

“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.”

Semester, Year	WINTER, 2026
Course Title	RADICAL HOSPITALITY: WELCOMING THE STRANGER THROUGH A THEOLOGY OF HOSPITALITY
Course Code	MISS 0565 / PAST 0565 1B
Date	From January 12, 2026 to April 6, 2026 MONDAYS
Time	11:15AM – 2:05PM
Delivery Format	BLENDED with SYNCHRONOUS ONLINE OPTION
Class information	BLENDED COURSE (mixing In-Person, Synchronous and Asynchronous delivery modes) with a Synchronous Only Option (you may choose to take the whole course online).
Instructor	JESSE SUDIRGO, PhD (cand.) Email: jsudirgo@tyndale.ca
Office Hours	By appointment only.
Course Materials	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.

I. COURSE DESCRIPTION

This course introduces students to a biblical theology and practice of Christian hospitality. Drawing from the history of Christian hospitality, learners will develop an understanding of how to contextualize and apply a theology of hospitality to current ethical challenges that surround host and stranger relations. This exploration of Christian hospitality will provide an alternative framework for guiding communities in establishing boundaries, discerning risk and embracing the surprise of the stranger.

II. LEARNING OUTCOMES

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

1. Examine a biblical theology and history of Christian hospitality that engages current philosophical and ethical discussions surrounding host and stranger relations (knowing).

2. Develop a greater self-awareness as “host” and/or “stranger” through reflections on a biblical and theological understanding of hospitality and from stories of those who have experienced exclusion (being).
3. Analyze modern forms of hospitality and its impact on the way community is experienced in the public social sector, Christian charities and church outreach ministries (integrating).
4. Practice Christian hospitality that integrates with disciplines such as missiology and ecclesiology to shape ministry within private dwellings, public institutions, church ministries, and liminal spaces (doing).

III. COURSE REQUIREMENTS

A. REQUIRED READING

Pohl, Christine D. [*Making Room: Recovering hospitality as a Christian tradition*](#). Grand Rapids, MI: W.B. Eerdmans, 1999.

Wroblewski, Jessica. [*The Limits of Hospitality*](#). Collegeville, MI: Liturgical Press, 2012.

Selected chapters that can be found on the Moodle page as a pdf or link.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Block, Peter, Walter Bruggemann, and John McKnight. [*An Other Kingdom: Departing the Consumer Culture*](#). Hoboken: Wiley, 2016.

Carter, Richard, and Samuel Wells. [*Who is my Neighbour?: the Global and Personal Challenge*](#). Edited by Richard Carter and Samuel Wells. London: Society for Promoting Christian Knowledge, 2018.

Derrida, Jacques, and Anne Dufourmantelle. *Of Hospitality*. Stanford, CA: Stanford University Press, 2000.

Illich, Ivan. *Disabling Professions*. London: M. Boyars, 1987.

Kavanaugh, John F. *Following Christ in a Consumer Society*. New York: Orbis Books, 2006.

Kearney, Richard, and Melissa Fitzpatrick. [*Radical Hospitality: From Thought to Action*](#). Fordham University Press, 2021.

Ogletree, Thomas W. *Hospitality to the Stranger: Dimensions of Moral Understanding*. Philadelphia, PA: Fortress Press, 1985.

Shepherd, Andrew. [*The Gift of the Other: Levinas, Derrida, and a Theology of Hospitality*](#). Eugene, OR: Pickwick Publications, 2014.

Volf, Miroslav. [*Exclusion and Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation*](#). Nashville, TX: Abingdon Press, 1996.

Tyndale recommends [STEPBible](#) – 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. Peer Discussion Groups: 15% of final grade; *corresponds to Learning Outcomes #1, #2*

During the course of the semester the students will read and discuss the required text on three occasions. See below the instructions for the discussion groups. The discussion groups will be held on the following dates: Jan 15, Feb 5, and Mar 4.

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 emailing it to her or to her research assistant (grade from zero to five, with five being highest). 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:

- Session 1 - TBD
- Session 2 - TBD
- Session 3 - TBD

2. “Being the Stranger” Site Visit Exercise and Reflection: Due February 16, 2026 – submitted before the start of class; 25 % of final grade; Pass/Fail assignment; *corresponds to Learning Outcome #2, #3 and #4.*

This assignment invites you to step outside your familiar spaces and experience what it feels like to be the *stranger*. In doing so, you will critically and theologically reflect on hospitality, not as an abstract virtue, but as a lived, embodied practice that reveals something about God, community, and self.

Attend a **service, program, or gathering** that you have **never attended before** and that is **outside your usual faith or social context**.

This could include:

- A worship service from another Christian denomination or tradition
- A service or ceremony from another religion or faith community
- A community-based program (e.g., food bank, shelter, meal program, community club)

- A social or cultural event hosted by a community different from your own

Your task is to **observe and participate as fully as possible**, experiencing what it means to enter as a guest or outsider. Pay attention to both the *visible practices* of welcome and the *subtle dynamics* of belonging and exclusion.

Reflection Paper

After attending the context, write a 3-page reflection paper that includes:

- **Description**
 1. Where did you go?
 2. Who was present, and what was the nature of the gathering?
 3. What stood out to you as someone entering as a newcomer?
- **Experience of Being the Stranger**
 1. How did you feel upon entering and participating?
 2. What gestures of welcome—or lack thereof—did you encounter?
 3. How did you navigate being “other” in that space?
- **Theological Reflection**
 1. What does this experience reveal about the nature of *hospitality* and *belonging* in light of Scripture and Christian theology?
 2. How do your insights connect to course readings and discussions?
 3. How might this shape your own practice of welcome and ministry?
- Be prepared to share your experiences during class on the day this assignment is due (February 16)

3. Reading Review Presentation: Students will be able to sign up for a presentation date at the beginning of the course; 25 % of final grade; *corresponds to Learning Outcome #3 and #4*

Students will present a 10-15-minute overview of the text, a critical analysis of its argument and its relevance to current social, ethical or ministry-related challenges. The student will follow the presentation with a 10-15 minute facilitated discussion that stems from 2-3 key questions that demonstrate the student's versatility with the text and its relevance to the issues presented. The total presentation time with overview and discussion will be between 20-30 minutes.

These presentations will be spread out throughout the course to align with the subjects of the class in order to bring another voice into the leadership of that class along with the instructor. The reading choices will be reflected in the course schedule. Students will have an opportunity to sign up for which week they will present at the start of the course.

4. Final Research Paper: Due April 6, 2026; 40 % of final grade; 13-15 pages; Minimum of 8 scholarly sources, including at least 2 from course readings; *corresponds to all Learning Outcomes*

Write a research paper that explores **one or two central themes** from this course in relation to a **current ethical, philosophical, or theological challenge** the Church faces regarding the practice of hospitality. Your paper should move beyond description or summary to offer a **critical and constructive theological engagement** with the issue.

Drawing from both **course literature** and **external academic sources**, analyze how a **theology of hospitality** can serve as an *alternative framework* for addressing the chosen challenge. Consider how this framework reorients Christian understanding and practice within your specific context or tradition.

The paper should demonstrate:

- Thoughtful engagement with key theological and ethical ideas from the course
- Integration of relevant external scholarship that expands or critiques those ideas
- Clear, reasoned argumentation that leads to practical implications for ministry

Ultimately, your work should not merely explain what others have said, but **articulate your own theological argument** about how hospitality can inform and transform the Church's response to contemporary issues.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
1. Peer Discussion Groups	Jan 15, Feb 5, and Mar 4.	15 %
2. Site Visit Reflection Presentation/Paper	Feb 16	25 %
3. Reading Review Presentation	Various	20 %
4. Final Research Paper	Apr 6	40 %
Total Grade		100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

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 choose the Synchronous ONLY delivery format, you will be online throughout the duration of the course.

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

<p>Week 1: Introductions - Theology of Hospitality – January 12, 2026 IN-PERSON/SYNCHRONOUS ONLINE</p>
<p>Required Readings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pohl, <i>Making Room</i>. Ch 1 & 2 <input type="checkbox"/> Wroblewski, <i>The Limits of Hospitality</i>. Introduction
<p>Week 2: History of Hospitality – January 19, 2026 IN-PERSON/SYNCHRONOUS ONLINE</p>
<p>Required Readings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pohl, <i>Making Room</i>. Ch 3 <input type="checkbox"/> Wroblewski, <i>The Limits of Hospitality</i>. Ch 1 <input type="checkbox"/> Kearney & Fitzpatrick, <i>Radical Hospitality</i>. (electronic reading) <p>Peer Discussion Group Session 1</p>
<p>Week 3: Discipline and Ethics of Hospitality – January 26, 2026 IN-PERSON/SYNCHRONOUS ONLINE</p>
<p>Required Readings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ogletree, Thomas W. <i>Hospitality to the Stranger</i>. Introduction & Ch 1 <input type="checkbox"/> Wroblewski, <i>The Limits of Hospitality</i>. Ch. 2
<p>Week 4: Hospitality and the Social Sector, Dignity and Recognition – February 2, 2026 SYNCHRONOUS ONLINE – Whole class online</p>
<p>Required Readings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pohl, <i>Making Room</i>. Ch. 4 <input type="checkbox"/> Wroblewski, <i>The Limits of Hospitality</i> Ch. 3

<input type="checkbox"/> Taylor, Politics of Recognition (electronic resource)
Week 5: Private and Public Hospitality - February 9, 2026 SYNCHRONOUS ONLINE - Whole class online
<input type="checkbox"/> Arendt, Hannah. The Human Condition (electronic reading) <input type="checkbox"/> Additional readings TBC Peer Discussion Group Session 2
<p align="center"><i>February 16, 2026 – Family Day (NO CLASS)</i></p>
Week 6: The Stranger – February 23, 2026 SYNCHRONOUS ONLINE – Whole class online
Required Readings: <input type="checkbox"/> Pohl, Making Room. Ch 5 & 6 <input type="checkbox"/> Leddy, Mary Jo. Radical Gratitude (electronic reading)
Week 7: Boundaries, Conditions, and Limits – March 2, 2026 ASYNCHRONOUS - Online prerecorded lecture, external video links, readings, online forum interaction
Required Readings: <input type="checkbox"/> Pohl, Making Room Ch. 7 <input type="checkbox"/> Wroblewski, Jessica. The Limits of Hospitality Ch. 4 <input type="checkbox"/> Shepherd, The Gift of the Other (electronic reading)
Week 8: Hospitality and the Market – March 9, 2026 ASYNCHRONOUS - Online prerecorded lecture, external video links, readings, online forum interaction
Required Readings:

- ☐ Block, McKnight, Brueggemann. *An Other Kingdom* (electronic reading)
- ☐ *Clapp, Naming Neoliberalism. (electronic reading)*

Peer Discussion Group – Session 3

Week 9: Industrialization of Hospitality – March 16, 2026

ASYNCHRONOUS - Online prerecorded lecture, external video links, readings, online forum interaction

Required readings:

- ☐ Illich and Cayley CBC interviews “The Corruption of Christianity”
- ☐ McKnight, *The Careless Society* (Introduction & Chapter 1 – electronic reading)
- ☐ Wroblewski, *The Limits of Hospitality*. Ch 4
- ☐ Additional readings TBC

Week 10: Hospitality and the Church– March 23, 2026

IN-PERSON/SYNCHRONOUS ONLINE

Required Readings:

- ☐ Pohl, *Making Room* Ch. 8
- ☐ Wroblewski, *The Limits of Hospitality*. Ch. 5
- ☐ Additional readings TBC

Week 11: The Practice of Hospitality – March 30, 2026

IN-PERSON/SYNCHRONOUS ONLINE

Required Readings:

- ☐ Pohl, *Making Room* Ch. 9
- ☐ Additional readings TBC

Week 12: Come on over! – April 6, 2026

**SITE VISIT – You are all invited for lunch at my house! Details to follow
IN-PERSON/SYNCHRONOUS ONLINE**

We will end this course with a meal together at my house as a last act of hospitality from this course. We will reflect upon the various approaches to hospitality over the course and discuss what we will take away most from this course.

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

V. SELECTED BIBLIOGRAPHY

Arendt, Hannah. *The Human Condition*. Chicago: University Press, 1989.

Brueggemann, Walter. *God, Neighbor, Empire: The Excess of Divine Fidelity and the Command of Common Good*. Waco, TX: Baylor University Press, 2016.

Bretherton, Luke. *Christ and the Common Life: Political Theology and the Case for Democracy*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2019.

Cavanaugh, William T. *Migrations of the Holy: God State, and the Political Meaning of the Church*. Cambridge, UK: William B. Eerdmans Publishing Company, 2011.

_____. *Theopolitical Imagination: Discovering the Liturgy as a Political Act in an Age of Global Consumerism*. London, UK: Bloomsbury Academic 2002.

_____. "The Church in the Streets: Eucharist and Politics." *Modern Theology* 30, no 2, (April 2014): 384-402.

Cayley, David. *Ivan Illich: An Intellectual Journey*. University Park, PA: The Pennsylvania State University Press, 2021.

_____. *The Rivers North of the Future: The Testament of Ivan Illich*. House of Anansi Press, 2005.

Clapp, Rodney A. *Naming Neoliberalism: Exposing the Spirit of our Age*. Minneapolis: Fortress Press, 2021.

Hirschfeld, Mary L., *Aquinas and the Market: Toward a Humane Economy*, Harvard University Press, 2018.

Illich, Ivan. *Shadow Work*. London: M. Boyars, 1981.

_____. *Tools for Conviviality*. London: Calder and Boyars, 1973.

Lloyd, Vincent, *The Problem with Grace*, Stanford University Press, 2012.

McKnight, John. *The Careless Society: Community and Its Counterfeits*. New York, NY: Basic Books, 1995.

Milbank, John. "The Soul of Reciprocity Part One: Reciprocity Refused." *Modern Theology* 17, no. 3, (July 2001): 335-391.

_____. "The Soul of Reciprocity Part Two: Reciprocity Granted." *Modern Theology* 17, no. 4, (October 2001): 485-507.

Palmer, Parker J. *The Company of Strangers: Christian and the Renewal of American's Public Life*. New York The Crossroad Publishing Company, 1981.

Tanner, Kathryn. *Christianity and the New Spirit of Capitalism*. New Haven, CT: Yale University Press, 2019.

Taylor, Charles. *Sources of the Self: The Making of the Modern Identity*. Cambridge, MA: Harvard University Press, 1989.

Walsh, Brian, and Stephen Bouma-Prediger, *Beyond Homelessness*, Grand Rapids, Eerdmans, 2008.

Yoder, John H. [*The Politics of Jesus*](#). 2nd ed. Grand Rapids, MI: Eerdmans, 1994/Carlisle, UK: Paternoster Press, 1994.

Žižek, Slavoj, Eric L. Santner, and Kenneth Reinhard. *The Neighbor: Three Inquiries in Political Theology*. Chicago, IL: University of Chicago Press, 2005.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. 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.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (SYNCHRONOUS ONLINE COURSE ONLY)

- 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*

C. 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.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

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 must review the policies and procedures regarding Artificial Intelligence (AI) outlined in [Academic Calendar](#) and consult guidance from their course instructors.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for policies and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

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 (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. 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.

F. LIBRARY RESOURCES

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

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary [Grading System & Scale](#).