

Discovery, Engagement, and Transformation: Learning About Gender and Sexual Diversity in Social Education

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Profound changes have occurred in the social, cultural, and political lives of lesbian, gay, bisexual, transgender, queer/questioning, and other (LGBTQ+) individuals and groups in recent decades. Yet our school curriculum often ignores the history of the lives and rights of gender and sexual minorities (GSM). The omission of this content from the curriculum contributes to misunderstandings and myths, prejudice and discrimination, emotionally and physically unsafe conditions for numerous students in schools, and sometimes violence toward LGBTQ+ members of the community.

A growing number of social studies educators, recognizing the need to support the equality of all students, are implementing gender and sexual diversity (GSD) studies, and developing affirming relationships and classroom environments for all students. This article suggests how three fundamental dimensions of GSD studies can be implemented into social education: discovering key concepts—their real world meaning and use; engaging students in classroom discussions about gender and sexual diversity—using democratic dispositions, goals, and processes; and transforming instruction—through critical thinking/moral reasoning, authentic learning, and civic action. An example unit illustrates the application of these learning processes.

Discovering Key Concepts

Teachers who are approachable—listen to, observe, and speak with their students—find that questions about LGBTQ+ concepts and related top-

ics emerge informally. In this informal context, learning is more often organized around student questions and real world examples that are familiar and relevant.

Lists of gender and sexual diversity concepts students should know are available online and in curriculum and teacher resource materials.¹ Below are some concepts/generalizations and questions teachers may wish to present or discuss in class (also, see concepts noted in the unit plan):²

- Define in your own words the diverse sexual orientations and gender identities represented by the terms lesbian, gay, bisexual, transgender, queer/questioning, and other (LGBTQ+).
- Explain that binary understandings of gender as male and female do not take everyone's experiences into account (e.g., transgender, intersex, etc.).
- What additional terms/concepts identify the diverse cultural or global understandings and experiences of gender and sexual minorities (e.g.,

two-spirit, third gender, etc.)?

- Explore the histories of GSD concepts and how their meanings have changed over time.
- How do students currently understand and use language about gender and sexual minorities? Is it respectful or discriminatory? Discuss the negative consequences that result from its misuse, and terms that are considered derogatory. Develop guidelines for respectful communication.
- Explain the importance of respecting individual preferences in the use of terms and pronouns to define personal identities. Consider how you or someone you know (or a famous person) wishes to be identified and why.
- What have students learned from LGBTQ+ people they know? What are their unique assets? What obstacles do gender and sexual minorities face? How are they overcome? How can allies help?
- How do people know if they are gay? Do people choose to be gay or are they born gay? (See answers to these questions in endnote 2.)
- Upon what do we base our understanding of gender and sexual diversity? Why do people have different views? What roles do science and religion play in our assumptions and beliefs?



Secretary of the Interior Sally Jewell spoke at the dedication ceremony of New York's Stonewall Inn as the first national monument to gay rights, June 27, 2016 (U.S. Department of the Interior via Flickr, CC BY-SA 2.0)



Local and federal officials unveiled the Stonewall National Monument in New York City, June 27, 2016 (U.S. Department of the Interior via Flickr, CC BY-SA 2.0)

- What are heteronormativity and heterosexism? How do they affect school and community cultures and student beliefs and behaviors? How do affirming teachers and schools respond to homophobia and transphobia in ways that supports LGBTQ+ students?

Classroom instruction needs to be age appropriate, and teachers should prepare students, families, and community members to deal with any potentially controversial content. Teachers should have a sense of their students' identities, beliefs, and experiences, and assess their readiness to discuss particular issues. Introductory activities that increase student awareness or openness to a topic are recommended, especially where LGBTQ+ education is limited or discrimination is prevalent.

LGBTQ+ people should be viewed as multi-dimensional (more than their gender or sexuality); at the same time, it is important to acknowledge the intersectionality of difference (that all people are characterized by multiple differences). In addition, students should be helped to see how diverse groups have been excluded and misrepresented historically, so that they can more easily negate unfounded stereotypes.

Engaging in Classroom Discussion

Democratic dispositions are essential

to successful classroom discussions about gender and sexual diversity. They include

- *hospitality* (a respectful, accepting atmosphere);
- *participation* (including in-depth representation of diverse views);
- *mindfulness* (attention to others and their right to be involved);
- *humility* (recognition of our limited knowledge and beliefs);
- *mutuality* (caring about others as much as ourselves and creating a collaborative climate);
- *deliberation* (fully examining the issues and making informed judgments);
- *appreciation* (the desire to express gratitude toward others);
- *hope* (the motivation to solve problems and dream of a better future); and
- *autonomy* (the need to take a stand for our beliefs).³

These attitudes and behaviors support a wide spectrum of goals for discussion: self-awareness and mutual understanding; social studies content learning; skill learning; and the development of democratic values, moral understanding, and civic action; all of which are indispensable to LGBTQ+ study. The discussion of controversial issues combines content

and skill learning with personal and collective understanding to solve real world problems.

Rules for classroom discussion can be drawn from these or other dispositions/behaviors and goals and may be developed with students. For example:

- Listen and do not interrupt; take turns and give everyone a chance to speak.
- Respect others with whom you disagree; do not criticize, argue, or personalize your comments, but rather focus on the issues and ideas.
- Be open to and value new ideas, and allow the expression of as much diversity as possible; learn from each other.
- Carefully examine the evidence and draw conclusions based upon it.
- Be true to yourself (your beliefs), but be humble and respectful in your communication with others, using inclusive and appropriate language to create a collaborative atmosphere.

To support quality discussion, teachers need (1) facilitation skills;⁴ (2) knowledge of lesson content and background information related to gender and sexual diversity (3) plans to ensure a safe learn-

ing environment; (4) answers to challenging but commonly asked questions about GSD; and (5) effective responses to counter student, parent, or administrative resistance. Teachers should also assess their own readiness/comfort level for teaching about GSD issues.⁵

Recent research reveals how classroom teachers implement the discussion of controversial issues and peace-building pedagogy.⁶ In effective discussions, students are interested in the topic (it is relevant to their identities, beliefs, and experiences), have sufficient background knowledge, are able to engage in discussion appropriately, and experience interpersonal trust. Quality discussions also integrate in-depth content that reflects the points of view of diverse stakeholders, especially those who have been previously ignored.⁷ The discussion of controversial issues relies upon an openness to multiple perspectives, whereby students reconsider their assumptions, beliefs, and biases. Lessons included in this article from the unit “LGBTQ+ People’s Rights and the Stonewall Riots,” demonstrate these aspects of effective discussion.

When controversial issues are discussed, it may be helpful to elicit anonymous responses from students (via web tools like Poll Everywhere or note cards/exit cards). But anonymous or not, students need to ask questions, express opinions, share evidence and reasoning, or state opposition without fear of embarrassment or reprisal. They should also discover how their views compare and contrast with those of other students.

LGBTQ+ students may be especially vulnerable in discussions of identity-based issues or in role-plays where they themselves or similarly disenfranchised characters are disrespected on the basis of their social status.⁸ Teachers need to be aware of the needs and experiences of these students and how classroom and group dynamics affect them (e.g., Are they excluded? By whom? Why? What are the consequences to students’ safety and to their academic and social lives?). Examining and countering the

beliefs that underlie student bias can help teachers to challenge discrimination and work to build safe spaces and democratic classrooms.⁹

The characteristics of quality discussion—its goals, processes, and outcomes, contribute to the practice of participatory democracy. Clearly, students are capable of benefitting from such instruction because they report that their “most meaningful classroom experiences” are the discussions of controversial issues.¹⁰

Transforming Instruction

The discussion of LGBTQ+ concepts and related issues is used to integrate learning experiences in the unit that follows on pages 282–285, “LGBTQ+ People’s Rights and the Stonewall Riots.” Rich historical and individual narratives provide opportunities to develop new understandings from the perspectives of gender and sexual minorities past and present, and diverse others. It is especially important to understand those with whom we differ, to learn from them, and to resolve conflicts with them. The study of the Stonewall Riots is especially valuable in that regard.

Diverse participants in the Stonewall events played important roles in social change. Some participants, like the police and the media, supported the status quo (their narratives can be called “stock stories”); others from marginalized LGBTQ+ communities revealed formerly “concealed stories,” reflecting the dignity and resilience of those who were victimized and oppressed. Many people challenged injustice by refusing to go to jail for being who they were. Their “resistance stories” inspired others to do the same. Finally, “emerging/transforming stories” were built upon the concealed and resistance stories to drive further change.¹¹ When participants talked about what the events of the Stonewall Riots meant to them, some reported that they were no longer alone. They were now part of a community. By exposing students to these previously hidden realities/new knowledge and responding with civic action, we can prompt life changes

for students, as well as for the LGBTQ+ people whose equal rights they learn to respect and support. ●

Notes

1. Brent L. Pickett, *The A to Z of Homosexuality* (Lanham, Md.: Scarecrow Press, 2009) provides descriptions of terminology, events, groups, people, and more; and the “Comprehensive List of LGBTQ+ Vocabulary Definitions,” <http://itspronouncedmetrosexual.com/2013/01/a-comprehensive-list-of-lgbtq-term-definitions/#sthash.iJlXnw7.dpbs> focuses on terminology used now and in recent history.
2. For answers to typical student questions and questions for discussion, see American Psychological Association (APA), “Answers to your Questions: For a Better Understanding of Sexual Orientation and Homosexuality” (Washington, D.C.: Author, 2008), [aspx](http://www.apa.org/topics/sexual-orientation-and-gender-expression); and APA, “Answers to Your Questions: About Transgender People, Gender Identity, and Gender Expression” (Washington, D.C.: Author, 2014), [www.apa.org/topics/transgender.aspx](http://www.apa.org/topics/transgender); Examples from the first reference above: “How do people know if they are lesbian, gay, or bisexual?”

According to current scientific and professional understanding, the core attractions that form the basis for adult sexual orientation typically emerge between middle childhood and early adolescence. These patterns of emotional, romantic, and sexual attraction may arise without any prior sexual experience. People can be celibate and still know their sexual orientation—be it lesbian, gay, bisexual or heterosexual.

Different lesbian, gay and bisexual people have very different experiences regarding their sexual orientation. Some people know that they are lesbian, gay or bisexual for a long time before they actually pursue relationships with other people. Some people engage in sexual activity (with same-sex and/or other sex partners) before assigning a clear label to their sexual orientation. Prejudice and discrimination make it difficult for many people to come to terms with their sexual orientation identities, so claiming a lesbian, gay or bisexual identity may be a slow process.”

“What causes a person to have a particular sexual orientation?”

There is no consensus among scientists about the exact reasons that an individual develops a heterosexual, bisexual, gay or lesbian orientation. Although much research has examined the possible genetic, hormonal, developmental, social and cultural influences on sexual orientation, no findings have emerged that permit scientists to conclude that sexual orientation is determined by any particular factor or factors. Many think that nature and nurture both play complex roles; most people experience little or no sense of choice about their sexual orientation.”

See also, Annika Butler-wall, Kim Cosier, Rachel L. S. Harper, Jeff Sapp, Jody Sokolower, and Melissa Bollow Tempel, eds., *Rethinking Sexism, Gender, and Sexuality* (Milwaukee: Rethinking Schools, 2016) for examples of actual classroom discussions about these questions (Chapter 4) and related issues.

3. Steven D. Brookfield and Stephen Preskill, *Discussion, A Way of Teaching*, 2nd ed. (San Francisco: Jossey-Bass, 2005).
4. John E. Henning, *The Art of Discussion-Based*

continued on page 285

Sample Middle-Secondary Unit

LGBTQ+ People's Rights and the Stonewall Riots

Teacher Introduction

The Stonewall Riots, commonly considered to mark the birth of the modern Gay Rights Movement, is often one of the first LGBTQ history topics to be integrated into the social studies curriculum. It is frequently compared and contrasted with key events in the histories of the women's liberation and black civil rights movements. To understand the significance of the Stonewall Riots, students should place it in its historical context, discovering the early development of the gay community and exploring subsequent events that reveal its cultural impact.

Before Stonewall

- The Homophile Movement began 20 years before Stonewall. The Mattachine Society (gay) and the Sisters of Bilitis (lesbian) were early gay rights organizations.
- The triple condemnation of gays was that they were considered mentally ill, criminals, and sinners.
- It was illegal for homosexuals to drink alcohol or dance together in bars.
- Raids on gay bars were common.
- Homosexuals lived closeted lives. If exposed, they could lose their jobs, go to jail, or be disowned by their families.

The Stonewall Riots

- On June 28, 1969, bar patrons protested a police raid, and a riot began that lasted 6 days.
- The rebellion involved thousands of protestors in a spontaneous uprising.
- The riots inspired a mass movement that ultimately expanded worldwide.
- The Stonewall provided a community for gays, including street youth.
- The mafia owned the Stonewall and paid off the police, who notified them about raids.

After the Stonewall Riots

- The Gay Liberation Front was founded after the Stonewall Riots.
- The first gay pride parade in 1970 commemorated the Stonewall Riots.
- Gay rights were extended through a struggle and backlash that continues today.
- The Stonewall gained historic landmark status.
- LGBTQ+ people came out in all areas of life, increasing awareness of their historical and cultural contributions.

In this unit, students become participants in the event of the Stonewall Riots and have the opportunity to identify with those who have undergone oppression, developing respect and empathy for them. They reflect upon what these historical events and current issues mean for them personally and take action on their beliefs.

Lessons may be extended beyond one class period. Some of the discussion content may be covered through teacher presentation, and teachers may incorporate additional assessment of discussion and written work.

Objectives

1. Define and identify examples of basic GSD concepts and those related to social justice and human rights; understand their socially constructed and changing nature.
2. Describe and explain the events of the Stonewall Riots, the diversity of the participants, and why the event was significant.
3. Develop empathy for LGBTQ+ people past and present, young and old, who experienced discrimination and oppression. Develop respect for their strength and resilience.
4. Reflect upon the personal meaning these events and issues have for you (how they relate to your identity, experiences, values, and/or concerns).
5. Research and take action to develop an understanding of and support for LGBTQ+ -inclusive/democratic community.

Lesson 1: Attitudes about Difference

Introductory Discussion and Attitude/Skill Assessment

View "Diversity and Inclusion: Love Has No Labels,"
www.youtube.com/watch?v=PnDgZuGIhHs

Discuss:

1. Share initial responses to the video.
2. Identify the types of diversity characterized by people in the video.
3. Which of these differences do you believe are the easiest/hardest to accept? Why?
4. What can we do (individually and collectively) to better understand these differences?
5. What do we need to know to better understand the LGBTQ+ community?

Teachers:

1. Observe student comfort levels. Note any prejudice or discriminatory comments; allow disagreement, but not disrespect.
2. Review rules for discussion, highlighting respectful communication.
3. Assess students' discussion skills/ability to follow these rules.
4. Teach and practice discussion and critical thinking skills as needed.
5. Review unit objectives and expectations for students.

The following concepts should be taught throughout the unit. Teachers should correct misconceptions and stereotypes and facilitate discussion about how we acquire our assumptions and how we reevaluate them.

Selected Concepts

(For definitions see endnote 2)

LGBTQ+ identities	LGBTQ+ rights	Social justice/ human rights
Gender identity	Social change	Stereotype
Sexual orientation	Heteronormativity	Privilege
Gender expression	Heterosexism	Prejudice/discrimination
Gender binary	Homophobia	Oppression
Masculine/feminine	Transphobia	Civil disobedience
Gender conformity	Social exclusion	Equality
Two-spirit/third gender	Bullying	Freedom

Lesson 2: Before Stonewall

Context and Events Prior to the Stonewall Riots

View portions of the film *Before Stonewall*.

View Mike Wallace's *The Homosexuals*, 1967 Documentary (excerpt) and/or *Boys Beware* (*Stonewall Uprising* website). Read (or listen to) Chapters 1–3 of Ann Bausum's *Stonewall* (prior to class).

Discuss:

1. Describe the historical, cultural, social, and/or political context of the 50s-60s (e.g., beliefs about homosexuals, the homophile movement, closeted lives, etc.).
2. Compare terminology used then (transvestite and cross-dresser) and now (LGBTQ and transgender).
3. Give examples of social exclusion and discrimination. What rights were denied to gender and sexual minorities? Why?
4. What caused the Stonewall Riots? (David Carter's C-span book talk)
5. How were GSM treated in the 60s in comparison with today? What can we learn from this?

Lesson 3: Stonewall Participants

Individual and Small Group Investigation

View portions of the film *Stonewall Uprising* and share reactions/questions.

Read (or listen to) Chapters 4–7 of Ann Bausum's *Stonewall* (prior to class).

Study the participant assigned to you (participant bios-*Stonewall Uprising* website, Bausum's book, or role descriptions provided by the teacher).

Cooperative learning:

1. In expert groups a-e, describe (a) where and when the events took place, (b) who was involved, (c) what happened during the riots, (d) how the conflict began and ended, and (e) why it happened and why it was significant.
2. In small groups of multiple experts, one from each group a-e above, write a description of the events of the Stonewall Riots.
3. Share and compare event narratives with the class.

Students (individually):

1. Write a narrative of the experiences of your assigned participant (customer, employee or bar owner, police, journalist, observer) incorporating their bio. A small group of those assigned to be police, observers, patrons, or employees may write collectively.
2. Identify the story type that best reflects the participant's experience/perspective (stock story, concealed or resistance stories, or emerging/transforming stories). How does/could the participant affect social change?
3. Practice storytelling and dress to symbolize participants' identities (without stereotyping). Students could role play the events of the Stonewall Riots and discuss how privilege and oppression impacted them. They could also discuss nonviolent protest, civil disobedience, and the strategies used by movements for social change.

Curriculum to Foster Civic Engagement

Choices' inquiry-based approach to controversial issues—past and present—prepares students to succeed in a complex and changing world.



Textual Analysis
Critical Thinking
Multiple Perspectives
Global Awareness
Civic Literacy



WWW.CHOICES.EDU

Lesson 4: Stonewall, Symbol for LGBTQ+ Human Rights

Local, National, Global, and Historical Perspectives

View portions of the film *After Stonewall*.

Read (or listen to) Chapters 8–10 of Ann Bausum's *Stonewall* (prior to class).

Review map and timelines.

Read about LGBTQ+ current events/issues.

Discuss:

1. Why are the Stonewall Riots credited with starting the modern gay rights movement? How did the Stonewall Riots influence subsequent events and issues?
2. How has homosexuality been viewed over world history and in different cultures and countries today (e.g., two-spirit, third gender, etc.)?
4. How have the ideas of equality, freedom, and human rights inspired social change? What international human rights do LGBTQ+ people have? (*Living Free and Equal*)
5. How are injustices toward the LGBTQ+ community being addressed today? Describe current LGBTQ+ issues in your community. Why are they controversial?

Lesson 5: Research and Socially Responsible Action

History or Civics Fair Project, Community Action

Research, Reflection, and Action:

1. How do bullying, heterosexism, homophobia, and transphobia affect our daily lives? How do they impede progress toward the equal rights of gender and sexual minorities?
2. Evaluate different viewpoints of an issue important to you, and draw your own conclusions. What action could you take on the issue?
3. Study a person who contributed to LGBTQ+ rights. What did they accomplish? How? What motivated their actions? How could you support LGBTQ+ rights?
4. Implement a civic action project to support GSD understanding and/or inclusive community. Report the results.
5. Summarize what you learned in this unit and how it applies to your life (refer to objectives).

Teacher Resources

1. Books

Ann Bausum, *Stonewall* (New York: Viking, 2015). See audio, www.annbausum.com/stonewall.html#top

David Carter, *Stonewall, The Riots that Sparked the Gay Revolution* (New York: St. Martins Griffin, 2004).

David Carter, "C-Span Book Talk: *Stonewall: The Riots That Sparked the Gay Revolution*," (September 14, 2004), www.c-span.org/video/?157867-1/stonewall-riots-sparked-gay-revolution

Martin Duberman, *Stonewall* (New York: Penguin, 1993).

LEARNING ABOUT GENDER AND SEXUAL DIVERSITY

from page 281

Teaching (New York: Routledge, 2008) addresses the practice of teaching through discussion.

5. Teaching Tolerance, "Let's Talk! Discussing Race, Racism and other Difficult Topics with Students," www.tolerance.org/sites/default/files/general/TT%20Difficult%20Conversations%20web.pdf provides strategies to assess and develop a teacher's comfort level in addressing LGBTQ+ topics.
6. Diana Hess and Paula McAvoy, *The Political Classroom* (New York: Routledge, 2015); Kathy Bickmore, "Incorporating Peace-Building Citizenship Dialogue in Classroom Curricula," in *Building Democracy through Education on Diversity*, S. Majhanovich and R. Malet, eds., (Boston: Sense, 2015), 17–39; and Bickmore, "Peacebuilding Dialogue Pedagogies in Canadian Classrooms," *Curriculum Inquiry* 44, no. 4(2014): 553–582.
7. Kathy Bickmore and Christina Parker, "Constructive Conflict Talk in Classrooms: Divergent Approaches to Addressing Divergent Perspectives," *Theory and Research in Social Education* 42 (2014): 291–335.
8. Bickmore and Parker, "Constructive Conflict Talk in Classrooms."
9. Ali Michael, *Raising Race Questions* (New York: Teachers College Press, 2015) details cases of teachers who examined, challenged, and changed their classroom dynamics.
10. Bickmore and Parker, "Constructive Conflict Talk in Classrooms."
11. Lee Ann Bell, *Storytelling for Social Justice* (New York: Routledge, 2010).

"Milestones in the American LGBT Civil Rights Movement," which follows on pages 286 and 287, is a resource incorporated into the unit plan presented in this article. It was developed by the ONE Archives Foundation.

The authors of the timeline are: Jamie Coker-Robertson, Kyle Morgan, and Helen Aldana

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2. Videos

Jeff Dupre (Producer and Director), *Out of the Past: The Struggle for Gay and Lesbian Rights in America* (Ardustry Home Entertainment and Zeitgeist Films, 2005), DVD, 70 min.

John Scagliotti (Producer) and Greta Schiller (Director), *Before Stonewall* (First Run Features, 1985), DVD, 87 min.

John Scagliotti, Janet Baus, and Dan Hunt (Producers), *After Stonewall* (First Run Features, 1999), DVD, 88 min.

Kate Davis and David Heilbroner (Producers and Directors), *Stonewall Uprising* (PBS, 2011), DVD, 90 min. See also *Stonewall Uprising* website, www.pbs.org/wgbh/americanexperience/features/teachers-resources/stonewall-guide

Mike Wallace, *The Homosexuals*, 1967 CBS Documentary (excerpt), www.criticalmediaproject.org/cml/media/mike-wallace-the-homosexuals-1967-documentary/

3. Map and Timelines

One Archives Foundation, "Milestones in the American LGBT Civil Rights Movement." (See this issue of *Social Education*.)

PBS American Experience, "Timeline: Milestones in the American Gay Rights Movement," www.pbs.org/wgbh/americanexperience/features/timeline/stonewall/

Southern Poverty Law Center, "History of the Anti-Gay Movement Since 1977" *Intelligence Report* (Spring 2005, No. 117), www.splcenter.org/fighting-hate/intelligence-report/2005/history-anti-gay-movement-1977

UN Free and Equal Project, "Sexual Orientation and Gender Identity throughout History Map," (May 17, 2014), www.unfe.org/system/unfe-51-UNFE_Infographic_Draft_9.pdf.

4. LGBTQ+ Rights

American Civil Liberties Union, "LGBT Rights," www.aclu.org/issues/lgbt-rights

United Nations, "Fact Sheet, LGBT Rights: Frequently Asked Questions," www.unfe.org/system/unfe-7-UN_Fact_Sheets_v6_-_FAQ.pdf

United Nations, "Living Free and Equal" (June 2016), www.ohchr.org/Documents/Publications/LivingFreeAndEqual.pdf

5. Tools for Instruction:

History Fair Tools, "Making History" (Claims, Evidence, Argument) www.chicagohistoryfair.org/making-history.html

Mikva Challenge, *Issues to Action Curriculum* <https://mikvachallenge.org/product/issues-to-action-curriculum/>

Tips for Role Play, Assessment Rubric, Guidelines and Preparation for Deliberation, Options Preparation, Pros and Cons, Prioritizing Values www.choices.edu/resources/tools.php

1980s

1986 - Miguel Braschi was threatened with eviction when the man he had been living with for the past 10 years died of AIDS-related complications. The case was ultimately decided in favor of Braschi, the **first U.S. court decision to give legal protection to same-sex couples**.

1986 - The **Bowers v. Hardwick** Supreme Court decision upheld statutes criminalizing private sexual relations between same-sex partners.

AIDS
The first cases of what would later be termed Acquired Immune Deficiency Syndrome (AIDS) were reported in 1980 by Dr Michael Stuart Gottlieb. Since the first reported cases of disease were among gay men, public opinion pigeonholed the burgeoning epidemic as a "gay plague." The stigma of homosexuality remained strong in the 1980s; a decade which began with no anti-discrimination laws in place to protect the civil rights of the general LGBT population.

1987 - The **AIDS Coalition to Unleash Power (ACT UP)**, formed in New York City and quickly became the face of the new activism. A primary target of the group concentrated on the availability of medications. Using civil disobedience, direct-action tactics, and media visibility, ACT UP put pressure on the FDA to expedite their work.

1987 - On October 11 the **Second National March on Washington for Lesbian and Gay Rights** drew about half-million LGBT people and allies. The **NAMES Project Foundation AIDS Memorial Quilt**, a quilt commemorating lives lost from AIDS, was unveiled for the first time. **National Coming Out Day** was subsequently founded.

BIRTH OF NATIONAL BISEXUAL MOVEMENT
The East Coast Bisexual Network, the Bay Area Bisexual Network, and political organizations such as San Francisco's BiPOL, Boston's BiCEP, and New York City's BiPAC demonstrated a broader coalition and reach of bisexual activists. In conjunction with the 1984 Democratic National Convention, BiPOL organized the first rally for bisexual rights.



1990s

1993 - President Clinton signed "Don't Ask, Don't Tell" (DADT), a policy that allowed gay and lesbian people to serve in the military as long as they did not come out publicly.

TRANSGENER ACTIVISM
Historically, murders of transgender people have been under-investigated, under-convicted, and under-punished. Anne Ogburn created **Transgender Nation** within the San Francisco chapter of Queer Nation in 1992. It introduced a confrontational style of advocacy that had not been seen since Sylvia Rivera and Angela Douglas in the 1970s. **Transsexual Menace** was founded in 1994, which conducted vigils at court houses where transgender hate crime perpetrators were being tried. The brutal 1998 murder of Rita Hester led to a candlelight vigil in her honor and inspired Gwendolyn Ann Smith to start the **Transgender Day of Remembrance** the following year.

1993 - Cheryl Chase (Bo Laurent) founded the **Intersex Society of North America**.

1996 - Sixteen states implemented laws: **banning same-sex marriage**, and the federal government passed the **Defense of Marriage Act (DOMA)**, denying same-sex couples from receiving the federal benefits and rights of marriage.

1996 - In a landmark **Nabozny v. Podlesny** decision, the jury ruled that a school could be held accountable for anti-LGBT abuse. This case empowered victimized LGBT students across the United States to hold their schools accountable and led to the nationwide development of sexual orientation harassment policies and programs in schools.

1996 - **Romer v. Evans**, the U.S. Supreme Court ruling was the first to claim that lesbian and gay people could not be denied participation in society and politics.



2000s - PRESENT

2009 - The **Matthew Shepard and James Byrd Jr Hate Crimes Prevention Act** was signed into law, becoming the first federal law to specifically provide protection to transgender people.

TO SERVE OPENLY IN THE MILITARY
Service members Legal Defense Fund introduced a bill to Congress to repeal DADT in 2006. Under pressure from a federal court decision that DADT was unconstitutional, a **federal repeal of DADT was signed into law in 2010**. However, the military continued upholding DADT policies until 2011, when a federal court finally ordered it to stop.

2011 - Governor Jerry Brown signed the **Fair, Accurate, Inclusive, and Respectful Education Act** into law. It requires the inclusion of political, economic, and social contributions of people with disabilities as well as LGBT people to be implemented into educational textbooks and history curricula in California public schools.

2013 - June 26, Edith "Edie" Windsor won a U.S Supreme Court decision invalidating **DOMA as unconstitutional. Same-sex couples were granted the same benefits and rights of marriage as legally-married opposite sex couples in states where gay marriage was already legal.**

2014 - California becomes the first state to ban "trans panic defense."

LOVE WINS
2015 - June 26, in the U.S. Supreme Court case **Obergefell v. Hodges**, James Obergefell won his case by a vote of 5-4. The ruling held that **the 14th Amendment to the U.S. Constitution guarantees the recognition and provision of same-sex marriage as a fundamental right. Same-sex couples are granted the right to marry, with all its rights and benefits, nationwide.**

Calif. Supreme Court to Weigh Constitutionality of Hate Crime Laws

