

NOTES

Foreword

1. Doe v. Yunits, 2000 WL 33162199 (Mass. Super. 2000).

Introduction

1. The quotes used throughout the book are excerpts from the interviews conducted for this project. The names are the individual's given or adopted name (used with permission of the individual) or a pseudonym (as requested by the individual). In instances where more than one interviewee had the same first name, the first initial of their last names are also used.

2. "Ze" is a gender-neutral pronoun used in place of "she" and "he" and sometimes also "her" and "him" (other people use "sie" for "she"/"he" and "hir" for "her"/"him"). In order to value the individual voices of the participants in our study, we employ the pronouns that they have chosen to use.

3. "Cisgender" is a term for people who are nontransgender; it refers here to individuals whose gender assigned at birth has always

coincided with their gender identity/expression. The prefix “cis” is Latin for “on the same side as,” which makes it the antonym of “trans” (“on the opposite side of”). According to historian Susan Stryker, the basis of the words “cisgender” and “cissexual” (nontranssexual individuals) “is to resist the way that ‘woman’ or ‘man’ can mean ‘non-transgendered woman’ or ‘nontransgendered man’ by default, unless the person’s transgender status is explicitly named; it’s the same logic that would lead somebody to prefer saying ‘white woman’ and ‘black woman’ rather than simply using ‘woman’ to describe a white woman (thus presenting white as the norm) and ‘black woman’ to indicate a deviation from the norm” (Stryker 2008:22). See also Fausto-Sterling (2000), Gorton, Buth, & Spade (2005), Green (2006), and Transsexual Roadmap (2010).

4. The purpose of the mixed methods design is to “use qualitative results to assist in explaining and interpreting the findings of a primarily quantitative study” (Creswell 2008:21). Mixed methods designs are appropriate when researchers want to generalize the findings of a population before developing a more detailed view of a complex construct. By using a mixed methods design for such assessment, it is possible to “capture the best of both quantitative and qualitative approaches” (Creswell 2008:22). The mixed methods research is discussed more thoroughly in Johnson and Onwuegbuzie (2004).

5. A more detailed description of these analyses is provided in appendix C.

Chapter 1

1. “Disorders of sex development” is a general term used to describe a variety of intersex conditions in which a person is born with chromosomes, a reproductive system, or a sexual anatomy that is not considered “standard” for either male or female. For more information, see the website of the Accord Alliance: www.accordalliance.org.

2. The definitions offered here will be used throughout the book, but we also agree with Kate Bornstein that terminology is neither definitive nor determined—that it is a starting rather than an ending point. As she states, “definitions have their uses in the same way that road signs make it easy to travel: they point out the directions. But you don’t get where you’re going when you just stand underneath some

sign, waiting for it to tell you what to do” (Bornstein 1994:21). In-sightful discussions of terminology are also provided by Lev (2004) and Stryker (2008).

3. According to the Sapir-Whorf hypothesis, “people perceive the world through the cultural lens of language” (Sapir 1949:162). Thus, language shapes our reality, is a powerful tool of culture, and maintains a system of inequality. Julia Wood (1997) uses the assertions of philosopher Ernst Cassirer (1978) to illustrate how language is used to indicate cultural values and views of women and men, thereby maintaining inequality.

4. For this project, the following were considered to be “people of color” identities: African/African American/black, Alaskan Native, American Indian, Asian/Asian American, Hawaiian Native, Latino(a)/Hispanic/Chicano(a), Middle Eastern, and Pacific Islander. Although we recognize the vastly different experiences of people of various racial identities (e.g., American Indians versus African Americans) and even within the same racial identity (e.g., Hmong versus Chinese), we collapsed our categories into “people of color” and “white” for much of the analysis because there were so few participants in the different “people of color” categories. The percentages given are based on all of the survey respondents (3,509 people).

Chapter 2

1. “Mahu” is a precolonial Hawaiian word for indigenous people who lived cross-gendered lives.

Chapter 3

1. For a more detailed explanation of the rationale behind and the means of assessing campus climate, see Rankin and Reason (forthcoming).

2. There is sparse research examining the campus climate specifically for transgender people. Most of the research considers both sexual identity and gender identity. This review will focus on the results for transgender communities.

3. Violence motivated or aggravated by hatred or bias is characterized as a hate crime (Lawrence 1999). These acts are far reaching and

affect more than just the person who experienced the hate crime; they also serve to send a “message of intimidation to an entire community of people” (United States House of Representatives, Subcommittee on Crime and Criminal Justice Bias Crimes; cited in Ferber, Grattet, & Jenness 1999:47). See also Haider-Markel (1998).

4. Federal Bureau of Investigation, *Crime in the United States, 2004*. Available at <http://www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2004>

Chapter 4

1. We did not obtain a large enough sample of male-presenting cross-dressers to examine their experiences separately.

2. Quoted in *Gay Guitarists Worldwide* (2006, June). Retrieved from <http://launch.groups.yahoo.com/group/gayguitarists>

3. A *cohort* effect is “any effect associated with being a member of a group born at roughly the same time and bonded by common life experiences (e.g., growing up in the 1980s).” *A Dictionary of Business and Management*, Oxford University Press (2006, January). Retrieved from <http://www.encyclopedia.com/doc/1O18-cohorteffect.html>