

CALL FOR ARTICLES

Journal of LGBT Youth:
An Interdisciplinary Quarterly of
Practice, Research, Policy & Theory

Special Theme:
Millennial Teens:
International Perspectives on LGBTQ Youth

The *Journal of LGBT Youth* (previously entitled the *Journal of Gay & Lesbian Issues in Education*) invites scholars, practitioners, researchers, educators, lay persons, young persons, and policy analysts to submit abstract proposals for this special theme double issue.

In 1993, *The High School Journal* published a landmark issue on “the gay teen,” with 19 articles focusing on what it is like to be “a homosexual adolescent in the United States.... in school [and] in gay culture.” Its editor, Gerald Unks (1993/94, p. 6), concluded that what was needed was “to extend basic civil liberties to a minority of students who do not currently enjoy them.” Fifteen years later, how far have we progressed in heading this call for individual, social, and legal equality? Are we in a new era that is witnessing the birth of what some are calling the new gay or post-gay teen or are these claims misleading? How has the past 15 years of critical inquiry alongside technological and transnational impacted a global “gay” identity/“coming out” model among non-Western youth?

Over the intervening decade and a half, the concept of “gay” youth has been questioned and queried. Intellectuals, borrowing heavily from newly published works by Western theorists such as Judith Butler, Michael Warner, and Eve Sedgwick, challenged the very concepts of sexual orientation and gender identity as well as the stability of these and other unitary identity-based constructs. Meanwhile, empirically research-oriented scholars began to mine large data sets on U.S. adolescents such as the Youth Risk Behavior Survey (YRBS) and adolescent health surveys. For the first time, representative samples of same-gender attracted youth were available along with an adequate number of respondents to disaggregate data on the basis of gender and race. Although no such comparable data sets exists elsewhere, researchers in other localities, ranging from the United Kingdom to Australia to Israel, have conducted large scale surveys on LGB or T youth. There, too, has been a recent large empirical study of LGBT youth in Europe (Takacs, 2006) as well as a major survey examining the challenges faced by Kryzgystan lesbian youth.

Practitioners and researchers have also identified the health, mental health, and social service needs of LGBT adolescents. They have developed guidelines for care and for promoting informed policies to promote positive development and to prevent discrimination and biased care (e.g., Wilber, Ryan, & Marksamer, 2006). Further, over the past decade and a half, activists and educators have built a significant infrastructure ranging from organizations like GLSEN in the US, GALE BC in Canada, and the GLEE Project in the EU to hundreds of gay-straight alliances to special queer youth programs, ranging in diversity and contexts from the Harvey Milk School

in New York and the Triangle Program in Toronto to youth leadership development at Camp fYrefly in Edmonton. A variety of youth groups for queer folks exist worldwide including BeLonG To Youth in Dublin to the Israeli Gay Youth Organization to Rainbow Youth in Auckland and are connected to larger international networks such as IGLYO. In part as a result of these grassroots movements, governmental and educational policies have changed, often including non-discrimination protections on the basis of sexual orientation (less so for gender identity) and sometimes specific policies on homophobic bullying. In fact, during the preceding 15 years, there has been significant development in all of these areas not only in North America, but also in the United Kingdom, Australia, New Zealand, South Africa, Israel, EU countries, and some countries in South America and Asia. African youth in Kenya, Nigeria, Botswana and Swaziland are also organizing.

By the turn of the Millennium, queer was replacing gay in publications about and for youth (e.g., *Queer Kids*, *Queer 13*) and in popular culture (e.g., “Queer as Folk,” “Queer Eye for the Straight Guy”). The documented age of “coming out” or disclosing one’s sexual orientation has dropped to age 14 or 15, many queer youth groups now mostly serve youngsters under the age of 18, and non-LGBTQ ally youth are increasingly visible in queer youth movements. And, as the description of homosexual and bisexual youth has evolved (from gay to gay and lesbian to LGB to LGBT to LGBTQ to LGBTQQ to LGBTQQI....) some scholars, activists, young people, and policy experts have begun to question whether the category of “gay youth” even exists anymore. For example, Savin-Williams (2005) posits a “post-gay” adolescent. Born two generations after the “gay lib” movement and at least a decade after the first public awareness of HIV/AIDS, these self-described “metrosexual,” “polygendered,” and “omnisexual,” young people are said not to link their sexuality with their personal or public identity. In essence, we are told that despite youth even eschewing the term queer, that queer theory is being realized in practice: the sexual category has lost its referent. The practical result, Savin-Williams predicts, is “that the gay adolescent will eventually disappear. Teens who have same-gendered sex and desires won’t vanish. But they will not need to identify as gay” (p. 21). Cohler & Hammack (2007) also question the currency and universality of the old GLBT youth identity development paradigm (i.e., suffering and struggle resolved by coming out) in favor of more diverse and contextualized lifelong pathways, including emancipation from the constrictions of essentialist labels based on sexual attraction and a more in-depth understanding of the coming out and coming-to-terms process. Nevertheless, others “suspect the extinction of the ‘gay adolescent’ is more distant” (Walling, in press) and that essentialist identity categories may be necessary for gay teen activism for social justice within schools (Grace & Wells, in press).

Thus, for this special double issue of the *Journal of LGBT Youth*—and, an adapted, subsequent publication in book format—we are interested in a variety of topics related to the “gay teen” in various institutional contexts such as schools, workplaces, families, religious groups, military and government agencies, youth-related or non-governmental organizations. Authors who can provide comparative analysis (either through first-hand observations or data) that explores differences and similarities between today’s “gay teen” in our global society and those adolescents growing up queer in the 1990s (or earlier generations) would be particularly welcomed. Articles that are cross-regional or cross-cultural and/or that are from outside the North American context are important. Articles may be analytical/theoretical, empirical (quantitative or qualitative), historical, biographical or first-person accounts. *Contributions from*

young people are particularly encouraged and can include brief essays, poetry, photographs, or other visual arts media.

All submissions must not have been published previously and authors must agree to limited copyright transfer to the Publisher (The Haworth Press, Inc). Persons under age 18 must have signed permission from a parent/guardian that accompanies any submission, along with other documentation that may be required by the Publisher.

All submissions will also be considered for a significantly expanded version which will be subsequently published in book form by The Haworth Press, Inc. The *Handbook of LGBTQ Youth: Working with the Millennial Generation* will be a professional-level handbook dealing with LGBTQ social issues, school-based and community-based services, and areas of research, theory & practice. Authors who submit to the journal's special issue agree to permit the re-publication of their work in this publication should the publisher and editor so choose. Authors may be given the option of expanding their original work or an author whose submission was not appropriate for the journal may choose to revise his/her work for possible inclusion in the book. Finally, an author may wish to designate a significantly longer contribution (e.g., review of the literature) or a different contribution (e.g., annotation of practitioner-oriented resources) for consideration of publication in the handbook only.

The following are potential topics for the journal's special issue; articles need not be limited to these areas. Unless otherwise specified, all topics refer to "youth" or young persons who do not fit the gender or sexual societal norms (e.g., lesbian, gay, bisexual, transsexual, transgender, intersex, questioning, and/or post-gay).

- Communication among **youth and their families, friends, and/or allies**
- Differences between **today's and yesterday's youth**
- Diversity and difference within **the Millennial cohort**
- **Unprotected sexual encounters**
- Transitioning into **the "other" gender** or **gender queer** as a pre-adolescent or teenager
- **Sports and masculinity/femininity**
- The impact of **non-discrimination laws and policies** on youth
- **White narrative discourse** on research into "gay" youth.
- The shaping presence of **the closet**
- Negotiating sexualities in **post-colonial contexts**
- The role of **straight allies** in the youth movement
- Five research questions that are important for **youth of color**
- How those under age 18 are served/not served by **programs and youth serving agencies**
- **Meta-analysis** of studies on youth
- **Resilience and risk factors**
- Analysis of **entertainment media** (e.g., film, cartoons, music, Internet) and the effects of mediization in (re)presenting youth
- **Mental health and social service delivery, policy and practice** for pre-adolescents and adolescents
- **Age of consent** issues
- **Agency, identity, and activism**

- **Racial and minority ethnic communities** embracing the “post gay” teen?
- **Religious groups** approaches to working with youth
- **Myths** about “the new gay teen”
- **Youth as bullies**
- **Diaspora or Transnational** sexuality studies
- The development of the **ally identity** among heterosexual-identified youth
- The **politics** of funding programs for or research on youth
- Relationship between **social class, educational attainment,** and sexual identity development
- Lessening **risk and building resilience** among youth
- **Non-gender conforming behavior** in childhood and identifying as LGBTQ in adolescence
- **Native/Aboriginal** youth
- **Subverting and resisting** (hetero)normative gender identities
- Historical **review of research** on youth
- **Coping strategies** among youth today
- **Cross-cultural analyses** of the phenomenon and construct of “coming out”
- **Suicidality**
- **Rural** contexts for youth
- How much difference does the **Internet** really make?
- Effective **programs and exemplary strategies** in working with youth
- Relationship between **socio-economic class, educational attainment, and sexual identity development**
- Building inclusive **library collections**
- **Performance and enforcement** of sexual or gender identities
- The **politics of GSAs** and other school-related queer organizations
- Addressing **ethical review boards** when working with or researching youth

ABSTRACT SUBMISSION DEADLINE: October 1, 2007

ABSTRACT SUBMISSION INFORMATION: Before submitting an article, all potential contributors must provide an abstract of their article or proposed essay. The abstract includes: proposed article title; type of article (e.g., research, practitioner-based, academic scholarship (non-research), personal essay, policy-oriented, etc.); and a 150-250 word synoptic overview. Along with the abstract, include complete postal and electronic addresses of all authors with the contact author clearly noted. Submit electronically via a MS WORD attachment to jglie@jtsears.com. Feedback will be provided within 14 days. *Only authors of editor-approved abstracts will be allowed to submit articles that will then undergo peer review.*

ARTICLE SUBMISSION DEADLINE: January 15, 2008

ARTICLE SUBMISSION INFORMATION: Authors of approved abstracts must submit the complete article along with the copyright release form on or before the deadline. *No late submissions will be considered for this special issue.* Manuscript length is approximately 4000-9000 words (25-40 pages) inclusive of references and with a minimum of endnotes, double-

spaced, with 12-point courier font. Style for this journal issue is APA (American Psychological Association) 5th edition format. *Reviews will be completed within 60 days.* Limited copyright is transferred to The Haworth Press, Inc.

JOURNAL PUBLICATION DATE: To be published as: *Journal of LGBT Youth* in Volume 6 (2009).

ABOUT THE JOURNAL: This peer-reviewed journal advances knowledge about, support of, and quality of life for lesbian, gay, bisexual, transgender, and questioning youth. Concurrently, the journal is committed to interrogating sexual and gender identity categories and to probing their meanings and consequences for all young people. Publishing scholarly articles, practitioner-based essays, policy analyses, and narratives from young people, the journal envelopes an array of youth contexts, including: formal and non-formal education; the family; peer culture; the media, arts, and entertainment industry; religious institutions and youth organizations; health care; and the workplace. The *Journal of LGBT Youth* is indexed through an array of data bases and abstracting services; it is affiliated with the Safe School Coalition and the American Education Research Association Queer Studies SIG. The journal is co-sponsored by the National Art Education Association LGBTQ Issues Caucus and the LGBT & Allied Education Network of ASCD.

ABOUT THE EDITOR: James T. Sears is a professor of education at The Penn State University and specializes in research in lesbian, gay, bisexual, and transgender issues, curriculum studies, and queer history. Sears' scholarship has appeared in a variety of peer-reviewed journals and he is the author or editor of 18 books, most recently *Homophobic Bullying* (forthcoming) and *Behind the Mask of the Mattachine* (finalist Lambda Literary Non-Fiction Book Award). Sears is also the editor of the two-volume international encyclopedia, *Youth, Education, and Sexualities*, the final volume of the *Encyclopedia of Sex, Love and Culture*. He was interim editor of the *Journal of Gay and Lesbian Social Services* and is a Haworth Press book program senior editor as well as series editor for Greenwood Press and Rowman & Littlefield Publishers. Sears has taught in the departments of education, sociology, women's studies, and the honors college at several universities, including Trinity University, Indiana University, Harvard University, and the University of South Carolina. He has also been a Research Fellow at Center for Feminist Studies at the University of Southern California, a Fulbright Senior Research Scholar, and a Research Fellow at the University of Queensland. He lectures throughout the world. More information can be found at www.jtsears.com

ABOUT THE PUBLISHER: The Haworth Press, founded in 1978, is the premier publisher of books and journals on LGBT issues as well as in a variety of other fields. The name was taken from the township of Haworth in England, which was the home of the famous literary Brontë sisters. For 2007, Haworth expects to publish over 230 journals and 100 original books. Sales for Haworth's trade titles are buttressed with 20 regionally based commissioned trade reps who call upon the independent stores, the chain store/superstore buyers, and wholesalers/jobbers. All of Haworth's journals are available electronically for print subscribers and new issues are put online in the production stage, months before the print version is available.

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