
Online Appendixes for sj Miller's
about GENDER IDENTITY JUSTICE IN SCHOOLS AND COMMUNITIES

APPENDIX A: Cisgender Privilege Checklist

APPENDIX B: Exercises for Practicing Names and Pronouns

APPENDIX C: Pronoun Chart

APPENDIX D: Inclusive Space Sign

APPENDIX E: Gender, Pronouns, and Romantic Orientations List

APPENDIX F: Gender Identity and Cisgender Audit

APPENDIX G: Glossary of Terms: Defining a Common Queer Language

APPENDIX H: Trans*ing Schools Checklist

**APPENDIX I: Commitments Toward Enacting Trans*+ and Gender
Identity Safety and Inclusion**

**APPENDIX J: Documentaries about Transgender and Gender Non-
Binary Individuals**

APPENDIX K: Classroom/School Scenarios

APPENDIX L: Syllabi and Course Statements

SCHOOL : QUESTIONS

about
**GENDER IDENTITY JUSTICE
IN SCHOOLS AND
COMMUNITIES**

sj Miller / Foreword by Cris T. Mayo



TEACHERS COLLEGE PRESS

TEACHERS COLLEGE | COLUMBIA UNIVERSITY
NEW YORK AND LONDON

Cisgender Privilege Checklist

Directions: As you read the list below, identify the privileges about being cisgender that surprised you. These examples of cisprivilege are meant to be viewed as a self-assessment and are therefore written in the first person.

Clothing

- Clothing works for me, more or less.
- I am a size and shape for which clothes I feel comfortable wearing are commonly made.
- There are clothes designed with bodies like mine in mind.
- If I am unable to find clothing that fits me well, I will still feel safe, and recognizable as my gender.

Healthcare

- I expect access to healthcare.
- I cannot be denied health insurance on the basis of my gender.
- I expect medical forms to reflect choices regarding my gender.
- I expect that I will not be denied medical treatment by a doctor on the basis of my gender.
- My identity is not considered a mental pathology (“gender dysphoria” in the DSM 5) by the psychological and medical establishments.
- Treatments that are medically necessary for me are generally covered by insurance.
- I expect that medical professionals competent to treat my conditions exist outside of major cities, and in proportion to the demand for them. I expect no undue delay in access to routine medical services, and for such services to be available (at least) five days a week.
- If I end up in the emergency room, I do not have to worry that my gender will keep me from receiving appropriate treatment, or that all of my medical issues will be seen as a result of my gender.
- I expect that there exists formal training about medical conditions affecting me.
- I am not required to undergo an extensive psychological evaluation in order to receive basic medical care.
- There is information about the prevalence of HIV/AIDS and other diseases in my community.

Local and National Travel

- I expect my gender to not unduly affect my ability to travel nationally and internationally.
- If I am asked for a pat-down by a TSA agent, I expect it to be done by a person who reflects my gender or that I will be asked which agent I prefer.
- My gender presentation is legal in all countries.
- I expect that information on a country relevant to travelers of my gender will be readily available, and supplied to me by travel guides, travel agents, and study abroad officials.
- I expect that a visa and passport will be sufficient documentation for me to enter any country, however difficult these may be to obtain.
- I expect that my documentation will decrease suspicion about me.

Media and the Arts

- Bodies like mine are represented in the media and the arts.
- Bodies like mine are represented in magazines and books.
- I can identify with images of my body in movies, plays, shows, etc.
- I see people like me on the news.
- I can easily find role models and mentors to emulate and who share my identity.
- Hollywood accurately depicts people of my gender in films and television, and does not solely make my identity the focus of a dramatic storyline, or the punchline for a joke.

Offenses

- Wronging me is typically taken seriously.
 - a. Those who wrong me are expected to know that it is hurtful, and are considered blameworthy whether or not they intended to wrong me.
 - b. I have easy access to people who understand that this wrong is not acceptable, and who will support me.
 - c. I have easy access to resources and people to educate someone who wronged me, if I am not feeling up to it.
 - d. If I am being wronged, I can expect that others who are around will notice.

Physical and Emotional Safety

- I do not expect to be physically assaulted because of my body.
- I do not expect someone to question that I am cisgender and if they do, that I would incur violence as a result.
- I do not expect to be demeaned or belittled because I am cisgender.
- I can reasonably assume that I will not be denied services at a hospital, bank, or other institution because the staff does not believe the gender marker on my ID card matches my gender identity.

- When someone checks my identification or my driver's license, I will never be insulted or glared at because my name or sex does not match the sex they believed I am to be based on my gender expression.
- I do not expect that strangers will ask me what my genitals look like or how I have sex.
- I can walk through the world with little concern for my safety and well-being and do not scan others in fear that I may be assaulted or mocked because of my body and/or appearance.
- If someone else thinks I'm in the wrong bathroom, locker room, or changing room, I am in no danger of verbal abuse, arrest, stares, or physical intimidation.
- When (or if) people mistake my gender, there are unlikely to be serious consequences.
- I have the ability to flirt, engage in courtship, or form a relationship and not fear that my biological status may be cause for rejection or attack, nor will it cause my partner to question their sexual orientation.
- When I am dating someone, I do not question if they are just looking to satisfy a curiosity or kink pertaining to my gender identity (e.g., the "novelty" of having sex with a trans person).
- My identity is not considered a mental pathology ("gender dysphoria" in the DSM 5) by the psychological and medical establishments.
- I do not have to defend my right to be a part of "queer," and gays and lesbians will not try to exclude me from "their" equal rights movement because of my gender identity (or any equality movement, including feminist rights).
- When I interact with law enforcement, I do not fear interactions with police officers due to my gender identity, nor do I fear that I may be provided differential treatment.
- If I am murdered (or have any crime committed against me), my gender expression will not be used as a justification for my murder ("gay or trans panic"), nor as a reason to coddle the perpetrators.
- I do not have to pretend that anatomy and gender are irrevocably entwined when having the "boy parts and girl parts" talk with children, instead of explaining the actual complexity of the gender and sex.
- I don't have to convince my parents of my true gender and/or have to earn my parents' and siblings' love and respect all over again.
- I don't have to remind my extended family *over and over* to use proper gender pronouns or different names (e.g., after transitioning).

Privacy

- I expect the privacy of my body to be respected in bathrooms, locker rooms, and changing facilities.
- My gender is always an option on a form.
- I am not asked about what my genitalia look like, or whether or not my breasts are real, or what medical procedures I have had, etc.
- It is easily possible for representations of my naked body to pass obscenity restrictions.
- I am not asked by others what my "real name is or was."

- I can reasonably assume that my ability to acquire a job, rent an apartment, or secure a loan will not be denied on the basis of my gender identity/expression.
- I am able to go places with friends on a whim knowing there will be bathrooms available that I can use.

Sex-Segregated facilities

I expect access to, and fair treatment within:

- Homeless shelters
- Domestic violence shelters
- Dormitories
- Drug rehabilitation
- Prisons
- Bathrooms
- Locker rooms
- Gyms
- Hostels
- Juvenile justice systems

Workplace

- I expect laws banning the creation of a hostile work environment will ban the use of offensive language about me.
- I expect laws to be in place that prevent sexual or gender-type harassment.
- I expect to have a bathroom that I can use without fear of redress, physical or verbal intimidation, stares, or ridicule.

Exercises for Practicing Names and Pronouns

The “Get to Know Me” allows students to privately reveal their *current* claimed name, (a)gender identity (i.e., gender identity or absence of), and (a)pronouns (i.e., pronouns or absence of), and with an option to note if they want these identities publicly acknowledged (see below). For the student who does not want others to know about particular identities but is comfortable sharing that part of the self with the educator, the educator can respond on assignments with comments that recognize the student’s true name, (a)gender identity, and/or (a)pronoun.

Get to Know Me

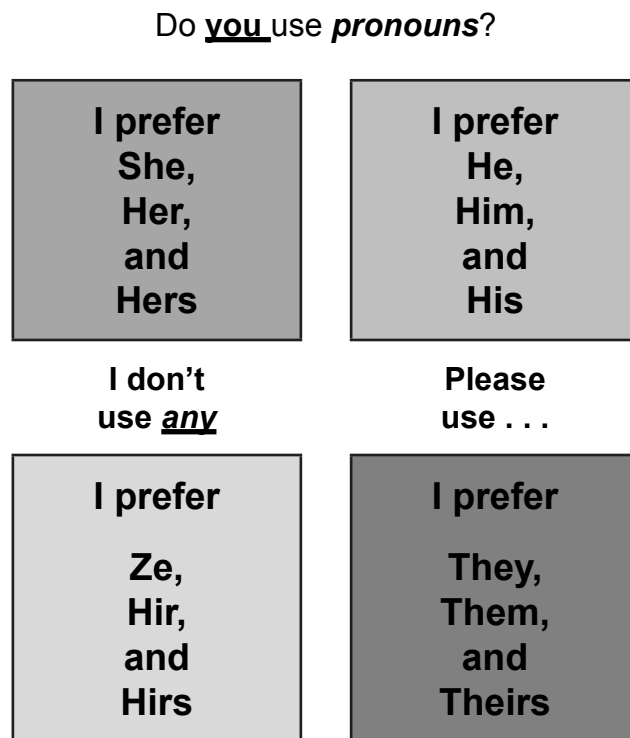
My assigned name is _____ and my claimed name (leave blank if they are the same) is _____. My assigned sex is _____ but my CURRENT, claimed (a)gender identity (leave blank if they are the same) is _____. The pronouns people use when referring to me include _____ but my CURRENT, claimed (a)pronoun is/are _____.

In class I prefer you to use (please circle) assigned or claimed name, assigned or claimed (a)pronouns, but on my assignments, you can use (please circle) assigned or claimed name and assigned or claimed (a)pronouns.

Adapted from Miller, s. (2016). Trans**ing Classrooms: The pedagogy of refusal as mediator for learning. *Social Sciences*, 5(34), 1–17

Pronoun Chart

Figure 4.4. Pronoun Poster



Inclusive Space Sign

Inclusive Space



This space
RESPECTS

all aspects of people including age, gender, race, ethnicity, religion/no religion, national origin, immigration status, language, education, marital status, body size, political affiliation/philosophy, (a)sexual orientation, (a)gender identity/expression and creativity, physical and mental ability, social-economic status, genetic information, medical status, veteran status, and the indeterminate.

Copyright 2016 by Palgrave MacMillan. Reprinted with permission.

Gender, Pronouns, and Romantic Orientations List

Gender Master List (gender may be made into boy, girl, non-binary, etc.):

(example: demigender, demiboy, demigirl, demi-non-binary; *see* genderfluidsupport.tumblr.com/gender/)

abimegender: A gender that is profound, deep, and infinite; meant to resemble when one mirror is reflecting into another mirror, creating an infinite paradox

adamasgender: A gender that refuses to be categorized

aerogender: A gender that is influenced by your surroundings

aesthetigender: A gender that is derived from an aesthetic; also known as *videgender*

affectugender: A gender that is affected by mood swings

agender: The feeling of no gender/absence of gender or neutral gender

agenderflux: Being mostly *agender* except having small shifts toward other genders, making them *demigenders* (because of the constancy of being *agender*)

alexigender: A gender that is fluid between more than one gender but others cannot tell what those genders are

aliusgender: A gender that is removed from common gender descriptors and guidelines

amaregender: A gender that changes depending on who you're in love with

ambigender: Defined as having the feeling of two genders simultaneously without fluctuation; meant to reflect the concept of being ambidextrous, only with gender

ambonec: Identifying as both man and woman, yet neither at the same time

amicagender: A gender that changes depending on which friend you're with

androgyn: Sometimes used in the case of "androgynous presentation"; describes the feeling of being a mix of both masculine and feminine (and sometimes neutral) gender qualities

anesigender: Feeling like a certain gender yet being more comfortable identifying with another

angenital: A desire to be without primary sexual characteristics without necessarily being genderless; one may be both *angenital* and identify as any other gender

anogender: A gender that fades in and out but always comes back to the same feeling

anongender: A gender that is unknown to both yourself and others

antegender: A protean gender that has the potential to be anything but is formless and motionless and therefore does not manifest as any particular gender

anxiegender: A gender that is affected by anxiety

apagender: A feeling of apathy toward one's gender that leads to them not looking any further into it

apconsugender: A gender where you know what it isn't, but not what it is; the gender is hiding itself from you.

astergender: A gender that feels bright and celestial

astralgender: A gender that feels connected to space

autigender (POSSIBLE TRIGGER WARNING): A gender that can only be understood in the context of being autistic

autogender: A gender experience that is deeply personal to oneself

axigender: When a person experiences two genders that sit on opposite ends of an axis, one being agender and the other being any other gender; these genders are experienced one at a time with no overlapping and with very short transition time.

bigender: The feeling of having two genders either at the same time or separately; usually used to describe feeling "traditionally male" and "traditionally female," but does not have to

biogender: A gender that feels connected to nature in some way

blurgender: The feeling of having more than one gender that are somehow blurred together to the point of not being able to distinguish or identify individual genders; synonymous with *genderfuzz*

boyflux: When one feels mostly or all male most of the time but experiences fluctuating intensity of male identity

burstgender: A gender that comes in intense bursts of feeling and quickly fades back to the original state

caelgender: A gender that shares qualities with outer space or has the aesthetic of space, stars, nebulas, etc.

cassgender: When the feeling of gender is unimportant to you

cassflux: When the level of indifference toward your gender fluctuates

cavusgender: For people with depression; you feel one gender when not depressed and another when depressed.

cendgender: When your gender changes between one and its opposite

ceterofluid: When you are ceterogender and your feelings fluctuate between masculine, feminine, and neutral

ceterogender: A non-binary gender with specific masculine, feminine, or neutral feelings

cisgender: The feeling of being the gender you were assigned at birth, all the time (assigned (fe) male/feeling (fe)male)

cloudgender: A gender that cannot be fully realized or seen clearly due to depersonalization/derealization disorder

collgender: The feeling of having too many genders simultaneously to describe each one

colorgender: A gender associated with one or more colors and the feelings, hues, emotions, and/or objects associated with that color; may be used like pinkgender, bluegender, or yellowgender

commogender: When you know you aren't cisgender but you've settled with your assigned gender for the time being

condigender: A gender that is only felt during certain circumstances

deliciagender: From the Latin word *delicia* meaning "favorite"; the feeling of having more than one simultaneous gender yet preferring one that fits better

demifluid: The feeling your gender is fluid throughout all the demigenders; the feeling of having multiple genders, some static and some fluid

demiflux: The feeling of having multiple genders, some static and some fluctuating

demigender: A gender that is partially one gender and partially another

domgender: Having more than one gender yet one is more dominant than the others

demi-smoke (term coined by @cotton-blossom-jellyfish): A transcendental, spiritual gender roughly drifting to other genders that are unable to be foreseen and understood, shrouded in darkness within your inner visual. Elevating through mystery. Caused by a lack of inner interpretation and dark emotional states. *See* demi-vapor.

demi-vapor (term coined by @cotton-blossom-jellyfish): Continuously drifting to other genders, feeling spiritually transcendental when doing so while having a slightly blurred, inner visual of your genders, transitions, and positive emotions. *See* demi-smoke.

duragender: From the Latin word *dura*, meaning "long-lasting"; a subcategory of *multigender* in which one gender is more identifiable, long-lasting, and prominent than the other genders

egogender: A gender that is so personal to your experience that it can only be described as "you"

epicene: Sometimes used synonymously with the adjective "androgynous"; the feeling either having or not displaying characteristics of both or either binary gender; sometimes used to describe feminine male identifying individuals

espigender: A gender that is related to being a spirit or that exists on a higher or extradimensional plane

exgender: The outright refusal to accept or identify in, on, or around the gender spectrum

existigender: A gender that exists or feels present only when thought about or when a conscious effort is made to notice it

femfluid: Having fluctuating or fluid gender feelings that are limited to feminine genders

femgender: A non-binary gender that is feminine in nature

fluidflux: The feeling of being fluid between two or more genders that also fluctuate in intensity; a combination of *genderfluid* and *genderflux*

gemigender: Having two opposite genders that work together, being fluid and flux together

genderblank: A gender that can only be described as a blank space; when gender is called into question, all that comes to mind is a blank space.

genderflow: A gender that is fluid between infinite feelings

genderfluid: The feeling of fluidity within your gender identity; feeling a different gender as time passes or as situations change; not restricted to any number of genders

genderflux: The feeling of your gender fluctuating in intensity; like *genderfluid* but between one gender and *agender*

genderfuzz: Coined by lolzmelmel; the feeling of having more than one gender that are somehow blurred together to the point of not being able to distinguish or identify individual genders; synonymous with *blurgender*

gender neutral: The feeling of having a neutral gender, whether somewhere in between masculine and feminine or a third gender that is separate from the binary; often paired with *neutrois*

genderpunk: A gender identity that actively resists gender norms

genderqueer: Originally used as an umbrella term for non-binary individuals; may be used as an identity; describes a non-binary gender regardless of whether the individual is masculine or feminine leaning

genderwitched: A gender in which one is intrigued or entranced by the idea of a particular gender but is not certain that they are actually feeling it

girlflux: When one feels mostly or all female most of the time but experiences fluctuating intensities of female identity

glassgender: A gender that is very sensitive and fragile

glimragender: A faintly shining, wavering gender

greygender: Having a gender that is mostly outside of the binary but is weak and can barely be felt

gyragender: Having multiple genders but understanding none of them

healgender: A gender that, once realized, brings lots of peace, clarity, security, and creativity to one's mind

heliogender: A gender that is warm and burning

hemigender: A gender that is half one gender and half something else; one or both halves may be identifiable genders

horogender: A gender that changes over time, with the core feeling remaining the same

hydrogender: A gender that shares qualities with water

imperigender: A fluid gender that can be controlled by the individual

intergender: The feeling of gender falling somewhere on the spectrum between masculine and feminine; not to be confused with *intersex*

juxera: A feminine gender similar to girl but on a separate plane and off to itself

libragender: A gender that feels *agender* but has a strong connection to another gender

magigender: A gender that is mostly gender and the rest is something else

mascfluid: A gender that is fluid in nature and restricted only to masculine genders

mascgender: A non-binary gender that is masculine in nature

maverique: Taken from the word *maverick*; the feeling of having a gender that is separate from masculinity, femininity, and neutrality, but is not agender; a form of third gender

mirrorgender: A gender that changes to fit the people around you

molligender: A gender that is soft, subtle, and subdued

multigender: The feeling of having more than one simultaneous or fluctuating gender; synonymous with *polygender* and *omnigender*

nanogender: Feeling a small part of one gender with the rest being something else

neutrois: The feeling of having a neutral gender; sometimes a lack of gender that leads to feeling neutral

non-binary: Originally an umbrella term for any gender outside the binary of cisgenders; may be used as an individual identity; occasionally used alongside *genderqueer*

omnigender: The feeling of having more than one simultaneous or fluctuating gender; synonymous with *multigender* and *polygender*

oneirogender: Coined by anonymous, “being agender, but having recurring fantasies or daydreams of being a certain gender without the dysphoria or desire to actually be that gender day-to-day”

pangender: The feeling of having every gender; this is considered problematic by some communities and thus has been used as the concept of relating in some way to all genders as opposed to containing every gender identity; applies only to genders within one’s own culture

paragender: The feeling very near one gender and partially something else that keeps one from feeling fully that gender

perigender: Identifying with a gender but not as a gender

polygender: The feeling of having more than one simultaneous or fluctuating gender; synonymous with *multigender* and *omnigender*

proxvir: A masculine gender similar to boy but on a separate plane and off to itself

quoigender: Feeling as if the concept of gender is inapplicable or nonsensical to one’s self

subgender: Mostly *agender* with a bit of another gender

surgender: Having a gender that is 100 percent one gender but with more of another gender added on top of that

systemgender: A gender that is the sum of all the genders within a multiple or median system

tragergender: A gender that stretches over the whole spectrum of genders

transgender: Any gender identity that transcends or does not align with your assigned gender or society's idea of gender; the feeling of being any gender that does not match your assigned gender

trigender: The feeling of having three simultaneous or fluctuating genders

vapogender: A gender that sort of feels like smoke; can be seen on a shallow level but once you go deeper, it disappears and you are left with no gender and only tiny wisps of what you thought it was

venngender: When two genders overlap, creating an entirely new gender; like a Venn diagram

verangender: A gender that seems to shift/change the moment it is identified

vibragergender: A gender that is usually one stable gender but will occasionally change or fluctuate before stabilizing again

vocigender: A gender that is weak or hollow

Pronoun Master List

e/h/h*s/h*self

ae/aer/aers/aerself

ce/cir/cirs/cirself

co/cos/cos/coself

e/em/eir/emself

ey/eim/eir/eirself

ey/em/eir/emself

fey/fer/fers/ferself

fey/feys/feyself

fey/feyr/feyself

fir/firs/firself

he/him/his/himself

hir/hir/hirs/hirself

hu/hu/hume/humself

it/it/its/itself (only if you are explicitly told it's okay)

jee/jem/jeir/jemself

jam/jam/jams/jamself

jhey/jhem/jheir/jheirself

kye/kyr/kyne/kyrself

kir/kir/kirs/kirself

lee/lim/lis/limself

mae/mair/maes/maeself

ne/nem/neir/neirself

ne/nem/nir/nemself

ne/nis/nimself

ne/nym/nis/nymself

per/per/pers/perself

she/her/hers/herself

she/sheer/sheers/sheerself

sie/sier/siers/sierself

sie/hir/hirself

ou/ou/ous/ouself

tey/tem/ter/temself

they/them/their/themself

thae/taer/taers/taerself

this one/ that one

thon/thon/thons/thonself

ve/vir/virs/virself

ve/vis/vir/verself

xe/hir/hirs/hirself

xe/xim/xis/ximself

xe/xir/xirs/xirself

xie/xem/xyr/xemself

xe/xem/xyr/xyrself

yre/yres/yreself

zay/zir/zirs/zirself

ze(or zie)/zir/zirs/zirself

ze/hir/hirs/hirself

ze/zir/zirs/zirself

ze/zan/zan/zanself

zed/zed/zeds/zedsself

zed/zed/zeir/zedsself

zhe/zhim/zhir/zhirself

zhe/zhir/zhirs/zhirself

Orientation Master List

There are six types of attraction:

-sexual: “I want to have sex with you”

-romantic: “I want to date you”

-sensual: “I want to hug/kiss you”

-platonic: “I want to be friends with you”

-aesthetic: “You look nice”

-alterous: “I feel an emotional connection that is indeterminate” (can best be described as desiring emotional closeness with someone; is neither platonic nor romantic but rather somewhere in between the two)

All types of attractions may be used as suffixes along with “-fluid” and “-flux.” Mix and match prefixes and suffixes to create an orientation.

a-: Lack of attraction

abro-: Having an orientation or feelings about it that constantly change and cannot be pinned down for this reason

aceflux: Similar to genderflux where the intensity of sexual attraction you feel fluctuates; *asexual* to *demisexual* to *allosexual* and back

aego-: Feeling attraction or desire only for situations that does not involve oneself; previously known as *autochoris-*

akoi-: The feeling of attraction but not wanting it reciprocated or losing it when it is reciprocated; used as an alternative and potentially less problematic form of *lithosexual/lithoromantic*

aliqua-: Not normally feeling attraction, but feeling it on occasion under specific circumstances

amicus-: When you're attracted to people platonically

amorplatonic: Experiencing romantic attraction but only wanting to be in queerplatonic/quasiplatonic relationships

apothi-: Being *aromantic/asexual* and not experiencing romantic/sexual feelings in any shape or form; aromantic/asexual individuals who are romance-/sex-repulsed

aromantic: Feeling no romantic attraction regardless of gender or situation

aroflux: Similar to genderflux where the intensity or romantic attraction you feel fluctuates; *aromantic* to *demiromantic* to *alloromantic* and back

arospike/acespike: Feeling no attraction except in occasional bursts of intense attraction and then plummeting back to no attraction

asexual: Feeling no sexual attraction regardless of gender or situation

auto-: The feeling of attraction only toward oneself

bellusromantic: Having interest in conventionally romantic things yet not desiring a relationship; part of the aro spectrum

bbi-: The feeling of attraction toward two or more genders, generally your own gender and other(s)

borea-: Having an exception to your usual orientation

burst-: Having spikes in attraction that fade away after a while

cass-: Feeling utterly indifferent toward attraction and believing it's not important

cease-: Usually being allo- yet occasionally feeling a sudden loss of attraction and then returning to normal

cetero-: The feeling of attraction toward non-binary people; replaces *skolio*- because “skolio” means bent or broken and implies that non-binary people must be fixed; this is reserved for trans/non-binary individuals because cis-people were judging non-binary people based off presentation alone.

culparomantic: Feeling romantic and platonic attraction at the same time

cupio-: The feeling of having no attraction toward any gender yet still desiring a sexual or romantic relationship

demi-: Not feeling attraction toward someone until a certain closeness or bond has been formed

desinoromantic: When one does not experience full-on romantic attraction but experiences “liking” someone instead of loving them romantically, at which point the attraction goes no further

duo-: Having two or more well-defined orientations that you switch between

ficto-: Feeling a certain type of attraction only toward fictional characters

fin-: Feeling attraction to fem(me) identifying people

fray-: Experiencing attraction only toward those you are less familiar with; the feeling is lost when they become closer or more familiar; the opposite of *demi*-.

grey-: The feeling of usually not having any attraction except occasionally, depending on the situation; typically paired with *asexual* and *aromantic*

heteroflexible: The feeling of having mostly hetero- attraction yet having an openness for other genders

hetero-: The feeling of being attracted to a gender other than your own

homo-: The feeling of being attracted to your own gender

homoflexible: The feeling of having mostly homo- attraction yet having an openness for other genders

iculasexual: Being asexual but open to having sex

idemromantic: Being able to categorize others as having either a platonic or romantic attraction based on outside factors yet feeling no difference in the type of attraction

kalossexual: The desire to have a sexual relationship yet never feeling sexual attraction; part of the ace spectrum

lamvano-: Feeling no desire to do sexual/romantic things to someone, but wanting to be on the receiving end; opposite of *placio-*

lesbian: Someone who identifies fully or partially as a woman who is attracted to other fully or partially identified women

limno-: Experiencing attraction toward depictions of attraction (writing or drawings) but not the physical acts

ma-: Feeling attraction to men

min-: Feeling attraction to masculine identifying people

multi-: Attraction to more than one gender

meu-: Feeling attraction toward people who are genderless

nin-: Feeling attraction toward androgynous-identifying people

nocisma-: Feeling attraction to everyone except cis men because of associated oppression

noma-: Experiencing attraction to every gender except for self-identifying men

novi-: Feeling complicated attraction or lack thereof in such a way that it is difficult or impossible to fit into one word or term

novo-: When one's orientation changes with gender

nowo-: Experiencing attraction to every gender except for self-identifying women

omni-: The feeling of a lack of preference in gender; may be attracted to all genders equally; similar to *pan-*

pan-: The feeling of attraction toward any gender or all genders; similar to *omni-*

penulti-: Feeling attraction toward every gender except your own

platonioromantic: Feeling no difference between platonic and romantic attraction

polar-: Feeling either extreme attraction or intense repulsion

poly-: The feeling of attraction toward most or several genders (but not all)

pomo-: The feeling of having no orientation

pre-: A placeholder term for someone who doesn't think they've experienced enough attraction to know their orientation

proqua-: Feeling attracted to feminine people when you yourself are feminine

proquu-: Feeling attracted to masculine people when you yourself are masculine

queer: the feeling of not being hetero- yet not wanting to further identify with any conventional sexuality

quoiromantic: From the French word *quoi* meaning "what"; the feeling of not being able to distinguish romantic from platonic attraction and therefore being unsure if one has experienced it; used to replace *wtfromantic* because of vulgarity

recip-: The feeling of experiencing attraction only once someone else has experienced it toward them first

requies-: Not feeling attraction when emotionally exhausted

sans-: When there's no trend line in the attraction one feels; it just does what it does

sensu-: An orientation that is based off sensuality as opposed to romance, sexuality, etc; different from sensual orientation; when romantic or sexual type pleasure is derived from sensual acts or situations

skolio-: The feeling of attraction toward non-binary genders; replaced by *cetero-* because of problematic wording

specio-: Feeling attraction toward someone based off specific traits, not gender

thym-: Feeling attraction that varies depending on emotional state

volit-: Feeling attraction that is not directed at anyone in particular

woma-: Feeling attraction to women

Gender Identity and Cisgender Audit

Observation	Describe gender markers	Self or Other (Who is doing the thinking about the observation)?	Who is reinforcing?	Location
girl on cereal	pigtails, pink shirt, etc.	Other	Corporation	House
“yes miss”	presumption that I’m female because of my mannerisms, hair, voice	Self	Professor in class	University campus
Audit of Gender Identity Awareness				
“Referred to as ma’am or sir”	<ul style="list-style-type: none"> • I expect access to healthcare. • I expect medical forms to reflect choices regarding my gender. • I am not required to undergo an extensive psychological evaluation in order to receive basic medical care. 	Self	Doctor, nurse, receptionist	Doctor’s office
“Someone says hi”	<ul style="list-style-type: none"> • I can walk through the world with little concern for my safety and well-being and do not scan others in fear that I may be assaulted or mocked because of my body and/or appearance. • I do not expect to be physically assaulted because of my body. 	Self	Person on trail	On a hike
Notices someone who might be otherly gendered in the same bathroom	<ul style="list-style-type: none"> • I expect the privacy of my body to be respected in bathrooms, locker rooms, and changing facilities. • I am able to go to places with friends on a whim knowing there will be bathrooms available I can use. 	Other	Older woman in bathroom	Bathroom at mall

Glossary of Terms:

Defining a Common Queer Language

(a)gender or agender: Rejecting gender as a biological or social construct altogether and refusing to identify with gender.

(a)gender and (a)sexual justice and queer autonomy: These interchangeable terms each ideologically reflect an actualized freedom of humans to be self-expressive without redress of social, institutional, or political violence. See also *queer autonomy*.

(a)gender self-determination: This is the inherent right to both occupy one's (a)gender and make choices to self-identify in a way that authenticates self-expression. It is also a type of self-granted or inherited permission that can help one refute or rise above social critique; it presumes choice and rejects an imposition to be defined or regulated; it presumes that humans are entitled to unsettle knowledge, which can generate new possibilities of legibility; and it means that any representation of (a)gender deserves the same inalienable rights and the same dignities and protections as any other human. This "de factoness" grants individuals ways of intervening in and disrupting social and political processes because one's discourse and self-determined ways of being demonstrate placement as a viable stakeholder in society, revealing that no one personhood is of any more or less of value than any other.

ally: Any non-lesbian, non-gay man, non-bisexual, or cisgender person whose attitude and behavior are anti-heterosexist and who is proactive and works toward combating homophobia, transphobia, and heterosexism on both a personal and institutional level.

apronoun: Refusal to use pronouns when self-identifying.

aromantic: One who lacks a romantic orientation or is incapable of feeling romantic attraction. Aromantics can still have a sexual orientation (e.g., "aromantic bisexual" or "aromantic heterosexual"). A person who feels neither romantic nor sexual attraction is known as an aromantic asexual.

asexual/ace: A person who does not experience sexual attraction to another person. Individuals may still be emotionally, physically, romantically, and/or spiritually attracted to others, and their romantic orientation may also be lesbian, gay, bisexual, transgender**, intersex, agender/asexual, gender creative, queer and questioning (LGBT**IAGCQQ) (A in this case meaning ally). The prefixes of homo-, hetero-, bi-, pan-, poly-, demi-, and a- have been used to form terms such as heteroromantic, biromantic, homoromantic asexual, and so on. Unlike celibacy, which people choose, asexuality is intrinsic. Some asexual people do engage in sexual activity for a variety of reasons, such as a desire to please romantic partners or to have children.

assigned gender: The gender one is presumed or expected to embody based on assigned sex at birth.

assigned pronouns: The commonly accepted pronouns that others use to describe or refer to a person based on actual or perceived gender.

assigned sex: The sex one is assigned at birth based on genitalia.

bigender: Refers to those who have masculine and feminine sides to their personality. This is often a term used by cross-dressers. It should not be confused with the term *two-spirit*, which is a term used by Native Americans.

bisexuality/bi: A sexual orientation in which a person feels physically and emotionally attracted to both genders.

butch: An identity or presentation that leans toward masculinity. Butch can be an adjective (“she’s a butch woman”), a verb (“he went home to butch up”), or a noun (“they identify as a butch”). Although commonly associated with masculine queer/lesbian women, it’s used by many to describe a distinct gender identity and/or expression, and does not necessarily imply that one identifies as a woman.

CAFAB and CAMAB: Acronyms meaning “Coercively Assigned Female/Male at Birth.”

Sometimes AFAB/FAAB and AMAB/MAAB (without the word *coercively*) are used instead. No one, whether cis- or trans, has a choice in the sex or gender to which they are assigned when they are born, which is why it is said to be coercive. In the rare cases in which it is necessary to refer to the birth-assigned sex of a trans person, this is the way to do it.

cisgender or cissexual: A person who by nature or by choice conforms to gender-based expectations of society (also referred to as genderstraight or gender normative). A prefix of Latin origin, meaning “on the same side (as).” Cisgender individuals have a gender identity that is aligned with their birth sex and therefore have a self-perception and gender expression that match behaviors and roles considered appropriate for their birth sex; for example, a person who is femininely identified who was born female. In short, cisgender is the opposite of transgender. It is important to recognize that even if two people identify as men (one being cis and the other being trans*), they may lead very similar lives but deal with different struggles pertaining to their birth sex.

cissexism: Synonymous with transphobia, this definition is associated with negative attitudes and feelings toward transgender people, based on the expression of their internal gender identity. Cissexism is also the belief that cisgender individuals are superior to transgender people and that a cisgender lifestyle is more desirable to lead.

claimed gender: The gender one feels most comfortable embodying and how one sees the self.

claimed pronouns or claimed gender pronouns: Refers to names and pronouns that one feels most comfortable identifying with or being used when spoken or referred to. Names and pronouns, which can change over time, are based on context and should be honored. Names and pronouns are ever-expanding and indeterminate. Examples include *ze*, *per*, *they*, and *hir*.

“coming out”: Also, “coming out of the closet” or “being out,” this term refers to the process in which a person acknowledges, accepts, and in many cases appreciates her or his lesbian, gay, bisexual, or transgender identity. This often involves sharing of this information with others. It is not a single event but instead a lifelong process. Each new situation poses the decision of whether or not to come out.

crip: Increasingly used to refer to a person who has a disability and embraces it, rather than feeling sorry for themselves. Historically used as a disparaging term for a person that is partially disabled or unable to use a limb or limbs. It is similar to the word *queer* in that it is sometimes used as a hateful slur, so although some have reclaimed it from their oppressors, be careful with its use.

cross-dressing (CD): The act of dressing and presenting as the “opposite” binary gender. One who considers this an integral part of their identity may identify as a cross-dresser. Transvestite is an obsolete (and sometimes offensive) term with the same meaning. Cross-dressing and drag are forms of gender expression and are not necessarily tied to erotic activity, nor are they indicative of one’s sexual orientation. Do NOT use these terms to describe someone who has transitioned or intends to do so in the future.

demisexual: A demisexual is a person who does not experience sexual attraction unless they form a strong emotional connection with someone. It’s more commonly seen in, but by no means confined to, romantic relationships. The term *demisexual* comes from the orientation being “halfway between” sexual and asexual. Nevertheless, this term does not mean that demisexuals have an incomplete or half-sexuality, nor does it mean that sexual attraction without emotional connection is required for a complete sexuality. In general, demisexuals are not sexually attracted to anyone of any gender; however, when a demisexual is emotionally connected to someone else (whether the feelings are romantic love or deep friendship), the demisexual experiences sexual attraction and desire, but only toward the specific partner or partners.

drag: Stylized performance of gender, usually by female-bodied drag kings or male-bodied drag queens. Doing drag does not necessarily have anything to do with one’s sex, gender identity, or orientation.

femme: An identity or presentation that leans toward femininity. Femme can be an adjective (he’s a “femmeboy”), a verb (she feels better when she femmes up”), or a noun (“they’re a femme”). Although commonly associated with feminine lesbian/queer women, it’s used by many to describe a distinct gender identity and/or expression and does not necessarily imply that one identifies as a woman.

gay: A common and acceptable word for male homosexuals but used for both genders.

gender: Socially constructed roles, behaviors, and attributes considered by the general public to be “appropriate” for one’s sex as assigned at birth. Gender roles vary among cultures and along time continuums.

gender affirmation/confirmation surgery: Having surgery as means to construct genitalia of choice. Surgery changes one's genitalia, not one's sex or gender. Gender/genitalia reassignment/reconstruction surgeries affirm an essentialist perspective of being born in the wrong sex from birth and are less frequently used in a lexicon.

gender attribution: The process by which an observer decides which gender they believe another person to be.

gender binary: A system of viewing gender as consisting solely of two categories (termed *woman* and *man*) that are biologically based (female and male) and unchangeable, and in which no other possibilities for gender or anatomy are believed to exist. This system is oppressive to anyone who defines their birth assignment, but particularly those who are gender-variant and who do not fit neatly into one of the two categories.

gender creative: Expressing gender in a way that demonstrates individual freedom of expression and that does not conform to any gender.

gender dynamic/evolving/expansive: The recognition that gender continues to shift and emerge and generate pathways to understanding expansive views of gender. These new iterations of gender will continue to push on norms and stereotypes in ways that individuals can self-determine and have agency about their identities.

gender expression/presentation: The physical manifestation of one's gender identity through clothing, hairstyle, voice, body shape, and so forth, typically referred to as feminine or masculine. Many transgender people seek to make their gender expression (how they look) match their gender identity rather than their birth-assigned sex.

gender-fluid: Individuals who are between identifying with a gender or who do not identify with a gender. This term overlaps with genderqueer and bigender, implying movement between gender identities and/or presentations.

gender identity: This is how an individual feels about themselves, intuitively, and then writes themselves into the world. Gender identity is how someone wants to be seen and legitimated through the eyes of another in the world—just as someone *is*. Understood and fashioned in these ways, gender identity can be the embodiment of gender, or lack thereof, and any expressions of the self that are reinforced by how we think and want others to see and think of ourselves. Gender identity can therefore be the physical, emotional, and/or psychological embodiment that rejects gender (*agender*) altogether.

gender identity complexity: The constant integration of new ideas and concepts and the invention of new knowledges—comprised of multitudes, and/or a moving-away or sometimes a refusal to accept essentialized constructions of binaries, genders, and bodies. Yet, in simultaneity, gender identity can be some of these, all of these, and none of these. It avoids the straightjacket of being categorized. Synonyms include complex gender identity/identities, gender identity complex, or the complexity/complexities of gender identity/identities

gender identity justice: The state of recognition in which all gender identities are afforded the same dignities as any other individual.

gender identity self-determination: The state of, and right to, self-identify in a way that authenticates one's self-expression and self-acceptance, and which refuses to be externally controlled, defined, or regulated.

gender nonconforming: A term for individuals whose gender expression is different from societal expectations related to gender.

gender normativity: An expression of identity that aligns with social expectations and norms for one's gender. Cisgender, cissexual, and genderstraight are considered synonyms.

gender role/expression: How one performs gender in the world as it relates to social expectations and norms.

genderqueer: Those rejecting binary roles and language for gender. A general term for non-binary gender identities. Those who identify as genderqueer may identify as neither woman nor man; may see themselves as outside of the binary gender boxes; may fall somewhere between the binary genders; or may reject the use of gender labels. Genderqueer identities fall under the "trans" umbrella. Synonyms include androgynous.

gray-A sexual: Asexuality and sexuality are not black and white; some people identify in the gray (spelled "grey" in some countries) area between them. People who identify as gray-A can include, but are not limited to, those who: 1) do not normally experience sexual attraction but do experience it sometimes; 2) experience sexual attraction but a low sex drive; 3) experience sexual attraction and drive but not strongly enough to want to act on them; and 4) can enjoy and desire sex but only under very limited and specific circumstances. A person can be gray-heterosexual, gray-homosexual, and/or gray-bisexual.

GSM: Gender and sexual minority is a term used to describe those who fall outside of dominant gender and sexuality identities.

hate crime: Any act of intimidation, harassment, physical force, or threat of physical force directed against any person, or their property, motivated either in whole or in part by hostility toward their actual or perceived age, disability, gender identity, ethnic background, race, religious/spiritual belief, sex, sexual orientation, and so forth.

heteroflexible: Similar to bisexual but with a stated heterosexual preference. Sometimes characterized as being "mostly straight." Commonly used to indicate that one is interested in heterosexual romance but is "flexible" when it comes to sex and/or play. The same concepts apply to homoflexible.

heteronormative/heteronormativity: A culture or belief system that assumes that people fall into distinct and complementary sexes and genders and that heterosexuality is the normal sexual orientation. A heteronormative view is one that involves alignment of biological sex, sexuality, gender identity, and gender roles, sexuality, gender identity, and gender roles.

heterosexism: The assumption that all people are or should be heterosexual. Heterosexism excludes the needs, concerns, and life experiences of lesbian, gay, and bisexual people while it gives advantages to heterosexual people. It is often a subtle form of oppression that reinforces realities of silence and invisibility.

heterosexuality: A sexual orientation in which a person feels physically and emotionally attracted to people of the opposite gender.

homonormative/homonormativity: The assimilation of heteronormative ideals and constructs into LGBT**IAGCQQ culture and identity. Homonormativity upholds neoliberalism rather than critiquing monogamy, procreation, normative family social roles, and binary gender roles. It is criticized as undermining citizens' rights and erasing the historic alliance between radical politics and gay politics, the core concern being sexual freedom. Some assert that homonormativity fragments LGBT**IAGCQQ communities into hierarchies of worthiness; those who mimic heteronormative standards of gender identity are deemed most worthy of receiving rights. Individuals at the bottom of the hierarchy are seen as an impediment to this elite class of homonormative individuals receiving their rights. Because LGBT**IAGCQQ activists and organizations embrace systems that endorse normative family social roles and serial monogamy, some believe that LGBT**IAGCQQ people are surrendering and conforming to heteronormative behavior.

homophobia: The fear, dislike, and/or hatred of same-sex relationships or those who love and are sexually attracted to those of the same sex. Homophobia includes prejudice, discrimination, harassment, and acts of violence brought on by fear and hatred. It occurs on personal, institutional, and societal levels.

homosexual: A person who is physically, romantically, emotionally, and/or spiritually attracted to a person of the same gender. Many prefer "gay," "lesbian," and other terms because of the origins of the word *homosexual* as a medical term at a time when homosexuality was considered a disorder.

homosexuality: A sexual orientation in which a person feels physically and emotionally attracted to people of the same gender.

in the closet: To be "in the closet" means to hide one's homosexual identity in order to keep a job, a housing situation, and friends, or in some other way to survive. Many LGBT**IAGCQQ individuals are "out" in some situations and "closeted" in others.

inclusive language: The use of non-identity-specific language to avoid imposing limitations or assumptions on others. Example: Saying "you all" instead of "you guys" in order to not impose assumptions regarding a person's gender identity.

internalized homophobia: The fear and self-hate of one's own homosexuality or bisexuality that occurs for many individuals who have learned negative ideas about homosexuality throughout childhood. One form of internalized oppression is the acceptance of the myths and stereotypes applied to the oppressed group. Internalized oppression is commonly seen among most, if not all, minority groups.

intersex (IS): Those born with atypical sex characteristics. A person whose natal physical sex is physically ambiguous. There are many genetic, hormonal, or anatomical variations that can cause this, among them Klinefelter Syndrome, Adrenal Hyperplasia, and Androgen Insensitivity Syndrome. Parents and medical professionals usually assign intersex infants a sex and perform surgical operations to conform the infant's body to that assignment, but this practice has become increasingly controversial as intersex adults are speaking out against having had to undergo medical procedures that they did not consent to (and in many cases caused them mental and physical difficulties later in life). The term *intersex* is preferred over *hermaphrodite*, an outdated term that is stigmatizing and misleading.

invisibility: The assumption that heterosexuality renders gay and lesbian people, youth in particular, invisible and seemingly nonexistent. Gay and lesbian people and youth are usually not seen or portrayed in society, and especially not in schools and classrooms.

label-free: Individuals who shirk all labels attached to gender and reject the gender binary.

Latinx: A gender-neutral term for people of Latin American descent; possessing an identity outside of the female/male binary.

Latin@: An unpronounceable gender-neutral shorthand for *Latino/Latina*.

lesbian: A femininely identified individual who is emotionally, physically, romantically, sexually, and/or spiritually attracted to femininely identified individuals.

monosexual/multisexual: Umbrella terms for orientations directed toward one's gender (monosexual) or many genders (multisexual).

non-binary gender identity: The expression of gender identity that fits any categorization or is necessarily discernable to another. This expression can refuse, align with, or play with representations of gender that can, but doesn't have to, shift over time and in context.

pansexual/omnisexual: "Pan," meaning "all." Someone who is emotionally, physically, romantically, sexually, and/or spiritually attracted to all gender identities/expressions, including those outside the gender-conforming binary. Similar to bisexual, but different in that the concept deliberately rejects the gender binary. Polysexual people are attracted to "many," but not necessarily all, genders.

passing: A term used by transgender people to mean that they are seen as the gender with which they self-identify. For example, a transgender man (born female) who most people see as a man. Also, a term used by non-heterosexual people to mean that they are seen as or assumed to be heterosexual.

polyamory: Having more than one intimate relationship at a time with the knowledge and consent of everyone involved. It is distinct from both swinging (which emphasizes sex with others as merely recreational) and polysexuality (which is attraction toward multiple genders and/or sexes). People who identify as polyamorous typically reject the view that sexual and relational exclusivity are necessary for deep, committed, long-term loving relationships.

preferred or claimed gender pronouns: Self-selected pronouns for how an individual prefers to be referenced. Although there is an emerging lexicon of pronouns, it is best to ask the individual how one self-references.

QPOC: “Queer People Of Color” or “Queer Person Of Color.”

queer: Despite the negative historical use of this term, it has been embraced in the last decade, particularly by younger members of the LGBT*+IAGCQQ community. It is an umbrella term that many prefer, both because of convenience (easier than *gay*, *lesbian*, etc.) and because it does not force the person who uses it to choose a more specific label for their gender identity or sexual orientation. Queer also refers to a suspension of rigid gendered and sexual orientation categories and is underscored by attempts to interrogate and interrupt heteronormativity, reinforced by acknowledging diverse people across gender, sex, and desires, as well as to foreground the sexual. It embraces the freedom to move beyond, between, or even away from, yet even to later return to, myriad identity categories. Queer is not relegated to LGBT*+IAGCQQ people, but is inclusive of any variety of experience that transcends what has been socially and politically accepted as normative categories for gender and sexual orientation.

queer autonomy or (a)gender and (a)sexual justice: These interchangeable terms each ideologically reflect an actualized freedom of humans to be self-expressive without redress of social, institutional, or political violence. See also *(a)gender and (a)sexual justice*.

romantic orientation: A person’s enduring emotional, physical, romantic, and/or spiritual—but not necessarily sexual—attraction to others. Sometimes called affectional orientation. “Romantic orientation” is often used by the asexual community in lieu of “sexual orientation.”

safe space: A place where people who identify within the LGBTQIA communities feel comfortable and secure in being who they are. In this place, they can talk about the people with whom they are involved without fear of being criticized, judged, or ridiculed. Safe spaces promote the right to be comfortable in one’s living space, work environments, and so forth. It is focused toward the right to use the pronoun of a significant other in conversation, and the right to be as outwardly open about one’s life and activities as anyone else.

same-gender loving (SGL): A term created by the African-American community that some prefer to use instead of “lesbian,” “bisexual,” or “gay” to express attraction to and love of people of the same gender. SGL is an alternative to Eurocentric homosexual identities, which may not culturally affirm or engage the history and cultures of people of African descent.

self-determined: Presumes the right to make choices to self-identify in a way that authenticates one’s self-expression and self-acceptance; that rejects an imposition to be externally controlled, defined, or regulated; and that can unsettle knowledge to generate new possibilities of legibility.

sex: Sex refers to the biological traits, which include internal and external reproductive anatomy, chromosomes, hormones, and other physiological characteristics. The assignment and classification of people at birth as male or female is often based solely on external reproductive anatomy. Related terms: intersex, female, male.

sexual affirmation/alignment/confirmation surgery: Establishing one's affirmed sex via legal and medical steps.

sexual orientation: A person's emotional, physical, and sexual attraction and the expression of that attraction. Although a subject of debate, sexual orientation is probably one of the many characteristics that people are born with.

sexual minority: A term used to refer to someone who identifies their sexuality as different from the dominant culture (i.e., heterosexual); for example, homosexual, gay, lesbian, bisexual, transsexual, transgender, or transvestite.

stealth: Going stealth means for a trans* person to live completely as their gender identity and to pass in the public sphere; when a trans* person chooses not to disclose their trans* status to others. This can be done for numerous reasons, including safety or simply because the person doesn't feel others have the right to know. For transsexuals, going stealth is often the goal of transition.

trans:** This term is technically synonymous with, though etymologically different from, trans* and transgender. It is the experience of having a gender identity that is different from one's biological sex. A transgender person *may* identify with the opposite biological gender or identify outside of the binary altogether. A trans** person may or may not be pre- or post-operative and is not defined by an essentialized gender formula. This term has become an umbrella term for nonconforming gender identity and expression.

Trans** when written with an asterisk and superscripted plus sign denotes transgender identities that continue to emerge as indeterminate. Trans* with only an asterisk denotes a segment of the transgender population that was inclusive of only some trans people's identities, while excluding others. In my writing, I use the superscript plus sign (+) to symbolize the ever-expanding and indeterminate ways of self-identifying, and the asterisk (*) to honor those who fought for gender identity self-determination that paved way for new identities to emerge.

Trans is a prefix or adjective used as an abbreviation of transgender, derived from the Greek word meaning "across from" or "on the other side of." Many consider trans to be an inclusive and useful umbrella term. When the prefix is affixed to gender, it signifies all noncisgender gender identities and a recognition of difference from cisgender people.

transgender (TG): The experience of having a gender identity that is different from one's biological sex. A transgender person may identify with the opposite biological gender and want to be a person of that gender. A transgender person may or may not be pre- or post-operative; if they are, they are likely to refer to him/herself as transsexual. This has become an umbrella term for nonconforming gender identity and expression.

transmisogyny: The hatred of women or those who are feminine-identified, the expression of the feminine, or those who are feminine-of-center but not assigned female at birth.

transphobia: Irrational fear of trans* people through active prejudice and active discrimination by institutions, communities, and/or individuals that diminishes access to resources throughout mainstream society.

transition: Adopting one's affirmed, nonbiological gender permanently. The complex process of leaving behind one's coercively assigned birth sex. Transition can include: coming out to one's family, friends, and/or coworkers; changing one's name and/or sex on legal documents; hormone therapy; and possibly (though not always) some form of surgery. It's best not to assume that someone will "complete" this process at any particular time; an individual's transition is finished when they are finally comfortable with how their gender identity is aligned with their body, and may not include going through all of the aforementioned steps.

trans* woman or trans* man: Informal descriptors used relative to one's affirmed gender. Variants include T*, trans person, and trans folk.

transsexual people (TS): Typically those taking all available medical and legal steps to transition from their assigned sex to their affirmed sex. Transitioning across the sexual binary can go from female to male (FTM) or male to female (MTF). Some go stealth, hiding their transsexual history.

two-spirit: A contemporary term that references historical multiple gender traditions in many First Nations cultures. These individuals were sometimes viewed in certain tribes as having two spirits occupying one body; two-spirit indicates a person whose body simultaneously manifests both a masculine and a feminine spirit. Many Native/First Nations people who are LGBTQIA or gender nonconforming identify as Two-Spirit; in many Nations, being Two-Spirit carries both great respect and additional commitments and responsibilities to one's community.

When discussing or having conversations with people, it is best to avoid:

- She-male, tranny, transie, sex change, he-she, shim
- Sexual preference (suggests choice)
- Hermaphrodite (an outdated clinical term)

Trans*ing Schools Checklist

Trans** Schools Checklist

Priorities	Actions to Be Taken (how can I meet the priority?)	Target Date
Develop more self-awareness		
Change/expand curriculum		
Approach language around identities expansively		
Reframe the notion of refusal		
Strive to approach schools as trans-sectional		
Develop lessons that mediate internal safety		
Shift the classroom environment to create external safety		
Revisit classroom or school code of conduct		
Work with colleagues on bathroom policies		
Revisit the name of the GSA and consider how to make it more inclusive		
Work with colleagues on sports policies relative to trans** and gender identity concerns		
Revise all school forms <i>*(be sure not to put a category that says “other,” because those with complex gender identities are already othered—consider using “specify” for everyone)</i>		
Create a schoolwide, districtwide task force/focus group to address gender identity and trans** harassment (e.g., enumerating bullying policies, physical education classes)		
Intervene when any student is bullied		
Deepen community involvement about trans** and gender identity topics (your Pride Center)		
Work with parents about gender identity and trans** issues		
Work with school board members about gender identity and trans** issues		
Draw from city, state, and national resources to support teaching		
Stay informed about city, state, and national policies that impact those with complex gender identities and trans** people and discuss them with students, colleagues, parents, etc.		
Work with school healthcare workers about trans** etiquette and support		
Work with school counselors about supporting students who are trans** or who have complex gender identities		
Work closely with administrators and leading experts to develop professional development models that can support all stakeholders in their ongoing awareness		
Caucus state legislatures to change state policy about trans** and gender nonconforming/binary rights to be more inclusive of healthcare needs, identification changes, and bullying policies		

Commitments Toward Enacting Trans*+ and Gender Identity Safety and Inclusion

Commitment #1: Invest emotionally in the well-being of students to exist in the educational contexts without redress for gender presentation.

Ask: In what ways are students harmed? What should be changed?

- Look closely at how codes of conduct, forms, bathrooms, locker rooms, physical education classes, extracurricular participation regulations (especially in athletics), counseling and mental health supports, and language use and terminology attend to the needs of, and reflect, a continuum of gender identities.
 - » For example: In all areas noted above, ensure that all students' gender identities will be supported, recognized, and valued in our educational context.
- Ensure that professional development prepares teachers, administrators, staff, and other personnel to use language and terminology that reflects a continuum of gender identities.
 - » For example: Ask students how they want to be called on or referred to.
- Ensure that professional development prepares teachers, administrators, and curriculum specialists to include opportunities that mirror or expand awareness and respect regarding a continuum of gender identities.
 - » For example: Contextwide, strive to include texts, films, writing assignments, images, art/ists, media representations, trailblazers, political movements, histories, musicians, poets, key figures, and so forth that reflect different representations of gender identities.
- Create an ongoing focus group.
 - » For example: Have monthly meetings where stakeholders study a text or issue, visit a local community organization, review a policy, and map out strategies that can support gender identity inclusivity. Meeting sites should be rotated.

Commitment #2: Carve out strategies to address the inclusion of a continuum of gender identities across the educational context.

Ask: What kinds of supports do our stakeholders need to effectively attend to this work?

- Survey and interview stakeholders about what they know, want to know, and how to apply knowledge to their contexts.
 - » For example: Questions can range from background knowledge related to gender identity. Findings can be used to generate professional development opportunities.
- Ask stakeholders about experts they would like to learn from.
 - » For example: Invite speakers; use films, videos, and texts; attend conferences; and so forth to support capacity-building.
- Ask stakeholders to consider conducting research with students and school/university programs to better understand life through their eyes.
 - » For example: Consider ways to bridge the gender identity divide and create action research projects that are built into curriculum.

Commitment #3: Plan for and map how to create new opportunities where new social relationships can form.

Ask: How is power built into the dynamics of gender identity and how can we shift those dynamics?

- In surveys, focus groups, professional development, and so forth, ask stakeholders to reflect on how their own gender identities maintain and sustain gender identity hierarchies of power. Ask them how they have created harm and what they want to change.
 - » For example: Create opportunities to closely reflect (as a group and individually) on how gender-typical identities maintain and sustain gender identity power dynamics. Facilitate conversations about neoliberalism and create a long-term plan to study those effects and explore how to shift the academic environment.
- Reflect on from where issues about gender identity seem to spring.
 - » For example: Look closely at the spaces where bias exists and attend to those. Ask whether certain students cluster in only some classrooms. Is there a Gay Straight or Queer and Sexuality Alliance, and if so, who attends those meetings? Ask whether they need to rename the club to be more expansive and how they can bring students and teachers together so that this environment is safe for everyone. Put up posters, signs, billboards, and art; rearrange classrooms; include more books with diverse gender identity representations in classrooms and the library; invite speakers; show movies or videos; and rename spaces so that all gender identities are recognized.

Commitment #4: Plan for and map how to shift power dynamics around allocations of social space, curriculum, and innovations.

Ask: How do we navigate this work from the ground up?

- Take a group walk through the context and determine what spaces are funded more than others.
 - » For example: Assemble a group that examines and then creates a portfolio about how power operates and is sustained in the educational setting. Based on those findings, redistribute those resources (money, larger rooms, technology, etc.) that maintain power.
- Examine how pedagogy and curriculum account for trans-sectionality.
 - » For example: Look closely at pedagogies that are monologic, authoritative, pedantic, and not culturally responsive. Review how curriculum accounts for trans-sectional voices. Make changes that lead to more equity in the classroom.
- Develop across-context models for assessing ongoing processes related to shifting dynamics of gender identity.
 - » For example: Create a long-term checks-and-balances plan to continually assess the distribution of finances.
- Work closely with neighboring universities' teacher education programs.
 - » For example: Have discussions about how to embed gender identity work across grade-level and disciplinary areas in preservice teacher education. Discuss lesson plans, pedagogy, and possibilities for research that can be co-created.
- Review how spaces are liberatory.
 - » For example: How do social spaces reinforce dynamics of power about gender identity? Who holds power in that space? Collectively plan how to reframe the space so gender identities have equal representation.

Commitment #5: Continually assess how changes are working, and invite stakeholders to help address and create forward-thinking solutions.

Ask: Have our strategies been effective in exposing or confronting the root causes that maintain the educational gender identity industrial complex? What do we need to do to build the educational system (world) we want to live in?

- Generate a list of reflections that address awareness now about root causes of gender identity subjugation.
 - » For example: With the list, compile a survey and distribute it. Reflect on the findings and build those findings into continued efforts.

- Reflect on what the environment should look like and construct a plan for wants and needs that will galvanize its realization.
 - » For example: Create working groups that attend to each of the identified areas and put a plan into motion with action steps and timelines that will help achieve the desired outcomes.
- Reflect whether root approaches to work are trans-sectional.
 - » For example: Evaluate how students' trans-secting identities frame the core of discussions. Be sure to disaggregate any data to see where disproportionality is situated. Make changes based on those findings.
- Create resource packets to distribute to new stakeholders.
 - » For example: Create Google Docs that support gender identity inclusivity in curriculum, policies, resources, spaces, and so forth for ongoing use.
- Assess that the work is process-oriented rather than end-oriented.
 - » For example: Ensure that all efforts reflect a continuum of gender identity inclusivity and the indeterminate for self-identification. This means staying open and aware to what may still come and being open to the work that will continue to support elasticity.
- Continually cultivate new leaders who have the vision to challenge and change the system.
 - » For example: Create a strategic action plan that addresses the kinds of leadership styles and vested interest that can be manifested in the educational context. Work to ensure that those styles and interests are present.
- Determine strategies for school/university-wide and individual accountability.
 - » For example: Revisit the mission and vision statements. Create an equity profile that assesses how these criteria are implemented and demonstrate changes over time (e.g., informal, formative, summative). Make changes to the work as needed.
- Develop a statewide network dedicated to working with legislatures that can create policies and policy changes.
 - » For example: Map out the policies and policy changes for your school/university related, but not limited, to athletics, enumeration in bullying laws, dress, bathroom and locker room access, mental care and healthcare, body safety, disciplinary practices (e.g., zero tolerance policies and overuse of subjective discipline infraction categories), identification rights, and so forth, and have ongoing discussions and meetings.

Documentaries about Transgender and Gender Non-Binary Individuals

Film Title: **The Death and Life of Marsha P. Johnson**

Where to view: netflix.com/title/80189623

The Death and Life of Marsha P. Johnson is a feature-length documentary about the mysterious death of one of the most important activists in the movement for Trans liberation.

Length: 105 minutes

Film Title: **Diagnosing Difference**

Learn more here: diagnosingdifference.com/

Diagnosing Difference is a feature-length documentary that includes interviews with 13 diverse scholars, activists, and artists who identify on the trans spectrum (transgender, transsexual, genderqueer, and gender variant) about the impact and implications of the Gender Identity Disorder (GID) on their lives and communities.

Length: 64 minutes

Film Title: **The Family Journey: Raising Gender Nonconforming Children**

Where to view: youthandgendermediaproject.org/films/the-family-journey/

The Family Journey: Raising Gender Nonconforming Children charts the emotional and intellectual transformations parents and siblings must make in order to successfully nurture their gender nonconforming family members. In frank, vulnerable interviews, families from all over the country speak about the power of love and acceptance to help their unusual children thrive. They also come to realize that loving a gender nonconforming child in the face of ignorance—and sometimes hostility—has turned them into more compassionate human beings.

Length: 14 minutes

Film Title: **Gender Matters**

Where to view: cart.frameline.org/ProductDetails.asp?ProductCode=T780

Gender Matters is six short films about transgender and gender nonconforming young adults.

Length: 74 minutes

Film Title: Gender Revolution

Where to view: channel.nationalgeographic.com/gender-revolution-a-journey-with-katie-couric/
Gender Revolution follows Katie Couric as she sets out to explore the rapidly evolving complexities of gender identity.

Length: 133 minutes

Film Title: Gender: The Space Between

Where to view: cbsnews.com/videos/gender-the-space-between/

Gender: The Space Between follows several youth and college students through their experiences with coming to terms with their gender identities.

Length: 30 minutes

Two additional pieces break down the above documentary:

- *Role of Education, Parenting, and Community on Gender Identity.* www.cbsnews.com/videos/the-role-of-education-parenting-and-community-in-gender-identity/
- *Breaking Down the Policy and Science Behind Gender Identity.* Interview by A. Wagner. CBS News. www.cbsnews.com/videos/breaking-down-the-policy-science-behind-gender-identity/

Film Title: Growing Up Trans

Where to view: pbs.org/wgbh/pages/frontline/growing-up-trans/

Growing Up Trans is a PBS *Frontline* documentary that takes an intimate look at the struggles and choices facing transgender kids and their families.

Length: 84 minutes

Film Title: I'm Just Anneke

Where to view: mediathatmattersfest.org/watch/10/im_just_anneke

I'm Just Anneke is the first film in a four-part series of short films called *The Youth and Gender Media Project* designed to educate school communities about transgender and gender nonconforming youth. The films are being used in schools and conferences throughout the United States to train administrators, teachers, and students about the importance of protecting all children from harassment due to gender identity and expression.

Length: 11 minutes

Film Title: It Gets Messy in Here

Where to view: youtube.com/watch?v=tis4k7zqDT4

It Gets Messy in Here is a short documentary that challenges gender assumptions and gender identities of all kinds by delving into the bathroom experiences of masculine-identified queer women and transgender men of color, featuring performance artist D'Lo, Alice Y. Hom, Prentis Hemphil, Megan Benton, Dr. C. Riley Snorton, Jun-Fung Chueh-Mejia, Jay-Marie Hill, and Che.

Length: 30 minutes

Film Title: Just Call Me Kade

Where to view: youtube.com/watch?v=4pRt9pxmP0s

Just Call Me Kade follows Kade Farlow Collins, a 16-year-old FTM (female to male transgender person) residing in Tucson, Arizona. Kade's parents maintain a supportive and nurturing relationship to Kade regarding the many challenges facing their teenaged child. However, it hasn't always been easy.

Length: 26 minutes

Film Title: Limina

Where to view: Turbid Lake Pictures: turbidlakepictures.com/projects/

Limina is about an intuitive gender-fluid child on a journey of kindness to change the lives of fellow townspeople in a picturesque village.

Length: 14 minutes

Film Title: Passing

Where to view: [amazon.com/Passing-Victor Thomas/dp/B01GEVQH0K/ref=sr_1_1_dvt_1_wnzv?s=instant-video&ie=UTF8&qid=1481061427&sr=1-1&keywords=passing](https://amazon.com/Passing-Victor-Thomas/dp/B01GEVQH0K/ref=sr_1_1_dvt_1_wnzv?s=instant-video&ie=UTF8&qid=1481061427&sr=1-1&keywords=passing)

Passing is a short documentary that profiles the lives of three men of color who have undergone gender transition from female to male. The film explores what life is like living as a black man when no one knows you are transgender. This award-winning film is one of the few films to address the intersectionality of race, gender, and the experiences of those who walk multiple paths in life.

Length: 23 minutes

Film Title: PBS First Person

Where to view: pbs.org/show/first-person/

PBS First Person follows a number of different narratives of young adults exploring their expressions of identity including intersectionality, queer of color, disability, intersex, non-binary, and religion, to name a few. The site also features resources for teachers with tools for language and connections to the standards.

Length: 6–7 minutes, vary in length

Film Title: Pink Boy

Where to view: PBS, POV: pbs.org/pov/pinkboy/video/pink-boy/

Pink Boy is an intimate portrait of a young transgender child in rural Florida at the moment of transition. Butch lesbian BJ successfully avoided wearing dresses her entire life. Then she and her partner, Sherrie, adopted Jeffrey, who, to their shock, started to dance in gowns and perform for his parents. As Jeffrey, now 6, increasingly wishes to dress up in public, BJ must navigate where it is safe for him, from school to a rodeo in Georgia to the ultimate holiday for a “pink boy,” Halloween. Since filming ended, Jeffrey has transitioned and now identifies as a girl, Jessie, full-time. In 2015, *Pink Boy* won a Grand Jury Prize in the Shorts Competition of DOC NYC, Best Documentary Short at the Palm Springs International ShortFest, and Audience Award for Best Short at the Nantucket Film Festival.

Length: 9 minutes

Film Title: Raised Without Gender

Where to view: youtube.com/watch?v=4sPj8HhbWHS

Raised Without Gender follows the day-to-day life of one gender nonconforming family living in Sweden. Mapa (mom and dad) Del LaGrace Volcano—who was born intersex—and their two children, 5-year-old Mika and 3-year-old Nico, share their experience of navigating their lives without the restrictions of gender.

Length: 29 minutes

Film Title: Real Boy

Where to view: pbs.org/independentlens/films/real-boy/

Real Boy is an intimate story of a family in transition. As 19-year-old Bennett Wallace navigates early sobriety, late adolescence, and the evolution of his gender identity, his mother makes her own transformation from resistance to acceptance of her trans son. Along the way, both mother and son find support in their communities, reminding us that families are not only given, but chosen.

Length: varies by video, 72 minutes

Film Title: Screaming Queens

Where to view: cart.frameline.org/ProductDetails.asp?ProductCode=T636

Screaming Queens tells the little-known story of the first known act of collective, violent resistance to the social oppression of queer people in the United States—a 1966 riot in San Francisco’s impoverished Tenderloin neighborhood, three years before the famous gay riot at New York’s Stonewall Inn.

Length: 57 minutes

Film Title: Straightlaced: How Gender’s Got Us All Tied Up

Where to view: groundspark.org/our-films-and-campaigns/straightlaced

Straightlaced includes the perspectives of teens who self-identify as straight, lesbian, gay, bisexual, or questioning and represent all points of the gender spectrum. With courage and unexpected humor, they open up their lives to the camera: choosing between “male” and “female” deodorant; deciding whether to go along with anti-gay taunts in the locker room; having the courage to take ballet; avoiding the restroom so they won’t get beaten up; or mourning the suicide of a classmate. It quickly becomes clear that just about everything teens do requires thinking about gender and sexuality.

Length: 67 minutes

Film Title: This Is Me

Where to view: amazon.com/This-Is-Me/dp/B010BYPAYA

This Is Me, a docu-series, is an anthology of five 3–5-minute-long *Transparent*-inspired documentaries by five different trans and gender-nonconforming filmmakers. Personal essays, direct actions, explainers—each filmmaker has crafted a segment that explores a theme in *Transparent*.

Length: 5 documentaries, 4–6 minutes long

Film Title: The Trans List

Where to watch: hbo.com/documentaries/the-trans-list

The Trans List is a documentary that features interviews and an introduction by Janet Mock. It features such outspoken subjects as Kylar Broadus, Caroline Cossey, Amos Mac, Bamby Salcedo, Buck Angel, Miss Major Griffin-Gracy, Nicole Maines, Shane Ortega, Caitlyn Jenner, Alok Vaid-Menon, and Laverne Cox, sharing their stories in their own words, addressing identity, family, career, love, struggle, and accomplishment.

Length: 57 minutes

Film Title: TRANSFORMATION

Where to watch: [youtube.com/watch?v=qA5fNBQNVyE](https://www.youtube.com/watch?v=qA5fNBQNVyE) or [mtv.com/shows/transformation](https://www.mtv.com/shows/transformation)

MTV's *TRANSFORMATION* is a documentary about a group of transgender teens and young adults struggling to find the resources, safety, and confidence to express their gender identity. With 45% of young transgender people having reportedly attempted suicide in the United States alone, non-binary stylist Madin Lopez has made it their business to provide life-altering, gender-affirming makeovers. Afterward, these individuals are hopefully able to be their true and best selves, looking on the outside how they've always felt on the inside.

Length: 45 minutes

Film Title: Transgender Basics

Where to view: [gaycenter.org/gip/transbasics/video](https://www.gaycenter.org/gip/transbasics/video)

Transgender Basics is a 20-minute educational film on the concepts of gender and transgender people. Two providers from the Gender Identity Project discuss basic concepts of gender—sex, identity, and gender roles—as three transgender community members share their personal experiences of being trans and genderqueer. The film targets service providers and others working with the LGBT community, but it also provides a fascinating glimpse into gender and identity for the general public.

Length: 19 minutes

Film Title: Treasure: From Tragedy to TransJustice: Mapping a Detroit Story

Where to purchase: [treasuredoc.com](https://www.treasuredoc.com)

Treasure is a feature, award-winning documentary about 19-year-old trans woman Shelly “Treasure” Hilliard, whose murder involved police coercion, Jim Crow drug laws, the criminalization of sex work, and transphobia. It is about a young Detroit trans community activated by her death, and her family, who are suing for justice.

Length: 63 minutes

Film Title: TRUTH—Share Your Story

Where to view: [transgenderlawcenter.org/programs/truth/truth-share-your-story](https://www.transgenderlawcenter.org/programs/truth/truth-share-your-story)

TRUTH—Share Your Story, housed on the Transgender Law Center website, is a space for youth to share their stories and have them archived in narrative or in video.

Length: varies by video, 2–5 minutes

Film Title: We've Been Around

Where to view: youtube.com/playlist?list=PLfNvZrTLs1tVmwnoBD3UIEGOyV4hZljF-

We've Been Around, created by Rhys Ernst (co-producer of Amazon's hit *Transparent*) and produced by Christine Beebe, is a series of documentary shorts that chronicle the lives of Lucy Hicks Anderson, STAR, Albert, Little Axe, Lou Sullivan, and Camp TRANS.

Length: 6 documentaries, 4–5 minutes long

Film Title: Where We Are Now

Where to view: youtube.com/watch?v=dYmLLhK3Kw4

Where We Are Now, made by Scottish artist-filmmaker Lucie Rachel, is an insightful personal documentary about the relationship between a young bisexual woman and her transgender parent, who recently made the decision to transition. The moving film presents viewers a rare, intimate look at a non-heteronormative family. The film pairs clips of Rachel and her parent going about their daily lives with candid voiceover reflections on the transition process. *Where We Are Now* shines as a testament to the simple truth that we are all more similar than we are different. It was named “Best Scottish Short” at the Scottish Queer International Film Festival and won “Best Documentary” at the Forbes Under 30 Film Festival.

Length: 9 minutes

Classroom/School Scenarios

Read your scenario and discuss.

1. A student/colleague/supervisor/or staff member in your (fill in context) _____ presents as gender fluid/ambiguous/creative/expansive/dynamic and you realize that you have failed to address a spectrum of how gender is represented in your classrooms or district and through your policies. How do you approach this topic without drawing attention to the student?
2. A student/colleague/supervisor/or staff member in in your (fill in context) _____ tells you that they do not use pronouns and is (a)gender. In that moment, you recognize that you have not opened your (fill in context) _____ in ways that others feel comfortable disclosing their claimed names/identities/pronouns. How do you approach this topic?
3. A student/colleague/supervisor/or staff member in your (fill in context) _____ tells you that they are being bullied for being trans*+ or gender non-binary. In that moment, you recognize that while you have addressed some forms of bullying, you have not addressed trans*+ and gender identity complex microaggressions. How do you approach this topic?
4. A group of queer students of color approach you in (fill in context) _____ and tell you that no curricula, books, movies, art, or even discussions reflect their trans-sectional identities but that their peers are clearly recognized in the classroom, school, or district. How do you approach this?
5. You have a deep “AHA” moment one night while listening to NPR’s *Radiolab*. You realize that educational context is driven far more by neoliberal values and principles than in times past. Pining for what once was, you tell yourself that all students deserve equitable schooling opportunities and deserve to be valued for who they are. How can you bring in a discussion to your (fill in context) _____ about how neoliberalism perpetuates systemic oppressions that “reinforce and sustain compulsory heterosexism, and cissexism which secure homophobia, and cissexualism; and how gendering and a cisgender assumption secure bullying and transphobia.”
6. A colleague, supervisor, staff member, or student (fill in context) _____ tells you that gender is fixed, stable, and never changes. How do you respond? How do you offer a different perspective without negating their beliefs?

7. First day of work (fill in context) _____ you make regrettable assumptions about someone else's gender and identity and call them he or she based on how they look. After a professional development session, a trans*+ and/or gender identity non-binary colleague, supervisor, and/or staff member comes up to you and says that they do not use pronouns and is/are (a)gender. How do you respond?
8. A student/colleague/professor or staff member in your (fill in context) _____ tells you that they do not believe in gender and that femininity and masculinity are both constructed. You appreciate their insights and decide to make it into a learning unit. Tell us what you do!
9. Drawing on the Supreme Court case of Gavin Grimm and the right to use a bathroom that matches his gender identity, what can you do to generate or further discussions about transgender and gender nonconforming students' rights and protections in your educational context?
10. In your educational context, when you speak about people's sex you consistently identify them as male and female. Unbeknownst to you, you have a colleague/student/supervisor/staff member who is intersex but you have never brought intersex topics into focus in any of your work. One day they approach you and disclose their true identity. How do you respond and how do you begin to include intersex discussions in your work without relying on them to be your teacher?
11. Please invent a scenario relative to your context.

Syllabi and Course Statements

Course Description

The purpose of this course is to present information, resources, and opportunities that enable students to reflect critically on the curriculum and pedagogy of the secondary English Language Arts (SELA). Students will be expected to develop awareness of the nature of English curricula and experience *how* theory *moves* and *constructs* the pedagogical skills necessary to implement a variety of teaching strategies, including assessment and evaluation strategies. Students will learn how to select and assess content and strategies through in-depth rehearsals that attend to needs of diverse learners with special attention to the continuums of culture, language, age, social class, body type, color, accents, heights, abilities, disabilities, (a)genders, gender expressions or creativities, gender identities, (a)sexual orientations, medical status, political affiliations, religions, spiritual beliefs, creeds, veteran status, mental health, immigration status, national origins, health status, and the indeterminate.

Personal Philosophy Toward Students

Social justice, equity-driven, asset-based, and culturally relevant responsiveness form the core of my teaching philosophy. It is my intention that these beliefs and actions teach, support, affirm, and recognize the diverse backgrounds and nature of students with myriad identities. All students are invited to share their continuums of culture, language, age, social class, body type, color, accents, heights, abilities, disabilities, (a)genders, gender expressions or creativities, gender identities, (a)sexual orientations, medical status, political affiliations, religions, spiritual beliefs, creeds, veteran status, mental health, immigration status, national origins, health status, and the indeterminate. Honoring your identities underscores not only *your* own psycho-emotional-cognitive development, but the growth of all your *future* students.

My Accountability to You and Us to Each Other

Students and faculty each have responsibility for maintaining an appropriate learning environment. Professional courtesy and sensitivity are especially important with respect to individuals and topics associated with culture, language, age, social class, body type, color, accents, heights, abilities, disabilities, (a)genders, gender expressions or creativities, gender identities, (a)sexual orientations, medical status, political affiliations, religions, spiritual beliefs, creeds, veteran status, language, mental health, immigration status, national origins, health status, and the indeterminate. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by your claimed name and/or (a)gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.