

**Theological Seminary  
Andrews University**

**DRSE 759 Human Sexuality**

(3 credits)  
The 2010 Cohort

**Instructor:**

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The teaching intensive for the module is July 22-27, 2012 at Andrews University. The daily schedule is Sunday (7 - 9 pm); Mon - Fri (8 am - 5:30 pm).

**Course Description**

The course provides an understanding of the development and maintenance of interpersonal relationships and a study of the character and quality of human social conduct. The course also examines human sexuality and studies the physiological, emotional, and social aspects of sexual development and the Christian's response to this God-given gift.

This course will cover the study of sexuality in contemporary society from a social psychological perspective. It will look at the anatomy and physiology of human sexuality, reproduction, normal and abnormal sexual response, human sexual dysfunction, sexual therapy and sexuality in a relational context. The course is specifically designed to address healthy sexual interaction and sexual problems faced by couples and others in their quest for healthy sexual fulfillment.

**Competencies of the Family Ministry Concentration**

<b>Competency</b>	<b>Learning Resources</b>
<p><u><i>Family Life Education</i></u> Students acquire knowledge of the various topic areas related to the field of family life education and explore current issues and empirical findings related to this area of study.</p>	<ul style="list-style-type: none"> <li>• Course intensive presentations on the topic of human sexuality</li> <li>• Assigned textbook journaling</li> <li>• Pre-campus exam on human sexuality</li> <li>• Assigned textbook reading during course intensive</li> <li>• Paper: "My View of Sexuality"</li> <li>• Research papers review</li> </ul>

<p><u><i>Spiritual, Theological, and Personal Formation</i></u> Students reflect theologically on the lived experience of families, become aware of their personal strengths and limitations, realize the impact self-awareness and self-understanding have on ministry, and seek to integrate their expanding spiritual and theological perspectives into their personal formation as individuals and members of families.</p>	<ul style="list-style-type: none"> <li>• Course intensive presentations on the topic of human sexuality</li> <li>• Assigned textbook journaling</li> <li>• Pre-campus exam on human sexuality</li> <li>• Attentive engagement with the class presentations; full participation in class/team activities</li> <li>• Assigned textbook reading during course intensive</li> <li>• Paper: “My View of Sexuality”</li> <li>• Ministry Development Plan</li> <li>• Small Work Group</li> </ul>
<p><u><i>Research and Praxis</i></u> Students learn and acquire basic research skills pertinent to their practice in the field of family life education and family ministry within the context of church and community. Based on current research, students develop and deploy a relevant, field-based project intentionally addressing family ministry in the local context.</p>	<ul style="list-style-type: none"> <li>• Course intensive presentations on the topic of human sexuality</li> <li>• Assigned journaling</li> <li>• Pre-campus exam on human sexuality</li> <li>• Assigned textbook reading during course intensive</li> <li>• Research papers review</li> </ul>
<p><u><i>Professional</i></u> Students gain knowledge of professional family life education and family ministry constructs, as well as family law and public policy. Students acquire ministry skills pertinent to their practice in the field of family life education within the context of ministry.</p>	<ul style="list-style-type: none"> <li>• Course intensive presentations on the topic of human sexuality</li> <li>• Assigned journaling</li> <li>• Pre-campus exam on human sexuality</li> <li>• Attentive engagement with the class presentations; full participation in class/team activities</li> <li>• Assigned textbook reading during course intensive</li> <li>• Research papers review</li> <li>• Ministry development plan</li> <li>• Small work group</li> </ul>

### Course Objectives

#### Knowledge

*Upon successful completion of this course, the student will be able to:*

1. Demonstrate knowledge of the human male and female anatomy and physiology with respect to sexual functioning and fulfillment.
2. Distinguish models for understanding sexuality in the context of dynamic systems, such as in marriages and families, as these issues interact with physiological realities.
3. Integrate the stages of male and female sexual responses as described by Masters and Johnson, Helen Singer Kaplan, and other authorities into assessment of sexual issues.
4. Identify female and male sexual dysfunctions and specify some appropriate interventions by family life educators, counselors, and clergy.
5. Interpret human sexuality in the complex of race, class, culture, spirituality, and religious orientation.

### **Values and Attitudes**

*Upon successful completion of this course, the student will be able to:*

6. Reflect on how her/his values and attitudes were shaped by learning in the various domains of personal existence.
7. Clarify personal values and attitudes to fit new schemas informed by a worldview framed by the integration of faith and learning.
8. Own a worldview and integrate values shaped by Christian interpretation to enable authentic existence in her/his personal life.

### **Skills and Practice**

*As a result of this course, the student will be able to:*

9. Evaluate how her/his own affect, perception, beliefs, and values may influence their own behavior when preparing educational programs or treating problems related to human sexual functioning.
10. Apply spirituality and religiosity in the management of issues or sex and illness, sexual variations, sexual orientation, intersexuality, coercive sex, and other related issues.
11. Use the DSM IV TR to identify sexual problems faced by individuals, couples, and families.
12. Assess human sexuality from a family systems perspective and use this perspective to understand, evaluate, and manage sexual issues in couple relationships.

13. Use effective interventions for children and adolescents consistent with their level of development and address issues as rape, pregnancy, STDs, and lessons of preparation for celibacy, dating, marriage, and other life choices.
14. Conduct and manage professional practice of human sexuality in the parsonage and develop guidelines for addressing these issues as they arise.

### Required Textbooks

*Enrolled students may contact the professor or the DMin office to obtain the list of titles for required reading.*

### Assignments

#### *Pre-Campus Assignments:*

1. Pre-campus written exam. One of the pre-campus assignments is to complete the examination consisting of a number of questions on anatomy and physiology of human sexuality (See Appendix B of this Course Syllabus). The student will read texts and/or other formal data and respond thoughtfully and accurately to each question. These questions will require some research, reading, and understanding of the material. (The information sought is helpful to professionals who would work with individuals and couples, as well as consult with other professionals engaged in appropriate interventions for their care). **This assignment is due on July 15, 2012 (one week prior to the start of class) by electronic mail.**
2. Reflective journaling: *Passionate Marriage*. Five reflective journals on the first 5 chapters of the text *Passionate Marriage* are required. The journal will be your response to the material presented by the author. His view is different and provocative and will challenge old ways of conceptualizing sex. You are advised to write each journal upon the completion of the reading of each chapter. **These 5 reflective journals are due on July 15, 2012 (one week prior to the start of class) by electronic mail.**
3. Reflective journaling: Sexual issues in media. A journal reflecting on one week of information and messages on sexual issues in the media (newspapers, magazines, Internet, community, and humor, etc.). This will be between 3 and 5 pages of text. This assignment is designed to increase awareness of the constant messages that inform our values and attitudes and the values of those with whom we live and work. Be careful to note both positive and negative messages and share implications for their impacts. **This journal is due on June 25, 2012 by electronic mail.**

#### *On-Campus Assignments:*

4. Textbook reading. Readings from textbooks and other material and thoughtful discussion and reflection each day that class meets. Reading assignments are listed in the Course Intensive Schedule and are due on said day.

*Post-Campus Assignments:*

5. Paper: "My View of Human Sexuality." This paper is due at the end of the course. This paper will reach into the depth of personal experiences that helped to shape your personal attitudes and values regarding human sexual interactions and how these might affect present functioning and influence the way you work with couples and families as a family life educator or counselor when they are dealing with sexual issues. This paper will be 8 pages of text. **This assignment is due October 15, 2012.**
6. Research papers review. A critical review of two research papers that address the effectiveness or outcomes of sex education in a church, school, or community context is required. This will be a thorough review and critique with statements about implications for future practice or parent, marriage, or family life education with a focus on sex. **This is due September 17, 2012.**
7. Small work group. Students will participate in a work group for peer support and sharing of experience. The structuring of the group includes 1) a facilitator to call and manage meetings; and 2) a secretary to keep minutes and post them by email to the specified concentration faculty group members. Groups may meet by phone conference, face-to-face, or via electronic conference.
  - a. The small work group meeting must occur by **November 27, 2012**, to reflect on the impact DRSE 759 Human Sexuality as a whole has had upon you personally and professionally as a family life educator.
  - b. A journal and attendance record of this group meeting in conjunction with DRSE 759 will be required from a secretary for each group. **This is due January 27, 2013.**
8. Project Dissertation - Chapter 4. As part of the third year, Chapter 4 of your project dissertation "Description of the Intervention," is to be written. See *Doctor of Ministry Project Map* [http://www.andrews.edu/sem/dmin/project/project\\_map/project\\_map.pdf](http://www.andrews.edu/sem/dmin/project/project_map/project_map.pdf). For guidance in writing this chapter, consult the rubric provided on the Doctor of Ministry website: [http://www.andrews.edu/sem/dmin/project/writing\\_assistance/rubric-chapter.pdf](http://www.andrews.edu/sem/dmin/project/writing_assistance/rubric-chapter.pdf). Submit your Project Dissertation Chapter 4 to your advisor and 2<sup>nd</sup> reader. **Due April 20, 2013.**
8. Context Support Group and Ministry Development Plan (MDP). All DMin students are required to have **one meeting each year** with their Context Support Group. These five to seven persons within your ministry context provide both encouragement and assessment of your growth in the DMin journey. Revise and update your MDP as

required to reflect your current situation and share this with the Context Support Group.

### Standards of Written Work

*The Andrews University Standards for Written Work, 11<sup>th</sup> Edition* (2011) will provide the standards for all written work. All references are to be cited using APA 6.

### Evaluation

Grading will be based on the following percentage values:

5%	=	Class participation
20%	=	Journals
25%	=	Paper: "My View of Sexuality"
10%	=	Research papers review
35%	=	Course exam
5%	=	Post-intensive small work group

### Penalties

If submitted by assignment due date:	possible A grade
Late up to 30 days:	no more than A- grade
Late 31 to 60 days:	no more than B+ grade
Late 61 to 90 days:	no more than B grade
Late 91 days or more:	DN (deferred and not completable)

### Course Intensive Schedule

Date	Topic	Assignment
Sun	Orientation and introduction to course: Sexual development across the lifespan; Pretest; Opening up crucial conversations about sexuality in home and church.	LeVay & Baldwin: Chapters 1, 6, 13 Schnarch: Chapter 1
Mon	History of sexual thought; Gender notions and sexual scripts.  PM: Anatomy and physiology of human sexuality;	LeVay & Baldwin: Chapters 3, 4, 5, 12, 17 Schnarch: Chapter 6

	Sexually transmitted infections; birth control; sexual aids.	
Tue	Theology and ethics of sex: Christianity and other perspectives; Discussion and critical thinking on vignette; View of sex seminar by Mark Gungor and a critical discussion of gender and theology, physiology, and style; Approaches to sex education.	LeVay & Baldwin: Chapters 18, 19 Schnarch: Chapter 3
	PM: Legal and ethical issues in human sexuality for professionals; Rape, sexual abuse, clergy abuse, prostitution, and human trafficking.	
Wed	Sex and sexual dynamics in the parsonage; Sexuality and the family system; Sexual dysfunctions.	LeVay & Baldwin: Chapters 15, 16 Schnarch: Chapter 4
	PM: Sexual dysfunctions & paraphilias (DSM IV TR); Sex and sex addictions; Analyzing sexual problems.	
Thu	Managing human eroticism: Sexual desire and arousal; Sex for the aged and disabled; Human sexuality from a systems perspective.	LeVay & Baldwin: Chapters 8, 9, 10 Schnarch: Chapter 5
	PM: Intimacy defined and lived; Sexuality education in church, school, and community. Sexual orientation issues in history and contemporary times.	
Fri	Interventions and referrals in church and community contexts. Doing a seminar/workshop on human sexuality in church and community.	

### Lifelong Learning

Experience may include affiliation with professional organizations such as the following, reading of and/or publishing in professional journals, and involvement in psychotherapeutics.

American Association for Marriage and Family Therapy  
 National Council on Family Relations  
 American Association of Sex Educators, Counselors, and Therapists  
*Journal of Sex Research*  
*Sexuality, Reproduction, and Menopause* (A journal)

*Journal of Marriage and Family*  
*Journal of Family Psychology*  
*Journal of Marriage and Family Therapy*  
AAMFT.ORG  
NCFR.ORG  
AASECT.ORG  
www.CSUN.EDU/~SR2022/  
The National Sexuality Resource Center: [hmsx.sfsu.edu/institute/nsrc/index.html](http://hmsx.sfsu.edu/institute/nsrc/index.html)

## APPENDIX A

### DSRE 759 Human Sexuality

### COURSE BIBLIOGRAPHY

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## **APPENDIX B**

### **DSRE 759 Human Sexuality Pre-Campus Exam**

Please answer each question thoroughly. Some questions may have different parts within and may ask for you to relate those parts. It is necessary to give complete answers to each question.

1. Describe the mechanism of an erection and please demonstrate how this mechanism is related to Viagra and its effects on human males' sexual functioning.
2. What is menarche and how is the secular trend related to it?
3. What are four tests that are used to assess the health and viability of an unborn human fetus?
4. What is the coital alignment position and how might it be related to sexual fulfillment for couples?
5. What is hypospadias and how might this condition be corrected if it occurs?
6. The penis is a muscle and this muscle can be isolated to allow for better erections in men. What is your best response to this statement?
7. What is the pubococcygeus muscle and how might this be related to sexual fulfillment? Please share a thorough answer to this question.
8. What is vaginismus and what might be the causes and effects of same?
9. What is the refractory period and how might knowledge of this affect people's expectations and disappointments regarding their sexual functioning and experience?
10. What is the corpora cavernosa and what is their companion vessel that allows them to fulfill their function?
11. What is the Grafenberg Spot and how is it related to sensory sexual response?
12. How might anorexia nervosa in women be related to amenorrhea?
13. What is intersexuality and how might you sort out your views about this in the light of Judeo/Christian world-view about this phenomenon?

14. As a couple gets older, their sexual experience wanes until their bodies begin to disallow them from sexual fantasies and sexual involvement. Describe the life cycle of human sexuality and your informed (scholarly) perspective on sex as people move into later life.
15. What are the differences between herpes and syphilis and how might you discuss their causes and cures in the human body?
16. What is Peyronie's disease and how might that affect sexual intercourse?
17. Define and describe Chordee.
18. What is vaginal fusion and what are the treatment(s) for that condition?
19. What are the four major types of sexual dysfunctions related to the sexual response cycle in humans?
20. What is spectating and how might it be related to sexual arousal and satisfaction?
21. What are some examples of sexual scripts, and give an example of one that may lead some to justify acquaintance rape and marital rape against women?
22. Our society has the idea that sex is for the young; older people should be exempt and even despised for sexual interest or involvement. Explain how this sexual script may foster some physiological and relational problems for couples in their sex lives.
23. Describe the Quantum Model of human sexuality and show how it is related to enjoying sexual fulfillment in marriage.
24. Briefly describe the experience of Bruce/Brenda/David as it relates to sexuality, human ingenuity, and sexual preference options.
25. Describe the effect of luteinizing hormone in women.