

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

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Office Phone: 471-6266

Meeting Time/Place: Thu 2:30-5:30/SSW 2.112

Office Hours: T 11-12, Th 5:30-6:30

Instructors: Yolanda C. Padilla, PhD, MSSW, LMSW-AP, Professor, ypadilla@mail.utexas.edu
Rick Laskowski, LCSW, Lecturer, [rlutmail@aol.com](mailto:r lutmail@aol.com)

Teaching Assistant: Carol Ann Chavez, carolchavez@mail.utexas.edu

**GAYS AND LESBIANS IN AMERICAN SOCIETY: POLICY AND PRACTICE ISSUES (ELECTIVE)
* CROSS-LISTED WITH WOMEN'S AND GENDER STUDIES**

I. Standardized Course Description

Gays and lesbians constitute an important presence in American society. Yet, the gay and lesbian population is confronted with a system of cumulative inequality, due in part to its small numbers, geographic dispersion, and prejudiced societal attitudes. The result is that gays and lesbians face serious issues related to lack of legal protection, violence, and limited political representation, and are denied full participation and access to resources in a wide range of social institutions, including family life, religion, education, employment, recreation, the military, and many others. Research shows that this social environment places gays and lesbians at increased risk of isolation, poor school performance, mental health problems, and even suicide. The complexity of the problems facing gays and lesbians has important implications for social work practice to develop productive strategies to combat discrimination and oppression, both in terms of policy and direct practice approaches. Given that gays form a cross-section of the population, encompassing gay, lesbian, bisexual, and transgender people and their families, social workers come in contact with this group in all fields of practice. This course provides a broad interdisciplinary knowledge-base on gay and lesbian issues in social work and integrates content on social policy and identity formation. In addition, the course demonstrates the application of this knowledge to core social work skills in both policy and direct practice interventions with this population.

II. Standardized Course Objectives

At the end of this course, students will be able to:

1. Critically analyze societal views toward homosexuality and the sources of these views, including religion, the media, the medical and mental health systems, and the educational system;
2. Synthesize knowledge on the social and political marginalization of gays and lesbians, and trace the historical and contemporary movement for gay and lesbian rights grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression;

3. Identify key components of gay identity development across the life span, including the coming out process, relationship and family formation, and aging, and identify content on the relationships between human behavior and social environments;
4. Demonstrate knowledge of social work's role in practice and policy issues with gays and lesbians, including values and ethical concerns in social work;
5. Apply knowledge on gays and lesbians to core social work skills in policy practice in order to advocate for nondiscriminatory social and economic systems, with a focus on policy analysis, advocacy and public education, and agenda-setting;
6. Apply key components of gay affirmative practice in clinical intervention and identify its relationship to the core values of social work practice.

III. Teaching Methods

This class is conducted using a seminar format. Students are expected to be prepared to discuss assigned topics. The primary teaching approach in this seminar will be collaborative learning. In general, each meeting will include a combination of case studies, videos, guest lectures, and formal presentation of material. Assigned readings are for the class session in which they are listed in the syllabus. The major criteria for student evaluation will be based on weekly reflection papers to the assigned readings, class discussions, and a major assignment described below.

Course Content and Organization

This course approaches gay, lesbian, bisexual, and transgender (GLBT) studies by integrating identity and policy issues. Based on social work's person-in-environment framework, it is taught from the premise that "the personal is political," that individual life chances are intrinsically affected by the social and political context. Thus, the course provides an in-depth analysis of GLBT concerns from three levels: policy, organizational, and individual. Theoretical frameworks for understanding problems at each level are defined and applied, as well as integrated across all levels. Following this model, we also include an analysis of strategies for policy reform and organizational change. In addition, we examine approaches for providing competent professional services to gay, lesbian, bisexual, and transgender youths and adults within health and human service organizations, schools, and other settings. The course is organized as follows:

- Gay identity in the contemporary social context: identity politics/political identity and the social construction of homosexuality; GLBT social and political marginalization and voices of resistance; identity over the life span (coming out, adolescence, adulthood, aging)
- Policy and institutional issues and reform: the historical and contemporary movement for gay and lesbian rights; conditions for social change from a global perspective
- Organizational barriers and strategies for change: models of organizational change
- Clinical practice interventions: an overview of issues related to clinical practice with GLBT people; cultural competency and gay affirmative practice

IV. Required and Recommended Texts and Materials

Texts

- Adam, Barry D., Duyvendak, Jan Willem, & Krouwel, Andre. (Eds.). 1999. The Global Emergence of Gay and Lesbian Politics: National Imprints of a Worldwide Movement. Philadelphia: Temple University Press.
- Chernin, Jeffrey N., & Johnson, Melissa R. 2003. Affirmative Psychotherapy and Counseling for Lesbians and Gay Men. Thousand Oaks: Sage.
- Diaz, Rafael M. 1998. Latino Gay Men and HIV: Culture, Sexuality, and Risk Behavior. NY: Routledge.
- Lipkin, Arthur. 1999. Understanding Homosexuality, Changing Schools: A Text for Teachers, Counselors, and Administrators. Boulder, CO: Westview Press.

Selected Readings

Available on UT Electronic Reserves: <http://reserves.lib.utexas.edu/courseindex.asp>
click on **Padilla**; click on **Social Work SW360K/395 Gays & Lesbians in Amer Soc**
type the class password (provided in class).

- Almeida, Rhea. 1997. Becoming an Ally: What Straight Therapists Can do. In the Family,_2(4), 7-11.
- Anonymous Queers. 2004. Queers Read This: I Hate Straights (Leaflet distributed at annual gay pride parade, June 1990, New York City.). In Carlin, D. & DiGrazia, J. Queer Cultures, pp. 138-148. Upper Saddle River, NJ: Pearson Prentice Hall.
- Appleby, George A. and Anastas, Jeane. W. 1998. Affirming Gay, Lesbian, and Bisexual Lives. In Appleby, G. A. & Anastas, J. W. Not Just a Passing Phase: Social work with Gay, Lesbian, and Bisexual People, pp. 383-409. New York: Columbia University.
- Articles of Faith: Reframing Issues of Religion, Public Policy, and the LGBT Community (Press Release). February 11, 2005. National Gay and Lesbian Task Force. [Online]. Available: <http://thetaskforce.org/media/release.cfm?releaseID=786>
- Association for Gay, Lesbian, and Bisexual Issues in Counseling (AGLBIC). Competencies for Counseling Gay, Lesbian, Bisexual and Transgendered (GLBT) Clients. [Online]. Available: <http://www.aglbic.org/resources/competencies.html>
- Blasius, Mark (Ed.). 2001. Sexual Identities, Queer Politics. Princeton, NJ: Princeton University Press. (Chapter 6, An Ethos of Lesbian and Gay Existence)
- Carroll, R. A. 2000. Assessment and Treatment of Gender Dysphoria. In S.R. Leiblum & R. C. Rosen (Eds.), Principles and Practice of Sex Therapy (3rd ed., 368-397). New York: Guilford Publications.
- Chen-Hayes, S.F. 2001. Counseling and Advocacy with Transgendered and Gender-variant Persons in Schools and Families. Journal of Humanistic Counseling, Education and Development. 40(1), 34-48.

- Cohen, Harriet L., Yolanda C. Padilla, and Veronica C. Aravena. (Forthcoming). Psychosocial Support for Families of Gay, Lesbian, Bisexual, and Transgender People. In Deana F. Morrow and Lori Messinger (Editors), Sexual Orientation and Gender Identity in Social Work Practice: Working with Gay, Lesbian, Bisexual, and Transgender People. Columbia University Press.
- Considerations Regarding Proposals to Give Legal Recognition to Unions Between Homosexual Persons. 2003. Congregation for the Doctrine of the Faith - Catholic Document, 661-869-1000. [Online]. Available: <http://www.catholic.org/featured/headline.php?ID=301>
- Corbett, S. 2001, October 14. Does a Sex Change Mean the End of the Relationship? New York Times Magazine. Available: <http://www.nytimes.com/2001/10/14/magazine/14TRANSGENDER.html?pagewanted=print>
- Denizet-Lewis, Benoit. 2002, May 26. About a Boy Who Isn't. New York Times Magazine, p. 30-34.
- Gamson, Joshua. 2004. Must Identity Movements Self-Destruct?. In Carlin, D. & DiGrazia, J. Queer Cultures, pp. 279-301. Upper Saddle River, NJ: Pearson Prentice Hall.
- Gray, Andrew T. 2000. Wearing the dress. In Kim Howard & Annie Stevens (Eds.). Out and About Campus, pp. 83-91. Los Angeles: Alyson Books.
- Harry Benjamin International Gender Dysphoria Association (HBIIGDA). 2001. Standards of Care for Gender Identity Disorder, Sixth Edition. [Online]. Available: <http://www.hbigda.org/soc.cfm>
- Iasenza, Suzanne and Lew, Mike. 1997. Working With the Enemy? Therapy With a Homophobic Client. In the Family 3(1): 21-24.
- Lively, Scott. (n.d.) Why and How to Defeat the "Gay" Movement. CA: Abiding Truth Ministries. [Online]. Available: <http://www.defendthefamily.com/docs/resources/1056550.pdf>
- Lock, James and Steiner, Hans. 1999. Gay, Lesbian, and Bisexual Youth Risks for Emotional, Physical, and Social Problems: Results from a Community-based Survey. Journal of the American Academy of Child and Adolescent Psychiatry, 38(3): 297-304.
- Markowitz, Laura. 1999. Dangerous Practice: Inside the Conversion Therapy. In the Family 4(3): 10-13.
- "Mission America: Fighting the Gay Agenda in Schools." [On-line]. Available: <http://www.missionamerica.com>
- NASW National Committee on Lesbian, Gay, and Bisexual Issues. 2000, January 21. Position Statement: "Reparative" and "Conversion" Therapies for Lesbians and Gay Men.
- Offord, Baden. 2003. Homosexual Rights As Human Rights: Activism in Indonesia, Singapore, and Australia. Bern, Switzerland: European Academic Publishers. (Chapter 4, Homosexual Rights as Human Rights)
- Perlstein, Marcia. 1996. Integrating a Gay, Lesbian, or Bisexual Person's Religious and Spiritual Needs and Choices into Psychotherapy. In C. J. Alexander (Ed.). Gay and Lesbian

Mental Health: A Sourcebook for Practitioners, pp. 173-188. Binghamton, NY: Harrington Park.

Policy on Discrimination and Harassment Because of Gender Identity. 2003, August 27. Ontario Human Rights Commission. [Online]. Available: <http://www.ohrc.on.ca/english/publications/gender-identity-policy.shtml>

Shernoff, Michael and Carter, Betty. (1998). Choosing a Lens: When Therapy With Gays Is Not About Gayness. In the Family 3(4): 22-24.

Stephenson, Yanela and Cassese, James. 1996. Coming Out to Clients. In the Family 2(1): 25-26.

Sullivan, Andrew. 1997. Alone Again, Naturally. In Michael Lowenthal (Ed.) Sex, Spirit, Community: Gay Men at the Millennium, pp. 107-121. New York: Tarcher/Putnam.

Tuerk, Catherine. 1998. Stages Parents Go Through When a Child Comes Out. In the Family, 4(1): 16.

V. Course Requirements

- 1. Weekly Reflection Papers/Class Discussion 45%
50 points Participation in Discussion + 50 points Reflection Paper
Grading criteria for Reflection Papers: 50 points - in-depth critical analysis; 35 - lacks comprehensiveness; 25 - sketchy, superficial, or LATE Students may drop 2 weekly grades in case of an emergency, not including special workshops/events.
- 2. Clinical Assessment20%
- 3. Community/Skills Building Project35%

Grading scale

For graduate students	For undergraduate students
100 - 94 = A, 93 - 90 = A-	100 - 90 = A
89 - 87 = B+, 86 - 84 = B, 83 - 80 = B-	89 - 80 = B
79 - 77 = C+, 76 - 74 = C, 73 - 70 = C-*	79 - 70 = C
69 - 67 = D+, 66 - 64 = D, 63 - 60 = D-	69 - 60 = D*
59 and below = F	59 and below = F
* Class failed/no credit if below 74	* Class failed/no credit if below 70

- A = Assignments exceed expectations.
- B = Assignments meet expectations.
- C = Assignments meet basic expectations, but lack depth, critical analysis, organization.
- D and below = Assignments fail to meet requirements.

1. Reflection Papers/Class Discussion Based on Readings

A major portion of class work will be based on collaborative learning group discussion. Students will get into groups and discuss a selected issue related to the readings. Each group will select a scribe, who will take notes from the group discussion and present those points in a class-wide discussion.

In preparation for this class activity, students will be required to write a short Reflection Paper to the readings for selected weeks. The paper should be 2½–3 typed pages long (or the equivalent hand-written pages). Write about things that stand out for you in the readings: things that are new to you, that you disagree/agree with, or that you find troublesome or thought-provoking. If you read something that you do not like or agree with, suggest alternatives. Discuss the complexity of the issues: be sensitive to tensions, contradictions, controversies, consistencies/inconsistencies, paradoxes, overlapping ideas. Consider issues from various points and insert your voice in the discussion. Support your arguments with specifics from the readings (refer to specific readings). Make things relevant: give information and explain why it is meaningful. Show a sense of direction: promise to discuss certain things and give a roadmap.

The paper is a combination of a formal analysis (preferably using third person) and your own reflections. Your comments should be directly grounded in the readings. That is, you should directly and explicitly refer to the readings and indicate the source of specific points that you bring up. (For example, “According, to Lipkin, the major issues affecting schools are....”). The Reflection Paper should be written in the form of an essay (rather than in the form of a list or outline). Your grade will be based on the extent to which your reflection papers reflect a careful examination of the themes in the assigned readings. For tips on how to write reflection papers, see http://writing_center.agnesscott.edu/handouts/35.pdf.

Please note that we have no exams. Thus, this part of the course work is the core of your learning in this class. So please take the weekly readings, the preparation of your weekly Reflection Papers, and class participation seriously. The main purpose of writing the Reflection Papers is to be prepared for class. Therefore, late reflection papers will only receive partial credit.

Heading for the Reflection papers: Name, date, Reflection Paper #X, Theme of the Week.

Review GLBT News Updates.

In addition to the readings, students can draw on current developments for weekly class discussion and reflection papers. See Web Resources: GLBT News Sites under Section VIII of this syllabus for a list of GLBT news web sites providing daily and weekly updates via Email.

2. Clinical Assessment

The purpose of this paper is to integrate the clinical content of this course from the lectures and readings and apply it to a fictional character. You will select one of the characters in an assigned film to be the focus of your paper. Assume the role of the character’s therapist and answer the questions below. Use examples from the film and the literature to support your answers. The paper should be 5-7 pages in length, double-spaced. Please organize your paper according to the following themes/sections and use subheadings for each of the sections.

The Client’s Presenting Issues and Resources

- What are the issues that you see this person facing?
- What are the known resources (in the movie) that might be useful to this person?
- What resources would be useful that aren’t in the community?

Therapeutic Modalities

- Of the issues you see the person facing, which ones would you see as being appropriate for therapy?
- What therapeutic modalities would you suggest for this client to work in (individual, couples, family and/or group)? Give reasons why you would suggest each modality?
- What issue would you work on first?
- How would you approach the issue therapeutically?

Professional Issues in Clinical Practice

- What issues do you not feel prepared to handle and how might you prepare yourself?
- What would be important things to remember while working with this client?
- What ethical dilemmas might surface and how would you handle at least one of them?

3. Community/Skills Building Project

The objective of this assignment is two-fold (a) to give you the opportunity to go into the community and learn about the LGBT population, the issues they face and the resources available to them, and (b) to allow you to expand your skills to work with LGBT-related issues.

Students coming into this elective bring a variety of interests. Therefore, you will have the opportunity to propose a community project that is tailored to your interests and that will help you prepare for the professional goals that you have set for yourself. Below are some sample projects. The project can have either a policy or a clinical focus, and it can address the broad lesbian, gay, bisexual and transgender population as a group, or a sub-group of this population.

You may either work individually or in teams of 2-3 on this project. (Expectations for the level of work will reflect the size of the group.) You will be asked to submit a detailed proposal for approval. For students who are taking this course for graduate credit (SW 395K), the proposed assignment should be commensurate with graduate level work. That is, the project should reflect advanced analytical thinking and a higher level of complexity.

Schedule:

Part 1: Submit 1-page detailed proposal (including a specific proposed product)

Part 2: Submit 1-page progress report and meet with the instructor

Part 3: Submit final product and give in-class presentation

You will be expected to work on your project throughout the semester. Your grade for the community/skills building project will be based on your ability to (a) apply the material learned in the class to the project of your choice, (b) carry out a well-developed project, and (c) submit all part on time. You should not rely on Internet sources for all your information, but uses scholarly sources, interviews, etc.. Include:

- a comprehensive bibliography of all the sources of information you gather for your project, including scholarly references, web sites, brochures, workshops, interviews, etc.
- a 1-page cover sheet of how you developed the project (steps that you took, how you divided the tasks by group members, if applicable, how you worked with community organizations).

Examples of Projects

Diversity Training: Prepare some form of GLBT diversity training geared to a specific group, such as teachers, counselors, youth, a community group. Use relevant web resources, literature, and direct interviews with applicable organizations to develop the training session. Conduct 15-20 min. training in class & submit a detailed training outline. (Class presentation time may need to be adjusted to accommodate all projects.)

Experiential Project: Volunteer at an agency of your choice that serves LGBT people and help develop a project/product useful for the agency.

Examples of Projects from Previous Classes:

- * a Website on UT GLBTA Resources—adopted by the first *queerut* web page
- * a children's book focusing on coming out to siblings (a first, I think)
- * a handbook for organizing youth for glbt rights,
- * a guide to providing services to glbt homeless,
- * a handbook on working with glbt students for university administrators and faculty,
- * a training workshop on transgender identity
- * a screen play based on the theme of bisexuality
- * a multi-media presentation for an GLBT youth national conference
- * a practice guide on clinical practice with glbt clients for master's level social work students

VI. Class Policies

1. Attend class regularly. Turn assignments in on the due dates. All assignments submitted after the beginning of class are considered late. Student presentations can only be given on the allotted dates. Major assignments will be penalized 5 points for each calendar day late.
2. Follow the rules of scholastic honesty. Assignments which show evidence that they have not been completed directly by the student will not be accepted and may result in automatic failure for the course. Scholastic dishonesty, including plagiarism, will result in recommendation for dismissal from the University according to University guidelines.
3. Request and use feedback and offer feedback. Participate in class discussions and other in-class activities. Differences in values, opinions, and ideas with other students (and guest speakers) will be respected.
4. Use APA Style for referencing. The *Publication Manual of the American Psychological Association* is the style manual used by the School of Social Work.
5. Agency and community safety: As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.
6. Services for students with disabilities: The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. for more information, contact the Office of the Dean of Students at 471-6259 or 471-4641 TTY.

VII. Course Schedule

* Select two readings from those marked with an asterisk. All other readings required.

** Optional reading.

(Notes: The terms ‘GLBT/LGBT’ and the inclusive term ‘gay’ will be used interchangeably in this class. Guest appearances are subject to change and/or cancellation depending on availability.)

Date	Description	Text/Readings
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A. Gay, Lesbian, Bisexual, and Transgender Identity in the Contemporary Social Context

Sept 1 [1]	Overview of the course	
Sept 8 [2]	<i>The Social Construction of Homosexuality and Gender Identity: The Personal is Political, Voices of Resistance!</i> Due: Reflection Paper 1	Chernin et al., Preface; Chapter 1, Terminology and Identity Development Blasius, “An Ethos of Lesbian and Gay Existence” Gamson, “Must Identity Movements Self-Destruct?” Anonymous Queers, “Queers Read This” (Leaflet distributed at the 1990 New York Pride parade.) ** <u>Policy on Discrimination and Harassment Because of Gender Identity</u> (Ontario Human Rights Commission)
Sept 15 [3] rl	<i>Identity Formation</i> Due: Reflection Paper 2	Chernin et al., Chapter 2, Youth, Elderly, Ethnic Minority, and Lesbian/Gay Subcultures Lipkin, Chapter 7, Multiple Identities; Chapter 6, Identity Formation * Tuerk, “Stages Parents Go Through When a Child Comes Out” * Gray, “Wearing the Dress” * Corbett, “Does a Sex Change Mean the End of the Relationship?”
Sept 22 [4] rl	<i>Foundations for Affirmative Psychotherapy</i> PANEL: Life Span Due: Project Proposal Due: Reflection Paper 3	Chernin et al., Chapter 3, Creating the Foundation for Affirmative Psychotherapy; Chapter 4, Affirmative Individual Psychotherapy * Perlstein, “Integrating a Gay, Lesbian, or Bisexual Person’s Religious & Spiritual Needs and Choices Into Psychotherapy” * Appleby, “Affirming Gay, Lesbian, and Bisexual Lives” * AGLBIC, “Competencies for Counseling GLBT Clients” * HBIQDA, “Standards of Care for Gender Identity Disorder”

B. Movements for GLBT Liberation: A Global Perspective

<p>Sept 29 [5] yp</p>	<p><i>Making Sense of the State of Affairs in the United States</i></p> <p>VIDEO: <i>After Stonewall</i> (VIDCASS 7911/UGL) Due: Reflection Paper 4</p>	<p>Adam et al., Chapter 1, Introduction; Chapter 3, United States; Chapter 2, Canada; Chapter 6, Britain; Offord, Chapter 4, Homosexual Rights as Human Rights</p> <p><i>18th Annual Austin Gay & Lesbian International Film Festival, Sept 30-Oct.8: www.agliff.org</i></p>
<p>Oct 6 [6] yp</p>	<p><i>Conditions for the Emergence of a GLBT Movement</i></p> <p>PANEL: Advocacy Org. Due: Reflection Paper 5</p>	<p>Adam et al., Chapter 4, Brazil; Chapter 8, France; Chapter 11, South Africa; Chapter 12, Japan; Chapter 14, (Conclusion) Gay and Lesbian Movements Beyond Borders?</p>
<p>Oct 8</p> <p><i>* in lieu of this activity, no class</i> <u>Oct 27</u></p>	<p>COMMUNITY EVENT</p> <p><i>A Special Afternoon at the Theatre!</i></p> <p>October 8, 2004 3-7 pm ALLGO's Tillery Street Theatre (701 Tillery St.)</p> <p>Free (or small donation)</p>	<p><i>Just Between Us</i></p> <p><i>A documentary film by Ken Jackson</i> <i>Screening and conversation with the filmmaker</i></p> <p><i>What does it mean to be black and gay in America today? JUST BETWEEN US takes a candid look at the state of the African-American Gay and Lesbian Community: the best and worst that African-American gays and lesbians faced in the 20th Century and where we are today.</i></p> <p>http://www.onpointeproductions.com</p>

C. Clinical Practice Interventions

<p>Oct 13 [7] rl</p>	<p><i>Clinical Practice with GLBT Individuals: An Overview of the Issues</i></p>	<p>Chernin et al., Chapter 5 Treatment Issues Couples and Families; Chapter 6, Group Psychotherapy and Support Groups; Chapter 7, Ethical and Legal Considerations for Affirmative Psychotherapy</p> <p>Cohen et al., "Psychosocial Support for Families of Gay, Lesbian, Bisexual, and Transgender People"</p> <p>NASW, <u>Position Statement: "Reparative" and "Conversion" Therapies</u></p> <p>- continued on next page -</p> <p>* Almeida, "Becoming an Ally: What Straight Therapists</p>
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(Oct 13, cont.)		<p>Can Do”</p> <ul style="list-style-type: none"> * Shernoff, et al., “Choosing a Lens: When Therapy with Gays is Not About Gayness” * Iasenza et al., “Working with the Enemy? Therapy with a Homophobic Client” * Stephenson et al., “Coming Out to Clients” * Markowitz, “Dangerous Practice: Conversion Therapy” * Carroll, “Assessment and Treatment of Gender Dysphoria” <p>Due: Reflection Paper 6</p>
Oct 20 [8]	<p><i>Cultural Competency in Social Work Intervention: The Case of Latino Gay Men and HIV</i></p> <p>GUESTS: AIDS Services of Austin Due: Reflection Paper 7 Due: Progress Report</p>	<p>Diaz, Introduction, Chapter 2/p. 47-49, Findings of Behavioral Research; Chapter 4, Machismo and Homophobia; Chapter 5, Family Loyalty and Sexual Silence; Chapter 6, Poverty and Racism; Chapter 7, Acculturation Groups; Chapter 9, <i>Hermanos de Luna y Sol: A Model for HIV Prevention with Latino Gay Men</i></p>
Oct 27 [9] NO CLASS	<p>Due: Clinical Assessment (Deliver to SSW Student Services by 4:30 pm)</p>	<p>NO CLASS TODAY <i>In lieu of Oct 8 Community Event.</i></p>

D. Institutional and Organizational Reform

Nov 3 [10] yp	<p><i>Reform and the Anatomy of the Opposition (A Comment on the Role of Religious Organizations — A Halocline Effect)</i></p> <p>PANEL: Religious Leaders/Clergy</p> <p>Due: Reflection Paper 8</p>	<p>Lipkin, Chapter 4, Homophobia and Heterosexism; Chapter 13, Reform and Opposition Rimmerman et al., Chapter 6, Anti-Gay: Varieties of Opposition “Articles of Faith: Reframing Issues of Religion, Public Policy, and the LGBT Community” (NGLTF) * <u>Considerations Regarding Proposals to Give Legal Recognition to Unions Between Homosexual Persons</u> (Pope Benedict XIV, Vatican Office, Doctrine of Faith) * Sullivan, “Alone Again, Naturally” * “Mission America: Fighting the Gay Agenda in Schools” * Lively, <u>Why and How to Defeat the "Gay" Movement</u> * <u>Policies of religious organizations on homosexuality: Christian & non-Christian. Select your denomination/faith or one that interests you.</u></p>
Nov 10	<i>Models of Organizational</i>	Lipkin, Chapter 1, Overview of the Problem

[11] yp	<p><i>Change: The Case of Schools</i></p> <p><i>VIDEO: It's Elementary: Talking About Gay Issues in School</i></p> <p>Due: Reflection Paper 9</p>	<p>Lipkin, Chapter 11, School Change; Chapter 12, The Massachusetts Model</p> <p>* Chen-Hayes, Counseling and Advocacy with Transgendered and Gender-variant Persons in Schools and Families</p> <p>* Lock et al., "Gay, Lesbian, and Bisexual Youth Risks for Emotional, Physical, and Social Problems"</p> <p>* Denizet-Lewis, "About a Boy Who Isn't"</p>
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E. Celebration, Community, and Synthesis

Nov 17 [12]	<p><i>Celebrating GLBT Culture and Community & Synthesis: Where Do We Go From Here?</i></p> <p>Due: Gay Pride Symbol</p>	<p>Gay Pride Symbol Presentations: Each student will present a poem, song, artwork, or other item that celebrates GLBT life.</p> <p>Project presentations (if needed)</p>
Nov 24 [13] NO CLASS		<p>Thanksgiving Holiday NO CLASS TODAY</p>
Dec 1 [14]	<p><i>Student Community/Skills Building Projects</i></p> <p>Due: Projects</p>	<p>Project presentations</p>
Dec 8 [15]	<p><i>Student Community/Skills Building Projects (cont.)</i></p> <p>Due: Projects</p>	<p>Project presentations Course Evaluations</p>

VIII. Bibliography and Other Resources

Recommended Readings

- Aarons, Leroy. 1995. Prayers for Bobby: A Mother's Coming to Terms with the Death of Her Gay Son. New York: Harper Collins.
- Arnup, Katherine. 1999. Out in This World: The Social and Legal Context of Gay and Lesbian Families. Journal of Gay and Lesbian Social Services, 10(1), 1-26.
- Bayer, Ronald. 1987. Homosexuality and American Psychiatry: The Politics of Diagnosis. Princeton, NJ: Princeton University.
- Bishops' Committee on Marriage and Family National Conference of Catholic Bishops. 1997. Always Our Children - A Pastoral Message to Parents of Homosexual Children and Suggestions for Pastoral Ministers. United States Catholic Conference, Inc. [On-line]. Available: <http://www.usccb.org/laity/always.htm>
- Black, Dan, Gary Gates, Seth Sanders, and Lowell Taylor. 2000. Demographics of the Gay and Lesbian Population in the United States: Evidence from Available Systematic Data Sources. Demography, 37(2), 139-154.
- Blumenfeld, Warren. 1992. Homophobia: How We All Pay the Price. Boston: Beacon Press.
- Brandt, Eric (Ed.). 1999. Blacks, Gays, and the Struggle for Equality: Dangerous Liaisons. New York: The New Press.
- Button, James W., Barbara A. Rienzo, and Kenneth D. Wald. 1997. Private Lives, Public Conflicts: Battles Over Gay Rights in American Communities. Washington, DC: Congressional Quarterly Press.
- Central Conference of American Rabbis. 2000. Resolution on Same Gender Officiation. [On-line]. Available: <http://www.ccarnet.org/cgi-bin/resodisp.pl?file=gender&year=2000>
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Web Resources: GLBT News Sites: .

- 365Gay.com on-line, provides daily news updates via e-mail. To subscribe visit <http://365gay.com/> and click on Utilities/Daily Email Updates.
- The Advocate Update on-line, provides weekly news updates via e-mail. It includes clickable links to the top gay and lesbian news (politics, law, religion), health, and entertainment stories of the week as reported on Advocate.com. Register for this service at http://www.advocate.com/html/update/update_sample.asp.
- The Data Lounge on-line, provides weekly e-mail summaries of the most important lesbian and gay news from the nation & around the world. To subscribe visit <http://www.datalounge.com> and select "sign-up."
- Gender Advocacy Internet News (GAIN) on-line, provides original and reposted news of interest to the transgender and gender variant community. To subscribe visit <http://www.tgender.net/mailman/listinfo>.
- Other on-line sources of LGBT news: Texas Triangle: <http://www.txtriangle.com/>; List of gay literature/magazines: <http://www.gayliterature.com/mags.htm>; NGLTF News+Views: <http://www.thetaskforce.org/media/current.cfm> ; Gay Parent: <http://www.gayparentmag.com/index.html>; OutProud (from the National Coalition of GLBT Youth): <http://www.outproud.org/>