TRANS ALLYSHIP
AND BREAKING THE
BINARY

Facilitated by
Victoria
Verlezza and
Antoinette
Myers
Fill Out Your Name Tag!
- When you do this, please include your Name and pronouns:
  - Example: Mary (she/her/hers)
- Meet Victoria
- Meet Antoinette
- Meet each other!
AGENDA

- Introductions
- Ground Rules/Brave Space
- Learning Outcomes
- Vocabulary Breakthrough and Conversations about Privilege
- Exploring the Gender Bread Person 2.0
- BREAK
- Media Clip and Journal Reflection
- Unpacking the Binary
- Case Studies
- Discussion/Debrief with Large group
- Reflection session, Evaluations
Participants will have had an opportunity to discuss openly topics of gender, gender identity, and sexual orientation in a staff-only space. Participants will learn specific vocabulary used on campuses and within academia to describe a multitude of everyday life experiences and perspectives. Participants will be educated on microaggressions in order to reduce and attempt to eliminate the racist, classist, sexist, heterosexist, ableist, and privileged attitudes on our campus (from the Strategic Plan). Participants will be able to engage in meaningful conversations with their colleagues around topics of gender, gender identity, and sexuality.

Anything else? What are you hoping to do here?
GROUND RULES/BRAVE SPACES

- The vegas rule:
  - Learning leaves and the names/stories stay here.
- Share the air
- Challenge yourself to be respectful of all each other's feelings, perspectives, abilities, and identities (and your own)
- Remember it’s not just the intent that matters, but also the impact

- Be the expert of your experience, use "i" statements
- Be okay with silence
- Leave space for processing and after-processing, both inside and outside of the space (aka take care of yourself)
- Reserve the right to change your mind

- Is there anything you’d like to add?
PART I: BUILDING YOUR KNOWLEDGE
**DIVIDE AND DEFINE**

**terms**
- Assigned/Biological sex
- Gender
- Sexual Orientation
- Transgender

**definitions**
- What do these terms mean to you? What do you think they mean?
- You can:
  - Write
  - Draw
Biological/Assigned sex

The physiological and anatomical characteristics of maleness and femaleness with which a person is born or that develop with physical maturity.

Markers can include:
- Internal and external reproductive organs
- Chromosomes
- Hormones
- Body shape

Additional information

- Infants are usually assigned to a sex category at birth on the basis of such characteristics.
- Assigned sex is the designation that appears on birth certificates and other legal documents.
### Gender

A social identity that is usually conflated with biological sex in a binary system that presumesthe following:

- One either has male and masculine characteristics/behavior
- Or
- One has female and feminine characteristics/behavior

### Additional information

- Gender is a social status experienced by individuals
- Gender is also a social institution that helps humans organize their lives
- Did you know that there are more than two genders?
Sexual Orientation

The factor which determines the focus of our sexual/erotic drives, romantic interests, desires, and the inclination or capacity to develop intimate, emotional, and sexual relationships with other people.

Sexual orientation exists independently of gender identity, gender expression, and biological/assigned sex.

Additional information

- Sexual orientation is usually thought of in relationship to gender:
  - Both an individual’s own gender(s) and the gender(s) of the people to whom that person is attracted and/or with whom they engage in intimate relationships and/or sexual behavior.

- Some sexual orientations are: gay, queer, asexual, bisexual, lesbian, heterosexual/straight, just to name a few
Transgender
A person who lives as a member of a gender other than that which is expected based on their assigned sex.

Transgender, often written as trans or trans*, is not a sexual orientation.

Additional information
It is an umbrella term that may include:
- Transsexuals
- Cross dressers
- Genderqueer people
- People who identify neither as male or female and/or as neither a man or woman
- People who have had surgery and medical transition
- People who choose not to have surgery or medically transition
GETTING INTO SOME MORE VOCABULARY
Gender identity
- This term describes a person’s internal perception of their gender and how they label themselves
  - Describes the sense of “being” a man, woman, trans(gender), genderqueer, etc.
  - Think of how you label your own gender! This is part of your identity!

Heteronormativity
- A theoretical term that was developed by queer academics
  - Describes the way gender and sexuality are put in hierarchical categories
    - This means: There is a cultural bias towards heterosexual relationships and against same-sex relationships of a sexual nature
    - Examples: Laws, Media, Healthcare

Heterosexism:
- This term describes the idea that people assume every person to be heterosexual, thus perpetuating that heterosexuality is “normal” and superior to different forms of sexuality and all other orientations.
  - Think of microaggressions that may be related to heterosexism
    - Example: Making assumptions that when a person refers to their spouse, their spouse must be of the opposite gender.
Cisgender:
- Latin root “cis” means “on the near side of”
- This term describes the identity in which a person identifies as the gender they were assigned at birth

Genderqueer:
- This term describes those who do not identify as one gender, as any/several gender(s), or as no gender at all
  - Both man and woman: androgyne, bigender
  - Neither man nor woman: agender, neutrois, non-gendered
  - Moving between genders: genderfluid
  - Third gendered: those who prefer “genderqueer” as a gender without labeling it otherwise
  - Having an overlap or blur in gender, orientation, and sex

Intersex:
- This is a general term used to describe a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn’t seem to fit the typical definitions of female or male.
- A person who is intersex may appear to be female on the outside, but may have male-typical anatomy on the outside.
- DO NOT CALL INTERSEX PEOPLE HERMAPHRODITES. THIS IS NOT OKAY.
What is privilege?

* Peggy McIntosh: “privilege exists when one group has something of value that is denied to others simply because of the groups they belong to, rather than because of anything they’ve done or failed to do”

* Privilege is not about the individual person but about the collective

* Unearned, special rights or advantages based on the dominate group:

* “Privilege isn’t our fault, but now that it’s ours, it’s up to us to decide how we’re going to deal with it before we pass it along to generations to come.” Johnson, 2006.
WANT MORE INFORMATION ON TERMS?

Find your green terms sheet! Keep it!

It is only one small resource made especially for you!
STOP!
Are you doing okay?
That was a lot of work!

HOW DO YOU FEEL?

QUESTIONS?
THE GENDER BREAD PERSON

Be easy on yourself...

It’s about to get a little complicated.
THE GENDERBREAD PERSON

- Identity
- Expression
- Sex
- Orientation
GETTING TO KNOW GENDER

This figure is used to map out gender and the idea of the lines (or continua) is to understand that gender might vary between individuals.

We are using Genderbread 1.0 today to ease you into the idea of visualizing gender.

Why this can get confusing:
• We are used to understanding gender identity, gender expression, biological sex, and sexual orientation as related categories

What you should realize:
• Those categories exist independently of one another.
Step 1: On this line, please write the word, “gender identity”

Step 1: On this line, please also write the word, “gender identity”
GETTING TO KNOW GENDER

Genderbread Person - Participant Sheet

What should the labels be for the first continuum “gender identity”? Examples: Man Woman Genderqueer
What should the labels be for the first line “gender identity”? Examples: Man, Woman, Genderqueer, etc.
GETTING TO KNOW GENDER

Step 2: On this line, please write the word, “gender expression”
GETTING TO KNOW GENDER

What should the labels be for the second continuum “gender expression”?

Examples: Masculine Feminine Androgyne
GETTING TO KNOW GENDER

What should the labels be for the second line “gender expression”?

Examples: Feminine, Masculine, Androgyne, etc.

feminine

masculine

androgyne
GETTING TO KNOW GENDER

Step 3: On this line, please write the word, “biological sex”
GETTING TO KNOW GENDER

What should the labels be for the second continuum “biological sex”?

Examples:
Male
Female
Intersex
What should the labels be for the third line “biological sex”? 

Examples: female, male, intersex
GETTING TO KNOW GENDER

Step 4: On this line, please write the word, “sexual orientation”
GETTING TO KNOW GENDER

What should the labels be for the fourth continuum “sexual orientation”?

Examples: Heterosexual, Asexual, Homosexual

Genderbread Person - Participant Sheet
What should the labels be for the fourth line “sexual orientation”?

Examples:
- Straight/heterosexual
- Gay/homosexual
- Or
- Lesbian
- Bisexual
- Queer
- Asexual

heterosexual

homosexual

bisexual
GETTING TO KNOW GENDER

Gender identity: genderfluid
Gender expression: femme (on most days)
Biological sex: female
Sexual orientation: queer

Let's use Antoinette as an example:

Gender identity: genderfluid
Gender expression: femme (on most days)
Biological sex: female
Sexual orientation: queer

THESE CATEGORIES ARE INTERRELATED NOT INTERCONNECTED
GENDER BREAD 2.0
(WHEN YOU’RE READY)

This model allows one to define their gender in a way that accounts for varying intensities of -ness.

Identifying with aspects of femininity doesn’t make you less masculine, it makes you more feminine.

To understand gender, and in turn create a safer space for people of all genders, we need to realize that feminine and masculine aren’t in a tug of war, they’re separate arenas.

See more at: http://itspronouncedmetrosexual.com
STOP!
Are you doing okay?
That was a lot of work!

HOW DO YOU FEEL?

QUESTIONS?

How You Doin’?
BREAK

Breathe
Stretch
Process
PART II: APPLYING YOUR KNOWLEDGE
UNPACKING THE BINARY

What does the word binary even MEAN?
Model and DJ Ruby Rose explores trans identity, gender fluidity, and the ways that gender is performed and lived in a binary.
**UNPACKING THE BINARY**

- What does the word binary mean?
  - Binary refers to:
    - The cultural idea that there are only two traditionally recognized gender/gender identities: MAN/MALE and WOMAN/FEMALE.
    - The idea that a person throughout their lifetime will be strictly considered either/or.
  - In daily usage, how do we the binary play out?
    - What are some examples you can think of?

- There are MORE THAN TWO genders and so many gender identities!
  - “I got the idea after becoming frustrated with the limitations of the spectrum concept. We do not have to position ourselves within this model, it’s not adequate or sufficient enough to accommodate our fluid identities and desires. When you hold a kaleidoscope up to the light, that’s how I envision and conceive of our sexual and gendered beings: without borders nor ceilings nor floors, it is energy and light, multifaceted, iridescent, full of potential and possibilities.”

Can you think of one example of how you have been taught to think of gender in your life?
WHAT IS THE REALITY FOR SCRIPPS STUDENTS?

Meet Arm

Changing Pronouns
What does it mean for a women’s college to accommodate students with various gender identities?

How have you, in your office/division, worked to support students, staff, and faculty who have gender identities that are different from yours?

How does becoming a more gender inclusive campus strengthen Scripps’ mission and vision?
CASE STUDIES

Applying what you’ve learned
Shi Martins*, a recent graduate from a liberal arts college similar to Carey College in size and mission, accepts a job as a Program Coordinator in the Office of Diversity and Inclusion. She has just completed her first week on the job and is feeling overwhelmed with understanding the meaning of her position and her role on campus. She knows that her primary role is to service students, but she has been given additional responsibilities which encourage cross-collaboration with other offices and departments on campus.

Visibly tattooed, Shi wears her styled short and often wears pants, pressed shirts, and neck ties. In the first few days on the job, Shi has noticed that colleagues stare at her tattoos and it begins to make her feel uncomfortable.

In the second week, Tina Johnson kindly approaches Shi at the coffee machine to make small talk and asks if she has a husband and children. When Shi replies no, the staff member jokes, “Well, you’re young and you’re certainly too pretty to be a lesbian! Don’t worry; you’ll be married in no time.” Shi laughs and awkwardly smiles to be polite; though, it is not clear to anyone what her sexual orientation or gender identity is. In the third week, while walking across campus for a meeting, she overhears the playful banter of two colleagues, Mike and Derek. Mike describes a situation that occurred in the dining hall, and Derek replies, “That’s so gay!”

Wondering if she’s being too sensitive but also afraid to be offended, Shi begins to withdraw from campus staff functions and keeps to herself in her office. She feels alone and often feels as though her colleagues talk to her condescendingly when she tries to reach out and process some of the other comments she’s heard.

Discussion Questions:
- How would you describe the statements that Sheila has heard on the job?
- Why might they affect her job performance or participation in the staff environment?
- Is Carey College’s campus climate heterosexist? Why or why not?
- As Sheila’s colleague, what advice might you offer to her? What resources could you identify to help her adjust into her new environment?
- Are there any other systems that may negatively be affecting Sheila which have not been described? If so, what are they?
AJ will be referred to using they/them/their pronouns. This indicates that either the gender identity of the student is not known, cannot be assumed, or simply that they prefer they/them/their as their personal pronouns.

AJ Smith* is an incoming first year who is really excited to come to Femara College, a women’s college located in the Southern United States. When they first applied, they understood the campus culture to be welcoming, kind, and friendly. They loved all the students they met during Admitted Students visits and Explore FEMARA, a special day in the fall where prospective students get to learn more about campus. There was no hesitation upon their admittance that they would accept Femara’s offer. Upon arriving to campus, AJ begins to feel as though Femara is not as welcoming as they might have thought, even as it seems like a safe space for folks who identify as women. AJ identifies as genderqueer and their gender expression varies on a day to day basis. After settling in the first few days after Orientation, AJ decides to explore campus. They realize that there are no gender neutral bathrooms available for their use at the gym, the academic buildings, or in any of the dorms and this upsets them. During Registration, AJ realizes that their birth name is listed in the systems for email and their ID card, instead of their preferred name. On the housing and other forms that ask for “sex”, there are no options that allow AJ to fill in their identity. They also realize that a few staff members automatically assume that their preferred pronouns are she, her, and hers.

Discussion Questions:
- What are the assumptions that staff members might make about AJ upon their arrival?
- What does it mean for AJ to attend a women’s college as a genderqueer student?
- What are a few policies in place that seem restrictive to AJ’s full expression of their identity?
- If you were a staff member that AJ came to for support, how would you begin to advise them or help them to seek out resources?
- Does Femara College have a responsibility to retain trans students? Why or why not?
Jenna Barnes is a cisgender woman who prefers the pronouns she, her, and hers. During a recent visit to John Jay College, her first choice school, Jenna Barnes attended an information session given by admissions officer, Lisa Reader. She asked the group of prospective students what was important in a campus community. Jenna raised her hand and replied that diversity was very important to her and that she really hoped to attend a college where she would feel welcome.

Lisa then gave numerous examples of how diverse John Jay College was with its student body encompassing all 50 states and more than 20 countries. She mentioned the Office of Multicultural Affairs as a resource for where students of color can go for guidance and listed several cultural and ethnic groups on campus. Jenna wanted to ask questions about support for LGBT students, but she felt uncomfortable bringing that up in front of her parents.

On an admissions tour, Jenna asks about social activities. The tour guide mentions that parties happen often on campus, pointing to several dorms, but then adds quickly, “Careful, if you hang out over there. That’s where all the queers hang out.”

When Jenna gets home, she searches the admissions brochures to see if there is any mention about gender inclusion or sexual orientation. Disappointed to find no images or resources, she throws away all of the materials and considers not applying to college at all. Feeling isolated and afraid that college wouldn’t be any different than high school, Jenna gets ready for bed.

Discussion questions:
- What are some of the issues that Jenna Barnes is dealing with in her college search?
- How well did Lisa Reader answer Jenna’s diversity question?
- What was Jenna using to form her opinions about the climate for LGBT students on John Jay’s campus?
- How would you personally assess the climate at John Jay College? How could they be more proactive in portraying an LGBT-friendly campus environment?
Lucinda Bell is a trans woman faculty member who prefers the pronouns she, her, and hers and also they, them, and theirs. Lucinda Bell*, an established professor who holds a Distinguished Chair in her department and has been awarded numerous grants for her teaching and research, has come back from sabbatical and is excited to start the new academic year at Discover University in the Northeast. After having been exclusively committed to her research outside of the university, Lucinda is excited to be among her faculty colleagues and of course, her favorite students.

Prior to her arrival to campus, Lucinda had to send out a very important notification to the VP of Academic Affairs, the President, and a few other administrators about her recent transition. She did so to ensure that members of the administrative body would be aware not to refer to her by her birth name or to use incorrect pronouns when speaking about her in her absence. In other words, Lucinda was taking precautions to come out as a trans woman before the start of the school year and though she was filled with some anxiety, she was excited to pick up things where she left off.

Note: Staff members and the general community were not made aware of Lucinda’s transition, because Senior Staff officials did not want to force Lucinda to “come out” publicly about her transition.

At the open community meeting, several faculty members and staff began to notice Lucinda’s presence in the room and wondered, often aloud, who she was. Lucinda began to watch as some of her favorite colleagues stared at her awkwardly or avoided sitting next to her. A few colleagues remarked that she looked familiar and others knew right away who Lucinda was but were confused about her gender expression (and gender identity). After the meeting, Lucinda overheard several community members referring to her as a cross dresser and using the wrong pronouns to describe her (misgendering). When went over to say hello to a close faculty colleague and friend, Niel Down, Niel asked her immediately, “So, have you had the surgery?” Feeling angry and embarrassed, Lucinda’s eyes filled with tears and she left the auditorium in a rush, seeking shelter in her office. She wondered if it might be easier to just look for a job at another institution.

Discussion Questions:

- What are the main issues in this case?
- What might have set Lucinda off during the community meeting? Why might she have felt uncomfortable or visibly triggered in the auditorium?
- How might trans issues be similar and/or different from racial issues faced on college campuses?
- If you were a colleague to Lucinda, what advice or support might you offer to her?
- What are some policies that you could imagine might protect Lucinda from further harassment and discrimination?
DISCUSSION AND DEBRIEF

Let’s take a moment and talk to one another!
PART III: EXPANDING YOUR KNOWLEDGE
Scripps Communities of Resources and Empowerment (SCORE) provides organizational support and resources to student organizations so they may further promote social and political awareness, specifically with respect to issues of class, ethnicity, gender, race, religion, sexuality, and sexual orientation.

SCORE houses the offices of five important, vibrant Scripps organizations:

- **Asian American Sponsor Program** (AASP) provides social, emotional, and academic support to all incoming AAPI (Asian American/Pacific Islander) students;
- **Asian American Student Union** (AASU) strengthens the Asian American communities on campus by providing a safe space for members to explore issues of race, class, gender, sexuality, and nationality;
- **Café Con Leche** provides a forum for the discussion of social, political, and economic issues affecting women, particularly those of Latina descent;
- **Family** facilitates a space in which queer and allied students come together to support one another and gain strength in community; and
- **Wanawake Weusi** supports the social-economic, social-political, and spiritual well-being of women of color.

**New Website; New Opportunities!**
The Queer Resource Center is a 7 College resource center serving the lesbian, gay, bisexual, transgender, queer, questioning, asexual, omnisexual, pansexual and allied community at the Claremont Colleges; Claremont Graduate University, Claremont McKenna College, Harvey Mudd College, Keck Graduate Institute, Pitzer College, Pomona College, and Scripps College.

- **QRC hours**
  - Monday-Thursday 10:00 AM - 6:00 PM
  - Friday 10:00 AM - 5:00 PM

Dr. Adriana di Bartolo is the Director of the Queer Resource Center (QRC) of The Claremont Colleges. The QRC serves the 5 undergrad colleges and 2 graduate universities of The Claremont Colleges. During her tenure at the center she has developed academic and social programming and events to build queer and allied community across the 7 college campuses. Adriana has created and implemented an Ally Training program and has trained over 2000 students, faculty, and staff at the colleges.
ONLINE RESOURCES

- Find a packet of online resources at the QRC Page:
  - http://www.pomona.edu/administration/qrc/files/lgtb-resources.pdf
- Organizations
  - Equality Inland Empire
  - PFLAG – Parents, Families, & Friends of Lesbians and Gays
  - Transgendered Soul
  - Jeffery Owens Community Center
We look forward to continuing this work on campus!

Feel free to email us at amyera@scrippscollege.edu and vverlezz@scrippscollege.edu.

THANK YOU!