

Fall	
Winter	X
S/S	

[CHRI 3313 / SOCI 3013 1S and BS]: [Canadian Youth Culture]

Instructor:	Randy Smith
Class Days:	Thursday January 8 to Thursday February 5
Class Hours:	6pm-10pm
Website:	classes.tyndale.ca
Email:	randysmith@tyndale.ca
Office Hours:	TBD
Classroom:	Please refer to registrar's list available before the semester begins.

Tyndale Seminary students may enroll in this course under the following course code:

YMIN 0670 1S Canadian Youth Culture

NOTE: This course is joint-listed between Undergraduate Studies and Seminary. It operates on the Undergraduate Studies schedule related to reading days, start and end of semester, exam schedule and according to the Undergraduate Studies Academic Calendar.

I. COURSE INFORMATION

COURSE DESCRIPTION

In order to care 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. Prerequisites: *BSTH 101, 102. Same as SOCI 301.*

This course recognizes and examines the ever-changing definition of Canadian Youth Culture as Gen Z and Gen Alpha hold 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.

LEARNING OUTCOMES

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

REQUIRED TEXTS & MATERIALS

Bibby, Reginald Wayne, Joel Thiessen, and Monetta Bailey. *The Millennial Mosaic : How Pluralism and Choice Are Shaping Canadian Youth and the Future of Canada*. Toronto, ON: Dundurn, 2019.

Britton, Matt. *Generation AI Why Generation Alpha and the Age of AI Will Change Everything*. Hoboken, NJ: John Wiley & Sons, 2025.

Haidt, Jonathan. *The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness*. London: Allen Lane, an imprint of Penguin Books, 2024.

Hull, Brian, Patrick Mays. *Youth Ministry as Mission: A Conversation About Theology and Culture*. Grand Rapids, MI: Kregel Publications, 2022.

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.

SUPPLEMENTARY TEXTS

Noel, Bradley Truman. *Pentecostalism, Secularism, and Post Christendom*. Eugene, OR: Wipf & Stock, 2015.

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

Twenge, Jean M. *Generations : The Real Differences between Gen Z, Millennials, Gen X, Boomers, and Silents--and What They Mean for America's Future*. First Atria Books hardcover edition. New York: Atria Books, 2023.

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

Wilkins-Laflamme, Sarah. *Religion, Spirituality, and Secularity among Millennials: The Generation Shaping American and Canadian Trends*. Routledge Studies in the Sociology of Religion. Abingdon, Oxon: Routledge, Taylor & Francis Group, 2023.

COURSE OUTLINE

Date:	Lecture:	Assigned Readings:	Assignments:
January 8	Intro to Course Cultural Shifts Generational Shifts	Noel: Chapter 1,3,5 Wilkins-Laflamme: Ch White: Chs. 1-2 (Provided by Instructor on Course Page)	
January 15	The Landscape of Canadian Youth Culture	<i>Millennial Mosaic</i> Worldvision/Barna Study Renegotiating Faith Study (Provided by Instructor on Course Page)	<i>Millennial Mosaic</i> Report Due before Class
January 22	Biblical/Theological Approach to Youth Culture	<i>Youth Ministry as Mission</i> White: Chs. 5 & 7 (Provided by Instructor on Course Page)	<i>Youth Ministry as Mission</i> Report due before class
January 29	Specific Issues Youth are Facing Gender and Sexuality Social Media and Mental Health Class Presentations	<i>Anxious Generation</i> Sprinkle: Chs. 3 & 5 (Provided by Instructor on Course Page) Stonestreet & Kunkle (assigned chapter)	<i>Anxious Generation</i> Report due before class

February 5	Specific Issues Youth are Facing AI and its Influence on Gen Alpha Caring for First Nation Youth Class Presentations	<i>AI Generation</i>	<i>AI Generation Report due before class</i>
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EVALUATION & ASSIGNMENTS

Assignments & Evaluation	Due Date	Percentage of Final Grade
Weekly Responses	11:59 pm the following day	15 %
Reading Responses (4 separate responses)	Due before each class 1 – January 3rd 2 – January 15th 3 – January 22nd 4 - January 29th	20 %
Research Paper	January 26 th	30 %
Presentation		20 %
Class Participation		15 %
		100 %

Weekly Responses — 15%

The student will write a one-page summary double-spaced, outlining their top 3 takeaways from the lecture/discussion each day. 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 five summaries throughout the week, and summaries should be submitted by 11:59 the following day.

Reading Responses — 40%

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

Reading Response 1: *Millennial Mosaic* — **Due: January 15th**

Reading Response 2: *Youth Ministry as Mission* — **Due: January 22nd**

Reading Response 3: *Anxious Generation* – **Due January 29th**

Reading Response 4: *AI Generation* – **Due February 5th**

All reading assignments are due before class (5:59 pm) that day and late assignments will not be accepted because their contents will form class discussion.

Research Paper — 30%

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.

Presentation – 20%

Each student will be assigned a chapter from, *A Practical Guide to Culture: Helping the Next Generation Navigate Today's World*. The students will well be required to do a 30 min presentation on the topic of the chapter as well as discussion on how to address this topic from a Christian worldview. Depending on the topic students may want to highlight cultural differences that may exist between a Canadian and America context.

Participation – 15%

Seeing that this course is being taught online it is essential that the students come prepared to discuss their reading assignments. It is expected that each student will contribute their thoughts and ideas in both break out session as well as large group discussions.

Course Bibliography

Bibby, Reginald Wayne, Joel Thiessen, and Monetta Bailey. *The Millennial Mosaic : How Pluralism and Choice Are Shaping Canadian Youth and the Future of Canada*. Toronto, ON: Dundurn, 2019.

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

Britton, Matt. *Generation AI Why Generation Alpha and the Age of AI Will Change Everything*. Hoboken, NJ: John Wiley & Sons, 2025.

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.
- Haidt, Jonathan. *The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness*. London: Allen Lane, an imprint of Penguin Books, 2024.
- Hull, Brian, Patrick Mays. *Youth Ministry as Mission: A Conversation About Theology and Culture*. Grand Rapids, MI: Kregel Publications, 2022.
- 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.
- Twenge, Jean M. *Generations : The Real Differences between Gen Z, Millennials, Gen X, Boomers, and Silents--and What They Mean for America's Future*. First Atria Books hardcover edition. New York: Atria Books, 2023.
- White, James Emery. *Meet Generation Z: Understanding and Reaching the New Post-Christian World*. Grand Rapids, MI: Baker Publishing Group, 2017.
- Wilkins-Laflamme, Sarah. *Religion, Spirituality, and Secularity among Millennials : The Generation Shaping American and Canadian Trends*. Routledge Studies in the Sociology of Religion. Abingdon, Oxon: Routledge, Taylor & Francis Group, 2023.
- Wilkinson, Matt. *Youth Ministry: Now & Not Yet*. Burlington, ON: Youth Matter, 2012.

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.

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](#).