I. COURSE DESCRIPTION
This course will delve into unique Indigenous theological contributions to the meaning of Christian faith and life. Utilizing a thematic approach, the intersection of one’s experience with the Creator, the nature of the spiritual, the Gospel story, redemption and redeemer will be explored in contrasting views with Western theological methods.

This course will further introduce diverse hermeneutical principles from within an Indigenous theological perspective, rooted in cross-disciplinary contextual studies. We will explore methodologies that encourage post-colonial and post-modern approaches to engaging with scripture, and apply insights gained from contemporary critical studies as well as introduce competencies for teaching scripture from an Indigenous hermeneutic. We will further explore a distinct Indigenous hermeneutical disposition, based on language, voice, history, interpretation, and values.

II. LEARNING OUTCOMES
Upon completion of this course, the student will…

- Have read all the material, attended all the classes, and participated in class discussions.
- Understand the basic similarities and differences between concepts forming theological doctrines within a Westernized Christian tradition and the formalized spiritual teachings of a variety of Indigenous wisdom traditions
- Understand how Indigenous traditions can inform and nurture Indigenous Christian faith expressions
- Have developed interpretative skills for relating Biblical narratives to Indigenous cultural contexts thereby creating a framework for understanding their theological contribution for Indigenous Christians.
- Be able to dialogue about key issues in the intersection of Christian doctrines (systematics) to articulations of a more theological anthropological nature in Indigenous contexts.

III. COURSE REQUIREMENTS
A. REQUIRED TEXTS

NOTE 1: The following two books are to be read prior to the beginning of the course:


**NOTE 2:** The following required reading is expected to be included in discussions as part of the student’s submitted work:


**B. SUPPLEMENTARY / RECOMMENDED READING:**

Additional readings selected by the instructor will be used throughout the course and will be provided in class during the week. Please consult the referenced bibliography for further recommended reading.

**C. ASSIGNMENTS AND GRADING**

**NOTE 1:** All papers should follow the Guidelines for Written Work including (if relevant) footnotes and bibliography.

**NOTE 2:** Assignments automatically receive a 5% penalty when they are late. Assignments late more than the period of time between due dates for subsequent assignments receive 0%. *All assignments must be submitted by midnight in the student’s time zone* on the day they are due – including completed cases studies. Please consult the Tyndale Calendar under Academic Life for the grading system. Take note that simply fulfilling the basic course requirements rates a grade of C to C+.

1. **Class Participation** Discussion/Readings 20%
   
   Given the nature of the course and its delivery it is imperative to attend *on time*, and to be actively engaged in the discussion of topics.

   All assignments are to be emailed on time to the instructor at terry@naiits.com as per instructions below.

2. **Readings and Presentations** TBD in class 20%
   
   A 4Mat reading interaction form (total of 5) is to be completed and e-mailed to the instructor on the assigned reading(s) May 8, 10, 14, 16, 18. Reading’s presentations are to follow the 4Mat outline sample attached and will be used to focus class discussions through the week.
Each student will be expected to lead the discussion of the readings and topic for class once or twice during the course (depending on enrolment) and will be selected to do so at the end of the day prior. Participation will be graded as per the attached rubric.

3. **Book Reflection**  
   **Due: June 22**  
   20%

   Each paper should be 8-10, double-spaced pages. The paper should:

   1. Summarize briefly the main argument of the book (3 pages);
   2. Identify areas of concern or questions you have about any theological dilemmas the authors have identified for the work of doing Indigenous theology; suggest ways in which these might be resolved. (3 pages)
   3. Explain any new insights you have gained from reading this book (2 pages);
   4. Apply some of these insights to your personal context (1-2 pages);

4. **Research Paper**  
   **Due: July 6**  
   40%

   Each student will undertake a research paper (15-18 pages) on a topic to be submitted to and approved by the instructor by the end of week one of the course. Topics are expected to research and write on current issues in Indigenous theology from a personal journey perspective – whether in the North American or other Indigenous global context. Further instructions for the assignment will be provided in class.

**SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>20 %</td>
</tr>
<tr>
<td>4 Mats and Readings Presentations</td>
<td>20 %</td>
</tr>
<tr>
<td>Book Reflection</td>
<td>20 %</td>
</tr>
<tr>
<td>Research Paper</td>
<td>40 %</td>
</tr>
<tr>
<td>Total Grade</td>
<td>100 %</td>
</tr>
</tbody>
</table>

**D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

1. Your work should demonstrate the following characteristics:

   Students should consult the current *Academic Calendar* for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at www.tyndale.ca/seminary/calendar. An excerpt is attached with this syllabus for easy reference.

   Due to the nature of Spring & Summer school, all assignments will be emailed to the instructor directly to avoid delay in time or even loss of paper in transition. The student will be expected to produce a time-stamped electronic confirmation that the paper was sent and received if requested.
IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Reading(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 7</td>
<td>Thinking Theologically</td>
<td>Genesis 1,2; Indigenous Creation Narratives</td>
</tr>
<tr>
<td>May 8</td>
<td>Creating Understanding – method - 1</td>
<td>Clemens – “Doing Local Theology.”</td>
</tr>
<tr>
<td>Feb 6</td>
<td>Indigenous Theological Reflection - 3</td>
<td>Paulson – “Toward and Aboriginal Theology.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Moon – “African Proverbs.”</td>
</tr>
<tr>
<td>Feb 27</td>
<td>Indigenous Theological Reflection - 4</td>
<td>Costello – “Black Elk Speaks.”</td>
</tr>
<tr>
<td>Mar 6</td>
<td>Hermeneutics and Theology</td>
<td>TBA</td>
</tr>
<tr>
<td>Mar 13</td>
<td>Postcolonial perspectives</td>
<td>Brett, Mark</td>
</tr>
<tr>
<td>Mar 20</td>
<td>De-colonial ideas</td>
<td>TBA</td>
</tr>
<tr>
<td>Mar 27</td>
<td>Shared Praxis</td>
<td>TBA</td>
</tr>
<tr>
<td>Apr 3</td>
<td>Course Review</td>
<td>Student Questions</td>
</tr>
</tbody>
</table>

V. SELECTED BIBLIOGRAPHY


Jacobs, Adrian. *Aboriginal Christianity: The Way it was Meant to Be.* Adrian Jacobs, 1998.


Jacobs, Adrian. *Sacred Clowns.* Adrian Jacobs, n.d.


Smith, Craig Stephan. *Boundary Lines-The Issue of Christ, Indigenous Worship, and Native American Culture; Native Alliance; The Official Guidelines of The Native American District of The


# GRADING RUBRICS - NAIITS

## Student Participation

<table>
<thead>
<tr>
<th>Focal Criteria</th>
<th>Excellent</th>
<th>Competent</th>
<th>Improvement</th>
<th>Unacceptable</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timelines and Frequency</td>
<td>At least one posting for every assignment posted when the thread is still alive. Multiple Postings.</td>
<td>Most contributions are made when the thread is still alive and flowing so the majority of students can profit from the information.</td>
<td>Typically one of the last to respond to an active thread. Generally only one posting per assignment.</td>
<td>Posting is done after most students have finished participating in the thread. One or fewer postings per assignment.</td>
<td>/20pts</td>
</tr>
<tr>
<td>Collaborative</td>
<td>Positive responses to the work of others with pertinent and original insights. No effort to dominate.</td>
<td>Responds to the work of others. Comments are usually informative and/or original.</td>
<td>Appears unaware of or disinterested in responding to others without being prompted. May dominate conversation.</td>
<td>Offers inadequate responses to the comments of others; short or without new ideas.</td>
<td>/20pts</td>
</tr>
<tr>
<td>Significant</td>
<td>Multiple postings contribute to the flow of conversation and also to class learning.</td>
<td>Multiple postings that contribute to the flow of the conversation.</td>
<td>May denigrate others’ point of view.</td>
<td>Posting does not advance the substance of the conversation.</td>
<td>/20pts</td>
</tr>
<tr>
<td>Scholarly and Experiential</td>
<td>Includes analysis and/or synthesis of course readings, personal experience and postings from others with a high academic and experiential quality. Pertinent to the discussions.</td>
<td>Often includes analysis and/or synthesis of course readings, personal experience and postings from others representing original thought.</td>
<td>Significant elements of postings are from course readings or outside sources without adequate synthesis and little original thought.</td>
<td>No appreciable evidence of processing of the course readings or analysis of personal experience with them. Postings not relevant to the discussion/topic</td>
<td>/20pts</td>
</tr>
<tr>
<td>Clarity, Grammar, Spelling</td>
<td>No errors. Postings are always comprehensible</td>
<td>A few errors on occasion but does not impede understanding.</td>
<td>Errors more frequent with some that impede understanding</td>
<td>Multiple errors that impede understanding.</td>
<td>/20pts</td>
</tr>
</tbody>
</table>

## Total Grade

_/100pts_
## Student Written Work

<table>
<thead>
<tr>
<th>Focal Criteria</th>
<th>Excellent</th>
<th>Competent</th>
<th>Improvement</th>
<th>Unacceptable</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synthesis</td>
<td>Excellent synthesis of research.</td>
<td>Adequate synthesis of research.</td>
<td>Superficial synthesis of research.</td>
<td>Little synthesis of research.</td>
<td>_/10pts</td>
</tr>
<tr>
<td>Engagement with subject matter</td>
<td>Interacts with topic of study in insightful manner.</td>
<td>Demonstrates substantial interaction with topic of study.</td>
<td>Superficial interaction with topic of study.</td>
<td>Fails to engage topic of study.</td>
<td>_/10pts</td>
</tr>
<tr>
<td><strong>Investigation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Argumentation</td>
<td>Truthfully interprets evidence and offers sensible conclusions.</td>
<td>Reasonably interprets evidence and offers sensible conclusions.</td>
<td>Misinterprets evidence and/or offers unwarranted or fallacious conclusions.</td>
<td>Abuses evidence, arguing using irrelevant reasoning and does not justify claims.</td>
<td>_/10pts</td>
</tr>
<tr>
<td>Internal Coherence</td>
<td>Sustains a well-focused thesis throughout the essay in a well-organized and logical manner.</td>
<td>Sustains an acceptable thesis throughout the essay.</td>
<td>Thesis is unfocused and/or inconsistently threaded into essay.</td>
<td>Thesis is convoluted and/or essay is incoherent and rambling.</td>
<td>_/10pts</td>
</tr>
<tr>
<td>Consideration of alternative ideas</td>
<td>Identifies and insightfully engages major alternative points of view.</td>
<td>Identifies and adequately engages alternative points of view.</td>
<td>Identifies, but superficially engages alternative points of view.</td>
<td>Fails to identify or hastily dismisses alternative points of view.</td>
<td>_/10pts</td>
</tr>
<tr>
<td>Selection of sources</td>
<td>Uses a variety of scholarly books, peer-reviewed articles</td>
<td>Adequate use of scholarly resources.</td>
<td>Utilizes a limited selection of scholarly resources.</td>
<td>Fails to utilize scholarly resources.</td>
<td>_/10pts</td>
</tr>
<tr>
<td><strong>Application</strong> *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applicability to Context</td>
<td>Insightfully applies conclusions to a specific context in a nuanced and detailed manner.</td>
<td>Adequately applies conclusions to a particular context.</td>
<td>Applies conclusions without sophistication or nuance.</td>
<td>Applies conclusions in a generalizing, trite, or unrealistic manner.</td>
<td>_/10pts</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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Date of Revision: 1

1
<table>
<thead>
<tr>
<th>/Style</th>
<th>Footnotes &amp; Bibliography</th>
<th>Spelling &amp; Grammar</th>
<th>Tone</th>
<th>Length</th>
<th>Total Essay Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than one citation error according to Turabian.</td>
<td>Vocabulary and sentence structure adequate for the topic, discipline, and intended audience. Fewer than 3 spelling, grammatical, and punctuation errors.</td>
<td>The writing is consistently academic in its tone.</td>
<td>Meets requirements.</td>
<td>_/100pts</td>
</tr>
<tr>
<td></td>
<td>2-3 citation errors according to Turabian.</td>
<td>Vocabulary and sentence structure adequate for the topic, discipline, and intended audience. Includes 4-6 spelling, grammatical, and punctuation errors.</td>
<td>The writing is generally academic in its tone.</td>
<td>Within 250 words of length requirements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4-7 citation errors according to Turabian.</td>
<td>Vocabulary and sentence structure less than adequate for the topic, discipline, and intended audience. Includes 7-9 spelling, grammatical, and punctuation errors.</td>
<td>The writing is sometimes academic in its tone.</td>
<td>Within 500 words of length requirements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>More than 8 citation errors according to Turabian.</td>
<td>Simplistic word choice limits description and/or expression. Greater than 10 spelling, grammatical, and punctuation errors.</td>
<td>The writing is largely sermonic and non-academic in its tone.</td>
<td>Deviate more than 500 words from requirements.</td>
<td></td>
</tr>
</tbody>
</table>

## 4Mat Method

1st Page:
Abstract Summary

2nd Page:
- Concrete Stories/ Memories Evoked by reading
- Reflection Expressed in Questions
- Action: What I Must Do with what I learned

Here are some guidelines adapted from Dr. Donald Joy, to help you get a better grasp of the four elements in the 4-MAT system.

(a) **ABSTRACT: Reader’s Digest Summary.** Simply summarize the content of the assigned reading in your own words. Avoid just indicating the topics. There should be NO personal commentary or attempt to evaluate the content of the materials. Just summarize what the author or authors say. Include as many of the key concepts and ideas as you can. Strive to be both comprehensive and intensive. Your summary should be stylistically correct, coherent and clear. The abstract should be one single-spaced page in length. Sorry, no type fonts below number 12 please! Some assignments include
more than one chapter and some more than one author. Summarize the whole reading assignment. The readings are all related, so you can integrate the readings into one summary on page one. By this I mean that some readings may illustrate the material in other readings or modify it in some way.

Remember that meaning making requires first that you transform the reading materials into your OWN words. Effective "note taking" is more than capturing another person's words; it requires transforming a communication into your own language and symbols. Use explicit and visible QUOTE marks to identify the author's words. All other written material not clearly cited should be your own constructions and abstracted summaries of what you read.

(b) CONCRETE STORIES and MEMORIES EVOKED BY READING: Get Vulnerable!
Describe one or two personal experiences which reading this material reminded you of. Here is your chance to be a storyteller. Tell it here in “first person,” describing action, quoting exact words you remember hearing or saying. Be as specific and concrete as you can, including who, what, when, where details. Make sure, however, that your personal anecdotes are clearly grounded in the concepts of the reading assignment. The “Concrete” section should not exceed half a page.

If you can connect what you are reading and hearing with what you have previously lived or observed, you will be profoundly changed by the class. If you cannot connect the semester with past and present personal realities, you will never be able to teach or use what you are learning with any conviction and effectiveness.

(c) REFLECTION EXPRESSED IN QUESTIONS: What questions popped up as you read this material? Keep a rough note sheet at hand as you read so you can write them down. Then simply list three or four of them. Your questions may be critical or grounded in spontaneous curiosity or naive yearning for solutions. Make sure, however, they relate directly to the MATERIAL CONTENT of the reading materials NOT to the experience(s) you have just described in b. This section should take up about one fourth to a third of a page.

(d) ACTION: WHAT I MUST DO WITH WHAT I LEARNED. So What Are You Going to Do about it? All ministry related learning MUST lead to acts of ministry—whether through transformation of your inner person or your acquiring of useful knowledge or skills. Here describe what you simply must DO if you keep faith with what you have now discovered as a result of reading this material. Ideally, your actions will comply with the acronym MAST. They will be Measurable, Attainable, Specific and achievable within a given Time frame. For example, “For the next month during my quiet time, I will meditate on a symbol called forth by my Bible reading.” Do not report reflective responses like “I need to learn or read more about Christian symbols.” This section should comprise one fourth to one third of a page.

Application reflections.
Although some of the readings originate from social science and religious studies, each reading assignment has been selected with the conviction that the material relates to Christian ministry in any cultural context. Part of your task is to apply the reading material to the life of the church and the practice of Christian ministry in your anticipated or actual setting. For this reason, it is important that the reflections on the second page of your 4-MAT INTEGRATE with what you have already experienced in ministry. For example, you may have given leadership in youth retreats without realizing they have the essential structure of a rite of passage or pilgrimage. Taking this important integrative function of your reflections seriously will prevent you from simply making "off the cuff" responses. I
have specified the length of these application reflections partly to nudge you in the direction of selecting the most essential dimensions of the reading material. You may not include any commentary or evaluation on page one of your 4-MAT Reflection because one of the most basic tasks of ministry involves accurate discernment of what others are saying. Always understand the Other before reflecting and responding. Page one will therefore contain only a summary in your own words of what the authors of the reading material have written.

McCarthy, Bernice  