

Sexuality and Pastoral Practice
PC 3073 Fall 2008
T, Th 1:30-2:50
Schlegel Hall 120

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This online syllabus should be used to gain a better understanding of the content and focus of a course. The syllabus given out in the class may differ from this online version and its content supersedes that of the online syllabus.

Course description

Sexuality is central to our identity and a pervasive dimension of any human interaction. The influence of sexuality on the practice of ministry is equally significant though complicated by the church's ambivalence about or distrust of it as God's good gift. In this course we will consider representative views on sexuality and develop theological perspectives concerning it. Special attention will be given to integrating these theological perspectives with skills for pastoral practice in pastoral counseling and congregational settings.

Objectives for the student learning include

1. demonstrated competence in the use of contemporary theoretical resources on sexuality including physiology, gender identity, sexual orientation, social constructions of sexuality and race, sexual dimensions of relationships, sexual dysfunction, and sexual violence.
2. increased awareness of how one's own experience of sexuality informs self-understanding and shapes one's practice of ministry.
3. ability to articulate an informed understanding of diverse expressions of human sexuality that demonstrates integration of theoretical, theological, and personal reflection that will help guide the practices of pastoral counseling and care.

AAMFT Competencies targeted

1. to understand the principles of human sexuality as they relate to human development, issues of health and illness, diversity, power, privilege, and oppression (2.1.1)
2. to consider physical/organic problems that cause or exacerbate emotional/interpersonal symptoms (2.2.6)
3. to deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, race/ethnicity, sexual orientation, disability, personal history, larger systems, issues of the client (4.3.3)
4. to monitor issues related to ethics, laws, regulations, and professional standards (5.3.1)
5. to monitor personal issues and problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct (5.5.1)
6. to consult with peers and/or supervisors if personal issues threaten to adversely impact clinical work (5.5.3)

Inclusive Language

Learning is fundamentally concerned with communication, self-expression, and personal and social transformation. Learning respects individuals, their feelings, their value and worth, and their particular potential for contribution to common knowledge and community virtue.

Since all learning is inherently ethical and political, and theological discourse has been traditionally patriarchal, heterosexist, and gender exclusive, the Seminary has established a policy, in the interest of constructing an inclusive and egalitarian community, that the language (symbols, metaphors) used in our class discussions and written work shall be gender inclusive and respectful of all persons and groups as valued human creatures of God.

Racism also permeates our society and is detrimental to any learning environment. We need to use language, symbols, and metaphors that honor our commitment to racial inclusiveness.

Academic Honesty

Be careful to fully document any information included in your papers that is not original.

Also be aware that when you summarize information, even when you give the complete documentation information, your summaries should be in your own words and not retain too much of the original author's style.

A paper that presents the ideas or writing of someone else as if they were your own is considered *plagiarism*, and school and departmental policies on academic honesty will be followed.

The Academic Support Center has handouts, and/or the Library can be of assistance.

Attendance

In line with seminary policy, prompt attendance at class sessions is expected out of respect for your fellow classmates as well as the instructor. Learning is a complex activity that requires conceptual and experiential participation by those who wish to learn. While circumstances may require an adult learner to miss class occasionally, absences will affect student learning and consequently, the student's grade. Extreme circumstances, such as major health problems, family concerns, etc. must be discussed with the professor **prior** to multiple missed classes. Missing more than six class periods will result in a failing course grade.

Evaluation of written assignments

Graduate level writing is expected in this course. This includes clear organization, correct grammar, careful proofreading, and proper citation of sources. **Please use APA or Chicago/Turabian documentation style for your papers.** Double-spacing, 12 font, and approximately one inch margins are considered standard in this class unless otherwise specified. Grading of all written material will be affected by careless writing. The Academic Support Center provides instruction in all of these matters.

The **ASC** (the Academic Support Center) staff is available several hours a week. Please call or stop by to make an appointment, or visit the website.

Course requirements

Keeping a journal on your reflections about the experience of the course readings and discussions is strongly encouraged. Use your journal to record major learnings of new information or new insights about yourself. Expect attitude shifts and note those. Expect emotional responses to materials and discussions. Note those and record for yourself as specifically as possible the origin of such feelings. Explore your comfort/discomfort range. Include what your experiences mean for your own personal growth and for your practice of ministry.

15% class participation evaluated by the following criteria:

1. accurate use of material assigned
2. attention to and ability to engage contributions of classmates
3. openness to reflect critically on the implications of ideas discussed from readings and presentations
4. prompt, regular attendance; absences and/or tardiness will seriously impact your participation grade.

15% a 3 page book review of Farley's book that includes a summary of what you found helpful in her text and perspectives for your future ministry, and where you may have found the book wanting.

DUE: Oct 7 in class.

15% a 3 page critical reflection paper on a topic of your choice

This is to be a combination of critical reflections on at least 2 of the assigned readings for the topic (explicit references required), your self-understanding (perhaps summarized from your journal), how a fresh examination of the focus issue contributes to or challenges your theology, and implications for your ministry.

The papers will be evaluated on the basis of clear writing, depth of reflection, level of engagement with and comprehension of the course material, and stated relevance to your ministry.

20% co-lead an in-class discussion of the readings assigned for that day and submit a 3 page critical reflection paper

Utilizing the readings assigned for the day, review the material in class and engage the class with the material through a means of your choice. This can be through small and/or large group discussion, a film clip, or some other manner of presentation. The day of your leadership, a 3 page critical reflection paper on the topic is also due.

Each student must write his or her own paper.

35% final research project

DUE no later than Thursday, December 11 at 5:00 p.m. Please deliver a hard-copy to my office, Schlegel 302.

This is an opportunity to explore in greater depth a topic covered in the course or one that was not. Incorporate significant literature written in this area, provide theological reflection upon it, and draw applications for your ministry. The paper should be between 10-12 pages long, typed, and double-spaced. It can be in the form of a workshop, Sunday School, or retreat series (including goals and rationale and critically reviewed resources for each session), a sermon series (again including rationale and resources for each sermon and the full text of one), or a traditional research paper. ***In any format, the project must include a bibliography of consulted material.***

The topic must be chosen **by November 6** and submitted with a brief paragraph describing your thesis and goals for research.

Th.M. and D.Min students taking the course are expected to complete approximately 250 pages of additional reading and write a 10-12 page summary and analysis of the reading.

PRIMARY COURSE TEXTS

- Clapp, Steve, Kristen Leverton Helbert, and Angela Zizak. *Faith Matters: Teenagers, Religion, & Sexuality*. LifeQuest, 2003.
- Crooks, Robert and Karla Baur. *Our Sexuality*, 10th ed. Belmont, CA: Thomson Wadsworth, 2008.
- Farley, Margaret A. *Just Love: A Framework for Christian Sexual Ethics*. New York: Continuum, 2007.
- Weaver, Andrew, John D. Preston, and Charlene Hosenfeld. *Counseling on Sexual Issues: A Handbook for Pastors and Other Helping Professionals*. Cleveland: Pilgrim Press, 2005.

ADDITIONAL READINGS

(on library reserve and blackboard)

- Bograd, Michele. "Strengthening Domestic Violence Theories: Intersections of Race, Class, Sexual Orientation, and Gender." In *Domestic Violence at the Margins: Readings on Race, Class, Gender, and Culture*, ed. Natalie J. Sokoloff. New Jersey: Rutgers University Press, 2005. pp. 25-38.
- Devor, Nancy Giesler. "Pastoral Care for Infertile Couples." *The Journal of Pastoral Care* Vol. 48, no. 4 (Winter 1994): 355-360.
- Devor, Nancy Giesler. "A Service for Isaac," *Christian Century* Vol. 105 (April 20, 1998): 391.
- Earl, Jr., Riggins R. "Loving Our Black Bodies as God's Luminously Dark Temples: The Quest for Black Restoration." In *Loving the Body: Black Religious Studies and the Erotic*, ed. Anthony B. Pinn and Dwight N. Hopkins. New York: Macmillan, 2004. pp. 249-269.
- Ellison, Marvin M. and Sylvia Thorson-Smith. "Introduction: Keeping Body and Soul Together, Again for the First Time." In *Body and Soul: Rethinking Sexuality as Justice-Love*, ed. Marvin M. Ellison and Sylvia Thorson-Smith. Cleveland: The Pilgrim Press, 2003. pp. 1-22.
- Glaser, Chris. "Sexuality and Aging: Young Love and Old Love." In *Body and Soul: Rethinking Sexuality as Justice-Love*, ed. Marvin M. Ellison and Sylvia Thorson-Smith. Cleveland: The Pilgrim Press, 2003. pp. 129-139.
- Graham, Larry Kent. "Healing the Congregation: The Dynamics of a Congregation's Process of Recovery from Its Minister's Sexual Boundary Crossing with Parishioners." *Journal of Pastoral Psychology* 44, no. 3 (1996): 165-183.
- Griffin, Horace. "Toward a True Black Liberation Theology: Affirming Homoeroticism, Black Gay Christians, and their Love Relationships." In *Loving the Body: Black Religious Studies and the Erotic*, ed. Anthony B. Pinn and Dwight N. Hopkins. New York: Macmillan, 2004. pp. 133-153.

- Lebacqz, Karen. "Appropriate Vulnerability." In *Sexuality and the Sacred*, ed. James B. Nelson and Sandra P. Longfellow. Louisville: W/JKP, 1994. pp. 256-261.
- Marshall, Joretta L. "Pastoral Care and the Formation of Sexual Identity: Lesbian, Gay, Bisexual and Transgendered." *American Journal of Pastoral Counseling* Vol 3, no. 3/4 (2001): 101-112.
- Mohrman, Douglas C. "Is Anyone Listening? The Waning Voice of the Bible in Sexual Ethics." In *Religion & Sexuality: Passionate Debates*, ed. C.K. Robertson. New York: Peter Lang, 2006. pp. 5-25.
- Myers, David G. "God and Gays." In *A Friendly Letter to Skeptics and Atheists*. New York: Jossey-Bass/Wiley, 2008. pp. 74-81.
- Nagel, Joane. *Race, Ethnicity, and Sexuality: Intimate Intersections, Forbidden Frontiers*. New York: Oxford University Press, 2003. pp. 14-62.
- Office of the General Assembly, PC(USA). "Older Adults." In *Sexuality and the Sacred*, ed. James B. Nelson and Sandra P. Longfellow. Louisville: W/JKP, 1994. pp. 297-304.
- Office of the General Assembly, PC(USA). "Persons with Disabilities." In *Sexuality and the Sacred*, ed. James B. Nelson and Sandra P. Longfellow. Louisville: W/JKP, 1994. pp. 282-287.
- Pellauer, Mary D. "Pornography: An Agenda for the Churches." In *Sexuality and the Sacred*, ed. James B. Nelson and Sandra P. Longfellow. Louisville: W/JKP, 1994. pp. 345-353.
- Presbyterian Church (U.S.A.). *Presbyterians and Human Sexuality 1991*. Louisville: Office of the General Assembly Presbyterian Church (U.S.A.), 1991.
- Ramsay, Nancy J. "Sexual Abuse and Shame: The Travail of Recovery." In *Women in Travail and Transition*, ed. Maxine Glaz and Jeanne Stevenson Moessner. Minneapolis: Fortress, 1991. pp. 109-125.
- Reece, Gary W. "Disenfranchised Bereavement: Pastoral Care of Complicated Grief Reactions to AIDS-Related Losses." *American Journal of Pastoral Counseling* Vol 3, no. 3/4 (2001): 207-228.
- Smith, Brenda V. "Battering, Forgiveness, and Redemption: Alternative Models for Addressing Domestic Violence in Communities of Color." In *Domestic Violence at the Margins: Readings on Race, Class, Gender, and Culture*, ed. Natalie J. Sokoloff. New Jersey: Rutgers University Press, 2005. pp. 321-339.
- West, Traci C. "A Space for Faith, Sexual Desire, and Ethical Black Ministerial Practices." In *Loving the Body: Black Religious Studies and the Erotic*, ed. Anthony B. Pinn and Dwight N. Hopkins. New York: Macmillan, 2004. pp. 31-50.

CLASS SCHEDULE

Th 9/4 **Introductions**

Week 1

T 9/9 **Perspectives on Sexuality**
Crooks and Baur, Chapter 1
Ellison and Thorson-Smith, Introduction, pp. 1-22
Weaver, pp. 3-25

Th 9/11 **Opening the Questions**
Farley, Chapters 1-3

Week 2

T 9/16 **Gender Identity and Sexuality**
Crooks and Baur, Chapter 3
Farley, Chapter 4
View before class: "Normal"

Th 9/18 **Is Anatomy Destiny?**
Crooks and Baur, Chapters 4 and 5

Week 3

T 9/23 **Racing Sex and Sexing Race**
Earl in Pinn & Hopkins, Chapter 14, pp. 249-269
Nagel, Chapters 1 & 2, pp. 14-62

Th 9/25 **Sexual Orientations: Science and the Bible**
Crooks and Baur, Chapter 9
View before class: "For the Bible Tells Me So"
Mohrmann in Robertson, Chapter 1, pp. 5-25

Week 4

T 9/30 **Sexual Orientations: The Church and Pastoral Care and Counseling**
Griffin in Pinn & Hopkins, Chapter 8, pp. 133-153
Marshall, *AJPC*, pp. 101-112
Weaver, pp. 192-202

Th 10/2 **Framework for a Sexual Ethic: Just Sex and Just Love**
Farley, Chapters 5 and 6

Week 5

T 10/7 Patterns of Relationship: Contexts for Just Love
Crooks and Baur, Chapter 13, pp. 350-369
Farley, Chapter 7
Lebacqz in Nelson and Longfellow, Chapter 19, pp. 256-261
Myers, Chapter 13, pp.74-81
DUE: book review of Farley

Th 10/9 Love and Communication in Intimate Relationships
Crooks and Baur, Chapter 7
Weaver, pp. 118-123

October 13-17 RESEARCH AND STUDY WEEK

Week 6

T 10/21 Sexuality during Childhood
Crooks and Baur, Chapter 12, pp. 323-328; 342-346 and
Chapter 17, pp. 494-503
Ramsay in Glaz and Moessner, Chapter 5, pp. 109-125
Weaver, pp. 45-53; 141-150

Th 10/23 Sexual Dysfunction and Therapeutic Responses
Crooks and Baur, Chapter 14
Weaver, pp. 62-70; pp. 163-172
Guest: Sherry Steinbock, LMFT, CST

Week 7

T 10/28 Sexuality during Adolescence
Crooks and Baur, Chapter 8 and
Chapter 12, pp. 328-342
Weaver, pp. 124-132

Th 10/30 Teenagers, Religion, & Sexuality
Clapp et al

Week 8

T 11/4 Comprehensive Sex Education and the Church
Crooks and Baur, Chapter 10 and
Chapter 15, pp. 410-435; 450-457
Weaver, pp. 71-80
Guest: Morgan Taliaferro, Educator and Community Advocate, Planned Parenthood

Th 11/6 HIV/AIDS
Crooks and Baur, Chapter 15, pp. 435-457
Reece, *AJPC*, pp. 207-228
Weaver, pp. 81-92
Guest: Bani Hines-Hudson, Community Development Specialist and Family Sexuality Educator
DUE: paragraph description of final paper topic

Week 9

T 11/11 Infertility and Reproductive Technologies
Crooks and Baur, Chapter 12, pp. 294-299
Devor articles
Weaver, pp. 107-117

Th 11/13 Sexuality and Aging
Crooks and Baur, Chapter 6, pp. 156-158 and Chapter 13, pp. 369-373
Glaser in Ellison and Thorson-Smith, Chapter 7, pp. 129-139
Office of the General Assembly PC(USA) in Nelson and Longfellow, Chapter 25, pp. 297-304
Weaver, pp. 93-106; 133-140

Week 10

T 11/18 Sexual Violence
Crooks and Baur, Chapter 17, pp. 481-494
Bograd in Sokoloff, Chapter 2, pp. 25-38
Smith in Sokoloff, Chapter 19, pp. 321-339
Weaver, pp. 156-162
Guest: Rus Ervin Funk, MSW

Th 11/20 Sex Addiction and Pornography
Crooks and Baur, Chapter 16, pp. 475-477 and Chapter 18, pp. 512-521
Pellauer in Nelson and Longfellow, Chapter 30, pp. 345-353
Weaver, pp. 54-61

Week 11

T 11/25 Sexual Violence and Pastoral Responses
Readings TBA
Guest: Rus Ervin Funk, MSW

Th 11/27 THANKSGIVING

Week 12

- T 12/2 Sexuality and Disabilities**
Crooks and Baur, Chapter 14, pp. 384-388
Office of the General Assembly PC(USA) in Longfellow and Nelson,
Chapter 23, pp. 282-287
Weaver, pp. 173-183
- Th 12/4 Sexual Misconduct and Professional Ethics**
Crooks and Baur, Chapter 17, pp. 503-508
Graham, *JPP*, pp. 165-183
Weaver, pp. 184-191
West in Pinn and Hawkins, Chapter 2, pp. 31-50
- Th 12/11 Final research project due, 5:00 pm, Schlegel 302**

Grading scale:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	Below 60