2013-2014
Coastal Carolina University
First they came for the communists, and I did not speak out - because I was not a communist; Then they came for the socialists, and I did not speak out - because I was not a socialist; Then they came for the trade unionists, and I did not speak out - because I was not a trade unionist; Then they came for the Jews, and I did not speak out - because I was not a Jew; Then they came for me - and there was no one left to speak out for me.

—Pastor Martin Niemüller
1945
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This Manual is a compilation of material from Greg Jones’ work at Brandeis University and his presentation to the Coastal Carolina Safe Zone Committee. Additionally, material was drawn from the Safe Zone programs at the University of Alabama, at Southern Illinois University-Carbondale, and a variety of other sources noted herein.

This material was compiled, edited, and additional material written by Robert Jenkot, Ph.D.
Overview and General Information

The Safe Zone Program
The Safe Zone Program is based on the commitment of Coastal Carolina University faculty, staff, and students to the value of cultural diversity and the needs of lesbian/gay/bisexual/transgender/queer (LGBTQ) students, faculty, and staff.

Mission and Purpose
The Coastal Carolina University Safe Zone members are committed to providing an environment in which every student and employee is free to thrive on an academic, professional, and personal level within a community that is based on respect and dignity. We are proud of Coastal Carolina University’s culturally diverse population and support cultural diversity in every way possible. The Safe Zone Program sends a message that sexual orientations and gender presentations are part of our culture and are acknowledged and supported. The Safe Zone Program provides a visible network of volunteers for lesbian, gay, bisexual, transgender, queer and other individuals seeking information and assistance regarding sexual orientation, gender identity, harassment, and/or discrimination.

History of Safe Zone Programs
This is the mission of the Safe Zone project, a predominantly university-based diversity-training program designed to increase awareness and knowledge of, and sensitivity to, important issues affecting LGBTQ students, faculty, and staff. Although the origin of Safe Zone is unclear, hundreds of universities, as well as community mental health centers and businesses, now offer Safe Zone programs. Whatever their content differences, all Safe Zone projects are united in philosophy and in the adoption of a Safe Zone symbol to visibly affirm the acceptance of LGBTQ people and to inform members of the LGBTQ community, or individuals who may be questioning their sexuality or struggling with other LGBTQ issues, who is available, open, and safe to talk with about their concerns. (Finkel, Storaasli, Bandele, & Schaefer, 2003). The history of the Safe Zone Program at The Coastal Carolina University began in 2010 with the gathering of several faculty and staff members who knew that such a program was necessary on our campus. The current Safe Zone Program is run collaboratively by a committee of faculty, staff, and students on The Coastal Carolina University campus.

Volunteer Participation
Participation in the Safe Zone program is voluntary. The Safe Zone Program makes no assumptions regarding the reasons people choose not to participate. Publicity about the program clearly describes volunteers as persons who have chosen to be identified and available as resources to offer confidential support, respect, assistance, and accurate information related to LGBTQ issues and concerns.

Guiding Assumptions
All learning and work environments should be safe and free of discrimination, prejudice and harassment. It is possible to adhere to individual moral and ethical perspectives and religious beliefs while behaving in ways that are respectful of all people.
Goals
Based on our commitment to the value of diversity, the following goals have been established for the Safe Zone Program:

1. To educate Safe Zone volunteers regarding LGBTQ needs and concerns to include the following: a) support for LGBTQ individuals; b) increased awareness of the issues facing LGBTQ individuals; c) referral process specific to the needs of LGBTQ individuals; and d) increased visibility for LGBTQ individuals and concerns on campus
2. To foster a university climate where every individual has the right to be treated with dignity, respect, and self worth including a) publicity for Safe Zone Program mission and goals; b) promotion and advocacy for safe environments respectful of all individuals; and c) education of students, faculty, and staff regarding sexual harassment and discrimination policies
3. To provide ongoing support and in-service training to Safe Zone volunteers
4. To work collaboratively with other diversity groups on campus
5. To provide educational materials/programming regarding LGBTQ needs and concerns

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Education

Lesbian and gay youth face problems in accepting themselves due to the lack of accurate information about homosexuality.
Education

Cultural Climate
Defining Homophobia and Heterosexism

Homophobia: The fear, hatred, disgust, mistreatment, or intolerance of same-sex intimacy, relationships, atypical gender behavior, and/or people who identify as or are perceived as LGBTQ.

Some scholars explain homophobia as the fear of a) being thought of as gay, and/or b) one’s masculinity being challenged.

Heterosexism: The belief in the inherent superiority and/or normalcy of heterosexuality and, thereby, it’s right to dominance. Carries with it the assumption that everyone one meets is heterosexual.

Homophobia refers to the many ways in which people are oppressed on the basis of sexual orientation. Sometimes homophobia is intentional, where there is a clear intent to hurt LGBTQ persons. Homophobia can also be unintentional. There are four distinct but interrelated types of homophobia: personal, interpersonal, institutional, and cultural. Institutional and cultural homophobia are often referred to as heterosexism.

Personal homophobia is prejudice. It is the personal belief that lesbian, gay, and bisexual people are sinful, immoral, sick, inferior to heterosexuals, or incomplete women and men. Prejudice towards any group is learned behavior; people have to be taught to be prejudiced.

Personal homophobia is sometimes experienced as the fear of being perceived as LGBTQ. This fear can lead to trying to prove one’s heterosexuality. Anyone, regardless of their sexual orientation, can experience personal homophobia. When this happens with lesbians, gay, and bisexual people, it is sometimes called internalized homophobia.

Interpersonal homophobia is the fear, dislike, or hatred of people believed to be LGBTQ. This hatred or dislike may be expressed by name-calling, verbal or physical harassment, individual acts of discrimination or by the rejection of friends, co-workers, and/or family members.

LGBTQ-identified persons are regularly attacked for no other reason than their assailants’ homophobia. Most people act out their fears of LGBTQ persons in non-
violent, more commonplace ways. Relatives often shun their LGBTQ-identified family members; co-workers are distant and cold to LGBTQ-identified employees; or people simply never ask about acquaintances lives.

Institutional homophobia refers to the many ways in which government, businesses, religious institutions, and other institutions and organizations discriminate against people on the basis of sexual orientation. These organizations and institutions set policies, allocate resources, and maintain both written and unwritten standards for the behavior of their members in ways that discriminate.

For example, many religious organizations have stated policies against LGBTQ-identified persons holding offices; many schools fail or refuse to allocate funds and staff for LGBTQ support groups; and many businesses have norms for social events which prevent LGBTQ-identified employees from bringing their partners while heterosexual employees bring theirs.

Cultural homophobia refers to social standards and norms that dictate that being heterosexual is better or more moral than being LGBTQ, and that everyone is heterosexual or should be. While these standards are not written down as such, they are spelled out each day in the television shows and print advertisements where virtually every character is heterosexual and every sexual relationship involves a female and a male; or in the assumption made by most adults in social situations that all normal children will eventually be attracted to and marry a person of the other sex.

Often, heterosexuals don’t realize that these standards exist, while LGBTQ-identified persons are acutely aware of the standards. The feeling that results is one of being an outsider in society.

Findings: A Pervasive Climate of Hate
Most of the statistics with regard to LGBTQ issues today continue to reflect the abuse and torture that a queer adolescent endures on an almost daily basis. According to the Gay, Lesbian, and Straight Education Network (GLSEN 2007),

- 73.6% of LGBTQ students reported hearing homophobic remarks, such as faggot, dyke or the expression “that’s so gay” frequently or often;
- 86.2% of LGBTQ students reported being verbally harassed because of their sexual orientation;
- 66.5% of LGBTQ students reported being verbally harassed because of their gender expression;
- 60.8% of LGBTQ students reported feeling unsafe at their school because of their sexual orientation.
- 31.7% of LGBTQ students missed a class because of feeling unsafe, compared to only 5.5% of a national sample of secondary school students.
- 32.7% of LGBT students missed a day of school because of feeling unsafe, compared to only 4.5% of a national sample of secondary school students.
- 82.4% of LGBTQ students reported that faculty or staff never intervened or intervened only some of the time when present and homophobic remarks were made.
Being a teenager or young adult is not easy for anyone, but with the added pressure of abuse by homophobic individuals, it can be unbearable (Blasius, 2001).

The Climate Transgender People Face
Based on interviews conducted with 6,450 transgender individuals from all 50 states:
- 97% of individuals surveyed indicated mistreatment at work because they are transgender
- 45% reported being referred to by the wrong pronoun repeatedly and on purpose
- 21% were not able to work out a suitable bathroom situation
- 32% were forced to present in the wrong gender to keep their jobs
- 26% were fired because of their gender expression or identity

Understanding Homophobia: From Participation to Prevention

Every individual has different attitudes, feelings, and actions with respect to homophobia. It is important to appreciate that people’s actions often differ according to circumstance and tend to fall along a continuum, from actively participating in to preventing homophobia.

Actively participating. This stage of response includes actions that directly perpetuate lesbian/gay and gender expression oppression. These actions include laughing at or telling jokes that put down LGBTQ people, making fun of people who don’t fit the traditional stereotypes of what is masculine or feminine, and engaging in verbal or physical harassment of lesbians, gays, or heterosexuals who do not conform to traditional sex-role behavior. This stage of response also includes working for anti-gay legislation.

Denying or ignoring. This stage of response includes inaction that perpetuates lesbian, gay, or bisexual, or gender expression oppression coupled with an unwillingness or inability to understand the effects of homophobic and heterosexist actions. This stage is characterized by a “business as usual” attitude. However, responses in this stage are not actively and directly homophobic or heterosexist, the passive acceptance of these actions by others serves to support the system of oppression.

Recognizing, but no action. This stage of response is characterized by a recognition of homophobic or heterosexist actions and the harmful effects of these actions. However, this recognition does not result in the action to interrupt the homophobic or heterosexist situation. Taking action is prevented by homophobia or a lack of knowledge about specific actions to take. This stage of response is accompanied by discomfort due to the lack of congruence between recognizing homophobia or heterosexism yet failing to act on this recognition. An example of this stage of response is a person hearing a friend tell a “queer joke,” recognizing that is homophobic, not laughing at the joke, but saying nothing to the friend about the joke.

Recognizing and interrupting. This stage of response includes not only recognizing homophobic and heterosexist actions, but also taking action to stop them. Though the response goes no further than stopping, this stage is often an important transition from passively accepting homophobic or heterosexist actions to actively choosing anti-homophobic and anti-heterosexist actions. In this stage a person hearing a queer joke would not laugh and would tell the joke teller that jokes that put down any minority, including gays, are not funny. Another example would be a person who realized that s/he is avoiding an activity because others might think s/he is lesbian, gay, bisexual or transgender if s/he participates in it, and then decides to participate.

Educating Yourself. This stage of response includes taking action to learn more about LGBTQ people, heterosexism and homophobia. These actions can include reading books, attending workshops, talking to others, joining organizations, listening to lesbian or gay music, or any other actions that can increase awareness and knowledge. This stage is also a prerequisite for the last three stages. All three involve interactions with others about homophobia and heterosexism. In order to do this confidently and comfortably, people need to first learn more.
Questioning and Dialoguing. This stage of response is an attempt to begin educating others about homophobia and heterosexism. This stage goes beyond interrupting homophobic and heterosexist interactions to engage people in dialogue about these issues. Through the use of questions and dialogue, this response attempts to help others increase their awareness of and knowledge about homophobia and heterosexism.

Supporting and Encouraging. This stage of response includes actions that support and encourage the anti-homophobic and anti-heterosexist actions of others. Overcoming the homophobia that keeps people from pointing out this form of oppression even when they are offended by it is difficult. Supporting and encouraging others who are able to take this risk is an important part of reinforcing anti-homophobic and anti-heterosexist behavior.

Initiating and Preventing. This stage of response includes actions that actively anticipate and identify homophobic institutionalized practices or individual actions and work to change them. Examples include teachers revising a Family Life curriculum that is homophobic or heterosexist, or counselors inviting a speaker to come and discuss how homophobia can affect counselor-client interactions.

*Source: Safe Zone Resource Guide, Florida State University. (Model originally developed by James Washington, 1991)

Being an Ally in the Classroom: Questions for Educators

- In what ways can we make our classrooms/learning communities more inclusive and user friendly for LGBTQ students?
- How often do we engage in self-reflection and an examination of our own values and biases with respect to race, gender, and homosexuality?
- How might our personal issues, comments, and subtle messages impede the educational process for students who are members of this group?

Guidelines for Respectful Classroom Environments

Preparing the class:
Include in the course syllabus a statement of class policy indicating students are to show respect for all individuals in class discussion and interaction. Include expectations and guidelines for respectful class discussion. In reviewing the course syllabus at the
beginning of the course, emphasize and discuss the expectations and guidelines, giving examples.

**Suggested Guidelines:**
Students are encouraged to make “Is” statements rather than “You” statements. For example: “I believe adults of the same sex should not be allowed to marry,” rather than saying “You are wrong about same sex marriage…You don’t know what you are talking about.”

Students are encouraged to acknowledge another student’s point of view or position before stating one’s own. This practice fosters understanding of different points of views and ensures clear communication. A suggested response: “Your position on this issue is…That is what is true for you. I have a different position. Here is what I believe…”

Distinguish between personal opinion, reflecting personal values, and facts, documented by research and evidence, supported by scholarly and appropriate references. Making this distinction is very important in classes where students are asked to take and present a certain position on a class topic.

In discussing positions and making presentations that relate to race, ethnicity, religion, gender, as well as sexual orientation, students are expected to be respectful of other students who might be different from the speaker in any of these characteristics.

**Curriculum Considerations:**
Where appropriate, include information about LGBTQ people who have made contributions to the subject of the course and use examples of LGBTQ people in lectures and discussion, where appropriate to the subject matter. Expand library holdings to ensure LGBTQ people who have contributed to the field of study are included.

**Professor Behavior and Modeling:**
Take seriously one’s responsibility to create a respectful learning environment, one that is supportive of and safe for all students regardless of the differences represented in the class.
Avoid heterosexist assumptions and language, using inclusive, respectful language in all interactions with students, formal and informal.

Prepared by: Glenda R. Elliott, Ph.D.; Assoc. Professor Emerita, UAB School of Education; Coordinator, UAB Safe Zone Training

**Ways to Create an Inclusive Classroom Environment**

1. Include a nondiscrimination policy on your syllabi: It is helpful to include on your syllabi either a description of your classroom environment or a copy of a nondiscrimination policy. Including such statements will let students know what kind of behavior/comments are considered inappropriate and will not be tolerated. You can copy Coastal Carolina University’s nondiscrimination policy and/or you can copy the
sample classroom environment policy included on the Preventing and Dealing with Homophobia in the Classroom handout. It is also helpful to invite students to talk to you if any comments made in your classroom cause them to feel uncomfortable; this will allow you to address such comments should they come up again.

2. Be familiar with and comfortable using the common terms that LGBTQ students use to self-identify themselves in terms of sexual orientation and gender identity or expression. LGBTQ students make up a diverse group and use a variety of terms to self-identify themselves. Listen to the way your students self-identify and use the same language they do.

3. Assume that in every class you will have students who self-identify as LGBTQ. In any given class you are likely to have at least one student who self-identifies as LGBTQ, who has a family member who self-identifies as LGBTQ, and/or who has a friend who self-identifies as LGBTQ. If you keep this fact in mind, it will help you remember to avoid using language or examples that are heterosexist or non-inclusive (see 4 and 5 below).

4. Use inclusive language at all times: Using inclusive language means talking in a way that does not specify a gender, sex, or sexual orientation. For example, instead of using terms such as “boyfriend,” “girlfriend,” “husband,” “wife,” or “spouse,” you can use “partner” or “significant other.” Or, instead of using terms such as “mom and dad,” you can use “family,” which would be inclusive of students who have single parents, stepparents, LGBTQ parents, or any alternate family structure. Also, use “sexual orientation” rather than “sexual preference” or “lifestyle.”

5. Use an inclusive curriculum. It is important to use examples and course materials that a wide range of students can relate to. It is just as important to use examples and course materials that expose students to ideas and values that differ from their own. Students will leave college and enter a multicultural working world. It is important to prepare them to respect and work with a diverse range of people and ideas. Whenever possible, select texts and readings whose language is gender-neutral and free of stereotypes, or cite the shortcomings of material that does not meet these criteria so that students are aware of it. Think carefully about assignments that ask students to describe their personal lives, both in writing or during class discussion; you do not want to create a situation where students feel forced to come out or to pretend to be heterosexual out of fear of how you or the other students in the class might react.

6. Confront comments that are heterosexist, homophobic, or biased in terms of gender identity or expression. It is important to respond to comments that use non-inclusive or derogatory language or that rely on stereotypes or assumptions, especially comments made in the classroom. When inappropriate comments are made, all eyes will be on you. How you respond to such comments sends an important message, not just to LGBTQ students but to all students in your classroom.

7. Make sure you never disclose a person’s sexual orientation or gender identity without their permission. You may have students who reveal their sexual orientation or gender identity to you as part of written assignments or in the course of conversations. This information should be considered confidential, and you should not reveal it to anyone
else unless the student has given you permission to do so.

8. Include LGBTQ-themed flyers, posters, and publications in your office space. When you include LGBTQ-related materials (posters, flyers, etc.) in your office space without drawing attention to them, you help to create an atmosphere where LGBTQ students feel welcome/safe without feeling singled out for their sexual orientation or gender identity/expression.

“Preventing and Dealing with Homophobia in the Classroom." Handout prepared by Renee Wells, The University of Alabama. Feel free to use or adapt any of its content.

Setting the Tone: Preventative Steps You Can Take from Day One

There are a couple of preventative steps you can take before the semester begins. These steps involve the course policies listed on your syllabus. The first step is to establish a policy for the Classroom Environment. For example,

English 220 is a combined lecture and discussion course. This means that, in part, all students are responsible for contributing to both their own learning experience and the learning experience of others. Because the contribution of ideas from each student is critical to the learning process, any behavior that makes other students feel uncomfortable in their learning environment will not be tolerated. This includes interrupting others while they are talking, carrying on conversations separate from the class discussion, or making comments that could be perceived as offensive in terms of race, gender, sexual orientation, religion, ethnicity, nationality, disability, etc. Please make every effort to maintain an atmosphere where everyone feels comfortable sharing and responding to ideas.

The second step is to let your students know that you are a Safe Zone Ally and what that means. This can be included as part of your Classroom Environment statement or as part of a separate section, such as Office Hours or Conferences. For example,

If you would like individual help with any of the reading or writing assignments, you are welcome to set up a conference with me or to come by during my office hours. Keep in mind that office hours are times I have set aside specifically for meeting with students. You do not need to make an appointment to meet with me during those times, nor do you need to tell me in advance if you plan to come by. Just show up, and I’ll be there. Also, please note that I am a Safe Zone Ally, one of many resource people on campus who provide an open door for individuals seeking information or assistance regarding sexual orientation, gender identity, harassment, and/or discrimination. Feel free to talk to me any time if you or someone you know has questions or concerns.

Narrowing the Focus: Negotiating Student Responses to Reading Assignments

If you are giving students an in-class reading assignment that deals with LGBTQ issues, you should frame the assignment before students begin reading. For example,
Today we’re going to look at John Smith’s article — Identity Development among Gay Youth. I realize that many of you have very strong beliefs and opinions about being gay; I also realize that it can be difficult to put those beliefs and opinions to the side and to read objectively. However, I am asking you to do just that as we read and discuss this article. Our discussion will focus on the points Smith makes about identity development, not on the morality of the gay identity, the politics of the gay community, or the nature versus nurture debate. In other words, I’m asking you to put all of the major debate points out of your mind so you can find and discuss what the author is addressing in his article.

If you are giving students an out-of-class reading assignment that deals with LGBTQ issues, you should still frame the assignment so students know what they will be expected to know or what they will be expected to discuss during the following class. It is also very helpful to give them a writing assignment that forces them to engage with the reading in the way you are asking. For example,

For homework, you will be reading John Smith’s article — Identity Development among Gay Youth. I realize that many of you have very strong beliefs and opinions about being gay; I also realize that it can be difficult to put those beliefs and opinions to the side and to read objectively. However, I am asking you to do just that. As you read, you need to identify Smith’s main points and underline or highlight them. Once you’ve finished reading, go back to each main point and find the information Smith uses to support it. For Wednesday, you need to have a typed list of Smith’s main ideas with a brief summary of his support for each point. We will discuss Smith’s argument in class not our beliefs or opinions about being gay, the politics of the gay community, or the nature versus nurture debate. Thus, you need to remain objective and focused as you read so you will be prepared to contribute to the class discussion.

Framing the Discussion: Facilitating Conversations between Students
If you are discussing LGBTQ issues in class (either because an issue spontaneously came up or because you brought up the issue for discussion), it is important to frame the discussion before students begin talking. It is particularly important to ask students to state their ideas as opinions rather than statements of truth. For example,

As we discuss the issue of gay marriage, I would like you to keep in mind that the classroom is a place for intellectual inquiry and for the respectful exchange of ideas. I realize that many of you have very strong beliefs and opinions about the issue of gay marriage; however, because not all of you agree on the issue, it is important to frame your comments as beliefs or opinions, not as statements of truth. For instance, rather than saying “Being gay is a mortal sin and all gay people will go to hell,” try saying “I was raised to believe that being gay is a mortal sin and all gay people will go to hell.” This makes it much easier for you to engage with each other since you are being asked to respond to each other’s opinions, not to fundamental truths that cannot be changed.

If you are discussing LGBTQ issues in class, it is also important to ask students to rephrase each other’s ideas before responding. For example,
As you discuss the issue of gay marriage, you need to engage with each other respectfully. One way to do this is to rephrase the idea you wish to respond to. For instance, if Tiffany said, I was raised to believe that being gay is a mortal sin and all gay people will go to hell, and Kate wanted to respond to her statement, then Kate would need to rephrase Tiffany’s idea first “You believe that gay people will be sent to hell because it is a sin to be gay” before stating her own response “But I believe that we are all who we are because God made us this way, so I don’t believe he would send any of us to hell for being who we are.” By rephrasing each other’s ideas, you are forced to really listen to each other and to respond to the points being made, not merely to make the same canned responses that always get made during these discussions.

Playing Referee: Handling Inappropriate Comments
It will happen. Students will make inappropriate and offensive comments during these class discussions. When it happens, it is important to be prepared to handle it. There are a number of things you need know as you deal with the situation:

All eyes will be on you. When someone makes an inappropriate comment, you won’t be the only one to recognize that what was said was offensive. Everyone will turn to you, waiting to see how you’ll react—sometimes even the student who made the comment. It is important to step up and deal with the comment quickly and tactfully. It is your responsibility to respond to the comment. It’s your classroom and you’re the voice of authority. You set the ground rules and someone broke them. You must deal with the inappropriate comment so that everyone recognizes that the ground rules will be enforced.

How you respond to the comment sends a clear message—especially if you say nothing. Saying nothing (i.e., ignoring it or pretending you didn’t notice) is the worst thing you can do because it sends one of two messages: Either that you didn’t find the comment inappropriate and therefore such comments are acceptable in your class or that you aren’t going to call attention to inappropriate comments, which turns the ongoing discussion into a no-rules game.

As referee, your main responsibility is to keep tempers from flaring, including your own. The comment may offend and/or anger you but it is important to keep your cool, for several reasons. First, you don’t want your students responding emotionally to the comments made during discussion so it’s important for you to set a good example and respond to the content of the comment rather than the feelings it evokes. Second, an emotional reaction from you could intimidate students and prevent them from engaging further in current or future class discussions. The last thing you want to do is make students uncomfortable. The point is to maintain an environment of open and respectful exchange, which means that you must frame your comments respectfully as well. Third, it is important never to appear angry at the student who made the comment. S/he will be your student for the rest of the semester and you don’t want to create the impression that you are/will be hostile/biased toward the student.

It is important to address the comment without offending the student or calling the student out in front of the class. Rather than making a statement of truth such as “That’s
an inappropriate and offensive comment, John," try taking the comment apart and asking the student who said it (and/or the rest of the class) to consider its implications. Try asking a question that forces the student(s) to reflect on what was said. For instance, "You believe that all homos’ will burn in hell. Homos’ is an interesting choice of words. Why did you choose that? What is its connotation? What are the implications of choosing such a word? How do you think others will react to the word?" You could even ask the class to generate a list of words used to label gay people and then discuss the politics and implications of each choice. You could even refrain from directly addressing the student who made the comment. For instance,

Let me just jump in for a minute and ask a question about language. There are a lot of different words that get used when discussing members of the gay community, and they don’t all have the same connotation or receive the same reaction. I’ve heard a number of different words used thus far in our conversation: gay, homosexual, queer, homo and I wanted to ask everyone to think about the implications of word choice. What connotations do these different words have? How do others react when you use them? What does it imply about you when you choose one over the others?

This can easily lead into the word list exercise mentioned above. The point is not to make a student feel embarrassed or uncomfortable for saying something inappropriate. The point to get students to think about the implications of what they say ideally before they say it, but if necessary afterwards so that neither they nor the other students in the class will make the same mistake again.

Activities for Students

Personal Reflection
These statements are designed to help you reflect on your thoughts, feelings, and behaviors regarding homosexuality.

Respond to each item by circling the number after each statement according to this scale:
(1 Strongly Agree 2 Agree 3 Neither Agree Nor Disagree 4 Disagree 5 Strongly Disagree)
(For the purposes of this survey, the term gay is used to refer to gay/lesbian/bisexual/transgender people.)
1. I feel awkward when I’m around people who are gay. 1 2 3 4 5
2. I believe that gay people deserve the negative treatment they receive. 1 2 3 4 5
3. I believe gay people should not work with children. 1 2 3 4 5
4. I openly object to derogatory remarks about gay people. 1 2 3 4 5
5. I can enjoy the company of gay people. 1 2 3 4 5
6. Marriage between gay individuals is okay with me. 1 2 3 4 5
7. It does not matter to me whether my friends are gay or straight. 1 2 3 4 5
8. I am concerned that a gay person may “come on” to me. 1 2 3 4 5
9. I laugh at jokes about gay people. 1 2 3 4 5
10. Organizations that promote gay rights are not necessary. 1 2 3 4 5
11. Gay people should not have special protection under the law. 1 2 3 4 5
12. It bothers me to see gay people display affection in public. 1 2 3 4 5
13. I would be uncomfortable rooming with a gay person at a conference. 1 2 3 4 5
14. Gay people suffer from distorted images and stereotypes. 1 2 3 4 5
15. It would disturb me to learn that a close friend is gay. 1 2 3 4 5

Coastal Carolina University Scavenger Hunt
Gay, lesbian, bisexual, and transgender individuals are all but invisible. This is an opportunity to observe what you see and what you don’t see at Coastal Carolina University every day. Check the situations you have observed at Coastal Carolina University. (2 pts. each)

_____ Opposite-sex couple holding hands
_____ Same-sex couple holding hands
_____ An application or intake form that asks about marital status
_____ An application or intake form which asks about committed relationship status
_____ A colleague who has vacationed in Gulf Shores/Florida Coast
_____ A colleague who has vacationed in Provincetown
_____ Desktop photo of a partner of the opposite sex
_____ Desktop photo of a partner of the same sex
_____ A publication in the bookstore about African-American civil rights movement
_____ A publication in the bookstore about the LGBTQ civil rights movement
_____ A vehicle in a Coastal Carolina University parking lot with a (your favorite rival team) decal
_____ A vehicle in a Coastal Carolina University parking lot with a rainbow decal
_____ Anyone who has brought his or her husband or wife to an office social function
_____ Anyone who has brought his or her same-sex partner to an office social function
_____ Any class which includes a discussion of the killing of Dr. Martin Luther King, Jr.
_____ Any class which includes a discussion of the killing of Harvey Milk
_____ Any store around campus that carries /uni2015 Modern Bride
_____ Any store around campus that carries /uni2015 The Advocate
_____ A Coastal Carolina University office that describes serving racial, ethnic, or cultural minority students
_____ A Coastal Carolina University office that describes serving LGBTQ students
_____ A student social function where opposite-sex couples are welcome
_____ A student social function where same-sex couples are welcome
_____ Coworkers who discuss — American Idol during office hours
_____ Coworkers who discuss — Will & Grace during office hours
_____ Any other state-supported university of comparable size to Coastal Carolina University, anywhere in the U.S., which has few or fewer documents on its website which contain the word lesbian.

_____ TOTAL SCORE
LGBTQ Glossary of Terms

Affectional Orientation: The desired object of one’s affection, or love. This concept need not represent any sexual/sexualized ideas, yet is often a component of one’s sexual orientation.

Asexual: The lack of sexual attraction to anyone or low or absent interest in sexual activity

Ally: A non-lesbian, gay man or bisexual whose attitudes and behaviors are anti-heterosexist in perspective and who works towards combating homophobia and heterosexism, both on a personal and institutional level.

Bicurious: A curiosity about sexual relations with a member of the same gender. A person who contemplates a sexual interest in both sexes.

Biphobia: Similar to the concept of Homophobia. Since bisexuality is often unacknowledged in the dominant culture, people who identify as bisexual become marginalized as not “fitting” into one of the accustomed sexual forms.

Bisexual: Person with emotional and sexual attraction to both men and women, not necessarily at the same time or to the same extent.

Cisgender: (And cissexual) describe related types of gender identity where an individual’s self-perception of their gender matches the sex they were assigned at birth. This term complements the concept of Transgender.

Closeted: Hiding one’s sexual orientation.

Coming Out: Process of recognizing and acknowledging to oneself non-heterosexual orientation and then disclosing it to others. Generally occurs in stages and is a non-linear process.

Cross dresser: Formerly called transvestites. Typically men (mostly heterosexual) who sometimes wear opposite-gender clothing for personal reasons. There are some women who cross-dress also.

Dyke: Originally used as disparaging term for a lesbian. A disparaging term for a woman, most often for a feminist; most often used as a personal attack. Within recent years some women who openly identify as lesbians have begun using the word politically in order to remove the negative connotation from it.

Family of Choice: Persons forming an individual’s close social support network, often fulfilling the function of blood relatives. Many gay persons are rejected when families learn of their sexual orientation, while others may remain closeted to biological relatives. In such cases, it is the family of choice who will be called upon in times of illness or personal crisis.

Family of Origin: Biological family or the family in which one was raised. May or may
not be a part of a person’s support system.

**Gay:** Common word for men with emotional and sexual attraction to other men, but often used in reference to both genders.

**Gay/Lesbian Baiting:** Any attempt to control a person by accusing them of being gay or lesbian because their behavior is not acceptable.

**Gender Identity:** One’s psychological sense of oneself as a male or female.

**Gender Roles:** Socially constructed and culturally specific behaviors and appearance expectations imposed on men and women.

**Gender Variant:** Those who can’t or choose not to conform to societal gender norms associated with their physical sex.

**Genderqueer:** A genderqueer person is someone who identifies as a gender other than man or woman, or someone who identifies as neither, both, or some combination thereof. In relation to the gender binary (the view that there are only two genders), genderqueer people generally identify as more both/and or neither/nor, rather than either/or. Some genderqueer people see their identity as one of many different genders outside of man and woman, some see it as a term encompassing all gender identities outside of the gender binary, some believe it encompasses binary genders among others, some may identify as a-gender and some see it as a third gender in addition to the traditional two. The commonality is that all genderqueer people reject the notion that there are only two genders in the world. The term genderqueer is also occasionally used more broadly as an adjective to refer to people who are in some way gender-transgressive, and could have any gender identity.

**Hate Crime:** Any act of intimidation, harassment, physical force or threat of physical force directed against any person, or their property, motivated either in whole or in part by hostility to their real or perceived race, ethnic background, religious belief, sex, age, disability, or sexual orientation, with the intention of causing fear or intimidation, or to deter the free exercise or enjoyment of any rights or privileges secured by the Constitution or the laws of that state.

**Heterosexism:** Institutionalized assumption that everyone is heterosexual and that heterosexuality is inherently superior to and preferable to homosexuality or bisexuality.

**Heterosexual:** Person with emotional and sexual attraction to persons of the opposite gender.

**Homophobia:** Irrational fear or hatred of, aversion to, or discrimination against homosexuals or homosexual behavior.

**Homosexual:** Person with emotional and sexual attraction to persons of the same gender.
**Inclusive Language**: Use of gender non-specific language to avoid imposing the limiting assumption of heterosexuality and to present an open social climate for non-heterosexuals.

**Internalized Homophobia**: Experience of shame, aversion, or self-hatred in reaction to one’s feelings of attraction for someone of the same sex.

**Intersexed**: Formerly called hermaphrodites. People born with chromosomal and/or physiological anomalies, and/or ambiguous genitalia. Many are surgically normalized by their parents, which can result in the lack of sexual response in adulthood.

**Lesbian**: Woman with emotional and sexual attraction to persons of the same gender.

**LGBTQ**: Acronym for Gay, Lesbian, Bisexual, Transgender, and Queer. Sometimes shown as GLBT.

**MTF and FTM**: People categorized by gender vector male-to-female or female-to-male as they transition.

**Outing**: The process by which an individual’s sexual orientation is conveyed to other people without their expressed consent. Outing is generally thought of as a hostile act because the individual is not able to make that decision for him/herself.

**Pansexual**: One who exhibits or suggests a sexuality that has many different forms, objects, and outlets. One who exhibits many forms of sexual expression. Pansexual is a broader term than bisexual because it includes not only loving both men and women but also transgendered people and gender-fluid people who do not feel they fit into categories of male or female.

**Partner**: Primary domestic partner or spousal relationship among same-gender couples. Often used inclusively to refer to a person’s significant other, regardless of sexual orientation.

**Queer**: A term that has historically been used as a derogatory term for LGBTQ persons. More recently some LGBTQ persons have reclaimed the word to express inclusiveness and pride in the LGBTQ community.

**Non-Romantic Attraction**: Attraction that is not sexually motivated, as in friendship. May, or may not be same or opposite biological sex interest.

**Safe Space**: A place where gay, lesbian and bisexual individuals feel comfortable and secure in being who they are. In this place, they can talk about the people with whom they are involved without fear of being criticized, judged or ridiculed. It is representative of a move for gay, lesbian and bisexual rights; but rather than being geared toward political rights, it is focused toward the right to be comfortable in one’s living space, work environments, etc. It is focused toward the right to use the pronoun of a significant other in conversation, and the right to be as outwardly open about one’s life and activities as anyone else.
**Sexual Orientation**: An enduring emotional, romantic, or sexual attraction that a person feels toward another person. Sexual orientation falls along a continuum.

**Sex Identity**: The sex that a person sees him or herself as. This can include refusing to label oneself.

**Transgender**: The state of one's gender identity (self-identification as woman, man, neither or both) not matching one's assigned sex (identification by others as male, female or intersex based on physical/genetic sex).

**Transsexual**: Describes the condition in which an individual identifies with a gender inconsistent or not culturally associated with their assigned sex. This term has largely been replaced with “Transgender.”

**Two-Spirited**: A term for third-gender people who are among many Native American and Canadian First Nations tribes. It usually implies a masculine spirit and a feminine spirit living in the same body. It is also used by gay, lesbian, bisexual, transgender, and intersex Native Americans to describe themselves. Two-Spirited people have distinct gender and social roles in their tribes. Some are counselors while others are medicine persons or spiritual functionaries. They study skills including storytelling, theater, magic, hypnotism, healing, herbal medicine, ventriloquism, singing, music and dance. (a number of cultures have their own term for people who do not conform to culturally specific demonstrations of masculine or feminine roles/positions)
Sexual Orientation and Gender Expression

Understanding LGBTQ Students
Profile of a Typical College Student
Most college students can be expected to be dealing with the following concerns:

- Establishing identity, both self-identity and in relation to others
- Separating from parents and developing independence
- Developing sense of responsibility and ownership of decisions
- Developing intellectual, physical, and interpersonal competence
- Managing emotions
- Developing mature interpersonal relationships
- Developing a sense of purpose, including vocational goals and lifestyle choices
- Developing integrity by understanding their values, beliefs, and behaviors

Challenges to Developing a Positive LGBTQ Identity

- Identity Development
- Feel like they have to lie and pretend or that they cannot be authentic or themselves
- Feel panic about being found out
- Feel like a coward for being dishonest
- Think that they are the only ones
- Think that something is wrong with them
- Struggle with religious beliefs
- Face a background of pervasive institutionalized homophobia and heterosexism that can make establishing a positive LGBTQ identity difficult because of the lack of positive role models (within families, communities, schools, media, and society as a whole); the lack of support and affirmation for same-gender relationships; the lack of positive history and shared culture for LGBTQ-identified youth

Relationship Development

- Lack of socially supported venues for LGBTQ youth to interact.
- Lack of normal experience of teen dating and social interaction has long-range significance
- Dangers of trying to find romantic partners within normal social contexts due to gay bashing, forced outings, and harassment
- Missing many of the wonderful, typical, social-developmental milestones and being able to share them with family and friends

Rejection

- By self: Internalized homophobia can subtly influence life choices in negative and self-destructive ways
- By friends and family: Even those closest to students may express anger or fear, refuse to accept their sexual orientation, or try to fix them
- By society/culture: Open devaluing, discrimination, and even violence toward gays has often been accepted in our society, including at high-schools and on college campuses
Misinformation
- Distorted images, stereotypes, and inaccurate information perpetuated by the news media, some politicians, some churches, television & films
- Shortage of responsible research
- Lack of accurate information available in many schools and libraries

Denial of Basic Civil Rights
- It is legal in all but twelve states and the District of Columbia to fire someone just because he or she is gay
- Housing discrimination against LGBTQ-identified persons is legal in most states
- Mississippi and two other states legally prohibit LGBTQ-identified persons from adopting

Academic and Professional Discrimination
- Face the loss of living space due to rejection by roommate(s)
- Face the loss of financial support due to rejection by family
- Face discrimination by professors (grade slant based on paper topics or perceived LGBTQ orientation of student)
- Face discrimination during hiring or face the loss of current employment
- Face discrimination from professional groups/organizations

Handout by Angela M. Stowe, PhD, the University of Alabama at Birmingham, Disability Support Services (Adapted)
Understanding Bisexuality
As the Kinsey and Klein scales demonstrate, sexuality runs along a continuum. It is not static but rather has the potential to change throughout one’s lifetime, and it varies infinitely among people. We cannot fit our sexuality into nice neat categories that determine who and what we are. Bisexuality exists at many points along the sexual continuum.

Myth
- People who consider themselves bisexual are just confused or going through a phase. They’ll settle down and realize they’re actually homosexual or heterosexual.
- People who consider themselves bisexual are really heterosexual, but are experimenting.
- People who consider themselves bisexual are actually lesbian/gay, but haven’t fully accepted themselves and finished coming out of the closet.
- Bisexuals are shallow and narcissistic and are promiscuous swingers who are attracted to every woman and man they meet.
- Bisexuals get the best of both worlds and a doubled chance for a date on Saturday night.
- Bisexuals are desperately unhappy, endlessly seeking some kind of peace which they cannot ever find.
- Bisexuals are responsible for spreading AIDS into the heterosexual community.
- Bisexuals are incapable of being involved in monogamous relationships.

Reality
- Some people go through a transitional period of identifying as bisexual before coming out as lesbian or gay. Others may explore same-sex attraction and relationships and then assume a heterosexual identity. For others, bisexuality remains a long-term orientation. For some bisexual people, same-sex attractions were a transitional phase to coming out as bisexual.
- Whether an individual is an experimenting heterosexual or a bisexual depends on how one defines him or herself.
- Bisexuality is a legitimate sexual orientation. Many bisexuals are completely out of the closet as bisexuals, while others continue to hide their identity.
- The sex in bisexuality gets overemphasized. Bisexual people have a range of sexual behaviors like all other sexualities. Our culture projects onto bisexuals its fascination with and condemnation of sex and pleasure. In reality, bisexuals are just like everyone else.
- Combine our society’s extreme heterosexism and homophobia with lesbian and gay hesitation to accept bisexuals into their community, and it might be more accurate to say that bisexuals get the worst of both worlds.
- Like lesbians and gays who have been told that they will live awful lives, bisexuals often respond that much of the pain they experience comes from oppression.
- AIDS can be spread by anyone, to anyone if safe sex is not practiced. Bisexuality is not the problem behind the spread of AIDS; unsafe sex is.
- Like anyone else, bisexuals commit to long-term relationships.
Thinking beyond Binaries

Myth #1—Sexuality is a binary concept: people are either straight or gay.
Fact—There are not two distinct and opposite ways of expressing sexuality. People can be attracted to individuals who express a wide range of genders, and that attraction can be experienced in a variety of ways.
Goal—Think of sexuality not as an either/or but as a continuum with sexualities positioned from one end of the continuum to the other.

Myth #2—Sexuality is a fixed concept: people are attracted to the same gender their entire lives.
Fact—People’s attractions fluctuate during their lives and their sense of their own sexuality can change over time.
Goal—Think of sexuality not as static but as moving along a continuum.

Myth #3—Gender is a binary concept: people are either male or female.
Fact—There are not two distinct and opposite ways of expressing gender. People express gender in a wide variety of ways.
Goal—Think of gender not as an either/or but as a continuum with genders positioned from one end of the continuum to the other.

Myth #4—Gender is a fixed concept: people always express their gender in the same way.
Fact—People can vary the way they express their gender over the course of their lifetime, or even during the course of one day.
Goal—Think of gender not as static but as fluid along a continuum.

Connecting Constructs: Gender & Sex & Sexuality

Sex: This category is for what is actually in your pants. This can be something assigned at birth, something chosen, or something else entirely.

Gender: This is what kind of pants you are wearing. These change over time with experience, choice, peer group, and preference. This also includes how other people view your pants and the attributes they give to them.

Sexuality: This is whose pants you would like to get into. This can change over time, be a solid category, or be something more flexible. People often conflate gender identity or expression with sexual orientation. These are two very different things.

Understanding Gender

Gender Assignment: This is the sex/gender that is assigned to a child at birth (often before a child is even born).

Gender Identity: This is the gender that an individual self-identifies as. This may or may not have anything to do with the individual’s assigned sex at birth.
Gender Expression: This refers to the myriad ways in which people express their gender and includes behavior, clothing, mannerisms, hairstyles, attitude, etc. It is important to appreciate that not everyone’s dress, speech, and mannerisms are intended as a conscious expression of their gender. Some people are unaware of or would disagree with the way in which other people read their gender expression (see Gender Attribution).

Gender Attribution: This is the process by which an observer decides which gender they believe another person to be.
Understanding Transgender

How the Needs of Transgender Students Might Differ from LGB

- They may identify as heterosexual, so they may not be dealing with issues of sexuality. However, depending on how they sexually identify, transgender people may face discrimination from both heterosexuals and LGB people.
- They may experience more verbal and physical attacks than most LGB people if they cross-dress or otherwise look gender variant.
- They are generally less accepted in society than LGB people, in large part due to ignorance. There is little understanding of transgender lives; they are not visible in popular culture beyond stereotypes and almost no research has been done on their experiences.
- They sometimes experience a lack of acceptance and support from the LGB community.
- As a result of the lack of acceptance and support in the dominant culture and in the LGB community, they often lack a strong community and positive role models or images. Consequently, transpeople, especially transyouth, may feel isolated and marginalized.
- Transpeople may want to remain closeted because of the legitimate fear of how they will be treated by their professors, employers, co-workers, friends, and others in their field.
- Transpeople often have a hard time finding medical help that is knowledgeable and understanding concerning transgender issues.
- If transitioning, they will need to change their identification as well as other records and documents. Keep in mind that different states and institutions have different rules about when and if these changes are possible.
- They are especially vulnerable to attack, harassment, and/or embarrassment when trying to use the gender-appropriate bathroom.
- Transpeople often have others refer to them as a gender different than the one with which they wish to identify or insist on calling them by their given name even though they have changed it.


Health Care, Social Services, and Transgender People: Helpful Tips

Outing: Remember that revealing the transgender status of any transgender person without his or her expressed permission has the same potential for harm as outing a gay man, lesbian, or bisexual man or woman. Outing is an invasion of privacy.

Appearance: Do not assume that someone who appears to be cross-dressed is a transvestite. That person may be living full-time in their presenting gender, or they may intend to do so in the future.

Usage Tips: Instead of the stigmatizing “transvestite,” use “Male Cross-dresser” or “Female Cross-dresser” if it’s clear that they are not living full-time nor intend to do so.
“Transgender Woman” is appropriate for Male-To-Female persons.

“Transgender Man” is appropriate for Female-to-Male persons.

“Transgender Person” is appropriate for someone of either above types.

“Transgender People” is appropriate for mixed groups.

Living Status: If a transgender person is living full-time in a gender not associated with their birth sex, that person should be referred to at all times with terms appropriate to their presenting gender, regardless of their surgical status or body state (see below).

Surgical Status: Almost all transsexuals pre-operative, post-operative or non-operative and many transgender people are extremely sensitive about their surgical status and/or their body’s physical state. Questions about this should be avoided or, if medically necessary, asked very sensitively. Moreover, this information should be considered confidential and should not be shared with others unless it is medically necessary.

Pronouns and Possessive Adjectives: It is extremely offensive to refer to transgender persons using pronouns and possessive adjectives that refer to their birth sex.

Avoid Aspersion by Using Quotation Marks: Never put pronouns or possessive adjectives of transgender persons in quotes. Never put their sexual orientations or genitalia in quotes.

Issues in which Transgender People Face Discrimination and Harassment

Safely Attending School
Various issues come up for transgender students in our nation’s public schools, including the ability to attend school, to express themselves consistently with their gender identity, to be treated fairly in classes, and to use the restroom facilities that match their gender identity and gender presentation. Problems also arise because transgender students are often harassed by school officials when they present themselves consistently with their gender identity. There have even been situations in which school officials have failed to protect transgender students from the bias of other students, even when they know it to be a dangerous situation.

Finding and Keeping Jobs
Unemployment and under-employment are huge issues for transgender people and particularly for transsexual people who often lose their jobs during or after their gender transitions. Transgender people who transition after working somewhere for an extended period of time often encounter blatant discrimination from people who do not understand or accept them. Later, when looking for a new job, they may run into the same trouble with potential new employers who find out that they’ve transitioned. At least one in five transgender people surveyed report experiencing employment discrimination. In six studies conducted between 1996 and 2006, 20 to 57 percent of transgender respondents said they experienced employment discrimination, including being fired, denied a promotion or harassed. Though even more difficult to measure,
transgender people also face incredible barriers as job applicants.

Locating Housing and Public Accommodations
Discrimination in housing and places of public accommodation is also a large problem for transgender people. While a transgender person is in the process of transitioning, he or she may be evicted, or forced to leave home because a family member does not understand or accept the process. Landlords may not want to rent to a transgender person. The results can lead to homelessness and the additional problem of discrimination in sex-segregated homeless shelters.

Receiving Access to Businesses and Services
Access to businesses and services can also be a problem for transgender people. The owners, managers, or employees of stores, restaurants, and bars, for example, may ask transgender people to leave so they don’t upset the other customers, or due to fear of violence against the transgender customers.

Using Public Restrooms
Although using public restrooms can be uncomfortable for many people, most people take reasonable access to restroom facilities for granted. However, transgender people often face the additional burden of being confronted or questioned about which gender’s restroom they should use. Fear of harassment in public restrooms can make the everyday lives of transgender people extremely stressful. For example, a masculine female employee may feel so uncomfortable using the female restroom in her work area that she might plan her entire day such as when to take meals, when and how much to drink--around using a more private restroom further away, or perhaps even in another building. Such distractions and mental effort around as basic a physiological need as using a restroom is unnecessary and hurts employees’ productivity.

Obtaining Health Care
Regular medical care by an informed, sensitive physician is central to the lives of many transgender people, especially transitioning transsexuals. Most transsexuals undergo hormone therapy and/or sex-reassignment surgery. Both procedures have potential complications and associated risks. It is thus imperative that they be supervised by a physician familiar with transgender care. Too often, transgender people, especially those with low incomes, obtain unprescribed hormones that may not have sufficient medical safeguards. Due to discrimination, both in health insurance and in access to basic care, it is difficult for many transgender people to get appropriate treatment. The exclusion of transsexualism from health insurance policies is a serious problem that exists nationwide. Coverage is usually explicitly excluded for treatment related to transsexualism, even though the claim would be paid if the exact same treatment or procedure were utilized for some other medical reason. For example, testosterone therapy will be paid for by insurance policies if a non-transgender man has a low level of the hormone, but a transsexual man who uses the same hormone as part of his medically supervised gender transition would not be covered. As a result, transgender people must often pay out-of-pocket for lifelong needs, such as hormone therapy, or for expensive one-time costs, such as sex-reassignment surgery even when medical experts deem them necessary. Transgender people may also face discrimination from medical professionals in the provision of basic health care. Doctors who are ignorant of
or hostile to transgender people may fail to ask the right questions when seeing a patient about medical issues seemingly unrelated to any treatment of transsexualism. Some physicians are unwilling to see transgender patients at all, expressing a fear that their presence in the waiting room may disturb other patients.

Securing Legal Documents Consistent with their Gender Identity
Obtaining a legal change of sex and new identity documents are critical for many transsexual people. When people undergo a gender transition, they may need to get birth certificates, passports, Social Security cards, drivers’ licenses and other identity documents that reflect that transition. Otherwise, they can encounter problems, invasive questions and even discrimination and violence when traveling, and any other time it is necessary to present identification. This is especially important in an era of heightened security concerns, as even minor inconsistencies between a transgender person’s appearance and his or her identity documents and travel information could unfairly label him or her as a security risk.

Staying Safe in their Homes and Communities
Hate violence against transgender people appears to be epidemic, with hardly a month going by without another story of a transgender person who was beaten up, raped or killed. Furthermore, there is no way to know for certain how many hate crimes are committed against transgender people because statistics are not collected on these incidents of violence. Crimes against transgender people are under-investigated and under-prosecuted by local, state and federal law enforcement officials. This seems to be particularly true for especially marginalized transgender people, such as those who are poor, young, immigrants, or people of color.

Having their Relationships Respected and Protected
Transgender people must also struggle with having their relationships respected and protected, especially in relationships where one of the partners has transitioned. In some cases, a marriage where one person has changed gender has been found to be a marriage between a same-sex couple and, therefore, impermissible under state law.

Maintaining Parental Rights
Transgender parents face tremendous discrimination and bias, particularly in custody and visitation cases. Judges may place restrictions on parental access or even go so far as to terminate a transgender person’s parental rights. In addition, transgender individuals and couples that include transgender partners may face hostility and even legal impediments when trying to adopt children. If a transgender individual is legally considered to be of the same sex as his or her partner, state laws barring gay and lesbian individuals or unmarried couples from adopting may be applied.

Being Treated Fairly and Humanely in the Criminal Justice System
Because housing and employment discrimination leave many transgender people with few income-generating options, some turn to sex work or other criminalized activities. Transgender people may also be the target of harassment and selective prosecution by law enforcement. As a result, the transgender community tends to be overrepresented in the criminal justice system. The first problem transgender people face upon
incarceration is the segregation of prison facilities by sex. It is left to individual prison officials to decide with which sex a transgender inmate should be housed. More often than not, this decision is based on the assigned sex at birth. For example, a male-to-female transsexual who has undergone hormone therapy and sex-reassignment surgery may nonetheless be placed with an all-male prison population. Such misassignment can lead to the serious problem of hate violence against transgender inmates. Prisoners who do not conform to the gender norms of the prison’s population face the risk of verbal harassment, physical violence and sexual assault. Bias on the part of correctional officials can range from simply looking the other way to actively participating in attacks on transgender prisoners. While many facilities segregate transgender inmates to protect them from violence, the separation may not provide sufficient security, and it may also impose unfair isolation and restrictions on transgender prisoners under the guise of safety. Another significant problem faced especially by transsexual prisoners involves access to medical treatment. While most courts have found that hormone therapy must be continued at pre-incarceration levels, few correctional facilities will readily allow a transgender inmate to begin such therapy after he or she is imprisoned. Furthermore, no prison system currently allows inmates to undergo sexual reassignment surgery, which is critical to some transsexuals in successfully transitioning genders. Prison officials who may wish to provide adequate care for transgender patients can also face hostility from legislators and the public.

The Transgender Umbrella

**Transgender** (often shortened to trans) is an umbrella term that refers to people who experience and/or express their gender differently from conventional or cultural expectations. Broadly speaking, anyone whose identity, appearance, or behavior falls outside of conventional gender norms can be described as transgender. However, not everyone whose appearance is gender-atypical will self-identify as transgender. Many gender variant people are viewed as transgender by others but not by themselves.
Androgyny is a term that refers to something that has no gender value or that mixes masculine and feminine characteristics. The term androgynous is often used to refer to people whose appearance or build make determining their gender difficult. Androgyny has also been used as a fashion statement, and some of the more common forms (such as women wearing men's trousers) are not perceived as transgender. Many people who self-identify as androgynous see themselves as genderqueer, gender fluid, or entirely genderless.

Genderqueer is a term that refers to people who live outside of the gender norms of society by bending or breaking the rules of gender, blurring the boundaries of gender, playing with or redefining gender, or refusing gender altogether.

Drag is a term that refers to people who present part-time as members of the opposite sex primarily to perform or entertain, though many drag performances are meant as a political comment on or parody of the concept of gender. A drag queen is a biological male who dresses as female, and a drag king is a biological female who dresses as male. While drag performance should not be considered an indicator of a person’s gender identity or sexual orientation, many drag queens and kings identify as gay, lesbian, or bisexual. Drag performers may or may not identify as transgender.

Cross-dresser is a term that refers to people who wear the clothing and/or accessories considered by society to correspond to the opposite sex. Unlike transsexuals, cross-dressers typically do not seek to change their physical characteristics and/or manner of expression permanently or desire to live full-time as a gender different than their birth sex. Cross-dressers can be male or female and of any sexual orientation, though research shows that the majority of cross-dressers are heterosexual men, and as many as 2-3% of biological males engage in cross-dressing on occasion. Cross-dressers vary in how completely they cross-dress (from one article of clothing to fully cross-dressing) as well as in their motives for doing so. Some cross-dressers find it sexually appealing or arousing, while others find it emotionally or psychologically fulfilling. Many cross-dressers wish to express more than one aspect of their personalities (both a sense of masculinity and a sense of femininity) and they find the practice liberating in terms of expressing aspects of identity that would not otherwise be acceptable within rigid gender-role expectations. Cross-dressers are often referred to as transvestites, but this term is derogatory and should not be used.

Two-Spirit is a term used in some Native American cultures to refer to people whose gender identification includes both male and female and usually implies a masculine spirit and a feminine spirit living in the same body. Two-Spirit is a contemporary term that references historical multiple-gender traditions in many First Nations cultures. In many Nations, being Two-Spirit carries both great respect and additional commitments and responsibilities to one’s community. Two-Spirit people have distinct gender and social roles in their tribes. Some are counselors while others are medicine persons or spiritual functionaries. Many Native/First Nations people who are lesbian, gay, bisexual, transgender, intersex, or gender non-conforming identify as Two-Spirit.

Transsexual is a term that refers to people whose gender identity is different from their assigned sex at birth. Some, but not all, transsexuals wish to alter their bodies to
conform to their internal sense of gender. The term can also be used to describe people who, without undergoing medical treatment, identify and live their lives full-time as a member of the gender different from their assigned sex at birth; non-medical methods of expressing gender identity include wearing preferred-gender clothing and body-shaping garments, adjusting mannerisms and speech patterns, and asking friends and family to use preferred names and pronouns. Transsexuals transitioning from male to female are often referred to as “MTFs” or transwomen, and those transitioning from female to male are frequently referred to as “FTMs” or transmen. Current estimates of the prevalence of transsexualism are about 1 in 10,000 for biological males and 1 in 30,000 for biological females. In contrast to the term “transgender,” transsexual is not an umbrella term, and many people who identify as transgender do not identify as transsexual. Unlike cross-dressers, drag kings or drag queens, transsexuals are people who generally live full time as a different gender than their assigned sex at birth. Transsexuals are often referred to as “he-shes,” “she-males,” or “trannies,” but these terms are derogatory and should not be used.

Intersex is a term that refers to people who are born with sex chromosomes, external genitalia or internal reproductive systems that are not considered standard for either males or females. Some people are born with XXY, XYY, or other variations of chromosomes; these genetic differences may or may not be visibly apparent or known to the person. Some people are born with XY chromosomes but are unable to respond to testosterone and therefore develop bodies with a vagina and breasts rather than a penis and testes. Some intersex conditions are known at the time of birth while others are not discovered until later in life or not at all. Some intersex people identify as transgender while others do not. The existence of intersexuality shows that there are not just two sexes and that our ways of thinking about sex (trying to force everyone to fit into either a male or female box) are socially constructed. Intersex people are sometimes referred to as “hermaphrodites,” but this term is considered derogatory and should not be used.

Transgender Pronouns
When dealing with transsexuals (or transgendered, or intersexed people), inquiring minds want to know: “How do I address you properly?” “What pronoun should I use?”

The answer is astonishingly simple: Whatever the trans*person choses to call him-/her-/hirself. The self-perception/felt gender identity of the individual comes first. In most cases, that means one simply has to look for hints whether the person identifies as a he or a she. When someone states “I’m a male-to-female (MtF) transsexual, that means male body, but female gender identity, so you go with “she.” Vice versa with female-to-male (FtM).

Additionally, if one identifies as transgender but does not by appearance seem to present a certain gender, watch for given cues to which pronoun they prefer. Again; how the individuals identify as outweighs everything else. To doubt their feelings and question their gender is considered rude. Their gender identity is doubted and questioned by society at large on an almost daily basis, so they don’t need you doing the same thing.
What’s with this “ze/hir” business? I’ve seen you using these for other people?
“Ze, zie, hir” were created in an attempt to have a third set of gender-neutral pronouns. Some people use them exclusively; others only when they don’t know someone’s gender identity and have no information available to discern it (or simply don’t have the time to check). It’s also often preferred by people who don’t identify as either gender (or as both). Some people chose not to use these pronouns at all.

Important detail: **Never use “It”**. Never, ever. Animals and things are called “it.” To call a transgendered person “it” is hugely offensive. It’s essentially telling them, I don’t regard you as a human being.

“I wanted to ask you earlier, but I worried it would be impolite. I thought it was better to not touch the subject at all. “

Oftentimes, this can be affirming instead of offensive. When someone asks “What pronoun do you prefer?” It shows consideration and respect to the transgender individual. It shows that you want to acknowledge them in the way that they self-identify, and that you want to avoid offending them. This is not often considered rude. Also, slips of the tongue happen. Changing pronouns takes some time getting used to, depending on the person and the circumstances. Some transgender people won’t mind if you accidentally slip up, and will simply correct you.

“But I asked another trans-person a similar question/several similar questions and he/she/ze seemed offended/annoyed/told me to do some research first...?”

This can happen. There are many reasons: perhaps you were the 396th person to ask those questions, perhaps you were strangers and they wondered why you thought it was acceptable to ask them personal questions, perhaps your wording was unfortunate. However, the important thing is to remain respectful and not project this experience on further interactions with transgender people.

**Additional Info:**
It’s important to remember that, despite the fact someone may identify as a gender other than the one they were assigned at birth, they were not “born that way.” Thus, they may have lived large amounts of their life with very different experiences than cisgendered (people who identify with the gender they were born with) people of the gender they identify. For example, a transgender person’s experiences vastly differ from someone who was born and identifies as their given gender.

Also: Please don’t confuse gender identity with sexual preference. Transgendered people come in all shapes, sizes, and orientations they can be bisexual, gay, lesbian, hetero, or pansexual. So don’t put gender and sexual orientation under the same category.

“Adapted from Leander Mill’s Transgender FAQ. “Beyond LGBTQ: Understanding Intersectionality “
In Summary:
It is important to understand that LGBTQ students are not just lesbian, gay, bisexual, transgender, or queer. They also exist along a continuum of races, religions, nationalities, ethnicities, abilities, social classes, etc.

Understanding intersectionality means appreciating that categories of oppression (and privilege) do not act independently of one another. This means that students often experience discrimination on multiple levels.

It is counterproductive to emphasize the “worth” or “relevance” of one form of oppression over another. Doing so reinforces the idea of discrete hierarchies of oppression, when all forms of oppression operate simultaneously. Doing so also allows for less social interaction/movement between categories of oppression.

The Coastal Carolina University Safe Zone Program is designed to promote awareness, not to limit or privilege any aspect of identity.
Offensive Terminology to Avoid

OFFENSIVE: homosexual (as a n. or adj.)
PREFERRED: gay (adj.); gay man or lesbian(n.)
Please use lesbian or gay man to describe people attracted to members of the same sex. Because of the clinical history of the word homosexual, it has been adopted by anti-gay extremists to suggest that lesbians and gay men are somehow diseased or psychologically/emotionally disordered, notions discredited by both the American Psychological Association and the American Psychiatric Association in the 1970s. Please avoid using "homosexual" except in direct quotes. Please also avoid using "homosexual" as a style variation simply to avoid repeated use of the word "gay."

OFFENSIVE: homosexual relations/relationship, homosexual couple, homosexual sex, etc.
PREFERRED: relationship (or sexual relationship), couple (or, if necessary, gay couple), sex, etc.
Identifying a same-sex couple as a homosexual couple, characterizing their relationship as a homosexual relationship, or identifying their intimacy as homosexual sex is offensive and should be avoided. These constructions are frequently used by anti-gay extremists to denigrate gay and lesbian people, couples and relationships. As a rule, try to avoid labeling an activity, emotion or relationship gay or lesbian unless you would call the same activity, emotion or relationship straight if engaged in by someone of another sexual orientation. In most cases, your readers, viewers or listeners will be able to discern people’s genders and/or sexual orientations through the names of the parties involved in your depictions of their relationships, and your use of pronouns.

OFFENSIVE: sexual preference
PREFERRED: sexual orientation
The phrase sexual preference is generally used to suggest that being lesbian or gay is a choice and therefore curable. The term sexual orientation is the accurate description of an individual’s enduring physical, romantic, emotional and/or spiritual attraction to members of the same and/or opposite sex and is inclusive of lesbians, gay men, bisexuals and heterosexual men and women.

OFFENSIVE: gay lifestyle or homosexual lifestyle
PREFERRED: lesbian or gay
There is no single lesbian or gay lifestyle. Lesbians and gay men are diverse in the ways they lead their lives. The phrase gay lifestyle is used to denigrate lesbians and gay men, suggesting that their sexual orientation is a choice and therefore curable.

OFFENSIVE: admitted homosexual or avowed homosexual
PREFERRED: openly lesbian or openly gay
Dated term used to describe those who are openly lesbian or gay or who have recently come out of the closet. The words admitted or avowed suggest that being a lesbian or gay man is somehow shameful or inherently secretive. Avoid the use of the word homosexual in either case.

OFFENSIVE: gay agenda or homosexual agenda
PREFERRED: lesbian and gay civil rights movement or lesbian and gay movement
Lesbians and gay men are as diverse in our political beliefs as other communities. Our commitment to equal rights is one we share with civil rights advocates who are not necessarily lesbian or gay. Lesbian and gay movement accurately describes the historical effort to achieve understanding and equal treatment for gays and lesbians. Notions of a homosexual agenda are rhetorical inventions of anti-gay extremists seeking to portray as sinister the lesbian and gay civil rights movement.

OFFENSIVE: special rights
PREFERRED: equal rights or equal protection
Anti-gay extremists frequently characterize civil rights and equal protection of the law for lesbian, gay, bisexual and transgender Americans as special rights in an attempt to energize opposition to anti-discrimination and equal opportunity laws.

OFFENSIVE: fag, faggot, dyke, homo, queen, she-male, he-she, it, tranny and similar epithets
The criteria for using these derogatory terms should be the same as those applied to hate words for other groups: they should not be used except in a direct quote which reveals the bias of the person quoted. So that such words are not given credibility in the media, it is preferred that reporters say, The person used a derogatory word for a lesbian, gay man or transgender person.

OFFENSIVE: deviant, disordered, dysfunctional, diseased, perverted, destructive and similar descriptions
The notion that being gay or lesbian is a psychological disorder was discredited by the American Psychological Association and the American Psychiatric Association in the 1970s. Today, words such as deviant, diseased and disordered often are used to portray lesbians and gay men as less than human, mentally ill, or as a danger to society. Words such as these should be avoided in stories about the lesbian and gay community. If they must be used, they should be quoted directly in a way that reveals the bias of the person being quoted.

OFFENSIVE: Associating gay men, lesbians, same-sex relationships or homosexuality with pedophilia, child sexual abuse, bestiality, bigamy, polygamy, adultery and incest.
Homosexuality and/or being gay is not synonymous with pedophilia, child sexual abuse, bestiality, bigamy, polygamy, adultery and/or incest. These associations often are used to suggest that lesbians and gay men pose a threat to society, to families, and to children in particular. Such suggestions are defamatory and should be avoided, except in a direct quote which reveals the bias of the person quoted.

*http://www.glaad.org/media/guide/offensive.php*
Understanding the Coming Out Process
The term “coming out” refers to the life-long, on-going, never-ending, cyclical process of developing a positive identity as a gay, lesbian, bisexual, transgender or queer person. For some people, the first recognition that one is LGBTQ comes very early, during the preschool years. For others it comes during early or late adolescence; for others, it might not occur until middle age or older. Whenever the process begins, it is renewed every time a LGBTQ-identified person meets someone new or encounters a new situation, as the question of revealing one’s sexual orientation usually arises.

The following are a few examples:
- Do I tell my new employer my partner is the same sex?
- Do I remain silent when colleagues are discussing plans for weekends or holidays?
- What do I (a lesbian) tell my physician when asked about my birth control methods?
- What do I (gay male) tell my residence hall roommate when he tries to match me up with a girl he knows?

Cass’s Model of Sexual Identity Formation
(1979 & 1984)

Cass’s Stages

Stage 1…. Stage 2 …. Stage 3 … Stage 4 … Stage 5 …. Stage 6

Stages or Phases of Coming Out
The process of “coming out” is cyclical and does not typically occur in a linear fashion.
1. Awareness: becoming aware of persistent attraction to the same sex
2. Confusion, questioning: experiencing dissonance between one’s feelings and society’s expectations and norms; experiencing guilt, depression, secrecy, and isolation
3. Coming out, acceptance: defining oneself as LGBTQ and beginning to share this
identity with at least a few other people, even in the face of possible rejection by family, friends, employees, etc.

4. Integration: committing to one’s identity, increasing the sharing of one’s identity with others, experiencing one’s sexual orientation as only one part, although an important part, of one’s total identity

Common Questions about Coming Out

Q: What might gays/lesbians/bisexuals/transgender individuals be afraid of?
A: Gossip, Harassment, Violence, Being thrown out of their families, Being thrown out of their house, Losing financial support, Losing their job

Q: How might LGBTQ people feel about their coming out to someone?
A: Scared, Vulnerable, Relieved, Proud, Wondering how person will react

Q: How might someone feel after a gay/lesbian/bisexual/transgender person comes out to him or her?
A: Scared, Shocked, Disbelieving, Uncomfortable, Supportive, Flattered, Honored, Angry, Disgusted, Not sure what to say, Not sure what to do next, Wondering why the person came out

Q: Why might LGBTQ individuals want to come out to friends/relatives?
A: End the hiding game, Feel closer to those people, Be able to be whole around them, Feel like they have integrity, To make the statement that gay is ok

Risks of Coming Out:

The coming out process is not a one-time event. Members of the LGBTQ community must weigh the risk of coming out to each person they interact with. Family, friends, classmates, coworkers, doctors, nurses, professors, staff, and on and on. Each interaction runs the risk of being humiliated, or worse.

Consider the case of Matthew Shepherd, who in 1998 was murdered for coming out to two men at a bar/club. Alternately, consider that it is estimated that 25% of homeless youth have been kicked out of their family home after coming out to their parents.

So, it’s worth understanding the importance of a person coming out to you. They have taken a risk in the hopes that you will be accepting of them as a person, your response carries more weight than you might think—you can reward their trust in you as a friend, family member, coworker, etc.
History
History

Symbols of Pride

Stonewall and Pride Celebrations
On June 28, 1969, a raid on the Stonewall Bar on Christopher Street in NYC turned into a riot when patrons resisted. The patrons barricaded themselves inside the bar. The riot escalated until reinforcements arrived. The riots continued for several evenings. This rebellion, begun by drag queens and bar patrons, marked the beginning of the modern gay and lesbian movement. Each June, Pride marches, rallies, and celebrations are held throughout the nation commemorating Stonewall.

The HRC Equality Logo
Another symbol growing in popularity is the equality logo created by the Human Rights Campaign (HRC), America’s largest gay and lesbian organization. As a bi-partisan organization, HRC works to advance equality through the lobbying of Congress. The HRC logo has become the new symbol for LGBTQ equality for many members and friends of our community. The symbol stands for a vision in which American gays and lesbians are ensured their basic equal rights.

The Pink Triangle
The pink triangle is one of the more popular and widely recognized symbols for the gay community. The pink triangle reminds us of the tragedies that befell the LGBTQ community during WWII. Although LGBTQ persons were only one of the many groups targeted for extermination by the Nazi regime, they were unfortunately the group that history often excludes. Each prisoner in the concentration camps wore a colored inverted triangle to designate their reason for incarceration. The pink triangle was for LGBTQ persons. In the 1970s, gay liberation groups resurrected the pink triangle as a popular symbol for the gay rights movement. Not only is the symbol easily recognized, but it draws attention to oppression and persecution then and now. In the 1980s, ACT-UP (AIDS Coalition To Unleash Power) began using the pink triangle in their message Silence = Death. Today, the pink triangle represents pride, solidarity, and a promise to never allow another Holocaust to happen again.
The Rainbow Flag
The rainbow flag has become the easily recognized colors of pride for the gay community. Use of the rainbow flag by the gay community began in 1978 when it first appeared in the San Francisco Gay and Lesbian Freedom Day Parade. The rainbow flag was created by Gilbert Baker and originally had eight colors, all of which were assigned a meaning by Baker. He dyed and sewed the first one with his own hands. However, when he approached a flag company about mass-producing the flag he was told that hot pink was not available commercially. Therefore, the flag had to be reduced to seven colors. (Pink to stand for sexuality. Red to stand for life. Orange to stand for healing. Yellow to stand for the sun. Green to stand for nature. Blue to stand for art. Indigo to stand for harmony. And violet to stand for spirit.)
Double Woman Symbol
Also known as the mirror of Venus, this symbol represents the planet Venus, metal copper and femininity. The double woman symbol represents woman loving woman.

Double Man Symbol
This symbol is derived from the astrological symbol of Mars. Mars was the Greek God of War and patron of warriors. The double man symbol represents man loving man.

Transgender Symbol
It links the internationally accepted symbols for male and female together with a new entity, which is a combination of the two, and which we call transgender. The symbol includes everyone, excluding none. The circle is a symbol of wholeness, and represents the wholeness of a society that includes the transgender.

The Lambda
Chosen by the Gay Activist Alliance in 1970 as the symbol of the gay movement, the lambda is the Greek letter L. A battle flag with the lambda was carried by a regiment of ancient Greek warriors who were accompanied in battle by their young male lovers and noted for their fierceness and willingness to fight to the death.
Red Ribbons for Remembering
The red ribbon is commonly seen as a symbol of solidarity and a commitment to the fight against AIDS. This symbol was conceived in 1991 by Visual AIDS, a New York-based charity group of art professionals that aims to recognize and honor friends and colleagues who have died or are dying of AIDS. Inspired by the symbols honoring American soldiers of the Persian Gulf War, this particular color was chosen for its connection to blood and the idea of passion -- not only anger, but love, like a valentine, as stated by Frank Moore of Visual AIDS.

LGBTQ Timeline
1910s
1910 - Emma Goldman first begins speaking publicly in favor of homosexual rights.
1913 - The word faggot is first used in print in reference to gays in a vocabulary of criminal slang published in Portland, Oregon: “All the fagots [sic] (sissies) will be dressed in drag at the ball tonight.”

1920s
1920 - The word gay is used for the first time in reference to homosexuals in the Underground.
1921 - In England an attempt to make lesbianism illegal for the first time in Britain’s history fails.
1922 - A new criminal code comes into force in the USSR officially decriminalizing homosexual acts.
1923 - The word fag is first used in print in Nels Anderson’s The Hobo: “Fairies or Fags are men or boys who exploit sex for profit.”
1924 - The first homosexual rights organization in America is founded in Chicago: The Society for Human Rights. The movement exists for a few months before being ended by the police. Panama, Paraguay and Peru legalize homosexuality.
1928 - The Well of Loneliness by Radclyffe Hall is published in the United States. This sparks great legal controversy and brings the topic of homosexuality to public conversation.
1929 May 22 - Katharine Lee Bates, author of America the Beautiful, dies.
1929 October 16 - A Reichstag Committee votes to repeal Paragraph 175. The Nazis’ rise to power prevents the implementation of the vote.

1930s
1930 - The new Danish Criminal Code decriminalizes homosexuality.
1932 - The new Polish Criminal Code decriminalizes homosexuality in the whole of Poland.
1933 - The National Socialist German Workers Party bans homosexual groups. Some homosexuals are sent to concentration camps. Nazis burn the library of Magnus Hirschfeld’s Institute for Sexual Research, and destroy the Institute; Denmark and Philippines decriminalize homosexuality. Homosexual acts are recriminalized in the USSR.
1934 - Uruguay decriminalizes homosexuality.
1937 - The first use of the pink triangle for gay men in Nazi concentration camps.

1940s
1940 - Iceland decriminalizes homosexuality.
1941 - Transsexuality is first used in reference to homosexuality and bisexuality.
1942 - Switzerland decriminalizes homosexuality, with the age of consent set at 20.
1944 - Sweden decriminalizes homosexuality, with the age of consent set at 20, and Suriname legalizes homosexuality.
1945 - Upon the liberation of Nazi concentration camps by Allied forces, those interned for homosexuality are not freed, but required to serve out the full term of their sentences under Paragraph 175; Portugal decriminalizes homosexuality for the second time in its history.
1946 - "COC" (Center for Culture and Recreation), the oldest surviving homophile organization, is founded in the Netherlands.
1947 - Vice Versa, the first North American LGBTQ publication, is written and self-published by Edith Eyde in Los Angeles.

1950s
1950 - The Swedish Federation for LGBT rights is formed; East Germany partially abrogates the Nazis' emendations to Paragraph 175; The Mattachine Society, the first American homosexual group, is founded in Los Angeles; 190 individuals in the United States are dismissed from government employment for their sexual preferences, commencing the Lavender scare.
1951 - Greece decriminalizes homosexuality.
1952 - Dale Jennings successfully uses the defense of entrapment against charges of solicitation; ONE, Inc. is founded in California.
1954 - Alan Turing dies from cyanide poisoning, 18 months after being given libido-reducing hormone treatment for a year as a punishment for homosexuality; Arcadie, the first homosexual group in France, is formed.
1955 - Daughters of Bilitis founded in San Francisco, California.
1956 - Thailand decriminalizes homosexual acts.
1957 - The word "Transsexual" is coined by U.S. physician Harry Benjamin; The Wolfenden Committee’s report recommends decriminalizing consensual homosexual behavior between adults in the United Kingdom; Psychologist
Evelyn Hooker publishes a study showing that homosexual men are as well adjusted as non-homosexual men, which becomes a major factor in the American Psychiatric Association removing homosexuality from its handbook of disorders in 1973.


1960s
1961 - Czechoslovakia and Hungary decriminalize sodomy; the Vatican declares that anyone who is “affected by the perverse inclination” towards homosexuality should not be allowed to take religious vows or be ordained within the Roman Catholic Church.

1962 - Israel decriminalizes de-facto sodomy and sexual acts between men by judicial decision against the enforcement of the relevant section in the old British-mandate law from 1936 (which in fact was never enforced).

1967 - Chad decriminalizes homosexuality; The Sexual Offences Act 1967 decriminalizes male homosexual behavior in England and Wales; The book “Homosexual Behavior Among Males” by Wainwright Churchill breaks ground as a scientific study approaching homosexuality as a fact of life and introduces the term “homoerotophobia,” a possible precursor to “homophobia”; The Oscar Wilde Bookshop, the world’s first homosexual-oriented bookstore, opens in New York City; “Our World” (“Nuestro Mundo”), the first Latino-American homosexual group, is created in Argentina; A raid on the Black Cat Bar near Los Angeles, CA promotes homosexual rights activity.

1968 - Paragraph 175 is eased in East Germany; decriminalizing homosexual acts committed by persons over the age of 18; Bulgaria decriminalizes adult homosexual relations.

1969 - The Stonewall riots occur in New York; Paragraph 175 is eased in West Germany; Homosexual behavior legalized in Canada; Poland decriminalizes homosexual prostitution; The Canadian Prime Minister is quoted as saying: “The government has no business in the bedrooms of the nation”; “FREE,” the first homosexual student group, is formed in the United States at the University of Minnesota; An Australian arm of the Daughters of Bilitis forms in Melbourne and is considered Australia’s first homosexual rights organization.

1970s
1970 - The first Gay Liberation Day March is held in New York City; The first Gay Freedom Day March is held in Los Angeles; The first “Gay-in” held in San Francisco; CAMP (Campaign Against Moral Prosecution) is formed in Australia.

1971 - Society Five (a homosexual rights organization) is formed in Melbourne Victoria; Homosexuality is decriminalized in Austria, Costa Rica and Finland; Colorado and Oregon repeal sodomy laws; Idaho repeals the sodomy law -then re-instates the repealed sodomy law because of outrage among Mormons and Catholics. The Netherlands changes the homosexual age of consent to 16, the same as the straight age of consent; The U.S. Libertarian Party calls for the repeal of all victimless crime laws, including the sodomy laws; Dr. Frank Kameny becomes Michigan establishes the first collegiate LGBT programs office, then known as the “Gay Advocate’s Office.”
1972 - Sweden becomes first country in the world to allow transgendered people to legally change their sex, and provides free hormone therapy; Hawaii legalizes homosexuality; In Australia, the Dunstan Labor government introduces a “consenting adults in private” type defense in South Australia. This defense was initiated as a bill by Murray Hill, father of former Defense Minister Robert Hill; Australia later repealed the state’s sodomy law in 1975; Norway decriminalizes homosexuality; Ann Arbor, Michigan becomes the first city in United States to pass a homosexual rights ordinance.

1973 - The American Psychiatric Association removes homosexuality from its Diagnostic and Statistical Manual of Mental Disorders (DSM-II), based largely on the research and advocacy of Evelyn Hooker; Malta legalizes homosexuality; In West Germany, the age of consent is reduced for homosexuals to 18 (though it is 14 for heterosexuals).

1974 - Kathy Kozachenko becomes the first openly homosexual American elected to public office when she wins a seat on the Ann Arbor, Michigan city council; Ohio repeals sodomy laws. Robert Grant founds American Christian Cause to oppose the “gay agenda,” the beginning of modern Christian politics in America.

1975 - Elaine Noble becomes the second openly homosexual American elected to public office when she wins a seat in the Massachusetts State House; South Australia becomes the first state in Australia to make homosexuality legal between consenting adults in private. Panama is the second country in the world to allow transsexuals who have gone through gender reassignment surgery to get personal documents reflecting their new sex.

1976 - Robert Grant founds the Christian Voice to take his anti-homosexual-rights crusade national in the United States; The Homosexual Law Reform Coalition and the Gay Teachers Group are started in Australia; The Australian Capital Territory decriminalizes homosexuality between consenting adults in private and equalizes the age of consent; and Denmark equalizes the age of consent.

1977 - Harvey Milk is elected city-county supervisor in San Francisco, becoming the third out American elected to public office; Dade County, Florida enacts a Human Rights Ordinance; it is repealed the same year after a militant anti-homosexual-rights campaign led by Anita Bryant. Quebec becomes the first jurisdiction larger than a city or county in the world to prohibit discrimination based on sexual orientation in the public and private sectors; Croatia, Montenegro, Slovenia and Vojvodina legalize homosexuality.

1978 - San Francisco Supervisor Harvey Milk and Mayor George Moscone are assassinated by former Supervisor Dan White; The Sydney Gay and Lesbian Mardi Gras is held for the first time; The Gay Pride Flag, symbol of the Gay Rights Movement, is first flown in 1978 in San Francisco; Sweden establishes a uniform age of consent.

1979 - The first national homosexual rights march on Washington, DC is held; Harry Hay issues the first call for a Radical Faerie gathering in Arizona; Cuba and Spain decriminalize homosexuality.

1980s

1980 - The Democratic National Convention becomes the first major political party in America to endorse a homosexual rights platform; Scotland decriminalizes homosexuality; David McReynolds becomes the first openly LGBTQ individual to
run for President of the United States, appearing on the Socialist Party USA ticket.

1981 - The European Court of Human Rights in Dudgeon v. United Kingdom strikes down Northern Ireland’s criminalization of homosexual acts between consenting adults, leading to Northern Ireland decriminalizing homosexual sex the following year; Victoria, Australia and Colombia decriminalize homosexuality with a uniform age of consent; The Moral Majority starts its anti-homosexual crusade; Norway becomes the first country in the world to enact a law to prevent discrimination against homosexuals; Hong Kong’s first sex-change operation is performed.

1982 - France equalizes the age of consent; the first Gay Games is held in San Francisco, attracting 1,600 participants; Northern Ireland decriminalizes homosexuality; Wisconsin becomes the first US state to ban discrimination against homosexuals; New South Wales becomes the first Australian state to outlaw discrimination on the basis of actual or perceived homosexuality.

1983 - Massachusetts Representative Gerry Studds reveals he is a homosexual on the floor of the House, becoming the first openly homosexual member of Congress; Guernsey (including Alderney, Herm and Sark) and Portugal decriminalize homosexuality; AIDS is described as a “gay plague” by Reverend Jerry Falwell.

1984 - The lesbian and gay association “Ten Percent Club” is formed in Hong Kong; Massachusetts voters reelect representative Gerry Studds, despite his revealing himself as homosexual the year before; New South Wales and the Northern Territory in Australia make homosexual acts legal; Chris Smith, newly elected to the UK parliament declares: “My name is Chris Smith. I’m the Labour MP for Islington South and Finsbury, and I’m gay,” making him the first openly out homosexual politician in the UK parliament.

1985 - France prohibits discrimination based on lifestyle (moeurs) in employment and services; the first memorial to gay Holocaust victims is dedicated; Belgium equalizes the age of consent.

1986 - Bowers v. Hardwick case, U.S. Supreme Court upholds Georgia law forbidding oral or anal sex, ruling that the constitutional right to privacy does not extend to homosexual relations, but it does not state whether the law could be enforced against heterosexuals.

1987 - ACT UP stages its first major demonstration, and seventeen protesters are arrested; U.S. Congressman Barney Frank comes out; Homomonument, a memorial to persecuted homosexual, opens in Amsterdam.

1988 - Sweden is the first country to pass laws protecting homosexuals regarding social services, taxes, and inheritances. Section 28 passes in England and Wales; Scotland enacts almost identical legislation; Canadian MP Svend Robinson comes out; Canada lowers the age of consent for sodomy to 18; Belize and Israel decriminalize (de jure) sodomy and sexual acts between men (the relevant section in the old British-mandate law from 1936 was never enforced in Israel).

1989 - Western Australia legalizes male homosexuality; Liechtenstein legalizes homosexuality; Denmark is the first country in the world to enact registered partnership laws (like a civil union) for same-sex couples, with most of the same rights as marriage (excluding the right to adoption and the right to marry in a church).
1990s

1990 - OutRage!, an LGBT rights direct-action group, forms in the UK; Czechoslovakia equalizes the age of consent and Jersey legalizes homosexual acts.

1991 - Bahamas, Hong Kong, Ukraine and Queensland in Australia decriminalize sodomy; the red ribbon is first used as a symbol of the campaign against HIV/AIDS.

1992 - The World Health Organization removes homosexuality from its ICD-10; Australia allows homosexuals to serve in the military for the first time; Isle of man, Estonia and Latvia legalize homosexuality; Iceland, Luxembourg and Switzerland all equalize the age of consent; Nicaragua recriminalizes homosexuality.

1993 - Brandon Teena is raped and murdered; The third homosexual rights march on Washington, DC is held; Sodomy laws are repealed in Norfolk Island and the Republic of Ireland; Sodomy laws are decriminalized in the Chechen Republic; Lithuania legalizes homosexuality; Norway enacts registered partnership civil union laws that grant same-sex couples the same rights as married couples, except for the right to adopt or marry in a church.

1994 - Bermuda, Serbia (including Kosovo) and South Africa legalize homosexuality; The United Kingdom reduces the age of consent for homosexual men to 18; The AMA denounces supposed cures for homosexuality; Canada grants refugee status to homosexuals fearing for their well-being in their native country; Paragraph 175 is repealed in Germany; Israel's supreme court defines a homosexual couple's rights as the same as any common-law couple's rights.

1995 - Sweden legalizes registered partnerships; The Supreme Court of Canada rules that sexual orientation is a prohibited reason for discrimination under the Canadian Charter of Rights and Freedoms; Albania and Moldova decriminalize homosexuality.

1996 - The United Kingdom reduces the age of consent for homosexual men to 18; The AMA denounces supposed cures for homosexuality; Canada grants refugee status to homosexuals fearing for their well-being in their native country; Paragraph 175 is repealed in Germany; Israel's supreme court defines a homosexual couple's rights as the same as any common-law couple's rights.

1997 - South Africa becomes the first country to prohibit explicitly discrimination based on sexual orientation in its constitution; The UK extends immigration rights to same-sex couples akin to marriage; Fiji becomes the second country to protect explicitly against discrimination based on sexual orientation in its constitution; Laws prohibiting private homosexual acts are finally repealed in Tasmania, Australia, the last Australian state to do so, as well as in Ecuador; Russia equalizes the age of consent.

1998 - Matthew Shepard is slain; The Employment Equality Act is introduced in Ireland, covering wrongful dismissal based on the grounds of sexual orientation; Sexual orientation is read into the IRPA, Alberta's human rights act, through Vriend v. Alberta; Ecuador is the third country in the world to explicitly prohibit discrimination on the basis of sexual orientation; Bosnia and Herzegovina, Chile, Kazakhstan, Kyrgyzstan and Tajikistan legalize homosexuality; Croatia and Latvia equalize the age of consent. Cyprus decriminalizes homosexuality.

1999 - California adopts a domestic partnership law; France enacts civil union laws; The "Queer Youth Alliance" is founded in the UK; Israel's Supreme Court recognizes a lesbian partner as another legal mother of her partner's biological son; Finland
equalizes the age of consent. 21st century AD

2000s

2000 - The UK ban on homosexuals serving in the armed forces is abolished and Clause 2A is repealed in Scotland; the former USSR-states of Azerbaijan and Georgia legalize homosexual acts; Gabon decriminalizes homosexuality; the age of consent is equalized in the UK, Belarus, and Israel; The German Bundestag officially apologizes to gays and lesbians persecuted under the Nazi regime, and for “harm done to homosexual citizens up to 1969”; Vermont becomes the first U.S. state to legalize civil unions; Israel recognizes same-sex relations for immigration purposes for a foreign partner of an Israeli resident.

2001 - The state of Arizona in the United States repeals its sodomy law; Albania and Liechtenstein equalize the age of consent; Same-sex marriage is legalized in the Netherlands, making it the first country to do so; Germany enacts registered partnership legislation; Protesters disrupt the first Pride march in Belgrade and the rest of all the UK territories legalize homosexuality.

2002 - Austria, Bulgaria, Cyprus, Estonia, Hungary, Moldova, Romania and Western Australia all equalize their age of consent; Romania repeals article 200 which used to punish “scandalous sodomy”; Sweden legalizes adoption for same-sex couples; Zurich extends marriage-like rights to same-sex couples; Dutch politician Pim Fortuyn is assassinated by Volkert van der Graaf; Homosexuality is decriminalized in China; Actor Jade Esteban Estrada debuts solo performance of ICONS: The Lesbian and Gay History of the World, Vol. 1 in Columbus, Ohio. A Civil Unions law is passed in the Buenos Aires (Argentina) Legislature, making Buenos Aires the first Latino-American city to legalize same-sex unions.

2003 - Belize recriminalizes homosexuality; Section 28 repealed in England and Wales; The U.S. Supreme Court strikes down remaining state sodomy laws; Armenia decimalizes male homosexual sodomy; Lithuania, the Northern Territory and New South Wales all equalize their age of consent; Same-sex marriage in Belgium legalized; Germany’s Supreme Court upholds the country’s civil union; Lawrence v. Texas -- the 6–3 ruling, the Court struck down the sodomy law in Texas and, by extension, invalidated sodomy laws in thirteen other states, making same-sex sexual activity legal in every U.S. state and territory.

2004 - Cape Verde and Marshall Islands legalize homosexuality; Portugal is the fourth country in the world to protect people from discrimination on the basis of sexual orientation in their Constitution; Massachusetts legalizes same-sex marriage, while eleven other U.S. states ban the practice through public referenda; Domestic partnerships are legalized in New Jersey; Rio Grande do Sul, Brazil accepts civil unions; Australia bans same-sex marriage, while New Zealand passes a civil union bill; Luxembourg introduces civil partnerships; Same-sex marriages in Belgium get adoption rights and are equal to marriage.

2005 - New Zealand is the first nation in the world to outlaw hate crime and employment discrimination on the basis of gender identity; Puerto Rico repeals anti-sodomy law; Hong Kong age of consent equalized through legal ruling; Uganda and Latvia amend their constitutions to prohibit same-sex marriage; Same sex marriage is legalized in Spain and Canada (together with adoption); Andorra recognizes same-sex partners in “Stable Unions”; Two gay male teenagers, Mahmoud Asgari and Ayaz Marhoni, are executed in Iran; Switzerland votes in
favor of extending rights for registered same-sex couples; South Africa’s Supreme Court rules that it is unconstitutional to ban gay marriages, legalizing same-sex marriage effective 1 December 2006; André Boisclair is chosen leader of the Parti Québécois, becoming the first openly homosexual man elected as the leader of a major political party in North America. UK introduces civil partnerships with rights all but equal to marriage; Maine adds sexual orientation and gender identity to existing anti-discrimination laws.

2006 - Serbia and Isle of Man equalize the age of consent; Illinois outlaws sexual orientation discrimination; Washington adds sexual orientation to its existing anti-discrimination laws; Missouri legalizes homosexuality between consenting adults; The first homosexual pride march in Moscow ends with violence; The first regional Eastern European Pride is held in Zagreb, Croatia; The United States Senate fails to pass the Federal Marriage Amendment; The International Conference on LGBT Human Rights is held in Montreal; The Czech Republic and Slovenia introduce civil partnerships; Mexico City introduces civil unions; South Africa legalizes same-sex marriage; The Israeli High Court orders Israeli law to recognize same-sex marriages performed abroad; Fiji legalizes consensual homosexuality, and Germany includes gender identity in anti-discrimination law; South Australia the only state left in Australia to enact most laws that includes all couples; Another section 28 “successfully repealed” in Isle of Man, and the Faroe Islands make sexual orientation discrimination illegal by a narrow vote of 17:15. Human Rights Campaign, 2006 Summary of legislative issues in each state of USA.

2007 - Registered partnership takes effect 1 January in Switzerland and 1 June in South Australia; In February the age of consent equalized in Jersey; In New Jersey civil unions law comes into effect, and in Coahuila, Mexico; The Equality Act 2006 comes into force for the UK (with provisions protecting people from discrimination in goods and services on the grounds of sexual orientation and establishing the Commission for Equality and Human Rights).

2008 - Civil unions law comes into effect on 1 January in New Hampshire, and Domestic partnerships law comes into effect on 1 January in both Washington and Oregon. California is the first state to allow same sex marriages.

2011 - The Don’t Ask, Don’t Tell (DADT) policy in the United State’s military was repealed allowing gay and lesbian service members to serve openly.

Marriage Equality:

Beginning in 2008, several states in America legalized same-sex marriage. These laws have been challenged in almost all of the states. Twelve states, plus the District of Columbia, allow same-sex marriage (as of this writing). There are various additional attempts to move some states from civil unions to marriage equality, as well as pressure for those states with no civil unions to adopt marriage equality. The United States military has also made great strides towards supporting service members and their spouses, regardless of their sex.

In 2013 the United States Supreme Court found that the Federal Government will support marriage equality, so long as state supports it. This allows for same-sex marriage.
couples to gain a number of Federal benefits, primarily tax relief and survivor benefits. Additionally, the Supreme Court essentially struck down Proposition 8 in California which had barred same-sex marriages for a time.
Being an Ally
What it Means to be a Safe Zone Ally?

Awareness | Agreement | Action

AWARENESS
Through the Safe Zone training and continuing education programs, Safe Zone volunteers become aware of the issues that gay, lesbian, bisexual, and transgender (LGBTQ) individuals encounter.

Some important aspects of LGBTQ awareness include:

- Understanding the continual process of coming out to self and others
- Social and political challenges LGBTQ people face at work, school, home, and in society
- Understanding of circumstances that contribute to LGBTQ students being “at risk”
- Risks and problems of being an LGBTQ faculty or staff member
- Policies & procedures related to LGBTQ issues concerning discrimination and/or sexual harassment

AGREEMENT
As a Safe Zone volunteer, you agree to provide a safe place for LGBTQ individuals to feel free to be themselves. Safe Zone volunteers are individuals who are understanding and supportive of LGBTQ and other students, faculty or staff seeking information and assistance regarding sexual orientation or gender expression.

ACTION
Responding as a Safe Zone volunteer includes many avenues for possible action. Several pages of information are provided in the training manual which inform the Safe Zone volunteer about respectful behavior toward LGBTQ individuals, ways to create a campus that is accepting and supportive of LGBTQ individuals, and responding as an ally of LGBTQ individuals.

There are many ways you, as a Safe Zone volunteer, can put your agreement into action:

SUPPORT
Display your Safe Zone sticker, attend LGBTQ events, encourage colleagues to participate in Safe Zone training.

LISTENING
Many LGBTQ individuals may feel lost, confused, frustrated, angry, or alone. These individuals need someone who can listen with understanding.

ADVOCACY
Adopt the attitude of “How can I help you?” when individuals come to you seeking assistance & support. Often, they will be able to best tell you what they need.

RESOURCES
Provide appropriate referrals and resources to students, faculty, and staff

OPENNESS REGARDING TOLERANCE
Be open about where you stand regarding LGBTQ issues
Remember…not all LGBTQ individuals are the same and will likely need different things at different times. You don’t have to be a mind-reader, you just have to be willing to ask and listen.

*Handout prepared by Angela M. Stowe, PhD, The University of Alabama at Birmingham, Disability Support Services
Responding as an Ally When Someone Comes Out to You

- Don’t judge. Regardless of your own personal or moral belief about LGBTQ people, keep in mind that the person has made himself or herself vulnerable. Simply listen to the person.

- Acknowledge them. Let them know that you heard what they said and ask open-ended questions to show that you are interested and care.

- Recognize the trust. If someone voluntarily comes out to you he or she is putting a lot of trust in you and this requires a lot of courage. It is good to acknowledge that courage and trust.

- Match their words. Remember that this is about how they identify. It is important to use the same language that they use. If the person self-identifies as gay, then use the word “gay.” If he or she uses queer, then use the word “queer.”

- Mirror emotions. You should be mindful of their emotions concerning coming out. If the person is happy, don’t talk about how difficult it must be.

- Don’t let sex be your guide. Don’t assume, just because someone has had a same-sex sexual encounter that the person identifies as gay. Also don’t assume that because someone identifies as gay that person has had a same-sex sexual encounter.

- Maintain contact. Let the person know they are still important to you. You don’t need to change the way you interact or how often you see the person in the future. Keep confidentiality. LGBT people face many forms of discrimination and harassment in society. It is important to make sure to never share a person’s identity unless it is with someone the person has already come out to. A good rule of thumb is, “if you are not sure, don’t share.”

- Give resources. When someone comes out to you, it is possible that he or she is already very knowledgeable about resources, but he or she also might not know of any. Share what resources you have and make an active effort to learn about new useful resources.

- Just listen. The most important thing you can do is to listen. Being LGBT isn’t a problem that needs solving or something that becomes easy to deal with given just the right resource. LGBT identities are part of who people are. When you listen to people tell you about their identities, you learn more about who those people are.
Case Studies & Scenarios
Case Studies/Scenarios:

Scenario 1: Questions about the Safe Zone & Resources
You are a faculty or staff member and a Safe Zone Ally. A student stops by and asks to talk to you. She has seen the sticker outside your door. She is new to campus and is wondering if there are any LGBTQ student groups or other places where she might be able to meet people. What is your response?

Thank her for stopping by. Assure her that there are many LGBTQ and allied organizations and groups on campus. Print a copy of the Campus Resource List for her from the Safe Zone Website.

Scenario 2: Allegations about a professor’s comments
You are a faculty or staff member and a Safe Zone Ally. A student stops by and asks to talk to you. He has seen the sticker outside your door. He tells you that he was offended by a comment one of his professors made during class, an off-the-cuff remark intended to be funny but that perpetuates stereotypes about gay men. He likes the class and believes the professor didn’t mean to offend anyone. He also thinks the professor wouldn’t hold it against him if he explained how he feels, but he isn’t sure if it would be appropriate to do so. What is your response?

Thank him for having the courage to come talk to you. Allow him to explain what happened and how it made him feel. Assure him that his feelings are justified: comments are considered inappropriate if others find them offensive, even if they were not intended to be. Explain to him that it is acceptable for him to address such concerns with his professor, as long as he feels comfortable doing so. However, also explain to him that you are obligated to pass along this information to the appropriate reporting channel. Assure him that your report will not get him or the professor into trouble. Tell him that you will include in your report the fact that he plans to address the comment with the professor, but that the report is necessary so there is a record of the incident on file, in case similar incidents should occur in the future. Ask the student if it is okay to include his name in your informal report. Assure him that this information will not be disclosed to anyone other than the designated harassment resource person. Including the student’s name is important in case future incidents should occur and the designated harassment resource person needs to contact the student for information. If the student is not comfortable with his name being included in the report, then leave it out. Ask the student to follow up with you after he meets with the professor. After the student leaves, email your informal report to the designated harassment resource person. Refer to the Coastal Carolina University Policy section of this training manual for the name and contact information of the appropriate designated harassment resource person. If the student does follow up with you after his meeting with the professor, email a summary of the follow up information to the designated harassment resource person.

Scenario 3: A student feels marginalized by overheard comments
You are a faculty member and a Safe Zone Ally. A student from one of your classes
comes by to talk to you during office hours. She tells you that she is a lesbian and that she has overheard several of the students in your class using the phrase “that’s so gay” during their conversations with each other before class. She knows that everyone says it these days, but it makes her feel very uncomfortable. What is your response?

Thank her for having the courage to come talk to you. Allow her to explain what happened and how it made her feel. Acknowledge that such feelings are legitimate. Explain that you want your classroom to be an environment where everyone feels comfortable to speak freely, but not to offend others. Assure her that you will handle the situation in a way that does not call attention to either her or any other students in the class. An effective way to handle this situation is to begin a spontaneous discussion of the phrase at the beginning of the next class. A way to introduce the conversation is to wait until it’s time for class to begin before entering the room (so you can be certain all the students are there). As you come into the room, casually mention that you just overheard several students talking in the hallway and using the phrase “that’s so gay.” Mention that you hear this all the time, and that you’re curious if students ever think about the implications of the phrase. Ask students what they think the phrase means, and ask them how others might respond to it. Ask them to consider the fact that at any given time, someone might be present who identifies as gay or has a friend or family member who is gay, and that this expression is very likely to offend them. Encourage students to avoid using this expression in the future.

Scenario 4: Overheard comments by colleagues
You are a faculty or staff member and a Safe Zone Ally. You overhear one of your colleagues or co-workers making derogatory remarks about LGBTQ people. What is your response?

Explain to him or her that while you respect his or her right to speak freely, you find such comments inappropriate in the workplace. Ask them to consider the fact that at any given time, someone might be present who identifies as gay or has a friend or family member who is gay, and that such comments are very likely to offend them. Mention that you are a Safe Zone Ally and that you are committed to doing your part to help maintain an environment on campus where everyone is accepted and respected.

Scenario 5: Allegations of another professor’s comments
You are a faculty or staff member and a Safe Zone Ally. A student stops by and asks to talk to you. She saw your name listed on the Safe Zone website. One of her professors has made homophobic remarks on several occasions during class. She finds these comments extremely offensive but is intimidated by the thought of discussing the situation with the professor. She isn’t sure what she should do. What is your response?

Thank her for having the courage to come talk to you. Allow her to explain what happened and how it made her feel. Assure her that her feelings are justified: comments are considered inappropriate if others find them offensive, even if they were not intended to be. Print a copy of the sexual harassment policy at Coastal Carolina University for the student. Go over the handout with her and explain that there are
Designated Harassment Resource Persons who handle these situations. Tell her that you will pass along an informal report to the appropriate DHRP with a summary of what has happened and the name of the professor. The DHRP can then meet with the professor to let him/her know that a student finds these comments offensive so the professor can avoid making the same type of comments in the future. Assure her that her name will not be disclosed to anyone other than the designated harassment resource person. Including the student’s name is important in case future incidents should occur and the designated harassment resource person needs to contact the student for information. If the student is not comfortable with her name being included in the report, then leave it out. Explain that the student also has the option of filing a formal complaint. Help her locate the name and contact information of the appropriate designated harassment resource person on the HR Website. If the student indicates that she would like to file a formal complaint, you can do one of two things: 1) you can go ahead and call the DHRP and provide a brief summary of the situation while the student is still present; that way the DHRP can go ahead and talk to the student and get her contact information and/or schedule an appointment to meet with her later; or 2) you can tell the student that you will go ahead and email an informal report to the DHRP to let him/her know about the situation and that the student will get in touch to file the formal complaint. Ask the student if it is okay to go ahead and include her name in your informal report. If the student is not comfortable with her name being included in the report, then leave it out. After the student leaves, email your informal report to the designated harassment resource person.

Scenario 6: Student’s make homophobic comments regarding class material
You are a faculty member and a Safe Zone Ally. You are teaching an American Lit class and you have asked your students to read “Song of Myself” by Walt Whitman. During your discussion of the poem, one student raises his hand and asks, “Wasn’t this guy a fag?” How do you respond?

Maintaining your calm, explain to the student that while Whitman’s sexual orientation is clearly an important theme in the poem, you are curious about why he chose the word “fag” when posing his question. Ask him what the connotation of the word is and how others might perceive it. If you want, you can open this conversation up and ask the class to consider other words used to label gay people and what the connotation of such words are. [For detailed information about handling this situation and preventing it from happening in your classroom refer to the Preventing and Dealing with Homophobia in the Classroom handout.] Remind students that the words they use can sometimes offend others, even if they did not intend to do so. Also remind them that the classroom is a place where everyone should feel comfortable, so ask them to consider the way others might respond to the words they use before they use them.

Scenario 7: Reluctance to take part in the Safe Zone program by junior faculty
You are a faculty or staff member and a Safe Zone Ally. A recently hired, untenured, “closeted” LGBTQ faculty member tells you that she doesn’t feel her department is very “gay friendly.” She would like to participate in Safe Zone training but is reluctant to do so. What is your response?
Thank her for having the courage to come talk to you. Allow her to explain why she feels this way. Explain that participation in the program is in no way an indication of an Ally’s sexual orientation. Offer to have the Safe Zone program send an email to the department chair inviting him or her to have Safe Zone do a departmental training session for faculty and staff. Explain that this email can be sent as an innocuous invitation that is being offered to departments across campus. Suggest that she mention the program at the next department meeting and ask if anyone in the department is trained or is planning to be trained (if she feels comfortable doing so). Invite her to come talk to you again if the environment becomes in any way hostile.

Scenario 8: Student complains of gender based harassment
You are a faculty or staff member and a Safe Zone Ally. A student stops by and asks to talk to you. He has seen the sticker outside your door. He lives on campus and has recently come out. Several of the guys on his hall have been verbally harassing him since then, and he has come back from class on several occasions to find obscene drawings on the message board outside his door. He wants very much to report this harassment but isn’t sure how to go about it. What is your response?

Thank him for having the courage to come talk to you. Allow him to explain what happened and how it made him feel. Acknowledge that such feelings are legitimate. Print a copy of the Sexual Harassment Policy and the Code of Student Conduct and go over them with him. Explain that he can report this by going to the Office of Student Conduct or by going to his residence hall director. If he would rather handle the situation within housing, find out who his community director is and go ahead and call the RD to explain the situation so the RD can talk to the student and schedule a time to meet with him. [You can look up the contact information for the RD on the Residence Life website or in the campus directory.] If the student would rather handle the situation through Student Conduct, go ahead and call that office. Make sure the report gets passed along to one of the two reporting channels.

Scenario 9: Student with allegation of gender discrimination by professor
You are a faculty or staff member and a Safe Zone Ally. A student stops by and asks to talk to you. He has seen the sticker outside your door. He believes that one of his professors gave him a low grade on his research paper because he argued that gays should be allowed to adopt. He doesn’t feel the grade is fair but isn’t sure what he can do about it. What is your response?

Thank him for having the courage to come talk to you. Allow him to explain what happened and how it made him feel. Explain that grades are subjective and only the professor can explain how the grade was determined. Suggest that he discuss the paper with the professor in a non-confrontational way (such as asking the professor to explain the problems with the paper so he can understand them and avoid making them again) and see what the professor has to say. Ask him to let you know how it works out if he does decide to talk to his professor about it.
Scenario 10: Student reports comments made is small group discussion
You are a faculty member and a Safe Zone Ally. A student from one of your classes comes by to talk to you during office hours. She tells you that during a recent small-group discussion of an article about gay marriage, she overheard students in the group next to hers making comments such as “it’s not natural” and “it makes me sick to even think about it.” She confides in you that her brother recently came out; she also tells you that hearing these comments made her very angry but she didn’t feel it was her place to say anything to those students since they were in a different group. What is your response?

Thank her for having the courage to come talk to you. Allow her to explain what happened and how it made her feel. Acknowledge that such feelings are legitimate. Explain that you want your classroom to be an environment where everyone feels comfortable to speak freely, but not to offend others. Assure her that you will handle the situation in a way that does not call attention to either her or any other students in the class. An effective way to handle this situation would be to explain to your students at the beginning of the next class that all comments made during class whether in response to a question, as part of class discussion, or during small group discussions are expected to be relevant, constructive to the conversation, and phrased in such a way that they don’t offend others. Explain that the course may occasionally require students to read or discuss material that they have very strong ideas or beliefs about, but that students are expected to approach such readings or discussions in the manner instructed. [For detailed information about preparing students for such readings and discussions, see the Preventing and Dealing with Homophobia in the Classroom handout.]

Scenario 11: Student reports problem with parents and her sexual identity
You are a faculty or staff member and a Safe Zone Ally. A student stops by and asks to talk to you. She saw your name listed on the Safe Zone website. She has recently come out to her parents and they have threatened to stop paying for school unless she “changes her ways” and “refuses to be gay.” She is feeling hopeless and is thinking about dropping out of school. What is your response?

Thank her for having the courage to come talk to you. Allow her to explain how she’s feeling. Be supportive by listening. Explain to her that you would like to help her but that you aren’t a trained counselor. Tell her that all of the counselors at the Counseling Services have been through Safe Zone training and are very supportive. Ask her if it would be okay for you to call the Counseling Services and get someone on the phone to talk with her. [Contact information for the Counseling Services is listed on the Campus Resource List]

Sample RA Scenarios and Responses
A few incidents that you might observe for yourself as an RA:

Scenario 1: Confronting “That’s so gay”
You are walking down the hall behind two of your residents who are having a
conversation. During the course of the conversation, one of the residents uses the expression “that’s so gay.” What is your response?

A good way to handle this situation is to tell the resident who used the expression that it’s something that might offend other residents and thereby create a hostile living environment. It would be helpful to explain to the resident that at any given time another resident might be walking down the hall and that resident might self-identify as gay or have a friend or family member who is gay, and that resident might then feel offended or harassed by the use of the expression. Remind the resident that all residents are responsible for maintaining community living standards, which means maintaining an atmosphere that promotes social awareness, social appreciation and acceptance of those who may be different from them.

Scenario 2: Confronting the use of the word “Fag”
You are working at the front desk and two of your residents are having a conversation in the lobby while they wait for a third resident to join them. During the course of the conversation, one of the residents tells the other, “don’t be such a fag.” What is your response?

A good way to handle this situation is to tell the resident who used the expression that it’s something that might offend other residents and thereby create a hostile living environment. It would be helpful to explain to the resident that at any given time another resident might be walking down the hall and that resident might self-identify as gay or have a friend or family member who is gay, and that resident might then feel offended or harassed by the use of the expression. Remind the resident that all residents are responsible for maintaining community living standards, which means maintaining an atmosphere that promotes social awareness, social appreciation, and acceptance of those who may be different from them.

Scenario 3: Dealing with harassment &/or vandalism
You are walking down the hall and you notice that someone has taped a piece of paper with the word “fag” on it to a resident’s door. What is your response?

First, remove the sign so that it doesn’t continue to offend anyone but keep it for the purpose of documentation. Next, talk to the resident whose door the sign was taped to. It is important to try to determine if this incident is a random act of vandalism or the particular resident has been targeted for harassment. You need to find out from the resident if this is an isolated incident or if similar incidents have happened before. You should also ask if the resident knows or suspects who might be responsible. Avoid asking questions that might force the resident to come out, such as “Is there any reason why someone would write the word ‘fag’ on your door?” or “Do you have any idea why someone would have done this?” Whether or not the resident is gay is not the issue; neither is why the perpetrator chose to hang the sign. The issue is the fact that the sign’s presence is offensive, creates a hostile living environment, and can be perceived as harassment. Once you have spoken to the resident, report to your RD who will then determine what to do, which may involve holding a meeting of the residents to go over
the community living standards.

Scenario 4: Dealing with harassment &/or vandalism II
You are walking down the hall and you notice that someone has vandalized a flyer for SDS (Students for a Democratic Society) that is hanging on a bulletin board in the common area. The flyer features the image of Barack Obama, and someone has written the phrase “fag lover” in capital letters across Obama’s forehead. What is your response?

First, remove the flyer so that it doesn’t continue to offend anyone but keep it for the purpose of documentation. In a situation like this, where the incident is not potentially the targeted harassment of an individual resident, the issue is that the vandalism is offensive and creates a hostile living environment which can make individual residents feel harassed even though they were not directly targeted. Report the situation to your RD who will then determine what to do, which will likely involve holding a meeting of the residents to go over the community living standards.

Scenario 5: dealing with harassment &/or vandalism III
You are in the elevator and you notice that someone has written the word “fag” on the elevator wall.

First, document the vandalism (you can take a picture of it, but do not distribute the photo to anyone outside the chain of command for Residence Life). Next, cover the vandalism so that it doesn’t continue to offend anyone (you can tape a flyer over it for the moment); your RD might want to see the vandalism firsthand. In a situation like this where the incident is not potentially the targeted harassment of an individual resident, the issue is that the vandalism is offensive and creates a hostile living environment. This can make individual residents feel harassed even though they were not directly targeted. Report the situation to your RD who will then determine what to do, which will likely involve holding a meeting of the residents to go over the community living standards and will definitely involve the permanent removal of the vandalism from the elevator wall.

Scenario 6: Dealing with targeted harassment and vandalism
You are in the elevator and you notice that someone has written “John Smith is a fag” on the elevator wall. (John Smith is the name of one of your residents.)

First, document the vandalism (you can take a picture of it, but do not distribute the photo to anyone outside the chain of command for Residence Life). Next, cover the vandalism so that it doesn’t continue to offend anyone (you can tape a flyer over it for the moment); your RD might want to see the vandalism firsthand. Next, talk to the resident whose name was used as part of the graffiti. It is important to try to determine if this incident is a random act of vandalism or the particular resident has been targeted for harassment. You need to find out from the resident if this is an isolated incident or if similar incidents have happened before. You should also ask if the resident knows or suspects who might be responsible. Avoid asking questions that might force the
resident to come out, such as “Is there any reason why someone would write the word fag on your door?” or “Do you have any idea why someone would have done this?” Whether or not the resident is gay is not the issue; neither is why the perpetrator chose to graffiti this particular expression on the elevator wall. The issue is the fact that the graffiti’s presence is offensive, creates a hostile living environment, and can be perceived as harassment. Once you have spoken to the resident, report to your RD who will then determine what to do, which may involve holding a meeting of the residents to go over the community living standards and will definitely involve the permanent removal of the vandalism from the elevator wall.

Scenario 7: Dealing with targeted harassment and vandalism II
One of your residents comes to you to report that someone wrote Jane Smith is a dyke on the elevator wall in the residence hall. (Jane Smith is the name of the resident who is reporting the incident.)

First, ask if the vandalism is still on the elevator wall or if the resident already removed it. If it is still there, document it (you can take a picture of it, but do not distribute the photo to anyone outside the chain of command for Residence Life), and then cover it so that it doesn’t continue to offend anyone (you can tape a flyer over it for the moment); your RD might want to see the vandalism firsthand. Find out from the resident if this is an isolated incident or if similar incidents have happened before. You should also ask if the resident knows or suspects who might be responsible. Avoid asking questions that might force the resident to come out, such as “Is there any reason why someone would refer to you as a dyke?” or “Do you have any idea why someone would have done this?” Whether or not the resident is a lesbian is not the issue; neither is why the perpetrator chose to graffiti this particular expression on the elevator wall. The issue is the fact that the graffiti’s presence is offensive, creates a hostile living environment, and can be perceived as harassment. Once you have spoken to the resident, report to your RD who will then determine what to do, which may involve holding a meeting of the residents to go over the community living standards and will definitely involve the permanent removal of the vandalism from the elevator wall.

Scenario 8: Dealing with targeted harassment and vandalism III
One of your residents is openly gay and comes to you to report that for the last week he has returned from class to find obscene drawings of a gay/sexual nature on the message board on his door.

First, ask if the vandalism is still on the message board or if the resident already removed it. If it is still there, document it (you can take a picture of it, but do not distribute the photo to anyone outside the chain of command for Residence Life), and then either erase it from the message board or remove the message board so that it doesn’t continue to offend anyone; your RD might want to see the vandalism firsthand. Find out from the resident if this is an isolated incident or if similar incidents have happened before. You should also ask if the resident knows or suspects who might be responsible. Once you have spoken to the resident, report to your RD who will then determine what to do, which may involve holding a meeting of the residents to go over
the community living standards

Scenario 9: Dealing with targeted harassment and vandalism IV
Joe and Brian are first-year students who have been friends since the beginning of fall semester. They live two doors down from each other in the same residence hall. Just before Thanksgiving break, Joe came out to Brian. Brian was surprised and didn’t really know what to say. When he returned from break, Brian felt uncomfortable around Joe and now makes harassing comments whenever he passes Joe in the hall. Joe comes to you to report this.

Explain to Joe that in a situation like this where one resident is targeting another resident for harassment the situation is handled by the RD. Tell Joe that you will report the situation to your RD and the RD will get in touch with Joe. Assure Joe that Coastal Carolina University takes incidents of harassment very seriously and that such behavior is inappropriate and will not be tolerated.

Scenario 10: Dealing with room assignments and openly gay students
One of your residents comes to you to tell you that he is uncomfortable with his room assignment because his roommate is gay.

Allow the resident to explain how he feels, and be respectful of his feelings. Explain to the resident that in situations like this where a resident is requesting a new room assignment the situation is handled by the RD. Tell the resident that you will report the situation to your RD and the RD will get in touch with him/her.

Interactive Scenarios: What would you do?

Scenario 11: Dealing with students questioning their sexual identity
Devon is a 19 year-old student living in a suite. Devon is involved with a LGBT student group and has recently begun to question his gender identity. Devon has heard some of his suitemates make fun of transgender people. Devon is out to his suitemates as gay, but he is nervous approaching them about his gender identity.

You and Devon have met several times, and you are a person he trusts well. Devon has seen your Ally sticker and has approached you to talk about his concerns. Role play or discuss the interaction and then discuss the questions below.

What are some strengths in your approach to Devon’s coming out? What else would you add? How can you make Devon feel comfortable when he comes out?
What would be ineffective responses to Devon? What should you not do?
What advice would you give Devon? What other resources would you give to Devon?

Scenario 12: Dealing with a student who is in the process of “coming out”
Tiffany is a black lesbian who has come out to a small group of individuals on campus (a couple friends, her academic advisor and her RA), but is still struggling with her dual identities. Her previously strong ties with the Black Student Association (BSA) have become strained because some group members were making jokes about gay people.
As strong as her feelings are about being a lesbian, she feels like she can’t be part of the BSA and out. Additionally, the only magazines at the campus bookstore feature lesbians who are mostly white with short, straight hair. She feels as if she can’t be a member of the lesbian community as well.

You and Tiffany are friends, and you have noticed that she has not been herself lately. You approach Tiffany and ask her what’s wrong. Role-play or discuss the interaction and then discuss the questions below.

How do you approach Tiffany? What are some good questions to ask? What would you do differently?

What advice would you give Tiffany?

What are some ways you can help her make connections between the two groups?

How can you help give her some tools to interact with her BSA friends and the LGBT community?

Scenario 13: Dealing with a student who has “come out” as bisexual

Eli just came out as bisexual to his queer best friend Jesse and was told, “That’s cool, you’ll soon be gay just like me”. “You’re just at the half-way point.” “You’re a baby gay.” After hearing Jesse say that, Eli went back to his room not knowing what to think.

You are Eli’s RA. Eli approaches you to tell you about his conversation with Jesse. Role play or discuss the interaction and then discuss the questions below.

What are some specific challenges to coming out as bisexual?

What are some tools available on campus to help Eli get more educated about bisexuality and resources in and out of the classroom?

How would you respond to a comment like Ami’s, whose response trivialized bisexuality and reduced sexual orientation to a binary model?
Homosexuality can be found in over 450 species of animals...

homophobia is only found in one.

which one seems unnatural now?

The Pride Network
RESOURCES:

LGBTQ Friendly Campus Organizations

Coastal Carolina University Safe Zone Program
http://www.coastal.edu/safezone/
Review the Allies listed, feel free to contact one in your area. Also, the Safe Zone Planning Team is available to speak with you at your convenience.

Counseling Services
204 University Blvd. (in the Student Health Services/Counseling Services Building)
Phone: (843) 349-2305

The Office of Student Conduct
Student Conduct and Off Campus Student Services
Jackson Student Center 201
Phone: (843) 349-4161

Campus PRIDE
Visit on Facebook (Pride CCU) for current activities and personnel

Student Health Services
204 University Blvd.
Phone: (843) 349-6543

Women’s and Gender Studies Program
Dr. Julinna C. Oxley
Office: EHFA 279
Phone: (843) 349-6548
E-mail: joxley@coastal.edu

Women’s Resource Cooperative
Location: Wall 313 (behind the elevator)
Phone: 843-349-2218
Faculty Resources on LGBTQ Issues

From the American Association of University Professors:
The following web sites offer a lot of relevant and relatively current information about gays, lesbian, bisexual and transgendered people in the academy, including students, staff, and faculty. While the AAUP cannot ensure the accuracy or reliability of the information offered by these independent sites, we offer these links for your convenience. http://www(aaup.org/Issues/glbt/glbtres.htm

Overviews
One of the most comprehensive sites is:
http://www.indiana.edu/~glbtpol/home.html
The page includes a link for Academic resources.
Also worth checking out is the Queer Resource Directory: http://qrd.tcp.com/qrd

The Lambda Defense and Legal Education Fund can be found at
http://www.lambdalegal.org The links for Issues, State by State, and Library contain a wealth of current information on the laws in effect at state and municipal levels on issues such as discrimination, domestic partnerships, legal briefs, and a variety of helpful on-line publications.

The American Civil Liberties Union launched the Get Equal project. A step-by-step guide on how to argue for an end to discrimination, (e.g., regarding benefits), and contains a lot of common sense. http://www.aclu.org/getequal/disc/towns.html

Directories
The E-Directory of Lesbigay Scholars is currently maintained by Louie Crew at Rutgers University. Currently, the directory contains 1,100 entries the names, publications, scholarly interests, institutional affiliation, and contact information for other scholars in the area of gay and lesbian studies, and queer studies. While approximately 700 entries are public, you must be a member of the list to view others. http://www.glbtstudies.umn.edu/

Legislative Resources

Employment and Benefits
The Worknet Page on the Human Rights Campaign website http://www.hrc.org/ contains information on a variety of work-related issues, (e.g., lists of employers--including colleges and universities--with nondiscrimination policies), a database on state...
and municipal laws regarding nondiscrimination in the workplace)
The Institute for Gay and Lesbian Strategic Studies has a spreadsheet calculator for estimating the costs of domestic partner benefits at: http://www.iglss.org/

Organizing
http://www.ngltf.org/library/index.cfm

Educational Programs
John Younger's page listing l/g/b/t and queer studies programs in the US and Canada contains that information and a great deal more relevant to higher education:
Electronic Resources (Note: some sites might go down from time to time, if the site listed is not functioning try searching for the group name)

National Organizations

Religion and Faith
http://www.scoutingforall.org/
http://www.changingattitude.org/home/home.asp
http://www.cathedralofhope.com
http://www.dignityusa.org/
http://www.rainbowbaptists.org/
http://www.gaybuddhist.org/followindex.html
http://www.glbjtjews.org/
http://www.lcna.org/
http://gaylds.net/
http://www.al-bab.com/arab/background/gay.htm
http://www.ml.org/
http://www.umaffirm.org/
http://www.soulforce.org
http://www.ucc.org/lgbt/
http://www.ufc-usa.org/
http://www.mccchurch.org/
http://gaychristian.net/
http://www.BalmMinistries.com

Transgender
http://transgenderlaw.org/college/index.htm
http://www.Youth-Guard.org/pflag-t-net
http://www.tchrysalis.com/
http://www.ifge.org/
http://www.isna.org/
http://www.pbs.org/wgbh/nova/gender/spectrum.html

Bisexual Resources

Family Resources

Youth Resources
http://www.youthresource.com/

Magazines Online

Special Outreach

Miscellaneous
http://www.fordham.edu/halsall/pwh/index.html

Transgender Resources
Trans Care Project (http://www.vch.ca/transhealth/resources/tcp.html)
Health Care Guide for Trans Men (http://www.nickgorton.org/)
Harry Benjamin International Gender Dysphoria Association (http://www.wpath.org/)

Legal
Transgender Law and Policy Institute (http://www.transgenderlaw.org/)
Sylvia Rivera Law Project (http://www.srlp.org/)
Gay & Lesbian Advocates & Defenders (http://www.glad.org/)
Transgender Legal (http://www.transgenderlegal.com/)
Transgender Law Center (http://www.transgenderlawcenter.org/)

News
Transgender Law News (http://www.transgenderlaw.org/)
Transgender News Archive (http://groups.yahoo.com/group/transgendernews/)
GenderCrash Transgender News (http://p076.ezboard.com/fbutchdykeboy5326frm7)

Activism
Center for Gender Sanity (http://www.gendersanity.com/)
National Center for Transgender Equality (http://www.nctequality.org/)
Gender Public Advocacy Coalition (http://www.gpac.org/)
Transgender Workplace Diversity (http://transworkplace.blogspot.com/)
TGI Justice (http://www.tgijp.org/)
Trans/Gender Variant in Prison Committee (http://www.tgijp.org/tip/)

Academic
Trans-Academics.org (http://www.trans-academics.org/)
Trans Academic Email List (http://www.jiscmail.ac.uk/lists/trans-academic.html)
Trans Reference Site (http://www.humboldt.edu/~mpw1/)
Support
International Foundation for Gender Education (http://www.ifge.org/)
FTM International (http://www.ftmi.org/)
Renaissance Transgender Association (http://www.ren.org/)
Survivor Project (http://www.survivorproject.org/)
Kindred Spirits (http://www.trans-spirits.org/)
Tri-Ess (http://www.tri-ess.net/)
Support Group Locator (http://tgforum.com/resourcesearch.php)
Intersex Society of North America (http://www.isna.org/)
Pink Myst (http://www.pinkmyst.com/)
TS Chat (http://groups.msn.com/TSCatters)
Tuxwerx Chat (http://www.tuxwerx.com/)

Transitioning Resources
MTF Sex Reassignment Surgery
(http://ai.eecs.umich.edu/people/conway/TS/SRSlink.html)
Transsexual Women’s Successes
(http://ai.eecs.umich.edu/people/conway/TSsuccesses/TSsuccesses.html)
Transsexual Road Map (http://www.tsroadmap.com/)
The Transitional Male (http://www.thetransitionalmale.com/SiteIndex2)
Changing Birth Certificates (http://www.drbecky.com/birthcert.html)

LGBTQ Media
http://www.advocate.com The Advocate http://www.gayscribe.com Extensive listing of
Gay/Lesbian Publications http://www.lesbiannews.com The Lesbian News
TRANSmissions http://www.wfb.org/bloomingout/ bloomingOUT
http://www.frameline.org/distribution/ Frameline Media
http://www.planetout.com/pno/people/trans/ Transgender Gazebo
http://www.gay.com Gay.com
http://gayellowpages.com/ GAYELLOW Pages
http://www.lambdadir.com/ Lambda Directory
http://www.qrd.org/QRD/ Queer Resources Directory
http://www.qworld.org QWorld
http://www.afterelton.com/ Gay Men in entertainment and media
http://www.afterellen.com/ Lesbian Women in entertainment and media

Phone Numbers
1-888-843-4564 GAY & LESBIAN NATIONAL HOTLINE
1-800-246-7743 LGBTQ NATIONAL YOUTH TALKLINE
1-800-850-8078 LGBTQ Youth Support Line
1-800-273-TALK National Suicide Prevention Lifeline
1-915-562-GAYS Gay & Lesbian National Victims’ Assistance Hotline
LGBTQ Movie List

Looking for some interesting or entertaining films on LGBTQ topics? Here for your consideration is a list of motion pictures (and other visual media) that feature LGBTQ subject matter or address LGBTQ issues and concerns. Newer movies & documentaries are easily found using Netflix (and other online sources) by using the search terms listed below.

Lesbian/Bisexual Themes
A Family Affair (2003)
A Girl Thing (2001)
A Village Affair (1996)
Aimee and Jaguar (1999)
All Over Me (1997)
Amour de Femme (2001)
An Intimate Friendship (2001)
Another Way (1997)
Antonia’s Line (1996)
April’s Shower (2003)
Bar Girls (1995)
Better than Chocolate (1999)
Between Two Women (2000)
Bilitis (1977)
Bound (1996)
But I'm a Cheerleader (1999)
Butterfly Kiss (1996)
Chasing Amy (1997)
Chinese Chocolate (1995)
Chutney Popcorn (1999)
Claire of the Moon (1992)
Clara’s Summer (2001)
Cold As Summer (2002)
Desert Hearts (1986)
Entre Nous (1998)
Eulogy (2004)
Everything Relative (1996)
Fingersmith (2005)
Fire (1997)
Floored by Love (2005)
Foxfire (1996)
French Twist (1996)
Fried Green Tomatoes (1991)
Gia (1998)
Girlfriend (2004)
Go Fish (1994)
Goldfish Memory (2003)
Head in the Clouds (2004)
Heavenly Creatures (1994)
Henry & June (1990)
High Art (1998)
History Lessons (2002)
I Shot Andy Warhol (1996)
If These Walls Could Talk 2 (2000)
I'm The One That I Want (2000)
Imagine Me & You (2005)
It’s in the Water (1998)
I've Heard the Mermaids Singing (1988)
Johnny Greyeyes (2001)
Journey to Kafiristan (2001)
Julia (1977)
Julie Johnson (2001)
Kissing Jessica Stein (2001)
Late Bloomers (1997)
Les Biches (1968)
Lianna (1983)
Listen (1996)
Losing Chase (1996)
Lost and Delirious (2001)
Love & Suicide (2006)
Love and Other Catastrophes (1997)
Loving Annabelle (2005)
Maggie & Annie (2004)
Mango Kiss (2003)
Mercy (2000)
Monster (2004)
My Mother Likes Women (2002)
My Summer of Love (2004)
Nevada (1997)
November Moon (1985)
Oranges Are Not the Only Fruit (1990)
Out of Season (1998)
Personal Best (1982)
Portrait of a Marriage (1992)
Producing Adults (2004)
Red Doors (2006)
Relax ... It’s Just Sex (1998)
Round Trip (2003)
Salmonberries (1993)
Saving Face (2004)
Show Me Love (1998)

**Gay/Bisexual Themes**

10 Attitudes (2004)
A Love to Hide (2005)
Adam & Steve (2005)
All Over the Guy (2001)
Almost Normal (2004)
Another Country (1984)
Another Gay Movie (2006)
As Good As It Gets (1997)
As Luck Would Have It (2002)

Songcatcher (2000)
Swimming (2000)
The Berlin Affair (1985)
The Bitter Tears of Petra von Kant (1970)
The Children’s Hour (1961)
The Color Purple (1985)
The Girl (2000)
The Hours (2003)
The Incredibly True Adventures of Two Girls in Love (1995)
The Investigator (1998)
The Journey (2004)
The Monkey’s Mask (2000)
The Sex Monster (1999)
The Truth About Jane (2000)
The Ultimate Lesbian Short Film Festival (2005)
The Wild Side (1996)
Therese and Isabelle (1968)
Thieves (1996)
Thin Ice (1999)
Things You Can Tell Just By Looking At Her (2000)
Tipping the Velvet (2002)
Treading Water (2001)
Trembling Before G-D (2001)
Unveiled (2005)
What’s Cooking? (2000)
When Night is Falling/ Quand Tombe La Nuit (1995)
Your Friends & Neighbors (1998)

Beautiful Boxer (2004)
Beautiful Thing (1996)
Bedrooms & Hallways
Before Night Falls (2000)
Bent (1997)
Big Eden (2000)
Billy’s Hollywood Screen Test (1998)
Boyfriends (1997)
Boys in the Band
Brokeback Mountain (2005)
Broken Sky (2005)
Cabaret (1972)
Capote (2005)
Come Undone (2000)
Cruising (1980)
Doing Time on Maple Drive (1992)
Doubt (2004)
Edge of Seventeen (1998)
Ethan Mao (2004)
Finding North (1998)
Flawless (1999)
Floored by Love (2005)
For a Lost Soldier (1993)
Formula 17 (2004)
Four Weddings and a Funeral (1994)
Full Speed (1998)
Get Real (1999)
Gods and Monsters (1998)
Gone, But Not Forgotten (2003)
Happy, Texas (1999)
Head On (1998)
His Secret Life (2002)
Hit And Runway (1999)
Holiday Heart (2000)
I Think I Do (1998)
In and Out (1997)
Jeffrey (1995)
Just a Question of Love (2000)
Kiss Me, Guido (1997)
L.I.E. (2001)
La Cage Aux Folles (1979)
Leaving Metropolis (2002)
Like a Brother (2005)
Like It Is (1998)
Longtime Companion (1990)
Love in Thoughts (2003)
Love! Valour! Compassion! (1997)
Making Love (1982)
Mambo Italiano (2003)
Maurice (1987)
Midnight in the Garden of Good and Evil (1997)
My Beautiful Laundrette (1986)
My Own Private Idaho (1991)
Mysterious Skin (2004)
Nico and Dani (2001)
Not Love Just Frenzy (1996)
O Fantasma (2000)
Outlaugh! (2006)
Paragraph 175 (2000)
Parting Glances (1986)
Philadelphia (1993)
Phoenix (2006)
Poster Boy (2004)
Priest (1995)
Red Dirt (2000)
Regarding Billy (2005)
Rites of Passage (1999)
Shortbus (2006)
Slight Fever of a 20 Year Old (1993)
Steam: The Turkish Bath (1998)
Sugar (2004)
Summer Storm (2004)
Sweet November (2001)
The 24th Day (2004)
The Birdcage (1996)
The Boys of St. Vincent (1991)
The Broken Hearts Club (2000)
The Crying Game (1992)
The Hanging Garden (1997)
The Line of Beauty (2006)
The Longing (2003)
The Map of Sex and Love (2001)
The Mostly Unfabulous Social Life of Ethan Green (2005)
The Mudge Boy (2003)
The Next Best Thing (2000)
The Object of My Affection (1998)
The Sum of Us (1995)
The Trip (2002)
The Wedding Banquet (1993)
Third Man Out (2005)
Three to Tango (1999)
To the Extreme (2000)
Torch Song Trilogy (1988)
Total Eclipse (1995)
Touch of Pink (2004)

Transgender Themes
(see also http://members.fortunecity.com/jayekayetv/tmovies/0.htm)
20 centímetros
A Soldier’s Girl (2003)
Almost Myself (2007)
Boys Don’t Cry (1999)
Dressed to Kill (1980)
Ed Wood (1994)
Gaudi Afternoon (2001)
Glen or Glenda (1953)
Hedwig and the Angry Inch (2001)
Holiday Heart (2000)
Just One of the Guys (1985)
Kiss of the Spider Woman (1985)
M Butterfly (1993)
Ma Vie En Rose (1997)
Middle Sexes: Redefining He and She (2005)
Morocco (1930)
Mrs. Doubtfire (1993)
Normal (2003)
Paper Dolls (2005)
Princesa (2002)
Soap (2005)
Some Like It Hot (1959)
Sordid Lives (2000)
Sorted (2000)
Southern Comfort (2000)
Stonewall (1996)
The Adventures of Priscilla, Queen of the Desert (1994)
The Brandon Teena Story (1998)
The Crying Game (1992)
The Rocky Horror Picture Show (1975)
The Wonder Boys (2000)
The World According to Garp (1982)
Too Wong Foo Thanks for Everything (1995)
Tootsie (1982)
Transamerica (2005)
TransGeneration (2005)
Venus Boyz (2002)
Victor Victoria (1982)
Wild Side (2004)
Wild Tigers I Have Known (2006)
Woman on Top (2000)
You Don’t Know Dick: Courageous Hearts of Transsexual Men (1996)

Television Series
If These Wall Could Talk
Queer as Folk
Tales of the City
The L Word
Will and Grace

Special Features
After Stonewall
The Band Played On
Coming Out Under Fire
Common Threads
Out of the Past: The Struggle for Gay and Lesbian Rights in America
The Laramie Project (2001)
The Making of a Gay and Lesbian Community: Before Stonewall
The Times of Harvey Milk

Plays / Drama
Angels in America by Tony Kushner
Telling Moments by Robert C. Reinhart

Interesting Reading on LGBTQ Topics
Alyson Almanac: The fact book of the lesbian and gay community.
The Big Gay Book -John Preston
Is It a Choice? -Eric Marcus
Beyond Tolerance: Gays, Lesbians, and Bisexuals on Campus -Nancy Evans and Vernon Wall
In Search of Gay America: Women and Men in a Time of Change -Neil Miller
Beyond Acceptance: Parents of Lesbians and Gays Talk About Their Experiences -C.W. Griffin, M.J. Wirth, & A.J. Wirth
Positively Gay: New approaches to Gay and Lesbian Life -Betty Berzon
Homophobia: How We All Pay the Price -Warren Blumfeld
Now That You Know: What Every Parent Should Know About Homosexuality -Betty Fairchild and Nancy Hayward
Bi Any Other Name: Bisexual People Speak Out -L. Hutching & L. Kaahumanu
Families We Choose: Lesbians, Gays, Kinship -Kath Weston
Conduct Unbecoming: Lesbians and Gays in the U.S. Military – Vietnam to the Persian Gulf -Randy Shilts
A Legal Guide for Lesbian and Gay Couples -H. Curry & D. Clifford
Good News for Modern Gays -Sylvia Pennington
Straight Jobs, Gay Lives -Annette Friskopp & Sharon Silverstein
Toward Acceptance: Sexual Orientation Issues on Campus -Vernon Wall & Nancy J. Evans

Out & About Campus -Kim Howard & Annie Stevens

Working with Lesbian, Gay, Bisexual, and Transgender College Students: A Handbook for Faculty and Administrators -Ronni L. Sanlo

Out on Fraternity Row: Personal Accounts of Being Gay in a College Fraternity -Shane L. Windmeyer

Poisoned Ivy: Lesbian and Gay Academics Confronting Homophobia -Toni A. H. McNaron

Completely Queer, The Gay and Lesbian Encyclopedia -Steve Hogan and Lee Hudson

Gay Issues in the Workplace -Brian McNaught

The Gay, Lesbian, and Bisexual Students' Guide to Colleges, Universities, and Graduate Schools -Jan Mitchell Sherrill and Craig Hardesty

Overcoming Heterosexism and Homophobia: Strategies that Work -James T. Sears and Walter L. Williams

Revolutionary Voices: A Multicultural Queer Youth Anthology -Amy Sonnie

Outing Yourself: How to Come Out as Lesbian or Gay to Your Family, Friends, and Coworkers -Michelangelo Signorile

Queer Quotes: On Coming Out and Culture, Love and Lust, Politics and Pride, and Much More -Teresa Theophano

Suggested Readings on Gender and Transgenderism

Transition and Coming Out Issues

Evelyn. Just (1998). Mom, I Need to Be a Girl. California: Walter Trook Pub. Written from the perspective of a mother whose daughter comes out to her as a M2F trans person. She cites the difficulties they overcame and how she aided her daughter with her transition. This book is great for parents dealing with gender questioning or trans-identified children. The book is out of print, but the entire text is available online (with the author's permission) for viewing at http://www.transproud.com/pdf/beagirl.pdf.
An invaluable reference for employers, managers, human resources personnel, and others, about how to handle a transsexual employee’s transition from one sex to the other.

A comprehensive and widely respected text on transsexualism. Great for gaining in-depth understanding of all the issues involved. Must reading for transsexuals, very helpful for friends and family who have a serious interest.

One of the first good books on the personal experience of transsexualism, and, although somewhat dated, still one of the best available. This book can be very helpful for interested friends and family members, as well as transpersons themselves.

Health Issues
Attempts to provide the knowledge necessary to care for transmen before, during, and after transition. Well-written and comprehensive.
Available online for free at http://www.nickgorton.org/

Individual Stories
A beautifully written coming-out piece of fiction. Details an F2M’s personal and political struggle for meaning in a transphobic world. Also deals with feminist and gay and lesbian liberation. Although written as fiction, this story rings true.


A young woman tells the tale of her repeated incarceration by her parents because her gender was not what they thought it ought to be. A shocking tale of intelligence in the face of weighty oppression.
Understanding Gender Diversity
Bornstein, Kate (1996). Gender Outlaw: On Men, Women, and the Rest of Us. New York: Routledge. Transactivist Kate Bornstein asks the question: what is a man and what is a woman?

Bornstein, Kate (1998). My Gender Workbook: How to Become a Real Man, a Real Woman, the Real You, or Something Else Entirely. New York: Routledge. Transactivist Kate Bornstein returns us to the question of what is a man and what is a woman, this time with tests throughout the book to test our gender awareness.


Politics of Transgenderism


Theory and Academic Perspectives

how we are all oppressed by a dual gender system, challenging our traditional ideas about gender.


Science of Gender


Crossdressing


Vera, Veronica (1997). Miss Vera’s Finishing School for Boy’s Who Want to be Girls. New York: Doubleday. Actual experiences from the dean of the world.s first “cross-dressing academy.” Explores cross-dressing from a very different “treatment” perspective, designed to explore the whole person.


Photography

Adapted from a handout prepared by Gordene O. MacKenzie, PhD and Nancy Nangeroni for the GenderTalk Web site (http://www.gendertalk.com/)

**LGBTQA Reference List:**


Policy at Coastal Carolina University

Like any large organization, the policies at Coastal Carolina University change on a frequent basis. We recommend that you consult the most recent documents, as well the relevant time-sensitive documents regarding your enrollment/hire here at Coastal Carolina University.

The Student Handbook, Code of Student Conduct, and Faculty Manual can all be found at the following website: http://www.coastal.edu/policies/

This site is searchable and you can easily find most of the information you might need. Also, feel free to meet with an ally if you have any questions that are not being answered by the policy manuals.

Additionally, depending on the issues you are interested in, the Office of Human Resources and Equal Opportunity may be of service. The following website is searchable and provides up-to-date contact information: http://www.coastal.edu/hreo/

Lastly, Residence Life can offer additional resources and contacts to assist those that may come to you for help. Their website is http://www.coastal.edu/reslife/
Commonly Asked Questions:

I do not have to be a woman to believe in women’s rights.
I do not have to be an Asian, an African American, a Latino, or Native American to believe in civil rights.
I do not have to be gay to believe in gay, lesbian and bisexual rights.
But I do have to be a human being to believe in human rights.
—Source Unknown

Common Questions

What is homosexuality? Homosexuality is the capacity to feel love and sexual satisfaction with someone of the same gender. Typically, people think it is unnatural and not normal. This is not the case. Little research has been done to indicate what reason might be associated with being gay.

What causes homosexuality? The actual facts that determine sexual orientation are not known. Most researchers believe that one’s basic sexual orientation is predisposed at birth or established at a very early age. Some believe that it might be genetic, meaning that it is inherited. Others think it might have something to do with the chemistry of the baby in the womb.

How many gay men and lesbians are there? The Kinsey Institute research, conducted in the 1940’s and 1950’s, suggests that approximately, depending on location, 10% of the population is lesbian or gay. Though some researchers believe this estimate to be too high or too low, it is safe to assume that lesbians and gay men constitute a significant minority group. Consequently, even though we may not be aware of their sexual orientation, most of us know someone who is lesbian or gay. The vast majority of lesbians and gay men remain “in the closet”; that is, they reveal their sexual orientation to only a few trusted friends.

Is homosexuality immoral? Many religious traditions have taught that homosexuality is immoral. These condemnations are based primarily on a few isolated passages from the bible. Historically, biblical passages taken out of context have been used to justify such things as slavery and the inferior status of women. Many theologians and clergy are now looking at sexual relationships in terms of the love, mutual support, commitment, and the responsibility of the partners rather than the gender of the individuals involved. Currently, many LGBTQ religious groups and congregations are open, accepting, and supportive of the gay community.

Why do gay people need Gay Rights laws, isn’t that asking for special privileges? Gay rights laws do not give LGBTQ people special privileges. On the contrary, gay civil rights laws are consistent with the traditional American belief that all people are entitled
to such basic necessities as employment or housing without fear of discrimination. Currently no federal protection exists for LGBTQ individuals who are discriminated against.

When do gay men and lesbians first know? There is no set age at which a person becomes aware that he or she is lesbian or gay. Some LGBTQ people become aware of their sexual orientation during adolescence. Because of the strong societal pressure to be heterosexual, however, some people do not realize that a heterosexual lifestyle does not meet their needs or feelings until later in life, perhaps even after they have been married for years.

Can you tell if people are gay or lesbian by their appearance? No. Lesbians and gay men are as varied in their dress, mannerisms, and styles as are heterosexuals. Despite this diversity, many stereotypes persist about the effeminate man or the masculine woman. Although some gay people do adopt these styles, the overwhelming majority of lesbians and gay men do not conform to these stereotypes, and their sexual orientation is invisible to the general public. We only see those who conform to our stereotypes. People who dress in the clothing of the opposite sex are cross-dressers. The vast majority of cross-dressers are heterosexual, not lesbians or gay men.

Do lesbians and gay men hate the opposite sex? No. Lesbians are lesbians because they form loving relationships with women, and gay men are gay men because they form loving relationships with men, and neither forms these relationships because they hate the other gender. Many lesbians have close male friends and many gay men have close female friends.

Do lesbians and gay men want to be the opposite sex? No. Lesbians and gay men do not want to be the opposite sex. Within the gay community, there are many who have challenged and discarded stereotypical sex roles but this does not mean that they want to be the other gender. Gayness involves celebration and affirmation of one's gender, not a rejection of it.

Is homosexuality healthy? Studies have shown that people’s sexual orientation has no bearing on their mental and emotional stability. In one landmark research project, mental health professionals were unable to distinguish between homosexuals and heterosexuals in terms of functionality, stability, and creativity. In 1973, the American Psychiatric Association removed homosexuality from the official listing of psychiatric disorders.

Is being gay natural? Each culture defines what is “natural” or “normal” to fit its own context and these definitions differ. Historians tell us that homosexuality has existed since the earliest of human societies. Anthropologists report that lesbians and gay men have been part of every culture, that in many cultures bisexuality is the norm, and that in some societies homosexuality is very common. Lesbians and gay men are represented in every socioeconomic class, educational level, and race. It is often said that homosexual behavior is not natural because the purpose of sex should be reproduction.
In addition to the fact that most heterosexual encounters are not intended to produce children, homosexual relationships, like heterosexual relationships, consist of much more than just sexual encounters. A homosexual identity involves both an emotional commitment to people of the same gender and membership in a community.

Do gay men and lesbians have long-lasting relationships? Yes, long-standing relationships are common. The difficulty, when compared to heterosexual relationships, however, is that society (for the most part) disapproves of homosexuality. This disapproval puts an extra strain on gay and lesbian relationships.

Should gay men and lesbians be barred from certain jobs? Sexual orientation does not affect one’s job qualifications. Unfortunately, some people believe that LGBTQ individuals should not be allowed to hold certain positions such as teacher, foster parent, soldier, counselor, religious leader, or police officer. They fear that LGBTQ individuals are sexually irresponsible and less trustworthy than heterosexuals. In fact it is well documented that the overwhelming majority of those who molest children are heterosexual men. These beliefs are based on prejudice and ignorance rather than on accurate information.

Won’t gay parents make their kids gay? Research has shown that children of lesbian or gay parents are no more or less likely to become gay or lesbian than the children of heterosexual parents. Most gays and lesbians had heterosexual parents. LGBT individuals are as likely to be good parents as heterosexual parents. Of course children growing up in non-traditional families may face a certain amount of social prejudice, but such challenges can be empowering for children if they have love and support. Lesbian and gay families are one of the many diverse family types that exist.

Do homosexuals spread AIDS? No. AIDS is spread by the HIV virus. So far in the US there are certain groups who have been disproportionately affected by AIDS, but people who practice unsafe sex or shared needles while using drugs, is putting themselves at risk. Many are misinformed and blame AIDS on different groups – gay men, bisexual men, people of color, IV drug users, and people from Haiti, etc. The gay community has been an inspiration because of the courageous and powerful way it has responded to this human tragedy.
Coastal Carolina University
Safe Zone Contract

I, ________________________________, agree to the following components of participation in the Coastal Carolina University Safe Zone program:

(Please initial)

_______ I agree to abide by the Safe Zone Mission and Purpose.

_______ I will display the Safe Zone sticker (button) prominently to identify myself as a Safe Zone participant.

_______ I agree to have my name listed as a resource in the Safe Zone literature.

_______ I agree to have my name listed as a resource on the Safe Zone website.

_______ I would like to serve as a Safe Zone trainer.

_______ I would like to serve on the Safe Zone Planning Team.

_______ I would like to remain on the Safe Zone distribution list without any formal participation.

_____________________________________ ________________________________
Signature      Date

Safe Zone Mission and Purpose
The Coastal Carolina University Safe Zone members are committed to providing an environment in which every student and employee is free to thrive on an academic, professional, and personal level within a community that is based on respect and dignity. We are proud of CCU’s culturally diverse population and support cultural diversity in every way possible. The Safe Zone Program sends a message that sexual orientations and gender presentations are part of our culture and are acknowledged and supported. The Safe Zone Program provides a visible network of volunteers for lesbian, gay, bisexual, transgender, queer and other individuals seeking information and assistance regarding sexual orientation, gender identity, harassment, and/or discrimination.

Contact Information:

Name:_________________________________________________

Title:__________________________________________________

e-mail:_________________________________________________

Phone:_________________________________________________

Department or Major:_____________________________________

Other Campus Affiliation (e.g. RA, Women’s Resource Center, etc.)
_______________________________________________________

Status: ____ Faculty       ____Staff       ____Student       ____Other
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