth Ministry That Transforms: A Comprehensive Analysis of the Hopes, Frustrations, and Effectiveness of Today's Youth Workers*. Grand Rapids, MI: Zondervan, 2001

Tompkins, Chris., Don Posterski, and John McAuley. *Elastic Morality: Leading Young Adults in Our Age of Acceptance*. Bloomington, IN: WestBow Press, 2011.

Turner, Anthony. "Generation Z: Technology and Social Interest." *Journal of Individual Psychology* 71 (2): 103–13, 2015.

White, James Emery. *Meet Generation Z: Understanding and Reaching the New Post-Christian World*. Grand Rapids, MI: Baker Publishing Group, 2017.

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