I. Course Number and Title: MT 651  Sexual Ethics

II. Credit Hours; Semester; Meeting Times and Place: 2 credit hours. Winter, 2018. Mondays, 9:00 – 11:00 a.m.; Maida Alumni Library; Jan. 8 to Apr. 30. There will be no class on the following dates: February 26 (Spring Break), Mar. 26 (Easter Recess), Apr. 2 (Easter Recess).

III. Instructor: Gregory A. Banazak; Phone: (248) 683-0419 (direct line to office); e-mail: gabanazak@yahoo.com (=best way to reach me).

IV. Office Hours and Location: My office is in Marian Hall, second floor, at the West end (the end closest to the Seminary Building). The office is marked with my name. All students must be able to find my office, since they will probably have to take exams there. This familiarity is understood to be the student’s personal responsibility. I don't keep regular office hours but would be very willing to meet before class in the Library or for an appointment in my office.

V. Course Description: Investigation into the ethics of human sexuality in the light of faith. Overview of the teaching of the Magisterium, insights from Scripture and Tradition, the nature of sexuality and love, theology of the body, and contributions from the social and health sciences. Particular issues include pre-marital relations, contraception, abortion, homosexuality, masturbation, and celibacy.

VI. Student Learning Outcomes:

1. To understand the history of Catholic teaching and theology on sexuality.

2. To comprehend, evaluate, and advance contemporary theological discussion on sexuality

3. To explicate, evaluate, and advance one's own theology of sexuality

VII. Thematic Course Outline

0. Introduction to Course

1. Foundational Questions

   1.1. What is Sex?
   1.2. What is Male / Masculine? What is Female / Feminine?
   1.3. What is Love?
   1.4. What Do The Sources of Revelation Say About Sex In General?

2. Particular Issues

   2.1 Premarital Sex
   2.2 Contraception
   2.3 Abortion
   2.4 Homosexuality
   2.5 Masturbation
   2.6 Celibacy
VIII. Required Text: There is no textbook for this course.

IX. Magisterial Documents Read in This Course

Pope Paul VI. Sacerdotalis caelibatus. (1967)

Pope Paul VI. Humanae vitae (1968).


Congregation for the Doctrine of the Faith, Considerations Regarding Proposals to Give Legal Recognition to Unions Between Homosexual Persons (2002).

X. Course Delivery and Method of Instruction: This course will be "presential" in that the members of the class will meet weekly in a physical space. However, the instructor will post notes, important course documents (such as the syllabus), and announcements on this course's online Populi site. Students are also encouraged to post announcements of importance and interest them on the site.

I will employ a lecture-and-discussion method of instruction. A set of notes will be distributed for a class meeting. These notes will usually be a summary, explanation, and contextualization of the main points of the assigned reading(s), when such are given, along with additional insights from other sources. They will serve as a starting point for the lectures / discussions. I plan to read and comment upon the notes while students should plan to follow, comment upon, question, and challenge the notes. With these notes I hope to create a relaxed environment in which students can be relieved of the need to take copious notes and can concentrate instead on comprehension and discussion; to introduce the students to different methodologies and terminologies by allowing authors quoted in the notes to speak for themselves; to give clarity and order to class discussions; and to smooth the efforts of international students to understand the class material. However, if the notes do not serve these purposes and instead become a substitute for reading or an inducement to passivity in class I will discontinue them. In addition, it should be clear that the instructor’s notes are not to be given to persons who are not registered in this class during this semester; serious repercussions will result from a violation of this understanding. The instructor’s notes are a tool of instruction and not an obligation contracted with the student.

The instructor will be attentive to the diverse learning styles of the students and will adapt his teaching style to accommodate them.

XI. Assignments

1 Readings: Readings will be assigned for every class session. Such readings are essential for you to be able to understand the material of the class and to participate intelligently in class discussion. You are expected to finish the readings assigned to you before the date on which they are due. As an aid to students’ planning, I’ve listed assigned readings for the semester in the course calendar (to be distributed in class).

Readings are meant to be preparatory for the day’s class. They are intended to give you some background and insights into the material to be discussed on the date for which the readings are assigned. For this reason, I suggest that you read in order to find main ideas rather than to memorize details. For instance, after reading an assigned text, try to express to yourself, briefly and simply, the main ideas the author attempted to communicate. You might also express to yourself, briefly and simply, your opinion on those ideas.

Students are strongly encouraged to browse through the new books and the recent editions of theological journals in the Maida Alumni Library. Such initiative can put you in contact with the latest developments in theology as well as assist in cultivating areas of personal interest in our course material. If you are interested in a book that our library does not have, you are encouraged to use Inter-Library loan.
2. Review of Notes: Students are urged to review regularly the notes distributed by the instructor during class, the notes they might take during class discussions, and notes from their reading. Such review can greatly aid in the comprehension and synthesis of course material.

3. Midterm and Final Exams: In order to have your learning evaluated by an impartial listener / reader, you will given midterm and final exams.

   The midterm exam will test your comprehension of course material in the first few weeks. The main question of the midterm will be, do you understand what is being discussed in class? It will be scheduled for **February 19** and will count for 30% of your final grade. It will be offered in either oral or written form.

   The final exam will test your comprehension, evaluation, and integration of course material. It will be scheduled for **April 30** and will count for 70% of your final grade. It will be offered in either oral or written form.

   As a way of assisting students to prepare for the exams, questions will regularly be given the week after the class to which the questions are directed. Further details about the exams will be distributed as we approach their respective dates.

XII. Grading: The student’s final grade will be calculated according to this breakdown of percentages:

- **Midterm Exam:** 30%
- **Final Exam:** 70%

The above break-down of grading presupposes that the student has successfully completed both exams. If any one of the above two exams is not completed successfully, the student will receive a failing grade for the course.

I will be using the grading system that appears in the **SS. Cyril and Methodius Seminary Catalogue, 2017-2018**, p. 23-24. The student should be aware of the policy on incomplete grades: see **SS. Cyril and Methodius Seminary Catalogue, 2017-2018**, p. 24. Class participation can raise your final grade by a maximum of one half grade.

XIII. General Guidelines

1. Guidelines for Academic Study: Students are expected to devote at least 2 to 3 hours of study per week, per credit hour. A normal reading load is about 500 pages per credit.

2. Standards for Written Assignments: Class assignments must be submitted electronically and in hard copy. They must be proofread for proper grammar, spelling, punctuation, and form. In preparing research papers requiring documentation, students are to follow the guidelines in Kate L. Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations* (latest edition). The manual is available in the Library. Students are required to reference the *Student Writing Guide* posted on the Seminary Web Site. The Writing Center is available to aid students in preparing written and/or oral assignments.

3. Disabilities Accommodation: Students enrolled in this course who have documented disabilities should notify the professor at the first class session. Reasonable accommodations will be made to ensure that students with disabilities have access to course material and interaction in modes in which they can receive them.

4. Class Recording: Tape recorders or any other device intended to register the discussion and activities of students or the instructor in this course are strictly prohibited. Laptop computers may be used in class so long as they do not disturb other students and are not used for purposes other than participation and work in the class session.

5. Class Presence and Participation: Students are expected to attend all class sessions. I understand “attendance” to mean that you are ready to begin class on time and remain until class is finished. If you anticipate an unavoidable absence from class, please consult with me first. Frequent and unreasonable absences from class may result in an academic penalty and/or a failing grade in the course according to the instructor's discretion. Students themselves are responsible for obtaining materials distributed during a class session from which they were
absent. The instructor cannot offer make-up class sessions and/or a private review of his teaching notes. The instructor will mail materials to students if they have first provided him with a self-addressed stamped envelope or an email address to which he can send materials in digital form (to be mailed the first business day after the class session is held). However, students should understand that this course has a site on the Populi platform and that the instructor will post his notes for all classes on that site the day after the respective class has finished.

In order to participate actively, students should bring this syllabus and copies of that day’s required reading(s) / texts to class.

No one may attend class other than students registered in this course in this semester.

6. Respect For Others: As a matter of course, the students and instructor are expected to show respect for all members of the class at all times. In particular, the instructor will tolerate absolutely no language or behavior, during class and/or in written assignments, which disparages race, color, religion, national origin, handicap, or sex. Christian charity would seem to require that problems regarding this matter should be brought directly to the attention of the offending party. If this is ineffective or impossible, please call the instructor’s attention to the matter and he will talk with the matter to the offending party. Failure to respond to repeated requests may result in a conference with higher authorities and / or an academic penalty. In addition, students are urged to use inclusive language in speaking and writing as a means of expressing and fostering respect for the dignity of all persons.

7. Academic Integrity: Students are expected to maintain personal honesty and professional integrity in examinations, assigned papers, and research projects. Source materials and citations used in the preparation of papers are to be indicated by proper documentation. Copyright laws should be honored when duplicating materials. Plagiarism and cheating are a breach of academic integrity. Plagiarism is defined as: “to steal and pass off (the ideas or words of another) as one’s own : use (a created production) without crediting the source vi: to commit literary theft: present as new and original an idea or product derived from an existing source” (Webster's New Collegiate Dictionary 9th ed., Springfield, MA: Merriam, 1981, p. 870). Violations in this area are considered a serious offense. If a student is suspected of plagiarism, the following procedure is to be followed:

1. When the instructor suspects a student has plagiarized an assignment, the instructor may confront the student.
2. If the instructor has evidence that a student has plagiarized an assignment, the instructor should confront the student with the evidence. The student has an opportunity to explain what happened.
3. If the instructor is convinced that plagiarism has occurred, the instructor may suggest a course of action: e.g. rewrite the assignment and receive a grade or the student may take a “0” for the assignment and not rewrite the assignment.
4. The Academic Dean should be informed of the outcome of this discussion and a note will be placed in the student’s file. The respective formation mentor is informed by the Academic Dean.
5. If there are repeated offenses, the student will fail the course.
6. The student who fails a required course must repeat it.
7. A student who plagiarizes or cheats consistently in the academic program will be dismissed from the program.
8. For dismissal from the academic program, a board consisting of the Rector, Academic Dean, the student’s mentor, the faculty member(s) affected by the student’s plagiarism and a faculty member of the student’s choosing will be convened and a decision rendered. This decision will be communicated to the student by the Rector.

Cheating is defined as “to deprive of something valuable by the use of deceit or fraud; to influence or lead by deceit, trick, or artifice; to elude or thwart by or as if by outwitting <cheat death> intransitive verb: to practice fraud or trickery; to violate rules dishonestly <cheat at cards> <cheating on a test> (<cheat.” Merriam-Webster Online Dictionary, 2010. Merriam-Webster Online. 5 May, 2010.http://www.merriamwebster.com/dictionary/cheat). In short, “cheating is defined as the intentional act of breaking the rules, or attempting to achieve personal gain through fraud or deceit. With children, cheating usually refers to academic fraud, such as copying answers from another student while taking an exam, or breaking the rules in a game” (Dianne K. Daeg de Mott, Thomson Gale, Detroit, Gale Encyclopedia of Childhood and Adolescence, 1998).

Examples of cheating in an academic setting include, but are not limited to:

a. copying answers for an exam from another student;
b. writing out the answers to an exam beforehand and turning them in at the time of the exam;
c. obtaining the answers to an exam prior to the exam and using them during the exam in some way;
d. having another person take an exam or write a paper for you;
e. continuing to write answers to an exam after the time has expired (timed examinations);
f. obtaining copies of an exam or answer key to aid in studying for the exam;
g. passing notes to another student during an exam;
h. asking another student for help during the writing of an exam;
i. using another person’s paper, presentation, reflection, etc. and handing it in as your own work;
j. using electronic devices such as computers or mobile phones to obtain answers during an exam.

(The term “exam” may be substituted with “quiz,” “paper,” or “presentation” as the case may be.)

XIV. Notice of Change: The information in this syllabus is subject to change. The instructor reserves the right to make any necessary changes.

XV. General Bibliography:

A. General Bibliographical Resources

“Elenchus bibliographicus”. In Ephemerides Theologicae Lovanienses 1924 - present. See entries under “sexualitas”, and related areas.

Bibliographical Index. Volumes 1 - (1937 - present).


Répertoire bibliographique des institutions chrétiennes. Published by Céntré de recherche et de documentation des institutions chrétiennes in Strasbourg, France. 10 Volumes (1967-1976).


Theology in Context. Aachen: Institute of Missiology Missio. (Bi-annual bibliography of theological contributions from Africa, Asia, Oceania, and Latin America; published between 1984 and 2002) Look in the “Index of Key Words” under such terms as “Sexuality.


ATLA Religion Database (available in our library)

CPLI Database (available in our library)


APS Guide to Resources in Theology (maintained by the theology faculty at the University of Toronto) --- URL can be found on this site: http://www.trinity.utoronto.ca/Library/Theology/int.html

Ethics Updates Web Page (designed and edited by Lawrence M. Hinman from the University of San Diego) --- URL: http://ethics.sandiego.edu/index.asp (especially useful are the sections entitled “Ethical Theory” and “Applied Ethics”)

See also relevant journals in ethics, such as Journal of Religious Ethics (published by a consortium of U.S. universities), Familia et Vita (published by the Pontifical Council for the Family), and Journal of Feminist Studies in Religion (edited by Elisabeth Schüssler Fiorenza), for book reviews and the foot or end notes of articles.

B. General Works


Catechism of the Catholic Church, nn. 1763-1775, 2331-2400, 2514-2533. N.B. This catechism should not be used as a theology textbook. See Cardinal Laghi’s comments in Origins Vol. 26, No. 44 (April 24, 1997) : 728. .

Concilium 173 (1984). = issue edited by Gregory Baum and John Coleman and dedicated to the theme of “the sexual revolution”


Cross Currents 54, No. 3 (Fall 2004). series of articles dedicated to the theme of “Flesh and Spirit”. Topics include sex and mysticism, Jesus and sex, female sexuality today, black women’s sexuality, and sexuality on Broadway.


*Interpretation.* (January 1995). This issue is dedicated to the theme of “Biblical Authority and Human Sexuality.”

Note the articles by Mary McClintock Fulkerson (Church document and Scripture), Robin Scroggs (Bible as Foundational Document), and Lisa Sowle Cahill (Feminist Biblical Perspective on Sexuality)


XVI. Course Calendar: This calendar indicates the days of class meetings (identified with lesson numbers, to correspond to our Populi course), the topics to be discussed, and the readings to be done in preparation for each class meeting.

I’ve listed three types of reading assignments: required, suggested, and optional readings. Required readings are essential for this course; you are obliged to read them in order to pass this class. Suggested readings are those which should be read, after completion of required readings, if time permits. Optional readings are meant to be supplementary: you are not required to read them, but I encourage you to consult some of them during the semester and in the future so that you can gain a more profound understanding of our course material. All required readings not from the three required texts are on the instructor’s reserve shelf in the Maida Alumni Library. Other readings will be offered throughout the semester according to the interests and needs of the class.

Lesson 1 (January 8): Introduction to the Course

Required Reading: Course Syllabus

Optional Readings: Overviews of Sexual Ethics


*Method in Sexual Ethics*


*The Way Supplement*, 88 (Spring 1997). = *entire issue dedicated to the theme of “Spirituality and Ethics”.*

Heaney, Robert P. “Sex, Natural Law, and Bread Crumbs.” *America* 170, n. 7 (February 26, 1994) : 12-16.


Lesson 2 (January 15): Foundational Question: What is Sex?


Optional Readings:

Sexuality


*The Body*


**Concilium** 1995 / 3 (June 1995).  *Issue is entitled “Liturgy and Body” and is edited by Louis - Marie Chauvet and François Kabasele Lumbala.*


Enns, Diane.  “‘We Flesh’: Re-Membering the Body *Beloved .’*  *Philosophy Today* 39, No. 3 (Fall 1995) : 263-279.


*Journal of the American Academy of Religion*.  63 (Fall 1995).  *entire issue dedicated to the theme of “religion and food”*

*The Way* 37, No. 1 (January 1997).  *entire issue dedicated to the theme of “Food”*


**Lesson 3 (January 22): Foundational Question: What is Male? What is Female?**

**Required Reading:** Judith Lorber, *Paradoxes of Gender* (New Haven, CT: Yale University Press, 1994), 13-36 (= Chapter 1: “‘Night to His Day’: The Social Construction of Gender”).  *Instructor will distribute a copy in class and*


**Optional Readings:**


Augustine. **De Trinitate.** Book 12, chapter 7.

Augustine. **The City of God.** Book 22, chapter 17 (="Whether the bodies of women shall retain their own sex in the resurrection")


Thomas Aquinas. *Summa theologica* Part I, Question 92 (=“On the production of the woman”), esp. article 1, ad primum; and Part I, Question 93, Article 4 (=“whether the image of God is found in any human being”).


Concilium 1991/6 (December 1991). *This issue is dedicated to the theme of “The Special Nature of Women?” and is edited by Anne Carr and Elisabeth Schüssler Fiorenza.*


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### Lesson 4 (January 29): Foundational Question: What is Love?

**Required Readings:** Plato, The Symposium. =because this work is so widely available, students are expected to acquire their own copies. Copies can be downloaded from the Project Gutenberg website at [http://www.gutenberg.org/etext/1600](http://www.gutenberg.org/etext/1600) from the Internet Classics Archive at [http://classics.mit.edu/Plato/symposium.html](http://classics.mit.edu/Plato/symposium.html) and from other reliable Internet sites

Thomas Aquinas, Summa theologiae. II-II, 23-33 (see also quaestiones 34-44). =because this work is so widely available, students are expected to acquire their own copies

**Optional Readings:**


Hesiod. Theogony.

Euripides. Hippolytus.


Augustine. Confessions, Book I, chapter 12; Book II, chapters 1 and 6; Book III, chapter 1; Book IV, chapter 6; Book VI, chapter 14; Book VII, chapter 10; Book VIII, chapter 2; Book X, chapter 7.


Bernard of Clairvaux. De diligendo Deo. PL 182: 973-1000.


Alighieri, Dante. *La divina commedia.*

Alighieri, Dante. *La vita nuova.*


Lesson 5 (February 5): Foundational Question: What Do the Sources of Revelation Say About Sex in General?


Optional Readings: Sexuality and Scripture


Interpretation. (January 1995). This issue is dedicated to the theme of “Biblical Authority and Human Sexuality.” Note the articles by Mary McClintock Fulkerson (Church document and Scripture), Robin Scroggs (Bible as Foundational Document), and Lisa Sowle Cahill (Feminist Biblical Perspective on Sexuality)


Sexuality and Tradition


Journal of the History of Sexuality. Published quarterly (January, April, July, and October) by the University of Texas Press. ISSN: 1043-4070.


Forget, J. “Jovinien.” In *Dictionnaire de théologie catholique*, fascicules lxv-lxvi (Paris: Librairie Letouze et Ané, 1925), cc. 1577-1580.


**Sexuality and Magisterial Teaching**


Pius XII. “Vegliare con sollecitudine: Address to the Italian Catholic Union of Midwives.” October 29, 1951. English translation in *Catholic Mind* 50 (January 1952) : 49-64.


Sexuality and Other Religions


Sexuality and “Other Sources”, viz. Social Sciences


Lesson 6 (February 12): Premarital Sex


Optional Readings:


Lesson 7 (February 19): Midterm Exam

February 26 --- No class (Spring Break)

Lesson 8 (March 5): Contraception

Required Reading: Pope Paul VI, Humanae vitae: Encyclical on the Right Ordering of Human Procreation (July 25, 1968).” can be found on the Vatican’s Web Site at: http://www.vatican.va/holy_father/paul_vi/encyclicals/documents/hf_p-vi_enc_25071968_humanae-vitae_en.html

Optional Readings:


Flannery, Kevin and Joseph Kotuski.  “Paul VI was Right.”  *America*  169 (September 25, 1993) : 7-11.


Lesson 9 (March 12): Contraception (cont’d)

Lesson 10 (March 19): Abortion


Optional Readings:


Catechism of the Catholic Church. nn. 2270-2275. N.B. This catechism should not be used as a theology textbook. See Cardinal Laghi’s comments in Origins Vol. 26, No. 44 (April 24, 1997) : 728.

Christian Century 113, No. 1 (January 3-10, 1996) : 10-15. =articles on attempts to find a middle ground in the abortion debate


Farmer, Linda. “Human is Generated by Human and Created by God.” American Catholic Philosophical Quarterly 70, No. 3 (Summer 1996) : 413-427.


**No class on March 26 (Easter Recess)**

**No class on April 2 (Easter Recess)**

**Lesson 11 (April 9): Abortion (cont´d)**

**Lesson 12 (April 16): Homosexuality**


**Optional Readings:**


Scripture: Genesis 19: 1-29; Romans 1: 24-27; 1 Corinthians 6: 9


Smith, Mark D. “Ancient Bisexuality and the Interpretation of Romans 1: 26-27.” Journal of the American Academy of Religion 64, No. 2 (Summer 1996) : 223-256. See also responses and rejoinders to this article in Journal of the American Academy of Religion 65, No. 4 (Winter 1997) : 855-870


Woods, Constance. “Same-Sex Unions or Semantic Illusions?” Communio 22, No. 2 (Summer 1995) : 316-342.


Crowley, Paul G. “Homosexuality and the Counsel of the Cross.” Theological Studies 65, No. 3 (September 2004) : 500-529.


Lesson 13 (April 23): Homosexuality (cont’d); Masturbation


Optional Readings:


Lesson 14 (April 30): Final Exam

Readings on Other Issues in Sexual Ethics (Not Covered in Class):

Paul VI, Sacerdotalis caelibatus: Encyclical Letter on Priestly Celibacy (June 24, 1967)


Forget, J. “Jovinien.” In Dictionnaire de théologie catholique, fascicules lxv-lxvi (Paris: Librairie Letouze et Ané, 1925), cc. 1577-1580.


The Way, Supplement 77 (Summer 1993). Entire issue is devoted to celibacy including articles on celibacy and clerical culture, the feminist critique of celibacy, the history of celibacy, and so forth.


*Pedophilia Among Clergy*


