

New



ARIZONA STATE UNIVERSITY

ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 04/16/2010

- 1. ACADEMIC UNIT: School of Social Work
- 2. COURSE PROPOSED: SWU 194 Intro to Lesbian, Gay, Bisexual, & Transgender Studies 3
(prefix) (number) (title) (semester hours)
- 3. CONTACT PERSON: Name: Teri Kennedy Phone: 602-496-0076
Mail Code: 3920 E-Mail: terikennedy@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
- Mathematical Studies-MA CS
- Humanities, Fine Arts and Design-HA
- Social and Behavioral Sciences-SB
- Natural Sciences-SQ SG

- Global Awareness-G
- Historical Awareness-H
- Cultural Diversity in the United States-C

- 6. DOCUMENTATION REQUIRED.
 - (1) Course Description
 - (2) Course Syllabus
 - (3) Criteria Checklist for the area
 - (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

See 3. Description How Course Meets Criteria

CROSS-LISTED COURSES: No Yes; Please identify courses: _____

Is this multisection course?: No Yes; Is it governed by a common syllabus? _____

Teri Kennedy, Coord (BSW Program)
Chair/Director (Print or Type)

Teri Kennedy, PhD, MSW
Chair/Director (Signature)

Date: 04/16/2010

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	course description, syllabus, discussion board questions, readings
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	course description, syllabus, discussion board questions, readings
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	course description, syllabus, discussion board questions, readings
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	syllabus, readings

Course Prefix	Number	Title	Designation
SWU	194	Introduction to Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies	CULTURAL

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
Criterion 1: The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	The course provides an overview of the experiences of LGBT individuals, including identity formation and experiences of discrimination, in contemporary U.S. society.	5a) Course Syllabus (p. 1: Course Description & Rationale; p. 2: Key Concepts; pp. 2, 5-7: Readings); 5b) Discussion board questions; 6: Table of Contents/Readings.
Criterion 2a: The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions of gender, racial, ethnic, and/or linguistic minority groups within the United States.	Course Rationale and Objectives address the cultural experiences and contributions of gender (lesbian, gay, bisexual, and transgender) minorities in the United States. Readings include an understanding of the nature of intersections of identities across different social groups (e.g., lesbian, gay, bisexual, and transgender individuals, and LGBT combined with racial, ethnic, and linguistic minority groups, as well as ages from youth to elderly).	5a) Course Syllabus (p. 1: Course Description and Rationale; Objective 2; p. 2: Key Concepts; p. 3: III. Short Essay; pp. 2, 5-7: Readings); 6) Table of Contents/Readings.
Criterion 2c: The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender, racial, ethnic, and/or linguistic minority groups within the United States.	Course Rationale and Objectives address the social, political, and psychological dimensions of relations between and among gender (lesbian, gay, bisexual, and transgender) and racial, ethnic, age, and linguistic minority groups in the United States. Readings include an understanding of the nature of intersections of identities across	4) Course Description; 5a) Course Syllabus (p. 1: Course Description; Objective 3; p. 2: Key Concepts; p. 3: III. Short Essay; pp. 2, 5-7: Readings); 6) Table of Contents/Readings.

	different social groups (e.g., lesbian, gay, bisexual, and transgender individuals, and LGBT combined with racial, ethnic, and linguistic minority groups, as well as ages from youth to elderly).	
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4. Course Catalog Description

SWU 194/Introduction to Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies

Course Description:

Identity development, identity politics, and historical and contemporary political, legal, and social issues facing lesbian, gay, bisexual, and transgender communities.

SB/C.1

C/C.1, 2c

(Omnibus Description: Covers topics of immediate or special interest to a faculty member and students.)

ARIZONA STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
SWU 194

Julie Nagoshi, MSW
Julie.Nagoshi@asu.edu
Downtown Campus
Office Hours: UCENT 719 10:30-12:30, Tuesdays

I. *Course Title: Introduction to Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies*

II. *Undergraduate level*

III. *Elective - 3 credit hours/no prerequisites*

IV. *Course Description:* This course is designed to provide students with a foundation for understanding sexual identity in contemporary U.S. society and to introduce students to the field of lesbian, gay, bisexual and transgender (LGBT) studies. This course is organized around two general themes: 1) identity development and the politics of identity; and 2) the historical and contemporary political, legal, and social issues facing LGBT communities. Students will address key concepts and debates about sexuality through the lens of various disciplines, including sociology, history, literature, psychology, economics, and cultural studies

C/C.1

SB/C.1

SB/C.2 & 3
C/C.1, 2a & 3

V. *Rationale for the Course:* The purpose of this course is to provide students with an understanding of LGBT lives, experiences and roles in contemporary history.

C/C.1 & 2a

VI. *Course Objectives:*

Upon completion of the course, students will be able to:

OBJECTIVE 1: Define basic concepts and terms used by LBGT from the perspective of the historical background of LBGT communities.

C/C.1

OBJECTIVE 2: Discuss the "coming out" process from the perspective of identity development and the social construction of gender and sexual identity and from the perspective of key historical & famous LGBT figures.

SB/C.1

C/C.1 & 2a

OBJECTIVE 3: Analyze: a) how racism, sexism, classism, homophobia, transphobia, and other forms of societal oppression affect LGBT individuals and communities and b) social policies and laws that impact the LGBT communities.

SB/C.1

C/C.1 & 2c

Please note: In deciding to take this course or not, it may be important for you to know that a) you may find some materials in this course to be controversial, and b) you may feel uncomfortable to some degree with some materials.

VII. Key Course Concepts:

Coming Out	The Closet	Fag
Stonewall	LGBT Rights Movement	Drag Queen/King
Queer Theory	Transsexual	Homophobia
Bisexual	Heterosexual Privilege	Transphobia
Lesbian	LGBT Community Center	Dyke
Questioning	Transgender	Queer
Domestic Partnership	Queer Theory	Gay
HIV/AIDS Pandemic	Sexual Orientation	Heterosexism

SB/C-1&2

C/C.1,2 etc

VIII. Required Readings:

1. Green, J. (2004). *Becoming a Visible Man*. Nashville: Vanderbilt University Press.

2. Savin-Williams. (2005). *The New Gay Teenager*. Cambridge, Massachusetts: Harvard University Press. SB/C. 1&2

SB/C. 3&4

3. Articles can be accessed through ASU Libraries Ejournals at <http://lib.asu.edu/find-articles>

C/C. 1, 2 etc

Please obtain a copy of all articles as early in the semester as possible, to ensure you will have the materials needed for class.

IX. Course Expectations (100 points possible):

- Intro. Discussion Board Due (0pts, Friday, Jan 22 by 5pm)
- Discussion Board 1 Due (5pts, Friday, Feb 5 by 5pm)
- Discussion Board 2 Due (5pts, Friday, Feb 19 by 5pm)
- Mid-term Exam Due (30pts Friday, Mar 5 by 5pm)
- Discussion Board 3 Due (5pts, Friday, Mar 26 by 5pm)
- Short Essay Due (20pts, Friday, Apr 9 by 5pm)
- Discussion Board 4 Due (5pts, Friday, Apr 23 by 5pm)
- Final Exam Due (30pts, Friday, May 7 by 5pm)

I. Blackboard Discussions due by 5pm. (20 points possible)

The Discussion Boards are designed to encourage class participation, maximize active learning, and integrate course content. Please note that at least two of the Discussion Board topics will be centered on the class texts. The topic of the discussion board will be posted at least one week in advance on BB. Your response should be 1-2 pages and grading will be based on application and integration of course content, development of viewpoints, along with length.

II. Midterm: Friday, Mar 5th by 5pm. (30 points possible)

The exam will be posted on March 1st on BB. Please submit midterm through the digital dropbox on BB no later than March 5th at 5pm.

III. Short Essay. Due Friday, Apr 9th by 5pm. (20 points possible)

Please respond to the following question in 3-4 double spaced, typed pages. Discuss how your own experience has been shaped by dominant understandings of sex, gender and sexuality. Think about how living in a heteronormative society has influenced you. Here are some questions to guide you: Growing up, what gender and sexual roles were prescribed to you? How were these influenced by other factors such as social class, religion, ethnicity or race? Did you feel you fit within prescribed gender and sexual roles? Why or why not? How did this affect or influence you? How has this shaped your identity today?

C/C.2a & c

Throughout your essay, be sure to make links between your own experience and the ideas/theories presented in the course readings and class discussions. This exercise is meant to help you analyze your own experience from a critical perspective guided by class readings and discussions, rather than merely to recount your experience. Please utilize APA format and submit your papers via the digital dropbox.

IV. Final: Due Friday May 7th by 5pm. (30 points possible)

The exam will be posted on May 3rd BB. Please submit final exam through the digital dropbox on BB no later than May 7th at 5pm.

PLEASE NOTE: One point will be deducted for each day an assignment is turned in late.

X. Grading Scale:

This class will utilize the university plus/minus grading system.

Points	Grade	Points	Grade	Points	Grade
90-93	A-	94-96	A	97-100	A+
80-83	B-	84-86	B	87- 89	B+
70-73	C-	74-76	C	77-79	C+
69-60	D				
59 and below	E				

An A grade at the undergraduate level means that a student is doing outstanding or excellent work. The student participates regularly, completes all of the course assignments and demonstrates a thorough grasp of the material. To receive an A grade a student must go well above and beyond the basic expectations for the course.

A B grade at the undergraduate level means that a student is doing above average work. The student participates regularly, hands in all of the course assignments and demonstrates (at the very least) a strong grasp of the material.

A C grade at the undergraduate level means that a student is doing at least satisfactory

work, and meeting the minimum requirements for the course. The student participates regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A D or E at the undergraduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

XI. Course Etiquette

Course Etiquette: By enrolling in this course, you have joined an online community of adult learners. As such, you are invited to contribute to our learning community through discussion, comments, and questions related to course objectives and content during the fall session.

We will learn together through reading with a critical eye, responding to course assignments, and participation in online discussions about course concepts, as requested. Your thoughtful contributions and consistent participation will contribute to a positive learning environment for you and your classmates. We jointly share the responsibility for maintaining a safe, respectful, and appropriate learning environment throughout the semester.

Students are responsible for reviewing and complying with all ASU policies, including the following:

Academic Integrity Policy:

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

Student Code of Conduct:

<http://www.asu.edu/studentaffairs/studentlife/judicial/>

Computer, Internet, and Electronic Communications Policy:

[https://techbase.asu.edu/wiki/index.php/Computer,_Internet_and_Electronic Communications](https://techbase.asu.edu/wiki/index.php/Computer,_Internet_and_Electronic_Communications)

School of Social Work Student Academic Integrity Policy:

<http://ssw.asu.edu/portal/filelib/students/PlagiarismPolicy.pdf>

Social work students are responsible for reviewing and complying with the National Association of Social Workers Code of Ethics:

<http://www.socialworkers.org/pubs/code/code.asp>

If you are having any difficulties meeting the requirements of this course or if you have any special needs that require my knowledge and attention, please contact me as soon as possible. It is my hope that all students will be successful in meeting the requirements of this class.

XIII. Course Outline**Week 1: Key Terms**

Jamison Green Book Chapter 1

- ✓ Stewart, A. & McDermott, C. (2004). **Gender in Psychology**. *Annual Review of Psychology*, 55(1), 519-544.

*****Friday, Jan 22nd : Intro. Discussion Board Due****Week 2: Campus Climate**

Jamison Green Book Chapter 2 & 3

- ✓ Rankin, S. (2004). **Campus climate for lesbian, gay, bisexual and transgender people**. *Diversity Factor*, 12(1), 18-23.

Please visit the website:<http://www.aup.org/AAUP/pubsres/academe/2009/SO/Feat/Mess.htm>**Week 3: Embodiment and Gender Identity**

Jamison Green Book Chapter 4 & 5

*****Friday, Feb 5th : Discussion Board 1 Due****Week 4: What's Queer?**

Jamison Green Book Chapter 6

- ✓ Watson, K. (2005). **Queer Theory**. *Group Analysis*, 38(1), 67-81.

Week 5: Media Representations of Lesbians and Gays

Jamison Green Book Chapter 7

- ✓ Conrad, P. & Markens, S. (2001). **Constructing the 'gay gene' in the news: Optimism and skepticism in the US and British press**. *Health*, 5(3), 373-400. **NOTE: Please click on Health (London, England)**

*****Friday, Feb 19th : Discussion Board 2 Due****Week 6: Transgender and Transsexual Identities**

Jamison Green Book Chapter 8

- ✓ Gagné, P., Tewksbury, R., & McGaughey, D. (1997). **Coming out and crossing over: Identity formation and proclamation in a transgender community**. *Gender & Society*, 11(4), 478-508.

SB/C. 1 & 2

SB/C. 3

C/C. 1, 2a, 2c

SB/C.1 & 2 6

SB/C.3 & 4

C/C.1, 2a, 2b

Week 7: Homophobia & Transphobia

Nagoshi, J. L., Adams, K. A., Terrell, H. K., Hill, E. D., Brzuzy, S., & Nagoshi, C. T. (2008). Gender differences in correlates of homophobia and transphobia. *Sex Roles*, 59, 521-531.

*****Friday, March 5th : Mid-term Exam Due by 5:00pm**

Week 8: Gay identity and Sexuality

Savin-Williams Book Chapter 1

Week 9: SPRING BREAK

Week 10: Born Gay? Debates on Biology and Socialization

Savin-Williams Book Chapter 2

McKnight, J. (2000). Editorial: The origins of male homosexuality. *Psychology, Evolution, and Gender*, 2(3), 223-228.

Please visit the website:

<http://www.narth.com/docs/fitz2.html>

*****Friday, March 26th : Discussion Board 3 Due**

Week 11: Historical Perspectives on LGBT Social Movements (Pre/Post-Stonewall)

Savin-Williams Book Chapter 3

Armstrong, E. A. & Crage, S. M. (2006). Movements and memory: The making of the Stonewall myth. *American Sociological Review*, 71(5), 724-751.

Please visit the links below about Stonewall.

http://www.democracynow.org/2009/6/26/stonewall_riots_40th_anniversary_a_look

http://www.aarp.org/makeadifference/advocacy/stonewall_40th_anniversary/articles/lgbt_leaders_age_50_what_does_stonewall_mean_to_you.html

Week 12: Coming Out

Savin-Williams Book Chapter 4 & 5

*****Friday, April 9th : Short Essay Due**

SB/C. 1, 2, 3
C/C. 1, 2a, 2c

Week 13: Coming Out Part 2

Savin-Williams Book Chapter 6 & 7

Week 14: Identity Development

Savin-Williams Book Chapter 8 & 9

*****Friday, April 23rd : Discussion Board 4 Due**

Week 15: Power, Oppression and Privilege

Savin-Williams Book Chapter 10

✓ Lehavot, K. (2009). Redefining the American quilt: definitions and experiences of community among ethnically diverse lesbian and bisexual women. *Journal of Community Psychology*, 37(4), 439-458.

✓ Wetzel, J. W. (2001). Human rights in the 20th century: Weren't gays and lesbians human? *Journal of Gay & Lesbian Social Services*, 13(1/2), 15-32.

Please visit the websites:

Trans hate crime

http://www.nytimes.com/2009/10/23/us/politics/23hate.html?_r=1&hp

CNN

<http://www.cnn.com/2009/POLITICS/10/28/hate.crimes/index.html>

Week 16: Gay and Lesbian Aging

✓ Haber, D. (2009). Gay aging. *Gerontology & Geriatrics Education*, 30(3), 267-280.

Please visit the websites:

Services and Advocacy for Gay, Lesbian, Bisexual & Transgender Elders (SAGE)

<http://www.sageusa.org/index.cfm>

Transgender Aging Network (TAN) & Aging Research Agenda

www.forge-forward.org/tan

*****Final: Due Friday May 7th by 5pm.**

5B/C.1

C/C.1

SWU 194/Introduction to Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies
Spring 2010

Discussion Board 1:

How do you know what sex you are? What is the criterion you use to establish that an individual is male or female? Please explain.

Throughout your Discussion Board, be sure to make links between your own experience and the ideas/theories presented in the course text. Your response should be 1-2 pages.

Discussion Board 2:

At what point should an individual disclose that they are transsexual? Should the person disclose this at the acquaintance, friendship, or intimacy level? Does the person even need to disclose this information to others at any point? Please explain.

Throughout your Discussion Board, be sure to make links between your own thoughts and the ideas/theories presented in the course text. Your response should be 1-2 pages.

Discussion Board 3:

What are examples of cited causes of same sex attraction? Do you agree or disagree with the causes? Please explain.

Throughout your Discussion Board, be sure to make links between this webpage below and the ideas/theories presented in the course articles. Your response should be 1-2 pages.

This information can be accessed at the Website
<http://www.narth.com/docs/fitz2.html>

from Clinical/Therapeutic Issues

5B/C.2 & 3

Homosexuality: The Untold Story

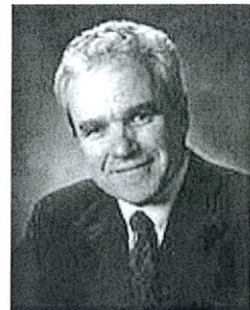
Causes of Same-Sex Attraction

By Susan Brinkmann

(Reprinted with permission of The Catholic Standard & Times. Visit their Web site at www.cst-phl.com.)

May 6, 2004-- If genes are not the cause of same-sex attraction in some people, what is?

Dr. Rick Fitzgibbons, a West Conshohocken psychiatrist and principal contributor to the Catholic Medical Association's book *Homosexuality and Hope*, identifies the major causes of same-sex attraction disorder (SSAD) in men and women.



Richard Fitzgibbons, M.D.

Weak Masculine/Feminine Identity

In his contribution to the book by Father John Harvey, *The Truth About Homosexuality*, Dr. Fitzgibbons writes: "Weak masculine identity is easily identified and, in my clinical experience, is the major cause of SSAD in men. Surprisingly, it can be an outgrowth of weak eye-hand coordination which results in an inability to play sports well. This condition is usually accompanied by severe peer rejection."

In a culture dominated by sports heroes, it's easy to understand how a young boy who can't play ball or run fast may not feel very good about himself. Especially when this is accompanied by ridicule from his peers and perhaps even exclusion and isolation. He may escape the resulting loneliness with academics or by cultivating comfortable relationships with girls.

"The sports wound will negatively affect the image of himself, his relationships with peers, his gender identity, and his body image," Fitzgibbons writes. "His negative view of his masculinity and his loneliness can lead him to crave the masculinity of his male peers."

Another major cause for SSAD is when a father is perceived by a child as distant, critical, selfish, angry or alcoholic. This produces yet another crucial conflict in the development of a boy's masculine identity. "As children and adolescents, these men yearned for acceptance, praise and physical affection from their fathers," Fitzgibbons said, "but their needs were never met."

In women, a weak feminine identity leading to SSAD can be caused by mother conflicts, peer rejection or poor body image. Dr. Fitzgibbons writes, "This condition is far more rare than weak masculine identity, and this is why, in my view, male homosexuality is much more common than female homosexuality. The female role model, the mother, is much more likely to be more affirming, to be giving, to be nurturing to her daughter than the father to his son."

Distrust of Men/Women

Distrust of the opposite sex is the second most common cause of SSAD in men and the most common cause in women. In men, "Feelings of mistrust may develop as a result of a difficult mother relationship or from experiences of betrayal by women," Fitzgibbons writes. "Male children in fatherless homes often feel overly responsible for their mothers. As they enter their adolescence, they may come to view female love as draining or exhausting. They want a relationship that is lighthearted and enjoyable and, by default, turn to male love."

In females, the mistrust of men's love is one of the major conflicts a woman may choose to "resolve" in a homosexual relationship. She may have had a distant, emotionally insensitive or even abusive father and grows up with a fear of being vulnerable to men. Women who have been betrayed in love relationships may also seek safety in a relationship with a woman. Women who are sexually abused or raped as children may find it almost impossible to trust men and turn to a woman instead for affection.

Loneliness is another major factor in the development of SSAD in females. Many women experience disillusionment in their search for the right man and may turn to women instead.

Gender Identity Disorder

"Gender identity disorder in children regularly leads to same-sex attraction in adolescence," writes Dr. Fitzgibbons. "The Diagnostic and Statistical Manual IV of the American Psychiatric Association defined Gender Identity Disorder (GID) in children as a strong persistent cross-gender identification, a discomfort with one's own sex, and a preference for cross-sex roles in play or in fantasies."

Another theory is put forth by Linda Nicolosi of the National Association for Research and Therapy on Homosexuality (NARTH) in her article entitled, *Does Born That Way Mean Designed Way?*:

"... In some individuals, prenatal hormones may abnormally masculinize or feminize the developing fetus ... When a pregnant woman is exposed to certain environmental pollutants which are known to have a hormone-like effect on the body, some writers theorize that differences are blurred in her developing fetus. The resulting gender distortions could affect the child's sense of himself or herself."

Narcissism and Profound Selfishness

Dr. Fitzgibbons describes the narcissistic person as a person who is "preoccupied with fantasies of unlimited success, power, brilliance, beauty or ideal love. For the homosexual narcissist, the goal is the pursuit of pleasure. A certain segment of the homosexual community expresses narcissism by promoting total and absolute sexual freedom. They advocate anonymous sex and extreme sexual behaviors that may explain the presence of a high degree of promiscuity in this segment of the population."

"These are the activists," Dr. Fitzgibbons said. "They want unlimited promiscuity. They want sex with any one, of any age, at any time. Their goal is to undermine Judeo-Christian morality."

Dysfunctional Family Life

In the book, *Same Sex Attraction: A Parent's Guide*, edited by Father John Harvey and Gerald V. Bradley, Father Harvey agrees with researchers who see faulty family relationships as the source of same-sex attraction.

Referring to the work of Don Schmierer, Father Harvey writes, "He makes use of case histories to illustrate ways in which adolescent boys and girls can have a confused perception of their gender identity.... The fatherless home or the emotionally unavailable father joined with the dominant mother contributes to the development of same-sex attractions ... Often where divorce has taken place the mother portrays her ex-husband in very negative ways, and consequently the son loses respect for the father In merged or foster families, one notices relationships among siblings, cousins, or neighbors that are compulsive and secretive and that can foster same-sex attractions . . ."

Spouses who verbally abuse one another in front of children may inadvertently force the children to "take sides," and, especially if there is already a distance between a child and a father, a son may begin to see his masculinity in a negative light. Marital infidelity is also a contributing factor, especially if it impacts on an adolescent boy or girl.

Other causes of SSAD are sexual abuse and pedophilia, separation from a parent during the critical time of development, or the failure of parents to encourage same-sex identification and friendships. In a recent interview with ZENIT News, Dr. Fitzgibbons said, "The absence of a father in the home leads to sadness, anger, difficulty in trusting and disruptive disorders. The absence of a mother is worse. One's mother is one's fundamental basis of feeling safe in relationships; denying a child of its mother wounds the child's ability to trust and have faith in the world, which can lead to anxiety and attachment disorders."

This is why same-sex marriages and adoption can be so devastating on society, because of their affect on children. Fitzgibbons points out that even in Belgium where same-sex unions are approved, same-sex couples are not permitted to adopt.

"Not all adults have the inherent right to have a child," he said, "but all children have a right to a mother and a father."

Discussion Board 4:

As discussed in the Savin-Williams book, how important do you think sexual identity is to your overall identity? Do you feel that future generations will regard gay identity as being irrelevant to defining who an individual is?

SB/C.1
C/C.1

Throughout your Discussion Board, be sure to make links between your own thoughts and the ideas/theories presented in the course text. Your response should be 1-2 pages.

SB/c. 1

c/c. 1, 2a, 2c

Becoming a Visible Man

Jamison Green

Vanderbilt University Press
NASHVILLE

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Foreword

I first met Jamison Green in 1990 while I was doing research for my second book, *FTM: Female-to-Male Transsexuals in Society*. James had only been living as a man for a few years at that time. Lou Sullivan was still alive and had not yet asked James to step into his shoes at the helm of what was later to become FTM International. Even then, James was an articulate and compelling ambassador and educator for trans people. Over the intervening years, our friendship has grown and it has been my pleasure to observe as James has matured into an international leader in the field of advocacy for the human rights of trans people. As I have watched, I have come to admire the incredibly valuable and tireless work that Jamison has done on behalf of transmen in the U.S. and internationally. He is without peer in this regard.

One of the special skills that James has honed over the years is his ability to reach out and to connect with people in all walks of life. From students to CEOs to factory workers, from medical professionals to government officials, James has been uniquely able to tap into the concerns that create barriers to understanding gender and sex diversity. Because of misinformation and stereotyping, it is all too easy to turn trans people into cardboard cutouts, to see trans people as alien. When others are not real, it is a simple, short step to hostility, fear, anger, and abuse. However, when we can bridge that gap, when stereotypes and cardboard cutouts give way to real people, fear and anger are more likely to become understanding and friendship. James inspires confidence and touches people with his compassion. In his myriad speeches, publications, and media appearances James's ability to communicate effectively has enabled him to render trans people

Becoming a Visible Man

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real and understandable for all who have had the privilege to be exposed to him.

Becoming a Visible Man is a continuation of this work. In this book, James brings to bear his special talent for striking just the right balance of stories about his own personal struggles to grow into his manhood and the placement of those challenges within larger social and political contexts. He gently brings the reader into his world, allowing and inviting the reader to see how the struggles that he has confronted as a transman are at their core *human* struggles which we all share, trans and non-trans alike. Throughout the book, James skillfully weaves back and forth in a comfortable and subtle rhythm. He entices the reader to identify with him, using his personal stories to build empathy and connection, carefully stretching the reader's limits to extend that empathy to a much larger constituency than simply himself. In so doing he erodes some of the foundations of fear of difference upon which prejudices are built.

This is both a profoundly personal and a powerfully political book, and *Becoming a Visible Man* is a book that you can give to anyone to read. It's an easy read; one is drawn into the stories. One does not feel harangued by the politics; it feels more like gentle persuasion. This is a book that brings trans experience to life and brings it home without sacrificing advocacy and analysis. Yet it is a book that remains accessible to anyone who cares to know more about what it feels like to be trans. Jamison Green has once again seen a need and stepped forward to offer himself up to the task. We were in need of a vehicle to bring the reality of trans lives to the hearts and minds of a larger swath of the public. *Becoming a Visible Man* will do just that.

Aaron H. Devor, Ph.D.
Professor of Sociology
University of Victoria

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In this artful and compelling inquiry into the politics of gender, leading transsexual activist Jamison Green combines candid autobiography with informed analysis to offer unique insight into the multiple challenges of the female-to-male transsexual experience, ranging from encounters with prejudice and strained relationships with family to the development of an FTM community and the realities of surgical sex reassignment.

Brimming with frank and often poignant recollections of Green's own experiences—including his childhood struggles with identity and his years as a lesbian parent prior to his sex-reassignment surgery—the book examines transsexualism as a human condition, and sex reassignment as one of the choices that some people feel compelled to make in order to manage their gender variance.

Jamison Green is board chair of Gender Education and Advocacy, a non-profit educational corporation, and a board member of the Transgender Law and Policy Institute and the Harry Benjamin International Gender Dysphoria Association. He has also been featured in documentary films and books. He holds an M.F.A. in creative writing from the University of Oregon.

Author photo above: Photo by Mariette Pathy Allen, from *The Gender Frontier*, Kehrer, Heidelberg, 2003. Composite front cover photo: Jamison Green on Broadway, photo by Mariette Pathy Allen; "Barechested Man," by permission of Corbis, Inc.

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"Jamison Green has always known who he is. Others may have been confused, but never he. Now he tells, with integrity, and in a moving and thoughtful way, his story. We learn how he became a visible man—and in the reading, we learn much about being human."

—Dallas Denny, Editor,
Transgender Tapestry Journal

"An intelligent and engaging book. Jamison Green, an extraordinary activist and advocate for FTM transsexuals, demonstrates that he is also an extraordinary writer."

—Joanne Meyerowitz, author of
How Sex Changed: A History of Transsexuality in the United States

"*Becoming a Visible Man* shows why [Jamison Green] is a leading voice to a generation of transmen and transwomen and why this issue should be on the top of the agenda for all of us in the 21st century."

—Henry Rubin, author
of *Self-Made Men*

"Jamison Green has given a great gift—based on experience born of a great personal journey, he demystifies gender in a way that transfuses the reader. The biological journey from zygote to adulthood unfolds to challenge the neat, little boxes into which our culture drives gender each day. This is an essential contribution to the growing body of literature on gender identity and expression."

—Elizabeth Birch,
Executive Director,
Human Rights Campaign

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The New Gay Teenager

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