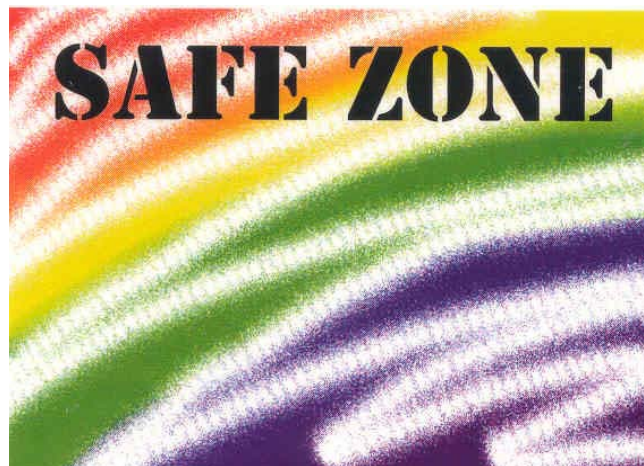


IPFW

Safe Zone



Resource Manual

IPFW Safe Zone Resource Manual

This resource manual is intended as a starting point for learning how to become an ally of lesbian, gay, bisexual, and transgender people. It contains most of the readings and exercises used in the Safe Zone training workshops offered on campus as well as numerous references for further research and study. The manual in its present form was researched, documented, and compiled by Sara Patalita, librarian at the Allen County Public Library, with input from current and past workshop facilitators, especially Leslie Raymer (Continuing Studies) and Jeannie DiClementi (Psychology). The manual was published by the Safe Zone Subcommittee of the IPFW Diversity Council. We see this manual as a living document that will evolve to meet the needs of new generations of users.

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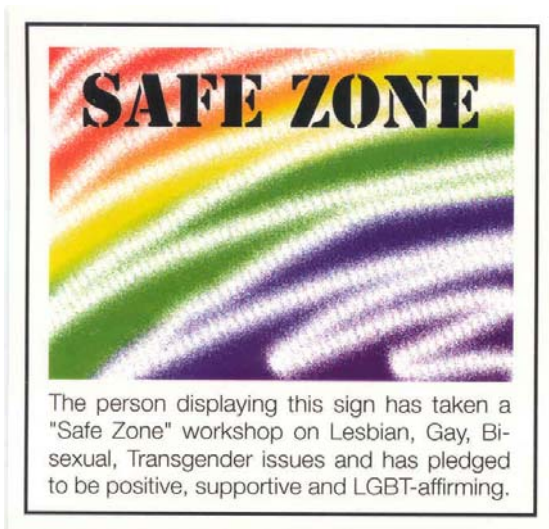
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What is Safe Zone?

A Safe Zone is a place where you can feel free to talk about being lesbian, gay, bisexual, or transgendered without fear of criticism or hatred. It is a place here you can feel not only supported, but affirmed. It is a place where you are not only accepted, but valued. Look for the Safe Zone sign:



People displaying this sign have taken a Safe Zone training workshop and have signed a pledge to be positive, supportive, and affirming to students, staff, and faculty who wish to talk about being gay, lesbian, bisexual, or transgendered. In a Safe Zone, you are free to be yourself.

Lesbian/Gay/Bisexual Glossary of Terms

→ From Gay & Lesbian Alliance Against Defamation

<http://www.glaad.org/media/guide/glossary.php>

Biphobia

Fear of bisexuals, often based on inaccurate stereotypes, including associations with infidelity, promiscuity and transmission of sexually transmitted diseases.

Bisexual

An individual who is physically, romantically, emotionally and/or spiritually attracted to men and women. Bisexuals need not have had equal sexual experience with both men and women; in fact, they need not have had any sexual experience at all to identify as bisexual.

Civil Union

Legal recognition of committed same-sex relationships in Vermont and Connecticut (see IN FOCUS: Civil Unions & Domestic Partnership Laws).

Closeted

Describes a person who is not open about his or her sexual orientation.

Coming Out

A lifelong process of self-acceptance. People forge a lesbian, gay, bisexual or transgender identity first to themselves and then may reveal it to others. Publicly identifying one's sexual orientation may or may not be part of coming out.

Domestic Partnership

Civil or legal recognition of a relationship between two people (domestic partners) that sometimes extends limited protections to them (see IN FOCUS: Civil Unions & Domestic Partnership Laws).

Gay

The adjective used to describe people whose enduring physical, romantic, emotional and/or spiritual attractions are to people of the same sex (e.g., gay man, gay people) - though in contemporary contexts, gay is more commonly used to describe men, while lesbian (n.) is usually the preferred term for women. Avoid identifying gay men and lesbians as "homosexuals" (see Offensive Terminology to Avoid).

Heterosexual Man/Woman

A person whose enduring physical, romantic, emotional and/or spiritual attraction is to people of the opposite sex. Also **straight**.

Lesbian/Gay/Bisexual Glossary of Terms (Continued)

Heterosexism

The attitude that heterosexuality is the only valid sexual orientation. Often takes the form of ignoring lesbians, gay men and bisexuals. For example: a feature on numerous Valentine's Day couples that omit same-sex couples.

Homosexual

(See Offensive Terminology to Avoid) Outdated clinical term considered derogatory and offensive by many gay men and lesbians. Gay and/or lesbian accurately describe people who are attracted to members of the same sex.

Homophobia

Fear of lesbians and gay men. Prejudice is usually a more accurate description of hatred or antipathy toward LGBT people.

Lesbian

A woman whose enduring physical, romantic, emotional and/or spiritual attraction is to other women. Avoid identifying lesbians as "homosexuals," a derogatory term (see Offensive Terminology to Avoid).

LGBT/GLBT

Acronyms for "lesbian, gay, bisexual and transgender." LGBT and/or GLBT are often used because they are more inclusive of the diversity of the community.

Lifestyle

(See Offensive Terminology to Avoid) Inaccurate term often used by anti-gay extremists to denigrate lesbian, gay, bisexual and transgender lives. Avoid using. As there is no one heterosexual or straight lifestyle, there is no one lesbian, gay, bisexual or transgender lifestyle.

Openly Gay

Describes people who self-identify as lesbian or gay in their public and/or professional lives. Also openly lesbian, openly bisexual, openly transgender.

Outing

The act of publicly declaring (sometimes based on rumor and/or speculation) or revealing another person's sexual orientation without his or her consent. Considered inappropriate by a large portion of the LGBT community.

Queer

Traditionally a pejorative term, queer has been appropriated by some LGBT people to describe themselves. Some value the term for its defiance and because it can be inclusive of the entire LGBT community. Nevertheless, it is not universally accepted even within the LGBT community and should be avoided unless quoting someone who self-identifies that way.

Lesbian/Gay/Bisexual Glossary of Terms (Continued)

Sexual Orientation

The scientifically accurate term for an individual's enduring physical, romantic, emotional and/or spiritual attraction to members of the same and/or opposite sex, including lesbian, gay, bisexual and heterosexual orientations. Avoid the offensive term "sexual preference," which is used to suggest that being gay or lesbian is a choice and therefore "curable."

Sodomy Laws

Historically used to selectively persecute gay men, lesbians and bisexuals, the state laws often referred to as "sodomy laws" were ruled unconstitutional by the U.S. Supreme Court in *Lawrence v. Texas* (2003). "Sodomy" should never be used to describe gay, lesbian or bisexual relationships, sex or sexuality.

Transgender Glossary of Terms

→ From Gay & Lesbian Alliance Against Defamation
<http://www.glaad.org/media/guide/transfocus.php>

GENERAL TERMINOLOGY

Sex

The classification of people as male or female. At birth, infants are assigned a sex based on a combination of bodily characteristics including: chromosomes, hormones, internal reproductive organs, and genitals.

Gender Identity

One's internal, personal sense of being a man or a woman (or a boy or girl.) For transgender people, their birth-assigned sex and their own internal sense of gender identity do not match.

Gender Expression

External manifestation of one's gender identity, usually expressed through "masculine," "feminine" or gender variant behavior, clothing, haircut, voice or body characteristics. Typically, transgender people seek to make their gender expression match their gender identity, rather than their birth-assigned sex.

Sexual Orientation

Describes an individual's enduring physical, romantic, emotional and/or spiritual attraction to another person. Gender identity and sexual orientation are not the same. Transgender people may be heterosexual, lesbian, gay, or bisexual. For example, a man who becomes a woman and is attracted to other women would be identified as a lesbian.

TRANSGENDER-SPECIFIC TERMINOLOGY

Transgender

An umbrella term for people whose gender identity and/or gender expression differs from the sex they were assigned at birth. The term may include but is not limited to: transsexuals, cross-dressers, and other gender-variant people. Many transgender people can identify as female-to-male (FTM) or male-to-female (MTF). Use the descriptive term (transgender, transsexual, cross-dresser, FTM or MTF) preferred by the transgender person. Transgender people may or may not choose to alter their bodies hormonally and/or surgically.

Transgender Glossary of Terms (Continued)

Transsexual (also Transexual)

An older term which originated in the medical and psychological communities. Some transsexual people still prefer to use the term to describe themselves. However, unlike transgender, transsexual is not an umbrella term, and many transgender people do not identify as transsexual. It is best to ask which term an individual prefers.

Transvestite

DEROGATORY See **Cross-Dressing**

Transition

Altering one's birth sex is not a one-step procedure — it is a complex process that takes place over a long period of time. Transition includes some or all of the following cultural, legal, and medical adjustments: telling one's family, friends, and/or co-workers; changing one's name and/or sex on legal documents; hormone therapy; and possibly (though not always) some form of chest and/or genital alteration.

Sex Reassignment Surgery (SRS)

Refers to surgical alteration, and is only one small part of transition (see **Transition** above). Preferred term to "sex change operation." Not all transgender people choose to or can afford to have SRS. Journalists should avoid overemphasizing the importance of SRS to the transition process.

Cross-Dressing

To occasionally wear clothes traditionally associated with people of the other sex. Cross-dressers are usually comfortable with the sex they were assigned at birth and do not wish to change it. "Cross-dresser" should NOT be used to describe someone who has transitioned to live full-time as the other sex, or who intends to do so in the future. Cross-dressing is a form of gender expression and is not necessarily tied to erotic activity. Cross-dressing is not indicative of sexual orientation.

Gender Identity Disorder (GID)

A controversial DSM-IV diagnosis given to transgender and other gender-variant people. Because it labels people as "disordered," Gender Identity Disorder is often considered offensive. The diagnosis is frequently given to children who don't conform to expected gender norms in terms of dress, play or behavior. Such children are often subjected to intense psychotherapy, behavior modification and/or institutionalization. Replaces the outdated term "gender dysphoria."

Transgender Glossary of Terms (Continued)

Intersex

Describing a person whose biological sex is ambiguous. There are many genetic, hormonal or anatomical variations which make a person's sex ambiguous (i.e., Klinefelter Syndrome, Adrenal Hyperplasia). Parents and medical professionals usually assign intersex infants a sex and perform surgical operations to conform the infant's body to that assignment. This practice has become increasingly controversial as intersex adults are speaking out against the practice, accusing doctors of genital mutilation.

TRANSGENDER TERMINOLOGY TO AVOID

PROBLEMATIC TERMINOLOGY

PROBLEMATIC: "transgenders," "a transgender"

PREFERRED: "transgender people," "a transgender person"

Transgender should be used as an adjective, not as a noun. Do not say, "Tony is a transgender," or "The parade included many transgenders." Instead say, "Tony is a transgender person," or "The parade included many transgender people."

PROBLEMATIC: "transgendered"

PREFERRED: "transgender"

The word transgender never needs the extraneous "ed" at the end of the word. In fact, such a construction is grammatically incorrect. Only verbs can be transformed into participles by adding "-ed" to the end of the word, and transgender is an adjective, not a verb.

PROBLEMATIC: "sex change," "pre-operative," "post-operative"

PREFERRED: "transition"

Referring to a sex change operation, or using terms such as pre- or post-operative, inaccurately suggests that one must have surgery in order to truly change one's sex.

PROBLEMATIC: "hermaphrodite"

PREFERRED: "intersex person"

The word "hermaphrodite" is a stigmatizing and misleading word, usually used to sensationalize intersex people.

Transgender Glossary of Terms (Continued)

DEFAMATORY TERMINOLOGY

Defamatory: "deceptive," "fooling," "pretending," "posing," or "masquerading"
Gender identity is an integral part of a person's identity. Please do not characterize transgender people as "deceptive," as "fooling" other people, or as "pretending" to be, "posing" or "masquerading" as a man or a woman. Such descriptions are extremely insulting.

Defamatory: "she-male," "he-she," "it," "trannie," "tranny," "gender-bender"
These words only serve to dehumanize transgender people and should not be used (See Defamatory Language).

NAMES & PRONOUN USAGE

We encourage you to use a transgender person's chosen name. Often transgender people cannot afford a legal name change or are not yet old enough to change their name legally. They should be afforded the same respect for their chosen name as anyone else who lives by a name other than their birth name (e.g., celebrities).

We also encourage you to ask transgender people which pronoun they would like you to use. A person who identifies as a certain gender, whether or not they have taken hormones or had surgery, should be referred to using the pronouns appropriate for that gender.

If it is not possible to ask the person which pronoun he or she prefers, use the pronoun that is consistent with the person's appearance and gender expression. For example, if the person wears a dress and uses the name "Susan," feminine pronouns are appropriate. This is consistent with AP Stylebook guidelines.

NOTE: It is never appropriate to put quotation marks around either the transgender person's chosen name or the pronoun that reflects their gender identity.

Some Symbols Used In Gay and Lesbian Subcultures

→From Safe Zone at Virginia Commonwealth University

<http://www.students.vcu.edu/counsel/safezone/symbols.html>



The Rainbow Flag

In 1978 San Francisco artist Gilbert Baker designed a flag for that city's Gay Freedom celebration. The flag since has been adopted by lesbian, gay, bisexual and transgender (LGBT) movements nationally and internationally. It has six stripes, each a different color ranging from purple to red. The flag -- or sometimes six-striped streamers -- can be seen flying from many homes and apartments in Richmond as well as from the Metropolitan Community Church and is displayed at almost all gay and lesbian events. Bumper stickers representing the flag are also common around the city.



The Lambda

In 1970 members of the Gay Activist Alliance chose the Greek letter lambda as their symbol because a flag with a lambda on it was carried by a regiment of Greek warriors who were accompanied into battle by their younger male lovers and were noted for their fierceness and willingness to fight to the death. Many LGBT organizations since 1970 have taken the lambda as their symbol or part of their name.



The Pink Triangle

Under the Nazi regime, concentration camp prisoners wore colored triangles that indicated their classification and thus the reason they were considered enemies of the state. Just as Jews wore two superimposed yellow triangles, homosexual men wore pink triangles. When the Allies liberated the camps in 1945, most survivors were freed, but the US Army simply transferred those wearing pink triangles to other prisons. Gays and lesbians now use the pink triangle as a symbol of identification and solidarity against oppression.



The Black Triangle

Just as homosexual men were forced to wear pink triangles in the camps, many lesbians were forced to wear black triangles, which signified that they (like prostitutes and unmarried women of the streets) did not live according to the Nazis' ideas of correct female behavior.

Some Symbols Used In Gay and Lesbian Subcultures (Continued)



Double Venus

The symbol for the planet Venus is also the alchemical symbol for woman. Lesbians use two such symbols overlapping to mean "woman loving woman."



Double Mars

The symbol for the planet Mars is also the alchemical symbol for man. Gay men use two such symbols overlapping to mean "man loving man."



The Labrys

A double-bladed axe served as the scepter of the goddess Demeter (or Artemis). Scythian warriors may once have used such a weapon. It appears in ancient Cretan art and is now often used as a symbol of lesbianism.

Cass Model of Sexual Identity Development

→ From Safe Zone at University of South Florida

<http://www.ctr.usf.edu/safezone/blue/sexualidentity.htm>

There are several theories that describe the sexual orientation development of gay and lesbian individuals. Because people are unique and everyone has his or her own story, no one theory describes all people. Some of the factors that influence development, and which are not yet accounted for by theory, include race, religion, culture, gender, and ability. So please be prepared for differences among students. Theory does however provide one explanation of students' identity development and helps us predict some of the development they have ahead of them.

One of the foundational theories of gay and lesbian identity development was developed in 1979 by Vivian Cass. Cass described a process of six stages of gay and lesbian identity development. (There are not yet theories that describe the identity development of bisexual or transgender students.) The stages help explain students' thoughts, feelings, and behaviors, and therefore help us know how to support students. While these stages are sequential, some people might revisit stages at different points in their life. Following are brief descriptions of the six stages.

1. **Identity Confusion:** "Could I be gay?" This stage begins with the person's first awareness of gay or lesbian thoughts, feelings, and attractions. The person typically feels confused and experiences turmoil.

Task: Who am I? – Accept, Deny, Reject.

Possible Responses: Will avoid information about lesbians and gays; inhibit behavior; deny homosexuality ("experimenting," "an accident," "just drunk"). Males: May keep emotional involvement separate from sexual contact; Females: May have deep relationships that are non-sexual, though strongly emotional.

Possible Needs: May explore internal positive and negative judgments. Will be permitted to be uncertain regarding sexual identity. May find support in knowing that sexual behavior occurs along a spectrum. May receive permission and encouragement to explore sexual identity as a normal experience (like career identity, and social identity).

Cass Model of Sexual Identity Development (Continued)

2. **Identity Comparison:** "Maybe this does apply to me." In this stage, the person accepts the possibility of being gay or lesbian and examines the wider implications of that tentative commitment. Self-alienation becomes isolation.

Task: Deal with social alienation.

Possible Responses: May begin to grieve for losses and the things she or he will give up by embracing their sexual orientation. May compartmentalize their own sexuality. Accepts lesbian, gay definition of behavior but maintains "heterosexual" identity of self. Tells oneself, "It's only temporary"; "I'm just in love with this particular woman/man," etc.

Possible Needs: Will be very important that the person develops own definitions. Will need information about sexual identity, lesbian, gay community resources, encouragement to talk about loss of heterosexual life expectations. May be permitted to keep some "heterosexual" identity (it is not an all or none issue).

3. **Identity Tolerance:** "I'm not the only one." The person acknowledges that he or she is likely gay or lesbian and seeks out other gay and lesbian people to combat feelings of isolation. Increased commitment to being lesbian or gay.

Task: Decrease social alienation by seeking out lesbians and gays.

Possible Responses: Beginning to have language to talk and think about the issue. Recognition that being lesbian or gay does not preclude other options. Accentuates difference between self and heterosexuals. Seeks out lesbian and gay culture (positive contact leads to more positive sense of self, negative contact leads to devaluation of the culture, stops growth). May try out variety of stereotypical roles.

Possible Needs: Be supported in exploring own shame feelings derived from heterosexism, as well as external heterosexism. Receive support in finding positive lesbian, gay community connections. It is particularly important for the person to know community resources.

Cass Model of Sexual Identity Development (Continued)

- 4. Identity Acceptance:** "I will be okay." The person attaches a positive connotation to his or her gay or lesbian identity and accepts rather than tolerates it. There is continuing and increased contact with the gay and lesbian culture.

Task: Deal with inner tension of no longer subscribing to society's norm, attempt to bring congruence between private and public view of self.

Possible Responses: Accepts gay or lesbian self-identification. May compartmentalize "gay life." Maintains less and less contact with heterosexual community. Attempts to "fit in" and "not make waves" within the gay and lesbian community. Begins some selective disclosures of sexual identity. More social coming out; more comfortable being seen with groups of men or women that are identified as "gay." More realistic evaluation of situation.

Possible Needs: Continue exploring grief and loss of heterosexual life expectation. Continue exploring internalized "homophobia" (learned shame for heterosexist society.) Find support in making decisions about where, when, and to whom he or she self discloses.

- 5. Identity Pride:** "I've got to let people know who I am!" The person divides the world into heterosexuals and homosexuals, and is immersed in gay and lesbian culture while minimizing contact with heterosexuals. Us-them quality to political/social viewpoint.

Task: Deal with incongruent views of heterosexuals.

Possible Responses: Splits world into "gay" (good) and "straight" (bad). Experiences disclosure crises with heterosexuals as he or she is less willing to "blend in." Identifies gay culture as sole source of support; all gay friends, business connections, social connections.

Possible Needs: Receive support for exploring anger issues. Find support for exploring issues of heterosexism. Develop skills for coping with reactions and responses to disclosure to sexual identity. Resist being defensive!

Cass Model of Sexual Identity Development (Continued)

6. **Identity Synthesis:** The person integrates his or her sexual identity with all other aspects of self, and sexual orientation becomes only one aspect of self rather than the entire identity.

Task: Integrate gay and lesbian identity so that instead of being the identity, it is an aspect of self.

Possible Responses: Continues to be angry at heterosexism, but with decreased intensity. Allows trust of others to increase and build. Gay and lesbian identity is integrated with all aspects of "self." Feels all right to move out into the community and not simply define space according to sexual orientation.

Cass, V. C. (1979). Homosexual identity formation: A theoretical model. *Journal of Homosexuality*, 4, 219-235.

Becoming an Ally

From Randolph-Macon College Safe Zone Training Manual

<http://www.rmc.edu/directory/offices/diversity/safezone/sztrainingmanual.pdf>

Qualities of an Ally

An Ally:

1. Has worked to develop an understanding of Homosexuality and the needs of gays and lesbians.
2. Chooses to align with lesbians, gays, and bisexuals and responds to their needs.
3. Believes that it is in her/his self-interest to be an ally.
4. Is committed to the personal growth (in spite of the probability of discomfort and possible pain) required.
5. Is quick to take pride in personal success in responding to homophobia and overcoming fears.
6. Expects support from other allies.
7. Is able to acknowledge and articulate how patterns of fear have operated in his/her lives.
8. Expects to make some mistakes but does not use it as an excuse for non-action.
9. Knows that both sides of an ally relationship have a clear responsibility for their own response to the oppression whether or not persons on the other side choose to respond.
10. Knows that in the most empowered ally relationships, the persons in the non-oppressed role initiate the change toward personal, institutional, and societal justice and equality.
11. Knows that he/she is responsible for humanizing or empowering their role in society, particularly as their role relates to responding to homophobia.
12. Promotes a sense of community with lesbians, gays, and bisexual people and teaches others about the importance of outreach.
13. Has a good sense of humor.

Things You Should Know As An Ally

The Four Basic Levels of Becoming An Ally

1. **Awareness:** Explore how you are different from and similar to gay, lesbian and bisexual people. Gain this awareness through talking with gay, lesbian and bisexual people, attending workshops and self-examination.
2. **Knowledge/Education:** Begin to understand policies, laws and practices and how they affect gay, lesbian and bisexual people. Educate yourself on the many communities and cultures of gay, lesbian and bisexual people.
3. **Skills:** This is an area that is difficult for many people. You must learn to take your awareness and knowledge and communicate it to others. You can acquire these skills by attending workshops, role-playing with friends or peers, and developing support connections.
4. **Action:** This is the most important and frightening step. Despite the fear, action is the only way to effect change in the society as a whole.

Five Other Points to Keep in Mind:

1. Have a good understanding of sexual orientation and be comfortable with your own.
2. Be aware of the coming-out process and realize that it is not a one-time event. The coming-out process is unique to gay, lesbian and bisexual people and brings challenges that are not often understood.
3. Understand that gay, lesbian and bisexual people receive the same message about homosexuality and bisexuality as everyone else. Thus gay, lesbian and bisexual people suffer from internalized homophobia and heterosexism. It is important to recognize the risks of coming out and to challenge the internal oppression.
4. Remember that gay, lesbian and bisexual people are a diverse group. Each community within the larger gay, lesbian and bisexual community has unique needs and goals.
5. Know at least basic information about AIDS/HIV in order to address myths and misinformation and to be supportive of those affected by this disease whether in themselves or in partners and friends. While AIDS/HIV is a health issue for all, those who live with the most fear and have lost the most members of their community are gay, lesbian and bisexual persons.

Becoming An Ally

Our society is heterosexist; so most people grow up with unexamined heterosexist assumptions and attitudes. It takes time to overcome those assumptions, attitudes and the behavior to which they give rise. We call that process "becoming an ally" of non-heterosexual people. The movement from heterosexism to alliance is described in stages below.

1. Active Oppression

- Laughing at or telling anti-homosexual jokes
- Making fun of people who don't fit traditional gender stereotypes
- Verbal or physical harassment of people perceived as homosexual
- Supporting anti-homosexual laws, policies and legislation

2. Indifference

- Passively accepting acts by others that demean homosexual people
- Ignoring the topic of homosexuality (in preparing programs, discussions, etc.)

3. Oppression through Lack of Action

- Recognizing the heterosexism or homophobia in others' speech and acts and being uncomfortable, but refusing to say or do anything about it
- Avoiding participating in activities or programs because people might think you are gay or lesbian

4. Confronting Oppression

- Politely confronting anti-homosexual joke-tellers, but not pushing it
- Deciding to participate in activities regardless of what others will think
- Mediating between people with differing opinions

5. Growing as an Ally

- Reading books about homosexuality
- Being aware of and sensitive to issues that minorities face
- Attending non-heterosexual cultural events
- Talking to others about issues facing sexual minorities
- Joining organizations that support LGBT people
- Listening to gay or lesbian music
- Educating yourself rather than waiting for LGBT people to teach you
- Making yourself aware of individuals, organizations, agencies, staff, faculty and courses that deal with issues of oppression

Becoming an Ally (Continued)

6. Challenging Oppression

- Educating others
- Engaging people in dialogue about sexual minority issues (or presenting programs, incorporating material into a class presentation, making handouts or posters, inviting LGBT speakers to your group)
- Confronting not just obviously homophobic comments but also comments of the nature of "I am not prejudiced, but...."

7. Joining an Ally Support Network

- Joining groups of other allies, such as Parents and Friends of Lesbians and Gays
- Creating a support group for Allies
- Recognizing the efforts of others to confront inappropriate behaviors and effect change
- Encouraging and rewarding employees or students who are inclusive and respectful of differences among people
- Promoting an atmosphere of RESPECT on the job
- Appreciating differences among individuals within groups

8. Challenging Heterosexist Systems

- Working to change heterosexist institutional practices, such as teachers working for an inclusive family life curriculum
- Administrators allowing live-in domestic partners for those with on-campus jobs
- Employers extending benefits to domestic partners
- Including in educational literature representations of LGBT people
- Emphasizing the importance of LGBT role models in the workplace and classroom
- Training staff to be sensitive to LGBT people and issues
- Refusing to buy products and support corporations that do not have inclusive non-discrimination and domestic partnership policies
- Refusing to have your professional organization's meetings in a state or city that has anti-LGBT laws and policies
- Opposing candidates who oppose LGBT civil rights

How Does Homophobia Hurt Us All?

From GLSEN, (Gay, Lesbian & Straight Education Network)

Adapted from Warren J. Blumenfeld, ed. *Homophobia: How We All Pay the Price*
<http://www.glsen.org/cgi-bin/iowa/all/library/record/1279.html>

Scenario #1: During his junior year of high school, Marcus became increasingly involved in the drama club and appeared in several school and community productions throughout the year. After seeing him on stage in his first leading role, Marcus' father proclaimed that when he was seventeen, he was out playing football and dating girls. In his senior year, Marcus' drama teacher encouraged him to apply to a local college reputed to have an excellent drama program, noting that Marcus had real talent and a bright future ahead of him. At the dinner table that night, Marcus' father made it clear that he would not contribute his "hard earned money" so that Marcus could "prance around on stage" for four years. Unless Marcus chose a more serious career path, his father indicated, he would be financially on his own after high school.

Scenario #2: As the new semester began, Maria and her friends grew more excited about the upcoming senior prom and talked constantly about the boys they hoped would invite them. At lunch one day, Maria admitted she had a crush on Marc and fantasized about the two of them going to the prom together. "Are you crazy?," commented one of her friends, "He's never gonna ask you. You're too..." "Brainy," another girl chimed in. "It's all those classes you take--AP Chemistry and AP Calculus and all the others--it's like you want to be a man or something." "Yeah," agreed the first girl. "Marc even told me that he thinks you're a dyke." The next day Maria transferred out of advanced placement calculus, a class that she and Marc were in together. When Maria's advisor inquired about the switch, Maria explained that the higher level math was getting too confusing and thought she'd be more comfortable in a regular class.

Scenario #3: Throughout high school, Hector was the victim of verbal and physical assault because of his choice to wear nail polish and make-up to school. It was common for teachers to look the other way as yells of "queer," "freak," and "faggot" were hurled at Hector throughout the school corridors. In the bathroom one day, a group of boys cornered Hector and pushed him to the ground. Alex, one of the boys, watched as his peers repeatedly kicked Hector and screamed obscenities at him. Noticing that Alex wasn't joining in, one of the boys moved over to make room and motioned for Alex to participate in the beating. When Alex hesitated, the boy commented, "What's the matter? You feel sorry for the faggot?" Alex reluctantly walked over and began kicking Hector.

How Does Homophobia Hurt Us All? (Continued)

Scenario #4: Jill is a 16-year-old junior who plays the flute in her high school band. Though things with her boyfriend, Troy, had been great for the first few months, a growing conflict began to concern Jill. Troy accused her one night of caring more about her flute than she did about him, and exerted pressure on Jill to have sex. Jill assured Troy that she cared for him, but said she needed more time. Later that week, Jill's friend, Althea, confided that Troy told her boyfriend how "frigid" Jill was and that he wasn't even sure if she liked boys. Althea advised Jill to do something before she lost Troy for good. That night Jill went to the drugstore and bought a pack of condoms.

Scenario #5: Rob and Jose had been best friends as far back as either one could remember. Rob, an only child, had always considered Jose to be like a brother. Throughout middle school, however, things began to change. While Rob took an interest in team sports, Jose gravitated more toward the drama and dance clubs. Rob became increasingly uncomfortable with what he viewed as a growing flamboyance on Jose's part. In high school, some of the students began referring to Jose as "the Spanish flame" or the "gay blade." Rob felt embarrassed being seen with Jose, and awkward being alone with him--especially when Jose touched him or sat too close. The two boys socialized less and less, until their relationship dwindled to an occasional wave or nod in the school corridors.

Scenario #6: Kim had always been somewhat of a loner. Shy and plain looking, Kim was often ignored by her classmates, and tended to retreat into the solitary world of books. As a teenager, Kim grew increasingly self-conscious about the way in which her peers viewed her. She was aware that other kids referred to her as a "dog" and a "lesbo." Kim even once overheard a boy say that all she needed was "a good man for just one night." Kim became more and more confused as to her own self-identity, and fantasized about a world in which she was popular and sure of herself. When one of the more popular boys in school asked Kim out, she readily agreed. Kim knew that it was probably a joke or bet of some kind, or a test to see if she really was a "lezzie." Despite this, Kim saw it as an opportunity to make a connection and fit in. Though they only went out a few times, Kim soon found herself pregnant. Because of strict religious beliefs, both families insisted that Kim have the baby.

At the same time the victims (or targets) of prejudice are oppressed, the perpetrators (or agents) and other members of the dominant group are hurt in some way as well. Although the effects of oppression differ for specific target and agent groups, in the end everyone loses.

1. Homophobia locks all people into rigid gender roles that inhibit creativity and self-expression.

How Does Homophobia Hurt Us All? (Continued)

2. Homophobia compromises the integrity of heterosexual people by pressuring them to treat others badly, actions that go against our basic humanity.
3. Homophobia limits our ability to form close, intimate relationships with members of one's own sex.
4. Homophobia generally limits communications with a significant portion of the population and, more specifically, limits family relationships.
5. Homophobia prevents some lesbian, gay, bisexual and transgender (LGBT) people from developing an honest self-identity, and adds to the pressure to marry and/or have children, which places undue stress on themselves and their families.
6. Homophobia is one cause of premature sexual activity, which increases the chances of pregnancy and the spread of sexually transmitted diseases (STDs). Young people, of all sexual identities, are often pressured to become heterosexually active to prove that they are "normal."
7. Homophobia results in the elimination of any discussion of the lives and sexuality of LGBT people in the curriculum, keeping important information from all students.
8. Homophobia can be used to stigmatize, silence, and, on occasion, target people who are perceived or defined by others as lesbian or gay, but who are, in actuality, heterosexual.
9. Homophobia prevents heterosexuals from accepting the benefits and gifts offered by LGBT people: theoretical insights, social and spiritual visions, contributions in the arts and culture, to religion, to family life, indeed, to all parts of society.
10. Homophobia (along with racism, sexism, classism, etc.) inhibits a unified and effective governmental and societal response to AIDS.
11. Homophobia takes energy away from more positive activities.
12. Homophobia inhibits appreciation of other types of diversity, making it unsafe for everyone because each person has unique traits not considered mainstream or dominant. Therefore, we are all hurt when any one of us is disrespected.

Power and Control Wheel

From The Duluth Model

<http://www.duluth-model.org/documents/PhyVio.pdf>



The Relationship of Sexism to Other Forms of Oppression

Adapted from the manual *In Our Best Interest: A Process for Personal and Social Change*.

<http://www.nccourts.org/Citizens/GAL/Documents/Workbook/chapter3.doc>

Isolation	Emotional Abuse	Economic Abuse	Sexual Abuse
Privilege of Status	Threats	Using Children	Intimidation Violence

WOMEN

- Need a man for protection. Women out alone are whores.
- Called names. Treated as sex objects. Called dumb.
- Low paying jobs, paid less than a man for the same job.
- Rape, incest, marital rape, pornography.
- Subservient to men. Bible used as a tool to keep women in their place.
- Threats of harm.
- Economic security bargained away in exchange for custody in divorce.
- Police don't protect women.
- Battering, rape.

JEWISH PEOPLE

- Excluded from clubs and communities. Quota systems defined which jobs were allowed
- Stereotyped. Anti-Semitic remarks.
- Corporate environment is anti-Jewish.
- Male attitudes toward Jewish girls as prime to be used sexually.
- Non-recognition of Jewish holidays; assumption of Christianity.
- Swastikas painted on Synagogues.
- Burn Synagogues. Destroy Jewish. Denial of Holocaust. "Night of Broken Glass."

LESBIANS & GAYS

- Forced to stay closeted. Some neighborhoods unsafe.
- Viewed as sexual perverts. Public taunting.
- Discrimination in employment.
- Accused of child molestation. Ridiculed as not being "real" men or women.
- Heterosexuality is openly displayed; considered flaunting by gays.
- Police harassment.
- Taken away in custody battles.
- Homophobia rarely challenged publicly. AIDS seen as homo-sexual disease.
- Gay bashing. Gay killings.

The Relationship of Sexism to Other Forms of Oppression (Continued)

POOR PEOPLE

- Housing projects. No access to transportation, childcare.
- Blamed for their poverty. Considered lazy.
- Welfare regulations keep people down. Use fact that they need money to invade their lives.
- Less police protection.
- Middle-class values seen as most valid and important.
- Social workers threaten to terminate benefits.
- Welfare threatens to take children to gain compliance.
- Court system works differently for those who can't afford attorneys.
- Hospitals won't admit critically ill. Slum buildings burn, killing people.

OLD PEOPLE & CHILDREN

- High rises become ghettos. Separate medical care.
- Ignored. Ideas not listened to. Talked about while pre-sent as if they weren't in room. Patronized.
- Low priority for government funding. Mail fraud schemes aimed at old people.
- High incidence in care facilities for old and young. Children exploited in pornography, incest.
- Non-income producing, thus, non-productive, thus, not part of the mainstream.
- Threat of violence. Complaints not taken seriously.
- Elderly fear being out at night. Easy targets.
- Spanking. Sexually abusing kids. Mugging elders.

PEOPLE OF COLOR

- Redlining. Lack of police protections and social service response
- Racist language. Called lazy. Whites deny worth of other cultures. Ridicule other language.
- Last hired. Poor paying jobs. First laid off.
- Pornography racist. No protection from rape. Seen as sex machines.
- Access to school and job. Assumption that white culture is only one that exists.
- Police brutality.
- Less investigation needed to terminate parental rights.
- Police stops and checks. More arrests.
- Genocide, lynching, "Trail of Tears," police brutality

Heterosexual Privileges

From Allies Committee, Texas A&M University

<http://allies.tamu.edu/Did%20You%20Know/privileges.htm>

- As a heterosexual, I am privileged to be able to be free of fear and walk across campus holding my girlfriend's or boyfriend's hand.
- As a heterosexual, I am privileged that I can be a member of ROTC without fear of being "found out" and losing my scholarship as well as my career plans.
- As a heterosexual, I am privileged to join a fraternity or sorority without fear of being rejected based on my sexual identity.
- As a heterosexual, I am privileged to be able to talk freely about my "relationships" with roommates, friends, and family.
- As a heterosexual, I am privileged to play varsity sports without the fear of being removed from the team because of my sexual identity.
- As a heterosexual, I am privileged to walk into any bar or dance with my partner and dance without fear of being verbally or physically abused.
- As a heterosexual, I am privileged to interview for jobs and be able to discuss my plans for marriage without fear of being discriminated against.
- As a heterosexual, I am privileged to run for a student leadership position without students focusing only on my sexual identity.
- As a heterosexual, I am privileged to walk this campus without fear of physical or verbal harm based solely on my sexual identity.

As a heterosexual, I am privileged that I am a member of the dominant culture and I MAY CHOOSE TO BE AN ALLY for gay, lesbian, and bisexual students.

Heterosexual Questionnaire:

Reversal of Questions Frequently Asked of Gays Based on Homophobic Premises by Martin Rochlin, Ph.D.

From Safe Zone at Texas Tech University

http://www.depts.ttu.edu/scc/heterosexual_questionnaire.asp

1. What do you think caused your heterosexuality?
2. When and how did you first decide you were a heterosexual?
3. Is it possible your heterosexuality is just a phase you may grow out of?
4. Is it possible your heterosexuality stems from a neurotic fear of others of the same sex?
5. Isn't it possible that all you need is a good gay lover?
6. Heterosexuals have histories of failures in gay relationships. Do you think you may have turned to heterosexuality out of fear of rejection?
7. If you've never slept with a person of the same sex, how do you know you wouldn't prefer that?
8. If heterosexuality is normal, why are a disproportionate number of mental patients heterosexual?
9. To whom have you disclosed your heterosexual tendencies? How did they react?
10. You heterosexuality doesn't offend me as long as you don't try to force it on me. Why do people feel compelled to seduce others into your sexual orientation?
11. If you should choose to nurture children, would you want them to be heterosexual, knowing the problems they would face?
12. The great majority of child molesters are heterosexual. Do you really consider it safe to expose your children to heterosexual teachers?
13. Why do you insist on being so obvious, and making a public spectacle of heterosexuality? Can' you just be what you are and keep it quiet?
14. How can you ever hope to become a whole person if you limit yourself to a compulsive, inclusive heterosexual object choice, and remain unwilling to explore and develop your normal, natural, healthy, God-given homosexual potential?

Heterosexual Questionnaire (Continued)

15. Heterosexuals are noted for assigning themselves and each other narrowly restricted, stereotyped sex-roles. Why do you cling to such unhealthy role-playing?
16. How can you enjoy a fully satisfying sexual experience or deep emotional rapport with a person of the opposite sex, when the obvious physical, biological, and temperamental differences between you are so vast? How can a man understand what pleases a woman sexually or vice-versa?
17. Why do heterosexuals place so much emphasis on sex?
18. With all the societal support marriage receives, the divorce rate is spiraling. Why are there so few stable relationships among heterosexuals?
19. Shouldn't you ask the far-out straight types, like Swingers, Hell's Angels, and Jesus Freaks to conform more? Wouldn't that improve your image?
20. How could the human race survive if everyone were heterosexual like you, consider the menace of overpopulation?
21. There seem to be very few happy heterosexuals. Techniques have been developed with which you might be able to change if you really want to. Have you considered trying aversion therapy?
22. A disproportionate number of criminals, hippies, welfare recipients, and other irresponsible or antisocial types are heterosexual. Why would anyone want to hire a heterosexual for a responsible position?
23. Do heterosexuals hate and/or distrust others of their own sex? Is that what makes them heterosexual?
24. Does heterosexual acting-out necessarily make one a heterosexual? Can't a person have loving friends of the opposite sex without being labeled a heterosexual?
25. Why are heterosexuals so promiscuous?
26. Why do you make a point of attributing heterosexuality to famous people: Is it to justify your own heterosexuality?
27. Could you really trust a heterosexual therapist/counselor to be objective and unbiased? Don't you fear he/she might be inclined to influence you in the direction of his/her own leanings?

Books and Other Library Resources

The following materials are available at IPFW's Helmke Library and/or the Allen County Public Library.

Author	Title	Date
	50 Ways to Support Lesbian & Gay Equality : The Complete Guide to Supporting Family, Friends, Neighbors-- or Yourself/edited by Meredith Maran with Angela Watrous	2005
Bass, Ellen	Free Your Mind : The Book for Gay, Lesbian, and Bisexual Youth-- and Their Allies	1996
Carter, David	Stonewall : The Riots that Sparked the Gay Revolution	2004
Chandler, Kurt	Passages of Pride : Lesbian and Gay Youth Come of Age	1995
Gates, Gary J.	The Gay & Lesbian Atlas	2004
	Gay, Lesbian, and Transgender Issues in Education: Programs, Policies, and Practices / James T. Sears, editor.	2005
	Gay Rights/Kate Burns, editor	2006
	Homosexuality : Opposing Viewpoints	2004
Marcus, Eric	Is it a choice? : Answers to the Most Frequently Asked Questions about Gay and Lesbian People	2005
Owens, Robert E.	Queer Kids : The Challenges and Promise for Lesbian, Gay, and Bisexual Youth	1998
	Preventing Heterosexism and Homophobia	1996
Rhoads, Robert A.	Coming Out in College: The Struggle for a Queer Identity	1994
Seidman, Steven	Beyond the Closet : The Transformation of Gay and Lesbian Life	2002
	Sexual Orientation and Mental Health: Examining Identity and Development in Lesbian, Gay, and Bisexual People/edited by Allen M. Omoto and Howard S. Kurtzman	2006
	Speaking for Our Lives: Historic Speeches and Rhetoric for Gay and Lesbian Rights (1892-2000)/Robert B. Ridinger, editor	2004
Stewart, Chuck	*Gay and Lesbian Issues [electronic resource]: A Reference Handbook	2003
Winfeld, Liz	Straight Talk about Gays in the Workplace: Creating an Inclusive, Productive Environment for Everyone in Your Organization	2005
Woog, Dan	Friends & Family: True Stories of Gay America's Straight Allies	2002

*Available on campus and off-campus with authorized logon.

Local Resource Organizations

- **Gay/Lesbian Help Line**
Crisis intervention, information & referral - call (260) 424-1199
Mon-Thu, Sat 7pm-10pm
Fri 7pm-12pm
Sun 7pm-9pm
- **Up The Stairs Community Center (UTSCC)**
7-10pm Mon-Thu, 7-12am Fri-Sat, 7-9pm Sun
514 E. Washington Blvd.
(260) 422-2450
<http://www.utscc.org/>
Community Center for LGBT individuals providing a safe social environment. Check out their Web site for the variety of support groups available. *Offering **Horizons Youth Group**, “a social group for GLBT youth under the age of 26,” every Thursday at 7:00 pm, and Friday night drop-in - open to the public for socializing on Friday nights from 8 pm to midnight.

National/International Organizations

- Astraea Lesbian Foundation For Justice <http://www.astraea.org/>
- GLSEN, (Gay, Lesbian & Straight Education Network) <http://www.glsen.org/>
- Gender Education and Advocacy <http://www.gender.org/>
- Human Rights Campaign <http://www.hrc.org/>
- International Foundation for Gender Education <http://www.ifge.org/>
- International Lesbian and Gay Association <http://www.ilga.org/>
- Intersex Society of North America <http://www.isna.org/>
- Lambda Legal <http://www.lambdalegal.org/>
- OutProud - The National Coalition for LGBT youth. <http://www.outproud.org/>
- National Consortium of Directors of Lesbian Gay Bisexual and Transgender Resources in Higher Education <http://www.lgbtcampus.org/>
- Parents, Families and Friends of Lesbians and Gays (PFLAG) <http://www.pflag.org/>
- PlanetOut <http://planetout.com/>

Further Resources

- GLBTQ: An Encyclopedia of Gay, Lesbian, Bisexual, Transgender, & Queer Culture <http://www.glbtq.com/>
- Google Directory of LGBT Resources
A directory listing hundreds of Web sites dealing with various aspects of LGBT life - from coming out to health and wellness.
[http://directory.google.com/Top/Society/Gay, Lesbian, and Bisexual/](http://directory.google.com/Top/Society/Gay,_Lesbian,_and_Bisexual/)
- People with a History: An Online Guide to Lesbian, Gay, Bisexual and Trans* History <http://www.fordham.edu/halsall/pwh/>
- Pridenet <http://www.pridenet.com/>
- TransBiblio: A Bibliography of Print, AV, and Online Resources Pertaining to Transgendered Persons and Transgender Issues
http://www.library.uiuc.edu/circ/transgender_bibliography/transbibliocontents.htm

GLBT Financial Aid/Scholarships

- Financial Aid for Lesbian, Gay, Bisexual and Transgendered Students
<http://www.finaid.org/otheraid/gay.phtml>
- GLBT scholarship information
<http://www.washburn.edu/sobu/broach/glbt-scholar.html>