

## ANNOTATED BIBLIOGRAPHY and Other Resources

Amato, T., & Davies, M. (Eds.). (2004). *Pinned down by pronouns* (2nd ed.). Boston, MA: Conviction Books. This is a collection of personal stories written by 75 gender variant individuals in the Boston area, many of them youthful, discussing the impact on their lives of the gender binary and traditional use of pronouns. This lively discussion includes several points of view about what needs to change. It offers a window of insight into the thinking of younger trans people.

Berkovitz, I. H. (Ed.). (1972). *Adolescents grow in groups*. New York, NY: Brunner/Mazel. Studies in adolescent development, including sexuality.

Berliner, A. (Producer). (1997). *Ma vie en rose* [my life in pink]. Sony Pictures Classics. (90 minutes). This Belgium film in French is worth the bother of reading the English subtitles. It is a tender story of a young and innocent MTF transgender child attempting to be her authentic self while her family, neighbors, playmates and others struggle with their own feelings and attitudes, a theme that transcends cultures and nationalities.

Bockting, W. (1999). From construction to context: gender through the eyes of the transgendered. *SIECUS Report, USA*, 28(1), 3-7. This article points out that transgender identity may fluctuate over time and circumstance, recognizing that this may represent a process of self-discovery. Bockting goes on to challenge existing theories of transgender as not fitting with the experience reported by MTF transgender individuals themselves with regard to sexual orientation, reporting that some remain attracted to males, some to females and some report shifting attraction as gender role shifts.

Boenke, M. (Ed.). (1999). *Transforming families: Real stories about transgendered loved ones*. Imperial Beach, CA: Walter Troom Publishing. This collection of personal stories is one of the best available, albeit that it is by no means comprehensive for the full spectrum of transgender and is also representative of its time. Nevertheless, many clients will easily relate to it, so it is a valuable resource for a provider to have available and also to read themselves as a means of better understanding the perspectives of many clients.

Brill, S., & Pepper, R. (2008). *The transgender child: A handbook for families and professionals*. San Francisco: Cleis Press. One of the few and best handbooks for parenting a transgender (or possibly transgender) child, this common sense book is an invaluable resource to both the clinician who seeks to guide a client struggling with some level of transgender expression in a child, and of course for the parents themselves, who may be getting all kinds of advice from unqualified sources and needs support to parent in a positive way.

Brown, M. L., & Rounsley, C. A. (1996). *True selves: Understanding transsexualism—for families, friends, coworkers, and helping professionals*. San Francisco: Jossey-Bass Publishers. Using Brown's years of clinical experience, the authors have presented the transsexual experience with sensitivity and insight for the benefit of isolated transgender people, those close to them and also for the professional who faces working with such a client but lacks experience and resources. Some of the most common questions are answered. A little of the history of treating transsexualism, including theories are provided and important names in the field are identified. The role of therapy is explained, the process of transition, how to deal with issues related to job and career, and telling important people in one's life.

Burke, P. (1996). *Gender shock: Exploring the myths of male and female*. New York, NY: Anchor Books, Doubleday. Discusses the concepts of gender prevalent in our society and the cost to individuals and to society as a whole for rigidly adhering to the associated behavioral definitions. Examines abuses to individuals, especially to children. Identifies historically harmful responses of therapists and researchers. Attributes all gender related behavior to learning, denies any of it is innate. Roundly condemns most of the people who are considered leaders in the field for their research, teaching, writing and therapy, on the basis of perpetuating these restrictive and stifling concepts.

California Safe Schools Coalition. *Model school district policy regarding transgender and gender nonconforming students*. Retrieved on March 8, 2013, from <http://www.casafeschools.org>

This is a model, to be used by individual school districts when they construct their own district policies on safety for transgender students.

Cohen-Kettenis, P., & Pfafflin, F. (2003). *Transgenderism and intersexuality in childhood and adolescence: Making choices* (Developmental Psychology and Psychiatry Series, Book 46). Thousand Oaks, CA: Sage Publications. This wonderfully forward looking work sets forth for the reader the range of conditions and issues related to sexual differentiation and gender identity variation. It explores the clinical and ethical issues inherent in the treatment of children who present with these conditions, including theories and treatment options. It is enlivened with numerous case histories that illustrate the points under discussion.

Colapinto, J. (2000). *As nature made him: The boy who was raised as a girl*. New York, NY: Harper-Collins Publishing. Recounting of a landmark case that began in 1967 when a baby boy suffered the loss of his penis in the process of circumcision and was subsequently raised as a girl. This case set the stage for the feminist movement position that gender was a social construct and was learned. It has also forced social scientists to reexamine this construct in light of new information that, in this case, the individual was not happy as female and has since reclaimed his male identity.

Cromwell, J. (1999). *Transmen & FTMs: Identities, bodies, genders & sexualities*. Champaign, IL: University of Illinois Press. Written by an anthropologist who is also a transmen, this work is an in depth exploration of the social identities of transmen and the process required to find and learn to relate to self. From the unique perspective of an insider who has more than an academic contact with the community of transmen and is more quickly trusted by the subjects of his study, this work is at once both objective and personal.

Daskalos, C. T. (1998). Changes in the sexual orientation of six heterosexual male-to-female transsexuals. *Archives of Sexual Behavior*, 27(6) 605-614. The author states, "Such changes have rarely been investigated and present a challenge to current understandings of sexual orientation." His article reports on a study that included 20 transsexuals, 16 MTF and 4 FTM. All were living full-time in the gender role with which they identified. Only 6 reported a shift in sexual orientation and these were all MTFs shifting away from orientation to females. Of these 6, 4 were post operative and two pre-operative. Subjects explained the shift in various ways that correspond to what was found in the present study. The author does not believe that the concept of autogynephilia is sufficient to explain the shift in orientation.

Diamond, M., & Sigmundson, H. K. (1997). Sex reassignment at birth: Long term review and clinical implications. *Archives of Pediatrics and Adolescent Medicine*, 151, 298-304. Assumes sexual orientation is constant and independent of gender role.

Edwards-Leeper, L., & Spack, N. P. (2012). Psychological evaluation and medical treatment of transgender youth in an interdisciplinary "Gender Management Service" (GeMS) in a major pediatric center. *Journal of Homosexuality*, 59(3), 321-336.

Epstein, R. (2006). Do Gays Have a Choice? *Scientific American Mind*, 17(1), 50-57. Although this article does not address transgender at all, it is a fascinating discussion of sexual orientation in gays that has implications for transgender as well.

Erhardt, V. (2007). *Head over heels: Wives who stay with cross-dressers and transsexuals*. New York, NY: Hayworth Press. This book is an amazing collection of personal stories of cisgender females who are partnered with someone on the male-to-female gender spectrum, telling their own struggles and how they were able to make the relationship succeed. Of particular added value is that the author offers commentary on each of the personal stories, making this work of even greater value to other clinicians.

Ettner, R. (1999). *Gender loving care: A guide to counseling gender-variant clients*. New York, NY: W.W. Norton & Co. Ettner draws from many resources to provide a brief overview of historical views of transsexualism, from a historical, social and clinical perspective, with theories of gender identity development and suggestions for diagnosis and therapy. This book, together with the work of Mildred Brown, are essential reading for the mental health professional beginning to work with the transgender population.

Eugenides, J. (2002). *Middlesex*. New York, NY: Farrar, Straus and Giroux. This is a fictionalized account of the life of a young person with the intersex condition known as 5-Alpha-Reductase. For this work, the author became the recipient of a Pulitzer Prize. But, while dramatically portraying the effects of this condition on this young person and on the family of that person, this is also an epoch story of a family over many generations and of a couple of pivotal points in history, in the Mediterranean area of the family's origin, and in Detroit, Michigan, where they ultimately settled. The characters are memorable and the description of the effects of this intersex condition are accurate. There is one troubling point, and that is the implication that a family history of incest was a causative factor in the occurrence of the intersex condition. I do not believe that there is any scientific evidence to support this idea.

Green, J. (2004). *Becoming a visible man*. Nashville, TN: Vanderbilt University Press. For anyone with an interest in transmen, this is the must read first book. The author combines three threads, in telling his own personal story along with the history of the emergence of the community of transmen from an invisible subculture within the transgender community to a major influence not only within but also on the professional community who works with this population. In addition, since gender therapists as well and transmen need to have a basic knowledge of the medical/surgical interventions most often needed, the author also explains these in laymen's language.

Israel, G. E., & Tarver, D. E., II. (1997). *Transgender care: Recommended guidelines, practical information & personal accounts*. Philadelphia, PA: Temple University Press. This is one of the better written books about the clinical treatment of transsexualism. Covering a comprehensive array of issues from diagnosis through surgery and including common clinical problems and suggestions for addressing them. While the authors make clear the distinction between gender identity and sexual orientation, like other authors, they do not speak to the question of what often appears to be change in sexual orientation that can occur as the shift in gender role takes place.

Krieger, I. (2011). *Helping your transgender teen: A guide for parents*. New Haven: Genderwise Press.

Lev, A.I. (2004). *Transgender emergence: Therapeutic guidelines for working with gender-variant people and their families*. Binghamton, NY: Haworth Clinical Practice Press.

Martin, R., & Nibley, L. (Producers), and Nibley, L. (Director). (2010). *Two spirits*. Riding the Tiger Productions LLC. (54 minutes). Further information available at <http://www.twospirits.org>

Meyerowitz, J. (2002). *How sex changed: A history of transsexuality in the United States*. Cambridge, MA: Harvard University Press. This book combines an amazing amount of well-documented information with a readable style to provide the reader with, not only a detailed early history of transsexuality and the social and medical responses to it, but also the preliminary history in Western Europe that provides the backdrop to what was happening in the United States. It is an excellent resource, but it does not address what might be termed modern times, i.e., the last two decades of the twentieth century and beyond.

O'Keefe, T., & Fox, K. (Eds.). (2003). *Finding the real me: True tales of sex and gender diversity*. San Francisco: Jossey-Bass. Twenty-six life stories as recounted by trans people of all sorts from around the globe. Conveys that each person's gender is unique unto themselves, and that there may be as many genders as there are human beings. While a trans person is unlikely to find any life in the book that closely matches their own, by the fifteenth or twentieth life story it is becoming increasingly clear that everyone's identity is acceptable, and to be valued.

Regan, M. (Producer). (2001). *No dumb questions*. A privately produced short (25 minutes) video (VHS), winner of a Sundance Film Festival award. A delightful documentary following of parents and their 3 young children as they face the fact that the paternal uncle of the children is becoming a woman. Available on line.

Roughgarden, J. (2004). *Evolution's rainbow: Diversity, gender, and sexuality in nature and people*. Berkeley, CA: University of California Press. This is a broad and fascinating study of diversity, especially sex and gender diversity, in animals, humans and in some cultures, illustrating that variation is the norm and probably more common than most of us imagined.

Samons, S. L. (2001). Building your own prison: The use of external structure to reinforce suppression of transgender feelings and behaviors. *Gender and Psychoanalysis: An Interdisciplinary Journal*, 6(2), 143-157. Describes a common dynamic in transgender individuals of investment in secrecy, factors in the inability to sustain it, and the dilemmas associated with making changes.

Samons, S. L. (2009). *When the opposite sex isn't: Sexual orientation in male-to-female transgender people*. New York, NY: Taylor & Francis Group. While presenting her research regarding the influence that self-acceptance of a transgender identity has on sexual attraction, the author explores widely the insights needed by a therapist who seeks to work with this segment of the transgender population. Written in a reader-friendly style with numerous vignettes as illustrations, the author emphasizes that experience working with transgender clients does, in fact, make one a better therapist with all clients, hoping to shift the perspective of this work as an aside to being viewed as an important and integral part of becoming a good therapist.

Schoen, M. (Producer). (2012). *Trans: The movie*. Sex Smart Films. (93 minutes).

Further information available at <http://www.transthemovie.com>

This documentary film follows in a very personal way the lives of several young transgender people, including their internal emotional struggles and their attempts to find a place to fit in the world. It includes a glimpse into a surgery, providing the viewer with a tour of the genital surgery process, featuring Dr. Christine McGinn.

Solomon, A. (2012). *Far from the tree: Parents, children, and the search for identity*. New York, NY: Scribner.

A long but very readable scholarly work exploring a broad view of diversity, including some forms that were formerly and some that still are viewed as disabilities, from autism to dwarfs to prodigies to transgender and more. The author explores when a characteristic is or is not a disability, attitudes and “treatments” over time, and the process of achieving acceptance for the affected person, family members and others whose lives come in contact with the person.

Spack, N. P. (2009). An endocrine perspective on the care of transgender adolescents. *Journal of Gay and Lesbian Mental Health*, 13(4), 309-319.

Tanis, J. (2003). *Trans-gendered: Theology ministry and communities of faith*. Cleveland, OH: The Pilgrim Press. Since religious faith is so often a source of internal and interpersonal conflict for transgender people, this book, written by a Christian transgender theologian, speaks to the clergyperson who seeks or is struggling to meet the needs of a congregation. Including addressing some specific points of scripture, and written in a very readable style, this book is not only helpful to clergy, but also to anyone; an transgender person, the family member of a transgender person, or a congregation member who is struggling to accept transpeople as part of the community or who is having trouble reconciling transgender with their religious beliefs.

Tigert, L. M., & Tirabassi, M. C. (Eds.) (2004). *Transgendering faith: Identity, sexuality & spirituality*. Cleveland, OH: The Pilgrim Press. Written for the transgender person or the family member of a transgender person, this is a collection of personal stories that tell about personal struggles to come to terms with transgender in self or a loved one and reach acceptance while making peace with Christian religious faith. These stories will also be helpful for the clergy person who seeks a better understanding of those to whom s/he seeks to minister and who are addressing this personal dilemma.

Toronto District School Board. (2011). *TDSB guidelines for the accommodation of transgender and gender non-conforming students and staff: An administrative guideline of the Toronto District School Board Human Rights Policy P031*. Toronto: Author. This courageous ground-breaking document provides a template for any school system anywhere to follow when the well-being of every transgender student or staff member is fully invested. It is the best guide available for the individual teacher at any grade level, the principal, superintendent of schools and of course, the school board they need to have their back when the gender identity or expression of a student or colleague is outside the binary norm. The respect for the identity of any one of these people, whether child or

adult, is validated, even in the face of a certain amount of resistance from parents or co-workers. The importance of education to combat such resistance is also emphasized.

University of Michigan Office of the Provost. (2004). *From inclusion to acceptance: Report of the task force on the campus climate for transgender, bisexual, lesbian and gay (TBLG) faculty, staff and students*. Ann Arbor, MI: Author. If fully implemented, this report and its recommendations will be a model for the nation on the needs of this population in an academic setting (and elsewhere). It can be found in its entirety on-line at: <http://www.umich.edu/~provost/reports/tblg/>.

Wallerstein, J. S., Lewis, J. M., & Blakeslee, S. (2000). *The unexpected legacy of divorce: A 25 year landmark study*. New York, NY: Hyperion Press. This is a controversial, groundbreaking work that reports the results of the most definitive study to date of the impact of divorce on children. A sample of 131 children were followed for a 25-year period. The authors found that the conventional “wisdom” simply does not hold true; i.e., that a good divorce is better than a bad marriage. While the young children clearly in her study clearly exhibited adjustment and behavior problems, the authors found that the most distressing effects do not surface until young adulthood, when these individuals set about forming families of their own. The social and psychological impact and typical behavioral and personality manifestations are described, including the implication that these children are at higher than average risk to have their own marriages end in divorce, thus perpetuating the unhealthy dynamic through generations.

Weinberg, S. (2007). Affirmative practice with LGBT folks: Reaching the margins of the margin. (Paper presented at the National Association of Social Workers NASW-MI annual convention, 05/18/07.) The author does an excellent job of identifying the subgroups of this larger marginalized population, the members of which are so much further marginalized as to be unlikely to be included in any research.

Williams, W. L. (1986). *The spirit and the flesh: Sexual diversity in American Indian culture*. Boston, MA: Beacon Press. Williams has written an in-depth anthropological study of gender and sexual diversity among Native American tribal cultures. This includes variations of transgender as they are manifested in these various groups. Here, sexual orientation in all of its diversity, is not seen as something that shifts, but rather it is believed that some individuals’ gender or sex are more diverse than others’.

Zolotow, C. (1972). *William’s doll*. New York, NY: Harper Collins. Best suited for young children, this is the story of a natal male child who likes some things usually preferred by girl children. It never portrays William as a transgender child, but simply supports the diversity of his expression through a simple story, providing fodder for further discussion. There is also a 14-minute, 1981 film of *William’s Doll*, starring Craig Salles as William, which was shot in Graceada Park in Modesto, California.

### **Websites**

Conway, L. How colleges and universities can improve their environments for TG/TS students. Retrieved March 8, 2013 from:

<http://ai.eecs.umich.edu/people/conway/TS/College.html>

Lynn Conway's website. Retrieved March 8, 2013 from:

<http://ai.eecs.umich.edu/people/conway/conway.html>

From this website a person may find links to most of the other websites with information and resources for transgender concerns.

Gender Spectrum. Retrieved March 8, 2013 from: <http://www.genderspectrum.org/>

The Gender Tree. About the relationship of religion and spirituality to gender diversity.

Retrieved March 8, 2013 from: <http://www.gendertree.com/>

National Transgender Library and Archives. Retrieved March 8, 2013 from:

<http://www.gender.org/ntgla/index.html>

Transgender Michigan. Retrieved March 8, 2013 from:

<http://www.transgendermichigan.org/index.html>

Trans Youth Family Allies website. Retrieved March 8, 2013 from:

<http://www.imatyfa.org/index.html>

TYRA (Trans Youth Resources and Advocacy). Retrieved March 8, 2013 from:

<http://www.genderadvocates.org/Tyra/TYRAYouth.html>

### **Community Trans Conventions**

Empire Conference. Retrieved March 8, 2013 from:

<http://www.transeventsusa.org/empire/>

Fantasia Fair. Retrieved March 8, 2013 from: <http://www.fantasiafair.org/>

### **Professional Trans Conferences**

AASECT (The American Association of Sexuality Educators, Counselors, and Therapists). Retrieved March 8, 2013 from: <http://www.aasect.org/>

NASW-MI (National Association of Social Workers – Michigan Chapter). Retrieved March 8, 2013 from: <http://www.nasw-michigan.org>

SOGI (Sexual Orientation and Gender Identity Issues in Education). Retrieved March 8, 2013 from: <http://www.oakland.edu/SOGI>

WPATH (World Professional Association for Transgender Health). Retrieved March 8, 2013 from: <http://www.wpath.org/>