



THS 680 Christianity in Culture: Critical Assessment and Engagement

MB BIBLICAL SEMINARY

The mission of MB Seminary is to educate and equip men and women to Help lead the church in reaching Canada and beyond with the Good News of Jesus Christ.

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Credit Hours: Three (3)

Prerequisites: It is preferable to have had some previous theological studies

Course Term: 4 September – 4 November 2023

Instruction: Teaching Intensive dates at Willingdon Church

- September 28-29, 2023 (6:30 pm - 9:30 pm)
- September 30, 2023 (9:00 am - 1:30 pm)
- October 20, 2023 (6:30 pm - 9:30 pm)

Description

The relationship between Christians and culture in North America is variegated, prompting leaders such as Tim Keller to state, “The relationship of Christians to culture is the singular current crisis point for the church.” The course will help Christians understand and interpret culture better so that, as disciples of Jesus Christ, they can make more faithful choices in every day life, and be more confident and aware agents of reconciliation. It is about learning how to assess the ongoing relationship between Christianity and culture, and how cultural awareness along with critical skills for critiquing culture from a Christian perspective enhances ministry and leadership effectiveness both in the church and within society at large. The first half of the course lays the biblical, theological and historical foundations for a Christian understanding of culture, while the second half of the course is a more practical exploration of specific spheres of culture. The seminar-style course will feature an interdisciplinary range of lectures, readings, and group activities and discussions.

Objectives

The successful completion of the course will enable one to:

- Identify the different ways in which the relationship between Christianity and culture has been understood by Christians throughout the history of the church;
- Evaluate different models of cultural engagement in light of Scripture and their effectiveness in helping the church fulfill its mission;
- Analyze the way culture(s) shape the Mennonite Brethren (and more broadly, the evangelical Protestant) expression of Christian faith;

- Understand the place of cultural analysis for identifying and responding to some of the contemporary issues and challenges facing the church and Christian leadership today;
- Analyze the complexities and tensions that are inherent for Christians in their relationship within and to culture;
- Develop skills in “exegeting” (i.e., analyzing and interpreting) culture;
- Become more sensitive, critical and theologically informed interpreters of culture.

Effective learning takes place as one carefully processes information and experiences through higher-order thinking skills. Your performance and evaluation in this course will be based on demonstrating your reflective interaction and learning, not by simply repeating information. As you participate in this course, it may be useful to consider the different higher-order thinking skills as described below:

- Comprehension: demonstrates the ability to grasp meaning, explain, and restate ideas,
- Application: demonstrates the ability to use learned material in new situations,
- Analysis: demonstrates the ability to separate material into component parts and show relationships between the parts,
- Synthesis: demonstrates the ability to put together the separate ideas to form a new whole, to establish new relationships, and
- Evaluation: demonstrates the ability to judge the worth of material against stated criteria.

Textbooks and Course Materials

The following list identifies the key books that will be used in the course.

Stackhouse, John G., Jr. *Making the Best of It: Following Christ in the Real World*. New York: Oxford University Press, 2008. Read chapters 1, 6, 7, 8, Conclusion (approximately 200 pages in total)

Vanhoozer, Kevin J., and Charles A. Anderson, and Michael J. Slesman, eds. *Everyday Theology: How to Read Cultural Texts and Interpret Trends*. Grand Rapids: Baker Books, 2007.

Guder, Darrel L., ed. *Missional Church: A Vision for the Sending of the Church in North America*. Grand Rapids: Eerdmans, 1998. Read Chapters One, Two and Three, pp. 1-76. These chapters will be available on the course Populi site.

The weekly reading assignments will be available on the course Populi site. Access to an adequate theological library will be necessary for the satisfactory completion of several of the course assignments.

Assignments and Evaluation

This section contains an overview of all the course assignments along with a detailed description of

each. Please read carefully as they contain not only information about how to complete the assignment, but also the intended purpose. The course schedule included below provides the details for how to proceed through the course materials. Please note that attending all sessions of the course intensive is a requirement for passing the course.

All written work must be submitted in electronic form (MS Word) either directly to the professor or uploaded to the course Populi site. **PLEASE be sure to use the following format for naming your assignment files:** Lastname THS680 Assignment (for example, Guenther THS680 Research Essay).

Reflective Journal (worth 22% of final grade). DUE DATE: 4 November 2023 (NO EXTENSIONS PERMITTED). A variety of readings and activities are assigned each week to augment lectures. Write a short response each week (one-two pages MAX, single-spaced in length) in which you interact with selected aspects of the assigned materials. Do not simply provide a description or summary of the content; instead, your interaction needs to be a response, for example a response might highlight an idea or insight that was new to you, or it might identify some of the implications that an author’s ideas might have for your ministry setting, or it might identify questions you have for further investigation, or it might be critique of an idea presented by an author. Most of the assigned readings will be available on the course Populi site. It is advisable that the journal entries be made as soon as possible after the activities are completed in order to capture initial impressions, questions and comments. The weekly entries for the Reflective Journal should be compiled throughout the course, which should be submitted on the prescribed due date.

Each student is required to watch, listen to, and/or read the course instructional content and interact with the content in the online forums. Additional instructional scripts along with the videos, audio podcasts, links and readings, may be posted in the Moodle online classroom.

Discussion Group Participation (4 discussion groups x 2% = 8% of final grade): During Weeks 2, 4, 7 and 9 all students will meet in a church-based or virtual discussion group to discuss assigned questions, course readings and lectures, or contextualize ideas to your ministry setting. A designated leader from the church will facilitate the church-based discussion groups. These groups are designed for collaborative learning and represent an opportunity to build upon one another’s experience, knowledge, and insights. Building a supportive subculture is vital to productive discussion groups; key components of such a subculture are encouragement and respectful dialogue. Disagreeing and challenging can be stimulating if done in an edifying manner. The following rubric will be used to assess each group member’s participation:

Excellent participation	A+ to A-	The group member consistently engaged in group conversations adding meaningful content to the conversations. The person did an excellent job listening to other group members.
Great participation	B+ to B-	The group member engaged in group conversations most of the time. The person was somewhat attentive to the group conversation and regularly contributed relevant content.
Good participation	C+ to C-	The group member sometimes engaged in the group conversations. The person was somewhat attentive to the group conversation and occasionally added relevant content.

Poor participation	F	The group member did not often engage in group conversations. The person seemed distant and disinterested in the group discussion and rarely added relevant content.
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A Guide for Helping Christians Watch Movies (worth 20% of the final grade): DUE DATE: 23 September 2023

Most people in North America, including Christians, spend more time watching movies and television series than they do reading books. Movies have become the most popular story-telling art form in the western world. The entertainment industry exerts enormous influence on social attitudes and perspectives in North America and beyond. As a result, this industry and its pervasive impact, along with the specific art genre of movies, need careful critique.

Design a short guide (1,400 word MAX – any words in excess of 1,400 will be deleted) that would be suitable for publication in a denominational magazine or blogsite (e.g., the *Mennonite Brethren Herald*) in which you **give guidance to a particular group of Christians about why and how to watch movies**. The primary objective of the guide is to help your selected audience learn how to watch movies in a critical discerning way. Be sure to give some attention to customizing your response to the specific practices and needs of the particular denominational (or congregational) audience that you have selected. Put differently, do not write the guide for some unspecified “generic” Christian audience.

The guide should include reference to least three movies to illuminate or illustrate points made in the guide (do not simply present three movie reviews). At least two of the three movies need to be taken from the list attached as an Appendix to the syllabus. One of the three may be a movie or television sitcom/series of your own choice.

Please use footnotes to identify clearly your intended denominational audience, to cite sources, and as the place to offer clarifications that you think might be helpful for the professor. The “Media and Pop Culture” section of the course bibliography includes items that may be useful to consult for understanding better how to “read” movies. Footnotes will **NOT** be included in the overall word count.

Cultural Trend Research Essay (two parts worth a total of 50% of the final grade)

Each student will prepare a research essay of approximately 3,000 words that identifies, describes, analyzes and assesses a fairly recent cultural phenomenon. The selected cultural phenomenon must include the identification of a “trend” along with one or more illustrative cultural “texts.” **Note:** a “trend” is more than simply a passing social media fad or a perception of change based only on your own personal experience. Look instead for indicators that can support the claim that your selected cultural phenomenon can legitimately be categorized as a trend (e.g., sales, usage, scope of influence, significance, etc). Also, the cultural phenomenon, i.e., trend cannot be a movie or TV show/series, nor can it be something that is taking place only within a particular denomination or Christian tradition (e.g., changes pertaining to women in leadership). While cultural trends will invariably impact Christian communities the point of this assignment is to learn how to identify and analyze broader cultural trends.

After identifying a trend, use the three-part method for cultural hermeneutics outlined in *Everyday Theology: How to Read Cultural Texts and Interpret Trends* as a guide, that is (a) offer a respectful phenomenological description of the cultural trend that demonstrates a thorough understanding; (b) assess and interpret the trend in light of the Biblical story line and Christian theology; and (c) outline some suggestions for how Christians might wisely respond [see pp. 11, 59-60, 62]). Note that all of the essays in Part 2 and Part 3 of this textbook exemplify the interpretative method outlined in the first and last chapters.

The **first** part of the assignment (worth 15%) requires the preparation of a **short presentation** that features your selected trend and illustrating text(s). Feedback from the presentation may be useful for refining the final essay. The presentation is to be no longer – and I mean NO LONGER – than 10 minutes. In addition to a brief description and analysis of the selected aspect of culture, the purpose of the presentation is, in part, to provide an explanation to your course colleagues why they need to know something about your selected cultural trend. **DUE DATE: 20 October 2023.**

The **second** part of the assignment (worth 35%) is to submit a **research essay, which is DUE on 4 November 2023.** The research essay represents a significant proportion of the final grade indicating the level of research and general quality expected. An essay grading rubric, which outlines the specific criteria used for evaluating essays, is available on the course Populi site. Begin work on this project as soon as possible by selecting a trend and assembling resources and research. Be sure also to browse the course bibliography included on the Populi site.

Course Schedule

Week One: 4 September – 9 September 2023

1. Videos and Readings

Watch “Bible and Culture” Videos (2.2, 2.3, 2.4)

Read: Marshall, I. Howard, “Culture and the New Testament,” in *Gospel and Culture*, eds. John Stott and Robert Coote, 21-46. Pasadena: William Carey Library, 1979; republished in *Down to Earth: Studies in Christianity and Culture*, 17-31. Grand Rapids: Eerdmans, 1980.

Read: Richards, E. Randolph, and Brandon J. O’Brien. [*Misreading Scripture with Western Eyes: Removing Cultural Blinders to Better Understand the Bible*](#). Downer’s Grove: InterVarsity Press, 2012. Read the introduction.

2. Assignments Due

- a. Make progress in reading assigned portions of the required textbooks (Stackhouse and Guder)
- b. Complete Reflective Journal entry

Week Two: 10 September – 16 September 2023

1. Videos and Readings

Watch: “Christianity and Culture in the Past” Videos (3.1, 3.2, 3.3)

Read: Niebuhr, H. Richard. “Christ and Culture: Five Types of Interpretation.” In *Religion and Contemporary Western Culture*, ed. Edward Cell, 47-64. Abingdon Press, 1967.

Read: Snyder, Howard A. *Models of the Kingdom*. Nashville: Abingdon Press, 1991. Read Introduction, Chapters One, Ten and Twelve.

Read: Crouch, Andy. “[How Not to Change the World: A Call to Faithful Presence](#).” *Books and Culture* (May-June 2010).

Optional: Keller, Tim. *Center Church: Doing Balanced, Gospel-Centered Ministry in Your City*. Grand Rapids: Zondervan, 2012. Chapter 16, “The Cultural Responses of the Church,” and Chapter 17, “Why all the Models are Right ... and Wrong.”

2. Discussion Group session

Meet with the designated leader to discuss this week’s videos and readings. Questions to consider include: In addition to Richard Niebuhr’s famous typology, there are many other theologians who have offered their own typology. What value (if any) is there in the use of typologies for describing the various approaches that Christians have adopted towards culture? Discuss Miroslav Volf’s observation that there are two primary “malfunctions” in how Christians relate to culture : “idleness” (ignore/isolation - withdrawal and passivity) or “coerciveness” (desire to control/oppress). Discuss Howard Snyder’s claim that any approach to culture that does not recognize and integrate all six “polarities” associated with a biblical understanding of the Kingdom of God is that degree unbiblical. How might James Hunter’s emphasis on “faithful presence” inform a Christian response to culture?

3. Assignments Due

- a. Complete Textbook Readings (Stackhouse and Guder)
- b. Complete Reflective Journal entry
- c. Work at “Guide for Helping Christians Watch Movies” assignment

Week Three: 17 September – 23 September 2023

1. Videos and Readings

Watch: “Lessons from Missiology” Video (5.1)

Read: Hiebert, Paul. “[Critical Contextualization](#).” *International Bulletin of Missionary Research* 11, No. 3 (July 1987): 104-112.

Read: Smith, Glenn. “Key Indicators of a Transformed City: The Church in Dialogue with its Context – Observations from Montreal,” 2017. A case study of intentional contextualization in a highly secularized Canadian city.

2. Assignments Due

- a. Complete “Guide for Helping Christians Watch Movies” assignment, and submit the assignment on or before September 23, 2023.
- b. Complete Reflective Journal entry

Week Four: 23 September – 30 September 2023

1. Readings

Read: Vanhoozer, Kevin J. “The World Well Staged? Theology, Culture and Hermeneutics.” In *God and Culture: Essays in Honor of C.F. Henry*, eds., D.A. Carson, and John D. Woodbridge, 1-30. Grand Rapids: Eerdmans, 1993.

Read: Grenz, Stanley J. “Culture and Spirit: The Role of Cultural Context in Theological Reflection.” *Asbury Theological Journal* 55, No. 2 (Fall 2000): 37-51.

Read: Guenther, Bruce L., Peggy Goertzen, and Erika McAuley. “Mennonite Brethren Missions in North America.” Chapter in *The Church in Mission: Perspectives of Global Mennonite Brethren On Mission in the 21st Century*, ed. Vic Wiens. Winnipeg: Kindred Productions, 2015. See pp. 175-188.

Read: Guenther, Bruce L. “From Isolation and Ethnic Homogeneity to Acculturation and Multi-cultural Diversity: The Mennonite Brethren and Canadian Culture.” *Direction* 39, No. 2 (Fall 2010): 138-161.

Read: Marshall, Paul. “Liberalism, Pluralism and Christianity.” *Fides et Historia* 21, No. 3 (October 1989): 4-17.

Read: Koyzis, David T. *Political Visions and Illusions: A Survey and Christian Critique of Contemporary Ideologies*, 2nd ed. Downer’s Grove: InterVarsity Press, 2019. Read Chapter 2, “Liberalism: The Sovereignty of the Individual,” pp. 27-62.

Read: Jedwab, Jack. “Religion and Social Capital in Canada.” *Canadian Diversity* 6, No. 1 (Winter 2008): 25-46.

Read: Paddey, Patricia. “Is Christ Relevant to Politics?” *Faith Today* 35, No. 2 (March-April 2017): 31-34.

Read: Stackhouse, John G., Jr. “A Variety of Evangelical Politics.” *Christianity Today* 52, No. 11 (November 2008): 52-57.

Optional: Keller, Tim. *Center Church: Doing Balanced, Gospel-Centered Ministry in Your City*. Grand Rapids: Zondervan, 2012. Chapter 18, “Cultural Engagement Through Blended Insights.”

2. Attend 3-day Intensive Week-end (September 28, 29, 30)

Intensive Teaching Week-end Sessions (Willingdon Church)	
Thursday, September 28, 2023	6:30 pm - 9:30 pm
Session 1	<ul style="list-style-type: none"> • Starting Points • Week 1-3 Q & A Session • Orientation to Cultural Trend Project
Session 2	<ul style="list-style-type: none"> • The “World” and the Bible • Posture and Gestures: Understanding Cultural Predispositions
Friday, September 29, 2023	6:30 pm - 9:30 pm
Session 3	<ul style="list-style-type: none"> • Theology of Culture (Definitions & Aspects) • Implications for “Vocation” and “Calling”
Session 4	<ul style="list-style-type: none"> • Insights from Sociology of Religion
Saturday, September 30, 2023	9:00 am - 1:30 pm
Session 5	<ul style="list-style-type: none"> • Understanding Canadian Culture: Liberalism and Pluralism
Session 6	<ul style="list-style-type: none"> • Understanding Canadian Culture: Secularity and Religious Freedom
Session 7	<ul style="list-style-type: none"> • Christian Faith and Public Life: Faith-informed Political Engagement
Session 8	<ul style="list-style-type: none"> • Modes of Political Discourse
Friday, October 20, 2023	6:30 pm - 9:30 pm
Session 9	<ul style="list-style-type: none"> • Cultural Trend Presentations

3. Assignments Due

- a. Complete Reflective Journal entry on assigned readings
- b. Participate in 3-day Intensive Teaching Sessions. These sessions count as one of the Discussion Group sessions, so be prepared to engage in the Q & A opportunities.

Week Five: 1 October – 6 October 2023

Idolatry within Contemporary Culture: Consumerism

1. Readings

Read: Clapp, Rodney. “Why the Devil Takes Visa: A Christian Response to Consumerism.” *Christianity Today* (7 October 1996): 18-33.

Read: Smith, James K.A. *You Are What You Love: The Spiritual Power of Habit*, 27-55. Grand Rapids: Brazos Press, 2016. Read Chapter 2, ““Learning to Read ‘Secular’ Liturgies,”” 27-54.

Textbook Reading: Vanhoozer, Kevin J., Charles A. Anderson, and Michael J. Sleasman, eds. *Everyday Theology: How to Read Cultural Texts and Interpret Trends*. Grand Rapids: Baker Books, 2007. Begin by reading “A Reader’s Guide,” and “Part 1,” pp. 7-60. Choose at least one essay from Part 2 and one from Part 3. Finish by reading Part 4 (Chapter 11). Note the way the chapters in Parts 2-4 illustrate the application of Vanhoozer’s model of cultural analysis to a variety of cultural trends and texts. (Approximately 100 pages in total)

2. **Assignments Due**

- a. Complete Reflective Journal entry
- b. Complete Textbook Reading
- c. Make progress on “Cultural Trend” assignment

Week Six: 8 October – 14 October 2023

Idolatries within Contemporary Culture: Faithful Discipleship in a Sex-crazed Culture

1. **Videos and Readings**

Watch: Yaun, Christopher. “[Holy Sexuality: Sex, Desire, and Relationships Shaped by God's Grand Story](#)” (Online lecture, 5 April 2019).

Watch: Butterfield, Rosaria. “[Sexual Identity and Union with Christ](#)” (Online lecture). Butterfield is the author of *The Secret Thoughts of an Unlikely Convert: An English Professor’s Journey into Christian Faith* (2012).

Listen: Nick Gillespie, [Reason Podcast with Debra Soh](#), *The End of Gender* (2020).

Browse: [Brain, Heart, World](#). A three-episode documentary on the harmful effects of pornography created by a non-religious, non-legislative, non-profit organization. Available for free by creating an account.

Browse: Two websites that provide resources pertaining to pornography: www.yourbrainonporn.com and www.fightthenewdrug.com

2. **Assignments Due**

- a. Complete Reflective Journal entry
- b. Make progress on “Cultural Trend” assignment

Week Seven: 15 October – 21 October 2023

1. **Cultural Trend Oral Presentation on 20 October 2023**

2. **Assignments Due**

- a. Complete preparation for Cultural Trend oral presentation. The presentation session counts as one of the **Discussion Group** sessions, so be prepared to engage in the Q & A opportunities between presentations with affirmations, questions and suggestions for consideration.

Week Eight: 22 October – 28 October 2023

Idolatries within Contemporary Culture: Technology

1. **Videos and Readings**

Watch: Kevin Schut, “What is Technology Doing to Us?” Video (8.2)

Read: Postman, Neil. *Technopoly: The Surrender of Culture to Technology*. New York: Vintage Books, 1993., Chapter One, “[The Judgement of Thamus](#),” 3-20.

Read: Borgmann, Albert. *Power Failure: Christianity in the Culture of Technology*. Grand Rapids: Brazos, 2003. Read Chapters 2 and 5.

Read: Sullivan, Andrew. “[I used to be a Human Being](#).” *Intelligencer: New York Magazine*, September 19, 2016.

2. **Assignments Due**

- a. Complete Reflective Journal entry
- b. Make progress on “Cultural Trend” essay

Week Nine: 29 October – 4 November 2023

1. **Course Wrap-up Discussion Group session**

As you look back over the past two months, come prepared to the Course Wrap-up **Discussion Group** session with a list of three primary **themes** (not simply topics) within the course. Use the group discussion session to compare and discuss the various themes that have been identified and their impact on your everyday life and ministry calling.

2. **Assignments Due**

- a. Complete preparation for the Course Wrap-Up discussion session
- b. On or before 4 November 2023, submit all of the compiled entries as the Reflective Journal assignment. As part of your last entry be sure to include a few comments about your choice of three themes.
- c. On or before 4 November 2023 submit the completed research essay

Course Evaluation

Near the conclusion of this course, you will be invited to complete a course evaluation. While participation is optional, please know that feedback is very important to me (I often make adjustments to a course based on the feedback that I have received from students). It may be helpful to know that I

do not see the results of the course evaluations until after the final grades have been submitted. The course evaluation can be found in the Populi classroom.

Grading Explanation

Letter Grade Range	Description Summary	Grade Point Range	Qualitative Characteristics at a Graduate Academic Level
A+ to A-	Outstanding, excellent work	4.3 to 3.7	Demonstrates superior capacity to analyze, synthesize, evaluate, discern, justify and elaborate, along with evidence of an extensive and masterful grasp of subject matter and its implications. Participation is consistently characterized by eloquence, creativity and perceptive insight within well-reasoned and well-organized forms. Thoroughness in providing suitable evidence and illustrations to support arguments, along with meticulous adherence to the institution's preferred style guide. (Note: A+ grades are reserved for rare examples of exceptional and original intellectual capacity and contribution.)
B+ to B-	Generally proficient, competent work	3.3 to 2.7	Demonstrates satisfactory ability to analyze, evaluate and discern, along with an appropriate level of familiarity with course subject matter and recognition of its implications. Participation is generally characterized by an acceptable level of insight and clarity within generally error-free, well-reasoned and well-organized forms, but may reflect an occasional lack of nuance, minor errors, depth of discernment. Attentiveness to the need for evidence to support arguments, and to the appropriate usage of the institution's preferred style guide.
C+ to C-	Minimally Acceptable Work	2.3 to 1.7	Demonstrates a limited ability to analyze or synthesize information, along with limited grasp of the basic elements of the course. Participation is frequently characterized by uninspiring verbal and written expression with problems in grammar, syntax and format; written expression frequently exhibits difficulty in articulating or sustaining a coherent argument. Limited integration of illustrative or documented evidence, along with little attention to the institution's preferred style guide
F	Inadequate Work	0.00	Inadequate work at a graduate level. Shows lack of understanding and competence, for example, little evidence of basic competency in the course content or skills; easily distracted by irrelevant tangents; participation in oral and written forms is poorly organized, often incoherent, and filled with grammatical and format errors. May reflect evidence of plagiarism. No academic credit will be granted for such a grade.

Assignment Grade Appeals

Students may appeal their grade to the professor by stating in writing their reasons for contesting the grade. Deadline for such appeals is one week after the student has receipt of grade. Formal course grade appeals can be made directly to Dr. Brian Cooper, Director of Student Development, briancooper@mbseminary.ca

Web Support-Student Portal — <https://mbseminary.populiweb.com>

All students at MBS will receive a MBS-Populi username and password. This is determined at the time of an online application. If you have any difficulty with your password or your login credentials, please contact Keith Reed, Director of Ministry Support, keithreed@mbseminary.ca

Course Intensive/Campus Closure

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to your church host and contact.

Paper Formatting

All written work must be type-written, ***double-spaced*** (unless otherwise specified) and submitted in digital form (MS Word format). Font size of the body of an assignment must not be less than 11 pt. Page-bottom footnotes are preferred (but not mandatory). Bibliographies with complete citations must be attached at the end of each assignment (unless otherwise specified).

The style guide to be used to format course assignments is Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, 9th ed. (2018). Take special care with bibliographies and footnotes – use the “Notes-Bibliography” style that is explained in detail in Chapters 16-17. The following website provides a preliminary introduction:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

Academic Integrity and Avoiding Plagiarism

As Christian scholars pursuing higher education, academic integrity is a core value of the entire MB Seminary community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at MBS. Plagiarism will be treated as a serious offense and will result in the failure of the specific assignment and possibly also in a failing grade in the course. Every instance of plagiarism without exception (even minimal plagiarism) will be reported to the Registrar.

Equity of Access

It is the responsibility of a student with a learning disability to inform the MB Seminary Director of Student Development (briancooper@mbseminary.ca) of that fact **before the beginning of a course** so that necessary arrangements may be made to facilitate the student’s learning experience. To repeat: To ensure that instructors know to accommodate a student who has a learning access issue, the student must inform the Director of Student Development of a disability before the beginning of the class. After that is too late.