What is the big deal?
(GENDER IDENTITY, GENDER EXPRESSION, SEXUAL ORIENTATION)

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Table of Contents

- Definitions (1 min) followed by Cross-over exercise (10 min)
- Meet and Greet (2 min)
- Gender & Sexuality stereotypes (1 min) followed by small group discussion (5 min)
- Diversity definition and Qs to consider (1 min)
- Multicultural Education definition (1 min) followed by small group discussion (5 min)
- Contrast and compare Sleeter & Grant, Banks, and Kumashiro (5 min) followed by small group discussion (15 min)
- Reflection and Evaluation (5 min)
Keep in mind throughout

inclusion       courageous

transformational

questioning       expertise

anti-deficit       achievement
Definitions

The Genderbread Person

**Gender Identity**
- Woman
- Genderqueer
- Man

Gender identity is how you, in your head, think about yourself. It's the chemistry that composes you (e.g., hormonal levels) and how you interpret what that means.

**Gender Expression**
- Feminine
- Androgynous
- Masculine

Gender expression is how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, behave, and interact.

**Biological Sex**
- Female
- Intersex
- Male

Biological sex refers to the objectively measurable organs, hormones, and chromosomes. 
Female = vagina, ovaries, XX chromosomes; male = penis, testes, XY chromosomes; intersex = a combination of the two.

**Sexual Orientation**
- Heterosexual
- Bisexual
- Homosexual

Sexual orientation is who you are physically, spiritually, and emotionally attracted to, based on their sex/gender in relation to your own.
Cross-over exercise

- Listen to each statement and move accordingly.
Meet and Greet

- Find someone you do not know.

- Sit with them and introduce yourselves.
Cross-over exercise

- Talk with your new colleague.
- What gender stereotypes were associated with each move?
- What sexual orientation or sexual identity did you associate with each group?
Definition of Diversity

Multiple dimensions of diversity (adapted from Banks, Banks, Cortés, Hahn, Merryfield, Moodley, Murphy-Shigematsu, Osler, Park & Parker, 2005, p. 17; with permission from J.A. Banks)
Diversity—Qs to consider

- If an international student came to your office, how might their definition of diversity be different?

- If an international queer student came to your office, how would you explain the high levels of prejudice in Kansas toward non-normative gender or sexuality?

- If a very conservative international student came to your office, how would you explain tolerance in Kansas for queer students?
Multicultural Education

  - A. A commitment to educational equity for underachieving students from underrepresented racial and ethnic groups
  - B. Comprehensive focus encompassing many different intervention strategies
  - C. Centrality of culture and racial inequities in understanding and improving teaching and learning for ethnically diverse students
Multicultural Education

- Purpose of Multicultural Education (Banks, 2012)
  - To help students develop democratic attitudes, values, and behaviors

- Dimensions of Multicultural Education (Banks, 2012)
  - Content integration
  - An equity pedagogy
  - Knowledge construction
  - An empowering school culture
  - Prejudice reduction
Christine Sleeter & Carl Grant

- Diversity (def.), “multiple forms of difference that also define unequal positions of power in the U.S.” (Sleeter & Grant, 2007, p. iv)

- Multicultural education (def.), “can be viewed as a form of resistance to oppressive social relationships” (Sleeter, 1996, p. 10)

- Five Approaches to multicultural education
  - Teaching the Exceptional and Culturally Different
  - Human Relations
  - Single-Group Studies
  - Multicultural Education
  - Multicultural Social Justice Education
Five approaches (Sleeter & Grant)

- **Teaching the Exceptional and Culturally Different**
  - Learning the standard curriculum in preparation for the working world
  - Based upon human capital theory with a deficiency orientation

- **Human Relations**
  - In the corporate world, also known as sensitivity training
  - How students relate to each other and to those who are different
  - Based upon self-concept theory
  - Does not focus on curriculum or academic achievement

- **Single-Group Studies**
  - One group at a time; reducing social stratification; raising the power and status of the group; develop allies
  - Based on the myth of neutrality of education; identity; the social purpose of schooling
Five approaches (Sleeter & Grant)

- **Multicultural Education**
  - Similar to James A. Banks’ first and second levels of integration
    - Contributions (people, food, and holidays)
    - Additive (adding to the curriculum without changing its structure)
  - Similar to Kevin Kumashiro’s first and second approach
    - Education for the Other (separating out different students)
    - Education about the Other (separating oneself from others)
  - Complete reform of education to support diversity
    - Seeing multiple forms of difference and oppression as interrelated
  - Based upon cultural pluralism, “both-and” AND
    - Assimilation, $A + B + C = A$
    - Amalgamation, $A + B + C = D$ or $A + B + C = A1 + B1 + C1$
  - Based upon cultural transmission & social learning theory
Five approaches (Sleeter & Grant)

- **Multicultural Social Justice Education**
  - Similar to James A. Banks’ third and fourth levels integration
    - Transformation (structure of curriculum is changed)
    - Social Action (student make decisions & take action)
  - Similar to Kevin Kumashiro’s third and fourth approach
    - Education that is critical of privileging and Othering
    - Education that changes students and society
  - Empowering young people to make social changes
  - Leads to social educational reconstruction (Brameld)
  - Based upon critical theories (social class, CRT, multicultural feminism, critical cultural studies, critical disability studies, queer theory, and postcolonial)
  - Recommended practices include practicing democracy (Dewey, Banks, Parker, Freire); analyzing the circumstances of one’s own life (Freire; pedagogy for the privileged); developing social action skills (Bennett, Banks); coalescing (forming coalitions)
Small Group Discussion

- How do these approaches to multicultural education get enacted on your campus?

- How can you imagine including gender and sexually different students?
Reflection and Evaluation

- Take a few minutes to reflect on what you’ve learned.

- Please turn in the evaluation (feedback) form.
Thank you!

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References


References


