

“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.”

Course	MINISTRY IN THE MARGINS: POVERTY, JUSTICE AND COMPASSION (SEMINARY) MISS 0655 / PAST 0655 1B/1S MINISTRY IN THE MARGINS (UNDERGRADUATE STUDIES) CHRI 3553 1B/1S
Date, Time, and Delivery Format	JANUARY 13, 2025 – APRIL 11, 2025 WEDNESDAYS, 11:15 AM – 2:05 AM BLENDED (Mix of In-person, synchronous, & asynchronous delivery formats throughout the course) WITH SYNCHRONOUS ONLINE OPTION (option to do the whole course synchronously online)
Instructor	JESSE SUDIRGO, PhD Candidate Email: jsudirgo@tyndale.ca
Class Information	This is an in-person/synchronous online course on Wednesdays at 11:15am - 2:05pm Office Hours: By appointment only
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . 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"> A. Identify how the poor see themselves 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 	<ul style="list-style-type: none"> ✓ Devotion Leading ✓ 1 Corinthians 11 simulation exercise ✓ Site visit
<p>BEING: Self-awareness and social location</p> <ul style="list-style-type: none"> C. Examine and unearth unconscious/conscious assumptions of the poor D. Identify the way power and privilege impact theological persuasions, practical ministry, ecclesiology and leadership 	<ul style="list-style-type: none"> ✓ Book Review ✓ Class Discussions
<p>EXEGETING: Hermeneutics from the margins</p> <ul style="list-style-type: none"> E. Define a hermeneutics from the margins and exegete scriptures through that lens 	<ul style="list-style-type: none"> ✓ Exegete a passage through the lens of the margins (analyze) ✓ Class Discussion
<p>APPLYING: Integration</p> <ul style="list-style-type: none"> F. Construct a personal theology and philosophy informed by the margins and how it will be embedded into one’s spiritual formation G. Adapt ministry approach and practice from a collective theology and philosophy informed by the margins; either by reforming an existing ministry or starting a new ministry 	<ul style="list-style-type: none"> ✓ Final integration assignment (integrative) ✓ Class Discussion

III. COURSE REQUIREMENTS

A. REQUIRED READING

Wells, Samuel, Marcia A. Owen. *Living without Enemies: Being Present in the Midst of Violence*. Downers Grove, IL: InterVarsity Press, 2011. ISBN 978-0830834563

Das, Rupen. [*Compassion and the Mission of God: Revealing the Invisible Kingdom*](#). Carlisle, UK: Langham Creative Projects, 2016. ISBN 978-1783681143

Palmer, Parker J. *The Company of Strangers: Christians and the Renewal of America's Public Life*. New York: Crossroad Publ., 1983. ISBN 978-0824500962

Paul, Greg. [*The Twenty-Piece Shuffle: Why the Poor and Rich Need Each Other*](#). Colorado Springs, CO: David C. Cook, 2008. ISBN 978-1434799425

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

Block, Peter, Walter Brueggemann, John McKnight. [*An Other Kingdom: Departing the Consumer Culture*](#). Hoboken, New Jersey: John Wiley & Sons Inc., 2016. ISBN 978-1119194729

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 – 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

- This is a Blended course with the option to take the whole class Synchronously online
 - If you register under the Blended course (1B) delivery format, you will have a variety of delivery formats throughout the course, depending on the week. You will not have the option to join the online Synchronous delivery format on weeks we are in-person. See the delivery format chart below.
 - If you register under the Synchronous ONLY(1S) delivery format, you will be online throughout the duration of the course.
 - 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

Week	Delivery Format	Location
1	In-person/Synchronous	Tyndale/Online
2	In-person/Synchronous	Tyndale/Online
3	In-person/Synchronous	Tyndale/Online
4	In-person/Synchronous	SITE VISIT
5	In-person/Synchronous	Tyndale/Online
6	In-person/Synchronous	SITE VISIT
READING WEEK		
7	Synchronous only	Online
8	Asynchronous only	Online
9	In-person/Synchronous	Tyndale/Online
10	Synchronous only	Online
11	Asynchronous only	Online
12	In-person/Synchronous	Tyndale/Online

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.

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.

Book Review Discussion Group 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).
- Class attendance will also be factored into the final grade for this section.

Discussion Group Schedule:

Discussion around required readings:

- Date 1 First Discussion Group: Week 3
- Date 2 Second Discussion Group: Week 7
- Date 3 Third Discussion Group: Week 10

2. Biblical Exegesis Paper: Due on February 5, 2025; 1250 words (5 pages double spaced); 20% of final grade

Exegete a chapter from scripture utilizing the emerging hermeneutics from the margins. 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. You may use external resources to help give you the context of the passage, but the primary purpose of this assignment is for you to read the chapter in context and draw out your conclusions through the lens of the poor. Examples of how to do this assignment is provided on the Moodle site

3. Book Review: Due on March 12, 2025; 1250 words (5 pages double spaced); 25% of final grade

Write a book review on one of the options listed. 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.

1. Block, Peter, Walter Brueggemann, John McKnight. [*An Other Kingdom: Departing the Consumer Culture*](#). Hoboken, New Jersey: John Wiley & Sons Inc., 2016.
2. Bakke, Raymond J. [*A Theology as Big as the City*](#). Downers Grove, IL: InterVarsity Press, 1997.
3. Gornik, Mark. [*To Live in Peace: Biblical Faith and the Changing Inner City*](#). Grand Rapids, MI: Wm. B. Eerdmans Publishing Co., 2002.
4. Paul, Greg. [*God in the Alley: Being and Seeing Jesus in a Broken World*](#). Colorado Springs, CO: WaterBrook Press, 2004.

4. Final Integrative Paper: Due on April 9, 2025; 3750 words (15 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 to your current or future ministry practice. Critically reflect upon the relevant course literature and expound on its premise with engagement with at least 5 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 and analysis and embody a conceptual argument that translates 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, “Citing 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 (including improper use of artificial intelligence programs). 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) 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 15, 2025 IN-PERSON/SYNCHRONOUS ONLINE
Required Readings: <input type="checkbox"/> Das, Rupen. <i>Compassion and the Mission of God</i> . Pg 1-41
Week 2: Towards a Biblical Understanding of Poverty: Eating Together– January 22 IN-PERSON/SYNCHRONOUS ONLINE
Required Readings: <input type="checkbox"/> 1 Corinthians 10-13, Galatians 4 <input type="checkbox"/> Finger, Reta Halteman. <i>Creating a Scene in Corinth: A Simulation</i> . Harrisonburg, Virginia: Herald Press, 2013. Pg. 162-171 <input type="checkbox"/> Friesen, Steven J., ed. <i>Corinth in Contrast: Studies in Inequality</i> . Lieden; Boston: Brill, 2014. Pg. 38-53 Supplementary Readings: <input type="checkbox"/> Horsley, Richard A., ed. <i>Paul and Empire: Religion and Power in Roman Imperial Society</i> . Harrisburg, PA: Trinity Press International, 1997. Pg. 120-130

Week 3: Towards a Biblical Understanding of Poverty: The poor will always be with you – January 29
IN-PERSON/SYNCHRONOUS ONLINE

Required Readings:

- Das, Rupen. Compassion and the Mission of God. (p. 43-86)
- Additional readings found on the Moodle page

Group Discussion – Session 1 (for participation grade)

Week 4: Theological Challenges – February 5
IN-PERSON/SYNCHRONOUS ONLINE

Required Readings:

- Das, Rupen. Compassion and the Mission of God. (Ch 6 – 7, p. 105-134)
- Acts 6:1-7
- Additional readings found on the Moodle page

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

Week 5: Reconciliation – Site Visit – February 12
IN-PERSON to Sanctuary Ministries (Downtown Toronto) and SYNCHRONOUS STUDENTS to a local site of their choosing
IN-PERSON/SYNCHRONOUS ONLINE

Site Visit Details:

- ✓ **Location:** Sanctuary Ministries, 25 Charles St. E., Toronto, ON M4Y1R9
- ✓ **What we will be doing?** We will be having part of the lecture on site and part of the lecture walking around the downtown area so wear comfortable walking shoes. You have the option to stick around after class to have lunch at a nearby restaurant.
- ✓ **Parking:** You can take transit or drive to the site that morning. There is option for paid street parking in front of the building.

Synchronous Online Students:

- ✓ We will set up a camera and microphone on site so you can join us on the tour and lecture.

- ✓ You will join us for the first half of the class and use the remaining time of the class to visit a site in your local area. You can do this site visit at a time of your choosing that week.
- ✓ The goal is to situate yourself in a context that allows you to feel and experience a foreign context in which the marginalized would feel at home.
- ✓ We will have a time to discuss further instructions on how you would coordinate this the first week of class so you can plan accordingly.
- ✓ You will be asked to share a reflection on this site visit either in writing or during the online synchronous discussion.

Required Readings:

- Paul, Greg. The Twenty Piece Shuffle. Ch 1-3
- Volf, Miroslav. *Exclusion and Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation*. Nashville: Abingdon Press, 1996 – Chapter 3 (PDF on Moodle)

Reading Break – February 19

**Week 6: Being With – Site Visit (TBC) - February 26
IN-PERSON/SYNCHRONOUS ONLINE**

Required Readings:

- Wells, Samuel, Marcia A. Owen. Living Without Enemies. (Ch 1-2, P. 15–71)
- Paul, Greg. The Twenty Piece Shuffle. Ch 4-5

**Week 7: The Water We’re Swimming In: Being formed in the margins – March 5
SYNCHRONOUS – ONLINE ONLY**

Required Readings:

- Nouwen, Henri J. M. *Adam: God’s Beloved*. Maryknoll, N.Y.: Orbis Books, 2012. Pg. 40-54 (PDF on Moodle)
- Additional readings found on the Moodle page

Group Discussion – Session 2 (for participation grade)

Week 8: Christian Ethics – March 12

ASYNCHRONOUS – Online prerecorded lecture, external video links, readings, online forum interaction (NO IN-PERSON)

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)

*** BOOK REVIEW ASSIGNMENT DUE 11:59PM on March 12, 2023.**

Week 9: Economics vs. Grace: Theological reflection on social sector trends – March 19 IN-PERSON/SYNCHRONOUS ONLINE

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 (PDF on Moodle)
- Additional readings found on the Moodle page

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 10: Public Life – March 26 SYNCHRONOUS ONLINE ONLY – Whole class online

Required Readings:

- Palmer, Parker J. *The Company of Strangers: Christians and the Renewal of America's Public Life*. pg 19-62
- Additional readings found on the Moodle page

Group Discussion – Session 3 (for participation grade)

Week 11: Covenantal Ministry – April 2

ASYNCHRONOUS – Online prerecorded lecture, external video links, readings, online forum interaction (NO IN-PERSON)

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

Week 12: The Last Supper: Lessons from the church in Corinth – Conclusion – April 9 IN-PERSON/SYNCHRONOUS ONLINE

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.

*** FINAL INTEGRATIVE PAPER DUE AT THE BEGINNING OF CLASS**

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 Creative Projects, 2017.

Gornik, Mark. *To Live in Peace: Biblical Faith and the Changing Inner City*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Co., 2002.

Gorrige, 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, NY: 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, NY: Orbis Books, 1999.

Vanier, Jean. *Community and Growth*. New York: Paulist Press, 2003.

Volf, Miroslav. *A Public Faith: How Followers of Christ Should Serve the Common Good*. Grand Rapids, MI: Brazos Press, 2011.