



Course Syllabus Wycliffe College Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number : WYH2871HS
Course Name: Christianity and Indigenous Peoples in Canada
Campus: St. George

Instructor Information

Instructor: Alan L. Hayes Teaching Assistant:
E-mail: AHayes@wycliffe.utoronto.ca E-mail:
Office Hours:

Course Prerequisites or Requisites

None.

Course Description

The presentation of Christianity to the Indigenous peoples of Canada, and their response. viewed in complex ways, depending on the nationalities involved on both sides, the denominations of the missionaries and settlers, personalities, geography, and the political, military, and economic contexts, among other things. This diversity has often been obscured by grand narratives, which began to be created immediately on contact and in turn influenced perceptions and realities on the ground. This course will explore this history, in three steps (1) Historiographical and other methodological issues in this field will be explored. (2) A survey history of the encounter between Indigenous peoples in Canada and settlers will be sketched, focusing on the place of Christianity in the relationship. (3) Several themes, to be determined by the class, will be considered in greater depth.

Course Methodology

Lectures, readings, discussions, quizzes, essays, summative interview

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	This outcome will be achieved through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)

• will be able to give an accurate account of representative readings in the subject;	quizzes	MTS: 1.4 MDiv: 1.4
• will be able to discuss these readings sympathetically, critically, and constructively with peers;	Class discussions	MTS: 1.4 MDiv: 1.4
• will be able to articulate some significant strengths and weaknesses of various research methods for understanding the history and character of Christian faith and discipleship among Indigenous peoples in Canada;	Essay # 1	MTS: 1.4, 2.3 MDiv: 1.4, 2.2
• will be able to write an effective research paper on a focused topic relating to Christianity and Indigenous peoples in Canada;	Essay #2	MTS: 1.4, 2.3 MDiv: 1.4, 2.2
• will be able to demonstrate a summative understanding of Christianity and Indigenous peoples in Canada; to articulate a view of the importance of this subject both as an academic study and as window on Christianity in Canada; and to give evidence of their personal integration of this subject (e.g., with their faith, discipleship, sense of justice, activism).	Summative interview	MTS: 1.4, 2.3, 3.2 MDiv: 1.4, 2.2

Course Resources

Required Course Texts

- See bibliography below

Course Website(s)

- Blackboard <https://weblogin.utoronto.ca/>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>. Students who have trouble accessing Blackboard should ask Thomas Power for further help.

Class Schedule

Week 1 (January 14) Introduction to the course; expectations; outcomes. Comparative perspectives on Christianity and Indigenous peoples: Canada, U.S., Australia.

Week 2 (January 21) Overview of North American Indigenous culture

Reading for today: Muckle, 1–146

Week 3 (January 28) Methodologies, I: Traditional western; Decolonizing approaches; Native critical theory

Reading for today: James Dumont; Martin Nakata.

Week 4 (February 4) Methodologies, II: Indigenous research method

Reading for today: Margaret Kovach.

Week 5 (February 11) Overview of Canadian Indigenous history, I

Reading for today: Olive Dickason with William Newbigging.

Week 6 (February 18) Reading Week.

Week 7 (February 25) History of settler / Indigenous engagement and Christian faith, 1

Reading for today: John Webster Grant.

Week 8 (March 3) History of settler / Indigenous engagement and Christian faith, 2

Reading for today: John Webster Grant.

Week 9 (March 10) Residential schools

Reading for today: James R. Miller.

Week 10 (March 17) Indigenous peoples and faith in Christ in Canada

Guests: Mark Macdonald and others.

Week 11 (March 24) Student projects, 1

Work due: to be assigned by students.

Week 12 (March 31) Student projects, 2

Work due: to be assigned by students.

Week 13 (April 7) Student projects, 3; and conclusion

Work due: to be assigned by students.

Evaluation

Requirements

Quizzes on required reading, on-line: 15%

Class participation: 15%

Visit to Six Nations reserve: not marked, but required.

Essay, 25%, due Feb. 11, on “Research methods for understanding Indigenous Christianity”
 Research essay, 35%, due April 7, on a subject of the student’s choosing
Please check subject with the instructor before writing.
 Summative oral interview, 10%, scheduled in examination week.

Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Policy on Assignment Extensions

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be

adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>), a student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7th edition (Chicago: University of Chicago Press, 2007), which is available at Crux Books.

Bibliography

Belanger, Yale D. *Ways of Knowing: An Introduction to Native Studies in Canada*. Toronto: Nelson Education, 2010.

Dickason, Olive Patricia, with William Newbigging. *A Concise History of Canada's First Nations*. 2nd ed. Don Mills, Ontario: Oxford University Press, 2010.

Dumont, James, et al. *NATI/RLST 2285 EL-10 Selected Readings, North American Native People: Tradition & Culture*. Sudbury: Laurentian University Press, 1995.

Grant, John Webster. *Moon of Wintertime: Missionaries and the Indians of Canada in Encounter since 1534*. Toronto: University of Toronto Press, 1984.

Kovach, Margaret. *Indigenous Methodologies: Characteristics, Conversations, and Contexts*. Toronto: University of Toronto Press, 2009.

Muckle, Robert J. *Indigenous Peoples of North America: A Concise Anthropological Overview*. Toronto: University of Toronto Press, 2012.

Nakata, Martin; Victoria Nakata, Sarah Keech, Reuben Bolt. "Decolonial goals and pedagogies for Indigenous studies." *Decolonization: Indigeneity, Education & Society* 1,1 (2012): 120–40..