

*“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

<b>Course</b>	<b>DISABILITY, THEOLOGY, AND THE CHURCH: EVERYBODY BELONGS</b> CHED 0563 / PAST 0563 / SPIR 0563
<b>Date and Time</b>	JUNE 26 – 30, 2023 MONDAY TO FRIDAY 9:00 AM – 4:00 PM SYNCHRONOUS ONLINE
<b>Instructors</b>	<b>D. NEIL CUDNEY, D.Min</b> Telephone/voice mail: (519) 501-2588  Neil Cudney c/o Emmanuel Bible College 100 Fergus Ave, Kitchener Ontario N2A 2H2 Email: <a href="mailto:ncudney@tyndale.ca">ncudney@tyndale.ca</a>  <b>CHANTAL HUIININK, M.S.W., M.Div</b> (519) 503-5555 5 Benesfort Dr Unit 17 Kitchener, On N2N 3E3 <a href="mailto:chuinink@christian-horizons.org">chuinink@christian-horizons.org</a>
<b>Class Information</b>	The classes will be livestreamed from Monday to Friday 9:00 AM – 4:00 PM.  Office Hours: By appointment only
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## **I. COURSE DESCRIPTION**

This course examines disability issues from diverse perspectives, understanding what it means to be in and lead communities where everybody belongs. It equips students to foster accessibility in ministry and outreach with people who experience disabilities and their families.

## **II. LEARNING OUTCOMES**

At the end of the course, students will be able to:

1. Comprehend and convey definitions of physical and intellectual disability and recognize some of the impacts of disability on the person, communities, and society.
2. Interpret major biblical passages which address disability issues in order to develop an informed theological and hermeneutical framework.
3. Identify and explain bioethical issues with implications for people with disabilities.
4. Recognize and address obstacles to full participation of people with disabilities and their families in church communities so that we might engage in active mission by creating communities of belonging within the body of Christ.
5. Implement tools, techniques, and strategies for accessible communities so that we might increase our competence and comfort when ministering to persons with disabilities and their families.

## **III. COURSE REQUIREMENTS**

### **A. REQUIRED READING**

Eiesland, Nancy. (1994). *The Disabled God: Toward a Liberatory Theology of Disability*. Abingdon Press. ISBN: 0-687-10801-2

Gaventa, William C. (2018). *Disability and Spirituality: Recovering Wholeness*. Baylor University Press. ISBN: 978-1-4813-02791

Yong, Amos. (2011). *The Bible, Disability, and the Church: A New Vision of the People of God*. W.B. Eerdmans Pub. Co. ISBN: 978-0-8028-6608-0

### **B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS**

- Carter, Erik W. (2007). *Including People with Disabilities in Faith Communities: a Guide for Service Providers, Families, & Congregations*. Paul H. Brookes Pub. Co. ISBN: 978-0-8028-6608-0
- Dollar, Ellen Painter. (2012). *No Easy Choice: a Story of Disability, Parenthood, and Faith in an Age of Advanced Reproduction*. Westminster John Knox Press. ISBN: 978-0664236908
- Dow, Keith. (2021) *Formed Together: Mystery, Narrative, and Virtue in Christian Caregiving*. Baylor University Press. ISBN: 978-14813-133216
- Greig, Jason Reimer. (2015). *Reconsidering Intellectual Disability: L'Arch, Medical Ethics, and Christian Friendship*. Georgetown University Press. ISBN: 987-1-6261616-244-0
- Hardwick, Lamar. (2021). *Disability and the Church: A vision for Diversity and Inclusion*. Intervarsity Press. ISBN: 978-0-8308-4160-8
- Pohl, Christine D. (1999). *Making Room: Recovering Hospitality as a Christian Tradition*. William B. Eerdmans Publishing Company. ISBN: 978-0-8028-4431-6
- Swinton, John. (2016). *Becoming Friends of Time: Disability, Timefullness, and Gentle Discipleship*. Baylor University Press. ISBN: 987-148-13040-08-5
- Swinton, John. (2012). *Dementia: Living in the Memories of God*. William B. Eerdmans Publishing Company. ISBN: 978-0802867162
- Yong, Amos. (2007). *Theology and Down Syndrome: Reimagining Disability in Late Modernity*. Baylor University Press. ISBN: 978-1-60258-006-0

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

### **C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS**

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes\*
- A commitment to having the camera on to foster community building\*

\*exceptions with permission from professor

## **D. GUIDELINES FOR INTERACTIONS**

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](http://classes.tyndale.ca).

## **E. ASSIGNMENTS AND GRADING**

### **1. Assignment 1: Class participation & required reading (10%)**

Student participation will be graded on a scale of 1 to 4: 1 (or D): present, not disruptive; responds when called on but does not offer much; infrequent involvement; 2 (or C): adequate preparation, but no evidence of interpretation or analysis; offers straightforward information; contributes moderately when called upon; 3 (or B): good preparation, offers interpretation and analysis, contributes well to discussion in on-going fashion; 4 (or A): excellent preparation, offers analysis, synthesis and evaluation of material; contributes significantly to ongoing discussion

The required texts will form the basis of the class discussions each day. Students will be prepared for each class discussion by pre-reading the required chapters and preparing discussion notes on those chapters. The discussion will be highly interactive and designed to be a joint learning and exploration process. Grading will be based on attendance, preparedness and participation in the discussion.

### **2. Assignment 2: Inductive Bible Study on a relevant passage of your choosing (15%; due June 28)**

***Note: This project will be due on the third day of class.***

You will select a relevant biblical passage and write a 5- 6 page examination of the questions raised and/or answered around disability. By engaging inductive and deductive bible study methods, examine the approach to disability and provide insight into its problematic and redemptive interpretation in the ancient and modern age. You will also provide a verbal, class 3–5-minute reflection on this passage. You can answer only some questions you raise or demonstrate in-depth knowledge of the biblical text. Rather, the 15% grade will be determined based on your willingness to engage with the ways people with disabilities might respond to the

passage in question and your ability to ask good questions or make observations on relevant issues raised.

### **3. Assignment 3: Book Reviews (20%; due June 30)**

***Note: This project will be due on the last day of class.***

Write a 4-5 page review on two of the required reading texts (Grad and undergrad) and one either from the supplemental reading or another book related to theology and disability (Grad).

### **4. Assignment 4: Reflections on each of the International Theology and Disability Seminars (15%; due July 3)**

Provide a 3-4-page summary of each of the virtual ITD seminars. These reflections will be marked primarily for their content rather than their writing style. Identify ways in which your thinking has been influenced, questions that it raises for you and how you see this impacting your future ministry with persons with disabilities.

### **5. Assignment 5: A major paper (10 pages undergrad, 15 pages Grad) on a topic related to Disability and the Church (40%; due July 21)**

5% of the overall mark will be deducted for every day this paper is late, to a maximum of 7 days. Papers are to be submitted in a Microsoft Word-compatible format to the course page on Moodle.

**Possible topics include, but are not limited to:**

- Impact of current eugenics on theological thinking
- Disability and the Image of God
- Supporting families impacted by disability in the church community
- Integrating those with disabilities into church life
- Current social policy trends and how they impact those with disability in society and the church
- Disabilities in Scripture
- Your choice

*(If you are considering writing on a different topic, please confirm it is suitable with the instructor before the end of the final day of class)*

A well-researched writing style will be expected. 12-15 pages in length with size 12 font, double-spaced lines, and one-inch margins. Papers will be graded to an academic standard.

A title page, outline, and bibliography must be included. Bibliographies may be in any major style format.

The paper will be marked out of 100 according to the following:

**Content (65%)**

- Length
- Readability
- Development of a thoughtful thesis and flow of argument
- Articulation of potential impact/implications in a church or ministry context

*Note: For papers focused on an aspect of theology or theoretical research, this may be included in a section outlining next steps or areas for future investigation that arise out of the topic discussed.*

**Style (15%)**

- Grammar, writing, and punctuation.
- Proper academic style and referencing (including title page, etc.).

**Research (20%)**

- Use of at least four credible sources (books, articles, reputable websites etc.)
- Reference to course material where relevant

**F. EQUITY OF ACCESS**

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

**G. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments:

Item	Work hours	Value	Due date
Assignment 1: Required reading and class participation	30	10%	
Assignment 2: Inductive Bible Study	5	15%	June 28
Assignment 3: Book Reviews on required readings	15	20%	June 30
Assignment 4: Short reflections on ITD seminars	10	15%	July 3

Assignment 5: Major Paper	30	40%	July 21
TOTAL	110 hours	100%	

## H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

### Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also 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.

### Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

#### IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

The following is a tentative outline of the course week it may be subject to change based on the scheduling of live lectures with the Institute on Theology and Disability. Guest lectures will include ITD presenters and Church accessibility researchers and practitioners from across Canada.

Week/date	Topic covered	Facilitator(s)	Work to be submitted or completed
June 26	Introduction to Disability & the Church, Assignments Overview Family Perspective and experiences	Neil Cudney, Keith Dow, Morning Guest Lecturer	The Bible Disability and Church Chapters 1-2
June 27	ITD Lectures	Neil and Chantal	The Bible Disability and Church Chapters 3-5
June 28	Ministering with Families & Understanding Accessibility	Morning Guest speakers  Afternoon: Course Instructors	Inductive Bible Study  Book: Including people with Disabilities in Faith Communities
June 29	Disability & Theology, Belonging & the Body and bio-ethics	Morning Guest Lecture  Afternoon: Course Instructors	Book: Disability and Spirituality. William Gaventa.
June 30	Team Presentation, Next Steps & Final Paper / Volunteering Remarks	Neil Cudney	Book Reviews
July 3	<i>Assignment Submission</i>		Reflections on ITD seminars
July 21	<i>Assignment Submission</i>		Final Paper

#### V. SELECTED BIBLIOGRAPHY



[Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

Eiesland, N. L. (1994). *The Disabled God: toward a Liberatory Theology of Disability*. Abingdon Press.

Fox, B. M. (2019). *Disability and the Way of Jesus: Holistic Healing in the Gospels and the Church*. IVP Academic.

Kittay, E. F. "The Personal Is Philosophical Is Political: A Philosopher and Mother of A Cognitively Disabled Person Sends Notes From The Battlefield." *Metaphilosophy* 40, no. 3-4 (2009): 606–27. <https://doi.org/10.1111/j.1467-9973.2009.01600.x>.

Swinton, J. (2011). "Who Is the God We Worship? Theologies of Disability; Challenges and New Possibilities." *International Journal of Practical Theology* 14 (2). doi:10.1515/ijpt.2011.020.

Swinton, J. (2016). *Becoming Friends of Time: Disability, Timefullness, and Gentle Discipleship*. Baylor University Press.

Singer, P. (2011). *Practical Ethics*. (Chapter 4). Cambridge UP.