

Course ID:	Course Title:	Fall 2020
TH 624	Theology and the Church Response to Residential Schools	Prerequisite: TH 501
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Christina Conroy, Ph.D.	First day of classes:	Wed, Sept 9
Days:	Tuesdays	Email:	christina.conroy@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Sept 20
Time:	1:30-4:30 p.m.	Phone:	403-410-6933	Last day to request revised final exam:	Mon, Nov 2
Room:	RELL 120/A2210	Office:	In the corner by the VP	Last day to withdraw from course:	Fri, Nov 20
Lab/Tutorial:		Office Hours:	Wednesdays via Zoom	Last day to apply for coursework extension:	Mon, Nov 23
Final Exam:	No final exam			Last day of classes:	Mon, Dec 14

Course Description

This course looks at the particular history of residential schools in Canada as lens through which to constructively examine Christian belief and practice. We will use church responses to Canadian residential schools (before, during, and after the residential school era) to foster a critical engagement with the way sources of knowledge (such as scripture, tradition, culture and history) inform theology. Theologians throughout history have observed that our values and beliefs translate into how we act and how we construct our societies. Theologians have also considered challenges to the church as crucial to the life of faith. Students will develop their own theological voice to contribute to the possibilities for transformation of church and world. This course utilizes off-site current events, archives, news, art, film, literature, guests, and traditional lecture format as pedagogy.

Prerequisite: TH 501 or permission of department

This course is part of the Science for Seminaries grant funded by American Association for the Advancement of Science/Templeton Foundation in consultation with the Association of Theological Schools. The project helps a diverse group of seminaries integrate science into their core curricula. This course will include recent insights from neuroscience on memory and epigenetics with help from the neuroscience department at University of Lethbridge. The goal of this integration is to help students faithfully engage with science in their faith communities.

Expected Learning Outcomes

1. Nurture theological depth & breadth: To know what you believe and why it matters.

Students will engage the Christian commitment to be good news to the nations by critically examining what this means, why this matters theologically, and what we can learn about our attempts to do so during and since the era of Canadian residential schools. Students will explore methodological questions: what is the relationship between history, culture and theology? What is the relationship of particular histories to our understanding of the whole?

2. Cultivate a heart after God: To know God - Father, Son & Holy Spirit - and to love as God loves.

Students will engage with what it means to love as God loves in light of the Canadian Christian past, and examine the particular ways this past inspires the practice of communion with God and love of neighbour.

3. Foster vocational clarity & effectiveness: To know who you are and what you are to do.

Students will identify the challenges that emerge as Christians interpret both history and scripture as it relates to residential schools in Canada, and integrate these learnings into a life of redemptive engagement wherever God leads them.

4. Inspire redemptive action: To know God's mission and to live it fully.

Students will articulate how we might lead the way forward into a Canada and world where all lives and stories matter. By the end of the semester, students will have a grasp of the theological issues at stake in the history of residential schools, and develop a proposal for how church and culture might contribute to reconciliation.

Textbooks

Required Texts

Truth and Reconciliation Commission of Canada, *What We Have Learned*. (online)

National Centre for Truth and Reconciliation online archive

Denis, Jeffrey. *Canada at a Crossroads*, Toronto: U of T Press, 2020.

Heinrichs, Steve, ed. *Wrongs to Rights: How Churches Can Engage the United Nations Declaration on the Rights of Indigenous Peoples*. Winnipeg: Mennonite Church Canada, 2016.

Heinrichs, Steve and Cheryl Woelk, eds. *Yours, Mine, Ours: Unravelling the Doctrine of Discovery*. Winnipeg: Mennonite Church Canada, 2016.

Thurman, Howard. *Jesus and the Disinherited*. Beacon Press, 1996.

Wagamese, Richard. *Indian Horse*. Vancouver: Douglas and McIntyre, 2012.

Recommended Books (these books you may not need in full or selections will be posted on Moodle):

Elders, Treaty 7. *The True Spirit and Original Intent of Treaty 7*. Montréal: McGill-Queen's University Press, 2014.

Daschuk, James. *Clearing the Plains*. Regina: University of Regina Press, 2013.

Forstman, Jack. *Christian Faith in Dark Times: Theological Conflicts in the Shadow of Hitler*. Louisville, KY: Westminster/John Knox Press, 1992.

Heinrichs, Steve, ed. *Buffalo Shout, Salmon Cry: Conversations on Creation, Land Justice, and Life Together*. Waterloo, Ontario: Herald Press, 2013.

Heinrichs, Steve, ed. *Unsettling the Word*. Winnipeg: Mennonite Church Canada, 2018.

Jennings, Willie J. *The Christian Imagination: Theology and the Origins of Race*. New Haven: Yale University Press, 2011.

Joseph, Bob. *21 Things You May Not Know About the Indian Act*. Port Coquitlam: Indigenous Relations Press, 2018.

Kimmerer, Robin Wall. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Minneapolis: Milkweed Press, 2015.

Marcel, Gabriel. *Man Against Mass Society*. Southbend: St. Augustine's Press, 2008.

Marshall, Ellen Ott. *Introduction to Christian Ethics: Conflict, Faith, and Human Life*. 2018.

Townes, Emilie Maureen. *Womanist Ethics and the Cultural Production of Evil*. Basingstoke: Palgrave Macmillan, 2007.

Our Women and Girls Are Sacred: Interim Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls. (online)

Recommended Films: We Were Children, Indian Horse, Muffins for Granny, Ce qu'il faut pour vivre (The Necessities of Life), River of Forgiveness, Red Chef Revival, First Contact, The Angry Anuk, Reserve 107, nîpawistamâsowin: We Will Stand Up, Spotlight, Denial.

Resources for advanced students or those wishing for more background reading. This list is **not** required:

Craft, Aimee, ed. *A Knock on the Door*. Winnipeg: University of Manitoba Press, 2015.

Dickason, Patricia and William Newbigging. *Indigenous Peoples within Canada: A Concise History, fourth edition*. Toronto: Oxford University Press, 2018.






Milloy, John S., *A National Crime*. Winnipeg: University of Manitoba Press, 1999.

Newcomb, Steven. *Pagans in the Promised Land: Decoding the Doctrine of Christian Discovery*. Golden: Fulcrum Publishing, 2008.

Niezen, Ronald. *Truth and Indignation: Canada's Truth and Reconciliation Commission on Indian Residential Schools*. Toronto: UofT, 2013.

Course Schedule · subject to change · week by week reading progress guide on Moodle

 = assignment due

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Sept 15 Introduction	Sept 22 History	Sept 29 Treaty Guest: <i>Ken Draper, Ph.D.</i>	Oct 6 History Special Topics: Food 	Oct 13 Special Topic Presentations 	Oct 20 Wagamese Initial Church Responses	Oct 27 Emilie Townes Gabriel Marcel
Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Nov 3 Neuroscience and theological anthropology	Reading Week 	Nov 17 Truth-telling Papers	Nov 24 Later Church Responses	Dec 1 Indigenous Responses Theology After Residential Schools 	Dec 8 Land Acknowledgments 	

Requirements

Classroom Citizenship 10%

Christian character is practiced in the ordinariness of everyday life. Students are expected to nurture a loving, attentive posture towards their class colleagues in a way that enables the flourishing of each participant. Our learning environment depends on people who have engaged the readings fully and thoughtfully, participate in the classroom in a meaningful way, and extend kindness and respect to everyone (students, teachers, guests, authors) despite differences, limitations, failures and successes. This is especially true given the controversial subject matter we will be encountering in this class. The expectation is that you will come to class prepared to discuss the assigned readings and topics at hand. Discussion involves speaking, active listening, and raising questions that will move the conversation towards deeper insights. The professor will consider your classroom attendance, evidence of reading and weekly research, your treatment of others, your level of engagement and your demonstration of love of neighbor and enemy when determining your portion of this grade. The absence of any one of these elements could disproportionately affect your classroom citizenship grade.

Neighbourly Engagement 10%

This class assumes that to love as God loves we practice seeing as God sees. Any kind of redemptive engagement with difference

asks us to first see and hear the content and heart of that difference. To that end, you will be required to attend two indigenous-led current events both inside and outside the classroom as follows:

Inside: At the beginning of every class, be prepared to briefly report on a news item or event related to our Indigenous communities. I recommend following CBC Indigenous on Facebook/Instagram, listening to Unreserved on CBC Radio One (Rosanna Deerchild/Falen Johnson), or reading one of the independent Indigenous news publications such as Windspeaker. Everyone will be expected to share a news item at least once. **(5%)**

Outside: This is a high-impact learning assignment. Attend one Indigenous related event outside of Ambrose. This will take a bit of work during COVID and the assignment requirement may be modified if there is a Covid surge. Suggestions include Indigenous exhibitions/presentations at the Glenbow Museum or other local art gallery, Ray Aldred lecture at the University of Manitoba (zoom), Murray Sinclair and Lee Maracle Indigenous Pathways lecture (zoom), a visit to Blackfoot Crossing or some other significant place that offers Indigenous guides. More options will be posted on Moodle. Give a brief written report or your experience of the event using the report template on Moodle. **Due date: within one week of attending. (5%)**

Written Reflection Paper 10%

Explore in writing your personal response to the initial content of the class. Consider lectures, readings and classroom interactions and reflect on the implications on these for your own spiritual and intellectual growth. Think through two clusters of questions: 1) What do my thoughts, reactions, and emotions in response to my class experience thus far tell me about **myself** as a person -- my ideas, about the culture and society that I am a part of? What do my thoughts, reactions and emotions tell me about the values, biases, perspectives, etc. that shape my world view? The focus here should be on yourself. 2) Next, do my thoughts, reactions, and emotions reveal something about **the subject matter** itself? The subject matter includes Canada, church, settlers and Indigenous peoples. What new questions do I have? How can these questions be a resource for change? How does this shape the way I think about my vocation? This reflection should be 2-3 pages. (Learning outcome 3) **Due date: October 6.**

Special Topic Video Presentation – Group Work (socially-distanced) 10%

Choose one special topic related to the church's relationship to residential schools and prepare a 10-minute informative video presentation for the class to watch and discuss. Your presentation should include relevant historical information, relevant current considerations, any official church (and Ambrose University) response to this subject material, and at least one critical discussion question for the class to explore together. Be sure to include indigenous voices as you gather information about your topic. Topics are: Doctrine of Discovery, The Indian Act, United Nations Declaration on the Rights of Indigenous Peoples, Medical Experiments in Residential Schools, Church Apologies, Missing Children and Unmarked Graves, Missing and Murdered Indigenous Women. (Learning outcome 1) **Due date: October 6 or 13.**

Truth Telling Paper 30%

This is a research project that asks students to engage a phenomenological approach to learning as a necessary precursor to critical and theological analysis. First, using the resources on the National Centre for Truth and Reconciliation website and archive as a starting point, research the history of one particular residential school of your choosing. You may wish to choose a school that has some kind of personal connection to you, or a school in a far-away location. The only stipulation is that it must be a school from which we have former student testimony. Find out as much information about the school as you can *before* consulting video testimony. Are there reports submitted by clergy or inspectors? Are there church records? Are there statistics? Photos? What can you learn from images and other records? What kind of material did you want to find but is *not* available? Second, after researching the school, consult the recorded testimony of former students on the NCTR.ca website. Listen to at least two or three former students and include in your research the video testimony of at least one student from that school. Next, use this paper to chart your findings. Articulate how the memory of the former residential school student influenced or changed your understanding of the school and the history. Ask how the testimony contributes to our understanding of residential school history. Explore how the testimony contributes to the questions we ask of theology and church practice. Make sure you have completed the readings from Gabriel Marcel and Emilie Townes before finishing this project. This paper should be 1500 words. **Due date: November 10.** Please be prepared to discuss your findings and questions in class.

Critical Dialogue Paper and Presentation 20%

This is an analytical project attending to Settler-Indigenous dialogue from Buffalo Shout Salmon Cry, Wrongs to Rights or Yours, Mine, Ours (these options will be discussed in class and are a part of the required readings). Using one Indigenous writer and one

settler writer, briefly summarize each writer's perspective. In your summary, give examples of where/how they might differ and where they might align with each other on the given topic. Next, describe how these perspectives invoke new questions for you (theologically, ethically). How these readings relate to your long-held theological assumptions and values? Do they challenge these assumptions and values? Did it reinforce them? Last, how might your experience of these texts lead others to think differently about topics in theology? Describe how these perspectives offer new practices for the church. This paper should be 5-8 pages. **A critical dialogue with a one of the other course authors is possible with permission from the professor. Due: December 1** Please be prepared to discuss your paper and questions in class.

Land Acknowledgement 10%

This is an exercise in introducing yourself to others by acknowledging your relationship to where you came from and where you are now. Over the course of the semester we will be discussing why land acknowledgment is important to Indigenous people, what it means, and how it intersects with our own life, and how to prepare a land acknowledgement in a good way. Keep in mind the following questions as you prepare your land acknowledgment: Who am I? Where am I from? With whom/what do I share that history? Where is my home now? What is the story of this being my home? Who are my relatives? Where is the beauty? Does the land benefit from me being here? How do I benefit from it? Where do I find hopeful/joyful/good about this place? Your acknowledgement will be spoken but may include visuals or images. (Learning outcomes 2, 3, 4) **Due date: December 8**

· Kindly note that papers submitted through Moodle will run through Turnitin software which detects any phrases in your writing that occur elsewhere. It is an important skill to properly credit ideas that you find helpful in other sources and failing to do so has serious academic consequences. Please consult Ambrose policies, your professor, or the Writing Centre if you have any lack of clarity about plagiarism.

Attendance

A good classroom experience is a collaborative effort and a student's absence detracts from the learning process of the whole. See the description of Classroom Citizenship for an expanded explanation for how we all shape the learning environment. Please arrive on time for every class. Attendance is taken in the first five minutes of class and you are considered absent if you are not present for attendance. It is a policy of this professor that a student cannot receive a passing grade they have more than **three** absences on record. Absence includes the first day of class or any required extra-classroom activities such as evening lectures, etc. Students tend to get fatigued near the end of the semester; please budget your time for this. Apart from this, any lateness/absence will detract from your classroom citizenship grade, which is, as mentioned above, determined at the professor's discretion.

Grade Summary

Grade	Interpretation	Grade Points
A+	Mastery: Comprehensive understanding of subject matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-developed understanding of subject matter.	3.30
B		3.00
B-		2.70
C+	Basic: Developing understanding of subject matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited understanding of subject matter	1.30
D		1.00
F	Failure: Failure to meet course requirements	0.00

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Other

On your relationship to the class and classroom:

- This course seeks to be inclusive of all abilities and backgrounds. Please use Ambrose University's accessibility resources so that we can support your learning both inside and outside the classroom.
- Please let the professor know if you have a preferred name or pronoun. I will do my best to address you in the way you feel most comfortable.
- Please practice addressing your professor with professionalism both in class and in email. If you are a freshman or in a 100 or 200 level class, you should call the professor Dr. Conroy. "Mrs." should be avoided.
- Food is not allowed in class. Please eat before arriving. If this is difficult because of your schedule, please make special arrangements with me in advance. Kindly note during Covid eating is not permitted except in designated spaces.
- Computers are allowed in class unless it becomes clear that students are using their computers to access interests and obligations not directly related to the class. If such a discovery is made, the class will take a first step in having all computer users sit in the front row. If that doesn't work, the class will switch over to paper only.
- Recordings of the class are not permitted. This is part of your student handbook.
- Make every effort to arrive on time and to practice good classroom citizenship (above).

On assignments:

- You must complete/submit **all assignments in order to receive a passing grade for the course**. This includes assignments that involve the attendance of various **events**. These are not optional.
- Late assignments will lose one-half of a letter grade per day for up to one week. After one week you will not receive a passing grade for the assignment.
- All formal papers should have a title page containing pertinent assignment and course information.
- This course seeks to be inclusive of all races, cultures, genders and abilities. Please be mindful that when writing papers, you should use terms like people, world, us, human being, humanity, etc. instead of the terms like man, mankind, etcetera. This will be reflected on your grading rubrics.
- Papers should be double-spaced using a 12-point sans serif font that conforms to the standards and best practices of universal design. Sans serif fonts include Calibri and Arial. Universal design researches the kinds of colors and fonts that are accessible to readers of varying abilities. See <http://accessibility.arl.org/standards-best-practices/> for a discussion of current guidelines.
- Any word limits designated in assignment descriptions include the entire assignment: the text, the bibliography, footnotes, etc.
- Assignments should be submitted in Microsoft Word format (.docx).
- Papers in this course must conform to the Chicago Manual of Style or Turabian formatting. A Chicago/Turabian style guide is available in the library and online. Formatting includes footnotes and bibliography.
- All written assignments must be submitted electronically through the course Moodle page unless indicated.
- File names that you submit through Moodle must begin with the student's surname followed by the name of the particular assignment. (e. g. Conroy - Reading Assignment 1.docx).
- Failure to submit assignments according to guidelines above may result in you being required to resubmit the assignment according to the proper format. The resubmitted assignment will be subject to the penalties of late submission.
- You must **wait 24 hours** after receiving a grade for your assignment before contacting the professor to ask about the grade.
- Though a rubric is often used to grade assignments, the professor may or may not provide the rubric in advance or as a form of feedback.

On life outside of class:

- In order to gain a guaranteed citizenship point for reading the syllabus up until this point, do the following: Perform a google image search for a bird and send it to the professor with the subject line "best bird ever" at christina.conroy@ambrose.edu. You can also use this email address to book a time slot for office hours or ask a question about the course. **Kindly note that I reply to email only during regular Monday-Thursday work hours.**
- Life happens. Please come and speak with me if you are going to be absent or late, if you are not well, if there is anything I should know that affects your classroom citizenship, or if there are circumstances preventing you from successfully fulfilling the requirements of this class. We are in this together. You are welcome to make an appointment to meet with me, to drop by during my office hours, or to speak with me after class.

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.