

Human Sexuality in a Christian Perspective – 2020

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WYT3682/6682HS

This course will examine human sexuality from a range of theological and historical perspectives: Scriptural, doctrinal, sociological, and ethical. The main lens through which we will look at these categories, however, will be the broader one of “creaturehood”, understood both from a systematic theological perspective, and from historical/ecclesial traditions. Questions of sexual differentiation, desire, procreation, family, and marriage and celibacy will be discussed. The goal of the course is to provide the student with a broad base from which to discern a consistent pattern of Christian understanding regarding sexuality, within both historical and contemporary diversities, and with this understanding begin to formulate appropriate attitudes towards the Christian Church’s formational vocation with respect to sexuality.

The course will engage broad reading, lecture, and discussion, with weekly short assignments and a final paper aimed at outlining and justifying a teaching syllabus for teenagers within a church setting (15 pages).

Advanced Degree students will have an expanded reading list (including those weekly readings in bold), and will be writing a longer research paper on a chosen set topic relating to Christian formation with regard to sexuality within pluralistic cultures.

Grading: written weekly assignments (20%); midterm (20%); in-class participation (25%); final paper (35%)

Written weekly assignments (marked by TA): All assigned readings must be completed before each class. At the beginning of each class, students will hand in a typed discussion that need not exceed 250 words. For weeks with more than one reading, students may submit shorter summaries that together equal 250 words. These summaries address the following three questions: (1) What is the author’s main thesis? (2) By means of which steps or arguments does the author communicate this thesis? (3) How do you evaluate this thesis? These summaries will not be graded for style, but are intended to ensure that the readings have been completed. The assignments will be graded on a Pass/Fail basis. Late assignments will receive a 50% deduction.

Assignments received late, *without previous permission*, will be automatically marked down by 5 percentage points per day late. Permission will be granted, with prior request (via email if necessary) only for illness or family emergency.

Course outcomes include:

- I. Deepening an understanding of Scriptural and historic Church teachings and practice with respect to sexuality (a.1)
- II. Learning how such teachings relate to specific church traditions and contexts (a.2)
- III. Developing a deeper contextual understanding of the social and ecclesial frameworks for living out sexual lives (b.1)
- IV. Developing greater sensitivity in identifying and understanding the traditions regarding sexual behavior among various Christians (b.2)
- V. Informing the development of church teaching on the topic of sexuality (e.6)
- VI. Developing tools for engaging larger social attitudes towards sexuality (f.5)

Readings Bibliography (in order of discussion; not all readings are required for BD students; see class schedule below for details and dates due):

All readings involve selections of approx. 50-100 pages; a few books, written in bold, will be available at the Crux bookstore, or you may order them yourselves as you choose. Other readings will be available either through Blackboard or OneDrive link.

Books in bold are required texts, available at Crux.

P. D. James, *Children of Men* (1992; Vintage: 2006)

Deborah Youngs, *The Life-Cycle in Western Europe, c. 1300-1500* (Manchester U. Press, 2006)

Simon Partner, *Toshie: A Story of Village Life in Twentieth Century Japan* (U of California Press, 2004) c. 1 – available online at UoT catalogue

Whitney Bauman, “Climate Weirding and Queering Nature: Getting Beyond the Anthropocene”, *Religions* 2005:6

Sverre Raffnsø, *Philosophy of the Anthropocene: The Human Turn* (Palgrave 1916), c. 1, 3,9

James C. Riley, “Estimates of Regional and Global Life Expectancy, 1800-2001”, *Population and Development Review* 31:3 (Sept. 2005)

James C Riley, “The Timing and Pace of Health Transitions around the World”, *Pop. and Dev. Rev.* 31:4 (Dec. 2005). *Sickness, Recovery and Death* (1989

James C. Riley, “Working Health Time: A comparison of Preindustrial, Industrial, and Postindustrial Experience in Life and Health”, *Explorations in Economic History* 28 (1991)

Philip Mellor and Chris Shilling, “Modernity, Self-Identity and the Sequestration of Death”, *Sociology* 27:3 (Aug. 1993)

Arthur E. Imhof, “Is Japan Following Europe Towards a Society of Singles?”, Keio University, 1986

Andrew Root, *The Children of Divorce* (Baker Academic, 2010)

Adrian Thatcher, *Celebrating Christian Marriage* (Edinburgh: T&T Clark, 2001)

Beth Bailey, “Prescribing the Pill: Politics, Culture and the Sexual Revolution in America’s Heartland”, *Journal of Social History* 30:4 (1997)

Louise Tyrer, “Introduction of the Pill and Its Impact”, *Contraception* 59:1 (1999)

- Daniel Mbunda, *Traditional Sex Education in Tanzania* (New York: Margaret Sanger Center, 1991)
- Daniel Bergner Review/Interview by Jack Muraghan, in *Nerve.com*
- Sigmund Freud, *Reflections on War and Death*: <http://www.bartleby.com/282/>
- Ephraim Radner, *A Time to Keep: Theology, Mortality, and the Shape of a Human Life***
- Ephraim Radner, “The Nuptial Figure”, from *Hope Among the Fragments* (Grand Rapids: Brazos, 2004)
- Ephraim Radner, “The Nuptial Mystery: The Historical Flesh of Procreation”, in Roy R. Jeal (ed.), *Human Sexuality and the Nuptial Mystery* (Eugene, OR: Cascade/Wipf & Stock, 2010)
- Richard Hays, *The Moral Vision of the New Testament* (San Francisco: Harper, 1996), cc. 10, 13, 16
- David Novak, “Response to Martha Nussbaum’s ‘A Right to Marry?’”, *California Law Review* 98 (2010)
- David Novak, “Why We Should Oppose Same-Sex Marriage”, Witherspoon Institute, 2009)
- Margaret Sommerville, “The Case Against ‘Same-Sex Marriage’”, Brief to Standing Committee on Justice and Human Rights, Montreal, 2003
- Robert Gagnon and Walter Wink exchange, *Christian Century*, 119 (2002).
- Robert Gagnon and Jean-Fabrice Nardelli exchange, from robgagnon.net
- Mark Jordan, *Blessing same-sex unions : the perils of queer romance and the confusions of Christian marriage* (Chicago: U. of Chicago Press, 2005)
- Michael S. Kimmel & Rebecca F. Plante, *Sexualities, Behaviors, and Society* (New York: Oxford U. Press, 2004) – chapter by Lilly S. Ransom, “Navigating Sex, Sexuality, and Christian Values”, pp. 137-144.
- Leon Kass, “Thinking about the Body”, *Hastings Center Report*, 15:1 (Feb. 1985)
- Léon Turner, “Individuality in Theological Anthropology and Theories of Embodied Cognition”, *Zygon* 48:3 (2013)
- Norman Wirzba, “The Touch of Humility: An Invitation to Creatureliness”, *Modern Theology* 24:2 (April, 2008)
- John Zizioulas, *Being As Communion* (Crestwood, NY: St. Vladimir’s Seminary Press, 1985)
- David Hunter, *Marriage, Celibacy and Heresy in Ancient Christianity* (Oxford U. Press, 2007), (pp. 2-12; 30-43; 51-63; 87-105; 243-287)
- John Chrysostom, *On Marriage and Family Life* (St. Vladimir’s Seminary Press; Homilies 19, 20, 12)
- Rosemary Rader *Breaking Boundaries: Male/Female Friendship in Early Christian Communities* (New York: Paulist Press, 1983)
- Stephanie Coontz, *Marriage, a History: How Love Conquered Marriage* (London: Penguin, 2005)
- Belden C. Lane, “Two Schools of Desire: Nature and Marriage in Seventeenth-Century Puritanism”, *Church History* 69:2 (June, 2000).
- Ivan Illich, *Gender* (Berkeley, CA: Heyday Books, 1982)
- Stanley Grenz, *Sexual Ethics: An Evangelical Perspective* (Louisville, KY: Westminster/John Knox: 1997). (Intro, cc. 1-3, 6-8, 11, Epilogue)

- Catechism of the Catholic Church* (online at: [http://www.vatican.va/archive/ENG0015/ INDEX.HTM](http://www.vatican.va/archive/ENG0015/INDEX.HTM))
- John Paul II, *The Theology of the Body: Human Love in the Divine Plan*** (Boston: Pauline Books and Media, 1997) (**Pt. 1; pp. 304-333**)
- United States Conference of Catholic Bishops, *Marriage: Love and Life in the Divine Plan* (Pastoral Letter, 2009)
- C.S.Lewis, *The Four Loves*, from *Selected Books* (HarperCollins, 2011)
- Neera K Badhwar, “Friendship and commercial societies”, *Politics, Philosophy, & Economics* 7:3 (Aug., 2008)
- Michael Weed, “Friendship as a moral category”, in *Austin Seminary Bulletin* (Faculty ed.), 98 no 9 Jun 1983, p 41-51
- Patricia A. Adler & Peter Adler, “Transience and the Postmodern Self: The Geographic Mobility of Resort Workers”, *The Sociological Quarterly*, 40:1 (Winter, 1999)
- Zygmunt Bauman, “On Postmodern Uses of Sex”, *Theory, Culture & Society* 15:3-4 (1998)
- Anne Fausto-Sterling, “The Five Sexes: Why Male and Female Are Not Enough”, in Kimmel and Plante (see above)
- Norman Doidge, *The Brain that Changes Itself* (London: Penguin, 2007)
- Steven E. Ozment, “The World of a Nuremburg Merchant and His Wife”, in Gerhild Scholz Williams and Lynne Tatlock, *Literatur und Kosmo Innen-und Aussenwelten in der deutschen Literatur des 15. bis 17. Jahrhunderts* (Amsterdam: Rodopi, 1986), pp. 287-302.
- Steven E. Ozment, “The Family in Reformation Germany: The Bearing and Rearing of Children”, *Journal of Family History* 8:2 (Summer, 1983), pp. 159-176.
- Kenneth C. W. Kammeyer, *A Hypersexual Society: Sexual Discourse, Erotica, and Pornography in America Today* (New York: Palgrave Macmillan/St. Martin’s Press, 2008).

All readings are due the day of the class for each week. Readings in bold are required for AD students only.

For Week 1-3 – i.e. read during the first three weeks (or before):

For (serious) fun: P. D. James, *Children of Men* – entire novel.

Week 1: The Order of Life and Community

Partner (Chapter 1)
Sverre Raffnsø
 Whitney Bauman
Young (selections)

Week 2: Mortality and Family

James C. Riley, 1 and 2

Riley, 3

Mellor and Shilling

Imhof.

Week 3: Modern readjustments

Andrew Root, cc. 1-3

Thatcher (*Celebrating Christian Marriage*), pp. 3-38; 223-239 – chapters by Browning,
Dormor and Stanton

Bailey and Tyrer on the Pill

Mbunda, pp. 11-22 and cc. 3 and 4

Daniel Bergner Review

Freud

Week 4: Scriptural outlines of Creation and Creaturehood

Radner: *Time To Keep*, Chapter 1-3

Nuptial Mystery

Procreation

Week 5: Scriptural outlines of Human Life and Generation

Hays

Novak (2 articles)

Sommerville

Gagnon – Link `1 (with Walter Wink)

Gagnon/Nardelli links

Jordan

Kimmel (pp. 137-144)

Week 6: Hermeneutics of Creaturehood

Zizioulas

Root, cc. 4-5

Kass

Leon Turner

Wirzba

Review

Week 7: Early Christian Debates on Sexuality

Hunter
 Chrysostom
Rader

Week 8: Overviews

Coontz (pp. 145-247)
Lane
Illich

Week 9: Evangelical Outlines

Grenz

Week 10: Catholic Outlines and John Paul II

Catechism (Part 2, Section 2, Chapter 3, Article 7; Part 3, Section 2, Chapter 2, Articles 4 and 6)
 John Paul II
USCCB Pastoral Letter

Week 11: Friendship

Lewis
 Radner, *Time*, c. 5
Badhwar
Weed
Adler & Adler

Week 12: Contemporary Challenges

Ozment, *Loving Family*
 Bauman
 Kimmel (pp. 39-44),
 Doidge (*The Brain that Changes Itself*)
Kammeyer chapter 10

Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Outstanding
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR Designates credit; has no numerical equivalent or grade point value

NCR Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation

SDF Standing deferred (a temporary extension)

INC Permanent incomplete; has no numerical equivalent or grade point value

WDR Withdrawal without academic penalty

AEG May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Policy on Assignment Extensions

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy

(<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>), a student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 8th edition (Chicago: University of Chicago Press, 2013).

All electronically submitted assignments should be in Word files.

Course Evaluations. At the end of the course students are expected to complete a course evaluation. The evaluation is done online and instructions will be contained in an e-mail message that will be sent out by the Wycliffe College registrar.