



UNCG



UNCG SafeZone Summit 2019

Queering the Classroom

Designing Lessons that Address LGBTQ+ Identity

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he, him, his

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Introduce
yourself to
someone new!


Practice pronoun use.

Today's LGBTQ student needs

- Existing models tend to focus on the “emotional and physical safety paradigm,” portraying LGBTQ students as victims (Szalacha, 2004, p. 69)
- Undergraduate students today are likely to have had out LGBTQ friends in high school
- Improving representation in curricula means authentically embedding LGBTQ identity in discussions at every stage of training

A decorative graphic on the left side of the slide, consisting of several overlapping, curved bands of color in a rainbow spectrum: purple, blue, green, yellow, orange, and red.


**Every professor teaches
LGBTQ students.**



Student attitudes toward issues of gender and sexuality are directly influenced by instructor attitudes.

Male singers in high school choirs expressed more progressive views of masculinity and sexual diversity when the teacher modeled such behavior

Andrea Ramsey, "Swagger, Gentlemanliness, and Brotherhood: Explorations of Lived Experiences in High School Men's Chorus (doctoral dissertation, Michigan State University, 2013), 145-146.



When surveyed, K-12 music teachers appear comfortable with LGBTQ+ people generally but are not demonstrating that in their classrooms.

Table 3. Inclusion strategies and summaries of frequencies (percentages in parentheses), median scores, and inter-quartile ranges of responses indicating personal comfort levels.

Strategy	Responses (N = 300)					Mdn	IQR
	1	2	3	4	5		
I am supportive of LGBTQ issues in my classroom.	44 (14.7)	4 (1.3)	30 (10.0)	99 (33.0)	123 (41.0)	4	3, 5
I am supportive of LGBTQ individuals in my classroom.	17 (5.7)	5 (1.7)	15 (5.0)	54 (18.0)	209 (69.7)	5	4, 5
I work to decrease prejudicial attitudes toward LGBTQ individuals in my classroom.	37 (12.3)	6 (2.0)	12 (4.0)	70 (23.3)	175 (58.3)	5	4, 5
I discourage the use of anti-marginalizing LGBTQ language.	2 (0.7)	3 (1.0)	3 (1.0)	28 (9.3)	264 (88.0)	5	5, 5
I discuss LGBTQ issues with my students.	169 (56.3)	2 (0.7)	21 (7.0)	41 (13.7)	67 (22.3)	1	1, 4
I express disapproval when inappropriate remarks are made about LGBTQ individuals.	3 (1.0)	3 (1.0)	10 (3.3)	42 (14.0)	242 (80.7)	5	5, 5
I express disapproval when students joke about LGBTQ individuals.	5 (1.7)	2 (0.7)	5 (1.7)	45 (15.0)	243 (81.0)	5	5, 5
I include LGBTQ topics and themes in my curriculum.	262 (87.3)	1 (0.3)	3 (1.0)	17 (5.7)	17 (5.7)	1	1, 1
I use gender-neutral language to include all sexual identities.	130 (43.3)	1 (0.3)	2 (0.7)	40 (13.3)	127 (42.3)	4	1, 5
I promote LGBTQ awareness in my school.	223 (74.3)	2 (0.7)	1 (0.3)	25 (8.3)	49 (16.3)	1	1, 2.75

Note. Response key: 1 = "No, I do not do this". 2 = "Yes, I do this and when I do, I feel very uncomfortable". 3 = "Yes, I do this and when I do, I feel somewhat uncomfortable". 4 = "Yes, I do this and when I do, I feel somewhat comfortable". 5 = "Yes, I do this and when I do, I feel very comfortable".

Our Ethical Responsibility

- Culturally competent instruction must include sexual diversity (Szalacha, 2004, 68)
- "An inclusive and culturally relevant approach to teaching not only helps to reduce discrimination against marginalized populations (including women, people of color, and people with disabilities), but also creates more equitable education for young people" (Snapp, Burdige, Licona, Moody, & Russell, 2015)

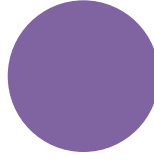
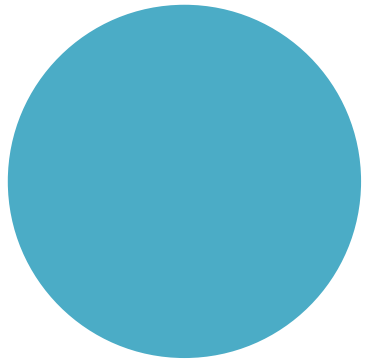
What are “queer competencies?”

- Creating open and affirming classrooms for *all* students (Palkki and Sauerland, 2018)
- Existing literature on LGBTQ issues *in music education* focuses on theory; little material exists to help in-service educators develop knowledge-in-practice (Garrett, 2012)
- Educators need **gender diverse vocabulary**, context surrounding current policies, and *curricular suggestions* (Palkki and Sauerland, 2018)



(Queer) Competencies

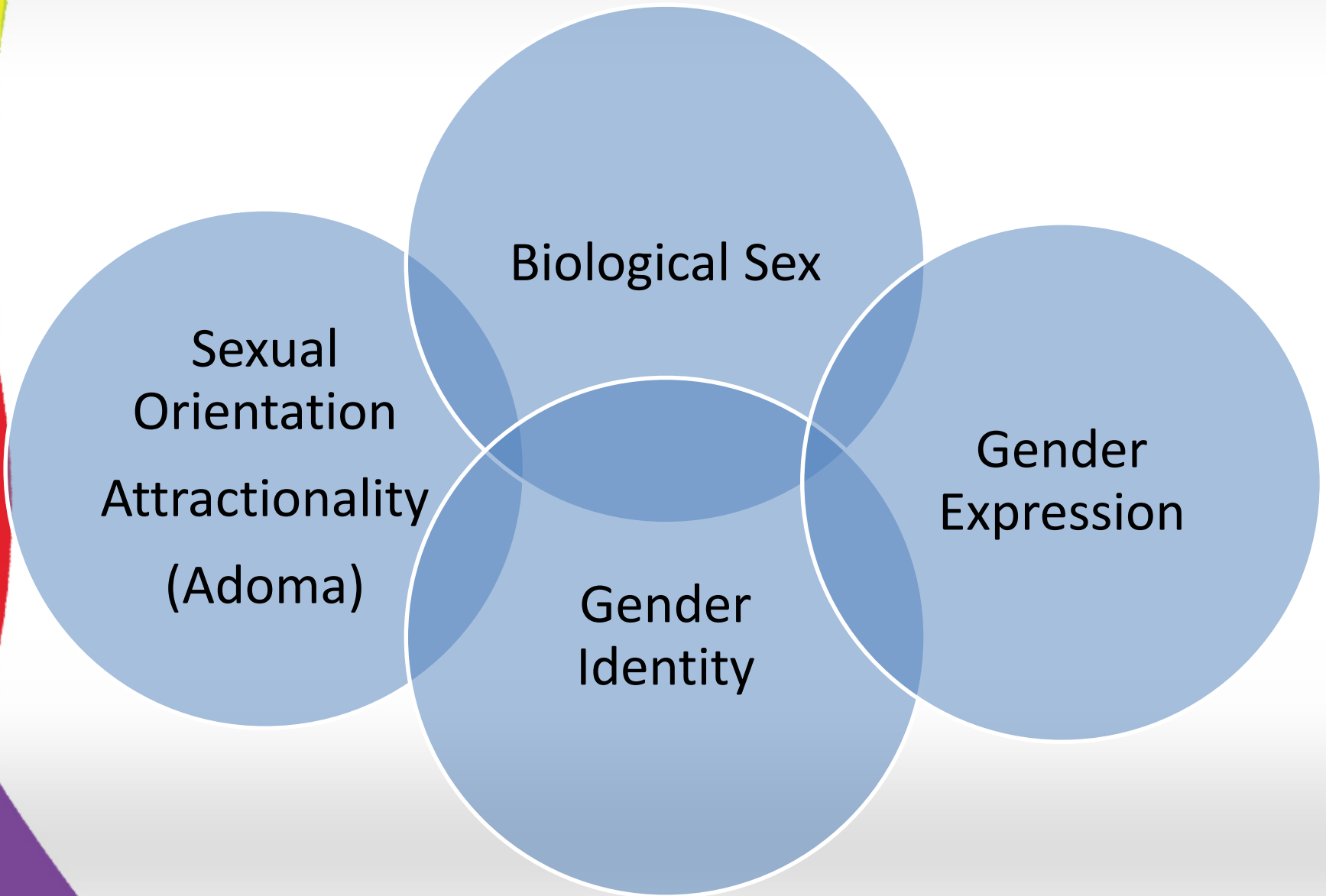
1. Gender Diverse Vocabulary
2. Context of current policies
3. Curricular Suggestions



**GENDER DIVERSE
VOCABULARY**

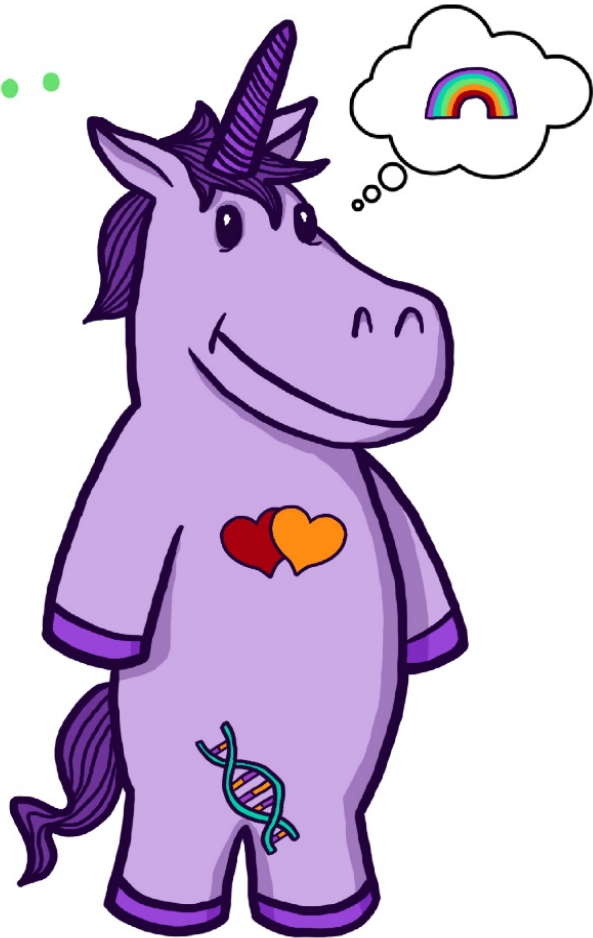
1


The basics of sexual difference



The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources




 Gender Identity




-  Female/Woman/Girl
-  Male/Man/Boy
-  Other Gender(s)

 Gender Expression

-  Feminine
-  Masculine
-  Other

 Sex Assigned at Birth

Female Male Other/Intersex

 Physically Attracted to

-  Women
-  Men
-  Other Gender(s)

 Emotionally Attracted to

-  Women
-  Men
-  Other Gender(s)

To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore

Acknowledging LGBTQ Identity

- LGBTQ people exist
- Non-heterosexual relationships exist
- Non-gender binary people exist
- Non-heteronormative families exist

Does the language we are using in our classroom discussions acknowledge these facts?



**Simply using the term “LGBTQ”
helps to promote a positive
classroom environment.**

(Stufft and Graff, 2016)



De-gendering Daily Language

What words do we use when describing:

- Family structure?
- Gender of romantic interests?
- Gender identity of unfamiliar students?

(The Safe Space Kit, 2016)



Talk It Out!

What are some other commonly discussed topics with students that include assumptions of gender?

De-gendering the Body

- Lots of topics in education talk about the body
- Many bodies don't fit stereotypes about "biological sex":
 - trans people
 - genderqueer people
 - people with intersex conditions
 - people who cannot or choose not to reproduce
 - non-trans women who have had hysterectomies
 - non-trans men who do not have testicles
- Rather than saying things like "male body" or "female body" say "bodies with penises" or "bodies with uteruses" or "XX bodies" "XY bodies"

(Spade, 2012)

De-gendering Groups

BOYS/GUYS/
GIRLS/LADIES:
**Y'ALL, FOLKS,
PEOPLE,
GUESTS**

BREAK THE BINARY

GIRLFRIEND/
BOYFRIEND:
PARTNER, DATE,
DATEFRIEND,
DATEMATE,
BABEFRIEND, BABE,
HEART, PERSON,
SIGNIFICANT OTHER

BREAK THE BINARY

LADIES AND
GENTLEMEN:
**HONORED
GUESTS,
DISTINGUISHED
GUESTS**

BREAK THE BINARY

GIRL/BOY/
MAN/WOMAN:
**PERSON,
HUMAN**

BREAK THE BINARY

Birthday

Favorite Ice Cream

GROUP STUDENTS CREATIVELY

*What are other creative ways
of making student groups?*

Pet preference

Adapting to new pronouns

- AP and Chicago now permit use of singular *they* in appropriate circumstances (ACES Conference 2017)
- APA allows use of singular *they* when doing so affirms an individual's identity:

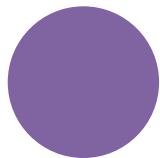
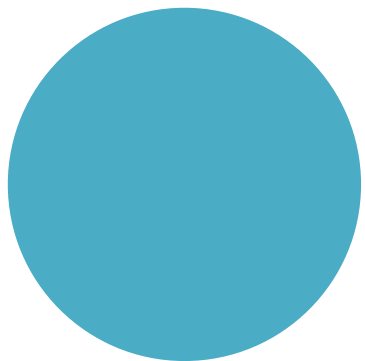
Respect people's preferences; call people what they prefer to be called. Accept that preferences change with time and that individuals within groups often disagree about the designations they prefer. Make an effort to determine what is appropriate for your situation; you may need to ask your participants which designations they prefer, particularly when preferred designations are being debated within groups.

APA Publication Manual, 2010, p. 72

GET SAFE ZONE TRAINING!

<https://thesafezoneproject.com/>





**CURRICULAR
SUGGESTIONS**

2

In University Settings

"For teacher education to be inclusive, LGBTQ students and curriculum need to be present across all courses. This would include, for example, explicit attention in areas such as equity and diversity, education law, psychology, and classroom management, as well as the inclusion of queer content in all subject areas." (Kitchen and Bellini 2012:458)

General Recommendations

- Include discussions of LGBTQ-related identity whenever practical
- Avoid having a “gay day” or “trans day” on the course calendar → integrate conversations into the day-to-day curricula
- Avoid talking about LGBTQ+ people as an “abstraction” —use realistic examples and scenarios

(Anderson, 2017)

Start off on a good note!

- Don't call roll the first day
 - Allow students to self-identify *in writing*
 - Use a seating chart or sign-in sheet
- Explicitly establish guidelines for class that include respect for a person's preferred name and pronouns
- Explicitly identify gender-neutral bathroom options
- If you make a pronoun or name mistake, correct yourself. If a student does, correct them.

(Spade 2012)



Talk It Out!

What are strategies you have used for making LGBTQ+ students feel explicitly welcome on day one?

Assign LGBTQ+ Related Articles

Check for updates



The LGBTQ Component of 21st-Century Music Teacher Training: Strategies for Inclusion From the Research Literature

Matthew L. Garrett¹

Update
31(1) 55–62
2012 National Assoc
Music Education
Reprints and permis
sagepub.com/journal
DOI: 10.1177/87551
http://update.sagepub

Abstract

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Article

“We are often invisible”: A survey on safe space for LGBTQ students in secondary school choral programs

Joshua Palkki
California State University, Long Beach, USA

Paul Caldwell
Seattle Women's and Men's Choruses, USA

Abstract

This article presents data from a large-scale cross-sectional survey of LGBTQ college students reflecting on their middle and high school experiences in choral music. The quantitative data indicates that students felt safer in high school than in middle school and that a small majority

Research Studies
2016
Reprint
sagepub.co.uk/jour
DOI: 10.1177/13
journals.sage

GENDER TROUBLE: MALES, ADOLESCENCE, AND MASCULINITY IN THE CHORAL CONTEXT

JOSHUA PALKKI

Check for updates



Article

Music Teachers' Attitudes Toward Transgender Students and Supportive School Practices

Jason M. Silveira¹ and Sarah C. Goff²

Journal of Research in Music Education
2016, Vol. 64(2) 138–158
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Music Education 2016
Reprints and permissions:
sagepub.com/journalsPermissions.nav
DOI: 10.1177/0022429416647048
jrme.sagepub.com

Abstract

The purpose of this study was to measure music teachers' attitudes toward transgender individuals and toward school practices that support transgender students. Participants ($N = 612$) included men and women who teach a variety of music subjects in elementary, middle, and high schools, in urban, suburban, and rural areas. An online questionnaire was distributed to participants representing 28 states

Use Reflective Practices

- Teach pre-service teachers to examine their own biases
- Activity: ***Make it personal***
 - What is it like for students to have personal details they aren't comfortable sharing with their teachers?
 - Have students reflect on aspects of their lives they would be reluctant to share with teachers
 - Have students share and/or journal

(Stuftt and Graff 2011)

Use REAL Scenarios

- “Anecdotal narratives are effective tools for grounding the concepts of social stigma...in lived experience” (Payne and Smith, 2011 p. 193)
- Be practical—“Do I know what I would do when...?” (Bergonzi, 2014)
- Seek advice from community members. The knowledge needed is already in the daily practice of successful individuals (Cochran-Smith and Lytle, 1999)
- Be critical of identities in scenarios and avoid “universality”: race, gender identity, attractiveness, socio-economic class, etc.



Employ scenarios creatively

- Role plays
- Interviews
- Push students beyond comfort zones
- Deconstruct social categories

(Scali, 2015)

Gender Identity Discussion Handout

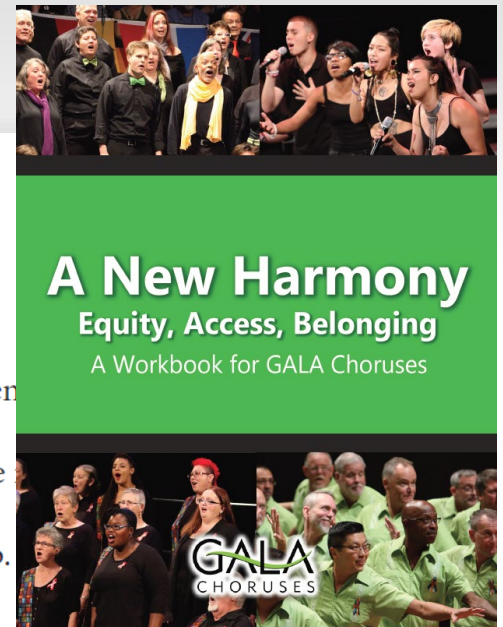
Instructions

For each of the scenarios below:

- ✓ Identify the issue/s surrounding equity, access and belonging present in this scenario.
- ✓ Reflect on how this situation may, or may not, be present in your own chorus.
- ✓ Brainstorm a range of possible responses to the scenario. In your chorus, whose speak up and challenge, or support, the issue presented?
- ✓ Record your conversations and responses for reporting back to the larger group.

Scenarios for Discussion

1. The chorus Attire Committee for a TTBB chorus announces that the December holiday concert uniform is a tuxedo to ensure that no one is “distracting.” Two members of the bass section are trans women.
2. A trans woman with a baritone range auditions to join the Femina Voce Women’s Chorus. She has a strong voice and reads music well. Her range is solid for most, but not all, of the A2 range. A woman on the Membership Committee tells her, “I have no idea if trans women can sing with us.”
3. The chorus director refers to “ladies and gentlemen” during rehearsals rather than identifying sections by voice part because “there aren’t any trans people here.”
4. The director of the Harmonious LGBT Chorus is approached by a trans woman who requests to move to the alto section because singing as a bass does not match her gender identity.



GALA Open Table Committee. (2019). *A New Harmony: Equity, Access and Belonging, A Workbook for GALA Choruses* (W. Southerland, Ed.). GALA Choruses.



Think, then Talk

Brainstorm one or two scenarios from your content area that include explicit reference to LGBTQ+ identity. Then, share with a neighbor.

Explicit Representation in Content

How are voices classified?

- Range
- Timbre / Tone
- Dynamic range
- Sight-reading ability
- Age
- Gender

Which of these are useful ways to classify voices?


Which of these are not?

Samples of adult voices




Can you tell which is which?





LGBTQ content in curricula has
been well received by K-12
students.

Derry Stufft and Colleen Graff, "Increasing Visibility for LGBTQ Students: What Schools Can Do to Create Inclusive Classroom Communities," *Current Issues in Education* 14, no. 1 (2011), accessed on November 19 2016, <http://cie.asu.edu/ojs/index.php/cieatasu/article/view/636>.



**Include and acknowledge
literature with LGBTQ authors
and themes.**

Avoid texts that describe exclusively cisgender, heteronormative relationships whenever possible

Derry Stufft and Colleen Graff, "Increasing Visibility for LGBTQ Students: What Schools Can Do to Create Inclusive Classroom Communities," *Current Issues in Education* 14, no. 1 (2011), accessed on November 19 2016, <http://cie.asu.edu/ojs/index.php/cieatasu/article/view/636>.

Use LGBTQ+ Literature

Source books and articles with non-binary and non-heteronormative characters. Some examples from elementary education literature:

- And Tango Makes Three (Richardson and Parnell)
- Red: A Crayon's Story (Hall)
- I Am Jazz (Herthel and Jennings)
- 10,000 Dresses (Ewert)
- Julian is a Mermaid (Love)
- Introducing Teddy: A Story about Being Yourself (Walton)

Be Critical of Privilege

Examples of Cis-gender Privilege

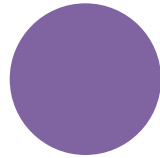
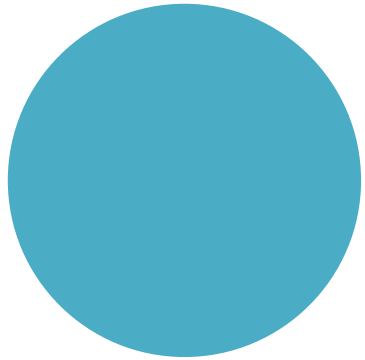
- Men wear “men’s” clothing, women vice versa
- Texts reinforce gender roles and norms

Examples of Heteronormative Privilege

- Texts express heterosexual attraction
- Texts describe heterosexual relationships and families
- The sexuality of characters and authors is not addressed, privileging an assumption of heterosexuality

Incorporate LGBTQ+ Identity





CONTEXT OF CURRENT POLICIES

3

UNCG's EDI Statement

UNCG fully supports and values an inclusive community with visible and meaningful representation of diversity. We seek to promote a climate of civility and respect, where diverse viewpoints and experiences are welcomed. UNCG is committed to protecting the rights of all to ensure that each person in our community is empowered, valued and respected for their contributions to the mission of this university. As a minority-serving institution, we embrace our role as serving a large, diverse student body and we are committed to our mission as providing access and opportunity for all.



UNCG POLICY ON DISCRIMINATION AND HARASSMENT

UNCG is committed to equal opportunity in education and employment for all persons and will not tolerate any discrimination against or harassment of persons on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, political affiliation, genetic information, veteran status, disabling condition, or age.

“Traditions” in Education

“In our effort to maintain our traditions and promote our beloved art form, we may be perpetuating subtle, unintended sexual and gender bias...”

—Gayla Blaisdell, *Choral Journal* August 2018



“Traditions” in Music Education

Group names and identities.

Uniforms and dress codes.

Who are we excluding?

Molly Rastin, “The Silenced Voice: Exploring Transgender Issues Within Western Choirs.” *Canadian Music Educator* 57, no. 4 (2016): 23-32.



Talk It Out!

What are “traditions” in your discipline or content area that privilege heteronormative and cisgender identities?

NC's HB2 and HB142

- HB2 was repealed in 2017 and replaced by HB142.
- HB142 restricts local governments from protecting LGBTQ+ people in workplaces and public accommodations.
- Colleagues from other states may be prevented from travel to NC because of this law.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

SESSION LAW 2017-4
HOUSE BILL 142

AN ACT TO RESET S.L. 2016-3.

The General Assembly of North Carolina enacts:

SECTION 1. S.L. 2016-3 and S.L. 2016-99 are repealed.

SECTION 2. Chapter 143 of the General Statutes is amended by adding a new Article to read:

"Article 81A.

"Preemption of Regulation of Access to Multiple Occupancy Restrooms.

"§ 143-760. Preemption of regulation of access to multiple occupancy restrooms, showers, or changing facilities.

State agencies, boards, offices, departments, institutions, branches of government, including The University of North Carolina and the North Carolina Community College System, and political subdivisions of the State, including local boards of education, are preempted from regulation of access to multiple occupancy restrooms, showers, or changing facilities, except in accordance with an act of the General Assembly."

SECTION 3. No local government in this State may enact or amend an ordinance regulating private employment practices or regulating public accommodations.

SECTION 4. This act is effective when it becomes law. Section 3 of this act expires on December 1, 2020.

In the General Assembly read three times and ratified this the 30th day of March, 2017.



(Queer) Competencies

1. Gender Diverse Vocabulary
2. Context of current policies
3. Curricular Suggestions

Conclusion

Queer competent instruction means:

1. Making *explicit, intentional* choices to affirm identity every day, class period
2. Including LGBTQ+ identity in all applicable discussions
3. Providing LGBTQ+ related content resources in all content areas
4. Recognizing heteronormative, cis-normative bias and finding more inclusive possibilities



Questions and Comments



Contact me

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