

Division 44 Newsletter



Society for the Psychological Study of Lesbian, Gay, and Bisexual Issues

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Reflections

by Judith Glassgold, President, Division 44

Events have been moving so quickly over the last few months-- between the exhilarating and the demoralizing—that I am reminded of the opening lines of Charles Dickens' *The Tale of Two Cities*: "IT WAS the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us..."

Special Issue

Affirmative Psychoanalytic Perspectives on LGBT Issues

Decisions such as that of the Massachusetts Supreme Court, which ruled that denying same sex couples the right to marry violated that state's constitution, reflected a path toward justice and gave our community hope that our family relationships would be respected. This was an especially welcome decision following that of the Court of Appeal for Ontario (Canada), upholding the rights of same-sex couples to marry. In New Jersey, this January 2004, domestic partnership legislation was signed into law, giving same-sex couples and all unmarried couples over 62 basic rights and responsibilities. New Jersey now joins 5 other states in protecting our relationships and families through specific legislation; unfortunately 45 states still do not have such protections. A case challenging existing marriage laws—that prohibit same-sex marriage—is also moving through the New Jersey legal system. These actions affirm basic principles of equity, and recall a line written by the writers of the Constitution: "Justice is the end of government." (*The Federalist Papers*, 51).

Unfortunately, with progress there is often backlash, particularly in times marked by great insecurity and change. Our Federal government continues to be an arena for efforts to target our community and roll back progress. As you are no doubt aware, there is an effort underway to amend the U.S. Constitution to ban same-sex marriage. Recently, legislation passed in Ohio would not only prohibit same-sex marriage, but also

limit access to domestic partnership benefits for lesbian, gay, and bisexual state workers.

There has also been a disturbing trend regarding scientific freedom. This past summer, conservative members of Congress attempted to defund five NIH grants related to behavioral science, specifically research on sexual orientation and sexual behavior. This effort was narrowly defeated. Unfortunately, the attack on scientific freedom has continued with Congressional Hearings in October challenging the appropriateness of other grants related to behavioral science, sexuality, and sexual behavior. Another list, which was created by the Traditional Values Coalition (long opposed to LGBT rights), has been widely circulated to members of Congress and the press and includes grants funded over many years for research on HIV/AIDS, sexual orientation, sexuality and sexual behavior. This list includes many prominent members of our Division, APA, and other scientific associations. Conservative political action groups that have been spearheading this effort are now continuing their efforts in the Senate and have specifically targeted LGBT issues.

I believe that we cannot separate psychology from our community's real-life concerns. Our Division can play an important role in these concerns by supporting LGBT issues in
(continued on page 31)

IN THIS ISSUE...

Addressing Inst'l Sensitivity to LGBT Individuals.....	25
Candidates' Statements.....	18-19
Committee & Task Force Reports.....	22
Critique of <i>The Man Who Would Be Queen</i>	3
Free online access to Haworth Journals.....	16
Obituary: Martin Rochlin.....	17
Transition to Parenthood for Lesbian Couples.....	27
Special Issue Articles, pp. 5-16	
Coming Out & Being Out.....	14
History of G&L Psychoanalysts.....	7
Introducing Students to LGB Affirmative Psychoanalysis, I & II ...	10
Psychoanalysis & LGB Concerns.....	5

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DEADLINES Feb 15 (Spring), May 15 (Summer), Sept 15 (Fall)

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A Personal & Scientific look at a Mental Illness Model of Transgenderism

Madeline H. Wyndzen, Ph. D. (pen name)

Editor's Note: Ms. Wyndzen originally submitted a brief letter to the editor in response to a recent book review of *The Man Who Would Be Queen* in this Newsletter. I invited her to expand on that letter here.

If a man sought therapy due to unhappiness over his attraction to other men, a therapist would likely diagnose him with Depression. If a transsexual sought therapy due to unhappiness over his or her biological sex, a therapist would almost certainly diagnose him or her with Gender Identity Disorder. Whereas gay men and lesbian women are diagnosed for *how they suffer*, transsexuals are diagnosed for *who they are*. As a psychologist and transsexual, I find that the mental illness label imposed on transsexuality is just as disquieting as the label that used to be imposed on homosexuality.

Similar to antiquated ideas suggesting that homosexuality is a deviant sex-drive, Ray Blanchard (1989, 1991) proposed that transsexuality is a mis-directed form of either heterosexuality (named "autogynephilia") or homosexuality. Rather than asking the scientifically neutral question, "What is transgenderism?" Blanchard (1991) asks, "What kind of defect in a male's capacity for sexual learning could produce ... autogynephilia, transvestitism ...?" (p. 246).

Blanchard's model is featured prominently and uncritically in J. Michael Bailey's (2003a) recent book, *The Man who would be Queen: the Science of Gender-Bending and Transsexualism*. A balanced portrait of Blanchard's key empirical findings (1989) would reveal that they: (1) have never been replicated, (2) failed to include control groups of typically-gendered women, (3) failed to covary the acknowledged age-differences from ANOVA, and (4) drew conclusions about causality from entirely observational data.

Inconsistencies between transsexuals' self-portraits and Blanchard's model are reconciled by Bailey (2003a) with the suggestion that some transsexuals are deceptive: "There is one more reason why many autogynephiles provide misleading information about themselves that is different than outright lying. It has to do with obsession" (p. 175). Aware of concerns that some may be troubled by his portrayal of them, Bailey has said, "I cannot be a slave to sensitivity" (quoted in Wilson, 2003), and "There is good scientific evidence that says you should believe me and not them" (quoted in Dreier & Anderson, 2003). In a critique of Bailey's book available on my website, I provide alternate interpretations of this evidence:

<http://www.genderpsychology.org/autogynephilia/>

Bailey (2003b) contends that negative reactions to his book are merely "identity politics" that are a "hindrance" to "scientific truth" (Bailey, 2003b). Contrasting his objectivity with others' politics reminded me of "81

Words," a radio documentary about the removal of homosexuality from the DSM (Spiegel, 2002). Those who diagnosed 'homosexuality' as a mental illness genuinely felt that they were helping their clients. I know that Ray Blanchard, J. Michael Bailey, and others are similarly concerned about the welfare of transsexuals. I only wish they would see the bias in their theories and diagnoses. When I listened to "81 Words," I was struck by how foreign it sounded to talk about being gay or lesbian as a disorder. I am too young to remember that time. My hope is that someday my children will think it just as unfathomable that I was once diagnosed and treated for "Gender Identity Disorder."

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American Psychological Association COMMITTEE ON LESBIAN, GAY, AND BISEXUAL CONCERNS

The Committee on Lesbian, Gay, and Bisexual Concerns seeks to build a database of APA members who are both expert in some area of lesbian, gay, and bisexual concerns AND interested in serving on APA Boards and Committees. If you meet these two criteria, please complete the form printed in the Fall 2003 issue of this Newsletter or contact lgbc@apa.org to obtain additional forms. Return it to the Lesbian, Gay, and Bisexual Concerns Office, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242 or fax it to (202) 336-6040.

LETTERS TO THE EDITOR

To the Editor:

In his interesting and thoughtful address "Engaging with Adam..." (Fall 2003 issue), Fitzgerald inadvertently perpetuates the interpretation of the Roman Catholic Church that the "sin" of Onan was masturbation. Because many of us must be prepared to discuss Biblical verses that are used to argue against the legitimacy of same-sex (non-procreative) sex, I wanted to put the "sin" of Onan in context. Fitzgerald is correct that Onan failed to procreate, but the literal event was that he withdrew from required intercourse with his brother's widow, and spilled his "seed" on the ground. The context is that Hebrew law required Onan to fulfill his dead brother's chance for immortality through children, by allowing (through his wife) the brother's lineage to continue. The "sin," as described in Genesis 38 verses 4ff., has no clear connection with masturbation and no clear connection with a general obligation for sex to lead to procreation. Onan's failure, in cultural context, is that he doesn't honor his deceased brother.

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MEMBER NEWS

- Following a national search, Loyola University Chicago has named **Isiaah Crawford, Ph.D.**, Dean of the College of Arts and Sciences. Crawford has received several awards from APA, including the Division 44 Distinguished Contributions to Education and Training Award. In 1996, he received the APA's Eighth Annual Achievement Award for Research from the Minority Fellowship Program. Crawford is also the chairperson of the Illinois Clinical Psychologists Licensing and Disciplinary Board.
- **Gary W. Harper, PhD**, Division 44 Program Chair, is being honored by the APA Ad Hoc Committee on Psychology and AIDS with their Leadership Award for 2004. Dr. Harper, a community psychologist, is being honored for his work on HIV prevention among ethnic minority youth through innovative community projects. The full article on his accomplishments, and that of the two other honorees, is on page 36-37 of the February Monitor.

ANNOUNCEMENTS IN BRIEF

- **Apportionment Ballot Results:** Division 44 retained its 3 seats on Council. This is wonderful news. By having 3 seats, the Division will be able to represent our agenda and concerns in APA at top strength. Many thanks to all of you who voted. Your efforts help promote LGBT issues in psychology.
- **Are you a recent/forthcoming book author?** We are sponsoring a "Meet the Authors" Program in the Suite and are looking for authors to come. The only requirement is they have a recent book, 2003 on or forthcoming. Authors are requested to provide us with the address and contact information for a representative of their publisher so that we may request a few copies to be donated for the exhibit, promotional materials, or coordination with us if they are having an exhibit in the Convention Exhibits. If interested, contact Shauna Summer, Student Co-Chair, shanene@siu.edu by May 1, 2004.
- **Pre-Convention Continuing Education Ideas??** Robert Porter is coordinating Continuing Education at the Hawai'i convention. If you are interested in doing a pre-convention workshop or have suggestions for Bob, contact him at: Robert J. Porter, Ph.D., Professor Emeritus of Psychology, University of New Orleans, Clinical and Consulting Psychologist, 118 West Plymouth St., Tampa, FL, 33603, rjporter@mindspring.com, www.mindspring.com/~rjporter.

Creating Allies: Psychoanalysis and Lesbian, Gay, and Bisexual Concerns

Judith M. Glassgold, Psy.D.

The integration of lesbian, gay, bisexual and transgender (LGBT) concerns into psychoanalysis may strike many people as impossible, as many patients and analysts have documented treatment and training, which because of a narrow view of sexuality, human development, and normalcy, did tremendous injury to LGBT individuals and communities (Drescher, 1995, 2002; Martin, 1995; Goldman, 1995; Roughton, 2002). In order to create change, we must acknowledge this past and then take steps to put it to rest.

Already there have been steps taken to do this: for almost three decades, feminist theory, philosophy, social constructionism, postmodernism, and gay and lesbian studies have challenged the biases present in traditional psychoanalytic theories and then have gone one step further by reformulating psychoanalysis. The more recent relational approaches in psychoanalysis move away from models that have pre-determined notions of normalcy and are accepting of new views of gender, sexual orientation and the self (Drescher, D'Ercole, & Schoenberg, 2003). New views of treatment have radically revised the understanding of the therapy process and the concept of transference; the therapist is now seen as an active participant in a relational field, reducing the focus on a one-sided transference.

A great deal of credit must be given to the lesbians and gay men who decided to become analysts despite homophobia in the profession. These many individuals, whose publications are highlighted in the accompanying references, have made substantive changes in the field, rethinking sexual orientation, sexuality, and gender (Blechner, 1996; Burch, 1997; Butler, 1990; Cohler, 1999; Corbett, 1993; Dominici & Lesser, 1995; Drescher, 1998, 2002; Drescher, D'Ercole, & Schoenberg, 2003; Friedman & Downey, 1998; Frommer, 1994; Glassgold & Iasenza, 1995, 2004; Gould & Kiersky, 2001; Isay, 1989, 1997; Magee & Miller, 1997; O'Connor & Ryan, 1993; Schwartz, 1998 and many others)¹. The sheer number of such publications and the assurgency of this lesbian, gay, bisexual, and feminist cohort, created a groundswell that has made change possible.

Thankfully, the progressive assurgency in the field has been welcomed by mainstream elements. For reasons perhaps as basic as the evolution of generations, those who are now in senior positions in many analytic institutions are part of a generation whose own life experiences have been influenced by the civil rights movement, the women's movement, and the LGBT liberation movement. These experiences have made them more open to challenging orthodoxy, more capable of creating theories that support new views of identity and sexuality, and more able to be welcoming of those who are different. Ultimately, we are

in a period where there is a synergy for the development of new views of gender, sexuality, sexual orientation, and diversities within psychoanalysis.

In order to have a sense of justice and eventual reconciliation, a process of accounting and responsibility must take place within psychoanalysis as well. As Jaime Darwin, Ph.D., President of Division 39, reflected at a recent symposium:

When I became president of the Division of Psychoanalysis, I was unaware how much the Division and I were perceived, sometimes deservedly, as oppressors. We are still bearing the burdens of an earlier psychoanalysis that was homophobic, could be misogynistic, and was devoid of interest in the roles ethnicity, race, and socioeconomic status played in determining how an inner life developed. While we may see ourselves as distinct from other older psychoanalytic orthodoxies, we are viewed from the outside through the same lens (2003).

Dr. Darwin and numerous others within psychoanalysis have been moving in that direction for some time.

Stereotypes about psychoanalysis prevent many from recognizing recent changes in practice and theory that provide the needed tools to understand the complexity of sexuality and gender in the modern age. Psychoanalysis has evolved and modern psychoanalysis no longer sees heterosexuality as normative and no longer views sexual and gender varieties as pathological; as a result, psychoanalysis and LGBT psychology do not have to be at odds and can actually be allies.

On an institutional level, there is a rapprochement between organized psychoanalysis and LGBT issues in psychology. Psychoanalytic psychologists in Division 39-Psychoanalysis, of the American Psychological Association (APA), are making concerted efforts to focus on issues of multicultural diversity and social justice (Division 39, 2002). Division 44 (Society for the Psychological Study of Lesbian, Gay, and Bisexual Concerns) has established a joint liaison with Division 39 and both Divisions are partnering together on common projects, such as programs and publications. Last year at the APA convention in Toronto, there was a co-sponsored program, with members drawn from both Divisions.

In the broader psychoanalytic community, the American Psychoanalytic Association (APsAA) has a strong resolution denouncing efforts to use psychoanalysis to change sexual orientation (2000) and has had a resolution banning discrimination against LGB individuals in its affiliated training institutes since 1991. As the APsAA is the largest organization of psychoanalysts in this country and most training programs are affiliated with it, this

affirmative stance is extremely important. APsA filed an amicus brief supporting same-sex marriage in the recent case in Massachusetts (2003), and its Executive Committee has endorsed a resolution supporting same-sex marriage (1997), and supporting the rights of lesbian and gay parents (2002). Some psychoanalytic institutes have instituted courses and programs on LGB issues and/or have openly lesbian, gay, and bisexual faculty.

However, many challenges remain. Progress within psychoanalysis remains uneven. There are still pockets of institutions that are not yet publicly inclusive in terms of sexual orientation. Venues for writing, studying, and training still need to increase and spread beyond the U.S. coasts. Psychoanalysis is still perceived in some parts of the feminist and LGBT communities as hostile, as the damage done to psychoanalysis's credibility by older theories is hard to undo and while a few (in the extreme minority) vocal individuals still advocate practices that are both unpsychoanalytic and prejudiced, such as conversion therapy. Thus, a rapprochement between psychoanalysis and LGBT psychologies through organizational ties, advocacy, and scholarship is necessary to continue these first steps.

The under-representation of diversity and multicultural elements is particularly problematic as the omission of these issues continues to marginalize historically oppressed groups and reinforces stereotypes about elitism within psychoanalysis. Psychoanalysis united with postmodernism and social constructionism provides very powerful theories to understand reality; however, this potential has yet to be fully realized (Greene, 2004). As psychoanalytic theory is still seen as an individual intervention, its application to social issues and concerns is often doubted. Further changes need to occur in training and practice, so that these areas of diversity are fully integrated into curriculum in psychoanalysis at all levels. Hopefully, even in undergraduate programs, as well as graduate and post-graduate programs, older views of psychoanalysis will become a tiny part of how psychoanalysis is defined and new theories will take their place as the key ideas.

The integration of social reality with psychoanalytic theory may seem a leap for many. I believe that for LGBT people these issues are inseparable, sometimes problematically and sometimes not, as with all those who simultaneously hold memberships in multiple cultures (Glassgold, 1995). Further, the importance of issues such as recognition, shame, and stigma—both on the individual and societal level—are essential to understanding sexual orientation and gender. It is in addressing these issues that psychoanalysis holds great promise for both lesbian and gay studies and psychoanalysis. Social change as well as new and fluid models of gender and sexuality can evolve from psychoanalytic understanding. Some of the strengths of modern psychoanalysis are its rejection of predetermined goals, its embracing of psychic creativity,

and respect for an individual's agency in self-realization. Now that LGBT analysts have reached a critical mass within psychoanalysis, this new subfield can expand and deepen its own dialogue.

With the beginning of the 21st century and speaking as President of Division 44, I believe that we are at a new beginning and that there are two essential emerging issues within psychoanalysis: broadening the impact of progressive elements within psychoanalysis and continuing to increase the fields' social and human relevance. By speaking to broader audiences and by broadening psychoanalytic discourse, the impact of psychoanalysis can widen while increasing internal diversity and innovation. Thus, I look forward to more collaboration in scholarship and practice.

The articles by Shara Sands, Mark Blechner, Dennis Debiak, and Scott Pytluk are the product of a symposium presented at APA Toronto that was a collaborative project of Divisions 39 and 44—our first joint collaborative program. All four individuals are members of both divisions and offer differing perspectives on the integration of LGBT issues into psychoanalysis.

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The Hidden History Of Gay And Lesbian Psychoanalysts

Mark Blechner, Ph.D.

I was honored by the invitation to speak at the first-ever joint panel of Division 39 and Division 44, which took place at the APA convention in Toronto, on August 7, 2003. I was very happy that such cooperation was starting, since I had been a member of both groups for many years. I was also a bit sad that it had taken so long to happen. There seems to be tension between the two groups that is not always easy for me to understand. Certainly, there has been a history of vehement discrimination against gays and lesbians from many psychoanalysts. People like Bergler, Bieber, and Socarides made life miserable for gays and lesbians, and some of them continue to do so. But, unfortunately, the homophobic elements of psychoanalysis have been the most visible. A good number of psychoanalysts are gay-affirmative or openly gay, like myself. As time passes, there are more and more of us, and fewer and fewer of the homophobes.

And the gay psychoanalyst is not a brand new phenomenon. We have been there from the start, although not always so openly as today. I think that there is widespread lack of knowledge of the enormous contributions of gay and lesbian psychoanalysts over the last 100 years. They were simply written out of history. Homophobic psychoanalysts have often denied that any important psychoanalytic figures were gay: many gay psychoanalysts were in the closet, so it was easy to deny their existence. There is a relatively invisible gay and lesbian psychoanalytic history, and I would like to make it more visible.

The most important gay American psychoanalyst in my view was Harry Stack Sullivan. Sullivan lived from 1892 until 1949. He was the founder of the interpersonal

school of psychoanalysis, which has been the foundation of the relational school as well. Sullivan's thinking continues to inform many of the most innovative psychoanalysts, psychiatrists, and psychologists, although not all give him credit: some may not even know how many of their ideas had their basis in Sullivan.

The William Alanson White Psychoanalytic Institute in New York was founded by Sullivan and his colleagues. When I went there for training, I already knew that Sullivan had been gay, and I brought it up casually in discussion. I was amazed to find that most people were saying, "We really don't know anything definitive about Sullivan's sexuality." One straight analyst challenged me, "Do you know any man who slept with Sullivan?" At that moment, I did not, but I made it my business to find out.

Sullivan did something extraordinary for his time. He adopted James Inscoe, known as "Jimmie," as his son. People who admired Sullivan's thinking, but were uncomfortable having a gay mentor, were happy to say that Jimmie Sullivan was just Harry Stack Sullivan's adopted son. But I soon found gay psychiatrists and other colleagues who had been to the Sullivan household and who assured me that there was no doubt that Harry Stack Sullivan and Jimmie Sullivan were lovers; they were partners in every sense of the word, for more than 20 years.

You have to realize just how daring and creative Sullivan's adoption of Jimmie was, in its time. In our time, gay marriage is such a burning issue. It is seen as the means to give gay couples the same rights, privileges, and protection as committed heterosexual couples. So far, there is gay marriage in Canada and several European countries, but the United States still does not allow it. Sullivan, by

adopting his partner, found a way to secure rights for Jimmie concerning inheritance, medical decision-making, and other basics of living, that are usually available only to married couples. In addition, adoption, unlike marriage, cannot be easily nullified by divorce. So, between two men who are in love, adoption may be a more profound commitment than marriage.

Now about Sullivan's clinical work: Many people know something about Sullivan's famous ward for young schizophrenics started during the late 1920s at the Enoch and Sheppard Pratt Hospital near Baltimore. The ward had an astonishing 86% cure rate for schizophrenics, and this was before the advent of neuroleptic medication. Sullivan was famously skillful at making a connection with very cut-off patients; it was said that when he spoke with schizophrenics, they no longer sounded schizophrenic. Sullivan also developed a framework for milieu therapy; every aspect of living in the ward was carefully thought out to lessen the patients' anxiety and help them find new pathways to secure living.

This is all well known. But what seems to be less well known is that Sullivan's ward was a gay male ward. In the 1970s, a psychologist named Kenneth Chatelaine interviewed the last surviving people who had worked on Sullivan's ward. Their description of the ward and of Sullivan is noteworthy for its frankness. The staffs, handpicked by Sullivan, were either openly homosexual or extremely easy-going about it. The staff and the patients were all male. No female nurses were allowed even to come into the ward.

According to William Elliott, who started working on the ward in 1929, the staff sometimes referred to Sullivan, behind his back, as Miss Sullivan. The staff members were also encouraged to talk casually to each other about homosexual experiences, to let the patients feel that it was not something to be ashamed of or afraid of.

It would be extraordinary today if someone established a gay ward in a major hospital. It is even more extraordinary that Sullivan did it back in 1930. That took courage. It also represented a brilliant insight into the factors that can lead to serious mental illness and the best approach to helping such patients. Even today, when attitudes towards homosexuality are better than they were in the past, every gay and lesbian person knows how difficult it is to cope with anti-gay hostility. Prejudice against gays and lesbians are still considered acceptable in much of society. No public official can say something derogatory about blacks in America anymore without running into severe consequences. But as Senator Rick Santorum demonstrated in 2003, a public official can say hateful things about gays and lesbians and receive the support of his party and his President.

What effect does this have on the mental health of young gays and lesbians? As we know, the effect is highly detrimental. The rate of teenage suicide has been estimated

to be three times higher for gay youth than for straight. And in people disposed to mental illness, because of either a genetic predisposition, a traumatic history, or other factors, the added stress of homophobia can push them over the edge into psychosis. Sullivan showed, with his ward, that when you remove such a person, even temporarily, from exposure to such hatred, the potential for therapeutic gain could be enormous. The full ramifications of this finding, I think, have never been fully appreciated, nor have they been adequately tested in other groups that suffer discrimination.

I want to tell you one more thing about Sullivan. Later in his career, as a psychiatrist for the military, Sullivan attempted to remove homosexuality as a disqualifying factor for admission to military service, although he was eventually overruled by the military establishment (Bérubé, 1990). That struggle is also still not yet over; but most people working for an end to the military's homophobia do not seem to know about Sullivan's pioneering efforts 60 years ago.

So Sullivan was, in his day, working on some of the most prominent civil rights issues for gays and lesbians in our day, such as the relations of gays and the military and gay marriage and its alternatives. He was a path breaker in addressing homophobia-induced psychopathology, and the ways it can best be helped by an interpersonal approach. And Sullivan showed that you could not adequately solve the mental health issues of stigmatized people without also taking a stand against discrimination and bigotry in society. I think that there can be no better role model than Harry Stack Sullivan for gay and lesbian psychotherapists today.

Then there was Freud's daughter, Miss Anna Freud, who ran an innovative program for children with Dorothy Burlingame, published articles with her, and slept in the same bedroom with her for many years. The most conservative Freudians would not like us to say she was a lesbian, so I will not. They much prefer that such an important psychoanalyst be thought of as asexual, although to me it seems quite perverted to assert that having no sex life is preferable to having a long-standing, deep lesbian connection. Some psychoanalysts who were secretive about their own homosexual feelings or behavior actually sustained the pathologizing views of psychoanalysis, with writings that were misleading or disingenuous.

Certainly, psychoanalysis has harbored some of the worst homophobes in the mental health world. But unfortunately, their shameless persecution of gay people has overshadowed the work of gay-friendly psychoanalysts. As homophobes got political control of American psychoanalysis in the middle of the twentieth century, in tandem with the homophobia of McCarthyism, the gay-friendly work of psychoanalysts was suppressed or written out of the history books. It is still a major task to uncover and record the work of other gay or gay-friendly psychoanalysts. Foremost among these is A. A. Brill, who

first translated Freud's work into English. Brill asserted, in 1913, "Homosexuality may occur in persons just as healthy as normal heterosexual persons." (This was 44 years before Evelyn Hooker's (1957) landmark empirical study that showed, in a blind reading of projective tests, that the mental health of homosexuals was no different than heterosexuals!) Brill also condemned some of the ignorant treatment of homosexuals by physicians of the time. He wrote, "I can never comprehend why physicians invariably resort to bladder washing and rectal massage when they are consulted by homosexuals." He also said that for a homosexual, the experience of having heterosexual relations was just as much a perversion as for a heterosexual to have homosexual relations.

So besides the terrible antigay prejudice of some psychoanalysts, some of the most forward thinking about gay issues has also come from psychoanalysts. It is interesting that at the beginning of the twentieth century, the prevailing view in psychiatry and medicine was that homosexuality was a kind of degeneration that had innate, biological and genetic causes; when Freud began to posit psychological, developmental causes for homosexuality, it was seen as an advance, not only scientifically but towards the humanitarian goal of greater acceptance of homosexuality. Homosexuality was seen as a variant developmental outcome, rather than a degenerative disorder. But as the years went on, those psychological explanations that had given the homosexual more dignity were eventually used to condemn the homosexual. He was seen as having a choice in his orientation, and his sexuality was seen as evidence of making a corrupt choice. So, in 1991, when Simon LeVay published his preliminary findings of differences in the hypothalamus of gay and straight men, that shift back to a biological causation of homosexuality was hailed as an advance not only scientifically, but in terms of advancing humanitarian attitudes towards homosexuals. So we see, twice in the 20th century, that two opposite theoretical trends and scientific findings were hailed in the same way. What this may indicate is that any scientific point of view can become the handmaiden of anti-gay hatred, and that when that happens, a reversal of scientific thinking may then seem to be "liberating." If LeVay's findings hold up, we have every reason to believe that eventually they, too, could be interpreted in a manner that is hostile to the rights of gays.

The conclusion then must be that, in terms of gay rights, the important scientific problem is not the cause of homosexuality, but the causes of fear and hatred of gays and lesbians. Homophobia can lead virtually any scientific finding on the determinants of sexual orientation to be used in the service of prejudice.

Prejudice is a terrible problem, and we have to try to change it. We know that all gays and lesbians have coming out stories – stories of how they discovered they were gay, how they dealt with it, whom they told, whom they hid it

from, and how everyone reacted. But, like Martin Luther King, Jr., I have a dream. I have a dream that one day, there will be *no more coming out*. No one will need to come out as gay or lesbian. Young people will discover their sexuality and identify themselves, without fear. Their families will take in the information matter-of-factly and that will be that. No one will be attacked for their sexuality, by their family, their schoolmates, or their religious leaders. They will date and kiss and go to dances and proms, and suffer all the anxieties of teenagers, no more or less, than if they were straight. And when they find someone they love, young gays and lesbians will go steady, get engaged, and get married if they want, publicly, with joyous celebrations, in the company of their families and friends. And they will build families and face life's struggles, pains, and pleasures just like their straight brothers and sisters. That is my dream. I hope that together we can make it come true.

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State of the Art: Introducing Students to Lesbian-, Gay-, Bisexual- (LGB) Affirmative Psychoanalysis

Scott D. Pytluk, Ph.D.

In writing this piece, I am coming out as a proud, gay, and gay-affirmative psychoanalytically oriented psychologist. This disclosure is momentous because many of my gay-identified colleagues maintain attitudes about psychoanalysis best reflected in the following quip offered by a character in Mark Merlis's (1994) novel, *American Studies*, about a closeted literary critic's demise during the McCarthy era. He says: "Of course I have never actually read Freud and so am prepared to dismiss him as readily as any other right-thinking faggot." (p. 40).

This perspective supports Tim Dean's (2000) contention that a "hostility toward psychoanalysis remains a sign of allegiance, a necessary credential for one's political identity as lesbian or gay." (p. 5) I believe that this all too common attitude among LGB psychologists merits challenging. (However, in so doing, I do not intend to minimize the fact that many psychoanalysts have privileged heterosexuality as the only "healthy" adaptation, considering all others deficient at best, and sick at worst.)

In teaching graduate students psychoanalysis, a primary tenet of my mission is to reveal an increasingly visible body of psychoanalytic scholarship and clinical work affirming the array of "sexual object choices," gender identities, and love relationships. For the remainder of this piece, I aim to accomplish three things: (1) to characterize my students and the "pathology of anti-analysis" they bring to graduate school; (2) to define my primary teaching objective; and, (3) to discuss how I achieve it.

Whom I Teach

Let me introduce you to Molly. Molly began like many students I encounter early in training. Molly is currently an advanced doctoral student who identifies as queer and is now strongly psychoanalytically oriented in her work. Molly states that she *knew* she was "not analytic" as she began school. She hated Freud. After all, she was feminist and queer; she *had* to hate Freud. Molly relates noticing a flier on her undergraduate campus during her final weeks there. Her university was creating a new "Diversity" major and was advertising it. The flier offered: "Freud: Genius or Misogynist? Come find out." Molly knew the answer without hesitation: a misogynist. Further, Freud had to be wrong because his theoretical hallmark, the oedipal complex, does not apply to LGB individuals!

Molly goes on to explain that a funny thing happened relatively quickly as she advanced in her program: she realized that her favorite instructors and books were all psychoanalytically oriented! As she was exposed to instructors passionate about diversity and psychoanalysis

and was shown the two are not mutually exclusive, Molly renounced her earlier beliefs. She soon realized that all she knew of psychoanalysis from college was some classical theory, and only a caricature of it at that. Even though Molly is happy having discovered a diversity-friendly psychoanalysis, she still believes that "out there" in the profession are many for whom these issues have not yet appeared on the radar screen at all.

Teaching Objective

Besides aiming to introduce a new blip on students' radar screens, I work towards opening a transitional space in the classroom—a creative play space within which we consider multitudes of points of view, play with them, and imagine new ones. In Winnicottian tradition, this space represents a paradox, a locus of dualism, of tension between poles. Celebrating such a tension can be pleasurable in that, within the space it produces, play occurs. Muriel Dimen (1991) likes Jessica Benjamin's (1989) characterization of this phenomenon best, citing the creative potential of capitalizing on the tension of holding "the paradox of simultaneity." In other words, the idea is not solely awareness of both poles of dialectic, but as Dimen states, "to inhabit the space between them, to tolerate and even enjoy the paradox of simultaneity." (p. 348)

The polarities relevant to teaching LGB-affirmative psychoanalysis are many: one psychoanalysis vs. many psychoanalyses, homophobic theory vs. LGB-affirmative theory, homosexuality vs. heterosexuality, identification vs. desire, social constructionism vs. essentialism, and sexuality as social construction vs. sexually as lived experience. Simultaneously holding in dialogue both sides of these dialectics is the only way to allow for sexual multiplicity. Again, borrowing from Dimen (1991), but referring to sexual orientation instead of gender: "Deconstructing [sexual orientation] in our minds can help us stretch our clinical imagination about what our patients' inner worlds are like and, indeed, could be like" (p. 336).

Achieving the objective

Following is a non-exhaustive list of ways to achieve my objective:

1) First, I present an opening "spiel" introducing psychoanalysis-rejecting students to gay-affirmative psychoanalysis. I say: "I am familiar with and sympathetic to the impulse to reject any efforts at understanding the psychic development and purposes of various sexual object choices for fear of creating the possibility for pathologization and attempts at sexual "conversion." The implication, however, is that we should

just take sexual object choices as a priori givens, the origins and meanings of which should not be subject to exploration. But, I work hard on resisting this impulse, so as not to kill off hope for the (sexually) possible. I believe it is crucial to make a strong case for not “throwing out the creative and healing psychoanalytic baby with the at best essentialist and at worst homophobic psychoanalytic bathwater.” This means that transformation and healing are dependent on our willingness to think analytically about the psychic development and functions of the multitude of object choice possibilities across and within individuals. These choices might be stable and static, or fluid and flexible, and bounded by biological parameters. In fact, not allowing for active consideration of these possibilities is to violate the spirit of psychoanalysis—to promote an essentialized and petrified psychoanalysis. After all, Freud’s notion of ‘pervasive instability’ (Schwartz, 1995) in his theory of human motivation was what furnished the space for our contemporary psychoanalytic project.”

2) In the spirit of dualism and paradox, I introduce students to the history of homophobia in psychoanalysis. However, since those ideas have historically gotten much air time, I do not harp on them. Singer (2000)’s framework for understanding the history of homophobia in psychoanalysis has psychoanalysis’s engagement with ‘nontraditional’ groups reflecting two kinds of disengagement: (a) the “ignored and shunned” approach (i.e., ignoring and shunning racial/ethnic minorities altogether in writing and practice), and (b) the “pathologizing” approach, which does not render LGB individuals invisible, but treats them only as patients in often emotionally damaging therapies. Singer believes that, due to pervasive political correctness in psychoanalytic institutions, homosexuality has had the good fortune of moving from the pathologized to the shunned category!

3) Before exploring in-depth LGB-affirmative psychoanalysis, I ask students to generate alternatives to homophobic theories of the etiology of same-sex object choice. Students are typically creative and original here. They come to see that, when not burdened by rigid social norms, psychoanalysis can be employed in the most LGB-affirmative ways. Examples include alternative oedipal scenarios with the same sex caregiver as love object and attributions of society’s disavowal of sexual multiplicity to homophobia’s influence on early psychic development.

4) Risking a collapse of transitional space, I insistently seek to disabuse students of their bias against psychoanalysis and replace it with my (admitted) bias! Attention to process is critical here. I offer my perspective only after exploring students’ “dismissals-whole” of psychoanalysis due to its inherent unfriendliness to most of the world’s population. For, many individuals have been ill served and even brutally hurt by status-quo promoting psychoanalysis and we give such experiences their due.

They are critiqued, mourned for, and not forgotten. Then, I note the tragedy it would be “to throw out the baby with the bathwater.” identifying a multiplicity of psychoanalytic perspectives to counter the notion of a monolithic and homophobic psychoanalysis.

Most helpful next is revealing Freud’s “homophilia.” “Yes, that’s right,” I say; “Freud was a sexual revolutionary.” In fact, “Freud’s vision was one of human struggle in diversity” (Domenici & Lesser, 1995, p. 14). Students are often shocked at Freud’s 1905/1915 footnote from *Three Essays on the Theory of Sexuality*:

“Psycho-analytic research is most decidedly opposed to any attempt at separating off homosexuals from the rest of mankind as a group of a special character. By studying sexual excitations other than those that are manifestly displayed, it has found that all human beings are capable of making a homosexual object-choice and have in fact made one in their unconscious. Indeed, libidinal attachments to persons of the same sex play no less a part as factors in normal mental life... than do similar attachments to the opposite sex...” (pp. 145-146)

5) An introduction to postmodern relational psychoanalytic voices follows. These voices have successfully demonstrated that psychoanalysis is well suited to theorizing difference and assert that it is absolutely necessary for doing so adequately. I highlight particularly the work of Irwin Hoffman, Jody Davies, Stephen Mitchell, Neal Altman, Mark Blechner, Ken Corbett, Judith Glassgold, Martin Frommer, Jessica Benjamin, Muriel Dimen, Adrienne Harris, Virginia Goldner, and others.

6) After achieving the aforementioned, I expose students to unique gifts psychoanalysis offers in illuminating sexuality’s multiplicity. The “liberating potential” of psychoanalysis is in its provision of an epistemology and method for considering the complex meanings of sexuality. Nancy McWilliams eloquently notes: “...to endorse people’s finding their own deepest yearnings and figuring out how to express and/or contain them satisfactorily... [is] a more inherently psychoanalytic stance than subtly pressing patients to conform to the dominant culture’s perception of the normal...” (McWilliams, 1996, p. 209-210). Therefore, I offer examples of how psychoanalysis achieves unique understandings of psychological challenges faced by LGB individuals, all with the backdrop of homophobia looming large:

a) For instance, psychoanalysis can assist LGB individuals with self-esteem deficits and relational difficulties craft developmental narratives about the impact of introjecting malignant homophobic oedipal objects that balk at the child’s homoerotic approaches or about the impact of inevitable mirroring deficits

when growing up gay in a homophobic world. Psychoanalysis can name and normalize the challenges LGB youth face in processing the sexual overstimulation they experience everyday that heterosexual youth do not (e.g., routine exposure to potentially arousing nakedness in locker rooms) (Phillips, 2001, 2002). Psychoanalytic treatment is a particularly effective therapy for successful consolidation of gender identity – stable or fluid – in the face of homophobia and sexism and can help LGB individuals understand their love is not narcissistic, hinging on sameness of gender, but is built on “simultaneous, alternating, and contradictory experiences of sameness and difference” (Frommer, 2000, p. 203).

b) Psychoanalysis is matchless in observing homophobic collusions of commission and omission in heterosexual therapist/gay patient, gay therapist/gay patient dyads. For instance, imagine a heterosexual therapist/gay client dyad in which the client’s material alludes latently to normative childhood sexual overstimulation and the dyad misses it completely owing to the heterosexist absence of these ideas from the dialogue. Or, imagine a gay therapist/gay client dyad wherein tacit collusive identifications prevent exploration of the client’s sexual shame due to the therapist’s own unexamined shame. Or, consider the dangers of “counter-homophobia” in Nancy McWilliams’s (1996) non-reflective gay-affirmative heterosexual therapist who conveys to his/her patient that it is not okay to bring up “politically” difficult topics that could, on the surface, challenge the therapist’s proudly held gay affirmative attitude. Therefore, this therapist does not want to hear about the client’s fears that he/she is behaving compulsively, or is acting self-destructively, or fears intimacy, or is engaging in destructive boundary violations. Doing so, of course, would reinforce typical pathologizing

beliefs about homosexuality, or so this therapist fears. A dismissive acceptance of difference can be almost as harmful as a dismissive rejection of it.

c) Psychoanalysis identifies many important explanations for intimate relationship conflicts to which same-sex couples are susceptible. For instance, consider unique projective/introjective dynamics organized around the vicissitudes of the gender sameness in these couples. One member of a gay male couple might project his personal sense of masculine-defectiveness, resulting from internalized sexism and homophobia, onto his partner because he is also male, and then treat that partner as inferior. We know where this can lead.

7) Finally, nothing is more compelling to students than examples of LGB-affirmative clinical material, including my personal disclosures about how my own analytic treatments have helped me lead a happy gay life!

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State of the Art: Introducing Students to LGB-Affirmative Psychoanalysis, Part II

Dennis Debiak, Psy.D.

Early in my career as a professor in a doctoral program in clinical psychology, I was asked to teach a course in human sexuality. Soon after I agreed to teach the course, book orders were due. I was very busy with a variety of duties, and I felt overwhelmed with the task of selecting books for a course that I had not yet begun to research.

I was delighted to learn that David Scharff had written a book called *The Sexual Relationship* (1998). My students and I very much liked the Object Relations Family and Couple therapy approaches described by Jill and David Scharff (1991, 1995). Without learning more about the book, I thought that this might be an excellent resource for the human sexuality course. I had to work fast – book

orders were due yesterday. I obtained a copy of the book and skimmed through it. “Perfect,” I thought, “an up-to-date psychoanalytic contribution to the course.” This would compliment Freud’s *Three Essays on the Theory of Sexuality* (1905) nicely.

I began to read the Scharff book and liked the way he was describing the complexity of what people bring to a sexual relationship. Then I came to Chapter 9 entitled, “The parents’ function as parents: Problems in sexual identity.” The chapter included three case examples, one of a gay man, one of a lesbian, and one of a transgender person. As I read through the chapter, I encountered sentences such as, “In homosexuality, as in other

perversions, the expression of a remnant of childhood sexuality is a required component of adult sexual expression (p. 85).” Citations to work by Kernberg and Socarides followed. Then, the case of the gay man was presented. In the case material, this man struggles with his attraction to 12-year old boys. Next, in the theoretical material that introduces the case of the lesbian, Scharff (1998) writes, “As in men, homosexual identification in women involves a mixture of pre-oedipal and oedipal issues, a *failure* (emphasis added) in relation both to mother and to father (p. 88).” The section of the chapter that focuses on the transgender person begins with this statement, “Patients who seek sex-reassignment surgery generally have a deficient ego organization on the borderline, narcissistic, or even psychotic level (p. 90).”

As I read this chapter, I was overwhelmed with anxiety, dread and self-criticism. Why hadn't I read this book thoroughly before choosing it for the course!? I liked much of the material until this point in the book, but should I expose graduate students, some of whom I knew to be gay or lesbian, to it? What if they thought that I was endorsing Scharff's views?

After much soul searching, I decided to use the Scharff book in my course. When I was going over the syllabus with my students the first day of class, I talked with them about my struggle with this book. Later in the semester when we discussed chapter nine, one gay student said that this is why he didn't like psychoanalysis and made it clear that nothing could change his mind. Most of the students remained silent. Did some agree with Scharff's ideas but feel that they couldn't express this? Did some feel that these views cast doubt on the theoretical material they had read thus far in the book? Did they throw out the baby with the bathwater?

Retaining the baby while discarding the bathwater is a challenge faced by most LGBT individuals interested in psychoanalysis. Professors introducing psychoanalysis to students revisit this challenge again and again when working with students (LGBT and straight). Like coming to terms with one's parents, working through one's relationship with psychoanalysis involves alternations that Winnicott described as moving from object relating to object usage (1969). Hopefully, we can retain the baby while discarding the bathwater; that is, appreciate the enhancement to understanding and facilitating human development and relationships that psychoanalysis affords while recognizing its limitations, prejudices and biases. This recognition challenges us to continually revise and ultimately improve psychoanalytic theory.

But what does it mean to retain the baby? Do we retain the contributions of psychoanalysis to understanding and facilitating human development and relationships except when it comes to homosexuality? I fear that this is what has happened in our field. LGBT people have been hurt by psychoanalysis and therefore it makes sense that many

would reject psychoanalysis in its entirety or at least with regard to theory on homosexuality and gender identity.

However, I believe that even rejecting a psychoanalytic understanding of homosexuality and gender identity sacrifices too much of the baby. Stephen Mitchell (2002) articulates this idea convincingly in an article originally published in *Psychiatry* in 1978 and reprinted in 2002 in the journal *Studies in Gender and Sexuality*. As described recently by Aron (2003), Mitchell takes two opposing theoretical positions and finds a third position that reconciles the first two in this important contribution.

The two opposing positions that Mitchell outlines are (1) that homosexuality is pathological and (2) that homosexuality is not pathological and therefore understanding any dynamic contributions to its emergence are unnecessary or misguided. The third position that Mitchell articulates in this article is that homosexuality is not inherently pathological but has dynamic determinants. He arrives at this position by exposing a number of faulty assumptions made by adherents to both of the opposing views. For example, he clarifies the psychoanalytic principle of overdetermination. All behavior and experience expresses many different meanings and may be linked to many different sources. Theorists who have pathologized homosexuality have incorrectly tended to link it to one motive, for example, a defense against castration fears. In contrast, the notion that homosexual attraction is simply a result of biological diversity seems simplistic.

Mitchell points out that psychoanalysis has long focused on understanding and treating problematic or pathological behaviors or experiences, but expands the definition of pathological in a way that suggests a *prima facie* equation of homosexuality with pathology is erroneous. He states:

Unless one begs the question entirely by simply defining homosexuality as pathological, it seems apparent that any determination of pathology must rest not on the presence of psychodynamic factors, nor the demonstrability of a psychodynamic causation, but on the presence and relative weights of defensive and adaptive aspects in the behavior, the quality of interpersonal relationships, and the degree of development and integration of the self (Mitchell, 2002, p. 12).

Moreover, Mitchell goes on to assert that not considering any dynamic determinants to homosexuality deprives theorists who may understandably have developed antipathy to psychoanalysis, “a crucial tool for understanding. The baby of psychodynamic truth need not be thrown out with the bathwater of outdated psychoanalytic artifact (Mitchell, 2002, p. 17).”

While many contemporary theorists and clinicians might feel that the notion of arriving at “psychodynamic truth” is dangerous, the process of psychoanalytic inquiry

retains the power to illumine the complexity of sexual orientation and gender identity. The quality of this inquiry, of course, is enhanced by a greater appreciation of cultural factors. For example, Sandra Bem (1995) has argued that the "gender polarizing" nature of our culture contributes to "compulsory heterosexuality."

Introducing students to LGBT-affirmative psychoanalysis involves acknowledging the problems of pathologizing theories of sexual orientation and gender identity. This acknowledgment requires the containment of a great deal of anxiety on the part of the teacher, advisor, or supervisor. However, doing so demonstrates to students that psychoanalytic theory has grown and changed and remains a powerful tool for understanding and helping the diverse population of clients they will encounter in their careers.

Coming Out and Being Out: The Liberation and Danger of Exposure

Shara Sand, Psy.D.

Much to our surprise, my partner, our 3 1/2 year old son, and I were camping several summers ago in the White Mountains along with several hundred families attending a Christian rock festival. The third day of our trip I had an allergic reaction to a bee sting, necessitating a visit the local clinic. Predictably, I was asked for my insurance card, which immediately caused a great deal of confusion. I was insured under my female partner's policy, explained domestic partner benefits and my relationship to the woman and boy with me several times, to several different people in a moderately full waiting area until I was understood. Forced to share my sexual self in an ambiguous, potentially unsafe environment, I was left feeling quite exposed and vulnerable. I could not dim my awareness that some extremely conservative Christians believe it is okay to kill gays and lesbians, just as it is okay to murder doctors who perform abortions.

Events like these are every day occurrences in the lives of g/l/b/t people and how one chooses to come out and be out is an ongoing, fluid, often daily, process. Coming out and being out are both internal, intrapsychic processes occurring within a relational sphere. They are not necessarily so different, as being out involves daily comings out. The phenomena of facing different audiences with differing degrees of outness raises many questions regarding identity, but can be summed up with one overarching question. When does one hide and when does one seek to be found? The delicate transformational dance of answering this question embodies multiplicity. Being aware of and understanding the meaning of variations in our patients' degrees of "outness" are essential for further facilitating the integration of sexuality and sexual orientation.

Confronting the hatred of the homosexual object by others, and by oneself, must be undertaken (Moss, 2002).

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Being out is a relational process in which there is enormous potential for the loss of mirroring and mutuality by important people. Fantasied and real relational losses occurring from the revelation of an unacceptable identity can lead to experiences of painful regret as well as profound feelings of humiliation, shame and disappointment. Confronting these emotions often leads to further feelings of loss, shame and unworthiness, frequently resulting in a devalued sense of self. The complex process of accepting the loss of heterosexual privilege, of being marked as different, and of feeling as though one's status was demoted from normal to abnormal can take many years. In spite of recent social and political progress made by g/l/b/t people, many of our patients will continue to feel badly about themselves, unable to fully integrate their sexuality with who they are in the world, always fearing being thought of as sick, abnormal and deviant. Being out is a process reflective of many conflicting internal states: self-acceptance and self-loathing, pride and shame, the desire to be visible and the impulse to hide. The challenge is to accept one's desires as valid and worthy, and to accept that which marks one as different, non-conforming and at times, hated. Flax (1996), notes that developmental theories don't examine the effects of racial and sexual identity on subjectivity, resulting in a limited framework for understanding how one learns to live with multiple, contradictory stories and to develop the capacity to revise them as life's circumstances change. The multiplicity of g/l/b/t identity is relationally complex and must be understood as both an internally felt subjective state and an external interaction comprising the reaction of the other.

It is here, in the midst of subjectivity, that I want to examine a core element that is an intrinsic part of the development of a g/l/b/t identity, the experience of feeling

and being hated. The hated subject is viewed as repellent, inferior and perverted, deserving of any shameful feelings resulting from same-sex desire. When an identity is inherently defined as living outside normative standards, others then see one as guilty of having violated these standards, thus justifying their scorn. Gays, lesbians and bisexuals become a repository for the projection of others' hated selves, in this instance, disavowed homoerotic feelings. The connection between the hater and the hated is bound by a malevolent emotional intensity, just as violence often contains the quality of attachment (Moorhead, 1999). The hated subject's existence prompts a wellspring of rage and discomfort within the hater in which feelings of powerlessness emerge, and result in the need to punish the provocateur in reaction to the anger and helplessness felt. Bird & Clarke (1999) describe the affective components of hatred as the "visceral contents of discrimination" (p. 332). These are the very contents that need to be purged, generally in the form of projections. Projections can create and control the other; they can become a violent lived experience for the recipient and result in feelings of inferiority. One's subjectivity is diminished and shamed as one is identified as repulsive, deserving of hatred, and, until recently, criminal.

Disgust is another affective component of hatred and is defined as "to affect with nausea or loathing; to offend the sensibilities or moral values, to sicken." Unfortunately, aspects of the self that are felt to be revolting become unmistakable facets of identity. The disgusting self can be felt both consciously and unconsciously as an indictment of desires that "are meant to feel unrealizable just as insects, say, or dogs are meant to feel inedible" (Moss, 2002, p. 45). Thus, a global feeling of transgression exists as one's identity can feel regulated and limited by whom it is possible to have. Gay and lesbian impulses appear to violate both internal and external prohibitions, leaving "no place for transgressive impulses either in nature, the individual or culture at large" (p.45). These prohibitions are representative of any sexual expressions that appear to violate expected social norms. Society is frequently threatened by behavior perceived as unconventional and extreme, as is demonstrated in the US where the idea of gay marriage evokes terror for many as they describe the deterioration of social morality that will result. Thus, even the most self-accepting of gays and lesbians still have an unconscious need to ward off associations to the identity of the hated other.

To elaborate further, there is a common misconception that most g/l/b/t people are promiscuous, and only interested in sex, therefore sex is what defines being gay. Perhaps ironically, it is often heterosexuals who are more preoccupied with gay sex. The looks of revulsion and disgust arise because for many, once confronted with homosexuality, the only thing they can think of is sex, and anything other than heterosexual sex is unimaginable. This

is how the projection of hatred begins and unfolds. There is a lack of empathy for behavior that feels personally repulsive and unthinkable, resulting in an internal process whereby the feelings of disgust get projected onto to the g/l/b/t person in the form of "You are a disgusting, revolting person." This is what Kevin Cathcart, a prominent, former Lambda lawyer, refers to as the "ick factor." I believe this is how the g/l/b/t person becomes the hated other, a repository for unspeakable acts.

Being a hated object has an impact on one's subject and subjectivity. The natural inclination in the face of hatred is to want to defend, protect, hide, and keep one's subjectivity safe. Safe, from what I believe can be a very deep and primary sense of shame regarding one's self, which results from the experience of being consciously and unconsciously hated and judged by others as being unworthy and inferior. Kitron (2001) proposes that in response to persecution, one develops a false self, which, like Jung's concept of the persona, provides two functions, one, to make a specific impression on people and the other, to conceal the inner self. The survival of this self involves "all encompassing compromises which serve as refusals to be psychologically co-opted or penetrated" (p. 71). In this way, the subject becomes an object to himself and the relational other, thus rejecting the assault and humiliation that comes from the true self's sense of shame. Passing as straight, not correcting false assumptions is the protective stance that guards the threatened true identity. Kitron believes that in a paradoxical way, hiding one's identity strengthens the internal bond with this same identity and the self.

White (2002) considers self-hatred and its relationship to being hated, which ultimately influences how willing one is to be known. She describes dealing with racism in ways that are transferable to g/l/b/t contexts. The hatred received from the other, along with projected unwanted aspects of the homoerotic self, becomes internalized. To counteract the ensuing self-hatred, the hated aspects of one's sexual identity must be re-externalized, thereby projecting the hatred back onto the hater. What is to be done with the feelings of self-hatred and how does the process of re-externalization occur? There is recognition of where the hatred belongs, *in* the other, that enables one to not accept the hateful feelings, but rather to reject them. Only through the conscious uncovering of this dynamic, can gays, lesbians and bisexuals establish an identity free from identifications with the hated other and the attendant fears of being known.

The experience of feeling different and being hidden can result in a variety of emotional responses, including mourning, self-hatred, shame and guilt. The disavowal of these aspects of self can result in feeling false, lonely and alienated, with fears of rejection and abandonment resulting in further need for secrecy. For the majority of gays and lesbians, many relational constructs contain the

conscious and unconscious wish for acceptance. The possibility of being judged objectionable elicits real and imagined fears of alienation and the loss of relational connectedness. This can ultimately trigger deeper unconscious anxieties and fragmentation, which result from being experienced as intolerable. Unconsciously, sexuality can be felt as dangerous, the revelation of sexual feelings intimately connected to the terror of losing the love and emotional support of important relational figures. These unconscious themes can become tightly interwoven into the fabric of one's relational, romantic and sexual schema.

I believe the crevices of the closet protect the self from deeply felt conscious and unconscious fears of loss. Identity integration requires both bodily integrity and self-determination; being out is being oneself, is being authentic. When one's life is denied as real, one suffers from what Butler terms the "violence of derealization ...neither alive nor dead, but interminably spectral" (p.22). It is by ridding the self of the shadow of heterosexuality and the mark of homosexuality, with its shame and regret, that one becomes integrated and whole. Ultimately, the

process of being out is "...to stake one's own being and one's own persistence in one's own being, in the struggle for recognition" (Butler, 2003, p.31).

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Martin Rochlin
1928 - 2003

OBITUARY

Dr. Martin (Marty) Rochlin was one of the pioneers of gay-affirmative psychology and a founding member of the Association of Lesbian and Gay Psychologists (the precursor to Division 44). He was also the founder of the first lesbian & gay studies program, at Sacramento State, in the 1970s. A brief obituary follows, prepared by his partner Charles Myers:

Dr. Martin Rochlin, a Fellow of the American Psychological Association, Division 44 and a pioneer in gay affirmative psychotherapy, passed away in Baywood Park, California October 20th, after a short struggle with cancer.

Born to Russian immigrant parents in the Bronx in 1928, Dr. Rochlin was a piano prodigy, who graduated from Julliard School

of Music and earned a Masters in Music from Columbia University by the age of 20.

In his 25 year career in music he played nightclubs in New York, Washington DC and Boston as well as several extended engagements in clubs in Los Angeles. Judy Garland hired Rochlin to work with her both on and off the set of *A Star Is Born*. Over the years, his many collaborations with musical legends included Pearl Bailey, Eartha Kitt, Martha Raye and his dear friend Billie Holiday.

Dr. Rochlin received his Ph.D. in Psychology from the University of Southern California in 1966. By 1972 he was the first openly gay psychologist in Los Angeles, and his pioneering work on gay issues among psychologists and psychiatrists was instrumental in the declassification of homosexuality as an illness and the founding of Division 44, The Society for the Psychological Study of Lesbian and Gay Issues, within the American Psychological Association. He always maintained that homosexuality was not an illness, homophobia was. He was one of the founding board members of the Gay and Lesbian Center of Los Angeles. He maintained a private practice from 1967 until his retirement in 1993, during which he continued to write books and articles. In 1994 he was adopted as a Fellow in Division 44 of the APA for his visionary work.

In 1991 he enjoyed great success with a musical review he wrote and performed at Highways Theater, in Santa Monica for the Ecco/Homo Festival. Titled *Songs of the Closet*, it melded both of his careers, as an entertainer and a psychologist, in a post modern exploration of homosexual codification of popular song in the 20th century. The show was a collaboration of Dr. Robert Dawidoff, Philip Littell and Ian Falconer. Artweek magazine gave the show a glowing notice which noted *Songs of the Closet* shows us precisely how the intricate system of outsider inquiry and illumination works... it celebrates the survival tactics of gay society in the post-World War II era. By framing gay psychology and gay history within a community performance context like Highways, it succeeds in breathing academic commentary into the life of a sing-along. As a healthy retreat from the victim's role, *Songs* authenticates theatricality and finally gives gay men back themselves. Dr. Rochlin continued to write and perform in his last years.

He was predeceased by his longtime partner, Victor Netterville, JD, formerly of the USC Law School, and is survived by his niece, Stacey Cohen, a publicist in Los Angeles, his nephew, Jon Rocklin, a Los Angeles therapist, and his life partner of 15 years, Charles Myers of Baywood Park.

**Don Clark, another Division 44 APA Fellow, author of *Loving Someone Gay*
and a longtime friend of Marty's adds this:**

My most precious and happy memory of Marty dates back to our first meeting in Los Angeles in 1971. After dinner in a gay restaurant we went to a gay piano bar for a drink. Marty politely asked the evening's performer if he might sit in at the break. At the given time, with a nod from the performer, Marty quietly slid behind the piano, readjusted the bench and the spotlight, winked at me and, in a sudden moment, took over the entire room as his fingers hit the keyboard and he started to sing. It was a fabulous transformation that I was to witness again at other times over the years. Marty came fully alive as a performer at those times, bringing everyone else with him – collecting us, his people, together.

Stunned by what I had witnessed that first time in 1971, as Marty returned to his quiet self I said, "How did you do that?"

"That's how I worked my way through Graduate School," he answered with a sly smile.

Of course, I thought. On his way to credentialed professional validation he had been calling us to healing already – calling us, his people, to the joy in our history, gathering us together in community.

2004 DIVISION 44 ELECTIONS AND CANDIDATE STATEMENTS

The following statements were submitted by this year's nominees for Division-elected offices. Ballots will be sent to voting members of Division 44 by APA.

PRESIDENT

Cynthia Gómez

It is a privilege to be invited to run for President-Elect of Division 44. The mission and goals of Division 44 seem more critical than ever before as our society acknowledges the diversity of humankind, yet ignorance and fear leads some to react with hate, violence and discrimination.

In our roles as scientists, educators, and providers we play a critical part in this social web. Many of us turn to APA and Division 44 for support and guidance. I have benefited from this support for several decades, and have served as a Member-at-Large of Division 44 (1993 to 1995). The Division honored me in 1996 with an award for Distinguished Contribution to Ethnic Minority Issues. I also served on the APA Committee on Psychology and AIDS from 1993 to 1997.

I am Co-Director for the Center for AIDS Prevention Studies at the University of California, San Francisco. As a clinical psychologist now dedicated to research, I have focused much of my career on the study of sexual behaviors. Presidents Clinton and Bush each appointed me to their President's Advisory Council on HIV/AIDS.

I would be honored to help continue the great work of the Division as your President-Elect.

Charlotte Patterson

I am a Professor of Psychology at the University of Virginia, where much of my work has focused on sexual orientation – especially on lesbian and gay parents and their children. One of my papers on this topic was published in the first book that Division 44 sponsored (1994); others have appeared in APA journals. In 1995, I edited a special issue of *Developmental Psychology* on sexual orientation and human development, and contributed to APA's document, *Lesbian and Gay Parenting: A Resource for Psychologists*. With Tony D'Augelli, I edited three books on Lesbian, Gay and Bisexual Identities — the first on lifespan issues (1995), the second on families (1998), and the third on youth (2001). Currently, I serve on the Editorial Board for APA's book series, *Contemporary Perspectives on Lesbian, Gay and Bisexual Psychology*. I am a Fellow of APA Divisions 7, 9, 43, and 44; and have served on Division 7 and 44 Fellow Selection Committees. My contributions have been recognized with Division 44's Distinguished Scientific Contribution Award (1996), CLGBC's Outstanding Achievement Award (1997), and Division 43's Carolyn Attneave Diversity Award (2002). I would be honored to serve as President of Division 44; if elected, my theme would be "Our Families."

MEMBER AT LARGE

Randy Georgemiller

Over my several year involvement with Division 44 I have come to appreciate the unique climate we have created for LGBT psychology. I currently serve as the Chair of the Public Policy Committee and was our Convention Program Chair for 2002. In both capacities I have witnessed division leadership that is single-mindedly devoted to the promotion of LGBT psychology at the highest levels of APA. I wish to contribute to this tradition. Also, I will commit myself to offering our research and clinical expertise to compatible APA divisions and offices, as well as, like-minded organizations outside of APA. Most of all, I would be honored to represent your interests to the Executive Committee of Division 44.

Reginald Nettles

It is an honor for me to have been nominated to run for the office of Member-at-Large of Division 44. I previously served as co-chair of the Division 44 Ethnic Minority Affairs Committee. I have also served as member and chair of the APA Committee on Disability Issues in Psychology, and contributed to discussions resulting in the inclusion of Guideline 13 on clients with disabilities in the APA Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients. I have also been active in committee work devoted to sexual orientation, ethnic diversity, and disability issues in Maryland Psychological Association.

I have witnessed first hand the transformative impact of the work of Division 44 and related groups within APA in the lives of LGB individuals and the understanding of human sexuality over the past 30 years. I look forward to serving on the Executive Committee again, and furthering its work, in particular, with regard to diversity within LGB psychology.

COUNCIL REPRESENTATIVE - FEMALE

Robin Buhrke

I am honored to run for Division 44 Council Representative. I am a Division Fellow and have served the Division in numerous capacities, including as President (1995-96), EC Member (1991-97; Member-at-large 1991-94), and Public Policy Task Force Co-Chair (1992-95). I have worked on LGBT-related issues with other Divisions (Divisions 17 and 35) and organizations (AWP, ALGP) and have served on APA's Committee on Lesbian, Gay, and Bisexual Concerns (1993-96, Chair, 1995-96), the Committee on Division/APA Relations (1997-99, Vice-chair, 1998-99), and the Committee on Women in Psychology (2002-2004, Chair, 2004). As an APA Senior Congressional Science Fellow/William A. Bailey AIDS Policy Congressional Fellow, I served as advisor to the late Senator Paul Wellstone (1997-98). Most recently, I serve on the Divisions 19 and 44 Joint Task Force on Sexual Orientation and Military Service and as CWP's liaison to the working group on transgender issues.

I am excited about the opportunity to use my administrative and political skills in the service of the Division and ask for your support to do so. As we face the challenges of ensuring our issues are heard and addressed throughout APA, I am eager to work to advance the Division's agenda in the political arena.

Kris Hancock

In the past three years, I worked with Doug and Armand to avoid a Council vote on lifting the ban against military advertising in APA journals, helped draft the new business item creating the Division 19/44 Joint Task Force, and got Council to consider and accept an item that forms a working group to develop policy on same-sex families and relationships. This last effort involved interrupting the business of Council to have the new business item dealt with when it had not been on the agenda. To increase the visibility and effectiveness of Division 44 in the association, I also hold positions on the executive boards of Women's Caucus and COUNT (Caucus on the Utilization of New Talent) and belong to several other caucuses (including the Public Interest Caucus). My APA governance experience includes chairing three APA committees (CLGC, CWP, and COPPS), past-president of Division 44, and, currently, Board of Professional Affairs. It takes time to create this kind of visibility for our issues, and time to develop the power to deliver these kinds of results. Thank you for supporting me in a second term.

COUNCIL REPRESENTATIVE - MALE

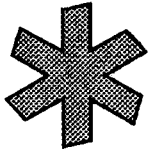
Armand Cerbone

Council reps are the voice of Division 44 in APA's governing body. As part of your team of representatives, I have lobbied aggressively for our interests, e.g., supporting motions for APA to address discrimination in the military and transgender issues. I have also worked successfully to forge relationships on Council that lead to productive legislation for us. I have championed the cause of people of color and the welfare of LGBT persons internationally. My work over many years in Division 44, particularly in co-drafting psychotherapy guidelines; on APA boards and committees; as co-chair of the first international conference on LGBT psychology; as the first out President-elect of the Illinois Psychological Association and the second psychologist to be inducted into Chicago's L/G Hall of Fame; has prepared me for the challenges still ahead for LGBT persons in APA and beyond, e.g., the assaults on our relationships. I will work harder still to keep the trust of Division 44.

I thank you for your trust and seek your continued support.

Christopher Martell

My active involvement with Division 44 began in 1997 when I was the program co-chair for the APA convention. In the Washington State Psychological Association I have served as membership chair, co-chair of the committee on lesbian, gay, and bisexual issues, and was President of the Association in 2000. I am currently a membership co-chair in Division 44, and have been a member of APA's Committee on Lesbian, Gay, and Bisexual Concerns (CLGBC) for the past two years. I serve on the Board of Directors for the behavioral specialty board of the American Board of Professional Psychology. The person elected to Council will be bringing fourth the Division's objective to work with the military psychologists to find a common agenda for alleviating the problems caused by the military's "don't ask, don't tell" policy; and to develop the means to make APA relevant for transgender psychologists. Thank you for considering me as your representative.



National Coalition for LGBT Health

As a psychologist and one of the original members of Division 44, I have recently become very involved with the **National Coalition for Lesbian, Gay, Bisexual and Transgender Health**. The agency where I work, Chase Brexton Health Services, is a member of the Coalition, and I am an elected member of the Coalition's Executive Committee. APA, through Division 44

and the CLGBC, is also a member, and I would love to see other psychologists taking an active role in the Coalition. I will first tell you a bit about the Coalition and our goals and accomplishments. I will conclude with some thoughts about how you could get involved more directly with the Coalition.

Coalition Mission and History

The National Coalition for LGBT Health is committed to improving the health and well-being of LGBT individuals and communities through public education, coalition building and advocacy that focuses on research, policy, education and training. The Coalition was formed on October 14, 2000 when a group of community health advocates, including some psychologists, convened in Washington, DC to discuss the greater inclusion of lesbian, gay, bisexual and transgender health issues in the nation's Healthy People 2010 objectives. At that meeting, it was realized that a coordinating structure would be needed to continue to advance our interests at the White House, U.S. Department of Health and Human Services, Congress and elsewhere. The Coalition has grown to include more than 40 member organizations, which range from national organizations, such as APA, to local health centers and departments of health, many of which employ psychologists.

Coalition Goals

- To increase knowledge regarding LGBT populations' health status, access to and utilization of health care, and other health-related information.
- To increase LGBT participation in the formation of public and private sector policy regarding health and related issues.
- To increase availability of, access to, and quality of physical, mental, and behavioral health and related services for the LGBT population.
- To increase professional and cultural competencies of providers and others engaged in health and social service delivery to the LGBT population.
- To eliminate disparities in health outcomes of LGBT populations and the community, including differences that occur by gender, race/ethnicity, education or income, disability, nationality, geographic location, age, sexual orientation, and gender identity or presentation.

Recent Coalition Accomplishments

- We have met in Washington with more than fifty members of Congress and twelve different agencies of Health and Human Services to ensure our inclusion in Healthy People 2010 and HHS's strategic plan.
- We have launched the 1st Annual LGBT Health Awareness Week via an online and media campaign addressing health issues of cancer, domestic violence, smoking, mental health, HPV, hepatitis immunization, nutrition and weight, and sexual health, and we will be launching the Second Annual LGBT Health Awareness Week on March 13, 2004.
- We created an organized and effective LGBT presence in Baltimore at the "Steps to a HealthierUS: Putting Prevention First" conference where Secretary of Health and Human Services Tommy Thompson laid out his priorities and programs for Steps to a HealthierUS, advancing the President's HealthierUS Initiative.
- We have organized a response to the Centers for Disease Control and the Department of Health and Human Services on the importance of LGBT inclusion in data collection on smoking and cancer research.
- We have organized a response for inclusion of LGBT populations in the policy language and research that the Agency for Healthcare Research & Quality supports.
- We have pushed forward a status update from Health and Human Services on the Healthy People 2010 Report and its 29 health objectives that address LGBT populations. And we continue to seek more information via our work with Members of Congress.
- We created an organized and effective LGBT presence at the Washington, DC "Secretary's National Leadership Summit on Eliminating Racial and Ethnic Disparities in Health," disseminating information and research on LGBT community and our health needs.
- We organized an effective briefing on LGBT Health for the 2004 Democratic Presidential campaigns, the Log Cabin Republicans and the Republican Unity Coalition. And we continue to advocate for inclusion of our health issues in their platforms.

How You Can Get Involved

Working through APA, which is one of the Coalition's member organizations, there are a variety of ways in which you can become personally involved with the Coalition. Join us in Washington, DC for our twice-annual meetings, which are a great opportunity for all of us to learn more about LGBT health issues and to use this knowledge to personally lobby decision-makers in the administration and Congress. Your experience and knowledge as a health care provider and researcher can add immeasurably to our credibility as advocates. Between meetings you can advance the work of the Coalition by joining one of our working groups, which usually have monthly conference calls. Based on your interests, you could join the groups working on Policy, Access, Research, Cultural Competency, or Eliminating Health Disparities. At the least, you can add yourself to our listserve and read the weekly updates on LGBT health issues. Staying informed, you may find opportunities in your workplace and in your involvements in APA and Division activities to educate others about the work of the Coalition.

I hope you are now more interested in the work of the National Coalition for LGBT Health. Psychologists have a lot to offer which could enhance our work, and I think you would find it a personally rewarding experience, as I have.

For more information, visit our website: www.lgbthealth.net or email us at coalition@lgbthealth.net. You can also call our National Field Director, Donald Hitchcock, at 202.797.3516 or write the National Coalition for LGBT Health, 1407 S Street, NW, Washington, DC 20009.

-- David Haltiwanger, Ph.D.

Attention All Students! This is an opportunity not to be missed!

You are invited to stay with Division 44 at the APA convention this year in Hawaii (July 28 - August 1). For a reduced fee (approx. \$50 per night), and a few hours of your time volunteering in the Division 44 suite, you can share a room with other LGBT students and save some money on hotel costs. If you are even remotely considering going to Hawaii for the convention, you should think seriously about staying with us! Benefits include:

- *Low cost for accommodations
- *Easy - we make the reservations & find roommates for you
- *Opportunity to stay in a centrally located hotel where many convention activities will be taking place
- *Opportunity to make new friends from around the country
- *Opportunity to network with LGBT students & psychologists at suite activities, discussion hours, & parties
- *Providing a valuable service to the Division by volunteering few hours of your time!

You will help out by spending a few hours staffing the suite, hosting the parties, and selling the fundraiser items - a great way to get connected to the LGBT community within psychology! The convention can be large and overwhelming, especially for first-time convention-goers. Staying and working with Div. 44 will provide you a "home base" where you can meet friendly folks.

If you are interested, contact Shauna Summers, Student representative of Division 44, at shanene@juno.com, or 618-453-3571, as soon as possible. Let me know which nights you are interested in (tentatively), and if you prefer a same-gender room. I look forward to hearing from you!

The Association for Women in Psychology Announces the Annual Lesbian Psychologies Unpublished Manuscript Award

PURPOSE: The Association for Women in Psychology encourages theoretical and empirical scholarship that addresses the psychology of lesbians.

TOPICS: Unpublished manuscripts focusing on any topic relevant to the psychology of lesbians are invited.

ELIGIBILITY: An unpublished manuscript (e.g., conference paper, thesis, dissertation) that has not been submitted for publication. Both sole and jointly authored papers are eligible. Manuscripts must be no more than 50 pages.

SUBMISSION: Submit four copies of the manuscript, a cover sheet (including the author's name, address, phone number, and title of the paper) and two self-addressed stamped legal size envelopes. The author's name should not appear anywhere on the paper itself. If possible, please include a Windows file of your paper on floppy disk. Please send the above to:

Julie Konik, Psychology Dept.
University of Michigan, 3268 East Hall
Ann Arbor, MI 48109-1109
jkonik@umich.edu

REVIEW: A panel of AWP members will conduct a blind review of the manuscripts. Submissions will be evaluated on the basis of sound methodology, clarity of writing, and relevance to the advancement of the psychology of lesbians.

AWARD: The winner will be announced at the American Psychological Association convention in August 2004. The award recipient will be invited to present the manuscript at the AWP conference in 2005, and will receive up to \$250 in transportation expenses.

Entries must be postmarked by May 31, 2004.

COMMITTEE AND TASK FORCE REPORTS

COUNCIL OF REPRESENTATIVES

Division 44 continues to strike a high profile at Council. The Division is represented on a number of caucuses. Armand Cerbone now chairs COUNT (Caucus on the Utilization of New Talent). Kris Hancock is the legislative analyst on the executive committee of COUNT and is also serving on the executive committee of the Women's Caucus. Doug Haldeman is the chair of the Public Interest Caucus and now serves on the executive committee of APP (Association of Practicing Psychologists). Such visibility, together with a certain degree of stamina, does help. For instance...

The morning of Friday, February 20th, the Public Interest Caucus met prior to the beginning of Council. Towards the end of that meeting, the Council representative from Maine tells caucus members that he has been approached by the media regarding APA's position on gay marriage. Others in attendance were also concerned that the Association had not articulated a policy on this very important issue. For the rest of the day—throughout the Council meeting, Division 44 representatives discussed submitting a new business item on same-sex families and relationships. By Friday night, we were writing the new business item. The item would be authored by John Lorenz (the representative from Maine), Ruth Paige (Board of Directors), and the Division 44 representatives. The new business item asks that "APA form a Working Group that would develop policy recommendations on same-sex families and relationships based upon existing literature that would prepare psychologists to respond appropriately to their clients, communities, and the media." There would be 6-8 members on the Working Group and one face-to-face meeting with the rest of the work being conducted in conference calls and e-mail. The funding would come from the Board of Directors.

On Saturday, throughout the day, Division 44 representatives took turns collecting signatures for the item. By the time we finished, with this process, we had 67 signatures which represents about 42% of Council. (This is a lot of signatures!) Towards the end of Saturday, it became increasingly apparent that the amount of time it would take for the item to proceed through governance would work against the item's usefulness. A number of mini-meetings with allies were held—about funding and ways of expediting the item through governance. We soon realized that, in order for the item to move in a timely manner, we would have to ask for a suspension of the rules of Council and have it considered Sunday morning! This meant that two votes would need to take place: one vote to suspend the rules to have the item considered and the second on the item itself if the first vote was successful. This measure is only used when the issue is considered to

be urgent. Saturday night was spent editing the item and planning a strategy to raise the issue on the floor of Council.

Council only meets for half a day on Sunday. As the business moved along, there was finally a moment to jump up and interrupt the proceedings. Kris Hancock stepped up (with some trepidation, I might add—since one has to interrupt the business of 160 people) and did exactly that, asking President Diane Halpern for a vote to suspend the rules of Council to have the same-sex families and relationship item considered. Hancock explained that this issue needed consideration now because psychologists are requesting guidance from the Association, legislation is being developed, and court cases decided. Council approved a suspension of the rules. A number of Council representatives spoke, urging Council to approve the item: Lisa Porche-Burke (Division 45), Gloria Gottsegen (Division 52), Virginia Theo-Steelman (New Hampshire), and Glenn Ally (Louisiana). The item passed with overwhelming support from Council. It was practically unanimous!

Passing the item this way delivers a message to APA's Counsel about the importance of the issue to the Association's Council of Representatives. It also delivers the same message to BAPPI—the designated referee for the item—and it saved valuable time.

At the end of Council, Doug Haldeman and Hank Taylor (one of the representatives of Division 19 on the Task Force on Sexual Orientation and Military Service) reported on the meeting that took place regarding the APA Ban on Department of Defense Advertising in APA Publications. Haldeman said that Council would be considering a new resolution at its summer meeting to replace the older resolution. APA applauded the constructive collaboration among the members of this task force.

Division 44 representatives continue to serve our constituency to the best of our ability. We have found that hard work, collaboration, responsiveness, and visibility matter. So does having the mentorship and support of our allies—and there are many of them in the 2004 Council.

- Kris Hancock

**American Psychological Foundation
Raymond A. Rosalee G. Weiss Innovative Research &
Programs Grant**

Supporting the best and most innovative scholarly work and programs in psychology. Up to \$10,000

Application deadline: February 15, 2004

Submissions must be electronic.

For details contact: American Psychological Foundation,
750 First Street, NE, Washington, DC 20002
202-336-5814 foundation@apa.org.

TASK FORCE ON AGING

1. Due mostly to Steven's work, a comprehensive bibliography has been prepared on research on aging in the LGBT community. This will be an invaluable resource for academics, practitioners and scholars interested in scholarly research on LGBT aging. It has been posted on the Division 44 website.

2. I am currently working on a more accessible version of an article which I published in the *Archives of Sexual Behaviour*, Vol. 32, No. 5, October 2003, pp. 425-427, titled "A Methodological Critique of Spitzer's Research on Reparative Therapy." I will try to get a short version of this critique into the newsletter. This was written in response to the study reported by Robert Spitzer, M.D. which claimed that it was possible to change sexual orientation from homosexual to heterosexual by the use of "reparative" therapy. The research is seriously flawed but it is being used by fundamentalist preachers and some therapists to claim that sexual orientation is just a matter of choice and can be "cured."

3. The Joint Commission on the Accreditation of Healthcare Organizations (JCAHO), will add sexual orientation as one aspect of the rights of patients in long term care to receive support and respect from institutional staff. To see the required new standards in nursing home care visit the JCAHO website at <http://www.jcaho.org/>. ASA reports that this is an important advance in the beginning of formal recognition of the concerns of LGBT people by the JCAHO.

4. The Task Force on Aging is in the process of scheduling a discussion hour in the Division 44 suite. We would like to encourage all who are interested in issues of aging in the LGBT community to attend. We are always open to new members, new ideas and projects.

5. Doug Kimmel will be participating in a symposium organized by Steven in his role as student representative for Division 20 (Adult Development and Aging). The title of the symposium is "Diversity Issues in Careers in Adult Development and Aging." Two participants will discuss ethnic minority issues and Doug will discuss LGBT issues.

6. Dr. Donna Rasin-Waters, chair of the Division 12 (Clinical Psychology) clinical geropsychology section, has contacted our division indicating an interest in joining forces on issues impacting LGBT elders. The Task Force on Aging is very excited to be able to combine forces with Clinical Psychology in the area of public policy on aging. This is a new initiative from the Division 12 Public Policy Committee. Dr. Vicki Passman will be our contact with Division 12 and we look forward to sharing information on legislative and public policy issues on aging that will include the special needs of LGBT elders. We will meet with Dr. Passman during the Hawaii convention. Steven has already sent to Dr. Passman our updated bibliography on research on LGBT aging.

7. The book on LGBT aging which grew out of the 2002 Task Force has progressed very well. The authors, Dr. Doug Kimmel, Dr. Tara Rose and Steven David have reported that all the chapters are now in. The prospectus has now been submitted to the publisher.

- Helena M. Carlson, Co-chair
- Steven David, Co-chair

MEMBERSHIP COMMITTEE

The Division remained strong in 2003. Seventy people either became new members or changed their membership status from student to full-member. We gained 98 new student affiliates, and 20 new affiliate members. Members and affiliates had several questions at the end of last year about the listserv and the Division 44 directory. Division 44 members are automatically listed in the directory unless they request not to be. The opposite is true for affiliates. The names of our affiliates are confidential, and affiliates who wish to be in the directory must notify Division Services. Unfortunately, this is a cumbersome line of communication, and last year several affiliates that had requested to be listed in the directory were left out. We apologize for the inconvenience, and the membership committee will attempt to make the procedure easier for the next directory, without risking the confidentiality of our affiliates. The membership committee co-chairs get many requests from people to be added or deleted from the Division listserv. Those who wish to be added can simply send a request to listserv@lists.apa.org, leave the subject line blank and in the body write: subscribe div 44 [your name]. When the membership co-chair responsible for adding names to the list gets this request he or she checks membership status with the roster in Division Services, and once membership is confirmed, you can be added to the list with two clicks of the mouse. Once you are a subscriber, you can change the method by which you receive messages from the list, for example, you can request digest forms that come once a day, and you can remove yourself from the list at any time. It is important that you save the welcome email you get when you join the list that carries all of the information about how to manage your own account. We would like to thank Keith Cooke in the Division Services office for all of his work with us on the listserv and the member directory.

- Christopher Martell, Co-Chair
- Kate Kominars, Co-Chair

LIAISON TO DIVISION 35

I have recently been appointed liaison from Div44 to Div35 by Judith Glassgold. A few weeks ago, I had the pleasure of attending the Div35 mid-winter Executive Committee meeting as the representative of their new section 4, Lesbian and Bisexual Issues. The LB section was one year old!

I wanted to let you know about the Div35 EC meeting. The first day we had a strategic planning meeting with an outside facilitator. Div35 is working updating their mission and being more responsive to members. One of the most common goals was to increase diversity--and sexual orientation was included. Another issue was including those who may not identify with the term feminism into this feminist organization. My sense is that Div35 continues to become more aware of LGBT issues and that they share many of Div44's social justice goals.

The subsequent one and a half days were spent on the general business of Div35. I gave a report about the new LB section. In addition, I offered the resources of Div44 to Div35 members--with positive responses. Is anyone interested in working with me to help Div35 know of the LGBT resources that Div44 and APA has? One possibility is a newsletter article.

Please feel free to contact me with any thoughts or suggestions about working with Div35.

- Jessica Morris, Div44 Member-at-Large and
Div 35 Section 4 Treasurer

APF Request for Proposals for Research-Based Programs on Violence Prevention and Intervention

The American Psychological Foundation (APF) is a nonprofit philanthropic organization that provides scholarships, grants, and awards to advance the science and the practice of psychology for the understanding of behavior and the benefit of human welfare. Up to \$20,000 will be available for research-based programs in violence prevention and intervention. Goals include encouraging the transfer of psychological science with regard to violence, its prevention, and intervention strategies to programmatic applications within the community: supporting the implementation of innovative community programs aimed at preventing violence within any number of social settings (e.g., young adult populations, elder abuse, domestic abuse, hate crimes, sexual assault, and others); and providing seed money to establish promising interventions proposed by community-based organizations or to provide funding for established community programs that have been deemed successful.

Applications must be submitted to APF by **August 15, 2004**.
Submissions must be electronic.

For more information, go to the American Psychological Foundation's website (www.apa.org/apf) where the RFP is currently listed. Email inquiries may be made to foundation@apa.org.

Annual Fundraising Dinner at The Honolulu Zoo Saturday, July 31

Aloha everyone! This is an early announcement about our fundraising dinner this year, which promises to be something very special. We will be holding our event outside at The Honolulu Zoo (www.honolulu zoo.org), from 5:30 to 9:30 PM. (Children are welcome. Please contact us for details.) Located at the end of Waikiki, the Zoo is next to Queen Kapiolani Park, a short walk from the beach in one direction (Queen's Surf, where many GLBT people go) and a short walk from Hula's, the oldest GLBT bar in Waikiki, in the other direction. Given that this is Hawaii, I have planned a traditional Hawaiian luau buffet, which, at this point, will include the following (if you want to know what anything is, just ask!):

Kalua Pig • Lau Lau • Chicken Long Rice • Poki
Lomi Salmon • Vegetarian Entrée • Macaroni Salad
Poi or Rice • Haupia Malasada • Bottled Water
Juices (cash basis) • Coffee and Tea (with dessert)

We may offer beer and wine, although it is possible that this will be an alcohol-free event, to keep our costs down. I am working on pupus (appetizers) to start. I am also working on securing entertainment from a local halau (hula school), whose kumu (teacher) is one of Hawaii's top performers and very supportive of the GLBT community. Finally, if at least 20 people commit to buy a lei, I can arrange for a lei stand. Of course, be sure to have an aloha shirt to wear! (www.ikaikaexotics.com has a yearly sale in May or June and typically has better prices for made in Hawaii clothing than you will find in the islands).

The cost for this year is as follows:

Regular (Professional) - \$75 • Student - \$40.00
Sponsor - \$125.00 • Mentor - \$150.00

Sponsors, who pay a higher price, will be recognized as sponsors of the event at the dinner and in the Division 44 Newsletter following the convention. Mentors, who also pay a higher price, sponsor a student. This can be a student of their own. Alternately, the Division will pair a Mentor with a student, who will have the opportunity to join their Mentor for dinner and to learn more about the Mentor's professional activities. Like Sponsors, Mentors will be recognized at the dinner and in the newsletter. We also ask that those wishing to pay for a student do so at this level, as the Student price is reserved for students who are paying for themselves.

Please send checks, payable to SPSLGBI to:
Division 44 Dinner, Robert L. Mapou, Ph.D.
8720 Georgia Avenue, Suite 300
Silver Spring, MD 20910

For further information, contact Robb directly at mapuna@earthlink.net or at (301) 565-0534, x264. Please do not really on the Division 44 listserv to reach me. Mahalo and a hui hou!

Thoughts on Addressing Institutional Sensitivity to Lesbian/Gay/Bisexual Individuals and Groups

Maryka Biaggio, Chair of Division 44's Committee on Education and Training

I recently published an article with several of my students on "Guidelines for Gay/Lesbian/Bisexual-Affirmative Educational Practices in Graduate Psychology Programs" (Biaggio, Orchard, Larson, Petrino, & Mihara, 2003), and I was subsequently prompted to write a piece on this topic for the Division Newsletter. It didn't make sense to simply summarize this article since, if it's of interest, you can read it yourself. And most readers of this Newsletter will be well informed about the general content of the article. So here are my thoughts on applying some of this information, specifically on enacting change in our educational institutions.

We know, not just from the research, but from our own personal experiences, that prejudicial views and discriminatory treatment of gay/lesbian/bisexual (GLB) persons are common, even in universities. "Many institutions, despite good intentions, engage in practices that have unintended discriminatory consequences" (Biaggio et al., 2003, p. 549). How can we then, in our professional lives, foster change in these attitudes and practices? Of course we can join Division 44, we can be there for students who wish to do research on GLB issues, and we can teach about sexual orientation in the classroom. But how can we promote change at the institutional level? This is one of the questions that I find most challenging in my day-to-day professional life. Perhaps in pushing myself to think this through I can provide some food for your thought too.

This question—how to foster change in our immediate world—is, of course, not new. Many feminist authors have explored this, along with social psychologists and policy makers. And it is often the question that my students come around to after I have lectured on bias in diagnosis categories, harassment in the workplace, hate crimes, or any of a myriad of topics I discuss in my Psychology of Women and GLBT Issues classes.

Many years ago Sandra and Daryl Bem (1976) discussed the notion of nonconscious ideologies and explained how these ideologies operate to blind us to the unspoken and unknowingly accepted assumptions about such things as women's subordinate place. This concept has again and again proven salient to me. Sometimes I am struck by its truth when I uncover my own internalized sexism or homophobia. Sometimes I see it plainly in the words and actions of others, as in "Well, of course, gays and lesbians can't get married, it just doesn't make sense." The concept of nonconscious ideology has utility for me: it helps me to understand how I have carried prejudices and beliefs that are counter to my own personal values and interests. When I explain this to my students, especially when I use personal disclosure about my own self-discoveries, they seem to understand and appreciate that

they too can have "blind spots," that they can examine themselves for these and grow by doing so. Could this idea be helpful in dialogues at the institutional level? I think so. Perhaps by remembering that nonconscious ideologies can unwittingly lead to prejudice and discrimination we can open dialogues that can uncover institutional blind spots.

If educational institutions have set forth clear policies that bar discrimination and foster acceptance and tolerance, then the stage is set for examining specific policies and their impact. Structures and policies that create difficulties for GLB persons can be openly discussed and changes can be offered. Of course, institutions are not always open to change, and actually effecting change within institutions can be arduous. It has been my observation that it is better to work slowly, collectively, and methodically to bring about institutional change. One person can write a new policy and try to push it through the governance system, but this is a fairly risky undertaking, especially for persons who do not have much power within the institution. Getting a committee or task force to come together around an issue affords the opportunity to carefully think through not only the formulation of new policy but also the strategy for moving it through the system. Accessing existing committees or forming task forces also provides an opportunity to cultivate straight allies who can play an extremely important role in prompting reflection and change within the institution.

Some years ago the American Psychological Association developed an excellent brief for an important gender discrimination case heard by the U.S. Supreme Court (APA, 1991). This brief brought together research demonstrating that categorization, stereotypic thinking, and discrimination can be influenced. Three conditions contribute to the reduction of stereotypic thought and discriminatory action: (1) additional information about stereotypes and discrimination; (2) increased attention to that information; and (3) motivational incentives that support increased attention and indicate consensual disapproval of stereotyping and discrimination. None of these conditions by itself is sufficient, but all must be present in concert. Further, if those in positions of authority do not take the mandate to address prejudice and discrimination seriously these strategies can not be undertaken. Thus, I believe it is necessary to cultivate allies in administrative positions. The cooperation and commitment of such persons is essential to fostering real and lasting institutional change. The strategies organizations can utilize to combat gender stereotypes have obvious application to GLB issues.

One possible strategy for soliciting administrative and institutional endorsement is to attach a diversity initiative to a larger institutional issue, for instance, strategic

planning, accreditation self-study, or some special institutional initiative. Institutions go through cycles of review and self-assessment; the importance of fostering diversity is becoming apparent to members of the university, making diversity initiatives more welcome. Thus, here are my recommendations for putting some of what we know about institutional change to work:

- Solicit the permission and support of key individuals on campus in addressing a policy or proposing an initiative that affects diverse members of the campus community. Take the time to develop administrative support for the diversity initiative. Explain how the initiative can benefit the whole university. Propose that some existing group address it or that a task force be developed. Volunteer to contribute to the effort.
- Propose some study of the issue for the institution so that goals can be tailored to institutional needs. If appropriate to the initiative, include consideration of other diverse groups: ethnic/racial minorities, disability groups, nontraditional students, and any other groups that may be part of the institutional mix. Consider all sectors of the institution: faculty, staff, and students.
- Carefully develop a method to gather data, perhaps a survey of institutional sensitivity, but also consider obtaining qualitative data, since such data can provide powerful examples of exemplary as well as problematic institutional practices. Use the data to make nonconscious ideologies explicit—bring a constructive but critical analysis to bear to expose the often unintended discriminatory consequences of policies that have gone unexamined.
- Write up a report on the findings about institutional climate. Use the data to develop recommendations. Keep administrators well advised of the progress of the working group.
- In keeping with the recommendations for impacting stereotyping (as in APA, 1991) include strategies that will (1) make additional information available to the campus community about stereotyping and discrimination; (2) promote increased attention to that information; and (3) provide incentives that support increased attention to and consensual disapproval of stereotyping and discrimination.

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Committee on Lesbian, Gay, & Bisexual Concerns Targeted Nominations for Terms Beginning in 2005

The Committee on Lesbian, Gay, & Bisexual Concerns (CLGBC) seeks nominations for two positions beginning January 1, 2005. Nominee qualifications:

- background in research on communities of color;
- involvement in issues related to the effects of poverty on LGB populations, both environmentally and socioeconomically;
- expertise and interest in bisexual issues;
- experience with gender identity issues;
- expertise in aging and the elderly, or children, youth, and families; and
- experience in state psychological associations.

The Committee welcomes nominations of ethnic minority psychologists and other psychologists who are members of under-represented groups. The Committee's mission is to

- study and evaluate on an ongoing basis how the issues and concerns of lesbian, gay male, and bisexual psychologists can best be dealt with;
- encourage objective and unbiased research in areas relevant to lesbian, gay male, and bisexual adults and youths, and the social impact of such research;
- examine the consequences of inaccurate information & stereotypes about lesbian, gay male, & bisexual adults and youths in clinical practice;
- develop educational materials for distribution to psychologists and others; and
- make recommendations regarding the integration of these issues into the APA's activities to further the cause of civil and legal rights of lesbian, gay male, and bisexual psychologists within the profession.

The Committee consists of six members, three women and three men, appointed for staggered terms of three years. It reports to the Council of Representatives through the Board for the Advancement of Psychology in the Public Interest. Committee members are required to attend two Committee meetings a year in Washington, DC, with expenses reimbursed by APA. Service on the Committee also involves a substantial time commitment beyond the meetings themselves.

A statement of the nominee's interest in and qualifications for the Committee and a current curriculum vitae should accompany the nomination. Self nominations are accepted. Nomination materials are to be received by August 1, 2004, to CLGBC Nominations, Public Interest Directorate, American Psychological Association, 750 First St., NE, Washington, DC 20002-4242.

The Transition to Parenthood for Lesbian Couples: Changes in Roles and Responsibilities

Summary of Research by Abbie E. Goldberg, Scrivner Award Recipient (2002)

Author's Note: I am honored to have received this award, and thrilled at the success of this research. Thank you so much for your support and for acknowledging the importance of this subject matter.

The transition to parenthood for lesbian couples is an important area of research for many reasons. Although several clinicians have written books based on their experiences working with lesbian women and couples who are considering parenthood (e.g., Martin, 1993; Pies, 1987), very little empirical research examines the nature and impact of this major life transition for lesbian couples (Gartrell et al., 1996, 1999, 2000). The research that has been done largely focuses on lesbian couples with older children (e.g., Patterson, 1992). We know very little about how lesbian couples' relationships, roles, and identities change during the transition to parenthood, although scholars of family diversity (e.g., Allen, Fine, & Demo, 2000) have underlined this area as one of growing importance. Indeed, more lesbian women and couples are becoming parents now than ever before (Patterson, 2003).

Research on the transition to parenthood among heterosexual couples tends to converge on how the division of labor changes across the transition to parenthood. A number of studies have found that roles tend to become more segregated according to gender, and more traditional across the transition to parenthood: that is, women tend to take on the lion's share of housework and child care, while men tend to increase their hours of paid employment (e.g., Belsky & Pensky, 1988; Cowan & Cowan, 1992). A question of theoretical and practical interest is, in the absence of sex as a polarizing variable, will lesbian couples find more success in sharing equally across the transition to parenthood? How and to what extent will their shared history and identity as women shape their experiences of parenthood, and the division of roles and responsibilities?

Studies of lesbian couples without children, and lesbian couples with older children, suggest that lesbians tend to share family work relatively equally (Kurdek, 1993; Patterson, 1995). However, the research indicates that when differences do occur, biological mothers are likely to do more childcare and nonbiological mothers are likely to spend somewhat more time in paid employment (McCandlish, 1987; Patterson, 1995). This pattern is particularly evident when children are young (McCandlish, 1987; Reimann, 1998).

Thus, the goal of the current study was to contribute to the current literature on the transition to parenthood, which includes only one study of lesbian couples. Women were asked to report on the division of paid work, housework, and child care, both prenatally and postnatally. In addition, they were asked postnatally whether they felt biology had had any effect on their parental roles: that is, whether the biological mother was experienced as more primary, and why or why not.

Methods: Women in 34 committed lesbian relationships who were preparing to give birth to *their first child* via insemination were included in this investigation. At least one partner had to be returning to work full-time after the birth. Both partners were interviewed one month before and three months after the birth. Flyers about the study were posted in the waiting rooms of midwives and gynecologists in Western Massachusetts, and information about the study was included in several Western Massachusetts GLBT community newsletters. In addition, calls for participants were posted on listservs and websites pertaining to lesbian issues and concerns, in order to obtain a geographically diverse sample.

Both closed-ended and open-ended questions were asked, including division of labor, perceptions of one's own and one's partner's roles within the family, relationship quality, psychological well-being, paid employment, social support, the decision-making process regarding becoming a parent, and feelings and expectations about parenthood. The investigation was particularly concerned with dimensions of roles and responsibilities that are typically divided or segregated on the basis of gender (i.e., the division of paid and unpaid labor, parenting roles) among heterosexual couples, during the transition to parenthood: thus, these are the data that will be presented.

Results: Repeated Measures ANOVAs (with partner and time as repeated measures) were conducted with housework, child care, and hours in paid employment as dependent variables. Results revealed that housework was generally shared very equally prenatally; there were not significant differences in how much housework biological and nonbiological mothers-to-be performed. Postnatally, biological mothers performed significantly more child care overall, likely at least in part because of the fact that most were breastfeeding. Postnatally, nonbiological mothers were engaged in significantly more hours of paid employment than biological mothers. Interestingly, nonbiological mothers whose partners were staying home and were engaged in full-time child care, performed more household tasks postnatally. This is in contrast to the findings for heterosexual couples, in which fathers do *not* increase their hours in family work.

In terms of parental roles, women were asked, postnatally, whether biological motherhood shaped parental roles. Most women said *no*: that is, 3/5 of biological mothers, and 4/5 of nonbiological mothers, felt that biology had *not* led to differentiated roles (an arrangement in which the biological mother was experienced as primary and the nonbiological

mother was experienced as secondary). Sharing child care, creating special routines with the child (for example, being the one to sing to or carry the baby, or to get up with the baby in the morning), doing a combination of breastfeeding & bottle-feeding, taking consecutive leaves, and a number of other strategies were named as ways parents successfully sought to minimize the effects of biology. As one nonbiological mother, Susan, said, "We have an incredible 'baby carrier' which holds our son right close to my body. He is very soothed by it. I carry him in it many hours each day, especially in the first six weeks. I think this has really helped the bonding."

Giving the child the nonbiological mother's last name, and pursuing a second parent adoption were also mentioned as ways couples sought to legitimize the nonbiological mother's parental role.

A minority of women (2/5 of biological mothers, and 1/5 of nonbiological mothers) said *yes*, that they did feel that the biological mother was experienced as more primary in some way. Breast-feeding, the amount of time spent with the child, the fact that one mother carried the child for nine months, and the genetic "tie" were named (or blamed) as aspects of biology that made the biological mother's role more primary in some way. When asked about whether biology had shaped their parental roles in any way, one biological mother said, "Yeah, definitely breastfeeding, I think, impacts the closeness I feel with her, though Kim is bottle-feeding her too.... (pause). There's something about it being breastfeeding. And there's definitely a connection, the genetics of it." Importantly, legal insecurities (not being able to adopt one's own child) were named as more salient than biology for some nonbiological moms.

Discussion: This research underscores the notion that the transition to parenthood is a time of considerable change. The simple fact that one mother can breastfeed and often takes several months to recover from the birth is enough to temporarily force some couples into more specialized roles, in which the biological mother takes care of the child and the nonbiological mother goes to work. The findings on the division of labor are consistent with research by McCandlish (1987) and Reimann (1998) which suggests that when children are young, lesbian biological mothers tend to take on more of the child care and nonbiological mothers work more hours outside the home. However, the findings from the current study also point to the fact that nonbiological mothers, despite working more hours outside the home, are also likely to increase their hours of housework. Interestingly, postnatally, a number of biological mothers noted that they felt that the division of labor was unfair to their partners. Women were more comfortable with a division of labor that was equal, and did not favor either partner. As one biological mother named Annie acknowledged guiltily, "It's a little unfair to Joy right now, since I'm not able to take care of yardwork and a lot of housecleaning. I'm hoping things will even out soon."

In this small sample of lesbian couples, some women struggled with the biological differential; however, most women successfully employed a number of conscious strategies designed to promote equality in parenting. Thus it can be concluded: biology is not destiny! Many of the women in this sample actively resisted the primacy of biological motherhood, as well as the notion of "roles" in general and "gender roles" more specifically. By the same token, this study indicates that more research on the issues and concerns of the nonbiological mother is needed. In some cases, nonbiological mothers said that their role as the nonbiological mother felt less defined, or expressed a sense that they were the "second mother." Several nonbiological mothers noted that they felt that they had more in common with fathers.

It is important that we continue to build on this preliminary research, exploring the transition to parenthood among lesbian couples that are adopting, single lesbian women, and gay men. Recently, favorable rulings for same-sex marriage and second parent adoption have resulted in increased visibility of same-sex couples with children and suggest to the world that lesbian and gay families are here to stay. It is time for our research to catch up with lived reality, and to give a voice to lesbian women, couples, and their children.

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CALL FOR NOMINATIONS FOR THE 2004 DIVISION 44 AWARDS

Nominations are requested for the Annual Division 44 Awards to be presented at the 2004 APA Convention in Hawaii. Self-nominations are encouraged. The award categories are as follows:

Distinguished Contribution to Education and Training: For distinguished contributions to the interests, goals, and purposes of Division 44 in the area of education, either academic or public

Distinguished Professional Contribution: For distinguished professional contributions advancing the interests, goals, and purposes of Division 44

Distinguished Scientific Contribution: For distinguished theoretical or empirical contributions to lesbian, gay, or bisexual psychological issues

Distinguished Contribution to Ethnic Minority Issues: For distinguished contributions to the interests, goals, and purposes of Division 44 in the area of ethnic minority gay, lesbian, and bisexual psychology

Distinguished Contribution by a Student: For the distinguished contribution of a graduate student in research, practice, or exceptional service to the Division

Distinguished Service Award: For distinguished contributions to Division 44 through exceptional service

Certificate of Appreciation: In recognition of special service to Division 44

Best Book in Lesbian, Gay, and/or Bisexual Psychology: For a book that has made a significant contribution to the field of LGB psychology, generally within the last two years

Eligibility: Except the Book Award and Certificates of Appreciation, nominees for these awards should be current members of Division 44 and cannot be members of the Division 44 Executive Committee. A statement outlining the contributions of the nominee or a curriculum vitae should be included with the nomination. The Book Award can be awarded for any book published in 2002, 2003, or 2004; a copy of the book should be sent to the Chair of the Nominations Committee with the nomination letter.

Please send nominations by May 15, 2004 to:

Michael R. Stevenson, Ph.D.

Chair, Nominations Committee

Department of Psychological Science

Ball State University

Muncie IN 47306

mstevens@bsu.edu

phone: 765-285-1690 Fax: 765-285-1702

Announcement and Call for Submissions:

International Perspectives on Bisexuality

Special Issue of the *Journal of Bisexuality*

Guest Editors: Leo Goetstouwers,
Maria Palotta-Chiarolli, and Ron Fox

Contributors are sought for a special issue of the *Journal of Bisexuality* on international perspectives on bisexuality. This volume will be published simultaneously as a special journal issue and as a book by Haworth Press.

This special issue will include articles that focus on theory, research, psychological, sociological, and anthropological perspectives, cultural and literary theory and analysis, history, and political and community endeavors. The volume will also include personal essays and interviews that explore and describe the experience of being bisexual in diverse cultures around the world.

Potential topics of interest include, but are not limited to: bisexual identity, coming out bisexual, bisexuality and cultural diversity, attitudes toward bisexuality and bisexuals in diverse cultural contexts; bisexual relationship and family issues, including monogamy, non-monogamy, polyamory, mixed orientation relationships, and alternative family structures; bisexual youth and older bisexuals; bisexuality and disability; bisexuality and spirituality; bisexuality and transgender experience; counseling, education, and community outreach regarding health concerns, including primary care, mental health issues, and HIV/AIDS outreach, prevention and treatment; histories and experiences of bisexual support groups and communities; and bisexuality in the context of local, regional, national, or international LGBTQI organizations and advocacy.

Deadlines

A 500 word proposal/outline/abstract is required by June 1, 2004. A first draft of the manuscript will be due by September 1, 2004, and final manuscripts of those selected by the editor will be due by January 15, 2005. The volume will be published in June, 2005. Inquiries are welcomed by the guest editors, and submission guidelines are available via email at: jb-international@bisources.com

The guest editors may be reached via email as well:

Leo Goetstouwers: L.Goetstouwers@zonnet.nl

Maria Pallotta-Chiarolli: mariapc@deakin.edu.au

Ron Fox: ronfox@ronfoxphd.com

APA Division 44 Past Award Winners

Distinguished Contribution to Education and Training

- 1990 Douglas Kimmel
 1991 Leah Fygetakis
 1992 Jeannine Gramnick
 1993 no award
 1994 no award
 1996 Dorsey Green
 1997 Ron Scott
 1998 no award
 1999 no award
 2000 Kristin Hancock, Armand Cerbone, Douglas Haldeman, Christine Browning
 2001 Y. Barry Chung
 2002 Isiaah Crawford
 2003 Ruth Elizabeth Fassinger

Distinguished Professional Contribution

- 1988 Alan K. Malyon
 1990 Laura Brown & Linda Garnets
 1992 Sari Dworkin & James Harrison
 1993 Clinton Anderson, William Bailey & Terry Gock
 1994 Bronwyn Anthony, Martin Rochlin.
 1995 Patricia Hawkins & Harold Kooden
 1996 Royce Scrivner
 1997 Armand Cerbone & Jan Schippers
 1998 Kristin Hancock
 1999 Douglas Haldeman
 2000 Catherine Acuff
 2001 Robin A. Bulrke
 2002 Bianca Cody Murphy
 2003 Janis Bohan, Glenda M Russell

Distinguished Scientific Contribution

- 1989 Gregory Herek
 1990 John Gonsiorek & John L. Martin
 1991 Esther Rothblum & Anthony D'Augelli
 1992 Frederick Bozett
 1993 Celia Kitzinger
 1994 no award
 1995 Vickie Mays
 1996 Charlotte Patterson
 1997 no award
 1998 Susan Cochran
 1999 Gregory Herek
 2000 Anthony D'Augelli
 2001 Ritch C. Savin-Williams
 2002 Letitia Ann Peplau
 2003 Perry N. Halkitis, Larry Kurdek

Distinguished Contribution to Ethnic Minority Issues

- 1991 Olivia Espin & Eduardo Morales
 1992 Beverly Greene
 1993 no award
 1994 Connie Chan
 1995 Alex Carballo-Diequez
 1996 Cynthia Gomez
 1997 no award
 1998 no award
 1999 Bart Aoki
 2000 Oliva Espin
 2001 Angela R. Gillem
 2002 no award
 2003 José Toro-Alfonso

Distinguished Student Contribution

- 1992 Pamela Brand, David K. Flaks
 1994 Karen Jordan
 1995 Jessica Morris
 1996 Barry Chung
 1997 Neil Pilkington
 1998 James Cantor
 1999 no award
 2000 Julie Konik
 2001 Silvestro Menzano
 2002 Kimberly Balsam
 2003 Francisco Sanchez, Kathy Banga

Distinguished Service Award

- 1990 Christine Browning & Kristin Hancock
 2002 Steven Morin
 2003 Steven E. James

Certificate of Appreciation

- 1997 Sari Dworkin, Ron Fox, Ruth Ullman Paige
 2002 Michael Haley, Kenneth Pope,
 2003 Gregory M Herek

Distinguished Book Award

- 1999 Caitlan Ryan & Donua Futterman: *Lesbian & Gay Youth: Care & Counseling*
 2001 Ruperto M. Perez, Kurt A. DeBord & Kathleen J. Bieschke (Eds.) *Handbook of Counseling and Psychotherapy with Lesbian, Gay, and Bisexual Clients*
 2002 Ariel Shidlo, Michael Schroeder & Jack Drescher (Eds.) *Conversion Therapy: Ethical, Clinical, and Research Perspectives*
 2003 Adrian Coyle & Celia Kitzinger *Lesbian & Gay Psychology: New Perspectives*
 Kathleen Y. Ritter & Anthony I. Terndrup. *Handbook of Affirmative Psychology with Lesbians and Gay Men.*

Presidential Citation

- 2002 Natalie Gilfoyle, James McHugh, About Face Youth Theatre in Chicago.
 2003 Gender Identity Clinic, Clinton Anderson, Robin Shahar & Fran Shahar

Malyon-Smith Award

- 1994 Karen Jordan
 1995 Ronald Fredrick
 1996 Merris Hollingsworth, Meredith Tomlinson
 1997 Craig Waldo, Peter Newman
 1998 Roxanne Uradomo, Lynne Harkless, Dawn Szymanski
 1999 Jod Taywaditep, Dawn Szymanski, and Jonathan Mohr
 2000 Mark Bidnell; Trevor Hart; Debbie Robinson; Jamie McMinn
 2001 Kristi Ketz
 2002 Nicole Noffsinger-Frazier, Joseph A. Turner
 2003 Marcie Herbert

Convention Race and Walk Saturday, July 31

The race and walk will be held Saturday morning, July 31, at 7:00 AM. It will be on the Kapliani Trail near Waikiki Beach, walking distance from the major hotels. This event is presented by the Division of Exercise and Sport Psychology (APA Division 47) and the Running Psychologists, a group within Division 47. The event is named "Ray's Race and Walk" in honor of Ray Fowler, who organized the Running Psychologists in 1978. Keith McConnell (mcconnell@jfkku.edu) is the 2003-04 President of the Running Psychologists.

More details will appear in the APA, the Division 47 website (www.APA47.org), and in your convention packet. If you pre-register, you will be notified by email or post. There's also a listserv for race information. To be added, send a note to kcooke@apa.org. For more information, contact Keith Cooke at kcooke@apa.org or 202-336-6197.

continued from page 1

research, scholarship, education, training, policy, clinical services, consultation, and advocacy. The Division continues to support measures to advance each of these areas.

In terms of policy and advocacy, Division 44 has written to the APA Public Policy Office asking them to lobby against efforts to amend the U.S. Constitution to prohibit same-sex marriage. We have also requested that APA file amicus curiae (friend of the court) brief in the New Jersey case supporting same-sex marriage. There is ample psychological evidence (much of it performed by Division 44 members) that same-sex relationships function much as do different-sex relationships, supporting the well-being of individuals, children, and society. Further, (as eloquently stated by the majority on the Massachusetts Supreme Court) denying lesbian, gay, bisexual and transgendered individuals the right to civil marriage is discriminatory and stigmatizing.

In terms of science and scholarship, the Division has taken a stand against efforts to interfere with the integrity of the scientific review process, supporting the APA Public Policy Office's education and advocacy efforts. To provide additional support and recognition to our researchers, there will be a Symposium at APA in Hawai'i on this topic where those individuals who have been specifically targeted will be included entitled: "Supporting Scientific Integrity and Freedom in Behavioral Health Research." Participants include Karina Walters, Ph.D., Tooru Nemoto, Ph.D. Thomas Coates, Ph.D., and Isabel Fernandez, Ph.D. These are only a few of the many scientists whose research has been unfairly challenged and I wish we could honor all of our researchers for their integrity, scholarship, and courage.

I also urge all of you to take action on these issues, particularly professional issues such as scientific integrity. Threats to one segment of our professional community affect us all. If grant funding is determined by politics and not by scientific merit, the foundation of scientific and academic freedom is threatened. Scientific research and scholarship was essential to establishing that homosexuality was not a mental illness; scientific research is central to the future of our field and vital to the public health. We must stand together if we hope to maintain the progress that we have achieved in the last 30 years. The APA Public Policy office web site contains important information about these issues:
<http://www.apa.org/ppo/ppan/peerrevact1103.html>.

The Division also recognizes that these times present unique challenges. We must reinforce our policy efforts and increase our strength by building allies within APA and the greater LGBT community. I hope to increase the number of allies we have in APA, by transforming misunderstanding and hostility into understanding and

friendship, while strengthening our ties with historic friends. Change has already occurred in our relationship with Division 39 (Psychoanalysis), and that Division leadership has supported us in a number of key areas. There is also an effort to build a new era of co-operation with Division 19 (Military Psychology), so that we can oppose unfair and discriminatory policies *together*. We need to resolve old divisions as we seek to accomplish greater goals. It is not just "United we stand"—that is too passive—to move forward we cannot be alone.

The Division continues to move forward with an agenda that acknowledges our diversity, and focuses on both our civil rights concerns and professional needs. Military issues, family protections and rights, ethnic and cultural diversity, and transgender issues are on our agenda at the Executive Committee Midwinter meeting in Chicago March 19-21.

The Division hopes to strengthen our ability to address real-life concerns through encouraging greater participation in its Committees and Task Forces; please consider joining one of these groups. Please stay connected to us by subscribing to our Division listserv (contact Christopher Martell cmartell@comcast.net for more details), and take advantage of some of the new benefits we now can offer our members through an agreement with Haworth Press. Finally, I hope to see many of you in Hawai'i this summer. Our Summer Newsletter will highlight many of the interesting and fun activities of our Division in that beautiful location.

**Special Issue of the Division 44 Newsletter
Call for Submissions: Ethnic and Cultural Diversity**
(submission deadline: May 15).

Please note that submissions should be quite short, as we have very limited space in the Newsletter: 500-2000 words is best, although you are welcome to contact me about length issues. Send submissions via email attachment to liddlbj@auburn.edu. Email me or call (404-297-5777) if you have further questions.

The Executive Committee has decided that we will continue to have special issue topics for future newsletters. Generation of future topics will be a team effort that will ensure multiple input from many sources including the committees and task forces, presidents, and the executive committee. Topics and material will be proposed that respond to presidential themes, committee and task force concerns, and emerging issues in LGBT psychology. The final responsibility for selecting the theme and implementation will be that of the president and Newsletter editor. **If at any time you would like to propose a theme for a future issue of the Newsletter, please contact the Newsletter editor or the Division president.**

- Becky Liddle, Newsletter Editor