



GREETINGS FROM THE EDITOR



JOHN MAYNARD KEYNES
AND DUNCAN GRANT
(ABOUT 1913)

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

We were overwhelmed with the response to our inaugural issue! Thanks to everyone who took the time to read, distribute, and respond! We were delighted that one university requested four (4!) copies of the newsletter to distribute around the department. We would love to provide extra copies for others to make available to their faculty and students.

Notes we received from readers reinforce our reason for publishing this newsletter: we want to help people feel they belong in the profession, leaving them more energy to do excellent research and contribute to the world's knowledge. Producing and sharing original research can be emotionally trying in and of itself, without added stressors.

One professor, Joanna, sent us a note: "speaking as a TG (transgendered person), there is a subset of us, an unknown, suffering group, fighting to survive, struggling every day, not exactly knowing who we are. Yes we are economists, but so much of our energy is dissipated trying to stay alive."

We want to help, to the degree that we can, to let those who are struggling know you are not alone; for everyone else, we also hope to enhance your lives.

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NOTES FROM THE PROFESSION

Respecting Our Students With Pronouns: A Guide for Educators of All Genders

- Alex Eisenbarth (*pgp: they/them/theirs*)

Prologue

This article is for educators who intend to solicit pronoun preferences from students in their classes and would like to do so thoughtfully and competently. It is relevant whether or not you have received prompting from your institution. This article does not validate the merit of this practice. Resources explaining the importance of asking for pronouns can be found at the end of this article.

Some of the terms used in the article below are used differently in different resources. For clarity, here are the definitions for terms I use in this article:

Trans: In this article, trans refers to individuals who have chosen pronouns different from the pronouns assigned along with their gender at birth. This definition is for convenience and does not describe the entirety of the trans community, nor

will all who prefer pronouns other than those assigned to them identify as trans. This definition does not refer to any other type of social (name change, etc.) or physical (hormone therapy, gender-affirming surgeries, fashion choices, etc.) transition.

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lgbtq.econ.newsletter@gmail.com

with news, comments, or requests to be added or removed from the distribution list.

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To that end, I also want to highlight the AEA groups from which we draw our inspiration: the Committee on the Status of Minority Groups in the Economics Profession (CSMGEP) and the Committee on the Status of Women in the Economics Profession (CSWEP). Please look them up and support their work!

This second issue of the newsletter represents the beginning of a transition: our first issue may have garnered attention by virtue of being new; with this second we are on our way to becoming an established publication.

We have made one notable change, based on feedback from readers: we are adding pronouns to our author attributions (unless the author requests otherwise). We believe this will help identify our authors more accurately and help create a more gender-inclusive

space. These will be listed with the acronym pgp, for “preferred gender pronouns.” Alex Eisenbarth’s article “Respecting Our Students With Pronouns: A Guide for Educators of All Genders,” on page 1, details the practice of asking for people’s pronouns.

Thank you again, readers, for your support. And an extra thank you to all those who helped us disseminate the newsletter. Without you our readership would be much more limited; keep up the good work! We continue to welcome comments, feedback, or contributions! ▼

– **Bitsy Perlman** (*pgp:[intentionally left blank]*)
on behalf of the AEA LGBTQ-F Newsletter Committee

NOTES FROM THE PROFESSION

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Cisgender: An individual is cisgender if they identify with the gender they were assigned at birth. For instance, someone who identifies as a woman and who, upon birth, was designated female on her birth certificate.

Gendering/Misgendering: Any time we associate someone with a gender, we are gendering them. This includes using gendered pronouns (he/him/his or she/her/hers), greetings like “ladies and gentlemen,” honorifics like “Sir” or “Ma’am,” and other gendered nouns like “seamstress” or “fella.”

Misgendering is when you gender someone with a word that refers to a gender with which they do not identify. For instance, I do not identify as male or female, so it would be considered misgendering to refer to this article as “Miss Eisenbarth’s article” or “Mr. Eisenbarth’s article” (for honorifics I prefer

“Mx. Eisenbarth” or my first name).

For those of us with no experience in classrooms where pronouns are requested, the idea of starting the practice may be daunting. Indeed, even for those who have experience in classrooms where pronouns are requested, we may not be sure whether it is effective in fostering inclusion. Asking for pronouns does not, in and of itself, create a gender-inclusive environment. This article goes beyond simply asking for pronouns; it aims to provide educators with guidance to create a more gender-inclusive environment in the classroom.

1) Provide your own pronouns first

Offering your own pronouns, whatever your gender identity, sets a standard and demonstrates that sharing pronouns is an acceptable and safe practice.

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NEWS

General News

At the 2017 Economic History Association (EHA) meeting in San Jose, CA, the Board of Trustees voted unanimously to issue the following statement:

The Economic History Association prides itself on its openness to all, regardless of gender, sexuality, race or religion. The EHA embraces a spirit of respect and tolerance to foster collegiality and to encourage and develop graduate students and faculty.

The values exhibited on the internet message board, Economics Job Market Rumors, are antithetical to those we embrace. The Board of Trustees condemns unequivocally the abusive language on the EJMRSite, including but not limited to the sexist, racist, homophobic and anti-Semitic statements. This type of language has no place in academic debate and discourse.

EHA members who have already signed to support this statement can be found at: <https://eh.net/eha/15371/>. Members of EHA who have not yet signed but wish to do so may add their names to the list by sending an email to: lsooter@eh.net.

Thanks to Marina Gorsuch for notifying us of an important recent change to the IPUMS family interrelationship variables (used to identify a person's likely spouse, mother, and father). Previously these variables did not include either same-sex or cohabiting couples.

Over the past year, these were updated for all modern US data projects at IPUMS. These variables now include same-sex spouse/partner as well as same-sex parents (new variables: MOMLOC2 and POPLOC2 identify a second parent of the same sex). This change will make it easier for researchers to identify LGBT families. Marina and co-author Kari Williams recently published a paper about these new data: **"Family Matters: Development of New Family Interrelationship Variables for US IPUMS Data Projects"** (<https://content.iospress.com/articles/journal-of-economic-and-social-measurement/jem445>) in the *Journal of Economic and Social Measurement*.

Kitt Carpenter is leading research, funded by a grant from the Robert Wood Johnson Foundation, to examine the effects of LGBT-related public policies on health and economic outcomes. Kitt also directs Vanderbilt University's new LGBT Policy Lab (<https://www.vanderbilt.edu/strategicplan/trans-institutional-programs/tips-2017/lgbt-policy-lab.php>). ▼

Honors

Economist, businessman, philanthropist, and writer **MARK S. BONHAM** of Toronto, Canada has been recognized by the global business network OUTstanding and the *Financial Times* of London (UK) as a 2017 Leading LGBT Global Business Executive (<https://www.ft.com/executive-diversity>).

Mark is the author of the newly released book *A Path to Diversity: LGBTQ Participation in the Working World*, and founder and managing editor of the online biographical encyclopedia *QueerBio.com*. Mark is a board member of the Mark S. Bonham Centre for Sexual Diversity Studies at the University of Toronto, as well as the Casey House AIDS Hospice and the LGBT Homeless Youth Centre (both also located in Toronto) and the Inside Out LGBTQ Film Festival, Canada's largest LGBT+ film festival.

LEE BADGETT was recognized for Outstanding Accomplishments in Research and Creative Activity at the University of Massachusetts Amherst. She was also named a Spotlight Scholar at UMass (<http://www.umass.edu/researchnext/spotlight/fighting-lgbt-rights>).

Congratulations to **JOHN TANG** for his recent appointment to the editorial board of the *Journal of Economic History*!

Call for Papers

The Global Labor Organization has issued a call for papers for a special issue on "Sexual Orientation and the Labor Market." (Nick Drydakis and Klaus F. Zimmerman are the editors for this special issue.) Submissions are due by August 31, 2018. See the Global Labor Organization's website at: <https://glabor.org> for details.

Recent Publications

Badgett, M. V. Lee, and Philip Crehan. 2017. **"Developing Actionable Research Priorities for LGBTI Inclusion."** *Journal of Research in Gender Studies* 7 (1): 218–247.

Tang, John. 2017. **"The Engine and the Reaper: Industrialization and Mortality in Late Nineteenth Century Japan."** *Journal of Health Economics* 56: 145–162.

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You can provide your pronouns anywhere you would your name. For instance, you could include them in the “About the Professor” section of your syllabus, as part of your email signature, and during the first session of each of your courses.

“It is imperative that no one is forced to ‘out’ themselves, rush their gender discovery, or put themselves in danger. This includes you.”

If you have not thought about your pronouns before, this is an opportunity to explore your own preferred pronouns or to affirm the ones you already use. If you are uncomfortable with “she/her/hers” or “he/him/his,” those aren’t your only options. Some people express comfort with “any pronouns” or specifically “he/him/his” or “they/them/theirs,” “no pronouns, name only,” “it changes” (in which case, ask frequently unless otherwise directed), or “ze/hir/hirs” and “fae/faer/faers.” Do what resonates with you.

It is imperative that no one is forced to “out” themselves, rush their gender discovery, or put themselves in danger. This includes you. If you have not decided on your pronouns, or if it feels unsafe to express your preferred pronouns, do what you need to do. You might, for instance, mention the pronoun that people tend to use for you, or you might request “any pronouns” or “only my name.” If you experience discomfort in finding your own pronouns, you are not alone. If you need

companionship, you can seek out communities, like this one, where you might find people with similar experiences.

If you feel you are at risk of injury from yourself or someone else, reach out to a community member you can trust, including local LGBT organizations, university support, or local suicide-prevention help lines. National suicide help resources for you and your students are provided on page 7.

2) Ask for pronouns publicly, with the option to withhold

If students introduce themselves verbally, request that they include their pronouns “if comfortable.” Students should not be backed into outing themselves either. Nonetheless, publicly inviting them to share pronouns is important, as it gives students the chance to inform the rest of the class as well.

If your class is too large for verbal introductions and has smaller sections led by teaching assistants, instruct your TAs to ask for pronouns in their sections. Offer them the same support you have received, as they may not know how to do this thoughtfully and competently.

3) Normalize when students express surprise or confusion

Be prepared for one or two students who are completely new to, or uncomfortable with, the practice of providing pronouns. Prepare quick, simple responses to have on hand and practice them beforehand. A smooth, automatic response suggests that asking for pronouns, as well as the discomfort of something new, is natural. In this way you minimize the sense of nervousness or threat that students might otherwise experience.

Here are a couple examples of responses I like to keep at the ready:

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What do you mean by “preferred pronouns?”

“Preferred pronouns are the words we would like people to use when speaking about us in place of our name. For instance, my preferred pronouns are ‘they/them/their.’ So you might say, ‘I think Alex was playing music before class started so we’d think they’re cool, but their taste in music is really weird.’”

Why do we have to ask for pronouns? Can’t we just tell?

“Pronouns are like names. We can’t know what pronouns someone prefers unless they tell us — just like we can’t know for certain what name they prefer simply by looking at them or their birth certificate.”

4) Ask for pronouns privately, with the option to withhold from you and from the class

Some students will not give their pronouns publicly. This does not necessarily mean they don’t want you to know or use them. They may not have felt comfortable in the moment or may have simply forgotten. Or they may want you to know their pronouns even if they would rather their peers did not. Provide another opportunity.

If you collect information from students on paper, ask them to include their pronouns and whether they want you to use them in class. You can also ask about preferred pronouns and classroom usage individually via email.

Some students may experience discomfort at the question. Do not pressure them for a response. If you don’t receive a response or the student declines, use gender-neutral pronouns, or use their name whenever referring to them in the third person so as to avoid using a pronoun at all.

5) Practice — out loud if possible

Though it can seem simple, using pronouns that are unfamiliar or unexpected are unlikely to flow easily from your mouth and will take work.

If you encounter student/pronoun combinations that you did not expect, practice these pronouns outside of class. Make up stories about these students or describe their behavior in class. It is best if you can practice out loud — by yourself or with a partner or teaching assistant. Just as with learning a new language, proficiency in thinking or writing does not necessarily translate to proficiency in speaking.

6) Move on from mistakes with a quick apology

When people misgender, particularly if they are trying very hard to do the right thing, they may offer an overblown apology that is ultimately counterproductive to making amends. Consider the following:

Situation 1

Person 1 to Person 2: So, I was talking to Alex and she was like ...

Person 2: They were like ...

Person 1 to Alex: OMG, I am so sorry! I really didn’t mean to hurt your feelings. I really care about trans rights; I give money to HRW; I feel so awful! Don’t hate me!

Alex: Now I’m embarrassed and feel I need to take care of your emotional well-being, instead of you making up for wronging mine.

Situation 2

Person 1 to Person 2: So, I was talking to Alex and she was like...

Person 2: They were like ...

Person 1 to Alex: Oh yeah! Sorry, Alex!

Alex: It’s cool!

Person 1: So, I was talking to Alex and they were like....

Be Situation 2.

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Note: In my personal experience, people often think they are gendering me correctly when, in fact, they have never once gendered me correctly in my presence. Just because you think you're doing a good job doesn't mean you are. Be humble.

“

. . . the more we
ask for pronouns,
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”

7) Correct students in the moment

If one student misgenders another, regardless of whether the misgendered student is present, correct your student in the moment. After all, you are the educator in this situation.

Do not think of the correction as an irrelevant interruption; misgendering inhibits your misgendered students' ability to be safe and present. Timely corrections remind everyone that student well-being is important in your classroom. As with apologies, corrections do not need to be drawn out. A simple “so-and-so takes such-and-such pronouns” will suffice.

Exercise caution when speaking with other faculty, administrators, family members, or anyone not in the class. Students may not necessarily use the same pronouns in your class as they do in other situations. It is best to ask students directly how they prefer to

be addressed outside of the classroom. If no other instruction is provided, use the pronouns for which the student has indicated a preference.

8) If you forget, ask!

It can be embarrassing to forget someone's pronouns. If you do forget, follow whatever protocol you tend to follow when forgetting a name. If you don't have a protocol, ask with a brief apology.

9) Support students outside of the classroom

When universities set the intention to create a more inclusive environment, it does not immediately follow that trans students will be safe. When a student provides their pronouns, that student may be exposing themselves to potential bullying and isolation. Be available to check in if issues arise in your classroom. Offer to connect students to campus services that might be useful.

Some universities encourage asking for pronouns in the classroom. If yours does not, you might start by contacting your campus LGBTQIA+ organization and/or the dean's office. If they don't offer one already, you might ask them to include a guide like this one and those provided below.

The more we ask for pronouns, the more we normalize the needs of the trans community, which in turn supports the safety of trans communities that are subject to extraordinary violence. Thoughtfully and competently asking for pronouns in our classrooms is just one way of asserting that trans people are welcome in our communities. ▼

Additional Resources on Pronouns in the Classroom

Bryn Mawr College. *“Asking for and Using Pronouns: Making Spaces More Gender Inclusive.”*

<https://www.brynmawr.edu/sites/default/files/asking-for-name-and-pronouns.pdf>

Center for Research on Learning and Teaching (CRLT), University of Michigan. *“Designating Personal Pronouns and Moving Toward Gender Inclusive Classrooms.”*

<http://www.crlt.umich.edu/blog/designating-personal-pronouns-and-moving-toward-gender-inclusive-classrooms>

Hampshire College. 2011. *“Preferred Gender Pronouns: For Faculty.”* Based on materials written by Mateo Medina, Hampshire College, Orientation Training.

https://www.hampshire.edu/sites/default/files/shared_files/Preferred_Gender_Pronouns_for_Faculty.pdf

Harbin, Brielle. *“Teaching Beyond the Gender Binary in the University Classroom.”* Center for Teaching, Vanderbilt University. <https://cft.vanderbilt.edu/teaching-beyond-the-gender-binary-in-the-university-classroom/>

Marksamer, Jody and Dylan Wade. *“Trans 101.”* Sylvia Rivera Law Project (SRLP). <https://srlp.org/resources/trans-101/>

Robot Hugs. 2014. *“Pronoun Etiquette.”* September 9. Web comic. <http://www.robot-hugs.com/pronoun-etiquette/>

Zane, Sherry. 2016. *“Supporting Transgender Students in the Classroom.”* Faculty Focus. July 25.

<https://www.facultyfocus.com/articles/effective-classroom-management/supporting-transgender-students-classroom/>

RESOURCES FOR CRISIS INTERVENTION AND SUICIDE PREVENTION



THE TREVOR PROJECT

Crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, and questioning (LGBTQ) young people ages 13-24

TrevorLifeline: 866-488-7386, 24/7/365

TrevorChat: 7 days a week, 3-10 p.m. ET

TrevorText: Text “Trevor” to 1-202-304-1200 • Monday-Friday, 3-10 p.m. ET



Suicide Prevent Resource Center: www.sprc.org

24/7 free and confidential support • **1-800-273-TALK** (8 2 5 5)



National Suicide Prevention Lifeline: **1-800-273-8255**

CRISIS TEXT LINE |

Crisis Text Line: www.crisistextline.org

Free, 24/7 support for people in crisis

Text “HELLO” to **741741**



International Association for Suicide Prevention: iasp.info

Database of resources outside the U.S. • www.iasp.info

MAYNARD'S NOTES



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THE NEWSLETTER OF THE AMERICAN
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