Purpose:

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:

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 Spiritualties including Indigenous Christian Spirituality.
4. Document the environmental, cultural and historical influences shaping the relationship between Christian faith and Indigenous spiritualties.
5. Discuss ways to hold together Indigenous Spirituality and Christian Faith.
Format:

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:

**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 then 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 then 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:**

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)


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


Recommended Text:


Course Schedule/Lecture Topics and Readings:

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.

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


*Indicates that at least portions of the book will be read for class.*