

“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.”

Semester, Year	FALL, 2026
Course Title	CANADIAN CHRISTIANITY
Course Code	HIST 0670 1S
Date	5 Fridays (Sep 18; Oct 2, 16; Nov 6, 20)
Time	From 9AM to 4PM
Delivery Format	SYNCHRONOUS ONLINE
Class information	The classes will be livestreamed on 5 Fridays (Sep 18; Oct 2, 16; Nov 6, 20) from 9am to 4pm.
Instructor	JAMES TYLER ROBERTSON, Ph.D.
Contact Information	Email: jtrobertson@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 2274
Office Hours	By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

Investigates issues including, but not limited to, Indigenous Christianity, secularization, immigration, Christendom, pluralism, and denominationalism from a specifically Canadian cultural and historical lens. There are aspects of following Jesus unique to Canada, for both Canadian-born and immigrants to Canada. This course will help correct some national myths and offer greater insight for anyone who seeks to minister faithfully and effectively in Canadian contexts.

II. LEARNING OUTCOMES

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

1. **Identify and articulate** the role of religion in shaping Canadian identity and culture, demonstrating an understanding of its historical significance.
2. **Analyze and explain** the historical policies and structures that led to the establishment of residential schools, critically assessing the implications for contemporary Canadian Christian perspectives on Indigenous peoples.

3. **Examine and interpret** key events in Canadian history that have influenced theological understandings of the Bible, articulating their impact on faith practices.
4. **Discuss and compare** the influence, histories, and developments of various Canadian Christian denominations, highlighting their contributions to the broader religious landscape.
5. **Evaluate and critique** concepts such as post-Christendom, secularization, and pluralism within a Canadian historical context, fostering a nuanced understanding of their relevance today.
6. **Compose and create** a unique work of historical research that will root an element of the student's life within the larger stories of Canadian Christianity.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Robertson, James Tyler. *Overlooked: The Forgotten Origin Stories of Canadian Christianity*. Saskatchewan: New Leaf Press, 2022. **Shown as "R" on the syllabus**

Bradford, Tolley and Horton, Chelsea (eds.) [*Mixed Blessings: Indigenous Encounters with Christianity in Canada*](#). Vancouver: UBC Press, 2016. **Shown as "B" on the syllabus**

Primary (historical) Readings will be available as PDFs on the Course Site. **Shown as "P" on the syllabus**

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

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

Choquette, Robert. [*Canada's Religions: An Historical Introduction*](#). Ottawa: University of Ottawa, 2004.

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

Hoklotubbe, T. Christopher, Zacharias, H. Daniel. [*Reading the Bible on Turtle Island: An Invitation to North American Indigenous Interpretation*](#). Downers Grove: InterVarsity Press, 2025.

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

Saul, John Raulston. *A Fair Country: Telling Truths about Canada*. Toronto: Viking, 2008.

Tyndale recommends [STEPBible](#) – 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. ASSIGNMENTS AND GRADING

1. Class Participation: WORTH: 15%. DUE: Each class

This will be an interactive class, with plenty of opportunity for questions and guided study that will help each student's experience in this course. Therefore, 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. Land Acknowledgement. WORTH 20%. Due: October 19

Land acknowledgments are present in numerous public events and many people—Indigenous and non-Indigenous alike—wonder at the point of them. As an historian of Canada, this is one way the student can bring a small element of Canadian history “to life.” Static, boring land acknowledgements that offer simplistic, prescribed words to be repeated at each event do not communicate how sacred a land acknowledgment should be. The student will compose his/her own land acknowledgment based on one of the following:

- The land upon which the student lives
- The land upon which the student's faith community gathers
- The land upon which Tyndale is situated
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The Acknowledgment should be no more than 250 words (or 1 page double spaced with 12 point Times New Roman font). It should simply acknowledge features on the land, the Indigenous peoples who once lived there, and the student's desire to honour that space in his/her life and work. For examples (both good and bad), feel free to search up other acknowledgements for inspiration.

Along with the acknowledgement, the student will briefly explain some of the history of the Indigenous peoples included in the acknowledgement including some interesting facts about

them, three words in their language (along with definitions), and the dates of any treaties associated with them. The student will also include anything interesting discovered about the land itself and a brief reflection on some element of this assignment that inspired, convicted, or interested him/her. This second section should be about 500 words in length.

This assignment is related to outcomes 2, 4, 5, and 6

3. Annotated Bibliography of Canadian Sources: WORTH 15%. Due: November 9

Over the course of the semester, the student will create an annotated bibliography of 10 Canadian based academic sources (sources include primary readings, books related to subject matter interesting to the student, academic journal articles, reputable websites, book chapters etc.). The student will create a bibliography based on the Chicago/Turabian method and will follow each submission with one sentence explaining the thesis of the source and then 1-2 sentences explaining how this source informs a topic of Canadian history that he/she is interested in.

The annotated bibliography is designed to assist the student's final two projects. Therefore, there is flexibility regarding the types of works cited based on the type of lecture or final project the student chooses to do. For example, a project on the student's church would necessitate interviews or church documents that help inform the project or the historical fiction option could include resources on how to write fiction well.

The point of this assignment is to help the student begin building a reputable collection of research and resources to aid them in the future as he/she navigates their role within the Canadian context.

This assignment is related to outcomes 1 to 3

4. Create a Lecture that can be taught in this class. WORTH 25%. Due Date November 20 (final class)

The student will need to identify a person/people or event that he/she believes deserves fuller attention than it received in this class. The student will create a 15-minute lecture to be presented for the class (schedules for presentations will be decided on the first day of class). The lecture needs to include slides and demonstrate a substantial amount of research from the annotated bibliography. Students will submit their slides, an outline, and a rough script (your presentation does not need to be verbatim) for review after the lecture has been presented.

Grades will be assessed based on clarity of thought in the presentation, ideas covered, research, creativity, and the ability to answer questions.

5. Telling a Canadian Story Cumulative Project: WORTH 25%. Due: December 7.

This cumulative project asks the student to demonstrate their understanding of Canadian Christianity by providing a detailed and well-researched story that is unique to the setting of this nation.

The student can achieve this by creating one of the following projects:

A. Tell the history of his/her faith community. Write the student's personal faith community's story and locate it within the larger picture of Canadian culture and religion. 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. This work also needs to demonstrate significant research as detailed in the annotated bibliography. Length 3000 words.

B. Historical Fiction. The student can create a work of fiction that takes places within the larger context of Canadian Christianity. The work will be graded on clarity of thought, prose, creativity, and the ability to create a fiction that fits within the history of Canada. This short story will be 3000-3500 words in length and will demonstrate creativity, imagination, as well as solid historical research supported by the annotated bibliography.

C. Biblical Parable in Canadian context. The student can write a biblical parable (or parables) that align with scriptural teachings but are also uniquely suited to the Canadian context. This version of the assignment will require biblical research to augment the Canadian historical research to ensure that the new stories are true to their original intent (as argued by the student) while also granting new insights based on their Canadian setting. All of this research will be present within the annotated bibliography section. This assignment will be 3000 words in length and, as such, will likely mean that several parables will need to be told.

D. Research Paper. The student will choose a person or event and prepare a standard historical research paper that will examine the chosen topic in historical context, bring in primary sources as well as secondary scholarship (both of which will be found in the annotated bibliography), and explain to the reader how this person/event impacted the development of Canadian Christianity.

The student is also free to suggest a final project of his/her own making. Such proposals must be affirmed and accepted by the professor before the abstract assignment is due. More details for each of these will be discussed in class once the semester begins.

This assignment is related to all outcomes.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

DISCUSSIONS	15%
LAND ACKNOWLEDGMENT	20%
ANNOTATED BIBLIOGRAPHY	15%
LECTURE	25%
CANADIAN STORY PROJECT	25%
TOTAL	100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

September 18

Class 1: The DNA of BNA

Topics: 5 waves of immigration, New France & the British Invasion, Evangelicalism in the New World, Catholicism & Established Churches, Henry Alline and Early “Canadian” theologies, Canada: A Nation of Losers (ouch!)

Readings: R: Introduction & Chapter 1; B: *Introduction & Chapter 1*; P: *Jesuit Relations* Excerpt & Henry Alline Excerpts

October 2

Class 2: Where and When Canada was Born

Topics: Those pesky Americans, The War of 1812 (again with these Americans!), Christian education in Canada, Loyalty, Creating Ontario, Methodists vs Anglicans and all sorts of other church fights and how Canada removed a gangrenous limb

Readings: R: Chapter 2; B: Chapters 2 and 3; P: Strachan Letter, 1812 (5 pages), Article-“In These Times of Democratic Rage & Delusion”

October 16

Class 3: Dominion

Topics: Confederation, The Rail Road, Louis Riel’s Christian Canada, Compulsory Enfranchisement, Respectable Christianity, Satan’s Bicycle, How to Read the Bible in Canada, Other Canadian secularizations

Readings: R: Chapters 3-4; B: Chapters 4-5; P: British North America Act, 1867 (2 pages); Baptist Missionary Report from Metis Lands, 1870s (5 pages)

****Land Acknowledgement Due October 19****

November 6

Class 4: A Stereotypically Canadian Revolution

Topics: The United Church of Canada, Post Two World Wars, how the suburbs changed the faith, Catholicism crumbles, How women saved the faith, Canadian Pentecostalism, the Comfortable pew, A New Canada & the end of Christendom

Readings: R: Chapters 5-6; B: Chapters 8-9; P: *Cite Libre*, April 1962, Article-“No Woman Need Apply: The Ordination of Women in the United Church

Annotated Bibliography Due November 9

November 20

Class 5: “eh” and “meh”: Canadian Attitudes to Faith in the 21st Century

Topics: The Satanic Panic, The Teenager & spiritualized rebellion; Killing Darth Vader & Superman, What would Jesus Buy, Neon Faith, Seeker Sensitive, Canada’s Largest Revival, Generation X & millennials, Spiritual but not religious vs Religious but not spiritual, Is Canada Secular?

Readings: R: **Chapter 7 and Conclusion**; B: **Chapter 9 and Conclusion**; P: **Terry LeBlanc Video**

Class Presentations Today

V. SELECTED BIBLIOGRAPHY

Available in classes.tyndale.ca.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. 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.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class 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
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. 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.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

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 (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details. Students must review the policies and procedures regarding Artificial Intelligence (AI) outlined in [Academic Calendar](#) and consult guidance from their course instructors.

Academic Integrity and Artificial Intelligence (AI)

[Tyndale Seminary’s Academic Calendar](#) provides a definition and broad descriptions of types of Academic Dishonesty using AI.

Academic dishonesty includes the submission of work for which previous credit was given, the submission of work under one’s own name that is largely the result of another person’s efforts, aiding another’s dishonesty, cheating on exams and giving false information for the purpose of gaining admission, credits, etc. ... Academic dishonesty also includes submitting academic work which has been written, rewritten, or substantially edited by an artificial intelligence program. (Seminary Academic Calendar, 2026/7, p. 173.)

AI programs are not adequate information sources for academic writing. Students should not use AI in academic writing without explicit permission from their course instructor. Given the tendency of AI programs to give inaccurate information and even falsify citations, students are cautioned against using AI prompts to begin researching or summarizing a topic. Instructors may deduct points from [or give a failing grade to] assignments for the improper use of AI sources. (Seminary Academic Calendar, 2026/7, p. 174.)

Students *may* use AI as an enhanced search engine, provided they are extremely careful about checking its sources. That means personally verifying texts and claims *every time* by clicking through to the source link or independently searching. This also means public information sources like Wikipedia are not satisfactory sources. We recommend using sites like Google Scholar or the variety of journal and research databases available with a Tyndale student ID.

Students *may* use AI to transcribe interviews, videos, or dictations of their own ideas when preparing for assignments. But they must read through the transcripts themselves and *manually* verify accuracy, make selections to quote, or edit for concision and clarity. This use of AI is reserved only for ideas that students have created themselves. Students may not submit course lectures, videos, or other course material to AI or any other software to transcribe, synthesize, annotate, or otherwise summarize course content.

Students *may not* use AI in any aspect of the planning and writing process for class assignments, including but not limited to early planning, ideas, outlining, argumentation, grammar, syntax, or phrasing. Struggling with all this is fundamental part of human learning. This struggle is precisely what develops writing ability and is essential to developing critical thinking and communication skills. If further clarification is required, students should ask their professors, not an AI assistant.

Students *may not* use Grammarly or similar AI copyediting programs, including Copilot in Microsoft Word. Tyndale students are expected to write with sophistication in English. Use of a LLM to edit/re-write/re-phrase/alter student work will be viewed as a breach of the Tyndale AI policy. Students should also be aware that many of these programs can/will change student ideas without permission or notification and should be careful to turn off any generative AI features in any software they use for course assignments.

Special Note:

Students should carefully discern and justify any use of AI tools. Convenience, efficiency, academic pressure, lack of time or even health issues are not sufficient reasons to rely on AI. If personal or external difficulties affect your work, you should first speak with your instructor before using AI assistance. Your personal formation, theological reflection, and authentic engagement with the course remain the priority in completing assignments.

Some course professors may allow AI use for specific projects within specific limits. All Seminary syllabi (or course pages on Moodle) will contain guidelines for permitted uses of AI. When using AI for any professor-approved application in assignments, students should save all rough work and earlier versions of their assignments before editing. Students may be required to produce these versions on request. The name of the AI software used must be noted (Claude, ChatGPT, etc.) including the specific version number and model of that software, and the specific text of all prompts employed to get the results must be reported in the submitted assignment. For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

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

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

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 (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. 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.

F. LIBRARY RESOURCES

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

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary [Grading System & Scale](#).