

ETH 661 Sexuality Education and Ethics (or Sex Ed, Ethics, & Ministry)
Summer 2023 One Week Intensive
June 5-9 8:30a-12:30pm, 1:00-5:00pm

Instructors: Kate Ott, PhD kate.ott@garrett.edu

Email is the most efficient means of contact. Virtual office meetings by appointment.

Office Hours: TBD, follow calendar link to sign up for both in person and online office hours

Course Description

The course provides a solid foundation in Christian sexual ethics while developing skills in sexuality education for Christian contexts. 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 scripture, denominational policies, historical theologies, science, and current movements for sexual and gender inclusion that serve as sources for Christian sexual ethics teachings. 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.

Learning Objectives

During the course, the student will:

- Assess their own sexual attitudes and histories as well as gain a basic knowledge of sexual health related to human sexuality.
- Examine the biblical and theological influences on understandings of sexuality and sexual ethics including theologies of power and privilege related to sexual oppressions and violence.
- Study a range of denominational stances on sexuality and sexual ethics, including knowing one's own denominational policies and procedures.
- Understand the thought of major, contemporary scholars of sexual ethics.
- Explore current socio-political issues related to sexuality and develop theological responses appropriate for religious education, worship, and adult forums.
- Participate in exercises that model best practices in sexuality education and policy development.

Targeted Learning Outcomes:

By the end of the semester, students should be able to:

1. Articulate their own Christian sexual ethic and its place within the wider field of sexual ethics as well as in relationship to their denomination or tradition.
2. Explain their own and lead others in broadening their sexological worldview including an understanding of how sexual attitudes and histories individual and communal affect sexual ethics.
3. Develop a sexually healthy ministry plan for their context that attends to socio-political issues and is grounded in theo-ethical responses.

Academic Policies

All students are required to abide by the academic policies detailed in the Academic Handbook for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

Writing

- Academic integrity and plagiarism: (See 22-23 Handbook, 12, 68-73). Instructors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- Writing and citations: The Turabian Manual for Writers and the Chicago Manual of Style footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online here. In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (19-20 Handbook, 84)
- Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See the "Writing Center" Moodle page for more detailed information.

Attendance and Class Participation

- Inclusivity/Diversity: The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed. All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues.

(See 22-23 Handbook, 9)

- Attendance and lateness policies: Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (22-23 Handbook, 19)
- Some faculty may limit the usage of electronic devices such as cell phones during class. At the least, all cell phones should be silenced during the whole of a class session. From Dr. Ott: *Non-instructional use of technology in the classroom or during online sessions is strongly discouraged. Creating an engaged learning environment is the responsibility of everyone. The teaching/learning experience is one that requires focus and attention. Please silence mobile phones and refrain from computer use (internet searches emailing, sms, social media, etc.) that is not directly part of the classroom experience.*

Academic Accommodations

- Garrett's Accessibility, Special Needs, and Disabilities policy and process is set out in the Academic Handbook (22-23 Handbook, 12). We are committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact Student Access (email: student.access@garrett.edu / phone: 847-467-5530) to move forward with the established accommodation process. If you already have established accommodations with Student Access, please contact the instructor prior to the first class session so the instructor can work with you to implement your disability accommodations. Disability information, including academic accommodations as part of a student's educational record, is confidential under FERPA regulations.
- Extensions: For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (22-23 Handbook, 20)

Course Requirements/Expectations

Participation	10 pts
Sexual History, Attitudes, and Religious Tradition Paper, 3-4 pages	25 pts
Contemporary Sexuality Issues Paper	25 pts
Sexuality Issues in Ministry and Education Final Project	40 pts
**See last page of syllabus for assignment descriptions	

Required Course Texts

Ellison, Marvin. *Making Love Just: Sexual Ethics for Perplexing Times*. Minneapolis, MN: Fortress Press, 2012. 978-0800698843 Amazon \$16

Ott, Kate, *Sex, Tech and Faith: Ethics for a Digital Age*. Grand Rapids, MI: Eerdmans, 2022. 978-0802878465, Amazon \$23

Jung, Patricia and Darryl Stephens, eds., *Professional Sexual Ethics: A Holistic Ministry Approach*. Minneapolis, MN: Fortress Press, 2013. 978-0800699437, Amazon \$20

****NOTE:** All other required readings (and additional/optional readings) are either directly hyperlinked, will be provided as a pdf on moodle, or are available via ebook in the library.

(Working) Course Schedule

FYI: THIS IS A ONE WEEK INTENSIVE COURSE. YOU MUST COMPLETE THE READING AND ONE PAPER PRIOR TO ATTENDING THE CLASS. YOU WILL BE TIRED AT THE END OF EACH CLASS DAY AND THUS CAN ONLY EXPECT TO REVIEW PRIOR NOTES YOU TOOK ON READINGS, RATHER THAN COMPLETE READINGS YOU MISSED!

Course Schedule:

Day One Morning:

What is sexuality and sexual ethics?

Class Welcome and Introduction, Ground Rules, Overview of Course

Readings: Prof Sexual Ethics – Part I, Chap 1-4

Ellison - Chapter 1

In Class exercises: Sexuality Timeline

Defining Sexuality: What's in your bag?

Day One Afternoon:

Christian Historical Perspectives

Readings: Prof Sexual Ethics – Part II, Chap 5-8

In Class exercise: Circles of Sexuality in Scriptural, Theological and Liturgical Traditions

Resources :

[Enfleshed: Spiritual Nourishment for Collective Liberation](#)

[Scripture Reference Database](#) from Religious Institute -

[Sexuality: WTF is it Anyway](#), By Heather Corinna

Day Two Morning:

Pleasure and Desire

Readings: Ellison - Chapter 2

Professional Sexual Ethics - Chapter 4 and 20

In Class Exercise: From Baseball Diamonds to Pizza Exercise

Sexual Orientation and Gender Identity

Readings: Ellison - Chapter 4
Ott – Sex + Faith, What is Sexuality Education? Section (attention to Definitions)
Hartke, Austen. “Just as I am: Against the odds, transgender Christians persevere.” *Sojourners*, July 2017. <https://sojo.net/magazine/june-2017/just-i-am>

In Class exercise: Cross cultural Genderwheel Activity, [Introduction](#) and create your own Genderwheel
Megan DeFranza on Intersex theology - <https://www.eerdmans.com/Products/6982/sex-difference-in-christian-theology.aspx>

Resources:

[Transgender Basics](#)

<https://www.storiesofintersexandfaith.com/>

<http://religiousinstitute.org/resources/sexuality-gender-definitions/>

[A Time to Seek: Study Guide on Sexual and Gender Diversity](#) by Tim Palmer and Debra Haffner

Day Two Afternoon:

Racism and Ethnic Discrimination and Sexuality

Readings: De La Torre, Miguel. *Liberating Sexuality: Justice Between the Sheets* – last section, pps 188-201.

In class exercise: What race is your sex? (from Laurel Schneiders and Genderwheel intersections)

Marriage

Readings: Ellison - Chapter 3

In class exercise: Stem Sentences

Day Three Morning:

Reproductive Options

Readings: Ellison - Chapter 6

Moodle - Zeh, Katey. *A Complicated Choice: Making Space for Grief and Healing in the Pro-Choice Movement*. NY: Broadleaf Books, 2022. Chap 1, 2 pgs 3-25.

In class exercise: Case Study using All Options Counseling - <http://fpntc.org/training-and-resources/exploring-all-options-pregnancy-counseling-without-bias>

Day Three Afternoon:

Sexual Violence: Prevention and Response

Readings: Ellison - Chapter 5

Ott - Sex, Tech, and Faith – Chap 3

Moodle - West, Traci “Ending Gender Violence: An Antiracist Intersectional Agenda for the Churches” in *Review and Expositor: An International Baptist Journal* Vol 117, Issue 2: (May 2020).

In class exercise: Case Study on sexual violence and assault response
Resources: UMC Students review www.umsexualethics.org

Day Four Morning:

Sexuality Education

Readings: Ellison - Chapter 7
Prof Sexual Ethics – Part III, Chap 11
Ott – Sex + Faith, Part I

In class exercise: Four Corners Messages Exercise
Brainstorm for Implementing Sexuality Education Models

Resources: [A Time to Speak](#): Sexuality Education and Faith Communities by Debra Haffner and Kate Ott

Children and Parenting

Readings: Moodle - Ott - Sex + Faith – Part I, Part II - Birth – 5 y/o, 6-11 y/o

In Class exercise: Responding to the Difficult Questions

Resources: Sexual and Gender Inclusive Children and Youth ministry [Assessment Case Study in Youth Education](#) with Video - IYM Yale Discussion with [Lorien Carter](#) and [Kate Ott](#)

Day Four Afternoon:

Tweens/Teenagers

Readings: Moodle - Ott –Sex + Faith, Part II – Tween and Teen sections
Prof Sexual Ethics – Part III, Chapter 10

In class exercise: Journaling – What is your Sexual Ethic: From behaviors to relationships to values

Sexual Decision-Making Cards Exercise

Resources: Case Study [Developing a Sexual Ethic](#) and [Handout](#),

Young Adults

Readings: Ott, Sex, Tech, and Faith – Chap 1 and 2

In class exercise: Discussion question at the end of each chapter

Day Five Morning:

Sexuality and Technology

Readings: Prof Sexual Ethics - Chapter 17
Ott - Sex, Tech, and Faith – Chap 4 and 5

In class exercise: Disc question at the end of each chapter in Sex, Tech, & Faith

Day Five Afternoon:

Final Project Discussions

Assignment Descriptions:

Sexual History and Religious Tradition Paper

Length – 3-4 pages

Format – single spaced, 12 pt font

Citation – Chicago Style (use endnotes to save room if needed)

Due Date – 9am for Admittance into class

*NOTE you must have this paper uploaded to Moodle 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 policies. 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)

Format – single spaced, 12 pt font

Citation – Chicago Style

Due Date – Day three (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.

The paper must cover:

What is your example and why does it warrant a Christian sexual ethics 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 through the writing of this paper?

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!

Sexual Ethics in Ministry and Education Project

Length – No maximum, follow the directions below.

Format – Worship Service, Sermon, or Education Workshop

Citation – Chicago Style

Due Date – The Friday following the course’s last day

NOTE: there is no rubric for this project because you have alternatives. You should carefully review each alternative and make sure you are including the necessary components for each in your final submission.

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 sexuality 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 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. For groups working together, each individual member needs to submit a 2 page reflection on the sexuality-related theological and ethical underpinnings.

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 and after the worship service. 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. For groups working together, each individual member must also submit a 2 page reflection on the sexuality-related theological and ethical underpinnings of your work.

Rubrics

Sexual History and Religious Tradition Paper (25pts)

	Comments	Each category is worth up to 5 points
Details the current sexuality related doctrine/denominational policy/authoritative writings		
Addresses a wide range of sexuality related issues - gender (e.g. women’s ordination), sexual orientation/gender identity, sexuality education, sexual abuse prevention, clergy sexual misconduct, reproductive health, marriage, etc.		
Addresses significant historical shifts and challenges leading to current ‘policy’		
Demonstrates a critical analysis that takes seriously the ethical implications of policies/doctrines		
Organized, flows, and follows length and citation requirements.		
FINAL GRADE		

Contemporary Sexuality Issues Paper (25 pts)

	Comments	Each category is worth up to 5 points
Well-articulated example and argument for treatment as an ethical issue.		
Addresses source prioritization and why? Scripture, health information, theology, sociology, etc.		
Provided a critical theo-ethical argument (not just an opinion)		
Takes a teaching approach toward the audience and is effective/specific to the named audience		
Organized, flows, and follows length and citation requirements.		
FINAL GRADE		

**Sexuality Education, Ethics, and Ministry Bibliography
Summer 2023**

Bauman, Andrew J. *The Sexually Healthy Man: Essays on Spirituality, Sexuality & Restoration*. Las Vegas, NV: No Press, 2021.

Carr, David M. *The Erotic Word: Sexuality, Spirituality, and the Bible*. New York: Oxford University Press, 2003.

Cheng, Patrick. "Lesbian, Gay, Bisexual, Transgender: Liberative Ethics." In *Ethics: A Liberative Approach*, ed. Miguel De La Torre, (2013).

DeFranza, Megan. *Sex Difference in Christian Theology: Male, Female, and Intersex in the Image of God*. Grand Rapids, MI: Eerdmans, 2015.

----. et al. *Understanding Transgender Identities: Four Views*. Ada, MI: Baker Publishing, 2019.

De La Torre, Miguel. *Liberating Sexuality: Justice Between the Sheets*. St. Louis, MO: Chalice Press, 2016.

----, ed. *Out of the Shadows into the Light: Christianity and Homosexuality*. St. Louis, MO: Chalice Press, 2009.

Duffy, Michael. *Making Sense of Sex: Responsible Decision Making for Young Singles* Louisville, KY: Westminster John Knox, 2011.

Ellison, Marvin M. *Making Love Just: Sexual Ethics for Perplexing Times*. Minneapolis, MN: Fortress Press, 2012.

Farley, Margaret. *Just Love: A Framework for Christian Sexual Ethics*. New York: Continuum, 2006.

Fortune, Marie M. *Sexual Violence: The Sin Revisited*. Cleveland, Ohio: Pilgrim Press, 2005.

Jennings, Theodore W. *An Ethic of Queer Sex: Principles and Improvisations*. Chicago, IL: Exploration Press, 2013.

Jung, Patricia and Darryl Stephens. eds., *Professional Sexual Ethics: A Holistic Ministry Approach*. Minneapolis, MN: Fortress Press, 2013.

Klein, Linda Kay. *Pure: Inside the Evangelical Movement That Shamed a Generation of Young Women and How I Broke Free*. New York: Atria Paperback, 2018.

Moultrie, Monique. *Passionate and Pious: Religious Media and Black Women's Sexuality*. Durham: Duke University Press, 2017.

Ott, Kate. *Sex + Faith: Talking to your Child from Birth to Adolescence*. Louisville, KY: Westminster John Knox Press, 2013.

----. *Sex, Tech and Faith: Ethics for a Digital Age*. Grand Rapids, MI: Eerdmans, 2022.

Sanders, Cody. *A Brief Guide to Ministry with LGBTQIA Youth*. Louisville, KY: Westminster John Knox Press, 2017.

Traina, Cristina L.H. *Erotic Attunement: Parenthood and the Ethics of Sensuality Between Unequals*. Chicago, IL: University of Chicago Press, 2011.

Weems, Renita. *What Matters Most: Ten Lessons in Living Passionately from the Song of Solomon*. New York: Walk Worthy Press, 2004.

West, Traci C. "Ending Gender Violence: An Antiracist Intersectional Agenda for the Churches." In *Review and Expositor: An International Baptist Journal* Vol 117, Issue 2: (May 2020).

----. *Solidarity and Defiant Spirituality: Africana Lessons on Religion, Racism, and Ending Gender Violence*. New York University Press, 2019.

----. *Disruptive Christian Ethics: When Racism and Women's Lives Matter*. Louisville: KY, Westminster John Knox, 2006.

Zeh, Katey. *A Complicated Choice: Making Space for Grief and Healing in the Pro-Choice Movement*. NY: Broadleaf Books, 2022.

Websites:

- Answer: Sex Ed, Honestly. <http://answer.rutgers.edu/>.
- The Dinah Project. <https://monicaacoleman.com/books/the-dinah-project/>
- FaithTrust Institute. <http://www.faithtrustinstitute.org>. This is a faith-based organization working to end sexual and domestic violence.
- Loveisrespect.org
- Our Whole Lives – Sexuality Education Materials by United Church of Christ. This is a series of sexuality education programs for six age groups: grades K–1, grades 4–6, grades 7–9, grades 10–12, young adults, and adults. There are materials for each age group including a leader's guide, parent guides for K–1 and 4–6, as well as a supplementary series called Sexuality and Our Faith. https://www.ucc.org/what-we-do/justice-local-church-ministries/justice/health-and-wholeness-advocacy-ministries/sexuality-and-our-faith/justice_sexuality-education_our-whole-lives/
- Religious Institute. <http://www.religioustinstitute.org/resources>.
- TransFaith. <http://www.transfaithonline.org>. This is a national, nonprofit organization that is led by transgendered people and is focused on issues of faith and spirituality.