

# Welcome!



Everything that you live your life by, the values that you hold, these are all theories. They don't feel like theories because they're part of the dominant discourse, they feel normal. But in fact they are specific sets of assertions, about what bodies and sex and so on means. I'm just expressing and looking at it a different way. There are people who believe in male and female. That's a theory. It just doesn't feel like a theory, it feels like an essential truth.

Riki Anne Wilchins





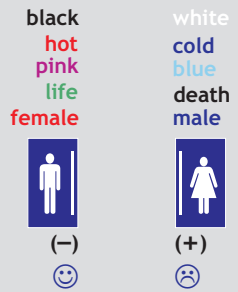




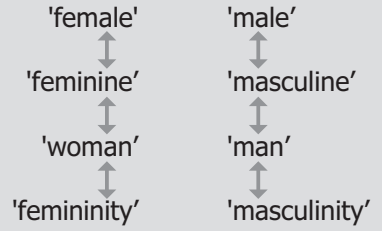
**Sex** is a socially-based medical and legal classification of biological characteristics that divides people into only two categories («female» and «male»), primarily on the basis of external genitals, and in spite of the existence of sex differentiation which transgresses the categories of «female» and «male» sex. Sex is a social construct and the foundation of discrimination and inequality.

A binary concept of gender and sex conditions an understanding of those two as contrasting categories which are fixed and non-changable. This system implies two mostly contrasting values on the same line of a spectrum which are relative and relational, and it further denies the existence of a middle ground.

**Binary concept**



A binary concept of sex and gender is based on the belief that the terms sex, gender, sexual identity, gender identity as well as gender expression have one and the same meaning and follow the fixed formula:

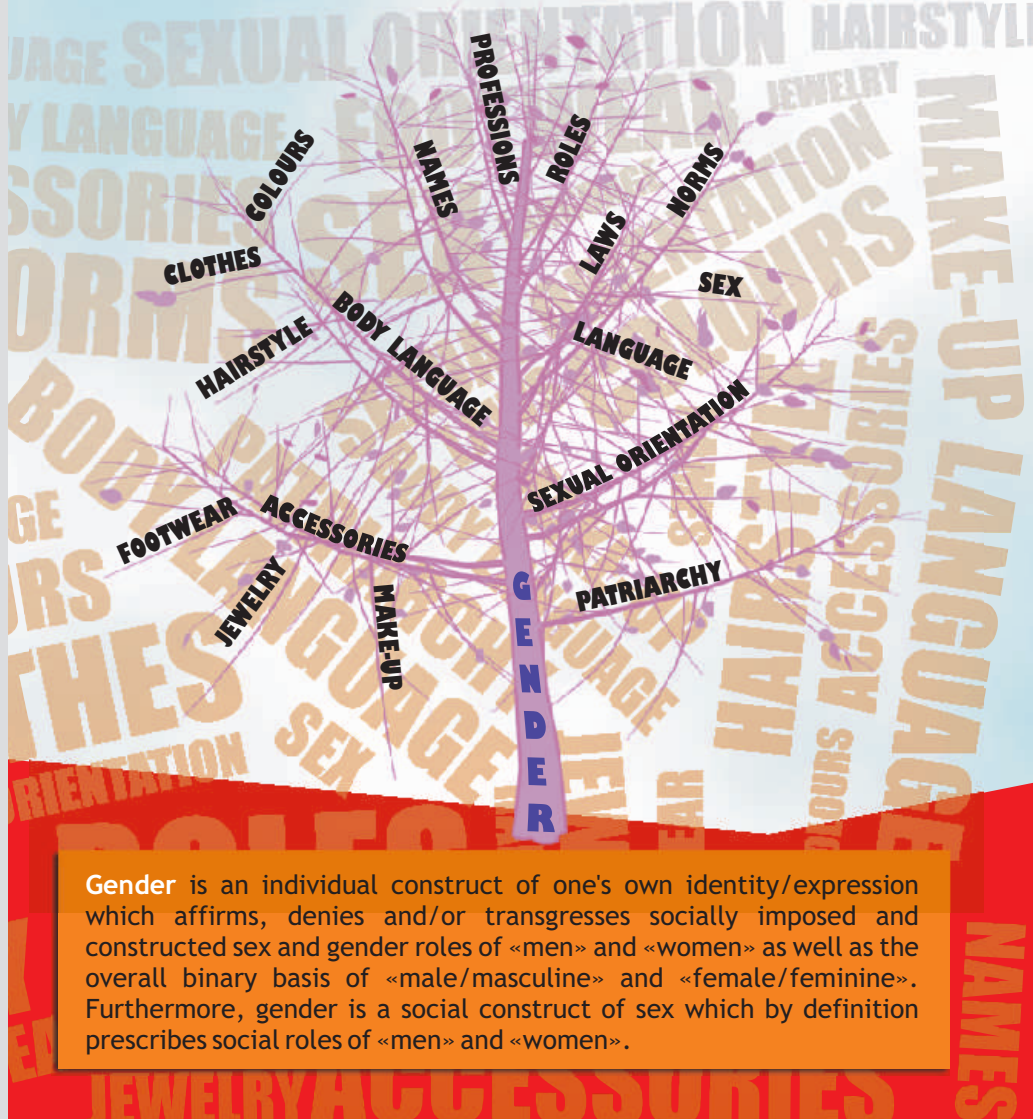


Such positioning disables expression of individual freedoms and rights based on sex and gender, and it supports and perpetuates discrimination and violence. Binary construct serves as a social concept of generalization in which individual creations and identities are denied while social patterns and norms prevail.

Sex and gender perceived through the binary prism deny us daily the freedom to express gender because it forces limitations through sex/gender roles which contain prescribed models of behavior, expression and being, forcing sexual/gender normativity and heterosexuality upon us.

Sex and gender as heteropatriarchal socio-cultural patterns limit all of us on various levels.

The binary division of 'female' sex/gender and 'male' sex/gender is an irregularity that also exists in legislative framework, providing legitimacy for sex as only 'male' or 'female'.



**Gender** is an individual construct of one's own identity/expression which affirms, denies and/or transgresses socially imposed and constructed sex and gender roles of «men» and «women» as well as the overall binary basis of «male/masculine» and «female/feminine». Furthermore, gender is a social construct of sex which by definition prescribes social roles of «men» and «women».

And now it's time for you to think about and answer these questions (alone or in good company).

Do you think that sex is changeable?

---

---

---

How is your ascribed gender oppressive?

---

---

---

Do you think that gender is changeable?

---

---

---

How did you learn about your gender?

---

---

---

---

---

Who taught you about your gender?

---

---

---

---

---

---

Why do you think you were taught you about your gender?

---

---

---

---

---

---

What is the sex/gender of your clothes?

---

---

---



What are the benefits/privileges of your ascribed and/or chosen gender?

How do you create your gender?

Does your name/surname carry a gender mark?

Did you ever do something «inappropriate» for your gender? Give examples.

Do you sometimes question your sex/gender? Why?

If you know your sex/gender, when and how did you decide this? In which way? Based on what?

Do you think that you have that 'something' which makes you a 'woman' or a 'man'? What is that 'something'?

# Difference between sex and gender

## Group exercise

### AIM:

To raise awareness about the meaning of 'sex' and 'gender' and the difference between the two, as well as to indicate that initial judgments and prejudices are based on visual perceptions.

### WHAT IS NEEDED:

A board or a large piece of paper, chalk or marker. If the group is large, divide into smaller groups. Duration of this exercise is about 30 minutes.

### STEPS:

1. Write down the word 'sex' on the board/paper and ask the group to tell you words and associations that come to their mind. Write them all down under the word 'sex'.
2. Write down the word 'gender' on the board/paper and ask the group to tell you what words and associations come to their mind. Write them all down under the word 'gender'.
3. Ask for one person to step forward and to stand in a relaxed position in front of the group.
4. Ask the rest of the group to define the 'sex' of the person standing in front of them just by looking at her/him/sie/zie/hir.
5. Ask the group to describe what they see, and based on what they have concluded the 'sex' of this person (see Keisha-John paper).
6. Write everything down.
7. Repeat this exercise with one or two more persons.
8. Go back to the words and associations regarding 'sex' and 'gender' and ask the group to draft a general definition for 'sex'. Then ask the group to draft a general definition for 'gender'. Finalize the definitions as a group and write them down.
9. Go back to the group exercise and use a marker to cross out everything which, according to the definition of 'sex', does not refer to 'sex'.
10. Start a discussion.

### EXPECTED RESULTS:

In most cases, 90-100% of the noted characteristics have nothing to do with 'sex' but actually refer to 'gender' (clothes, shoes, hair style, jewelry, colors, etc.). Participants will be better able to differentiate 'sex' and 'gender', as well become aware of the trap of visually perceiving 'sexual/gender' identity as only 'male' or 'female.'

SEX	GENDER
- male - female	- middle
- men - women	- male - female
- sexual intercourse	- <del>data</del> - roles
- sexual organs	- SEX
- reproduction	- identification
- orgasm	- ambiguity
- love	- grammar
- sexuality	- oppression
- safe sex	- looks
- biology	- women
- body	- theory
- oral / anal	- defining
- partners	- society / culture
- gender	- construct
- sexual orientation	- make-up
- abuse	- expression
	- sexual orientation

### LEARN MORE

Walk to the mirror and check yourself out.



On what basis do we conclude the sex and/or gender of people around us?

## SEX

Biological characteristics on the basis of sexual and reproductive system (sexual organs, hormones, chromosomes, gonads)

## GENDER

Social construct which includes and is presented through roles, norms, expectations, clothes, shoes, makeup, colors, jewelry, body language etc.

Check for yourself...

KEISHA (F)

- ~~shirt~~
- ~~women's jewelry~~
- ~~women's shoes~~
- ~~soft skin~~
- breasts
- ~~cleavage~~
- ~~women's posture~~
- ~~manicured nails~~
- ~~female shaped body~~
- ~~attractive suits~~
- ~~shaved legs~~
- ~~styled haircut~~

JOHN (M)

- ~~big hands~~
- ~~athletic build~~
- ~~small ass~~
- ~~Adam's apple~~
- ~~shaved head~~
- ~~masculine jaw~~
- ~~men's shoes~~
- ~~men's tattoo~~
- ~~broad shoulders~~
- ~~hairy arms~~
- ~~shaving rash~~
- ~~men's cologne~~
- ~~men's shirt~~
- ~~tall~~

Adjectives such as „women's“, „female“, or „men's“, „masculine“ are not adequate because they create tautological circles i.e. saying the same thing.



Why do you have a need to identify and classify persons around you in relation to their sex/gender?

---

---

---

# Sex in biology

Sex development of each human being is a result of complex interactions between genes and environment. Usually, sex development takes one of the two typical paths, although those two are not the only options. The typical pattern of sex development begins with complementary chromosomes: 46 XY or 46 XX. The first is called the development of 'male' sex, and the second is named the development of 'female' sex. Although 'male' and 'female' sex development represents typical sex development, there are other paths and patterns of developments which are not any less 'natural' or 'normal'. Atypical sex development in the past was referred to as Hermaphroditism, while today more common term is intersexuality.

In the sex development of each person, the most significant are the following:

- Chromosomes
- Hormones
- (External) sexual organs or genitals
- Gonads

Typical sex development 

	Female	Male
<b>Chromosomes</b>	46 XX	46 XY
<b>Hormones</b>	Higher levels of estrogen	Higher levels of testosterone and detestosterone
<b>External sexual organs</b>	Clitoris and visible vaginal entrance	Penis
<b>Gonads</b>	Ovaries	Testes

Every differentiation within **chromosomes, hormones, (external) genitals and/or gonads** which does not follow the typical development of sex is called atypical development of sex.

Chromosomal sex of a person signifies the **chromosomal** set which can be 46 XX or 46 XY as well as 45 X, 47 XXY, 45 X/46 XX, 46 XY/47 XXY and 46 XY/46 X.

**Hormonal** balance or disbalance can depend on genital conditions as well as on the use of steroids, contraceptives, and hormonal therapy.

**External genitals** might be of average size, vary in size, as well as be absent.

**Gonads** might be developed, absent or be present and undeveloped.

Sex can be separately viewed as chromosomal, hormonal, genital or gonadal.



View the animation of the typical development of sex at:

[www.sickkids.ca/childphysiology/cpwp/Genital/genitaldevelopment.htm](http://www.sickkids.ca/childphysiology/cpwp/Genital/genitaldevelopment.htm)

In the past, sex was contextual and not divided into two or more, but seen as only one. Differentiations were made on the basis of gender. Being 'male' primarily implied certain roles, behaviors, status and power, and not that much biological sex as it is done today. Being 'female' also primarily implied roles, behaviors and status which further implied inferiority and passivity within one single sex.

Sexual and reproductive organs and ovaries were not differentiated by different terms. During the 4th century b.n.e, Herophilus, an anatomist from Alexandria called ovaries by the standard Greek word for testes, *didymoi*. Galen for ovaries used word *orcheis*, the same one he used for testes. In reality, there were no technical terms for sexual and reproductive organs in Latin or Greek, nor in European languages (*lingae franca*) until 1700. It was during the 18th century that sex as we know it today was invented, as only 'male' and 'female', with clear differentiations. At that time, words distinguishing ovaries from testes, as well as the word vagina, were created, signifying the model of sex as two within already existing two genders.

**Source:** *Making Sex: Body and Gender from the Greeks to Freud*, Laqueur, Th., 2003.

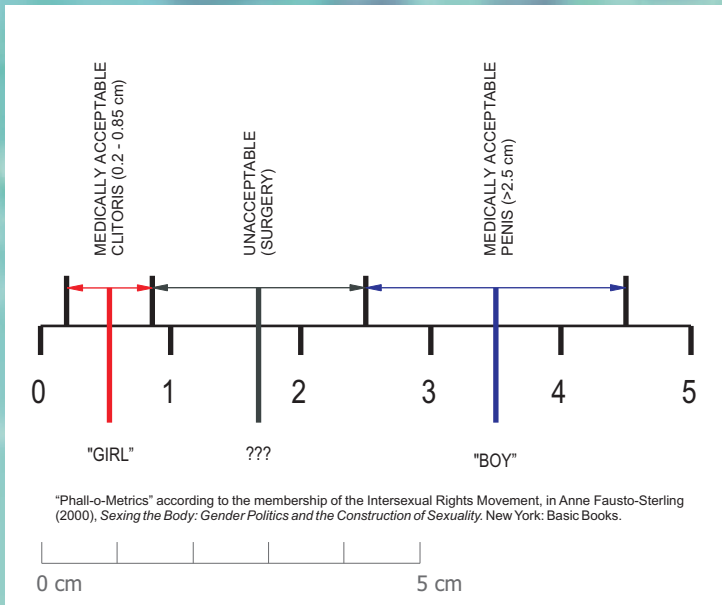
Scientific biological disciplines such as genetics, evolutionary biology, behavioral biology, paleontology, and demographic genetics, in their theories discuss 'what sex is' and 'what sex does', and they offer various definitions and determinations about the term 'sex'. Analyses of those definitions point out to conclusions that word 'sex' is used differently in correlation to the theoretical context of every single discipline, and that such created meanings attributed to the term 'biological sex', as well as to words 'male' and 'female', become questionable and problematic. Working definitions of the term 'sex' are based on various grounds such as the chromosomal structure (presence of X or Y chromosome or set of chromosomes), genes and genetic units, various hormones and morphological characteristics (gonads, sexual organs, brain structure), but at the same time they overlook existing variations, mutations and contradictions. It seems that biology by not considering the overall concept of 'sex' can not answer the question of 'what sex is a person?', so it is best that each person gives an answer to that question on their own.

Summarized according to Simon Gunkel: "Biology vs. Biologism – On the Current Use of Sex in Biology", *Transgressing Gender: Two is Not Enough for Gender (E)quality: The Conference Collection*, Zagreb: CESI and Women's Room, 2006.  
[www.tgenderzagreb.com](http://www.tgenderzagreb.com)

# MEDICAL CONSTRUCTION OF SEX

Sex is determined at the time of birth according to the external genitals. In most cases, sex is determined to be either 'female' or 'male', but in some cases, primarily based on external sexual organs, a "disorder" of sex development (DSD) is determined and certain medical interventions might take place.

Children born with (medically) ambiguous external genitals are subjected to the "phal-lo-metrics" test. In the case of variation, corrective surgeries might be performed so that sexual organs will be standardized with an acceptable penis or clitoris. This test was and still is used in the USA and other Western states. There is no accessible information regarding its usage in the Eastern European regions.



*"Normalization" of sex in most cases is not medically necessary. It stems, however, from social stigma and discomfort and it uses heterosexual standards of sexuality and socially acceptable norms of only two sexes.*

Conditions referred to today as DSD include 'anomalies' of sexual chromosomes, gonads, reproductive tracts, and genitals. The rate of occurrence of intersexuality differs from one condition to the next. On average, every 2000th baby is born as intersex.

**Intersexual characteristics** imply sexual diversification (within and among chromosomes, gonads, hormones, and sexual organs/genitals) which departs from the social sexual differentiation of persons based on only two categories: 'female' and 'male' sex.

Medical interventions are also performed in the cases of diagnosed 'disorder' of sexual/gender identity, for example, transexuality. In most of those cases, due to regulation of legal identity, it is necessary to complete full transition from one sex into the other. This raises the questions of gender identity and gender expression which by default also have to be aligned with the heteronormative matrix, which is often opposite to the immediate needs, desires, and identities of individuals.

**A transexual person** is a person who desires and intends to change one's own sex, and a person who has (partially or fully) modified one's own body in order to express one's own sexual (and gender) identity, including physical and/or hormonal therapies and surgeries.

Every social community has certain expectations. Medicine is not an exception in adhering to some of these expectations. If a person is born as 'male' or 'female' (typical development of sex), social and medical expectations, which do have an affect on quality and access to services, are as follows:

**Heteronormative matrix**

<b>Sex assigned at birth</b>	M	F
Sexual identity	M	F
Gender / gender identity	M	F
Gender expression	M	F
Sexual orientation	Heterosexual	Heterosexual
Sexuality	Heteronormative	Heteronormative

In the case of transexuality or intersexuality, the heteronormative matrix continues to be used.

## ... more about medical classification

The only legally and socially acceptable change/modification of sex is through the diagnosis of Gender Identity Disorder. Certain gender expressions are also being diagnosed...

### ■ Diagnostic criteria for 302.3 Transvestic Fetishism

- A. Over a period of at least 6 months, in a heterosexual male, recurrent, intense sexually arousing fantasies, sexual urges, or behaviors involving cross-dressing.
- B. The fantasies, sexual urges, or behaviors cause clinically significant distress or impairment in social, occupational, or other important areas of functioning.

Specify if:

**With Gender Dysphoria:** if the person has persistent discomfort with gender role or identity

p. 531

American Psychiatric Association,  
*Diagnostic and Statistical Manual of  
Mental Disorders, Fourth Edition, 2005.*

For more information: *The Standards of Care For Gender Identity Disorders, Sixth Version, (2001)*, The World Professional Association for Transgender Health [www.wpath.org](http://www.wpath.org)

### ■ Diagnostic criteria for Gender Identity Disorder

- A. A strong and persistent cross-gender identification (not merely a desire for any perceived cultural advantages of being the other sex).

In children, the disturbance is manifested by four (or more) of the following:

- (1) repeatedly stated desire to be, or insistence that he or she is, the other sex
- (2) in boys, preference for cross-dressing or simulating female attire; in girls, insistence on wearing only stereotypical masculine clothing
- B. Persistent discomfort with his or her sex or sense of inappropriateness in the gender role of that sex. [...]
- C. The disturbance is not concurrent with a physical intersex condition.
- D. The disturbance causes clinically significant distress or impairment in social, occupational, or other important areas of functioning. [...]

Specify if (for sexually mature individuals):

**Sexually Attracted to Males**  
**Sexually Attracted to Females**  
**Sexually Attracted to Both**  
**Sexually Attracted to Neither**

### 302.6 Gender Identity Disorder not Otherwise Specified

This category is included for coding disorders in gender identity that are not classifiable as a specific Gender Identity Disorder. Examples include

- 1. Intersex conditions (e. g., androgen insensitivity syndrome or congenital adrenal hyperplasia) and accompanying gender dysphoria [...]

p. 537-538

### 302.3 Transvestic Fetishism

p. 530-531

The paraphilic focus of Transvestic Fetishism involves cross-dressing. Usually the male with Transvestic Fetishism keeps a collection of female clothes that he intermittently uses to cross-dress. While cross-dressed, he usually masturbates, imagining himself to be both the male subject and the female object of his sexual fantasy. This disorder has been described only in heterosexual males. Transvestic Fetishism is not diagnosed when cross-dressing occurs exclusively during the course of Gender Identity Disorder. Transvestic phenomena range from occasional solitary wearing of female clothes to extensive involvement in a transvestic subculture. Some males wear a single item of women's apparel (e.g., underwear or hosiery) under their masculine attire. Other males with Transvestic Fetishism dress entirely as females and wear makeup. The degree to which the cross-dressed individual successfully appears to be a female varies, depending on mannerisms, body habitus, and cross-dressing skill. When not cross-dressed, the male with Transvestic Fetishism is usually unremarkably masculine. Although his basic preference is heterosexual, he tends to have few sexual partners and may have engaged in occasional homosexual acts. An associated feature may be the presence of Sexual Masochism. The disorder typically begins with cross-dressing in childhood or early adolescence. In many cases, the cross-dressing is not done in public until adulthood. The initial experience may involve partial or total cross-dressing; partial cross-dressing often progresses to complete cross-dressing. A favored article of clothing may become erotic in itself and may be used habitually, first in masturbation and later in intercourse. In some individuals, the motivation for cross-dressing may change over time, temporarily or permanently, with sexual arousal in response to the cross-dressing diminishing or disappearing. In such instances, the cross-dressing becomes an antidote to anxiety or depression or contributes to a sense of well-being and self-esteem.

### Gender Identity Disorder

p. 532-533

#### *Diagnostic Features*

There are two components of Gender Identity Disorder, both of which must be present to make the diagnosis. There must be evidence of a strong and persistent cross-gender identification, which is the desire to be, or the insistence that one is, of the other sex (Criterion A). This cross-gender identification must not merely be a desire for any perceived cultural advantages of being the other sex. ...

In boys, the cross-gender identification is manifested by a marked preoccupation with traditionally feminine activities. They may have a preference for dressing in girls' or women's clothes or may improvise such items from available materials when genuine articles are unavailable. Towels, aprons, and scarves are often used to represent long hair or skirts. There is a strong attraction for the stereotypical games and pastimes of girls. They particularly enjoy playing house, drawing pictures of beautiful girls and princesses, and watching television or videos of their favorite female characters.

... Girls with Gender Identity Disorder display intense negative reactions to parental expectations or attempts to have them wear dresses or other feminine attire. Some may refuse to attend school or social events where such clothes may be required. They prefer boy's clothing and short hair, are often misidentified by strangers as boys, and may ask to be called by a boy's name. Their fantasy heroes are most often powerful male figures, such as Batman or Superman. ...

# INTERSEXUALITY

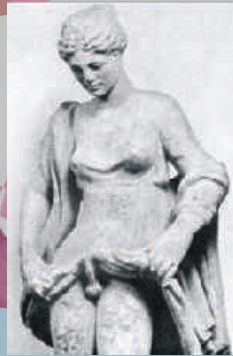
The word hermaphrodite was used to describe a person who has sexual characteristics of both 'male' and 'female' sex development. Hermaphroditos, child of god Hermes and goddess Aphrodite, had visible characteristics of both typical sexes. Hermaphroditos as well as what it connotes has been portrayed in numerous art works throughout the whole world. This word is archaic and due to its imprecision and incorrectness, it is not used that much. Additionally, this word has become derogatory as it includes meanings such as 'unnatural', 'abnormal', 'Nature's mistake', 'freak'. The word intersexuality has replaced hermaphrodite, mostly in activist circles. However, this word is often interpreted to mean the development of sex between the 'male' and 'female', which is also incorrect.



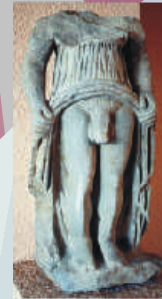
Sleeping Hermaphrodite



Hermaphrodite, 2<sup>nd</sup> century b.n.e., Louvre, Paris



Hermaphrodite, 4<sup>th</sup> century b.n.e.



Hermaphrodite, Izmir, Turkey



Hermaphrodite, 4<sup>th</sup> century b.n.e. Museum of Art, Rhode Island School of Design, USA



Sleeping Hermaphrodite

**An intersexual person** is born with ambiguous sexual and reproductive organs in comparison with 'male' and 'female'. Intersex persons are often victims of surgical interventions, hormonal therapies and taboos.

Choosing which criteria to use in determining sex, and choosing to make the determination at all, are social decisions for which scientists can offer no absolute guidelines.

Anne Fausto - Sterling

## Read more:

[www.isna.org](http://www.isna.org)

[www.hopkinschildrens.org/specialties/categorypages/intersex/index.html](http://www.hopkinschildrens.org/specialties/categorypages/intersex/index.html)

[www.sickkids.ca/childphysiology/cpwp/Genital/genitalConditionsIntro.htm](http://www.sickkids.ca/childphysiology/cpwp/Genital/genitalConditionsIntro.htm)

*Hermaphrodites and the Medical Invention of Sex*, Deger, A.D., 1999.





Causes of intersexuality or 'disorders' of sex development include: chromosomal and genetic 'anomalies', in utero exposure of embryo to sex hormones produced by the 'mother' or which 'mother' intakes into her body during the pregnancy, and random development variations. Given that the sex development is very complex, "disorders" of sex development can occur during many stages of human development, from conception till the end of the puberty.

### 'Disorders' of sex development are defined as types which include:

- ◆ Congenital development of ambiguous genitals (Congenital Adrenal Hyperplasia - CAH, Clitoromegaly, Micropenis...)
- ◆ Congenital disjunction of internal and external sex anatomy (Androgen Insensitivity Syndrome - AIS ...)
- ◆ Incomplete development of sex anatomy (Vaginal agenesis, Gonadal dysgenesis ...)
- ◆ Sex chromosome 'anomalies' (Turner Syndrome, Klinefelter Syndrome, mosaicism involving sex chromosomes...)
- ◆ 'Disorders' of gonadal development (Ovo-testes...)

Even today, external presentation of sex and 'normalization' of the sex of intersex babies is conditioned with surgeries and hormonal therapies even when there are no legitimate medical and health reasons. Everyday throughout the world, unnecessary surgeries are performed which use and misuse the bodies, integrity and health of babies with a goal of safeguarding the hetero-patriarchal normative system.

### In cases of intersexuality, the knowledge, attitude and treatment coming from the health practitioners are extremely important. Health practitioners should:

- ◆ Make medical and surgical care accessible and assist in the case of complications that might pose a threat to a child's life;
- ◆ Never force sexual identity upon a child according to one's own desire or the desire of the parents;
- ◆ Never place society and parental desires ahead of what is best for the child and child's physical and health wellbeing;
- ◆ Decrease the feeling of shame and stigma among parents (avoid using derogatory terminology, use child's name, do not use words such as 'it', 'anomaly', 'nature's mistake', do not prefer 'male' sex, do not concentrate on the physical appearance of genitals...);
- ◆ Opt for surgical and hormonal therapy treatment only when it is absolutely necessary. If not necessary, conduct them only if and when the child can actively participate in decision making about one's own body (appearance, identity and function);
- ◆ Not be led by the expectations of parents which are based on shame, stigma and social (lack of) acceptance;
- ◆ Respect the psychosocial condition of the parents and provide them with constant support and information (written materials, psychosocial assistance and professional counseling);
- ◆ Respect and directly address the psychosocial condition of the child;
- ◆ Build relations with parents/care takers/family and the child based on honesty and precise information.

#### Source:

*Clinical Guidelines for the Management of Disorders of Sex Development in Childhood*. Consortium on the Management of Disorders of Sex Development, ISNA, 2006.

# Sex from medicine to laws ...



„Is it 'a girl'  
or  
'a boy?'”



„Birth of a child in  
a health institution is  
to be reported by the  
health institution.”

Article 11. Law on  
State Registries  
of the Republic  
of Croatia,  
*Narodne novine* no.:  
96/93.

Article 12.

„The birth of a child is to be reported within 18  
days from the birth.”

Law on State Registries of the Republic of Croatia,  
*Narodne novine* no.: 96/93.

Does that mean that the child is  
registered only as 'M' or 'F'?  
Based on what? What about  
babies that have intersex  
characteristics?



„The following information is written  
into the Birth Registry:

a) regarding basic registration:

1. information about the birth: first  
and last name and sex of the child,  
day, month, year, hour and place of  
birth; nationality and citizenship;

2. information about the child's  
parents...”

Article 9. Law on State Registries of  
the Republic of Croatia, *Narodne  
novine* no.: 96/93.

„The Identification Number is  
determined as an official duty by the  
police Headquarters or the police station  
of the Ministry of Interior Affairs.”

Article 3. Law on the Identification  
Number of the Republic of Croatia,  
*Narodne novine* no.: 09/92 and 66/02.

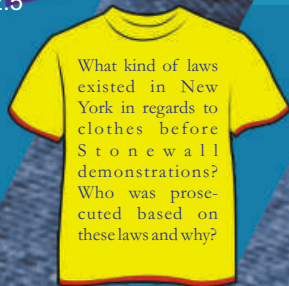
Each person is assigned an Identification Number.  
In accordance with a medically assigned sex, a child  
is assigned a legal sex. The fifth group of the  
Identification Number is “the combination of the sex  
and the serial number for persons born on the same  
day, for persons of male sex from 000-499, and for  
persons of female sex from 500-999.”

Article 2. Law on the Identification Number of the  
Republic of Croatia, *Narodne novine* no.: 09/92  
and 66/02.

## ... to society, clothes and back ...

The first written law that explicitly concerns **gender expression** dates between 11th and 7th century b.n.e. to the time of creation of the Book of Moses.

"The woman shall not wear that which pertains to a man, neither shall a man put on a woman's garments; for all that do so are an abomination to the Lord your God.", Deut 22:5



Today, similar legal regulations can be found that tie certain sex to particular clothes.

### Article 8

„The uniform of authorized official personnel is winter and summer.

The winter uniform of authorized personnel for men is comprised of: official hat, beret, tie, trousers and wind jacket.

The summer uniform of authorized personnel for men is comprised of: official hat, trousers and summer shirt.

The winter uniform of authorized personnel for women is comprised of: beret, tie, skirt, trousers and wind jacket.

The summer uniform of authorized personnel for women is comprised of: beret, skirt, trousers and shirt with short sleeves.“

### Article 15

“The winter clothes of authorized official personnel for men is comprised of: shirt, winter underwear, socks, sweater, under hat, leather gloves, high shoes and field shoes.

The summer clothes of authorized official personnel for men is comprised of: summer underwear, socks and shoes.

The winter clothes of authorized official personnel for women is comprised of: shirt, underwear, socks, sweater, leather gloves and boots.

The summer clothes of authorized official personnel for women is comprised of: underwear, thin socks and shoes.“

## II. SHAPE, CUT AND MARKS OF POLICE UNIFORMS

### Article 8

“Winter and summer police uniform is comprised of:

1. official hat,
2. beret,
3. blouse,
4. trousers,
5. winter jacket,
6. raincoat,
7. shirt,
8. belt,
9. skirt,
10. tie.”

## VI. CLOTHES AND FOOTWEAR

### Article 16

“Winter and summer clothes and footwear is of standardized shape and cut and it is comprised of:

1. winter and summer shirt,
2. sweater,
3. spring and winter socks,
4. summer and winter underwear,
5. leather winter gloves,
6. under hat,
7. short and high shoes,
8. boots,
9. women's underwear,
10. women's socks,
11. women's boots.”



Ordinance about uniforms of police officers and other authorized personnel of the Ministry of the Interior of the Republic of Croatia, *Narodne novine* no.: 01/92.

Directive about ranks and uniforms as well as uniforms of the authorized personnel of the Ministry of the Interior of the Republic of Croatia, *Narodne novine* no.: 36/91.

## Legal regulation of sex

Once born, each person is enlisted under 'male' or 'female' sex which then becomes a legal mark of each human being. Various identification numbers are used across the world, some of which contain codes for sex. Unique Identification Citizen Numbers (JMBG) were created in the former Socialist Federal Republic of Yugoslavia in 1976. These numbers were assigned to everyone who was at that point alive. JMBG consists out of 13 numbers, which stand for date of birth, region and sex.

-	-	-	-	-	-	-	-	-	-	-	-	-
D	D	M	M	Y	Y	Y	R	R	S	S	S	C

The first seven numbers mark the date of birth (day, month, year - DDMYYYY), the following two numbers mark the region (geographic region - RR), the following three numbers stand for person's sex + registered number in the Birth Registry (SSS, 000-499 stand for 'male' sex and numbers 500-999 stand for 'female' sex ), and the last number is the control number (C).

What does your Identification Number consist of? ↴ ↴ Does it define your sex? \_\_\_\_\_

-	-	-	-	-	-	-	-	-	-	-	-	-
---	---	---	---	---	---	---	---	---	---	---	---	---

After a sex change is complete, personal data is changed as well. A new identification number is issued and this change is registered in the Birth Registry.

„Sex change, as well as change of information in the core data base, is written in the Birth Registry of the official Municipality or City Office. Confirmation about documenting sex change within the Birth Registry is done based on the relevant medical documentation.“

Article 32, paragraph 5, Decision on implementation of the Law on State Registries and Registration of Adoption Procedures in the Birth Registry of the Republic of Croatia, *Narodne novine* no. : 202/03.



For more information about identification numbers, visit the following pages:  
[http://en.wikipedia.org/wiki/Unique\\_Master\\_Citizen\\_Number](http://en.wikipedia.org/wiki/Unique_Master_Citizen_Number)  
[http://en.wikipedia.org/wiki/National\\_identification\\_number](http://en.wikipedia.org/wiki/National_identification_number)





# Identity/ies

Lat. *idem* - same

1. Range of characteristics, symbols, meanings, behaviour and feelings of belonging to a group in which symbols and meanings are shared.
2. Quality, state and/or feeling of sameness with something (else)
3. Distinct character trait, unique to one's self = individuality
4. Fluidity, dynamics, plurality ...

## Group exercise

### HOW WE PERCEIVE OURSELVES AND HOW OTHERS SEE US?

#### **Aim:**

To gain understanding about identity, as individual and as social.  
To become aware of one's own feeling and sense of self, as well as the ways in which we are perceived by others.

#### **What you need:**

Paper or paper coin.  
Pens.  
Duration: 30 min.

#### **Steps:**

1. Ask each person to think for a few minutes about their personal identity/feeling or identification in terms of one of the following:

sexual identity    *gender*    sex    sexual orientation  
one or more aspects of sexuality  
gender identity  
gender expression    intersex characteristics

2. Ask each person to take the paper/paper coin and write down on one side personal understanding and on the other side perception of others/society in regards to these characteristics/traits/identities. Encourage usage of personal examples and situations from life.
3. Ask each person to present their coin.
4. Allow others from the group to ask questions.
5. Contribute to presentations if you see a need.
6. Start discussion about identities.

#### **Possible outcome:**

Participants will have an opportunity to understand definitions of identity and the importance of individual as well as societal perceptions, as well as to view how we see ourselves and how others see us in the same context.

Don't wait for the group **START NOW!**



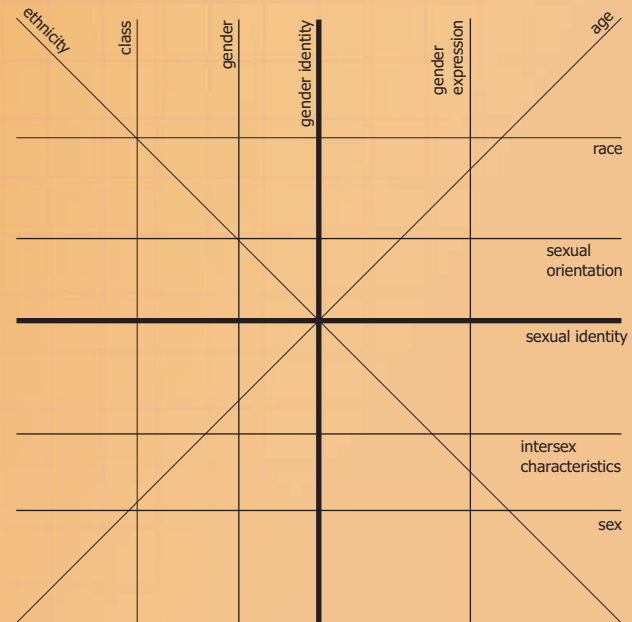
# SEXUAL GENDER IDENTITY

**“Queer is not an identity category: it is a process of continual disruption.”**  
**Linell Sidcome**

**Sexual identity** refers to one's own sexual self-conceptions, not necessarily in line with the sex assigned at birth. Each human being has a sexual identity which does not only imply the binary concept of 'male' or 'female'.

**Gender identity** refers to one's own gender self-conceptions, not necessarily in line with the sex assigned at birth. Each human being has a gender identity which does not only imply the binary concept of 'male' or 'female'.

**Queer** – not agreeing to 'self-understood' following of societal rules; questioning and/or rejecting imposed norms of patriarchal tradition; creating spaces, cultures and expressions that transgress 'closed boxes' of LGB or hetero sexuality, and/or 'female' and 'male' sexes/genders; allowing for self-definitions; presenting radical politics that recognize the interconnectedness of all forms of oppression.



Queer Zagreb - <http://www.queerzagreb.org/new/index.php>

Queer Belgrade - <http://queerbeograd.org/>

GenderQueer Revolution - <http://www.genderqueerreolution.org>

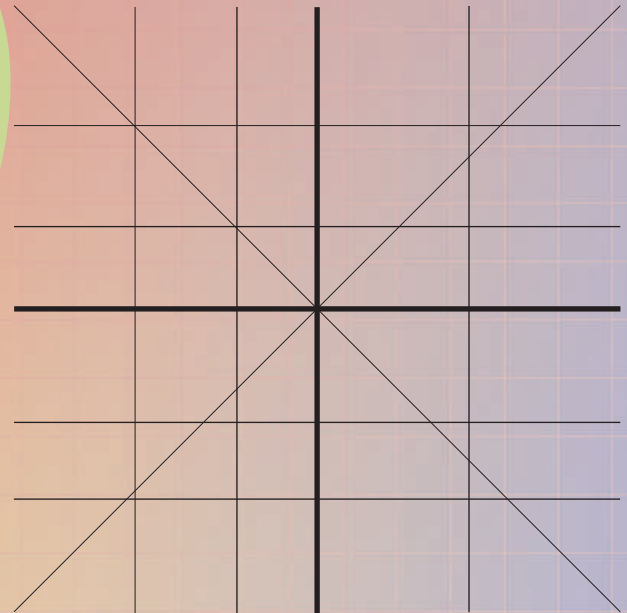




**Add your  
identity determinants!**

## **Matrix of domination**

Race, class, sex, sexual, religious, ethnic/national, cultural, age and other systems pertaining to identities and their classification are mutually interconnected and dependent on each other. In order to efficiently analyze social arrangements as well as oppression and privileges that govern, not only specific characteristics of individuals or groups need to be taken into account, but a whole set of identities and systems. Depending on the context, an individual may be an oppressor, a member of an oppressed group, or simultaneously oppressor and oppressed. Patricia Hill Collins was among the first ones to initiate this concept. Feminist theory greatly contributed to the understanding of models of domination and oppression in all social spheres through analysis of power relations and positions of privilege in patriarchal society that generate various forms of inequalities, not only gender and sexual ones.



*Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment.* Collins, P. H. (2000).

*Gender Trouble: Feminism and the Subversion of Identity.* Butler, J. (1990).

*Queer Theory, Gender Theory: An Instant Primer.* Wilchins, R. A. (2004).

## Through a camera lens: sex and/or gender?

### group exercise

**Gender expression** can be understood as the way in which a person expresses themselves through their external appearance and/or manifestations marked by behavior, clothing, haircut, voice, body language, and other external and physical characteristics.

#### Aim:

To gain an understanding on what are sex, gender, and **gender expression**.

To become conscious of gender as a language and the role of others in creation of our own gender identity/expression.

#### What is needed:

Paper and pens for the group.

Photographs of children, yours or participants' (approximately 5 per group). Should the photographs belong to participants, form groups so that participants do not analyze their own pictures. In case there is a large group of people, divide them into smaller groups. Each group will need their own set of photographs.

Duration of the exercise: 60 minutes.

#### Steps:

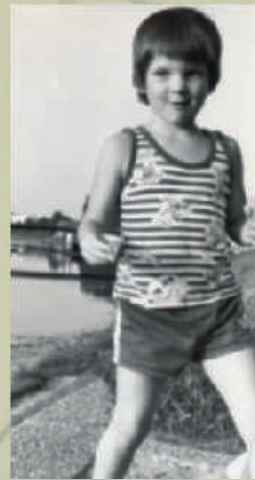
1. Ask each group to analyze each of the photographs, clearly defining the following:
  - sex (based on what?)
  - gender expression (clothes, footwear, colors, hair ...)
  - roles, norms (toys, posture ...)
  - context (location, other people in the photograph and their role).
2. Ask each group to present their analysis and show photographs to the rest of the participants.
3. Allow others to ask questions to the group that is presenting.
4. Contribute to presentations if you feel the need to do so.
5. Start a discussion about sex and gender characteristics and the need for the sex of a child to be gendered in accordance to sex.
6. Continue the discussion regarding how much gender expression in early childhood is a choice of the child, and how much it is conditioned by parents/guardians.

#### Possible outcome:

Participants will be able to better understand the gender omnipresence, its broad range and (in)visibility of the sex as such. Constructs of gender, gender identity and gender expression will be brought into question and explained. Also, some participants may begin to view their own childhood from a different perspective.

Do the exercise!





Put your photo here!

Handwriting practice lines consisting of eight horizontal blue lines across the bottom of the page.

Regardless of the fact that clothes, footwear, perfumes, toys, colors, jewelry and watches

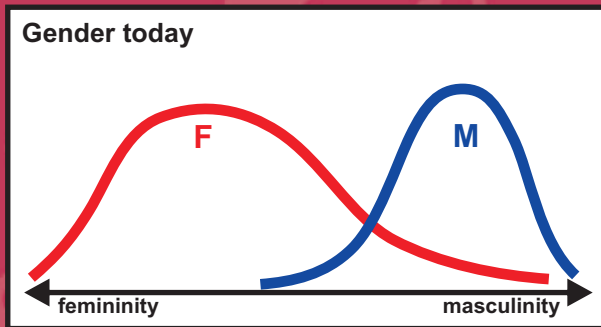
don't have sex or gender, division on "female" and "male" world is apparent everywhere around us. Put F/M glasses and

take a walk, browse through the newspaper and face it.

# Gender as a social language



# Social gender



If we look at the spectrum of gender roles (illustrated in the graph), we can easily conclude how gender roles are changeable and not fixed and dichotomous as they are usually presented. They have been transforming for centuries and, especially during the previous decades, both 'women' and 'men' have been slowly freeing themselves and broadening the understanding of gender roles. Gender roles today are not symmetrical; 'women' have strived for and achieved broadening of gender expression as opposed to 'men' who have not invested the same effort and therefore live in a "more constrained" gender frame. Illustration of these achievements are 'women's' entrance into spheres of politics, business sector and other traditionally 'male' domains, although we will not be able to talk about equal distribution of power for a long time. Analogous to that, the patriarchal order of 'male' dominance and power enjoyed by many 'men' and pleasant to majority of them is the main reason for minimal divergence from the set gender role.

Part according to: *Transgenderism: Transgressing Gender Norms*. Nangeroni, N.R., *Gender Talk* <http://www.gendertalk.com>



**Gender roles** are the sum of characteristics, behaviors, attitudes, activities, norms, obligations and expectations assigned and requested from persons by certain society or culture depending on the assigned sex of the person.

Gender roles are learned through processes of socialization and upbringing. Gender rules and norms are adopted from culture, parents, peers, school systems, media, customs, rules of the market, religion, art...

Gender roles are closely connected to stereotypes that are based on societal expectations related to the assigned sex, and thereby support reproductive roles of "women" and "men".

"Boys" are socialized to suppress feelings of pain and not to cry. They are taught to accept toughness, strength and invulnerability, and supported in being independent and self-confident. Self-assurance and competitiveness are developed and valued in "boys".

On the other hand, "girls" are brought up to be gentle and to help each other and cooperate. They are encouraged to play with dolls and household models in order to take over role of person that will look after and care for future family.

## Article 8

„Change of the first name will be approved in the case of determined justified request along with the judgment of officials that the new first name does not oppose **social rules and customs of the environment in which the person lives**".

Law on the Personal Name of the Republic of Croatia, *Narodne novine* no. 69/92.



At the foundation of gender socialization is structural binarism that forms the base for heteronormative patriarchal societal system and produces inequality.

As it turns out, sex and gender are a lot more complicated than woman and man, pink and blue.

Leslie Feinberg

# GENDER BOXES

Adapted according to *Gender Boxes*, Hamako E., Hemelin G. & T. Lato (2003), The National Conference for Community and Justice, Northern California Region.

## Aim:

To illustrate how rigid gender rules and norms create separate and specific «male» and «female» gender roles, and how society very often discriminates and ignores persons who are outside these «male» and «female» boxes. To show how gender is socially constructed and how the ways of learning gender roles are often related to violence and fear of violence.

## What is needed:

A couple of large flipchart papers taped together, and different coloured markers (blue, green, red, and black). The exercise takes about 45 minutes.

## Steps:

1. At the beginning, agree with the group on the working definitions for the terms sex, gender, gender identity, and gender roles.

Use the definitions from this *Creation*.

2. Post two large flipchart papers taped in a visible spot.
3. Ask the group to brainstorm what it means «to be female» in our society. What messages «girls» receive (from parents, peers, media ...) about what

they should be like, how they should behave, look like, and what they must do to fit into the societal definitions of «femininity». Write the answers with a blue marker in the middle of one paper.

4. Ask the group to brainstorm what it means «to be male» in our society. What messages do «boys» receive (from parents, peers, media ...) about what they should be like, how they should behave, look like, and what they must do to fit into the societal definitions of «masculinity». Write the answers with a green marker in the middle of the other paper.
5. Draw a box (a frame) around each list and label them «Act like a lady!» and «Be a man!».
6. Discuss with the group:
  - ⇒ What do these boxes represent?
  - ⇒ What is the difference between these two boxes?
  - ⇒ Are some of the messages inside the boxes contradictory?
7. Continue developing the picture. Ask the group if all «girls» and «women» are positioned inside the «Act like a lady!» box. Do all «women» and «girls» always and completely fit to this box? What are the things (related to appearance, behaviour, activities ...) that some «girls» and «women» do that put them outside the box? Write the answers with a red marker along the upper and lower edges of the paper with the «female» box.

8. Now ask the group what are the things (related to appearance, behaviour, activities ...) that some «boys» and «men» do that put them outside the box defined as «Be a man!». Write the answers also with a red marker, along the upper and lower edges of the «male» paper.
9. After that, ask the group what happens to «girls» and «women» who step outside the box. What names do they get called, what things are said about them, what physical things happen to «women» and «girls» who are perceived as being outside the «Act like a lady!» box. Write all these things (pressures and fears to stay inside the box) with a black marker between the box and the edge of the paper. You can also draw a fist around this «black list» and name it «Verbal and physical maltreatment».
10. Repeat the same for «boys» and «men» in regards to the «Be a man!» box.
11. Discuss with the group:

Which things from the «black list» are related to violence and fear of violence?

Is it possible to change characteristics between the boxes? Are there «boys» and «men» who sometimes fit into some of the characteristics of the «female» box? Are there «girls» and «women» who sometimes express some of the characteristics of the «male» box? Is it possible that some of the characteristics of the «female» and «male» box are overlapping in one person?

Are there some things listed outside the «male» box that relate as negative references to the «female» box? What does it tell us about expectations of how «men» should treat «women»? What privileges are associated with the positions inside the «male» box?

How can we create something different apart from these drawings? How can we support one another, regardless of our placement in or outside the boxes?

Is there someone missing from this picture (transgender persons)? Is it dangerous (and why?) to cross from one box to another? Is it dangerous not to fit in either box (to be between the boxes)? What happens to persons who are in the interspace?

What can we learn from these drawings about the gender system and gender relations in a society? What does it mean to raise children according to these messages?

Which things are related to sexuality? Is there a difference between «female» and «male» box and what is this difference?

**Possible outcome:**

Participants will have an opportunity to explore what it means «to be female» and «to be male» in a society. Furthermore, they will have a chance to analyze in detail the influence of parents, peers, and media on the perception of their own gender identities and roles. In addition, they will understand how rigid gender roles contribute to sexism, transphobia, and gender-based violence.

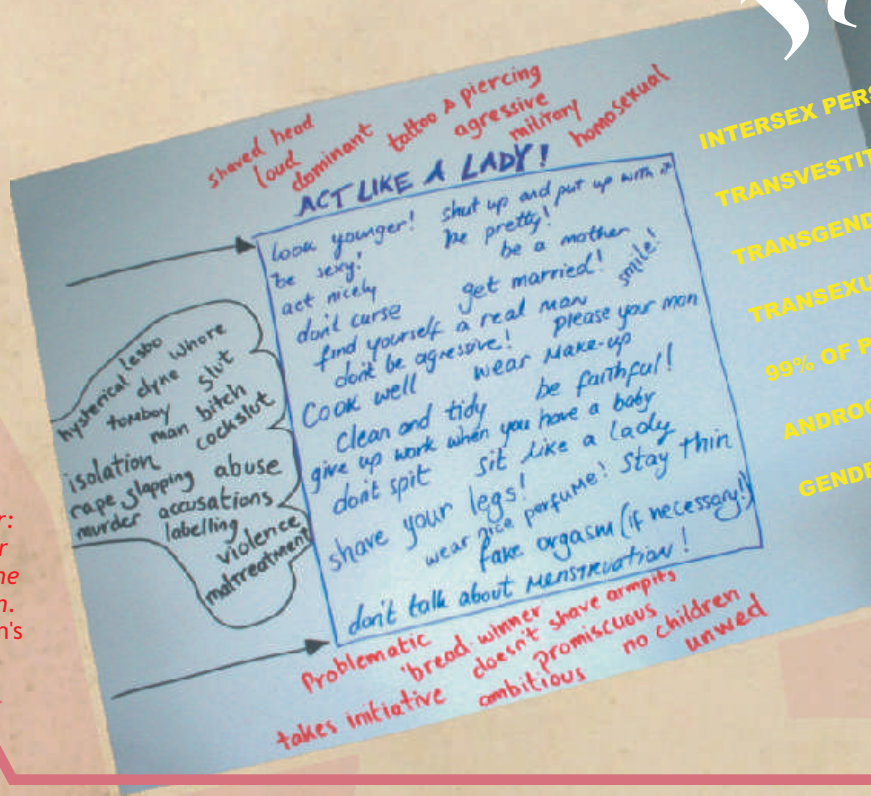
THREATS  
VIOLENCE  
MURDER

PROBLEMS WITH THE HEALTHCARE  
SYSTEM

UNEMPLOYMENT  
SOCIAL ISOLATION IN SOCIETY  
INVISIBILITY IN FAMILY  
DISOWNED BY FAMILY  
OFTEN MISUNDERSTOOD  
EXPULSION

Strategies  
against  
Transphobia,  
Frketic V. & P. B.  
Baumgartinger, in  
Hodžić, A. & J.  
Poštic (eds.) (2006),  
Transgressing Gender:  
Two is not Enough for  
Gender (E)quality: The  
Conference Collection.  
Zagreb: CESI & Women's  
Room.

GAIN A FEELING OF FREEDOM  
SEX/GENDER PRONOUNS  
MIX SEX/GENDER FLUIDITY  
ACCEPT 'BOXES', DISCARD THEM  
OPPOSITE SEX/GENDER  
ILLETS





DO  
USE A NAME RELATED TO  
USE SEX/GENDER DIFFERENT TO

SONS  
ES  
ER PERSONS  
AL PERSONS  
EOPLE  
GENOUS PERSONS  
RQUEER

MAKE  
YOUR  
PERSONAL  
LIST!

**ACT LIKE A MAN!**  
affirmative father  
Patriotic  
manicured nails  
housework  
hobbit  
dancer

don't cry play football be macho  
drink up - you're a man be in charge  
You can do it on your own! be tough  
get a lot of girls - be promiscuous!  
don't act emotional serve your country  
be the breadwinner  
show your strength! defend yourself  
tell your friends about your sexual conquests  
don't demean yourself  
let your wife/mother cook & clean  
don't ask for help! be charming

Shirtlifter  
cocksucker  
fag! fairy  
Pussy Munchy's boy  
loser crybaby keep  
labelling rejection by family  
isolation beatings  
getting laughed at  
being fired  
violence

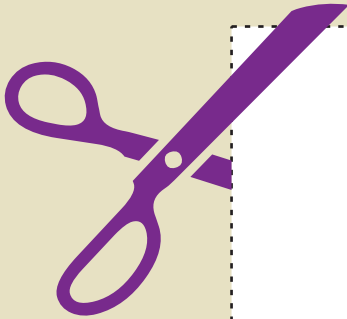
emotional  
unconventional  
feminist  
gay nurse  
not aggressive  
not into sports  
artistic

What  
do your  
genitals look  
like? Do you really  
want a penis? You are  
transgender? - Ah, I know  
somebody who is gay. Oh, but  
you were/are so feminine!

You are in the wrong place. (In the  
toilet, no matter if men's or woman's.)  
You are not even a real butch. You are just  
confused! Wanna take off your breasts? But  
they are so nice! How does it feel to be  
trans? If sex and gender are constructions,  
why would you want to transition?  
If you try to come to terms with your body,  
you will get over it. If you want to fuck with  
guys, why don't you do it as a woman? I  
don't feel as a woman. - Oh, you want to be a man?

Surgery on a healthy body is sick! The old person I knew is now  
dead? You have internalized lesbophobia. I do not accept the idea of trans  
because I'm against gender roles. I always wanted to have sex with somebody  
exotic like that. You don't feel as a man or woman? So why do you want to go on hormones /  
do surgery etc.? Splitting past and present into he and she: e.g. in school she was, well then he was  
a she... We lost two feminist activists. (Coming from feminist activist.) You're a traitor to womanhood.  
Transgenders are freaks. They are afraid of fully transitioning (which they'll do in the end, 'cause you cant live as  
transgender) [coming from TS]. So when should we start calling you 'he'?

Frequently Said Bullshit (FSB) is a collection of questions, comments etc. that we do not want to hear anymore. Collecting FSB seems to be a good strategy for empowerment of marginalized people and also for understanding and reflection for people who are not marginalized in this context. This is a selection from FSB list compiled during the workshop.



## **Change your gender expression**

**Place your photo where instructed, then cut the page along the dotted lines. By folding and flipping the page back and forth you can see yourself in various outfits which are socially labeled as 'male', 'female', 'unisex' and/or 'androgynous'.**

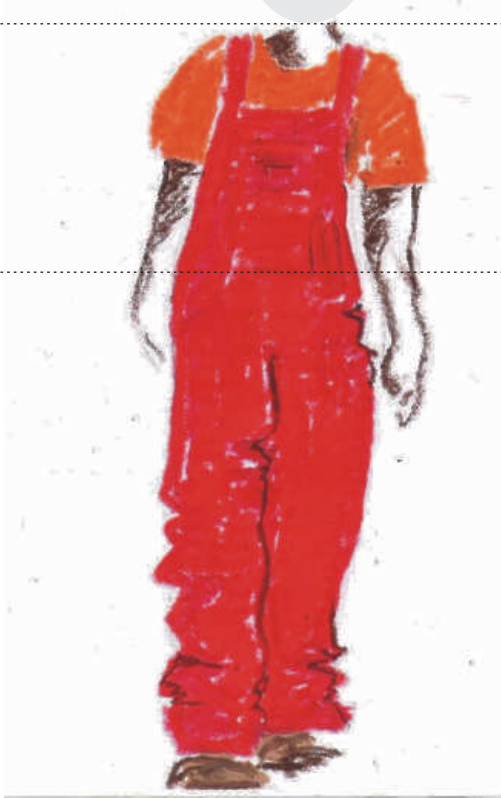
**Have fun!**

Place  
your  
foto  
here!

Place  
your  
foto  
here!



<< Fold here! >>



Place  
your  
foto  
here!



Place  
your  
foto  
here!



Place  
your  
foto  
here!



Place  
your  
foto  
here!



# TRANSGENDER

Definition of transgender persons is framed around gender and sexual identities and expressions that transgress current socially acceptable norms in a given surrounding. It is used as an umbrella term for different ways of expressing gender and sexual identities that differ from traditionally imposed ones.

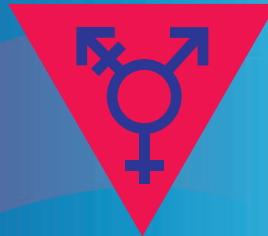
**Trans** is a general term used for persons, identities, behaviors and groups that depart from normative sex/gender roles.

Understanding of transgender identities varies in regards to space and time.

History of humankind is filled with examples of persons who have been transgressing sexual and gender norms and who have been accepted and respected. In some environments, they were considered spiritual guides due to their unique experience and abilities to understand the world and relations between sexes/genders.

**With transformation of sex/gender and sexual/gender identities and expressions, the concept of transgender identities also changes.**

In current time, with transformation of societal relations, definition of transgender identities is shaped in accordance to (un)acceptability of certain behaviors, expressions and identities. Lack of acceptance leads to marginalization, discrimination and violence against transgender persons. Furthermore, there exist numerous social, legal and medical barriers that transgender populations around the world face every day.



For example, not so long ago, it was unthinkable and unacceptable for 'women' to wear pants. Fixed definitions of sex/gender roles and rules dictated that 'men' wear pants and 'women' wear dresses. Breaking these norms can be viewed from the perspective of transgender identities as they refer to persons who transcend conventional definitions of 'women' and 'men'. Because of changes that occurred over time, it is acceptable today in many societies that 'women' wear pants and the ones that do so are not considered transgender because this gender expression today falls under acceptable norms of 'female' gender identity. However, 'men' that wear dresses are today in many societies still unaccepted and form a part of transgender movement and identities.

# IDENTITIES

Transgender movement includes variety of sex/gender identifications and expressions that transgress, modify or oppose prescribed or imposed norms and models of appearance, behavior and identification.

Some of the identities that transgender movement encompasses:

- transvestites
- drag kings/queens
- transexuals
- trannybois
- androgynous
- genderqueer
- \_\_\_\_\_
- butch
- \_\_\_\_\_

► **MTF** - abbreviation for male-to-female (also M2F), is used for describing 'direction' of change/modification of sex and/or gender and/or expression from 'male' to 'female'

► **FTM** - abbreviation for female-to-male (also F2M), is used for describing 'direction' of change/modification of sex and/or gender and/or expression from 'female' to 'male'

Diagnoses of mental disorders (DSM-IV, ICD-10) that refer to sexual and gender identity place part of transgender population before major barriers in realization of their rights and lead to stigmatization and marginalization of persons who want to modify their sex characteristics. Debate regarding revision and DSM-V in the context of 'Gender Identity Disorder' revolves, on one hand, around arguments for removal of these diagnoses as they are based solely on the socio-cultural norms and assumptions while the whole procedure supports rigid and stereotypical rules of behaviour in accordance with traditional sex/gender roles. On the other hand, fear exists that if diagnoses are removed, health institutions will not cover such treatment which would prevent many persons around the world from accessing this kind of assistance.

Give your contribution:  
In which way do you  
transform and transgress  
your assigned sex/gender?

---

---

---

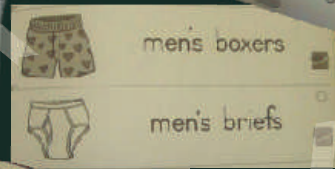
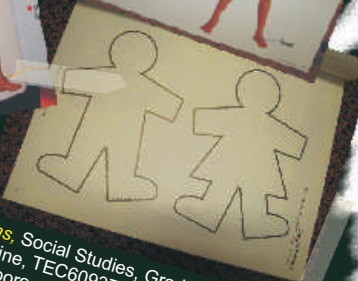
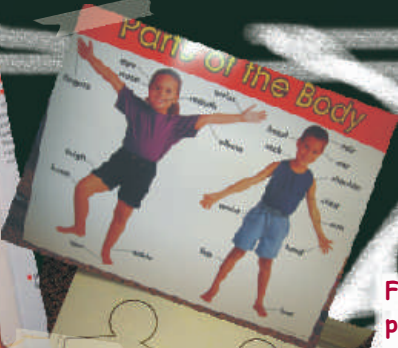
---

---



*Read my Lips: Sexual Subversion and the End of Gender*, (1997), Wilchins, R. A.  
*Transliberation Beyond Pink and Blue*, (1998), Feinberg, L.  
*Transgender Liberation: A Movement whose Time has Come*, (1992), Feinberg, L.  
*Transgender Warriors: Making History from Joan of Arc to Dennis Rodman*, (1996), Feinberg, L.  
*Female masculinity*, (1998), Halberstam, J.  
*Who put the 'Trans' in Transgender? Gender Theory and Everyday Life*, (2000), Kessler, S. & W. McKeena in *The International Journal of Transgenderism* 4 (3); URL: <http://www.symposion.com/ijt/gilbert/kessler.htm>.  
*Transgender Equality: A Handbook For Activists And Policymakers*, (2000), The Policy Institute of the National Gay & Lesbian Task Force and the National Center for Lesbian Rights, <http://www.thetaskforce.org/downloads/reports/reports/TransgenderEquality.pdf>.  
*Transgressing Gender*, (2005), Poštić, J., in Knežević, D. (ed.) *Seminar "Women and Politics: Sexuality between Local and Global"*.  
*Transgender Rights*, (2006), Currah, P., Juang, R. M. & Sh. P. Minter, (ed.).

# WHAT AND HOW WE LEARN ABOUT SEX AND GENDER ...



Find on these pages, mark and think about:

How do stereotypes articulate inequality?

What is the cause of divisions about which we are taught?

How is inequality visible through stereotypes?

Harcourt Science,  
Harcourt School Publishers, 2005.

Bilingual Labels - Clothing,  
Ed. Margie Hayes Richmond,  
Essential Learning Products, Columbus, 2004.



**butch** *adj* *informal* said of a woman or homosexual man: aggressively masculine in appearance or behaviour.

**butch** *noun* *informal* a butch person *esp* a lesbian who adopts the masculine role in a relationship.

**female** *adj* **1** relating to or denoting the sex that bears offspring or produces eggs.

**feminine** *adj* **1** of or being a female person. **2** characteristics of, appropriate to, or peculiar to women; womanly.

**gender** *noun* **1a** a system of subdivision within a grammatical class of a language, e.g. noun or verb partly based on sexual characteristics, that determines agreement with and selection of other words or grammatical forms. **b** a subclass within such a system. **c** membership of such a subclass **2** sex; the state of being male or female.

**male** *adj* **1** relating to or denoting the sex that fertilizes or inseminates the female to produce offspring. [...] **3** relating to or characteristics of the male sex. **4** made up of male individuals: *a male voice choir*.

**man** *noun* **1** an adult human male. **2** an individual or person. **3** the human race. [...] **6a** a husband. **b** a male sexual partner: *find a new man*. **9** a person possessing the qualities traditionally associated with manhood, e.g. courage and strength: *He was a man, take him for all in all* - Shakespeare; *Come on, be a man!*

**manhood** *noun* **1** the condition of being an adult male as distinguished from a child or female. [...] **3** many qualities, such as physical strength and sexual prowess. **4** *euphem* or *humorous* a man's masculinity, as represented by his penis: *I thought I was about to be deprived of my manhood*.

**mankind** *noun* **1** the human race. **2** men as distinguished from women.

**manlike** *adj* [...] **2** resembling or characteristics of a man rather than a woman or child: *She had quickly understood the admiration which shone, manlike, in the eyes of the men* - Jack London.

**manly** *adj* **1** having or showing the qualities traditionally thought to befit a man; *esp* in being courageous or strong. **2** marked by such qualities; appropriate or suitable for a man: *manly sports*.

**mannish** *adj* said of a woman, her appearance, or manner: resembling, befitting, or typical of a man rather than a woman: *She had square mannish shoulders*.

**masculine** *adj* **1a** male. **b** having qualities appropriate to a man: *her deep masculine voice*. **2** in grammar, of, belonging to, or being the gender that normally includes most words or grammatical forms referring to males.

**sex** *noun* **1** either of two categories, male or female, into which organisms are divided on the basis of their reproductive role. **2** the structural, functional, and behavioural characteristics that are involved in reproduction and that distinguish males and females.

**sex chromosome** *noun* a chromosome concerned directly with the inheritance of male or female sex.

**sex hormone** *noun* a hormone that affects the growth or function of the reproductive organs or the development of secondary sex characteristics, e.g. facial hair in men.

**woman** *noun* **1a** an adult human female: *A woman is like a teabag only in hot water do you realize how strong she is* - Nancy Reagan. [...] **3** distinctively feminine nature; womanliness: *There's something of the woman in him*. [...] **5a** a female sexual partner, *esp* a mistress. **b** a girlfriend. **c** a wife.

**womanhood** *noun* **1** the condition of being an adult female as distinguished from a child or male. [...] **3** the distinguishing character or qualities of a woman or of womankind.

**womanish** *adj* *derog* unsuitable to a man or to a strong character of either sex; effeminate: *womanish fears*.

**womankind** *noun* female human beings; women as a whole, *esp* as distinguished from men.

**womanly** *adj* having or showing the good qualities traditionally thought to befit or be typical of a woman, e.g. gentleness or grace.

# LaNGUA<sub>g</sub>E

Language represents a system of signs, meanings, symbols as well as a means of communication which enables and creates it. At the same time, language is a means of forming consciousness, observation and creation of the world around us ... as well as its presentation.

Karagiri, Kenya



homma - f... vavy - lahy bwana - bibi

## Three sexes/genders in language

Different societies have for centuries mapped the existence of multiple sexes/gender through language. Mythology of Mesopotamia mentions third sex, individuals who are neither men nor women, while the Sumerian creation myth, notes how goddess Ninmah created a being free from male and female organs. Names given to those persons were ur.sal and kur.gar.ra. Pottery from Thebes, Egypt, mentions three sexes/genders: tai (male), sht (sekhet), and hmt (female). In India, Ardhanari/Ardhanarishvara is an androgynous holy being, made from Shiva and Shakti, synthesis of masculine and feminine energies. In the language, sexes/genders are noted in Vedas and Kama Sutra (Ramayana and Mahabharata) as pums-praktri (male nature), stri-praktri (female nature), and tritiya-praktri (third nature). Vinaya mentions four sexes/genders: M, F, ubhatobyanjanaka (persons of dual sexual nature) and pandaka (persons of non-normative sexual nature). Greek creation myth also mentions three sexes/genders, the third being androgynous. Mythology of Incas defines quariwarmi, persons of dual nature, while the cultures of Mayas and Aztecs define the existence of multiple sexes/genders, as well as androgyny and gender ambiguity. Ancient cultures are rich with examples of non-binary concepts of sex, gender, sexual behavior and praxis through arts, scriptures, languages and scripts, but this non-binary culture has not survived until today. The fact is that numerous communities today cannot even translate some of those non-binary concepts. It so seems that non-normativeness of sex/gender does not exist in our cultures given that its existence has been erased and forgotten. However, grammatical genders within languages still remain, explained by some as the remnant of the existence of three sexes/genders: male, female and middle/neutral.

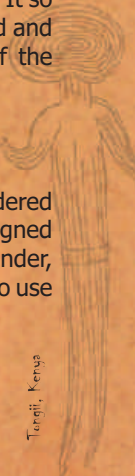
## Everyday gender communication

In everyday communication, numerous times when we speak about ourselves or other persons, we use gendered language in order to address ourself or others. Mostly, the gendered language is aligned with the socially assigned sex/gender. Each mistake is corrected starting from the childhood days when 'girls' are taught to speak in 'female' gender, and 'boys' are taught to speak in 'male' gender. Although no laws exist stipulating that persons of a certain sex have to use certain language gender expression, by creating social-linguistic ambiguity, invisible social rule is breached.

**With few exceptions, names are also gendered and are given to children in line with their assigned sex. What reactions can be expected when a child is given a name which is not in line with the assigned sex?**

Pute Plauer, East Africa

Taraji, Kenya



Gender, as a social and individual construct, includes language and communication. By learning a language, each person learns and internalizes the linguistic (grammar, orthography, etc.) and social rules. However, at some point a person creates one's own perception of the society, learns about self and own identities and seeks/creates space for re-creating self, through gender as well as through language.

**How many genders do languages, that you know and use, have and why do you think it is so?\***

**How many genders do you use when you speak about and for yourself, and why?**

**Why is it important that linguistic gender be aligned with assigned sex/gender? What happens if we identify in gender which is 'different' than the assigned one?**

**How can you communicate about people without excluding one of the genders? How do you communicate in order to eliminate potentially excluding and derogatory language? How do you communicate with people when wanting to include their perception of gender?**

- I use both male and female genders at the same time
- I use all three genders
- I use neutral language and words such as person/s, group, etc.
- 
- 

**What are the words you know that are based on sex/gender? Continue the list and also add the ones that are exclusive and derogatory ☹**

- |          |          |               |         |             |
|----------|----------|---------------|---------|-------------|
| • Man    | • Gals   | • Mom         | • Pussy | • Womanizer |
| • Woman  | • Guys   | • Uncle       | • Oldie | • Aunt      |
| • Girl   | • Fellow | • Grandmother | •       | •           |
| • Sister | • Butch  | •             | •       | •           |
| •        | • Tomboy | •             | •       | •           |
| •        | • Chick  | •             | •       | •           |
| •        | • Whore  | •             | •       | •           |
- Handwritten notes: mwahamume = mwanamke, frau = mann*



Kwa Mtea, Kenya

**Is it possible to have equality among people if the language of communication is filled with inequalities and excludes individuality?**

\* For some examples look at texts by Ilievska K. ("General Rules for Acquiring a Gender Category in Early Childhood") and Tainio L. ("Gender in Finnish Language Code and Use") in *Transgressing Gender: Two is not enough for gender (e)quality: The Conference Collection*, [www.tgenderzagreb.com](http://www.tgenderzagreb.com).

# OTHER NORMED ENVIRONMENTS



Korea



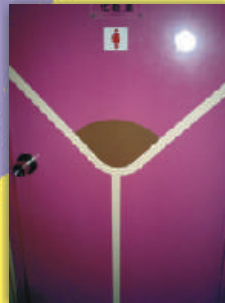
Korea



South America



Japan



Japan



USA



Oman



G. Britain



Bosnia and Herzegovina (B&H)



Egypt



Republic of South Africa



Serbia



USA



Croatia



Germany



B&H



USA



Iran



Croatia



B&H



Croatia



Croatia



Serbia



Uzbekistan



Kenya



Austria



Spain



USA



USA



Zimbabwe



Iran



B&H



Austria



Austria



Austria

Do you belong to or support any 'men only' or 'women only' group? Why?



---

---

---

---

---

---

To what extent and how do others influence your gender?



---

---

---

---

---

---

Is there something related to your gender/gender role that you don't like or that bothers you?



---

---

---

---

---

---

Are there any qualities/characteristics of some other gender you like so much that you would like to have them on a daily basis?



---

---

---

---

---

---

What would happen to your life if you modified your sex/gender?



---

---

---

---

---

---

How do you think people in your family/work place/community would react?



---

---

---

---

---

---

How would you feel?



---

---

---

---

---

---

What does a person of some other sex/gender have that you cannot have? Why?



---

---

---

---

---

---



What is denied to you because of your sex/gender?

---

---

---

---

Do you think it is possible to live without expressing your sex/gender? If yes, how?

---

---

---

---

Would you sell your genitals for a million Hungarian forints? Why (not)?

---

---

---

---

---

---

Does your sex/gender limit your emotional/sexual desires? How and why?

---

---

---

---

---

---

In which situations/environments are you most conscious of your gender/gender role/gender expression?

---

---

---

---

---

---

What gender characteristics do you express daily?

---

---

---

---

---

---

Which changes do you think would occur if we didn't have to declare our sex/gender while applying for a job/credit/health insurance?

---

---

---

---

---

---

# PATRIARCHY AS A BASIS OF SEX AND GENDER BASED VIOLENCE

Sex/gender inequality has been present since the foundation of human societies. While many historic and cultural changes improved the level of equality among people, sex/gender inequality as a fundamental form of inequality has remained almost unchanged until today.

„**Patriarchy** is political institution that represents basic form of social enslavement. Without eliminating patriarchy, other forms of enslavement (racial, political, and economic) will continue to exist. As a political system, patriarchy is upheld primarily through ideological means, through socializing its members of both sexes in social institutions in such a way that they accept sex inequality as 'natural' and 'normal!'“ *Kate Millet*



Through preservation of the rigid binary opposition of sex and gender, heteronormativity and "male" dominance in the society, patriarchal concept of biological determination remains undoubted.

Apart from the individual level, patriarchal forms of oppression and discrimination are present on the institutional levels (educational, legal, economic, medical, religious...) as well as on cultural levels (societal, collective) through social norms that legitimate oppression.

**Oppression** is creating, immobilizing, or decreasing chances that disable societal, psychological and/or physical mobility of a person or a group. Oppression is based on an ideology of superiority and privilege as well as inferiority that is sustained and implemented on all levels upholding the very existence of the ideology. Oppression refers to relationships of inequality sustained **by violence and threat of violence**. Those individuals who have power on all levels, reproduce the ideology on all possible levels.

**Think  
about your own  
experience of patriarchal  
oppression and  
discrimination in these  
spheres.**





## Patriarchal system generates different forms of oppressions:

**Sexism** – system of advantage based on a belief that one sex is superior to another from which stems discrimination against persons of supposed inferior sex, mostly to the advantage of 'men'; it also refers to reinforcement of traditional stereotypes of social roles based on sex.

**Heterosexism** – “an ideological system that denies, denigrates, and stigmatizes any non-heterosexual form of behavior, identity, relationship, or community” (Herek). Use of the term heterosexism indicates parallels between anti-homosexual attitudes and other forms of prejudice such as racism, anti-Semitism and sexism.

## Transphobia

- fear, hate, disgust or discrimination toward persons whose real or perceived gender identity/expression is not in line with socially assigned sex;
- stems from the lack of acceptance and violation of person's right to one's own concept of sexual/gender identity and expression;
- prejudice and discrimination toward persons who challenge and transgress narrow social sex/gender roles, norms and stereotypes.

„In this Law, certain nouns are listed in **male** gender, but they are used as neutral for **male** and **female** gender.”

Article 1., Law on Weapons, *Narodne novine* no.: 63/07.

**Sex/gender based violence is prevalent and occurs daily in all societies around the world, taking different forms, through patriarchal systems, values and oppression. Through centuries, various forms of violence have been developed and victims of this violence have been most often women. Everyday targets of physical, sexual, psychological and economic violence are also transgender, intersex and queer persons who transgress socially acceptable sex/gender roles and identities, as well as lesbians, gays and bisexual persons because they do not adhere to heterosexual social norms.**

**Some of the forms of violence against women:**

- honor killings (Indian Peninsula and the Middle East)
- bride burning (Indian Peninsula)
- selective abortions of female children (Asia)
- female genital mutilation including sewing of genitals (Africa and the Middle East)
- sexual violence – rape (including rape in marriage), sexual harassment, trafficking of women for the purpose of sexual exploitation, mass rapes in war, forced pregnancies (around the world)
- acid attacks (southeastern Asia)
- domestic violence – physical attacks, threats, blackmail, provocation (around the world)
- foot binding (practiced in China until beginning of the 20th century)

## SOCIAL MOVEMENTS FOR SEXUAL/GENDER RIGHTS

*Private is political*

Restrictions placed on gender and sexual freedoms as well as deeply rooted sexual/gender inequality has, during the 20th century, resulted in numerous movements for women's liberation, and later for the liberation of lesbian, gay, bisexual, transgender, transexual, intersex and queer persons.

The struggle for gender equality and women's rights was initiated between the 18th and 19th centuries. By the middle of the twentieth century, the women's movement successfully unmasked some of the most severe forms of women's submission in patriarchal society. It advocated the right to vote, right to education and employment, reproductive rights including the right to safe abortion, as well as economic independence and dignity.

In the region of former Yugoslavia, feminist initiatives and groups had been initiated by the end of the 1970s in Belgrade, Ljubljana and Zagreb and their number has been constantly increasing. They played an important role in the struggle for women's rights in this region and during the war they participated in peace movements, acted across borders and opposed militarism and war (which further diminish position of women in the society). Women's groups articulated the issue of war rapes as a crime against humanity. They generated a number of projects and actions that indicated discrimination of women in different spheres of public and private life and influenced the development of policies about sex equality.

When were feminist groups initiated in your surroundings? What was/is their impact?

According to the definition offered by Encyclopedia Britannica "**feminism** is the social movement that demands for women the equal rights and the same status that men have, as well as the freedom to choose independently their career and the organization of life". This definition refers to a historical starting point and not to unitary theoretical and critical perspectives. Feminisms have taken many forms and directions. We can differentiate between liberal, radical, Marxist, psychoanalytical, postmodern, postcolonial, ecofeminism, **transfeminism**

How do you define your feminism?

**Transfeminism** broadens the concept of gender through holding that gender is a question of performativity, choice and right. Through the right to gender ambiguity and gender contradiction, genders become infinite in their number. Through broadening of feminist concepts, transfeminism strives to remove foundations of patriarchal oppression based on sex/gender binarism. Transfeminism views any method of assigning sex to be socially and politically constructed, and advocates a social arrangement where one is free to assign one's own sex (or non-sex).

There are two dominant theoretical approaches to the understanding of gender within feminism. The first one perceives gender as a system built on the difference between sexes that is given, and the other one rejects the dichotomy of sex and gender, nature and culture.

The lesbian and gay movement started organizing public actions during the 1970s. It opposes homophobia and advocates for the right to diversity and against discrimination based on sexual orientation. Transgender, transexual, intersex and queer movements consolidated during the 1990s. Their focus is on changing dominant sex/gender forms and constructs through the right to sexual/gender identity, freedom of gender expression, and opposing discrimination based on intersex characteristics.

• ❁❁❁ **Points of overlap and departure** ❁❁❁

Both feminist movements and LGBTIQ movements advocate for sex/gender freedoms and rights. The foundations of these movements are the same as they jointly recognize patriarchy and a heteropatriarchal social order as the root of problems. However, there are differences in terms of their aims, goals, spheres of activity and exclusion/inclusion of issues, identities and rights.

Common goals of these movements include opposing patriarchy, the right to make choices about one's own body and the struggle against sex/gender based violence.

The points where differences arise pertain to the understanding of sex/gender constructs and identities. Feminism has for its subject women, and it is based on women's experiences and the oppression of women which supports sex/gender binarism. There are also differences within LGBTIQ movements where lesbian, gay, and bisexual movements, in its advocacy for issues of sexual orientation, confirm unchangeability of sex, while transgender, transexual, intersex and queer movements address the right to self-identification, self-defining sex/gender identity and oppose ideas of set and unchangeable sexes/genders.

**READ...**

*Gender and the Politics of History*, Scott, J. W. (1999). Columbia University Press.

*Guidelines for Psychotherapy with Lesbian, Gay & Bisexual Clients*, American Psychological Association, (2000), <http://www.apa.org/pi/lgbcc/guidelines.html>

*Conceptualizing Violence Against Gay, Lesbian, Bisexual, Intersexual, and Transgender People*, Onken, S. J. (1998) in *Violence and Social Injustice Against Lesbians, Gay and Bisexual People*, Sloan, L. M. & N. S. Gustavsson, Harrington Park Press, Binghampton.

*Women in Black Belgrade*, <http://www.zeneucnom.org/>

*Feminizam Is for Everybody: Passionate Politics*, hooks, b. (2000). South End Press.

*Transfeminism: Let Her Rip*, Blank, H.

[http://www.inthesetimes.com/article/725/transfeminism\\_let\\_her\\_rip](http://www.inthesetimes.com/article/725/transfeminism_let_her_rip)

*Cunt - Declaration of Independence*, Muscio, I., (1998).

*Nomadic Subjects: Embodiment and Sexual Difference in Contemporary Feminist Theory*, Braidotti, R. (1994). New York: Columbia University Press.

*Trans Inclusion Policy Manual For Women's Organizations*, Darke J. & Cope A., Trans Alliance Society (2002).

# HUMAN RIGHTS = human rights = human right

Human rights imply rights, freedoms and obligations of each human being. There is no hierarchy of human rights nor can they be taken away or derogated unless in specific situations such as war.

## Basic characteristics of human rights are:

- Universality,
- Inalienability,
- Indivisibility, and
- Inter-dependance and inter-relatedness.

## Principles of human rights are:

- Non-discrimination and equality,
- Participation and inclusion, and
- Accountability and the rule of law.

Human rights are divided into: personal, political and civil, economic, social and cultural rights.

## Continue the list of human rights!

- Right to life
- Right to freedom
- Right to non-discrimination and equality
- Right to health
- Right to education
- 
- 
- 

- Right to freedom of movement
- Right to work
- Right to freedom of speech
- Right to freedom of expression
- Right to health insurance
- Right to social care
- 
- 
- 

- 
- Right to information
- Right to family
- Right to participation
- Right to religion
- 
- 
- 

Human rights are the same for all persons, although legislations of some States might not be based on human rights standards. Rule of law does not imply promotion, protection and respect of human rights unless the State laws incorporate standards and instruments of human rights and characteristics as well as the needs of people/groups/communities. It is very important that State legislation be harmonized with international human rights standards in order to avoid daily discrimination and social exclusion.

# Human rights = human rights = human rights = human rights

**Discrimination** implies unequal treatment and it occurs when laws, States, institutions, and individuals unequally treat individuals and/or particular group(s)/populations (without legitimate and reasonable cause) in comparison with other individuals/groups/populations regarding the same issue. Discrimination can be legal, institutional or social. Additionally, discrimination can be direct or indirect, as well as positive (in the case of the latter, positive discrimination is used in order to obtain equality between certain groups/populations).

**Multiple discrimination** occurs when a person and/or particular groups/populations are unequally treated on more than one grounds.

**Social exclusion** implies exclusion of individuals and/or groups/populations from participating in social, economic, political, and cultural life due to one's own characteristics and/or status leading to having less opportunities than other individuals/groups.

Although sexual/gender identity is not directly correlated with sexual orientation, persons who are trans\* or intersex and also same-sex oriented face double discrimination and social exclusion.

*Have you ever been discriminated against on the grounds of your sex, gender, sexual identity, gender identity, gender expression, sexual orientation, nationality, ethnic background/identity, religion, skin color, race, or any other status/characteristics?  
What was it about??*

*Have you ever faced social exclusion??*

*Do you know what obligations your State has and what are your rights and obligations??*

*What is the "human rights based approach" and what are the differences between that approach and other ones??*

## Where did human rights come from?

Throughout history, various influential documents have been considered to be some of the first legal codes. Ur-Nammu, King of Sumer, created the first known legal codex in the world (2050 b.n.e.). Other examples are known, mostly from Mesopotamia, Iran, China, and India: Eshnunna Code (1930 b.n.e.), Lipit-Ishtar Code (1870 b.n.e.), Code of Hammurabi (1760 b.n.e.), Vedas, Bible, Qur'an, Analects of Confucius, Edicts of King Ashoka ... Especially important is one particular document which dates from the period of Cyrus the Great, King of Medeo-Persia, from the 6th century b.n.e. The Cyrus Cylinder is considered to be the first human rights document as it stipulates the same rights for all religious and ethnic groups as well as for both men and women, giving everyone equal rights to practice their religion.


Cyrus cylinder, British Museum



Human rights are violated each day. Through various historic periods, denial and violation of human rights have been of huge proportions. The whole system of slavery was extremely discriminatory on the grounds of nationality, ethnic background/identity, religion, skin color, race, and other status. Slaves and women were not regarded as human beings and worthy of (human) rights, and therefore did not enjoy rights to freedom, life, voting, freedom of movement, work, etc. Two World Wars were based on discrimination, violence, and torture of persons/groups/nations on the grounds of nationality, ethnic background/identity, religion, skin color, race, sexual orientation, and other status. After World War II, **United Nations (UN)**, **Council of Europe (CoE)**, and **European Union (EU)** were formed as entities which draft and standardize human rights through Conventions, mechanisms and instruments. Each member State is obligated to respect Conventions and to harmonize them with national legislation.

What is included in the **UN Charter of Human Rights**?  [www.ohchr.org](http://www.ohchr.org)

When was the **European Convention for Protection of Human Rights and Fundamental Freedoms** written and is your State a signatory?  [www.coe.int](http://www.coe.int)

What is the basic document of the **European Union** and what States are signatories?  [www.europa.eu](http://www.europa.eu)

## **GROUP EXERCISE: IN FOOTSTEPS - SEX, GENDER, IDENTITIES AND HUMAN RIGHTS**

### **Aim:**

To become aware of the process of socialization, having same possibilities, social exclusion/inclusion, and one's own individuality and human rights.

**What is needed: Larger room.**

**Minimum 8-10 individuals.**

**Duration of the exercise is 1 hour.**

### **Steps:**

1. Ask all individuals to make a line in the center of the room, standing next to each other, holding hands, and facing in the same direction.
2. Assign to each person one of the following characters (or create your own):
  - Intersex individual,
  - Transexual MTF individual who completes the sex modification at the age of 30,
  - Heterosexual individual who is socialized and identifies as a woman,
  - Roma individual who uses a wheel chair since 3 years old,
  - Lesbian who comes out to herself at the age of 17,
  - Bisexual individual who is socialized and self-identified as a man,
  - Androgynous individual who does not identify by sex and gender,
  - Heterosexual individual who identifies as a man,
  - Single mother without health insurance,
  - Civil war victim (60% legal handicap) who is unemployed,
  - Canadian man, a foreigner, who works for EU.
3. Tell the group that they will be moving through life stages within the general social community/group, from birth to age 60+. In the case they have any questions regarding their assigned identities, they can ask questions at the beginning or during the exercise.
4. Initiate movement through ages, starting with age 3, giving examples of where they should be or can be according to their stories (kindergarten, primary school, high school, University, (un)employed, (not) in a relationship, (not) married, (not) a parent, and so on).
5. After each given age, ask the participants to take a step forward, backward or to stay in the same place contingent to their identity and acceptance in the society (the question is whether they think they have the same opportunities as other people to go forward in their life). It is also important for all of them to hold onto each others hands for as long as possible.
6. After each round, ask participants where they are and why they have chosen to take the step they have taken. Let them tell their stories. Every once and a while or when needed, ask them how they feel, how people around them accept them, and why?
7. After the final round, ask participants to briefly reflect on their overall feelings and experiences.
8. While still standing, ask them to reflect on their physical positioning in regards to others, about those in front of them and those behind them, about (not) being able to hold hands with individuals next to them.
9. Accentuate human rights and the connection among people through holding hands, and how some individuals have a possibility to go forward and some do not as a result of being different. Initiate a discussion about diversity and how it is conditioned by sex, gender, nationality, residency, etc.
10. Conclude the discussion with a short relaxation period.

**Possible outcome:** Participants will be given a possibility to acquire other identities and to understand and accept them, focusing on the issues of sex, gender, discrimination, socialization, conditioning, personal choices and opportunities, and human rights. Also, it is possible that participants might learn more about other identities and ask questions they would not otherwise.

## Sex and gender as grounds of non-discrimination

Sex as an identity is traditionally seen as fixed, while gender is seen as its social extension and form. Human rights standards state that discrimination on the grounds of sex is prohibited and punishable, but only from the perspective of one of the two sexes „male“ and „female“. This binary concept denies ambiguity or lack of identification on the grounds of sex. The right to identity on the basis of sex and gender has to be respected even when it transgresses categories of „male“ and „female“ sex and gender, creating socially non-existent categories or their transgression. The right to a non-identity also has to be protected as it concerns integrity and needs of each human being and not needs of the society to reproduce binary categories.

\* ICCPR, 1994, and CESCR, General Comment 14, The right to the highest attainable standard of health, ICESCR, 2000, E/C.12/2000/4

Sex in national legislation and international conventions and instruments is stated as a ground of non-discrimination, but although it is not defined, it implies only the classical binary social construction of M and F. According to International Conventions, although not directly, sex also implies gender, sexual orientation and sexual identity to a point\*. However, other grounds of discrimination on the basis of sex and gender are not recognized and included, although they are becoming more visible through General Comments and Special Rapporteurs' reports, especially regarding the rights to health and life.

The **Yogyakarta Principles** have been created as a set of principles on the application of international human rights law in relation to sexual orientation and gender identity.

⇒ <http://www.yogyakartaprinciples.org/>

*A Human Rights Investigation Into The Medical 'Normalization' of Intersex People: A Report of a Public Hearing by the Human Rights Commission of the City and County of San Francisco*, Marcus De María Arana, (2005), [http://www.sfgov.org/site/uploadedfiles/sfhumanrights/Committee\\_Meetings/Lesbian\\_Gay\\_Bisexual\\_Transgender/SFHRC%20Intersex%20Report\(1\).pdf](http://www.sfgov.org/site/uploadedfiles/sfhumanrights/Committee_Meetings/Lesbian_Gay_Bisexual_Transgender/SFHRC%20Intersex%20Report(1).pdf)  
*International Human Rights References to Human Rights Violations on the Grounds of Sexual Orientation and Gender Identity*, International Commission of Jurists, (2006), [http://www.icj.org/IMG/UN\\_references\\_on\\_SOGI.pdf](http://www.icj.org/IMG/UN_references_on_SOGI.pdf)  
*The Invisible Q? Human Rights Issues and Concerns of LGBTIQ persons in Bosnia and Herzegovina*, Đurković S., (2007), Sarajevo: Organization Q. <http://www.queer.ba/udruzenjenje/en/udruzenje.htm>  
Press for Change, <http://www.pfc.org.uk>

Even though **intersexuality** is not mentioned in any Conventions or State legislations, in 1999, based on the Convention on the Rights of the Child, Columbia's Highest Court issued three decisions which restrict the possibility of parents and doctors to authorize genital surgeries of intersex babies and younger intersex children. These decisions were adopted as the first in the world regarding intersexuality from the perspective of human rights. Columbia's Court also recognizes intersexual persons as a minority which the State must protect, also obliging the State to respect the right of each person to self-identify in regards to one's sexual identity\*.

\* More about the decisions of the Highest Court of Columbia, initiatives of The Human Rights Commission of the City and County of San Francisco (SFCHR) and the Intersex Society of North America (ISNA) at [www.isna.org](http://www.isna.org) and [http://www.sfgov.org/site/sfhumanrights\\_index.asp](http://www.sfgov.org/site/sfhumanrights_index.asp)



**Grounds of discrimination** which should be included in human rights standards:

- Sex
- Gender
- Sexual identity
- Gender identity and/or expression
- (Inter)sexual characteristics
- Sexual orientation

**It is necessary that human rights include the following:**

- Right to one's own body, (inter)sexual characteristics, identity and integrity
- Right to self-conception of sexual and/or gender identity and there modifications
- Right to self-definition, self-identification, choice, gender expression, sexuality and dignity
- Right to sexual orientation
- Right to personal conception of sex and gender

**Some court cases:**

- Zealand Attorney General vs. The Family Court of Otahuhu (1994) – As a result of this decision, New Zealand had to legally recognize modified sex in order to grant the right to marriage.
- B. vs. France (1992) – As a result of this decision, France had to change B.'s birth certificate in order to list her new sex.
- X., Y., and Z. vs. UK (1997) – X. was post-op trans man who was in a stable relationship with Y. Z. was born as Y.'s biological child as a result of artificial insemination. UK denied X. a right to adopt the child, denying his right to privacy and family. This case went to the European Court of Human Rights, but X., Y., and Z. lost the case.
- Goodwin vs. UK (2002) – As a result of this decision, a transexual woman gained the right to be legally recognized as a woman.

**What positive and negative examples of (activist) work and initiatives do you know?**

---

---

---

---

---



**Some examples:**



- Gender PAC's work on protection of human rights in regards to gender, sexual identity, gender identity, and gender expression ([www.gpac.org](http://www.gpac.org))
- Recommendations for Media on treating gender issues and usage of gender sensitive language in B&H media, Press Council, Bosnia and Herzegovina (<http://www.vzs.ba/en/?ID=157>)
- In 2005, India started using three categories for sex on its passport applications: male, female, and other (<https://passport.gov.in/pms/OnlineRegistration.jsp>)

# SEX AND GENDER: CREATION AND REACTION THROUGH HISTORY



◆ Magna Mater – Anatolia – today's Turkey (Cybele from Catal Hüyük, circa 6500 b.n.e.)

Goddess Magna Mater (Great Mother) is a dominant figure of traditional religions as a Goddess Mother and a Goddess of nature and fertility. Almost all cultures of the world, from Anatolia to India, Greece and Egypt, celebrated the Goddess Mother. She is known under different names: Cybele, Ishtar, Astarte, Isis, Gaea, Hera, Rhea, Afrodite, Demeter, Maia, Ops, Tellus, Ceres and many other. The religion of Magna Mater is one of the oldest religions and it is based on the mysteries. Religion of Cybele was the official religion of Rome for 600 years, which was also the case in other regions until the rise of Christianity.

The oldest statue of the Goddess Mother dates from the 7th century b.n.e. (Anatolia) and it represents the Goddess who resembles both sexes. Priestesses adorned in long robes conducted religious rites. The order of Gallae priestesses was made out of persons male by sex who had undergone various rituals, including castration. According to different scripts, these trans priestesses were also known as *gallae*, *enarees*, and *megabyzes*.



◆ Egypt

## 11th-7th century b.n.e.

„The woman shall not wear that which pertaineth unto a man, neither shall a man put on a woman's garment: for all that do so are abomination unto the Lord thy God“: 22:5

„He that is wounded in the stones, or hath his privy member cut off, shall not enter the congregation of the Lord“: 23:1. Deuteronomy (Fifth Book of the Old Testament)



◆ Queen/King Hatshepsut, Egypt (15th century b.n.e.)

All around the world, transgender and intersex individuals were accepted within their communities, and were appreciated and highly respected for their abilities and knowledge.

Greek mythology is full of stories and legends about intersexuality, sex modification and transgenderism. Gods and Goddesses, heroes and heroines who were known by their transgender expression include: Achilles, Hercules/Herakles, Dionysus, Athena and others.

## 6th century b.n.e.

Poet Sappho lives on the Lesbos island in Greece and writes about love among women.



Sappho



◆ Statue of Atenea, Valencia, Spain

🔍 Research the legend about Hermaphroditos.

🔍 Find out what the following words mean: berdache, two-spirit, virgina, bade (bote), winkte, nadleeh, gallea, enaree, hirja, viado, bicha, mahu, kathoey, bakla, mukhannathun, khuntha, fa'afafine, quariwarmi, muxe, kuaxing.

## Ramayana (4th-2nd century b.n.e.)

Some versions of Ramayana state that Rama goes to exile. Halfway to the forest, Rama notices that people are following him and he tells them: „men and women, go back“. Persons who were neither 'men' nor 'women' did not know what to do, so they stayed there. When Rama was returning a few years later, he came upon them and blessed them, saying to them that a day will come when they will rule the world.

Find out more about Heruls and ritual warrior-based homosexuality.

Research who are Amazons and Scythian women warriors Oiorpata from sub-tribes Saka, Sarmatian, Sauromatian, Pazyryk from Ukraine, Kazakhstan, and Mongolia ([http://www.csen.org/WomenWarriors/Statuses\\_Women\\_Warriors.html](http://www.csen.org/WomenWarriors/Statuses_Women_Warriors.html)).



◆ Gallae (Memorial to a Roman Archigalla, from the reign of Antoninus Pius, 2<sup>nd</sup> century n.e., Appia Via, now in Antiquarium del Palatino, in Scala, Florence, Italy)

390

In the Eastern Empire, a law was adopted which stipulated the death sentence for those persons who „have given themselves up to the infamy of condemning the manly body, transformed into a feminine one, to bear practices reserved for the other sex, which have nothing different from women. (...) so that all may know that the house of the manly soul must be sacrosanct to all, and that he who abandons his own sex cannot aspire to that of another without undergoing the supreme punishment“ (Romanarum et Mosaicarum Legum Collatio, V, 4, as cited in *Bisexuality in the Ancient World*, Eva Cantarella, Yale University, New Haven, 1991, p. 177.).

The head of militia in Thessaloniki, Butheric, a Goth, arrested a famous circus performer who was known for his femininity. The performer was adored by the masses and upon learning about his arrest, people rebelled and killed Butheric. Gothic authorities in turn killed 3000 people as a part of a collective punishment.

342 n.e.

Constantine elevates Christianity to the level of State religion.

In the Roman Empire, during the festivals of Dionysus/Bacchus, *ithyphalloi* (persons of 'female' sex) would dress in 'male' clothes and they would carry large phalluses while the persons of 'male' sex would dress in 'female' clothes.

186 b.n.e.

Roman Senate banned festival of the worshippers of Dionysus.

Who is Elagabalus and how did he appear in public?



Elagabalus

691

The Council of Constantinople issued a decree by which it forbids festivals of the gods as those festivities are done contrary to the Christian way of life, specifically forbidding persons of 'male' sex to wear 'female' clothes, and persons of 'female' sex to wear 'male' clothes.



◆ Balboa killing Berdache, Panama, 1513

1492

With the discovery of America, colonialists do not accept transgender persons. They kill them, call them derogatory names and spread the hatred in the name of Christianity.

1233

Inquisition.

1451

Witch hunt was orchestrated within the Inquisition ('women' perceived as having power of changing sex were proclaimed witches).

1431

Joan of Arc at the age of 19 was burned at stake because she rejected wearing 'male' clothes and short hair. During the execution, the flames were extinguished in order to prove that Joan really was of 'female' sex.

◆ Jeanne d'Arc entiers Orléans, Jean-Jacques Scherrer (circa 1870), Musée des Beaux-Arts, Orléans, France



18th century – For thousands of years, it was believed that only one sex exists and that persons of 'female' sex have the same genitals as the persons of 'male' sex (penis with scrotum was compared in shape to a uterus and vaginal opening). The only difference was that their genitals were inside of the body and not outside (according to Nemesius, Bishop of Emesa, 4th century). It was only in the 18th century that the discourse of sex started changing and differences started to be made and accentuated between the two sexes in all spheres of society, mostly in social, moral and emotional terms, emphasizing principles of power and gender. The model of sex as one started changing into the model of sex as two. The model of two genders, meaning gender as passive and active exists and has existed even when there was only one sex.



◆ Berdache, Zuni, 19th century



Romaine Brooks

1869

Word homosexuality was coined (when it first appeared in a pamphlet which became an open letter to the German Ministry of Justice).

1897

Dr. Magnus Hirschfeld, sexologist from Germany, founded the Institute for Sexual Research (Institut für Sexualwissenschaft). When the Nazis came to power in 1933, one of their first actions was to burn this Institute.



Magnus Hirschfeld

1910

Magnus Hirschfeld coined the word transvestism/transvestite.



Romaine Brooks



Who is Staka Skenderova?

17th century

Punishment for cross-dressing in England is public lynching. In France, until 1760, punishment was burning at the stake.

1848

First conference for women's rights „Women's Rights Convention“ was organized in Seneca Falls, New York.  
Who is Frederick Douglas?



First state to have granted women the right to vote and electoral participation was New Zealand in 1893. South Australia followed suit in 1894.



1930 - Ovulation and the way it functions was fully researched during the 1930s. Most advices given prior to this in regards to avoding pregnancy pertained to having sexual relations in the period between the two menstrual cycles, which are the most fertile days and not the least, as it was previously believed.

Jean Genet



1966

Dr. Harry Benjamin wrote *The Transsexual Phenomenon*, a psychiatry textbook, which describes approaches to individuals who are discontent with their gender identity. This textbook has for the first time reconciled the knowledge and experience which has for over two decades been collected in the fields of psychiatry, psychology, endocrinology and surgery assisting persons with sex transitioning.

1939-1944  
During Holocaust, persons of different origin, status and characteristics were marked with different insignia. A pink triangle was designated for homosexual persons in the concentrations camps.

Gertrude Stein



1945

Women in ex-Yugoslavia gain the right to vote.



Who is Evelyn Hooker?  
Who is Janice Raymond and what is her book, *The Transsexual Empire*, about?



Radclyffe (Margaret) Hall



1923

Magnus Hirschfeld coined the word transsexuality.

Marlene Dietrich



1930

First sex change surgery (Germany).

1950s

Earlier translations of the Bible (Corinthians 6:9) featured word „effeminate“. However, as translations changed, so did the word „effeminate“ to „sexual pervers“ and to „homosexual perversion“ in mid 1950s.

1968

Olympic Committee starts chromosome tests for athletes, not allowing transexual and intersex individuals to compete.


August 19th, 1920

Women in the USA gained the right to vote. This right was written in the Constitution as the 19th Amandment.

In mid 1900s, psychoanalysis became the authority in the field of Psychiatry.




Who are Einar Wegener and Lili Elbe?

 When did women in England gain their right to vote?  
Who is Emmeline Pankhurst?  
Who is Christine Jorgensen?



Divine

 Who is Brandon Teena?  
Who is Matthew Shepard?



Brandon Teena

 What is Transgender Day of Remembrance and who is Rita Hester?

2002  
First Pride in Zagreb, Croatia.

2008  
Women have the right to vote all over the world, except in these States – Saudi Arabia, Kingdom of United Arab Emirates, Brunei and Vatican.

1969  
Stonewall demonstrations in New York organized after the police raid on Stonewall bar.



Alfred Kinsey



1993  
Cheryl Chase founded the Intersex Society of North America (ISNA).

Camp Trans was initiated outside of the entrance to the Michigan Womyn's Music Festival as a way of protesting against their rules that the Festival is only open to persons born as women.



2003  
Bosnia & Herzegovina adopted Law on Gender Equality.

Grace Jones



2008  
In some states, homosexuality is punishable by death -[www.ilga.org/state/homophobia/StateHomophobia3.jpg](http://www.ilga.org/state/homophobia/StateHomophobia3.jpg)

Alfred Kinsey completed two massive studies regarding sexual behavior. He published them in 1948 and 1953. Kinsey is the most known for those studies and the Kinsey scale of sexual behavior vis-a-vis sexual orientation. The Kinsey Institute was founded in 1947 and it still works on the issues of sexual behavior, gender and reproduction (<http://www.kinseyinstitute.org>).

1974-1998  
Homosexuality decriminalized in ex-Yugoslavia.



Ani DiFranco

Ani DiFranco 

1994  
Transgender activists protest for being excluded from the 25th commemoration of Stonewall.


Gay Games allow transgender persons to compete, no longer requiring documentation about completed sex transition.


2001  
The Netherlands legalizes same-sex marriage.  
  
First Prides were organized in the post-YU region (Ljubljana and Belgrade).

2006  
Trans group formed in Belgrade.

1996 - 1997  
Constitutions of the Republic of South Africa and Fiji include sexual orientation as a ground for non-discrimination.



 Look at the following web page in order to see when women around the world gained the right to vote - <http://www.ipu.org/wmn-e/suffrage.htm>. In Butan, each household has a right to cast one vote, and mostly men represent that one vote. In Lebanon, women have the right to vote, but only those who can prove that they are educated. The same rule does not apply to men. Also, women are not obliged to vote, but men are.

- 
- ◆ *The No-Nonsense Guide to Sexual Diversity*, Baird, V. (2001).
  - ◆ *Queer Frontiers: Millennial Geographies, Genders, and Generations*, Boone, J. et al. (ed.), (2000).
  - ◆ *Blending Genders: Social Aspects of Cross-dressing and Sex-changing*, Ekins, R. & D. King (ed.), (1996).
  - ◆ *Undoing Gender*, Butler, J. (2004).
  - ◆ *In A Queer Time and Place: Transgender Bodies, Subcultural Lives*, Halberstam, J. (2005).
  - ◆ “Gender Migration: A Sociological Analysis (or The Leaving of Liverpool)”, in *Sexualities* 6 (2): 173-194, King, D. (2003).
  - ◆ *Nobody Passes: Rejecting the Rules of Gender and Conformity*, Sycamore, M. (ed.), (2006).
  - ◆ *That's Revolting: Queer Strategies for Resisting Assimilation*, Sycamore, M. (ed.), (2006).
  - ◆ *Transforming Feminisms: Transfeminist Voices Speak Out*, Scott-Dixon K. (ed.), (2006).
  - ◆ *Intersex*, Harper, C. (2007).
  - ◆ “Transgendering Citizenship”, in *Sexualities* 7 (3): 345-362, Monro S. & L. Warren (2004).
  - ◆ *S/he*, Pratt, M. B. (1995).
  - ◆ *GenderQueer: Voices from Beyond the Sexual Binary*, Nestle, J., Howell, C. & R. Wilchins (ed.), (2002).



# ACTION NOW!!



*"Liberty is the one thing no man can have unless he grants it to others."*  
Ruth Benedict

## If someone identifies you by sex/gender without asking you or against your will:

- ⇒ say something
- ⇒ ask a question
- ⇒ identify yourself according to your wishes
- ⇒ express yourself according to your wishes
- ⇒ change forms
- ⇒ ask for removal of binary categories
- ⇒ create your own categories, signs and messages
- ⇒ talk about it

## If you want to respect the right of other people to self-identify:

- ⇒ talk to them about it
- ⇒ let them know that you support them
- ⇒ address them according to their wishes
- ⇒ don't use stereotypical statements and terms
- ⇒ promote diversity and human rights through things you do and say
- ⇒ talk to other people about it
- ⇒ join actions that represent your beliefs, principles and values
- ⇒ create your own actions

*"The time is always right to do what is right."*  
Martin Luther King, Jr.

trans manifesto

We don't want to be on any talk shows, be in any ads, sell any products, star in any sitcoms, or be a target market.

We want more language, more funding, more health care, more suits that fit, more research, more options.

We want more space for more creatures.

We demand safe and accessible bathrooms for people of all genders and until then we will piss and shit wherever we want.

We are not deceiving you.

We are not mutilating our bodies.

We are not betraying y/our communities.

We are not being and becoming our true, foxy, and glorious self.

We are putting the "sex" back in transsexual.

We cruise men with tits, chicks with dicks, bearded ladies and genderqueers of every species.

We want to lick your scars and make it all better.

We refuse to check either box.

We are guaranteed to stay hard all night long, and not get you pregnant.

We bet for all teams we bet for the whole fucking league.

We will keep crashing your events, your potlucks, your bathhouses, your dyke and your fag bars, your shelters, your support groups and your play parties

until you realize that

we are part of your community.

Until you realize your liberation is tied up with ours.

Until you realize that trans is more than just the "T" on the end of LGBT.

Until you realize the endless ways that transphobia limits and hurts all of us, Trans-identified or not.

We are going to breathe the fire into your lungs and light it under your ass.

We are the s/heroes of our own movement join us

The trans revolution begins here and now.

**A million genders for a million people!**

**Smash the binary gender system!**



Kaunifili? Cvijeca?

Why March 8?



gender free  
restroom

## And further, on your own ...



Women's Room - Center for Sexual Rights - <http://www.zenskasoba.hr>  
Organization Q - <http://www.queer.ba/udruzenjeq/en/udruzenje.htm>  
Zagreb Pride - <http://www.zagreb-pride.net>  
QESH – The Center for Social Emancipation - <http://www.qesh.org>  
MASSO - <http://www.massoo.org.mk>  
Labris – Lesbian Human Rights Organization - <http://www.labris.org.yu>  
KONTRA - <http://www.kontra.hr>  
Gayten LGBT - [http://www.gay-serbia.com/gayten\\_lgbt/index\\_eng.jsp](http://www.gay-serbia.com/gayten_lgbt/index_eng.jsp)  
Slovenian Queer Resources Directory - <http://www.ljudmila.org/siqrd/index.php>  
Serbian Gay and Lesbian Community - <http://www.gay-serbia.com>

American Civil Liberties Union - <http://www.aclu.org/lgbt/transgender>  
Amnesty International (LGBT) - <http://www.ai-lgbt.org>  
Astraea Lesbian Foundation for Justice - <http://www.astraea.org>  
Belarus LGBT - <http://www.pride.by>  
Campaign Against Homophobia - <http://www.kampania.org.pl>  
Citizens Against Homophobia - <http://www.actwin.com/cahp>  
COC Netherlands - <http://www.coc.nl>  
DC Drag Kings - <http://www.dckings.com>  
Gay, Lesbian, Bisexual, Transgender & Queer Encyclopedia - <http://www.glbtc.com>  
Gays and Lesbians of Zimbabwe - <http://www.galz.co.zw>  
GenderYOUTH - <http://www.genderyouth.org>  
Gender Education and Advocacy (GEA) - <http://www.gender.org>  
GenderCrash - <http://www.gendercrash.com>  
Gender Dynamix - <http://www.genderdynamix.co.za>  
Gender Identity Research and Education Society - <http://www.gires.org.uk>  
GenderPAC - <http://www.gpac.org>  
Genders - <http://genders.org>  
GenderTalk - <http://www.gendertalk.com>  
Gender Trust - <http://www.genderttrust.org.uk>  
GLAAD (Gay & Lesbian Alliance Against Defamation) - <http://www.glaad.org>  
Global Fund For Women - <http://www.globalfundforwomen.org>  
HRC (Human Rights Campaign) - <http://www.hrc.org>  
Human Rights Watch - <http://hrw.org/doc/?t=lgbt>  
Intersex Awareness Day - <http://www.intersex-awareness-day.org/>  
Intersex Community Forums - Bodies Like Ours - <http://www.bodieslikeours.org/forums>  
IGLHRC (International Gay and Lesbian Human Rights Committee) - <http://www.iglhrc.org>

IGLYO (International Lesbian, Gay, Bisexual and Transgender Youth and Student Organization) - <http://www.iglyo.com>  
ILGA (International Lesbian and Gay Association) - <http://www.ilga.org>  
ILGA Europe - <http://www.ilga-europe.org>  
International Foundation for Gender Education - <http://www.ifge.org>  
International Intersex Organization - <http://www.intersexualite.org>  
Intersex Initiative Portland - <http://www.ipdx.org>  
Ken Vegas - <http://www.kenvegas.com>  
Lesbian, Bisexual and Transgender Organization in Kyrgyzstan - <http://kyrgyzlabrys.wordpress.com>  
LGBT Funders - <http://www.lgbtfunders.org>  
National Center for Transgender Equality - <http://www.nctequality.org>  
National Coalition for LGBT Health - <http://www.lgbthealth.net>  
National Gay and Lesbian Task Force - <http://www.thetaskforce.org>  
National Transgender Library and Archive - <http://www.gender.org/ntgla>  
NTAC (The National Transgender Advocacy Coalition) - <http://www.ntac.org>  
Patent People Against Patriarchy - <http://www.patent.org.hu>  
PFLAG (Parents, Families, and Friends of Lesbians and Gays) - <http://www.pflag.org>  
Queerbodies (youth group – Bodies Like Ours) - <http://www.queerbodies.org>  
Queer by Choice - <http://www.queerbychoice.com>  
Remembering Our Dead - <http://www.gender.org/remember/index.html>  
RFSL - <http://www.rfsl.se>  
Sylvia Rivera Law Project - <http://www.srlp.org>  
Scarlet Letter Project - <http://scarletletterproject.com>  
TransFM Network - <http://www.transfm.org>  
Transgender Education Association - <http://www.tgea.net>  
Transgender Forum's Community Center - <http://www.transgender.org>  
Transgender Law and Policy Institute - <http://www.transgenderlaw.org>  
Transgender Warrior - <http://transgenderwarrior.org>  
The International Journal of Transgenderism - <http://www.symposium.com/ijt/index.htm>  
Transgender Law Center - <http://www.transgenderlawcenter.org>  
The Gender Anarchy Project - <http://a.parsons.edu/~amelia/thesisSite>  
Trans-Academics.org - <http://www.trans-academics.org>  
Transgender European Network - <http://tgeu.net>  
United Kingdom Intersex Association - <http://www.ukia.co.uk>  
World Professional Association for Transgender Health - <http://www.wpath.org>

# YOUR RIGHTS

# INCLUDE:

- **A right** to your own body, sex, gender and intersexual characteristics, as well as dignity, integrity and modification of the above

- **A right** to self-conception and self-identification of your sexual identity and gender identity and their modification, as well as a right to expect the society to respect your identities fully

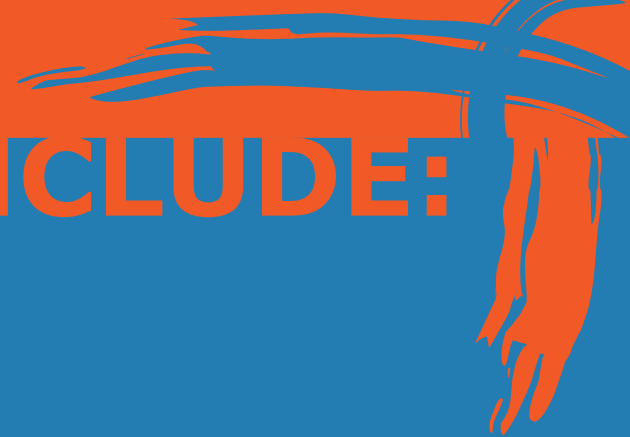
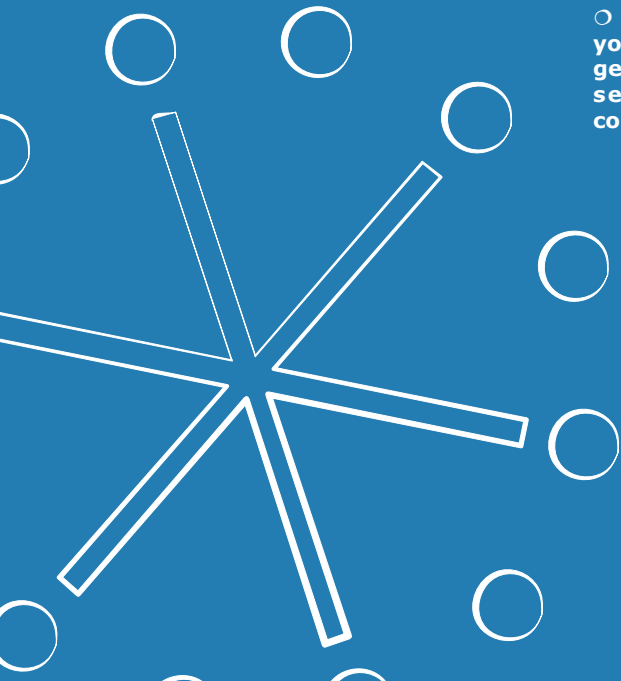
- **A right** to determine and express your sex, gender, sexual identity and gender identity, including the right to sexual and gender ambiguity and contradiction

- **Right** to a life and enjoyment of life free from sexual, psychological and physical violence, maltreatment and mutilation of any kind

- **A right** to one's own choice of sexuality and sexual orientation free from having to fit into the existing definitions and categories

- **A right** to use one's own human rights which are protected by States' laws and International Conventions

- **A right** to report every form of discrimination and violence (regardless of who is causing it or where it is taking place) to adequate institutions and organizations for the protection of human rights





CIP reference is available in the online catalogue of the National and University Library in Zagreb under the number 658427.

**Create on your own!**

**Don't let them create instead of you!**

Publishing of this Creation was enabled by financial support from the Astraea Lesbian Foundation for Justice.

Publisher: Women's Room [www.zenskasoba.org](http://www.zenskasoba.org)  
[www.zenskasoba.hr](http://www.zenskasoba.hr)



**TO YOU**

