

Safe  
Zone  
Training

2010

NDSU equity diversity  
global outreach



NORTH DAKOTA STATE UNIVERSITY

## Safe Zone Ally Training

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### An Introduction to the Safe Zone Ally Program

*The "Safe Zone" symbol is a message to lesbian, gay, bisexual, transgender, and queer people and their allies. The message is that the person displaying this symbol will be understanding, supportive and trustworthy if a lesbian, gay, bisexual or transgender person needs help, advice or just someone with whom s/he can talk. The person displaying this symbol can also give accurate information about sexual orientation and/or gender identity.*

#### **Our Mission**

The mission of the Safe Zone Ally Program is to provide a network of safe and supportive allies to the lesbian, gay, bisexual, transgender, and queer community at North Dakota State University.

#### **Our Vision**

As a gateway to lifelong education, NDSU is an inclusive community that thrives on diversity and actively embraces the unique contributions of all people. *NDSU President's Diversity Council*,  
[http://www.ndsu.edu/diversity/diversity/diversity\\_council/](http://www.ndsu.edu/diversity/diversity/diversity_council/)

#### **Our Goal**

The Safe Zone Ally Program responds to the needs of the North Dakota State University community. The goal of this program is to provide a welcoming environment for lesbian, gay, bisexual or transgender persons by establishing an identifiable network of supportive persons who can provide support, information and a safe place for LGBT persons within our campus community. Those who have committed to being Safe Zone Allies indicate that bigotry and discrimination, specifically regarding LGBT persons, are not tolerated.

#### **Our History**

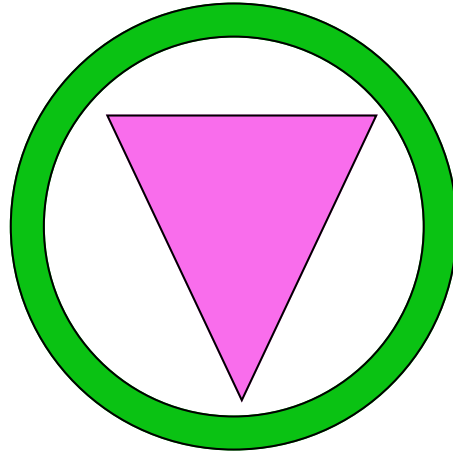
The Safe Zone Ally Program at NDSU was launched in May 2001 with an inaugural ally training session for approximately 70 students, faculty, staff, and administrators.

In response to incidents of hate speech that were perpetrated against the Ten Percent Society student organization in the fall of 2000, a small group of faculty, staff and administrators at NDSU developed this comprehensive training program. Safe Zone was intended to be a grassroots movement that identified and trained caring and committed members of the NDSU campus community to be Safe Zone Allies.

Since its inception in 2001, the Safe Zone Ally Program has trained over 400 people to be NDSU Allies. Upon completion of a 2-hour training session, participants have the opportunity to choose to sign a pledge to be a Safe Zone Ally. A current list of all NDSU Safe Zone Allies is available on our webpage:  
[www.ndsu.edu/memorial\\_union/safezone/](http://www.ndsu.edu/memorial_union/safezone/)

## Safe Zone Ally Training

### The Safe Zone Symbol



#### The Meaning of the Symbol:

The pink triangle was worn by prisoners in Nazi Germany concentration camps to designate them as gay. The real story behind the pink triangle begins prior to World War II. Paragraph 175, a clause in German law, prohibited homosexual relations (much like many states in the U.S. today have laws against "crimes of nature"). In 1935, during Hitler's rise to power, he extended this law to include homosexual kissing, embracing, and even having homosexual fantasies. An estimated 25,000 people were convicted under this law between 1937 and 1939 alone. They were sent to prisons and later concentration camps. Their sentence also included sterilization, most commonly in the form of castration. In 1942, Hitler extended the punishment for homosexuality to death. The LGBTQ movement has since adopted the pink triangle both in memory of past oppression and as a symbol of hope for the future. The green circle serves the opposite effect of the popular red circle with a slash, denoting that it is ok to talk about LGBTQ issues wherever the symbol is displayed.

#### Other Symbols:

Other symbols that are commonly used by the LGBT community are:

**Lambda** – The Greek letter “L” which stands for “liberation” =  $\lambda$

**Rainbow Flag** – the most commonly used symbol for gay pride. The colors of the flag stand for: hot pink = sexuality; red = life; orange = healing; yellow = the sun; green = nature; blue = art; indigo = harmony; violet = spirit



**Interlocking Mars** – Two Mars symbols, the symbol for men, are linked to represent gay men.

**Interlocking Venus** – Two Venus symbols, the symbol for women, are linked to represent lesbians.

Bisexual individuals might use a symbol that interlocks one or two of both Mars and Venus.

Transgender individuals might use a symbol that is a combination of both Mars and Venus.

## Safe Zone Ally Training

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### LGBTQIA Glossary

*Language is dynamic; it grows, changes and develops. Language also creates and expresses meaning. This is particularly true with the language of diversity and terms (labels) we use to identify ourselves. Language must not demean, exclude or offend. We must allow others to self identify, for definitions of terms vary for everyone. The following definitions are given to provide a starting point for discussion and understanding.*

#### Key Terms

**Coming Out (of the closet):** Being “closeted” refers to not disclosing one’s sexual orientation. “Coming out” is the process of first recognizing and acknowledging a non-heterosexual orientation and then disclosing it to others. This usually occurs in stages and is a non-linear process. An individual may be “out” in some situations or to certain family members or associates and not others. Some may never “come out” to anyone beside themselves.

**Gender, or Gender Identity:** An individual’s basic self-conviction of being male or female. This conviction is not contingent upon the individual’s biological sex. This also has no bearing on the individual’s sexual orientation.

**Heterosexual Privilege:** The basic civil rights and social privileges that a heterosexual individual automatically receives, but are systematically denied to gay, lesbian, bisexual, and transgender persons on the sole basis of their gender identity.

**Homophobia:** The irrational fear of, hatred of, aversion to, or discrimination against homosexuals or homosexual behavior. “Biphobia” and “transphobia” are more specific terms when discussing prejudice toward bisexual and transgender persons, respectively.

**Intersex:** Formerly known as “hermaphrodites” (a term that is now considered offensive), this term refers to people who have traits of both male and female sexual organs or have ambiguous sexual organs.

**Queer:** Used by some within the LGBT community to refer to a person who is lesbian, gay, bisexual, intersex or transgender, or someone who is supportive of LGBT issues. This term is often as much a political statement as a label. Those who use the term feel it is more inclusive, allowing for the variety in race, class, ability, age, and gender that is present in LGBT communities. Many are offended by this word and view it as a pejorative.

**LGBTQIA:** Sometimes referred to as “alphabet soup,” this acronym stands for lesbian, gay, bisexual, transgender, queer or questioning, intersex, and ally. Some people will change the order of the letters in this acronym and some will only use some of the letters. Recently, people have moved to putting the “L” at the front of the acronym as a way of addressing multiple areas of oppression that lesbians face as both women and homosexuals.

**Sex, or Sexual Identity:** The identification of being biologically a man or woman, this is different from gender and gender identity.

**Transgender:** A broad term used to encompass all manifestations of crossing gender barriers. It includes all who cross-dress or otherwise transgress gender norms, and all others who wish to belong. Also, a person whose self-identification challenges traditional notions of gender and sexuality (e.g., transsexuals, others) and who do not conform to traditional understandings of labels like male and female, homosexual and heterosexual.

## Other Relevant Terms – in alphabetical order

**Asexual:** a sexual orientation describing individuals who do not experience sexual attraction.

**Androgyny:** Literally means combining assumed male (*andro*) and female (*gyne*) qualities.

**Anti-gay Violence:** Bias-related violence and crimes committed against lesbians and gay males; includes physical assault, abuse, rape, vandalism, terrorism, and murder. (Such crimes are now reportable under federal Hate Crimes Statistics Act.)

**Bigenderist:** A person who develops and expresses a distinctly male persona and a distinctly female persona. A bigenderist might, for example, work as a woman and socialize as a man.

**Biphobia:** The irrational fear of, hatred of, aversion to, or discrimination against bisexuals or bisexual behavior.

**Bisexual:** An individual (male or female) who is attracted sexually and emotionally to both males and females.

**Civil Union:** A commitment between life partners of the same sex. Partners have all the same legal protections, rights and responsibilities as male-female married couples.

**Cross-dressers:** Men and women who enjoy wearing the clothes of and appearing as the other gender. A cross-dresser generally wants to relate, and be accepted, as a person of the gender he/she is presenting. While many are heterosexual, the use of cross-dressing in the gay “drag” culture is well-documented.

**Domestic Partners:** Adults who are not legally married, but who share resources and responsibilities for decisions, share values and goals, and have commitments to one another over a period of time. Definitions may vary among city ordinances, corporate policies, and even among those who identify themselves as domestic partners.

**Drag:** Dressing in the clothing of the opposite biological sex in a manner different than how one usually dresses. Drag is often “theatrical,” and presents a stereotyped image. Individuals who dress in drag may or may not be cross-dressers or bigenderists.

**Faggot:** A pejorative term and common homophobic slur against lesbian, gay, bisexual, and transgender people. The word has been used in English since the late 16th century to mean “old or unpleasant woman,” and the modern use may derive from this.

**Family:** “Two or more persons who share resources, share responsibility for decisions, share values and goals, and have commitments to one another over a period of time. The family is that climate that one comes home to; and it is that network of sharing and commitments that most accurately describes the family unit, regardless of blood, or adoption, or marriage” (American Home Economics Association).

**Gay:** A generic term said to apply to both men and women who are attracted to the same sex. Some people object to the use of gay when applied to lesbians as well as gay men, and use the word only to mean a homosexual male.

**Gender Bending:** Now considered a defamatory statement. Dressing in such a way as to question the traditional feminine or masculine qualities assigned to articles of clothing or adornment. Gender bending may be part of “fashion,” or possibly a political statement.

**Gender Dysphoria:** A psychological term used to describe the feelings of pain and anguish that arise from a transgender person’s conflict between gender identity (internal experience) and biological sex (external experience).

**Gender Identity Disorder (GID):** The psychological classification found in the Diagnostic and Statistical Manual (DSM-IV) which is used to “diagnose” trans people and children. GID is frequently, abusively and inappropriately used with children to “cure” homosexuality and enforce gender conformity. There is a current movement to have this diagnosis removed from the DSM-IV as trans people consider the label of mental illness as an incorrect assessment of their situation.

**Genderqueer:** A person whose performance of gender is not normative in relation to what is socially expected. This term became popular as increasing amounts of gender variant people voiced discomfort in and exclusion from the transgender community.

**Gender Roles:** The socially constructed and culturally specific behavior and appearance expectations imposed on women (femininity) and men (masculinity).

**Heteronormativity:** An (often subconscious) assumption that everyone is heterosexual, and the attitudes associated with that assumption. Heterocentrism often shows up in unintentional ways in every day life.

**Heterosexism:** The institutionalized belief that heterosexuality is inherently superior to homosexuality or bisexuality.

**Heterosexual:** A man or woman who forms sexual and affectionate relationships with members of the other sex; also referred to as “straight.”

**Homosexuals:** Men and women who are attracted sexually and emotionally to persons of the same sex. The word “homosexual” is often used as a descriptor when discussing concrete behaviors (e.g., to describe same-sex sexual behaviors).

**Internalized Homophobia:** The experience of shame, aversion, or self-hatred in reaction to one’s own feelings of attraction for a person of the same sex.

**Lesbian:** A woman who is attracted sexually and emotionally to some other females.

**Othering:** Language that refers to “them” or “others;” typically used to identify a separation between and among groups. It has been used in social sciences to understand the processes by which societies and groups exclude ‘Others’ whom they want to subordinate or who do not fit into their society.

**Outing:** Outing refers to revealing someone else’s sexual orientation or gender identity to others without the consent of the person.

**Pansexual:** characterized by the potential for aesthetic attraction, romantic love, or sexual desire for people, regardless of their gender identity or biological sex.

**Partner or Significant Other:** Primary domestic partner or spousal relationship(s). May be referred to as “girlfriend/boyfriend,” “lover,” “roommate,” “life partner,” “wife/husband” or other terms.

**Sexual Orientation:** The inclination or capacity to develop intimate emotional and sexual relationships with people of the same sex, the other sex, or either sex. One’s sexual orientation therefore may be heterosexual, homosexual, bisexual, or asexual.

**Transition:** The time period when a transgender individual shifts from expressing one gender to another in her/his personal life and workplace; involves several elements such as alternate dress, hormone therapy, voice training, and possibly surgery. For most individuals, the workplace transition is carefully planned; the planning will often include appropriate levels of management in the discussion, and the transition process may be weeks or months in length. The personal life transition may be more sudden.

**Transsexual:** An individual who presents him/herself and lives as the genetic “opposite” to his/her genetic gender at birth.

**Transgenderist:** A person who lives full time as the other gender, but who has not made any anatomical changes.

**Transphobia:** The irrational fear of, hatred of, aversion to, or discrimination against transgender people.

**Transvestite:** A person who chooses to dress in the sex-role clothing of the other gender. Some believe that, unlike cross-dressers, transvestites have a genuine emotional need to cross-dress. Transvestites are generally heterosexual, married, and well educated.

**Two-Spirited** – Native persons who have attributes of both genders, have distinct gender and social roles in their tribes, and are often involved with mystical rituals (shamans). Their dress is usually mixture of male and female articles and they are seen as a separate or third gender.

**Ze / Hir** – Alternate pronouns that are gender neutral and preferred by some gender variant persons. Pronounced /zee/ and /here,/ they replace “he”/”she” and “his”/”hers” respectively

*Some definitions adapted from:  
Outfront Minnesota, 310 38<sup>th</sup> Street East, Suite 204, Minneapolis, MN 55409  
Cooper Thompson and the Campaign to End Homophobia: “A Guide to Leading Introductory Workshops on Homophobia”  
The Gender Education Center, and The Intersex Society of North America*

## Safe Zone Ally Training

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### Coming Out

*Coming Out is a lifelong process that begins when a gay, lesbian, bisexual or transgender person recognizes his/her own gay feelings and shares those feelings with another person. Since people in this world tend to assume a person is not gay, LGBT persons are put in the position of deciding who they would like to share this with. Please note that this is a very individual process – we do not wish to imply that everyone comes out through the same process.*

#### Why Come Out?

Coming out can help serve a number of important functions:

1. It can help a gay, lesbian, bisexual, queer, intersex or transgender person feel more positive about himself/herself.
2. It can help a gay, lesbian, bisexual, queer, intersex, or transgender person gain more support.
3. It can make friendships closer by sharing such an important part of one's life.
4. It can free a gay, lesbian, bisexual, queer, intersex, or transgender person from the "hiding game." Living a double-life, one queer and one non-queer, is draining to physical and emotional energy. Being completely honest with significant others can be a very enriching experience for a gay, lesbian, bisexual, queer, intersex or transgender person.
5. Our society tends to assume that everyone is heterosexual until proven otherwise.

#### What Stages are Involved in Coming Out?

The first step an individual in the coming out process may experience is moving toward recognition and acceptance of one's own "queerness." Gaining support from other gay, lesbian, bisexual, intersex, queer, and transgender people is another important part of the process. For some, their first same-sex sexual experience represents a profoundly important part of the coming out process. Others have acted upon their queer feelings long before and have clearly identified themselves as queer before coming out. Other important aspects of coming out include first visits to affirming establishments, affirming organizations and gay religious groups – all of which can serve as important supports for gay, lesbian, bisexual, intersex, queer and transgender people. Finally, coming out may involve telling non-queer people, including friends, family members and co-workers.

#### Outing

Outing refers to revealing someone else's sexual orientation or gender identity to others without the consent of the person. It is important to remember that even though someone may confide their sexual orientation or gender identity to you, it is their information to share with others.

#### Questions for Reflection

- What are some barriers to coming out?
- How can NDSU become an open place for LGBTQIA people to interact in the campus community without fear of rejection and isolation?
- How can you ensure that your work space or classroom is LGBTQIA friendly?



## Safe Zone Ally Training

# Sexual Identity Development for Gay, Lesbian and Bisexual People

*There are several different models that attempt to explain the process individuals go through in developing a homosexual identity. The D'Augelli Model (1994), shown here, is an approach to non-heterosexual identities based on a social constructionist view of sexual orientation. The model uses steps instead of stages, recognizing the potential for both forward and backward movement between the steps throughout the life span. This flexibility allows for diverse contexts, culture and history. **Remember that models are generalizations, and may not completely describe any one individual's experience.***

### **Step One: Exiting Heterosexual Identity**

There is recognition that a person's sexual orientation is not heterosexual.

### **Step Two: Developing a Personal Lesbian-Gay-Bisexual Identity Status**

A person develops a personal lesbian-gay-bisexual identity status that is his or her own.

### **Step Three: Developing a Lesbian-Gay-Bisexual Social Identity**

The individual develops and finds more community support and friendships.

### **Step Four: Becoming a Lesbian-Gay-Bisexual Offspring**

The individual focuses on coming out with his or her biological family and dealing with the variety of issues and responses that result.

### **Step Five: Developing a Lesbian-Gay-Bisexual Intimacy Status**

In this step, while developing lesbian-gay-bisexual intimacy status, many gay and lesbian couples are invisible, thus making it difficult for gays and lesbians to publicly acknowledge gay and lesbian relationships.

### **Step Six: Entering a Lesbian-Gay-Bisexual Community**

A person enters the lesbian-gay-bisexual community and becomes active in political and social settings. Key factors in the formation of identity are personal subjectivities and actions (perceptions and feelings about sexual identity, sexual behaviors, and the meanings attached to them), interactive intimacies (influences of family, peers, intimate partnerships, and the meanings attached to them), and socio-historical connections (social norms, policies, and laws).

## Safe Zone Ally Training

### Homosexual Identity Formation

*The Cass Model, shown here, is another widely referenced psychosocial model regarding identity formation for homosexual people. In this model, people deal with different issues and concerns as they move from a sense of confusion about their identities to a sense of pride and synthesis about being gay, lesbian or bisexual. **Remember that models are generalizations, and may not completely describe any one individual's experience.***

**1. Identity Confusion – “Who am I?”**

Individuals realize that their feelings, thoughts, and behaviors can be defined as homosexual. They begin to ask the question, “Who am I?” and to accept the possibility that they may be homosexual. Confusion and turmoil may happen as they let go of their heterosexual identities.

**2. Identity Comparison – “I’m different”**

Individuals compare their own perceptions of their behaviors and self with the perceptions that others have of those behaviors and self, becoming aware of differences in perception. They feel alienated from all others and have a sense of not belonging to society at large.

**3. Identity Tolerance – “I’m probably gay/lesbian”**

Individuals seek out other homosexuals and the homosexual subculture to counter feelings of isolation and alienation from others. They begin to tolerate, but not accept, homosexual identity.

**4. Identity Acceptance – “I am gay/lesbian”**

Individuals increase contacts with other homosexuals, which validates and “normalizes” homosexuality as an identity and a way of life. They can now accept rather than tolerate a homosexual self image.

**5. Identity Pride – “I’m gay/lesbian and proud of it”**

Individuals tend to de-value the importance of heterosexual others to themselves and re-value homosexual others more positively, to the point of developing a “them vs. us” attitude where all heterosexuals are viewed negatively and all homosexuals are viewed positively. They are proud to be homosexual and no longer conceal their homosexual identity.

**6. Identity Synthesis – “I’m more than gay/lesbian; I’m a complex person”**

Individuals abandon the homosexual “us” versus the heterosexual “them” attitude. Supportive heterosexuals are valued while unsupportive heterosexuals are further de-valued. Their personal and public sexual identities become synthesized into one identity, and they are able to integrate homosexual identity with all other aspects of self.

### Gender Identity and its formation

Gender identity is defined as a personal conception of oneself as male or female. This concept is intimately related to the concept of gender role, which is defined as the outward manifestations of personality that reflect the gender identity. Gender identity, in nearly all instances, is self-identified, as a result of a combination of inherent and extrinsic or environmental factors; gender role, on the other hand, is manifested within society by observable factors such as behavior and appearance. For example, if a person considers himself a male and is most comfortable referring to his personal gender in masculine terms, then his gender identity is male. However, his gender role is male only if he demonstrates typically male characteristics in behavior, dress, and/or mannerisms.

Thus, gender role is often an outward expression of gender identity, but not necessarily so. In most individuals, gender identity and gender role are congruous. Assessing the acquisition of this congruity, or recognizing incongruity (resulting in gender-variant behavior). It is important also to note that cultural differences abound in the expression of one's gender role, and, in certain societies, such nuances in accepted gender norms can also play some part in the definition of gender identity.

We should remember that all individuals possess a gender identity and that the process of becoming aware of it is an important part of the psychosocial development of a child. In the realm of pediatrics, recognition of gender identity is a process rather than a particular milestone, and variance from societal norms can cause distress to both the child and the child's family. It is necessary to understand the varied pathways that lead to a mature and congruent gender role in order to fully assess a person's behavioral health.

How does our society prescribe gender norms?

How are children socialized into society?

How does gender manifest itself in American culture?

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## Safe Zone Ally Training

# LGBTQIA People of Color

### Issues for LGBTQIA Students of Color

When an individual is both a person of color and LGBTQIA, he/she may feel that only one part of his/her identity can be important. As a result, sexual orientation, and especially gender identity, is often underemphasized. For many, it's difficult to strike a balance that allows them to be empowered and liberated in both of their oppressed identities. Multiple oppressions affect their lives because:

1. They feel that they do not know who they are.
2. They do not know which part of them is more important.
3. They do not know how to deal with one part of themselves oppressing another part of themselves.
4. They do not have anyone to talk to about the split in personality that they feel.
5. They feel radical and, more often, misunderstood by each group if and when they say that both parts are of equal importance.

Source: *Beyond Tolerance: Gays, Lesbians and Bisexuals on Campus Understanding Gay and Lesbian Students of Color*

### Intersectionality Patricia Hill Collins, Kimberle Crenshaw

Originally conceptualized as a legal matter ensuring that African American women were treated equally in the workplace, the theory of intersectionality has provided people of color a means of justifying their existence as a whole being. Intersectionality poses that racism, sexism, heterosexism, classism and other limiting structures in society are so closely linked and dependent upon one another it is inconceivable to believe that we can dismantle one without simultaneously working on the others. The limiting structures in society that prevent individuals from excelling are collectively referred to as the Matrix of Domination. They weave together and form a structure that often appears overwhelming and impenetrable. We must begin to recognize the diversity in identities and the way that they construct and manifest themselves. Providing individuals with the ability to allow their identities to intersect allows for a more whole acknowledgement of their being. Because one is never bringing only one component of their identity to the table, it is necessary that we begin to understand how all marginalizing structures are interconnected.

What is an example of intersectionality?

How and why is this harmful?

[Race, Class and Gender: An Anthology, ISBN 0-534-52879-1](#), co-edited by Patricia Hill Collins and Margaret Andersen, 1992, 1995, 1998, 2001, 2004, 2007

[Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment, ISBN 0-415-92484-7](#), by Patricia Hill Collins, 1990, 2000

[Crenshaw, Kimberlé W. \(1991\). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color](#), Stanford Law Review, Vol. 43, No. 6., pp. 1241–1299.

Collins, P.H. (2000). Gender, Black Feminism, and Black Political Economy. *Annals of the American Academy of Political and Social Science*, 568. 41-53.

Collins, P.H. (1986). Learning From the Outsider Within: The Sociological Significance of Black Feminist Thought. *Social Problems*, 33 (6). S14-S32.

Collins, P.H. (1998). The tie that binds: race, gender, and US violence. *Ethnic and Racial Studies*, 21 (5).

## Safe Zone Ally Training

### What About the B and the T?

*According to Kinsey, most people exist, on a sexual orientation continuum, somewhere between exclusively heterosexual and exclusively homosexual. However, we tend to think of sexual orientation in “either/or” terms; either a person is straight or gay/lesbian. Bisexual and transgender people’s experiences and issues are unique to them. While an exhaustive discussion of these issues is not possible in this format, additional information can be accessed via the “Resources” section at the end of this training packet.*

#### Issues for Bisexual People

Bisexuality is commonly defined as a romantic and sexual interest in or attraction to both men and women. However, bisexual people may choose to engage in sexual relationships with only one gender. In other words, a man who is attracted to both men and women may choose to be intimate only with women, thus living as a straight man. In contrast, a woman who is attracted to both men and women may choose to be intimate with only women, thus living as a lesbian.

As you can see, bisexuality can be confusing. The discord between orientation and behavior can be made even more difficult by the perceptions that both gay and straight communities have of bisexual people. More so than with other sexual orientations, people tend to perceive bisexuality as a “transitional” identity. A common attitude is that bisexual people are either not ready to commit to an exclusively gay or lesbian identity or that they are really straight people who are “experimenting.” Either way, we fail to recognize bisexuality as a sexual orientation in and of itself or we tend to treat bisexual people as “deviant.”

Because the issue of bisexuality can be a confusing one, several issues related specifically to bisexual students need to be recognized:

1. **Invisibility** – Although there is a growing recognition that bisexuality is a true sexual identity, it is often treated as identical to gay or lesbian identities. A presumption is made that bisexual individuals have the same issues and concerns as gays and lesbians.
2. **Biphobia** – While bisexual people are subjected to homophobic and heterosexist attitudes and behaviors, like gays and lesbians, they are also subjected to biphobia (defined as the irrational fear of, hatred of, aversion to, or discrimination against bisexuals or bisexual behavior). Biphobia exists in both the straight and gay/lesbian communities; therefore bisexuals are often stigmatized within their own gay community. Biphobia also results from the association between bisexuality and HIV; some individuals believe that HIV has been transmitted from the gay/lesbian population to the straight populations through interactions with bisexual men and women.
3. **Lack of resources and education** – Although great strides have been made to educate people and provide resources for and about gays and lesbians, much more needs to be done with regard to bisexuals.

# Safe Zone Ally Training

## Transgender

Transgender is the umbrella term that encompasses terms such as cross-dresser, transvestite, transsexual, transgenderist, and intersexual. He or she would express this as a discord that exists between (external) biological sex and (internal) gender identity.

Disagreement exists over whether or not transgender identity is a mental disorder. The *Diagnostic and Statistical Manual of Mental Disorders* (DSM-IV) includes gender identity disorders (GID) continue to be included as a psychosocial disorder. However many believe that having a transgender identity is **not** a mental disorder but should be considered a separate identity, as gay identity now is.

Currently, society does not adequately distinguish between the terms gender and sex. Using these words interchangeably has led to confusion regarding gender identity and individuals who identify as transgender.

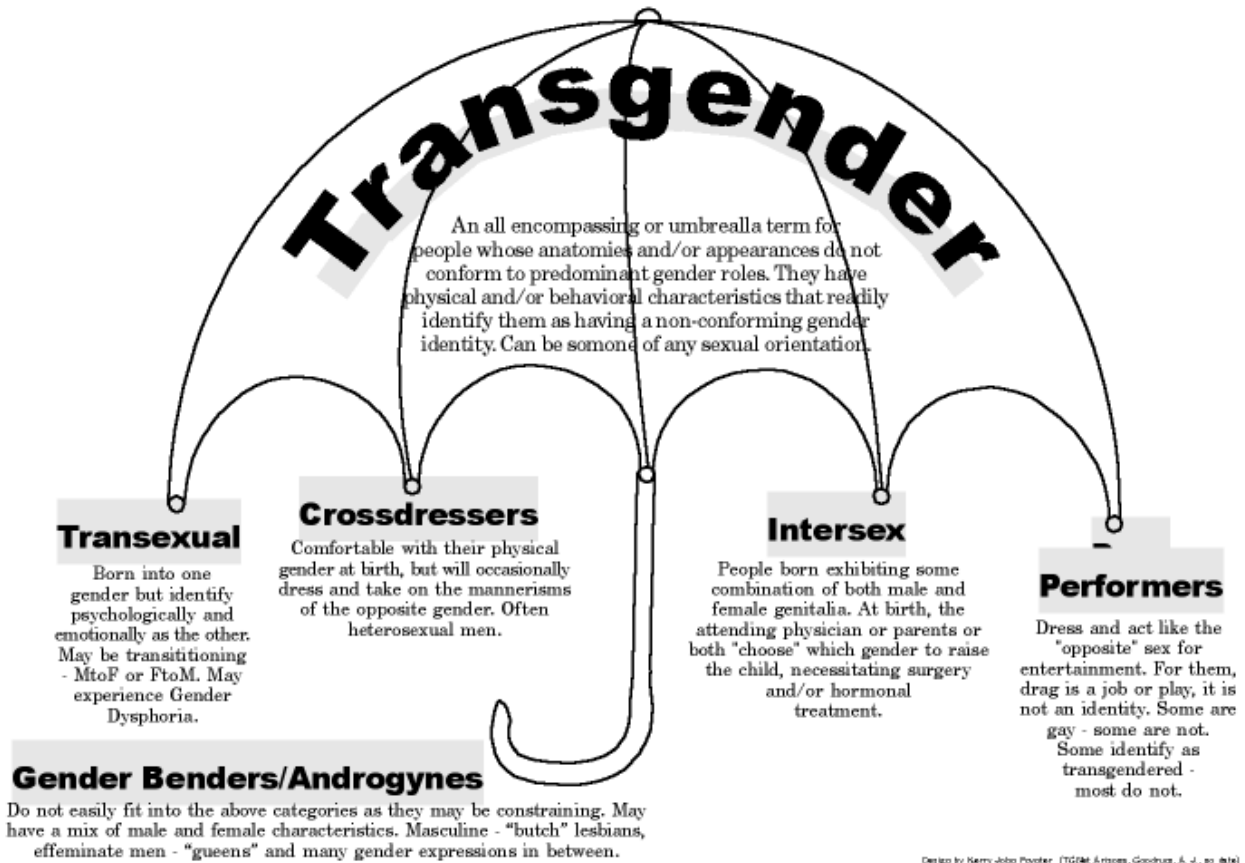
**Gender:** the culturally determined expectations of what “man” and “woman” should be. Ex.: girls wear pink; boys wear blue.

**Sex:** A medical term designating a certain combination of gonads, chromosomes, external gender organs, secondary sex characteristics and hormonal balances. Because usually subdivided into ‘male’ and ‘female’, this category does not recognize the existence of intersexed bodies.

Some specific issues for transgender people include:

1. **Transition** – A transgender person may decide that he or she wishes to transition, male-to-female (M-to-F) or female-to-male (F-to-M). The transition process can occur either through hormone therapy or gender reassignment surgery.
2. **Discrimination** – Although sexual orientation in general is not legally protected from discrimination in all states, the situation is especially difficult for transgender persons. Currently, Minnesota is the only state in the country that lists transgender as a protected class; three cities (Santa Cruz, Seattle, and San Francisco) also protect transgender people from discrimination.
3. **Transphobia** – Transgender people, like bisexuals, experience prejudice and discrimination from both the straight and gay communities. Transgender people can be more vulnerable to random homophobic attacks than GLB people.
4. **School and Workplace Issues** – Transgender people who wish to transition face several challenges when doing so at their places of work and schools. Coming out to co-workers as a transgender person can create opportunities for more authentic interactions and also for prejudicial behaviors and interactions. Issues such as which public restroom or locker room to use, if only two options are given, and which box to check on application materials (school, credit card, mortgage, etc.) are just some examples. Some who have undergone gender reassignment surgery have needed to change their gender status with the federal government, as well as legally change their names.
5. **Language** – It is a challenge to transgender people, especially those who have not yet transitioned, to know the most appropriate way to identify themselves – as male or female, he or she, woman or man.

## The Transgender Umbrella



## Safe Zone Ally Training

### Intersex

*Formerly known as “hermaphrodites” – a term that is now considered offensive – the term intersex refers to people who have the traits of both male and female sexual organs or have ambiguous sexual organs. According to Dr. Anne Fausto-Sterling, a recognized expert in this field of study, 1-1/2 to 2 percent of all births do not fall strictly within the tight definition of all-male or all-female, even if the child looks “normal.”*

“Intersex” is a general term used for 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. For example, a person might be born appearing to be female on the outside, but having mostly male-typical anatomy on the inside. Or a person may be born with genitals that seem to be in-between the usual male and female types—for example, a girl may be born with a noticeably large clitoris, or lacking a vaginal opening, or a boy may be born with a notably small penis, or with a scrotum that is divided so that it has formed more like labia. Or a person may be born with mosaic genetics, so that some of her cells have XX chromosomes and some of them have XY.

Although intersex is an inborn condition, intersex anatomy doesn’t always show up at birth. Sometimes a person isn’t found to have intersex anatomy until she or he reaches the age of puberty or finds himself or herself an infertile adult. Some people live and die with intersex anatomy without anyone (including themselves) ever knowing.

Intersex is a socially constructed category that reflects real biological variation. To better explain this, one can compare the sex spectrum to the color spectrum. In nature there are different wavelengths that translate into colors most of us see as red, blue, orange, and yellow. But the decision to distinguish between orange and red-orange is made only when we need it—like when we’re asking for a particular paint color. Sometimes social necessity leads us to make color distinctions that otherwise would seem incorrect or irrational, as, for instance, when we call certain people “black” or “white” when they’re not especially black or white as we would otherwise use the terms.

In the same way, nature presents us with sex anatomy spectrums. Breasts, penises, clitorises, scrotums, labia, gonads—all of these vary in size and shape and morphology. So-called “sex” chromosomes can vary quite a bit, too. But in human cultures, sex categories get simplified into male, female, and sometimes intersex, in order to simplify social interactions, express what we know and feel, and maintain order.

### Issues for Intersex People

According to the Intersex Society of North America (ISNA), individuals and families dealing with intersex face several difficult issues:

- Intersexuality is primarily a problem of stigma and trauma, not gender.
- Parents’ distress and the medical community’s lack of understanding often lead to surgical treatment performed on the child.
- Professional mental health care is essential for individuals and families faced with intersex.
- All children can be assigned as boy or girl, without early surgery, after tests (hormonal, genetic, radiological) have been done and the parents have been consulted with the doctors on which gender the child is more likely to feel as she or he grows up. For example, the vast majority of children with complete androgen insensitivity syndrome grow up to feel female, and many children with cloacal exstrophy and XY chromosomes grow up to feel male.

Source: *Intersex Society of North America (ISNA)*, [www.isna.org](http://www.isna.org)



## Safe Zone Ally Training

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### Religion and Sexual Orientation

*"We must bring faith discussions back to their roots of seeking understanding. A vocal minority is falsely promoting the notion that religious people stand in opposition to equal rights. Our job is to promote the truth that a majority of people of faith believes strongly in fairness and justice."*

*— Harry Knox, Director of HRC Religion and Faith Program.*

Religion has been a source of both comfort and suffering for many gay, lesbian, bisexual and transgender people. While most LGBT people have been raised in an organized religion — and many continue to cherish their faith community — too many have been forced to leave those communities behind because of condemnation of gay, lesbian and bisexual people.

In recent years, a growing number of organized religious groups in the United States have issued statements officially welcoming gay, lesbian and bisexual people as members; most still do not address transgender people.

Recently the ELCA (Evangelical Lutheran Church in America) announced that it would allow churches to decide if they would like to have a clergy member who openly identifies as lesbian or gay. The ELCA also voted in favor of allowing churches to determine if the past would be able to perform same-sex commitment ceremonies. This announcement spawned much discussion and support from both sides of the aisle.

To find information about the stands that different religious organizations have taken with regard to LGBT parishioners, same-sex unions, openly gay clergy, and other relevant issues of today, visit the Human Rights Campaign's website at [www.hrc.org](http://www.hrc.org).

### Christianity and Homosexuality

Several passages in the Christian Bible have often been cited as providing evidence that homosexuality is a sin and LGBT people are to be condemned. However, as a historical document, the Bible should be considered in the context in which it was written. A growing number of biblical scholars, theologians and clergy argue that such conclusions about gay and lesbian people cannot be drawn from the Bible because:

- At the time the Bible was written, no words existed for the concepts "gay," "lesbian" or "homosexual;"
- Committed gay and lesbian couples did not exist, as they do today; and
- Little was said about same-sex relations and Jesus said nothing on the subject.

*Sources: Human Rights Campaign, [www.hrc.org](http://www.hrc.org), and  
"What Does the Christian Bible Say?" by Frank Jernigan, GLBSB Newsletter, 3-4 (1992).*

## Judaism and Homosexuality

While more liberal Jewish congregations have been affirming and ordaining LGBT rabbis, this stance has not been universal. Within the Conservative Jewish movement, lesbian, gay, bisexual and transgender Jews do not yet have full equality.

Keshet Congregations is an organization of Conservative-movement-affiliated congregations and individual congregants in the Conservative Movement who believe that lesbian, gay, bisexual and transgender Jews should have equal rights in congregations, be able to fully participate in positions of professional and lay leadership, and be ordained as rabbis and cantors through Conservative movement institutions.

The immediate focus of this organization is on generating congregational activism that supports the movement to ordain LGBT Jews as rabbis and cantors. Keshet rabbis have spoken out in favor of LGBT ordination, saying:

Keshet-Rabbis hold that GLBT Jews should be embraced as full, open members of all Conservative/Masorti congregations and institutions. Through our understanding of Jewish sources and Jewish values, we affirm that gay, lesbian, bisexual and transgender Jews may fully participate in community life and achieve positions of professional and lay leadership.  
([www.keshetrabbis.org](http://www.keshetrabbis.org))

*Sources: Keshet Congregations, [www.keshetcongregations.org](http://www.keshetcongregations.org) and [www.keshetrabbis.org](http://www.keshetrabbis.org)*

## Islam and Homosexuality

Islam is a religion that is widely misunderstood in today's world. As with the Christian and Jewish faith traditions, there is no consensus in the Muslim world about how inclusive they should be to LGBT Muslims. However, Al-Fatiha, a US-based organization dedicated to Muslims who are lesbian, gay, bisexual, transgender, intersex, and questioning (LGBTIQ), has been working on this issue since 1998. Al-Fatiha's mission is to support, empower and advocate on behalf of LGBTIQ Muslims and to promote progressive Islamic notions of peace and social justice.

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*Sources: Human Rights Coalition, [www.hrc.org](http://www.hrc.org), and Al-Fatiha, [www.al-fatiha.org](http://www.al-fatiha.org)*

## Religious Resources

*The New Testament and Homosexuality*, by Scrogs

*Uncommon Heroes*, by Phillip Sherman

*Those People at that Church – The St. Francis Lutheran Cookbook*, by Wayne A. Strei, published by St. Francis Lutheran Church

*Stranger at the Gate – To Be Gay and Christian in America*, by Rev. Mel White

*Jesus Acted Up – A Gay and Lesbian Manifesto*, by Robert Goss

*We Were Baptised, Too – Claiming God's Grace for Lesbians and Gays*, by Marilyn Bennett Alexander & James Preston

## Safe Zone Ally Training

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### What is Heterosexual Privilege?

*Heterosexual privilege: the basic civil rights and social privileges that a heterosexual individual automatically receives, which are systematically denied to gay, lesbian, bisexual or transgender persons on the sole basis of their sexual orientation.*

***The problem with privilege is being unaware that you have it and believing that everyone has equal opportunities and advantages. Many don't realize the ways in which people, systems, and institutions are set up to advantage some and disadvantage others.***

#### Heterosexual Privilege is...

1. Living without ever having to think twice about, face, confront, engage, or cope with anything on this page. Heterosexuals can address these phenomena but social/political forces do not require them to do so.
2. Marrying...which includes the following privileges:
  - a) Public recognition and support for an intimate relationship (e.g., receiving cards or phone calls celebrating a commitment to another person), supporting activities, and social expectations of longevity and stability for the committed relationship.
  - b) Paid leave from employment and condolences when grieving the death of the partner/lover (i.e., legal matters defined by marriage and descendants from marriage).
  - c) Inheriting from the partner automatically under probate laws.
  - d) Sharing health, auto and homeowner insurance at reduced rates.
  - e) Immediate access to the loved one in cases of accident or emergency.
  - f) Family of origin support for a life partner/lover/companion.
3. Increased possibilities for getting a job, receiving on-the-job training and promotion.
4. Talking about the relationship or what projects, vacations, and family planning.
5. Not questioning the person's normalcy, either sexually or culturally.
6. Expressing pain when a relationship ends and having other people notice and attend to that pain.
7. Adopting children or foster-parenting children.
8. Being employed as a teacher in pre-school through high school without fear of being fired any day because it is assumed the person would corrupt children.
9. Raising children without threats of state intervention and without the children having to be worried which of their friends might reject them because of their parents' sexuality and culture.
10. Dating the person one is attracted to in his/her teen years.
11. Living with the partner and doing so openly.
12. Receiving validation from the religious community.
13. Not having to hide and lie about women-only or men-only social events.
14. Working without always being identified by one's sexuality/culture (e.g., a straight person gets to be a teacher, artist, athlete, etc., without being labeled the heterosexual teacher, the heterosexual lawyer, etc.).

How do these privileges manifest on the NDSU campus?

What other types of privilege exist in our society?

## Safe Zone Ally Training

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### Heterosexism

*For many heterosexual people, homosexuality may be difficult to understand. Well-meaning heterosexuals may ask homosexual people questions to try to understand more about the differences between themselves and those who are LGBT. Take a few moments to read through these questions. If you are heterosexual, think about how you would feel if confronted with these questions. If you are LGBT, please share your thoughts or experiences with these questions.*

#### Heterosexual Questionnaire

By Martin Roshlin, Ph.D.

1. What do you think caused your heterosexuality?
2. When and how did you first decide you were a heterosexual?
3. Is it possible your heterosexuality is just a phase you may grow out of?
4. Is it possible your heterosexuality stems from a neurotic fear of others of the same sex?
5. If you've never slept with a person of the same sex, is it possible that all you need is a good gay lover?
6. To whom have you disclosed your heterosexual tendencies? How did they react?
7. Why do you heterosexuals feel compelled to seduce others into your lifestyle?
8. Why do you insist on flaunting your heterosexuality? Can't you just be what you are and keep quiet?
9. Would you want your children to be heterosexual, knowing the problems they'd face?
10. The majority of child molesters are heterosexual. Do you consider it safe to expose your children to heterosexual teachers?
11. With all the societal support marriage receives, the divorce rate is still spiraling. Why are there so few stable relationships among heterosexuals?
12. Why do heterosexuals place so much emphasis on sex?
13. Considering the menace of overpopulation, how could the human race survive if everyone was heterosexual like you?
14. Could you trust a heterosexual therapist to be objective? Don't you fear s/he might be inclined to influence you in the direction of her/his leanings?
15. How can you become a whole person if you limit yourself to compulsive, exclusive heterosexuality, and fail to develop your natural, healthy homosexual potential?
16. There seem to be very few happy heterosexuals. Techniques have been developed which might enable you to change if you really want to. Have you considered aversion therapy?

## Safe Zone Ally Training

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### Using Privilege to Create Change

*Knowing that we have privilege often can lead heterosexuals to have feelings of guilt and defensiveness. These feelings of are understandable because we did not ask to be privileged because of our sexual orientation. However, the reality is: if we are heterosexual, we receive a great deal of privilege in our society. So, now the ball is in our court – how can heterosexuals use their heterosexual privilege to create change?*

#### **Awareness:**

- Become aware of the daily exclusions that affect those who are not heterosexual, male, upper/middle class, able-bodied, and/or white.
- Become aware of the advantages and conveniences you experience in your daily activities due to your social status.
- Become more aware of how you may transition between being effected by a form of oppression and how you may be the perpetrator of oppression.
- Analyze and critique the messages you have been taught.
- See what is happening around you.

#### **Knowledge:**

- Understand how oppression permeates the systems and institutions in society.
- Understand how you may be contributing (consciously or unconsciously) to an environment that fosters oppression.
- Educate yourself to understand the experiences of those who have not been afforded the privileges that you have through reading and talking to others.

#### **Skills:**

- Form strategies to confront and counteract oppression.
- Form coalitions with others who are working to end individual and institutional oppression.
- As a member of a privileged group, you generally have access to individuals with similar experiences; use your credibility to create opportunities to educate others about oppression and privilege.

## Safe Zone Ally Training

### Homophobia

*In the clinical sense, homophobia is defined as an intense, irrational fear of same sex relationships that becomes overwhelming to the person. In common usage, homophobia is the fear of intimate relationships with persons of the same sex.*

Below are listed four negative/homophobic and four positive attitudes toward gay and lesbian relationships and people. They were developed by Dr. Dorothy Riddle, a psychologist from Tucson, Arizona.

#### Homophobic Levels of Attitude

- Repulsion** Homosexuality is seen as a *crime against nature*. Gays are sick, crazy, immoral, sinful, wicked, etc., and anything is justified to change them (e.g., prison, hospitalization, and negative behavior therapy, including electric shock).
- Pity** Pity is heterosexual chauvinism. Heterosexuality is more mature and certainly to be preferred. Any possibility of becoming straight should be reinforced and those who seem to be born *that way* should be pitied, “the poor dears.”
- Tolerance** Homosexuality is just a phase of adolescent development that many people go through and most people *grow out of*. Thus, gays are less mature than straights and should be treated with the protectiveness and indulgence one uses with a child. Gays and lesbians should not be given positions of authority (because they are still working through adolescent behaviors).
- Acceptance** Acceptance still implies there is something to accept, characterized by such statements as, “You’re not gay to me, you’re a person,” “What you do in bed is your own business,” “That’s fine as long as you don’t flaunt it.” This level denies social and legal realities. Eighty-four percent of people believe being gay is obscene and vulgar, and 70% still believe it is wrong, even between consenting adults. Acceptance ignores the pain of invisibility and stress of “closeted” behavior. “Flaunt” usually means *say or do anything that makes people aware*.

#### Positive Levels of Attitude

- Support** This is the basic “liberal” approach. Work to safeguard the rights of gays and lesbians. Such people may be uncomfortable themselves, but they are aware of the climate and the irrational unfairness.
- Admiration** This attitude acknowledges that being gay or lesbian in our society takes strength. Such people are willing to truly look at themselves and work on their own homophobic attitudes.
- Appreciation** Individuals at this level value the diversity of people and see gays and lesbians as a valid part of that diversity. These people are willing to combat homophobia in themselves and in others.
- Nurturance** Individuals at this level assume that gay and lesbian people are indispensable in our society. They view gays and lesbians with genuine affection and delight and are willing to be gay advocates.

#### Resources on Homophobia

*Homophobia: How we all pay the price*, edited by Warren T. Blumenfeld

## Safe Zone Ally Training

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### What are Homophobia, Biphobia, and Transphobia?

*The following are examples of homophobia, biphobia, and transphobia. Sometimes well-meaning heterosexuals will say or do something without realizing that they are acting on heterosexist or homophobic attitudes and beliefs. When heterosexuals treat LGBT people as “others,” they are highlighting the perceived differences between us all, rather than the similarities.*

- Expecting a LGBTQIA person to change his or her public identity or affectional habits or mode of dress
- Looking at a LGBTQIA person and automatically thinking of their sexuality or gender identity rather than seeing them as a whole and complex person
- Assuming that a bisexual person is really straight but is currently “experimenting” with a gay or lesbian relationship
- Changing your seat in a meeting because a transgender person sat in the chair next to yours
- Thinking you can “spot one”
- Worrying about the effect a LGBTQIA volunteer or co-worker will have on your program
- Using the terms “gay, lesbian, bisexual, queer, intersex or transgender” as accusatory
- Not asking about a LGBTQIA person’s partner although you regularly ask, “How is your husband?” or “boyfriend?” or “wife” or “girlfriend” when you run into a heterosexual friend
- Kissing an old friend but being afraid to shake hands with a queer person.
- Thinking that if a gay, lesbian, or bisexual person touches you, he or she is making a sexual advance
- Stereotyping lesbians as man-haters, separatists, or radicals and gay men as sissies, wimps, or woman-haters, and using those terms accusingly
- Feeling repulsed by public displays of affection between LGBTQIA individuals but accepting the same affectional displays between heterosexuals as “nice”
- Wondering which one is the “man” or “woman,” i.e.,
- Feeling that queer people are too outspoken about queer rights
- Assuming that everyone you meet is probably heterosexual – or homosexual
- Being outspoken about queer rights, but making sure everyone knows you are straight
- Not confronting a heterosexual remark for fear of being identified as queer

## Safe Zone Ally Training

### Why do We Need a Safe Zone Ally Program?

*"Life in the halls can be really tough, because you really can't be yourself. The other guys on the floor are always saying offensive stuff. I know they don't know, but it still hurts anyway. I usually end up lying a lot about who I am and what's really happened in my life. It would be nice to know that someone else out there was going through the same thing as me too, or that there was at least someone I could talk to. I have a few people, but that's not enough to make up for all the hours of silence."*

-- resident of Sevrinson Hall, NDSU

Gay, lesbian, bisexual and transgender individuals bring a wide range of life experiences to the college community. Often LGBT individuals, individuals who are questioning their own sexual identities, and/or individuals who have LGBT friends and family members look for an environment to find support, seek answers to questions, and build connections. Students who build support networks and find a sense of connection with a college are much more likely to succeed. For a LGBT student, having a space on campus where he or she can feel comfortable with self-expression is vital to both personal and academic success.

The Safe Zone Program at NDSU also provides great benefits to community members who are not LGBT. Heterosexual allies, through participation in this program, are able to express their appreciation for their LGBT friends, peers, and colleagues. Additionally, these individuals have committed to being involved, to whatever degree they can, in changing the climate of the campus community. Here are some reasons that a Safe Zone Ally Program is necessary...

#### ...In the United States

According to numerous studies, as well as personal accounts, LGBT youth experience discrimination, harassment, and violence at a greater rate than their straight peers.

For example:

1. Risk of suicide is significantly higher
  - a. Suicide is the 3<sup>rd</sup> leading cause of death for all youth aged 15-24<sup>1</sup> but is believed to be the leading cause of death for gay youth.<sup>2</sup>
  - b. Gay youth attempt suicide 2-3 times the rate of straight youth.<sup>3,4,5</sup>
2. There is increased risk of alcohol and substance use.<sup>3,4,5</sup>
3. Homelessness is a problem
  - a. As many as 26% of gay youth are forced to leave their home because of conflict over their sexual orientation.<sup>2</sup>
  - b. It has been estimated that gay youth account for 25% of homeless youth.<sup>6</sup>
4. About one in five gay youth report physical attacks.<sup>7</sup>
5. 28% of gay students drop out of high school because of discomfort and fear.<sup>8</sup>

Source: Harry C. Wang, MD, *Child and Adolescent Psychiatrist* [http://www.someone-to-talk-to.net/new\\_page\\_30.htm](http://www.someone-to-talk-to.net/new_page_30.htm)

<sup>1</sup> National Vital Statistics Reports. June 30, 1999;47(19):27-28. [http://www.cdc.gov/nchs/fastats/pdf/47\\_19t8.pdf](http://www.cdc.gov/nchs/fastats/pdf/47_19t8.pdf).

<sup>2</sup> Gibson, P. Gay and lesbian youth suicide. In: Feinlieb, M, ed. *Prevention and Intervention in Youth Suicide: Report of the Secretary's Task Force on Youth Suicide, Vol. 3*. Washington, DC: US Dept of and Human Services. 1989:109-142.

<sup>3</sup> Fergusson, D, Horwood, L, Beautrais, A. Is Sexual Orientation Related to Mental Health Problems and Suicidality in Young People? *Archives of General Psychiatry*. 1999;56:876-880. <http://archpsyc.ama-assn.org/issues/v56n10/pdf/voa9081.pdf>

<sup>4</sup> Garafalo, R, Wolf, R, Kessel, S, Palfrey, J, DuRant, R. The Association Between Health Risk Behaviors and Sexual Orientation Among a School-based Sample of Adolescents. *Pediatrics*. 1998;101(5):895-902.

<sup>5</sup> Faulkner, A, Cranston, K. Correlates of Same-Sex Sexual Behavior in a Random Sample of Massachusetts High School Students. *American Journal of Public Health*. 1998;88(2):262-266.

<sup>6</sup> Kruks, G. Gay and Lesbian Homeless/Street Youth: Special Issues and concerns. *Journal of Adolescent Health*. 1991;12:515-518.

<sup>7</sup> Pilkington, N, D'Augelli, A. Victimization of Lesbian, Gay, and Bisexual Youth in Community Settings. *Journal of Community Psychology*. 1995;23:34-56.

<sup>8</sup> Remafedi, G. Adolescent homosexuality: Psychosocial and medical implications. *Pediatrics*. 1987;79:331.



### ...At North Dakota State University

In a recent climate assessment conducted by the President's Diversity Council in Spring 2009, showed marginal differences in terms of climate in comparison to the assessment completed in 2003. In 2003, LGBT members of the campus community were asked if they had ever been harassed on the basis of their sexual orientation. In responding to this question, 75% of lesbians, 47.8% of gays, and 37.2% of bisexuals indicated that they had experienced harassment from other members of the campus community because of their sexual orientation. Thirty-two percent of survey respondents reported that they have been victims of hate crimes due to their sexual orientation. Additionally, 52% of LGBT respondents indicated that they were not comfortable being "out" on campus and 49% feared for their physical safety due to their sexual orientation/gender identity.

Types of harassment experienced and reported by LGBT people at NDSU included:

- Being ignored (i.e., in class) – 39%
- Being excluded (i.e., class discussions) – 36%
- Derogatory remarks – 38%
- Being stared at – 24%
- Written comments – 11%
- Threatened with physical violence – 5%
- Victim of physical assault – 2%

In the words of some of the respondents:

*"NDSU Safe Zone is a good program and I think there should be more training for students/staff/faculty to show that sexual orientation is not something to 'be afraid of.'"*

*"Offer domestic partner benefits, including same-sex domestic partner benefits. This is critical for an equitable work environment and for NDSU to be a nationally competitive research university."*

*"More inclusiveness for the homosexual population, I feel like they are very under the radar and encounter the same problems every year. I have heard of incidences of staff in certain areas not being accepting of these people."*

*The majority of NDSU's LGBT students/faculty and staff are afraid to live an open, and out of the closet life. I'm not exactly sure why this is, but there seems to me that something should be addressed... there are times when I don't feel safe or welcomed on campus, that if these people were to know who I really was they wouldn't talk to me, help me, or worse might hurt me.*

*I don't think that NDSU is particularly welcoming to any minority group, especially those in the LGBTQ community. We have had our chalking graffitied, I have been spit at, called names, had things written on my marker board, had people threaten me.*

*As a straight supporter of the LGBTQ2-S community, I wear a rainbow ribbon on my backpack that has prompted comments both to me and behind my back. This is why I have experienced discrimination even as a straight person.*

*I want to see open support during Coming Out Week rather than anti-gay chalkings and death threats on answering machines that are ignored by the campus police.*

## Safe Zone Ally Training

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### The Role of a Safe Zone Ally

#### What is expected of a Safe Zone Ally

- ✓ Provide support, information and referral to individuals who approach you;
- ✓ Respect the person's need for privacy and confidentiality;
- ✓ Develop a more genuine and realistic professional relationship with LGBT students, or friends and family of LGBT individuals;
- ✓ Gain a fuller picture of students' lives and concerns;
- ✓ Make a personal contribution to improving our campus environment and the lives of our students;
- ✓ Provide honest feedback at the close of training to improve this program;
- ✓ Participate in periodic assessments regarding the effectiveness and impact of this program.

#### What is not expected of a Safe Zone Ally

- ✓ Be a counselor or expert regarding sexual orientation;
- ✓ Create a psychological support group;
- ✓ Know the answers to all questions regarding sexual orientation;
- ✓ Be the ONLY contact for the gay, lesbian, bisexual or transgender community;
- ✓ Hear intimate self-disclosures;
- ✓ Participate in political activities involving gay, lesbian, bisexual or transgender issues.

#### What is your role as a Safe Zone Ally

Visibility is the most important role you have as a member of the program. Allies will be expected to display Safe Zone materials in a location that is visible to others. Once self-identified as a Safe Zone Ally, please do the following:

- ✓ Don't assume! Be aware that the individual to whom you are talking could be either straight, gay or lesbian, bisexual or transgender.
- ✓ Avoid using terms such as "boyfriend" and "girlfriend;" instead, try using "partner" or "spouse."
- ✓ Review your office's publications. Suggest changes to remove non-inclusive language.
- ✓ Acquaint yourself with people who are gay, lesbian, bisexual or transgender. Learn about the culture that is unique to the LGBT community. Read books, make a friend, attend a lecture, or celebrate with them.
- ✓ Avoid homophobic, biphobic, and transphobic remarks, jokes and statements. As you feel comfortable, confront these actions of hatred.
- ✓ Create an atmosphere of acceptance in your surrounding environment through education. Share your experiences with others.
- ✓ Provide informed referrals by learning the resources to LGBT people in the Fargo-Moorhead community and share this information.
- ✓ Learn the developmental process of coming out that is unique to the LGBT experience.
- ✓ Join with LGBT persons to protect their civil rights and constitutional freedoms.
- ✓ If you have identified your affectional feelings or gender identity as gay, lesbian, bisexual or transgender, consider coming out to others and work to provide a role model for students, faculty and staff.

## Safe Zone Ally Training

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### Things You Should Know as a Safe Zone Ally

#### Four Basic Levels of Becoming an Ally

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

#### Five Important Points to Keep in Mind

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

## Safe Zone Ally Training

### 10 Ways to Fight Hate on Campus

**EVERY YEAR** – more than half a million college students are targets of bias-driven slurs or physical assaults.  
**EVERY DAY** – at least one hate crime occurs on a college campus.  
**EVERY MINUTE** – a college student somewhere sees or hears racist, sexist, homophobic or otherwise biased words or images.

Source: [www.tolerance.org](http://www.tolerance.org)

Based on years of research into the incidence of hate crimes at U.S. colleges and universities, The Southern Poverty Law Center (SPLC) has published a guide for college students on how to fight hate crimes on their campuses:

1. **Rise Up** – Inaction in the face of hate will be viewed as apathy or, worse yet, as support for bigotry itself. Do something. Don't let hate go unchallenged.
2. **Pull Together** – Bias incidents and hate crimes can divide communities. Don't let hate tear people apart on your campus; pull together instead.
3. **Speak Out** – When hate strikes, don't remain silent. Join with others; use your voices to denounce bigotry. Also, help guide the administration in its role.
4. **Support the Victims** – Make sure that any planned response to a hate crime or bias incident takes into account the victims' needs and wishes. Too often, decisions are made on behalf of victims, but without their actual input.
5. **Name It, Know It** – Are you dealing with a hate crime or a bias incident? Hate crimes are a matter for the criminal justice system; bias incidents are governed by campus policy.
6. **Understand the Media** – What happens if the media descend on your campus during a bias crisis? And what happens if they don't? Prepare yourself to understand and work with the media.
7. **Know Your Campus** – Before, during and after a bias crisis, examine institutional racism and bigotry on your campus. Be prepared to negotiate your way through these problem areas for effective change.
8. **Teach Tolerance** – Bias crises often bring pain, anger and distrust to campus. They also present an opportunity for learning. Don't miss the chance to eradicate ignorance.
9. **Maintain Momentum** – The immediate crisis has passed. You've got two papers due and a midterm coming up. No one seems interested in follow-up meetings. What happens now?
10. **Pass the Torch** – What happens when you leave campus? Will you leave behind a record of activism that will inspire incoming students to pick up the fight? Make sure you do.

Source: *The Southern Poverty Law Center*, [www.tolerance.org](http://www.tolerance.org)

### Hate Crimes in North Dakota

North Dakota is currently one of nine states that has hate crime laws that do not include crimes based on sexual orientation and gender identity.

Source: *The National Gay and Lesbian Task Force*, [www.thetaskforce.org](http://www.thetaskforce.org)

### Hate Crimes at North Dakota State University

NDSU has launched a safe and confidential reporting system for anyone who has experienced or witnessed acts of bias, bigotry, or hate on campus. Supported by the President's Diversity Council and the NDSU Anti-racism Team, this reporting system is available online at: [www.ndsu.edu/biasreport](http://www.ndsu.edu/biasreport).

Source: *The President's Diversity Council*, [www.ndsu.edu/diversity](http://www.ndsu.edu/diversity)

## Safe Zone Ally Training

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### Resources

#### Resources for LGBT people at NDSU:

**Bias, Bigotry, and Hate Reporting,** [www.ndsu.edu/biasreport](http://www.ndsu.edu/biasreport)

*Launched as a collaborative effort between the President's Diversity Council and the NDSU Anti-racism Team, the Bias, Bigotry, and Hate reporting system provides a way for people who have experienced and/or witnessed acts of bias, bigotry, and hate to report the incidents to NDSU officials. All reports are confidential.*

**President's Diversity Council,** [http://www.ndsu.edu/diversity/diversity/diversity\\_council/](http://www.ndsu.edu/diversity/diversity/diversity_council/).

*Founded in fall 2001, the President's Diversity Council is addressing the needs of the campus community make NDSU a safe and welcoming place for all students, faculty, staff and administrators.*

**Safe Zone Ally Program,** [www.ndsu.edu/safezone](http://www.ndsu.edu/safezone).

*The Safe Zone Ally Program website offers electronic versions of this training packet, as well as links to other resources and organizations dedicated to addressing issues of sexual orientation and gender identity.*

**Ten Percent Society (NDSU)** – Email: [kong.wong@ndsu.edu](mailto:kong.wong@ndsu.edu)

*This student organization prides itself on providing social activities, support, and education to lesbian, gay, bisexual, transgender students, faculty and staff and straight allies on the campus of North Dakota State University and in the Fargo-Moorhead community.*

**NDSU Pride Network** – Email: [Kristen.benson@ndsu.edu](mailto:Kristen.benson@ndsu.edu)

*The North Dakota State University PRIDE Network is an organization formed by and for LGBT faculty, staff, and graduate students. Because the university fosters the personal growth of individuals by creating an environment which nurtures intellectual, social and cultural development, it is natural this group augments that mission by striving to be inclusive and professional with respect to sexual orientation, gender expression and gender identity. We aspire by our presence, visibility and efforts to advocate for and foster a safe, supportive and inclusive environment for all lesbian, gay, bisexual, and transgender employees of NDSU by;*

- \* Providing a safe and confidential forum for the discussion of issues important to the LGBT community and members;*
- \* Promoting solidarity and professionalism among LGBT and NDSU personnel;*
- \* Fostering moral support for other underrepresented groups;*
- \* Improving communication with University, College and community leaders;*
- \* Developing the interests of lesbian, gay, bisexual, transgender, and other sexual minorities;*
- \* Sponsoring and supporting a greater understanding of LGBT people through outreach, education and mentoring;*
- \* Advocating for non-discriminatory and diverse working, living and academic environment at NDSU.*
- \* Educating and reaching out to allies through partnerships with The Office of Equity and Diversity, Safe Zone, Ten Percent Society, and other NDSU Ally groups.*

**NDSU Equity and Diversity Center – Email: [Kara.gravley-stack@ndsu.edu](mailto:Kara.gravley-stack@ndsu.edu)**

*The Equity and Diversity Center is committed to facilitating an inclusive environment where individuals of diverse cultures, backgrounds, and orientations are respected. We value all identities while challenging the varied forms of oppression and discrimination. We celebrate our shared human experiences while affirming and enriching the dignity of diversity. The Equity and Diversity Center serves as a safe and inviting gathering space as well as an empowering resource, cultivating a nurturing, accepting campus climate by coordinating educational and social activities, programming, and development opportunities. It is our mission to advocate for social justice among traditionally under-represented groups while establishing a sense of community on campus and in the F-M area.*

## **Resources for LGBT people in the Fargo/Moorhead area:**

**GLSEN Red River Valley**, University of North Dakota, Room 308D Montgomery Hall, PO Box 8255  
Grand Forks, ND 58202-8255. Telephone: 701-777-3738 or fax: 701-777-3184. Email: [glsenrrv@yahoo.com](mailto:glsenrrv@yahoo.com)  
Website: <http://www.glsen.org/redrivervalley>

*The Gay, Lesbian & Straight Education Network (GLSEN) strives to assure that each member of every school community is valued and respected regardless of sexual orientation or gender identity/expression.*

**Minnkota Center**, 116 12<sup>th</sup> St. S., Moorhead, MN 56560. Telephone: 218.287.4636 or 1.877.871.4636 (toll-free)  
Email: [minnkota@pepp.org](mailto:minnkota@pepp.org)

*Minnkota Center is a nonprofit, community-based organization providing safe and affordable counseling services for Gay, Lesbian, Bisexual, Transgender and Questioning individuals.*

**North Dakota Human Rights Coalition – [www.ndhrc.org](http://www.ndhrc.org).**

*The North Dakota Human Rights Coalition works to effect change so that all people in North Dakota enjoy full human rights. The NDHRC is a broad-based coalition of individuals and organizations with an interest in the furtherance of human rights in North Dakota. We work toward the enhancement of human rights in North Dakota through information, education and legislative action. We can improve the quality of life in North Dakota through individuals and organizations supporting our efforts, and through membership and financial support.*

**PFLAG** - Parents and Friends of Lesbians and Gays. Website: [www.fmpflag.org](http://www.fmpflag.org).

*PFLAG promotes the health and well-being of LGBT persons, their families and friends through support, education, and advocacy. PFLAG provides opportunity for dialogue about sexual orientation and gender identity and acts to create a society that is healthy and respectful of human diversity.*

**Prairie OASOS** (Prairie Open and Affirming Sexual Orientation Support) - [www.geocities.com/prairieoasos](http://www.geocities.com/prairieoasos)  
*On-line website providing a listing of LGBT resources in Minnesota and North Dakota.*

**Pride Collective & Community Center**, 116 12<sup>th</sup> Street South, Moorhead, MN 56560. Telephone: 218.287.8034  
Email: [info@pridecollective.com](mailto:info@pridecollective.com) or [www.pridecollective.com](http://www.pridecollective.com)

*Working to support the LGBT community of Fargo-Moorhead and the Red River Valley.*

## **LGBT Welcoming Churches in the Fargo-Moorhead Area**

**Faith Lutheran Church**, a welcoming congregation of the ELCA, 127 2nd Avenue East, West Fargo.  
Telephone: 701.282.3309. Services are held: Saturdays at 5:00 p.m. (in the sanctuary, old building on east side)  
Sundays at 8:00, 9:30, and 11:00 a.m. (in the Worship Center, new building on the west side)

**First Congregational United Church of Christ**, a welcoming congregation of the UCC, 406 8th Street South,  
Moorhead. Telephone: 218.236.1756. Web-site: [www.moorheaducc.org](http://www.moorheaducc.org). Services are held Sundays at 10:00 a.m.

**St. Mark's Lutheran Church**, a reconciling-in-Christ congregation of the ELCA, 670 4th Avenue North, Fargo.  
Telephone: 701.235.5591. Services are held: Sundays 10:00 a.m. (9:00 a.m. in summer) & Wednesdays 12:15 p.m.

**St. Stephen's Episcopal Church**, a small congregation committed to social justice and to the ministry of all the baptized. 120 21<sup>st</sup> Ave N, Fargo, ND 58102. 701.232.2076, <http://www.ststephens-fargo.org>

**Temple Beth El**, an open and welcoming Reform Jewish temple. 809 11<sup>th</sup> Ave. S, Fargo, ND 58103, 701.297.9114, Email: [templebe@msn.com](mailto:templebe@msn.com) or <http://www.kobrinsky.com/tbe.htm>

**Unitarian Universalist Church**, 121 9<sup>th</sup> Street South, Fargo. Telephone: 701.235.0394. Weekly meetings held on Sundays at 11:00 a.m.

### **Web-based Resources:**

*This is a small sampling of LGBT web-based resources that might be helpful to Safe Zone Allies. Also, a simple search using the phrase "Safe Zone" or will bring up listings of Safe Zone programs at other colleges and universities. Or, use the phrase "GLBT" to find other resources on bisexuality, transgender, lesbian and gay issues and communities. These resources can also be helpful in identifying additional resources.*

#### **365gay.com** – [www.365gay.com](http://www.365gay.com)

A gay daily newspaper available online covering news-related issues that are particularly relevant to the gay community.

#### **Al-Fatiha Foundation** – [www.al-fatiha.org](http://www.al-fatiha.org)

Al-Fatiha Foundation is dedicated to Muslims who are lesbian, gay, bisexual, transgender, intersex, questioning, those exploring their sexual orientation or gender identity, and their allies, families and friends. Al-Fatiha promotes the progressive Islamic notions of peace, equality and justice.

#### **Campus Pride** – [www.campuspride.org](http://www.campuspride.org)

Campus Pride is a national online community and resource network committed to student leaders and campus organizations who work to create a safer campus environment free of homophobia, biphobia, transphobia, heterosexism and genderism at colleges and universities.

#### **Dignity USA** - [www.dignityusa.org/](http://www.dignityusa.org/)

DignityUSA works for respect and justice for all gay, lesbian, bisexual, and transgender persons in the Catholic Church and the world through education, advocacy and support.

#### **Gender Education Center** – [www.debradavis.com](http://www.debradavis.com)

The Gender Education Center, located in Maple Grove, Minnesota, provides a web site with useful information and referral resources specifically relevant to the transgender community.

#### **HOD Gay Religious Jews** – <http://www.hod.org.il/?lan=en>

HOD (Hebrew acronym for "religious gays") was built by a group of religious gay Israelis. HOD is an independent site, not affiliated with any political movement or organization. The main goal is to bring information and articles to the religious gay community, as well as rabbis and leaders of the religious communities.

#### **Human Rights Campaign** – [www.hrc.org](http://www.hrc.org)

The Human Rights Campaign is the largest national lesbian, gay, bisexual and transgender political organization with members throughout the country. It effectively lobbies Congress, provides campaign support and educates the public to ensure that LGBT Americans can be open, honest and safe at home, at work and in the community.

#### **Intersex Society of North America** – [www.isna.org](http://www.isna.org)

ISNA is devoted to systemic change to end shame, secrecy, and unwanted genital surgeries for people born with an anatomy that someone decided is not standard for male or female.

#### **Keshet Congregations** – [www.keshetcongregations.org](http://www.keshetcongregations.org)

Keshet Congregations is an organization of Conservative-movement-affiliated congregations and individual congregants in the Conservative Movement who believe that lesbian, gay, bisexual and transgender Jews should have equal rights in our congregations, be able to fully participate in positions of professional and lay leadership, and be ordained as rabbis and cantors through Conservative movement institutions.



**Lambda 10** – Website: [www.lambda10.org](http://www.lambda10.org)

The Lambda 10 Project - National Clearinghouse for Gay, Lesbian, Bisexual, Transgender Fraternity & Sorority Issues works to heighten the visibility of gay, lesbian, bisexual and transgender members of the college fraternity by serving as a clearinghouse for educational resources and educational materials related to sexual orientation and gender identity/expression as it pertains to the fraternity/sorority experience.

**National Gay and Lesbian Task Force** – [www.thetaskforce.org](http://www.thetaskforce.org)

Founded in 1973, the National Gay and Lesbian Task Force Foundation (the Task Force) was the first national lesbian, gay, bisexual and transgender civil rights and advocacy organization and remains the movement's leading voice for freedom, justice, and equality.

**Outfront Minnesota** – [www.outfront.org](http://www.outfront.org)

Outfront Minnesota is one of the region's leading LGBT organizations. The website provides news-related information and other resources for LGBT folks and their allies. The organization also provides a weekly newsletter to those who wish to subscribe.

**Stone Wall Society** – [www.stonewallsociety.com](http://www.stonewallsociety.com)

The Stone Wall Society seeks to promote tolerance and equality, especially within the arts.

**Tolerance.org** – [www.tolerance.org](http://www.tolerance.org)

The web resource is a project of the Southern Poverty Law Center and provides valuable information and resources regarding all forms of oppression, with particular emphasis on hate crimes and acts of intolerance. The organization also provides a weekly newsletter to those who wish to subscribe.

## **LGBT Resources in the Diversity Center :**

*A Face in the Crowd: Expressions of gay life in America* edited by John Peterson and Martin Bedogne

\* *Beyond Tolerance: Gays, Lesbians and Bisexuals on Campus* by Nancy J. Evans and Vernon A. Wall

*Fraternity & Sorority Anti-Homophobia Train the Trainer Manual* by Lambda 10 Project

\* *GLBT Campus Matters: Guidance for higher education* monthly newsletter

*Gay & Lesbian Students: Understanding their needs* by Hilda F. Besner and Charlotte I. Spungin

*Inspiration for LGBT Students & Their Allies* by Anthony J. D'Angelo, Stephen D. Collingsworth, Jr.,

Mike Esposito, Gabriel Hermelin, Ronni Sanlo, Lydia A. Sausa, and Shane L. Windmeyer

*Our Place on Campus: Lesbian, gay, bisexual, transgender services and programs in higher education*

edited by Ronni Sanlo, Sue Rankin, and Robert Schoenberg

*Out on Campus* by Sean Crist

*Out on Fraternity Row* edited by Shane L. Windmeyer and Pamela W. Freeman

*Secret Sisters: Stories of being lesbian and bisexual in a college sorority* edited by Shane L. Windmeyer &

Pamela W. Freeman

\* *Toward Acceptance: Sexual Orientation Issues on Campus* by Vernon A. Wall and Nancy J. Evans

\* highly recommended reading

## **Suggested Readings:**

*Straight Parents, Gay Children*, by Bob Bernstein

*My Son Eric*, by Mary V. Borhak

*Coming Out to Parents*, by Mary V. Borhak

*When Someone You Know is Gay*, by Cohen, S. & D., published by M. Evans & Co., NY

*Dirt, Greed & Sex*, by William Countryman

*Now That You Know*, by Betty Fairchild and Nancy Howard

*Beyond Acceptance*, by Carolyn Welch Giffen, Marion J. Wirth, and Arthur G. Wirth

*On Being Gay – Thoughts on Family, Faith and Love*, by Brian McNaught

*Is the Homosexual my Neighbor?* by Letha Scanzoni & Virginia Mollenkott

*Breaking the Surface*, by Greg Luginis

*Parents Matter*, by Ann Muller

*Honor Bound*, by Joe Steffan

*One Teen Ager in Ten* – writings by gay and lesbian youth. Allyson Publications, Boston



**Resources available at the NDSU Library :**

*Queer youth cultures / edited by Susan Driver.*  
*The memoirs of a beautiful boy / Robert Leleux*  
*The gay and lesbian movement : references and resources / Robert B. Marks Ridinger.*  
*Our right to love : a lesbian resource book / Ginny Vida, editor ; produced in cooperation with women of the National Gay Task Force.*  
*Families like mine : children of gay parents tell it like it is / Abigail Garner.*  
*Gay and lesbian issues : a reference handbook / Chuck Stewart.*  
*A legal guide for lesbian and gay couples [electronic resource] / by Hayden Curry, Denis Clifford, and Frederick Hertz.*  
*Gay rights [electronic resource] / Tricia Andryszewski.*  
*The corporate closet : the professional lives of gay men in America / James D. Woods, with Jay H. Lucas.*  
*The rights of lesbians and gay men [electronic resource] : the basic ACLU guide to a gay person's rights / Nan D. Hunter, Sherryl E. Michaelson, Thomas B. Stoddard.*  
*The Gay academic / edited by Louie Crew ; written by Ellen M. Barrett ... [et al.].*  
*The trouble with normal : sex, politics, and the ethics of queer life / Michael Warner.*  
*Sexual orientation, public schools, and the law / Richard Fossey, Todd A. DeMitchell, Suzanne Eckes.*  
*Unequal opportunity : health disparities affecting gay and bisexual men in the United States / edited by Richard J. Wolitski, Ron Stall, Ronald O. Valdiserri*  
*Sex matters for college students : FAQs in human sexuality / Sandra L. Caron.*  
*The Praeger handbook of transsexuality : changing gender to match mindset / Rachel Ann Heath.*  
*What God has joined together? : a Christian case for gay marriage / David G. Myers and Letha Dawson Scanzoni.*  
*Evolution's rainbow : diversity, gender, and sexuality in nature and people / Joan Roughgarden.*  
*When the drama club is not enough [electronic resource] : lessons from the Safe Schools Program for Gay and Lesbian Students / Jeff Perrotti and Kim Westheimer.*  
*Straight talk about gays in the workplace / Liz Winfeld, Susan Spielman.*  
*Mom, Dad, I'm gay : how families negotiate coming out / by Ritch C. Savin-Williams.*  
*Acts of disclosure : the coming-out process of contemporary gay men / Marc E. Vargo.*  
*Transgender voices : beyond women and men / Lori B. Girshick.*  
*Working with lesbian, gay, bisexual, and transgender college students : a handbook for faculty and administrators / edited by Ronni L. Sanlo.*  
*The riddle of gender : science, activism, and transgender rights / Deborah Rudacille.*  
*Why gender matters : what parents and teachers need to know about the emerging science of sex differences / Leonard Sax.*  
*Career counseling in schools : multicultural and developmental perspectives / Roger D. Herring.*

**Recommended Movies:**

**Fun:**

- *BEND IT LIKE BECKHAM*, Gurinder Chadha, dir. (2002) PG-13
- *BUT I'M A CHEERLEADER*, Jamie Babbit, dir. (1999) R
- *CAMP*, Todd Graff, dir., (2003) PG-13
- *CHUTNEY POPCORN*, Nisha Ganatra, dir. (1999) PG-13
- *D.E.B.S.*, Angela Robinson, dir. (2004) PG-13
- *THE EDGE OF SEVENTEEN*, David Moreton, dir. (1998) R
- *THE FAMILY STONE*, Thomas Bezucha, dir. (2005) PG-13
- *FLOORED BY LOVE*, Desiree Lim, dir. (2005) Not Rated
- *HEDWIG AND THE ANGRY INCH*, John Cameron Mitchell, dir. (2001) R
- *THE INCREDIBLY TRUE ADVENTURE OF TWO GIRLS IN LOVE*, Maria Maggenti, dir., (1995) R
- *MANGO SOUFFLE*, Mahesh Dattani, dir. (2003) Not Rated
- *THE OBEJCT OF MY AFFECTION*, Nicholas Hytner, dir. (1998) R
- *RENT*, Chris Columbus, dir. (2005) PG-13
- *SAVED!*, Brian Dannelly, dir. (2004) PG-13
- *TO WONG FU THANKS FOR EVERYTHING, JULIE NEWMAR*, Beban Kidron, dir. (1995) PG-13
- *VICTOR/VICTORIA*, Blake Edwards, dir. (1982) PG

**Serious:**

- *ALL ABOUT MY MOTHER*, Pedro Almodovar, dir. (1999) R
- *ANGELS IN AMERICA*, Mike Nichols, dir. (2003) Not Rated
- *BEAUTIFUL BOXER*, Ekachai Uekrongtham, dir. (2003) Not Rated
- *BEAUTIFUL THING*, Hettie MacDonald, dir. (1996) R
- *BIG EDEN*, Thomas Bezucha, dir. (2000) PG-13
- *BOUND*, Andy and Larry Wachowski, dirs. (1996) R
- *BOYS DON'T CRY*, Kimberly Peirce, dir. (1999) R
- *BROKEBACK MOUNTAIN*, Ang Lee, dir. (2005) R
- *THE CRYING GAME*, Neil Jordan, dir. (1992) R
- *FAR FROM HEAVEN*, Todd Hayes, dir. (2002) PG-13
- *IF THESE WALLS COULD TALK 2*, Jane Anderson, et al, dirs. (2000) R
- *IMAGINE ME & YOU*, Ol Parker, dir. (2005) R
- *THE LARAMIE PROJECT*, Moises Kaufman, dir. (2002) Not Rated
- *LATTER DAYS*, C. Jay Cox, dir. (2003) R
- *MA VIE EN ROSE*, Alain Berliner, dir., (1997) R
- *MADAME BUTTERFLY*, Frédéric Mitterrand, dir. (1995) Not Rated
- *NORMAL*, Jane Anderson, dir. (2003) Not Rated
- *PARIS IS BURNING*, Jennie Livingston, dir. (1990) R
- *PHILADELPHIA*, Jonathan Demme, dir. (1993) PG-13
- *QUINCEANERA*, Richard Glatzer and Wash Westmoreland, dir. (2006) R
- *SAVING FACE*, Alice Wu, dir. (2004) R
- *A SOLDIER'S GIRL*, Frank Pierson, dir. (2003) R
- *SUMMER STORM*, Marco Kreuzpaintner, dir. (2004) R
- *TRANSAMERICA*, Duncan Tucker, dir. (2005) R
- *WALK ON WATER*, Eytan Fox, dir. (2004) R
- *THE WEDDING BANQUET*, Ang Lee, dir. (1993) R

**Documentary:**

- *THE AGGRESSIVES*, Daniel Peddle, dir. (2005) Not Rated
- *BEAUTIFUL DAUGHTERS*, Josh Aronson, dir. (2006) TV-14
- *THE BRANDON TEENA STORY*, Susan Muska and Gréta Olafsdóttir, dirs. (1998) Not Rated
- *BROTHER OUTSIDER: THE LIFE OF BAYARD RUSTIN*, Nancy D. Kates and Bennett Singer, dirs.
- *FOR THE BIBLE TELLS ME SO*, Daniel G. Karlslake, dir. (2007) Not Rated
- *GOD AND GAYS: BRIDGING THE GAP*, Luane Beck, dir. (2006) Not Rated
- *JUST CALL ME KADE*, Sam Zolten, dir. (2002) Not Rated
- *NO DUMB QUESTIONS*, Melissa Regan, dir. (2001) Not Rated
- *OUT OF THE PAST: THE STRUGGLE FOR GAY AND LESBIAN RIGHTS IN AMERICA*, Jeffrey Dupre,
- *RED WITHOUT BLUE*, Brooke Sebold and Benita Sills, dirs. (2007) Not Rated
- *SOUTHERN COMFORT*, Kate Davis, dir. (2001) Not Rated
- *TRANSGENERATION*, Jeremy Simmons, dir. (2005) Not Rated

## Safe Zone Ally Training

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### NDSU Safe Zone Ally Agreement

**I agree to be a recognized Safe Zone Ally for the gay, lesbian, bisexual, queer, intersex or transgender community at NDSU.**

**I agree to the following:**

1. I will prominently display a Safe Zone decal or sign in my work or living space.
2. I will create an environment and welcome individuals to talk with me openly about being gay, lesbian, bisexual, queer, intersex or transgender. I will listen attentively, participate in the conversation, and respect their values and decisions.
3. I will actively address concerns of inappropriate materials, language, jokes and incidents that negatively impact gay, lesbian, bisexual, queer, intersex or transgender individuals.
4. I will encourage those who have experienced or witnessed acts of bias, bigotry or hate on our campus to report those experiences so they can be addressed. (Reports are found online at [www.ndsu.edu/biasreport](http://www.ndsu.edu/biasreport) or at the Office of Equity and Diversity in Old Main.)
5. I will only use language and references in conversation that are inclusive and appropriate and not potentially offensive to gay, lesbian, bisexual, queer, intersex or transgender individuals.
6. I will display an open and willing attitude to learn about resources, campus organizations, training topics and community issues relevant to gay, lesbian, bisexual, queer, intersex or transgender individuals.
7. I will participate in periodic assessment of the Safe Zone Program's effectiveness with regard to training and changing the campus climate to be more appreciative of diversity.
8. I will continue to educate myself about gay, lesbian, bisexual, queer, intersex and transgender issues.

### The Ally's Pledge

I have freely chosen to be a Safe Zone Ally for gay, lesbian, bisexual and transgender individuals in my campus community. I will treat each individual with respect and dignity. I will confront offensive jokes, remarks or mistreatment of any individual. I will do my best to create a safe, supportive and inclusive community for everyone.

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Ally's Signature

Printed Name

Date

---

Ally's Campus Address

E-mail Address

Telephone



## Safe Zone Ally Program Evaluation

*Please take a few minutes to complete this evaluation and leave it with one of the training program facilitators. Your feedback will be utilized to further develop the Safe Zone Ally Program and the training program.*

❖ The things I enjoyed most about the Safe Zone Ally Training Program....

❖ The things I would change about the program.....

❖ I leave this workshop feeling.....

❖ Things I want the presenters to know.....

*We offer the Safe Zone Training Program periodically throughout the academic year. Do you know of any friends or colleagues who might be interested in becoming a Safe Zone Ally? If so, please indicate their name(s) here:*