

Course ID:	Course Title:	Winter 2022	
ICS 306	Reading Through the Eyes of the Majority World	Prerequisite:	Yes
		Credits:	3

Class Information		Instructor Information		Important Dates	
Days:	W, F	Instructor:	Jennifer Singh BA, MDiv, PhD	First day of classes:	Wed, Jan 12, 2022
Time:	3:15 – 4:30pm	Email:	Jennifer.Singh@ambrose.edu	Last day to add/drop, or change to audit:	Tues, Jan 11, 2022
Room:	A2210 (online in January)	Phone:	(403) 410 2000 ext. 6922	Last day to request revised exam:	Sun, Jan 23, 2022
Lab/Tutorial	No	Office:	L2079	Last day to withdraw from course:	Mon, Mar 7, 2022
		Office Hours:	By Appointment	Last day to apply for coursework extension:	Fri, Mar 18, 2022
Final Exam	No final exam			Last day of classes:	Mon, Mar 28, 2022

Course Description

An intercultural studies methods course focused on reading Biblical and other cultural texts. The course will introduce students to various interpretive methods used by Majority World scholars, examining how postcolonial readers have re-read Biblical texts to bring life to those being exploited and abused.

Expected Learning Outcomes

By the end of this class, it is expected that students will be able to:

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1. Interpret Biblical and other cultural texts from perspectives informed by scholars from the Majority World.
2. Apply various intercultural appropriate methods for accessing the voices of marginalized people groups.
3. Communicate in a culturally and contextually appropriate manner with illiterate and semi-literate populations.
4. Develop effective and empowering relationships with marginalized people groups.

Textbooks

Assigned Textbooks Required for Purchase

Sugirtharajah, R. S., *Exploring Postcolonial Biblical Criticism: History, Method, Practice*, (Oxford: Wiley-Blackwell, 2012)

West, Gerald O., *Reading Other-Wise: Socially Engaged Biblical Scholars Reading with Their Local Communities*, (Atlanta: Society of Biblical Literature, 2007)

Required for Some Assignments: On Reserve in the Library

Gafney, Wilda C., *Womanist Midrash: A Reintroduction to the Women of the Torah*, (Louisville: John Knox Press, 2017)

Please bring a modern translation of the Bible to every class such as NIV, NASB, NRSV, ESV, or NKJV (no paraphrases such as the Living Bible or the Message).

Course Schedule

The following is an outline of the units that this course will cover.

Date	Unit
Wednesday January 12 – Friday February 11	UNIT 1: Getting Our Bearings This unit will seek to define some of the basic interpretative methods used by Biblical scholars from the Majority World.
Wednesday February 16 – Friday March 11	UNIT 2: Exploring Selected Old Testament Readings Through the Eyes of the Majority World This unit will explore Majority World interpretations of selected Old Testament texts.
Monday February 22 – Friday February 25	READING WEEK – no classes
Wednesday March 16 – Wednesday April 13	UNIT 3: Exploring Selected New Testament Readings Through the Eyes of the Majority World This unit will explore Majority World interpretations of selected New Testament texts.

Submission of Assignments

Unless otherwise indicated, all assignments must be handed-in on the class Moodle site. Please submit assignments in **Word format only (NO pdfs)** electronically through Moodle on or before the due date (no later than midnight on due date). **INCLUDE your LAST NAME and FIRST NAME at the BEGINNING of the file name** – e.g.

SmithBevDayofDialogueReading1.doc

Use 12pt Times New Roman, Garamond, or Calibri. Use 1.5 spacing with standard margins, headers and footers (if required by the assignment). Please always use page numbers on the bottom right of the page. **Marking rubrics for each assignment will be posted on Moodle** in order that students are aware of how each assignment will be assessed.

Late Policy

Due dates are valuable for several reasons. Here are three reasons: 1) They allow me, the instructor, to plan my schedule to grade and return your work in a timely and thoughtful manner; 2) They mimic reality, in that most of life involves hard deadlines – student loan payments, project assignments, work schedules; 3) They create a level playing field. It is simply unfair to your classmates if they submit their work on time and you receive an extension without penalty. Therefore, only under extraordinary circumstances (i.e. a life or family crisis, a severe and prolonged illness, etc.; poor time management does not count as a life crisis) will I grant an extension. All requests for an extension must be submitted to me in writing on or before the assignment's due date. Otherwise, any submissions received later than midnight on the due date will be deemed late. Late assignments will be deducted **one letter grade per every day that the assignment is late** i.e. an A would become an A- if it was turned in one day late, a B- would become a C+ and so on. There will be assignments given in this class where late submissions will not be accepted, and those assignments will be clearly indicated in this syllabus. For these assignments, the late policy will not apply and an automatic zero on the assignment will be given.

PLEASE DO NOT ASK FOR AN EXCEPTION TO THIS POLICY

COURSE REQUIREMENTS

1. Reading Integrity Grade

DUE: March 31, 2022 (5% of final grade)

Students are required to read both assigned textbooks for this course in their entirety (the Sugirtharajah and West books) and will submit a form at the end of March, reporting the percentage of each book they have read. If students have read both books in their entirety, they will receive the full 5%. If they read less than this, the percentage assigned will be reflective of the portion that they have read. This is a self-reporting mark and students are asked to exercise integrity when submitting their form. The form is posted to the class Moodle site.

2. Reading Other-Wise

DUE: Thursday January 27, 2022 (10% of final grade)

Professor Singh will assign one chapter of Gerald O. West's *Reading Other-Wise* to each student during the second class and each student will be required to write an 800-1000 word analysis of the chapter which will include: 1) a brief summary of the main arguments; 2) three major new learnings the student has gleaned from the reading; and 3) a brief explanation of where (potential audience) the student might use this reading in order to engage ordinary readers of the Bible. **NO LATE ASSIGNMENTS WILL BE ACCEPTED** as we will be having a class-wide discussion on Friday January 28th based on the papers produced. Detailed instructions for this assignment and a marking rubric are posted to Moodle.

3. Group Assignment: Leading Sugirtharajah Class Discussion

DUE: on the dates listed below (10% of final grade)

Wednesday February 2nd, 2022: Chapter 4 - Enduring Orientalism: Biblical Studies in Action (Group of 2)

Friday February 4th, 2022 : Chapter 5 - Postcolonial Moments: Decentering the Bible and Christianity (Group of 2)

Wednesday February 9th, 2022: Chapter 6 - The Empire Exegetes Back: Postcolonial Reading Practices (Group of 3)

Students will organize themselves into two groups of two people, and one group of three people during the first class and will be assigned a chapter of the Sugirtharajah text. The group will be required to lead a 25-30 minute presentation

that summarizes the main points of the chapter assigned and to lead the class in a discussion on the chapter. This assignment requires that the group prepare a PowerPoint presentation with 15-20 slides that they will follow during the class, which must be uploaded to Moodle before the class they present in. Detailed instructions for this assignment and a marking rubric are posted to Moodle.

4. Postcolonial Preach

PART I DUE: Tuesday February 15, 2022

PART II DUE: Tuesday March 22, 2022

Preaching Dates: Wednesday March 23rd; Wednesday April 6th; and Friday April 8th, 2022

NO LATE SUBMISSIONS ACCEPTED FOR ANY PART OF THIS ASSIGNMENT

PART I: Students will work with Professor Singh to identify a Biblical text that they will produce a 15-20 minute sermon (approximately 1500-1800 word manuscript). For the first part of this assignment, students will be limited to Western theological and Biblical commentaries as sources, and will write the sermon for a Western-based audience. Students will have to complete a full manuscript (no bullet points, in full prose) for their sermon that is due on Tuesday February 15th, 2022.

PART II: The student will take their first sermon and work through a process of 'decolonization' with the original text. Students will need to utilize a minimum of 4 scholarly sources from Majority World writers in their re-write, and provide a works cited page and bibliography. Students will re-write their sermon for a specific audience that represents the Majority World and in an appendix, explain some specificities of the audience chosen and why the student has chosen to re-write their sermon for this particular audience. The re-write should be 1500-1800 words (excluding the appendices) and the final manuscript of the decolonized version of the sermon is due on Tuesday March 22, 2022.

Preaching Dates: Students will select one of the three preaching dates that have been set aside in the course, and the student will preach their sermon to the entire class. For this assignment, students will be predominantly assessed on the quality of their manuscript (90% of the assignment). The delivery of the manuscript by the student will account for 10% of the assignment. Detailed instructions for this assignment and a marking rubric are posted to Moodle.

5. Womanist Midrash Film Festival

DUE: Wednesday March 9, 2022 (20% of final grade)

Students will be required to prepare a three-page, promotional piece on three female Biblical characters that Wilda Gafney features in her book *Womanist Midrash*. Students will need to choose two women from the Torah, and one from the 'Women of the Throne' section of Gafney's book. The promotional piece will look like three posters (so one page per Biblical character) used for a feature length film, and students will engage their imaginations by answering the question: 'If a feature-length film was made today about this woman, how would the story be told?' For this assignment, students will need to highlight major points about each of the characters on the promotional piece (e.g. historical, biographical, things that they did or things that happened to them) and then to think through how to culturally appropriate their stories to a particular audience(s) today. For this assignment, students will be required to use Gafney and a minimum of three other sources. It is recommended that students utilize Gafney's book as a bridge into other sources (i.e. use some of the sources cited in Gafney's bibliography).

Students will create their three posters with an intended audience in mind, and have to give some explanation in their presentation as to why the stories of the Biblical characters chosen are particularly relevant to the group of people the film is being marketed to. This assignment will be graded on the degree of creativity exhibited, accuracy of telling the stories of the Biblical characters, and degree of appropriation to a modern-day audience who would benefit from hearing these stories. Students will be required to give a short, 10-minute presentation showcasing their promotional pieces on one of the presentation days. Detailed instructions for this assignment and a marking rubric are posted to Moodle.

6. Listening to the Voices of the Tsuut’ina Nation

DUE: Tuesday April 5, 2022 (20% of final grade)

One part of learning how to read through the eyes of the Majority World is honing one’s skills of observation and reflection. All students will be required to attend **one** service in person at St. Barnabas Church on the Tsuut’ina First Nation during the semester. Services are held at St. Barnabas every Sunday from 11:00am – 12:00pm on Old Agency Road, Tsuut’ina First Nation. Please discuss with Professor Singh the Sunday you plan on attending so that correct COVID-19 protocols are observed i.e. better to have one student attend on a given Sunday than the entire class coming on one Sunday.

After visiting, students will then be required to produce a 1500-1800 word reflection paper on: 1) what they observed and experienced; 2) to evaluate the degree to which the church service was an act of decolonization (examining various components of the service); 3) which character (or characters) highlighted by Wilda Gafney in *Womanist Midrash* would you want to share about with this parish and why?; 4) provide a practical example of how you would introduce this character(s) into one aspect of the service; and 5) provide a decolonized prayer for the people of SBAC based on how the student was impacted by the experience. Detailed instructions for this assignment and a marking rubric are posted to Moodle.

Assessment Summary

Reading Integrity	5%
Reading Other-Wise	10%
Groups Assignment: Leading Sugirtharajah Class Discussion	10%
Postcolonial Preach Pt I	15%
Postcolonial Preach Pt II	25%
Womanist Midrash Film Festival	20%
Tsuut’ina Visit and Reflection Paper	15%

Grade Summary

The available letters for course grades are as follows:

Grade	Percentage Equivalents	Interpretation	Grade Points
A+	95-100	Excellent	4.00
A	90-94		4.00
A-	86-89		3.70
B+	80-85	Good	3.30
B	76-79		3.00

B-	73-75	Satisfactory	2.70
C+	70-72		2.30
C	66-69		2.00
C-	63-65		1.70
D+	60-62	Poor	1.30
D	55-59	Minimal Pass	1.0
F	50-54	Failure	0.00
P	0-49	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

COVID-19

Ambrose University has institutional mandates and recommendations for our ongoing management of the COVID-19 pandemic, which can be found here: <https://ambrose.edu/covid>. As a member of this class, you are a member of a community of mutual care and responsibility, which means that we will work together to care for one another. You are required to follow all University-wide mandates related to COVID-19, and I also strongly encourage you to be vaccinated if you are able. If issues related to the pandemic interfere with your ability to participate in class, please inform me at the earliest possible time, and we will work together to develop a reasonable solution. Please be sure to attend to ongoing updates from the University, and if you require support at any point feel free to reach out to me, and be sure to get it touch with Student Academic Success.

Ambrose University Important Information:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism

involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.