



CCS-540 Spiritual Care & LGBTQ Experience Fall 2022

Instructor Information

Instructor	Email	Office Hours
The Rev. Cody J. Sanders, Ph.D.	Cody.J.Sanders@gmail.com	Available via Zoom, phone or email

Course Description

This course will explore how the praxis of pastoral care is best shaped to respond to the particularities of LGBTQ lived experience, as well as how LGBTQ experience might inform pastoral theology and pastoral praxis more broadly – that is, how critical reflection on LGBTQ lives might *queer* pastoral care. Students will gain knowledge of the major pastoral issues emerging from the lives of LGBTQ people, encounter relevant social scientific and philosophical theories of sexual/affectional orientation and gender identity, and will develop pastoral theological perspectives conversant with the lived human experience of LGBTQ people.

Student Learning Outcomes

Developed to align with the Common Qualifications and Competencies for Professional Chaplains (Board of Chaplaincy Certification, Inc., an affiliate of the Association of Professional Chaplains)

1. Articulate an approach to spiritual care with LGBTQIA+ people that is rooted in one's faith/spiritual tradition and integrated with theories of LGBTQIA+ care praxis. (IPT1)
2. Incorporate a working knowledge of psychological and sociological disciplines and religious beliefs in the practice of spiritual care with LGBTQIA+ people. (IPT2)
3. Articulate ways in which one's feelings, attitudes, values, and assumptions related to sexuality and gender identity affect professional practice. (PIC2)
4. Learn to use one's professional authority as a spiritual care provider appropriately and for the benefit of LGBTQIA+ people in your care. (PIC5)

Course Expectations

Attendance Policy

Each class engagement is an experience unlike any other, thus it is important for you to be present, both in online forums and in our Zoom sessions. An important part of pastoral care is, indeed, your presence *with* others. Participation, however, means more than your presence in the virtual room. What your instructor and your classmates hope for is your *engaged* presence. Your engaged presence in the classroom means you have taken as much care as possible to be prepared for each of your encounters with one another (e.g. you have thoughtfully

read and reflected upon the assigned texts and you have spent time considering your response to the reading reflection prompts provided by the instructor). It also means that you demonstrate consideration for the presence of others in your learning process (e.g. considering your instructor and peers as co-learners who benefit from *your* unique voice and presence in the classroom and who *benefit you* with their unique voices and presence).

Policy on Incompletes

No incompletes will be allowed in the course except under extreme circumstances, and students are asked to complete all assignments to the best of their ability by the end of the semester.

Learning Assignments

- 1. Participation, Reading, and Responses (40% of final grade; Due Each Week by Thursday at noon).** You are expected to contribute to each online discussion thread and each Zoom session scheduled through the semester.

Discussion Threads: Each student is expected to engage every discussion topic and the questions offered there, as well as responding to at least two of your classmates' offerings to that discussion (feel free to respond to more). Please complete your discussion offering and your two responses by Thursday at noon each week.

Your original contributions to each discussion thread should be around 400-500 words and demonstrate your ability to analyze and synthesize (not summarize) the readings materials and video content. Enter into dialogue with the authors. Put authors into dialogue with one another. Demonstrate that you are engaging the material with an eye toward the development of your pastoral theological perspective and ministerial praxis.

Your responses to two of your classmates' original contributions should be between 50-100 words and should invite your colleagues into further thought by stating what you found helpful, problematic, or confusing about their argument. Engage one another appreciatively, generously, and curiously, but also critically and constructively.

*One point is deducted for each day that a discussion post is uploaded late. The total number of points available to earn for the discussions during the semester is 100 points.

- 2. Educational *or* Liturgical Project in Your Own Community (30% of final grade; Due Week 9*)**

Part of my hope for this class is that it gives you the confidence to more openly engage in constructive dialogue on LGBTQIA concerns in your own contexts. This project invites you to develop a liturgical event or educational experience that you are invited to implement in your own community or context. The artifacts you develop for these projects will be shared with the entire class to spark conversation and creative imagination.

Liturgical Project: In addition to holding the service itself, you should also submit to the instructor and your classmates:

- a) an order of worship with songs, litanies, scriptures, art, etc. for a unique, LGBTQ-specific occasion (e.g., National Coming Out Day service, Pride service, a transgender person's re-naming ceremony, Transgender Day of Remembrance, service of lament and justice for LGBTQ hate crimes in your community, etc. – NO same-sex weddings for this assignment),
- b) a homily appropriate for the occasion demonstrating pastoral sensitivity and awareness of the prevalent concerns of care involved in the subject of the service (even if you are not the preacher for this service, write a brief homily that you *would* give if you were).
- c) a 1-2 page reflection on what this experience was like for you, what you learned, what you'd do differently next time, what questions it raised for you, how folks reacted, etc.

Educational Project: This could be a “Lay Pastoral Caregiving for LGBTQ People” workshop, a facilitated discussion with pertinent information for a Social Action Team at your church on “Addressing the Needs of Homeless LGBTQ Youth in Our Community,” a “Transgender Awareness” Sunday forum at your church, or whatever other topic you choose appropriate for a congregational or community context. If you’re in a long-time affirming congregation, you may want to engage them in an educational discussion of lived experiences they haven’t addressed before, like asexuality or intersex persons. If you’re not serving in a context where you can implement this project, you may also gather a group of friends and family in your home to offer this educational experience. In addition to holding the session itself, you should also submit to the instructor and your classmates:

- a) an *outline* of session/workshop/discussion with title and explanations for what you are doing in the session and why,
- b) a bibliography of resources you used to construct the session and a resource list that you can give to participants that includes brief articles, video clips, websites, and book recommendations,
- c) a 1-2 page reflection on what this experience was like for you, what you learned, what you’d do differently next time, what questions it raised for you, how folks reacted, etc.

****If, due to your church’s or community’s calendar, you need to negotiate a later due date for this project, please get in touch with me early to let me know.***

3. **Final Paper on Topic Related to LGBTQIA Pastoral Care (30% of final grade; Due Week 14)**

There are many topics and concerns related to LGBTQIA pastoral care that will not be covered in the course or will only be covered in brief ways. I hope that your curiosity will be stoked by these topics and that your imagination will carry you into new realms of exploration and questioning related to LGBTQIA experience. When you sense your curiosity rising around an issue or concern, a desire to know more growing in you, this may be the invitation you need to take up this topic as your paper subject. The paper should be **at least 12 and maximum of 15 pages** in length (Times New Roman, Double Spaced, 1” Margins) and engage questions *similar to* the following:

- Why does this subject interest you personally as the researcher?
- What is the situation bound up in this topic that calls for practices of care?
- What are the theological questions and concerns bound up in this topic? How have they been engaged in the literature, if they have?
- What are the pertinent social science perspectives on this subject (from peer-reviewed articles or academic texts)?
- What constructive pastoral theological proposal would you make to address this situation that calls for care? How can you imagine your proposal being implemented in the contexts where this situation of care may arise?

In this paper, I expect you to engage scholarly sources (books and peer-reviewed journal articles) and not just internet resources (except where these resources are helpful, e.g. current statistics on relevant issues, etc.). **You will lose a letter grade if you have not drawn upon any scholarly sources** (please consult with me if you are not sure whether to consider a source “scholarly” or not!). Please include a bibliography.

*In Week 9 you will share your emerging plans for the final paper with your classmates and professor as a part of one of the week’s discussion threads so that you can receive feedback from us.

Grading Criteria

40% - Reading Assignments and Contributions to Online Discussions and Zoom Sessions

30% - Educational/Liturgical Project in Your Own Community

30% - Final Paper on Topic Related to LGBTQIA Pastoral Care

A+ = 97-100

A = 93 -96

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

D+ = 67-69

D = 63-66

D- = 60-62

F = 59 or below

For an A – Work is submitted on time. Demonstrates student’s own creative capacity at understanding, critically engaging, and synthesizing the course materials and offering unique insight into the topics and questions covered in the class. Engages scholarship on relevant topics, both course assignments and outside research. Demonstrates generous and critical engagement with other students and professor in online discussions. Engages fully in every online discussion. No absences from Zoom sessions.

For a B – Demonstrates a clear knowledge of the course material and an ability to engage the material critically and with an eye toward application in ministerial contexts. Weekly discussions are rarely submitted late. One absence from Zoom sessions.

For a C – Demonstrates understanding of course material and generous engagement with students and professor in online discussions. Work is sometimes submitted late. Two absences from Zoom sessions.

For a D – Consistently late work and three absences from Zoom sessions.

Plagiarism Policy

Students are expected to familiarize themselves with appropriate citation practices for graduate education and to properly attribute all sources in written work and assignments. A recommended resource is *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers* by Kate Turabian - see also <https://www.chicomanualofstyle.org/turabian.html>.

Student plagiarism will be reported to the CCS administration, who will inform the student’s home school. In cases of minor or accidental plagiarism, students will generally be permitted to revise and resubmit the plagiarized work. In cases of substantial deliberate plagiarism, students will receive a grade of F for the relevant assignment.

Required Course Materials

BOOKS

Hartke, Austen. *Transforming: The Bible and the Lives of Transgender Christians* Louisville: Westminster John Knox, 2018. ISBN: 9780664263102; \$16.00

Lightsey, Pamela R. *Our Lives Matter: A Womanist Queer Theology*. Eugene, OR: Pickwick, 2015. ISBN: 9781498206648; 16.00

Nolasco, Jr., Rolf R. *God's Beloved Queer: Identity, Spirituality, and Practice*. Eugene, OR: Wipf & Stock, 2019. ISBN: 9781532606762; \$19.00

Sanders, Cody J. *A Brief Guide to Ministry with LGBTQIA Youth*. Louisville: Westminster John Knox. ISBN: 9780664262501; \$16.00

Stayton, William R. *Sinless Sex: A Challenge to Religions*. Eugene, OR: Luminare. ISBN: 9781643884608; \$15.95

Young, Eris. *They/Them/Their: A Guide to Nonbinary & Genderqueer Identities*. Philadelphia: Jessica Kingsley, 2020. ISBN: 9781785924835; \$24.95

ARTICLES, WEBSITES & SELECT CHAPTERS

Bozard, Lewis & Cody Sanders, "Helping Christian Lesbian, Gay, and Bisexual Clients Recover Religion as a Source of Strength: Developing a Model for Assessment and Integration of Religious Identity in Counseling," *Journal of LGBT Issues in Counseling* 5(1) (2011). [available on Canvas]

Douglas, Kelly Brown. Select chapters from *Sexuality and the Black Church* [available on Canvas]

GLSEN, "[The 2019 National School Climate Survey](#)"

Hays, Jason D. "[Theological and Clinical Considerations of Working with Sexually Fluid and Bisexual Persons](#)" *Sacred Spaces: The e-Journal of the American Association of Pastoral Counselors* Vol. 8 (2016).

Hoelt, Jeanne, "[Queering Intimate Partner Violence](#)," *Sacred Spaces: The e-Journal of the American Association of Pastoral Counselors* Vol. 8 (2016).

Houghton, Angela, "[Maintaining Dignity: A Survey of LGBT Adults Age 45 and Older](#)" (AARP)

"[LGBT Older Adults in Long-Term Care Facilities: Stories from the Field](#)"

Moore, Darnell, "Coming Out or Inviting In? Parts I & 2," *The Feminist Wire*, online at: [Part I](#) & [Part II](#)

"[On Our Own: A Survival Guide for Independent LGBTQ Youth](#)" (True Colors Fund, HRC, & Time Out Youth)

Paasche-Orlow, Sara, "[Spiritual Themes in the Lives of LGBT Elders](#)" (SAGE)

Sanders, Cody J. and Angela Yarber. Select chapters from *Microaggressions in Ministry* [available on Canvas]

Sullivan, Judith. "[Spiritual Care & Non-Religious Elders: Individualized Spiritual Care](#)" (SAGE)

Tanis, Justin. Select Chapters from *Trans-Gender: Theology, Ministry and Communities of Faith* Eugene, OR: Wipf & Stock, 2018. [Available on Canvas]

Thiel, Mary Martha, "[The Impact of Trauma History on End of Life for LGBT Elders](#)" (SAGE)

Young, Iris Marion. "Five Faces of Oppression" from *Justice and the Politics of Difference*[available online]

Optional Materials

FIRST PERSON NARRATIVE TEXTS

Gold, Mitchel, and Mindy Drucker. *Crisis: 40 Stories Revealing the Personal, Social, and Religious Pain and Trauma of Growing Up Gay in America*. Austin, TX: Greenleaf Book Group, 2008.

Gold, Mitchel, and Mindy Drucker. *Youth in Crisis: What Everyone Should Know about Growing Up Gay*. Magnus, 2011.

Kuklin, Susan, *Beyond Magenta: Transgender Teens Speak Out*. Somerville, MA: Candlewick Press, 2014.

Tigert, Leanne McCall, and Timothy J. Brown. *Coming Out Young and Faithful*. Cleveland: Pilgrim, 2001.

Tigert, Leanne McCall, and Maren C. Tirabassi. *Transgendering Faith: Identity, Sexuality, and Spirituality*. Cleveland: Pilgrim, 2004.

Ladin, Joy. *Through the Door of Life: A Jewish Journey Between Genders*. Madison: University of Wisconsin Press, 2012.

OTHER HELPFUL TEXTS RELATED TO LGBTQ CONCERNS

Vol. 8 (2016) of Sacred Spaces: The e-Journal of the American Association of Pastoral Counselors

Chen, Angela. *ACE: What Asexuality Reveals about Desire, Society, and the Meaning of Sex* Boston: Beacon Press, 2020.

Cheng, Patrick S. *Rainbow Theology: Bridging Race, Sexuality, and Spirit*. New York: Seabury, 2013.

Copeland, M. Shawn. *Enfleshing Freedom: Body, Race, and Being*. Minneapolis: Fortress.

Graham, Larry Kent. *Discovering Images of God: Narratives of Care Among Lesbians and Gays*. Louisville: Westminster John Knox, 1997.

Griffin, Horace L. *Their Own Receive Them Not: African American Lesbians and Gays in Black Churches*. Cleveland: Pilgrim, 2006.

Marshall, Joretta L. *Counseling Lesbian Partners*. Louisville: Westminster John Knox, 1997.

Sanders, Cody J. *Queer Lessons for Churches on the Straight and Narrow: What All Christians Can Learn from LGBTQ Lives*. Macon, GA: Faithlab, 2013.

Sanders, Cody J. *Christianity, LGBTQ Suicide, and the Souls of Queer Folk* Lanham, MD: Lexington Books, 2020.

Teich, Nicholas. *Transgender 101: A Simple Guide to a Complex Issue*. New York: Columbia, 2012.

Townsend, Loren L. *Suicide: Pastoral Responses*. Nashville: Abingdon, 2006.

Tilsen, Julie. *Therapeutic Conversations with Queer Youth: Transcending Homonormativity and Constructing Preferred Identities*. New York: Jason Aronson, 2013.

Zoom Meetings

Wed., September 7, 7:30-9:00pm Eastern
Wed., September 28, 7:30-9:00pm Eastern
Wed., October 26, 7:30-9:00pm Eastern
Wed., November 16, 7:30-9:00pm Eastern
Wed., December 7, 7:30-9:00pm Eastern

Weekly Course Schedule

Week 1 –

Topic: Queer Epistemology in Caring Praxis & Gender Identity/Nonbinary/Genderqueer Embodiments

Readings: Young, *They/Them/Their*, chapters 1-6

Videos:

Introductory Min-Lecture by Cody Sanders

Assignment (*Note that the due dates/times on this week's discussion are a bit later than subsequent weeks to give you a little more flexibility on the first week of class*):

Introductions: Introduce yourself in a paragraph (including name a pronouns), highlighting your current context, your vocational aspirations or sense of call, and how you hope this course will help you in meeting these aspirations. Then write a brief paragraph about your earliest experience with or knowledge of sexual orientation and gender identity (Not necessarily your own, though you can go there if you want. But of the *concept* of sexual orientation and gender identity.) Then address: What questions, interests, curiosities, and concerns do you bring with you into this course? What do you most hope to gain from the course in terms of knowledge, skills, competencies, etc. and what do you hope to do with these in your ministry?

Week 2 –

Topic: Gender Identity, Nonbinary, & Genderqueer Embodiments

Readings:

Young, *They/Them/Their*, chapters 7-10

Videos:

[“Living as a Non-Binary in a Binary World”](#) (TEDx) with Graysen Hall

Assignment:

Discussion Participation on Canvas

Week 3 –

Topic: Transgender Embodiments

Readings:

Hartke, *Transforming*, chapters 1-7

Videos:

“How I help transgender teens become who they want to be” (TED) with Norman Spack

“Is anatomy destiny?” (TED) with Alice Dreger

Assignment:

Discussion Participation on Canvas

Week 4 –

Topic: Transgender Embodiments & Care

Readings:

Hartke, *Transforming*, chapters 8-Conclusion

Trans-Gendered by Tanis, chapters 8 & 9 [scanned chapters available on Canvas]

Assignment:

Discussion Participation on Canvas

Week 5 –

Topic: Sexual/Affectional Orientation & LGBTQIA Youth Concerns

Readings:

Sanders, *A Brief Guide* entire text

Videos:

“Coming Out to My Parents”

“50 Shades of Gay” by iO Tillett Wright (TED)

“The Struggles of ASEXUALITY” (conversation among three youth)

Assignment:

Discussion Participation on Canvas

Exercise: Fill in the Appendix of Local Resources (pp. 93-98 in the *Brief Guidebook* based upon where you live or where you plan to minister.

Week 6 –

Topic: LGBTQIA Elders

Readings:

“LGBT Older Adults in Long-Term Care Facilities: Stories from the Field”

“Maintaining Dignity: A Survey of LGBT Adults Age 45 and Older,” (AARP) by Angela Houghton

“Spiritual Care & Non-Religious Elders: Individualized Spiritual Care” (SAGE) by Judith Sullivan

“Spiritual Themes in the Lives of LGBT Elders” (SAGE) by Sara Paasche-Orlow

“The Impact of Trauma History on End of Life for LGBT Elders” (SAGE) by Mary Martha Thiel

Explore other resources on the SAGE website as interest you

Videos:

“BCSC Session 5 – Rhonda Blevins”

“LGBT Seniors Tell Their Stories” (LA LGBT Center)

“Hostile Homes & LGBT Seniors: Marsha’s Story”

“Safe and Visible: Creating a Care Facility Welcome to LGBT Seniors”

Assignment:

Discussion Participation on Canvas

Week 7 – READING WEEK

Use reading week to catch up on readings you’ve gotten behind on during the semester and to engage readings that will be pertinent to your final paper. You may also want to look ahead to the three books we’re reading in the next section of the semester and get ahead on those readings!

Week 8 –

Topic: Homelessness, Hate Crimes, Suicidality, & Imprisonment

Readings:

“Visualizing the unequal treatment of LGBTQ people in the criminal justice system,” Prison Policy Initiative

Explore website of Black & Pink Massachusetts (LGBTQ Prison Abolition Group)

“LGBTQ People Behind Bars: A Guide to Understanding the Issues Facing Transgender Prisoners and Their Legal Rights,” National Center for Transgender Equality

Explore Your State on the State Index on Youth Homelessness (True Colors Fund)

Explore the True Colors Fund Inclusion Toolkit by clicking on the tabs on the left of the page

Explore the Trevor Project’s “Preventing Suicide” resource page and the other resources they offer

Videos:

“Violence and Discrimination in the LGBT Community” (UCSF)

“The Issue of LGBT Youth Suicide Rates”

“Homeless LGBT youth: Shunned by religious families”

“A Day in Our Shoes – Homeless LGBT Youth”

“LGBT Homeless Youth” (United Nations)

“LGBT Youth Homelessness and Survival Sex” (TEDxUSD) with Tiffany Graham

Assignment:

Discussion Participation on Canvas

Final Paper Directions: Please use this discussion post to describe the direction of your final paper, what questions you’re most intrigued by at this point, and how you might invite others to help you think about your project. Comment on one another’s directions in ways that might be helpful to your classmates!

Week 9 –

Topic: Intersectional Theologies

Readings:

Copeland, *Enfleshing Freedom*, entire text

Videos:

“A Womanist Queer Theology,” Interview with Pamela Lightsey

“What the gay rights movement learned from the civil rights movement” (TED) with Yoruba Richen

Assignment: No discussion this week. Participate in Zoom discussion & submit Educational/Liturgical Project

***Educational *or* Liturgical Project in Your Own Community should be uploaded by Friday at midnight.**

Week 10 –

Topic: Queering Care

Readings:

Rolf, *God’s Queer Beloved*, Introduction and chapters 1-2

Assignment:

Discussion Participation on Canvas

Week 11 – November 15-19

Topic: Queering Care cont.

Readings:

Rolf, *God’s Queer Beloved*, chapters 3-5

Assignment:

Discussion Participation on Canvas

Week 12 –

Topic: Care in LGBTQIA Relationships

Readings:

Hoedt, Jeanne, "Queering Intimate Partner Violence," *Sacred Spaces*

"Theological and Clinical Considerations of Working with Sexually Fluid and Bisexual Persons," by Jason Hays

Videos:

"A Queer Vision of Love and Marriage" (TEDWomen 2016) with Tiq Milan and Kim Katrin

Assignment:

Discussion Participation on Canvas

Week 13 –

Topic: Sexuality, Sexual Health, Sexuality Education

Readings:

Stayton, *Sinless Sex*, Introduction & chapters 1-6

Videos:

"Microaggressions and the LGBT Community" with Kevin Nadal

Assignment:

Discussion Participation on Canvas

Week 14 –

Topic: Sexuality, Sexual Health, Sexuality Education cont.

Readings:

Stayton, *Sinless Sex*, chapters 7-11

Assignment:

***Final Paper E-mailed to Cody Sanders (cody.j.sanders@gmail.com) by Friday at midnight.**