



# Safe Zone Workshop 1



Safe Zone is a program of the Indiana University-Purdue University Center for Women and Returning Adults with support from the IPFW Chancellor's Council on Diversity, the Office of Diversity and Multicultural Affairs, and the office of the Vice Chancellor for Student Affairs.

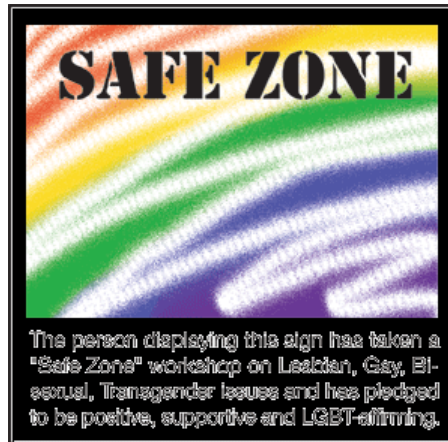


# Safe Zone Agenda

## Workshop 1

- Introductions and Ground Rules
- Symbols and Language
- Transgender 101
- History and Recent Events
- Homophobia, Heterosexism, and Civil Rights
- Campus Climate
- “Homo”work

# What is Safe Zone?



A safe zone is a place where you can feel free to talk about being lesbian, gay, bisexual, 'queer', or transgender without fear of criticism or hatred. It is a place where you can feel not only supported, but affirmed. It is a place where you are not only accepted, but valued.

- DiClementi, 2004



# Discussion Guidelines

- Respect all participants
- Be 100% present
- Participate freely
- Stay open to new ideas
- Respect confidentiality
- Listen to other participants
- Learn something new



# Language is *culture*!

- The problem of “orientation” and “preference”

- Sex

Male ←————→ Female

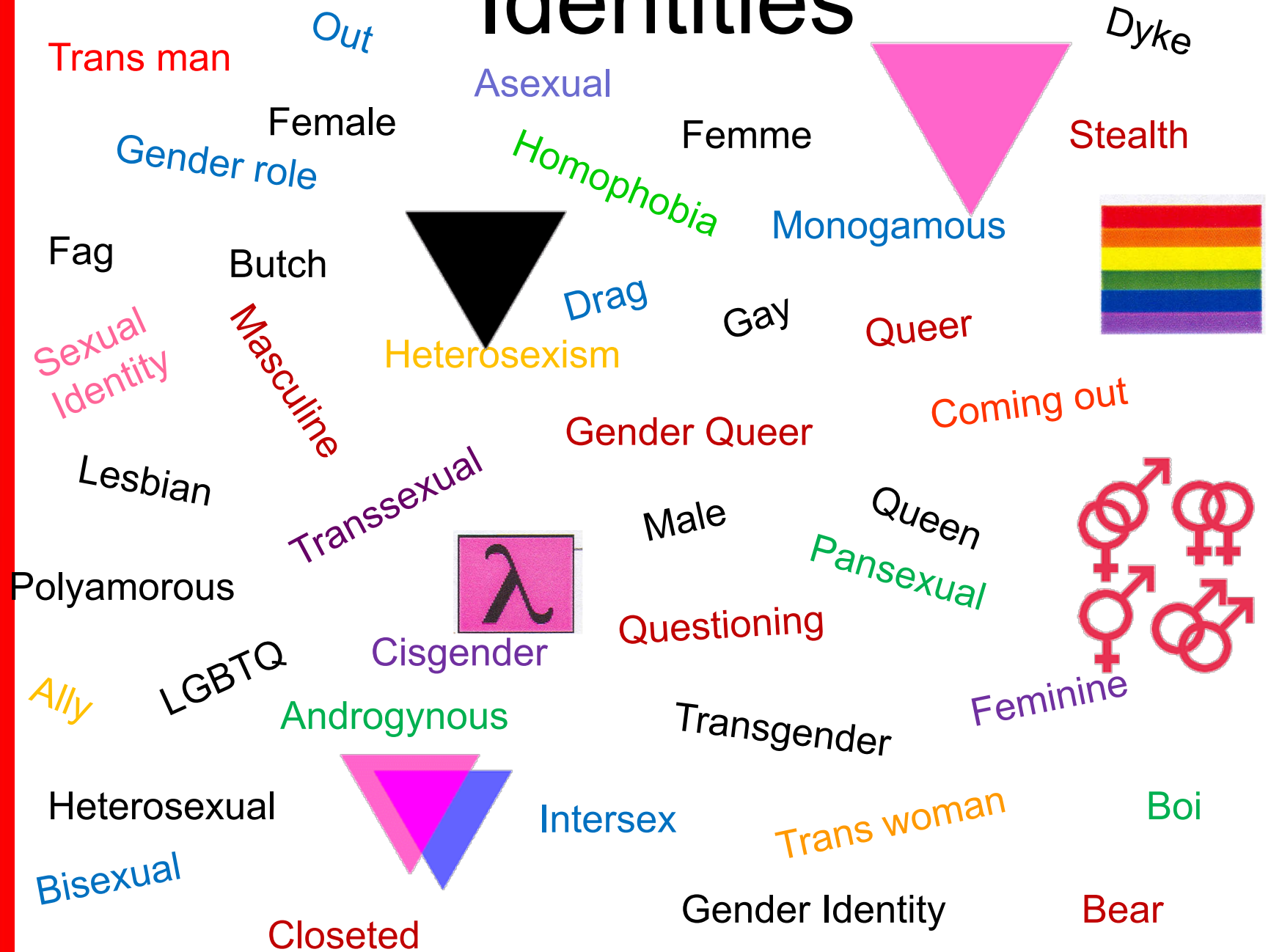
- Gender

Masculine ←————→ Feminine

- Sexuality

Heterosexual ←————→ Not

# Alphabet Soup of LGBTQQIA Identities



# “Reclaiming” Language

- Faggot
- Dyke
- Lezzie
- Homo
- Tranny
- Queer



*Judy Chicago, 1992*

# A long history of symbols

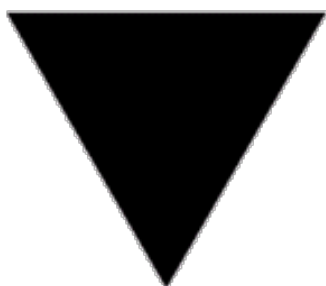


The Greek Lambda flag was carried by Greek male lovers.

Homosexuality was encouraged, as it created an army of fierce warriors, protecting their lovers



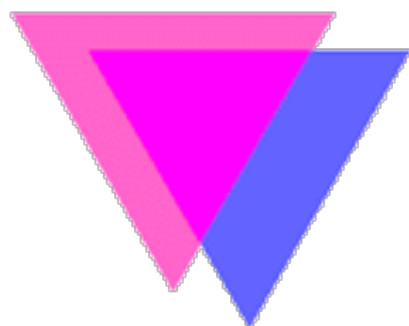
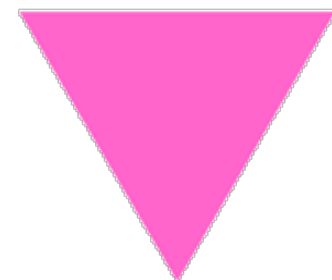
# Triangles – Symbol of Oppression



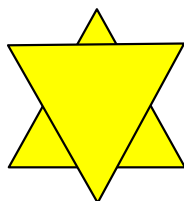
The Holocaust: 1933-1945

6 million Jewish people murdered;

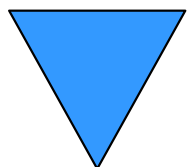
11 million people perished altogether



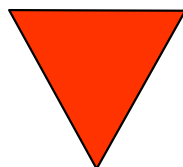
Estimates of homosexuals murdered vary; range up to 2 million. The allies left gay men and lesbians imprisoned.



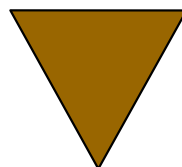
Jews  
Jewish Witness  
Lesbians,  
Mental disorders



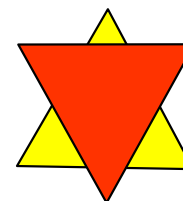
Emigres



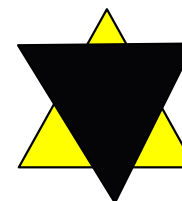
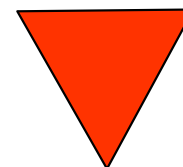
Political



Gypsies  
prisoners



Jewish Political



Jehovah's  
prisoners

# Why the rainbow flag?



- San Francisco artist Gilbert Baker designed the rainbow flag in 1978.
- Utilized by Jesse Jackson's 1984 bid for presidency.
- Now a commonly understood symbol.



# Transgender 101

- Diversity within the community
- Not necessarily intersex or transsexual
- MTF or FTM
- Pronouns
- Transphobia and victimization
- Laws and ordinances
- Inclusive campus spaces
  - Housing
  - Bathrooms
  - Forms
  - Name

# Pronouns 101

Type	Name	Example
<b>Feminine</b>	<b>She, her, her</b>	She went to the store. I spoke to her. It was her apple.
<b>Masculine</b>	<b>He, him, his</b>	He went to the store. I spoke to him. It was his apple.
<b>Gender Neutral</b>	<b>They, them, their</b>	They went to the store. I spoke to them. It was their apple.
<b>Gender Neutral</b>	<b>Ze, zir/zem, zirs/zes</b>	Ze went to the store. I spoke to zir/zem. It was zirs/zes apple.
<b>Gender Neutral</b>	<b>Ze, hir, hers</b>	Ze went to the store. I spoke to hir. It was hers apple.
Please note that these are not the only pronouns. There are an infinite number of pronouns as new ones emerge in our language.		



I'm seeing Jeremy this weekend. They're going to take me skateboarding. Then I'm going to go with them to the movies.

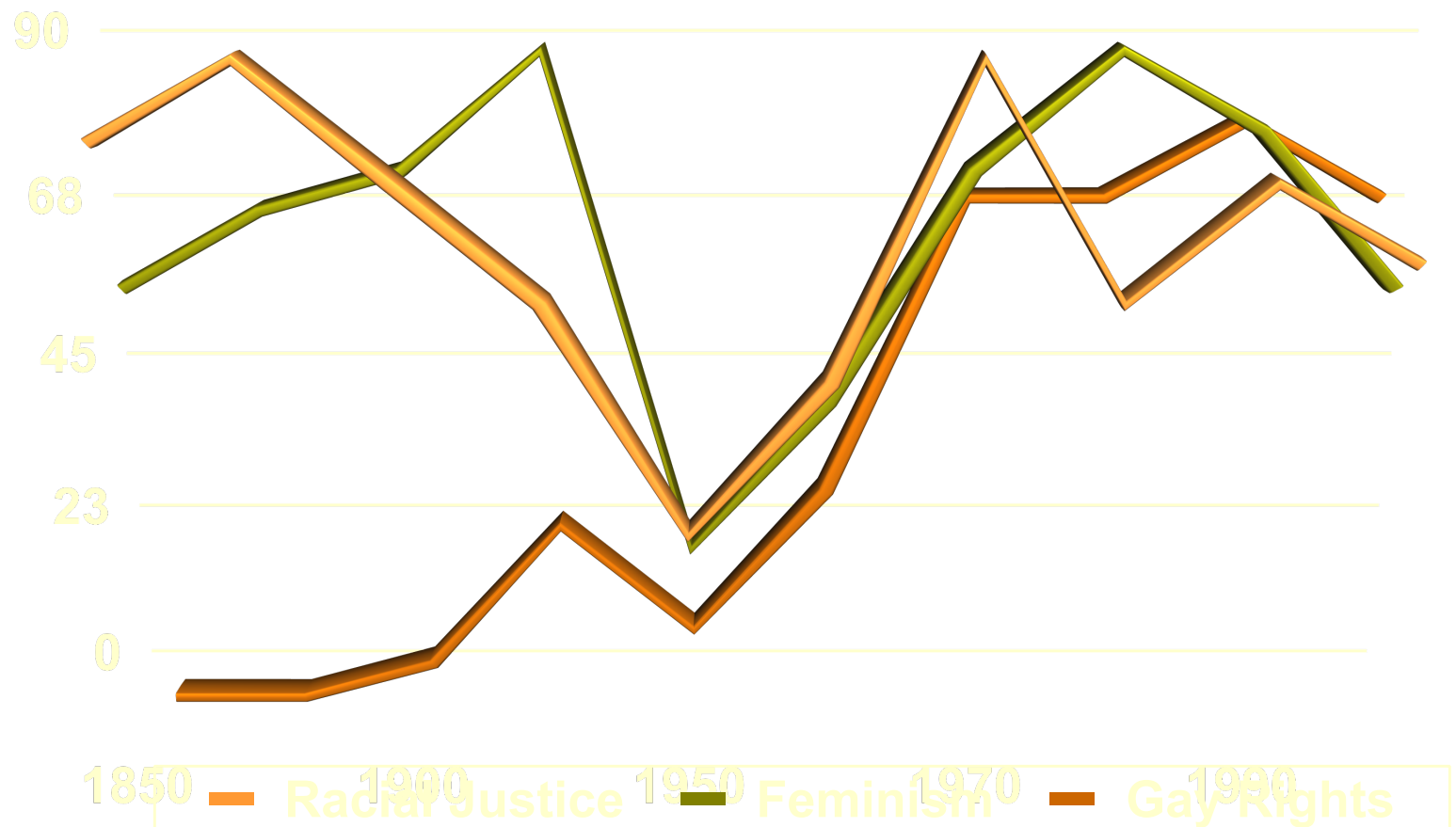
Brittany brought me to this awesome concert! Ze is so fun. I can't wait to hang out with zir again.



For more information, go to  
[www.transstudent.org/graphics](http://www.transstudent.org/graphics) ▲

**TSER**  
 Trans Student Equality Resources

# Homophobia: Civil Rights Context





# LGBTQ History

- Timeline Activity
- Place Yourself in LGBTQ History
- Discussion



# Recent Events

- ENDA
- DADT
- DOMA
- Marriage Equality
- Hate Crimes Legislation
- Increased Visibility of Youth Suicide and Bullying
- The Trevor Project/It Gets Better



# Effects of Homophobia

- Rigid gender roles
- Communication and relationships
- Stigmatization
- Silence
- Targeting
- Increased substance abuse *Hunter, 1992*
- LGB youth are up to four times more likely to attempt suicide *Massachusetts Youth Risk Survey, 2007*
- LGB youth who come from highly rejecting families are more than 8 times as likely to have attempted suicide than LGB peers who reported no or low levels of family rejection

*Ryan C, Huebner D, et al - Peds 2009;123(1):346-352*





# Campus Climate

- Inclusiveness on our campus
- 2005 Campus Climate Survey (Students)  
24.8% indicated that they had seen someone else being harassed at IPFW. Sexual orientation, age, race/ethnicity, and social class origin were the most frequent perceived reasons, in that order
- 2012 Campus Climate Survey



# Prejudice and Discrimination

- Antilocution: Name calling, stereotyping
- Avoidance: Omission and exclusion
- Discrimination: Denial of opportunity
- Physical Attack: Violence or threat thereof

*Allport, 1994*



# Common Elements of Oppression

- Defined Norm
- Institutional Power
- Economic Power
- Myth of Scarcity
- Violence, or the Threat of Violence
- Isolation
- Horizontal Hostility
- Invisibility
- Distortion
- Stereotyping
- Blaming the Victim
- Internalized Oppression
- Assimilation
- Tokenism

- Suzanne Pharr, 1988




# What we currently do to end homophobia and oppression:

- Organizational norms
- Organizational policies
- Local ordinances and laws
- State laws
- National laws



# “Homo”work

- Identify one homophobic image in the mass media.
- Identify images of LGBTQ people of color in mass media.
- Investigate the origins of the following words: queer, faggot, dyke.
- Research IU and Purdue non-discrimination and domestic partner policies and forms.
- Look for a LGBTQ bumper sticker on a car. What did you see? What did it mean?
- LGBTQ magazine/book/social media
- Self-appraisal
- Heterosexual questionnaire



Questions?  
Comments?  
Concerns?  
Complaints?

Kim Myers, M.A.

(260) 481-4113

[myersk@ipfw.edu](mailto:myersk@ipfw.edu)

Safe Zone Administrator: Julie Creek

[creekj@ipfw.edu](mailto:creekj@ipfw.edu) (260) 481-4140

[www.ipfw.edu/cwra](http://www.ipfw.edu/cwra) “Programs”



# Safe Zone Workshop 2



Safe Zone is a program of the Indiana University-Purdue University Center for Women and Returning Adults with support from the IPFW Chancellor's Council on Diversity, the Office of Diversity and Multicultural Affairs, and the office of the Vice Chancellor for Student Affairs.

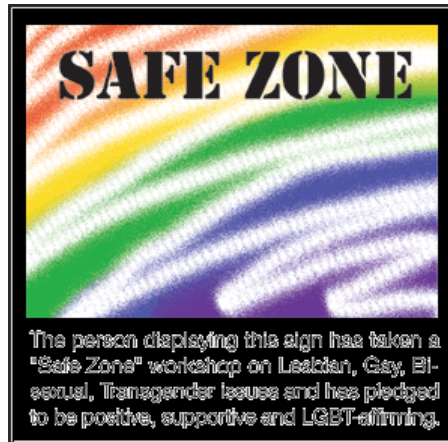


# Safe Zone Agenda Workshop 2

- Review and “Homo”work Discussion
- Visualization Activity and Discussion
- What is an ally?
- Violence and Oppression
- Student Development Theories
- Inclusive Campus Spaces
- Rights and Responsibilities at IPFW
- Queer Jeopardy



# What is Safe Zone?



A safe zone is a place where you can feel free to talk about being lesbian, gay, bisexual, 'queer', or transgender without fear of criticism or hatred. It is a place where you can feel not only supported, but affirmed. It is a place where you are not only accepted, but valued.

- DiClementi, 2004



# Discussion Guidelines

- Respect all participants
- Be 100% present
- Participate freely
- Stay open to new ideas
- Respect confidentiality
- Listen to other participants
- Learn something new




# Review Session 1

- Introductions and Ground Rules
- Symbols and Language
- Transgender 101
- History and Recent Events
- Homophobia, Heterosexism, and Civil Rights
- Campus Climate
- “Homo”work



# Visualization

- Visualize a different world
- Discuss
- Where do spaces such as those created by Safe Zone allies fit in here?



# What is an ally?

- Someone who advocates for and supports members of a community other than their own. Reaching across differences to achieve mutual goals.

*Gender Equity Resource Center, UC Berkeley*

- How can you be an ally or encourage others to be allies?



# How to be an ally:

- Don't be surprised if one 'comes out'
- Always respect confidentiality
- Examine your own biases & be informed
- Know when to seek additional help
- Maintain a balanced perspective - sex isn't everything, for anybody
- Maintain a sense of humor
- Understand identity vs. orientation
- Deal with feelings first
- Be supportive & use affirming language
- Don't get into the "guessing game"



# Affirming vs. Promoting

*Affirm: to state or assert positively*

- To refuse to belittle, demean, ridicule
- To recognize and acknowledge
- To note the existence

*Promote: to further, advance or exalt; to put in a higher position*

- Promoting diversity is not promoting a particular group



# A simple formula for challenging homophobia:

- **NAME IT**

“That’s a strong opinion – anyone differ?”

- **CLAIM IT**

“My cousin is a lesbian, and she thinks the issue is more about fear than hate.”

- **STOP IT**

“A variety of views and opinions are always welcome, but we don’t need to put anyone down.”

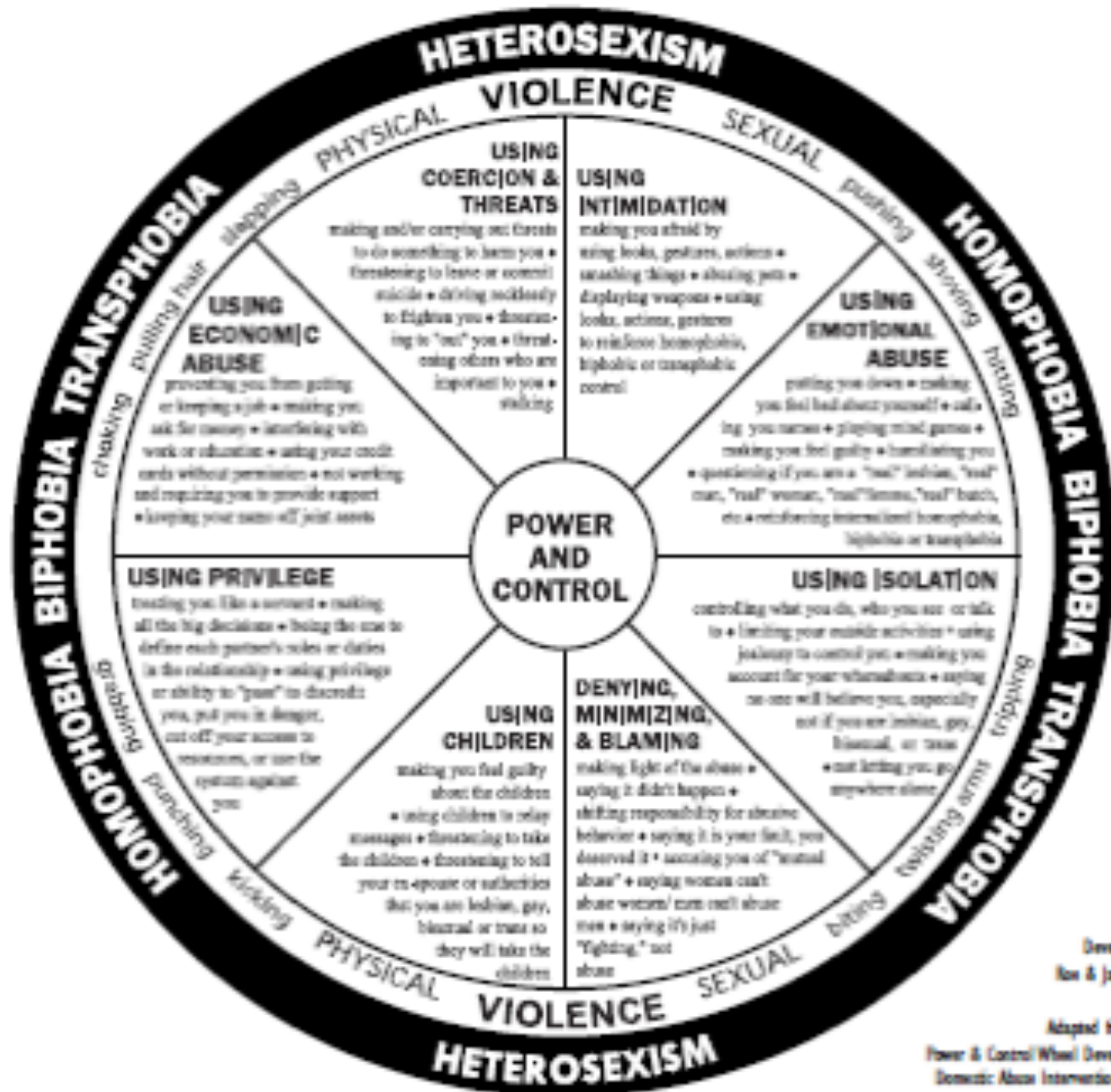




# Violence and Oppression

- Review some of the Common Elements of Oppression:
  - Defined norm, institutional/economic power, violence (or threat of), stereotyping, blaming the victim
- Targets of violence
  - Emotional
  - Financial
  - Physical
  - Sexual
    - Transgender and military communities
- Domestic Violence in the LGBTQ community
  - Approximately same rate as heterosexual women (about 25%)
  - Shelter
  - Dynamics

# LGBTQ Power and Control Wheel



Developed by  
 Row & Jagodzinsky

Adapted from the  
 Power & Control Wheel Developed by  
 Domestic Abuse Intervention Project  
 206 West North Street  
 Duluth, MN 55806




# Student Development Theories

*Cass, 1979:*

- Confusion
- Comparison
- Tolerance
- Acceptance
- Pride
- Synthesis

*Criticisms:*

- socio-cultural factors
- less social stigma regarding identity since inception
- need not go through all six stages to be well adjusted



# D'Augelli's (1994) Model of Sexual Identity Development

- Six processes rather than stages:
  - Exiting heterosexual identity
  - Developing a personal lesbian/gay/bisexual identity status
  - Developing a lesbian/gay/bisexual social identity
  - Becoming a lesbian/gay/bisexual offspring
  - Developing a lesbian/gay/bisexual intimacy status
  - Entering a lesbian/gay/bisexual community



# Fassinger's (1998) Model of Sexual Identity Development

Individual Sexual Identity    Group Membership Identity

Awareness

Exploration

Deepening Commitment

Internalization/Synthesis



# Inclusive Campus Spaces

- Recognize heterosexism and homophobia
  - Sometimes as simple as challenging heteronormativity
- Refrain from 'assuming heterosexuality'\*
- Give our opinion regarding *issues*\*
- Facilitate pertinent discussions\*
- Deepen our own understanding\*
- Get involved
- Community presence

*\*Safe Schools Coalition*



# Inclusive Campus Spaces

- Intervene immediately to stop violence, intimidation, harassment and threats
- Do not allow 'gay jokes' or stereotypes
- Stick to the facts & do your research
- Correct unintentional slurs
- Interrupt homophobia every time
- *Work on our own prejudices*

*Safe Schools Coalition*



# Campus Climate - Potential Best Practices







# Rights and Responsibilities at IPFW

## **Bulletin Part 8: Regulations, Policies, Rights, & Responsibilities**

*Affirmative Action, Nondiscrimination,  
and Anti-harassment*

IPFW prohibits discrimination against any member of the university community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran.


Questions or violations:

Office of Institutional Equity KT 110N (260) 481-6106



# Resources

- City of Fort Wayne Metropolitan Human Relations Commission
- Fort Wayne Pride
- Northeast Indiana Diversity Library
- Indiana Equality
- Human Rights Campaign
- The Trevor Project
- It Gets Better Project
- GLSEN (Gay, Lesbian, and Straight Education Network)
- GLAAD (Gay and Lesbian Alliance Against Defamation)



Questions?  
Comments?  
Concerns?  
Complaints?

Kim Myers, M.A.

(260) 481-4113

[myersk@ipfw.edu](mailto:myersk@ipfw.edu)

Safe Zone Administrator: Julie Creek

[creekj@ipfw.edu](mailto:creekj@ipfw.edu) (260) 481-4140

[www.ipfw.edu/cwra](http://www.ipfw.edu/cwra) “Programs”