

# Sexual Ethics, Education and Ministry

## CSOC 502, Jan Term Intensive, 2014

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*Email is the most efficient way to contact me.*

### **Course Meeting Time**

Fri Jan 10 9am-7pm

Sat Jan 11 9am-3pm

Fri Jan 17 9am-7pm

Sat Jan 18 9am-3pm

### **Course Description**

The course provides a solid foundation in Christian sexual ethics, sexuality education and ministry skills for clergy and religious professionals. The course begins with an assessment of personal sexual history and values as a baseline for addressing a broad range of sexuality issues as they arise in the context of ministry including understandings of sexuality and scripture and denominational policies that serve as sources for Christian sexual ethics and teachings. Additionally, there will be a concentration on youth development and ministry. The pedagogy of the course will offer opportunities for the development of skills to provide sexuality-related education, counseling, preaching, and witnessing on justice issues in one's faith community. This course fulfills the UMC requirement for a course in sexuality ethics.

### **Learning Objectives**

During the course, the student will:

1. Assess their own sexual attitudes and histories as well as gain a basic knowledge of sexual health
2. Examine the biblical and theological influences on understandings of sexuality and sexual ethics.
3. Study a range of denominational stances on sexuality and sexual ethics.
4. Understand the thought of major, contemporary scholars of sexual ethics.
5. Explore current socio-political issues related to sexuality and develop theological responses appropriate for religious education, worship, and adult forums.

### **Attendance and Deadline Policy**

Active and responsible participation in class discussions and exercises is an essential component of this course. You may not miss any portion of this course as it is intensive and only meets four days.

Complete assigned reading and written work on time. If you cannot meet course deadlines, you may be asked to withdraw from the course.

### **Class Policies**

All electronic devices must be turned off or silenced during class. With one exception, laptop computers can be used to take notes (as in, **not** to do email, facebook, or shop!). I expect all students to put their laptops away when I ask, for the benefit of discussions and exercises, and I reserve the right to ask any student to put his or her laptop away without explanation.

Snow policy: If class is officially cancelled because of University closing due to snow, we will find a date to re-schedule during the January term.

## **Seminary Policies**

See Seminary Policies in your handbook regarding:

Academic Integrity - <http://www.drew.edu/theological/academics/policies-regulations/academic-integrity>

Inclusive Language - <https://uknow.drew.edu/confluence/display/Handbook/Inclusive+Language>

Accommodations for Students with Disabilities -

"Academic Accommodations: Should you require academic accommodations, you must file a request with the Office of Disability Services (BC 119, extension 3327). It is your responsibility to self-identify with the Office of Disability Services and to provide faculty with the appropriate documentation from that office at least one week prior to any request for specific course accommodations. There are no retroactive accommodations."

<http://www.drew.edu/academicservices/disabilityservices>

## **Course Requirements/Expectations**

Participation	5%
Sexual History, Attitudes, and Religious Tradition Paper, 3-4 pages	25%
Contemporary Sexuality Issues Paper, 3 pages or blog	25%
Sexuality Issues in Ministry and Education Final Project	45%

## **Grading Rubrics**

Grading for this course will be the average of all of the requirements and expectations weighted by their percentage noted above. The grading system is:

Excellent (A -,+) = outstanding to exemplary work, that demonstrates a command and clarity of argument. Excels beyond learning outcomes.

Good (B, -,+) = good to very good work, that demonstrates understanding and grasp of issues presented and evaluated. Exceeds learning outcomes.

Satisfactory (C, -,+) = accurate and acceptable work, that demonstrates completion of the assignment(s) without any additional effort. Meets learning outcomes.

Poor (D, -,+) = scant and generally insufficient work, in addition to tardiness in attendance and/or assignments. Meets over half of learning outcomes.

Failure (F) = inadequate work and participation, not meeting course requirements or learning outcomes.

## **Required Texts**

Duffy, Michael, *Making Sense of Sex: Responsible Decision Making for Young Singles* (Westminster John Knox, 2011). 978-0664233372

Ott, Kate, *Sex + Faith: Talking with your Child from Birth to Adolescence* (Westminster John Knox, 2013). 978-0664237998

Patricia Jung and Darryl Stephens, eds., *Professional Sexual Ethics: A Holistic Ministry Approach* (Fortress Press, 2013) 978-0800699437

## **Course Schedule:**

Friday Jan 10

### **What is sexuality?**

Prof Sexual Ethics – Part I, Chap 1-4  
Sex + Faith – What is Sexuality Education section with definitions  
Sexuality Timeline Exercise  
What’s in your bag? Exercise

### **Christian Historical Perspectives**

Prof Sexual Ethics – Part II, Chap 5-8  
Liturgical, Theological, and Scriptural Definition of Sexuality Exercise

### **Sexuality and Intersecting Identities**

Moodle – Sylvia Thorson Smith, Becoming Possessed  
Moodle – Laurel Schneider, What Race is your Sex?  
Drawing Your Sexuality Exercise

### **Pleasure and Desire**

On Moodle - William Stayton, A Theology of Sexual Pleasure  
From Baseball Diamonds to Pizza Exercise

### **Sexual Orientation and Gender Identity**

On Moodle – Ken Stone, What the Homosexuality Debates Really Say about the Bible  
On Moodle – Virginia Mollenkott, Trans-forming Feminist Christianity  
On Moodle - Irene Monroe, Between a Rock and a Hard Place  
On What Scale Exercise

### **Marriage and Monogamy**

On Moodle – Marvin Ellison, Is it still Adultery if the Spouse has Alzheimers?  
Making Sense of Sex – Chap 5

Saturday Jan 11

### **Professional Leadership: Boundaries and Attraction**

Prof Sexual Ethics – Part IV, Chap 16-20  
Personal v. Professional Exercise  
What are Boundaries Exercise  
Pornography v. Erotica Discussion

### **Counseling**

On Moodle - Time to Build, PLISSIT Model  
Prof Sexual Ethics – Part II, Chap 9 and 12  
Triad Counseling and Role Play Exercise

### **Sexual Violence: Prevention and Response**

On Moodle – Marie Fortune – Sexual Justice and Healing

On Moodle – A Time to Heal Guidebook  
Duffy, Making Sense of Sex – Chap 1 and 2  
Assessing your Ministry Exercise

Friday Jan 17

**Sexuality Education**

Prof Sexual Ethics – Part III, Chap 11  
Sex + Faith – What is Sexuality Education section with definitions  
Four Corners Messages Exercise  
Brainstorm for Implementing Sexuality Education Models

**Children and Parenting**

Sex + Faith – Part I, Part II - Birth – 5 y/o, 6-11 y/o  
Identifying Models of Parenting Exercise  
Responding to the Difficult Questions

**Youth: Middle School and Teenagers**

Sex + Faith –Part II – Tween and Teen sections  
Prof Sexual Ethics – Part III, Chapter 10  
Developmental Stages Exercise  
Sexual Decision Making Cards Exercise  
\*\*check out [TheThoughtfulChristian.com](http://TheThoughtfulChristian.com) for other curriculum

**Young Adults**

Duffy, Making Sense of Sex, entire text  
Changing Patterns of Relationship  
Myths of Dating Exercise

Saturday Jan 11 – Sexually Healthy Ministry

**Models of Sexually Healthy Ministry**

On Moodle – A Time to Build

**Preaching**

Prof Sexual Ethics – Part III, Chap 14  
Planning for Prophetic Speech Exercise

**Worship**

Prof Sexual Ethics – Part III, Chap 15  
Sharing Resources Exercise

**Sexual Justice**

On Moodle – A Time to Every Purpose  
Sexuality Education Plans

## Assignment Descriptions:

### **Sexual History, Attitudes, and Religious Tradition Paper**

Length – 3-4 pages

Format – single spaced, 12 pt font

Citation – endnotes

Due Date – Jan 10, 9am for Admittance into class

**\*NOTE you must bring this paper with you to class or you will not be allowed to continue in the course.**

This assignment allows you to focus on the sexuality related teachings within your own religious tradition. A necessary component to developing one's own sexual theology and ethics to guide ministry is an understanding of historical developments, theological doctrines, and modern challenges within the tradition from which one comes. The paper should provide an ethical analysis of (1) the current sexuality related doctrine/denominational policy/authoritative writings and (2) include an understanding of significant historical shifts and challenges leading to current 'policy'. You should investigate sexuality issues broadly defined: gender (e.g. women's ordination), sexual orientation/gender identity, sexuality education, sexual abuse prevention, clergy sexual misconduct, reproductive health, marriage, etc. In other words, where does your faith tradition stand on these issues, from what sources do they draw their authority, and in what ways have things changed (or not) over time.

*\*If you do not locate yourself within a particular religious tradition, please select a tradition that will contribute to the focus of your other projects. If your denomination or church does not have "doctrines" written down, then consider popular teachings, often repeated sermons, or public stances/events that would help one identify the stance of the congregation/denomination.*

### **Contemporary Sexuality Issues Paper**

Length – 3-4 pages (supplements not included) or blog style similar to longer pieces on Religion Dispatches

Format – single spaced, 12 pt font

Citation – endnotes

Due Date – Jan 17 at 9am when class begins (can be submitted electronically as well)

Using a current mass media example of a contemporary sexuality issue, you should explain what the issue is and how you would argue for its theological and/or ethical treatment.

Please answer:

What is your example and why does it warrant a response?

What sources do you rely on/prioritize in evaluating this issue?

*What ought to be "our" response based on a critical theo-ethical argument (not just your opinion)?*

Consider your audience to be your "ministry setting," how would you teach them about this issue?

Some guidelines:

- Begin with a brief paragraph describing your audience (church, organization, denomination, or committee).

- If the examples exceed a PG-13 rating please note that in your presentation of the material during small group to be sensitive to other's level of comfort with sexuality related material.
- If you use an article or song please attach to the paper. If you cannot provide a hardcopy of the media example, include a separate summary with location of the article, movie, video, or show.
- Clearly identify not only your position but opposing views in order to identify what sources you prioritize and why.
- Situate the issue theologically. You are speaking as a theologically-trained person, this is not public opinion!

### **Sexuality Issues in Ministry and Education Project**

Length – No maximum

Format – Worship Service, Sermon, or Education Workshop

Citation – endnotes, MLA/Chicago Style

Due Date – Wednesday, January 22<sup>nd</sup> (midnight)

The final project is a synthesis of any sexuality topic of your choice into a form of ministry related exercise/project. You may choose one of the following “educational” opportunities. If you are not planning on working in a congregation-based setting, choose either the workshop or public talk and design it to fit your setting.

ALTERNATIVE 1 – Develop an educational exercise to be used in a faith community/organizational setting. This must be designed for a four hour workshop (4 meetings for one hour, 2 meetings for 2 hours, or one block meeting). The lesson plans should include a step-by-step teaching resource (see [TheThoughtfulChristian.com](http://TheThoughtfulChristian.com) as an example), learning objectives, supplies needed, and be accompanied by any additional resources (e.g. media related clips). Also include items like ground rules, perimeters for inclusion, permission if working with children, etc.

ALTERNATIVE 2 – Write a sermon or public talk (approximately 20 minutes of speaking time). For the sermon, accurate and well researched exegesis is expected as well as attention to preaching style. Please note congregational/audience make-up, liturgical time period, and additional congregational/audience preparation to which you would attend in a written preface to the talk or sermon. For the public talk, you must also identify the audience and write in a style that reflects the event and audience. For both, you can do an a/v recording and submit with explanation of the other components.

ALTERNATIVE 3 – Design a worship service. A written supplement needs to be included that describes the congregational setting and preparation plan prior to the worship service (and after if needed). All worship materials need to be submitted in full including hymns/songs, prayers, readings, sermon/reflection topic synopsis, as well as the full layout of the service.