

Sexuality and Pastoral Practice
PC 307-3 Spring 2011
T, Th 10:00-11:20
Schlegel Hall 121

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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 areas such as gender identity, sexual orientation, social constructions of sexuality and race, sexual ethics, sexual dysfunction, and sexual violence. Special attention will be given to integrating these theological perspectives with skills for pastoral practice in pastoral counseling and congregational settings.

Intended learning outcomes for student learning

Upon successful completion of the course requirements, students will be able to

1. articulate an informed understanding of diverse expressions of human sexuality throughout the life cycle (SLO 1a, 1b, SLO 2, SLO 3);
2. demonstrate integration of theoretical, theological, and personal reflection that will help guide the practices of pastoral care and counseling (SLO 4, SLO 5);
3. develop and evaluate resources for their counseling and/or pastoral ministry on the topic of human sexuality (SLO 5).

AAMFT Competencies targeted include (SLO 3)

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)

SEMINARY POLICIES relevant to course participation

For use of Inclusive Language

In accordance with seminary policy (see the Student Handbook, pp. 22-23), students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. For further assistance, see

http://www.lpts.edu/Academic_Resources/ASC/avoidinggenderbiasinlanguage.asp.

Academic Honesty

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source.

Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes **plagiarism**, and may result in failure of the course. Per seminary policy, Two incidents of plagiarism or academic dishonesty by the same student will be grounds for dismissal from the Seminary.

Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center. (For a full description of the Seminary policy and examples of documentation, see the 2008-2009 Student Handbook, pp. 19-22.)

Learning differences

In order to develop an academic accommodation plan, students with disabilities must self-identify with the Academic Support Center (see the Student Handbook, pp. 50-52).

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.

Citation Policy

Citations in your papers should follow the Seminary standard, which is based on these guides: American Psychological Association. *Concise Rules of APA Style*, 6th ed. Washington, D.C., 2010 or APA. *Publication Manual of the American Psychological Association*, 6th ed. Washington, D.C., 2010.

Turabian, Kate. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. Chicago: University of Chicago Press, 2007.

The Chicago Manual of Style, 15th ed. Chicago, IL: University of Chicago Press, 2003.

Copies of these guides are available at the library and in the Academic Support Center.

Double-spaced, 12 font, 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.

Tutors are available to work with you on study habits, reading skills, and writing assignments.

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

ADDITIONAL COURSE POLICIES

Attendance

Students are expected to attend class meetings promptly and regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. More than two absences and/or persistent tardiness may result in a low or failing grade in the course.

Classroom Discussion

For ours to be an open classroom where freedom and respect are assured regarding one another's point of view, we need to agree that comments and expressions of belief that may be at variance with those of the instructors, another student, or our own must be respected, heard, and treated fairly. We hope this same attitude prevails in the churches where students serve in ministry and is modeled by our students in their ministry placement settings.

Late papers

Out of fairness to other students, papers turned in after the time and date specified in the syllabus will receive a grade penalty. Schedule of penalties: 1 minute to 24 hours late = 1 letter-grade deduction; 24 to 48 hours late = 2 letter-grade deduction. Papers more than 48 hours late will not be accepted. Grades of incomplete for the course will be permitted only in extreme circumstances, and must be arranged by the date specified by the registrar's office.

Use of Electronic Devices in Class

Courses in pastoral care and counseling emphasize the practice of attentive listening. This is both a sign of mutual respect and a spiritual discipline essential to the ministry of caring for others. Therefore, the use of laptops in class is discouraged and may be prohibited depending on classroom dynamics. It is assumed that students will not send or read text messages during class. All cell phones should be turned off during class unless waiting for an important call, in which case you should let the professor know ahead of time. Checking of email or social networking sites will be grounds for dismissal from the session and will result in a zero for the class attendance and participation grade for the semester.

BIBLIOGRAPHY

Primary course texts available in bookstore

- Clapp, Steve, Kristen Leverton Helbert, and Angela Zizak. *Faith Matters: Teenagers, Religion, & Sexuality*. Fort Wayne, IN: LifeQuest, 2003.
- Crooks, Robert and Karla Baur. *Our Sexuality*, 11th ed. Belmont, CA: Wadsworth, 2011.
- Ellison, Marvin M. and Kelly Brown Douglas, eds. *Sexuality and the Sacred: Sources for Theological Reflection*, 2nd ed. Louisville: WJKP, 2010.

Chapters and articles on library reserve and CAMS

- Coleman, Monica A. *The Dinah Project: A Handbook for Congregational Response to Sexual Violence*, 1-22; 98-101; 171. Cleveland: The Pilgrim Press, 2004.
- Cooper-White, Pamela. "Clergy Sexual Abuse." In *The Cry of Tamar: Violence against Women and the Church's Response*, 126-144; 290-293. Minneapolis: Fortress Press, 1995.
- Devor, Nancy Giesler. "A Service for Isaac," *Christian Century* 105 (April 20, 1988): 391.
- Fortune, Marie M. *Sexual Violence: The Sin Revisited*. 171-218; 265-267. Cleveland: The Pilgrim Press, 2005.
- Garrett, Susan R. "Homosexuality and the Bible: A Call to Generous Listening," sessions 1 & 2 from TheThoughtfulChristian.com
- Jensen, David H. "The Bible and Sex." In *The Embrace of Eros: Bodies, Desires, and Sexuality in Christianity*, edited by Margaret D. Kamitsuka, 15-31; 305-307. Minneapolis: Fortress Press, 2010.
- Kundtz, David J. and Bernard S. Schlager. "The Functions of Pastoral Care." In *Ministry among God's Queer Folk*, 51-83. Cleveland: The Pilgrim Press, 2007.
- Jungling, Laurie A. "Creation as God's Call into Erotic Embodied Relationality." In *The Embrace of Eros: Bodies, Desires, and Sexuality in Christianity*, edited by Margaret D. Kamitsuka, 217-230; 334-336. Minneapolis: Fortress Press, 2010.
- Messer, Donald E. In *Breaking the Conspiracy of Silence: Christian Churches and the Global AIDS Crisis*. Minneapolis: Fortress Press, 2004. (Chapter 1, pp. 1-26; 169-172 and Chapter 8, pp. 127-146; 183-185.)
- Office of the General Assembly, PC(USA). "Older Adults." In *Sexuality and the Sacred*, edited by James B. Nelson and Sandra P. Longfellow, 297-304. Louisville: W/JKP, 1994.
- Office of the General Assembly, PC(USA). "Persons with Disabilities." In *Sexuality and the Sacred*, edited by James B. Nelson and Sandra P. Longfellow, 282-287. Louisville: W/JKP, 1994.
- Pellauer, Mary D. "Pornography: An Agenda for the Churches." In *Sexuality and the Sacred: Sources for Theological Reflection* edited by James B. Nelson and Sandra P. Longfellow, 345-353. Louisville: WJKP, 1994.
- Tigert, Leanne McCall. "Trans-lating: What, and for Whom?" In *Transgendering Faith: Identity, Sexuality, and Spirituality*, edited by Leanne McCall Tigert and Maren C. Tirabassi, 1-5. Cleveland: The Pilgrim Press, 2004.
- Travers, David. "One Pastor's Experience." In *Transgendering Faith: Identity, Sexuality, and Spirituality*, edited by Leanne McCall Tigert and Maren C. Tirabassi, 21-25. Cleveland: The Pilgrim Press, 2004.
- Weaver, Andrew, John D. Preston, and Charlene Hosenfeld. *Counseling on Sexual Issues: A Handbook for Pastors and Other Helping Professionals*. Cleveland: Pilgrim Press, 2005.