



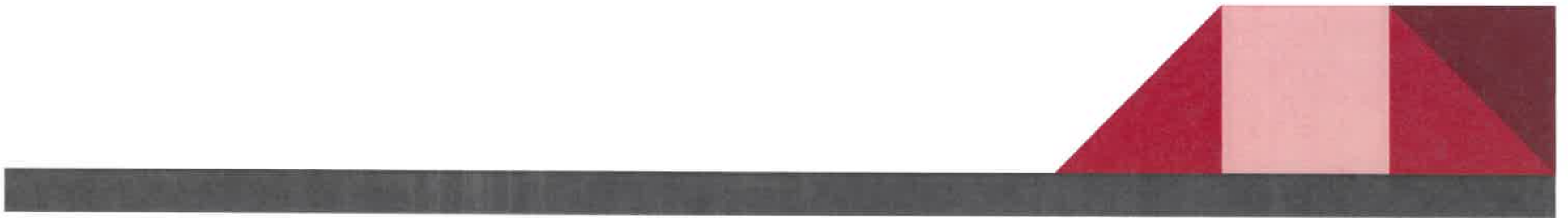
“Understanding and Advocating for Gender, Justice & Inclusion”

San Jose-Evergreen Community College
District, Fall 2022

Joshua Moon-Johnson, Ed.D. (he.they)

Acknowledging the Land and the People

Honoring the Muwekma Ohlone Tribal Nation



Goals for Today

- Understand how identity impacts experiences, specifically in higher education and at SJECCD
- Examine one's own identity and socialization, and gain tools to interrupt, explore, and act
- Understand how societal and systemic issues impact employees and students related to their gender identity and expression
- Gaining familiarity with various identity terms outside the gender binary
- Create tangible actions on how to create safer and supportive communities at SJECCD for employees and students coming from marginalized gender identities and expressions

Conversation Guidelines

- Confidentiality
- Share airtime
- Assume positive intent
- Aim to understand before being understood
- Others?

Activity



In small groups discuss

- Question 1: Growing up, how did you learn about gender and sex?
- Question 2: What is your earliest memories observing, witnessing, and/or experiencing aspects of gender diversity?

Key Concepts

- . Abnormal and wrong = oppressed
- . Subordinate vs. Dominant groups
- . Characteristics of oppressed groups
 - Limited opportunities
 - Lack of protection and rights
 - Devaluing of identity and culture
 - Pervasive and systematic

Identity & Oppression

- **Dominate:** The ability of a particular social identity group to marshal social resources toward one's own group and away from others. This process can often be rendered invisible and seen as a "natural order."
- **Privilege:** The unearned social, financial, cultural, and psychological advantages that individuals receive based solely on their membership in a dominant identity group. These advantages confer social advantage over non-dominant groups, but about which its members are "meant" to remain oblivious. Akin to an invisible, weightless knapsack of special provisions readily available to dominant group members. (Not the same as "luck" because these advantages are not assigned by chance, but by identity).
- **Subordinate:** The experience of social dispossession, dislocation, and disempowerment relative to a dominant social group. This experience of being seen as "less than" or "minoritized" can often be rendered invisible and seen as a "natural order."

Activity



Matrix of Oppression*

Social Identity Categories	Privileged Social Groups	Border Social Groups	Targeted Social Groups	Biases with Power/ "Ism's"
Race	White/Caucasian	Biracial/Multiracial	Asian, Black, Latinx, Native/Indigenous	Racism
Sex	Assigned Male at birth	Intersex	Assigned Female at birth	Sexism
Gender	Gender Conforming (Cisgender), Identify as Male or Female	Gender Ambiguous, Gender Queer, Agender	Transgender, Gender Queer, Intersex, Gender Ambiguous, Agender	Transphobia/Trans* Oppression
Sexual Orientation	Heterosexual	Bisexual, Queer, Lesbian, Gay, Questioning, Aces (Asexual/Aromantic), Polyamorous	Lesbian, Gay, Queer, Questioning, Aces (Asexual/Aromantic), Polyamorous	Heterosexism, Homophobia
Social Status/Class	Wealthy, Upper Class	Middle Class	Working Class, Poor	Classism
Ability/Disability	Temporarily Able-Bodied	People with Temporary Disabilities, and/or "Invisible" Disability	People with Disabilities (<i>often physically identifiable</i>)	Ableism
Religion	Protestant, Christian	Roman Catholic (Historically), Spiritual	Jewish, Muslim, Hindu, Atheist	Religious Oppression/Intolerance
Age/Generational	Adults (Ages 35-55)	Young Adults (Ages 25-35)	Elders (55+) and Adolescents/Children (25 and under)	Ageism/Adultism

Discuss

- . What came up for you?
- . What surprised you?
- . How might this change how you interact with others? In the workplace? Socially? Within DEIB spaces?

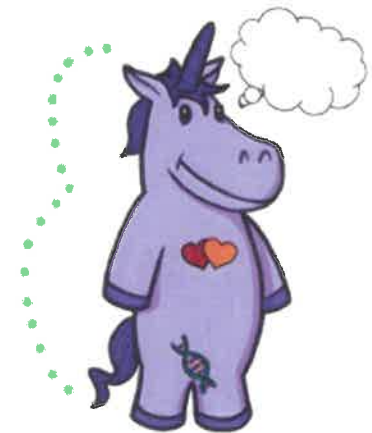
A Note on Identity Terms

- Sexuality and gender are **spectrums** of orientation, attraction, and identity
- Gender and sexual identities may change over time and are fluid but **ALWAYS** valid
- Self-identification and classification fosters community and counteracts feelings of confusion, otherness, and shame
- **Always mirror the language that someone uses for themselves**

Key Terms & Concepts

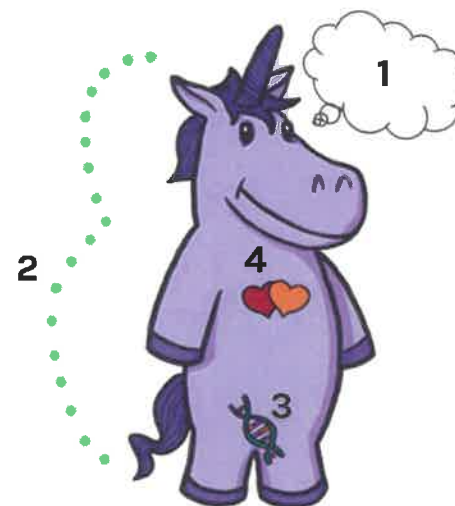
1. **Gender Identity**
2. **Gender Expression**
3. **Sex Assigned at Birth**
4. **Sexual Orientation**

- A. refers to patterns of attraction or lack thereof.
- B. is the felt and internal sense of gender. What our gender is.
- C. is the assignment and classification of people as male, female, or intersex, often based *only* on physical anatomy at birth.
- D. is how a person outwardly expresses their gender or lack thereof. Can be through voice, hair, clothing, etc.



Key Terms & Concepts

1. **Gender Identity** is the felt and internal sense of gender.
What our gender is.
2. **Gender Expression** is how a person outwardly expresses their gender or lack thereof. Expression can be through voice, hair, clothing, etc.
3. **Sex Assigned at Birth** is the assignment and classification of people as male, female, or intersex, often based only on physical anatomy at birth.
4. **Sexual Orientation** refers to patterns of attraction or lack thereof.



Key Terms & Concepts Review

- **Sex Assigned at Birth:** A medically constructed categorization that assigns and classifies people as male, female, or intersex. Sex assigned at birth is often assigned based on the appearance of the genitalia only either in ultrasound or at birth.
- **Gender (Identity):** A social construct used to classify a person as a man, woman, nonbinary, or some other identity. It is the felt and internal sense of who we are. A person's gender (identity) can correspond to or differ from the sex they were assigned at birth.
- **Gender Expression:** How one expresses oneself, in terms of dress and/or behaviors. Society, and people that make up the U.S. society characterize these expressions as "masculine," "feminine," or "androgynous." Individuals may embody their gender in a multitude of ways and have terms beyond these to name their gender expression(s).
- **Intersex:** A term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

Key Terms & Concepts Review

- **Transgender (Trans):** It is also used often as an umbrella term. It can describe a wide range of identities and experiences of people whose gender and/or expression differs from conventional expectations based on their assigned sex at birth. It is not a gender itself but speaks to a gendered experience of moving away in some way from the gender often associated with the sex assigned at birth (i.e., trans man or trans woman, trans nonbinary).
- **Nonbinary:** Nonbinary people have a gender that is different than woman or man. For some people nonbinary is their gender, and others use nonbinary as an umbrella term which encompasses their gender.
- **Cisgender (Cis):** a gender identity, or performance in a gender role, that society deems to match the person's assigned sex at birth. It is not a gender itself but speaks to a gendered experience of staying with the gender often associated with the sex assigned at birth (i.e., cis man or cis woman).
- **Gender non-conforming (GNC):** Refers to people who do not follow society's ideas or stereotypes about how they should appear or act based on the gender correlated with their sex assigned at birth. Not all GNC folks are trans but can be.

Common Challenges

- Bias incidents and hate crimes
- Deadnaming
- Financial/Food/Housing Insecurity
- Finding community
- Identity Exploration & Coming Out Support
- Lack of access to trans-affirming health services
- Lack of all gender restrooms
- Lack of intersectional resources
- Lack of representation
- Lack of queer & trans knowledge
- Microaggressions
- Misgendering
- Negative classroom interactions
- Physical violence
- Transmisogyny
- Transitioning during the school year and/or in the workplace

Being Trans in Higher Ed

According to the [National Transgender Discrimination Survey of 2015](#):

- Trans students have reported higher rates of discrimination and harassment due to their gender identity
- 24% of trans college students reported being harassed
- 15% of participants reported dropping out of college

According to the [National Transgender Discrimination Survey of 2011](#):

- 47% of trans participants received a college or graduate degree compared to the 27% national average

Being Trans at Work

According to the [UCLA Law School Williams Institute](#)

- Transgender adults are twice as likely as cisgender adults to be unemployed.
- Cis employees make 32% more money than trans employees with the same qualifications.
- More than half of trans employees do not feel comfortable being out at work.
- LGBTQ+ employees are twice as likely to feel that LGBTQ are treated worse than non-LGBTQ people in the workplace

Being A Trans BISOC in Higher Ed

- The majority of the research of trans students' experiences in higher education has been mainly focused on students who self-identify as white.
- This can be problematic due to the false assumption that one racial group's experience in higher education can be generalized to the larger trans student population.

According to the [National Transgender Discrimination Survey of 2011](#):

- Trans college students of color experienced greater rates of harassment and violence compared to white-identified trans students.
- [An Epidemic of Violence 2021: Fatal Violence Against Transgender and Gender Non-Confirming People in the United States in 2021](#)

Understanding Pronouns

- Pronouns take place of names
- When we ask about someone's pronouns, we are not asking for their gender.
- Most common pronouns used:
 - *they.them.theirs, she.her.hers, he.him.his*
- People can use multiple pronouns, all pronouns or none at all!
- Avoid saying "I use feminine/masculine pronouns"
 - Anyone can use any pronouns
- Introduce your pronouns even when you are not asked to.
 - Helps normalizing it!

How Do I Ask About Pronouns?

- It is important to ask what pronouns people use to foster an environment of respect where everyone has the opportunity to indicate how they want to be referred to in the third person

Individual Interaction

- The best way to ask about pronouns in an individual interaction is to introduce yourself and share yours first.
 - *"My name is _____ and I use _____ pronouns. What is your name and what pronouns do use?"*

Group Setting

- Starting off introductions in a meeting with pronouns is a great way to allow people to indicate how they want to be referred to in the third person.
 - *"Let's go around and say our name, pronouns if you feel comfortable,, and major."*

Pronouns Expectations

If you make a mistake

- apologize, correct yourself and move on
 - *"I was talking to her, sorry I mean they. I was talking to them and we are having lunch tomorrow"*
- Do not make it about yourself

If someone else makes a mistake

- correct them and move on
 - "As a reminder, ____ uses they.them pronouns"

If someone else corrects you

- Thank them, apologies, correct yourself, and move on

Pronouns Expectations

Can't ask about pronouns or don't know?

- Use their name or they.them until you can ask
- The time and environment you ask is important

Move away from asking, “What are your *preferred* pronouns?”

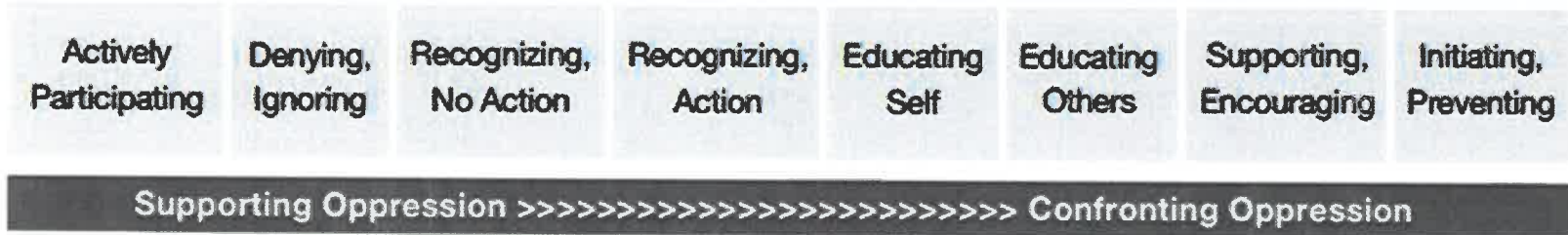
- Pronouns are NOT preferred
- “Preferred” gives an inaccurate idea that what people want to be called is a desire and not mandatory

Common Pronoun FAQs

1. Isn't it rude to ask someone about their pronouns?
2. Am I forcing someone to out themselves if I ask them to share their pronouns in a group setting?
3. What if only a small portion of my course has indicated their pronouns in a group setting?
4. What if I know a student and they have changed their pronouns since I last saw them?
5. What if I am having trouble integrating someone's pronouns into my speech?
 - a. <https://www.minus18.org.au/pronouns-app/>
 - b. <https://www.practicewithpronouns.com>
6. What if the wrong pronouns are consistently being used for someone?

Where do you see yourself on the continuum?

THE ACTION CONTINUUM



Taking Action

- Recognize your privilege; work to understand trans and non-binary peoples' experiences
 - Multiple Identities
 - Learn to listen
 - Confront others...and yourself!
 - Be willing to be confronted about own beliefs, actions, and behaviors
 - Explore your feelings and opinions
-

More Action

- Question/challenge policies
 - Are they inclusive of all people; specifically trans and non-binary people
- Commit to continuous growth
- Be aware that you do not always know what you do not know
- Commit to learning...and unlearning!
- Ensure your students know you acknowledge and support trans and non-binary people
- Donate and support trans and gener minoritized orgs.

Shifting the Culture

Cisnormativity is the assumption that all, or almost all, individuals are **cisgender**. Although **transgender**-identified people comprise a fairly small percentage of the human population, many **trans*** people and allies consider it to be offensive to presume that everyone is cisgender unless otherwise specified.

(The Queer Dictionary, 2022. <http://queerdictionary.blogspot.com/2014/09/definition-of-cisnormativity.html>)

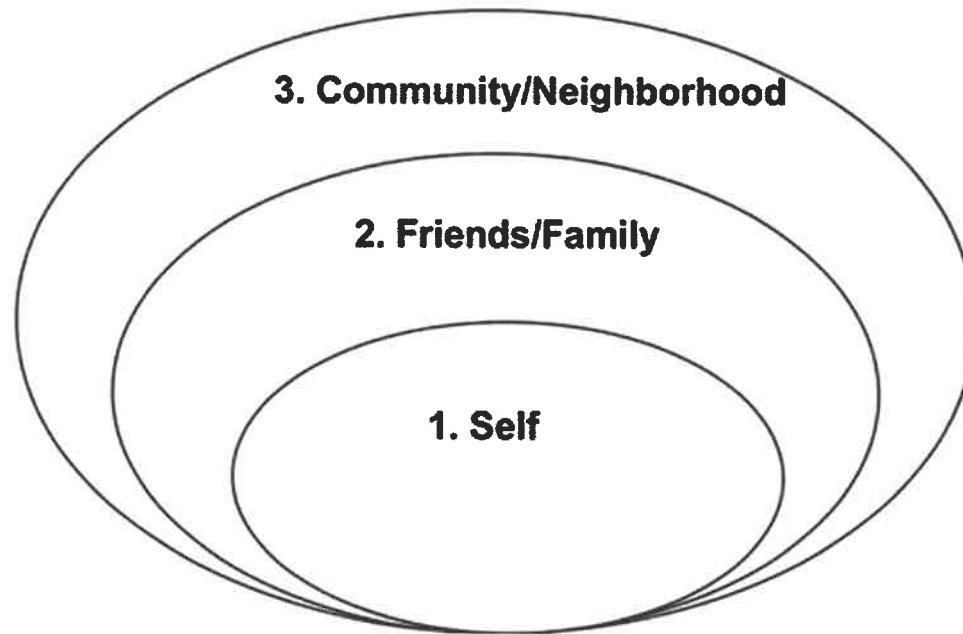


Activity: Gender Inclusion Audit

Action Planning

- As a person
- As an educator
- As a leader
- As an institution

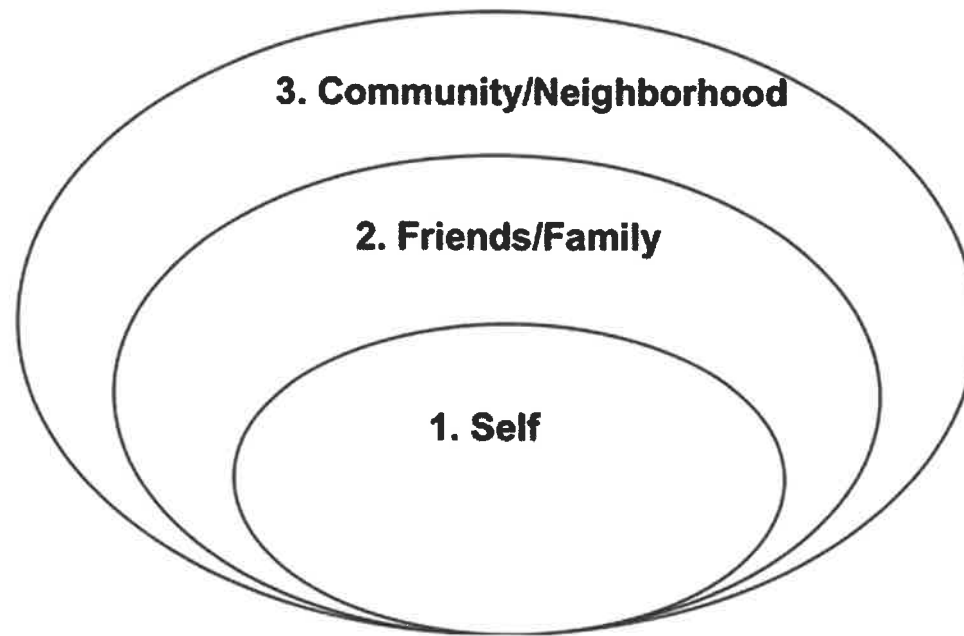
Affecting Your Spheres of Influence



The first sphere of influence is yourself. What can you do to continue your own learning and challenge your own misconceptions about trans, non-binary and/or gender non-conforming people?

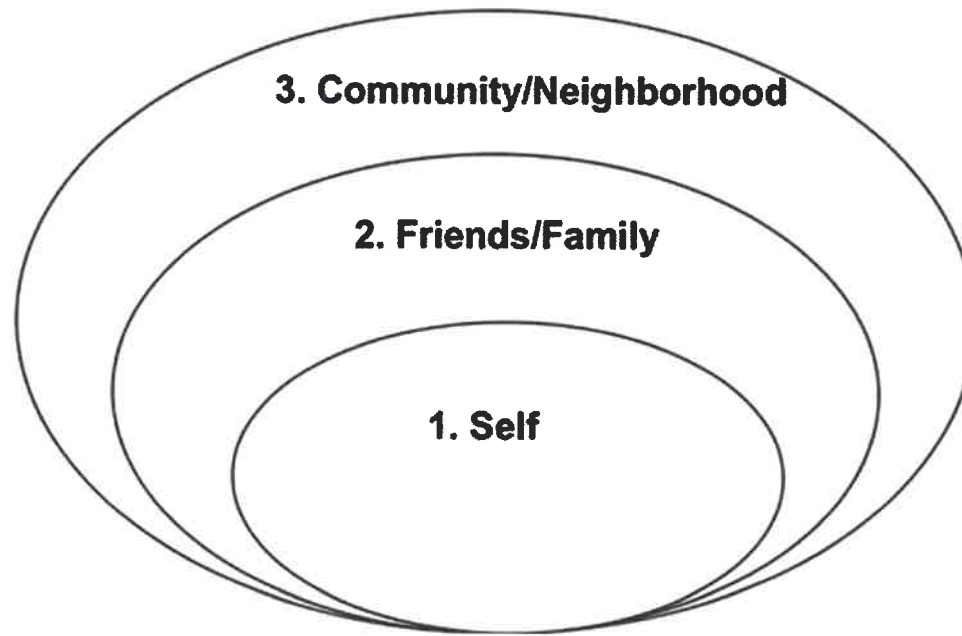
Taken from Maurianne Adams, Lee Anne Bell, and Pat Griffin, eds., *Teaching for Diversity and Social Justice: A Handbook* (New York: Routledge, 1997)

Affecting Your Spheres of Influence



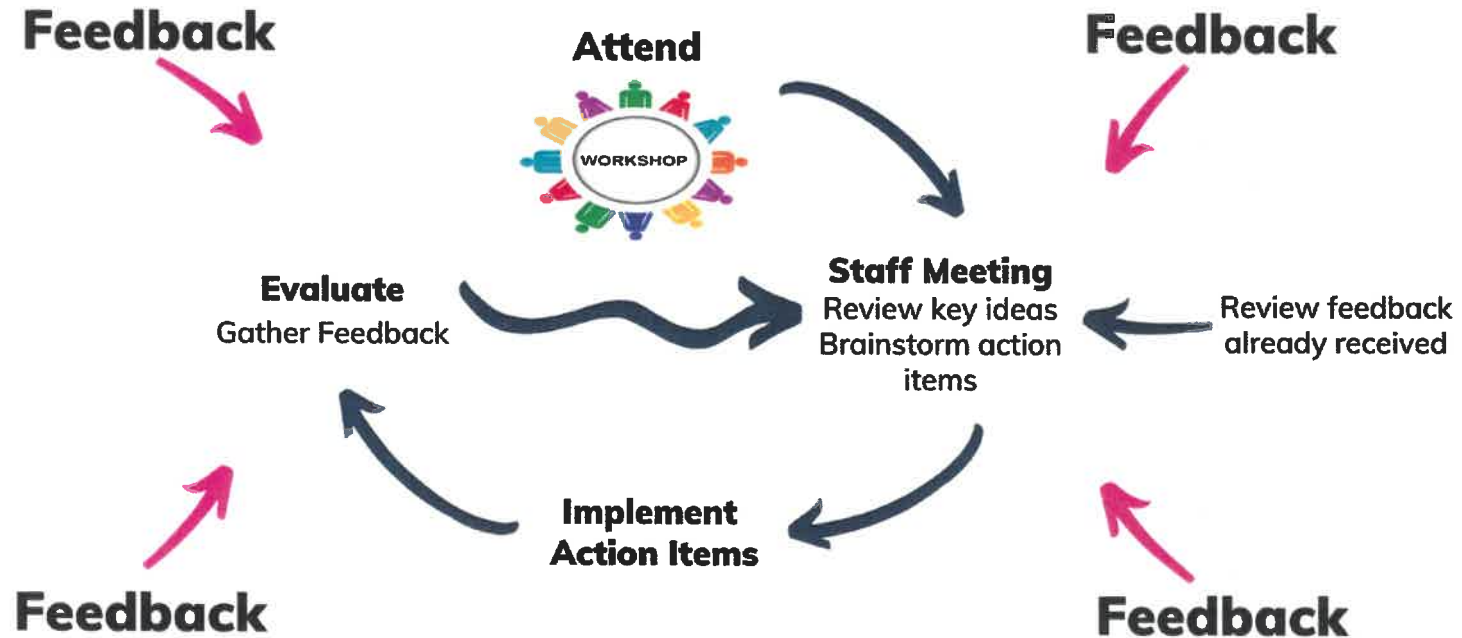
The second sphere of influence is your friends, family, co-workers? What can you do to facilitate awareness and knowledge of trans, non-binary people, and gender non-conforming people?

Affecting Your Spheres of Influence



The third sphere of influence is your neighborhood, community, workplace, the groups and organizations that you belong to, etc. What can you do to facilitate awareness and knowledge of trans and non-binary people?

Action Cycle Example



Action Planning: Key Questions

- What action do you need to take to combat or interrupt transphobia and cisnormativity?
- What resources do you need to achieve this goal?
- What behaviors or steps on your part would taking this action entail?
- What is a realistic timeline for this to happen?
- What hazards or risks are involved?
- Are the risks worth it to you?
- What obstacles might you face?
- How could you overcome or reduce the obstacles?
- What support do you need?
- Where can you find more support?
- How can you measure your success?

Questions?

Thank you!

www.joshuamoonjohnson.com
moon.johnson.Joshua@gmail.com

