

DRAFT

Intersession 2016

CE-4040

Sexual Ethics

Instructor: Megan Dowdell, MA, PhD(c)

Sexuality is sacred. This intensive course examines the role of sexual health for faith communities and their leaders. Students will engage key theological, ethical and public health perspectives on themes in sexual ethics, including sexual freedom and responsibility, pleasure and desire, relationships, meaningful consent, power, and prophetic witness for sexual justice. The course also provides students pursuing ministry and leadership within a tradition the opportunity to demonstrate their competency in professional clergy sexual ethics and promoting sexually healthy congregations. Particular emphasis is paid to multi-religious, queer, and womanist/feminist voices on sexuality and faith.

Prerequisites: This is an elective course that assumes prior introductory knowledge of ethics and theology, as well as issues related to systems of oppression, such as racism, classism, and sexism. *Continuing GTU and SKSM students:* To be offered admission to the course, the instructor requests that you have a passing evaluation (Pass or C or better) in both of the following: (a) an introductory theology, philosophy, or ethics course; *and* (b) the ECO seminar at Starr King or other GTU course focusing on issues of oppression and justice. Undergraduate coursework and other relevant academic experience will be considered by the instructor on a case-by-case basis, and a writing sample may be requested. *First-year and incoming students:* To be offered admission to the course, the instructor requests that you send a brief writing sample on an issue of justice or cross-cultural experience (e.g., a portion of your application to your program). Previous coursework and other relevant academic experience will be considered by the instructor on a case-by-case basis. Please do not hesitate or delay contacting the instructor for consideration.

Course Website: moodle.gtu.edu

Meets every weekday between January 9-14 (M-F), 9:00pm to 5:00pm in the Reading Room (downstairs), Starr King School for the Ministry.

I. Faculty Details

Instructor: Megan Dowdell, MA, PhD(c)

E-mail: mdowdell@sksm.edu

Phone: 978-305-0361

Office Hours: Prior to the week of the intensive, students may request a 15-minute appointment to discuss the course, using the following link: <https://calendly.com/megan-dowdell>

E-mail Communication: Questions by e-mail are welcomed. E-mails sent after 6pm Pacific or on the weekends may not receive an immediate response. The instructor does not accept text messages from students, except during the intensive for emergencies. Subject lines of e-mail

messages should clearly indicate whether you have a question or request for appointment. Requests for extension must be submitted prior to the day of the assignment's deadline, and are up to the instructor's discretion. Please do not hesitate to contact fellow students for assistance as well.

II. Student Learning Outcomes

At the close of the course and successful completion of all course requirements, students will be able to:

- Articulate theo-ethical perspectives on human sexuality;
- Understand the origins, theories, and major ideas of multiple disciplines and religious traditions on sexual ethics;
- Apply ethical principles to real-life congregational, community, and global issues about sexuality, sexual health, and sexual justice;
- Appreciate ethical commitments for sexually health religious professionals and faith communities;
- Integrate prophetic, counter-oppressive bodies of knowledge on sexual ethics into their vocational development and professional identities.

III. Educating to Counter Oppressions

In addition to providing a valuable foundation in sexual ethics for graduate students preparing for ministry and religious leadership, this seminar seeks to advance the values expressed in the statement on Educating to Counter Oppressions (ECO) that is central to Starr King School for the Ministry's educational design. Students should familiarize themselves with these priorities and reflect on them as they critically engage sources of learning and the learning community developed through the course. Sources for learning and discussion topics center the perspectives of historically marginalized scholars and communities, beginning often with womanist theo-ethical scholars.

IV. Sources for Learning

We enter the field of sexual ethics through three doorways: (1) professional clergy and congregation-centered ethics; (2) multi-racial feminist/womanist ethics; and (3) queer theology. The sources for learning include a diverse set of perspectives from North American and global scholars from these bodies of knowledge. The required books will be significantly supplemented with electronic readings to focus each unit and include diverse voices. Students pursuing fellowship with the Unitarian Universalist Association will be able to demonstrated required graduate level coursework and reading in sexual ethics.

a. Required Books:

Available at Amazon.com and other retailers:

Marvin Ellison. **Making Love Just: Sexual Ethics for Perplexing Times.** Augsburg Fortress \$18.00 (ISBN: 0800698843)

Patricia Hoerdoerfer and Fredric Muir (Eds.) **The Safe Congregations Handbook: Nurturing Health Boundaries in Our Faith Communities.** Unitarian Universalist Association. Available on-line: <http://www.uua.org/safe/handbook/>

Debra Haffner, **A Time to Build: Creating Sexually Healthy Faith Communities**, Second Edition (2014). Religious Institute (ISBN: 098559490X)

Recommended, but not required for purchase:

Bessel van der Kolk. *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma.* Penguin Books. Amazon.com: \$13.61 (ISBN: 0143127748)

Kelly Brown-Douglas. *Sexuality and the Black Church.* Orbis Books. \$15.02 at Amazon.com (ISBN: 1570752427)

Lisa Isherwood and Mark D. Jordan, Eds. *Dancing Theology in Fetish Boots: Essays in Honor of Marcella Althaus-Reid.* SCM Press. Kindle-only available on Amazon.com: \$50.09. (ASIN: B005HITS4E)

Marvin M. Ellison and Sylvia Thorson-Smith (Eds.) *Body and Soul: Rethinking Sexuality as Justice Love.* Wipf and Stock Publishers. \$42.09 at Amazon.com. (ISBN: 1606080237)

Patricia B. Jung and Darryl W. Stephens (Eds.) *Professional Sexual Ethics: A Holistic Ministry Approach.* Augsburg Fortress \$24.00 (ISBN: 9780800699437)

b. Additional Required Resources:

The instructor will supplement the required course books by assigning methodological, substantive, and theoretical contributions to the field of sexual ethics, including but not limited to articles, blogs, films, and clips available on the internet.

Films

Students will be required to watch at least one film prior to the intensive. The official list of titles and available sources will be subject to theater or home-viewing availability and will be announced as soon as possible. Proposed titles include:

Moonlight (2016) – In theaters now, fee unknown

Transparent (2014-2016) Available on Amazon TV for a fee, season 1, 2, or 3

Spotlight (2015) - Available on Netflix

Google Baby (2009) Available on Youtube.com

Gattaca (2009) – Available on Amazon TV from \$2.99

c. Independent Research:

Students are expected to independently research topics relevant to the course, using the GTU electronic and print holdings and subscriptions as well as popular U.S. and global media available on the Internet. Students should come to the course with a working knowledge of the GTU's resources and how to use them. Additionally, web searches for audio and visual material will be important for the successful completion of the final project.

d. Codes, Covenants, and Policies:

Prior to the intensive, students are expected to obtain and read the codes of conduct, guidelines, behavioral covenants, competencies, and policies related to sexual behavior within their relevant institutional and credentialing bodies. They should assemble documents relevant to both members (or clients) and professionals. Examples: Unitarian Universalists pursuing ministerial fellowship would want to look at Ministerial Fellowship Committee competencies, and UU Ministers Association policies, *as well as* congregational codes of conduct or covenants. An individual pursuing hospital chaplaincy would want to look at hospital policies about behavior among staff and with patients, as well as guidelines put forth by the Association of Clinical Pastoral Education.

e. Embodied Knowledge

The last (or in some ways, the first!) source of learning: the personal, lifelong experience of having/being a social being in relationship with others and the social world. Embodied experience is a form of expertise in itself and ought not to be discounted. As students are confronted with multiple forms of knowledge and a variety of views on important issues related to countering oppressions, personal histories (our own and through narratives and literature) can offer pause and help one to think critically in dialogue with scholarly, professional, and sacred sources. Students are expected to approach texts and resources with the goals of interpretation, analysis, and response, while engaging embodied experience as a valuable component of learning; *however*, personal sharing (anecdotes, stories, and raw opinions) is no substitute for serious study and engagement. Everyone will be reminded, gently and often, to *bring it back to the text*.

V. Course Expectations

The course is designed as an interdisciplinary seminar and laboratory.

- 1. Attendance:** Each student is expected to come to each course meeting on time and ready to begin at 9:00am. If you are sick or have to miss class, please send the instructor an e-mail prior to the session. If you miss a unit, it is your responsibility to review what has been missed and stay up-to-date with the material. The first day of the intensive sets the foundation of sexual ethics and the rest of the week; missing any of the intensive will put a student at a significant disadvantage. If you miss more than three (3) units, I suggest you withdraw from the course. Repeated lateness will negatively impact your evaluation

in the course. *Bring to Class:* Your laptop or tablet, assigned texts, and reading notes. All phones must be completely off during the class sessions.

2. **Reading and Note-taking:** Each student is expected to read all required reading in full, and come to the intensive sessions prepared to discuss the assigned texts and cases that are indicated in each unit of the course schedule or by the instructor. Please see the section in the appendix of this syllabus called “Taking Scholarly Notes for Ethics” for the instructor’s suggestions on how to be a successful note-taker. Good notes will help you analyze, evaluate, and apply what you have read and discussed.

This course will engage these issues with the goal of theo-ethical reflection, intellectual depth, and professional discernment in a dialogue among scholars and leaders.

3. **Participation:** Student involvement and leadership in course discussions is essential to the study of sexual ethics. Plan to speak and speak often. Students are expected to arrive with thorough notes, clarifying questions, and highlights from their reading.
4. **Discussion Leadership:** Beginning on Day 2, one or two student will be assigned as discussion leaders for particular units. The discussion leaders will have the following responsibilities:
 - a. Prior to the seminar, the leaders will each create 3-5 discussion questions (soliciting discussion of important concepts, key arguments, and moral dilemmas) and e-mail them to the instructor. The instructor may edit your questions for clarity or provide 1-2 additional questions.
 - b. During the unit, the leaders will jointly guide the class to develop a shared analysis of the topic and readings under investigation. First, they will briefly summarize the thesis/arguments presented in the assigned readings, define any key terms for the topics under investigation, and connect the readings to other sessions, if applicable. Then, the students will guide the discussion, using the prepared questions.
 - c. After the session, student leaders will complete a 2-page write-up of the unit, which will be sent to the whole class. Specific instructions will be offered and cases will be distributed.
5. **Case Analysis Leadership:** Each student will be required to examine cases that corresponds to the concepts and readings covered on that day. Student leaders of each case will be required to write-up a 2-page description of the process of examining the case and the outcome. Specific instructions will be offered and cases will be distributed.
6. **Written Assignments:** Each student is required to complete all assignments prior to the assigned deadline and according to the guidelines provided. Unless otherwise stated, all written assignments must be in 12-point font, double-spaced, include 1” margins, and adhere to assigned page limits. Grammar, spelling, clarity, and organization are important to the quality of your writing.
 - a. **Policy Analysis:** Students will conduct a policy analysis, interpreting and providing a critical analysis of two different denomination or religious bodies’

policies regarding sexual behavior, misconduct, and responses to sexual misconduct. Then, they will compare and contrast the two, offering a synthesis of the strengths/weaknesses as well as suggestions for revision.

- b. **Memos:** (see items 4 and 5).
7. **Final Project:** Developing and shaping a moral argument is a key activity in ethics. This course includes multiple opportunities to practice constructing moral arguments through in-class dialogue and case study analysis. For the final project, students will have a choice of:
- a. **In-class Exam:** Open-notes, open book. Students will have three case studies to examine. Using the resources within the course (discussion notes, books, articles, lecture notes), students will have 3 hours to develop a thorough response to the course. This option allows a student to complete the course *100%* by Friday, January 14 at 5pm, which may be an advantage to some. Students who are well prepared for class sessions, participate thoughtfully, and take effective notes will be successful in this exam without cramming or last minute studying.
 - b. **Moral Argument Project:** Students who select this option will choose a sexual ethics topic or case study and do sufficient research to develop, explain, and defend a moral argument through a final paper or creative project. Students will construct a detailed, formal draft proposal and outline of their argument and solicit feedback during Thursday's class session. During the course, there are several opportunities to consult with the instructor and peers regarding the topic, research strategies, and arguments. You are encouraged to begin this project early! The moral argument final project is due a week and a half after the final session of the course by e-mail. *Highly recommended for Common MA students in Ethics and/or those considering further theological study beyond the Master's level.*

Students should use the library's catalog and electronic resources. The library staff are knowledgeable about locating appropriate peer-reviewed sources.

VI. Evaluation

This course will engage these issues with the goal of theo-ethical reflection, intellectual depth, and professional discernment in a dialogue among scholars and leaders.

Students will be evaluated using the following percentage system:

Participation 60% (includes discussion participation and discussion leadership/write-ups)
Final Project 40% (exam or paper)

VI. Course Schedule

Below is a *tentative* schedule of course units. The length of units vary and each has its own required reading. Additional course time will be used for discussion, guest speakers, and lecture, as well as discussion and presentation of student project proposals. Ample breaks will also be provided.

Pre-Intensive: Read and view the required books, cases, articles, and videos according to the course schedule. Please make sure to have viewed the required films prior to the course.

Monday AM

Introduction: Covenants, and Sexual Ethics

We begin by getting to know each other and understanding the flow and pace of the reading and work for the week.

- Introductions
- How are we to be together?
- Reviewing the syllabus and schedule

Required:

- **Safe Congregations:** [Foreword](#), [Introduction](#), [Unitarian Universalist Principles and Sexual Ethics](#), [Leading a Community in Right Relations](#), [Writing a Covenant](#), and [Mental, Physical, Emotional and Spiritual Self-Care](#). (<http://www.uua.org/safe/handbook/>)
- Full syllabus
- Religious Institute, “[Self-Assessment: Characteristics of Sexually Healthy Religious Professionals](#).” Please take the assessment – we will not share results in class, but it may be useful for personal goal setting. (<http://www.religiousinstitute.org/acting-out-loud/self-assessment-characteristics-of-sexually-healthy-religious-professionals/>)

Unit 1: Sources for Sexual Ethics

This unit focuses on a variety of sources for a theologically-based sexual ethics, including text, tradition, experience, and reason, as well as the sources and method of womanist/liberative ethics.

- What are the sources for ethics?
- How are texts and tradition mobilized to influence sexual ethics?
- What makes sexual ethics *theo/ological*?
- What do we need from our theo-ethical sources?
- What is the starting place for ethics in a *praxeological* framework?

Required:

- **Jung/Stephens:** “Introduction” (pp 1-10); Ott, “Sexuality, Health, and Integrity” (pp. 11-22) PDF
- **Ellison:** “Introduction” (pp. 1-6), “Why Do We Have to Keep Talking about Sex All the Time?” (pp. 7-22)

- Plaskow, “Authority, Resistance, and Transformation: Jewish Feminist Reflections on Good Sex,” in Ellison and Thorson-Smith, *Body and Soul: Rethinking Sexuality as Justice-Love* (pp. 45-61) [PDF]

Recommended:

- Beverly W. Harrison, “Christianity’s Indecent Decency: Why a Holistic Vision of Justice Eludes Us,” in Ellison and Thorson-Smith, *Body and Soul: Rethinking Sexuality as Justice-Love* (pp. 25-44) [PDF]
- **Jung/Stephens:** Ruether, “Sexual Ethics in Church History” (pp.57-66)

Monday PM

Unit 2: The Role of the Ethicist

Context and perspective are important to the role of the ethicist. In this unit, we will discuss the religious leader *as ethicist*.

- What is the role of the ethicist in religious community? In public life?
- How will you live into the role of an ethicist as a religious leader?
- What does sexual ethics have to offer the world?

Required:

- **Safe Congregations:** Tracey Robinson-Harris with Taquiena Boston, Paula Cole Jones, Janice Marie Johnson, Devorah Greenstein, "[Working for Safety and to End Oppression](#)" and Debra Haffner, "[Toward a Vision of Sexually Healthy Faith Communities](#)"
- **Althaus-Reid**, “Queer I stand: Lifting the Skirts of God” from *The Sexual Theologian* [PDF]
- Vigen, “Conclusion: Descriptive and Normative Ways of Understanding Human Nature,” in Jung and Vigen, Eds. *God, Science, Sex, Gender: An Interdisciplinary Approach to Christian Ethics* (pp.241-257) [PDF]
- Majeed, “Amina Wadud and the Promotion of Experience as Authority,” (pp.59-62), in Kecia Ali, Juliane Hammer, and Laury Silvers, Eds. [A Jihad For Justice: Honoring The Work And Life Of Amina Wadud:](#)

Recommended:

- **Ellison**, “Introduction” (pp.1-14); “Locating Resources for a Liberating Ethic,” (pp.59-75), *Erotic Justice* [PDF]
- **Townes**, “Ethics as the Work Our Souls Must Have” [PDF]

Unit 3: Bodies, Desire, Pleasure

Understanding what it means to “be” a body and “have” a body and interact with other bodies is essential to sexual ethics.

- How is the “body” a “site” for religious imagination?
- What are the roles of embodiment and emotions in sexual health and ethics?
- What is the role of desire in the lives of congregational and community leaders?
- How are particular desires socially defined as acceptable? As reprehensible?
- What is the role of pleasure in sexual ethics?

Required:

- Ellison: “What makes ‘Good Sex’ Good?” (pp. 23-39)
- Cooley, "The Body as Site for Religious Imagination," *Religious Imagination and the Body: A Feminist Analysis* (pp.41-62) [PDF]
- Goss, "Gay Erotic Spirituality and the Recovery of Sexual Pleasure," (pp.201-217) in Ellison and Thorson-Smith, *Body and Soul: Rethinking Sexuality as Justice-Love* [PDF]
- Weiss, "Mainstreaming Kink: The Politics of BDSM Representation in U.S. Popular Media," [PDF]

Recommended:

- Jung/Stephenson: Salens, “Public Worship and Human Sexuality,” (pp. 169-182); Miller-McLemore, "Sex and the Pastoral Life" (pp. 227-238); De La Torre, “Orthoeros: A Biblically Based Sexual Ethic" (pp.87-97)
- Bering, “Preface” (pp. xi-xviii); “It’s Subjective, My Dear” (pp. 137-166) in *Perv* [PDF]
- al-Haq Kugle, "Sexuality, Diversity, and Ethics in the Agenda of Progressive Muslims," [PDF]

Tuesday AM

Unit 4: Choice, Freedom, and Power

Consent and choice-making is important to safety, community, and relationships. Political, social, and medical power constructs and regulates many realms of daily life, such as sexuality.

- What are key perspectives on the relationship between power and sexuality?
- What is freedom?
- How do different ethical perspectives understand sexual or erotic power?
- What does it mean to give permission?
- How do we recognize consent, boundaries, and harm as religious leaders?
- What political, social and economic conditions constrain or expand sexual choice and freedom?

Required:

- Ali, “Just Say Yes: Law, Consent, and Muslim Feminist Epistemologies,” (pp.121-134) [PDF]
- Foucault, Michel. 1974. “The Right of Death and the Power over Life” [PDF]
- Lorde, “Uses of the Erotic: The Erotic as Power,” *Sister Outsider* [PDF]

- Fortune, “Moral Agency,” (pp. 25-29); “So We Proceed” (pp. 29-32); “Love Does No Harm,” (pp.33-40, *optional*); “Power, Boundaries, and Common Sense,” “Choosing Peer Relationships” (pp.75-84, *optional*), “Authentic Consent”(pp. 85-102), *Love Does No Harm*
 - Note: Students pursuing UU fellowship may want to read more than the required pages from this book as it is on the required MFC list.

Recommended:

- Beauchamp and Childress, “Respect for Autonomy,” *Principles of Biomedical Ethics* [PDF]
- Adams, "[Five Smooth Stones of Religious Liberalism](#)."
- Roberts, "Introduction," *Killing the Black Body: Race, Reproduction and the Meaning of Liberty* [PDF]
- Ellison: “Is ‘Pro-Choice’ What We Mean to Say?” (pp.99-114);

Unit 5: Sexuality and the State

The ways in which society is structured and functions impacts how sexuality is organized, disciplined, and how various social and religious communities embody and act upon sexuality.

- How do state apparatuses organize sex, sexual behavior, and sexuality?
- What is the relationship between nation-making, marginalized bodies, and sexuality?
- How does the state construct sexual subjects?
- In what ways has sex been used in service of regulating society? Who is most affected?

Required:

- Jasbir Puar, “Preface: tactics, strategies, logistics” (pp. xi-xxviii); “Introduction: Homonationalism and Biopolitics” (pp. 1-36), *Terrorist Assemblages: Homonationalism in Queer Times*
- Chandon Reddy, “Introduction | Freedom’s Amendments: Race, Sexuality, and Disposability under the State Form,” (pp.1-49), *Freedom with Violence: Race, Sexuality, and the U.S. State*
- Roberts, “The Meaning of Liberty,” *Killing the Black Body: Race, Reproduction and the Meaning of Liberty* (pp. 294-312) [PDF]

Tuesday PM

Unit 6: Fidelity, Solidarity, Stewardship

Fidelity, solidarity, and stewardship are examples of ethical virtues relevant to sexual ethics. This unit will examine different perspectives and issues related to these values.

- How are fidelity, solidarity, and stewardship understood in sexual ethics?
- How can religious leaders articulate their faith values related to sexuality?
- How do these values help us respond to ethical problems in religious community or society?

Required - Select 3:

- Fortune, “Faithfulness” (pp. 128-138), *Love Does No Harm* [PDF]
- Fortune, “Stewardship,” *Love Does No Harm* [PDF]
- Ong, “Sisterly Solidarity,” *Feminist Theory Reader* [PDF]
- Farley, “Framework for a Sexual Ethic: Just Sex,” *Just Love* [PDF]

- Reddy, "Moving Beyond a Freedom with Violence: The Politics of Gay Marriage in the Era of Racial Transformation," *Freedom with Violence: Race, Sexuality, and the US State* (pp. 182-218) [PDF]
- **Ellison:** "Is same-sex marriage a 'must' or a 'bust?'" (pp. 59-76)
- **Ellison:** "Is it Still Adultery if the Spouse Has Alzheimer's?" (pp. 41-58)
- Chanoff, "[The Sex Worker Struggle](#)," *SF Bay Guardian* (<http://www.sfbg.com/2012/02/07/sex-worker-struggle>)
- Lorde, "I am Your Sister," (pp. 57-63), *I am Your Sister* [PDF]
- Gushee, "[Toward Covenant](#)," *Baptist News Global* (<http://baptistnews.com/opinion/columns/item/29194-toward-covenant-the-lgbt-issue-part-14>)

Recommended:

- Reddy, "Conclusion: Don't Ask, Don't Tell," *Freedom with Violence: Race, Sexuality, and the US State* (pp.219-246)
- Ellison, "Queer Notions" [PDF]

Wednesday AM

Unit 7: Sex and the Single Pastor

No matter the religious community, religious leadership has sexual implications for the leader. Issues of attraction, boundaries, sexual self-care, and policy all come to bear on the professional religious leader and the community they serve.

- What types of issues face religious leaders related to sexuality and sex life?
- Are their special responsibilities for religious leaders regarding sexuality and sexual behavior?
- How can religious leaders live sexually healthy and happy lives and encourage the same of the communities they serve?

Required:

- Safe Congregations: Muir, [Mental, Physical, Emotional and Spiritual Self-Care](#); Finger and Haffner, [Sexual Attraction for the Religious Professional](#)
- **Jung/Stephens:** Stephens, "Fiduciary Duty and Sacred Trust," (pp.23-34); Traina, "Erotic Attunement," (pp.43-56); Ross, "Self-Love and Ministerial Practice," (pp.77-86); Marshall, "Pastoral Care and Sexual Ethics," (pp.101-112)
- Deacon, "New Rules Approved for Ministers' Relationships," *UU World Blog*, <http://blogs.uuworld.org/ga/2013/06/19/new-rules-approved-for-ministers-relationships/>

Recommended:

- FaithTrust, "Faith Community Considerations: Social Networking" [PDF]; "Social Networking and Healthy Boundaries in Ministry: Asking Critical Questions" [PDF]
- Liberty, "Why It's Not An Affair," <http://www.aeppp.org/affair.htm#top>
- Huffington Post, "[Sex and the Single Pastor](#)," <http://www.politicsdaily.com/2011/02/13/sex-and-the-single-pastor-dating-can-be-hell-for-unmarried-cler/>

Wednesday PM

Unit 8: Clergy Sexual Misconduct

Clergy sexual misconduct causes deep pain for religious communities. This unit focuses on clergy sexual misconduct with adults in Unitarian Universalism as a case study.

- What is clergy sexual misconduct (CSM)?
- How has CSM been identified and what has been the responses?
- What do we have to learn from individuals, congregations, and communities who have suffered from CSM?
- What is after-pastoring and what resources are available to support after-pastors?

Required:

- Deakin, “Nashville Church Urges Conversation about Sexual Misconduct,” *UU World* <http://www.uuworld.org/news/articles/287033.shtml>
- Garland, “Executive Summary: The Prevalence of Clergy Sexual Misconduct with Adults: A Research Study,” <http://www.baylor.edu/clergysexualmisconduct/index.php?id=67406>
- Seavy, Berry Street Lecture 2016, available on the web, and “Weekly Message,” Posted on UUsafety.net, <http://www.uusafety.net/2014/rev-seavey-csm-work/>
- Fortune, “The Transformation of Suffering: A Biblical and Theological Perspective,” [PDF]
- French, “Safe Churches need policy and vigilance,” *UU World*, <http://www.uua.org/safe/handbook/justice/165972.shtml>
- French, “Reforms take aim at clergy misconduct,” *UU World*, <http://www.uuworld.org/news/articles/298755.shtml>
- Leiserson, “Sermon on Forgiveness, 2011” [PDF] Shared by the preacher, who has requested it does not circulate beyond our class.

Recommended:

- **Jung/Stephens:** Hamilton, “When Leaders Fall,” (pp. 205-214); “Touch Not Mine Anointed,” (pp.137-147)
- *Religion and News Weekly*, “New Report on Catholic Clergy Sexual Abuse,” [Video] <http://video.idahoptv.org/video/1940140400/>
- Afterpastor.org
- www.uusafetynet.org
- Leiserson and Thomason, “Healing,” <http://www.uua.org/safe/handbook/justice/166329.shtml>
- Lammert, “Report to the UUA Board – A Gap Analysis,” [PDF]
- Keene, “Structures of Forgiveness in the New Testament,” *Faithtrust Institute*, <http://www.faithtrustinstitute.org/resources/articles/Structures-of-Forgiveness.pdf>
- Faith Trust Institute, “Clergy Sexual Abuse Bibliography,” <http://www.faithtrustinstitute.org/resources/bibliographies/clergy-sexual-abuse>

Thursday AM

Policy Roundtable

Students will bring in policies and related documents from institutional bodies for group review and analysis.

- What policies and procedures come to bear in various religious communities?
- How are policies regulated sexuality and sexual behavior derived from sources of sexual ethics?
- What do sexual ethics policies do?

Unit 9: Sexual Violence, Evil, and Human Wholeness

Sexual violence impacts individuals across the lifespan and takes many forms. Sexual violence also takes systemic and institutional forms.

- What are different forms of sexual violence and how are they perpetrated?
- How does sexual ethics understand sexual violence as evil?
- How are women, people of color, and LGBT/queer peoples affected by sexual violence?
- What is the role of the State, the community, and the congregation in responding to sexual violence?

Required:

- **Ellison:** “Why Don’t Batterers Just Leave and Rapists Just Cease and Desist?” (pp. 77-97)
- MMWR, “Prevalence and Characteristics of Sexual Violence, Stalking, and Intimate Partner Violence,” September 5, 2014 [PDF] (skim)
- FaithTrust, “When the Abuser is Among Us” [PDF]
- Brooden, “A Deeply Entrenched Problem,” *Brandeis University Feminist Sexual Ethics Project* [Video] <http://www.brandeis.edu/projects/fse/conferences/disrupting-the-script/videos/brooden-open.html>
- Davis, “Sexual Justice and Repair,” *Brandeis University Feminist Sexual Ethics Project* [Video] <http://www.brandeis.edu/projects/fse/conferences/disrupting-the-script/videos/davis.html>

Recommended:

- Colorlines.com
 - “Prison Rape: Getting from Punchline to Serious Crime,” http://colorlines.com/archives/2014/04/prison_rape_getting_from_punchline_to_serious_crime.html
 - “‘Anti-Rape Wear’ Reinforces Every Rape Myth You Can Think Of,” http://colorlines.com/archives/2013/11/anti-rape_wear_reinforces_every_rape_myth_you_can_think_of.html
 - Other colorlines.com coverage of sexual violence
- KALW Local Public Radio, “Your Call: How can men oppose misogyny?” <http://kalw.org/post/your-call-how-can-men-oppose-misogyny>

Thursday PM

Unit 10: Prophetic Witness and Sexual Justice-Making

Sexual ethics is concerned with sexual justice-making in our communities and our world. Prophetic witness, coalition-building, and legislative advocacy are hallmarks of religious traditions' involvement in movements for sexual justice.

- How should faith leaders respond to sexual violence?
- How have faith communities been involved in public issues related to sex and sexuality?
- How can prophetic witness work address issues of sexual ethics?
- How can sexual ethics be carried into ritual arts and worship?

Required:

- **Safe Congregations:** Muir, "Just Relations in a Faith Context," <http://www.uua.org/safe/handbook/justice/165972.shtml>
- FaithTrust Institute, "What Religious Leaders Can Do to Respond to Sexual and Domestic Violence," [PDF]
- West, "Dissenting Leaders and Heterosexism," *Disruptive Christian Ethics* [PDF]
- Townes, "Everydayness," *Womanist Ethics and the Cultural Production of Evil* [PDF]
- Religious Institute, "Survey of Religious Professionals: A Report on Progressive Clergy Action" [PDF]
- *New York Magazine*, "Meet the College Women Who Are Starting a Revolution Against Campus Sexual Assault," <http://nymag.com/thecut/2014/09/emma-sulkowicz-campus-sexual-assault-activism.html>
 - *Newsweek*, "Hundreds of Columbia Students Carry Mattresses in Sexual Assault Protest," <http://www.newsweek.com/photos-hundreds-columbia-students-carry-mattresses-sexual-assault-protest-280914>
 - *Huffington Post*, "Columbia University Charging Student Group After Anti-Rape Protest (Update)," http://www.huffingtonpost.com/2014/11/06/columbia-rape-protest-fine_n_6115866.html
- Jung/Stephenson: McClure, "Preaching and Sexual Ethics," (pp. 157-168)

Recommended

- FaithTrust Institute, "Sexual and Domestic Violence Bibliography," <http://www.faithtrustinstitute.org/resources/bibliographies/sexual-and-domestic-violence>
- Jung/Stephenson: "Mission and Sexuality," (pp.147-157)

Friday AM

Bonus Unit: _____

Course Review

Friday PM

Final project