



# Course Syllabus Wycliffe College Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Revision: October 23rd, 2021

## ***Course Identification***

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Course Number: WYP1625HS  
Course Name: Intercultural Leadership and Learning: Engaging Ministry in Diverse Contexts  
Campus: St. George Campus  
Location: Leonard Hall in person and available by synchronous remote over zoom  
Class Times: Winter 2022 Mondays 10:00 am – 13:00 pm

## ***Instructor Information***

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Instructor: Rev. Dr. Jonathan Schmidt  
Associate Secretary, Canadian Council of Churches  
E-mail: schmidt@councilofchurches.ca  
Office Hours: by appointment

## ***Special Notes for winter 2022***

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Course format:

- Special note: Intercultural ministry is relational and most of the learning will be through conversation. Students are strongly advised to attend in person. The special circumstances of COVID will mean some students will attend on-line. This will be synchronous, and students are expected to attend in real time. Classes will not be recorded.

The same expectations for student engagement and participation which apply to in-class learning also apply to remote or synchronous learning situations. In order to get the most out of the course and in respect for their fellow students, students should

- set aside the time for Zoom when you are able to focus exclusively on the Zoom session.
- Find a quiet space where you will not be interrupted. (without children, dogs, web browsing, etc.) Multi-tasking is detrimental to the learning community.

\*\*\*Participation grades include preparation, active contribution, full attendance, and continuous visual and audio presence.

## **Privacy**

Course videos and materials belong to your instructor, the College, and/or other sources depending on the specific facts of each situation and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.

### **Setting up on Zoom**

Before proceeding you will require a webcam and microphone. Laptops have these by default. If you have a desktop you will need to purchase a webcam (webcams come with built in microphone). A link on how to use Zoom: <https://support.zoom.us/hc/enus/articles/206618765-Zoom-VideoTutorials>

Student feedback regarding the ease of use and the classroom experience have been overwhelmingly positive. Clear instructions on how to participate in Zoom sessions are below and Faculty are working hard to adapt their courses to the dynamics of the current situation including changing lecture format, adapting assignments and small group discussions, setting up online discussions, etc. While these changes may affect some issues around scheduling particularly for intensive courses, we will continue to work with the posted schedule of classes in order to ensure as little conflict as possible for students. Faculty and staff are ready to help for anyone who has any difficulties with Zoom. All commitments to course delivery in our course syllabi are draft until the first day of class when the final version will be distributed.

### **Course Description**

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Diverse cultural contexts in Canada and globally require leaders and learners who work with an artist's palette of knowledge, tools and experience. These ministry artists are able to listen to, engage and foster community within and beyond the walls of their organizations and churches, shaped by the biblical vision of *shalom* in which each person is able fully to be themselves, have their voices heard and share their gifts.

Diversity within all our ministry contexts today is generated by relationships across culture, race, gender, class, education, region, geography and age. Histories of migration, relationships between settlers and Canada's indigenous peoples, and dynamics of power, privilege, and marginalization bring additional complexity. Canada's Truth and Reconciliation Commission highlights the need to respond to this complexity, including specific Calls to Action to build cultural competencies. There is a clear need for ministry leaders with increased skills in intercultural leadership and learning, transformational education, and theologies of intercultural ministry.

The course is based on the 5-day intensive Canadian Council of Churches' *'Engage Difference! Deepening Understanding for Intercultural Ministry'* (DUIM) program. Course participants work with trained intercultural ministry animators, an Intercultural Mentor, and a number of resource people. Participants are taught, model, and practice a wealth of intercultural facilitation skills, activities, and pedagogical tools that can be adapted to local ministry contexts.

At every step, the course intentionally prepares participants to return to their ministry settings, not as "experts" on intercultural engagement, but with tools and attitudes for leading and facilitating their organizations, churches and communities in reflecting on intercultural ministry across difference.

### **Course Methodology**

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The course includes:

- weekly class participation including full class and small group conversations and activities
- small group project and presentation applying learnings to ministry contexts
- weekly written reflections on course content
- post class written reflection on participation
- post-class final project.

Course participants commit to:

- intentional, collaborative community of learning.
- co-learning from a range of faith and cultures outside their own.
- Availability for collaborative small group projects outside class time

Course learning approaches include lectures, readings, experiential learning, group dialogue and projects, individual reflection, hands-on activities, worship and shaping an intentional learning community. Course participants design and practice a workshop, activity or program for their local ministry context. Using this design or other course content students produce a culminating project that brings in further academic theological texts, research on pedagogy or theory on culture.

Any ministry across cultural and other differences requires first a process of understanding our own culture and how it shapes relationships. The course begins with the diverse learning styles and cultures of course participants and the people in their communities, ministries, organizations and churches. The methodologies used in the course will be experienced, learned, adapted and applied to local ministry contexts.

## Course Outcomes

Course Outcomes: By the end of this course, students...	Course Elements: This course outcome will be demonstrated through...	Program Outcomes: MTS, MTS-D, MDiv
<b>1. KNOWLEDGE</b>		
<b>1.1 Bible:</b> <ul style="list-style-type: none"> <li>Identify Biblical passages and narratives on “the other” and assess intercultural effects</li> </ul>	<ul style="list-style-type: none"> <li>Group activity: history of Canada missiology</li> <li>Daily worship and biblical reflection</li> </ul>	<b>MTS:</b> <b>MDiv:</b>
<b>1.2 Theology:</b> <ul style="list-style-type: none"> <li>propose a contextual theology for an intercultural setting</li> </ul>	<ul style="list-style-type: none"> <li>Group activity / projects</li> <li>Modelling ministry contexts</li> </ul>	<b>MTS:</b> <b>MDiv:</b>
<b>1.3 History:</b> <ul style="list-style-type: none"> <li>assess impacts of Doctrine of Discovery and Terra Nullius.</li> </ul>	<ul style="list-style-type: none"> <li>Structured dialogue</li> <li>Engaging with course resource persons.</li> </ul>	<b>MTS:</b> <b>MDiv:</b>
<b>1.4 Mission:</b> <ul style="list-style-type: none"> <li>analyze contexts: social location, power, privilege.</li> <li>evaluate impacts of colonialism, Christianity on indigenous &amp; immigrant communities</li> </ul>	<ul style="list-style-type: none"> <li>In-course activities on power, privilege, and social location.</li> <li>Course resource persons.</li> <li>Final project or paper</li> </ul>	<b>MTS:</b> <b>MDiv:</b>
<b>1.5 Specialized knowledge:</b> <ul style="list-style-type: none"> <li>Theories, models, definitions of culture, and multi/cross/inter-cultural power and privilege</li> </ul>	<ul style="list-style-type: none"> <li>Group project</li> <li>Lectures, group discussions</li> <li>Modelling ministry context</li> </ul>	<b>MTS:</b> <b>MDiv:</b>
<b>2. PRAXIS</b>		
<b>2.1 Application of foundational knowledge:</b> <ul style="list-style-type: none"> <li>Adapt pedagogical tools for intercultural learning</li> </ul>	<ul style="list-style-type: none"> <li>Group activity in workshop design and practice.</li> <li>Final paper or project.</li> </ul>	<b>MTS:</b> <b>MDiv:</b>

<b>Course Outcomes:</b> By the end of this course, students...	<b>Course Elements:</b> This course outcome will be demonstrated through...	<b>Program Outcomes:</b> MTS, MTS-D, MDiv
<ul style="list-style-type: none"> <li>Socio-cultural analysis</li> <li>Build resource “tool box”</li> </ul>		
<b>2.2 Research &amp; scholarship:</b> <ul style="list-style-type: none"> <li>Argue a pedagogy and contextual theology of intercultural ministry</li> <li>Explore intercultural theologies from margins</li> </ul>	<ul style="list-style-type: none"> <li>Course resource people and activities.</li> <li>Final project or paper.</li> </ul>	<b>MTS:</b> <b>MDiv:</b>
<b>3. CHARACTER</b>		
<b>3.1 Awareness of limits:</b> <ul style="list-style-type: none"> <li>Evaluate own pedagogy &amp; theology interculturally.</li> <li>Recognize &amp; value other theologies of culture.</li> <li>Network with ICM</li> <li>Identify resources for sustainable intercultural ministry</li> <li>Identify further learning</li> </ul>	<ul style="list-style-type: none"> <li>Activities, conversations with course resource people.</li> <li>Engage CCC intercultural ministry network</li> </ul>	<b>MTS:</b> <b>MDiv:</b>
<b>3.2 Personal &amp; professional integrity:</b> <ul style="list-style-type: none"> <li>Interpret own culture and ministry through dynamics of power, privilege, social location, marginalization.</li> <li>Propose a personal praxis of intercultural ministry</li> </ul>	<ul style="list-style-type: none"> <li>Course activities and conversations.</li> <li>Final project or paper</li> </ul>	<b>MTS:</b> <b>MDiv:</b>
<b>3.3 Vocation:</b> <ul style="list-style-type: none"> <li>Analyze Beloved Community, Shalom, Just Intercultural Community, and Right Relationship for vocational relevance.</li> </ul>	<ul style="list-style-type: none"> <li>Course activities and conversations.</li> <li>Final project or paper</li> </ul>	<b>MTS:</b> <b>MDiv:</b>

## Course Resources

### Required Course Texts

*Engage Difference! Participant binder.* Toronto: Forum for Intercultural Leadership and Learning, Canadian Council of Churches, 2022. Available for purchase first day of five-day intensive.

*Cracking open white identity towards transformation: Canadian Ecumenical Anti-Racism Network examines white identity, power, and privilege.* Toronto: Canadian Council of Churches, 2012. Available for purchase first day of the five-day intensive.

Walcott, Rinaldo. *On Property: Policing, Prisons, and the Call for Abolition.* Windsor, ON” Biblioasis. 2021.

### Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged into Quercus using your UTORid and password, look for the **My Courses** module, where you’ll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to

the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students who have trouble accessing Quercus should ask Professor Thomas Power for further help.

- Personal website: <http://www.InterculturalLeadership.ca>

## ***Class Schedule***

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### **Week 1: January 10**

- Course overview
- Pedagogies for Intercultural Ministry
- Gathering and building an intentional learning community

### **Week 2: January 17**

- Telling our Intercultural Stories and journeys
- Mapping stories of migration and experiences of diversity

### **Week 3: January 24**

- Culture and Interculturality: definitions and models
- Faith perspectives on community and culture

### **Week 4: January 31**

- Exploring power, privilege, racism, social location and the dominant culture
- Reconciliation and decolonization

### **Week 5: February 7**

- History of Canada's and Christianity's relationship with "the other" including missiology, Doctrine of Discovery, Biblical texts and Christian theologies.

### **Week 6: February 14**

- Exploring the cultures of our denominations and ministry settings

### **February 21: Reading Week**

### **Week 7: February 28**

- Engaging Conflict Across Cultures

### **Week 8: March 7**

- Theology and culture
- Theologies from the margins

### **Week 9: March 14**

- Theories of change

- Small group projects: practical design and implementation of the learning to our contexts

#### **Week 10: March 21**

- Practice and feedback of small group projects

#### **Week 11: March 28**

- Self and Community Care: making the work sustainable

#### **Week 12: April 4**

- Next Steps in Intercultural Ministry and Leadership
- Closing Community liturgy

### ***Evaluation Requirements***

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The final grade for the course will be based on evaluations in four areas:

**(1) Participation (10%).** Students are expected to be present and engage all course learning activities. The final class of the course, students will provide a 600-word reflection on their participation, including internal processes, based on “Courageous Conversations about Race” and its four agreements: stay engaged, experience discomfort, speak your truth, expect and accept non-closure.

**(2) Weekly Reflection papers (20%).** Weekly 500-to-750-word reflection papers will be due at the beginning of each class. Guiding questions will be provided. Reflections will be based on course content, assigned readings, and personal and ministry context experience.

**(3) In-course group project (30%).** Course participants, in small groups, will:

- design an activity or program for a ministry context
- pilot the activity or describe/teach the program to the class
- receive peer feedback and suggestions for revisions.

**(4) Final paper or project (40%).** (Due date: TBD) One of:

- **A substantial scholarly paper** (4000 words) describing “a Canadian intercultural theology for a ministry context.” The paper will reference course content and at least three other scholarly approaches to intercultural work (from the course bibliography or other works by permission of the instructor). Students are expected to describe the selected ministry context and its culture(s) (including theorizing factors that have and continue to shape that culture). The paper will also describe the theology(s) shaping/shaped by that context. The paper will construct a strategy for ministry personnel to facilitate the members of the ministry setting identifying their collective theology and ways toward becoming a more just intercultural community.
- **A substantial scholarly paper** (4000 words) describing “a pedagogy for intercultural ministry for a Canadian or international ministry context.” The paper will reference course content and at least three other scholarly approaches to intercultural pedagogy (from the course bibliography or other works by permission of the instructor). Students are expected to describe the ministry context and the learning styles and ways of knowing shaped by the culture(s) of its members. The paper will also describe a pedagogical approach(es) (ways of learning/teaching) and give examples of pedagogical tools or activities providing a rationale for the pedagogy and tools.

- **Post-course implementation project.** During the course small groups will design a workshop or program. This project fully develops and implements this workshop or program in your ministry context.
  - Submit a proposal and design for the program’s implementation in your ministry context.
  - Implement the program.
  - Submit a 1500-word report and evaluation on the effectiveness of the program and recommendations for revisions if offered again.
- **An intercultural workshop design** that can be shared with others for use in their Canadian context.
  - The workshop design will use a template provided by the instructor.
  - Some workshop designs may be published, with the permission of the author, as part of a project of the Canadian Council of Churches to build a library of resources shaped by and for the Canadian context. If published the CCC will credit the author. The CCC reserves the right to edit the submission before publishing.

## Grading System

1000, 2000 and 3000 level courses at TST use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Does not demonstrate mastery of the course content

TST Graduate Evaluation Scale				
Letter Grade	Numerical Equivalent	Grade Point	Grasp of Subject Matter	Further Qualities Expected of Students
<b>A RANGE Excellent: Student shows original thinking, analytic &amp; synthetic ability, critical evaluation, broad knowledge base</b>				
A+	90-100	4	Exceptional	Strong evidence of original thought, analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; extensive knowledge base
A	85-89	4	Outstanding	
A-	80-84	3.7	Excellent	Clear evidence of original thinking and of analytic and synthetic ability; sound critical evaluations; broad knowledge base
<b>B RANGE Good: Student shows critical capacity &amp; analytic ability; understanding of relevant issues, familiarity with the literature</b>				

B+	77-79	3.3	Very Good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature
B	73-76	3	Good	
B-	70-72	2.7	Acceptable	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature
FZ	0-69	0	Does not demonstrate mastery of the course content	Further effort needed to demonstrate mastery of the course content
NCR	None	0		

*Adapted from the TST Handbook of 2018-2019*

**Late work.** Students are expected to hand in assignments by the date given in the course outline. [The instructor should stipulate the penalty for late work.] The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at [www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf](http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf), policies found in the TST conjoint program handbooks, or college grading policy.

## **Policies**

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**Accessibility.** Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

**Plagiarism.** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct

quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges [http://www.trinity.utoronto.ca/Library\\_Archives/Theological\\_Resources/Tools/Guides/plag.htm](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

**Back-up copies.** Please make back-up copies of essays before handing them in.

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

## **Integrity, Content, Format**

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**New readings.** The readings undertaken for this course must be from new material. New material is material students have not read prior to this course. If students have already read any of the required readings for this course substitute readings can be negotiated with the instructor.

**New work.** The assignments submitted for this course must be new material. New material for assignments is material students have not submitted for course assignments prior to this course. If students want to build on previous work undertaken for other courses, they must negotiate this with the instructor, so that their submitted assignments are new in substance and intent.

**Written assignments will follow the style and format guidelines** provided by the Univ. of Toronto (as set out in the *Chicago Manual of Style*, 15th edition, and its student version, *Turabian's Manual for Writers*, 7th edition). See <http://www.writing.utoronto.ca/advice/using-sources/documentation>. See

the “Quick Guide” to this style at [http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html). Include complete documentation (either footnotes or endnotes) for all published material used. Cite directly all sources relied on, whether quoted directly, paraphrased or summarized.

**Terms relating to sex and gender** will follow the TST writing guidelines. See chapter 14 “Elimination of Stereotyping in Written Communication” in *The Canadian Style: Guide to Writing and Editing* (Toronto: Dundurn Press, 2008) for a helpful guide to the avoidance of stereotyping on sexual, racial or ethnic grounds and to the “fair and representative depiction of people with disabilities.” See also the guidelines for unbiased language on the University website (go to <http://www.writing.utoronto.ca/advice> and follow the links). TST supports the policy of inclusive language and urges the use of inclusive language in all academic assignments.

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