

AGENDA

- I. Introduction
- II. Terminology Exercise and Quick Discussion
- III. Skit 1 and Quick Discussion on Kinsey's Scale & Klein's Grid
- IV. Skit 2 and Discussion on Coming Out as a Process
- V. Transgender Emergence Model

BREAK

- VI. Role Playing Exercise and Different Levels of Oppression
- VII. Ally Agreement & Resources
- VIII. Evaluation
- IX. Q & A

What are the goals of the Positive Space Program's Ally Project?

1. To provide an avenue for students, faculty, and staff to visibly demonstrate their support of people who are lesbian, gay, bisexual, transgender, intersexual, queer, or questioning (LGBTIQQ).
2. To establish a university-wide network of easily identifiable allies who can provide support, information, and assistance to LGBTIQQ persons within the university.
3. To provide LGBTIQQ students, faculty, and staff with comfortable access to sensitive and knowledgeable people for information and support.
4. To educate members of the university community about the needs and concerns of LGBTIQQ persons.
5. To foster an atmosphere on campus which supports the academic and professional success of LGBTIQQ persons, as well as their personal and social growth.
6. To advance the university's progress toward a campus climate free of discrimination and harassment based on sexual orientation and gender identification.

What are the responsibilities of an Ally?

Allies include students, faculty, and staff who are heterosexual, lesbian, gay, bisexual, transgendered, intersexual, and queer, and who want to show their support.

Allies serve as informal resource persons who can provide support to persons who are LGBTIQQ by respecting them, listening to their concerns, helping them access campus resources, and responding to anti-lesbian, gay, bisexual, transgender, and intersexual prejudice and discrimination.

By agreeing to publicly post an Ally sign and designate themselves as persons who are receptive and positive to discussing issues surrounding sexual orientation and gender identification, Allies have a responsibility to:

- Educate themselves with accurate information about sexual orientation and gender identification.
- Increase their awareness of and sensitivity to the needs and concerns of LGBTIQQ persons.
- Create a “Positive Space” where anyone, whether they are lesbian, gay, bisexual, transgendered, intersexual, or heterosexual, can feel comfortable discussing issues related to sexual orientation and/or gender identification without fear of judgment. “A Positive Space” is an environment committed to openness and mutual respect regardless of sexual orientation, gender identification, political perspective, or religious belief.
- Assist LGBTIQQ persons in accessing support services and information resources on campus and in the community.
- Assist heterosexual persons in understanding homosexuality, bisexuality, transgenderism, intersexuality and the impact of trans/bi/homophobia and heterosexism on the lives of LGBTIQQ persons.
- Respond to instances of discrimination and harassment based on sexual orientation and gender identification.
- Respect the privacy of persons who contact them in their role as an Ally.

TERMINOLOGY

LGBTIQQ – An abbreviation for lesbian, gay, bisexual transgendered, intersexual, queer and questioning (e.g., “LGBTIQQ community”).

Lesbian – Term referring to female homosexual. Popular during the 70s and used widely by radical feminists who are "political lesbians".

Gay – Term referring to male homosexual although some people also use it as a non-gender specific term to describe anyone homosexual.

Bisexual – Term describing a person whose sexual attraction is to both males and females.

Transgender (TG) – Crossing over or transcending the common social assignment of gender at birth to incorporate one or more aspects, traits, or characteristics of the other sex. [Virginia Prince originally used this term as a political concept to frame the diversity of gender expression.] An umbrella term to include TS and TG not going through the transition (altering bodies via hormones or surgeries). This term is developing a more specific meaning to people with opposite gender identification and is beginning to exclude crossdressers in this once umbrella term.

Transsexual (TS) – An individual who experiences intense, persistent discomfort and feelings of inappropriateness with the sex assignment made at birth, and who actively seeks to change or has changed his/her body through hormonal reassignment and/or various surgical procedures.

- **FTM / F2M** - Common abbreviation denoting a female-to-male transsexual.
- **MTF / M2F** - Common abbreviation denoting a male-to-female transsexual.

Intersexual / Intersexed - A term referred to people born with ambiguous sexual organs. Hermaphrodites.

Queer – A generic term used by Queer theorists to describe all that do not conform to the patriarchal gender-sex binary system. This includes an FTM who identifies as a straight man. Also used as a shortcut for "gay, lesbian, bisexual, transgendered, intersexual". Others used “queer” as an inclusive term for all other non-conformist gender/sexual behavior and identities.

Questioning – A term to refer to people who are questioning their sexual or gender identity.

Sexual Orientation (vs. Gender Identity) – Sexual preference for emotive/erotic partners of the same, opposite, or either sex. Orientations are typically described as heterosexual, homosexual, bisexual, or asexual. [In 1973, the term "homosexual" was taken out of the DSM-IV after much protests and in-workings of activists.]

- **Homosexual**– A term used to describe a person who is sexually attracted to the same-sex, i.e., gay men and lesbian women.
- **Heterosexual / Straight** – A term used to describe a person who is sexually attracted to the opposite-sex.

In the Closet – May refer to a queer person who has not yet accepted their own sexuality/gender identity (to be “in the closet” to one’s self). Also may refer to one who chooses not to share their sexuality/gender identity with family, friends, coworkers, or society (to be “in the closet” to everyone).

- **MSM** – Men who have sex with men. A descriptive term about behavior that doesn’t impose an identity on a person.
- **WSW** - Women who have sex with women. A descriptive term about behavior that doesn’t impose an identity on a person.

Coming Out – Referring to the process by which one accepts one’s own sexuality/gender identity (to “come out” to one’s self). Also referring to the process by which one shares one’s sexuality/gender identity with others (to “come out” to friends, etc.). This process is a continual, life long process for homosexual, bisexual, transgendered, and intersexual individuals.

Heterosexism – The assumption that everyone is heterosexual, and that heterosexuality is superior to homosexuality, bisexuality, transgenderism, and intersexuality. Usually used to the advantage of the group in power. Any attitude, action, or practice – backed by an institutional power – which subordinates people because of their alternative sexual orientation and/or gender identity.

Homophobia – The irrational fear of homosexuals or homosexuality, or any behavior, belief, or attitude that can lead to discrimination, rejection, verbal assaults and/or physical violence. (Biphobia, lesbophobia, transphobia, biphobia)

Ally – Someone who confronts heterosexism, homophobia, and heterosexual privilege in themselves and others out of a concern for the well-being of lesbian, bisexual, gay, transgendered, intersexual and queer people and a belief that heterosexism is a social injustice issue.

HIJRAS - A caste in Indian society where gay/transgender people existed as shamans and king's counselors pre-Colonialism.

MAHU - The origin of this Hawaiian term is to describe a crossdresser/gay person. After colonialism, this term carries a negative connotation. Queer Asian Pacific Islander Americans have reclaimed this term to empower themselves and to emphasize that queerness is not a Western phenomenon nor is it a negative status.

SAME GENDER LOVING - In Black college campuses in the 70s, African Americans use this term to call themselves, partly because they did not identify with the white culture.

TWO SPIRITED – A term used by Native Americans.

DYKE/DIKE – Lesbians use this term as an edgier way to call themselves and to reclaim the word which was used as a negative.

FAG / FAGGOT – An often derogatory word that gay men have reclaimed.

SISSY – A type of feminine gay man.

BUTCH – A term to describe a masculine lesbian. Also used to describe a masculine man.

FEMME – A term to describe a feminine lesbian.

POTATO QUEEN – A non-White gay man who is attracted to only white gay men.

RICE QUEEN – A non-Asian gay man who is attracted to only Asian gay men.

STICKY RICE – An Asian gay or lesbian who is attracted to other Asians.

BOTTOM - In sexual positions, the recipient is a bottom. In social setting, the bottom is the passive/quiet one.

TOP – The initiator or giver or inserter in sexual relationships.

Kinsey's Scale

Fantasies; Thoughts; Emotional Feelings; Dreams; Frequency of Sexual Activity

0	1	2	3	4	5	6
Other Sex Only	Other Sex Mostly	Other Sex Somewhat More	Both Sexes Equally	Same Sex Somewhat More	Same Sex Mostly	Same Sex Only

Rating Scale used in Conjunction with the Klein Grid Below

Modified from Kinsey's Scale (0-6)

1	2	3	4	5	6	7
Other Sex Only	Other Sex Mostly	Other Sex Somewhat More	Both Sexes Equally	Same Sex Somewhat More	Same Sex Mostly	Same Sex Only

Klein Sexual Orientation Grid

Variable	Past	Present	Ideal
A. Sexual Attraction			
B. Sexual Behavior			
C. Sexual Fantasies			
D. Emotional Preference			
E. Social Preference			
F. Self-Identification			
G. Hetero/Gay Lifestyle			

Source: Klein, F., Sepekoff, B., & Wolf, T. J. (1985). Sexual Orientation: A Multi-Variable Dynamic Process. *The Journal of Homosexuality*, 11(1-2), 35-49.

Developmental Stages in the Coming Out Process for Gays, Lesbians & Bisexuals

In the Closet – May refer to a queer person who has not yet accepted his/her own sexual identity (to be “in the closet” to one’s self). Also may refer to one who chooses not to share his/her sexual identity with family, friends, coworkers, or society (to be “in the closet” to everyone).

Coming Out – Referring to the process by which one accepts one’s own sexuality identity (to “come out” to one’s self). Also referring to the process by which one shares one’s sexuality identity with others (to “come out” to friends, etc.). This process is a continual, life long process for homosexual and bisexual individuals.

Identity confusion	<ul style="list-style-type: none"> • see self as member of mainstream group; • denial of inner feelings; • recognize possibility of self as homosexual or bisexual
Identity comparison	<ul style="list-style-type: none"> • sense of alienation from general society; • compare self to others, realize self is different; • inner struggle over what is true about own identity
Identity tolerance	<ul style="list-style-type: none"> • begin to seek out LGB community; • begin to tolerate, but not accept, LGB identity
Identity acceptance	<ul style="list-style-type: none"> • begin to immerse self in LGB community; • feel validated and normal as LGB; • accept self as LGB
Identity pride	<ul style="list-style-type: none"> • pride in new identity; • anger at anti-homosexual and transphobic attitudes; • no longer hide identity as LGB; • utilize energy from pride and anger to work for LGB activism; • prefer to mix socially with other LGBs
Identity synthesis	<ul style="list-style-type: none"> • at peace with self as LGB; • personal and public identity become one; • see value in supportive heterosexuals; • mix socially with both heterosexuals and LGBs equally comfortably

Source: Cass, V.C. “Homosexuality Identity Formation: A Theoretical Model.” *Journal of Homosexuality* 4(1979): 219-235. Revised by CSUN PSP, 3/9/07

Transgender Emergence

Developmental Stages in the Transgender Emergence Process (see table below): According to Lev, these stages are more relevant for gender-variant children. Variations of the model depend on many factors such as race/ethnicity/cultural difference regarding gender/gender identity, age, class access to money and ability to procure therapeutic or medical treatment, mental health issues unrelated to gender identity, marital status, religious upbringing, current spiritual identification, place of residence, values of society & culture person born into, individual experience, and traumatic childhood experiences such as sexual abuse. It differentiates transitioning from coming out as gay or lesbian; it is likened to rite of passage. It does not include any discussion of how this process is controlled by the therapeutic and medical establishments, at least in US. Lev states that also many similarities exist in the process of gender identity integration for intersexual people. Lev's text is intended for therapists.

Transgender Emergence Model (Lev's Model with Minimal Additions)

Stage	Description	Therapeutic Task
Awareness	<ul style="list-style-type: none"> • Distress • Relief (adult) 	Normalize experience Help celebrate
Seeking Information/ Reaching Out	<ul style="list-style-type: none"> • Education • Support 	Facilitate linkages Encourage outreach
Disclosure to Significant Others	<ul style="list-style-type: none"> • Telling significant others • Dealing with workplace issues (adult) 	(Re)Integration into family system Adjustment to workplace setting
Exploration: Identity and Self-Labeling	<ul style="list-style-type: none"> • Exploration of various transgender identities 	Support articulation and comfort with one's gendered identity
Exploration	<ul style="list-style-type: none"> • Transition • Body modifications 	Resolutions of decisions Advocacy toward manifestation of decisions
Integration: Acceptance & Post Transition Issues	<ul style="list-style-type: none"> • Integration & synthesis of identity • Sexual orientation/sexuality/coming out issues • Going stealth and activism 	Support adaptation to transition-related ongoing issues

Source: Lev, A. L. (2004). Transgender emergence: Therapeutic guidelines for working with gender-variant people and their families. New York: Haworth Clinical Practice Press. Modified for CSUN Ally Training, 3/9/07

Note: This model includes all transgender people and may vary widely across different subgroups such as cross gender or intersexual subgroups as well as within subgroups such as transsexual males versus transsexual females.

Gust A. Yep's Grid on Types of Homophobia and Heterosexism

Homophobia

The irrational fear of homosexuals or homosexuality, or any behavior, belief, or attitude that can lead to discrimination, rejection, verbal assaults and/or physical violence. (Biphobia, lesbophobia, transphobia)

Heterosexism

The assumption that everyone is heterosexual, and that heterosexuality is superior to homosexuality, bisexuality, transgenderism, and intersexuality. Usually used to the advantage of the group in power. Any attitude, action, or practice – backed by an institutional power – which subordinates people because of their sexual orientation.

		Context of Experiences:	
		<u>Interior</u> (affect, cognition, sensations)	<u>Exterior</u> (affect, cognition, sensations)
Done By:	<u>Individual</u>	Soul Murder Internalized Homophobia	Hate Crime External Homophobia
	<u>Collective</u>	Social Climate Discursive Violence	Policies Institutional Violence

Source: Gust A. Yep. "From Homophobia and Heterosexism to Heteronormativity: Toward the Development of a Model of Queer Interventions in the University Classroom." *Journal of Lesbian Studies* 6:3/4(2002): 163-176. Modified by CSUN PSP, 10/9/02.

ROLE PLAYING EXERCISES

Scenario A: (can reverse gender roles)

You are a closeted gay man still having shame about your homosexual inclination. You have only come out to a few queer friends that you have met. You act and appear straight at work. One day you go out to lunch with your male coworkers. Your coworkers discuss how cute this one staff member is from another department. Your male coworkers get into a discussion about what kind of woman they want to have sex with, who they want to marry, and who's cute and who's not. They notice you not sharing and ask for your opinion. **You choose not to come out to your coworkers.**

Scenario B: (can reverse gender roles)

A female student you have been working with seems upset/distracted about something. You check up with her and ask her what is happening because you have been noticing that she seems withdrawn, distracted and bothered by something. After a bit of hesitation, she confides in you that she/he thinks her roommate might be a lesbian. She doesn't know what to do because it goes against her Bible teaching and she doesn't know how to save her roommate. She seems distraught about how her roommate will create disharmony in the family and might be kicked out of the house. She also thinks that her roommate suspects something different about her. **It turns out that your student is trying to come out** and not her roommate. It also turns out that **she has a crush on you**, not her roommate. She has been avoiding you because she doesn't know what to do with this new revelation that confuses her.

Scenario C:

You are an Ally with an Ally sticker on your office door. A very out gay African American student looks to you as a friend and comes by every so often to chat. One day, he comes in upset and complains to you that he heard homophobic remarks made in class by his Latino professor. He goes on deriding Latino's machismo. Then, he tells you how his relationship with his lover is a lot more egalitarian. You learned that he is dating an older white man who "has a thing for African American men." He tells you how he has an allowance every week from his lover and that his lover pays for his schooling ever since he got kicked out of his family at age 16 for being gay. **The student has just learned about racial fetishism from his Chicanos class and is looking for your approval in his relationship with his older, white male lover, whom he jokes as his "sugar daddy."**

Other scenarios:

For all scenarios, "student" can be replaced by Professor, Staff, or Administrator.

1. A queer student asks you obscure topics you don't know and assumes you do.
2. A student thinks his/her roommate is gay and asks you what to do about it.
3. A student asks what the Ally sticker means and then asks if you're gay.
4. A student asks you if she/he is bisexual.
5. A student asks you if she/he should come out.
6. A student realizes that you're an Ally and becomes "clingy."
7. A student confides about her/his molestation experience.
8. Colleague A asks you if Colleague B is married. You know that B is a partnered lesbian.
9. **A student makes a derogatory remark about lesbians in your Ethnic Studies class and says that homosexuality is "a White disease."**
10. **You heard a homophobic/heterosexist remark made by someone in higher position than you. This person started quoting the Bible to support his/her belief about queers.**
11. You attend a potluck party with some of your colleagues. Someone asks if you're married and assumes that your spouse is of your opposite sex. You are gay/lesbian without a partner.
12. **A student named Steven asks you if you and the rest of the class/staff will refer to her as Stephanie from now on.**

ALLY AGREEMENT

Although I am not an “expert” on lesbian, gay, bisexual, transgendered and intersexual issues, I will provide affirming resources and referrals to the best of my ability.

I am committed to continue my education, to help others learn about oppression, heterosexism, homophobia, biphobia, and transphobia, and to improve myself on a personal level.

I am committed to working toward providing a safe, positive, confidential support network for members of the lesbian, gay, bisexual, transgender, and intersexual communities.

I am committed to treating everyone with the dignity and respect that they are entitled to as human beings.

I, _____, hereby agree to provide a “safe zone” or “positive space” for anyone dealing with sexual or gender orientation issues.

Signature: _____ Date: _____

Date of Seminar: _____

Email: _____

Work Phone: _____ (optional)

Faculty _____ Staff _____ Administrator _____

Department/Office Name: _____

Building & Room Location: _____

Student _____ Date of Graduation? _____

___ Check here if you do NOT wish to include your name & contact information in ALLY newspaper ads.

___ Check here if you do NOT wish to include your name & contact information on the ALLY web site.

___ Check here if you do NOT wish to join the ALLY email list.

[If you wish to return this agreement later, please send to Gina Masequesmay, in AAS at Mail Code 8251]

ALLY TRAINING EVALUATION

Date of Seminar: _____

Please circle your answer or fill in the blanks. Feel free to use the backside of the page.

1. Position at CSUN:

- Faculty: a. Part-Time b. Assistant Prof. c. Associate Prof. d. Full Prof.
Student: e. Graduate f. Undergraduate
Staff: g. Administrative h. Non-Administrative

2. Age: _____

3. Gender:

F M FTM MTF

4. Department: _____

5. Do you plan to sign the ALLY Agreement?

Yes No Maybe

Please comment on your decision:

6. How did you hear about the ALLY training?

7. What activity did you find most helpful?

8. What activity did you find least helpful?

9. Do you have any suggestions for revising future trainings? Please explain.

10. What issues or areas would you like to learn more about at ALLY continuing education sessions?