

Sexuality and Pastoral Practice
PC 307-3 Spring 2016
T, Th 8:30-9:50
Schlegel Hall 121 (rev. 2-13-16)

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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.

Course objectives

<u>By the end of the semester, students will be able to:</u>	<u>Student Learning Outcomes (SLO) & MFT Competencies (MFTC):</u>	<u>Assessment Signature Assignments</u>
<p>Articulate an informed understanding of diverse expressions of human sexuality within multicultural contexts and throughout the life cycle</p>	<p>SLO 1: able to conduct multicultural, evidence-based therapy with individuals, couples and families that meets entry-level professional standards. MFTC: 2.1.1 understand the principles of human sexuality as they relate to human development, issues of health and illness, diversity, power, privilege, and oppression 2.2.6 consider physical/organic problems that cause or exacerbate emotional/interpersonal symptoms</p>	<p>Critical Reflection Papers Final Integrative Paper Class discussion</p>
<p>Demonstrate integration of theoretical, theological, and personal reflection that will help guide the practices of pastoral care and counseling</p>	<p>SLO 4: ...the ability to apply multicultural approaches to MFT and attend appropriately to religious, cultural, racial, economic, gender, and sexual orientation differences as these are experienced in client systems, client-therapist systems, supervisory systems, and broader social systems SLO 5: able to use a theologically informed and clinically appropriate framework to integrate religious and spiritual factors into the practice of Marriage and Family Therapy MFTC: 4.3.3 deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, race/ethnicity, sexual</p>	<p>Critical Reflection Papers Final Integrative Paper</p>

	<p>orientation, disability, personal history, larger systems, issues of the client</p> <p>5.3.1 monitor issues related to ethics, laws, regulations, and professional standards</p> <p>5.5.1 monitor personal issues and problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct</p> <p>5.5.3 consult with peers and/or supervisors if personal issues threaten to adversely impact clinical work</p>	
<p>Develop and evaluate resources for counseling and/or pastoral ministry in a multicultural world on the topic of human sexuality</p>	<p>SLO 1: able to conduct multicultural, evidence-based therapy with individuals, couples and families that meets entry-level professional standards.</p> <p>SLO 4: ...the ability to apply multicultural approaches to MFT and attend appropriately to religious, cultural, racial, economic, gender, and sexual orientation differences as these are experience in client systems, client-therapist systems, supervisory systems, and broader social systems.</p> <p>MFTC: 4.3.3 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</p>	<p>Critical Reflection Papers</p> <p>Final Integrative Paper</p> <p>Class Discussion</p>
<p>Multicultural Therapy Definition: Multicultural Therapy, according to D. W. Sue and Torino (2005, p 3) “...can be defined as both a helping role and process that uses modalities and defines goals consistent with the life experiences and cultural values of clients, recognizes client identities to include individual, group, and universal dimensions, advocates the use of universal and culture-specific strategies and roles in the healing process, and balances the importance of individualism and collectivism in the assessment, diagnosis, and treatment of client and client systems.” Multicultural competence as a therapist includes: (1) therapist awareness of personal assumptions, values and biases, (2) understanding the worldview of diverse clients, and (3) facility with appropriate strategies and interventions consistent with the life experiences and values of culturally different clients. (Sue & Sue 2008)</p>		
<p>Evidence-based Practice Definition: EBP is a “...practice-friendly approach to using research to enhance family therapy” (Gehard, 2010, 133). This approach looks to research to help clinicians make decisions in therapy about care for individual clients, couples and families. Evidence-based practice will (1) look to research for information about what treatments are most effective for specific problems, (2) critically examine that research for its validity and applicability to specific cases, and (3) evaluate how effective a selected method is for specific clients, couples and families (for example, using the ORS/SRS).</p>		

SEMINARY POLICIES relevant to course participation

For use of Inclusive Language

In accordance with seminary policy (see the Student Handbook), 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. Multiple occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center.

For the Seminary policy, see The Code of Student Conduct, 6.11; the Student Handbook, p. 19.

Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center (kmapes@lpts.edu) during the first two weeks of a semester and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Attendance Policy

According to the Seminary catalog, students are expected to attend class meetings 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. Six or more absences (1/4 of the course) may result in a low or failing grade in the course.

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 *Publication Manual of the American Psychological Association*, 6th ed. Washington, D.C., 2010.

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

The Chicago Manual of Style, 16th ed. Chicago, IL: University of Chicago Press, 2010.

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.

ADDITIONAL COURSE POLICIES

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 affect the student's course participation grade.

COURSE REQUIREMENTS

Strongly recommended: *Keeping a journal* on your reflections about the experience of the course readings and discussions. Use your journal to record significant, new information learned or fresh 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 in relationship to particular course topics. Include what your experiences mean for your own personal growth and for your practice of ministry.

Class participation (25%) evaluated by the following criteria (see rubric):

- accurate use of material assigned
- attention to and ability to engage contributions of classmates
- openness to reflect critically on the implications of ideas discussed from readings and presentations
- prompt, regular attendance; absences and/or tardiness will seriously impact your participation and overall course grade
- completion of additional short discussion-oriented assignments

Five two-page (500 word maximum) critical reflection papers DUE in hardcopy in class on the dates below (Explicit references to the readings required) (10% each, 50% of course grade)

1. **DUE: 2/23:** In light of the readings so far assigned including for this date, what do you most want to communicate to your clients and parishioners (or others) about sexuality?
2. **DUE: 3/10:** Based on relevant readings through this date, describe how you see gender, race, religion, sexual orientation, etc. as interrelated in the process of your own – personal and/or professional – identity formation as you interact with others who differ from you.
3. **DUE: 3/21:** Describe 5 “learnings” that you will take away from Haffner’s book along with a question for class discussion.
4. **Two papers DUE sometime between 3/31 and 5/3 on the day the topic is assigned for discussion:** Describe the ways in which your emerging theology of sexuality shapes your response to 2 of the topics explored in this half of the course. At least 2 readings must be explicitly incorporated in each reflection.

Final integrative paper (5-6 pages) (25%)

This is an opportunity for you to articulate more fully your theology of sexuality as it relates to your anticipated future ministry. What components are involved in a life-giving understanding of sexuality? Upon what resources can you draw? Name a couple of challenges and how you might address them as you live into a sexuality-affirming vocation?

DUE no later than Thursday, May 12 at 12:00 noon for seniors and Friday, May 13 at 5pm for others, submitted in hard-copy to my office, Schlegel 302.

BIBLIOGRAPHY

Primary course texts available in the virtual bookstore and on library reserve:

- Binik, Yitzchak M. and Kathryn S. K. Hall, eds. *Principles and Practice of Sex Therapy*, 5th ed. New York: The Guilford Press, 2014.
- Corinna, Heather. *s.e.x.: the all-you-need-to-know progressive sexuality guide to get you through high school and college*. Philadelphia: De Capo Press, 2007.
- Haffner, Debra W. *From Diapers to Dating: A Parent's Guide to Raising Sexually Healthy Children (From Infancy to Middle School)*, revised, 2nd ed. New York: Newmarket Press, 2008.
- Jensen, David H. *God, Desire, and a Theology of Human Sexuality*. Louisville: WJKP, 2013.
- Sanders, Cody J. and Angela Yarber. *Microaggressions in Ministry: Confronting the Hidden Violence of Everyday Church*. Louisville: WJKP, 2015.

Chapters, articles, and hyperlinks posted on CAMS:

- Abraham, Laurie. "What if our kids really believed we wanted them to have great sex?" *New York Times Magazine*, November 20, 2011.
- Cheng, Patrick S. "Rethinking Sin and Grace for LGBT People Today." In *Sexuality and the Sacred: Sources for Theological Reflection*, edited by Marvin M. Ellison and Kelly Brown Douglas, 105-118. Louisville: WJKP, 2010.
- Collins, Patricia Hill. *Black Sexual Politics: African Americans, Gender, and the New Racism*, 1-21; 279-301. New York & London: Routledge, 2005.
- Davis, Ellen F. "Introduction to the Song of Songs." In *Proverbs, Ecclesiastes, and the Song of Songs*, 231-238. Louisville: WJKP, 2000.
- Devor, Nancy Giesler. "Pastoral Care for Infertile Couples." *The Journal of Pastoral Care* Vol. 48, no. 4 (Winter 1994): 355-360.
- Douglas, Kelly Brown. "Contested Marriage/Loving Relationality." In *Sexuality and the Sacred: Sources for Theological Reflection*, edited by Marvin M. Ellison and Kelly Brown Douglas, 380-389. Louisville: WJKP, 2010.
- Emmanuel, Ezekiel J. "Sex and the Single Senior." *The New York Times*, January 19, 2014.
- Freedman, Nancy Price. "Yes, We Do. Even at Our Age." *The New York Times*, July 12, 2009.
- Frykholm, Amy. "Conclusion: An Alternative Ethic." In *See Me Naked: Stories of Sexual Exile in American Christianity*, 167-178. Boston: Beacon Press, 2011.
- Frykholm, Amy. "Genevieve." In *See Me Naked: Stories of Sexual Exile in American Christianity*, 145-154. Boston: Beacon Press, 2011.
- Frykholm, Amy. "Addictive Behavior: Pastors and Pornography." *Christian Century*, September 4, 2007, 20-22.
- Glaser, Chris. "Sexuality and Aging: 'Young Love' and 'Old Love.'" In *Body and Soul: Rethinking Sexuality as Justice-Love*, 129-139. Cleveland: The Pilgrim Press.
- Klein, Marty. *Sexual Intelligence: What We Really Want from Sex and How to Get It*, 1-28; 156-158. New York: HarperCollins, 2012.
- Kristof, Nicholas D. "Sewing Her Way out of Poverty." *The New York Times*, September 14, 2011.
- 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.
- Lebacqz, Karen. "Appropriate Vulnerability: A Sexual Ethic for Singles." In *Sexuality and the Sacred: Sources for Theological Reflection*, edited by Marvin M. Ellison and Kelly Brown Douglas, 272-277. Louisville: WJKP, 2010.
- Lee, Shayne. "Black Clergywomen and Sexual Discourse." In *Erotic Revolutionaries: Black Women, Sexuality, and Popular Culture*, 82-94; 133-142. Lanham, MD: Hamilton Books, 2010.

- Lopez, Barry. "Sliver of Sky: Confronting the Trauma of Sexual Abuse." *Harper's Magazine*. January 2013, 41-48.
- Messer, Donald E. *Breaking the Conspiracy of Silence: Christian Churches and the Global AIDS Crisis*, 18-26 and 171-172; 127-146 and 183-185; 157-165 and 187. Minneapolis: Fortress Press, 2004.
- Nagel, Joane. "Sex and Tourism." In *Race, Ethnicity, and Sexuality: Intimate Intersections, Forbidden Frontiers*, 200-223. New York: Oxford University Press, 2003.
- Nelson, James B. *Embodiment: An Approach to Sexuality and Christian Theology*. Minneapolis: Augsburg, 1978.
- Nelson, James B. "Foreward." In *Sexuality and the Sacred: Sources for Theological Reflection*, edited by Marvin M. Ellison and Kelly Brown Douglas, xv-xvii. Louisville: WJKP, 2010.
- Nelson, James B. "Where Are We? Seven Sinful Problems and Seven Virtuous Possibilities." In *Sexuality and the Sacred: Sources for Theological Reflection*, edited by Marvin M. Ellison and Kelly Brown Douglas, 95-104. Louisville: WJKP, 2010.
- Oduyoye, Mercy Amba. "A Coming Home to Myself: The Childless Woman in the West African Space." In *Liberating Eschatology: Essays in Honor of Letty M. Russell*, edited by Margaret A. Farley and Serene Jones, 105-120. Louisville: WJKP, 1999.
- PC(USA), Office of the General Assembly. "Older Adults." In *Sexuality and the Sacred*, edited by James B. Nelson and Sandra P. Longfellow, 297-304. Louisville: WJKP, 1994.
- Pollard III, Alton B. "Teaching the Body: Sexuality and the Black Church." In *Loving the Body: Black Religious Studies and the Erotic*, edited by Anthony B. Pinn and Dwight N. Hopkins, 315-346. New York: Palgrave Macmillan, 2004.
- Rabin, Roni Caryn. "Men Struggle for Rape Awareness." *The New York Times*, January 24, 2012.
- Ridings, Sunny Buchanan. "Mustard Seed-Sized Faith: Isolation and Infertility." In *OH GOD, OH GOD, OH GOD! Young Adults Speak out about Sexuality and Christian Spirituality*, edited by Heather Godsey and Lara Blackwood Pickrel, 115-127; 130-131. St. Louis: Chalice Press, 2010.
- Tanis, Justin. "Transgendered Theological Thought." In *Trans-gendered: Theology, Ministry, and Communities of Faith*, 176-186. Cleveland, Pilgrim Press, 2003.
- Weems, Renita J. "Song of Songs." In *The Women's Bible Commentary*, expanded edition, edited by Carol A. Newsom and Sharon H. Ringe, 164-168. Louisville: WJKP, 1998.

Additional books on library reserve:

- Collins, Patricia Hill. *Black Sexual Politics: African Americans, Gender, and the New Racism*. New York & London: Routledge, 2005.
- 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.
- Keithan, Mandy J., T. Michael Rock, and Lynn Young. *Sexuality and Our Faith: A Companion to Our Whole Lives for Young Adults*. Boston: Unitarian Universalist Association of Congregations, United Church of Christ, 2008.
- Klein, Marty. *Sexual Intelligence: What We Really Want from Sex and How to Get It*. New York: HarperCollins, 2012.
- Tino, Michael J. Sarah Gibb Millspaugh, and Laura Anne Stuart. *Our Whole Lives: Sexuality Education for Young Adults, Ages 18-35*. Boston: Unitarian Universalist Association of Congregations, 2008.
- Weaver, Andrew, John D. Preston, and Charlene Hosenfeld. *Counseling on Sexual Issues: A Handbook for Pastors and Other Helping Professionals*. Cleveland: Pilgrim Press, 2005.

2016 CLASS SCHEDULE

Th 2/4 **Introductions and beginnings**
Sexuality is ...

Week 1

T 2/9 **Embodiment: toward a theology of sexuality**
Corinna, Chapters 1-3
Frykholm, pp. 167-178 (CAMS)
Nelson, *Embodiment*, pp. 11-36 (CAMS)
Sanders & Yarber, Chapter 1

Th 2/11 **Sexuality and self-care**
Guest: Pamela Cotton, PhD

Week 2

T 2/16 **Scripture and sexuality**
Davis, pp. 231-238 (CAMS)
Jensen, Introduction & Chapter 1
Song of Songs (CAMS)
Weems, pp. 164-168 (CAMS)

Th 2/18 **No class (KAMFT annual conference)**

Week 3

T 2/23 **What is “good” sex?**
Abraham article (CAMS)
Jensen, Chapter 7
Klein, pp. 1-28; 156-158 (CAMS)
Lebacqz, pp. 272-277 (CAMS)
DUE: Reflection paper #1

Th 2/25 **Sin, grace, and sexuality**
Cheng in Ellison & Douglas, Chapter 8, pp. 105-118 (CAMS)
Jensen, Chapter 2
Nelson in Ellison & Douglas, Chapter 7, pp. 95-104 (CAMS)

Week 4

T 3/1 Sexuality and the Black Church
Lee, pp. 82-94 (CAMS)
Pollard III, Alton B., pp. 315-346 (CAMS)
Sanders & Yarber, Chapters 2&3
Guest: Kilen Gray

Th 3/3 Sexual orientation and gender identities
Corinna, Chapter 5
Kundtz & Schlager, pp. 51-83 (CAMS)
Sanders & Yarber, Chapter 4
Tanis, pp. 176-186 (CAMS)
Recommended: Binik & Hall, Chapter 14

Week 5

T 3/8 Intersectionality of identities
Collins, pp. 1-21 (CAMS)
Jensen, Chapter 4
Sanders & Yarber, Chapter 4
Recommended: Binik & Hall, Chapter 15
Guest: Kilen Gray

Th 3/10 Vocation and Sex
Corinna, Chapters 4 & 7
Douglas, pp. 380-389 (CAMS)
Jensen, Chapter 6
Psychotherapy Networker
DUE: Reflection paper #2

March 14-18 RESEARCH AND STUDY WEEK

Week 6

T 3/22 Children and sexual education
Haffner book
DUE: Reflection paper #3

Th 3/24 NO CLASS, Easter break

Week 7

T 3/29

Sex and social media

Guest: Maggie Cook, Project Manager, Online Safety, Facebook

Th 3/31

Sex for sale

Jensen, Chapter 5

Frykholm, "Addictive Behavior: Pastors and Pornography" (CAMS)

Frykholm, "Genevieve," pp. 145-154 (CAMS)

Kristof, Nicholas D. "Sewing her way out of Poverty." (CAMS)

Nagel, pp. 200-223 (CAMS)

Week 8

T 4/5

Sexuality and Trauma

NOTE: class will meet from **8:00-9:20** over breakfast in the Winn Center with Cindy Guertin-Anderson, LMFT, Clinical Director of the Center for Women and Families

You will need to register; the event is FREE!

Binik & Hall, Chapter 17

Corinna, Chapter 10

Th 4/7

Men as sexual victims and offenders

Jensen, Chapter 3

Lopez, "Sliver of Sky: Confronting the Trauma of Sexual Abuse" (CAMS)

Rabin, "Men Struggle for Rape Awareness:"

<http://www.nytimes.com/2012/01/24/health/as-victims-men-struggle-for-rape-awareness.html>

Guest: Kilen Gray

Week 9

T 4/12

HIV/AIDS

Collins, Chapter 9 (CAMS)

Messer, pp. 18-26 & 171-172; 127-146 & 183-185; 157-165 & 187 (CAMS)

Guest: Jay Bowling, Medical Case Manager, University of Louisville

Th 4/14

Gender, religion, poverty, and global health

Guest: Susan R. Holman, Senior Writer at the Global Health Institute and the 2016 Grawemeyer winner

Readings TBA

Week 10

T 4/19 Infertility
Binik & Hall, Chapter 19
Devor, pp. 355-360 (CAMS)
Oduyoye, pp. 105-120 (CAMS)
Ridings, pp. 115-127; 130-131 (CAMS)

Th 4/21 Sexual Dysfunction and therapy
Binik & Hall, Chapter 11
Guest: Sherry Steinbock, LMFT, CST

Week 11

T 4/26 Sexual Dysfunction and therapy continued
Binik & Hall, Chapters 1-6 (Choose 2)
Guest: Jack Copley, DMin, LMFT, CST

Th 4/28 Comprehensive sex education, contraception, and STIs
Corinna, Chapters 9 & 11
Guest: Taylor Ewing Johnstone, Senior Educator, Planned Parenthood

Week 12

T 5/3 Aging
Binik & Hall, Chapter 24
Emanuel, "Sex and the Single Senior" at
http://www.nytimes.com/2014/01/19/opinion/sunday/emanuel-sex-and-the-single-senior.html?_r=0
Freedman, "Yes, We Do. Even at our Age" at
<http://www.nytimes.com/2009/07/12/fashion/12love.html?pagewanted=all>
Glaser in Ellison and Thorson-Smith, pp. 129-139 (CAMS)
Nelson, Foreword in Ellison & Douglas, pp. xv-xvii (CAMS)
PCUSA, "Older Adults" (CAMS)

Th 5/5 Sexuality wrap-up
Binik & Hall, "Conclusion"
Haffner & Ott, "A Time to Speak"
http://www.religiousinstitute.org/sites/default/files/study_guides/timetospeak07.pdf
Our Whole Lives (OWL) curriculum
<http://www.ucc.org/justice/sexuality-education/our-whole-lives.html>