

Department of Psychology | Abilene  
of Christian  
University

*The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.*

Sexual Minorities: Identities and Communities

PSYC 345 ❖ Fall, 2014

Course Syllabus

Every man is in certain respects

- a. like all other men,
- b. like some other men,
- c. like no other man.

Henry A. Murray and Clyde Kluckhohn, *Personality in Nature, Society, and Culture* (1953)

**Purpose of this course:**

The purpose of this course is to pursue answers to three questions.

- How do sexual minority identities and communities develop and how do they interact with the institutions of "mainstream" culture?
- How does the culture, particularly the political environment, affect social and behavioral science research agendas, funding, and the interpretation of data?
- By what intellectual pathways do persons of faith arrive at differing perspectives on sexual minorities? How may a person of faith "think theologically" about sexual minorities?

**Course description and audience:**

The catalogue description of this course (3 credit hours) is —

*A survey of the development of sexual minority identities and communities and their interaction with majority culture based on social/behavioral science research.*

This course is intended for any ACU student who is interested in the topic. The prerequisites for the course are CORE 110, ENGL 112, and COMS 211.

**Professor:**

Robert McKelvain, PhD      Professor of Psychology

Chambers Hall, 216

325-480-4825

robert.mckelvain@acu.edu

Office Hours: To be announced

Class location and time: To be determined

**Course goals, competencies, and achievement:**

| Goal / Question                                                                                                                   | Competency                                                                                                                                                                | Measure of Success              |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| How do sexual minority identities and communities develop and how do they interact with the institutions of "mainstream" culture? | Explain the concept of culture and it's use in understanding behavior.                                                                                                    | Exams                           |
|                                                                                                                                   | Explain the relationship of minorities, in particular sexual minorities, to the institutions of majority culture.                                                         | Exams<br>Annotated bibliography |
|                                                                                                                                   | Describe the components of the bio-psycho-socio-culture model of the gender-sexual system. Apply the model to clarify individual, group, and institutional case examples. | Exams<br>Annotated bibliography |

| Goal / Question                                                                                                                                               | Competency                                                                                                                           | Measure of Success                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| How does the culture, particularly the political environment, affect social and behavioral science research agendas, funding, and the interpretation of data? | Compare and contrast the contemporary models of sexual identity formation; develop a "synthesis" model of sexual identity formation. | Exams<br>Annotated bibliography                 |
|                                                                                                                                                               | Explain the development and functions of sexual minority communities.                                                                | Exams<br>Annotated bibliography                 |
|                                                                                                                                                               | Identify the claims and evaluate the evidence used in articles or other writings about sexual minorities.                            | Annotated bibliography<br>Reflection/commentary |
|                                                                                                                                                               | Explain the history, issues, decisions, and significance of recent court cases involving sexual minorities.                          | Exams                                           |
|                                                                                                                                                               | Identify the claims and evaluate the evidence used in articles or other writings about sexual minorities.                            | Annotated bibliography                          |
|                                                                                                                                                               | Write a case study of the historical, social, and political context and consequences of a selected journal article.                  | Group case study                                |

| Goal / Question                                                                                                                                                                   | Competency                                                                           | Measure of Success              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------|
| By what intellectual pathways do persons of faith arrive at differing perspectives on sexual minorities? How may a person of faith “think theologically” about sexual minorities? | Compare and contrast the contemporary theological perspectives on sexual minorities. | Exams<br>Annotated bibliography |

### Course format and content:

This course will be a traditional lecture-discussion course with emphasis on informed class discussion and group participation. The course is not a clinical or personal development course.

### Textbooks and readings:

No single textbook is required for this course. The readings for this course are drawn from many sources. The reading schedule which is attached provides the details of each reading assignment. There are two types of readings. There are “core readings” which are required reading for every class member. The content from the core readings will be included on the major exams. The “elective readings” are readings from which you may choose (or be assigned) for class discussion.

Readings for this course are drawn from book chapters and journal articles from behavioral, social, and biological sciences. One autobiographical source is also included. So that you are not taken by surprise you should know that the biological science readings are accompanied by line drawings and black & white photography to illustrate the anatomical conditions being described. Also, in the autobiographical reading and in some quotations in other readings, the actual words of real persons describing their experiences may occasionally be graphic or explicit.

### Assignments and exams:

Brief descriptions of assignments are provided below. Specific instructions for each assignment will be provided in class. The weight of each assignment is noted in the

summary assignment table. The due dates are found in the tentative course calendar. The assignments are –

- An annotated bibliography of readings assigned for class. Entries in the annotated bibliography will be approximately 100 words each and follow the format provided in class. Annotated bibliography entries for the core and elective reading will be turned in at the class period in which they are due.
- An annotated bibliography, paper, and presentation on a topic from the course outline (1500 words; 8 minutes).
- Three essay exams covering content from lecture and “core reading.”
- A reflection or commentary paper appropriate for the editorial page of a newspaper or magazine, a blog post, short speech, or other similar forum. (750 words) The paper may be inspirational, reflective, or persuasive. The paper must have a clearly stated audience and purpose.
- Group case study report. Each group will be assigned an article from a scientific journal. The case study will focus on the historic, social, and political circumstances and consequences of the article.

#### Summary of assignments –

| Assignment                     | Length     | Weight |
|--------------------------------|------------|--------|
| Exams (3 including final exam) | 1 hour     | 25%    |
| Annotated bibliography         | 40 items   | 30%    |
| Paper & presentation           | 1250 words | 25%    |
| Reflection paper               | 750 words  | 10%    |
| Group case study report        | 1000 words | 10%    |

#### Criteria for assessing writing assignments:

“A” papers will have “+” ratings in all categories listed below; “B” papers will have “+” or “✓” rating in all categories; “C” papers will have “–” rating in any category; papers with “–” rating in two or more categories will not be given credit. Grading of exam answers will be based on the first three categories; all categories will be used to grade papers.

- Organization and coherence; clarity of presentation and argument
- Accompanying diagram is effective in representing the ideas in the writing

- Demonstrates thorough knowledge of concepts of theories, models, and research; correct use of technical vocabulary; integrity of use of concepts from theories and models
- Appropriate attribution of sources and influences
- Appropriate writing style for chosen audience
- Correctness of APA style and the technical aspects of writing — grammar, punctuation, etc.

**Grading:**

The final grade average will be assigned letter grades based on the following scale –

| Average | Grade |
|---------|-------|
| 90+     | A     |
| 80-89   | B     |
| 70-79   | C     |
| 60-69   | D     |
| < 70    | F     |

**Communication:**

Please ask questions about this course before, during, or after regular class meetings.

- If you wish to see me in my office, please see me after class or e-mail me to arrange a time.
- Office hours will be announced in class.
- Official class information will be sent to students only at their ACU e-mail address. Students are responsible for checking this address or having their e-mail forwarded to a preferred address. Up-to-date information will be posted at the class blog which is available in OpenClass.
- Phone calls will be returned one time and within 24 hours when a clear phone number and message are left at 325-480-4825. However, e-mail is a much more efficient way to communicate than phone tag.

**Academic integrity:**

The majority of students are honest in their academic work. In this class, policies to deter academic dishonesty are not intended to imply that you or many of your fellow students would cheat. The policies are intended to respect you as an honest student and to protect you and other honest students from being placed at a disadvantage by the dishonest behavior of any student who would cheat. Everyone should read the ACU policy on academic integrity to review the definitions and University policies. The ACU policy also describes the steps you can take if you believe you have been unfairly accused of academic dishonesty. Failure to know University policy does not mitigate any violation. [<http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf>]

The minimum consequence for cheating on any assignment or test will be a grade of “0” for that assignment and a minimum reduction of the semester grade by one letter grade. Additional penalties may be imposed including giving an “F” for the course final grade if the circumstances of the dishonesty warrant.

All cases of academic dishonesty will be reported to appropriate university authorities as stated in university policy. Knowing of academic dishonesty and failing to report that dishonesty constitutes dishonesty on the part of the person who fails to report it.

**Course policies:**

*Attendance:* Class participation is an important component of this course. “No man is an island.” Your absence from class diminishes both your learning and that of your classmates. Consequently, unexplained absences will be monitored and discussed with you and a written plan for corrective action may be required. If you do not take corrective action your absences will result in reduced final course grade as stated in the plan.

*Technology use:* Electronic devices should be used only for course-related purposes. Devices may not be used during class discussion or group discussion without specific prior approval of the professor.

*Assignment due dates:* Because informed class discussion is an important part of this course it is expected that all assignments will be presented at the beginning of the class period in which they are due. Do not e-mail assignments. Class assignments will be used as the basis of class discussion. If you fail to have your “printed-out on paper” assignment with you on the assigned due day the learning opportunity of other students is compromised. In-class discussion is part of the

assignment; failure to be in class for the discussion will result in a 50% discount of the grade for the assignment. Late assignments will be discounted by 50% except when there is a documented emergency or official ACU school-sanctioned absence.

**Your expectations of your professor:**

What can you expect from me? I am guided by two important values for the experience you should have in my course. First, you should be treated with respect and fairness. I intend to treat you fairly. I want you to feel treated fairly. I want others to see that you are treated fairly. Second, I should challenge you to learn valuable lessons about the course content and about yourself and others. I am especially interested that in this course you become a more effective and successful student. To make these values reality I will do the following —

- I will have a worthwhile lecture or activity planned for each class period. If for some reason I cannot be in class with a good lecture, I will notify you as soon as I know I will be late or absent. Together we will decide what to do to make up the time.
- I will make my expectations for assignments as clear as I can and, more importantly, I will answer your questions to clarify assignments. (Honestly, there is some limit to these questions, but I am sure you and I know where that limit is.)
- I will return all exams, homework, and quizzes within a week; sooner if possible. Your grades in coursesites.com will be updated by the class period after I return assignments.
- If you have a question or complaint about the grading of any paper (or anything else in the course) I will ask you to put it in writing and give it to me during a class meeting. Please include your specific suggestion of what you would like me to do to resolve your concern. I will review and provide a response by the next class meeting. If you are not satisfied with my response we will schedule a meeting to discuss it further. I will never take any complaint or question about grading personally or think ill of you for raising it.
- When I base my lectures on specific resources I will provide you with the references to those resources.
- I will answer your e-mail within one day. If we need to meet, I will find a time to meet with you within four days of your request, but usually within two.
- I will not make special “deals” with any student that I do not also offer to you.

- If I make a mistake or fail to do as I intended I will let you know and if there is anything I can do to make it right, I will do so.

**Students with disabilities:**

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at 325-674-2667.

## Sexual Minorities: Identities and Communities

### Tentative Course Calendar

For readings and annotated bibliography entries due see the course reading schedule which follows this calendar.

| Week | Date | Topic/Lecture                                                                      | Assignment Due | Reading               |
|------|------|------------------------------------------------------------------------------------|----------------|-----------------------|
| 1    |      | Introduction to concepts, models, and Christian context                            |                | see readings calendar |
|      |      |                                                                                    |                |                       |
|      |      |                                                                                    |                |                       |
| 2    |      | Bio-psycho-socio-cultural sexual system overview                                   |                |                       |
|      |      |                                                                                    |                |                       |
|      |      |                                                                                    |                |                       |
| 3    |      | Culture and it's components: locating sexual minorities; international perspective |                |                       |
|      |      |                                                                                    |                |                       |
|      |      |                                                                                    |                |                       |
| 4    |      | Science and evidence in the midst of advocacy and social change                    | Exam           |                       |
|      |      |                                                                                    |                |                       |
|      |      |                                                                                    |                |                       |
| 5    |      | Intersex persons: experience and identity                                          |                |                       |

|    |  |                                                               |                                                            |  |
|----|--|---------------------------------------------------------------|------------------------------------------------------------|--|
|    |  |                                                               |                                                            |  |
| 6  |  | Transgender persons:<br>experience and identity               |                                                            |  |
|    |  |                                                               |                                                            |  |
| 7  |  | Lesbian, gay, bisexual<br>persons: experience and<br>identity | Research case:<br>LeVay                                    |  |
|    |  |                                                               |                                                            |  |
| 8  |  | Sexual minority<br>communities                                |                                                            |  |
|    |  |                                                               |                                                            |  |
| 9  |  | History of sexual minority<br>communities                     |                                                            |  |
|    |  |                                                               |                                                            |  |
| 10 |  | Sexual minorities: Law and<br>public policy                   | Research case:<br>Amicus briefs for U.<br>S. Supreme Court |  |
|    |  |                                                               |                                                            |  |
| 11 |  | Sexual minorities and<br>health care                          | Research cases:<br>Spitzer and Jones                       |  |
|    |  |                                                               |                                                            |  |

|    |       |                                                          |                                                     |  |
|----|-------|----------------------------------------------------------|-----------------------------------------------------|--|
|    |       |                                                          |                                                     |  |
| 12 |       | Sexual minorities and religion                           |                                                     |  |
|    |       |                                                          |                                                     |  |
|    |       |                                                          |                                                     |  |
| 13 |       | Sexual minorities: Growing up different                  |                                                     |  |
|    |       |                                                          |                                                     |  |
|    |       |                                                          |                                                     |  |
| 14 |       | Sexual minorities: courtship, marriage, parenting, aging |                                                     |  |
|    |       |                                                          |                                                     |  |
|    |       |                                                          |                                                     |  |
| 15 |       | Sexual minorities: Parenting                             | Research case: Regnerus                             |  |
|    |       |                                                          |                                                     |  |
|    |       |                                                          |                                                     |  |
| 16 | 12/10 | Final                                                    | Paper/Presentation Completed annotated bibliography |  |
|    |       |                                                          |                                                     |  |
|    |       |                                                          |                                                     |  |
| 17 |       |                                                          |                                                     |  |

## **Sexual Minorities: Identities and Communities**

### **Reading Calendar**

Core readings are required for all class members and will be the basis of exam questions. Elective readings will be assigned for class discussion and annotated bibliography entries. Each student will usually have one elective reading in addition to the core reading for a weekly assignment.

#### **Week 1 — Introduction to concepts, models, and Christian context**

##### **Core Reading**

Peel, E. (2009). Intergroup relations in action: Questions asked about lesbian, gay and bisexual issues in diversity training. *Journal of Community & Applied Social Psychology*, 19(4), 271 - 285. doi:10.1002/casp.997

Clarke, V., Ellis, S. J., Peel, E., & Riggs, D. W. (2013). *Lesbian gay bisexual trans & queer psychology: An introduction*. Cambridge, UK: The Cambridge University Press. [Chapters 1-2]

#### **Week 2 — Bio-psycho-socio-cultural sexual system overview**

##### **Core Reading**

Gender Spectrum (nd). *A word about words*. Oreinda, CA: author (genderspectrum.org)

Markus, H., Crane, M., Bernstein, S., & Siladi, M. (1982). Self-schemas and gender. *Journal of Personality and Social Psychology*, 42(1), 38-50.

##### **Elective Reading**

Rieger, G., Chivers, M. L., & Bailey, J. M. (2005). Sexual arousal patterns of bisexual men. *Psychological Science*, 16(8), 579-584.

#### **Week 3 — Culture and it's components: Locating sexual minorities**

##### **Core Reading**

Van Hoya, G., & Lievens, F. (2003). The effects of sexual orientation on hirability ratings: an experimental study. *Journal of Business and Psychology*, 18(1), 15-31.

Merritt, P. S., Cook, G. I., Wang, M., Schnarrs, P. W., & Jack, S. (2013). Can a gay man play it straight? How being "out" influences perceptions of masculinity and performance appraisal. *Psychology of Popular Media Culture*, 2(3), 150 - 160. doi:10.1037/a0030957

Shen, M. J., Haggard, M. C., Strassburger, D. C., & Rowatt, W. C. (2013). Testing the love thy neighbor hypothesis: Religiosity's association with positive attitudes toward ethnic/racial and value-violating out-groups. *Psychology of Religion and Spirituality*, 5(4), 294 - 303. doi:10.1037/a0033648

#### Elective Reading

Greene, B. (2005). Psychology, diversity and social justice: Beyond heterosexism and across the cultural divide. *Counseling Psychology Quarterly*, 18(4), 295 - 306. doi:10.1080/09515070500385770

Hegarty, P., & Golden, A. M. (2008). Attributional beliefs about the controllability of stigmatized traits: Antecedents or justifications or prejudice? *Journal of Applied Social Psychology*, 38(4), 1023-1044.

Epple, C. (1998). Coming to terms with Navajo nadleehi: A critique of berdache, "gay," "alternate gender," and "two-spirit." *American Ethnologist*, 25(2), 267-290.

#### Week 4 — Science and evidence in the midst of advocacy and social change

##### Core Reading

Sleek, S. (2013). Inconvenient truth-tellers: What happens when research yields unpopular findings. *APS Observer*, 26 (9) November, 2013.

Clarke, V. (2000). "Stereotype, Attack and Stigmatize those Who Disagree": Employing Scientific Rhetoric in Debates about Lesbian and Gay Parenting. *Feminism & Psychology*, 10(1), 152 - 159. doi: 10.1177/0959353500010001018

Harding, R., & Peel, E. (2007). VI. Surveying sexualities: Internet research with non-heterosexuals. *Feminism & Psychology*, 17(2), 277 - 285. doi: 10.1177/0959353507076563

#### Week 5 — Intersex persons: Experience and identity

##### Core Reading

Wisniewski, A. B., Chernausk, S. D., & Kropp, B. P. (2012). Disorders of sex development: A guide for parents and physicians. Baltimore, MD: The John Hopkins University Press. [Chapters 1-5]

Fausto-Sterling, A. (2000) *Sexing the Body: Gender Politics and the Construction of Sexuality*, New York, NY: Basic Books. [Chapters 1 & 2]

##### Elective Reading

Dessens, A. B., Slijper, F. M. E., & Drop, S. L. S. (2005). Gender dysphoria and

gender change in chromosomal females with congenital adrenal hyperplasia. *Archives of Sexual Behavior*, 34(4), 389 - 397. doi:10.1007/s10508-005-4338-5

Wiesemann, C., Ude-Koeller, S., Sinnecker, G. H. G., & Thyen, U. (2009). Ethical principles and recommendations for the medical management of differences of sex development (dsd)/intersex in children and adolescents. *European Journal of Pediatrics*, 169(6), 671 - 679. doi:10.1007/s00431-009-1086-x

## Week 6 — Transgender persons: Experience and identity

### Core Reading

American Psychological Association, Task Force on Gender Identity and Gender Variance. (2009). *Report of the Task Force on Gender Identity and Gender Variance*. Washington, DC: Author [pages 25-56]

If you are concerned about your child's gender behaviors [Brochure]. (n.d.) Washington, DC: Children's National Medical Center.

### Elective Reading

Wren, B. (2002). 'I can accept my child is transsexual but if I ever see him in a dress I'll hit him': Dilemmas in parenting a transgendered adolescent. *Clinical Child Psychology and Psychiatry*, 7(3), 377 - 397. doi: 10.1177/1359104502007003006

Dickey, L. M., Alie, L., & Meier, S. L. C. (2011). *Bibliography of transgender literature: 2000-2010*.

## Week 7 — Lesbian, gay, and, bisexual persons: Experience and identity

### Core Reading

Yarhouse, M. A., & Tan, E. S. N. (2004) *Sexual identity synthesis: Attributions, meaning-making, and the search for congruence*. Lanham, MD: University Press of America. [Chapters 1-3]

LeVay, S. A difference in hypothalamic structure between heterosexual and homosexual men. (1991). *Science*, 253(5023), 1034-1037

Maguen, S., Floyd, F. J., Bakeman, R., & Armistead, L. (2002). Developmental milestones and disclosure of sexual orientation among gay, lesbian, and bisexual youths. *Applied Developmental Psychology*, 23(2), 219-233.

Pew Research Center. (2013). *A survey of LGBT Americans: Attitudes, experiences and values in changing times*. Washington, D. C.: author.

[Chapter 1 & 3]

### Elective Reading

- Thompson, E. M., & Morgan, E. M. (2008). "Mostly straight" young women: Variations in sexual behavior and identity development. *Developmental Psychology*, 44(1), 15 - 21. doi:10.1037/0012-1649.44.1.15
- Peplau, L. A., & Garnets, L. D. (2000). A new paradigm for understanding women's sexuality and sexual orientation. *Journal of Social Issues*, 56(2), 329-350.
- Thomas, A. B., Ross, M. W., & Harris K. K. (2007). Coming out online: Interpretations of young men's stories. *Sexuality Research and Social Policy: Journal of NRSC*. 4(2), 5-17.
- Savin-Williams, R. C., & Ream, G. L. (2003). Sex variations in the disclosure to parents of same-sex attractions. *Journal of Family Psychology*, 17(3), 429 - 438. doi:10.1037/0893-3200.17.3.429
- Willoughby, B. L. B., Doty, N. D., & Malik, N. M. (2008). Parental reactions to their child's sexual orientation disclosure: A family stress perspective. *Parenting*, 8(1), 70 - 91. doi:10.1080/15295190701830680
- Rickards, T., & Wuest, J. (2006). The process of losing and regaining credibility when coming-out at midlife. *Health Care for Women International*, 27(6), 530 - 547. doi:10.1080/07399330600770254

## Week 8 — Sexual minority communities

### Core Reading

- Pew Research Center. (2013). A survey of LGBT Americans: Attitudes, experiences and values in changing times. Washington, D. C.: author. [Chapter 5]

## Week 9 — History of sexual minority communities

### Core Reading

- Crompton, L. (2003) *Homosexuality and Civilization*. Cambridge, MA: The Belknap Press of Harvard University Press. [Chapters 2 & 5]
- Carpenter, D. (2012) *Flagrant Conduct: The Story of Lawrence v Texas*, New York, NY: W. W. Norton & Company. [Chapters 1-2]

### Elective Reading

- Brennan, T., & Hegarty, P. (2007). Who was Magnus Hirschfeld and why do we need to know? *History & Philosophy of Psychology*, 9(1), 12 - 18.

## History timelines

<http://www.pbs.org/wgbh/americanexperience/features/timeline/stonewall/>

[http://en.wikipedia.org/wiki/Timeline\\_of\\_LGBT\\_history](http://en.wikipedia.org/wiki/Timeline_of_LGBT_history)

**Week 10 — Sexual minorities: Law and public policy****Core Reading**

John Geddes Lawrence and Tyron Garner v Texas. 539 U.S. 558 (2003) [selected pages]

Brief of the American Psychological Association et al., in John Geddes Lawrence and Tyron Garner v Texas. 539 U.S. 558 (2003) [selected pages]

Brief of the Cato Institute in John Geddes Lawrence and Tyron Garner v Texas. 539 U.S. 558 (2003) [selected pages]

Brief of the Family Research Council and Focus on the Family in John Geddes Lawrence and Tyron Garner v Texas. 539 U.S. 558 (2003)

Roy Romer, Governor of Colorado, et al. v. Richard G. Evans, et al. 517 U.S. 620 (1996) [selected pages]

**Week 11 — Sexual minorities: Health and health care****Core Reading**

Mays, V. M., & Cochran, S. D. (2001). Mental health correlates of perceived discrimination among lesbian, gay, and bisexual adults in the United States. *American Journal of Public Health*, 91(11), 1869-1876.

Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: Conceptual issues and research evidence. *Psychological Bulletin*, 129(5), 674 - 697. doi: 10.1037/0033-2909.129.5.674

Hinchliff, S., Gott, M., & Galena, E. (2005). 'I daresay I might find it embarrassing': General practitioners' perspectives on discussing sexual health issues with lesbian and gay patients. *Health & Social Care in the Community*, 13(4), 345-353.

Spitzer, R. L. (2003). Can some gay men and lesbians change their sexual orientation? 200 participants reporting a change from homosexual to heterosexual orientation. *Archives of Sexual Behavior*, 32(5), 403-417.

**Elective Reading**

Frankis, J., & Flowers, P. (2005). Men who have sex with men (MSM) in public sex environments (PSEs): A systematic review of quantitative literature.

AIDS Care, 17(3), 273 - 288. doi:10.1080/09540120412331299799

Warner, J. (2004). Rates and predictors of mental illness in gay men, lesbians and bisexual men and women: Results from a survey based in England and Wales. *The British Journal of Psychiatry*, 185(6), 479 - 485. doi:10.1192/bjp.185.6.479

## **Week 12 — Sexual minorities and religion**

### **Core Reading**

Goldinjay, J. E., LeMarquand, G. R., Sumner, G. R., & Westberg, D. A. (2011). Same-Sex Marriage and Anglican Theology: A view from the traditionalists. *The Anglican Theological Review*, 93(1), 1–51.

Wilson, M. (2014). From Sherwin Bailey to gay marriage in Some significant developments in Christian thought since 1955, 201-212.

Pew Research Center. (2013). A survey of LGBT Americans: Attitudes, experiences and values in changing times. Washington, D. C.: author. [Chapter 6]

### **Elective Reading**

Rodriguez, E. M., & Ouellette, S. C. (2000). Gay and lesbian Christians: Homosexual and religious identity integration in the members of participants of a gay-positive church. *Journal for the Scientific Study of Religion*, 39(2), 333-348.

Hays, R. B. (1996). *The Moral Vision of the New Testament: Community, Cross, New Creation: A Contemporary Introduction to New Testament Ethics*. New York, NY: HarperCollins. [Chapter 16]

Sherkat, D. E. (2002). Sexuality and religious commitment in the United States: An empirical examination. *Journal for the Scientific Study of Religion*, 41(2), 313-323

Jones, S. L. & Yarhouse, M. (2007) *Ex-Gays?: A Longitudinal Study of Religiously Mediated Change in Sexual Orientation*, Downers Grove, IL: IVP Academic

## **Week 13 — Sexual minorities: Growing up different**

### **Core Reading**

Cohler, B. J., & Hammack, P. L. (2006). The psychological world of the gay teenager: Social change, narrative, and "normality." *Journal of Youth and Adolescence*, 36(1), 47 - 59. doi:10.1007/s10964-006-9110-1

- Carragher, D. J., & Rivers, I. (2002). Trying to hide: A cross-national study of growing up for non-identified gay and bisexual male youth. *Clinical Child Psychology and Psychiatry*, 7(3), 457 - 474. doi: 10.1177/1359104502007003011

### Elective Reading

- Reid, J. (1973). *The best little boy in the world: The true and moving story of coming to terms with being gay*. New York: G. P. Putnam's Sons. [selected chapters]
- Jeong, S., & Lee, B. H. (2013). A multilevel examination of peer victimization and bullying preventions in schools. *Journal of Criminology*, 2013(4), 1 - 10. doi:10.1155/2013/735397
- Cochran, B. N., Stewart, A. J., Ginzler, J. A., & Cauce, A. M. (2002). Challenges faced by homeless sexual minorities: Comparisons of gay, lesbian, bisexual, and transgender homeless adolescents with their heterosexual counterparts. *American Journal of Public Health*, 92(5), 773-777.

## Week 14 — Sexual minorities: Courtship and marriage

### Core Reading

- Peplau, L. A., & Fingerhut, A. W. (2007). The close relationships of lesbians and gay men. *Annu. Rev. Psychol.*, 58(1), 405 - 424. doi:10.1146/annurev.psych.58.110405.085701
- United States, Petitioner v. Edith Schlain Windsor, in Her Capacity as Executor of the Estate of Thea Clara Spyer, et al. 570 U.S. \_\_\_\_ (2013) 133 S.Ct. 2675 (2013) [selected pages]
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