



**Tyndale Seminary
Course Syllabus**

**SPRING SUMMER 2020
DISABILITY, THEOLOGY, AND THE CHURCH: EVERYBODY BELONGS
CHED 0670 / PAST 0670 / SPIR 0670**

**JUNE 15 – 19
MONDAY – FRIDAY, 9:00AM – 4:00PM**

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Access course material at <http://classes.tyndale.ca/>
Course emails will be sent to your @MyTyndale.ca e-mail account only.
[Learn how to access and forward emails to your personal account.](#)

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.

I. COURSE DESCRIPTION

Examines disability issues from diverse perspectives, understanding what it means to be in and lead communities where everybody belongs. 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

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

Swinton, John. (2012). *Dementia: Living in the Memories of God*. Grand Rapids, MI: William B. Eerdmans Publishing Company. ISBN: 978-0802867162

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

B. SUPPLEMENTARY / RECOMMENDED READING

Dollar, Ellen Painter. (2012). *No Easy Choice: a Story of Disability, Parenthood, and Faith in an Age of Advanced Reproduction*. Louisville, KY: Westminster John Knox Press. ISBN: 978-0664236908

Brown, Ian. (2010). *The Boy in the Moon: A Father's Search for His Disabled Son*. Toronto: Vintage Canada. ISBN: 978-0679310099

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. 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 of 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 bases 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 a 3-5 minute reflection on this passage. 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: Team Presentation

15 minute class presentation on a researched syndrome or disability (20%)

You will be assigned a partner to work with on this project at the start of the class week. The presentation will be delivered on the last day of class. You will have time to begin discussions on the topic in class, but additional hours outside of class will be required.

Requirements of the presentation are as follows

- a. Have a outline handout available for everyone in class including instructors
- b. Address the following points related to a particular diagnosis or disability within the allotted 15-minute 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

You may use PowerPoint slides or relevant video clips as desired.

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 17rd, 2020. 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

D. 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.

E. 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 17
Assignment 3: Team Presentation	10	20%	June 19
Assignment 4: Major Paper	30	50%	July 3
TOTAL	110 hours	100%	

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Your work should demonstrate the following characteristics:

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 College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#).

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 Office (Room B302; aa@tyndale.ca) before proceeding.

G. 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 15	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 16	Team Presentation Prep Time	Morning Guest Lecture: Afternoon: Course Instructors	The Bible Disability and Church Chapters 3-5
June 17	Ministering with Families & Understanding Accessibility	Morning Guest speakers Afternoon: Course	Biblical or Artistic Reflection. Book: Including people with

		Instructors	Disabilities in Faith Communities
June 18	Disability & Theology, Belonging & the Body and bio-ethics	Morning Guest Lecture Afternoon: Course Instructors	Book: Dementia: Living in the memories of God
June 19	Team Presentation, Next Steps & Final Paper / Volunteering Remarks	Neil Cudney	Team Presentation
July 17	<i>Assignment Submission</i>		Final Paper

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

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

Fox, B. M. (2019). *Disability and the Way of Jesus: Holistic Healing in the Gospels and the Church*. Downers Grove, IL: 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*. Waco, TX: Baylor University Press.

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