Health of Lesbians, Gays, and Bisexuals
Course # 80101.16177
Fall, 2011

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Day & Time: Tuesday, 9:45-11:45
Office Hours: Tuesdays 8:30-9:30 or by appointment

Course Description & Objectives
Lesbian, gay, and bisexual (LGB) individuals are a neglected segment of the population whose health has only recently been investigated systematically. The health of LGB individuals requires attention, given reports of poor mental and physical health. This course will examine the mental and physical health of LGB individuals. It will aim to understand potential determinants of their poor as well as good health. In addition, sex, ethnicity, and other sociodemographic characteristics will be examined with respect to the protection or vulnerability they confer on LGB individuals. The role of time will be considered both developmentally (i.e., age) and historically (i.e., cohorts). This course should be of interest to anyone concerned with the health of LGB individuals. By the end of this course, the student should have a solid grasp of the biopsychosocial exigencies and health of LGB individuals.

Requirements
Each student will select a substantive area to investigate in detail and to summarize for the seminar by means of an oral presentation. The student will generate a final paper, no more than 15, double-spaced pages, that further elaborates on the area of interest or that addresses another area of concern in the health of LGB individuals. The term paper will be due at the last meeting of the seminar. It must adhere to APA style.

The first half of most weekly meetings will be devoted to review and discussion of the assigned readings, and the remaining half to a student’s oral presentation. For both parts of the weekly gathering, the assigned readings and oral presentations, critical evaluation of the literature and originality of ideas will be rewarded, as will class participation.

Grading
The term paper composes 60% of the final grade, the oral presentation 30%, and evaluation of the readings, originality of ideas, and class participation the remaining 10%.

Required Texts
Note. I presume you have Freud’s celebrated papers. But, just in case, make sure you have the papers assigned for October 4.


Note. Recommended readings are identified by an asterisk. All articles have been uploaded to Blackboard.

August 30: Introduction

September 6: Definitions and Considerations


September 13: Mood Disorders, Substance Use, and Eating Disorders (or Eating Problems)


methodological review. *Addiction, 103*, 546-556.


*Note. For a general article about relations between early vs. later age of sexual activity and mental health, see:


**September 20: STIs and Other Physical Diseases or Symptoms**


*Institute of Medicine of the National Academy of Sciences (2011). The health of lesbian, gay, bisexual, and transgender people: Building a foundation for better understanding. Washington, DC:
Note. If you can, read the following two articles for class:


Note. The biological basis of sexual orientation is a rapidly developing, but complicated research area. Your assigned readings, specifically LeVay (2011), will introduce you to the theories, concepts, and research in this area. The LeVay text will allow you to tackle the empirical literature. The following is a recommended sample with which to start:


October 4: Psychoanalysis (Note. We will meet, although CUNY follows the Friday schedule.)
*Lippa, R.A. (2007). The relation between sex drive and sexual attraction to men and women: A cross-national study of heterosexual, bisexual, and homosexual men and women. Archives of Sexual Behavior, 36, 209-222. (Although not a psychoanalytic paper, the article is relevant.)

October 11: Psychoanalysis (cont.)
October 18: Gender and Sexual Orientation


Note. For more basic issues about gender atypicality, see the following:


October 25: Sex and Sexual Orientation

the BBC Internet survey. *Archives of Sexual Behavior*, 37, 173-187.


November 1: No class; professor at conference

**November 8: Sexual Identity Development (The Coming-Out Process)**


November 15: Gay-Related Stress


*Note. For more basic issues, with many implications to ponder, see the following articles:


**November 22: Attachment and Social Support** (Note. We will meet, although CUNY follows the Thursday schedule.)


**November 29: Bisexuality**


### December 6: Race and Ethnicity


factors associated with the coming-out process among gay, lesbian, and bisexual individuals. *Journal of Sex Research, 43*, 115-121.


*Note.* For more basic issues, see:


**December 13: What Don’t We Know About LGB Health, But Should?**

Come prepared to discuss topic and wrap-up course. In the process, think about how the following might affect what we know, when, and why.


**FINAL PAPER IS DUE DURING THIS, OUR LAST SESSION**

**FYI: Clinical Matters**

Friedman, R.C., & Downey, J.J. (2002). *Sexual orientation and psychoanalysis: Sexual science and clinical practice*. New York: Columbia University Press. Read chapters 9 on internalized homophobia and negative therapeutic reaction (pp. 167-193), 10 on internalized homophobia and grief and sexual risk behaviors (pp. 194-204), and 11 on internalized homophobia and gender-related self-esteem/condemnation (pp. 205-217). When you have time, read the remaining chapters in the clinical section of the book. As you have inferred, you should get this book.


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