

Running Head: GLBTQ in the Classroom

Understanding the GLBTQ Diversity in the Classroom

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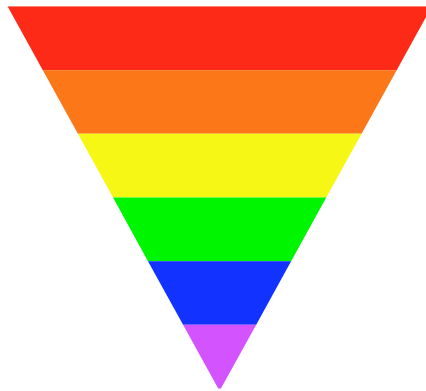


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Abstract

Today, students that are members of the Gay, Lesbian, Bisexual, Transgender, and Questioning (GLBTQ) community, present teachers and administrators a unique challenge. They come from all walks of life. They can be members of any race, social class, or gender. Although, we know that people of diverse sexual orientation have been around pre-dating recorded history, GLBTQ took its place as a part of the Civil Rights movement on June 27, 1969 when the Stonewall Riots in New York City occurred. Thirty years later, lawsuits and other treatments of inequity still plague our society and the incorporation of GLBTQ into our society has still not been achieved. Educators have a fundamental responsibility to understand, address, and protect their students without discrimination.



Acknowledgments

The authors wish to thank Reed*, for his constant willingness to lend support and to look over our guide for us, and for sharing his coming out story.

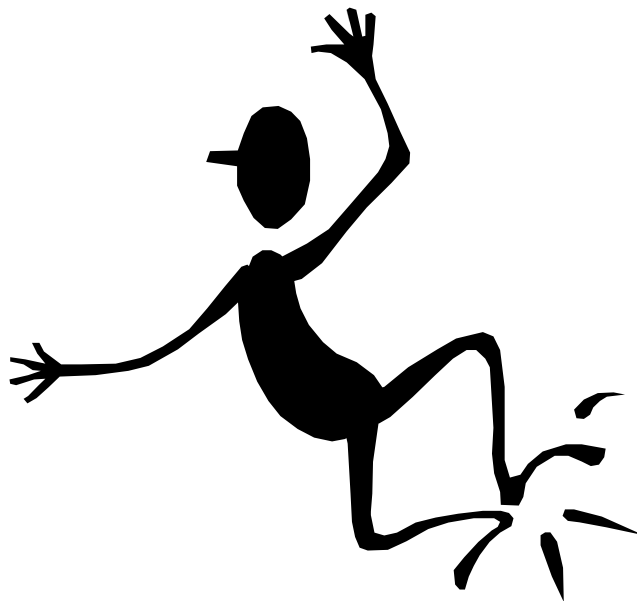
Megan for her assistance in providing information about the Bi-Sexual Community and assisting us in understanding how we can better address peer group pressure.

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* Some names changed to protect their identity.

Caveat

We do not know everything that there is to know about the Gay, Lesbian, Bisexual, Transgender, and Questioning (GLBTQ) community. We present to you this guide to give an overview of GLBTQ; therefore this is not comprehensive and should not be taken as an official guide. We hope that this guide will encourage you to learn more about students of this unique minority.

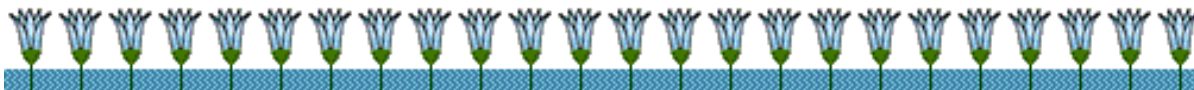
Sincerely,

Diana Hjul Forsman

Lisa Simonet

November 25, 2003





Understanding the GLBTQ Diversity in the Classroom

The students of the Gay, Lesbian, Bisexual, Transgender, and Questioning community represent a unique population, which over the course of written history has been either accepted or denied as a member of society. Today we are slowly moving towards equality regarding sexual orientation, but we have a long ways to go. Our educational system doesn't adequately address the GLBTQ population. Support, discrimination, disclosure, and families need to be included in integrating GLBTQ students into our communities.

In similar efforts in inclusion of African, Asian, Latino, Chicano, and Native American history into the curriculum, we need to address the GLBTQ community as a part of our history and of the present in our classrooms (_____, 2003, Clark, J.E., et. al., 2003, Swartz, 2003.). As our classrooms become a melting pot for students from different cultures, the need for integration will no longer be an option. We will have to make it an integral part of the classroom. In so doing, we will have the opportunity to change the way future generations perceive communities that are different from the ones they come from. We need to open the possibility in teaching that will result in moving beyond position of near acceptance and tolerance of the other, and to encourage students to think about what we take for granted as 'normal' and 'natural' (Morris Gleitzman's Two Weeks With the Queen as cited in Swartz, 2003).

Teachers need to gain background knowledge to support enforcement in their classrooms of zero tolerance for discrimination against sexual orientation (Frankfurt 2000, French, 2002, Swartz, 2003, Taylor, 2003.). They can address the issue at the beginning of the school year and incorporate student-developed rules to that effect.

Schools and administrators also need to educate themselves to address age appropriate sexuality (_____, 2001, Cora Sangree as cited in Swartz, 2003) without postponement so that another generation does not move into adulthood and continue the intolerance, confusion, and inaction that exists today (_____,2001, _____, 2003, Birden, 2002, Clark, J.E. et. Al. 2003). Sexuality is a highly sensitive issue in our society. However, we have highly educated individuals at the administrative level, from whom we expect respectful, thoughtful approaches to providing schools with the framework to support educators in their efforts. To provide valuable support administrators and educators must work as an interdisciplinary team for the student (Harrison, 2003). *See Famous People, Distinctive Qualities, and Teaching Strategies.*

The drop out rate for GLBTQ students is at an alarming 26% (Frankfurt, 2000). As educators we need to come prepared to provide a social support structure that is inclusive of all students. Students who are members of the questioning community should be provided accurate information about the GLBT community. This can be in the form of a ‘safe person’ who students feel comfortable with discussing sexual orientation and gender identity (Bailey, 2003). Another opportunity to support GLBTQ students academically and socially is by forming a Gay-Straight Alliance (_____, 2003, Bailey 2003, Frankfurt, 2000, Lee, 2002). *See Teaching Strategies and Suggested Readings.*

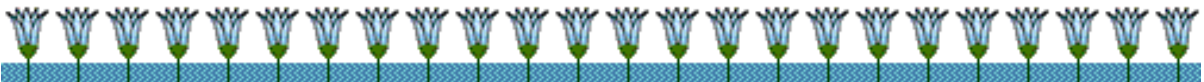
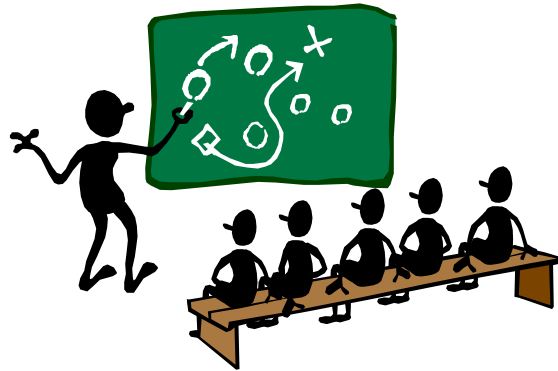
Secondary school is a terrifying time, the complex question of “who am I?” is constantly being brought up during the course of adolescence. Schools are not free from the everyday peer to peer harassment or bullying, and this is the first step that as educators we need to counter. We as teachers, administrators, and supports staff need to address homophobia beginning in our own lives. Administrators fear that if students don’t talk about homosexuality, student will be less likely to be Gay, Lesbian, Bi Sexual, Transgender, or Questioning (Frankfurt, 2000). Having policies that are not properly enforced is akin to not having policies at all (Reis 2000 as cited in _____, 2003, Taylor, 2003). Dismissing behaviour as being innocent or typical is often an example of this. *See Additional History, Tips for Teachers, Minnesota Law and Famous Court Cases.*

The difficulty with being a member of the GLBTQ community, is the sense of gaydar, “Actually children possess a great sense of gaydar, though not in the same sense of the word. During childhood we learn about the rules of what it means to be a boy or girl; we start to understand the differences. When someone doesn’t follow the rules the other children begin a regime of ridicule to correct the person’s mistakes, or get them back in line with everyone else. Most gay people will tell you they were harassed at one point or another during school – because the other children knew something was different about this person.” (Personal interview, with Reed, October 2003). Homosexual individuals find their identity during mid-adolescence (Harrison, 2003) although they ultimately fear rejection and abuse (_____, 2003, Bailey, 2003, Frankfurt 2000, Harrison, 2003, Lamme, et. al. 2003, Sanelli, M. et al., 2001, Taylor, 2003) which has occurred throughout most of their childhood. Schools need to be places where these young people feel safe and accepted for who they are. As the adults in the classrooms we have a responsibility to our students to provide them with an environment in which they can learn. Part of that is leaving prejudice and fear outside the door. If we neglect to do this we become partially responsible for the possibility of students engaging in self-destructive behavior, including teen pregnancy and suicide (Bailey, 2003, Sanelli, M. et al., 2001). *See Suggested Readings, Local and National Organizations,, and Appendices.*

Between 6-12 million children in the U.S. have GLBT parents (Lamme, et. al. 2002). Locally, St. Paul Public Schools have a program that supports GLBTQ students, families, and employees

(French, 2002). This is a great foundation and we expand it to encompass all school districts. The progression of family acceptance, by the student, includes talking freely during the primary grades, moving into concealment during the elementary grades, and denial during the secondary years (_____, 2003). Educators need to provide an understanding that many GLBT families live a similar life as that of the heterosexual family (_____, 2003). Students who come from GLBT families are afraid to reveal their family structure, because there are few legal protections (_____, 2003), since it is legal in 38 states to fire an individual with regards to their sexual orientation (French, 2002, Lamme, 2002). In light of these overwhelming pressures from outside the family, the stress some GLBTQ students are under is obvious. Schools must work with families to ensure that their students have equal access to a supportive environment in which they can achieve a healthy school experience. *See Suggested Readings.*

We need to transcend our history and begin the inclusion of the GLBTQ minority into our society. It is our hope that with this guide we can provide a tool for educators to incorporate them into the framework of their class. Through support, disclosure, and family involvement, discrimination can be minimized and GLBTQ members integrated.





Part One: About GLBTQ

Additional History

Human sexuality is a diverse, integral, and natural part of our being. It has been a central influence through the ages, directing our evolution and the course of history. Gay, lesbian, bisexual, transgender, and questioning (GLBTQ) individuals all represent various facets of our sexuality, as do heterosexuals.

Here are some references to GLBT found in recorded History. Prehistoric cave paintings, some of the earliest records we have depicting human behaviour, include images of sexually engaged, similarly shaped figures. Goddess worship recorded as far back as 4000 years ago included male, female, and transvestite prostitutes in the temples. The term lesbian comes from the Greek Island of Lesbos where the famous poetess Sappho celebrated same-sex love around 600 B.C. Sexual orientation was not used as a form of identity among the Greeks and Romans at that time. That came with Christianity.

In kinship structured societies people live as members of tribes or bands. They rely for survival on hunting, gathering and animal husbandry. In Melanesia, New Guinea, North Africa, and South America, homosexuality has been found in the form of ritual, such as transgenerational initiation rites. Transgender homosexuality was found among the North American Indians. Berdache was a term used by white settlers referring to men or women who chose to dress and behave like members of the opposite sex.

More examples of global varied sexual practices through the ages come from the Han Dynasty in China from 202B.C until 9 A.D. There homosexuality was fashionable among the wealthy in court. During the Sung Dynasty in 1127-1279 A. D., male prostitutes had their own union and a specific God to worship. In pre-Inca societies, in what we now call Peru, pottery depicted both gay and

lesbian erotic imagery. There was even a time when gay marriages were performed in Greek Orthodox churches and in the Roman Catholic Church.

With the spread of Christianity throughout Europe sexuality that did not lead to procreation within marriage became forbidden. There was much persecution from ca. 1200-1600 when same-sex acts were equated with heresy.

As civilizations have come and gone the various facets of human sexuality have continued. From urban homosexual networks to the Age of Sodominical Sin in the U.S. Colonies; from considering homosexuals as medically ill, to Hitler's targeting, among others, homosexuals; from the Kinsey studies to the Stone Wall Riots; the Department of Justice finding that gays and lesbians are the most frequent targets of hate crimes, to the military's "Don't Ask, Don't Tell," Don't Pursue" policy, these varied forms of human sexuality continue to be part of life.

With this guide we want to provide educators with a resource about the history and current information pertaining to the gay, lesbian, bisexual, transgender, and questioning population in our schools today. If we, as educators, can recognize and accept a diversity of sexual orientations as we recognize and accept the varying strengths in our students, we will help to make our communities places of belonging for all.



List of Famous People

Alexander the Great: Conquered Greece and Persia. Bisexual

James Baldwin: African American, Author. Gay

Drew Barrymore: Actress. Bisexual

Katherine Lee Bates: Writer of “America the Beautiful”. Lesbian

Benjamin Britten: English Composer. Gay.

John Cage: American Composer. Gay.

Truman Capote: American Author, Gay.

Aaron Copland: American Composer. Gay.

Ellen DeGeneres: Actress, Writer, and Comedian. Lesbian

Ani Di Franco: American Folk Singer. Bisexual.

Ruth Ellis: Lesbian matriarch and only known African-American centenarian.

Barney Frank: U.S. Representative, Democrat Massachusetts. Gay.

King Gustav V: King of Sweden. Gay.

Mychal F. Judge: Franciscan Priest. WTC Victim. One of the first Priests to conduct Catholic funerals for Gay men who died of AIDS. Gay.

Leonardo daVinci: Italian Renaissance artist. Gay.

Greg Louganis: Olympic Gold Medalist Diving. Gay.

Bryan Paddick: UK Police Commander. Gay.

Patrick Pierce: Irish patriot and leader of the 1619 Easter Rising. Gay.

Herb Ritts: American Fashion/Celebrity Photographer. Gay.

Gene Robinson: American Episcopal Bishop of New Hampshire. Gay.

Svend Robinson: Canadian Member of Parliament. Gay.

Hilary Rosen: Former of the CEO of Recoding Industry Association of America. Lesbian.

Bayard Rustin: civil rights activist, organizer of the 1963 March on Washington, introduced Martin Luther King Jr. to the writings of Gandhi, fired for being gay.

Andrew Sullivan: Conservative journalist. Former editor of the *New Republic*. Gay

Alan Turing: British mathematician, computer scientist and theorist. Gay

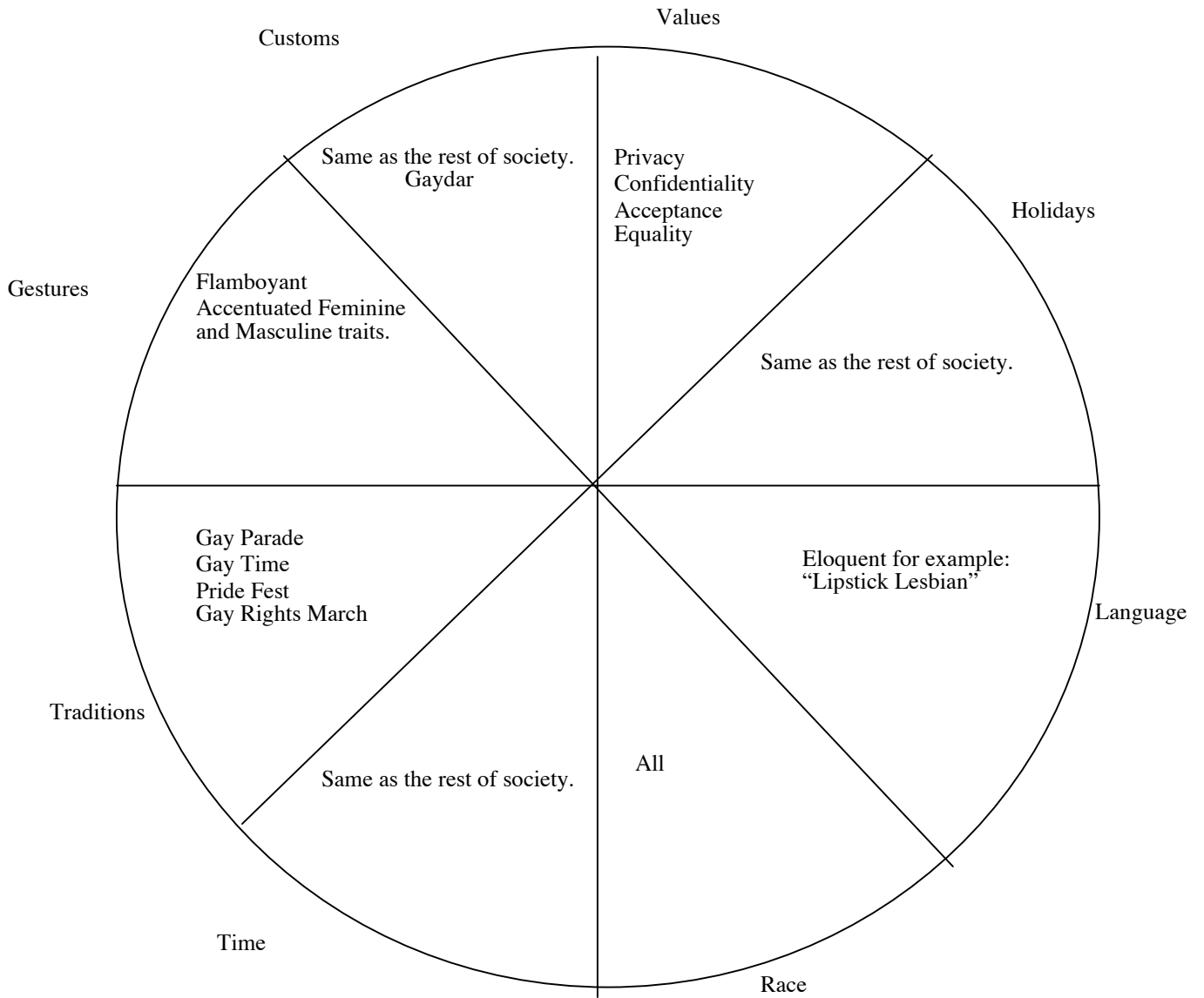
Klaus Wowereit: mayor of Berlin. Gay

Pedro Zamora: Cuban /AIDS activist. Gay





Distinctive Qualities (Cultural Wheel)



Part Two: Teaching Strategies



Social Studies Lesson Plan

Do Ask? Do Tell? *Investigating Issues Regarding Gay Rights*

Author(s): Annissa Hambouz, The New York Times Learning Network
Tanya Yasmin Chin, The Bank Street College of Education in New York City

Grades: 6-8, 9-12

Subjects: American History, Civics, Current Events, Language Arts, Social Studies
Interdisciplinary Connections

Overview of Lesson Plan: In this lesson, students learn about debates regarding gay rights in the United States following the Supreme Court's *Lawrence v. Texas* decision. They then participate in a fishbowl discussion to further explore questions on marriage, adoption, custody, employment, and military service as they apply to gays and lesbians.

Suggested Time Allowance: 1 hour

Objectives: Students will:

1. Reflect on various forms of discrimination, and on the Constitutional or federal legislation aimed at protecting individuals from such discrimination.
2. Examine debates concerning gay rights, following the Supreme Court's decision to decriminalize gay sexual conduct, by reading and discussing "Adversaries on Gay Rights Vow State-by-State Fight."
3. Investigate topics concerning gay rights, such as child custody, adoption, and employment; explore these topics further in a fishbowl discussion.
4. Write letters articulating their perspectives on one of these issues to a state representative or senator.

Resources / Materials: pens/pencils, paper, student journals, copies of "Adversaries on Gay Rights Vow State-by-State Fight" (one per student)

Activities / Procedures:

- WARM-UP/DO-NOW: Ask students to respond in their journals to the following prompt, written on the board prior to class: "In what ways are people discriminated against? What groups of peoples have been or continue to be discriminated against? How might the United States Constitution or other federal policies and laws protect individuals from discrimination?" Allow students a few moments to share their responses.
- As a class, read and discuss "Adversaries on Gay Rights Vow State-by-State Fight," using the following questions:
 - a. What Supreme Court's ruling does the article describe as "landmark"?
 - b. What was the name of the case in this decision?
 - c. What are some of the "fierce battles" over gay rights across the United States, following this ruling?
 - d. To what other famous Supreme Court decisions does the writer compare this decision?

- e. What state is considered by gay rights activists to be the most resistant to gay rights?
- f. What is meant by the expression "backlash"?
- As this lesson focuses on a sensitive topic, you may wish to spend a few minutes establishing guidelines for a respectful and open dialogue in the classroom with students.

Explain to students that they will have 15 minutes to conduct preliminary research on the following topic areas related to the subject of gay rights before reconvening for a fishbowl discussion aimed at these issues. Each group should familiarize itself with one of these issues as it applies to gay and lesbian legal rights. Groups should inform themselves of the following (written on the board for easier access):

- two sides of a debate regarding this issue
- a related court case
- recent developments or news coverage regarding this issue

After students have completed preliminary research, they participate in a "fishbowl" discussion on gay rights.

Questions for the fishbowl include:

- Should Title VII of the Civil Rights Act of 1964, which prohibits employers from discriminating against applicants and employees on the basis of race or color, religion, sex, pregnancy, childbirth and national origin, be expanded to include sexual orientation? Why or why not?
- Should gay and lesbian couples be allowed to become parents through adoption, foster care, and new reproductive technologies through the same types of screening used with heterosexual couples and single people? Why or why not?
- Should the sexual orientation of parents be used as a factor in determining child custody in divorce or separation? Why or why not?

WRAP-UP/ HOMEWORK: Students choose one of the topics that they researched in groups (and addressed in the questions for fishbowl discussion), and then write a letter representing their views to a state senator or representative. Alternatively, they may choose to write to one of the organizations mentioned in the article.

Further Questions for Discussion:

- Do you think the recent Supreme Court decision decriminalizing gay sexual conduct will receive as much attention in history books as *Brown v. Board of Education*? Why or why not?
- Do you think these debates would have taken place ten, twenty, fifty, or a hundred years ago? Why or why not? How has the "cultural climate" in the United States changed regarding gay issues in recent time?

Evaluation / Assessment:

Students will be evaluated based on written journal responses, participation in-group research, participation in fishbowl discussion, and thoughtfully written letter to state representative or senator articulating their positions on specific gay rights issues.

Vocabulary:

spurred, landmark, decriminalizing, polarizing, foremost, legislatures, loom, pundits, spectrum, akin, galvanized, barricades, arsenal, mobilize, intimacy, forged, emboldened, backlash





Language Arts and Communication

Transforming Fairy Tales

Project URL: <http://www.teachnet-lab.org/ps171/jwilliams/fairytales/fairytaleindex.htm>

How it works: This program gives students the opportunity to use the computer to write, draw, explore the Internet, and combine all of these elements. They learn that technology enables the creation of a project that combines genuine learning with fun. In one application, fourth graders write their own fairy tales, which can be based on familiar stories or their own ideas. The students also use computer software to create drawings of the characters for their tales, using the Internet to gather backgrounds and props. Finally, they combine all of these onto paper and produce completed and illustrated stories. You can surprise the students at the end of the unit with bound editions of their work.

Standards addressed: Students use prewriting strategies to plan, draft, revise, edit, and publish written work. They evaluate their own and others' writing; create narrative accounts such as poems and stories; distinguish between fable, fairy tale, and tall tale; develop positive attitudes toward technology that support lifelong learning, collaboration, personal pursuits, and productivity; and use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

Materials used: This program utilizes a computer lab equipped with iMacs that have Internet connection via a T-1 line. AppleWorks is on everyone's computer and is used for word processing, painting, and drawing. A printer and a digital camera are also employed.

The students: *Transforming Fairy Tales* was developed with a fourth grade class in a school with homogeneous groupings. This large "top" class (28 students), however, had quite a large range of abilities. Some students immediately became engaged and others became enthusiastic only during certain lessons. You can save all of the students' work on the computers or school server so that, even the following school year, work can be completed.

Overall value: Students develop their writing skills by adapting a familiar fairy tale and creating their own stories. They are introduced to painting tools early in the project, which encourages many of them to be a little more creative when it is time to start drawing their characters. They enjoy the process of transforming characters, changing the size, the position, and the colors. They love looking for backgrounds for their tales on the Internet and putting the pages of their stories together. There is something for everyone: writing, painting, researching, and organizing. It holds the students' interest for months.

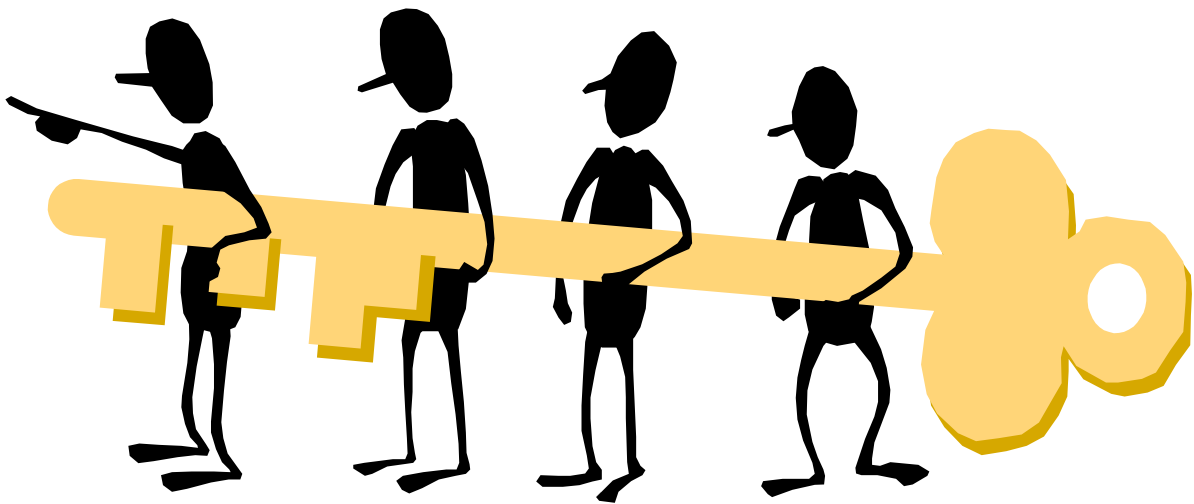
Tips: Once you introduce the major characteristics of a fairy tale and discuss how these apply to familiar stories, your students should have little trouble getting started transforming a tale. Have students edit each other's work before you look at it. Introduce each step separately. Students can, however, work at their own pace.

Applying the **Transforming Fairy Tales** lesson plan to teaching about GLBTQ in the classroom provides students with an avenue to express themselves. Through a non-threatening medium, writing a fairy tale, they have the opportunity to formulate their own story without peer pressure or fear of teachers' opinions. In the middle and high school grades, you can specify that the fairy tales should

focus on diversity issues. Discussion of tales should further explore the students' attitudes toward diversity. This can lead to establishing greater understanding and ease with GLBTQ.

Applying the Transforming Fairy Tales lesson plan to teaching about GLBTQ in the classroom provides students with an avenue to express themselves, through a non-threatening medium. In writing a fairy tale, students have the opportunity to formulate their own story without peer pressure or fear of teacher's opinions.

In the middle and high school grades, you can specify that the fairy tales should focus on GLBTQ diversity issues. Discussion of tales should further explore the students' attitudes towards diversity. This can lead to establishing greater understanding and ease with GLBTQ.





Legally Wed: *Evaluating Same-Sex Marriage in the Journalism Classroom*

Author(s): Clayton DeKorne, The New York Times Learning Network
Tanya Yasmin Chin, The Bank Street College of Education in New York City

Grades: 6-8, 9-12

Subjects: American History, Civics, Journalism, Language Arts, Media Studies, Social Studies
Interdisciplinary Connections

Overview of Lesson Plan: In this lesson, students explore the controversial topic of same-sex marriages in a fishbowl discussion. They then write balanced news articles based on interviews exploring people's opinions on laws that define marriage.

Suggested Time Allowance: 1 hour

Objectives: Students will:

1. Explore the benefits of legal marriage.
2. Learn about the Massachusetts Supreme Court's ruling granting the right to same-sex marriages by reading and discussing the article "Marriage by Gays Gains Big Victory in Massachusetts."
3. In groups, investigate topics relating to the legal rights afforded by marriage and constitutional law; explore these topics in a fishbowl discussion.
4. Write a balanced news feature reporting on a variety of opinions on the Massachusetts court ruling.

Resources / Materials:

- student journals
- pens/pencils
- paper
- classroom blackboard
- copies of "Marriage by Gays Gains Big Victory in Massachusetts" (one per student)
- computers with Internet access (one per group)

NOTE TO TEACHERS: This lesson focuses on a sensitive topic, so you may wish to spend a few minutes establishing guidelines for a respectful and open dialogue in the classroom with students. Women's Educational Media offers a guide, "Five Ways to Address Gay Issues in the Classroom," to help teachers contextualize the subject of gay rights within broader curricula (http://wemedia.org/ie_viewingguide.htm#gayissues) and answer frequently asked questions regarding gay issues in education (http://wemedia.org/ie_faqs.htm).

Activities / Procedures:

1. **WARM-UP/DO-NOW:** In their journals, students respond to the following prompt (written on the board prior to class): "What is the purpose of marriage? What advantages does marriage bring for a couple wishing to raise a family? When formulating your answer, consider the following issues: family name, custody arrangements, inheritance, employment benefits, life and disability insurance, property ownership and inheritance."

After a few minutes, allow students to share their responses. As students share responses, cross them off the list of marriage rights below [adapted from "The Benefits of Legal Marriage" (<http://hcqsa.virtualave.net/benefits.html>)]. Then read the remaining list to the class:

"Some other rights afforded by marriage:

- Insurance benefits through a spouses' employer

- Insurance discounts offered to married couples and related persons living in same household
 - Government benefits such as Social Security and Medicare
 - Veterans/military benefits offered to spouses (education, medical care, housing loans)
 - Income tax deductions, credits and exemptions
 - Tax relief for natural disaster losses
 - Immigration of foreign partners
 - Witness and court testimony rights
 - Continuation of lease rights (renewal of lease)
 - Community property rights
 - Inheritance rights
 - Payment of wages for deceased partners and workers compensation benefits
 - Right to enter into pre-marital agreement
 - Automatic rights of survivorship
 - Consent to post-mortem examination
 - Right to make burial arrangements
 - Bereavement leave for partner, child, or partner's close relative
 - Family leave to care for partner or child during illness
 - Right to make decisions in medical emergencies ("next of kin")
 - Visitation rights for partner or child in hospital or other public institutions
 - Custodial rights for a seriously injured partner
 - Right to file a wrongful death suit
 - Tuition discounts of college and university
 - Company benefits/perks offered to spouses
 - Commercial discounts/incentives offered only to married couples or families
 - Joint child custody, adoption and foster care rights
 - Equitable division of property, child custody, visitation rights and support in the case of divorce
 - The right to obtain domestic violence protection orders"
2. As a class, read and discuss the article "Marriage by Gays Gains Big Victory in Massachusetts," focusing on the following questions:
- a. What decision did the Massachusetts Supreme Court reach on November 18, 2003?
 - b. What effect did this have on lawmakers in the state, according to the article?
 - c. According to the article, what were some of the reactions from conservatives ignited by the ruling? What were some of the reactions by liberals?
 - d. What was President Bush's reaction to the court's ruling?
 - e. What change to the United States Constitution do some conservatives think is necessary?
 - f. What argument did some Massachusetts officials use to defend the practice of restricting marriages to heterosexual couples?
 - g. What changes to Massachusetts state law do some experts think the ruling allows?
 - h. What recourse do conservative lawmakers have to change the courts' ruling and how long would this take?
 - i. How many states already have laws limiting the definition of marriage?
 - j. What are some of the options Massachusetts lawmakers will consider in responding to the court's ruling, according to the article?
 - k. What will happen if the Massachusetts legislature does nothing, or fails to comply with the court's ruling?

Explain to students that they will be researching and discussing issues related to same-sex marriage in preparation for writing balanced articles that solicit a range of opinions about the Massachusetts court ruling granting the right to same-sex marriages. Students will have 15 minutes to conduct preliminary

research on five topic areas related to some of the effects of the court ruling before reconvening for a fishbowl discussion aimed at these issues. Begin by dividing students into five groups and assigning each one of the following topics and use of a computer with Internet access. Group assignments (should be written on the board or photocopied onto a handout for easier access) are as follows:

- United States Constitutional Amendments: Review the list of existing Amendments to the United States Constitution (<http://www.law.cornell.edu/constitution/constitution.table.html#amendments>). Would an amendment that defines marriage (in any way) be consistent in scope with other Constitutional Amendments? Why or why not?
- Federalism: What is Federalism? Review the introduction of "American Federalism" (<http://usinfo.state.gov/usa/infousa/facts/crsrepor/federal.htm>). Then evaluate whether you think a Federal law defining marriage supports or undermines the concept of Federalism as defined by the framers of the United States Constitution?
- Custody Arrangements: Review the definition of child custody and some of the cases presented at the Legal Information Institute (http://www.law.cornell.edu/topics/child_custody.html). How do state statutes define child custody? What are some examples of custody controversies? How might a law allowing same sex marriages affect a custody case involving same-sex parents?
- Health Decisions: Review the information from the National Academy of Elder Law Attorneys on durable power of attorney (<http://www.naela.com/naela/durablepoa.htm>). Also review the discussion of "Unmarried Couple and Health Care Decisions" (<http://public.findlaw.com/family/nolo/faq/A0D144C7-BF8E-4F5F-B3290CDFEE2FF363.html>). What is a "durable power of attorney for health care"? What difficult health care decisions do couples face, and how does marriage help couples in facing these decisions?
- Estate Benefits: Explore the questions about wills at FindLaw's Wills FAQ (http://public.findlaw.com/estate_planning/nolo/faq/10689FA1-E24C-4849-BEA73FE77F295A5F.html#C6722A8D-33C5-4A8E-A49D330568AAACE2F). If a married couple does not have a will, who is granted the estate in the event of death for one person in the marriage? Who is responsible for outstanding debts and other liabilities?

After students have completed preliminary research, they participate in a "fishbowl" discussion on gay rights. First, ask students to number off one to five, and then keep a list on the board of all "1's," "2's," "3's," "4's," and "5's." Ask all "1's" to sit facing one another in the middle of a circle created by the rest of the students. The students in the center are the only ones allowed to speak. If a student from the outer circle wants to add to the discussion, he or she moves to the middle of the circle, taps a participant to indicate that he or she should resume a place in the outer circle, and takes that student's place as the new person in the discussion. After discussing the first question, switch the students in the center to all "2's," and allow the same fishbowl procedure to occur. Be sure to switch discussion questions enough times so that all students have the opportunity to be in the center of the discussion at least once.

Questions for the fishbowl discussion include:

- In her ruling, Chief Justice Margaret H. Marshall of the Massachusetts Supreme Court wrote: "The Massachusetts Constitution affirms the dignity and equality of all individuals. It forbids the creation of second-class citizens." What does it mean to be a second-class citizen, and how would forbidding same-sex marriages reinforce this status for gays and lesbian?
- In response to the Massachusetts court ruling, President Bush claimed he "will work with Congressional leaders and others to do what is legally necessary to defend the sanctity of marriage." Is the "sanctity of marriage" a fitting subject for the Federal government to be involved in? Why or why not?

- In the dissent opinion, Justice Robert Cordy wrote that a marriage of a man and a woman "furtheres the legitimate state purposes of ensuring, promoting and supporting an optimal social structure for the bearing and raising of children." Can gay and lesbians serve as fitting parents? Why or why not? Why is it necessary to have an "optimal social structure" in a country?
- Imagine a scenario in which a same-sex couple has a child through artificial insemination. Tragically, one parent dies and the dead spouse's parents step in and claim custody of the child arguing that they are better prepared to raise the child. How would a same-sex marriage law protect the surviving parent, and do you think this is a legitimate reason for granting the right to same-sex marriage? Why or why not?
- What are a citizen's basic civil rights? Would a ban on same-sex marriages violate any of these basic rights? Why or why not?

Encourage students to take notes during the discussions for use in completing their homework assignments.

3. WRAP-UP/HOMEWORK: Individually, students respond in writing to the following prompt (written on the board for students to copy before leaving class): "Using information gathered in your research and during the fishbowl discussion, develop questions for interviews with adults and peers about the Massachusetts court ruling granting gay and lesbian couples the right to marry. Questions might include: How do you feel about the court's ruling? Is the right to marry an issue for governments or for individuals to define? Once several interviews have been conducted, you should summarize interview responses in a news article that strives to present a range of perspectives on the topic." In a future class, allow students to peer edit the articles.

Further Questions for Discussion:

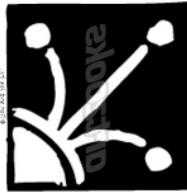
- Why do people get married?
- What does the government have to gain by limiting the definition of marriage to the union of a man and a woman?
- What is a civil union, and how does it differ from marriage?
- Would a presidential candidate's opinion on the topic of same-sex marriage affect your decision to vote for him or her? Why or why not?
- What have been landmark policies or laws in the fight for gay rights in the United States?
- What is the political stance on same-sex marriages in other countries?

Evaluation / Assessment:

Students will be evaluated based on initial journal writing, thoughtful participation in class discussions, accurate research of information about legal and constitutional implications of marriage, and detailed completion of news articles.

Vocabulary: ramifications, conferred, affirms, explicitly, legitimizing, ignited, denouncing, comport, catapult, appealed, tolerant, backlash, plaintiffs, sought, neonatal, scarring, dissent, amend, strenuously





Tips for Teachers

“An education based on experience, then, is to select the kind of present experiences that live fruitfully and creatively in subsequent experiences”. John Dewey Experience and Education (1938)

1. Develop an understanding of what gay, lesbian, bisexual, transgender, and questioning mean.
2. Honestly examine yourself to determine what your feelings and attitudes are regarding GLBTQ. Learn what your school and community’s policies are. This combination of private and public information is your initial toolkit for dealing with GLBTQ issues.
3. Review what you want the outcome of your educating students to be. What kind of individuals do you want these young people to develop into?
4. If necessary, rebuild your toolkit.
5. Have grade appropriate literature available in the classroom, to encourage casual discussion.
6. Address sexual orientation in your classroom. This can be done through the curriculum in your choice of material and in reference to individuals of the GLBTQ community who are feature in or are somehow connected to the curriculum.
7. Establish zero tolerance for any form of discrimination in your classroom by discussing each type of discrimination at the beginning of the year. Guide the students to formulate a classroom rule that should come out of their understanding and be in their own words.

Norma J. Bailey (2003) suggests that:

1. We should provide our faculty and staff with appropriate training that gives accurate information regarding the needs of GLBTQ youth, while developing skills to meet those needs.
2. School harassment policies should be inclusive of students of sexual orientations and gender identities.
3. Do not dismiss hurtful comments.
4. Designate a staff member, who can provide accurate information.
5. Support a Gay-Straight Alliance (GSA) as they work to find ways to counter homophobia.
6. Incorporate into the lesson plans GLBT role models.
7. Work with the library to expand the collection of GLBT fiction and non-fiction.



Part Three: References

Minnesota Law

- §§ 363A.08- Unfair discriminatory practices relating to employment or unfair employment practice.
Subd. 2. Employer. Except when bona fide occupational qualification, it is an unfair employment practice for employer, because of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, membership or activity in local commission, disability, sexual orientation, or age to:
- (a) refuse to hire or to maintain of system of employment which unreasonably excludes a person seeking employment;
 - (b) discharge an employee; or
 - (c) discriminate against a person with respect to hiring, tenure, compensation, terms, upgrading, conditions, facilities, or privileges of employment.

Court Cases

Davis v. Monroe County Board of Education (1999): The U.S. Supreme Court has held that schools may be liable under Title IX, for knowingly failing to address sexual harassment of one student by another (Taylor, 2003).

The goal of Title IX is to create a safe and nurturing schools for all students, and the federal government recently clarified that sexual harassment directed at lesbian and gay students may, in some instances, be covered by Title IX. Harassment of GLBTQ students by other students is a significant problem, particularly at the high school level.

(<http://www.lambdalegal.org/cgi-bin/iowa/cases/record?record=89>)

Other Important Cases:

Murray v. Oceanside Unified School District (2000).
Nabozny v. Podlesny (1996).

Colin v. Orange Unified School District (2002): In December of 1999, Anthony Colin received word that the Orange Unified School District Board had denied the application of forming a Gay-Straight Alliance on basis that this was a non-curriculum extra curricular group. Colin and the GSA, argued that several other non-curriculum groups met on school property, sued the Orange Unified School District Board in federal court, because their legal rights under the Equal Access Act and the U.S. Constitution had been violated.

The court granted to the Gay Straight Alliance:

“The right to meet on school grounds, to use the school’s public address system to announce club meetings, and to be featured in the school yearbook. The students also will be able to discuss the many issues of concern to them, including anti-gay discrimination and harassment.”

(<http://www.lambdalegal.org/cgi-bin/iowa/cases/record?record=121>).

Similar cases include:

East High Gay-Straight Alliance v. Board of Education (2001).
Gay Youth Support Group v. Department of Defense (1997).



Suggested Readings

- Bernstein R. (1995). *Straight parents, gay children: Keeping families together*. New York: Thunder's Mouth Press.
- Berzon B. (1996). *Setting them straight: You can do something about bigotry and homophobia in your life*. New York: Penguin Books.
- Blanco, Jodee (2003). *Please stop laughing at me*. Avon: Adams Media Corporation.
- Elwin, Rosamund, Paule, Michele(1990). *Asha's mums*. Toronto: Women's Press
- Fricke A. and Fricke W. (1991). *Sudden strangers: The story of a gay son and his father*. New York: St. Martin Press.
- de Haan, Linda Nijland (1976). *King & King* Berkeley: Tricycle Press
- Gallos J.V., Ramsey V.J., and Associates. (1997). *Teaching diversity: Listening to the soul, speaking from the heart*. San Francisco: Jossey-Bass.
- Hutchins L. and Ka`ahumanu. (1991). *Bi any other name: Bisexual people speak out*. Boston: Alyson Publications.
- Orenstien, Catherine (2003). *Little red riding hood uncloaked: Sex, morality, and the evolution of a fairytale*. New York: Basic Books
- Pollack R. and Schwartz C. (1995). *The journey out: A guide for and about lesbian, gay, and bisexual teens*. New York: Penguin Books.
- Singer, Bennett L., (1994). *Growing up gay/ growing up lesbian: A literary anthology*. New York: New Press.
- Storr, Merled (1999). *Bisexuality: a critical reader*. New York: Routledge
- Valentine, Johnny (1994). *One dad two dads brown dad blue dads*. Boston: Alyson Publications
- Weinberg, Dr. George (1972). *Society and the healthy homosexual*. New York: Anchor Press/Doubleday.
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National and Local Organizations

- Out Front Minnesota (<http://www.outfront.org>)
Information directly useful to members of the GLBTQ community in Minnesota.
- District 202 (<http://www.dist202.org>)
A non-profit youth community center dedicated to helping the questioning youth (21 and under) community with the coming out process.
- National Association of College and University Residence Halls- NACURH, Inc.
(<http://www.nacurh.org>) -Founded in 1954, it is the largest student run organization in the world. This organization, celebrates mostly residence hall leadership, but welcomes students from the GLBTQ community by teaching them how to provide programming to diminish homophobia at their individual schools.
- National Gay and Lesbian Task Force (<http://www.nglft.org>)
An organization dedicated to promote social justice to members of the GLBTQ community.
- Out Proud, The National Coalition for Gay, Lesbian, Bi-Sexual, and Transgender Youth
(<http://www.outproud.org>)- A national organization dedicated to supporting GLBTQ youth. Provides information about
- The Steven J. Schochet Center for Gay, Lesbian, Bisexual & Transgender Studies. University of Minnesota (<http://www.glbstudies.umn.edu>)
A good website to check out that lists several GLBTQ organizations are located at:
(<http://faculty.washington.edu/alvin/gayorg.htm>).



Websites

Anti-Bullying Network (<http://www.antibullying.net>)

This website works to diminish peer-to-peer bullying, through education and resources.

GLSEN- Gays, Lesbians, Straight, Education Network (<http://www.glsen.org>):

A wonderful resource! There is breaking news and a comprehensive section with resources concerning the GLBTQ community.

Lambda Legal (<http://www.lambdalegal.org>):

Founded in 1973. Lambda Legal works to gain full civil rights access to all members of the GLBTQ community.

Out in America (<http://www.outinamerica.com>):

Is a resource that provides information, mostly news about what is happening in the GLBTQ community.

PFLAG- Parents, Families, and Friends of Lesbian, Gay, Bisexual, and Trans-Gender Persons

(<http://www.pflag.org>):

This site translates into Spanish, for Spanish speakers. There is a very comprehensive section for education, ranging from Gay families to coming out as a gay adolescent.

Queer Resources Directory (<http://www.qrd.org/qrd/>):

This comprehensive website features over 25,000 files regarding everything queer. Also look at: <http://mother.qrd.org/grd/orgs/GLSTN>

The Safe Schools Collation (<http://www.safeschools-wa.org>):

The Safe Schools Coalition is a great place to start on your research and receive current/correct information regarding GLBTQ youth. A disclaimer for this website, they do not access all the links that are shown so some may be invalid.

Sexual Minority Youth in the Heartland: Issues & Methods for Youth-Serving Professionals.

(<http://www.iub.edu/~glbtyou/>)

Uncommon Legacy Foundation (U.S.) (<http://www.uncommonlegacy.org>)



Movies

Before Stonewall: The making of the Gay and Lesbian community. (1986). *New York: The Cinema Guild.*

I just want to say. (1998). *New York: Bay, Lesbian, Straight Educators Network- National, GLSEN Publications Department.*

It's elementary (1997). *Hohokus, New Jersey: New Day Films, Department VG.*

Out of the past. (1997). *Out of the Past Film Project, Inc.*



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- Lindley, L.L. and Reininger, B.M. (2001). Support for instruction about homosexuality in South Carolina public schools. *The Journal of School Health*, 71(1).
- Mayes, T.A. (2001). Confronting same-sex, student-to-student sexual harassment: Recommendations for educators and policy makers. *Fordham Urban Law Journal* 29(2), 641-683.
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- Swartz, P.C. (2003). Bridging multicultural education, bringing sexual orientation into the children's and young adult literature classrooms. *Radical Teacher*, 66, 11-16.
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Legally wed (2003). <http://www.nytimes.com/learning/teachers/lessons/20031120thursday.html>

Do ask? Do tell? (2003). <http://www.nytimes.com/learning/teachers/lessons/20030707monday.html>

GLBTQ Glossary. <http://www.biresource.org/pamphlets/glossary.pdf>

Transforming Fairytales. <http://www.teachnet-lab.org/ps171/jwilliams/fairytales/fairytaleindex.htm>

Interviews:

Reed, October 2003, regarding his coming out story and gaydar.

Megan, October 2003, regarding the Bi-Sexual Community.

Dan “de De Paris”, October 2003, regarding the Transgender community.

Presentation Outline

Prior to presentation hand out resource guides:

0:00-0:03- Listen to the Matthew Shepard Story (Hook)

0:03-0:10- Welcome, Caveat, Introduction (Power Point)

0:10-0:25- Heterosexual Privilege

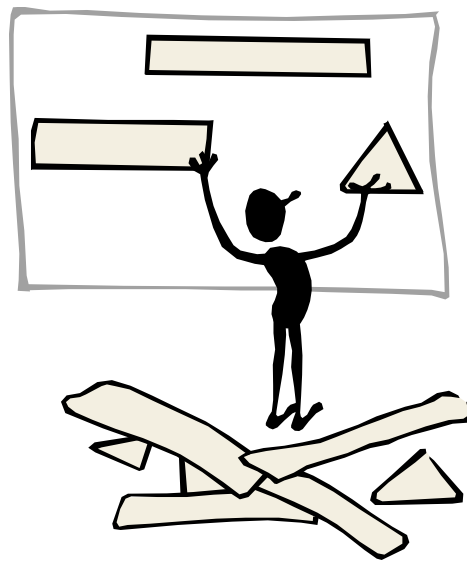
0:25-0:32- Reviewing the Guide

0:32-0:47- Vision of a non-heterosexist world

0:47-0:50- GLBTQ Vocabulary Game

0:50-0:55- Question and Answer

0:55-1:00- Closing and Assessment





Glossary

Androgynous/androgyny: [Gr. *andros*(man) + *gyne*(woman)] 1. Exhibiting approximately equal proportions of masculine and feminine characteristics simultaneously. 2. Independence from the gender roles specified by society.

(An)other sex/gender: Another gender or sex than the reference person's own. [Are you currently in a relationship with a member of *another gender* (than your own)?] [She has an *other sex* partner.]

Asexual: One who has no significant (to oneself) interest in sexual activity, or who identifies as asexual. 2. Sometimes used to mean autosexual.

Autosexual: One whose significant (to oneself) sexual activity is masturbation.

Berdache: See *Two Spirit*.

Biphobia: The oppression or mistreatment of bisexuals, either by heterosexuals (often called homophobia if it does not target bisexuals separately from lesbians and gay men), or by lesbians or gay men. (See *monosexual*.)

Bi(sexual): One who has significant (to oneself) sexual or romantic attractions to members of both the same gender and/or sex and another gender and/or sex, or who identifies as a member of the bisexual community. Derogatory terms from homophobes are the same as those for lesbians and gay men, plus AC/DC, double-ga[i]ted, confused. Derogatory terms used by lesbians, gay men, and some heterosexuals include: traitor, fraternizing with the enemy, confused.

Born (wo)man: See *genetic (wo)man*. May be derogatory.

Butch: 1. Masculine or macho dress and behavior, regardless of sex or gender identity. 2. A sub-identity of lesbian, gay male, or bisexual, based on masculine or macho dress and behavior. (See *femme*). 3. (*butch it up*) To exaggerate masculine behaviors, usually for others' entertainment. (See *camp*.)

Camp: A form of humor, in which one makes fun of one's oppression by taking on and exaggerating stereotypes which the oppressor projects onto the oppressed.

Celibate: One who is not sexually active with anyone else. May abstain from all sexual activity, or may be autosexual.

Come/be out (of the closet): 1. To disclose one's own sexual identity to another person. 2. (*come out to oneself*) To discover that one's own sexual identity is different than one previously assumed. 3. To be open about and deal with one's own and others' reactions to the discovery or disclosure of one's sexual identity. 4. (*come out for*) To disclose another person's sexual identity to a third person with the second person's permission or at their request. 5. May be generalized to disclosure of any information about oneself, not just one's sexual identity.

Cross Dress(er) (CD): To wear clothes, makeup, etc., regardless of the motivation, which are appropriate for another gender role than the gender assigned one at birth.

Drag: 1. Clothes, often unusual or dramatic, especially those considered appropriate to another gender. 2. (*In drag*) Wearing clothes considered appropriate to another gender.

Drag Queen(M2F) / Drag King(F2M): A transvestite who employs dramatic clothes, makeup, and mannerisms, often for other people's appreciation or for its shock value.

Dyke: Reclaimed derogatory slang. Refers to lesbians, or to lesbians and bisexual women.

F2M/FM/FTM: Female to male. Used to specify the direction of a change in gender or sex.

Female Impersonator (FI): A male who on specific occasions, cross dresses and employs stereotypical feminine dialog, voice, and mannerisms for the entertainment of other people. (See *camp, drag queen.*)

Femme: 1. Feminine or effeminate dress and behavior, regardless of sex or gender identity. 2. A sub-identity of lesbian, gay, or bisexual, based on feminine or effeminate dress and behavior. (See *butch.*)

Fetishistic Transvestite: A transvestite who consistently eroticizes cross dressing. May also eroticize fantasies of changing gender or sex.

Gay: 1. One who has significant (to oneself) sexual or romantic attractions primarily to members of the same gender or sex, or who identifies as a member of the gay community. May be of any gender identity.

Gay man/male: A boy or man who has significant (to oneself) sexual or romantic attractions primarily to members of the same gender or sex. Derogatory slang includes: queer, faggot, swish.

Gender (identity): How one thinks of oneself in terms of one's gender role. Masculine, feminine, androgynous. (See *butch, femme.*)

Gender dysphoria (GD): Medical term for the unhappiness or discomfort which may be experienced by one whose primary sex characteristics do not match one's gender identity.

Gender fuck: To mix stereotypical aspects of gender roles (e.g. wearing a beard and a dress together)

Gender role: Rules assigned by society that define what clothing, behaviors, thoughts, feelings, relationships, etc. are considered appropriate and inappropriate for members of a given gender.

Genetic male/man/boy (GM/GB): One classed as male from birth, regardless of one's present sex or gender identity. (See *born (wo)man, boy.*) (Note: In personal ads, GM usually means gay man, not genetic male.)

Genetic female/woman/girl (GF/GW/GG): One classed as female from birth, regardless of one's present sex or gender identity.

GLBTQ: Contraction of Gay, Lesbian, Bi-Sexual, Transgender and those who are questioning.

Hermaphrodite: 1. Medically, one who has partially expressed primary or secondary sex characteristics. Pseudo-male hermaphrodites are born with a penis, but do not develop most other male secondary sex characteristics such as facial hair, greater muscle density, or sperm with the potential to procreate. Pseudo-female hermaphrodites are born with a vagina, but are often infertile, have more facial hair than most women, and have much lower breast development. 2. Mythically (almost never happens in reality), one who has both female and male primary and secondary sex characteristics. Also *intersex*.

Heterosexism/ist: The oppression of GLB people. The assumptions that identifying as heterosexual and having sexual and romantic attractions only to members of another gender or sex is good and desirable, that other sexual identities and attractions are bad and unacceptable, and that anyone whose sexual identity is not known is heterosexual. (See *homophobia*, *biphobia*.)

Heterosexual (het): 1. Sexual or romantic behavior between a member of one sex and a member of another gender or sex. 2. One whose significant (to oneself) sexual or romantic attractions are primarily to members of another gender or sex. Derogatory terms used by homophobes toward heterosexuals who (are perceived to) associate with GLBs: queer lover, queer bait, and (woman who associates with gay men) fag hag. Derogatory terms used by GLBs toward heterosexuals: breeder.

Heterosexual Privilege: The benefits and advantages heterosexuals receive in a predominantly heterosexual culture. Also, the benefits GLB people receive as a result of claiming heterosexual identity or denying homosexual or bi-sexual identity.

Homophile (community): Obsolete term for gay male (community).

Homophobia: [Gr. *homo*(man) + *phobia*(fear).] 1. An irrational fear of sexual attraction to the same gender or sex. 2. A term for all aspects of the oppression of GLBs. (See *heterosexism*, *biphobia*.)

Homosexual(ity): 1. Sexual or romantic behavior between members of the same gender or sex. 2. Formal or clinical term for gay.

Hormone therapy: Used, especially by transsexuals, to change secondary sex characteristics, including breast size, weight distribution, and hair growth.

Identity: How one thinks of oneself, as opposed to what others observe or think about one. (See *label*)

In the Life: In the African American community, someone who does not fit the traditional gender role assigned to people of their physical sex, either in appearance, behavior, or gender of sexual partner.

Internalized homophobia/biphobia: The *internalized oppression* of GLBs people. This includes the often- conflicting feelings that we are bad at the core; that the entire world is unsafe, that we can only trust other members of our own group; that members of our group are untrustworthy; that for safety

we must stay in hiding; that for safety we must come out everywhere, all the time, that our love is bad, or is not the same as other people's love.

Internalized oppression: The turning inward and acceptance as true of negative messages and feelings about oneself and one's group, and misinformation about how members of the group (including oneself) deserve to be treated.

Intersex: One whose external genital do not match the standards for males or female (e.g. large clitoris or tiny penis) or one's whose sex glands do not totally match the sex assigned at birth.

Label: 1. Term for oneself or one's own community. 2. How someone else thinks of one, as opposed to how one thinks of oneself. (See identity.)

Lesbian: A girl or woman who has significant (to oneself) sexual or romantic attractions primarily to members of the same gender or sex, or who identifies as a member of the lesbian community. Derogatory slang: dyke, lezzy.

M2F/MF/MTF: Male to female. Used to specify the direction of a change in sex or gender.

Male Impersonator: A female who, on specific occasions, cross dresses and employs stereotypical masculine dialog, voice, and mannerisms for the entertainment of other people. (See *drag king*.)

Monosexual: One who has significant sexual or romantic attractions only to members of one gender or sex.

Monosexism/ist: A particular subset of the oppression of bisexuals. The assumption that one can (or should) be attracted to members of only one gender or sex, and that having sexual or romantic attractions to members of both genders/sexes is bad and unacceptable

Neuter: 1. One who has neither female nor male primary sex characteristics. 2. Occasionally used to mean androgynous.

Non-op/non-surgical transsexual: One who thinks of oneself as transsexual and lives as a member of their gender identity but does not (for whatever reasons) plan to undergo Sexual Reassignment Surgery. Usually cross dresses and undergoes hormone therapy and (if M2F) electrolysis to modify secondary sex characteristics.

Oppression: Systematic, supported by society, mistreatment of and misinformation about people who are (perceived to be) members of a particular group.

Out: 1. To disclose a second person's sexual identity to a third person, especially without the second person's permission. 2. To disclose one's own sexual identity, often without intending or choosing to do so. [I *outed* myself by leaving a political letter on my desk, which my boss saw when he was looking for me.] (See *come out*.)

Pass: To be perceived by others as a member of the group one chooses, instead of as a member of another group, especially of the gender one was assigned at birth. (See *read*.)

Pre-operative transsexual (Pre-op TS): One who is actively planning to relieve gender dysphoria by aligning one's sex with one's gender identity through Sexual Reassignment Surgery.

Primary sex characteristics: Inclusive term for the male penis, prostate and testicles; and for the female clitoris, vagina, uterus and ovaries. (See *female, male, hermaphrodite, neuter.*)

Queer: 1. Reclaimed derogatory slang for the sexual minority community (e.g.. Queer Nation.) 2. Weird, different, not normal, apart from the mainstream.

Read: 1. To perceive that someone else is attempting to pass as a member of a particular group, especially as a member of a different gender than that which was assigned to them at birth.

Secondary sex characteristics: General term including facial and body hair, vocal timbre and range, breast size, weight distribution.

(Self-)identify/identity (as): Emphasizes one's internal reality (identity), as opposed to external factors and others' interpretations of them (labels.)

Sex: 1. Male, female, hermaphrodite, or neuter, depending on one's primary sex characteristics. 2. Having to do with sexual behavior and behavior or feelings associated with sexual behavior.

Sexism/sexist: 1. Oppression of women as women. 2. Sometimes used for oppression based on (perceived) gender role, whether female or male.

Sexual identity: How one thinks of oneself, in terms of having significant sexual and romantic attractions to members of the same gender or sex or to another gender or sex

Sexual minority: Used variously to refer to GLB and Transgender people.

Sexual orientation/preference: 1 orientation/preference indicating having a choice in one's sexual identity having

Sexual Reassignment Surgery (SRS): A surgical procedure which changes one's primary sexual characteristics from those of one sex to those of another sex, to align them with one's gender identity.

She-Male: Used by the pornography industry to refer to women with penises, who are generally non-op or pre-op transsexuals.

Straight: Colloquial for heterosexual.

(Trans)gender community: Inclusive term for the community of transsexuals and transvestites. One who identifies as transsexual or transvestite may not identify with the Transgender community. Members of the Transgender community may be of any sexual identity, and often do not identify as members of the GLB community.

Transsexual (TS): One who changes one's sex to align with one's gender identity. Change of primary sex characteristics is accomplished by *Sexual Reassignment Surgery. Hormone therapy, electrolysis*, additional surgery, and other treatments can change secondary sex

Transvestite (TV): One who mainly cross dresses for pleasure in the appearance and sensation. The pleasure may be erotic (see *fetishistic transvestite*), empowering, rebellious or something else. May feel comfortable in the corresponding gender role while cross dressed.

Two Spirit: In some Native American/American Indian tribes, people who did not fit the traditional gender role (activities or gender of sexual partner) usually assigned to their physical sex. Depending on the tribe, they might fit a different gender role, sometimes as religious leaders, or they might simply choose to live in the gender role usually assigned to another physical sex. The French term *berdache*, meaning slave, has widely used by anthropologists, but is now considered a derogatory cultural imposition.

Unisex: Clothing, behaviors, thoughts, feelings, relationships, etc. which are considered appropriate for members of both genders/sexes.

