

## INDIGENOUS SPIRITUALITIES & CHRISTIAN FAITH

SP513

January 7-11, 14-18, 2018

9:00 a.m.-12:00 p.m.

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### **Purpose:**

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Indigenous people take seriously their Indigenous and Christian heritage but room has not always been made for the former by the latter. This course will investigate the historical relationship between the two with the goal of offering possible models for telling the two stories “side by side, until they can be told together.” In an effort to do this we will use the language of theology and work toward creating space where we can see examples of Indigenous Christian Faith.

### **Competence Objectives:**

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1. Define the broad parameters of Indigenous Spirituality and Christian Faith with accuracy and respect.
2. Begin to discuss, articulate, formulate and critique the questions that are used to explore Christian faith and Indigenous spirituality. (i.e. are we being fair to both?)
3. Begin to be able to compare and contrast Indigenous Spiritualities including Indigenous Christian Spirituality.
4. Document the environmental, cultural and historical influences shaping the relationship between Christian faith and Indigenous spiritualities.
5. Discuss ways to hold together Indigenous Spirituality and Christian Faith.
6. Begin to integrate and articulate one’s own views of Christian faith and Indigenous Spirituality.

## **Format:**

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This class meets each day for three hours over two weeks. The primary format will be learning circles based on indigenous curriculum studies, talking circles, as well as sharing reflections in small groups. There will also be lecture components. Each day will focus on a theme, with a short lecture followed by small group and class discussion on the theme; in addition, learning circles will require alternate student roles of listener and reflector. The assignments will include: note taking during listening sessions (to be shared with the instructor), active participation in conversation during reflection sessions, and a final project with theological rationale of 5-6 pages (to be negotiated with the instructor during class sessions), or a summary/research paper (10-12 pages).

## **Expectations/Evaluation:**

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### **DEGREE STUDENTS:**

- 1) Class attendance and preparation of all required reading **before** class.
- 2) Making thoughtful and meaningful contributions (both speaking and listening) during talking circles and learning circles, as well as active note-taking & reflections during reflection sessions in learning circles.
- 3) A summary/research paper (10-12 pages) on a topic to be negotiated by the end of the final class session; you ought to draw on at least 10 resources other than course readings for this assignment. The paper will be assessed on the basis of its use of primary and secondary resources, its clarity and its constructive approach to the topic. An extended bibliography is available at the end of this document. **DUE March 12, 2019.**

OR

- 4) A final project with theological rationale (4-6 pages). The project should be an artistic/visual/creative expression of your integrated learning in the class, accompanied by a written theological rationale that draws on class readings & class content, and at least 10 resources other than course readings. The project will be assessed on creative integration of the themes in the course, translation of the primary and secondary resources into the project, and an articulate, critical examination of the theology/ies that shaped your approach to the project. An extended bibliography is available at the end of this document. The final project will require a presentation be made to the instructor in person. Sign up sheets will be made available by the last class session. Signups for presentations will all

be in advance of the official **Due date of March 12, 2019** for coursework in the January interterm session.

#### **CERTIFICATE STUDENTS:**

- 1) Class attendance and preparation of all required reading **before** class.
- 2) Making thoughtful and meaningful contributions (both speaking and listening) during talking circles and learning circles, as well as active note-taking & reflections during reflection sessions in learning circles.
- 3) A summary reflection paper (6-8 pages) synthesizing the lectures, discussions and readings for the class. The paper will be assessed on the basis of thoughtful engagement with class materials, its clarity and its constructive approach to the topic. An extended bibliography is available at the end of this document. **DUE March 12, 2019.**

OR

- 4) A final project with theological rationale (2-3 pages). The project should be an artistic/visual/creative expression of your integrated learning in the class, accompanied by a written theological rationale that draws on class readings & class content. The project will be assessed on creative integration of the themes in the course, and an articulate, critical examination of the theology/ies that shaped your approach to the project. The final project will require a presentation be made to the instructor in person. Sign up sheets will be made available by the last class session. Signups for presentations will all be in advance of the official **Due date of March 12, 2019** for coursework in the January interterm session.

#### **Deadlines:**

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Submission of assignments on time is a part of academic, professional and pastoral competence and a part of every course at VST. All assignments in courses are due on the dates specified in the syllabus for each course. Failure to submit an assignment on time will be noted in the narrative evaluation of an assignment. Repeated failure to submit assignments on time may affect the final grade for the course. Particular faculty members will specify the extent to which repeated late submission of assignments will affect a student's final grade.

**Required Texts:** (texts are available at the UBC Bookstore)

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Tinker, George "Tink". *American Indian Liberation: A Theology of Sovereignty*. Maryknoll: Orbis Press, 2008.

King, Thomas. *The Inconvenient Indian: A Curious Account of Native People in North America*. Toronto: Anchor Press, 2013.

Heinrichs, Steven. Editor. *Buffalo Shout, Salmon Cry: Conversations on Creation, Land Justice, and Living Together*. Waterloo: Herald Press, 2013

----- *Unsettling the Word: Biblical Experiments in Decolonization*. Winnipeg: Mennonite Church Canada, 2018

Freisen, Jeff. Editor. *Quest for Respect: The Church & Indigenous Spirituality*. Winnipeg: Mennonite Church Canada, 2017.

Ralston Saul, John. *The Comeback: How Aboriginals Are Reclaiming Power & Influence*. Toronto: Penguin, 2015.

**Recommended Text:**

Waters, Anne. Editor. *American Indian Thought: Philosophical Essays*. New York: Wiley-Blackwell, 2003.

**Course Schedule/Lecture Topics and Readings:**

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**Class 1: Introduction and Overview**

Reading: Thomas King *The Inconvenient Indian*

Optional helpful background reading:

Robert J. Miller, et.al.. *Discovering Indigenous Lands: The Doctrine of Discovery in the English Colonies* – Excerpt – to be provided online in advance of the class

Cole Harris. *Making Native Space: Colonialism, Resistance and Reserves in British Columbia* – Excerpt – to be provided online in advance of the class.

Government of Canada. The Report of the Royal Commission on Aboriginal People.  
*Volume 5 Renewal: A Twenty-Year Commitment* – Excerpt – to be provided online  
in advance of the class.

**Class 2: Constructive Indigenous Theology**

Reading: Tink Tinker, *American Indian Liberation: A Theology of Sovereignty*

**Class 3: Conversations between Indigenous & Christian Spiritualities**

Reading: Steve Heinrichs, ed. *Buffalo Shout, Salmon Cry*, Introduction & Part 1

**Class 4: Conversations between Indigenous & Christian Spiritualities**

Reading: Steve Heinrichs, ed. *Buffalo Shout, Salmon Cry*, Part 2

**Class 5: Conversations between Indigenous & Christian Spiritualities**

Reading: Steve Heinrichs, ed. *Buffalo Shout, Salmon Cry*, Introduction & Part 1

**Class 6: Conversations between Indigenous & Christian Spiritualities**

Reading: Friesen, Jeff, ed. *Quest for Respect*, Sections 1 & 2

**Class 7: Conversations between Indigenous & Christian Spiritualities**

Reading: Friesen, Jeff, ed. *Quest for Respect*, Sections 3 & 4

**Class 8: Unsettling the Word**

Reading: Steve Heinrichs, ed. *Unsettling the Word*, pages 1-138

**Class 9: Unsettling the Word**

Reading: Steve Heinrichs, ed. *Unsettling the Word*, pages 138 - 276

**Class 10: Reconciliation & The Future**

Reading: John Ralston Saul, *The Comeback*

## Extended Bibliography

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- Adams, Howard. *Prison of Grass: Canada from the Native Point of View*. Revised Ed. Toronto: New Press, 1975.
- Alfred, Taiaiake. *Wasáse: indigenous pathways of action and freedom*. Peterborough: Broadview Press, 2005.
- Atleo, Richard E. Umeek. *Tsawalk: A Nuu-chah-nulth Worldview*. Vancouver: University of British Columbia Press, 2004.
- Bastien, Betty. *Blackfoot Ways of Knowing: The Worldview of the Siksikaisitapi*. Calgary: University of Calgary Press, 2004.
- Battiste, Marie, ed.. *Reclaiming Indigenous Voice and Vision*. Vancouver: UBC Press, 2000.
- Brass, Eleanor. *I Walk in Two Worlds*. Calgary: Glenbow Museum, 1987.
- Cajete, Gregory. *Look to the Mountain: An Ecology of Indigenous Education*. Skyland, NC: Kivaki Press, 1994.
- \*Canada. Royal Commission on Aboriginal Peoples. *Report of the Royal Commission on Aboriginal Peoples*. 5 Volumes. Ottawa: Canada Communications Group, 1996.
- Cardinal, Harold. *The Unjust Society: The Tragedy of Canada's Indians*. Edmonton: M.G. Hurtig, 1969.
- Cordova, V.F. *How It Is: The Native American Philosophy of V. F. Cordova*. Edited by Kathleen Dean Moore, Kurt Peters, Ted Jojola and Amber Lacy. Tuscon: University of Arizona Press, 2007.
- Cruikshank, Julie. *Do Glaciers Listen? Local Knowledge, Colonial Encounters and Social Imagination*. Seattle: University of Washington Press, 2005.
- Deloria, Vine Jr. *God is Red: A Native View of Religion*. Golden, CO: Fulcrum, 1992.
- Fixico, Donald L. *The American Indian Mind In A Linear World: American Indian Studies and Traditional Knowledge*. New York: Routledge, 2003.
- Goulet, Jean-Guy. *Ways of Knowing: Experience, Knowledge and Power among the Dene Tha*. Vancouver: UBC Press, 1998.
- Green, Joyce, ed. *Making Space for Indigenous Feminism*. Blackpoint, NS: Fernwood Publishing/Zed Books, 2007.
- LaRocque, Emma. *Defeathering the Indian*. Agincourt, AB: Book Society of Canada, 1975.
- Manuel, George, and Michael Posluns. *The Fourth World: An Indian Reality*. New York: Collier MacMillan Canada, 1974.
- Mihesuah, Devon Abbott, and Angela Cavender Wilson. *Indigenizing the Academy: Transforming Scholarship and Empowering Communities*. Lincoln: University of Nebraska Press, 2004.
- Nelson, Richard K. *Make Prayers to the Raven: A Koyukon View of the Northern Forest*. Chicago: The University of Chicago Press, 1983.

- Paul, Daniel N. *We Were Not the Savages: A Micmac Perspective on the Collision of European and Aboriginal Civilizations*. 2nd Edition. Halifax: Nimbus, 1993.
- Pearce, Roy Harvey. *Savagism and Civilization: A Study of the Indian and the American Mind*. Baltimore: Johns Hopkins Press, 1953 and 1965.
- Reagan, Timothy. *Non-Western Educational Traditions: Indigenous Approaches to Educational Thought and Practice*. New York: Taylor & Francis, 2008.
- Sioui, Georges. *For an Amerindian Autohistory: An Essay on the Foundations of a Social Ethic*. Montreal: McGill-Queens University Press, 1992.
- . *Huron-Wendat: The Heritage of the Circle*. Vancouver: UBC Press, 1999.
- Thornton, Thomas F. *Being and Place Among the Tlingit*. Seattle: University of Washington Press, 2008.
- \*Tinker, George “Tink.” *American Indian Liberation: A Theology of Sovereignty*. Maryknoll: Orbis Books, 2008.
- . *Spirit and Resistance : Political Theology and American Indian Liberation*. Minneapolis: Fortress Press, 2004.
- . *Missionary Conquest: The Gospel and Native American Cultural Genocide*. Minneapolis: Fortress Press, 1993.
- Turner, Dale. *This Is Not a Peace Pipe: Towards a Critical Indigenous Philosophy*. Toronto: University of Toronto Press, 2006.
- United Kingdom. *British Parliamentary Papers: Correspondence, Returns and Other Papers relating to Canada and to the Indian Problem Therein, 1839*. Vol. 12. Shannon: Irish University Press, 1969.
- Venne, Sharon. *Indian Acts and Amendments, 1868-1975: An Indexed Collection*. Saskatoon: Native Law Centre, University of Saskatchewan, 1981.
- Waters, Anne. *American Indian Thought: Philosophical Essays*. Malden, MA: Blackwell Publishing, 2003.
- Waukau-Villagomez, Lauren, Curry Stephenson Malott, and Lisa Waukau. *Teaching Native America Across the Curriculum: A Critical Inquiry*. New York: Peter Lang, 2009.
- Willis, Jane. *Geniesh: An Indian Girlhood*. Toronto: New Press, 1973.
- York, Geoffrey. *The Dispossessed: Life and Death in Native Canada*. Toronto: Harper Collins, 2000.
- \*Indicates that at least portions of the book will be read for class.