

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

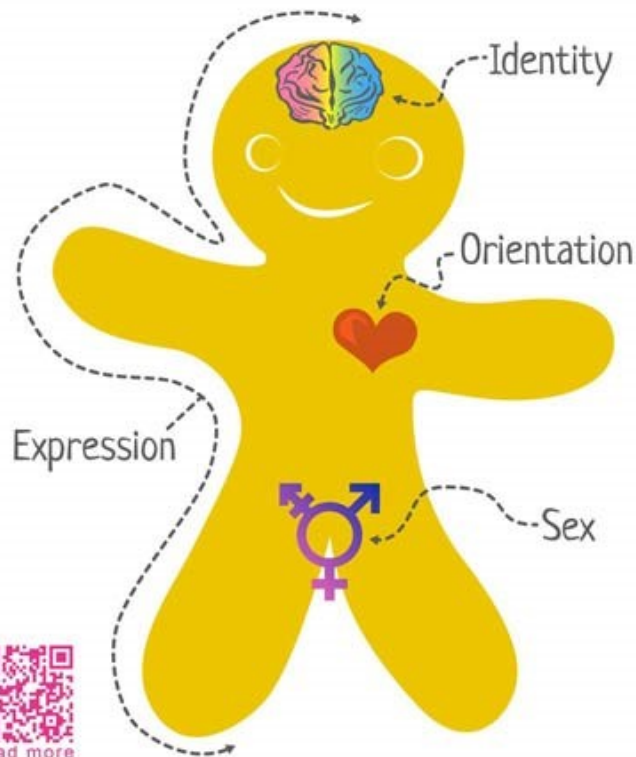
anti-deficit

achievement

Definitions

The Genderbread Person

by www.ItsPronouncedMetrosexual.com



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



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 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.

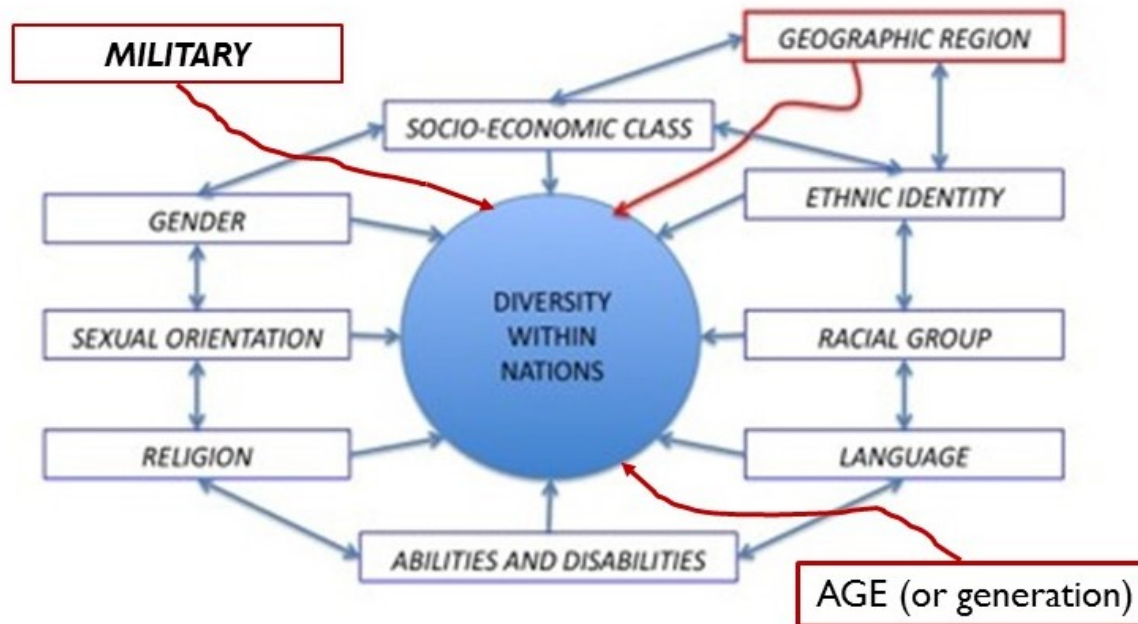
Meet and Greet

- 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

- ❑ Multiculturalism (def.), Geneva Gay in Banks (2012), Encyclopedia of diversity in 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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