

*“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>MINISTRY IN THE MARGINS: POVERTY, INEQUALITY AND JUSTICE (SEMINARY)</b> MISS 0655 / PAST 0655 1S <b>MINISTRY IN THE MARGINS (UNDERGRADUATE STUDIES)</b> CHRI 3553 1S
<b>Date, Time, and Delivery Format</b>	JANUARY 9 – APRIL 3, 2022 MONDAYS, 11:15 AM – 2:05 PM SYNCHRONOUS ONLINE
<b>Instructor</b>	<b>JESSE SUDIRGO, PhD Candidate</b> Telephone/voice mail: (416) 226-6620 Email: <a href="mailto:jsudirgo@tyndale.ca">jsudirgo@tyndale.ca</a>
<b>Class Information</b>	This is a synchronous online course on Mondays from 11:15 AM – 2:05 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.

Tyndale Undergraduate students may enroll in this course under the following course code:

CHRI 3553

NOTE: This course is joint-listed between Undergraduate Studies and Seminary. It is a graduate level course and operates on the Seminary schedule related to reading days, start and end of semester, exam schedule and according to the Seminary Academic Calendar.

## I. COURSE DESCRIPTION

An interdisciplinary course that explores theology and practical ministry through a socio-economic lens. Students will seek to discover how one’s social location and economic status

impact theological priorities, ethical positions, ecclesiological emphases, biblical hermeneutics and spiritual formation. Amidst such self-reflection, the course will present alternative approaches to theology and ministry that stem from the perspective of the poor and marginalized.

## II. LEARNING OUTCOMES

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

Course Outcomes	In Practice
<p>LISTENING: Ethnography</p> <ul style="list-style-type: none"> <li>A. Understand how the poor see themselves</li> <li>B. Evaluate epistemologies (ways of knowing) and Christian social ethics from the margins and their influence to one’s spiritual formation and relationship with the church</li> </ul>	<ul style="list-style-type: none"> <li>✓ Devotion Leading</li> <li>✓ 1 Corinthians 11 simulation exercise</li> <li>✓ Site visit</li> </ul>
<p>BEING: Self-awareness and social location</p> <ul style="list-style-type: none"> <li>C. Examine and unearth unconscious/conscious assumptions of the poor</li> <li>D. Identify the way power and privilege impact theological persuasions, practical ministry, ecclesiology and leadership</li> </ul>	<ul style="list-style-type: none"> <li>✓ Book Review</li> <li>✓ Class Discussions</li> </ul>
<p>EXEGETING: Hermeneutics from the margins</p> <ul style="list-style-type: none"> <li>E. Define a hermeneutics from the margins and exegete scriptures through that lens</li> </ul>	<ul style="list-style-type: none"> <li>✓ Exegete a passage through the lens of the margins (analyze)</li> <li>✓ Class Discussion</li> </ul>
<p>APPLYING: Integration</p> <ul style="list-style-type: none"> <li>F. Construct a personal theology and philosophy informed by the margins and how it will be embedded into one’s spiritual formation</li> <li>G. Adapt ministry approach and practice from a collective theology and philosophy informed by</li> </ul>	<ul style="list-style-type: none"> <li>✓ Final integration assignment (integrative)</li> <li>✓ Class Discussion</li> </ul>

the margins; either by reforming an existing ministry or starting a new ministry	
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### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

Block, Peter, Walter Brueggemann, John McKnight. [\*An Other Kingdom: Departing the Consumer Culture\*](#). Hoboken, New Jersey: John Wiley & Sons Inc., 2016.

Das, Rupen. [\*Compassion and the Mission of God: Revealing the Invisible Kingdom\*](#). Carlisle, U.K.: Langham Global Library, 2016.

Palmer, Parker J. [\*The Company of Strangers: Christians and the Renewal of America's Public Life\*](#). New York: Crossroad Publ., 2006.

Required readings include the books above as well as pdf inserts that will be provided electronically for each class.

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

Finger, Reta Halteman. *Creating a Scene in Corinth: A Simulation*. Harrisonburg, VA: Herald Press, 2013.

Lupton, Robert D., and Barbara R. Thompson. *Theirs Is the Kingdom: Celebrating the Gospel in Urban America*. 1st ed. San Francisco: Harper & Row, 1989.

Paul, Greg. *God in the Alley: Being and Seeing Jesus in a Broken World*. Colorado Springs, CO: WaterBrook Press, 2004.

Wells, Samuel, Ben Quash, and Rebekah Ann Eklund. [\*Introducing Christian Ethics\*](#). Second edition. Hoboken, NJ: John Wiley & Sons, 2017.

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](https://classes.tyndale.ca).

### **E. ASSIGNMENTS AND GRADING**

#### **1. Reading Review Discussion Groups: 15% of final grade**

During the course of the semester the students will read and discuss the required text. See below the instructions for the discussion groups. The discussion groups will be held on the following dates: January 23, February 6, March 6.

Book Review Discussion Groups Instructions:

During the course, there will be three in-class discussion times of approximately 30-40 minutes each. These discussions have five purposes:

- a. to challenge students to develop their critical, thinking skills.
- b. to enable students to improve their skills in developing and expressing theological arguments in a group context.
- c. to empower students to foster ability in leading fellow students in discussion.
- d. to have students take responsibility for their fellow students' education by mutually supporting one another.
- e. to encourage students to listen respectfully to views not their own.

Responsibilities of the student as group participant:

Having read the assigned chapters carefully for the day of the discussion groups, each

student in the group should come prepared with some questions arising from their reading as well as some thoughtful reflections on the material. Some possible questions to ponder are: What struck you about the reading? What new and helpful insights did you find in the reading? Do you agree with the author's views and argument? Do you find the reading convincing or are there weaknesses in the arguments?

Each student also needs to report to the group whether they have read all or only some of the assigned chapters for that day. Their answer needs to be taken into consideration when assigning a grade.

After the discussion, each student will assign a participation grade for each member of the group and submit the grade to the teacher by filling in an online form for each of the students (grade from zero to five, with five being highest). The online form just has two questions:

- 1) Name of student you are grading
- 2) Grade you assign to them (this will remain confidential)

Online Form guideline:

- The online form links are listed below under the session dates. Each session has its own form so please use the link below the session date.
- Fill in one online form for each person in your discussion group excluding yourself
- Complete the online forms before the end of class. Time will be given near the end of class for you to complete this.

Base the grade on the following criteria:

- If the student's comments during the discussion reflected an informed reading of assigned material, allocate a higher grade.
- If the student has contributed their fair share (not too much, not too little), allocate a higher grade.
- Consider a grade of 4.5-5.0 if the individual has excelled with respect to the above two criteria.
- Consider giving a grade of 4 if the individual has contributed capably with respect to the above two criteria.
- If the student has dominated discussion in inappropriate ways, reduce their grade.
- If the student has not contributed or contributed only minimally, reduce their grade.
- If a student has contributed but their contributions were not informed by a careful reading of the material, reduce their grade.
- Has the discussion led to a better understanding of the textbook and to a critical

interaction with it? If not, reduce the grade.

- If the student has not completed reading all the chapters assigned for that day, reduce their grade. The average grade should be between 3.0-4.3. If the student has excelled, give a 4.7. If their contribution is outstanding, give a 5. If the student's contribution is less than adequate, give a grade of 2.5 or below. All grades are confidential (the student may give fraction grades: e.g., 3.7).

Discussion Group Schedule:

Discussion around required readings:

- Date 1 First Discussion Group: Week 3 - January 23, 2023
  - Online Form for Session 1: <https://forms.office.com/r/RhMTnFNhtE>
- Date 2 Second Discussion Group: Week 5 – February 6, 2023
  - Online Form for Session 2: <https://forms.office.com/r/ATHsWN3rnK>
- Date 3 Third Discussion Group: Week 8 - March 6 –
  - Online Form for Session 3: <https://forms.office.com/r/zpHLRQFDQR>

**2. Biblical Exegesis Paper: Due on January 30, 2023; 1250 words (5 pages double spaced); 20% of final grade**

Exegete a chapter from scripture utilizing the emerging hermeneutics from the margins. With reference to the “Last Supper” exercise, imagine the socio-economic factors present in the scene of the chapter (of your choice) and explore how it might affirm or alter your view of the passage.

**3. Book Review: Due on March 13, 2023; 1250 words (5 pages double spaced); 25% of final grade**

Write a book review on *An Other Kingdom: Departing the Consumer Culture* by Peter Block, Walter Brueggemann, and John McKnight. Summarize the key themes (within a page), analyze, build upon or critique one or two themes within the book (within 2-3 pages), and reflect upon its implication to your life and/or ministry. The class discussion, on the day it is due, will rely heavily on this review. Be prepared to share some of your reflections in class.

**4. Final Integrative Paper: Due on April 14, 2023; 3750 words (12 pages double spaced); 40% of final grade**

Write an integrative research paper that investigates one or two of the main themes in the course that are most relevant for your current or future ministry practice. Critically reflect upon the relevant course literature and expound on its premise with engagement with external

resources that deepen the premise. The essay should not simply report, summarize, or review class materials, but concentrate on how to shape theology, mission and/or ecclesiology through the lens of the marginalized. It should demonstrate thoughtful reflection, analysis, and should embody a conceptual argument that is translated into practical application for ministry to/for/with the poor.

## 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:

Required Reading and Class Participation	15 %
Biblical Exegesis Paper	20 %
Book Review	25 %
Final Integrative Paper	40 %
Total Grade	100 %

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

For proper citation style, consult the [tip sheet, "Documenting Chicago Style"](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, "How to Cite Sources in Theology"](#).

### 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. Please refer to the [Academic Integrity website](#) for further details.

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**

### **Part I, Exegete Scripture & Communion**

#### **Week 1: Introductions and Personal Goals – January 09, 2023**

To start, we will set the stage for our learning journey by reviewing the vision for this course, discussing expectations, and getting to know one another. We will begin by looking at how the poor define themselves and explore diverse epistemologies that stem from various time periods and cultures. This class will also overview various disciplines



that will be used throughout the course such as epistemology, ecclesiology, ethics, missiology, and ethnography.

Before Class:

Required Readings:

- Das, Rupen. *Compassion and the Mission of God*. Pg 1-41

After Class:

Reflection Questions:

- Who are you and how did you end up here in this course?
- Where or/and what is the “margins” and who is in it?
- What is your experience with poverty? Your own experience, interaction with poverty, relationship with those in poverty.
- Why should we use an interdisciplinary method when discussing matters about poverty?

## **Week 2: 1 Corinthians 11:17-33: The Lord’s Supper – January 16, 2023**

We will begin to look at a scene from 1 Corinthians 11:17-33 where Paul rebukes the church for the way they are facilitating Holy Communion in their gatherings. This passage will function as the framework of this course and help us to explore the various characters that are in the passage. We will examine how the socio-economic divide may still play out in our very own churches today.

Before Class:

Required Readings:

- 1 Corinthians 10-13, Galatians 4
- Finger, Reta Halteman. *Creating a Scene in Corinth: A Simulation*. Harrisonburg, Virginia: Herald Press, 2013. Pg. 162-171
- Friesen, Steven J., ed. *Corinth in Contrast: Studies in Inequality*. Lieden; Boston: Brill, 2014. Pg. 38-53

Supplementary Readings:

- Horsley, Richard A., ed. *Paul and Empire: Religion and Power in Roman Imperial Society*. Harrisburg, PA: Trinity Press International, 1997. Pg. 120-130

After Class:

Reflection Questions:

- How would you approach the next gathering a week after Paul's rebuke?

### **Week 3: Towards a Biblical Understanding of Poverty - January 23, 2023**

A biblical overview of the poverty in the Old and New Testament

Before class:

Required Readings:

- Das, Rupen. *Compassion and the Mission of God*. (p. 43-86)

After Class:

- How does this biblical overview of poverty in the scriptures change the way you see characters in the scripture?
- How does the role of "power" play a role in the way you prioritize your reading of scripture? How does it impact your hermeneutics?

### **Week 4: The Lord's Supper II: After 1 month – January 30, 2022**

During the first half of the class we will revisit the scene of 1 Corinthians 11 and flesh out our reflections of the characters we portrayed on the second class. We will review what types of changes would have been made a few weeks after Paul's rebuke and examine how our amendments or adjustments would have impacted the community. What kind of disruption would have ensued? The second part of the class will focus on the Eucharist and the gospel and the functional reconciliation it brings between socio-economic divisions.

Before Class:

Required Readings:

- TBC
- Das, Rupen. Compassion and the Mission of God. (p. 105-134)

Supplementary Readings:

- Paul, Greg. The Twenty Piece Shuffle. 13-26

**\* EXEGESIS ASSIGNMENT DUE AT THE BEGINNING OF CLASS**

After Class:

- How do the new ideas about the Eucharist impact your reflections on 1 Corinthians 11?

### **Week 5: Christian Ethics and Liberation Theology – February 6, 2023**

At this point in the course, we would have explored several approaches to the scriptures through the lens of the poor. This class will outline various approaches to Christian Ethics and how it relates to the socio-economic divisions within society. There will be particular engagement between the various streams of Christian Ethics and Liberation theology to consider the impact of our current assumptions on how we would respond to Paul's rebuke in 1 Corinthians 11:17-33.

Before class:

Required Readings:

- Wells, Samuel, Ben Quash, and Rebekah Ann Eklund. *Introducing Christian Ethics*. Second edition. Hoboken, NJ: John Wiley & Sons, 2017. The Questions Christian Ethics Asks: Universal, Subversive and Ecclesial Ethics (PDF on Moodle)
- Gutiérrez, Gustavo. *A Theology of Liberation: History, Politics, and Salvation*. 160-175 (PDF on Moodle)
- Adiprasetya, Joas. "Beyond Universality and Particularity: The Problem of the Human Rights Language in Liberation Theology." *Religion & Human Rights: An International Journal* 8 (2013): 163–72. (PDF on Moodle)

After class:

- How do the categories of Christian Ethics shape the way reconciliation occurs between the rich and the poor?

## Part II, Exegete Self

### Week 6: Ministry in the Margins as Formation – February 13, 2023

This class will explore Ministry in the Margins as a form of discipleship and worship. While some believe that ministry to the poor as a specialized program of the church, this class will consider the role such a mission plays in personal and corporate sanctification.

Before Class:

Required Readings:

- Volf, Miroslav. *Exclusion and Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation*. Nashville: Abingdon Press, 1996 – Chapter 3 (PDF on Moodle)
- Nouwen, Henri J. M. *Adam: God's Beloved*. Maryknoll, N.Y.: Orbis Books, 2012. Pg. 40-54 (PDF on Moodle)

### READING WEEK: No Class - February 20, 2022

### Week 7: Economics vs. Grace: Theological reflection on social sector trends – February 27, 2023

This class will examine the various perspectives that are guiding non-profit organization is their engagement with the poor. While some continue to advocate a relief model, many organizations are shifting to a more proactive community development model that focuses on stewarding the strength of communities. The class will explore the theological implications of each model and discern how the gospel fits into such approaches.

Before Class:

Required readings:

- Nouwen, Henri J. M. *The Wounded Healer: Ministry in Contemporary Society*. 1st Image ed. New York, NY: Image Books, 02. pg. 55-83 (PDF on Moodle)
- An Other Kingdom: Departing The Consumer Culture* by Block, Brueggemann, McKnight. Pg. xiii-44

Supplementary Readings:

- Kennedy-Kish, Banakonda, Ben Carniol, Donna Baines, and Raven Sinclair. *Case Critical: Social Services & Social Justice in Canada*, 2017 pg. 66-88
- Matthew 18 - 20
- Luke 15

### **Week 8: Public Life – March 6, 2023**

This session will focus on the churches role in the public square. We will consider how the church might best engage in today's public arena. In diverse cities around the world, cultural awareness and sensitivity has become a prominent value in society. In relating with people and groups that differ than our own, one must overcome different barriers that prevent us from engaging as equal human beings.

Before Class:

Required Readings:

- Palmer, Parker J. *The Company of Strangers: Christians and the Renewal of America's Public Life*. pg 19-62
- An Other Kingdom: Departing The Consumer Culture* by Block, Brueggemann, McKnight pg. 45-59

After class:

- Work on upcoming assignments and presentations

### **Week 9: Covenantal Ministry - March 13, 2022**

This class will allow us to discuss the key insights from their book review, highlighting its relevance to ministry in the margins. Key questions will include: how does the theme of covenant inform the way relationships should be developed between the rich and the poor? How does economics impact the way we form relationships? How do contractual relationships impact the way we set boundaries?

Before Class:

Required Readings:

- The Careless Society: Community and Its Counterfeits* by McKnight, John. pg. 3-25 (PDF on moodle)

**\* BOOK REVIEW ASSIGNMENT DUE AT THE BEGINNING OF CLASS**

### Part III, Collective Response, Integration

#### Week 10: The Last Supper III: 2 years later – March 20, 2023

In this class, we will focus on the **collective** response 2 years after Paul's rebuke to the church in Corinth. We will imagine the steps that took place to help form a community of mutuality, equality and reciprocity, or how it might have all gone wrong. While the first Reflection Assignment focused on individual responses, this week will shift the class towards possible collective responses.

Before Class:

Required Readings:

- Palmer, Parker J. *The Company of Strangers: Christians and the Renewal of America's Public Life*. New York: Crossroad Publ., 2006 pg. 63-79, 102-119, 134-153.
- 1 Corinthians 12-13

#### Week 11: Forming inclusive rhythms in the Church – March 27, 2023

This class will reflect upon the theological and philosophical ideas formed in the previous weeks and seek to integrate them into a practical rhythm for ministry. The discussion will revolve around how we will organize the next weeks Eucharist meal. We will seek to plan out our ideal socio-economically diverse service which we will experience in the last class. Furthermore, we will discuss the theological and biblical formations that undergird these decisions.

Before Class:

Required Readings:

- Palmer, Parker J. *The Company of Strangers: Christians and the Renewal of America's Public Life*. New York: Crossroad Publ., 2006 pg. 154-173.
- Lupton, Robert D., and Barbara R. Thompson. *Theirs Is the Kingdom: Celebrating the Gospel in Urban America*. 1st ed. San Francisco: Harper & Row, 1989. Pg. 98-100, 109-110, 114-115 (PDF on moodle)

**\* FINAL INTEGRATION PAPER OUTLINE DUE AT THE BEGINNING OF CLASS**

**Week 12: The Last Supper: Lessons from the church in Corinth – Conclusion – April 3, 2023**

We will end this course with a meal together. We will experience what we envision to be the best version of a socio-economically diverse church. We will use this time to reflect upon how this course has changed the way we exegete scripture, how we understand theology and how we form community. This will be an opportunity for students to present a section of their 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](#).)

Bakke, Raymond J. [A Theology as Big as the City](#). Downers Grove, IL: InterVarsity Press, 1997.

Das, Rupen, and Brent Hamoud. [Strangers in the Kingdom: Ministering to Refugees, Migrants, and the Stateless](#). Carlisle, U.K.: Langham Global Library, 2017.

- Gorringer, Timothy. [\*A Theology of the Built Environment: Justice, Empowerment, Redemption\*](#). Cambridge, U.K.; New York: Cambridge University Press, 2002.
- Gutiérrez, Gustavo, and Gerhard Ludwig Müller. [\*On the Side of the Poor: The Theology of Liberation\*](#). Maryknoll, New York: Orbis Books, 2015.
- Gutiérrez, Gustavo, and James B. Nickoloff. *Essential Writings*. Maryknoll, N.Y: Orbis Books, 1996.
- Hauerwas, Stanley, and Jean Vanier. [\*Living Gently in a Violent World: The Prophetic Witness of Weakness\*](#). Resources for Reconciliation. Downers Grove, IL: IVP Books, 2008.
- Hiebert, Paul G. [\*The Missiological Implications of Epistemological Shifts: Affirming Truth in a Modern/Postmodern World\*](#). Christian Mission and Modern Culture. Harrisburg, PA: Trinity Press International, 1999.
- Linthicum, Robert C. *City of God, City of Satan: A Biblical Theology of the Urban City*. Grand Rapids, MI: Zondervan, 2011.
- Myers, Bryant L. *Walking with the Poor: Principles and Practices of Transformational Development*. Maryknoll, New York: Orbis Books, 1999.
- Paul, Greg. *God in the Alley: Being and Seeing Jesus in a Broken World*. Colorado Springs, CO: WaterBrook Press, 2004.
- Vanier, Jean. *Community and Growth*. New York: Paulist Press, 2003.