The University of the Incarnate Word
School of Professional Studies
RELS 3325 God and Human Sexuality
Course Outline

Term and Year: Approved for Academic Year 2019-2020
See Instructor Section of Blackboard Course for More Information

Course Overview:

This course examines Christian theological and ethical teachings concerning sexuality and interpersonal relationships. Attention is given to issues of gender, body and spirit, sexual violence and marriage and intimacy.

Prerequisite:
Prerequisite; 3 hours in RELS or permission of instructor.

Description of the Course
This course will examine the nature and role that human sexuality has played in the life of the Christian community. Attention will be given to the historical development of a theology of the body and the Church's teachings on sex and how this shaped Western societies. We will explore a variety of issues that touch on sexuality and religion's response to it including pre-marital sex, sex within marriage, divorce, adultery, homosexuality, the role of sexuality in the lives of single people, violence against women, pornography, etc.

This course is part of: General Education Core Course This course may be offered in a face-to-face, blended and online format.

Outcomes	Assessments will be a combination of the following
1. Assess the historical response Christianity has given to the issue of human sexuality 2. Articulate the concept of gender roles as understood in Catholic theology 3. Assess the claims of modern biblical scholarship on Church teaching in regard to human sexuality 4. Assess the role of marriage and family within human societies and its changing definition and functions	Discussion boards, examinations, class exercises, formal written essay

Readings (Required)
SEE THE LINKS EMBEDDED IN THE WEEKLY CLASS SCEHDULE (below)

* You are also required to read each of the Lecture Notes that are on the class website, as well as one of the articles posted on the class website.

Student Evaluation
Reading Summary: 20%
Quizzes: 20%
Article Journal: 30%
Discussion Posts:/   30%
Class Participation

Quizzes:
At the end of each section we cover (approximately each week) there will be a brief online quiz. The answers for these quizzes will come from the reading of your assigned readings AND the class lecture notes. Do NOT Google for the answers. It is always clear when students are not getting their answers from either the designated readings or the lecture notes, so please resist the urge to find the answers to the quiz on the internet. You may use your readings and lecture notes when answering the quiz questions.

Article Journal:
On the class website under the file "Weekly Lessons" there are a couple of articles. The reading journal is simply a synopsis of ONE of these articles. DO NOT wait until the last moment to pick up the articles. The material can be a little difficult and you will probably need to read through it more than once. The journals will be typed, double-spaced, 12-font papers detailing what the article was about, and MUST include your own personal thoughts and ideas on the topic (agreements, disagreements, likes, dislikes, other thoughts, etc). The paper needs to be at least 4 full pages. This is a one-time assignment and there is no need for outside research (simply use the article provided).

Discussion Posts or Discussion in Classroom:
Approximately once a week, I will post a discussion question related to our Lecture Notes. The reflection post is simply your online reply to the discussion. Please make sure you are not simply replying to someone else's post with an "I agree" or "ditto". Replying to someone else's post is perfectly fine as long as it is a <u>contribution</u> to the dialogue. Even if the topic should veer off course away from the original question is fine (as long as it stays within the realm of religion). Talking on line is not like talking in person, or even on the telephone. Our normal interaction is very reliant on the use of body language. Think about times that you have had conversations that would have been very negative had you not been able to see the other person or hear their tone of voice. In order to help foster good will and avoid verbal fighting, you will want to use emoticons. Emoticons are also referred to as smileys. Experiment with different ways of expressing yourself.
The reflection post grade also reflects if you are making the minimum requirements (three times a week **on different** days) of logging onto the class website and participating at different times (please don't just post 3 times the day the post is due and expect the same grade as someone who has been participating throughout the week). Many times myself, or your other classmates will respond to something you have written, and it's always good to keep the conversation going.

Reading Summary:

The Reading Summary is simply a synopsis of ONE of the assigned reading links from the assigned readings (not your Lecture Notes). This will be a typed, double-spaced, 12-font paper detailing what the chapter was about, an outline of the points made in the chapter, and MUST include your own personal thoughts and ideas on the topic (agreements, disagreements, likes, dislikes, other thoughts, etc). The paper needs to be **at least** 3 full pages. This is a one-time assignment.

Academic Honesty:

The UIW Student Handbook states, "Students are expected to pursue and maintain truth, honestly, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms that define academic community. The following definition and guidelines have therefore, been established to secure the maintenance of academic integrity at Incarnate Word. Forms of academic dishonesty include, but are not limited to:

1. Cheating on tests, exams, or other class or laboratory work
2. Involvement in plagiarism
3. Counterfeit work
4. Falsification of academic records
5. Unauthorized reuse of work
6. Theft
7. Collusion
8. Facilitating academic dishonesty
9. Taking information from the Internet and plagiarizing, or not properly citing such sources

Weekly Readings

WEEK ONE
Introduction & background
"Roman Catholic Sexual Ethics: A Dissenting View" by Charles Curran, Religion Online
https://www.religion-online.org/article/roman-catholic-sexual-ethics-a-dissenting-view/

WEEK TWO
Divorce "D-I-V-O-R-C-E:
The Rules of Separation – Catholic, Jewish, Protestant" by William Bole, Boston College Magazine
http://bcm.bc.edu/issues/spring_2015/c21_notes/d-i-v-o-r-c-e.html

WEEK THREE
Homosexuality   "What the Bible Really Says About Homosexuality"
Chapter 1 by Daniel Helminiak http://www.visionsofdaniel.net/WBRSch1.htm

Chapter 2   http://www.visionsofdaniel.net/WBRSch2.htm

Reading Journal due

WEEK FOUR
Scripture & Sexuality   "The Bible's Contradictions About Sex" by Stephen Prothero, Boston University
Today   https://www.bu.edu/today/2011/the-bible%E2%80%99s-contradictions-about-sex/

WEEK FIVE
Pornography & Violence   "Create in Me a Just Heart: Treating pornography as a structure of sin" by Megan McKabe, America Magazine   http://www.americamagazine.org/issue/create-me-just-heart

"Censorship or Education? Feminist Views on Pornography" by Mary Ellen Ross, Religion Online
https://www.religion-online.org/article/censorship-or-education-feminist-views-on-pornography/

 WEEK SIX
Transgender voices of Faith   Torah in Transition" by Joy Ladin, Transtorah
http://transtorah.org/PDFs/Torah-In-Transition.pdf

WEEK SEVEN
Sexuality & the Single Life   "Looking for love the Christian way doesn't always lead to happiness" by Mariam Williams, National Catholic Reporter

https://www.ncronline.org/blogs/intersection/finding-love-christian-way-doesnt-always-lead-happiness

Chapter Summary due

WEEK EIGHT
 New proposals   "A church that young adult Catholics can believe in" by Nicole Sotelo, National Catholic Reporter   https://www.ncronline.org/blogs/young-voices/church-young-adult-catholics-can-believe

Grading Scale
A+   (100)
A   (94-99)
A-   (90-93)
B+   (87-89)
B   (83-86)
B-   (80-82)
C+   (76-79)
C   (70-75)
D+   (67-69)
D   (63-66)
D-   (60-62)
F   (anything below 60)

"A" and "A-" indicate a superior grasp of the subject matter of the course, initiative and originality in attacking problems, and ability to relate knowledge to new situations.
"B+", "B", and "B-" indicate better than average grasp of the subject matter of the course and ability to apply principles with intelligence.
"C+" and "C" indicate an acceptable grasp of the essentials of the course. Most folks fall in this region, or they should!
"D+", "D", and "D-" indicate less than average performance in the course. The course must be repeated for Business majors.
"F" indicates failure to master the minimum essentials of the course. The course must be repeated.

Class Syllabus Statement regarding Disability and Title IX articipation, Punctuality and Attendance: Requirements and Expectations for In-person Classes

- Attendance: Abide by the UIW Attendance Policy as stated in the Catalog: https://uiw.smartcatalogiq.com/en/2019-2020/Catalog/VII-Institutional-Academic-Policies/Attendance-and-Religious-Observance-Policies
- Eating and Smoking: NOT ALLOWED in class
- Talking and Messaging using mobile devices: NOT ALLOWED in class
- Copies of homework, tests, exams, and e-mail communication: Save for your records
- Assignments and homework with due dates: Expected to be turned-in on time

Academic Integrity Policy

University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms, which define an academic community. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at Incarnate Word.

UIW Course Policies, Guidelines and Accommodations

This course complies with all UIW academic policies and federal guidelines, including but not limited to: academic integrity, disability accommodations, pregnancy accommodations, Title IX non-discrimination, and class absences for religious observances. Current policy statements will be provided to all students through the learning management system and in information provided on the first day of class. Hyperlink takes you to Blackboard, please click on UIW Course Policies, Guidelines and Accommodations tab.

Updated 01/2020

Class Meeting Matrix includes the topics, readings, and/or assignments. You will notice a number in parenthesis. This is the Alternative Learning Equivalencies for this course. It is an expectation for the minimum amount of time (hours) you will spend on each topic. Its primary purpose is for accreditation.

Week	Alternative Instructional Equivalent (AIE) for Activity	Estimated Hours
#1	Lecture Notes review (1.5). Assigned readings (2). Take part in Week One Introductions (2.5).	6
#2	One hour quiz Assigned readings (3.5). Take part in Week Two General Discussion (2.5).	6
#3	Article review (1.5). Assigned readings (2). Take part in Week Three General Discussion (2.5).	6
#4	One hour quiz Assigned readings (3.5). Take part in Week Four General Discussion (2.5).	6
#5	Lecture Notes review (1.5). Assigned readings (2). Take part in Week Five General Discussion (2.5).	6
#6	One hour quiz Assigned readings (3.5) Take part in Week Six General Discussion (2.5).	6
#7	Chapter review (1.5). Assigned readings (2). Take part in Week Seven General Discussion (2.5).	6
#8	One hour quiz Assigned readings (3.5). Take part in Week Eight General Discussion (2.5).	6
	Total	48

Class Discussion Rubric				
Discussion Rubric	**Does not meet Requirements (60)**	**Minimum Requirements (75)**	**Meets Requirements (90)**	**Exceeds Requirements (100)**
Frequency of participation in class	Contributes once on day assignment is due	Few contributions; Only responds once or several times on day assignment is due at the end of the week	Voluntarily contributes to discussion. Responds at least twice at different times.	Actively and regularly contributes to discussion; Clearly has posted several times during the week.
Relevance of discussion	Contributions do not reflect the question being asked. Comments reflect little understanding of the topic being discussed.	Contributions reference question, but may include inaccuracies or an incomplete understanding of topics/concepts.	Contributions are thoughtful and informed. Able to make connections between question and textbook material.	Contributions are relevant and promote in-depth analysis of material. Comments reflect understanding of assigned readings, remarks by students, and application of readings to life experience.
Level of discussion	Not adequately prepared; does not appear to have read the question.	Appears to have read the question, but not closely or did not give much thought to the main idea.	Clearly read and thought about the question	Consistently well-prepared; Investigates and shares relevant material not explicitly assigned
Engagement	Inattentive or makes inappropriate or disruptive comments.	Participates occasionally; does not respond to contributions of others.	Participates regularly without monopolizing; listens and responds to contributions of others.	Models good classroom citizenship. Responses to others are appropriate. Promotes active participation by others.

Written Deliverables (Chapter Summary & Reading Journal) Rubric

Written Deliverables Rubric	Does not meet Requirements (60)	Minimum Requirements (75)	Meets Requirements (90)	Exceeds Requirements (100)
Understanding (20)	Demonstrates an inadequate understanding of topic and/or issue being analyzed.	Demonstrates an acceptable understanding of topic and/or issue being analyzed.	Demonstrates an accomplished understanding of topic and/or issue being analyzed.	Demonstrates a sophisticated understanding of topic and/or issue being analyzed.
Analysis & evaluation of Concepts/Issues /Problems (20)	Presents an incomplete analysis of the issues identified. Supports diagnosis and opinions with few reasons and little evidence; argument is one-sided and not objective.	Presents a superficial analysis of some of the issues identified. Supports diagnosis and opinions with limited reasons and evidence; presents a somewhat one-sided argument.	Presents a thorough analysis of most issues identified. Supports diagnosis and opinions with reasons and evidence; presents a fairly balanced view; interpretation is both reasonable and objective.	Presents an insightful and thorough analysis of all issues identified. Supports diagnosis and opinions with strong arguments and evidence; presents a balanced and critical view; interpretation is both reasonable and objective.
Links to Course Readings (20)	Makes little or no connection between personal reflection and the concepts studied in the readings.	Makes appropriate but somewhat vague connections between personal reflection and the issues and concepts studied in the readings.	Makes appropriate connections between personal reflection and the concepts studied in the readings; demonstrates good command of the concepts and analytical tools studied.	Makes appropriate and powerful connections between personal reflection and the concepts studied in the readings; demonstrates complete command of the concepts and analytical tools studied.
References (20)	Supplements project, if at all, with incomplete reference to reading.	Supplements project with limited references to the reading.	Supplements project with relevant references to the reading; documents all sources of information.	Supplements project with relevant and extensive references to the reading; clearly and thoroughly documents all sources of information.
Writing Mechanics/ Organization (10)	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized.	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization.	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized.	Writing demonstrates a sophisticated clarity, conciseness, and correctness; formatting is appropriate and writing is free of grammar and spelling errors. Includes thorough details and relevant data and information; extremely well-organized.

Completeness (10)	Incomplete in most respects; does not reflect requirements.	Incomplete in many respects; reflects saw requirements.	Complete in most respects; reflects most requirements.	Complete in all respects; reflects all requirements.