



Book Series

Contemporary Perspectives on LGBTQ Advocacy in Societies

Series Editors

Joshua Moon Johnson, *American River College*; Lemuel W. Watson, *Indiana University School of Education*

Contemporary Perspectives on LGBTQ Advocacy in Societies is an interdisciplinary series that offers a dedicated venue for the exploration and examination of the social, cultural, political, spiritual, and economic forces that have shaped and continue to shape the lives and experiences of LGBTQ people. Within this context, we are seeking manuscripts and proposals that will advance research, scholarship, practice, and policies. In addition, this series seeks to capture opinions, narratives, and personal experiences to assist individuals in living fuller lives and to teach organizations how to provide a better support and advocacy for all. This series' goal is to take the unheard and unseen narratives and reveal it to a broad readership that includes educational, religious, industry, military, governmental, and other social organizations. Additionally, dialogue that cuts across local, state, national, and international borders that are related to LGBTQ issues.

Call for Book Length Manuscripts and Creative Pieces

Under the editorial guidance of series editor, Dr. Lemuel W. Watson, Dean of the College of Education at the University of South Carolina and Dr. Joshua Moon Johnson, Director of LGBT Services at the University of California Santa Barbara, Information Age Publishing (Charlotte, NC), an academic publisher, is pleased to invite submission of book length manuscripts and book proposals, inclusive of readers and handbooks, for its new book series, Contemporary Perspectives on LGBTQ Advocacy in Societies. Contemporary Perspectives on LGBTQ Advocacy in Societies is an interdisciplinary series that offers a dedicated venue for the exploration and examination of the social, cultural, political, spiritual, and economic forces that have shaped and continue to shape the lives and experiences of LGBTQ people. Within this context, we are seeking manuscripts and proposals that will advance research, scholarship, practice, and policies. In addition, this series seeks to capture opinions, narratives, and personal experiences to assist individuals in living fuller lives and to teach organizations how to provide a better support and advocacy for all. This series' goal is to take the unheard and unseen narratives and reveal it to a broad readership that includes educational, religious, industry, military, governmental, and other social organizations. Additionally, dialogue that cuts across local, state, national, and international borders that are related to LGBTQ issues is welcomed.

Textbooks and monographs will be the central focus of the series with an online magazine/webzine capturing those pieces that would not fall into the other two categories. Shorter articles, opinions, how to's or direct action pieces, would be examples that would be captured in the online magazine/webzine that would be published three time a year. The webzine will serve a free online tool that highlights topics relevant in the book series, and will serve as an additionally tool to market

this service while quickly engaging audiences. Overall, the book series will create a space for individuals and agencies to speak about how to embrace living life as an LGBTQ person while as while also striving to make a difference in their unique spaces. LGBTQ issues are complex and multi-layered with entrenchment that goes deep into the traditions and cultures of people's lives. Therefore, we are open to multiple types of manuscripts and creative pieces from diverse fields and professions that address the following:

- Queer People of Color in Education
- Gender and femmephobia in queer spaces
- Technology and social media in relation to sexual identity development
- Media and pop culture shaping the lives of LGBTQ youth
- LGBTQ resources for middle school and high school students
- Resources for ensuring LGBTQ children succeed in education
- Queer men of color and masculinity
- Genderqueer in current society
- Transitioning in college
- LGBTQ advancement in the higher education profession
- LGBTQ homeless youth and educational pipelines
- Religious diversity in the LGBTQ community
- Sexual assault with LGBTQ college students
- LGBTQ college students and substance abuse
- Ally resources in advocating for LGBTQ people
- Abuse and sexuality in LGBTQ people
- Body Image and Sexuality
- Role Models and LGBTQ youth
- Physical Health and Living with HIV/AIDs
- Breaking the Purple Glass Ceiling
- Life and Work balance issues of LGBTQ professionals
- Ageism in LGBTQ people
- LGBTQ and the Life Span
- Health Care for Elderly LGBTQ people
- Social Class and quality of life for LGBTQ couples (blue collar verses white collar)
- Inter-racial couples and community
- Marriage, unions, and property rights of LGBTQ couples
- Relationships with family, friends, and community
- Seeking and Building a Relationship with Professional Health Care Providers
- Loneliness and Dating in the 21st Century
- Making a Life and a LGBTQ person in an Oppressive Society
- Spirituality, morality, and religion in the Lives of LGBTQ people.
- LGBTQ Ministers, Priests, and Rabbis - finding Gods Grace and acceptance.
- Building a home that last - survival tips of successful couples
- Recognizing the Generational Differences for LGBTQ People
- Legacies of LGBTQ communities Around the World
- The Religions of World and LGBTQ people

Please Adhere to the following guidelines to submit manuscript for Textbooks and Monographs.

1. Outstanding Features List - Briefly what you consider to be the outstanding, distinctive, or unique features of the work.

2. Competition

a. Consider the existing books in this field and discuss specifically their strengths and weaknesses.

Spell out how your book will be similar to, as well as different from, competing works.
b. Consider what aspects of topical coverage are similar to or different from the competition. What topics have been left out of competing books and what topics have been left out of yours?

Market Considerations

The Primary Market

- a. What is the major market for the book? (Scholarly/professional, text, reference, trade?)
- b. If the market is scholarly/professional, reference, or trade, how may it best be reached? (Direct mail, relevant journals, professional associations, libraries, book or music stores?) For what type of reader is your book intended?

Status of the Work

1. Do you have a timetable for completing the book?
 - a. What portion or percentage of the material is now complete?
 - b. When do you expect to have a complete manuscript?
2. What do you estimate to be the size of the completed book?
 - a. Do you plan to include material requiring permission (text, music, lyrics, illustrations)? To what extent? Have you started the permissions request process?
3. Do you plan to class-test the material in your own or other sections of the course? (Any material distributed to students should be protected by copyright notice on the material.)

Author(s) Background

Please include a current CV or brief biography of your writing, teaching, and/or educational background and experience. Be sure to list any books or articles that you have previously published, and any other information about yourself on why you are qualified to write this book.

For Magazine submissions:

If you have opinions and ideals regarding any of the topics above and it is not appropriate as a textbook or monograph, please consider our online magazine format. We are interested in cutting edge timely pieces that inspire one to live a life that matters through advocating for a better world. Magazine article should follow similar topic suggestions as the book topics, and having practical action steps are encouraged. The magazine publishes multiple types of articles to include poetry, prose, and other creative pieces. We look for reports and updates from around the world of issues related to LGBTQ issues. Typical pieces are between 200 and 1000 words long. We will publish the online magazine three times a year to a national and international readership focusing on life related topics for LGBTQ peoples so that individuals will have the knowledge to advocate and make informed choices about their lives and communities.

Submission of Proposals

Always keep electronic backup copies of your files for your own protection. Manuscripts are accepted throughout the year and should be submitted as e-mail attachments in Microsoft Word format to Lemuel W. Watson (Watsonlw@iu.edu) or Joshua Moon Johnson (JohsoJ2@arc.losrios.edu).

An e-mail message confirming receipt of submitted articles will be sent to the primary author. Authors must not submit a manuscript that is still under consideration by another publisher nor any manuscript that has been previously published.

Books in this series:

- Unheard Voices
- Teaching the Teachers
- Queer People of Color in Higher Education

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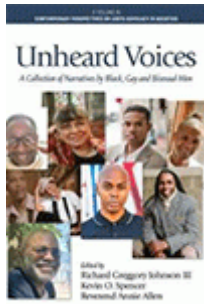
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To view this series online visit:

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Unheard Voices A Collection of Narratives by Black, Gay & Bisexual Men

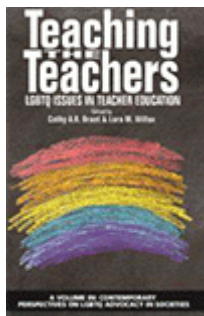
Richard Gregory Johnson, University of San Francisco; Kevin O. Spencer, Independent Scholar; Annie Allen, Northwind Seminary

2021. Paperback 978-1-64802-360-6 \$45.99. Hardcover 978-1-64802-361-3 \$85.99. eBook 978-1-64802-362-0 \$65.

The lives of African American gay men have greatly gone unnoticed in the American consciousness. Despite the fact that Black gay men have made great contributions to our global society. For example, James Baldwin served as a literature giant. Bayard Rustin was one of the key organizers of the 1963 March on Washington. Alphonso David is the first person of color to lead the HRC (Human Rights Campaign).

The purpose of this book is to discuss the narratives of Black gay men. There is no doubt that American history has done a nonexistent job of portraying the lives of these Black gay men. Most of these lives have been relegated to the background of society. This book purposes to change that narrative by having 10 to 12 gentlemen discuss their background and how it brought them to where they are in life now. The goal of this book is to also discuss the victory for each of the authors.

CONTENTS: Preface, *Annie Allen*. Finding My Voice, *Griff Bisbee*. Certifiable, *Gerald Cauley*. Experiencing Love in What Started as Lust, *A. D. Burks*. Forgiveness Is Not an Option, *Kyle Haggerty*. From Scratch: A Journey to Self, *André T. Jackson*. Life Does Matter: Walking in My Truth, *Richard Gregory Johnson III*. My Life, *Ray Jordan*. I Knew I Was Gay Before I Knew I Was Black, *Ean Oliver*. I've Never Been to Me, *Kevin O. Spencer*. Leading With Vulnerability: Dare to Be Yourself, *Lemuel Watson*. Baby Love Yourself: Wisdom From an HBCU Black Gay Mentor Who Saved My Life, *Mark Wilson*. Invisibility in the Gay Mainstream, *Victor Yates*.



Teaching the Teachers LGBTQ Issues in Teacher Education

Cathy A. R. Brant, University of South Carolina; Lara Willox, University of West Georgia

2020. Paperback 978-1-64113-830-7 \$45.99. Hardcover 978-1-64113-831-4 \$85.99. eBook 978-1-64113-832-1 \$65.

Teacher educators have opportunities to include issues of multicultural education, equity, and social justice in the work done with preservice teachers. Including the educational and societal experiences of historically marginalized populations in curriculum creates spaces for teacher educators to model multicultural and social justice based pedagogies, while preparing teachers to work with and work for these students.

The most effective way for teacher educators to address the unique perspectives of historically and currently marginalized populations is to integrate various perspectives throughout the curriculum (Grant & Zwier, 2012). Most teacher education programs address diverse populations via an integrated approach. In fact, Sherwin and Jennings (2006) found that potential student experiences regarding social class, race, and special needs populations were typically integrated into the curriculum, however, lesbian, gay bisexual, and transgender (LGBT) issues were not. There is research that demonstrates how carefully planned and implemented educational interventions can have a positive effect on preservice teachers' knowledge of and attitudes toward gays and lesbians (Butler, 1999).

Despite the positive impact of addressing LGBTQ issues as a part of the teacher preparation program, Gorski et al. (2013) found that LGBTQ issues receive significantly less class time than other issues, especially race, and are, in fact, eight times more likely to actually be omitted from multicultural teacher educator courses. The inclusion of LGBTQ topics is important for a myriad of reasons. Most importantly, studies (GLSEN & Harris Interactive, 2012; Kosciw, Greytak, Diaz, Bartkiewicz, 2010, 2012; Kosciw, Greytak, Palmer, Boesen, 2014; Kosciw, Greytak, Giga, & Danischewski, 2016) have revealed a negative school climate for students who identify as gay, lesbian, bisexual, or transgender; this hostile environment can have dire consequences for these students. The impact of bullying and harassment due to LGBTQ students' gender and/or sexual identities can produce a number of negative effects, including isolation from friends and family, depression, drug and/or alcohol use and addiction, low self-esteem, lack of engagement in school, academic failure, and fighting (Beam, 2007; Holmes & Cahill, 2004; Kosciw et al., 2010, 2012; Kosciw et al., 2014; Kosciw et al., 2016).

Meyer, 2010; Wilkinson & Pearson, 2009).

The negative climate does not just come from peer-to-peer negative interactions. In the most recent GLSEN study (Kosciw et al, 2016) it was found that

- 57.6% of LGBTQ students who were harassed or assaulted in school did not report the incident to school staff, most commonly because they doubted that effective intervention would occur or the situation could become worse if reported.
- 63.5% of the students who did report an incident said that school staff did nothing in response or told the student to ignore it.
- 56.2% of students reported hearing homophobic remarks from their teachers or other school staff, and 63.5% of students reported hearing negative remarks about gender expression from teachers or other school staff

The aim of this book is to support teacher educators as they engage in the work of preparing pre-service teacher to work with and work for LGBTQ youth through explicit discussions of gender and sexuality. Chapters for this book include personal anecdotes regarding shifts in author's thinking about including LGBTQ as a part of teacher preparation; specific pedagogical practices employed by authors to present LGBTQ focused material as a part of their coursework; the resistance authors have faced from students, parents and administration and their responses.

CONTENTS: Introduction: Teaching the Teachers: The Need for LGBTQ Inclusive Teacher Preparation, *Cathy A. R. Brant & Lara Willox*. I Have Come to a Greater Knowledge of God and His Plan: The Affordances of Queer Pedagogy to Prepare Religious Preservice Teachers to Serve LGBTQ Students, *Roni Jo Draper*. Sharing Practices to Help Teachers Provide Supportive and Safe Classrooms, *Judith S. Kaufman and Pia Ferrante*. Unlearning Heteronormativity: A Framework for Talking About LGBTQI Children in Teacher Education, *Peggy Shannon-Baker*. Crusading into the Unknown: Finding and Using LGBTQ Primary Sources in Teacher Preparation, *Leia K. Cain and Bretton A. Varga*. Queering Stories with Pre-Service Teachers, *Kimberly Cosier*. (Re)Storying School Experience and Transforming Teacher Education: Writing a New Narrative for LGBTQ Students, *Kathy Carter, Amanda T. Sugimoto, Kathleen J. Stoehr, and Griff Carter*. Shifting from Knowing What to Knowing How: Centering Queer Knowledges and Activist Teaching Narratives in English Education, *Ryan Schey*. Queer Theory and the Social Studies: Engaging with Histories, Communities, and Identities, *Mark Helmsing*. Independent Queer: LGBTQ Educators in Independent Schools Speak Out, *Philip McAdoo*.



Queer People of Color in Higher Education

Joshua Moon Johnson, American River College; Gabriel Javier, University of Wisconsin-Madison

2017. Paperback 9781681238814 \$45.99. Hardcover 9781681238821 \$85.99. eBook 9781681238838 \$65.

Queer People of Color in Higher Education (QPOC) is a comprehensive work discussing the lived experiences of queer people of color on college campuses. This book will create conversations and provide resources to best support students, faculty, and staff of color who are people of color and identify as LGBTQ. The edited volume covers emerging issues that are affecting higher education around the country. Leading researchers and practitioners have remarkable writing that concisely summarizes current literature while also adding new ways to address issues of injustice related to racism, sexism, homophobia, heterosexism, and transphobia.

QPOC in Higher Education insightfully combines research with practical implications on services, systems, campus climate and ways to hostility, violence, and unrest on campuses. This book rises out of places of turmoil and pain and brings attention to broken systems on higher education.

QPOC in Higher Education is a must-read for anyone who wants to transform their society, campus, or community into places that fully value the complex and beautiful intersections that our diverse communities come from. This book takes diversity to a deeper level and speaks from a social justice philosophy of looking big pictures at our systems and cultures instead of simply at our oppressed groups as the problems.

CONTENTS: Preface. 1. An Introduction and Overview to QPOC in Higher Education, *Joshua Moon Johnson and Gabriel Javier*. 2. Intersectionality in Practice: Moving a Social Justice Paradigm to Action in Higher Education, *Christian D. Chan, Adrienne N. Erby, and David J. Ford*. 3. Collectively Feeling: Honoring the Emotional Experiences of Queer and

Transgender Student of Color Activists, *Paulina Abustan*. 4. Queer Faculty and Staff of Color: Experiences and Expectations, *Danielle Aguilar and Joshua Moon Johnson*. 5. Belonging to More Than One Identity: The Quest to Integrate and Merge Latinx and LGBTQIA Identities, *Brittany J. Derieg, Mario A. Rodriguez, Jr., and Emily Prieto-Tseregounis*. 6. (Re)framing Faith: Understanding and Supporting Queer Students of Color and Faith in Their Search for Meaning, *Chris Woods*. 7. International LGBTQ Students Across Borders and Within the University, *Hoa N. Nguyen, Ashish Agrawal, and Erika L. Grafsky*. 8. "Fun and Carefree Like My Polka Dot Bowtie": Disidentifications of Trans*masculine Students of Color, *T. J. Jourian*. 9. Confronting Hate: Addressing Crimes and Incidents Targeting QPOC Communities, *Ashley L. Smith and Joshua Moon Johnson*. 10. Finding and Making Space: What QPOC Students Face in Rural Places, *Vivie Nguyen*. 11. Meeting at the Intersections: Using Queer Race Pedagogy to Advance Queer Men of Color in Higher Education, *Jonathan P. Higgins*. 12. Experiences of Queer Student Leaders of Color: Expanding Leadership Paradigms in Higher Education, *Annemarie Vaccaro and Ryan A. Miller*. About the Authors.



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