Canadian School of Peacebuilding
AN INSTITUTE OF CANADIAN MENNONITE UNIVERSITY

CANADIAN SCHOOL OF PEACEBUILDING
CANADIAN MENNONITE UNIVERSITY
SESSION I: JUNE 10-14, 2019

BTS/PCTS-3895C Indigenous Perspectives on Salvation, Repentance, Peace and Justice
Course Syllabus

Instructor: Raymond C. Aldred ThD (ABD) (Toronto School of Theology)
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Lecture times: 8:30-5:00
Office hours: During Session – following class; After Session – 2-3 pm Vancouver time (PDT), Tues-Thurs at the phone number above

Last date for voluntary withdrawal without academic penalty: July 15, 2019

COURSE DESCRIPTION

This course will examine theologies that have emerged from within the Indigenous community and which are rooted in Indigenous worldview, social engagement, and historical experience with Christian faith. Under the Canadian colonial enterprise, salvation for indigenous people was defined as becoming Western and civilized which meant repenting of indigenous identity, putting it off, and becoming Western, or enfranchised into Canadian society. The focus on Cree theology will provide opportunity to reinterpret conversion and repentance as turning to Christ by embracing a God-given indigenous identity as a true human being. This reinterpretation of repentance provides space for non-indigenous North Americans to embrace their own responsibility for reconciliation grounded in peace and justice. The format will include lecture, critical reading, case analysis, and class discussion.

The course is offered either for training or for 3 hours of academic credit.

OBJECTIVES

1. Define the broad parameters and compare and contrast the concepts of repentance, conversion and salvation and justice from an Indigenous worldview and from a traditional Western Christian religion perspective.
2. Begin to discuss, articulate, formulate and critique the questions used to interrogate Indigenous identity and the Christian faith and evaluate to what level the questions are consistent and helpful.
3. Document the environmental, cultural, and historical influences shaping the historic attitudes toward Indigenous people by the Dominant Christian Church in Canada.
4. Discuss ways to hold together Indigenous religion and Christian religion (i.e. fulfillment, contrasting, compatibility vs incompatibility…) and how this impacts idea of peace and justice.

5. With the broader goal of shared practice, begin to integrate and articulate one's own views of repentance, conversion, salvation, peace and justice as it relates to Indigenous identity and begin to develop a resource to communicate these findings.

TEXTBOOKS AND OTHER REQUIRED/RECOMMENDED READING
(Students must order these online, ahead of time): Many of these are essays available online.

Required:

Bussidor, Ila, and Üstün Bilgen-Reinart. *Night Spirits: The Story of the Relocation of the Sayisi Dene.* Manitoba Studies in Native History. Winnipeg: University of Manitoba Press, 1997.

Henderson, J. and P. Wakeham. *Reconciling Canada: critical perspectives on the culture of redress.* Toronto; Buffalo; London, University of Toronto Press, 2013. (Certain selected essays.)

"Report of the Royal Commission on Aboriginal People: Looking Forward, Looking Back." edited by Government of Canada. Ottawa: Minister of Supply and Services Canada, 1996. Available online as a pdf.

Miller, J.R. "Compact, Contract, Covenant: The Evolution of Indian Treaty-Making." Chap. 4 In *New Histories for Old: Changing Perspectives on Canada's Native Pasts*, edited by Theodore Binnema and Susan Neylan. Vancouver, British Columbia: UBC Press, 2007.

Truth and Reconciliation Commission of Canada. Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada. [S.l.], Truth and Reconciliation Commission of Canada, 2015. Available online as a PDF.

Treat, James. *Native and Christian : Indigenous Voices on Religious Identity in the United States and Canada.* New York: Routledge, 1996.

Twiss, Richard. *Rescuing the gospel from the cowboys.* Downers Grove: Intervarsity, 2015.

Woodley, R. *Shalom and the community of creation: an indigenous vision.* Grand Rapids, Mich., W.B. Eerdmans Pub. Co., 2012.

COURSE REQUIREMENTS AND DEADLINES (for credit)

The following are the general outlines of requirements for those taking the class for credit. Others are encouraged to read as much as possible, however, in order to receive maximum benefit from the course. Assignments are due as scheduled. Marks will be deducted for lateness, unless previous arrangements have been made with the instructor. Assignments can be submitted in person during the course or via email to the instructor.

ASSIGNMENT	DUE DATE	VALUE
Journal Entries	Classes 2, 3, 4, 5	n/a
Full Journal	June 16	30%

Short Book Interaction 1	June 30	15%
Short Book Interaction 2	July 15	15%
Research Paper	August 12	40%

1. **Reading/Class Participation Journal 30%**: In preparation for each class the student will record in a journal 6 bulleted points from each of the authors assigned for reading. Three of these will be analytical stating what the author is saying and three of these points will be evaluative of something in the reading: raising a question, offering a critique or extending the idea.

   Following each class the student will add to the day's journal entry a summary of the class discussion around the topic for the day. Journal entries for each day will then be submitted the following day at the beginning of class. If the journal is handwritten, please make sure your writing is legible to the professor. This assignment will help the learner to begin to formulate their own thoughts in synthesis with the subject of the class.
   Individual Journal Entries Due: Class days 2, 3, 4, 5
   Completed Journal Due: June 16

2. **Short Book Interactions 2 x 15%**: Each learner will write two short essays (4-5 typed double-spaced pages) in which they will examine in greater detail the impact of Euro-Canadian society upon Indigenous people. Essay #1 will give a synopsis of the essays contained in Treat's *Native and Christian.* Pick three prominent themes representative of the essays of how to hold together Indigenous identity and Christian faith. Essay #2 will give a review of Illa Bussidor's *Night Spirits.* Summarize the contents of the book in two pages and then comment on what this book teaches the learner about reconciliation, salvation, justice and peace.
   Essay #1 Due: June 30
   Essay #2 Due: July 15

3. **Research Paper or Project 40%**: The default requirement is that each student is required to produce one 8-10-page research paper on a topic to be approved by the instructor. However, I am open to other kinds of projects for this class, but they must involve some kind of research. The instructor will discuss with each student not only the choice of an appropriate topic, but also the bibliography, the thesis statement and the project outline. The goal is for each student to produce a piece of work that is of a lasting value. A good research paper takes the student beyond class lectures, which are generally of a broad nature and designed to offer the big picture.
   Due: August 12

STYLISTIC REQUIREMENTS

CMU as adopted the following as its standard guide for all academic writing:

Hacker, Diana. *A Pocket Style Manual.* Sixth edition. Boston and New York: Bedford/St. Martin's, 2012.

The final paper should follow an accepted academic format for citations, bibliography, etc. (e.g. APA, Chicago). You may choose the format but whichever you use, be sure to use it properly and consistently.

EVALUATION

In general, I expect you to *follow the guidelines* of the assignment and to discuss deviations from them with me before turning it in. In evaluating your work, *quality* is more important than quantity. I appreciate creativity, clear expression of ideas, evidence of engagement with the reading and class sessions, and projects that are of real interest and value to you.

Good communication skills are essential for justice and peacebuilding work. Students will be expected to communicate knowledgeably, clearly, effectively, concisely and persuasively. All written work should be well informed, well organized and well documented.

Students to take up any concerns or questions regarding grades first with the instructor. If this does not produce a satisfactory result, the student should submit a written appeal to the Registrar (spenner@cmu.ca).

NOTE: Grades are not final until vetted and approved by the Dean's Office.

For more information on CMU policies regarding grades, academic misconduct, appeals, and other matters, please see the CMU *Student Handbook*.

LETTER GRADE/PERCENTAGE SCALE

Letter Grade	Percentage	Grade Points	Descriptor
A+	90-100	4.5	Exceptional
A	80-89	4	Excellent
B+	75-79	3.5	Very Good
B	70-74	3	Good
C+	65-69	2.5	Satisfactory
C	60-64	2	Adequate
D	50-59	1	Marginal
F	0-49	0	Failure

OTHER REQUIRMENTS

Academic Integrity—All material referred to in any assignment MUST be appropriately referenced. Plagiarism is a serious matter. Students should be aware of CMU Academic Policies, particularly those regarding academic misconduct (plagiarism and cheating), which apply to all University courses. These are detailed on CMU's website (http://www.cmu.ca/students.php?s=registrar&p=policies) and in the CMU Calendar. If you still have questions about appropriate referencing and what plagiarism is, a useful tutorial can be found here: http://www.indiana.edu/~istd/.

Attendance—In order to maximize the potential of the educational process, and given the intensive nature of CSOP courses, it is necessary that each student attend all classes. On occasion, a student may need to miss some class time. A half-day of class (4 total hours) is the maximum allowable absence, and any student missing more than this may be barred from further class attendance. In such cases the student is

responsible to advise the instructor before the class occurs. It is the responsibility of the student to become familiar with all academic policies, including those pertaining to attendance, academic misconduct, and grading.

ACCESSIBILITY

CMU strives to provide a fair and supportive learning environment for academically qualified students with disabilities. If you are eligible for these services or have questions about becoming eligible, please contact Sandra Loeppky, Coordinator of Accessibility Programs at sloeppky@cmu.ca or 204.487.3300 x.340.

In recognition of individuals with asthma, allergies and severe environmental/chemical sensitivities, CMU is striving to become a scent-free campus. Students, staff and guests are asked to refrain from wearing fragrances and scented personal care products at CMU. This includes perfumes, colognes, aftershave and scented hair products. Your cooperation is greatly appreciated by those affected.

EXTENSIONS

The last date within the semester an instructor can grant as an extension is AUG 15. If a student is unable to complete the requirements of a course by this date, the student must submit a written appeal for an "incomplete" to the Registrar's office (spenner@cmu.ca). The student should seek the instructor's support for the appeal and must submit it by AUG 16.

If the student's appeal is granted, the instructor will enter a grade of I (for incomplete) accompanied by a temporary grade (which is based on completed work and assigns a value of zero for uncompleted work). Instructor grades are due by AUG 21st. If the student completes the remaining work within the extension period, the grade will be re-calculated and the incomplete status will be removed. If the student does not complete the work within the extension period, the incomplete status will be removed, and the provisional grade entered alongside the "incomplete" will become the final grade. The maximum extension for courses ending in August is DEC 1.

SCHEDULE

TBA

SCHEDULE NOTES

Coffee Breaks are normally 10:30-11:00 am and 3:30-4 pm.

Class photos will be taken on Monday or Tuesday: plan for 15 minutes for the photo taking.

July 15	The final date to withdraw from the course without academic penalty.
Aug 15	Instructors cannot grant extensions past this date.
Aug 16	The last day for students to appeal in writing to the Registrar's office for extensions past Aug 15.
Aug 21	Last day for instructors to submit grades.