

Summer 7-24-2017

Trans and Non-binary students navigating relationships

Lucky Summer Light

The College at Brockport, lligh1@u.brockport.edu

Follow this and additional works at: https://digitalcommons.brockport.edu/research_posters

 Part of the [Gender and Sexuality Commons](#), [Inequality and Stratification Commons](#), [Social Psychology and Interaction Commons](#), and the [Social Work Commons](#)

Recommended Citation

Light, Lucky Summer, "Trans and Non-binary students navigating relationships" (2017). *Posters@Research Events*. 4.
https://digitalcommons.brockport.edu/research_posters/4

This Book is brought to you for free and open access by Digital Commons @Brockport. It has been accepted for inclusion in Posters@Research Events by an authorized administrator of Digital Commons @Brockport. For more information, please contact kmyers@brockport.edu.

Trans and Non-Binary Students Navigating Relationships

The College at Brockport

Lucky Summer Light

Dr. Milo Obourn, Ph.D.

Abstract

This research involves understanding the dynamic and complex ways Trans and Non-binary students navigate relationships. Much research has been done on the positive implications of obtaining diverse students for collegiate logistics with diverse cultural and social identities. However, there is a lack of research that seeks to understand **if** Trans and Non-binary students are thriving on campus so that we can be certain **how** Trans and Non-binary students are doing.

Methodology

This project is conducted by a literature review to better understand the experiences of Trans and Non-binary students in the service of obtaining an understanding on current values and limitations of gender diversity.

Definitions

- ! Compulsory heterogenderism- Neologism used to describe how Trans and Non-binary people's genders are (mis)understood as sexualities.
- ! Gender binary discourse- Term represents a constellation of words, phrases, actions, rules (written and unwritten), and social realities that regulate what are considered to be appropriate gender identities, expressions, and embodiments.

Data

- Trans and Non-binary students have to constantly confront the gender binary discourse alongside being misgendered, constantly (Z Nicolazzo, pp.109-110, 2017).
- Trans and Non-binary students, within interpersonal relationships, have to constantly bring up gender in order to educate others on their experience as a Trans, and / or Non-binary person (Z Nicolazzo, p.110, 2017).
- Trans and Non-binary have to practice resilience and different forms of self-care and self-protection (Z Nicolazzo, p. 110, 2017).

Implications

- ≠ Instability
- ≠ Fear
- ≠ Stress
- ≠ Having to navigate (or accept) being "the other"
- ≠ "Passing"
- ≠ Being Misgendered
- ≠ Hostility
- ≠ Violence
- ≠ Person without a home
- ≠ Lack of social support
- !! ****Resilience****

MISCONCEPTIONS

- Misconception #1- Non-binary people do not exist; (Singh & dickey, p. 27, 2017).
- Misconception #2- Gender non-binary is a new phenomenon (Singh & dickey, p. 28, 2017).
- Misconception #3- Gender non-binary people want special treatment due to asking for "special" restrooms, and gender-neutral pronouns (Singh & dickey, p. 29, 2017).

Research question:
How do Trans and Non-binary students navigate interpersonal relationships within university environments?

Limitations & Conclusions

- First limitation - Not being able to utilize surveys to gather qualitative data.
- Second limitation - Not being able to conduct interview's to gather personal stories and interpersonal experiences to further enhance qualitative research.
- In sum, further qualitative studies with Trans and Non-binary identified students across The States must be conducted in order to access an expanded pool of interpersonal experiences.

Acknowledgments

I would like to thank, Dr. Milo Obourn, Barbara Thompson, Herma Volpe-Van-Dijk, Logan Roth, Heather Packer, and Dr. Barbara LeSavoy for continuous support emotionally, psychologically, and spiritually.

References

- ↳ Brockenbrough, E. (2016). Becoming Queerly Responsive: Culturally Responsive Pedagogy for Black and Latino Urban Queer Youth. *Urban Education*, 51(2), 170-196. <http://dx.doi.org/10.1177/0042085914549261>
- ↳ Brockenbrough, E., & Boatwright, T. (2015). In the MAC: Creating Safe Spaces for Transgender Youth of Color. *Urban Education*, 165-182.
- ↳ Corning, M. (2017). Coming out as transgender or transitioning genders: The impact of identity and social environments on romantic relationships and family dynamics. *Coming out as transgender or transitioning genders: The impact of identity and social environments on romantic relationships and family dynamics*, 137-150. <https://doi.org/10.4018/978-1-5225-2404-5.ch007>
- ↳ Garvey, J. C., & Rankin, S. R. (2015). The Influence of Campus Experiences on the Level of Outness

Among Trans-Spectrum and Queer Spectrum Students [PDF]. *Journal of Homosexuality*, 62, 374-393.

- <https://doi.org/10.1080/00918369.2014.977113>
- ↳ Nicolazzo, Z. (2017). *Trans* In College: Transgender Students' Strategies for Navigating Campus Life and the Institutional Politics of Inclusion*. Sterling, VA: Stylus, Publishing, LLC.
- ↳ Singh, A. A., & dickey, L. M. (2017). *Affirmative Counseling and Psychological Practice with Transgender and Gender Nonconforming Clients*. Washington, DC: American Psychological Association. <http://dx.doi.org/10.1037/14957-000>