

Lancaster Theological Seminary Core Courses & Sexuality Issues Covered

Course	Sexuality Issues Covered (i.e. LGBT issues, gender, sexual violence, the role of women, reproduction and family, sexuality, and sexuality and spirituality.)	How Covered (i.e. reading assignment, lecture, film, project, etc.)
CH 111 & CH 113 Church History 1 & 2	Women and their various changing roles in the history of Christianity are regularly discussed (leadership, missions, spirituality, theology).	Readings by and about women are assigned, discussed in class; essay questions that include ramifications for women are offered. Books chosen for review may cover such topics.
EM 100 Educational Ministries	How to handle classrooms with ideological (theological racial, sexual) differences is covered	Lectures and handouts on Rokeach belief systems, Gandhi's tips on peaceful conversations
MS 106 & 107 First Year Ministry Seminar (Formation)	Sexuality and spirituality are included.	This happens in the process of self-assessment and formational goal setting.
MS 206 & 207 Second Year Ministry Seminar (Formation)	Sexuality and spirituality are included. LGBT concerns are raised.	This happens in the process of self-assessment and formational goal setting. LGBT concerns are raised in a case study.
NT 111 Jesus & Gospels	We address a good deal of attention to feminist readings of Luke. The <i>Women's Bible Commentary</i> provides one of the core readings for the course from a feminist perspective.	One student essay option for Luke addresses the question of feminist readings of Luke.
NT 113 Paul & the Early Church	We address "Paul and Gender" and "Paul and Sexuality" as set-apart topics, in addition to discussing these topics as we encounter them. We discuss relevant passages in the New Testament along with the cultural norms of the ancient Mediterranean world.	A student essay on Paul includes several optional topics, including one that addresses gender, slavery, or sexuality (students' choice). Assigned readings include feminist and queer approaches to Paul and an essay on Paul & celibacy.

<p>OT 112 Intro to Old Testament I</p>	<p>Ideologies of gender and other forms of “difference” are included in classroom discussions of Genesis through Kings. While studying Leviticus, we use “Leviticus and Same-Sex Relations” as a case study for considering how critical methods of biblical study might influence the application of ancient texts to modern realities.</p>	<p>Gender dynamics are covered in readings and class lectures on ancient constructions of family. In preparation for the class session devoted to the Leviticus case study, students read articles on “homosexuality” and the “Holiness Code.” In assigned Essays, they may chose to explore these issues further.</p>
<p>OT 114 Intro to Old Testament II</p>	<p>Gender ideology is especially highlighted in our discussion of the “marriage metaphor” in the Prophetic books and the gendered tropes of sexual violence. In the discussion of Ezra-Nehemiah, focus turns to issues of inclusion/exclusion.</p>	<p>Students read portions of <i>Challenging Prophetic Metaphor</i> (Westminster John Knox, 2008) which deals with the gendered ideology and violence of the Prophets. In an Essay on the Prophets, students reflect on the ethical complexities of this material.</p>
<p>PH 240 Exploring Philosophical Thinking</p>	<p>Gender and LGBT people are addressed.</p>	<p>In our discussion on Plato’s Republic, discussions about essentialism, and political philosophy.</p>
<p>RH 240 Exploring Religious Phenomena</p>	<p>Human sexuality is discussed throughout the course, especially regarding the status of women and LGBT persons in world religions, and in human rights issues on a global level. For example, the female genital mutilation is discussed within the context of feminist ethics and epistemologies (the Daly/Lorde essentialism-relativism controversy). Similarly, philosophical and theological anthropologies of masculinity are discussed throughout the course. Current events assignments also bring LGBT-related issues into the discourse of the class.</p>	<p>Human sexuality and diversity is a regular topic of discussion. Short films on female genital mutilation are used in class and on the course’s LMS (Moodle). The Qur’an is read in English translation, and elements pertaining to women are highlighted in class. One course text -- a chapter of Zizek and Gunjevic’s <i>God in Pain</i> -- is used to analyze the logic of the feminine in Islam. Current events are implemented in the class through student presentations and class discussions, and often engage issues of reproductive rights, the global AIDS crisis, etc.</p>

<p>PL 311 Ministerial Ethics</p>	<p>Emotional systems focus on the process of ethical behavior and leadership as it is related to sexuality and power. Much of this boils down to maintaining healthy boundaries in professional and personal lives.</p>	<p>A Sacred Trust, 2 hours of video by Marie Fortune, are viewed and discussed. 2 books, of four required, deal specifically with boundary keeping. Small group discussion of topics occurs almost every class.</p>
<p>PT 120 Intro to Pastoral Care</p>	<p>Human sexuality is not covered in detail, but certainly included in the array of topics pertaining to family of origin influences on sexual identity and expression. The required three-generation genogram often becomes a vehicle for identifying and addressing sexual trauma and other nodal events that pertain to sexuality.</p>	<p>The required texts <i>Becoming a Healthier Pastor</i> and <i>The Family Genogram Workbook</i>, while not explicitly focused on sexuality, do invite consideration of sexual topics and issues.</p>
<p>RS 205 Church & Human Sciences</p>	<p>Class is methodologically rooted in ethnography of local communities & therefore is an open context for careful exploration of issues and conditions facing women of color & white women, LGBT people & the communities that embody various traditions of resistance and struggle for justice.</p>	<p>Textbook profiles a diverse congregation, honoring lives and voices of those who live alternative narratives. Field research and class discussions are venues to honor and listen to narratives of a variety of people, including victims of sexual violence, people struggling for reproductive rights and those whose gender or orientation challenge the dominant order.</p>
<p>TH 305 Christian Social Ethics</p>	<p>Liberation ethics including feminist, gay and lesbian voices. Justice in relationships, nonviolence, reproductive rights. Presentations on community sociology through which both injustices and quest for justice happen; also social change that exacerbates injustices but gives new opportunities for struggle toward justice.</p>	<p>Textbook chapters and primary readings in liberation ethics, relationships, nonviolence, reproductive rights. Presentations and lots of class discussion structured to give equal time to participant voices. Essay assignments are a venue for development of personal voice using resources of traditions.</p>