
COURSE SYLLABUS

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COURSE: **HUMAN SEXUALITY** *and* **CELIBACY** (ThM 548)

SEMESTER: Fall, 2025

INSTRUCTOR: Rev. Luke Dysinger, OSB, MD, DPhil. Email: ldysinger@stjohnsem.edu

Course websites: : <http://ldysinger.stjohnsem.edu> [alt: <http://ldysinger.com>]

YEAR: Theology 3

CREDITS: 2

TIMES: Wednesday and Friday, 9:10-10:00, Classroom 6.

1. COURSE FORMAT:

This course will combine lecture and class discussion. In order to maximize the effectiveness of lectures in our culturally diverse student population, representing a wide range of different linguistic experience and ability, all audio-visual materials presented in lectures will also be available through the course website or in the seminary library.

2. COURSE DESCRIPTION

This course is a study of the pastoral and theological implications of human sexuality and chaste celibacy in the Roman Catholic tradition. The course integrates the catechetical, doctrinal, historical, and moral aspects of Catholic teaching on sexuality and celibacy. Personal and social dimensions of human sexuality and celibacy are studied in light of patristic, medieval, and contemporary secular perspectives, with emphasis on both “The Theology of the Body” and practical theological approaches to contemporary parish ministry and evangelization. “The Theology of the Body” includes the history and development of Catholic doctrine concerning the sacramentality and holiness of marriage, the moral and spiritual significance of Christian celibacy, and the “language of the body:” that is, recognition of the ontological meaning of human acts and careful assessment of choices that either facilitate or impede the acquisition of virtue.

3. COURSE LEARNING OBJECTIVES *and* BENCHMARK

- 3.1. In written essays and oral presentations on case studies, students will cite, explain, and pastorally apply biblical and Catholic magisterial texts relevant to the following subjects:
 - (1) the virtue of chastity; (2) the law (principle) of gradualness; (3) the purpose and meaning of human sexuality; (4) the clerical sex-abuse crisis; (5) sexual addiction and pathology; (6) domestic violence and abuse; (7) same-sex attraction; (8) gender ideology; (9) transsexualism; (10) the meaning, value and purpose of celibacy.
 - 3.2. Benchmark for course learning objective: At least 80% of students will receive a grade of “B” or higher in written case studies testing their ability to provide appropriate, comprehensible advice on ethical issues concerning the subjects listed in §3.1.
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4. ASSESSMENT (Course Learning Objective Measures)

- 4.1. In written essays and oral presentations students will cite, explain, and pastorally apply biblical and Catholic magisterial texts relevant to pastoral case studies illustrating the themes in §3.1. Active participation in class discussions is essential, and will figure into the final evaluation.
- 4.2. A final examinations will consist of three case-studies. Students will have one week to return their answers, which must contain appropriate references to biblical and Catholic magisterial texts.

- 4.3. Students may choose between taking a midterm examination or submitting a research project due on or before Thursday, December 4, 2025.
- 4.3.a. The midterm examination will consist of three case-studies. Students will have one week to return their answers, which should be typed, contain appropriate references and be submitted electronically by email.
- 4.3.b. The seminary student body represents a diverse spectrum of multicultural traditions, with a concomitantly wide range of preference for either verbal or written presentations. In recognition of this, students will be offered the opportunity of choosing either an oral presentation or a research paper. The research project will consist of either a paper or a presentation on a subject covered in class. Acceptable formats include:
- 4.3.b.1. A written research paper of between eight and twelve pages, including appropriate references; or
- 4.3.b.2. An oral presentation lasting twenty to twenty-five minutes using Powerpoint or student-designed webpages, Since the presentation will **not** be given during class, either a digital video recording of the presentation must be submitted, or an audio recording of the presentation must be embedded in the Powerpoint.
- 4.4. In research and on exams students must clearly distinguish between their own words and sources they cite, especially including online and A.I.-generated content from resources such as ChatGPT. Failure to credit sources that are cited constitutes plagiarism and may result in a grade of “F”. See also “Plagiarism Policy,” §8 below.
- 4.5. Submission of the final examination and either the midterm examination or research project is required for successful completion of the course. The final course grade will be computed as follows (for details see “Rubrics for Assessment,” §9 below):

Class participation	20%
Final Examination	40%
Research paper or midterm examination	40%

5. DIVERSITY and INTERCULTURAL COMPETENCY

- 5.1. (*General*) In order to profit from the cultural and ethnic diversity of the student body, students are encouraged to bring to classroom discussion sources that illustrate the development of their own cultural traditions, including, for example: the unique contributions of Hispanic and Asian Catholicism; as well as the theological, canonical, liturgical, and spiritual emphases that distinguish Western Catholicism from Eastern traditions such as the Maronite, Chaldean, Melchite, Malabar, and Ruthenian churches.
- 5.2. (*Pedagogy*) The seminary student body represents a diverse spectrum of multicultural traditions, with a concomitantly wide range of preference for either verbal or written presentations. In recognition of this, students will be offered the opportunity of choosing either an oral presentation or a research paper. In order to maximize the effectiveness of lectures in our culturally diverse student population, representing a wide range of different linguistic experience and ability, all audio-visual materials presented in lectures will also be available through the course website or in the seminary library.

6. TEXTS

6.a. REQUIRED TEXTS [*All required readings may be accessed through Canvas*]

The Catechism of the Catholic Church

Human Sexuality, an All-Embracing gift, by Gerald Coleman, (Alba House). ISBN: 081890643X

Sex, Priestly Ministry, and the Church, by Len Sperry (Liturgical Press, Collegeville, 2003). ISBN: 0814629679

Male and Female He Created Them, A Theology of the Body, by Pope St. John Paul II, tr. M. Waldstein (Pauline Books, 2006) ISBN: 0819874213

A Catholic Bioethics for a New Millennium, by Anthony Fisher, O.P. (Cambr.UP, 2012) ISBN: 978-1107-00958-5

Sex and Virtue, An Introduction to Sexual Ethics, by J,S, Grabowski, (Cath.Univ.Pr. 2003) ISBN: 0-8132-1345-2

6.b. REQUIRED CATHOLIC TEACHING DOCUMENTS [*All required readings may be accessed through Canvas*]

The Council of Trent §24 (*on Marriage*)

Pope Leo XIII, *Arcanum (On Christian Marriage)*

Pope Pius XI, *Casti Conubii*

Pope Pius XII, *Sacra Virginitas*

Pope Paul VI, *Humanae Vitae, Sacerdotalis Caelibatus*

Vatican Council II, *Gaudium et Spes*

Pope St. John Paul II: *Evangelium Vitae; Familiaris Consortio; Mulieris Dignitatem; Veritatis Splendor; Vita Consecrata; Fruitful and Responsible Love; Reflections on Humanae Vitae*

Pope Benedict XVI: *Deus Caritas est (God is Love); On Family and Christian Community; Caritas in Veritate (on Integral Human Development in Charity and Truth)*

Pope Francis: *Amoris Laetitia* (2016 Apost.Exh., “On Love in the Family”); *As A Loving Mother* (2016 Motu Proprio on removal of prelates not diligent in dealing with abuse of minors); *You Are the Light of the World* (2019 Motu Proprio on the sexual abuse crisis); *Interview with Fr. Spadaro*, SJ (Aug.2013); *Address to Catholic Physicians* (Sept., 2013).

SCDF: *The Reception of Holy Communion by the Divorced and Remarried Members of the Faithful; Vademecum for Confessors; On The Pastoral Care of Homosexual Persons; Declaration on certain questions concerning sexual ethics (Persona Humana); Dignitatis Personae (On Certain Bioethical Questions; Responsum on Not Blessing Unions of Persons of the Same Sex* (2021).

Dicastery for Catholic Education: *Male and Female He Created Them: Towards A Path of Dialogue on the Question of Gender Theory in Education* (2019)

Dicastery for the Clergy, *The Gift of Priestly Vocation / Ratio Fundamentalis* (2016)

Pontifical Council for Justice and Peace: *Compendium of the Social Doctrine of the Church*
United States Conference of Catholic Bishops (USCCB)

Always Our Children: A Pastoral Message to Parents of Homosexual Children and Suggestions for Pastoral Ministers (1997)

Ministry to Persons With A Homosexual Inclination (2006)

Married Love and The Gift of Love (2006)]

THE JOHN JAY STUDIES of *Sexual Abuse of Minors by Catholic Clergy* (2004-2011)

2004 *The Nature And Scope of Sexual Abuse of Minors By Catholic Priests and Deacons in The United States 1950-2002*

2006 *The Nature and Scope of Sexual Abuse of Minors by Catholic Priests and Deacons in the United States: Supplementary Data Analysis for The United States Conference of Catholic Bishops*

2011 *Report to the USCCB: The Causes And Context of Sexual Abuse of Minors by Catholic Priests in The United States 1950-2010*

Resources on Natural Family Planning

1981 Martin, *Fertility Acceptance and Natural Family Planning*

2010 Standards for Diocesan NFP Ministry

2017 NFP-Week Bulletin Insert

2019 Homily Notes: *Love Naturally*

2019 NFP Bulletin *Love Naturally*

2020 NFP Week Bulletin Insert *Live the Truth*

6.c. RECOMMENDED TEXTS and RESOURCES

Anderson, Ryan, *When Harry Became Sally*

Austriaco, *Biomedicine and Beatitude, An Introduction to Catholic Bioethics* (CUAP, 2011)

- Brown, Peter, *The Body and Society, Men, Women, and Sexual Renunciation in Early Christianity*, (Columbia Univ. Press, 1980)
- Cahill, Lisa, *Between the Sexes, Foundations for a Christian Ethics of Sex*
- California Natural Family Planning Organization (additional resources): (President/contact: Sheila St. John: sheila@canfp.org)
- Cessario, Romanus, *Introduction to Moral Theology* (Cath.Univ.Pr. 2001)
 — *The Moral Virtues and Theological Ethics*, (Univ. of Notre Dame Press, 1991)
- Cholij, R., *Clerical Celibacy in East and West* (Gracewing, 1989).
 — *Priestly Celibacy in Patristics and in the History of the Church*, (Online article)
- [N.B. the following is a secular publication recommending some therapies that contradict teachings of the Catholic Church. It is listed here as an example of the widespread approach to sexual orientation found in contemporary psychology]: DeBord *et aliae* , *Handbook of Sexual Orientation and Gender Diversity in Counseling and Psychotherapy*, (American Psychological Association, 2019)
- DeHaro, *Marriage and The Family in The Documents of the Magisterium: A Course in The Theology of Marriage* (Ignatius, 1993)
- Goerss, Jane Ph.D, *Psychopathy and Predictors of Violence Towards Women*
Handouts on predictors of violent behavior
- Grabowski, *Sex and Virtue* (Cath.Univ.Pr. 2012).
 — Grabowski, J.S. and Naughton, M. J “In Defense of Natural Law” (Article defending natural law)
- Gregg, S, “Dignitatis Humanae and the Catholic Human Rights ‘Revolution’”.
- Grisez, Germain, *The Way of the Lord Jesus*, by: vol. I *Christian Moral Principles*; vol. 2, *Living a Christian Life*; vol. 3, *Difficult Moral Questions* (Franciscan Press, 1997).
- Grossman, Miriam, M.D., *Lost in Trans Nation, A Child Psychiatrist's Guide Out of the Madness*) Skyhorse Publishing, 2023)
- Hall, R.C., *A [Clinical] Profile of Pedophilia* (Mayo Clinic Proceedings, 2007).
- Hauerwas, S., “Sex in Public” (Article on modern crisis in sexual morality)
- Haynes, Laura, PhD (Clinical Psychologist) PDF doc’s of PowerPoint Presentations on Gender Ideology:
 — *Transgender Identity Is Not Inborn, Changes, and May Have (Treatable) Psychological Causes* (2021)
 — *Sexual Orientation And Gender Incongruence Change; [They] May Have (Treatable) Psychological Causes— And Other Confessions OF The American Psychological Association And Research* (2020)
 — *Sexual Orientation: Sexual Orientation Is Not Inborn, May Have (Treatable) Psychological Causes— and Other Confessions of the American Psychological Association: Part I—Causes* (2021)
 — *Sexual Orientation: [...] Part 2—Change and Therapy* (2021).
- Hill, Wesley, “Another Thirst” (Spiritual defense of purity and primacy of intimacy with Christ).
- Hogan, Fr. Richard M *An Introduction to John Paul II’s Theology of the Body*;
- Hoppe, Debi - *Sympto-Thermal Natural Family Planning* (NFP) Instructor:
 — NFP Powerpoint 2020 Debi Hoppe
 — NFP Powerpoint 2020 Debi Hoppe in pdf format
 — NFP Powerpoint 2012 *for Seminarians*
 — NFP Powerpoint - *History and Practice* (2017)
 — NFP Powerpoint 2008 *for Seminarians*
 — Debi Hoppe Oct 2020 Video: *Introd to NFP Part 1 of 2*
- Hruz, Paul W. *et aliae*, “Growing Pains: Problems with puberty suppression in treating gender dysphoria,” *The New Atlantis*, Number 52, Spring 2017, pp. 3-36:
- Kheriaty, Aaron MD, *Pornography and Sexual Addiction; Gender and Sexual Orientation* (2-part video presentation)
 Part 1: *Pornography and Sexual Addiction*:
 Part 2: *Sexual Desire and Identity*
- Lewis, C.S., *Selections on Love, Marriage and Sexuality*

- May, William, *Catholic Bioethics and the Gift of Human Life*, ISBN 0-87973-683-6 (Our Sunday Visitor, 2000).
- *The Cultural and Ecclesial Situation 1964 to 1967: Paving The Way for Dissent from Church Teaching on Contraception*, by, (*Fellowship of Catholic Scholars Quarterly*, Fall, 2009, pp.10-19 [includes discussion of the Paul VI Commission on Contraception])
- Mayer, L. *et. aliae* (*Sexuality and Gender, Findings from the Biological, Psychological, and Social Sciences*, New Atlantis, 2019).
- McClymond, Michael J., “The Last Sexual Perversion, An Argument in Defense of Celibacy”
- McHugh, Paul R. “Surgical Sex: Why We Stopped Doing Sex Change Operations,” *First Things*, November 2004.
- “Transgender Surgery Isn't the Solution,” *Wall Street Journal*, May 13, 2016.
- Parris, M. [N.B. **Although NOT compatible with Catholic teaching, this article is unusually honest about issues of relevance to moral theology**] “Straight Talk About the New Gay World” (*London Times*, Nov.17, 2001).
- Pathella, *et al.* “Discordance between Sexual Behavior and Self-Reported Sexual Identity: A Population-Based Survey of New York City Men” (*Annals of Internal Medicine*, October 2006).
- Perry, Louise, *The Case Against the Sexual Revolution, A New Guide to Sex in the 21st Century* (Polity, 2021) ISBN 978-1509549986
- Pontifical Council for the Family, *Vademecum for Confessors on Marriage* “(1997)
- Selin, G., *On the Christological, Ecclesiological, and Eschatological Dimensions of Priestly Celibacy in “Presbyterorum Ordinis,” “Sacerdotalis Caelibatus” and Subsequent Magisterial Documents*, (Washington, 2011).
- Shaw, Ed, *Same-Sex Attraction and the Church: The Surprising Plausibility of the Celibate Life* , (IVP, 2015).
- Shrier, *Irreversible Damage, The Transgender Craze Seducing Our Daughters*, (Regnery/Salem, 2020).
- Smith, J. & Check, P. (ed.s), *Living the Truth in Love, Pastoral Approaches to Same-Sex Attraction*, (Ignatius, 2015).
- Soh, Debra, *The End of Gender: Debunking the Myths about Sex and Identity in Our Society*, (Threshold, 2020).
- West, Christopher, *Theology of the Body for Beginners: A Basic Introduction to Pope John Paul II's Sexual Revolution*, (Rev.Ed., Ascension Press, 2009).
- “Theology of the Body - A [VERY] Brief Introduction”.

7. SPECIAL PROTOCOLS

- 7.1 The midterm exam, research project, and final exam must be submitted by email: ldysinger@stjohnsem.edu
- 7.2. Late work will be accepted for a grade only if the professor grants an extension of the deadline: requests for extensions must be submitted in writing with a clear explanation of the reason for the request. Out of fairness to those who submit their work on time, late work for which an extension has been granted will normally be graded down by one-half letter grade for each day it is late.

8. PLAGIARISM POLICY

In research and on exams students must clearly distinguish between their own words and sources they cite, especially including online and A.I.-generated content from resources such as ChatGPT. Failure to credit sources that are cited constitutes plagiarism and may result in a grade of “F”. See also “Plagiarism Policy,” §8 below. For details consult the “St. John’s Seminary Academic and Doctrinal Integrity Policy,” downloadable from the course site on Canvas.

9. RUBRICS for ASSESSMENT (Evaluation)

RUBRIC FOR OVERALL LEARNING OBJECTIVES

	Not Acceptable Student Performance	Acceptable Student Performance	Hoped -for Learning Outcomes
Application of Catechism and relevant Magisterial Texts	Does not cite or is unaware of catechetical or magisterial norms.	Misses some magisterial/catechetical applications.	Is able to apply magisterial and catechetical teaching concerning sexuality and celibacy
Theology and History of Church teaching	Does not take note of the historical development of Church teaching	Has a general sense of history and theology of sexuality and celibacy	Demonstrates a thorough knowledge of history and theology of Catholic teaching on sexuality and celibacy
Cultural Awareness	Ignores or is unaware of cultural differences in approaches to issues concerning sexuality and celibacy .	Does not take note of issues of cultural significance in case studies.	Responds appropriately to culturally-conditioned questions concerning sexuality and celibacy .

RUBRIC FOR MIDTERM AND FINAL EXAMINATION CASE STUDIES

A. Case Studies	Students present facts of the case but do not distinguish between the most important issues and/or pay unnecessary attention to less-relevant details.	Students present relevant facts and distinguish between significant issues but miss important aspects.	Students present the relevant facts of the case clearly and demonstrate a deep understanding of the underlying issues.
	1 2 3	4 5 6 7	8 9 10
B. Relevant Scripture and Magisterial Teaching	Students do not cite relevant scripture passages, or magisterial texts in their discussion of the case.	Students demonstrate only limited use of scripture and relevant magisterial teaching.	Students cite and appropriately discuss relevant biblical texts and magisterial texts.
	1 2 3	4 5 6 7	8 9 10
C. Pastoral Response	Students do not adapt their responses to the unique circumstances of individuals involved in the case.	Students display empathy but neglect significant issues of the case.	Students are empathetic and appropriately adapt their responses to the significant issues in the case.
	1 2 3	4 5 6 7	8 9 10

10. COURSE OUTLINE and READINGS

1. CONTEMPORARY CRISES IN SECULAR SEXUAL MORALITY

A. Gender Dysphoria and “Gender Ideology” [2 hrs.]

READINGS: (1) Pope Francis on Gender Ideology (*Amoris Laetitia*); (2) *The Cass Report and Tavistock – Review by Michael Cook; The Cass Report - Summary*; (3) Grossman, *Lost in Trans Nation*, Introduction, pp.45-82 (pdf); (4) Shrier, *Irreversible Damage*, Introduction. pp. 13-21 (pdf).

- B. The insidious “Right” to sexual relationships [2 hrs.]
 READINGS: 1. Article by a woman who boasts of giving her autistic son “*the gift of confidence*”, by organizing and paying for his encounter with a prostitute. 2. Book Review of Perry: *The Case Against the Sexual Revolution*; a secular author who describes women betrayed by the “Sexual Revolution” and “The Pill.:
2. A REVIEW of ETHICAL DECISION-MAKING and CATHOLIC MORAL PRINCIPLES
 READINGS: ”, Coleman, ch. 1 pp. 1-42. Powerpoint slides by Fr. Marco Durazo; Pope John Paul II, *Veritatis Splendor, selections* (course website); “*Dignitatis Humanae* and the Catholic Human Rights ‘Revolution’
3. A REVIEW OF MAGISTERIAL CATHOLIC TEACHING *on Human Sexuality, Chastity, and Celibacy*
 READINGS:
The Catechism of the Catholic Church, selections (course website)
 INTRODUCTION: Creation (§ 355-384); Fall (§ 385-421); Eternal Life (§ 1020-1060);
 HUMAN SEXUALITY: Sacrament of Matrimony (§ 1601-1666); Ethics of Life (§ 2258-2330); Sexuality and Chastity (§ 2331-2350); Offenses Against Chastity (§ 2351-2356); Homosexuality and Chastity (§ 2357-2359); Marital Sexuality (§ 2360-2379); Offenses Against Marriage (§ 2380-2400)
 Pope Benedict XVI, *Deus Caritas est*. Pope Francis, *Amoris Laetitia*.
4. THE ONGOING CRISIS IN CATHOLIC SEXUAL MORALITY: *a Spiritual and Theological Appraisal*
- A. The Sexual Abuse Crisis – past and present [2 hrs.]
 READINGS: *The John Jay Study (Parts 1, 2, and 3)*; Jenkens, *Pedophiles and Priests, selections*, (course website); Sperry, *Sex. Priestly Ministry, and the Church*, ch. 1, “Sex and Sexuality – Everything You Need to Know” (course website)
- B. Ministry, Friendship, and the Universal Need for Appropriate Boundaries [2 hrs.]
 READINGS: *Healthy Boundaries: Working Guidelines and Personal Strategies* Fr. Quinn Conners, O.Carm., Ph.D. *Managing Ministerial Risks*, Fr. Michael N. Kane
- C. Chaste Celibacy: Models of Christian Modesty and Intimacy [2 hrs.]
 READINGS: Coleman, Introduction, pp. xiii-xxi. C.S. Lewis: 1, *The Four Loves*, ch. 2, “Eros”, *The Screwtape Letters*, selected letters. Hauerwas, “Sex in Public” (course website). *The Last Sexual Perversion – A Defense of Celibacy*, Michael J. McClymond
5. THE HISTORY AND DEVELOPMENT OF CATHOLIC TEACHING *on Human Sexuality, Chastity, and Celibacy*
- A. The Early and Medieval Church. *Sexuality, Chastity, and Celibacy* [1 hr.]
 READINGS: Peter Brown, *The Body and Society, selections*, (course website). Coleman, ch. 1 pp. 42-54.
- B. The Modern Church. *Sexuality and Sacramentality* [1 hr.]
 READINGS: *The Concept of Sexual Pleasure in the Catholic Moral Tradition* 8.6-8.7; *Casti Connubii, Gaudium et Spes, Humanae Vitae, Familiaris Consortio* (course website). *Amoris Laetitia*
6. A REVIEW of THE THEOLOGY of THE BODY *on Sexuality, Chastity, and Celibacy*
 READINGS: Selections from Pope St. John Paul II, *Male and Female He Created Them*, 2.3. “Life According to the Spirit”; 2.4. “The Resurrection of the Body”; 2.5. “Celibacy for the Sake of the Kingdom”. Coleman, ch. 2.
7. HUMAN SEXUALITY FROM THE PERSPECTIVE OF THE BEHAVIORAL SCIENCES: *Developmental Sexuality; Sexual Maturity and Pathology; Impairment of the Will.*
 Psychopathology, Psychopathy and assessing the risk of violence. Addiction and 12-Step programs. Gender Dysphoria and the transsexual.[3 hrs.]
 READINGS: *DSM IV-R on Relevant Psychopathology* (course website); Sperry, *Sex. Priestly Ministry, and the Church*, ch. 2, “The Process of Psychosexual Development” (course website)

8. **SEXUALITY and ABSTINENCE:** *Natural Family Planning and Infertility; The Role of Abstinence in Sexual Dysfunction* [2 hrs.]
- A. Review: The Physiology of fertility and human reproduction
 B. *Amoris Laetitia* and Natural Family Planning
 READINGS: Pope Francis, *Amoris Laetitia*
9. **TOWARDS A COVENANT THEOLOGY OF CELIBACY:** *Stages in Priesthood and Consecrated Life; Boundaries, Intimacy, and Celibacy*
- Presentation by Msgr. Craig Cox, Former Vicar for Clergy, Archdiocese of Los Angeles and former Rector, St. John's Seminary.
- READINGS: SCDF: *Declaration on certain questions concerning sexual ethics (Persona Humana)*. Pope John Paul II, *The Theology of Marriage and Celibacy*, selections, (course website). Coleman, ch. 6-7. Sperry, *Sex. Priestly Ministry, and the Church*, ch. 3, "Sexuality, Intimacy, and Celibacy" (course website)
10. **PASTORAL APPROACHES TO HOMOSEXUALITY, TRANSSEXUALISM and GENDER IDEOLOGY**
- Presentation on "Courage" Ministry by Fr. Ed Benioff
- READINGS: Coleman, ch. 5 & 9; SCDF: *On The Pastoral Care of the Homosexual Person*. Pope Francis, *Amoris Laetitia*. Shaw, Ed, *Same-Sex Attraction and the Church*. Pp. 1-23. Smith, J. *Living the Truth in Love*, pp. 8-19.
11. **COMMON BIOETHICAL DILEMMAS CONCERNING HUMAN SEXUALITY**
- A. Gender and Transsexualism [1 hr.]
 B. Sexually-transmitted diseases: HIV/AIDS; Monkeypox. [2 hr.]
 C. Infertility and Assisted Reproduction
- READINGS: Pope John Paul II, *Evangelium Vitae*; SCDF, *Instruction on Respect for Human Life (Donum Vitae)*, *On Certain Bioethical Questions (Dignitatis Personae)*, Coleman, ch. 8.
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11. PROGRAM LEARNING OBJECTIVES

The Course Learning Objective §3.1, above, ("In written essays and oral presentations on case studies, students will cite, explain, and pastorally apply relevant biblical and Catholic magisterial texts . . .") corresponds to the following Program Objectives for the Master of Divinity Degree (SJS 2020-22 Catalog, p. 50):

1. [formation in the Roman Catholic tradition]
 - [1.1.] The student interprets Scripture from within the living tradition of the Church.
 - [1.2.] The student applies Scripture in concrete pastoral contexts.
 - [1.3.] The student demonstrates a complete, unified vision of the truths contained in the doctrinal, moral, and liturgical tradition of the Roman Catholic Church.
2. [effective communicator, teacher, . . . of the Word of God]
 - [2.4.] The student teaches clearly and faithfully the message of Jesus Christ and his Church.
4. [pastoral skills]
 - [4.1.] The student demonstrates competent theological inquiry, reflection, and application in pastoral ministry.
 - [4.2.] The student provides competent spiritual and pastoral guidance.