

Lesbian, Gay, Bisexual, Trans, Intersex, and Queer Psychology

An Introduction

SECOND EDITION

The second edition of this award-winning textbook provides an accessible and engaging introduction to the field of lesbian, gay, bisexual, trans, intersex, and queer psychology. Comprehensive in scope and international in outlook, it offers an integrated overview of key topical areas, from history and context, identities and fluidity, families and relationships, to health and wellbeing.

The second edition has been extensively revised to address substantial developments and emerging areas, such as people born with intersex variations, transgender and non-binary people, intersectionality, and gender-diverse children. It also includes new pedagogical features to support learning and to facilitate discussion and reflection, with feature boxes throughout that explain important concepts, provide concise overviews of cutting-edge research, and offer first-person narratives that bring topics to life.

This foundational textbook is an essential resource for undergraduate courses on sex, gender, and sexuality in psychology and related disciplines, such as sociology, health studies, social work, education, and counselling.

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‘This text provides a comprehensive, accessible, and engaging overview of key areas, including new and notable developments in the field of sexualities and gender. With some fantastic research examples by leading scholars in the field, and including discussion and classroom exercises, this text is an invaluable and inspiring resource. This is core reading for psychology students and those working in applied settings.’

Keeley Abbott, Birmingham City University

‘A thorough, engaging, and accessible journey through LGBTIQ psychology which incorporates the shifts and changes in both psychology and wider culture during recent years. With great coverage of theories and methods, identities and experiences, relationships and communities, and health and ageing, this should be a must-read on any undergraduate psychology student’s list.’

Meg-John Barker, The Open University, author of *Queer: A Graphic History* and co-founder of the journal *Psychology & Sexuality*

‘This book is an ideal foundation for undergraduate courses on the psychology of sexual orientation and gender identity. The authors provide an inclusive and affirming approach to the diversity inherent in LGBTIQ identities and experiences. The new edition ensures that this rich and comprehensive introduction remains current, relevant, and accessible.’

Rebecca P. Cameron, California State University–Sacramento

‘Comprehensive, well organized, and with an international perspective, the authors use contemporary research-grounded theories to discuss many of the core issues that are relevant to LGBTQIA psychology today. Descriptions of current and potential research, combined with discussion questions and classroom exercises, make this the perfect Queer Psychology textbook.’

Anne Duran, California State University–Bakersfield

‘This expanded and updated textbook remains, ten years on, a unique and invaluable resource for students and teachers of psychology. It provides an accessible introduction to the stakes involved in doing LGBTIQ psychology at a time when threats to the health, wellbeing, identities, and families of people with diverse sexualities, genders, and/or sex characteristics are in a state of flux in some contexts and trenchantly resistant to change in others.’

Peter Hegarty, University of Surrey

‘Rich in detail and analysis, this textbook provides a critically engaged introduction to the psychosocial issues pertaining to gender and sexual diversity. In accessible language, the authors discuss key concepts, theories, and research to show how bodies, identities, sexualities, and genders are shaped by history and power. This book is an indispensable resource for everybody interested in LGBTIQ psychology.’

Christian Klesse, Manchester Metropolitan University

‘This book is a wonderful introduction to the field, building on research and literature and providing thoughtful and balanced reflection throughout. Offering a wide-ranging look at LGBTQ issues, including identity, queer theory, health, relationships, parenting, and many others, it is an excellent resource designed to support the teaching of a course or lecture block on LGBTQ psychology. I recommend this book as essential reading for health and social care professionals, academics, researchers, and students at all levels in their career or study.’

Alfonso Pezzella, Middlesex University London

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Preface

This book is intended as a specialist textbook that will support a course or lecture block on Lesbian, Gay, Bisexual, Trans, Intersex, and Queer (LGBTIQ) psychology – or sex, sexuality and/or gender studies teaching. The chapters in the book can also stand alone as additional reading for non-heterosexual and non-cisgender perspectives on a range of psychological and social science topics. For example, if you are taking an ‘ageing’ module, Chapter 11 *Ageing and Chronic Illness* will be useful. If you are studying ‘social psychology’, Chapter 5 *Sexual and Gender Identities* will enhance your thinking, and so on. This means that LGBTIQ perspectives and experiences can be easily incorporated into a wide range of psychology topics such as, for example, lifespan development, prejudice, health, research methods, family, and relationships. Readers dipping into some of the later chapters can consult the glossary for definitions of key terms. Since the publication of the first edition of this textbook (Clarke, Ellis, Peel, & Riggs, 2010) the field of LGBTIQ psychology has grown considerably. We take an inclusive approach that moves beyond psychology as the scientific study of the mind and behaviour from a purely positivist-empiricist paradigm. LGBTIQ psychology draws on theories, approaches, and studies from across the social sciences (e.g., sociology) to expand psychology’s typical terrain. This substantially revised version of the textbook has been designed to capture new and emerging work in this exciting and dynamic field.

How to Read and Use This Book

The book is divided into four sections plus a concluding chapter. Part 1 (History and Context) provides an overview of the theoretical, methodological, political, and practical issues and debates that inform LGBTIQ psychology. Chapter 1 contextualises the field in a world with different ideologies at play like neoliberalism and right-wing extremism; and discusses our approach to terms and language in the field. Chapter 2 summarises the key theoretical perspectives within LGBTIQ psychology, and the methodological challenges of researching LGBTIQ issues. Chapter 3 traces the socio-medicalisation of sex, gender, and sexuality across time and maps the trajectory of LGBTIQ psychology as a field. These chapters provide an introduction to LGBTIQ psychology, and will equip you with the background and terminology to better understand the content covered in the rest of the book.

xviii **Preface**

Part II addresses Identities and Fluidity in relation to gender and sexuality. Chapter 4 focuses on gender diversity and discusses cisgender lesbians and gay men, non-binary genders, and gender diversity in cross-cultural contexts. Chapter 5 focuses on mainstream, western understandings of sexuality and gender, including how people come to understand their sexuality and gender, coming out and identity management, and connecting with other LGBTIQ people.

Part III focuses on Families and Relationships. In Chapter 6 we explore forms of recognition (e.g., marriage equality) and resistance in relation to same-gender relationships and families. Chapter 7 focuses specifically on children and parenting. It covers content on children raised by lesbian, gay, or bisexual (LGB) or transgender parents, as well as the experiences of children born with intersex variations, trans and gender diverse children, and LGB children. Chapter 8 examines assisted reproductive technologies, including reproductive rights, fertility preservation, surrogacy, and outcomes for children born through assisted reproductive technologies.

The final part, Part IV, covers Health and Wellbeing, beginning with Chapter 9 which explores the many guises of prejudice (i.e., attitudes, victimisation, and systematic prejudice) and its link to psychological distress. Chapter 10 then discusses sexual health for LGBTIQ people. Chapter 11 focuses on ageing and chronic illness in LGBTIQ populations, highlighting key topics such as dementia and partner bereavement. The final chapter in Part IV, Chapter 12, focuses on challenges and opportunities to health and wellbeing with reference to domestic violence and abuse, and resilience in LGBTIQ people's lives.

The book ends with a concluding chapter. Chapter 13 draws together some of the threads from across the book, and highlights key considerations for LGBTIQ psychology into the future.

While this edition of the textbook provides a comprehensive overview of the field as it is today, undoubtedly there are topics that we have not covered. If there are particular areas that interest you that are not included in this book, we encourage you to seek out the work that has been done. The field is constantly changing, and new areas are being added all the time.

Learning Features

A number of pedagogical features support the main text:

- *Chapter overviews* and *concluding thoughts*. Each chapter starts with an overview, which signposts the major topics dealt with, and each chapter ends with a summary of the main points covered.

CHAPTER OVERVIEW

In this opening chapter we situate the field of LGBTIQ psychology in relationship to broader global and political contexts, as well as introducing the scope of the book and attending to specific issues that continue to shape the field. Specifically, we:

- define LGBTIQ psychology and LGBTIQ psychologists
- highlight challenges and positive changes for LGBTIQ people in different parts of the world
- explore how different political ideologies shape understanding of LGBTIQ people's lives
- discuss terminology, and how to navigate different language and terms used in this book.

Concluding Thoughts

We have argued in this introductory chapter that the socio-political context for LGBTIQ people is a complex one marked by both progressive social change (sometimes under a neoliberal or populist banner) and backlash and retrenchment of rights and protections. This means that there is much for LGBTIQ psychologists

- Mapping the *current state of research* and *research areas for the future*. For each chapter in Parts II–IV (i.e., Chapters 4–12), substantive content has been organised under these headings to indicate clearly what is currently known about the topic, and where the gaps and absences in our knowledge lie. The areas for future research sections summarise some of the major limitations of work in a particular area, and will help readers critically assess the strengths and weaknesses of the existing literature. They might also provide inspiration for research projects on LGBTIQ issues.

Current State of Research

In terms of cultures where genders beyond the binary of male or female appear, at least as presented in the research evidence, to somewhat approximate Western understandings of gender norms, communities such as the Bugis *Calalai*' or the

Research Areas for the Future

As the research summarised above would suggest, and despite the limiting effects of a previous emphasis upon sameness, existing research can offer us considerable insights into gender differences among cisgender lesbians and gay men.

- Each chapter features boxes that provide detailed information, tables, or diagrams elaborating on key content. In this edition:
 - *Key concept* boxes are used to provide a detailed explanation of a construct or phenomenon.

BOX 2.2 Key Concept: Defining Heteronormativity

The term heteronormativity was coined in 1991 by the US social theorist Michael Warner. It refers to the reinforcement of certain beliefs about sexuality, such as the notion that sex equals penis-in-vagina intercourse, that 'family'

- *Research focus* boxes are used to provide a contained summary of a specific piece of research or a small body of work on a specific topic.

BOX 2.3 Research Focus: Adjustment in the Male Overt Homosexual (Hooker, 1957)

Prior to the 1970s, psychologists claimed that homosexuality was indicative of a pathology. As highlighted by Evelyn Hooker in her classic paper (Hooker, 1957), many clinicians held feelings of disgust towards homosexuality, and

- *Highlight* boxes foreground key issues or illustrate particular phenomena.

BOX 1.2 Highlight: Marriage Equality around the Globe

Same-gender marriage is legal in 27 countries:
 Argentina, Australia, Austria, Belgium, Brazil, Canada, Colombia, Denmark,

- *First-person narrative* boxes include the voices of specific persons, taken from documentaries or the grey literature. These boxes are intended to give life to a key area discussed in the text.

BOX 2.1 First-Person Narrative: Conversion Therapy

'It was, like, my mid-twenties were surgically removed. Just, having a lot of ex-gay therapy, a lot of counselling. It was horrific ... It was, like, destruction. Don't know how I'm alive, to be honest, when I look back at that time. It was horrendous' (Max).

- Many of the chapters include *images*. These are included to aid understanding through visual illustration of a particular issue being discussed.
- *Discussion questions* and *classroom exercises*. Each chapter includes questions and exercises that are designed to help readers to reflect critically on the issues covered in the chapter, and to guide you in further exploring some of these issues. Many of the questions and exercises can be used as a focus for seminar discussions, assignments, or research projects. There is no 'right' answer for the discussion questions, rather they should serve as a springboard for healthy discussion and engagement, though they may also serve as essay questions.

DISCUSSION QUESTIONS

- 1 What are the pros and cons of neoliberalism with regard to diverse sexes, sexualities, and genders?
- 2 Having read Ansara and Hegarty (2012), what other forms of cisgenderism can you identify, either in psychological research or in society?

CLASSROOM EXERCISES

- 1 Taking your own country as the reference point, spend some time researching what, in the last ten years, has happened with respect to LGBTIQ issues. You may wish to separate sex, sexualities, and genders in your search. Find examples of legislative changes, social changes, and attitudinal changes. Discuss your findings, and/or compare your findings to similar searches conducted on a different jurisdiction or part of the world.
- 2 Draw your own biographical timeline from when you were born to your current age. On this timeline mark down any messages you have received about LGBTIQ people and issues, noting the context in which these occurred (e.g., school, peers, family, the media). Use your own timeline as a basis for discussion with a partner – compare and contrast key points and messages on your respective timelines. If you were to project into the future, discuss the when, what, and where of information about LGBTIQ people and issues in 10, 20, 30, 40 or 50 years' time.

- *Further reading.* Each chapter includes suggestions for further reading to guide readers' independent study.

FURTHER READING

- Ansara, Y. G., & Hegarty, P. (2012). Cisgenderism in psychology: Pathologising and misgendering children from 1999 to 2008. *Psychology & Sexuality*, 3(2), 137–160.
 - Hammack, P. L., Mayers, L., & Windell, E. P. (2013). Narrative, psychology and the politics of sexual identity in the United States: From 'sickness' to 'species' to 'subject'. *Psychology & Sexuality*, 4(3), 219–243.
- *Glossary.* A comprehensive glossary at the end of the book includes definitions of all the key terms and concepts used in the book. The glossary should be the first port of call if you are not clear about the meaning of any words. If you start by reading some of the later chapters first, you will come across some words or concepts that have been explained in earlier chapters, and we encourage you to check the glossary for definitions. When a term that is defined in the glossary first appears in the main text it is printed in bold type.

Accelerated ageing In LGBTIQ psychology accelerated ageing refers to the state whereby a person prematurely self-identifies as old due to the emphasis on youthful bodies within primarily gay male communities.

Adultism Refers to the view that 'adults know best'. Adultism occurs when adults discount the views of children.

- *Additional resources.* For this edition we have produced a companion website (www.cambridge.org/ellis2edn) where you will find website links, documentaries, and other resources that are important additional sources of information on LGBTIQ people's lives and experiences. We have also provided some materials to facilitate the teaching of key topics from within the book, such as Powerpoint slides and multiple choice questions.

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