



NT 3P1210/NT 5P1300

Fall 2026

This course is a place where you can seek to develop biblical responses in your reading of

This is an asynchronous course in which we deliver content in weekly videos distributed on Avenue to Learn (A2L), interact in the A2L Discussions and utilize other online technologies.

Pastoral Studies (PS)

Students taking this as a Pastoral Studies (PS) course are encouraged to explore how a biblical welcome of the other can be understood, practiced and transmitted in your target area(s) such as leadership strategies, ethical decisions, and pastoral care as well as worship, teaching and preaching.

Church and Culture (CC)

Students taking this as a Church and Culture (CC) course are encouraged to explore the interface of the Church and the contemporary world in the theology and practice of welcoming the other in your targeted context(s) such as missions, development, evangelism, the emerging church, cultural context, preaching, or worship.

Pastoral Studies (PS)

Students taking this as a Pastoral Studies (PS) course are encouraged to explore how a biblical welcome of the other can be understood, practiced and transmitted in your target area(s) such as leadership strategies, ethical decisions, and pastoral care as well as worship, teaching and preaching.

Biblical Studies (BS)

Students taking this as a Biblical Studies (BS) course will be encouraged to explore and research biblical content and develop a biblical theology that is exegetically responsible and interacts critically with scholarship that is fundamental in the practice of hospitality and incarnational movement in the welcome of the other, with applications that embrace the complexity of contemporary culture(s).

Course Objectives

Knowing

- Provide explanations of the biblical basis for welcoming the other for the individual, the church, society and global contexts
- Summarize how welcoming the other extends to larger contexts and new possibilities.

Being

- Awareness of your place, connections, and circle of influence
- Experience empathy for the other based on who you are & your past experience
- Be committed to hospitality and an incarnational ministry consistent with your calling
- Possess habits of devotion & self-care that support the demanding nature of the discipline

Doing

- Research and develop a biblical topic/theme, passage or project that is relevant to your specialization and relates to the Church and/or current personal and communal practice.
- Develop a life map on welcoming the other
- Engage in welcoming the other in a local context and theologically reflect on that experience.

Reading

Pohl, Christine. *Making Room: 25th Anniversary Edition: Recovering Hospitality as a Christian Tradition*. Grand Rapids: Eerdmans, 2024. 237 pp.

Volf, Miraslav. *Exclusion and Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation*. Updated ed; Nashville: Abingdon, 2019. 336 pp.

Weekly current and relevant papers/articles TBA that will be distributed to the class through A2L.

Recommended

- Fraser, Eloise Renich. *Confessions of a Beginning Theologian*. Downers Grove: IVP Academic, 1998.
- Oden, Amy. *And You Welcomed Me: A Sourcebook on Early Hospitality as a Christian Tradition*. Nashville: Abingdon, 2010. 318 pp.
- Sinclair, J. Greg. *Welcoming the Other: An Ethnographic Study of Hospitality*. Eugene, OR: Pickwick, 2025. 196 pp.
- Warren, Michelle Ferrigno, LaTasha Morrison, and Dominique DuBois Gilliard. *Join the Resistance: Step into the Good Work of Kingdom Justice*. Downers Grove, Illinois: IVP, an imprint of InterVarsity Press, 2022.
- _____. *The Power of Proximity: Moving Beyond Awareness to Action*. Downers Grove, IL: InterVarsity, 2017. 182 pp.

Textbook Purchase

See “Bookstore” below.

Class Participation (10%)

Student attendance and participation in interactive lectures and class and group discussions and activities is expected. There will be no class on Nov 18 due to annual conferences. Attendance consists of the submission of a 5-minute video and watching your classmates’ videos.

Students who Livestream are encouraged to make a Zoom appointment with the professor in the first weeks of class.

Reading Report (10%)

Complete the required reading for the course and submit a reading report of the total percentage of reading completed by **Dec 18 at 11:59 p.m.** (that would be one number such as 100%--no lists).

Written assignments

***A Life Map Centered on Welcoming the Other* (25%)**

Objectives: meet the being objectives and explain the biblical basis for welcoming the other.

It will be due Nov 2 at 11:59 p.m.

Utilizing the tools given in the course, design a map (model) with the following sections:

- Establish your own identity by which you define the other
- Identify your experience of welcoming the other through your life story
- Identify your areas of responsibility, circle of influence and passion
- Summarize your unique calling to welcoming the other
- Clarify the biblical and theological basis for welcoming the other in your area(s) of interest
 - This section requires an extensive overview of Scripture with research and documentation
- Problem-solve any challenges and barriers
- Praxis: Plan to implement necessary changes.
- In summary, write your personal mission statement. Detailed instructions for the Life Map will be posted in an online presentation on April 29.

The Life Map should be a minimum of 12 pages long and follow the MDC Style Guide

<https://avenue.ellmcmaster.ca/d21/le/content/710143/Home?itemIdentifier=D2L.LE.Content.ContentObject.ModuleCO-5215382>

Theological Reflection on Welcoming the Other (20%)

Objective: Engagement in welcoming the other in a local context and theological reflection on that experience.

The student will engage in an encounter/ interaction in which you have an experience in welcoming the other (suggestions distributed on Avenue). The student will write a 5-page theological reflection on the experience based on the MRS model for spiritual reflection, utilizing the subheadings (“Guidelines for Writing a Theological Report” under Content: Syllabi and Introductory Materials). **It is due Dec 4 at 11:59 p.m.** Submit to Avenue to Learn in a PDF format

Choice of Exegetical Paper, Research Paper or Portfolio Project (35%)

Objective: The paper or project should extend welcoming the other to larger contexts and new possibilities in your ministry.

Each student will either (a) write a research paper, (b) write an exegetical paper or (c) create a portfolio project on welcoming the other, suitable to the student’s specialization and present it in class. **It is due at 9 a.m.** Submit to Avenue to Learn in a PDF format (projects may be submitted in hard copy by arrangement). For all matters of style and form, consult the McMaster Divinity College Style Guidelines for Essays and Theses: <http://www.macdiv.ca/students/documents/MacStyleGuide.pdf>

A paper/project proposal will be described by the student in detail in a paragraph submitted to A2L **due on Friday, Nov 9 at 11:59 p.m.** Each student will receive feedback on their choice and description.

Exegetical papers will be approximately 15 pages, written according to the Steps to Exegesis (see Steps to Exegesis, instructive PowerPoints and a rubric posted on Avenue).

Research papers will be approximately 3000 words (about 15 pages) of text, excluding footnotes and bibliography. There should be a minimum of 15 academic sources used in the footnotes and bibliography. A rubric for research papers will be posted online together with a YouTube video on how to write research papers.

Portfolio projects should largely be determined by your specialization. Creativity is encouraged. You may choose to design an artifact: an art project, poetry or song, but in that case, you must also submit a written detailed description of exactly how your artifact utilizes, interprets and applies Scripture and the principles of biblical interpretation of the course.

Marking will be based on:

- How the message and content utilize and applies Scripture and the principles of biblical welcome studied in the course as the primary goal.
- The appropriateness of the project for the identified target group,
- The quality and proficient use of the medium
- The estimated effort expended on the project (it should be nearly equal to the effort of a 15 pg. exegetical paper).

If the student fails to submit an assignment on the due date, a late penalty of 2% a day will be applied to the paper’s final grade until 7 days, when it will be 5% a day up until 30%. **No papers will be accepted after Dec 18.**

Course Assessment Summary

➤ Online Participation	10%
➤ Reading	10%
➤ Theological reflection	20%
➤ Life Map	25%
➤ Paper or Project	35%

Classroom Behavior

In-Class Attendance

- Students who are registered to be in-person do not have the option to livestream. The only exceptions will be in cases of illness or emergency with the professor's permission.
- Students should be on time to class or on site. If there are any issues, e-mail an explanation to the professor (copy GA Namhyo Kim: kimn34@mcmaster.ca in advance.
- Students are expected to stay for the entire class session, unless arranged in advance. Partial attendance will be counted as an absence.

Participation

- Please respect the opinions of others without disrespect or ridicule, even if you do not agree with them. However, feel free to respond logically and critically in an orderly manner.
- Students are not expected to be doing work on any other subject except what is appropriate in the course outline.
- Students are not to carry on off-topic conversations in class or while they are livestreaming.
- Students are not to access e-mail, take or make phone calls, send or receive text messages, surf the net, etc., while class is in session.
- Students may eat or drink in class if they do not distract others and they clean up their desks.

Academic Integrity & AI Usage

- All work submitted must be your own. Use of generative AI tools (e.g., ChatGPT, Copilot, etc.) is prohibited for all assignments, discussions, and assessments unless explicitly authorized by the instructor.
- Violations of this policy will be treated as academic misconduct under institutional guidelines.

Privacy

- Class sessions may be recorded for educational purposes and shared only with enrolled students. Recordings must not be distributed outside the course.
- Respect the privacy of peers: do not share images, voices, or contributions outside the class environment.

Communication

- Check your email and the LMS regularly for updates, schedule changes, and supplementary materials.
- Monitor any additional communication channels used for the course

Live Streaming

Technology Requirements

- A reliable internet connection (tested before class time),
- A device with audio and video capability
- The correct video conferencing platform installed (e.g., Zoom, Teams).

Webcam & Environment

- Students must keep their microphones muted except when speaking to minimize background noise.
- Students must keep their webcams on throughout the class session.
- Students must dress appropriately.
- Students must ensure their surroundings are free from unnecessary distractions. Professional virtual backgrounds are permitted.

Absence Policy

General

More than 2 absences may result in a penalty. More than 4 absences will result in a failure of the course.

- 2 absences allow leeway in challenges due to issues such as illness, weather, and power outages. Students are expected to get the information they missed from A2L and peers.
- After 2 absences there will be a 5% penalty for the next absence. However, in special cases such as illness the penalty may be waived.
- 4 absences constitute more than 30% of the course and will result in the failure of the course regardless of the nature of the challenges.

Students who fail to respect these guidelines may lose participation points impacting their grade and/or be dismissed from the class.

Late Assignments lose 2% each day for 7 days, and then 5% a day up to 30%. However, no assignments will be accepted after **11:59 p.m., December 18.**

Bookstore

All required and recommended books for this class are available from the Hurlburt Family Bookstore located beside the entrance to the Nathaniel H. Parker Memorial Chapel of McMaster Divinity College. To purchase in advance, students may contact the bookstore manager, Bernice Quek, by phone at 416.620.2934 or 416.668.3434 (mobile); or by email at books@readon.ca. The Hurlburt Family Bookstore also carries other books and merchandise and is open throughout the academic year during posted hours.

MDC Policies

Academic Honesty

Academic dishonesty consists of misrepresenting the authorship or ownership of written work through deception or other fraudulent means. In an academic setting this may include copying or using unauthorized aids during tests or examinations; plagiarism, that is, presenting another person's (or generative AI's) words, ideas, data, or creative work as one's own without appropriate acknowledgement and citation; or submitting work for credit in more than one course without instructor permission.

A special note about Generative AI: Students are expected to do their own thinking and write their own papers and assignments. Generative AI is not to be used to do this work. The use of AI to produce content that is then submitted as though it were the student's own work constitutes plagiarism and is a violation of the Academic Honesty Policy. While AI tools may be used to correct errors in English grammar, usage, and mechanics, Generative AI must not be used to translate assignments from a student's native language into English. All degree programs at MDC are taught in the English language. Students are expected to be sufficiently proficient in English to engage fully in academic discourse in these programs.

AODA

In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), McMaster Divinity College (MDC) is committed to supporting a learning environment that is inclusive and accessible to all students, including those with disabilities. Students who require academic accommodations to participate fully in this course must register with Student Accessibility Services (SAS) (<https://sas.mcmaster.ca/>) of McMaster University. SAS will work directly with the MDC Registrar to ensure reasonably appropriate accommodations are in place. Students with accommodations must use the SAS portal to activate the accommodations relevant to each course at the start of each term in which they are enrolled. Please note that accommodations must be requested in advance to allow sufficient time for implementation. Accommodations are not retroactive and will not be applied to coursework or activities that have already concluded.

Contact Information:

- **Student Accessibility Services General Inquiries:** sas@mcmaster.ca
- **Roksana Sobota (SAS Representative for MDC):** sobotar@mcmaster.ca
- **MDC Registrar:** mdcreg@mcmaster.ca

Gender Inclusive Language

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that student will use inclusive language in all MDC assignments. When referencing biblical texts, students should preserve the integrity of the original expressions and the names of God while using gender-inclusive language when referring to human beings. Biblical quotations should be taken from a gender-inclusive translation such as: NRSVue (2022), NIV (2011), CEB (2011), NLT (1996), or CEV (1995).

Style

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the **McMaster Divinity College Press Style Guide** <https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>

Failure to observe appropriate form will result in grade reductions.

*Failure to observe appropriate format and style will result in grade reductions.

Appointments & office hours

Monday 12–2

Tuesday 1–2

Wednesday 11–1

Appointments in person or on zoom can be arranged.

Disclaimer

This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.

Welcoming the Other Course Schedule, 2026

DATE	Course Outline	Reading
Sept 16	Intro to course/syllabus Categories of Identity and the “other”	Volf Introduction, Ch 1 & 2
Sept 23	Establishing our own Identities Composing a Life Map	Volf Ch 3
Sept 30	Biblical Basis for Welcome in the OT	Volf Ch 4
Oct 7	Biblical Basis for Welcome in the NT	Volf Ch 5
Oct 12–16	MDC Reading Week	
Oct 21	Biblical Theology of Welcome: Empathy, Hospitality, Incarnational Presence & Contextual Theology	Volf Ch 6
Oct 28	Categories of Other Identities and Intersectionality Life Map Due 11:59 p.m., Friday, Nov 2	Volf Ch 7 Epilogue, Appendix
Nov 4	Categories of Other Alienation through Life Experiences Paper/Project Proposal, Nov 9	Pohl, Ch 1-2
Nov 11	The Needy	Pohl, Ch 2-4
Nov 18	ETS Conference in Denver Post a 5 minute video to A2L, discussing insights from your Life Map, your plans for your project and your plans for field service (theological reflection). Nov 19-20 Watch each others’ videos	
Nov 25	The Marginalized	Pohl, Ch 5-6
Dec 2	The Oppressed Theological Reflection, 11:59 p.m., Friday, Dec 4	Pohl, Ch 7-8
Dec 9	Those “We” Have Wronged/Offended	Pohl, Ch 9, Appendix, Afterword
Dec 16	Presentations of Projects Project, 9 a.m., Wednesday, Dec 16 Reading report, 11:59 p.m., Dec 18	

Select Bibliography
To Be Continued

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