Course Syllabus
Course Code WYT3301H F Disability and Theology
Wycliffe College
Toronto School of Theology

Date Starts May 8 to June 25 (8 weeks)

Saturday Morning 9:00 to 12:00

Instructor Information

Instructor:	Dr. Andrew Barron
Office Location:	TBD
Telephone:	416 453 8301
E-mail:	andrew.barron@utoronto.ca
Office Hours:	By appointment

Course Identification

Course Number:	WYT3301HF
Course Format:	Eight Weeks via ZOOM Delivery
	3 hours Synchronous per week
Course Name:	Disability and Theology
Course Location:	TBD
Class Times:	TBD
Prerequisites:	N/A

Course Description

Disability and Theology considers the realities of physical and mental human disabilities in contemporary western societies and their theological implications. This course discusses disability as a form of human difference in relation to the *Imago Dei*, personhood, and the Trinity. A range of relevant biblical texts will also be discussed. Moreover, this course will explore the practical theological implications for living and working with disability, for responding to the dynamics of stigma surrounding disability, and for caring for those with disabilities. The role of the church in enabling and including the disabled will also be explored. The course will consist of lectures, readings, group presentations, and field investigation, and it will use participation, book reports, an internet and library research report about a disability service provider, and a final paper as its means of evaluation.

Course Resources

Required Course Texts/Bibliography

- Avalos, Hector and Sarah Melcher and Jeremy Schipper, eds. *This Abled Body.* Atlanta: Society of Biblical Literature. 2007

- Reynolds, Thomas E. Vulnerable Communion: A Theology of Disability and Hospitality. Grand Rapids: Brazos, 2008. http://catdir.loc.gov/catdir/toc/fy0804/2007037373.html.

- Swinton, John. *Critical Reflections on Stanley Hauerwas's Theology of Disability.* New York: Haworth Press. 2004.

- Young, Amos. *The Bible, Disability and Church.* Grand Rapids: Eerdmans. 2011

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 in to 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 the assistant registrar (jhocking@wycliffe.utoronto.ca) for further help.

Course Learning Objectives/Outcomes

Course Outcomes

Basic Degree Level
Students successfully completing this course will be able to demonstrate the following learning outcomes. (Not all categories will be required for all courses.)

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES /
By the end of this course, students will	This outcome will be achieved through these course elements:	This course outcome corresponds to those aspects of Wycliffe's statements of outcomes (MTS, MDiv)
• articulate their own Biblical Theology of Disability in conversation with other theologies of disability.	Lectures and readings in Scripture and course texts; book engagements; theology of disability paper	**MTS:** 1.1, 1.5, 2.1, 2.2 **MDIV:** 1.1, 1.6, 2.1, 2.2
• describe a Biblical perspective of human disability in contemporary society.	Lectures, readings, and group projects	**MTS:** 1.1, 1.5 **MDIV:** 1.1, 1.6
• identify important disability thinkers, describe their approaches to human disability,	Lectures and book engagement reports	**MTS:** 1.4, 2.1 **MDIV:** 1.4, 2.1

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES /
and critically respond to their approaches.		
• explain the existence and nature of human disability as it relates to (a) the Imago Dei, (b) the nature of personhood, and (c) the Trinity.	Lectures; theology of disability paper; group projects	**MTS:** 1.2, 1.3, 2.1 **MDIV:** 1.3, 1.4, 2.1
• identify implications of their Theology of Disability for (a) living and working with those with disabilities, (b) caring for those with disabilities, and (c) carrying out ministry in the context of human disability.	Lectures; class discussion; internet and library research report about a disability service provider	**MTS:** 1.5, 2.1 **MDIV:** 1.6, 2.1, 2.3

Evaluation

Requirements

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

Basic Degree Students

(1) _Participation (10%)_ – In addition to participating in the regular activity of the class, including the reading of the required texts, students are expected to class having completed readings, ready to ask questions, offering comments on readings, and participating in class discussions. Students must attend every day of the class. This is an intensive course. Missing one day is not permitted, except in the case of unplanned extenuating circumstances.

Please submit a short report stating the percentage of required reading that you completed: (Ex.: "*I finished xx% of the required texts and xx% of the daily readings.")*

The reading requirement with be reading all 4 required texts and 100-200 pages per week of supplementary reading which I will post on Quercus.

(2) _Group Presentations (20%)_ – Students will work together to craft short presentations for the whole class. The presentations will be given later in the semester. Students will be expected to participate in these presentations. Students who do not come to class ready or participate in group classroom activities will not receive full participation marks.

(3) _Book Engagement Reports (15%)_ – *Students will be expected to do the following:*
  • Students are expected to complete a review of one of the three required textbooks. **Do not review *This Disabled Body.***
  • The review must be at least **750 words and no more than 1000 words.**

- o The review must include (a) a one or two sentence biography of the author, (b) a brief synopsis of the book, (c) five strengths, (d) five weaknesses according to the student's perspective, and (e) an important implication or application for ministry. **Give a clear summary of your text's key arguments**, making sure to explain the intellectual context in which it was written and/or to which it responds. Pay attention to highlighting the author's unique and original contributions to the field of knowledge with which they are engaging. Evaluate the approach and conclusions of your required textbooks in comparison with our other course readings and the issues involved in defining disability. Analyze the topic of the book in terms of our class discussions and readings regarding the challenges that disability raises for theological anthropology and related doctrines. Wrestle with the questions raised by the book.
- o Make sure not only to summarize, but also to integrate a few poignant examples and quotes from the original text as illustrations of the author's ideas and style. **Explain why, in your opinion, the author's arguments have value.** Explain which issues or problems the text usefully or convincingly responds to and suggest if the author's ideas might be helpfully applied to other areas of concern to you. Do this even if you find yourself strongly disagreeing with the claims made in the text. **Identify weaknesses, inconsistencies, or any problematic implications of the author's arguments.** This may involve identifying issues the author did not consider but should have or pointing out how alternative perspectives (mentioned or not within the original text) might challenge the author's ideas. You may offer some brief suggestions about how the author might have improved. Write as if you expected the author themselves to read your review. **Summarize your own evaluation** and explain which audiences you think will be most interested in and/or benefit from the book you reviewed.

(4) <u>Internet and library Research</u> *Report about a Disability Services Provider (15%)* Students will conduct internet and library research on a disability services provider of your choice. In Toronto: Geneva Center, Surrey Place, Down Syndrome association, and DANI are some places to look up if you are struggling to find a disability services provider. Seek to understand the history of the provider, and the experiences of its staff and clients.

Word Requirement: **1200 words**.

- ▪ The first internet and library research section should describe the provider, its purpose, nature, mission, and how it serves the community.
- ▪ For the second internet and library section, students should look up stories of providers and clients:
  - • What are the experiences of providers and clients?
  - • What stories can you tell from these experiences?
  - • What obstacles do you see?
  - • What successes do you see?
  - • What turning points have you seen for the provider or clients?
- ▪ The third section should formulate the student's own response to the realities of disability and their reflections on what they learned in from the internet and library research. Students must engage with 3-5 specific course readings or concepts or questions, along with biblical texts and contemporary theological discussions of disability.
- o **The most important outcome of the** internet and library **report is:**
  - ▪ **What common themes emerge from the** internet and library **report and your studies?**
  - ▪ Integrate a series of sentences that express these common themes.
  - ▪ Use these sentences as headers for your paper.

(5) _Theology of Disability Paper_ (40%) Students will write a 3000–3500-word scholarly paper presenting their own theology of disability engaging with biblical texts, theological concerns, and contemporary issues regarding disability**.**

  o The first section should be an expository discussion of at least three Biblical texts. Students should explain the reason for selecting their texts, demonstrate a skilled exegetical approach to the texts, and describe conclusions from those texts regarding disability.
  o The second section should articulate one of the following: (a) The anthropological implications, that is, a Biblical perspective of human disability that emerges from the texts, or (b) Trinitarian implications of these texts, describing disability in terms of the work of Christ and Trinitarian theology. In this section, students should engage at least three contemporary disability thinkers related to their theology.
  o The third section should identify the implications of their theology for one of the following: (a) practical aspects of living with and working with those with disabilities, (b) caring for those with disabilities, or (c) carrying out ministry in the context of human disability.
  o The paper must be written in 12-point Times New Roman font, one-inch margins, and follow Chicago Style. Students must include at least ten scholarly sources, four of which must be peer-reviewed journals or publications. Be sure to refer to the course bibliography.

Grading System - Basic Degree Students

1000, 2000 and 3000 level courses 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)	Failure

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances a student may request a short extension to be negotiated with the instructor. Instructors are not obliged to accept assignments that are late. If the instructor chooses to accept an assignment, where an extension has not been requested and approved before the due date, then **one percentage point per day will be deducted**. The absolute deadline for the submission of assignments 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.

Students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term are requested to consult with their instructor and request an SDF. The form is available on our website at this link https://www.wycliffecollege.ca/sites/default/files/Basic%20Degree%20Request%20For%20Extension.pdf or can be collected from the registrar's office. An SDF request must be submitted, with instructor approval and with an agreed deadline, to the registrar's office no later than the last day of the exam week or the last day of class in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond one year. If a student has not completed work and has not been granted an SDF, a final mark will be calculated that reckons a grade of zero for that component of work that was 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 https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012, policies found in the TST conjoint program handbooks, or college grading policy.

Policies

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.studentlife.utoronto.ca/as 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* https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019. 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 https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019 .

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. 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.

Course Schedule

Week 1

Topics: Course introduction, Andrew's Story, History of Disability, What is Disability?
Readings: Selections from *The Bible and Disability*; *Commentary and Disability on the Christian Tradition;* Other Readings as posted on Quercus

Week 2

Topics: Being Human, Disability and Time.
Readings: Selections from Reynolds, Swinton, and Brock; Other Readings as posted on Quercus

Week 3

Topics: Disability and Jesus, Disability and Paul
Readings: Selections from *Bible and Disability: A Commentary;* Other Readings as posted on Quercus

Week 4

Topics: Disability in the Hebrew Bible, Disability Enabling Theology.
Readings: Selections from Swinton, Selections from *Bible and Disability: A Commentary;* Other Readings as posted on Quercus

Week 5
Topics: Lament and Brokenness

Readings: Selections from Young**;** Other Readings as posted on Quercus

Week 6
Topics: Disability in the Gospels, Including and Belonging

Readings Selections from Reynolds and Young; Other Readings as posted on Quercus.

Week 7
Topics Suicide, Abortion, Infanticide, Euthanasia and Disability

Readings Selections from This Abled Body; Other Readings as posted on Quercus.

Week 8
Topics: Disability Thinkers, Review

Readings: Selections from This Abled Body; Other Readings as posted on Quercus.

Course Bibliography

Avalos, Melcher, and Schipper, eds.
    This Abled Body. Atlanta, GA: Society of Biblical Literature. 2007

Basselin, Timothy J. *Flannery O'Connor: Writing a Theology of Disabled Humanity*. Studies
    in Religion, Theology, and Disability. Waco, TX: Baylor University Press, 2013.
    http://public.eblib.com/choice/publicfullrecord.aspx?p=1250536.

Beates, Michael S. *Disability and the Gospel: How God Uses Our Brokenness to Display His Grace.*

Wheaton, IL: Crossway, 2012. http://public.eblib.com/choice/publicfullrecord.aspx?p=1062298.

Brock, Brian. *Wondrously Wounded: Theology, Disability, and the Body of Christ*. Studies in Religion, Theology, and Disability. Waco, TX: Baylor University Press, 2019.

Brock, Brian, and John Swinton, eds. *Disability in the Christian Tradition: A Reader*. Grand Rapids: Eerdmans, 2012.

Bursuck, W. D. & Friend, M. The foundation for educating student with special needs. In *Including Students with Special* Needs, edited by M. Friend & W.D. Bursuck, 22–30. 4th ed. Boston: Allyn & Bacon, 2006.

Clifton, Shane. *Crippled Grace: Disability, Virtue Ethics, and the Good Life*. Studies in Religion, Theology, and Disability. Waco, TX: Baylor University Press, 2018.

Cortez, Marc. *Theological Anthropology: A Guide for the Perplexed*. New York;
London: T&T Clark, 2010. Cortez, Marc, and Michael P. Jensen. *T&T Clark Reader in Theological Anthropology*. London, UK;

>   Bloomsbury T & T Clark, an imprint of Bloomsbury Publishing Plc, 2018.

Eiesland, Nancy L. *The Disabled God: Toward a Liberatory Theology of Disability*.
>   Nashville: Abingdon Press, 1994.

Fox, Bethany. *Disability and the Way of Jesus*. Downer's Grove: IVP Academic, 2019.

Gaventa, William C. *Disability and Spirituality: Recovering Wholeness*. Studies in
>   Religion, Theology, and Disability. Waco, TX: Baylor University Press, 2018.

Gaventa, William C., and David L. Coulter, eds. *Spirituality and Intellectual Disability: International Perspectives on the Effect of Culture and Religion on Healing Body, Mind, and Soul*. New York: Haworth Pastoral Press, 2001. http://catdir.loc.gov/catdir/enhancements/fy0810/2001059407- d.html.

Hauerwas, Stanley. *Disability: An Attempt to Think With*. Fontbonne University Carondelet Lecture. St.

>   Louis, Mo: Fontbonne University, 2011.

———, ed. *Responsibility for Devalued Persons: Ethical Interactions between Society, the Family, and the Retarded*. Springfield, Ill.: C.C. Thomas, 1982.

———. *Suffering Presence: Theological Reflections on Medicine, the Mentally Handicapped, and the Church*. Notre Dame, Indiana: University of Notre Dame Press, 1986. https://www.loc.gov/catdir/enhancements/fy1612/85040603-b.html.

Hauerwas, Stanley, and Jean Vanier. *Living Gently in a Violent World: The Prophetic Witness of Weakness*. Resources for Reconciliation. Downers Grove: InterVarsity, 2008. http://catdir.loc.gov/catdir/toc/ecip0819/2008022662.html.

Hauerwas, Stanley, and Samuel Wells, eds. *The Blackwell Companion to Christian Ethics*. 2nd ed.

>   Blackwell Companions to Religion. Chichester: Wiley-
>   Blackwell, 2011.
>   http://catdir.loc.gov/catdir/toc/fy11pdf03/2010051051.html.

Hubach, Stephanie. *Same Lake, Different Boat: Coming Alongside People Touched by Disability*.

>   Phillipsburg, NJ: P & R Publishing

Kruschwitz, Robert B. *Disability*. Waco, TX: Baylor University Press, 2012.

Laes, Christian. *Disability in Antiquity*. Rewriting Antiquity. London: Routledge, 2017.

Laes, Christian, C. F. Goodey, and Martha L. Rose, eds. *Disabilities in Roman Antiquity: Disparate Bodies,* a Capite Ad Calcem. Mnemosyne, Supplements. History and Archaeology of Classical Antiquity 356. Leiden: Brill, 2013.

http://booksandjournals.brillonline.com/content/9789004251250. Macaskill, Grant. *Autism and the Church: Bible, Theology, and Community*. Studies in Religion, Theology,

and Disability. Waco, TX: Baylor University Press, 2019.
———. "Autism Spectrum Disorders and the New Testament: Preliminary Reflections." *Journal of Disability & Religion* 22, no. 1 (2018): 15–41. https://doi.org/10.1080/23312521.2017.1373613.

MacKinlay, Elizabeth. *Ageing, Disability, and Spirituality: Addressing the Challenge of Disability in Later Life*. London: Jessica Kingsley Publishers, 2008. http://www.123library.org/book_details/?id=2475.

Melcher, Sarah J., Mikeal C. Parsons, and Amos Yong, eds. *The Bible and Disability: A Commentary*. Studies in Religion, Theology, and Disability. Waco, TX: Baylor University Press, 2017.

Nouwen, Henri J.M. The Wounded Healer. New York: Random House 1979

Reinders, Hans S. *Disability, Providence, and Ethics: Bridging Gaps, Transforming Lives.* Studies in Religion, Theology, and Disability. Waco: Baylor University Press, 2014. http://public.eblib.com/choice/publicfullrecord.aspx?p=1789185.

———, ed. *The Paradox of Disability: Responses to Jean Vanier and L'Arche Communities from Theology*

and the Sciences. Grand Rapids, Mich: William B. Eerdmans Pub, 2010.

Reynolds, Thomas E. *Vulnerable Communion: A Theology of Disability and Hospitality*. Grand Rapids: Brazos, 2008. http://catdir.loc.gov/catdir/toc/fy0804/2007037373.html.

Shurley, Anna Katherine Ellerman. *Pastoral Care and Intellectual Disability: A Person-Centered Approach*.

Studies in Religion, Theology, and Disability. Waco, Texas: Baylor University Press, 2017.

Siebers, Tobin. *Disability Theory*. Corporealities. Ann Arbor, Michigan: University of Michigan Press, 2008. http://catdir.loc.gov/catdir/toc/ecip087/2007052247.html.

Stolk, Joop., Theodoor Adriaan Boer, and R. Seldenrijk, eds. *Meaningful Care: A Multidisciplinary Approach to the Meaning of Care for People with Mental Retardation.* Springer Nature Book Archives Millennium (2000-2004). Dordrecht; Kluwer Academic Publishers, 2000. http://catdir.loc.gov/catdir/enhancements/fy0813/00039110-t.html.

Swinton, John. *Becoming Friends of Time: Disability, Timefullness, and Gentle Discipleship.* Studies in Religion, Theology, and Disability, 2016.

———. *Critical Reflections on Stanley Hauerwas' Theology of Disability: Disabling Society, Enabling*

    Theology. Hoboken: Taylor and Francis, 2012.
———. *Dementia: Living in the Memories of God.* Grand Rapids: Eerdmans, 2012.

———. *From Bedlam to Shalom: Towards a Practical Theology of Human Nature, Interpersonal Relationships, and Mental Health Care.* Pastoral Theology; Vol. 1. New York: P. Lang, 2000.

———. *Resurrecting the Person: Friendship and the Care of People with Mental Health Problems.*

    Nashville: Abingdon Press, 2000.

Swinton, John, and Brian Brock, eds. *Theology, Disability, and the New Genetics: Why Science Needs the Church.* London: T & T Clark, 2007.

Swinton, John, and Hazel Morgan. *No Box to Tick: A Booklet for Carers of People with Learning Disabilities.* Foundation for People with Learning Disabilities. London: Mental Health Foundation, 2004.

Tataryn, Myroslaw I., and Maria Truchan-Tartaryn. *Discovering Trinity in Disability: A Theology for Embracing Difference.* Maryknoll: Orbis, 2013.

Vanier, Jean. *Becoming Human.* CBC Massey Lectures. New York: Paulist Press, 1998.
———. *Encountering "the Other."* New York: Paulist Press, 2006. http://catdir.loc.gov/catdir/toc/ecip064/20 05034087.html.

———. *From Brokenness to Community.* The Wit Lectures. New York: Paulist Press, 1992.

———. *The Challenge of l'Arche.* Ottawa, Ont.: Novalis, 1981.

Wall, Benjamin S. *Welcome as a Way of Life: A Practical Theology of Jean Vanier.* Eugene: Cascade Books, 2016.

Yong, Amos. *The Bible, Disability, and the Church: A New Vision of the People of God.* Grand Rapids: Eerdmans, 2011.

———. *Theology and Down Syndrome: Reimagining Disability in Late Modernity*. Waco, TX: Baylor University Press, 2007. http://site.ebrary.com/id/10191387.

ADDITIONAL RESOURCES

"Vulnerably Human within God's Grace: Protestantism and Disability," in *World Religions and Disability*, eds., Darla Y Schumm and Michael J Stoltzfus (2016, Baylor University Press), 137-166

"Migration and Theology in Canada," in *Christianities in Migration: The Global Perspective*, eds. Peter C.

Phan and Elaine Padilla (New York: Palgrave MacMillan, 2016), 193-220

"Thinking With Disability in the Christian Tradition," *Journal of Religion, Disability and Health* 17 (2013): 287-294

"The Cult of Normalcy," in *Disability: Christian Reflection*, ed. Robert B. Kruschwitz (Waco: Baylor University Press), Fall/2012, 25-33

"Invoking Deep Access: Disability Beyond Inclusion in the Church," *Dialog* 51/3 (Fall, 2012): 212-223

"Theology and Disability: Changing the Conversation," *Journal for Religion, Health and Disability* 16 (2012): 33-48

"Beyond Extremism: Muslim-Christian Dialogue in a Post 9/11 Era," *Théologiques* 19/2 (2011):

41-64 "Toward a Wider Hospitality: Rethinking Love of Neighbour in Religions of the Book,"

Irish Theological Quarterly, 75/2 (2010)

"Beyond Secularism: Rethinking the Secular in a Religiously Plural Context," *Toronto Journal of Theology*, 25/2 (2009)

"Jazz Spirituality: Human Transformation in a Musical Key," *Touchstone* (May 2009)

"Beyond Violence in Monotheism: Interfaith Possibilities in René Girard's Theory of Mimetic Rivalry," *Studies in Interreligious Dialogue*, 19/1 (2009)

"A Rooted Openness: Hospitality as Christian 'Conversion to the Other,'" *The Ecumenist*, 46/2 (Spring 2009)

"Muslim-Christian Relations and the Challenge of Islamism," *Interreligious Insight* (January 2008): 6/1.

"Improvising Together from our Differences: Christian Solidarity and Hospitality as Jazz Performance," *The Journal of Ecumenical Studies* (Winter 2008): 43/1.

"Vulnerable Humanity: Disability and Community Beyond 'Normalcy'," *Faith Seeking Understanding*, Journal of Vocation (Summer 2007), published by Hastings College.

"Welcoming Without Reserve? A Case in Christian Hospitality," *Theology Today* (July 2006): 63/2.

"Love Without Boundaries: Theological Reflections on Parenting a Child with Disabilities*,*" *Theology Today* (July 2005): 62/2.