

Indigenous Language and Interpretation

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This course explores Indigenous language and Interpretation of the bible. It brings together the tools of biblical studies and Indigenous language and culture around Indigenous story. This will develop students ability to teach and preach. As well, we will investigate the tools and techniques available for the retention, acquisition and integration of local Indigenous languages through the ongoing work of the interpretation of how scripture and culture are brought together.

1. The learner will be able to describe the relevance of Indigenous interpretation and use of Indigenous stories for understanding, interpreting and teaching the bible in an Indigenous context.
2. The learner will be able to describe the historical development and tension between Indigenous languages and biblical interpretation.
3. The learner will be able to articulate in their chosen Indigenous language key words or concepts such as creation, law, the gospel, repentance and faith.
4. The learner will have a basic understanding of some of the contemporary tools for language acquisition and retention.
5. The learner will demonstrate the ability to interpret biblical texts with Indigenous language and culture in mind.

Requirements

1. Attendance:

The Student will attend or view all zoom lectures and participate either in person or online with the material presented each day. The learner will also participate in the activities laid out in the tutorial, each day. To facilitate class participation each learner must make at least one entry of 250 words summarizing what you learned to the online discussion created on canvas.
2. Reading
 - a. For those taking this course for MDiv credit the student must read the required texts for the course. If the student has already read one or more of the class texts, then alternative texts could be discussed with the professor. In addition to the required texts the learner will also find and read at least 150 pages of additional resources. These resources must be about Indigenous language and Christian faith. The student will submit a reading journal outlining in broad strokes the significant points from their reading. The journal will be typed and double spaced. The professor expects about 250 words of notes for every 100 pages that are read. **Due October 15, 2020.**

3. Project

- a. Those who are taking the course for MDiv Credit will complete 1 project of with three sections. In section one the student will outline the popular oral history of the Indigenous language of their choosing. This could be done by learning a local Indigenous story or a local translation of a section of Christian scripture. Section two will outline the local understanding of the Indigenous languages use of the word or concepts for God, law, land, sin, salvation or concepts in the story or translation chosen. In section three the learner will present a sermon or bible study that uses some of the concepts gleaned from the class about Indigenous language. **Due October 15, 2020**

- b. For those taking this course for continuing education credit. They student will write a 1-page journal for each day highlighting the significant points about Indigenous language and biblical interpretation. These might include memories that were brought to mind during the class discussion. The journal could also include an idea that you would like to build into your life because of the class lecture and discussion. You might also offer two or three questions that were raised in your mind because of the class. **Due at the beginning of next class. For example Monday's journal is due Tuesday morning, etc.**

Resources

Charleston, Steven Bp. "Reflections on a Revival : The Native American Alternative." *Theological Education* 20, no. 1 (1983): 65-78.

Hinton, Leanne, *Bringing Our Language Home: Language Revitalization for Families*. (Berkley: Heydey Books) 2013.

James Maxey, *Orality to Orality: A New Paradigm for Contextual Translation of the Bible*, (Eugene, OR: Cascade Books) 2009

Sophie McCall, *Read Listen Tell: Indigenous Stories from Turtle Island*. (Waterloo, ON: Wilfred Laurier University Press) 2017.

COURSE POLICIES

1. **Attendance** Learners are required to attend all the class sessions.
2. **Reading and assignments** Students are expected to read all required assignments before class and to complete all assignments as outlined in the syllabus within the specified dates of the course and term.
3. **Submission of assignments**

Written assignments should follow the format set out by the *Society of Biblical Literature*. (A concise form of key examples may be found, free of charge, at <https://www.sbl-site.org/assets/pdfs/pubs/SBLHSupp2015-02.pdf>)

Please note the following additional criteria.

- All assignments should have a title page containing all of the pertinent information.
- All assignments will be double-spaced in 12 point New Times Roman.
- All assignments must be submitted as Microsoft Word documents.
- File name submitted **must** begin with the student's surname and designate the particular assignment. (e. g. Smith Theology Paper 1.doc)
- The professor will return all submissions to the Canvas page.
- Failure to submit assignments in the form outlined above will result in a grade reduction of a full letter grade, at least. In some cases, it may require the student to resubmit the assignment according to the proper format. Such may also, consequently, be subject to the penalties of a late submission.

4. Academic honesty Students are expected to adhere to VST's requirements for academic honesty as published in the Student Handbook.

5. Inclusive language In speaking and writing, inclusive language is expected when making reference to humans and a variety of metaphors are anticipated when making reference to God.

6. Assignment and Course Evaluation

- Course evaluations at VST combine a letter grade system (A+ to B-; course failure is "Not Approved") including narrative comments based on the competencies of the course. No number grades or weights of assignments are calculated, nor are final grades given numerical equivalents.
- Individual assignments within a course are given narrative evaluations, that is, APP (Approved) or INC (Incomplete) with narrative comments, based on the competencies and expectations set for that assignment. One re-write is allowed on any assignment that is INC. The re-written assignment is due two weeks after the work is returned. The final evaluation for an assignment can be APP or NAPP after a re-write.

7. Late assignments

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. 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. All assignments must be completed in a manner that meets the expectations of the professor in order to receive a passing grade for the course.

8. Limitation on use of social media

Ordinarily, the use of electronic devices in the contexts of classrooms or meetings will be to support the learning, formation, or agenda at hand.

9. VST is committed to creating safe space and an inclusive learning environment. If you have a diagnosed or suspected learning disability, chronic condition, mental health concern, or physical requirement which you anticipate may impact your participation in this class, you are encouraged to discuss your needs with the instructor and the Dean within the first week of classes.