

**Course Syllabus**  
**WYH2872HS - Indigenous and Settler Christianities in Canada**  
**Wycliffe College**  
**Toronto School of Theology**  
**Winter 2021 Year**

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.

**This class will be offered by remote access. Students will be expected to log in to regularly scheduled Zoom sessions.**

**Class attendance and participation in remote or synchronous online learning classes.** The same expectations for student engagement and participation which applies to in-class learning also apply to remote or synchronous learning situations. Students who log into the Zoom site but do not contribute during discussion times and are not visible through live video will not be counted as participating in the class. Please see information at <https://wycliffecollege.ca/remotlearning> Before proceeding you will require a webcam and microphone. Laptops have these by default. If you have a desktop you may need to purchase a webcam (webcams come with built in microphone).

**Notice of video recording and sharing (Download and re-use prohibited)**

*Remote courses, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.*

***Instructor Information***

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Instructor:	Alan L. Hayes, Mark Macdonald
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Office Hours:	Depending on distancing restrictions, “zoom” appointments should be arranged

***Course Identification***

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Course Number:	WYH2872H
Course Format:	Remote. (In-class if distancing restrictions allow)
Course Name:	Indigenous and Settler Christianities in Canada

Course Location: Wycliffe College  
Class Times: Thursdays 14:00 to 16:00  
Prerequisites: At least one course in the history of Christianity is advisable. E.g. –H1010H

## ***Course Description***

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The settler churches in Canada were deeply involved in the devastation of Indigenous cultures through processes of land dispossession, repressive legislation, residential schools, and racist child welfare systems, among other things. One might therefore expect that most Indigenous people would reject Christianity. Perhaps surprisingly, however, the 2011 Canadian census found that 63% of Indigenous people in private households identified as Christian. What stories can help us understand this outcome? This course will survey the history of Indigenous/settler religious encounter, consider important themes, names, and stories, identify significant questions of interpretation, and reflect on possible future paths for Indigenous/settler Christianities in Canada. As the instructors are a settler Anglican and an Indigenous Anglican, the course will use many Anglican examples but not to the exclusion of other denominations.

## ***Course Resources***

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### **Required Course Texts**

Susan Neylan, *The Heavens Are Changing: Nineteenth-Century Protestant Missions and Tsimshian Christianity* (Montreal and Kingston: McGill-Queen's, 2002).

Mitiarjuk Nappaaluk. *Sanaaq* (Winnipeg: University of Manitoba Press, 2014)

J.R. Miller, *Shingwauk's Vision: A History of Native Residential Schools* (Toronto: University of Toronto Press, 1996)

The course website (<http://individual.utoronto.ca/hayes/indigenous>)

Weekly readings as assigned, available on-line

### **Course Website(s)**

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students who have trouble accessing Quercus should ask [insert college contact] for further help.]

- <http://individual.utoronto.ca/hayes/indigenous>. This is a public website.

## ***Course Learning Objectives/Outcomes***

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Wycliffe College

**BD Level**

A student successfully completing this course will be able:

1. To explain 35 key terms by identifying each of them, indicating any contestation of its meaning, and evaluating its significance for an understanding of Indigenous and settler Christianities in Canada. The terms will include “Indigenous,” “settler,” “colonialism,” “Indigenous ways of knowing,” “inculturation,” “terra nullius,” “doctrine of discovery,” “First Nations,” “Inuit,” “métis,” “Royal Proclamation of 1763,” “Indian Act,” “Indian residential school,” “unilinear evolution,” “social Darwinism,” “salvage anthropology,” “Royal Commission on Aboriginal Peoples,” “Truth and Reconciliation Commission,” “gospel-based discipleship,” and others to be named by each student.
2. To describe and evaluate sources for, approaches to, and difficulties in interpreting the history of Indigenous and settler Christianities in Canada;
3. To tell stories of at least five Indigenous and settler people who have been influential in Indigenous Christianity in Canada; these five people should be diverse in respect of region, nationality, gender, and time period;
4. To describe and assess at least three different theories of Indigenous/settler religious encounter in the Canadian context;
5. To apply learnings from the course by composing a statement recommending a way forward for the Church in Canada

## ***Evaluation***

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### **Requirements**

- Class attendance (no more than one unexcused absence)
- One-page notes on weekly readings (identifying important points; suggesting questions for discussion), 10%
- On-line, open-book quizzes, five true/false and multiple-choice questions a week, 15%
- Class participation, 15%
- Key word exercise, due February 4, 20%
- Statement on the way forward for the Church in Canada, due April 1, 25%
- Summative interview, scheduled individually before the end of the academic session, 15%

## Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

**Late work (BD).** Basic Degree students are expected to hand in assignments by the date given in the course outline. [The instructor should stipulate the penalty for late work.] The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

**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 to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012>, policies found in the TST conjoint program handbooks, or college grading policy.

## Policies

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**Accessibility.** Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.studentlife.utoronto.ca/as>. 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* and the Graduate program Handbooks linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>. A student who plagiarizes in this course will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges [https://www.trinity.utoronto.ca/library\\_archives/theological\\_resources/theological\\_guides/avoiding\\_plagiarism.html](https://www.trinity.utoronto.ca/library_archives/theological_resources/theological_guides/avoiding_plagiarism.html)

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>.

**Back-up copies.** Please make back-up copies of essays before handing them in.

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

## **Course Schedule**

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### **Introduction**

January 7 (2021)

Introduction to the course. Western historiographical approaches and Indigenous ways of knowing. Significant themes.

*Assignments:*

- Vine Deloria, Jr., *Custer Died for your Sins* (New York, 1969), on line at <https://mvlindsey.files.wordpress.com/2015/08/custer-died-for-your-sins-deloria-jr-1987.pdf>, chapter 5.
- Course webpages 1-6

## Chronological survey

January 14

Early encounters in British North America to 1815. French colonial trade and settlement; Jesuit and other missions; Thayendanegea.

*Assignments:*

- (a) Reuben Gold Thwaites, ed. *The Jesuit Relations and Allied Documents: Travels and Explorations of the Jesuit Missionaries in New France 1610–1791*, vol. 26: “Lower Canada, Hurons 1642–1644).” Cleveland: The Burrows Brothers, 1898. 257–291.  
[http://moses.creighton.edu/kripke/jesuitrelations/relations\\_26.html](http://moses.creighton.edu/kripke/jesuitrelations/relations_26.html)
- (b) Royal Proclamation, 1763,  
<https://exhibits.library.utoronto.ca/items/show/2470>.
- (c) Course webpages 7–9
- (d) Optional: Canada. *Report of the Royal Commission on Aboriginal Peoples*, 1996. Part 1, Chapter 3, “The Relationship in Historical Perspective.”  
<http://data2.archives.ca/e/e448/e011188230-01.pdf> .

January 21

From 1815 to 1876. Early encounters in the Northwest and British Columbia. The early treaties; Indigenous displacement. Métis political action. Colonial legislation to the first Indian Act, 1876.

*Assignments:*

- (a) Kah-ke-wa-quo-na-by (Peter Jones). *Life and Journals*. Toronto: Anson Green, 1860. “Mr. Jones’ Brief Account of Himself” and “Chapter 1.”  
[https://en.wikisource.org/wiki/Life\\_and\\_Journals\\_of\\_Kah-ke-wa-quo-n%C4%81-by/Autobiography](https://en.wikisource.org/wiki/Life_and_Journals_of_Kah-ke-wa-quo-n%C4%81-by/Autobiography) and  
[https://en.wikisource.org/wiki/Life\\_and\\_Journals\\_of\\_Kah-ke-wa-quo-n%C4%81-by/Chapter\\_I](https://en.wikisource.org/wiki/Life_and_Journals_of_Kah-ke-wa-quo-n%C4%81-by/Chapter_I)
- (b) John F. Leslie, “The Indian Act: An Historical Perspective.” *Canadian Parliamentary Review* (summer 2002): 23–27.  
[http://www.revparl.ca/25/2/25n2\\_02e\\_Leslie.pdf](http://www.revparl.ca/25/2/25n2_02e_Leslie.pdf)
- (c) Course webpage 10

January 28

From the first Indian Act to the Indian Pavilion at Expo 67. Christianity among the Inuit.

*Assignment:*

- (a) Susan Neylan, *The Heavens are Changing*
- (b) Course webpages 10–11

February 4

From 1967 to the present. The White Paper; the ecumenical coalitions; RCAP; TRC; the modern treaties; self-determination in church and society.

*Assignment:*

(a) Due today: Key words assignment

(b) Course webpages 12–13

(c) *Sanaaq*.

(d) TRC, Calls to Action, [http://trc.ca/assets/pdf/Calls\\_to\\_Action\\_English2.pdf](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf)

## Themes

February 11

Residential schools; day schools; public schools; band schools.

*Assignment:* J.R. Miller, *Shingwauk's Vision: A History of Native Residential Schools* (Toronto: University of Toronto Press, 1996)

February 18            Reading week

February 25

Indigenous leadership in the Canadian churches: the bumpy road towards inclusion and self-determination

*Assignment:* Anglican documents (available on Quercus)

March 4

Indigenous communities today

*Assignment:* Visit to Six Nations

March 11

Settler colonialism and its persistence in the churches

*Assignment:* Anglican Church of Canada, "One Step on a Journey: Lessons Learned" report, 2019, <https://www.anglican.ca/wp-content/uploads/All-Parties-Lessons-Learned-ACoC>

March 18

Directions in the decolonization of theology and liturgy

*Guest speaker to be announced*

March 25

Implications for "Calls to Action #60"

*We call upon leaders of the church parties to the Settlement Agreement and all other faiths, in collaboration with Indigenous spiritual leaders, Survivors, schools of theology, seminaries, and other religious training centres, to develop and teach curriculum for all student clergy, and all clergy and staff who work in Aboriginal communities, on the need to respect Indigenous spirituality in its own right, the history and legacy of residential schools and the roles of the church parties in that system, the history and legacy of*

*religious conflict in Aboriginal families and communities, and the responsibility that churches have to mitigate such conflicts and prevent spiritual violence.*

April 1

Sharing of student papers

*Assignment:* Due today, student papers

Week of April 5      Final interviews scheduled