ENSURING EVERY STUDENT SUCCEEDS: UNDERSTANDING AND REDRESSING INTERSECTING OPPRESSIONS OF RACISM, SEXISM, AND CLASSISM
TODAY’S FACILITATION TEAM

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This webinar is interactive - join the discussion live via the audio and/or video features.

To reduce noise distractions, please mute your microphone when you are not speaking.

You may join the discussion and share insights at any time using the chat feature.
One of the four regional EACs funded by the U.S. Department of Education under Title IV of the 1964 Civil Rights Act. The Midwest & Plains Equity Assistance Center provides assistance to state education agencies and public school districts in the areas of race, gender, and national origin equity.
PARTICIPANTS WILL:

• Recognize how power and privilege are deeply connected to identity.
• Reflect on positionality as it pertains to multiple identities.
• Understand the concept of intersectionality.
• Identify approaches toward recognizing and valuing intersectionality in the classroom.
ENSURING EVERY STUDENT SUCCEEDS MEANS CENTERING EQUITY IN EDUCATION
Connecting across the isms to break down barriers to learning
“Every human being has an assortment of diverse identities, and it greatly matters which one is triggered by social situations, which hold up different kinds of mirrors.”
~ Cass Sunstein, Legal Scholar
FIRST LET’S UNPACK THE CONCEPTS OF PERSONAL IDENTITY AND SOCIAL IDENTITY

Personal Identity
The concept you develop about yourself that evolves over the course of your life (Study.com).

Social Identities
How we are defined by our group memberships.
THE ANATOMY OF OUR MULTIPLE IDENTITIES

Female

Monolingual Native English Speaker

Midwestern

Educator

Dis/ability

Daughter

Cisgender Woman

Black/African American

City

Middle Class

Heterosexual
POSITIONALITY

The multiple, unique experiences that situate each of us

(Takacs, 2003, p. 33).
WHAT IS YOUR POSITIONALITY IN YOUR SOCIAL CONTEXT?

Share an experience when you were conscious of your positionality as you interacted with a child or an adult.
INTERSECTIONALITY

It is important and vital ... for critical consciousness around intersectionalities, so that people are able to not focus on one thing and blame one group, but be able to look holistically at the way intersectionality informs all of us: whiteness, gender, sexual preferences, etc. Only then can we have a realistic handle on the political and cultural world we live within. ~ bell hooks
WHAT IS INTERSECTIONALITY?

(Crenshaw, 1989)
INTERSECTIONALITY THEORY

• Kimberlé Crenshaw (1989) coining the term “Intersectionality Theory;” with origins in anti-discrimination law, illuminating the specific kinds of discrimination Black women faced due to the disregard of their unique experience of intersecting oppressions of gender and race.
What possible systems of oppression might these students face?
KIMBERLE CRENSHAW
DISCUSSING INTERSECTIONAL ERASURE

(Crenshaw, 1989)
Luciana – Intersecting Oppressions Scenario
What are the intersecting oppressions, Luciana faces that may be barriers to her benefiting from the learning opportunity the dual credit program offers?

How did the gender equity initiative appear to fall sort of addressing Luciana’s intersecting oppressions?
AVOID THE PITFALLS OF INTERSECTIONAL ERASURE

Be aware of the multiple identities of your co-workers, students and families.

Understand that categories of identity and difference cannot be separated and avoid abandoning one category of analysis in favor of (over)analyzing others (Miller, 2014).

Recognize the location of structural advantage of race, sex, gender, and ability privilege (Zachary, 2011).
Thus, [educators] have an obligation to be aware of the seemingly unrelated factors that can impact a student’s life experience and response to the [instructional environment]/service and to adapt their methods accordingly (Smith, n.d. retrieved, 2017).
APPROACHES TOWARD RECOGNIZING INTERSECTIONALITY AND VALUING INTERSECTIONAL IDENTITIES

Intersectional Analysis
Intersectional Interventions
Intersectional Advocacy
Locate and visualize where various forms of discrimination overlapped rather than ran parallel.

African American Policy Forum, n.d.
EXAMPLE OF INTERSECTIONAL ANALYSIS

- Race or ethnicity
- Gender
- Gender expression
- Appearance
- Family income

- American Indian (N=42)
- Asian (N=140)
- Hispanic (N=71)
- Black (N=152)
- White (N=1008)
- Multi-racial (N=205)
- No ethnicity reported (N=60)
Move beyond single group or single issue-based interventions.
EXAMPLE INTERSECTIONAL INTERVENTION: CSP AND UDL CROSS POLLINATION

“race and disability as a social construction based on relational system”

“whiteness and smartness as property” (Leonardo & Broderick, 2011)

Scholars, Waitoller and Thorius present a framework for an inclusive education agenda, which suggests a cross-pollination between culturally sustaining pedagogy (CSP) and universal design for learning (UDL) as a means to building emancipatory pedagogies that attend to intersecting markers of difference e.g., dis/ability, class, gender, race, language, and ethnicity (Waitoller & Thorius, 2016).
INTERSECTIONAL ADVOCACY
(CRENSHAW & HARRIS, N.D.)

- Ensure advocacy approaches address and engage members who are constituents of multiple social groups.
- Attend to how debates across constituencies sound different when it is recognized that each community contains members of the other.
- Work towards the broadest articulation of a problem that would embrace more than the interests of the most advantaged.
EXAMPLE OF INTERSECTIONAL ADVOCACY: LGBTQ+ STUDENTS OF COLOR

Talk About It

Affirm Complex Identities

Support Students’ Resilience

Intervene and Prevent

Partner with External Resources

GLSEN, n.d.
ONLINE TOOLS AND RESOURCES

ONLINE EQUITY LIBRARY

EQUITY PUBS

EQUITY TOOLS
THANK YOU FOR YOUR PARTICIPATION!!

PLEASE PROVIDE YOUR FEEDBACK

Post-Session Questionnaire
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REFERENCES


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