

“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	DISABILITY, THEOLOGY, AND THE CHURCH: EVERYBODY BELONGS CHED 0670 / PAST 0670 / SPIR 0670
Date and Time	JUNE 7 – 11, 2021 MONDAY TO FRIDAY 9:00 AM – 4:00 PM
Instructor	D. NEIL CUDNEY, D.Min Telephone/voice mail: (519) 501-2588 Neil Cudney c/o Emmanuel Bible College 100 Fergus Ave, Kitchener Ontario N2A 2H2 Email: ncudney@tyndale.ca
Class Information	The classes will be livestreamed from Monday to Friday 9:00 AM – 4:00 PM. 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. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

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

Note: Due to the compressed nature of this course, all books are to be read by start of the course.

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 implications of disability on the person, communities, society and the Church.
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

Carter, Erik W. *Including People with Disabilities in Faith Communities: a Guide for Service Providers, Families, & Congregations*. Baltimore, MD: Paul H. Brookes Pub. Co., 2007. ISBN: 978-0-8028-6608-0

Eiesland, Nancy L. *The Disabled God: Toward a Liberatory Theology of Disability*. Abingdon Press, 1994. 201 Eighth Avenue South, Nashville TN 37203 ISBN: 0-687-10801-2

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

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Reynolds, Thomas E. [*Vulnerable Communion: A Theology of Disability and Hospitality*](#). Grand Rapids, MI: Brazos, 2008 ISBN: 9781587431777

Dow, Keith. *Formed Together: Mystery, Narrative and Virtue in Christian Caregiving: Studies in Religion, Theology, and Disability Series*. Baylor University Press, 2021. ISBN: 1481313215, 9781481313216

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

- Livestream attendance 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

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. 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: Biblical or artistic reflection on a relevant passage of your choosing (20%)

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

You will select a biblical passage related in some way to questions and issues around disability and provide reflection on this passage (TBD - time of presentation dependent on class size). You do not have to answer all of the questions you raise or demonstrate in-depth knowledge of the biblical text. Rather, the 20% 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.

Alternately, if you prefer you may present an artistic reflection on the Bible passage you have selected. This might be a short poem, a work of art, or a song along with a short description of how your work connects with the passage. Marks will be given not based on artistic ability but rather on the student's intentionality and ability to connect with relevant themes in the passage. Investment should be similar to that of the exercise above. You should come prepared to discuss the connections between your work and the passage, and able to answer related questions.

3. Assignment 3: Research Presentation

A class resource on a researched syndrome or disability (20%)

Create a 3-to-4-page resource on a particular syndrome or disability (in addition to your bible passage reflection), as you might for a church presentation. Presentations will be due on the last day of class. You can present this as a PowerPoint or other creative method. Each student is to select a unique diagnosis or disability to be a collective resource for fellow students.

Requirements of the presentation are as follows:

- a. Share a hand-out electronically with the class
- b. Address the following points related to a particular diagnosis or disability within the allotted time frame:
 1. Name and cause
 2. Prognosis
 3. Challenges associated
 4. Impacts on individual/family/society
 5. How the Church might provide support and hope
 6. Theological Reflection

Time may be adjusted depending on size of class. You may use PowerPoint or other relevant media.

4. Assignment 4: A major paper (12-15 pages) on a topic related to the topic of Disability and the Church (50%)

Assignment will be submitted by July 16th, 2021. 5% of the overall mark will be deducted for every day this paper is late, up to a maximum of 7 days. Papers are to be submitted in a Microsoft Word compatible format to the course page on classes.tyndale.ca.

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	50	10%	
Assignment 2: Inductive Bible Study or Reflective Art.	10	20%	June 9
Assignment 3: Individual Presentation	10	20%	June 11
Assignment 4: Major Paper	30	50%	July 16
TOTAL	110 hours	100%	

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [Chicago-Style Quick Guide](#) (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](#).

The [APA Style Guide](#) is a helpful web site for all questions regarding APA style.

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) 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.

Week/date	Topic covered	Facilitator(s)	Work to be submitted or completed
June 7 th	<p>Introductory discussions of Disability history, theology and social implications</p> <p>Afternoon lectures and discussions: Reflections and discussion on the book: <i>The Disabled God</i></p>	Neil Cudney, Keith Dow, Chantal Huninik	Have read <i>The Disabled God</i> before class
June 8 th	<p>Theology, pastoral ministry and autism –</p> <p>Afternoon Lecture: <i>Playing Both Sides of the Field – Giving Care, Receiving Care, and the Balance of Reciprocity</i> Reflections on book: <i>The Bible Disability and the Church</i></p>	<p>Morning Guest Lecture: Rev. Stephen Bedard</p> <p>Afternoon Lecture: Chantal Huinink</p>	Have read <i>The Bible, Disability, and the Church</i> before class
June 9 th	<p>Morning Lecture: Parent, advocate & speaker. Lived experiences of a mother, author, lecturer and student of disability.</p> <p>Student bible passage reflections Reflections on Mark 2 & 1 Corinthians 12 Reflection on Key themes of Vulnerable Communion – Thomas Reynolds</p>	<p>Morning lecturer: Andrea Foster Parent, advocate & speaker.</p> <p>Afternoon Lecture: Neil Cudney</p>	Assignment 2: Biblical or Artistic Reflection due.
June 10 th	<p><i>Belonging and the Body: How disability stigma and stereotypes keep us from loving our neighbour.</i></p> <p>Afternoon Class Presentations Review of Book: <i>Including People with Disabilities</i> – Erik Carter</p>	<p>Morning Guest Lecture: Keith Dow</p> <p>Afternoon: Course Instructors</p>	<p>Have read <i>Including People with Disabilities in Faith Communities</i></p> <p>Read paper provided</p>

June 11 th	Morning: A Global view of Disability Afternoon: Bio-ethical Considerations Next Steps & Final Paper / Volunteering Remarks	Morning Guest: Mark Wallace Afternoon: Bio-ethical considerations and the future of disability	Assignment 3: Presentation Peter Wyngaarden & Neil Cudney
July 16	<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](#).

Fox, Bethany McKinney. [*Disability and the Way of Jesus: Holistic Healing in the Gospels and the Church*](#). Downers Grove, IL: IVP Academic, 2019.

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

Swinton, John. (2016). *Becoming Friends of Time: Disability, Timefulness, and Gentle Discipleship*. Waco, TX: Baylor University Press, 2016.

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