



Out On Campus

A Publication of The Committee On Lesbian, Gay, Bisexual, Transgender Concerns

Volume 2, 2nd Edition

Spring 2003

Cute baby... is it a boy or a girl?

An Editorial from the Committee

Why is this question so important in our culture? And why does this question seem to gain importance as a baby becomes a child who becomes a teenager who becomes an adult? What do we assume to learn about someone from the answer?

Is it a boy or a girl?

In this issue of *Out on Campus*, we will be addressing the topic of gender as we look at the multiple ways that people think about, explain and perform their gender identities. All of the articles in this issue rely on a few basic assumptions about sex, gender and sexuality that are important to how we, as an editorial board, make sense of these issues.

Cont. on Pg. 2

Human Rights Campaign Initiates First Public Opinion Poll on Transgender Issues

Reported by Jan Park



The Human Rights Campaign is a national organization dedicated to fighting for the civil rights of LGBT people. In September 2002, the HRC Foundation released the results of what they deemed the first in-depth public opinion polling on transgender issues conducted in the United States. It was commissioned by HRC and conducted by Lake Snell Perry & Associates. The HRC organization added gender identity and expression to their mission statement March 10, 2001. They are working to support transgender people in their struggle for freedom of expression and fairness of treatment in life.

What's Up- -side Down?

In this issue, Committee members share their experiences with challenging gender norms/expectations.

Cont. on Pg. 2

A Student's Perspective

For this issues of *Out on Campus* the editors have included an interview between Brian Baker and Kevin McCaskill in which they discuss issues about identifying as transgender. Kevin has graciously agreed to answer Brian's questions about his life and experiences as a transgender individual. Brian Baker is a RIC Alumni and is currently a Library Assistant in James P. Adams Library and Kevin McCaskill is a senior at RIC majoring in Psychology.

Brian Baker—What does the term transgender mean to you?

Kevin McCaskill—I feel that this term describes people whose biological sex they were assigned at birth doesn't accurately define their gender identity or gender presentation.

Cont. on Pg. 3

In this issue:

- * Michael Wilke is coming to campus.
- * Common Ground: Transgender Glossary
- * Children's book reviews continue.
- * Mz. Direction answers your questions.
- * Safezone Syllabus
- * Queers On Film
- * Much more!

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Out On Campus is produced to further the educational mission of Rhode Island College and support all members of our community. Direct all inquiries to our email address: OutOnCampus@hotmail.com

Sex and Gender

Sex and gender are not the same thing. Historically, notions of sex and gender were considered "givens" that were defined by the body's physiology — a vagina designated a person a "girl," and a penis designated a person a "boy." These markers of sex (anatomy) were assumed to correspond to a person's gender (styles of dress, mannerisms, speech patterns, identity, even career choice). However, more recently, many have argued that while one's sex may be a primarily anatomical designation, one's gender is a construction of the social world. Today, people perform their gender roles in a variety of ways that may or may not perfectly correspond with their anatomy. This can range from women wearing short hair, to men taking jobs in traditionally female professions like nursing or teaching, to a born-female choosing to live and identify as a man. However, there are some assumptions about traditional gender roles that still govern who gets to transgress and how particular cultures or communities.

Gender Transgression

Because American culture places great value on the category of gender, ambiguous gender categories make some people nervous, angry, and fearful. Our history shows us that some gender transgressions are absorbed into the dominant culture — like women wearing pants.

Other gender transgressions still face open hostility. To be openly gay or lesbian — to choose a same sex partner — is by definition a gender transgression in a fundamental way. Men who wear make-up (or women who refuse to) transgress cultural

norms and expectations about gender. Hate crimes and discrimination against people who are transgender (people who perform their gender identity in ways that do not match their born anatomy) sometimes result from this fear. In this way, sexism and homophobia are intricately linked.

Gender and Sexuality

While some people choose to perform their gender in ways that challenge traditional gender roles (from girls playing with trucks, to boys playing with dolls), these transgressions are not evidence of one's sexual orientation. Just because people challenge the gender norms does not mean that they necessarily identify as gay or lesbian. Gender norms are historically, geographically and culturally specific and therefore do not indicate one's sexual identity.

As you read this issue, we hope that the articles and commentaries throughout will make you think about your own gender performance, and the gender roles that are performed around you every day. If nothing else, we hope that the questions we raise here will help readers realize that there is no "natural" way to act like a woman, and no "natural" way to act like a man. Like actors, we try on different costumes, characters and lines — some of these we choose actively, others we fall into by habit or assumption. Everyday we perform our gender identities for the world to see.

Among the results of the poll are the findings that 70% of Americans know about transgender people and are acquainted with or work with transgender people. More than 60% of those polled believe the country needs laws to protect transgender people from discrimination. Seventy-seven percent believe transgender students should be allowed to safely attend public school. There are conservative attitudes about transgender issues reflected in the findings as well. Fifty-three percent believe it is "all right" for a person to be transgender, while 37 percent believe it is wrong. Eight percent of the people polled indicated they would be unwilling to work with a transgender person while 48% would have "no problem". There is confusion about whether being transgender is a moral issue or is a choice, but 67 percent agree a person can be born as one sex, but inside feel like another sex.

Some readers may still feel baffled by the term transgender and what it even means, or who it describes. There are many ways to learn more about gender and transgender issues, such as going to the HRC website, to Transgender 101: An Introduction to Issues Surrounding Gender Identity and Expression at www.hrc.org/issues/transgender/index.asp. Understanding is key to fighting discrimination. Rhode Island is currently one of only two states (the other is MN) where there are some laws in place to prohibit discrimination against transgender people in employment, housing, credit, and public accommodations. Many activists believe that federal hate crimes are also needed to truly protect LGBT people. Changing attitudes is at least a small step on the road to greater freedom for all.

I was probably 8 or 9 and was at my younger sister's birthday party. My eyes grew wide and my heart sang when I saw her open her Meگو 12" Wonder Woman Doll. You see I had already appropriated one of her Barbie Dolls, outfitting it with my Superman Action Figure's outfit. My Supergirl now had a comparable playmate! Much to my father's chagrin, these toys remained my favorites for a long time.

Being who I want to be started young. I was the first girl to wear pants to school in 6th grade, in St. Louis, MO. The year was 1970. In HS I was the only girl to take woodshop class. Last summer the urge returned. I was the only one in a dress at a Jewish wedding to join the men hoisting the chair with the bride (they didn't hoist the groom by the way). I felt I wanted to make a statement and also to restrain them in their exuberance from putting her 5'11" head through the ceiling tiles. No one scolded or shamed me for any of these acts, but it was obvious I was stepping out of traditional gender expectations.

"Student Perspective"

Cont. from Pg. 1

BB—When did you begin using transgender to "label" yourself?

KM—First, I believe it's a terrible burden to have to adopt any label in our culture. Many individuals feel there aren't yet words/phrases to accurately identify individuals in my position. Personally, I feel most comfortable using the label "trans-guy". Again, this is difficult to do. I first started using "trans-guy" when I was 20 yrs. old and I'm only 22 yrs. old now.

BB—When you began using male pronouns to describe yourself, was it a difficult transition for your friends and family?

KM—My GLBT friends had an easier experience than most of my heterosexual friends did. I'm not saying it was easy for my GLBT friends but I think they were already desensitized to individuals being different in relation to gender roles in everyday culture. My heterosexual friends had a harder time understanding the difference between me saying that I identify as a "male" than my sexual orientation. They couldn't understand I wasn't simply a lesbian but an individual whose gender identity was male.

BB—How did your family react?

KM—My family had similar reactions to my heterosexual friends. They couldn't understand why I wasn't just a "butch" lesbian. It really has taken them a longer period of time to process and vocalize their issues/concerns.

BB—How has this impacted your intimate relationships since you've been using the term trans-guy?

KM—At first, I thought this would really discourage any individuals to want to date me. After awhile I realized most individuals appreciate my honesty and valued me as a potential partner for my personal qualities not as any particular gender. I'm in a long term relationship now with a female and it's proven to be a very supportive and encouraging relationship.

BB—Any advice for those individuals who may be confused/frustrated in trying to deal with gender identity?

KM—First, I think it's important for those individuals to have some professional or informed contacts at their disposal to reassure them that they are not alone. Second, I would express to those individuals to take their time with this issue and to know that there is no quick resolution to these feelings of confusion or frustration that they may be experiencing due to gender identity. Third, it is always helpful to surround oneself with individuals that can be trusted and relied upon to help discuss and encourage you to be strong and that it's okay to have these feelings.

The editorial board thanks Kevin for sharing his experiences with the entire Rhode Island College community.

Safezone Syllabus

This issue's Safezone Syllabus looks at more than the offerings here at RIC with an overview of John Younger's "Lesbian, Gay, Bisexual, Transgender, Transsexual, Queer Studies in the USA and Canada" website. (<http://www.people.ku.edu/~jyounger/lgbtqprogs.html>)

Younger's site is a comprehensive collection of courses and resources on college campus that include LGBT issues. He has compiled this information from a variety of sources and presents it in a clear, concise manner.

The state-by-state breakdown highlights related degree programs offered, specific courses by semester, campus resources and contact individuals. Younger by no means assumes that this site is the definitive listing of LGBT campus resources and is willing to accept additions of materials he may be missing.

The site also includes a collection of links to topics including:

- * Women's Studies Programs
- * LGBT related scholarships and financial aid
- * Same-sex partner benefit policies
- * LGBT related associations
- * Queer Studies publications
- * LGBT Study
Abroad programs
- * And many others.

If you would like to contact John Younger you can email him at: jyounger@ku.edu

Common



Ground

Net Queeries



The "Common Ground" presents definitions, symbols, and other insights into the issue's topic. The opening editorial explored what it means to transgress gender norms, below we look at different ways Transgender individuals self-identify. This month's materials are excerpted from the International Foundation for Gender Education (www.ifge.org)

People tend to categorize themselves. This identification can be helpful in finding like-minded others with whom to make friends, but it can be hurtful if imposed on an individual by others, well-intentioned or not. In relating to transgender folk, it is best to avoid pushing an individual to choose a category for their self. Some folks prefer to explore the fringes of a category, and such pushing for identification works against personal exploration and fulfillment.

Transgender folk have self-identified as:

Drag Queen: Female-emulating male, usually campy, often (not always) gay.

Drag King: Male-emulating woman.

Butch: Masculine-appearing person.

Femme: Feminine-appearing person.

Intersex: Person born with mixed sexual physiology. Often 'assigned' at birth, such practice is coming under well-founded attack as a hurtful violation of a person's well-being.

Transvestite: Person who enjoys wearing clothes identified with the opposite gender, often but not always straight.

Crossdresser: Polite term for transvestite.

Transgenderist: Person who lives as gender opposite to anatomical sex, i.e. person with penis living as woman. Sexual orientation varies.

Androgyne: Person appearing and identifying as neither man nor woman, presenting a gender either mixed or neutral.

Transsexual: Person whose sexual identity is opposite to their assignment at birth. Not all TS folk undergo 'sex reassignment surgery' (SRS), for various reasons, including personal preference. Sexual orientation varies.

Transgender Community: A loose association of people who transgress gender norms in a wide variety of ways. Celebrating a recently born self-awareness, this community is growing fast across all lines, including social, economic, political, and philosophical divisions. The central ethic of this community is unconditional acceptance of individual exercise of freedoms including gender and sexual, identity and orientation.

Symbols:

The astrological sign of Mercury is a traditional symbol of transgender peoples. In the symbol itself, the crescent moon at the top is supposed to represent the masculine, and the cross at the bottom represents the feminine. The ring represents the individual, with the male and the female balanced at either side.



This symbol for Transgender utilized by the International Foundation for Gender Education was created by Holly Boswell, in North Carolina. It is available for free download at <http://www.gendertalk.com/info/tgsymbol.shtml>

This issue, "Net Queeries" present an overview of internet resources available on the topic of Transgender issues. Some of the sites focus on definitions, while others have a more personal story focus.

International Foundation for Gender Education
<http://www.ifge.org>

Gender Education & Advocacy
<http://www.gender.org>

Dana River's Site
"Resources and support for the gender-gifted"
http://www.geocities.com/dana_rivers_2000/

Medical and Other Resources for Transsexual Women
<http://www.annelawrence.com/twr/>

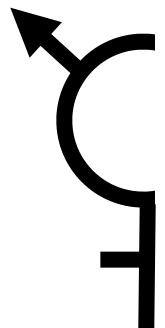
International Journal of Transgenderism
<http://www.symposion.com/ijt/>

TGTS-Youth E-Mail List for 26yrs Old & Under
<http://www.geocities.com/transboys/tgts-youth.html>

Genderqueers.com
<http://www.genderqueers.com>

Gender Identity 101: A Transgender Primer
<http://www.users.qwest.net/~ajgoodrum/gender101.htm>

Transgender Message Board and Chat Area
<http://transgender.community.everyone.net>



OutSourcing: Your Guide To LGBT Resources On RIC's Campus And Our Surrounding Area

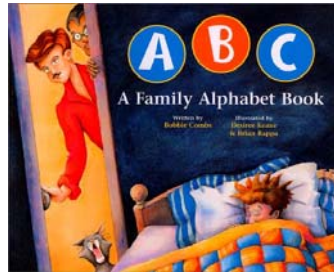


This month we continue with Elizabeth Rowell's exploration of same sex parent and other "gay friendly" books for young children available at RIC.

ABC: A family alphabet book by Bobbie Combs ; illustrated by Desiree Keane and Brian Rappa, Ridley Park, PA : Two Lives Publishing, 2000
RIC Reserves -- CRC PE1155 .C665 2000 --

This is an alphabet book with clever watercolor illustrations portraying racially diverse gay and lesbian parents and their children in typical family situations. The simple text is clearly geared to the illustrations, such as: "C is for cookies. Both of my dads know how to make great chocolate chip cookies." and "G is for garden. My moms like it when I help them work in the garden." One word such as cookies and garden is highlighted in the text, which would add to young children's participation in joining in with someone reading the book to them. This is a "non issue" book that would help young children from same sex- parented families recognize themselves and also encourage children from other types of families to identify the commonalities of happy family lives that often go beyond traditional stereotypical gender stereotypes. This book would be very easy for even hesitant teachers to include as

part of their family unit or ABC study.



Asha's mums by Rosamund Elwin & Michele Paulse; illustrated by Dawn Lee, Toronto : Women's Press, 1990
RIC Reserves -- CRC PZ7.E553 As 1990 --

Asha's Mums is read by teachers to their first and second grade classes in the video, *It's Elementary*. At the end of one reading a little girl enthusiastically introduces her own two "mums" to her class.

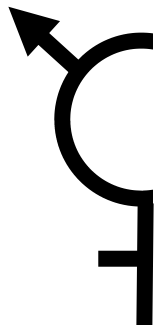
This book features, Asha, an African-Canadian girl who brings to school a signed permission slip to go to the science museum with both of her mums' names on it. The teacher tells Asha that she can't have two mums and the form must be filled out correctly or she will not be able to go on the field trip. Asha is upset because she believes her brother and her two mums are her family and she wants to go on the trip. After discussing the problem with her mums, the next day Asha draws a picture and tries to explain her family to her class. The children's spirited comments reveal some of the prejudices a few already have, but others stick up

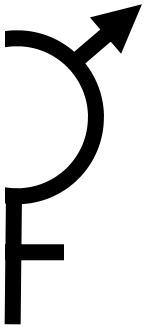
for Asha's family. Asha's mums have a private talk with the teacher and Asha is able to go on the field trip.

Asha's Mums is one of a few books which shows the difficulties that young children of gay and lesbian families often have when their parents have not discussed their family with the teacher as well as some of the unkind comments they sometimes get from their classmates. Many teachers assume that all two parented families consist of a mom and a dad. Young children will often "out" their parents. They love and are proud of their mums or dads and their family is the one they know. The comments of Asha's classmates are indicative of the fact that children as young as six begin using homophobic taunts. It is crucial to help young children learn about and value different types of families and to understand the goals of antibias education so that they will stick up for others as did a few of Asha's classmates.

The black, white, and color illustrations of multiracial children add to the appeal of the story. This book can be used in many different ways. The fact that the teacher has a problem recognizing a different family structure is fascinating to many children and most teachers could use this book thinking that they would not react to this situation, as did Asha's teachers. It has recently become more available again.

"Years ago when I was an undergraduate in a study abroad program, a fellow student and I decided to circumvent the gender-based food rituals in the university cafeteria where we ate, since we found them demeaning to us. Traditionally six students sat together at each table at mealtimes. At least one male student was required at each table to get up to get bread and water near the kitchen, while at least one female student was needed to toss the salad with oil and vinegar in the bowl provided on the table. A table with five male students would wait for a female student to sit with them, as would a table of five female students wait for an available male to sit and accomplish the gender-assigned tasks. My friend and I each decided to get up simultaneously to fetch the bread and water before any male counterpart at our table could do so. When we sat back down, the majority of male students in the cafeteria (about 75 or so) rose up in loud protest and instigated a food riot consisting of throwing bread across the room."





When I was a girl growing up, all the neighborhood kids would get together and play as hard as possible. I enjoyed physical risk: riding my two-wheel bike no hands *while standing on the seat*, for example. I remember one dreamlike game of kick the can that lasted through nightfall. When I was nine or ten, I was playing touch football with my brother and his friends who were 11 or 12. I was thrilled to be included, even though I knew it was probably because they were a few guys short. It was a hot summer afternoon in my backyard and I shed my shirt just like the boys did. All of a sudden, my mother called me out of the game. "Put on your shirt. You can't play like that." *Click*. I think that's the last time I played a contact sport.

Straight Talk From Mz. Direction

Mz. Direction is the loving child of a dancing queen and a well known television personality. Her advice is by no means the final word on a topic in any other world but her own. She speaks from her heart and recently collagened lips. Holding a degree from the school of hard knocks, Mz. Direction will do her best to answer your "queries."

Dear Mz. Direction,

I am very confused. A co-worker of mine is transsexual, and is now living as a woman. My confusion stems not from the change that has occurred but from what am I supposed to say now? Do I use 'he,' 'she,' or what? Please help!

Yours Truly,
Mixed Up



My dear Mixed Up,

Ok, my primary advice that you should never refer to someone as 'he' or 'she' if the individual is in the room. We all have names for a reason, use them! Mz. Direction is going to assume though that you know this and you were actually referring to times when you must reference a person and the person is not present. Again, I find pronouns tiring but if you must... look at your question, 'A co-worker of mine is transsexual, and is now living as a woman', what would you say for any woman? If that answer still does not make you comfortable I honestly think the best action to take is ask your co-worker directly. Worst case scenario, the person will not care. Best case scenario, your attempt at understanding creates a more supportive environment for your co-worker.

Dear Mz. Direction,

I am straight, and this past week I went out with some gay friends to this hot little night spot in Providence, Pulse, perhaps you've heard of it? Anywho, while there we saw this amazing performance of Mariah Carey's new song by a look-a-like performer. I turned to one of my friends during the show and said, "Boy, she sure is great!" I was then informed that the 'she' performing was actually a 'he.' So I added, "Oh, a transsexual. My sister's daycare leader is transsexual." The response I got was a cold glare and "No, he's a drag queen." Feeling slightly embarrassed at my lack of knowledge, I declined further comment. To make this long story short, what is the difference??

Sign me,
A Redfaced Redhead

My Dear Redfaced Redhead,

There is absolutely no reason for you to be embarrassed. When a subject is new to us, it is natural to have questions. Anyone who makes you feel bad for taking a risk and attempting to gain information does not deserve to make it past the velvet ropes of any dance club (even on tired retro 80s night.) I do believe that the staff of this fabulous 'Out On Campus' Newsletter have read your mind and provided the definitions you desire in the always fascinating 'Common Ground' section. You can always grab an extra copy & leave it in a strategic place to help educate those who need educating. <wink>

I must thank this month's faithful readers who provided the questions that keep this column going. If you have any questions related to any topic in the rainbow-colored world of LGBT issues please send them in to me at Outoncampus@hotmail.com. For now, I bid you adieu and hope that whatever direction your life takes you in you remember that sometimes straying from the beaten path leads to softer ground beneath your feet. Much love and laughs, Mz. Direction.

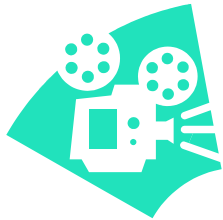
Queers On Film

This month we take a look at two films available locally that address issues of gender and gender transgression in two reviews from Jan Park. Also highlighted are commercially available films that feature transgender representation.

Oliver Button Is a Star

From the WGBH website

This program, part documentary, part performance, explores bullying, tolerance, and positive alternatives for expressing children's gender differences. Filmmakers John Scagliotti and Dan Hunt use the Twin Cities Gay Men's Chorus production of Tomie dePaola's classic children's book, *Oliver Button is a Sissy* as their narrative structure. It interweaves animation, archival film, news stories, home movies, and interviews with people such as arctic ex-



plorer Ann Bancroft, dancer choreographer Bill T. Jones, make-up artist Kevyn Aucoin, and Tomie dePaola, who offer defining moments in their childhood when they were forced to confront conventional notions of "masculine" and "feminine". Airing sometime this spring on PBS. Watch for local listings.

Tough Guise- Violence, Media, and the Crisis in Masculinity

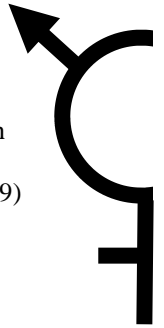
With Jackson Katz, Directed by Sut Jhally

This is an educational video geared toward college and high school students to systematically examine the relationship between images of popular culture and the social construction of masculine identities in the U.S. today. It runs 80 minutes and is available for free preview from Media Education Foundation, www.mediaed.org. I highly recommend this film for anyone troubled by masculine stereotypes today, and wanting to help raise consciousness about these issues.

Transgender Films from www.IFGE.org

- Hedwig and The Angry Inch (2001)
- But I'm A Cheerleader (1999)
- Bruno (2000)
- Ma Vie En Rose (1997)
- The Birdcage (1996)
- Different For Girls (1996)
- To Wong Foo, Thanks for Everything! Julie Newmar (1995)
- Wigstock, the Movie (1995)
- The Adventures of Priscilla, Queen of the Desert (1994)
- Ed Wood (1994)
- M. Butterfly (1993)
- The Crying Game (1992)
- Just Like A Woman (1992)
- Switch (1991)
- Paris Is Burning (1990)
- Tootsie (1982)
- Victor/Victoria (1982)
- Some Like It Hot (1959)

To see more films or get more information about a specific film go to: [Http://www.ifge.org/movies/short_list.htm](http://www.ifge.org/movies/short_list.htm)



College was a gender role awakening and rebelling against experience for me in many ways. However, the most profound one was the shock that jolted through me when I found out that although I qualified to be in the large University's symphonic band and was asked to play my beloved bass clarinet in the orchestra when needed, I could not even try out for the Longhorn Cowboy Marching band because I was a "girl". This was remarkable as I had already played in marching bands in the 3 high schools and two junior highs I attended due to frequent moves. But now, somehow my musical and marching skills were deemed to be unworthy as I was not a "boy". I didn't fight against the rules that barred me from becoming a preacher in my church; I just joined another one and then didn't go into the ministry. However, I fought in every way I knew to break this gender barrier to tooting my instrument and marching to John Phillip Sousa's tunes while cheering on the team. I wrote letters to the University President, capitalized on my friendship with the band board members that I knew through the other musical groups I played in, and brought the subject up to the Cowboy band director at each rehearsal and concert of the summer city band as we sat next to each other. Finally after two years of ardent campaigning, I got a call one night from a band board member saying, "You did it! You are the first "girl" to be in the band since WWII." Wow!! That was just the start. When told the four "girls" would have to wear skirts as we wouldn't look right in pants, I put on an old cowboy uniform and we were allowed to wear the traditional uniforms. When told "girls" couldn't spend the night at an out of town game, I conned my sister and her husband into keeping the by now group of ten in her one bathroom home. Unfortunately, I graduated that year but I left knowing other "girls" could be cowBOYS in the band. This experience was an eye opener to me and the start of some successful as well as unproductive attempts at trying to change, bend, and break some of the harmful and inappropriate gender stereotypes that so limit our self concepts and dreams.



“The Commercial Closet Opens At RIC” Michael Wilke Speaks

Michael Wilke, the creator of the **Commercial Closet** website and video presentation will be speaking at RIC on February 27, 2003 at 4:00 p.m. in Gage Auditorium. If you remember, Wilke's website was a centerpiece of Lesley Bogad's "Seeing Queerly" in the last issue of *Out on Campus*. We are very excited to see the event occurring on campus and believe the Dialogue on Diversity Committee has made a dynamic choice in sponsoring Wilke's presentation. Below is some more information about Wilke and a look at what is presented on his site.

New York City business journalist Michael Wilke has charted the emergence of gay marketing and advertising since 1992. He is credited with coining the popular term "gay vague" -- which appeared in articles he wrote for *Advertising Age* from 1994-1998.

In 1998, he won a GLAAD Media Award from the Gay & Lesbian Alliance Against Defamation for his work covering gay marketing and in 2001 was named one of *OUT* magazine's OUT 100. He has also written about gay advertising and media for *The New York Times*, *The Advocate* and *Brandweek*. Mr. Wilke has appeared frequently on major news networks, "Entertainment Tonight" and "Extra!" as well as on CNN and the BBC to discuss the subject.

Mr. Wilke now devotes himself fulltime to the non-profit Commercial Closet project, launched in May 2001. Its web site CommercialCloset.org has handled over 1.5 million visits since its launch and contains over 1,000 gay-themed ads spanning the globe and the last 85 years.

Wilke's take on...

* Transgender Themes in Advertising

While transgender themes have been a longtime favorite in culture, advertising has extensively focused on the surprise of "duping" straight men with "false" women. Very few examples of women passing as men exist in advertising. The second largest category is of presumably "straight" men donning drag for a motive, like getting cheap beer, spying on competition, etc.

* The Appearance of Gay Men vs. Lesbians in Advertising

Gay men show up far more often than do lesbians in ads. Gay men make up the majority of files in the sites archive with 614 currently listed, compared to only 194 for lesbians. Just 53 ads combine gay men and women.

* Bisexual Themes in Advertising

Bisexual themes are rare in culture and in advertising, as perhaps lesbians, gays and the transgendered provide more shock.

See the ads at: CommercialCloset.org

Interested in discussions on Media and representation...?

The Northeast Media Literacy Alliance and the Neag School of Education, University of Connecticut present:

UNDERSTANDING TODAY'S
MEDIA-SATURATED WORLD
A Conference Promoting Media
Literacy
in Children and Youth

A two-day conference for teachers, health care professionals, counselors and prevention specialists, media leaders, teacher educators, parents, and others interested in exploring the great impact of today's mass media upon young children and youth.

Sut Jhally who produced "Tough Guise" and Jean Kilbourne who made "Killing us Softly" and "Slim Hopes" will be giving keynote addresses at the conference. Their work and presentations deal with how the mass media produces and perpetuates stereotypic views of males and females in our society.

Friday, March 7 and Saturday, March 8, 2003
Bishop Center at University of Connecticut
Storrs, Connecticut

Get more info at:

<http://www.education.uconn.edu/news/events/medialit/>