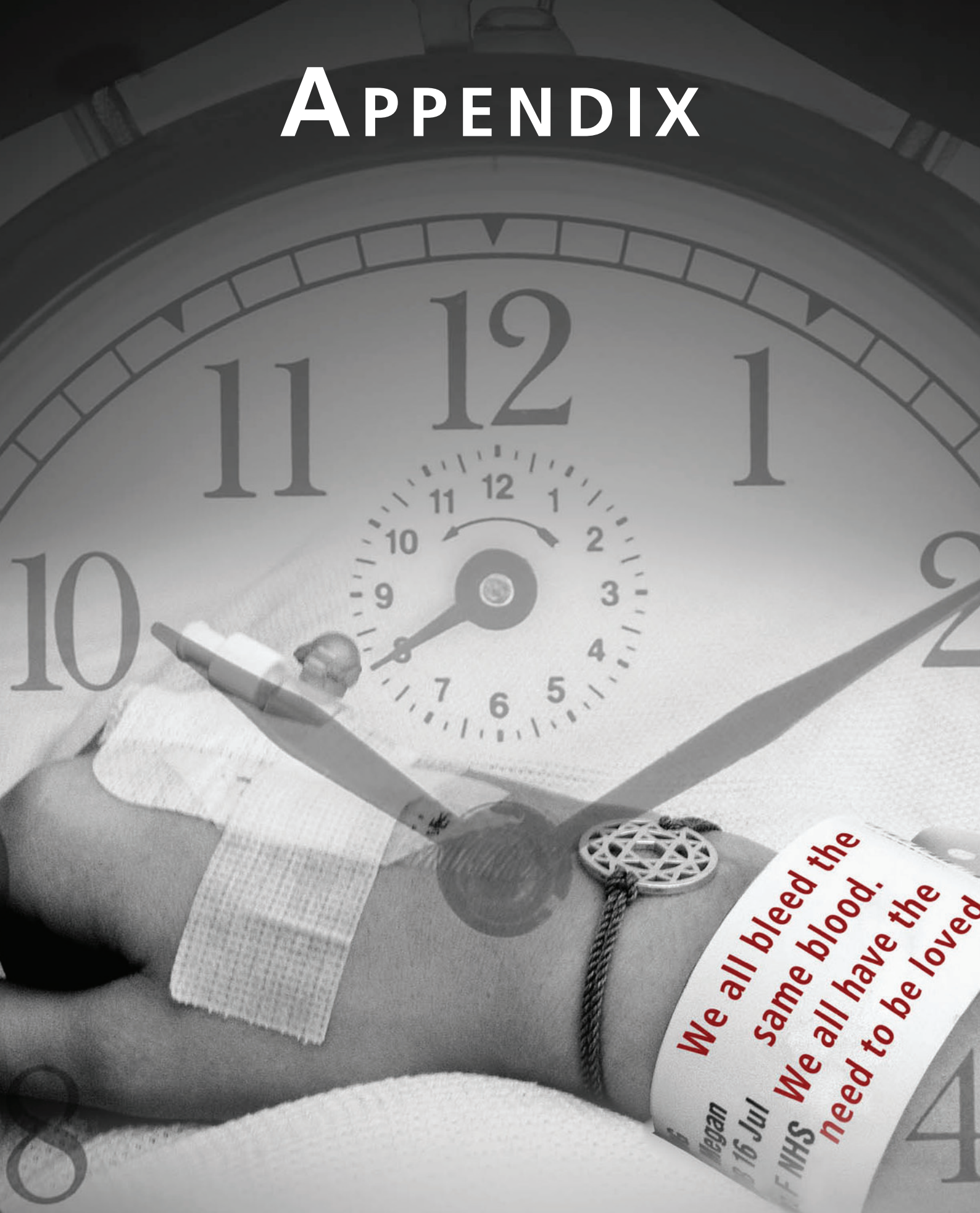


APPENDIX



**We all bleed the
same blood.
We all have the
need to be loved**

Megan
16 Jul
F NHS



sportBU



Dorset HealthCare University
NHS Foundation Trust



Lesbian, gay, bisexual & trans people in the South West

Appendix

Articles and LGBT equality and diversity educational links

Contents

1. Three articles produced for the pdf educational resource version of the exhibition project
2. General useful links concerning issues covered by the exhibition project

Inclusive Masculinity: Professor Eric Anderson

LGBT Transnational Identity: Dr Christopher Pullen

Tackling Discrimination in Sport: an approach by a UK university sports faculty: Dr Ian Jones

Inclusive Masculinity – Professor Eric Anderson (*University of Winchester*)

All forms of discrimination instinctively offend the inclusive-minded self-respecting and self-confident individual.

..... But hate affects more than just those targeted by it. Even the perpetrators of hate suffer under inequality. One example of this comes from the manner in which homophobia – in this case against males- has rigidly policed the gendered behaviours of heterosexual men. Eric Anderson describes this as ‘homo-hysteria’: heterosexual men’s fear of being thought gay through acting in ways associated with homosexuality.

However, the development of inclusive masculinity, Anderson suggests is reversing this:

Professor Anderson’s extensive studies into heterosexual male youth culture, in both the United States and the United Kingdom shows that young men today are throwing off the restrictive, hypermasculine culture of their fathers. Instead of valuing homophobia, and distancing oneself from the ‘spectre of homosexuality,’ today’s youth are inclusive of their gay peers, and therefore have less desire to police their behaviours to avoid homosexual stigma themselves. In other words, if nobody cares that one is gay, there is less reason to cast off suspicion of homosexuality.

Anderson's research is mostly conducted on team sport athletes. This is because if homophobia can be shown to be decreasing and masculinity shown to be becoming softer and more inclusive in sport, it is likely that this trend is also occurring outside of sport. After all, team-sport athletes are culturally understood to be some of the most macho of young men.

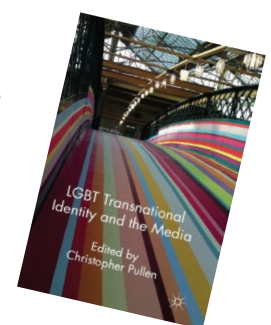
Anderson shows that as young men now exist in an inclusive culture it permits heterosexuals to engage in behaviours that once only girls could. Principally, he shows that [some] young straight men are [to a certain extent] kissing, cuddling and loving each other. His work on 16-20 year old young men finds that, often in drunken moments, but sometimes also in sober encounters, heterosexual youth in the UK today kiss each other as a form of friendship. These kisses are **not** designed to express sexual interest, instead they represent membership into a close network.

The lack of macho attitudes around these young men also permits them to be emotionally expressive with each other. Today's youth are permitted to open up to each other about their fears, losses, pains and anxieties. Better yet, they expect their friends to be there and support them, to do more than say, 'suck it up.' This emotional closeness is also represented with young men's telling/texting/or facebooking each other with notes of love, sometimes accompanied by hearts or kisses (xx). Finally, this love is expressed through cuddling ...

It is in this aspect that decreasing cultural homophobia has not only had a profound impact on the lives of young sexual minorities, but in this case, it has also positively impacted on the lives of young straight men too. Today's youth have very little understanding of just how restricted their father's masculinities were.

LGBT Transnational Identity – Dr Christopher Pullen (*Bournemouth University*)

Lesbians, gay men, bisexuals and transgender people are not only in the western and developed world, increasingly we are aware of diverse citizens worldwide, who engage with issues of sexual liberty. LGBT transnational identity relates to individuals, and groups, who make connections across cultural, social and national borders.



LGBTs from diverse countries worldwide are making connections through the opportunity of modern media, offering new stories about what it means to be lesbian, gay, bisexual or transgender. Coming out stories, narratives of same sex partnerships, new formations of community, and participation in political events (both online and in the physical world), reveal new expression, and inspiration, for LGBT identity.

Whilst in the west we consider the importance of Stonewall, and the riots in New York on June the 28th in 1969, which spearheaded an LGBT civil rights movement, which endures to today, fewer people are aware of the brave efforts of LGBT transnational citizens.

Take for example Parvez Sharma's documentary *A Jihad For Love* that explores the context of Islam, and the devout faith that many LGBTs display, often in situations of abject rejection from family and vulnerability from national law. Also consider the advent of same sex marriage in South Africa, and the opportunity of new civil liberties, but at the same time issues of community rejection. Consider also the impact of Marlon Riggs (1957-1994), who as an African American performance artist (and documentary maker) spoke of the invisibility of Black identity within western notions of gay identity. Reflect on the continuing vulnerability of transgender people worldwide, yet the brave efforts of those concerned for freedom and equality (as reported on the web site the International Transgender Day of Remembrance), making connections across diverse borders. In the award-winning documentary *Common Threads*, which tells the story of the AIDS Quilt, we hear the story of Dr Tom Waddell, who was the founder of the Gay Games (and an Olympic decathlon sportsman in summer 1968), here challenging issues of homophobia in the sports world, and the wider issue of AIDS.

These stories of LGBT transnational identity offer new narrative, challenging issues of vulnerability, oppression, intolerance, inequality, and denial. Through self-reflection, and self-presentation, LGBT's worldwide are creating new dialogue across diverse borders, while expressing deeper notions of liberty, equality and humanity.

Tackling Discrimination in Sport: an approach by a UK university sports faculty – Dr Ian Jones (*Deputy Dean of the Bournemouth University Sports Faculty*)

The role of UK higher education institutions in promoting greater awareness of the importance of understanding and implementing equality and diversity perspectives and requirements in sport at both sports practitioner and supporter/fan levels, to make sport more inclusive; how they are assisting with this in their relationships/partnerships with professional and amateur sports associations/governing bodies/clubs.

Sport has been, and remains a popular subject at Higher Education, with over 7000 places being offered in sport related studies every year. Whilst often accused of being a 'mickey mouse' degree, sport programmes actually provide a strong theoretical grounding that underpins our understanding of sport behaviour at all levels from Sunday league football to the Olympic Games. This understand, we would argue, is crucial to the development of equity and diversity in sport. One way to examine the role of degree programmes in understanding issues of diversity is through an exploration of Blooms taxonomy of learning, which, although arguably dated, does provide a useful outline of how such understanding develops. We can outline this through looking at the various cognitive levels within this taxonomy, and relate them to the understanding of diversity within sport.

The first level is that of **Knowledge**. Knowledge is the very basic level of learning, and focuses upon the ability to 'know' or memorise facts and definitions, for example a student being aware that there are issues of equity and diversity within sport, for example, by being given statistics regarding lower levels of participation by key groups, or being made aware of issues of homophobia in a certain sport. This would generally be at lower levels of study.

The next stage is to develop **Comprehension**. Comprehension goes beyond mere recall, towards the demonstration of understanding, through, for example being able to describe the significance of homophobia in sport, or to be able to compare levels of discrimination in two or more sports. Again, this would be at the lower levels of study.

As the degree programme progresses, so will the student's ability to use knowledge and comprehension. This is done through the next stage of the taxonomy, that of **Application**. Application refers to the ability to use knowledge in new situations, to solve problems, or to resolve issues. Thus, through developing a knowledge and comprehension of strategies that have reduced discrimination in other contexts, the student will be able to apply such solutions to their own environment. Many sport programmes will now, for example, include an event management unit, often using such application to deliver successful events for minority groups.

The next stage of the process is that of **Analysis**. This is often a difficult term to define, but essentially involves the student being able to develop an understanding of the causes and effects of a phenomenon such as discrimination within sport. This is a crucial element for higher education programmes, in that we would argue that an understanding a phenomenon is the only way of being able to address the causes of an issue, rather than the outcomes. Thus, a student would go beyond mere description of the nature and extent of discrimination, and develop an understanding of the role and importance of stereotyping within society, its causes, and its outcomes, specifically the concept of prejudice. This would be developed through an understanding of the link between prejudice and subsequent discrimination. This allows the student to develop a clear understanding of the theory underpinning issues such as racism and homophobia.

The next element of the taxonomy is that of **Synthesis**, or the ability to use the previous levels of the taxonomy to develop new, alternative or innovative solutions to issues. Thus, through examining things in a new way, alternative solutions to issues of equity and diversity can be proposed. One way in which this has been delivered at Bournemouth University, for example, is through a consultancy project where groups of final year students are assigned to an industry partner (such as a local sport organisation, or an NGB) with the intention of developing a new and innovative solution to a problem. These are strongly theoretical, and allow the synthesis of theory with 'real life', an essential skill for any sport graduate.

The final element is that of **Evaluation**. Essentially, the student needs to have the skills and ability to make judgements about the worth of any solution or strategy, based on empirical evidence. This is, perhaps, the most difficult element of the taxonomy to demonstrate in Higher Education. Often, students simply do not have the time to be able to assess any interventions that have been made, having graduated before the evidence can be obtained.

The ways in which this is put into practice in HE to support equity and diversity in sport within the UK are varied.

The key issue, however, is to ensure that sport graduates develop this understanding of the key issues so that they, as the key decision makers of the future, are able to address the causes of discrimination in sport.

General useful links concerning issues covered by the exhibition project

The School Report: The experiences of young gay people in Britain's schools (2007):
http://www.stonewall.org.uk/at_school/education_for_all/quick_links/education_resources/4004.asp

Stonewall: http://www.stonewall.org.uk/what_you_can_do/campaigning_opportunities/it_gets_better_today/default.asp

Stonewall: Sport overview and research:
http://www.stonewall.org.uk/what_we_do/research_and_policy/2881.asp
(includes Stonewall contact number / email at bottom of page)

FA and Premier League slammed by fans for failure to tackle anti-gay abuse
http://www.stonewall.org.uk/media/current_releases/3506.asp

Leagues Behind – Football's Failure to Tackle Anti-Gay Abuse:
http://www.stonewall.org.uk/documents/leagues_behind.pdf

Stonewall School Champions Programme leaflet:
http://www.stonewall.org.uk/documents/school_champions_programme_2012.pdf

Homophobic Bullying in Youth Sport:

Intercom Trust: Homophobic Bullying -- Resources for Schools:

<http://www.intercomtrust.org.uk/resources/JAAHB%20leaflet%20%28schools%29.pdf>

Intercom Trust: Homophobic Bullying – Help for Families:

<http://www.intercomtrust.org.uk/resources/JAAHB%20leaflet%20%28families%29.pdf>

Space Youth Project (for LGB&T) youth in Dorset: <http://spaceyouthproject.co.uk/aboutus>

NSPCC: http://www.nspcc.org.uk/inform/cpsu/resources/briefings/homophobic_bullying_in_youth_sport_wdf81288.pdf

It Gets Better: <http://www.itgetsbetter.org/pages/about-it-gets-better-project/>

Short educational film about homophobia in sport: <http://www.kickitout.org/1057.php>

Homophobia in Football: <http://www.kickitout.org/1048.php>

Useful contacts: <http://www.kickitout.org/830.php>

Kick it Out: <http://kickitoutlgbt.wordpress.com/>

The Stand Up Foundation (campaigning against bullying in sport):

<http://www.standupfoundation.com/>

Health Service inequality: <http://lgbthistorymonth.org.uk/history/health-service-failing-gay-and-bisexual-men-according-to-stonewall/>

Communications Workers Union: http://www.cwu.org/assets/_files/documents/mar_12/cwu__1332839673_OUTtalk_Bournemouth_2012.pdf

Sports Minister Hugh Robertson on the need for combating homophobia in sport:

<http://www.gfsn.org.uk/archives/22>

<http://www.homeoffice.gov.uk/media-centre/news/fair-play>

<http://www.redwhitesandblacks.com/blog/entry/814971/an-olympics-first-london-sells-lgbthemed-pins>

http://en.wikipedia.org/wiki/World_Outgames

<http://lgbthistorymonth.org.uk/category/the-blog/olympics/>

<http://www.ingame.msnbc.msn.com/technology/ingame/ea-supports-gay-youth-haters-pile-hate-125950>

<http://lgbthistorymonth.org.uk/website/wp-content/uploads/2011/07/lgbt-Olympians-list-2.pdf>

<http://www.london2012.com/about-us/diversity-and-inclusion/diversity-and-inclusion.php>

<http://www.london2012.com/news/2011/05/london-2012-setting-groundbreaking-standards-in-equality.php>

<http://www.pinknews.co.uk/2011/03/14/football-association-accepts-gay-rights-charter/>

<http://www.gmfa.org.uk/theguide/>

Gay Football Supporters Network (GFSN): <http://www.gfsn.org.uk/>

Bristol Bisons (The South West's only inclusive Rugby Football Union team):
<http://www.bisonsrfc.co.uk/>