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If you have any questions about the content, please feel free to contact the presenter:

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**CCRL** The Centre for Civic Religious Literacy

**CLRC** Le centre de litt ratie religieuse civique

*A non-religious non-profit fostering understanding  
about religious, spiritual, and non-religious people  
in all sectors of Canadian society*

# Bill 21: Understanding different sides of the tension

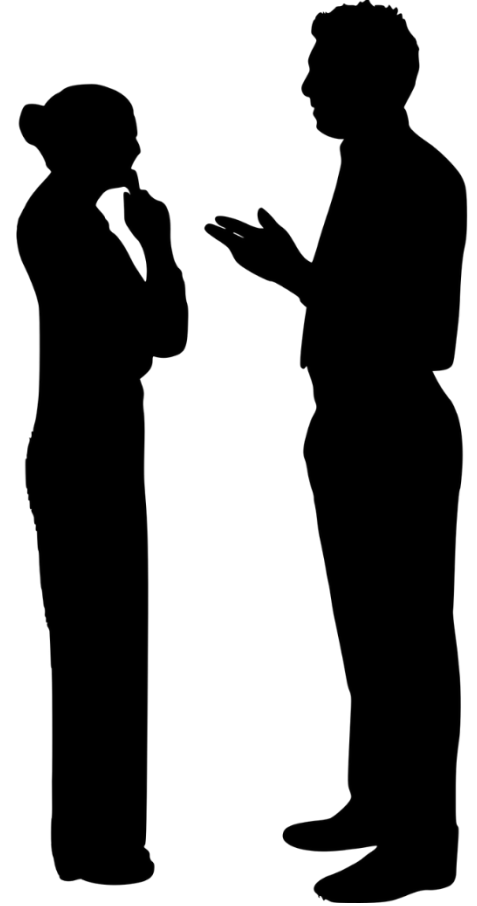
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January 12, 2020 webinar

Humanist Canada



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# CCRL The Centre for Civic Religious Literacy

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## CLRC Le centre de litt ratie religieuse civique

We are teachers and researchers who:

- Teach
- Research
- Consult
- Program evaluation

Across Canadian sectors in:

- Elementary & secondary schools
- Colleges & universities
- Public sector
- Private sector

<https://ccrl-clrc.ca/about/team/>



# Universal Declaration of Human Rights (1948)

## Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, **without distinction of any kind**, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

# Universal Declaration of Human Rights (1948)

## Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, **either alone or in community with others and in public or private, to manifest** his religion or belief in teaching, practice, worship and observance.

# Universal Declaration of Human Rights (1948)

## Article 23

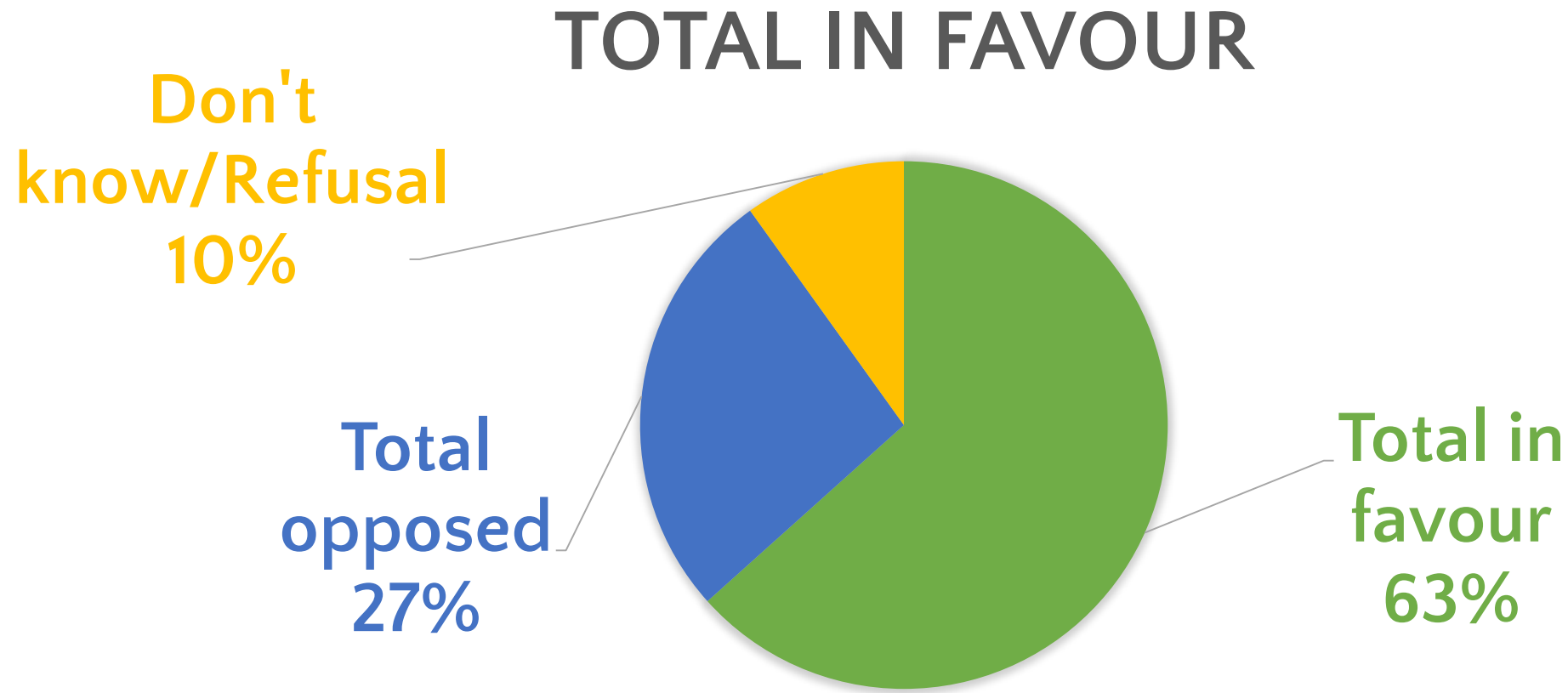
1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

# Agenda & Objectives

- Different perspectives
  - To understand
- Key concerns & narratives
  - To consider & listen
- Challenges ahead & Considerations
  - To wonder & engage

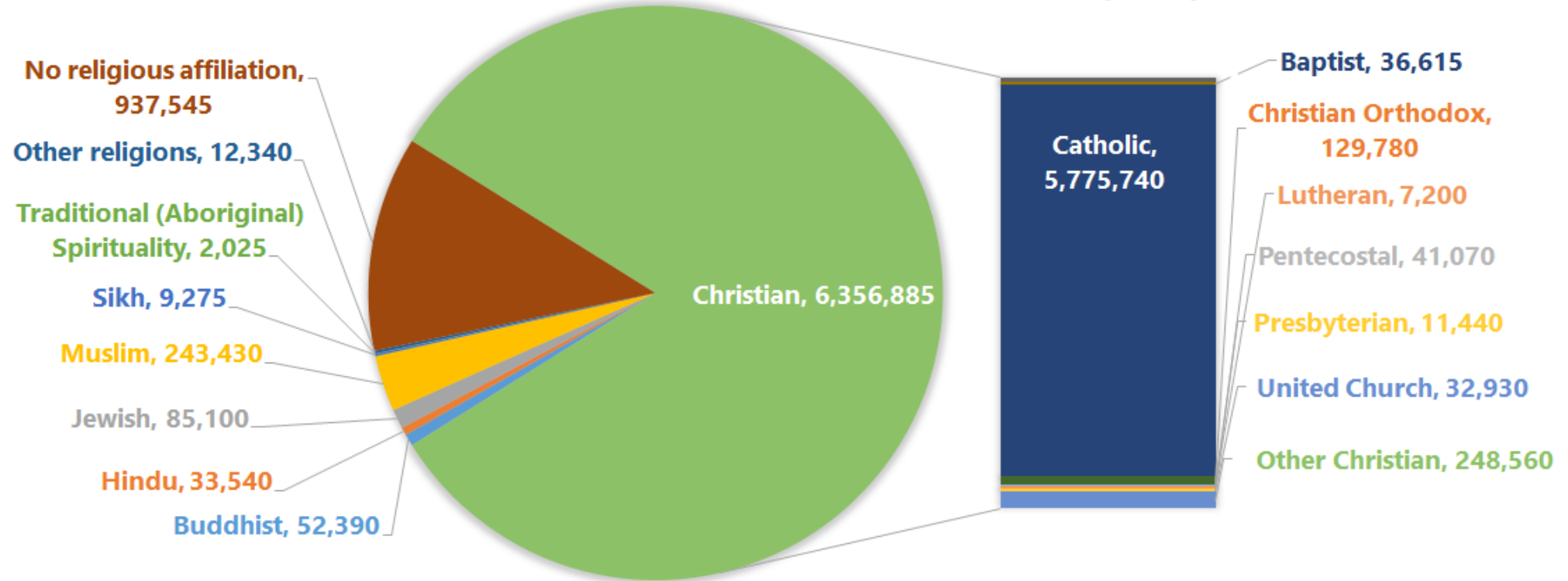


# Different perspectives: Support for / Anti-Law 21 in Quebec (Sept 2019)





## POPULATION IN PRIVATE HOUSEHOLDS BY RELIGION, QUEBEC (2011)



# Key concerns & Narratives: Law vs. lived experience

To consider & listen

# Support (63%)

## Key concerns

- “enforces the healthy separation of state and religion, prevents passive proselytism, and enhances gender equality by “freeing women from the constraints of oppressive religions”.
- Nation in a nation
- Catholic impact on Quebec
- Diversity in Quebec
- Largest and last free French speaking group
- Rural vs Urban Needs

Other jobs are available.

Bill 21 can fight radical Islamisation.

There is nothing wrong with seeing women’s hair (Homan Davoodi, from Iran).

Bill 21 is the beginning of more cultural protections.

# Opposed (27%)

## Key concerns

- “Fuels anti-religious sentiment”
- “Disproportionately affects Muslim women”
- “Restricts the freedom of conscience and is, therefore, unconstitutional”

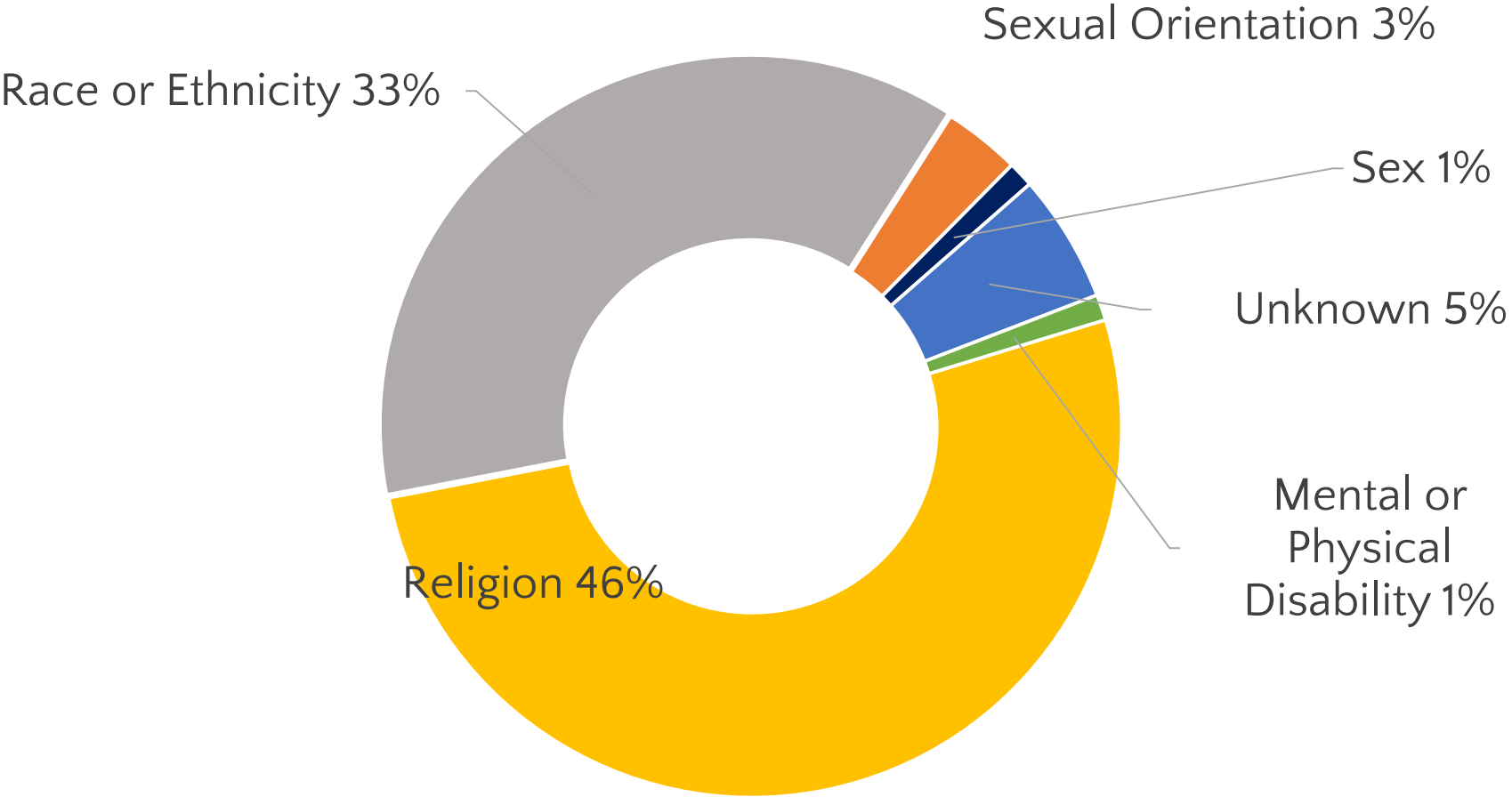
I can't find a job. I need to leave the province.

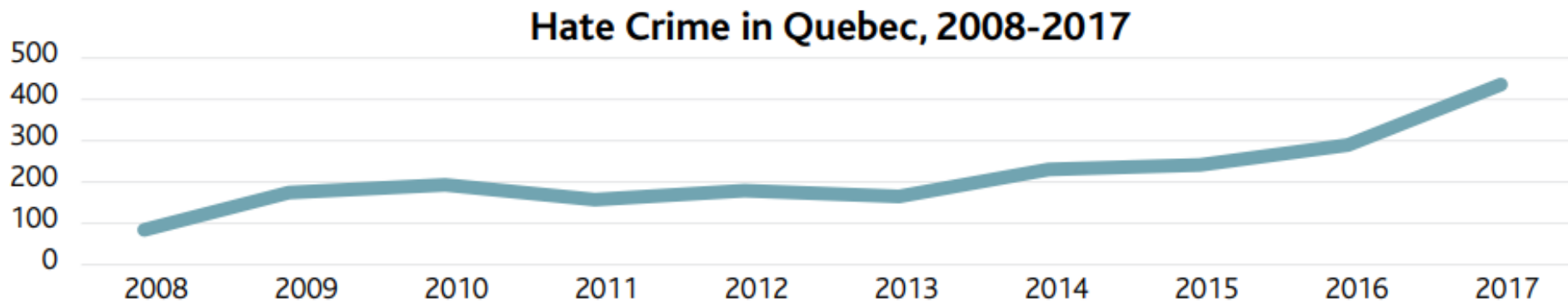
Bill 21 has normalized hateful language and exclusionary behaviour.

I can't accept transfers or be promoted to a new position.

Allowing teachers and students to express through dress is one of our values.

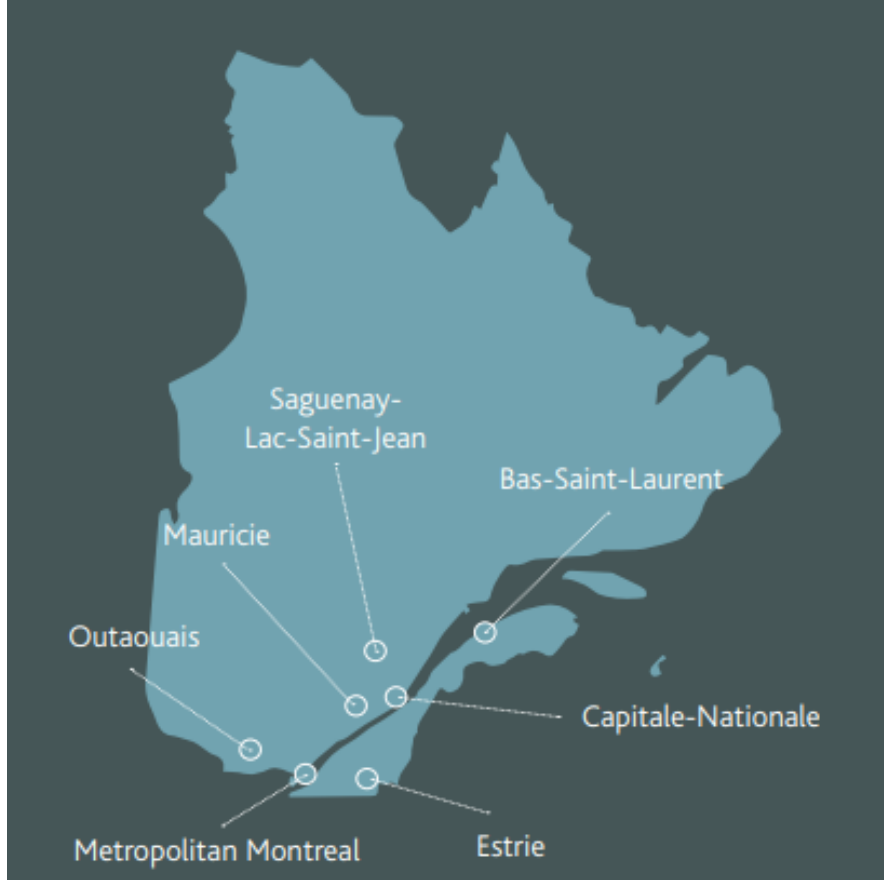
# Breakdown by Hate/Bias Category, Montreal 2015





- The majority of these crimes were motivated by hatred on the basis of 'race', ethnic origin or religion.
- In Quebec, the racialized and religious minority groups most targeted by the hate crime reported to police in 2017 were Muslim (24%), Arab (11%), Jewish (10%) and Black (7.5%).

The regions we visited were:



**3**

On average, each respondent had experienced 3 xenophobic and/or Islamophobic acts.

**35%**

of victims had to change their lifestyle as a result of the acts of hate they suffered

**78%**

of acts were not reported.

“Finally, one of the people who works there told me openly: ‘You are the best, but they will never hire you because of your headscarf.’” (p. 17)

One-on-one interviews regarding experiences from 2007-2017

# Challenges ahead & Considerations

To wonder & engage





# Challenges: Religious bullying

- Intra-religious, cross-religious, religious-nonreligious
- Power imbalance

## Effects:

- Lower self-esteem
- Depression
- Sluggishness
- Poor appetite
- Poor academic performance
- Truancy
- Alcohol consumption
- Drug use
- Poor mental health
- Social anxiety
- Difficulty sleeping
- Inattentiveness
- Self-injury or injury from others
- Suicidal ideation

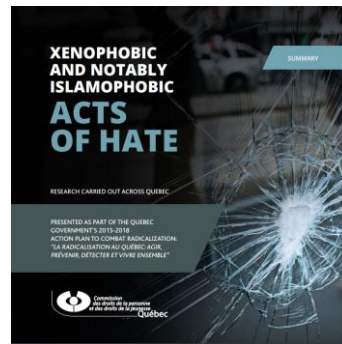


# Challenges:

## Lack of belonging/Sense of exclusion

Effects of hate (Commission des droits de la personne et des droits de la jeunesse, 2019)

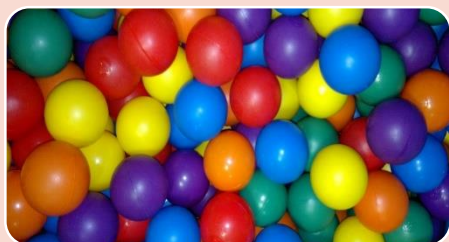
- Fear and anxiety
- Feelings of Exclusion
- Isolation
- Depression
- Humiliation
- Fear for the Future
- Frustration and weariness
- Loss of confidence
- Desire to depart situation/place



# What is religious literacy?



Internally  
diverse



Externally  
diverse



Non-static  
and  
Influential  
historically  
and today



Non-  
religious  
and  
Indigenous  
spirituality



Worldviews  
are personal  
and  
understood  
in diff terms  
and lenses



# FIVE KEY QUESTIONS

ANSWERED ON THE LINK BETWEEN

# PEACE & RELIGION

A GLOBAL STATISTICAL ANALYSIS ON THE EMPIRICAL LINK  
BETWEEN PEACE AND RELIGION

INSTITUTE FOR  
ECONOMICS  
& PEACE

## The five questions addressed in this report are:

- **Question 1** — Is religion the main cause of conflict today?
- **Question 2** — Does the proportion of religious belief or atheism in a country determine the peace of the country?
- **Question 3** — In Muslim countries, does the demographic spread of Sunni and Shia determine peace?
- **Question 4** — Is religion key to understanding what drives peace?
- **Question 5** — Can religion play a positive role in peacebuilding?

<http://economicsandpeace.org/wp-content/uploads/2015/06/Peace-and-Religion-Report.pdf>

# Religious literacy resources



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Catalog > Humanities Courses > HarvardX's World Religions Through Their Scriptures

## Religious Literacy: Traditions and Scriptures

Learn how to better understand the rich and complex ways that religions function in historic and contemporary contexts.



67,906 already enrolled!

**Enroll**

Starts Jan 11

I would like to receive email from HarvardX and learn about other offerings related to Religious Literacy: Traditions and Scriptures.

This course is part of a XSeries Program

- <https://www.edx.org/course/religious-literacy-traditions-and-scriptures>
- [www.ccrl-clrc.ca](http://www.ccrl-clrc.ca), <https://alicechan.org/rl/>

# Concluding Question

- How have you felt in the past, moving to another place (home, neighbourhood, city, country)?
- In those circumstances, how have you tried (or not) to blend your own identity with that of the new place?
- What commonalities of the human experience can help you engage with the other side of Bill 21?

# *Thank you!*

I appreciate your feedback!

W. Y. Alice Chan

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[www.ccrl-clrc.ca](http://www.ccrl-clrc.ca)

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Next week:

January 19, 2020 at 3 pm

Part 2 of Bill 21 series

Dr. Jack Jedwab,  
Association of Canadian  
Studies